

Linden Oaks
BEHAVIORAL HEALTH

| **Healthy Driven™**

A part of Edward-Elmhurst Healthcare

Doctoral Training Program Clinical Psychology

Doctoral Internship

Accreditation information

The psychology internship program at Linden Oaks has been training psychology students for over 10 years. Our internship training program is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC).

The Linden Oaks Behavioral Health Doctoral Training Program was granted “intent to apply” status by the American Psychological Association (APA) on 4/30/2020. This status is not an accreditation status but a declaration of our intent to apply for accreditation. As such, an intent to apply application was submitted and the program has been given developmental feedback from the APA Commission on Accreditation, which will help guide our self-study for full accreditation.

The Linden Oaks Behavioral Health Doctoral Training Program submitted our self-study for full accreditation to the APA Commission on Accreditation (CoA) and our application was accepted on 4/23/2020. The Doctoral Training Program was authorized for a site visit from the APA CoA on 8/18/2020.

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

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

COVID-19 Information

While the COVID-19 pandemic has disrupted many functions of daily life, Linden Oaks Behavioral Health provides an essential service to the community by providing emergency mental health treatment. As such, interns will not have disruptions to their on-site training hours and are considered essential employees if a stay-at-home order is put into place. Linden Oaks Behavioral Health is a part of Edward-Elmhurst Health and is following all guidelines recommended by the Centers for Disease Control, the Illinois Department of Public Health, and our internal infection control and employee health departments.

Several safety precautions have been put into place, although changes to these precautions may be frequent depending on the local infection rate and hospitalization utilization. All staff, patients, and visitors are screened and have their temperature taken before entering any of our sites. Physical distancing is utilized whenever possible. At Linden Oaks this may mean smaller group sizes, attending meetings virtually, or

conducting family therapy via telehealth. All staff, patients, and visitors are required to wear masks and proper PPE will be provided by the facility. Housekeeping and infection control have increased the frequency and amount of sanitizing and deep-cleaning throughout the facility. In the inpatient psychiatric facility, all patients are tested for COVID-19 upon admission and are placed on isolation precautions until test results are confirmed. If a patient develops respiratory or gastrointestinal symptoms while in the facility, they placed on isolation precautions and are retested for COVID-19. In our outpatient locations, patients are screened for their risk potential prior to admission and are asked to either attend a virtual IOP program or obtain a negative COVID-19 test if they are considered “high risk” due to their employment, symptoms, or lack of social distancing. Linden Oaks is also restricting our visitor policy to one family member, who is screened prior to visiting or attending a family session.

ABOUT LINDEN OAKS BEHAVIORAL HEALTH

Linden Oaks Behavioral Health Hospital and outpatient services are part of the larger Edward Elmhurst Healthcare system.



Edward

Elmhurst

Linden Oaks

DIVERSITY AND INCLUSION

Edward-Elmhurst Health’s (EEH) mission is to advance the health of our communities. We are DRIVEN to create a culture in which all races, ethnicities, religions, sexual-orientations, physical abilities, and socio-economic backgrounds are able to meet, share, learn, and flourish in an accepting environment. By creating platforms and opportunities that allow us to come together, we can begin to know and understand each other. And through better understanding, we can effectively meet the needs of our diverse patients and deliver on our mission.

OUR VALUES

Our D.R.I.V.E.N values of Determination, Respect, Integrity, Vision, Excellence and Nurturing form the foundation of our inclusive and diverse workplace. At EEH, we believe that in order to foster Respect, everyone should be treated with dignity. To deliver Excellence, patients must be at the center of the experience. Our patients are distinct and our work force should represent that diversity. And to focus on our Vision, we must foster a mindset that emphasizes collaboration. These values and others can only be met by encouraging a diverse and inclusive working environment for our interns. A diverse workforce will nurture an atmosphere of open discussion and diversity of thought, creating better outcomes for our patients.

It is our shared responsibility to take care of our patients and each other, to build an environment where each person is valued and can grow. To meet this goal, our approach to diversity focuses on three main objectives:

Promoting an inclusive work environment, through training, education, and creating platforms for awareness and discussions.

Utilizing real data on our employees, patients and communities to identify and address health disparities.

Increasing representation of diverse candidates in Governance and Management to reflect the communities we serve.

