



LAKE FOREST  
COLLEGE

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

**Training Program Brochure**

**Revised July 30, 2019**

## Overview of the Training Program

The APA–Accredited 2,000 hour, twelve month, doctoral internship in health service psychology is designed to train clinical/counseling psychology doctoral interns in providing psychological services in a college counseling center. The hours accrued of training time during internship is post-practicum and pre-doctorate. 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 we strive to meet the highest ethical standards as clinicians working within an interconnected university community. Interns can expect 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 into clinical and community interventions.
- Self-reflective practitioners who are guided by a solid theoretical orientation and evidence in how they conceptualize client presenting issues, incorporate social and cultural identities into work, and provide effective 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 impact a college student's 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, individual therapy, group therapy, outreach and community-based intervention, consultation, interdisciplinary collaboration, and program development and evaluation.

### Specialty Focus

In addition to a generalist emphasis, interns will be allowed opportunity to explore areas of interest to them. Past examples include alcohol assessment and intervention, multicultural programming, sports psychology/consultation, and eating disorders. This specialization can 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 continuing to develop an awareness and sensitivity to diversity issues throughout the internship. The internship is focused on improving interns' awareness and skill at working with clients of various identities in order to graduate interns who are adept at ethical and multiculturally competent practice. 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 intake assessment, individual, couples, and group therapy, crisis assessment and intervention, diagnostic and therapeutic testing, community psychology and outreach programming, consultation, interdisciplinary collaboration, and program development and evaluation.

### Community Based Interventions

The Health and Wellness Center stresses a community approach to health and 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, healthy relationships, resilience, healthy sexuality, time management, and a variety of other topics as the need arises over the course of the year. Interns will gain experience and skill working with systems and groups to make a positive impact on the community level. Interns will each develop their own Community Action Project as a portion of their contribution to the community throughout the internship year. Community based initiatives are a core part of our mission and training experiences for interns.

## **The Health and Wellness Center's Mission**

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.

A core component of the Health and Wellness Center's 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. The Health and Wellness Center has a strong commitment to meeting the needs of diverse people. In all clinical, assessment, training, 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 identities, sexual identities, mental and physical abilities, languages, classes, ages, religious/spiritual beliefs, and

socioeconomic backgrounds as well as other types of diversity. We strive to nurture environments where similarities and differences among people are recognized, respected, and honored.

### **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 44 states and 70 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 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.

### **Clientele**

Lake Forest College has a student enrollment of almost 1,600 undergraduate students. The majority of the students are traditional college-aged. The student body is diverse, with 39% identifying as either racial/ethnic minority students or international students. Students come from 44 states and 70 countries. 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, Aims, and Competencies**

The Doctoral Internship Program in Lake Forest College's Health and Wellness Center utilizes a practitioner-scholar training model intended to facilitate and contribute to the growth of emerging psychologists. The program combines scholarly review of theory and research with experiential clinical practice towards the overarching goal of furthering interns' development

into multiculturally competent and ethical generalist practitioners.

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 refine basic clinical skills and to 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 continuous and intensive supervision to foster the development of more skills throughout this process. Training and supervision have a developmental focus and 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, stage of professional development, and the special talents and needs they possess. This is accomplished in several ways. Initially, interns/externs are asked to complete the Intern Self-Assessment, which helps identify strengths and growth areas in a variety of domains. These self-assessments are reviewed with the intern and the training committee in an effort to clarify each intern's unique training needs and goals. This process is the foundation of a collaborative approach in supervision to set goals for the year. They are also kept in mind during the extensive supervision and training supports offered in the Health and Wellness Center.

In addition to recognizing the developmental stages of interns, an effort is made to tailor the program for interns in consideration of their special needs, strengths, and interests. During orientation and supervision, interns are encouraged to identify learning opportunities that fit in with their interests and to make efforts throughout the training year to earn additional skills in these areas. For example, past interns have chosen to focus on eating disorders, sports psychology, alcohol assessment, and multicultural programming.

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 respect for diversity, concern for ethics, and the importance of continued growth and professional development.

