



Family, School and Community Partnerships
Leading to Successful Learning

PRE-DOCTORAL INTERNSHIP PROGRAM IN CLINICAL PSYCHOLOGY

Revised: August, 2010

This program is recognized as a Member of APPIC.

I. GENERAL INFORMATION

Connection's Day School (CDS) is a private therapeutic day school, founded in 1998. We serve children and adolescents, ages 8-21, primarily from Lake County who, because of significant special education needs (Emotional, Behavioral, & Learning Disabilities), require an alternative school program that is both educational and therapeutic. CDS utilizes educational, therapeutic, family and community connections to promote academic achievement, social/emotional well-being and personal growth. The Staff Members at CDS employ a variety of methods to help students make academic progress, and develop and/or improve their coping and social skills. By utilizing a combination of respect, humor, empathy, and kindness balanced with firmness (i.e., maintaining high expectations and ensuring that students adhere to rules, boundaries and limitations), Staff Members are able to establish and maintain supportive, nurturing relationships with our students. In turn, these relationships can help the students be more open to learning the life skills required for long-term success.

The students engage in an academically challenging curriculum emphasizing group instruction and hands-on activities. With regard to treatment philosophies, the Clinical Staff at CDS use a cognitive-behavioral/problem-solving approach as well as psychodynamic, family-systems and narrative principles. In addition, the Lakota-Sioux Circle of Courage (teaching the value of belonging, independence, generosity and mastery) is also utilized. This multi-faceted approach works to assist the students in: overcoming issues at hand; practicing more successful behavioral alternatives; and exploring ways to "re-write" their frequently negative life stories. The goal is to work with students to build on their strengths and gifts, and be allies with them in their "fight" against the challenges and obstacles that get in the way of their success. The environment is based on a positive, nurturing model, where natural consequences for behaviors are frequently utilized. CDS avoids using restrictive and/or punitive methods of behavioral management and does not have a time-out room. Therapeutic holding (restraint) is only employed as a last resort, when the child is determined to be a danger to him/herself or others.

Ms. Betty Lindquist and Dr. John Schuler, founders of the program, chose to base the mission of CDS on philosophical principles similar to those held at Counseling Connection - their multi-disciplinary group practice which specializes in the therapeutic needs of children, adolescents and families. The professionals at Counseling Connection have worked closely with the schools, courts and social service agencies of Lake and Northern Cook Counties since 1983.

Connection's Day School

31410 Highway 45 ~ Libertyville, IL 60048 ~ Phone: (847) 680-8349 ~ Fax: (847) 680-8583

II. TRAINING PROGRAM, GOALS AND OBJECTIVES

The Clinical Training Program at Connection's Day School is quite extensive - offering two Post-Doctoral Fellowship (APPIC), two Pre-Doctoral Internship (APPIC) and four Psychotherapeutic Externship/Practicum positions.

The Pre-Doctoral Internship program in Clinical Psychology has been designed to help Interns acquire and refine their clinical skills in key areas of practice, all while functioning as a valued member of a Multidisciplinary Team. There is an emphasis on training in fundamental and advanced clinical skills with a primary focus on Individual, Group and Family Therapy, and Crisis Intervention. The training program is organized in such a way that it is designed to provide Interns with a planned, programmed sequence of training experiences, one which assures breadth and quality of training.

Interns are provided with opportunities to work with high-risk children, adolescents and their families – individuals struggling with mild to severe: mood, anxiety, behavior, substance-related, psychotic, developmental, and personality disorders. Interns also get an opportunity to work with people of all ages, and diverse cultural, ethnic and socioeconomic backgrounds. All of this is done under the careful supervision of the Clinical Director, and other members of the Clinical Training Staff.

Ultimately, the main training goal/objective is to promote Intern's professional growth in such a way that, by the end of the training year, s/he feels confident in his/her ability to competently function as a Doctor of Clinical Psychology, with the ability to practice in accordance with the highest standards of care.

III. CLINICAL WORK, SUPERVISION AND TRAINING

- Individual, Group, & Family Therapy, and Crisis Intervention with children, adolescents and their parents/guardians. Co-leading "Specialty Groups" with experienced staff group leaders (art therapy, music therapy, drug & alcohol education and personal management).
- Assisting with the facilitation of Monthly Parents' Support Group meetings.
- Attending Multidisciplinary Staffings for students; and writing and presenting Treatment Summaries, and occasionally Social Developmental Histories, for these Staffings.
- Two hours of Individual, and one hour of Group Supervision per week with at least two Licensed Clinical Psychologists, and opportunities to consult, as needed, with other members of the Clinical Training Staff. The primary focus of this supervision is to explore and develop the psychological services rendered directly by the Intern, as well supporting their professional development.
- Monthly consultation meetings with the Medical Director/Consulting Psychiatrist for CDS.
- Daily Staff Meetings – from 3:30 - 4:00pm, to discuss the day's events, problem-solve and develop plans for the future.
- Institute Days – in-school staff training which covers school-related, community, therapeutic and behavioral topics and interventions.
- An opportunity to train with our in-house "Therapy Dogs International" representative, in order to utilize our Staff Therapy Dog, "Ripley", within individual and group therapy.

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IV. INTERNSHIP FORMAT

- 12 consecutive months – starting mid-August.
- At least 40 hours per week (8:00am - 4:00pm, Monday – Friday) are required.
- Interns are required to participate in a minimum of 2,000 hours of Supervised Clinical Experience throughout the year, this time is spent in: Direct Service; Indirect Service; Training and Supervision.
- Interns are expected to spend at least 800 hours in direct, face-to-face student service.
- Traditionally, the Internship program will begin at the start of the academic year (mid-August), however, alternate start dates may be required.

