# Table of Contents

Internship Accreditation Information ................................................................. 1
Overview of the Training Program ........................................................................ 1
Health and Wellness Center .................................................................................... 3
The Setting ............................................................................................................... 4
Clientele .................................................................................................................. 4
Training Philosophy, Aims, and Competencies ....................................................... 5
Training Activities .................................................................................................. 6
  Direct Service ...................................................................................................... 6
    Intake Interviewing ............................................................................................ 6
    Crisis Assessment and Intervention ................................................................. 7
    Individual and Couples Psychotherapy ........................................................... 7
    Case Management ............................................................................................ 7
    Group Therapy .................................................................................................. 7
    Specialized Assessment ..................................................................................... 8
  Outreach, Consultation, and Interdisciplinary Collaboration ......................... 8
    Outreach .......................................................................................................... 8
    Let’s Talk .......................................................................................................... 8
    Consultation ..................................................................................................... 8
    Interdisciplinary Collaboration ....................................................................... 9
    Program Administration and Evaluation ......................................................... 9
  Supervision of Practicum Therapists ................................................................. 9
  Supervision and Seminars .................................................................................. 9
    Individual Supervision .................................................................................... 9
    Supervision of Group ..................................................................................... 10
    Case Consultation ........................................................................................... 10
    Supervision of Supervision .......................................................................... 10
    Intern Seminar ................................................................................................ 10
    Multicultural Seminar ..................................................................................... 11
    Professional Development Seminar ............................................................... 11
    Community Psychology and Outreach Seminar ............................................. 11
    Integrated Health and Wellness Consultation ............................................... 11
    Assessment Seminar ....................................................................................... 11
  Administrative Time ............................................................................................ 12
Sample Schedule – A Typical Week ....................................................................... 12
Evaluation of Interns .............................................................................................. 12
Adjustments to Training during the COVID-19 Pandemic .................................... 14
Supervisory Staff .................................................................................................. 15
Internship Admissions, Support, and Initial Placement Data ............................. 17
  Internship Program Admissions ....................................................................... 17
  Financial and Other Benefit Support for Upcoming Training Year ................... 18
  Initial Post-Internship Positions ....................................................................... 19
Internship Accreditation Information

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

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

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

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

Overview of the Training Program

The APA Accredited doctoral internship in health service psychology is designed to train clinical/counseling psychology doctoral interns in providing psychological services in a college counseling center. Interns will be exposed to a variety of aspects of counseling services at a small liberal arts college. The internship utilizes a practitioner-scholar model of psychological training and service delivery. The practitioner-scholar training model emphasizes the integration and application of critical thinking and skillful reflection across a broad range of experiential activities.

The internship 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, culturally-aware generalist clinicians who feel confident to move flexibly between the multiple roles that a psychologist holds on a college campus.
- Self-reflective practitioners who are guided by a solid theoretical orientation and evidence in how they conceptualize client presenting issues, incorporate multicultural identities into work, and effectively intervene.
- 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.
- Entry-level psychologists who are confident in their therapeutic style and able to articulate areas of strength and expertise that they can translate into clinical and community interventions.

**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. Interns are expected to develop in their awareness of their own and others’ multicultural identities in order to competently work with clients of varying demographics. Trainees will 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 assessment and intervention, individual therapy, group therapy, case management, outreach and community-based intervention, consultation, interdisciplinary collaboration, and program development and evaluation.

**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 issues of diversity, oppression, power, and privilege 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 screening, therapeutic assessment, community psychology and outreach programming, consultation, interdisciplinary collaboration, provision of supervision, 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, responsible alcohol use, sleep, healthy relationships, resilience, general mental health, healthy eating, healthy sexuality, time management, and a variety of other topics as the need arises over the course of the year. Interns will gain experience and skill working with systems and groups to make a positive impact on the community level. Interns are expected to collaborate with student organizations and other departments, both within and outside of the Office of Student Affairs, through the year. Interns will each develop their own Community Action Project as a portion of their contribution to the community. Additionally, interns contribute to the campus community by serving as consultants to faculty and staff when mental
health concerns arise with students. Community based initiatives are a core part of our mission and training experiences for interns.