The primary aims of the internship program are as follows:

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 and adept at ethical and multiculturally competent practice.
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 interns' competence in the following profession-wide and program-specific competencies:

1. Intervention (Psychotherapy, Group Therapy, and Crisis Intervention)
2. Assessment

3. Individual and Cultural Diversity
4. Consultation and Interprofessional /Interdisciplinary Skills
5. Ethical and Legal Standards
6. Research
7. Communication and Interpersonal Skills
8. Professional Values and Attitudes
9. Supervision
10. Community Psychology and Outreach Programming

### **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 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.

##### *Crisis Assessment and Intervention*

During orientation, interns will receive training in evidence-based methods of assessing risk and managing crisis situations in accordance with the policies and procedures of the Health and Wellness Center. Interns will have the opportunity to integrate this model in a range of clinical encounters, including: intake interviews, individual therapy and case management sessions, emergency consultations 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 two days per week. On these days, a designated hour is reserved for consultation with students in crisis, though interns also may need to respond to walk-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 crisis counselor on-call through the Health and Wellness Center's 24/7 crisis line. Interns are expected to be on-call 3-4 weeks each semester. During a typical week of the on-call rotation, an intern can expect to receive between 0 and 2 calls. A licensed psychologist supervisor always serves as backup during the weeks that an intern is on call.

##### *Individual and Couples Psychotherapy*

Training in the provision of individual psychotherapy is the primary emphasis of the internship program. The Health and Wellness Center 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. The Health and Wellness Center typically utilizes brief models of treatment. Most clients are seen for 6-10 sessions, although trainees are able to 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 see 15-18 clients per week in individual and/or couples therapy. During the busiest parts of the academic year interns may often have caseloads larger than 15-18, 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 initially presenting in crisis, with a structured focus on safety planning, application of coping skills, and connection to other resources. 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 a variety of therapy groups each year. 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, and behavioral change. Interns may also have opportunities to facilitate structured psychoeducational groups throughout the year. Examples of structured psychoeducational groups offered in the past include: LGBTQ issues, eating-related issues, women's/men's issues, stress management, and resiliency.

### Psychological Assessment

Opportunities exist for interns to administer diagnostic and/or therapeutic assessment with selected clients. While the Health and Wellness Center 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 will receive training and experience in conducting specialized assessments for alcohol and other drug issues and learning disability/ADHD screenings. Dependent on clinical need, interested students may have the opportunity to engage in specialized assessment for eating disorders.

## **Outreach, Consultation, and Interdisciplinary Collaboration**

### **Outreach**

Outreach programming is one of the areas of community based intervention that is an additional focus of the training program. At the beginning of the year, interns participate in training for Resident Assistants and workshops for New Student Orientation. Various outreach activities are scheduled throughout the semester, such as National Depression Screening Day or Bystander Intervention training. In addition to regularly scheduled outreach events, interns will be expected to conduct a minimum of two to three independent outreach programs per semester. Some of these may take place during evening or weekend hours. Over the course of the year, each intern develops and conducts a Community Action Project, addressing an assessed area of need on campus that also fits with the each intern's interests and/or areas of expertise with some community-based intervention. Depending on the intern's initiative and interest, outreach could involve psychoeducational workshops on a particular theme or targeting a particular group, 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, web interventions, or a radio program.

### **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. Interns will also have the opportunity to present on areas of expertise to Student Affairs colleagues and other faculty and staff. 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 Office of 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 will have opportunities to engage in training administration activities. They will be part of the intern selection committee. They will have the opportunity to evaluate and help to improve elements of the training program as well as other programs and systems on campus. They will also learn skills in developing and evaluating their own community-based programming.

## **Supervision of Practicum Therapists**

Interns provide supplemental supervision of one advanced practicum therapist. They meet with their supervisee for 1 hour per week. Interns can expect to supervise one advanced practicum therapist in the fall semester, providing single case supervision, and a different advanced practicum therapist in the spring semester, providing supervision for half of the supervisee's case load.

## **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 psychologists, offering interns a breadth of perspective and mentorship. Supervision encourages the development of critical thinking skills to determine the most appropriate therapeutic modality and orientation to apply to each individual client. Interns 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 recordings of therapy sessions during supervision.

### *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, additional supervision will be provided by a licensed psychologist.

### *Case Consultation*

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/audio recorded 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. 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. Case consultation occurs weekly for 2 hours each week.