There are six Linden Oaks Behavioral Health locations conveniently located in the west and northwest suburbs:

***Linden Oaks Behavioral Health Hospital** -- Main Campus (Inpatient) -- 852 South West Street, Naperville

***Linden Oaks Outpatient Center** -- 1335 N. Mill Street, Suite 100, Naperville

Edward Outpatient Center - Plainfield -- 24600 W. 127th Street (Emergency Outpatient Building), Plainfield



Edward-Elmhurst Health Center -- 8 Salt Creek Lane, Hinsdale

Linden Oaks Arlington Heights (Northwest Community Healthcare) -- 901 W. Kirchoff Road, Arlington Heights

Linden Oaks Medical Group - St. Charles -- 3805 E. Main Street, Suite M, St. Charles



Linden Oaks Mokena Outpatient Center-- 9697 W. 191st Street Mokena

*INTERNSHIP SITES

Levels of Care

Linden Oaks Behavioral Health offers patients multiple levels of care, depending on safety concerns and the severity of symptoms. Internship opportunities are offered in the inpatient, partial hospitalization, and intensive outpatient levels of care.

Inpatient: This is the most intense level of care. This level is for patients who require emergent care. All inpatient locations are located in Linden Oaks Behavioral Health Hospital.

Partial Hospitalization Program (PHP): PHP is an outpatient program that offers six hours of structured programming each day. Internships in PHP are located at Linden Oaks Outpatient Center in Naperville, with the exclusion of Eating Disorders PHP, which is located at Linden Oaks Behavioral Health Hospital.

Intensive Outpatient Program (IOP): Like PHP, the IOP level of care consists of individual, group, and family counseling sessions which are offered during the day. Programming lasts 3.5 hours each day and offers an alternative to PHP. Internships in IOP are located at Linden Oaks Outpatient Center in Naperville, with the exclusion of Eating Disorders IOP, which is located at Linden Oaks Behavioral Health Hospital.

DOCTORAL TRAINING PROGRAM GOALS AND OBJECTIVES

Linden Oaks offers doctoral internships in our two Naperville locations, at the **Linden Oaks Behavioral Health Hospital** on Edward Campus and at **Linden Oaks Outpatient Center** on Mill Street.

The overarching goal of the Doctoral Training Program at Linden Oaks (The Program) is to provide the opportunity to develop competence in the application of psychological knowledge and practice to clinical problems in a complex medical setting. Combining evidence-based didactic training and clinical supervision, interns are socialized to be entry-level professionals who employ critical thinking, self-reflection, and strategies of scholarly inquiry. The Program places particular emphasis on introducing interns to the

breadth and variety of professional roles assumed by psychologists, evidence based treatment applied in individual and group psychotherapy, and application of those principles through in-vivo participation. Integral to an intern's training is the understanding of multidisciplinary team functioning and participation as a member of the team.

A core focus of intern training is the impact of culture, race, and language and how these patient dimensions impact societal and family dynamics. As the primary setting for this internship is either an inpatient or intensive outpatient setting, emphasis is placed on clinical experiences in working with issues of adjustment for individuals facing a range of emotional and behavioral challenges.

The training involves a strong experiential component. Interns work side by side with supervisors who serve as role models in a variety of clinical and professional roles, effective consultants, and members of interdisciplinary care teams. The internship, with its emphasis on the Practitioner-Scholar Model, prepares interns for employment in a variety of settings, including but not limited to university-affiliated medical centers, free standing rehabilitation facilities and clinics, as well as schools and universities.

SPECIFIC GOALS:

The goal of our internship is to train and prepare psychology interns for independent practice in psychology at entry level positions. Toward that end, the Program has identified eight overarching goals for training that demonstrate competency across multiple benchmarks in the field of professional psychology:

1. Research/Evaluation

By the end of the training year, the intern will be expected to be able to critically evaluate and disseminate research by completing a 2 hour professional level presentation and a yearly project. This includes applying scientific methods of evaluating practices, interventions, and programs.

2. Ethical Legal Standards and Policy

By the end of the year, the intern will demonstrate advanced knowledge and application of the APA Ethical Principles and Code of conduct and other relevant ethical, legal and professional standards and guidelines. The intern will independently use and demonstrate an ethical decision making model in their clinical work.

