



POST-DOCTORAL FELLOWSHIP **IN CLINICAL PSYCHOLOGY**

Revised: March 2017

This program is an APPIC member.

I. GENERAL INFORMATION

New Connections Academy (NCA) is a private therapeutic day school, founded in 2006 to serve students between the ages of 6-21 who require an alternative school program that is supportive, therapeutic and educational. While approximately 78% of our student population has a primary diagnosis of Asperger's Disorder or High Functioning Autism, 23% of students present with a primary diagnosis of a mood disturbance (Anxiety, Bipolar Disorder, Disruptive Mood Dysregulation Disorder) or ADHD. Over 65% of our students have comorbid diagnoses of ADHD, Anxiety, Depression, Disruptive Mood Dysregulation Disorder, Bipolar Disorder, Conduct Disorder or ODD, PTSD, OCD, or other mood disorders. NCA utilizes therapeutic, educational, family and community resources to enhance social communication skills, stabilize emotional regulation and improve academic achievement, with a commitment to foster each student's academic, communication and emotional regulation skills necessary to return to their home school or to a less restrictive environment.

New Connections Academy utilizes the SCERTS (Social Communication, Emotional Regulation, Transactional Support) educational and therapeutic model to determine the student's profile of successful development and areas in need for improvement. The student's profile provides the basis for use of successful therapeutic interventions to address the developmental challenges that interfere in the areas of: academic learning, socialization skills, emotional regulation, integration of fellowal and external sensory information, and restricted/perseverative patterns of thinking or interest. NCA is an environment that is based on a nurturing model of the Circle of Courage (Lakota-Sioux Reclaiming Youth) which promotes the development of pro-social skills in four quadrants: Belonging, Mastery, Independence, and Generosity. The environment is based on a positive, nurturing model, where positive reinforcement and natural consequences for behaviors are frequently utilized. NCA avoids using restrictive and/or punitive methods of behavioral management and does not have an isolated time-out room. The Behavioral Intervention Specialists, NCA staff, and Doctoral Fellows are trained with Non-Violent Crisis Prevention Training (CPI) and use of therapeutic holding (restraint) is only employed as a last resort, when the child is determined to be a danger to him/herself or others.

TRAINING PROGRAM, GOALS AND OBJECTIVES

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865 E. Wilmette Road – Suite A, Palatine, IL 60074 ~ Phone: 847-359-8690 ~ Fax: 847-359-8691

New Connections Academy is a member of the Association of Psychology Postdoctoral and Fellowship Centers (APPIC). At this time, three fully funded post-doctoral fellowship positions are available. The NCA post-doctoral fellowship provides a planned, programmed sequence of training experiences with the primary focus being on assuring the breadth and quality of training. The Fellowship program in Clinical Psychology is designed to facilitate the fellow's acquisition and refinement of their clinical/therapeutic skills while at the same time learning to successfully interact as a valued member of a multi-disciplinary team. There is an emphasis on training in fundamental clinical skills with a primary focus on Individual and Group Therapy. Fellows will have the opportunity to work with challenging/complicated students who often exhibit a wide range of developmental disorders, emotional disorders, and behavioral disorders.

The Fellowship program utilizes the practitioner-scholar model of training. Rather than the production of original research, the model of training emphasizes the development of professional competencies that are based on current research, scholarship, and practice. Fellows have access to a professional library of books, journals, and videos and are urged to critically evaluate current theory, research and practice when approaching their clinical tasks.

The primary goal/objective is to promote the Fellow's professional growth in such a way that they feel more confident in their ability to function as a Psychologist with the ability to practice in accordance with the highest standard of professional and ethical care.

POST-DOCTORAL FELLOW'S CLINICAL WORK, SUPERVISION AND TRAINING

Sequence of Training

The Fellowship training sequence occurs in four phases. The first phase, the didactic phase, involves a one-week, detailed series of presentations regarding the policies and procedures of NCA and the clinical training department. Discussion of Special Education Law, Individualized Education Plans, the SCERTS model, and ethical and professional standards of professional practice are included as part of this training. Special topics relevant to provision of services in a school setting are also presented during this time.

The second phase of training is orientation, which allows fellows to become familiar with their work setting and school staff from various disciplines. During this phase, fellows will have the opportunity to observe supervisors and school staff members as they function in different work roles. Fellows will observe various classrooms and related services activities.

