

Copper Lake School/Lincoln Hills School

Internship in Professional Health Psychology

2017-2018



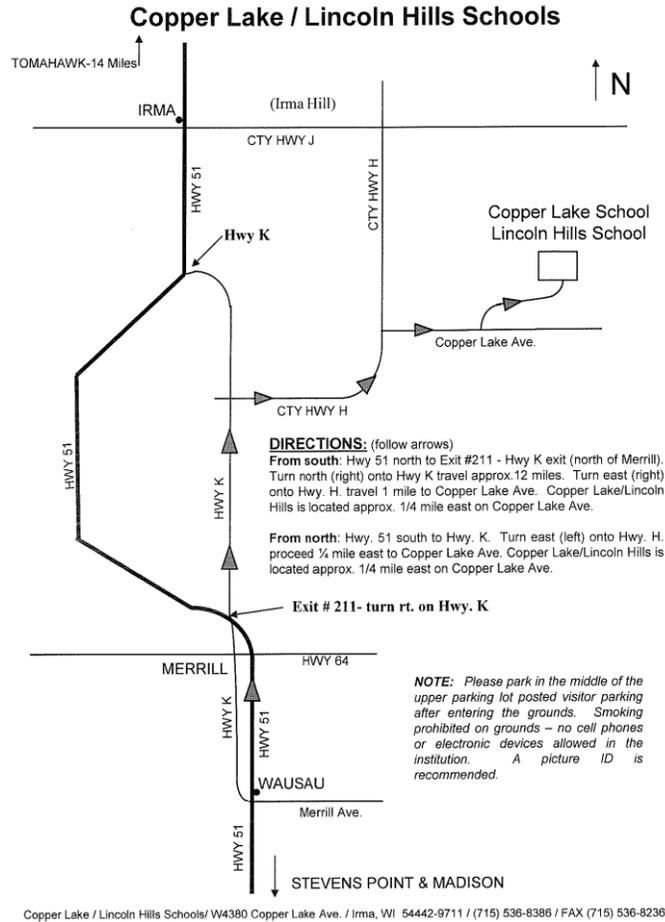
State of Wisconsin
Department of Corrections
Division of Juvenile Corrections
Irma, Wisconsin

*APA Accredited
Member of APPIC*

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LOCATION

Lincoln Hills School (LHS) for boys and Copper Lake School (CLS) for girls are the two juvenile correctional institutions in the State of Wisconsin. They are co-located in Irma, Wisconsin and are in Lincoln County, approximately 30 miles north of the city of Wausau and approximately a three hour drive north of Madison.



ACCREDITATION STATUS

The Doctoral Internship in Adolescent Clinical and Forensic Psychology at Lincoln Hills/Copper Lake School (LHS/CLS) is fully accredited by the American Psychological Association (APA). The APA Commission on Accreditation can be reached at:

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
www.apa.org/ed/accreditation

The internship is also a member in good standing of the Association of Psychology Pre-doctoral and Post-doctoral Internship Centers (APPIC). As such, we follow all the rules and regulations of the national intern selection procedures. This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant. For more information, please go to www.appic.org.

The challenges faced by the adolescents and young adults that the Division is charged with serving are complex and historically include a variety of problems, often including mental and behavioral health disorders. These problems require complex solutions. Achieving the mission and goals of the Division requires coordinated efforts from various departments and programs within the Division and the community. The services provided by the Psychological Services Unit (PSU), along with an array of support and education services, are a vital component to the efforts designed to achieve the Division's mission and goals at LHS/CLS. The internship in professional psychology is an important component of those services. Interns play a key role in providing services fostering pro-social thinking and behavior of clients through treatment interventions and psycho-therapeutic relationships. It is a goal of the internship to help developing psychologists become effective professionals and in the process gain an appreciation for the rewards of working with a diverse and challenging population.