**Development of Expertise**

One of the goals of the internship program is to help interns develop into entry-level professionals who are well able to articulate their specific strengths. The internship year is focused on helping interns to find their voice and solidify their therapeutic style as they transition from student/trainee to psychologist/professional. Supervision and seminars are oriented towards helping interns develop and identify their strengths. Interns are also encouraged to identify learning opportunities that fit with their interests and may be able to tailor some aspects of their experience to help them develop more expertise in that interest area.

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**Health and Wellness Center**

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

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

The Setting

Lake Forest College is a coeducational 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 43 states and 85 countries.

The distinguished faculty, 97 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, 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. Lake Forest is one of the most diverse small colleges in the Midwest with nearly 39% of our student body identifying as either racial/ethnic minority students or international students. Students come from 43 states and 85 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 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 and stage of professional development. Interns are asked to complete a self-assessment at the beginning of the training year to identify the skill and expertise that they bring to the program as well as their unique training needs and goals. This process is the foundation of a collaborative approach that is infused throughout the supervision and seminars the Health and Wellness Center's training.

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.

As emerging professionals, interns are expected to have a strong degree of self-motivation and self-direction. In a supportive and collegial atmosphere, interns are treated with respect and encouraged to participate in all activities of the center. This level of involvement and participation enables interns to be directly exposed to modeling of professional values including 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 their need for services and to make an appropriate referral to individual or group counseling with in the Health and Wellness Center, other offices on campus, or other providers in the community. Interns are expected to hold set times in their schedules for intakes. 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 develop greater skill 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 drop-in clients with more urgent needs outside of this designated hour. Support and direct supervision of risk assessment and treatment plans is provided to assure client safety and facilitate interns’ integration of effective crisis assessment and intervention skills. Interns also take part in the on-call rotation, serving as 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 3 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 5-8 sessions, although trainees can conduct longer-term treatment with a portion of their caseload when appropriate for the client’s needs and the intern’s training. Interns are expected to 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 multiple therapy groups each semester. Each intern is provided training in and the opportunity to co-facilitate semester-long interpersonal process groups which foster interpersonal growth, the resolution of emotional issues, and behavioral
change. Often interns have the opportunity to lead two interpersonal process groups during the spring semester. Interns may also have opportunities to facilitate drop-in groups or psychoeducational groups/workshops, dependent on interest and the needs of the community.

Specialized Assessment
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. Interns who have a greater interest in formalized assessment may elect to administer diagnostic and/or therapeutic assessment with selected clients. While the Health and Wellness Center does not engage in extensive testing, testing may be deemed useful for some clients. Emphasis is placed on the therapeutic use of the testing instruments and an assessment experience that emphasizes a collaborative process between client and assessor.

Outreach, Consultation, and Interdisciplinary Collaboration

Outreach
Outreach programming is one of the areas of community based intervention that is a 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 typically 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.

Let's Talk
Along with staff members, interns provide coverage for our Let’s Talk program. Typically, an intern will have one regularly scheduled hour per week during which the intern is in a private office in a location outside of the Health and Wellness Center. Let’s Talk is designed to be a time during which students can drop in to talk with a therapist about any number of topics, whether or not they are interested in seeking counseling. Let’s Talk is scheduled at varying times throughout the week and in a variety of spaces in an attempt to allow students more access to a mental health provider. This is also a time in which interns may be able to develop stronger collaboration relationships and skill in consultation with other higher education professionals.

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

**Interdisciplinary Collaboration**
Due to the integrated nature of the Health and Wellness Center as both the primary health and counseling clinic on campus, interdisciplinary collaboration is a daily occurrence for interns. This collaboration will happen both formally and informally. Interns also regularly attend the 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 and a different advanced practicum therapist in the spring semester. In this supplemental supervision, the intern will supervise a small portion of the advanced practicum therapist’s cases. Interns will be provided support for their development as a supervisor and supervision around the welfare of their supervisee’s clients in supervision of supervision with the Coordinator of Clinical Training and their individual supervision with their supervisor who is also the primary supervisor of the advanced practicum therapist. Interns are expected to video record their provision of supervision.

