

Internship Admissions, Support, and Initial Placement Data

Date Program Tables are updated: August 30, 2024

Program Disclosures

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| Does the program or institution require students, trainees, and/or staff (faculty) to comply with specific policies or practices related to the institution’s affiliation or purpose? Such policies or practices may include, but are not limited to, admissions, hiring, retention policies, and/or requirements for completion that express mission and values? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| If yes, provide website link (or content from brochure) where this specific information is presented: | |
| Upon placement, interns will need to complete and pass a background check and drug screening prior to starting internship. | |

Internship Program Admissions

Briefly describe in narrative form important information to assist potential applicants in assessing their likely fit with your program. This description must be consistent with the program's policies on intern selection and practicum and academic preparation requirements:

The internship program provides a planned and programmed sequence of training experiences designed to enhance the skills of interns and provide a breadth and depth of training necessary to practice within the field of health service psychology. Training is focused on building intern's competencies in clinical practice and understanding complex presenting concerns, dynamics, and cultural components. Supervisory staff continually monitor the progress of interns in these areas and encourage opportunities to promote growth and awareness while building confidence and clinical skills. Health and Human Services is dedicated to training and takes a developmental approach to supervision. Interns provide individual, couple, and family therapy throughout the course of the training year. Interns are expected to carry a caseload of 18-20 clients, which consist of children, adolescents, and adults. Interns also receive training in psychological assessment, community prevention and outreach, intake assessment, group therapy and crisis intervention. Opportunities also exist for employee assistance programming, career counseling, school consultation, and applied research. Interns engage in a variety of didactic trainings and seminars throughout the course of the training year. For the entire training year, Interns participate in two seminars that are integral to the training program of HHS: Psychotherapy Seminar (1.5 hours, weekly) and Multicultural Competence and Community Psychology Seminar (MCCP) (2.5-3 hours weekly). HHS has a strong focus on providing a quality supervisory experience for interns which focuses on interns' direct clinical service, professional and personal development, multicultural competency, and interns' development into a supervisory role. Interns at HHS receive 4 hours of weekly supervision, which includes 2 hours of individual supervision by a licensed psychologist, 1 hour of group supervision by a licensed psychologist, and 1 hour of supplemental individual supervision. Video and audio recording is required and is reviewed in all forms of supervision. Interns also receive training in providing supervision. Interns are responsible for supervising one advanced practicum student starting in January, and receive 1 hour of weekly group supervision on this process from a licensed clinical psychologist. The Department of Health and Human Services Internship training program is committed to enhancing the personal and professional growth of clinicians in our field.

The supervision experience at Health and Human Services is varied and intensive. Within supervision and seminars, there is a strong emphasis on self-reflection as it is an important element of professional and personal development. Interns receive 3 hours of individual supervision each week. In addition to individual supervision, Interns also receive one hour of weekly group/dyadic supervision. Interns are expected to audio and/or video record all psychotherapy sessions (with client consent) and this material is reviewed during weekly supervision meetings.

Support, encouragement, and critical feedback are utilized to help students develop professional abilities that fit their own interactive style and enhance their therapeutic effectiveness. Interns are encouraged to discuss countertransference related to clients in supervision as it increases understanding of the self and clients. It is also helpful to discuss dynamics within the supervisory relationship, in an effort to create stronger and more supportive relationships within supervision.

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:

| | | | |
|---|-----|----|---------|
| Total Direct Contact Intervention Hours | Yes | No | Amount: |
|---|-----|----|---------|

| | | | |
|---------------------------------------|-----|----|---------|
| Total Direct Contact Assessment Hours | Yes | No | Amount: |
|---------------------------------------|-----|----|---------|

Describe any other required minimum criteria used to screen applicants:

In the screening of applicants, we look for clinical experiences that are consistent with the population served through HHS. Given the training program's strong emphasis on diversity, we also look for applicants that are interested in working with diverse populations, and whose interests and career goals are aligned with socially responsible practice. HHS place a strong emphasis on self-reflection and supervision, as such we look for applicants that are interested in this approach to personal and professional development.

Financial and Other Benefit Support for Upcoming Training Year*

| | | |
|--|--|--|
| Annual Stipend/Salary for Full-time Interns | \$37,440 | |
| Annual Stipend/Salary for Half-time Interns | N/A | |
| Program provides access to medical insurance for intern? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| If access to medical insurance is provided: | | |
| Trainee contribution to cost required? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| Coverage of family member(s) available? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| Coverage of legally married partner available? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| Coverage of domestic partner available? | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| Hours of Annual Paid Personal Time Off (PTO and/or Vacation) | 80 | |
| Hours of Annual Paid Sick Leave | 0, Sick days are not separated from annual paid time off | |
| 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? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| <p>Other Benefits (please describe): Interns receive 7 holidays off in accordance with the dates the Village of Hoffman Estates is closed in observance of such holidays.</p> <p>The Village of Hoffman Estates recognizes that an intern may need to request time off for maternity/paternity leave during her/his internship. Requests up to a maximum of 12 weeks will be considered on a case-by-case basis. The Village will also provide reasonable accommodations when necessary due to pregnancy, childbirth or medical or common conditions related to pregnancy or childbirth, unless doing so would create an undue hardship on the ordinary business operations of the Village. Interns may be required to provide documentation from their health care provider. Information can be found in the Health & Human Services Intern Handbook. Prospective applicants that have questions about this policy are encouraged to contact the Human Resources department of the Village.</p> | | |

* Note. Programs are not required by the Commission on Accreditation to provide all benefits listed in this table

Initial Post-Internship Positions

(Provide an Aggregated Tally for the Preceding 3 Cohorts)

| | 2020-2023 | |
|---|-----------|-----------|
| Total # of interns who were in the 3 cohorts | 6 | |
| Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree | 1 | |
| | PD | EP |
| Academic teaching | PD = 0 | EP = 0 |
| Community mental health center | PD = 0 | EP = 0 |
| Consortium | PD = 0 | EP = 0 |
| University Counseling Center | PD = 0 | EP = 0 |
| Hospital/Medical Center | PD = 0 | EP = 0 |
| Veterans Affairs Health Care System | PD = 0 | EP = 0 |
| Psychiatric facility | PD = 0 | EP = 0 |
| Correctional facility | PD = 0 | EP = 0 |
| Health maintenance organization | PD = 0 | EP = 0 |
| School district/system | PD = 0 | EP = 0 |
| Independent practice setting | PD = 5 | EP = 0 |
| Other | PD = 0 | EP = 0 |

Note: "PD" = Post-doctoral residency position; "EP" = Employed Position. Each individual represented in this table should be counted only one time. For former trainees working in more than one setting, select the setting that represents their primary position.