



LAKE FOREST  
COLLEGE

**Health & Wellness Center  
Counseling Services**

**Pre-doctoral Internship Program**

**Revised August 5, 2009**

## Overview of the Training Program

The pre-doctoral internship is designed to train clinical/counseling psychology pre-doctoral interns in providing psychological services in a college counseling center (Counseling Services). Interns will have the opportunity to be exposed to a variety of aspects of Counseling Services at a small liberal arts college. The internship adheres to 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 is carefully designed to be a professionally and personally transformative year for trainees in their development as psychologists. We value theoretically based, self-reflective and culturally competent practice, and strive to meet the highest ethical standards as clinicians working within an interconnected university community. Interns can be expected to receive excellent supervision and mentoring to become:

- Strong generalist clinicians who feel confident to move flexibly between the multiple roles that a psychologist holds on a college campus.
- Able to articulate a special interest and translate that interest in to clinical and community interventions.
- Self-reflective practitioners who are guided by a solid theoretical orientation in how they think about client presenting issues, clinical practice, social identity issues, and intervention strategies.
- Systemically informed clinicians who are adept at intervening on the community level with students, staff, and faculty to promote a holistic view of wellness on a college campus.

### Generalist Practice

The primary goal of the internship is to assist interns in their development to become skilled generalist practitioners who are able to work comfortably with the wide variety of mental health concerns that college students experience. Trainees will also become well versed in college student development and the intersection of developmental concerns with mental health issues. Interns will develop competencies in the multiple clinical interventions that college counseling center psychologists perform including intake assessment, crisis management, group therapy, outreach and consultation, community-based interventions, and training administration.

### Specialty Focus

In addition to a generalist emphasis, interns will have the ability to develop and hone a specialization in an area of interest. Past examples include alcohol assessment and intervention, multicultural programming, sports psychology/consultation, and eating disorders. This specialization will encompass individual clinical interventions, as well as focusing on community initiatives and working collaboratively with other groups on campus such as the Office of Intercultural Relations, Student Affairs, Residence Life, and a variety of student organizations.

### Self-Awareness

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 gaining an awareness and sensitivity to diversity issues throughout the internship. Interns will be provided with continuous and intensive supervision both individually and in a small group to support their clinical, personal, and professional development. Supervised experience is provided in psychotherapy and counseling services, i.e. diagnostic evaluation, intervention, and psychotherapy; psychodiagnostic testing; crisis intervention; supervision; educational intervention (psychoeducational seminars and process groups); program development and evaluation; and professional clinical issues.

### Community Based Interventions

Counseling Services stresses a community approach to Health & Wellness issues on campus. We have 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, eating disorders, responsible alcohol use, sleep, and a variety of other topics as the need arises over the course of the year. Further, interns will gain experience and skill working with systems and groups to make a positive impact on the community level. This is a core part of our mission and training experiences for interns.

## **Counseling Services' Mission**

The mission of Counseling Services (CS) is to promote the psychological wellbeing, personal effectiveness, and personal growth of Lake Forest College students, so as to enhance their personal and academic functioning. CS assists students in overcoming personal, emotional, and psychological issues that may negatively impact their ability to reach their academic goals and to make the most of their educational experience at Lake Forest College. CS educates students about mental Health & Wellness issues and teaches them about healthy lifestyle choices. CS strives to assist students in acquiring the skills, attitudes, and resources necessary to both succeed in the college environment and pursue satisfying and productive lives.

A core component of our mission is the promotion and affirmation of our community diversity in its broadest sense. We recognize that a diverse community enriches our campus and enhances opportunities for human understanding, both of which contribute to the learning environment for all. CS has a strong commitment to meeting the needs of diverse people. In all clinical, assessment, training, psychiatric, program, and outreach services we strive to create an environment where all people feel welcome and respected. As a staff, we attempt to facilitate mutual respect and understanding among people of diverse racial, ethnic, and national backgrounds, gender, sexual/affective orientations, mental and physical abilities, languages, classes, ages, religious/spiritual beliefs, socioeconomic background as well as other types of diversity. We strive to nurture environments where similarities and differences among people are recognized, respected, and honored.

## **The Location**

Counseling Services is part of the Health & Wellness Center. Located in a newly renovated building, the Health & Wellness Center includes Counseling Services and Health Services. The Health & 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. Counseling Services, as part of the Health & Wellness Center, supports its mission to encourage behaviors that eliminate or change barriers to learning, and promotes 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 the Health & Wellness Center's mission.

## **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 students representing 45 states and 69 countries.

The distinguished faculty, 98 percent of whom hold a PhD or equivalent degree, are committed to teaching undergraduates. Faculty members, rather than graduate assistants, 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. More than 30 percent have published books in their discipline.