**Supervision and Seminars**

**Individual Supervision**
Each intern will receive two hours weekly of individual supervision focused on individual clinical work and general professional development. This supervision is conducted by two different licensed psychologists, offering interns a breadth of perspective and mentorship. Interns typically will have one supervisor the entire year. The second supervisor will switch in January. This allows opportunity for each intern to be supervised by all three psychologists on staff. Interns are expected to be prepared to present and discuss video recordings of therapy sessions during supervision. Interns will be focused on professional growth and increased self-awareness. Supervision can be expected to assist interns in developing the skills necessary to use themselves as an important instrument of change in the counseling relationship. One focus of supervision is in increasing each intern’s own therapeutic style and solidifying their theoretical approach. Interns can expect to improve their ability to track the effectiveness of their interventions.
Supervision of Group
While an intern is facilitating a therapy group, 30 minutes of weekly individual supervision will be provided by the licensed psychologist co-facilitator. If approval is given for an intern to lead a group with a trainee co-facilitator or without a co-facilitator, additional supervision will be provided by a licensed psychologist.

Case Consultation
Case consultation is a group supervision designed to complement the intern’s individual supervision. During this supervision, interns, advanced practicum therapists, and staff rotate sharing about current clients and showing video recorded therapy sessions. Intentionality is given to discussing clients and therapists’ within their multicultural contexts. Attention is given to the impact of these intersecting identities on the client’s presenting concerns and the therapeutic relationship. In addition to asking questions, brainstorming ideas about future directions for clinical work with specific clients, and receiving feedback from others about their clinical strengths and growth areas, interns will have the opportunity to provide constructive feedback to fellow trainees and staff. Interns will have opportunity to continue to develop their oral and written presentation skills and to demonstrate their skill at conceptualization and assessment. Interns are encouraged to use this group supervision as a space to develop their skills at providing feedback and peer supervision as they begin to develop their own approach to clinical supervision. Interns can also expect to present a more formal case presentation at the end of the fall semester. The timing of this is also designed to help with preparation for post-doc or job interviews. Case consultation occurs weekly for two hours each week.

Supervision of Supervision
Supervision of Supervision provides opportunity for interns to learn theories and techniques of supervision and encourage interns to apply these techniques in supervision of a practicum therapist. Consideration of the developmental needs of trainees, the structuring of a supervisory relationship, and ethical issues will be discussed. Interns will be expected to develop their own theory and approach to supervision and apply this approach in their supervision of a practicum therapist. Interns will be expected to share video of them supervising. Supervision of supervision is held for one hour three out of every four weeks throughout the academic year.

Intern 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 and the practice of clinical/counseling psychology as a whole. 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. Outside speakers may be utilized in some weeks to give a variety of topics and exposure to mental health professionals beyond the HWC staff. Interns are also provided the opportunity to lead this seminar twice 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. This seminar includes the advanced practicum therapists.

**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. This seminar includes the advanced practicum consultation therapists.

**Integrated Health and Wellness Consultation**
This monthly consultation hour 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 the types of assessment of clients they will be engaging in when delivering services throughout the training year. Topics covered include initial consultation/triage assessment, intake assessment, risk assessment, crisis assessment and intervention, case management, Alcohol and Other Drug assessment, and LD/ADHD assessment.
Administrative Time

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

Sample Schedule – A Typical Week

Activities and the allocation of hours on activities may vary by 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:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intake Assessment</td>
<td>3</td>
</tr>
<tr>
<td>Individual and Couples Therapy</td>
<td>15</td>
</tr>
<tr>
<td>Group Therapy</td>
<td>1.5</td>
</tr>
<tr>
<td>Outreach and Consultation</td>
<td>0.5</td>
</tr>
<tr>
<td>Assessment</td>
<td>0.5</td>
</tr>
<tr>
<td>Let’s Talk</td>
<td>1</td>
</tr>
<tr>
<td>Crisis Hour Coverage</td>
<td>1</td>
</tr>
<tr>
<td>Staff Meetings</td>
<td>2</td>
</tr>
<tr>
<td>Individual Supervision</td>
<td>2</td>
</tr>
<tr>
<td>Supervision of Group</td>
<td>0.5</td>
</tr>
<tr>
<td>Case Consultation</td>
<td>1.5</td>
</tr>
<tr>
<td>Supervision of Supervision</td>
<td>1</td>
</tr>
<tr>
<td>Seminars (Intern, Multicultural, Community Psych &amp; Outreach, Professional Development) &amp; HWC Consultation</td>
<td>3</td>
</tr>
<tr>
<td>Administrative Time (Documentation, Program Development, Seminar Prep)</td>
<td>5</td>
</tr>
<tr>
<td>Weekly Total</td>
<td>37.5</td>
</tr>
</tbody>
</table>

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.
Adjustments to Training during the COVID-19 Pandemic

As with all training programs, the Lake Forest College internship program has had to make adjustments to training during the COVID-19 pandemic. We understand that potential applicants may wish to understand how training could be affected. While it is our hope that by the 2021-2022 training year we will be able to return to in person services, it is impossible to be certain at this point. By including some explanation of the adjustments that were made to training and service delivery for our current and previous cohorts, we hope to give you some idea of what you might expect if COVID-19 continues to affect our community in the upcoming internship year.