V. EVALUATION

Evaluation is an active, ongoing process throughout the Internship period. All evaluations that an Intern's academic program requires will be completed by her/his Primary Supervisor. In addition, the Supervisor and Intern will have an active discussion of the evaluation itself, and the Intern's areas of strength and weakness (this type of discussion will occur at least 2 times throughout the course of the training year). Any serious concerns will be discussed with the Intern, the other members of the Clinical Training Staff, and the Director of Training at the Intern's academic program. All Interns will receive a copy of the document: *Due Process Procedures*, for a full explanation of these policies, at the beginning of their training/orientation.

VI. INTERNSHIP BENEFITS

- \$18,000.00 stipend for the year
- Optional Healthcare, Dental and 401K benefits.
- Vacation Time ~ Thanksgiving, Winter, Spring and Summer Breaks, all National Holidays and a modified Summer Schedule (3 days per week, for the last 7 weeks of the school year).
- 16 Sick Days and 2 Personal Days for the year.
- No pager or on-call duties.
- Free lunch available daily.

VII. CLINICAL STAFF

As a Connection's Day School Intern, you will be a member of a dynamic Clinical Team:

Kristen Mittl Pollina, Psy.D.

Illinois School of Professional Psychology

Licensed Clinical Psychologist / Clinical Director / Director of Clinical Training / Primary Supervisor

Ruth M. Tompkins, Psy.D.

Illinois School of Professional Psychology

Licensed Clinical Psychologist / Diagnostic/IAES Program Coordinator / Primary Supervisor

John L. Schuler, Psy.D.

Illinois School of Professional Psychology

Licensed Clinical Psychologist / Founder / Administrator / Auxiliary Supervisor

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Sol Rappaport, Ph.D.
DePaul University
Licensed Clinical Psychologist / Psychodiagnostician / Auxiliary Supervisor

Michael Greenbaum, M.D.
University of Illinois
Child & Adolescent Psychiatrist / Medical Director

Christina Bailey, Psy.D.
Illinois School of Professional Psychology
Licensed Clinical Psychologist / Psychodiagnostician / Consultant

Charlotte Edwards, Psy.D.
Illinois School of Professional Psychology
Licensed Clinical Psychologist / Consultant

Cherie Lusky, M.S., ATR
Mount Mary College
Registered Art Therapist / Art Therapy Group Leader

Diana McNelis, M.A., LCPC, CADC
Loyola University
Certified Alcohol and Drug Counselor / Substance Abuse Education Group Leader

MaryPat Henders, M.A.A.T., LCPC
School of the Art Institute of Chicago
Licensed Clinical Professional Counselor / Personal Management Group Leader

Larisa Liekys, B.A.
University of Wisconsin
Music Appreciation Group Leader

Crystal Hall, B.S., OTR/L
Concordia University
Occupational Therapist

Joanne Wagner, M.A., CCC/SLP
Northwestern University
Speech & Language Pathologist

Lindsey Borresen, Psy.D.
Midwestern University
Post-Doctoral Fellow

Vanessa Davidson, Psy.D.
Chicago School of Professional Psychology
Post-Doctoral Fellow

Felicia Acton, M.A. (Psy.D. Candidate)
American School of Professional Psychology
Pre-Doctoral Intern

Allison Mauro (Psy.D. Candidate)
Midwestern University
Pre-Doctoral Intern

Melissa Cinquegrani, M.A. (Psy.D. Candidate)
Midwestern University
Advanced Psychotherapeutic Extern

Tracy Olson, M.A. (Psy.D. Candidate)
Chicago School of Professional Psychology
Psychotherapeutic Extern

Lauren Onestro (M.A. Candidate)
American School of Professional Psychology
Psychotherapeutic Extern

Ashley Warhol (Psy.D. Candidate)
American School of Professional Psychology
Psychotherapeutic Extern

Please note, at each level of training, CDS trainees have clearly and consistently designated titles: Post-Doctoral Fellowship = “Fellow” or “Post-Doc”, Pre-Doctoral Internship = “Intern” and Psychotherapeutic Externship = “Extern”. Additionally, all school staff members are referred to by their formal title (Ms., Mr. and Dr.) to support a climate of respect and more clearly establish boundaries between students and staff.

VIII. APPLICATION PROCESS

Students from Doctoral level Clinical Psychology training programs, who have met all the requirements of their program for application for Internship, must submit the following materials by **November 15th** prior to their Internship year:

- Cover Letter outlining professional goals and interests, and how this Internship site meets those criteria
- Curriculum Vitae
- Three Letters of Recommendation
- Writing Sample (*Note: a Case Formulation, Treatment Summary, etc. is preferred. However, if you do not have a sample that would fit in this category, please send a Psychodiagnostic Report.*)
- Completed AAPI
- All Graduate School Transcripts

This information must be forwarded through the AAPI Online Portal to:

Kristen Mittl Pollina, Psy.D.
Clinical Director & Director of Clinical Training

E-Mail: kpollina@connectionsdayschool.net

APPLICATION NOTE: Please do not send any application materials under separate cover – all materials should be sent together through AAPI Online.

If you have any further questions, please contact Dr. Pollina at:

E-Mail: kpollina@connectionsdayschool.net

Phone: (847) 680-8349 ~ Ext. 319

Connection's Day School abides by the APPIC policy that no person at this training facility will solicit, accept or use any ranking-related information from any Internship applicant.

The Pre-Doctoral Internship at Connection's Day School fulfills the licensure requirements for "Pre-Doctoral Supervised Practice" as established by the State of Illinois Department of Financial and Professional Regulation.