

# Universal Site Information Form

**Please Note:** Training sites should complete this form annually and send to the academic programs from which they would like to receive applications. This form allows academic programs to maintain a database of training sites to which their students can apply. All academic programs listed at the end of this form have agreed to accept this ACEPT Universal Site Information form. Training sites may also send this form to academic programs not listed if they wish.

<b>DATE COMPLETED:</b>	10.24.2025
Has your site's information changed from the previously completed Universal Site Information Form?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, please indicate the areas changes were made:	
<input type="checkbox"/> Agency Information <input type="checkbox"/> Positions Available <input type="checkbox"/> Position Information <input type="checkbox"/> Populations <input type="checkbox"/> Activities <input type="checkbox"/> Supervision <input type="checkbox"/> Application & Offers <input type="checkbox"/> Attachments	

## AGENCY INFORMATION

<b>Site Name:</b>	CONNECTIONS DAY SCHOOL		
<b>Contact Name:</b>	Kristen Mittl Pollina, Psy.D., CCTP	<b>Title:</b>	Clinical Director & Director of Clinical Training
<b>Address:</b>	31410 North US Highway 45		
<b>City:</b>	Libertyville	<b>State:</b>	IL
<b>Phone:</b>	847.680.8349	<b>Fax:</b>	847.680.8583
<b>Website:</b>	<a href="https://www.connectionsdayschool.net">https://www.connectionsdayschool.net</a> - for general program info, and click the "Clinical Training" link for specific Externship/Practicum program information		
		<b>Dept:</b>	
		<b>Zip:</b>	60048
		<b>Email:</b>	<a href="mailto:kpollina@connectionsdayschool.net">kpollina@connectionsdayschool.net</a>

## Site Location (if different than above)

<b>Address:</b>	Same as Above		
<b>City:</b>		<b>State:</b>	
		<b>Zip:</b>	

## Setting

<b>Primary:</b>	Therapeutic Alternative School
<b>Secondary:</b>	Child, Adolescent & Family Training
<b>Other:</b>	

## Site Preferences

Is a car required to work at this site? ☐ Yes ☒ No

Is this site accessible by public transit? ☒ Yes ☐ No

If "Yes," please indicate nearby routes/stations:

The Metra Prairie Crossing Station is 1 mile from CDS

Language Skills? ☐ Yes ☒ No

**Specific language(s):** Spanish is a definite plus, but not required

**Other:**

## POSITIONS AVAILABLE

<b>Total Number of Students Trained per Year (all types of training from all academic programs):</b>	11 total – 5 Therapy Externs (combination of MA., Intermediate & Advanced), 3 Doctoral Interns, & 3 Post-Docs
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Positions (check all that apply and indicate the total number of positions for each type of training)

<input checked="" type="checkbox"/> Clinical MA (Counseling/Mental Health)	<input type="checkbox"/> Clinical MA (ABA)	<input type="checkbox"/> Forensic MA
# of positions:	# of positions:	# of positions:
<input type="checkbox"/> Clinical Forensic PsyD Diagnostic	<input checked="" type="checkbox"/> Clinical Forensic PsyD Therapy	<input checked="" type="checkbox"/> Clinical Forensic PsyD Advanced
# of positions:	# of positions:	# of positions:
<input type="checkbox"/> Clinical PsyD/PhD Assessment	<input checked="" type="checkbox"/> Clinical PsyD/PhD Therapy*	<input checked="" type="checkbox"/> Clinical PsyD/PhD Advanced
# of positions:	# of positions:	# of positions:
<input checked="" type="checkbox"/> School Psychology PsyD Advanced	<input checked="" type="checkbox"/> Doctorate in Counseling Sup. & Ed.	<input type="checkbox"/> Supplemental ("partial" training experience)
# of positions:	# of positions:	# of positions:

\* PsyD Therapy students must have completed a prior graduate level therapy training experience (e.g., MA internship)? ☐ Yes ☒ No

**POSITION INFORMATION** (Students in these programs typically complete one training experience per academic year, lasting nine (9) to twelve (12) months during which students accumulate a minimum number of hours.)