THE FACILITY

Both schools are administered through the Department of Corrections (DOC), Division of Juvenile Corrections (DJC). Both CLS and LHS are charged with the responsibility of providing public safety, holding youth responsible for their behaviors, and offering them opportunities to build competencies. LHS was constructed in 1970 and CLS was constructed in 2011 when a consolidation of Wisconsin juvenile facilities took place. During consolidation, Southern Oaks Girls School (SOGS), where juvenile females had been placed prior to the opening of CLS, was closed along with Ethan Allen School (EAS), for boys, where this internship program had previously operated. Both youth populations were transferred to LHS/CLS in the summer of 2011.



THE RESIDENTS

There is no typical resident of LHS/CLS. However, the vast majority of the youth have been committed from a county juvenile court after being adjudicated delinquent and in need of secure care for an offense that if committed by an adult would have resulted in a sentence of 6-months or longer. A very small number of youth have been placed at the facility after having been sentenced in adult court for a serious felony offense. These youth are allowed to start their adult sentences at the juvenile facility due to their young age. All youth at LHS/CLS are aged ten to twenty-five years with the vast majority being between the ages of fifteen and eighteen.

There are approximately seven different types of commitments to Lincoln Hills/Copper Lake School. The most common is a one to two year commitment from a Wisconsin juvenile court. Second is the regular Serious Juvenile Offender commitment of five years duration, a maximum of three years of which can be served in a secure facility. There is also another Serious Juvenile Offender commitment, typically for homicide, which can be up to the age of twenty-five. Another type is an adult commitment of a youth who is sent to begin his/her sentence here at LHS/CLS due to his/her young age. LHS/CLS is also used to sanction youth from other designated facilities and programs within the state. Some counties also use LHS/CLS as their secure detention facility to hold youth for brief periods of time.

The majority of youth placed at LHS/CLS are from minority groups including African-American, Latino, Asian-American, and Native Americans. In addition, a majority of the youth are sent here from the more heavily populated counties of the state, particularly from those in the southeastern part of the state (including the counties of Milwaukee, Racine, Kenosha, Rock, and Dane). But there are also youth from rural areas and small towns throughout the state. Because LHS/CLS has residents from all over the State of Wisconsin, it offers a very diverse population for the internship experience. Most youth have long histories of delinquency, and the vast majority perpetrated offenses that involve weapons or offenses against a person, including first degree intentional homicide, first degree sexual assault, assault, battery, armed robbery, and other offenses. There are also youth with significant behavioral problems who have less severe histories of delinquency.

Approximately half of the youth have received mental health services previously, and many of these have experienced inpatient hospitalization for psychological problems. Most youth at Lincoln Hills/Copper Lake have obtained very few high school credits in the community; the average is less than two credits. Additionally these youth had not been attending school regularly in their communities. On average over half of the youth have also previously been placed in special education program. While the average daily population fluctuates, the most recent average has been about 300 boys at LHS and 30 girls at CLS.



Ariel View of Copper Lake/Lincoln Hills Schools 2011

FACULTY AND STAFF

There is a strong commitment on the part of administrative staff of LHS/CLS, the Division of Juvenile Corrections, and the Department of Corrections to working with juvenile offenders, to psychological services, and to the internship. About two hundred people work at LHS/CLS; including about thirty faculty

and staff within the school program, nearly twenty social workers, a Health Services Unit comprised of nurses and part-time providers including physicians, nurse practitioners, psychiatrists, and a dentist. The Psychological Services Unit is comprised of four full-time doctoral level licensed psychologists, two full-time Psychological Associate (psychology staff who have completed all required coursework from APA approved graduate school programs and an APA approved internship program, but are not yet licensed as psychologists), four full-time psychology interns, and one Office Operations Associate. Additionally, there are numerous youth counselors, food services workers, security personnel, a chaplain, and administrators. The commitment to equal opportunity has resulted in a diverse staff and faculty.