3. Individual and Cultural Diversity

By the end of the year, the intern will independently monitor and apply knowledge of themselves and others as cultural beings in assessment, treatment, and

consultation. The intern will demonstrate awareness, sensitivity, and empathy when working professionally with diverse individuals, groups, and communities.

4. Professionalism

By the end of the year, the intern will exhibit behavior and comportsment that reflects the values and attitude of psychology, independently resolving situations that challenge professional values and integrity, and conducting themselves in a professional manner across settings and situations. This includes independently working to safeguard the welfare of others.

5. Relationships:

By the end of the year the intern will show the ability to develop and maintain relationships with a wide range of clients, colleagues, and disciplines. The intern will be able to manage difficult communications independently and possess advanced interpersonal skills. The intern will demonstrate a thorough grasp of professional language and concepts.

6. Assessment

The intern will complete 3 integrative batteries during the training year and will be able to demonstrate knowledge of assessment methods, diagnosis, recommendations, and providing feedback. Additional assessment tools will be utilized during the year and the intern will be able to demonstrate the ability to provide ongoing assessment and feedback throughout the course of treatment.

7. Intervention/Evidenced Based Practice

By the end of the training year, the intern will independently plan interventions, case conceptualizations and intervention plans specific to case and context. The intern will independently evaluate treatment progress and modify treatment planning as needed. By years end, the intern will independently apply knowledge of evidenced based practice, including empirical bases of interventions, other psychological applications, and client preferences.

8. Supervision

By the year's end, the intern will be able to demonstrate knowledge of the supervisor role and be able to identify limits of their competency to supervise. Supervision activities will be provided in group supervision including peer supervision with other interns and role-playing and experiential exercises.

9. Consultation and Interdisciplinary Systems

By the end of the year the intern will demonstrate awareness of multiple and differing worldviews, roles, professional standards, and contributions across roles in the healthcare system. Interns will demonstrate the ability to participate in and initiate interdisciplinary collaboration towards shared goals.

10. Reflective Practice/Self-Assessment/Self-Care

By years end, the intern will demonstrate reflectivity both during and after professional activities, act upon reflection, and use the self as a reflective tool. Interns will be able to self-monitor and self-assess at the level of an entry level psychologist, acting on needs for self-care appropriately, and seeking supervision when needed.

COMPETENCY EVALUATION

Interns are assessed for competency quarterly. Each intern's progress in the program is discussed at the Internship Training Meeting which takes place in three month intervals after the start of the internship year. In this meeting psychologist supervisors rate interns on each of the benchmarks set forth in the goals of internship on a 5 point Likert scale (1=not at all meeting competency description , 5= very much meeting competency description). Interns will be rated by a minimum of three psychologists, the primary supervisor, the secondary supervisor and another psychologist who can evaluate the student based on observations (such as psychological testing, group supervision, and/or didactic seminar).

See the sequence of evaluations below:

Evaluation 1 (Beginning of November):

Minimal Standards:

The intern must not receive **any** competency rated a value of 0 (not at all competent). The intern must not receive more than **five total** competencies rated a value of 1 (somewhat competent). The intern must not receive more than **five separate** competencies rated with a value of 2 regardless of number of supervisors rating the same competency with that value. That is, if three supervisors rate the same item with a value of 2, it only counts as one rating towards those tallied in the final count of items rated a value of 2.

Evaluation 2 (Beginning of February)

Minimal Standards:

The intern must not receive **any** competency rated a value of 0 (not at all competent). The intern must not receive more than **four total** competencies rated a value of 1

(somewhat competent). The intern must not receive more than **four separate** competencies rated at the competency value 2 regardless of number of supervisors rating the same competency with that value. That is, if three supervisors rate the same item with a value of 2, it only counts as one rating towards those tallied in the final count of items rated a value of 2. Among all the competencies rated, the intern must receive a minimum of **25%** rated at 3 (mostly competent) or 4 (very competent).

Evaluation 3 (Beginning of May)

Minimal Standards:

The intern must not receive **any** competency rated a value of 0 (not at all competent). The intern must not receive more than **three total** competencies rated a value of 1 (somewhat competent). The intern must not receive more than **three separate** competencies rated at the competency value 2 regardless of number of supervisors rating the same competency with that value. That is, if three supervisors rate the same item with a value of 2, it only counts as one rating towards those tallied in the final count of items rated a value of 2. Among all the competencies rated, the intern must receive a minimum of **50%** rated at 3 (mostly competent) or 4 (very competent).