During the third phase of training, fellows receive their own cases and work with their supervisors regarding the disposition of the case. Supervisors may observe fellows as they provide direct clinical services to students, consult with teachers or administrative staff, or participate in staffings or IEP meetings. The length of this phase is dependent upon the progress of the fellow.

The fourth phase involves increasingly independent work on the part of the fellow. The fellow may be expected to serve as a leader in clinical staffings and team meetings, develop special treatment programs for their students, complete crisis assessments, and develop more in-depth conceptualizations of emotional and social functioning of students on their caseload. During this phase, the fellow may be asked to provide professional presentations and training to the school staff or to participate in special projects. In addition, the fellow may be asked to provide individual supervision to externs.

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Clinical Work

- Provide individual and group therapy to children, adolescents, and young adults. Opportunity to provide long-term therapy (approximately 75% of caseload will remain consistent throughout the training year) to students who have high rates of daily attendance at school.
- Utilize evidence-supported interventions including Carol Grey's Social Stories, Jeb Baker's Social Skills, Michelle Garcia Winner's Social Thinking paradigm, cognitive-behavioral therapy, behavioral interventions, and Ross Greene's Collaborative and Proactive Solutions approach
- Collaborate weekly with families and provide parent education and family therapy on an as needed or requested basis utilizing brief solution-focused approach
- Consult routinely with teachers and milieu staff regarding clinical and behavioral interventions
- Consult routinely with Board Certified Child and Adolescent Psychiatrist
- Develop students' SCERTS profile and track therapeutic progress and outcome data on a quarterly basis
- Develop social/emotional treatment goals for the student's Individualized Education Plan (IEP)
- Participate in multidisciplinary treatment staffings and IEP meetings
- Clinical documentation
- Participation in crisis and risk assessments as needed

Supervision

- Two hours of individual supervision with two licensed clinical psychologists utilizing an Integrative Developmental Model (from Brian McNeil and Cal Stoltenberg). Fellows may also receive training in supervising externs.
- Fellows may be asked to audio/video tape their sessions (both therapy sessions and individual supervision sessions) for review within supervision; and any audio/video taped sessions that are utilized outside of the NCA building for academic, training or professional purposes may be reviewed by the supervisor.
- One hour of Group Supervision with two licensed Psychologists each week
- 90 minutes of Clinical Needs Seminar with three to four licensed Psychologists each week
- One hour of Family Therapy Seminar with licensed Psychologist each month

Training

- Group supervision focuses on issues related to the field of professional psychology, including ethics, legal issues, and models of consultation. Facilitated by licensed clinical psychologists with a strong focus on didactic training
- Clinical Needs Seminar focuses on case formulation, formal case presentations, and integration of understanding of clinical diagnosis and family dynamics. Each Fellow will present a case in Clinical Needs two to three times per year. Facilitated by licensed clinical psychologists with a strong focus on didactic training in evidence-supported clinical interventions and modalities.
- Monthly Family Therapy seminar with licensed clinical psychologist with focus on family systems theory

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- Opportunity to collaborate with a Child and Adolescent Psychiatrist on issues related to psychopharmacology
- Consultation with Art Therapist, Music Therapist, Speech and Language Therapists and Occupational Therapists
- Participate in All Staff Developmental training covering relevant educational, therapeutic or milieu topics

Sample Didactics and Trainings conducted during past training years:

Supervision and Consultation Models	Managing Confidentiality (Federal and State Regulations)
Methods for Identification of Sexually Abused Children	Managing Ethical Dilemmas
Introduction to the ADOS	Managing Risk: Suicide, Assault, Sexually Problematic Behaviors and Child Abuse
Diversity Factors: Sexual Orientation	Collaborative and Proactive Solutions by Dr. Ross Greene
Trauma Informed Care Approaches	Cognitive Behavioral Treatment for Anxiety and Depressive Disorders
Introduction to Dialectical Behavior Therapy	Behavioral Approaches and Treatment- What is Motivating?
Social Thinking and Social Stories	Introduction to Neuropsychological Assessment

FELLOWSHIP FORMAT

- Fellows are required to participate in a minimum of 2000 hours of supervised clinical experience throughout the year. This time is spent in direct service, indirect service, family therapy, extended day coverage, didactic training, supervision, and special projects.
- Fellowship is 12 consecutive months (8:00am - 4:00pm, Monday – Friday) interspersed with legal holidays, winter and spring vacations and abbreviated summer schedule.
- At least 40 hours per week and due to school vacation and holidays, Fellows must complete special projects outside of their regularly scheduled hours to meet the 2000 hour requirement.
- Fellows are expected to spend at least 800 hours in direct, face-to-face student service.
- Traditionally, the Post-doctoral program will begin at the start of the academic year (early August); however, alternate start dates may be required.
- This Fellowship experience meets or exceeds the standards for licensing as a Psychologist for the state of Illinois
- Post-doctoral Fellow job responsibilities include working to build a strong, safe, healthy and therapeutic milieu, which includes assisting with arrival and dismissal and providing assistance to school staff throughout the milieu, as requested.