### *Training Seminar*

The training seminar is designed to explore theoretical, ethical, multicultural, and diagnostic issues related to the delivery of clinical services in the college setting. The seminar also provides additional training on diagnostic presentations, 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. Training seminar meets weekly for 1 hour per week. 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. Interns are also provided the opportunity to lead this seminar a few times throughout the year.

### *Multicultural Seminar*

In this bi-weekly, hour long seminar, interns will increase their awareness and knowledge of diversity issues in their clinical work and their personal development. The seminar focuses 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, 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. Interns will also develop a multicultural case presentation during the spring semester, in which they will more deeply explore the intersections of their own and a client's identities in the unfolding process of clinical work with this client.

### *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 meeting also allows students 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. We 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 community action projects and participation in other outreach and consultation throughout the year in this weekly seminar.

### *Integrated Health and Wellness Seminar*

This monthly seminar provides 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 Seminar*

This seminar is provided primarily during the orientation period of the internship year. It is intended to provide interns with training in specialized types of assessment. Topics covered include intake assessment, risk assessment, crisis assessment and intervention, case management, Alcohol and Other Drug assessment, LD/ADHD assessment, and therapeutic assessment.

### 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. We 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 community action projects and participation in other outreach and consultation throughout the year in this bi-weekly seminar.

### 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

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>Intake Assessment</i>	<i>4</i>
<i>Individual and Couples Therapy</i>	<i>15 – 18</i>
<i>Group Therapy</i>	<i>1.5</i>
<i>Outreach and Consultation</i>	<i>0 – 2</i>
<i>Assessment</i>	<i>0 – 1</i>
<i>Crisis Hour Coverage</i>	<i>2</i>
<i>Staff Meetings</i>	<i>1 – 2</i>
<i>Individual Supervision</i>	<i>2</i>
<i>Supervision of Group</i>	<i>1</i>
<i>Case Consultation Seminar (Group Supervision)</i>	<i>1.5</i>
<i>Training Seminar</i>	<i>1</i>
<i>Multicultural Seminar/ Community Action Seminar</i>	<i>1</i>
<i>Dissertation</i>	<i>1</i>
<i>Administrative Time (Documentation, Program Development, Seminar Prep)</i>	<i>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 evaluations from a sample of their clients each semester.

## **Professional Staff**

The Health and Wellness Center is staffed by three full time clinical psychologists, two doctoral psychology interns, two nurse practitioners, a patient care technician, and a department assistant. Counseling 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, 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

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.

## Internship Admissions, Support, and Initial Placement Data

\*Program tables updated 8/9/2019

### Internship Program Admissions

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. 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.

*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:*

	Yes/No	Number of Hours
Total Direct Contact Intervention Hours	Yes	300
Total Direct Contact Assessment Hours	No	NA

*Describe any other minimum criteria used to screen applicants.*

- Applicants must have completed a minimum of 3 years of graduate training.
- Applicants must have completed at least two graduate level clinical practica, with one focused on diagnostic assessment and one focused on therapy.
- 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.

All other minimum criteria used to screen applicants are described in the paragraph and table above.

Financial and Other Benefit Support for Upcoming Training Year

Annual Stipend/Salary for Full-Time Interns      At least \$24,895

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/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 interns/residents in excess of personal time off and sick leave?	Yes*

Other Benefits:

- Meal Plan Stipend for use at campus dining facilities
- 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 a tally of the initial post-internship positions for the 3 internship cohorts from 2015-2018.

	<b>2015-2018</b>	
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	
	<b>PD</b>	<b>EP</b>
Community mental health center	0	0
Federally qualified health center	0	0
Independent primary care facility/clinic	0	0
University counseling center	1	0
Veterans Affairs medical center	0	0
Military health center	0	0
Academic health center	0	0
Other medical center or hospital	0	0
Psychiatric hospital	0	0
Academic university/department	0	0
Community college or other teaching setting	0	0
Independent research institution	0	0
Correctional facility	0	0
School district/system	0	0
Independent practice setting	3	1
Not currently employed	0	0
Changed to another field	0	0
Other	1	0
Unknown	0	0

**Note:** “PD” = Post-doctoral residency position; “EP” = Employed Position. For former trainees working in more than one setting, the setting represents their primary position.