Start Date:	08.04.2026	Flexible? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	End Date:	07.08.2027	Flexible? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
Total Months:	11 months	Total Hours Anticipated:	1,000	Average Days/Week:	3 days	Average Hours/Week:	24 hours

Weekend Hours? ☐ Yes ☒ No      Evening Hours? ☐ Yes ☒ No      Required Training Days: ☐ M ☐ T ☐ W ☒ R ☐ F ☐ Sa ☐ Su

Comments:	Some modifications can be made to the typical Extern schedule (3 days per week, from 8:00am-4:00pm). For example, if needed, the Extern can be here 2 full and 2 part-time days instead. In addition, periodic evening work may be required in order to accommodate Family Therapy sessions and/or to attend Parents' Support Group meetings.
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This site would provide the following service modalities: ☒ In-Person Services ☐ Tele-therapy and remote services ☐ Both  
This site would provide the following training modalities: ☒ In-Person training ☐ Remote or virtual training ☐ Both

This site would provide particularly good training for Clinical PsyD students interested in the following concentrations:		
<input checked="" type="checkbox"/> Child/Adolescent	<input checked="" type="checkbox"/> Expressive & Creative Arts	<input type="checkbox"/> Forensic
<input type="checkbox"/> Health	<input checked="" type="checkbox"/> Multicultural	<input type="checkbox"/> Organizational
<input type="checkbox"/> Neuropsychology	<input type="checkbox"/> Older Adult	<input type="checkbox"/> Adult
<input checked="" type="checkbox"/> Trauma/Traumatic Stress	<input checked="" type="checkbox"/> Substance Abuse Treatment	<input type="checkbox"/> Other:

This site would provide particularly good training for Clinical students in the following intervention tracks:			
<input checked="" type="checkbox"/> Cognitive/Behavioral	<input type="checkbox"/> Humanistic/Existential	<input checked="" type="checkbox"/> Psychodynamic	<input checked="" type="checkbox"/> Systems