Lake Forest College’s responses to the pandemic can be viewed on the Lake Forest Coronavirus Information page. In mid-March 2020, the College’s courses transitioned to remote learning and most students were required to leave campus. The Governor of Illinois issued a Stay at Home order from March 21 through May 29, 2020. Lake Forest College developed and released plans for a combination of online courses and remote learning over the summer months, with plans in place for the students who wished to return to campus to be able to do so for fall classes. In late July, a decision was announced to change plans to continue with fully remote learning for the fall semester.

All Health and Wellness Center staff, including interns, have been working remotely since late March. The current expectation is that staff will continue working remotely until at least January 2021. All counseling services are being provided by telehealth. Interns and staff are conducting initial consultations by phone with students to help determine the best fit of services for clients. Interns will also be conducting individual, group, and potentially couples therapy via telehealth. Only students who are currently residing in Illinois are eligible for telemental health treatment through the Health and Wellness Center due to licensure limitations. Interns may provide crisis assessment, case management, and referral for students who are residing outside of Illinois. The Health and Wellness Center is increasing its outreach offerings to help meet the needs of all students during this time, and interns are involved in nearly all of this outreach programming. Interns and staff are continuing to offer Let’s Talk drop-in time to support students. Interns and advanced practicum therapists are working together to develop and provide outreach programming for regular scheduled outreach times each week of the semester. Topics for this include things such as time management, stress management, sleep hygiene, healthy relationships, and navigating family relationships. Additional outreach support spaces are being provided for students as well, including a support space for students of color and Mindfulness Based Stress Reduction series. Interns and staff are planning to collaborate with student organizations to determine what other needs students may have at this time and to serve as consultants and support to other College staff who are providing support to students in a different manner than previously.

Extra attention is being paid to helping the training cohorts bond and get to know staff. Some of this happens through brief staff meetings every morning, a trainee only meeting once a week, and casual time open to all staff once a month. Effort is also being made to ensure interns are aware of and able to utilize the supervision support offered to them. A supervisor is assigned each day to be responsible for supporting interns and advanced practicum therapists if issues arise, and they hold brief check-ins with all trainees at the end of the day.
Supervisory Staff

The Health and Wellness Center is staffed by three full time clinical psychologists, two doctoral psychology interns, two advanced practicum therapists, a nurse practitioner, a patient care technician or registered nurse, 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 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 250 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. Previous experience in a college counseling center is not a requirement for consideration, but strong applicants are able to articulate their interest in completing their training in a college counseling center. The HWC seeks to train and provide services to individuals with diverse identities. As a training site, the program is committed to the recruitment, selection, and retention of diverse intern candidates. Individuals with underrepresented and/or minoritized identities are encouraged to apply to our site.

*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:*

<table>
<thead>
<tr>
<th></th>
<th>Yes/No</th>
<th>Number of Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Direct Contact Intervention Hours</td>
<td>Yes</td>
<td>250</td>
</tr>
<tr>
<td>Total Direct Contact Assessment Hours</td>
<td>No</td>
<td>NA</td>
</tr>
</tbody>
</table>

*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. According to Lake Forest College's Background Check policy, although a
Disqualification from employment is possible, a previous issue does not automatically disqualify an applicant from consideration for employment with Lake Forest College. Depending on a variety of factors (for example, the nature of the position, the nature of the issue, and the amount of time that has passed), the candidate may still be eligible for employment. Any questions about the Background Check Policy can be directed to Agnes Stepek, Director of Human Resources, at stepek@lakeforest.edu or 847-735-5036.