OVERVIEW OF LIVING UNITS AND PROGRAMS

Below is a listing of all the LHS/CLS living units, along with their primary treatment program affiliations:

LHS currently has 7 operational living units for boys:

- **Addams:** Currently vacant.
- **Black Elk:** Offers specialized programming targeted for older youth, particularly those who participate in the High School Equivalency Diploma (HSED) Program, or have already completed their high school education.
- **Douglass:** Offers cognitive-behavioral treatment approaches to address criminal thinking patterns via involvement in the Juvenile Cognitive Intervention Program (JCIP) and/or the Victim Impact Program (VIP), and/or to address anger management/aggression control issues via involvement in Aggression Replacement Training (ART).
- **DuBois:** Focuses on substance use (SUD/AODA) treatment issues and Trauma Informed Care (TIC).
- **Hughes:** Offers the Essential Skills Program (ESP) an employability skills focused program for older youth who are credit deficient and have lower academic skills.
- **Miller:** Currently vacant.
- **Rogers:** The Reception/Intake Unit, & also houses the Sex Offender Treatment Program.
- **Roosevelt:** Utilized for short-term restrictive housing placements for youth who act-out within the facility and for sanction or secure detention placements from outside facilities/programs.
- **Krueger:** Utilized for restrictive housing placements for youth who act-out within the facility. This unit is used for youth needing a greater level of security compared to youth placed in Roosevelt restrictive housing.

CLS currently has 2 operational living units for girls:

- **King:** Doubles as the Reception/Intake Unit and as a general population unit.
- **Wells:** Doubles as an Intensive (Mental Health) Treatment Unit, for girls identified as having greater levels of mental health disturbance, and as a short-term security placement unit for female youth who act-out within the facility. In addition, the living unit serves as sanctions or secure detention placement from outside facilities/programs.

YOUTH PROGRAMS

Reception and Orientation Program

Presently, Rogers Living Unit is the first, or reception, residence for all newly admitted boys who are placed at LHS—newly admitted girls are placed in the King Living Unit of CLS. During reception and orientation, youth are assessed and evaluated by program staff. The results of a comprehensive interview of each youth, testing, observation, and a review of his/her history are utilized to generate a report which outlines his/her treatment or program needs and guides his/her placement onto a particular living unit and into specific treatment programming tracks. Medical, dental, educational, and career assessments are also performed at this time, along with a preliminary mental health screening by Psychological Services staff.

In 2012, a new risk-needs assessment tool, called COMPAS, was implemented to further assist in the identification of treatment needs and to differentiate varying levels of recidivism risk. COMPAS incorporates a theory-based approach to assessment designed to incorporate key scales from several of the most important theoretical explanations of crime and delinquency including; Social Bonding and Control Theory, Strain Theory, General Theory of Crime, Criminal Opportunity/Lifestyle Theories, Moffitt's taxonomy of juvenile offenders and Bandura's cognitive model of moral development. Extensive measurements assess the key areas of family, school, and peer contexts, in addition to individual personality and cognitive characteristics of youth. It also incorporates a "strengths perspective," attempting to identify currently present or potential strengths that may be accessed and/or enhanced to further protect the high-risk youth from further progression into serious delinquency.

Substance Use Disorders (SUD) or AODA Program Rotation

This is a sixteen-week, closed ended program designed to provide a safe, secure, and supportive environment for delinquent adolescent males to effectively address their identified substance abuse issues as well as other individual goals. Through a primarily education-based model (Seeking Safety), adolescents are provided the opportunity to make positive lifestyle changes and to be better prepared to lead a life free of crime and chemical abuse. Areas of emphasis include self-assessment, group awareness, alcohol and drug educational awareness, relapse prevention, responsible thinking, PTSD, and advanced therapeutic skills for internalizing and applying concepts. Trauma Informed Care (TIC) is also emphasized in this program. Family nights are offered periodically and family and individual psychotherapy are conducted on a regular basis.

Sex Offender Treatment Program

The Sex Offender Treatment Program (SOTP) for males is housed in Addams Living Unit. It is designed to work with male youth committed to LHS for serious sexual assaults. The program works with perpetrators of sexual assault against children and against adults. The program includes many youth for whom sexual assault is but one offense in a long and varied history of delinquency. Currently, the SOTP utilizes a three part program: beginning with Juvenile Cognitive Interventions Program (JCIP), which develops a number of cognitive skills. Following JCIP is Core, which deals with the sexual misconduct, applying what they learned in JCIP. Finally, youth participate in the Victim Impact Program (VIP) which is designed to help youth see the impact that their crime has on other people.