**POPULATIONS** (Indicate all that apply to the clientele serviced by the agency.)

Age:			
<input type="checkbox"/> Infant/Toddler (0-3)	<input checked="" type="checkbox"/> School Age (6-12)	<input checked="" type="checkbox"/> Adult (18-64)	
<input type="checkbox"/> Preschool (3-5)	<input checked="" type="checkbox"/> Adolescent (13-17)	<input checked="" type="checkbox"/> Older Adult (65+)	
		(Our Student Population)	(Their Parents/Guardians & Grandparents)
Gender:			
<input checked="" type="checkbox"/> Female	<input checked="" type="checkbox"/> Male	<input checked="" type="checkbox"/> Non-binary	<input checked="" type="checkbox"/> Transgender <input type="checkbox"/> Other:
Sexual Orientation:			
<input checked="" type="checkbox"/> Bisexual	<input checked="" type="checkbox"/> Gay	<input checked="" type="checkbox"/> Heterosexual	<input checked="" type="checkbox"/> Lesbian <input type="checkbox"/> Other:
Ethnicity			
<input checked="" type="checkbox"/> African-American/Black/African Origin	<input type="checkbox"/> American Indian/Alaska Native/Aboriginal Canadian		
<input checked="" type="checkbox"/> Asian-American/Asian Origin/Pacific Islander/South Asian	<input checked="" type="checkbox"/> Bi-Racial/Multi-Racial		
<input checked="" type="checkbox"/> European Origin/White	<input checked="" type="checkbox"/> Latinx/Hispanic		
<input type="checkbox"/> Middle Eastern/Arab/North African	<input type="checkbox"/> Other:		
Disability			
<input type="checkbox"/> Blind/Visually Impaired	<input type="checkbox"/> Deaf/Hard of Hearing	<input checked="" type="checkbox"/> Developmental	
<input checked="" type="checkbox"/> Learning/Cognitive	<input checked="" type="checkbox"/> Severe Mental Illness	<input type="checkbox"/> Physical/Orthopedic Disability	
<input checked="" type="checkbox"/> Other: Special Education students who struggle with a variety of significant emotional, behavioral, and learning challenges; and some students who are on the high-functioning end of the Autism spectrum.			
Presenting Concerns			
<input checked="" type="checkbox"/> Adjustment	<input checked="" type="checkbox"/> Anxiety	<input checked="" type="checkbox"/> Attention-Deficit & Disruptive Behavior	
<input type="checkbox"/> Communication	<input type="checkbox"/> Dementia	<input checked="" type="checkbox"/> Dissociative	
<input checked="" type="checkbox"/> Eating	<input checked="" type="checkbox"/> Impulse-Control	<input checked="" type="checkbox"/> Learning	
<input type="checkbox"/> Mental Impairment	<input checked="" type="checkbox"/> Mood	<input type="checkbox"/> Motor Skills	
<input checked="" type="checkbox"/> Personality	<input checked="" type="checkbox"/> Pervasive Developmental (high-functioning)	<input checked="" type="checkbox"/> Schizophrenia & Other Psychotic	
<input type="checkbox"/> Sexual	<input type="checkbox"/> Sleep	<input checked="" type="checkbox"/> Substance-Related	
<input checked="" type="checkbox"/> Trauma	<input type="checkbox"/> Other:		
SES			
<input checked="" type="checkbox"/> Low SES	<input checked="" type="checkbox"/> Middle SES	<input checked="" type="checkbox"/> High SES	
<input type="checkbox"/> Baha'i	<input type="checkbox"/> Buddhist	<input checked="" type="checkbox"/> Christian	<input type="checkbox"/> Hindu
<input checked="" type="checkbox"/> Jewish	<input checked="" type="checkbox"/> Muslim	<input checked="" type="checkbox"/> Other: Many families have no religious affiliation	

International & Refugee (specify):	Our student population has included immigrants from Latin America, Europe, Russia & China; and children adopted from international locations, such as Russia, Romania, China, Ukraine, Guatemala, etc.
Languages Spoken (specify):	While most families are English speaking, as are our students, we have had parents/guardians who primarily/exclusively speak Spanish, Russian, Polish, Tagalog, Mandarin, etc. In these cases, we utilize our telephonic translation service, Heartland Alliance, which allows us to maintain consistent communication with these parents/guardians with the support of a translator in whatever language we require.

## ACTIVITIES

Clinical & Forensic Intervention Activities			
<input checked="" type="checkbox"/> Career Counseling	<input checked="" type="checkbox"/> Case Management	<input type="checkbox"/> Couples Therapy/Counseling	<input type="checkbox"/> Court Liaison/Advocacy
<input checked="" type="checkbox"/> Crisis Intervention	<input checked="" type="checkbox"/> Family Therapy/Counseling	<input checked="" type="checkbox"/> Group Therapy/Counseling	<input checked="" type="checkbox"/> Individual Therapy/Counseling
<input type="checkbox"/> Medical/Health Interventions	<input checked="" type="checkbox"/> Milieu Therapy	<input type="checkbox"/> Outreach Programming	<input type="checkbox"/> Program Development
<input type="checkbox"/> Rehabilitation	<input checked="" type="checkbox"/> School Counseling	<input checked="" type="checkbox"/> Substance Abuse Interventions	<input type="checkbox"/> Supervision of Other Students
<input checked="" type="checkbox"/> Other: Consistent consultation and collaboration with a Multidisciplinary Treatment Team (comprised of: psychologists, professional counselors, social workers, art therapist, substance abuse specialist, occupational therapist, speech & language pathologist, psychiatrist, marriage & family specialist, ASD specialist, special education teachers, restorative intervention specialists, program assistants, etc.)			