The College has 18 departmental and 8 interdisciplinary 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.

## **Clientele**

Lake Forest College has a student enrollment of 1,368 undergraduate students; the majority of the students are traditional college-aged. The student body is diverse with 15% identifying as racial/ethnic minority students and 15% identifying as international students. Students come from 45 states and 69 countries. All services in Counseling Services are free. 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 Experiences**

The specific objectives of the training program at Counseling Services include:

1. To train ethical and competent psychologists who are capable of functioning independently.
2. To expose trainees to the variety of activities and services that Counseling Services provides in a small liberal arts college setting.
3. To develop skills in diagnosis, treatment planning, and case management.
4. To develop skills and expand therapeutic abilities in a variety of therapeutic modalities, including intake assessment, crisis intervention, individual counseling, group counseling, psychological assessment, and psychoeducational workshops.
5. To help increase self-awareness and to help trainees understand how they impact the therapeutic relationship. Trainees will be encouraged to learn how to maximize their unique strengths and minimize weaknesses.
6. To provide a training experience which will facilitate the trainee's understanding of and appreciation for diversity.
7. To provide experience in consultation and collaboration with other professionals on a college campus, including Student Health Service physicians and Nurse Practitioner; Residential Life, Public Safety, Career Advancement Center Staff, and Student Affairs administrators, faculty, and staff.
8. To teach skills in clinical supervision and training administration.
9. To identify and develop an area of specialization based on the trainee's unique interests and expertise.
10. To acquire knowledge of action, research, and theory in community psychology and social intervention and to develop skills in providing community-based interventions.

### Philosophy of Training

The purpose of the pre-doctoral internship is to provide a supervised experience that focuses on developing strong clinical and professional skills. Counseling Services is committed to the achievement of excellence in the training experience. Interns will gain a broad exposure to the variety of professional activities and service delivery systems which exist in a contemporary service-oriented college counseling setting. Every attempt is made to individualize the internship program so that preferences and needs of interns can be addressed. Interns are regarded as professionals at the College and are expected to make valuable contributions to the overall functioning of the Counseling Services and of

the College. Most importantly, the pre-doctoral internship offers intensive supervision by licensed clinical psychologists to further the development of a strong professional identity.

As emerging professionals, interns are expected to have a strong degree of self-motivation and self-direction. At the beginning of the year, interns are asked to develop a set of goals. They are asked to indicate their areas of strengths as well as areas they feel are in need of development. This information then serves as a guide both for supervision and for other areas of the training program.

It is the philosophy of the training program that psychologists should thoroughly understand and have expertise in the provision of services involving emotional, psychological, and behavioral disability and discomfort related to personal, social, and academic dysfunction. To facilitate and encourage this development, training experiences may include the following:

#### *Intake Interviewing and Crisis Intervention*

All clients are seen for an initial interview to assess the need for services and to make an appropriate referral. Interns will have the opportunity to develop interviewing skills, learn how to gather clinical information, conduct mental status evaluations, and foster early relationship building. Interns will also have the opportunity to develop skills in diagnosis and treatment planning. At the beginning of the training year, interns will be trained in crisis intervention techniques. With close supervision on each case, interns will facilitate immediate evaluation and treatment of crisis cases.

#### *Individual and Couples Psychotherapy*

Training in the provision of individual psychotherapy is the primary emphasis of the internship program. Counseling Services strives to help undergraduate students explore and learn different ways of coping with stressful situations, identify and resolve interpersonal conflicts, obtain support during difficult life events, 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 psychological disorders requiring different interventions. Counseling Services is able to conduct longer-term treatment with clients, although brief models are also used. The client caseload is in the range of 15-18 client hours per week.

#### *Group Psychotherapy*

Counseling Services offers a variety of group programs each year. The intern is encouraged to obtain experience in conducting process groups which foster interpersonal growth, the resolution of emotional issues, and/or deal with skill attainment. Groups may be time-limited interpersonal groups or structured psychoeducational groups. Topics in this area include: LGBTQ issues, eating-related issues, women's/men's issues, stress reduction, etc. Interns may co-facilitate a group with a staff member, psychology extern, or another pre-doctoral intern. Supervision is given for any on-going process group.

### Outreach and Consultation

Interns will have the opportunity to participate in on-going consultation with residence hall staff, faculty, administrators, and campus organizations. Interns will be expected to conduct a minimum of two to three evening outreach programs per semester. Interns can facilitate diversity seminars, leadership training, alcohol awareness and education, eating disorders seminars, orientation workshops, etc. Depending on the intern's initiative and interest, this area can take many forms: (a) psychoeducational seminars offered to several different target groups over the semester; (b) a series of seminars on a variety of theme-related topics; (c) a needs assessment with follow-up programming; (d) programs designed in consultation with residence hall staff. Interns may also elect to develop newspaper articles, web interventions, or a radio program.