Final Evaluation 4 (End of July)

Minimal Standards:

The intern must not receive **any** competency rated a value of 0 (not at all competent). The intern must not receive **any** competencies rated a value of 1 (somewhat competent). The intern must not receive more than **two separate** competencies rated at the competency value 2 regardless of number of supervisors rating the same competency with that value. That is, if three supervisors rate the same item with a value of 2, it only counts as one rating towards those tallied in the final count of items rated a value of 2. Among all the competencies rated, the intern must receive a minimum of **75%** rated at 3 (mostly competent) or 4 (very competent).

**It is the duty of the Director of Training to facilitate providing the school's graduate training director with feedback concerning the intern's progress in the training program a minimum of two times a year.

DUE PROCESS POLICY

The Linden Oaks Behavioral Health Training program acknowledges the rights of interns, supervisors and staff to be treated with courtesy and respect. Linden Oaks Behavioral Health expects that all interactions among interns, training supervisors, and staff be collegial and conducted in a manner that reflects the highest standards of the profession.

To insure that doctoral interns are informed of these principles, and the protocols for recourse in the event that problems arise, the Due Process procedure is discussed at the time of interviews and reiterated during the orientation process. During the initial

week of hospital orientation, interns receive copies of the program's Due Process policy and this policy is reviewed with Director of Training, accordingly. Interns are encouraged to share with the Director of Training any concerns that may arise regarding staff/intern relationship, and are encouraged to speak with the Director of Outpatient Services should they experience concerns related to the Director of Training.

The due process policy is intended to provide trainees and training staff with a systematized method for both defining and addressing problematic behavior in a trainee. This policy includes a list of intern rights and responsibilities, a definition of problematic behavior, a listing of due process procedures, and remediation and sanction alternatives utilized in the event that problematic behavior is identified in a trainee.

GRIEVANCE POLICY

The Grievance policy is also discussed with doctoral interns at the time of the interview and reiterated during the orientation process. Doctoral interns receive copies of the program's Grievance policy during the hospital orientation and this policy is reviewed with the Director of Training.

Our Grievance Policy is intended to provide all trainees with an internal process by which they may receive a full and fair hearing on any complaint or unresolved problem pertaining to their training experience. This formal procedure, which may be activated at the request of a Trainee, may be used only when differences of opinion are not resolved through an informal grievance process.

The training department at Linden Oaks Behavioral Health encourages individuals to work out concerns or complaints on an informal basis, whenever possible. Procedures for formal grievance should be used if informal discussions and/or mediation does not resolve differences, or when a trainee wishes to formally register a complaint. When a trainee disagrees with a training staff member's evaluation, or with any staff member's conduct, and the trainee is unable to achieve resolution through informal discussing or mediation, the trainee may initiate a formal internal grievance procedure to address this disagreement or complaint.

DESCRIPTION OF PLAN AND SEQUENCE OF DIRECT TRAINING EXPERIENCES

Interns acclimate to training programs in a clear sequence of events. Training always begins with hospital orientation, followed by observing in the program where the intern will train. Interns are matched up with a "preceptor" in their program. Their preceptor assists the intern with learning the medical record system and understanding the schedule and daily tasks of the program. The intern then begins shadowing the clinical work of their preceptor. Intern and preceptor eventually co-carry a caseload that begins

with the intern shadowing all of the preceptor's work and eventually phases into the preceptor shadowing the intern's work. Along with two hours of individual supervision from licensed clinical psychologists, the intern will also be shadowed for group, individual, and family sessions by their specific psychologist supervisors. Eventually the intern is able to provide services for a minimal number of cases independently with their psychologist supervisors signing notes and closely supervising outside of sessions. As the intern becomes more competent (as evidenced by evaluations mentioned above), their caseload and responsibilities rise. As interns take on their goal number of cases, they will be challenged with case presentations they have not previously worked with so as to challenge their clinical skills.

Each program reviews a goal timeline with the intern at the start of their program.