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**

<table>
<thead>
<tr>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Stipend/Salary for Full-Time Interns</td>
<td>At least $25,393</td>
</tr>
<tr>
<td>Annual Stipend/Salary for Half-Time Interns</td>
<td>NA</td>
</tr>
<tr>
<td>Program provides access to medical insurance for intern?</td>
<td>Yes</td>
</tr>
<tr>
<td>Trainee contribution to cost required?</td>
<td>Yes</td>
</tr>
<tr>
<td>Coverage of family member(s) available?</td>
<td>Yes</td>
</tr>
<tr>
<td>Coverage of legally married partner available?</td>
<td>Yes</td>
</tr>
<tr>
<td>Coverage of domestic partner available?</td>
<td>Yes</td>
</tr>
<tr>
<td>Hours of Annual Paid Personal Time Off/Vacation</td>
<td>14 days</td>
</tr>
<tr>
<td>Hours of Annual Paid Sick Leave</td>
<td>12 days</td>
</tr>
<tr>
<td>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?</td>
<td>Yes*</td>
</tr>
</tbody>
</table>

Other Benefits:
- 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 2016-2019.

<table>
<thead>
<tr>
<th>Position</th>
<th>PD</th>
<th>EP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # of interns who were in the 3 cohorts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2016-2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community mental health center</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Federally qualified health center</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Independent primary care facility/clinic</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>University counseling center</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Veterans Affairs medical center</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Military health center</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Academic health center</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other medical center or hospital</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Psychiatric hospital</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Academic university/department</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Community college or other teaching setting</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Independent research institution</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Correctional facility</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>School district/system</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Independent practice setting</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Not currently employed</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Changed to another field</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**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 Recruitment and Selection

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

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

The minimum criteria for applicants include:

1. A minimum of 250 intervention hours prior to the application deadline
2. Enrollment and good standing in an APA-accredited or CPA-academic doctoral program
   a. Applicants from Clinical or Counseling Psychology program preferred
   b. Applicants from School Psychology program will be considered, but not preferred
3. Completion of a minimum of 3 years of graduate training
4. Approval of dissertation proposal by the rank 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

Additionally, interns who match to our training program must successfully pass a background check before a final offer of employment is made. Background checks may include, but are not limited to, criminal history, national sex offender search, and motor vehicle history.

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

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

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

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

All application materials for the 2021-2022 training year must be submitted by 11:59pm Eastern Standard Time (10:59pm Central Standard Time) on Sunday, November 1, 2020 for consideration in the selection process. Please make note of the time deadline and pay attention to the time zone that you are living in, as the application portal for this internship will close automatically at 11:59pm Eastern Standard Time on November 1, 2020. If you experience issues submitting your application, please reach out to the Coordinator of Clinical Training at schultzsaindon@mx.lakeforest.edu.

Applications are reviewed initially by the Coordinator of Clinical Training and subsequently by three members of the Internship Selection Committee. The Internship Selection Committee is comprised of our three Counseling Services staff members and our two current doctoral psychology interns. Approximately 20 applicants will be invited for interviews for the next stage of the selection process. Applicants will be notified via email by December 15, 2020 of their interview status. These video interviews will be conducted in early January 2021. All interviews during the 2021 Match will be conducted through video via Zoom. To assist with planning purposes, tentative interview dates for 2021 are Thursday, January 7, 2021, Friday, January 8, 2021, Monday, January 11, 2021, and Tuesday, January 12, 2021, and interviews are expected to be scheduled over the course of a work day, with breaks scheduled throughout.

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

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

**Stipends, Benefits and Resources**

The Lake Forest College Doctoral Internship Training Program offers two full-time 12-month intern positions. The current stipend (for the 2020-2021 training year) is $25,393 paid on an hourly non-exempt basis under the FLSA regulations. The 2021-2022 training year will run from August 1, 2021 through July 31, 2022. 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
• Free access to campus Sports and Recreation Center
• Free parking

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

Further details about benefits can be obtained by contacting the Director of Human Resources, Agnes Stepek, at stepek@lakeforest.edu or 847-735-5036 or the Coordinator of Clinical Training, Kasey Schultz-Saindon, Ph.D., at schultzsaindon@lakeforest.edu or 847-735-5241.

**Diversity and Non-Discrimination Policy**

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

Lake Forest College does not discriminate on the basis of race, color, religion, national origin, 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 inquiries or concerns with respect to sex discrimination, sexual misconduct, or Title IX may be directed to LaShun McGhee, Title IX Coordinator; 555 North Sheridan Road, Lake Forest, IL 60045; 847-735-6009; 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 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. 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.

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

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