### Psychological Assessment

Opportunities exist for interns to administer psychodiagnostic assessments to selected clients. While the Counseling Services does not engage in extensive testing, testing is deemed useful for clients who present special problems, symptoms, or concerns. Emphasis is placed on the therapeutic use of the testing instruments and an assessment experience that emphasizes a collaborative process between client and assessor.

### Specialized Assessments

Interns interested in alcohol and other drug issues, or eating disorders, may gain experience conducting specialized assessments in these issues. There is also the opportunity to provide short-term individual counseling and develop preventative programming for students.

### Training Administration

Interns will have extensive opportunities to engage in training administration activities. They will sit on the Training Committee and be involved in intern interviewing and selection. In addition, they will participate in administrative tasks as they arise (practicum fair, site visits, program evaluation, etc.)

## **Supervision**

Supervision is the foundation of the internship. Each intern will receive two hours of individual supervision each week. Additional supervision may be provided for trainees engaged in activities such as group psychotherapy, assessment, eating disorder and AOD counseling, consultation and outreach, and supervision.

### Individual Supervision

Each intern will receive two hours of supervision from a licensed clinical psychologist each week. Supervision encourages the development of critical thinking skills to determine the most appropriate therapeutic modality and orientation to apply to each individual client. Students will increase in their ability to track the effectiveness of their interventions. Supervision will assist interns in developing 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. Interns are expected to be prepared to present and discuss video/audio-taped therapy sessions during supervision.

#### Training Seminar

The training seminar is designed to explore key theoretical, technical, ethical, multicultural, and diagnostic issues as they relate to the delivery of clinical services in a college setting. To that end, both didactic readings and case materials are used to facilitate trainees' understanding of theory and research and their applications to practice.

#### Case Consultation Seminar

The case conference is designed to complement the intern's individual supervision, by providing group supervision of counseling and psychotherapy, fostering a dialogue about professional growth and interpersonal and professional relationships. Interns are expected to be prepared to present and discuss video/audiotaped therapy sessions in the group supervision. Interns will have the opportunity to provide constructive feedback to fellow students and staff and develop their oral and written presentation skills.

#### Diversity Seminar

In this seminar, interns will increase their awareness and knowledge of diversity issues in their clinical work and their personal development. Interns will have the opportunity to broaden their worldview through reading and case presentations. Interns will develop a case presentation regarding a client with some aspect of diversity during the course of the year.

#### Professional Issues Seminar

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

#### Community Issues 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. We evaluate community issues and projects using the principles of community psychology, social justice, and health promotion.

#### Outreach and Consultation Seminar

At the beginning of the year, this seminar provides didactic training in consultation and outreach. This seminar also discusses various prevention approaches and how to develop effective prevention programs. As interns select their outreach and consultation projects for the year, they receive consultation, support, and guidance on these projects through individual supervision and through informal consultation with fellow interns and externs.

## Administration

Interns are regarded as professionals at the College and are expected to make valuable contributions to the overall functioning of the Counseling Services and of the College. To assist in this role, interns participate in weekly staff meetings, the intern search committee, and various committees at the college.

### Sample Schedule – A Typical Week

Please note that activities and hour allocation on activities may vary by times 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>Individual and Couples Therapy</i>	<i>15 – 18</i>
<i>Group Therapy</i>	<i>1 – 2</i>
<i>Outreach and Consultation</i>	<i>1 – 2</i>
<i>Assessment</i>	<i>.5</i>
<i>Alcohol &amp; Drug Prevention</i>	<i>Optional</i>
<i>Supervision of Externs</i>	<i>1</i>
<i>Documentation</i>	<i>3</i>
<i>Individual Supervision</i>	<i>2</i>
<i>Training Seminar</i>	<i>1</i>
<i>Case Conference</i>	<i>1</i>
<i>Additional seminars</i>	<i>2</i>
<i>Crisis/Emergency Hour</i>	<i>1</i>
<i>Dissertation time</i>	<i>2</i>
<i>Program development, prep for supervision, etc</i>	<i>5</i>

### Evaluation of Interns

Evaluation of interns is an on-going collaborative process that happens formally and informally though out 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. 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. They complete another Self Assessment at the beginning of the second semester and at the end of internship to reflect upon their growth.

2. During the first semester, interns review a therapy tape and assess their skills. Intern supervisors also listen to the tape and review it, 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.
5. Interns provide written evaluation and feedback on the training program.
6. As is the case with all professional staff, interns will receive anonymous evaluations from a sample of their clients each semester.