DESCRIPTIONS OF INTERNSHIP TRAINING SITES

Rotation #1:

Adult Inpatient/Eating Disorders Outpatient Program (2 positions)

The interns in this program position will spend six months in eating disorders outpatient services followed by six months in adult inpatient or vice versa.

Adult Inpatient Program

Direct Supervisor: Kelly Ryan, PsyD

Unit Manager: Beth Sack, LCPC CADC

Treatment Model: DBT, ACT

The Adult Inpatient Unit is located in the main behavioral health hospital in the heart of Naperville, Illinois. This 25 bed acute care unit serves patients with severe psychiatric disorders who are unable to maintain their own or others' safety or are unable to care for their basic needs without the assistance of professionals on a locked psychiatric unit. This training emphasizes the treatment of patients who are diagnosed with severe mood disorders, psychotic disorders, anxiety disorders, and personality disorders among others. The average length of treatment on this unit is 5 to 7 days, although occasionally patients can stay on these units for extended periods. Required hours are from 8am to 4:30pm Monday- Friday. Unique opportunities of this program include observation of the legal process of admitting psychiatric patients to an acute facility, as well as the opportunity to observe the court process. Interns may also be interested in observing Electroconvulsive Therapy in the treatment of patients with severe depressive or psychotic disorders.

The intern on the Adult Unit is expected to fully manage a 3 patient caseload and is responsible for individual therapy sessions, family therapy and support sessions, discharge planning, case management, and consultation among other things. In

addition to their individual cases, the doctoral intern will lead two daily groups consisting of either two skills groups or one skills group and one process group. Additionally, the intern will attend staffing on Monday, Tuesday, and Friday and will conceptualize their cases with the interdisciplinary treatment team consisting of psychiatrists, psychologists, nurses, behavioral health associates, and rehabilitation specialists among other disciplines. One major program development initiative on the Adult Unit is required by the end of the training year.

It should be noted that the inpatient position is crisis stabilization and requires more case management than PHP and IOP programs. The intern on the Adult Inpatient Unit will see a large variety of acute presenting issues, but will have a shorter time to work with patients. This position is especially helpful for those looking to eventually work or manage in a hospital setting.

Eating Disorders Outpatient Program

Direct Supervisor: Kelly Ryan, PsyD

Unit Manager: Ryan Lauterwasser, LCPC, CADC

Treatment Models: DBT, CBT-E, ERP

The Eating Disorder Program Services is located at Linden Oaks Hospital in Naperville, Illinois, and consists of Adolescent and Adult day Partial Hospitalization Programs and Intensive Outpatient Programs, along with an Evening Binge and Emotional Eating Program for Adults. Theoretical orientations used in the program are Dialectical Behavioral Therapy (DBT), Exposure and Response Prevention and Cognitive Behavioral Therapy – Enhanced for Eating Disorders. The program provides opportunities to develop programming and/ or participate in developing seminars for the organization at large.

The intern position hours are Monday through Friday 8:00-4:30 pm. Interns will conduct at least two groups a day (one psychoeducational and one process group). The intern will carry a caseload of 5-6 patients. Other duties include: conducting psychosocial assessments, treatment planning, family sessions/ therapeutic meals, experiential food groups, multifamily education, case management and consultation with the interdisciplinary treatment team that meets daily to discuss cases. Individual, group supervision, and didactics are included on a weekly basis by licensed clinical psychologists.

Rotation #2:

Adolescent Inpatient/Adolescent General Mental Health (2 positions)

The interns in this program position will spend six months in adolescent inpatient followed by six months in adolescent outpatient mental health or vice versa.

Adolescent Inpatient Program

Direct Supervisor: Kelly Ryan, PsyD

Unit Manager: Ryan Lauterwasser, LCPC CADC

Treatment Model: DBT, CBT, ACT

The Adolescent Inpatient Unit at Linden Oaks Behavioral Health is located on the main Edward Hospital campus in Naperville, Illinois. This 29 bed acute care unit serves adolescents from age 11-18 (who are still in high school) with severe psychiatric disorders who are unable to maintain safe behaviors towards self or others, or are unable to care for their basic needs without the assistance of behavioral health professionals in a hospital setting. This training emphasizes the treatment of patients who are diagnosed with depressive disorders, psychotic disorders, anxiety disorders, and substance use issues among others. The average length of treatment on this unit is 5 to 7 days, although occasionally patients can have an extended treatment episode due to specific needs. Unique opportunities of this program include facilitating parent-education groups and participating in program development. Interns may also be interested in observing Electroconvulsive Therapy in the treatment of patients with severe depressive or psychotic disorders.