Clinical & Forensic Assessment Activities		
<input type="checkbox"/> Achievement/Aptitude Testing	<input checked="" type="checkbox"/> Diagnostic Clinical Interviews	<input type="checkbox"/> Intake Interviews
<input type="checkbox"/> Intelligence Testing	<input type="checkbox"/> Learning Disability Testing	<input checked="" type="checkbox"/> Mental Status Exam
<input type="checkbox"/> Neuropsychological Testing	<input type="checkbox"/> Objective Testing	<input type="checkbox"/> Projective Testing
<input type="checkbox"/> Self-Report Measures	<input checked="" type="checkbox"/> Structured Interviews	<input checked="" type="checkbox"/> Other: Social Developmental Histories

Specific Tests Utilized		
<input type="checkbox"/> Bender Gestalt	<input type="checkbox"/> California Psychological Inventory-Revised	<input type="checkbox"/> Connors Scales (ADD)
<input type="checkbox"/> Halstead-Reitan	<input type="checkbox"/> Hare Psychopathy Checklist-Revised	<input type="checkbox"/> MCMI-III
<input type="checkbox"/> MMPI-A	<input type="checkbox"/> MMPI-II	<input type="checkbox"/> Myers-Briggs Type Indicator
<input type="checkbox"/> Parent Report Measures	<input type="checkbox"/> Peabody Picture Vocabulary Test	<input type="checkbox"/> Personality Assessment Inventory
<input type="checkbox"/> Projective Drawings	<input type="checkbox"/> Projective Sentences (e.g., Rotter)	<input type="checkbox"/> Rorschach
<input type="checkbox"/> Self-Report Measures (e.g., BDI)	<input type="checkbox"/> Strong Interest Inventory	<input type="checkbox"/> Structured Diagnostic Interviews
<input type="checkbox"/> TAT	<input type="checkbox"/> Trail Making Test A & B	<input type="checkbox"/> Vineland
<input type="checkbox"/> WAIS-IV	<input type="checkbox"/> Wechsler Memory Scale IV	<input type="checkbox"/> WISC-V
<input type="checkbox"/> WPPSI-III	<input type="checkbox"/> WRAT-IV	<input checked="" type="checkbox"/> Other: This is not a Diagnostic Externship site. Our Intermediate and Advanced Therapy Externs do not do any psychological testing.

Average Total Number Of Integrated Batteries			
PsyD/PhD Assessment Externs:	<input type="text"/>	PsyD/PhD Therapy Externs:	<input type="text"/>
PsyD/PhD Advanced:	<input type="text"/>		

**Note:** PsyD: A battery includes a history, an interview, and at least two tests from one or more of the following categories: personality (objective and/or projective), intellectual, cognitive, and/or neuropsychological. The report must be synthesized into a comprehensive report providing an overall picture of the patient.

Research Opportunities	
Are there research opportunities at this site? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (If "Yes," please attach a description of opportunities as requested.)	
Benefits or Resources Available to Practicum Students	
<ul style="list-style-type: none"> <li>11 Sick &amp; Personal Days for the year</li> <li>\$75.00 monthly allowance for therapeutic supplies and incentives for your office</li> </ul>	

- Vacation Time: All National Holidays and Thanksgiving, Winter, Spring & Summer Breaks and all National Holidays
- No pager, crisis line or on-call duties
- Free lunch available daily from Organic Life (see CDS website for sample menu)
- Free parking
- Access to a Clinical Library of books, workbooks, flip charts, & manuals, and therapeutic resources, games & other supplies
- Clinical Team & All Staff Appreciation events, outings and activities throughout the year

## SUPERVISION

Hours of Individual Supervision/Week:		Hours of Group Supervision/Week:	
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Does the site train in Evidence Based Practice and Outcome Assessment? ☒ Yes ☐ No

If Yes, please explain:

Our Externs engage in active discussion of, and training on, evidence-based practice within individual and group supervision (and have ready access to reference materials to support this training). They also engage in data collection and progress monitoring for each of the students on their caseload. This is done through weekly tracking and graphing of the therapeutic and social/emotional goals identified on the Individual Education Program (IEP) for each of their clients/students. CDS staff collect data within all tiers of therapeutic, academic, and restorative intervention, and this data is then utilized to assess quarterly progress/outcomes for each student's IEP goals.