## Intern Selection Process and Academic Preparation

The Lake Forest College Doctoral Internship in Psychology currently offers two full-time positions in the training program. All interested applicants can apply by submitting an online application via the APPIC website (appic.org).

A complete application includes:

1. A completed AAPI, 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)

All application materials for the 2020-2021 training year must be submitted by midnight Central Standard Time on November 3, 2019 for consideration in the selection process. Applicants will be notified via email by December 15, 2019 of their interview status. A number of applicants will be invited for on-site interviews for the next stage of the selection process. These interviews will be conducted in early January, and interviewees are encouraged to be a part of this full-day interview process as it allows the best evaluation of fit between interviewee and site, both for applicants and the program. However, the program is willing to consider accommodating interviewees who are unable to travel to campus due to financial or other constraints. To assist with planning purposes, **tentative interview dates for 2020 are Friday, January 3, 2020, Monday, January 6, 2020, and Tuesday, January 7, 2020.** On the day of the interview, applicants are provided with an overview of the doctoral internship at Lake Forest College and meet for individual and/or group interviews with the Director, Assistant Director, Assistant Director/Coordinator of Training, and current doctoral interns. Applicants will also tour the campus and enjoy lunch with all available Health & Wellness Center staff. Invited applicants should expect to spend a majority of the day with us.

The training program 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. 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 a college counseling center. 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 academic program
3. Completion of a minimum of 3 years of graduate training
4. Dissertation proposal defended by the application deadline
5. Completion of at least two graduate-level clinical training practica, one of which is primarily focused on therapy and one of which is primarily focused on assessment

***Our application deadline is November 3, 2019***

***National Matching Services Code 127711***

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 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)).

**The internship program is accredited by the American Psychological Association.**

*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 / E-mail: [apaaccred@apa.org](mailto:apaaccred@apa.org)  
Web: [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation)

**Stipends, Benefits and Resources**

The Lake Forest College Doctoral Internship Training Program offers two full-time 12-month intern positions. The current stipend (for the 2019-2020 training year) is \$ \$24,895. The 2020-2021 training year will run from August 1, 2020 through July 31, 2021. Additional benefits include:

- Comprehensive health insurance
- Paid time off for vacation and illness
- Paid holidays recognized by the College
- Funding and time off to attend professional conferences
- Schedule flexibility for dissertation and post-doctoral position search
- Meal stipend for use at campus dining facilities
- Free access to campus Sports and Recreation Center
- Free parking

Each intern is provided a private office equipped with telephone, computer, and recording equipment. Interns have administrative support from the department assistant and support developing outreach programming from student employees and peer educators. All assessment instruments and 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 Director of Human Resources, Agnes Stepek, at [stepek@lakeforest.edu](mailto:stepek@lakeforest.edu) or 847-735-5036 or the Coordinator of Clinical Training, Kasey Schultz-Saindon, Ph.D., at [schultzsaindon@lakeforest.edu](mailto: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, sex, pregnancy, sexual orientation, gender identity, gender expression, parental status, marital status, age, disability, citizenship status, veteran status, genetic information, 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, or Title IX may be directed to Joan Slavin, Title IX Coordinator; 555 North Sheridan Road, Lake Forest, IL 60045; 847-735-6009; [TitleIX@lakeforest.edu](mailto:TitleIX@lakeforest.edu). A person may also file a complaint with the Department of Education's Office for Civil Rights regarding an alleged violation of Title IX by visiting [www2.ed.gov/about/offices/list/ocr/complaintintro.html](http://www2.ed.gov/about/offices/list/ocr/complaintintro.html) or calling 800-421-3481. The campus coordinator for Section 504 of the Federal Rehabilitation Act of 1973 (prohibiting discrimination based on disability) is Stephen D. Schutt, President; 555 North Sheridan Road; Lake Forest, IL 60045; 847-735-5100; [president@lakeforest.edu](mailto:president@lakeforest.edu). Inquires or concerns with respect to any other type of discrimination may be directed to Agnes Stepek, Director of Human Resources, 847-735-5036, [stepek@lakeforest.edu](mailto:stepek@lakeforest.edu).

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](mailto: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://www.lakeforest.edu/studentlife/health>.