The intern on the Adolescent Unit is expected to fully manage a 3 patient caseload and is responsible for individual therapy sessions, family and support sessions, discharge planning, and other case management duties. In addition to their individual cases, the doctoral intern will lead a daily DBT education group, and facilitate a parent education group one evening during the week. Additionally, the intern will attend treatment team meeting daily and will conceptualize their cases with the interdisciplinary treatment team consisting of psychiatrists, psychologists, licensed social workers, nurses, behavioral health associates, and rehabilitation specialists among other disciplines. Contribution to program development is expected during the training year.

It should be noted that the inpatient position is crisis stabilization and requires more case management than PHP and IOP programs. The intern on the Adolescent Inpatient Unit will see a variety of acute care issues, but will have a shorter time to work with patients. This position is especially helpful for those looking to establish a career working with patients and/or pursue a leadership career in a hospital setting.

Adolescent Outpatient Mental Health Program

Direct Supervisor: Jacqueline Sierzega, PsyD

Unit Manager: Victoria Freier, RN

Treatment Models: DBT, ACT

The Adolescent Mental Health Program is located at the Linden Oaks Behavioral Health Outpatient Center in Naperville, Illinois. The program services patients at both Partial Hospitalization (PHP) and Intensive Outpatient (IOP) levels of care who are addressing mental health diagnoses including mood disorders, anxiety disorder, psychotic disorders

and personality disorders. The average length of stay for adolescents participating in this program is 3-4 weeks. The theoretical orientations include Dialectical Behavior Therapy (DBT) and Acceptance and Commitment Therapy (ACT). Experience in DBT and ACT are not required. A unique learning opportunity for the program includes extensive training in DBT, ACT, and behavioral contingency planning, as well as how to apply the concepts in group therapy, and individual and family sessions.

The intern position in the Adolescent Mental Health Program is Monday through Friday from 7:30 am – 3:30 PM. The intern will carry a caseload of 5-6 adolescents. Duties include individual therapy, family therapy, discharge planning, case management, collateral contacts, doctor consultation, documentation, etc. The intern will also attend program staffing weekly every Thursday to conceptualize their cases with the interdisciplinary treatment team consisting of a psychiatrist, psychologists, postdoctoral fellows, and a nurse. Individual supervision, group supervision and didactic training are included on a weekly basis by licensed clinical psychologists.

Psychological Testing and Assessment

Direct Supervisor: Tawana Edgeson-Steiner, PsyD

Psychological Testing Supervisor: Jacqueline Sierzega, PsyD

The Psychological Testing and Assessment Department is housed at the Linden Oaks Behavioral Health main hospital in Naperville, Illinois, however assessment occurs throughout our inpatient and outpatient sites. Reasons patients are referred to testing range from diagnostic clarification including cognitive evaluations to assessing for the presence of a specific disorder. The most common referral questions include testing for the presence of autism spectrum disorder, bipolar disorder, personality disorders, and psychotic disorders. An integrative battery and report is completed for each patient including a clinical interview, cognitive assessment (if appropriate), objective assessment, projective assessment, and collateral interviews.

All interns, regardless of rotation, will complete (3) batteries during the training year. The intern will be released from their duties in their home department to complete their batteries as cases become available. The intern will receive training and direct individual supervision from the psychologists in the testing department.

DESCRIPTION OF THE TRAINING CURRICULUM

At Linden Oaks Hospital and Linden Oaks Outpatient Center, doctoral interns are exposed to a broad range of assessment opportunities. Each patient who presents for services meets with a clinician who performs an in depth psychosocial assessment which is then used in conjunction with the initial level of care assessment, nursing assessment, and psychiatric evaluation to formulate an individualized care plan. Clinicians assess patients on an ongoing basis to determine level of care

recommendations. Other assessments expected are: trauma assessment, self-injury assessment, substance abuse assessment, daily suicide assessment.