### Other Learning Experiences Are Available At This Site

☒ Peer/Professional Case Presentations ☒ Structured Didactic Learning Experiences

☒ Other (specify):

Training in Individual & Group forums on: Family Therapy; Complex Trauma & Trauma Interventions; Restorative Intervention Practices; Autism Spectrum Disorder; Neuropsychological Disorders; School Refusal; Implicit Bias, Multicultural Competence, Inclusion & Belonging; Trans-Affirming Practices; Psychotropic Medications; Legal & Ethical Issues in the field of Psychology; Imposter Phenomenon, Compassion Fatigue & Burnout; Recent Psychological Research and Legal & Ethical Issues that are relevant to our work with children, adolescents and their families.

Supervisors			
Name: Kristen Mittl Pollina, Psy.D., CCTP	Degree: Clinical Psychology	Licensed? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	License #: 071.006208
Name: Giovanna M. Vitullo, Psy.D., CCTP	Degree: Clinical Psychology	Licensed? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	License #: 071.009002
Name: Nicole Pilot, Psy.D., CTRS-C	Degree: Clinical Psychology	Licensed? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	License #: 071.007893
Name: Samantha Daab, MAAT, ATR, LCPC	Degree: Art Therapy	Licensed? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	License #: 180012015
Name:	Degree:	Licensed? <input type="checkbox"/> Yes <input type="checkbox"/> No	License #:

## APPLICATION & OFFERS

### Application Materials (check all that apply)

☒ Cover Letter ☒ Vitae/Resume ☒ Letters of Recommendation (3 are required)  
☒ Transcript ☐ Site Application Form (attach copy) ☒ Background Check (see NOTE below)

☒ Writing Sample: A Case Formulation or Treatment Summary is preferred over a psychological testing report

☐ Other: Please SCAN all of these documents to create ONE attachment, and E-MAIL them to Dr. Pollina – see the Externship Program Information on Attachment #3 for specific instructions. Thank you.

NOTE: A medical exam, state & federal background check, fingerprint screen, and drug screen must be completed by all new CDS employees & trainees, prior to beginning their work on site.

### Applications Accepted

Identify any limitations on the number of applications you would like to receive from schools for the various training positions you may offer. Schools will do their best to try and comply with these application limits:

No application limit; however, applicants who have prior experience with children & adolescents (this does not have to be clinical experience) are preferred.

### Method of Application Contact from Students (check all that apply)

☐ Online ☒ Email

### Method of Preferred Contact from Students (check all that apply)

☐ Online ☒ Email ☐ Telephone ☐ Other:

### Site-Specific Application Instructions (format/order of application materials, instructions for submission, etc.)

Master's-level and Doctoral (Intermediate & Advanced) students, from School, Clinical and Counseling Psychology training programs, who have met all program requirements to apply for Externship/Practicum, must submit the materials listed below within one week of the ACEPT-identified date that students may begin submitting applications (e.g., if students can begin submitting applications on the first Tuesday in February, they are due to CDS by the second Tuesday in February). No applications will be accepted after this date.

1. Cover Letter outlining professional goals and interests, and how CDS meets those criteria
2. Curriculum Vitae

3. 3 Letters of Recommendation
4. Writing Sample (*Note: a Case Formulation, Treatment Summary, etc. is preferred. However, if you do not have a sample that would fit this category, please send a Psychodiagnostic Report.*)
5. [If required by your program] Letter of Eligibility/Readiness from your DOT
6. [If required by your program] ACEPT Pledge
7. All Graduate School Transcripts

**NOTE: Ideally, the CDS Application Review Team would like to receive all application documents in one attachment.** Given this, please SCAN all documents together, in the order identified above, to create ONE attachment and e-mail this to Dr. Pollina.