### **Stipend and Benefits**

Two full-time internship positions are available beginning in mid-August 2010 and ending in Mid-August 2011. The stipend is \$20,800. Each intern is provided a fully-equipped office space with computers offering LAN and INTERNET capabilities and high quality audiotape recorders for the taping of therapy sessions. In addition to university holidays, interns receive 12 days of vacation, sick, or personal leave. Additional time off for dissertation defense, job search, conference attendance, or other professional development is available and encouraged. Other benefits include free parking, a meal-plan stipend, free membership at the student rec/fitness center, and library access. Interns are also encouraged to make progress on their dissertations and are encouraged to allocate two hours per week towards this goal. Funds for conferences are available.

### **Professional Staff**

Counseling Services is staffed by three full time clinical psychologists, two psychology interns, and a department assistant. The staff have expertise in a range of theoretical orientations including psychodynamic, client-centered, interpersonal, cognitive-behavioral, developmental, family systems, and multicultural/feminist. Our training staff is collaborative, collegial, professional, motivated, and committed to the training of students.

William T. Divane, Psy.D.  
Associate Dean of Students & Director, Health & Wellness Center  
Licensed Clinical Psychologist

Bill Divane received his doctorate degree in Clinical Psychology from the Illinois School of Professional Psychology-Chicago in 1998. He has a Bachelors of Arts degree in

economics from Georgetown University, completed in 1988. Bill has worked in high school and college mental health and university counseling services for the past eleven years, including settings such as the University of Idaho Student Counseling Services, Montana State University-Bozeman's Counseling and Psychological Services, Albion College Counseling Services, and Loyola Academy in Wilmette, Illinois. At Albion College, Bill served as the Assistant Dean & Director for Counseling Services for three years where he was responsible for the management of counseling services, career development, and leadership programming. His clinical experience includes work with a range of multicultural populations, including an intensive rotation on the Blackfeet Indian Reservation in Browning, Montana. His clinical theoretical orientation is existential-analytic, with a strong emphasis on developmental and contextual factors. Bill's clinical expertise includes issues related to trauma/abuse, depression, relationships and personality disorders, supervision, and group psychotherapy. His research and presentation interests include professional ethics, the integration of psychology and spirituality, and the interface of philosophy with theoretical psychology.

Cynthia L. Chatel, Psy.D.  
Associate Director & Coordinator of Training  
Licensed Clinical Psychologist

Cindy received her M.S. in Counseling Psychology (1999) and Psy.D. in Clinical Psychology (2005) from Loyola College in Maryland. Cindy has trained and worked in a variety of college counseling centers over the last ten years, including the Community College of Baltimore County, George Mason University, Northwestern University, and University of Michigan. In addition to training and supervision, Cindy's areas of interest and specialty include eating disorders and body image concerns, relationship issues, anxiety, sexual abuse and assault, identity, and adjusting to transitions/change. She approaches counseling from an integrative and holistic perspective, including psychodynamic, object relations, developmental, cognitive-behavioral, and dialectical behavioral theories of development and change. A feminist perspective underscores all of her work, as she is sensitive to the social and cultural influences on her clients and their multiple identities such as race, ethnicity, national origin, religion, ability, SES, gender, and sexual orientation. Cindy is also a Registered Yoga Teacher, with an interest in offering yoga classes to students to reduce stress, and support positive body image.

Charity B. Rolfes, M.A.  
Staff Psychologist and Community Wellness Coordinator

## **Application Process**

This year the application process will occur on-line (See the [APPIC website](http://www.appic.org) at [www.appic.org](http://www.appic.org) for more details). All of the application materials will be uploaded via the applicant portal on the APPIC website. We will not accept any paper materials.

The electronic application includes:

- Completed AAPI
- Curriculum vita
- Cover letter
- Three letters of recommendation. At least two should be from clinical supervisors.
- Graduate school transcripts

***Our application deadline is November 15, 2009***

***National Matching Services Code #127711***

As a member of APPIC, the Counseling Services Internship Program participates in the National Matching Services Internship Matching Program. You must be registered for the Match in order 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 Matching Program web site at [www.natmatch.com/psychint/](http://www.natmatch.com/psychint/)

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](http://www.appic.org)).

If you have questions, please feel free to contact Dr. Chatel at 847-735-5240 or [chatel@lakeforest.edu](mailto:chatel@lakeforest.edu). Additional information about Lake Forest College may be obtained at <https://www.lakeforest.edu>, or visit the Counseling Services website at <https://www.lakeforest.edu/life/services/counseling.asp>.