Doctoral Interns are afforded the opportunity to provide psychological assessment services. Psychological testing is conducted on our inpatient units and within our Intensive Outpatient and Partial Hospitalization programs with patients for whom psychological testing has been ordered by the attending psychiatrist. All psychological testing cases are supervised by licensed clinical psychologists in our psychological assessment department who evaluate the doctoral interns in the areas of clinical interviewing, administration, scoring, report writing and feedback skills. Our training provides a range of psychological assessments, incorporating a broad variety of Cognitive, Objective Personality, Projective Personality and Trauma measures, Additionally, more specialized measures are also utilized including anxiety and depression inventories, executive functioning assessments, developmental/behavioral assessments and attention deficit-hyper activity disorders assessments.

Doctoral interns have the ability to do individual, family, group, multi-family group, psycho-educational trainings, and case management in an interdisciplinary health care setting. They are supported by and expected to work hand in hand with psychologists, clinical therapists, expressive therapists, occupational therapists, psychiatrists, nurses, and other support staff.

HOW THE PSYCHOLOGY TRAINING PROGRAM HAS INTEGRATED INTO THE LARGER ORGANIZATION

Linden Oaks Behavioral Health Hospital functions as the hub of psychiatric services for the entire Edward-Elmhurst Hospital System and provides services to the west, northwest, and southwest suburbs of the Chicagoland area. The doctoral training program is crucial to assisting Linden Oaks Behavioral Health with providing premier psychological services to its consumers. Not only are interns a vital part of the interdisciplinary treatment team, but they bring knowledge of current theory and advances in the field of psychology. Interns are encouraged to share their knowledge with staff via trainings throughout the year. Previous interns have designed and restructured programming under the supervision of psychologists, implemented structural changes to the organization and have even assisted in developing new programs when the need has arisen. As Linden Oaks Behavior Health grows, so does our need for clinical psychologist and the prestige they bring to the field.

DOCTORAL TRAINING STAFF

DIRECTOR OF TRAINING/SUPERVISOR OF DOCTORAL TRAINING

The Director of Clinical Training (DCT) is responsible for overseeing the activities of doctoral students while at Linden Oaks Behavioral Health. The Supervisor of Doctoral Training works in conjunction with the DCT to organize and coordinate the activities of doctoral students. The DCT's responsibilities include the following:

- Direct and organize the training program and its resources
- Oversee the selection of doctoral interns
- Monitor and evaluate the training program's goals and activities
- Document and maintain intern training records
- Provide at least 2 hours of direct supervision of doctoral interns in order to oversee their caseload and to discuss professional comportment and activities.
- Provide and oversee 2 hours of didactic training for the doctoral training program each week
- Provide and oversee 1 hour of group supervision weekly
- To oversee at least two evaluations per academic year to the universities for each doctoral intern.
- To provide training and supervision in empirically supported treatment models.
- To coordinate with the various unit managers regarding the doctoral intern's activities while working on their designated unit.
- To assure each doctoral intern has the opportunity to meet all requirements for their internship by working with the unit managers for the various designated units throughout the hospital.
- To communicate with the Director of Clinical Training from each student's university to discuss their progress, and (if necessary) any disciplinary actions.
- To follow and carry out the due process established for doctoral interns if disciplinary actions are necessary.

PSYCHOLOGY INTERN SUPERVISORS

In addition to the Director of Clinical Training and the Supervisor of Doctoral Training, there are five clinical psychologists who provide supervision. The Clinical Supervisors are all licensed clinical psychologists, and their duties include the following:

- To provide all doctoral interns enrolled in the Doctoral Training Program a second weekly one-hour supervision session to oversee their caseload and to discuss professional comportment and activities
- To run the weekly case conceptualization group supervision group for all doctoral interns focusing on the empirically-supported treatment in their area of expertise
- To present didactic training topics, focusing on their areas of expertise
- Assist in facilitating group supervision separate from the 2 hour didactic on Thursdays
- To report any concerns with doctoral interns to the Director of Clinical Training. Examples of such concerns include: Unit manager not providing enough individual or group clinical experience, struggles with conceptual understanding of empirical treatment models, ethical or other behavioral concerns.