Forward this information to: Kristen Mittl Pollina, Psy.D., CCTP | Clinical Director & Director of Clinical Training  
E-Mail: [kpollina@connectionsdayschool.net](mailto:kpollina@connectionsdayschool.net)

Directions to Site Location (driving directions, public transportation options, directions to specific office/building, etc.)

Please use Google Maps with this address – [31410 North US Highway 45 | Libertyville, IL 60048](#) – it has proven consistently reliable at getting our candidates directly and safely to their interviews.

In addition, our freestanding building is very visible from the road and parking is free.

#### Offer Process

- ☒ The site abides by the practicum application and offer timeline established by ACEPT for doctoral students only.
- ☐ The site abides by the practicum application and offer timeline established by ACEPT for masters students only.
- ☐ The site abides by the practicum application and offer timeline established by ACEPT for both doctoral and masters students.
- ☐ The site does not abide by the timeline established by ACEPT. If you don't follow ACEPT, please specify your site's timeline:

#### Out of Pocket Expenses by Students (once matched)

- ☐ Vaccinations      ☐ Background Check      ☐ Health Insurance      ☐ Other:

## ATTACHMENTS

#### Required Narratives (on separate pages, describe each of the following)

Ideal Applicants to Your Program  
Please see Attachment #1

Goals, Objectives & Supervision Philosophy of Site  
Please see Attachment #2

Research Opportunities (if applicable)  
None

#### ADDITIONAL NARRATIVES

CDS Externship Program Information:  
Please see Attachment #3

CDS Externship Program Flier (*short form of Program Information*):  
Please see Attachment #4

Meet our CDS Therapy Dog Team:  
Please see Attachment #5

CDS Clinical Training Program VIDEO:  
Please see Attachment #6

Please email this form to the school(s) you would like to receive information about your training site.

#### Adler University

Dr. Paul Cantz: [pcantz@adler.edu](mailto:pcantz@adler.edu)

#### The Chicago School of Professional Psychology

Reema Obaid Ross- DCT Forensic MA  
[robaid@thechicagoschool.edu](mailto:robaid@thechicagoschool.edu)

Rachel Nitzarim- DCT Clinical PsyD  
[rnitzarim@thechicagoschool.edu](mailto:rnitzarim@thechicagoschool.edu)

Fran McClain DCT Counseling MA  
[FMcClain@thechicagoschool.edu](mailto:FMcClain@thechicagoschool.edu)

Corey Milsap. DCT School Psychology  
[cmilsap@thechicagoschool.edu](mailto:cmilsap@thechicagoschool.edu)

Linda Robinson- DCT Clinical Mental Health Counseling MA  
[LRobinson@thechicagoschool.edu](mailto:LRobinson@thechicagoschool.edu)

Fielding Graduate University, Clinical Psychology Program  
Dr. Elaine Hanson / Dr. Joan Reid: [clintraining@fielding.edu](mailto:clintraining@fielding.edu)

#### Loyola University, Counseling Psychology/School Psychology Programs

Dr. Rufus Gonzales: [rgonza1@luc.edu](mailto:rgonza1@luc.edu)  
Dr. Leah Marks: [lmarks2@luc.edu](mailto:lmarks2@luc.edu)

#### Illinois School of Prof. Psychology at National Louis University

Dr. Anissa Rivers: [arivers2@nl.edu](mailto:arivers2@nl.edu)

#### Midwestern University

Dr. Lorna London: [llondo@midwestern.edu](mailto:llondo@midwestern.edu)

#### Moody Bible Institute

Dr. Valencia Wiggins: [Valencia.Wiggins@moody.edu](mailto:Valencia.Wiggins@moody.edu)

#### Roosevelt University

Dr. Patricia Kimbel: [pkimbel@roosevelt.edu](mailto:pkimbel@roosevelt.edu)

#### Trinity Christian College

Dr. Crystal Zanders: [crystal.zanders@trnty.edu](mailto:crystal.zanders@trnty.edu)

#### Wheaton College

Dr. Megan Happel: [megan.happel@wheaton.edu](mailto:megan.happel@wheaton.edu)