EVALUATION

Evaluation is an active, ongoing process throughout the Fellowship period. All evaluations will entail an active discussion regarding areas of strengths and weaknesses between supervisors and fellows. Formal written evaluations will occur twice during the fellowship year. These evaluations will be

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completed by the Director of Training/Supervisor and reviewed in detail with the fellow. Any serious concerns will be discussed with the fellow and the other members of the Clinical Training Staff. Please request the document: *Due Process Procedures*, for a full explanation.

POST-DOCTORAL FELLOWSHIP BENEFITS

- \$30,000.00 Stipend for the year
- Vacation Time ~ Winter, Spring, and Summer Breaks and all National Holidays.
- 16 Sick Days and 2 Personal Days for the year
- No pager or on-call duties
- Free lunch available daily
- Free parking
- School hours (8:00am-4:00pm Monday through Friday, 197 days a year)
- Covered by school's liability insurance
- Healthcare benefits with optional Dental Benefits
- An appropriate work environment including adequate equipment, materials, an assigned office space (desk, bookshelf, phone, computer, software, encrypted flash drive), and similar clerical support equivalent to that of other full time professional staff
- Involvement in a fun, collegial, and energetic work environment.
 - NCA hosts several fun events on an annual basis for staff, families, and students: Talent Show, Field Day, Summer theater production, Awards Ceremony.
 - NCA also hosts several fun staff team building events throughout the year including: NCA Olympics (pie eating contests and Name that Tune contests), staff appreciation events and, bagels provided to all staff on Fridays

CLINICAL STAFF

Psychology is one of several professional disciplines within New Connections Academy. Presently, its staff consists of four Licensed Clinical Psychologists. The entire psychology staff participates in the Fellowship program, both through direct supervision and presentation of seminars. During the year, each fellow has the opportunity to work with many of the psychologists on the staff, with some flexibility to pursue common interests.

Psychologists at New Connections Academy come from a variety of educational backgrounds and theoretical orientations which are reflected in different approaches to clinical practice and supervision. They provide exposure to a diversity of clinical styles and professional interests thereby allowing fellows to learn from a range of professional models.

Erin Basalay, Psy.D.

Illinois School of Professional Psychology
Licensed Clinical Psychologist
Director of Training/ Primary Supervisor

Charlotte Edwards, Psy.D.

Illinois School of Professional Psychology
Licensed Clinical Psychologist
Chief Clinical Consultant/ Supervisor

Sol Rappaport, Ph.D.

DePaul University

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Licensed Clinical Psychologist / Founder

Kati Hefferon, Psy.D.

Illinois School of Professional Psychology
Licensed Clinical Psychologist

Shazia Tayyad, M.D.

University of Illinois
Board Certified Child and Adolescent Psychiatry

APPLICATION PROCESS

Students from a regionally accredited institutional of higher education doctoral level program who anticipate to successfully complete all requirements for graduation from their program (including completing dissertation and internship) must submit the following materials by January 27th of the fellowship training year. Applicants are not required to have completed an APA-approved internship, but it is required that the internship experience meets APPIC standards.

1. Cover letter outlining professional goals and interests
2. Curriculum Vitae
3. All Graduate School Transcripts
4. Three Letters of Recommendation

Please Note: A criminal background check, fingerprinting, medical examination and drug screening are required for all new staff members at New Connections Academy. An offer of employment is contingent upon passing the background checks and drug screening, and submitting fingerprint data, and all required health and medical examination forms.

All materials should be contained within the same envelop or emailed in one PDF file.

This information must be sent to:

Erin Basalay, Psy.D.

Clinical Director/ Director of Training
New Connections Academy
865 E. Wilmette Road – Suite A
Palatine, IL 60074

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

E-Mail: ebasalay@newconnectionsacademy.net

Phone: 847-359-8690 ~ Ext 226

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