While licensed clinical psychologists provide all formal supervision, interns may receive more informal supervision from other members of the clinical team as needed. All programs at Linden Oaks Behavioral Health are staffed with Licensed Clinical Professional Counselors and Licensed Clinical Social Workers.

| Supervising Psychologists | Area of Specialty |
|---|---|
| Kelly Ryan, PsyD Director of Social Services and Doctoral Training | Adults, older adults, impulse control disorders, personality disorders, DBT, management in the hospital setting |
| Jacqueline Sierzega, PsyD Supervisor of Doctoral Training | Testing and assessment, anxiety, self-injury, DBT, ACT, pain management/chronic illness |
| Marc Browning, PsyD Director of Linden Oaks Medical Group | Health psychology, forensics, men's health, adolescents |
| Laura Koehler, PsyD Supervisor of Anxiety Services | Anxiety, adolescents, families, DBT, ACT |
| Tawana Edgeson-Steiner, PsyD Psychologist, Psychological Testing | Testing and assessment, autism spectrum disorder, ACT, child & adolescent, mood disorders |
| Heather Treat, PsyD Clinical Psychologist, Anxiety Services | Anxiety, adolescents, families, chronic pain, DBT, ACT |

*All of the above listed supervisors are significantly involved in the operation of the doctoral training program.

TRAINING OPPORTUNITIES

CONTINUING EDUCATION

Linden Oaks Behavioral Health has a strong commitment to continuing education. Professional seminars with speakers of national repute are offered on a monthly basis. Additional trainings are provided in specialty areas throughout the continuum of care and time permitting, interns are encouraged to take advantage of such offerings. Additionally there is a wealth of educational opportunities throughout the metropolitan Chicagoland area and interns will be encouraged to take advantage of some of these opportunities with the understanding that it will not interfere with their training and/or direct patient care.

In addition to the wonderful opportunities to attend the aforementioned professional seminars presented at Linden Oaks, the doctoral training program offers weekly didactic seminars in empirically-supported treatment.

Didactic topics include but are not limited to:

Empirically Supported Treatments and Applications
Acceptance and Commitment Therapy Series
Dialectical Behavior Therapy Series

Legal and Ethical Issues in the Hospital and Outpatient Setting
Suicide Assessment
Chemical Dependency Series (Opioids, Marijuana, Future of Addiction Treatment)
Trauma
Non-Suicidal Self-Injury
Grief and Loss
Primary Care
Medical Issues and Behavioral Health
Autism
Sex Addiction
Borderline Personality Disorder Series
Transgender Identity Formation
Stages of Change
Psychological Testing
Insurance Trends
Art Therapy
Movement Therapy
Music Therapy

EXPECTATIONS FOR THE DOCTORAL INTERNSHIP YEAR

1. The college/university attended by applicant is required to have an active Affiliating Agreement with Linden Oaks Hospital.
2. Applicants need have completed their practicum placements (minimally one year of diagnostic and one year of clinical).
3. Applicants need to commit to the minimum time requirements of twelve months, 40 hours per week. Successful completion of the program is equal to 2,000 hours. Interns are provided with paid time off accrual equal to approximately 28 days during the training year and may need to extend their training past twelve months to meet the 2,000 hour requirement. The hours of the internship may exceed the minimum number of hours required by your school.
4. Approximately 20 hours per week will be in direct patient care.
5. Facilitate groups on the units utilizing empirically-supported treatment strategies including (but not limited to) Acceptance and Commitment Therapy (ACT) and Dialectical Behavior Therapy (DBT).
6. Case management, psychosocial evaluation, treatment plan development and period review, and individual sessions and family sessions (when applicable; duties vary by unit).
7. Participate in daily staffing as a member of the treatment team which includes psychiatrist, nurses, and other mental health providers (when applicable; duties vary by unit).

8. Interns will be required to complete 3 integrative batteries during the training year.
9. Interns will be required to complete a yearly project to improve the units or services provided to patients. In addition, interns will be required to present a 2-hour professional level presentation during didactic seminar. The project and presentation should include the evaluation and dissemination of research.

REQUIREMENTS FOR APPLICATION INTO THE DOCTORAL INTERNSHIP

The following items will need to be completed and uploaded to the APPIC application portal:

- **Completed APPI**
- **A personal statement reflecting interests, experience, personal objectives, and program of preference**
- **Curriculum vitae**
- **Three letters of recommendation**
- **Transcript**

CONTACT:

Please feel free to contact our Supervisor of Clinical Training if you have any questions or concerns.

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