There is not a dedicated treatment program for female youth with sex offense charges, since there are so few of these youth placed at CLS at any given point in time, and there is no professional consensus regarding an appropriate group treatment approach for juvenile females with sex offense histories. Subsequently, these issues are addressed as a part of individual psychotherapy sessions for these youth.

Youth committed for applicable sexual offenses are reviewed prior to release to determine if they meet the criteria for an involuntary commitment under Chapter 980 of the Wisconsin State Statutes. This law provides for involuntary commitment of sex offenders who have a mental disorder that predisposes them toward future acts of sexual violence. Psychologists and interns assigned to the SOTP are actively involved in the decision-making process regarding which youth are appropriate for referral under the provisions of Chapter 980.

Mental Health Treatment Programs

Anyone working in a juvenile correctional facility will soon recognize that many youth appear to have mental health needs that far outpace their needs as juvenile delinquents. Additionally, many youth have such severe behavior problems that they are unable to stabilize long enough to participate in and benefit from traditional types of intervention.

For male youth, we have access to 29 intensive mental health treatment beds (used exclusively by youth transferred from LHS) at the Mendota Juvenile Treatment Center (MJTC). MJTC is a hybrid correctional/mental health program operated by the Wisconsin Department of Health Services on the grounds of Mendota Mental Health Institution in Madison, Wisconsin. If male youth admitted to LHS exhibit mental health issues which seem too extreme for management/treatment at LHS, or which make them unable to be successful in regular treatment programming at LHS, psychological staff at LHS can have the youth transferred to MJTC for more intensive mental health treatment.

For female youth who are admitted to CLS with pronounced mental health issues, there is an Intensive Treatment Program (ITP) offered within the Wells living unit of CLS. The ITP program provides intensive mental health services roughly comparable to those offered to the male youth who are placed at MJTC.

Female Treatment Programs

There are two living units for the female youth at CLS. These units have continued many of the treatment approaches previously utilized at Southern Oaks Girls School, which incorporate gender-responsive, evidence-based, and trauma-informed principles. Examples of the programs offered include Dialectical Behavioral Therapy (DBT), Juvenile Cognitive Intervention Program (JCIP), Aggression Replacement Therapy (ART), and TRIAD group for girls, and others.

The King living unit is subdivided into two sections, one of which serves as a reception area for newly admitted youth, and one which is utilized as a general population housing unit. The Wells living unit is also subdivided into two sections, one of which houses the Intensive (mental health) Treatment Unit (ITP), and one which is utilized for short-term security placements for female youth who act-out within the facility and for sanction or secure detention placements for female youth from outside facilities/programs.

Education Programs

Lincoln Hills School and Copper Lake School include a comprehensive educational program that offers regular middle school and a senior high school diploma, as well as a comprehensive High School Equivalency Diploma.

Academic Programs

Lincoln Hills/Copper Lake School offers classes in all of the traditional areas, including Social Studies, English, Science, Physical Education, and Mathematics. LHS/CLS has special education programs for residents with Emotional Disturbance, Learning Disabilities, Developmental Disabilities, Speech and Language Disabilities, and other handicapping impairments. Complete Multidisciplinary Team assessments are in compliance with Public Law 94-142 and Wisconsin law. There is currently one school psychologist position in the special education program. The school psychologist consults with Psychological Services interns and staff regarding psychological and educational assessment, as well as providing expertise pertaining to the needs and placement of special education students.

Career and Technical Education

Presently we offer career and technical education programs including business, pre-engineering, greenhouse, welding and construction. Youth also have access to programs which assist them in career development and in the development of independent living and family-related skills. The Employability Skills Program (ESP) includes classes and programs that facilitate independent and/or career skills. The education programs also involve work experiences in food service, business, grounds keeping, and laundry. A significant number of youth work at LHS/CLS for modest salaries.

Other Programs

There are numerous other programs at LHS/CLS. These include religious opportunities and programming, cultural awareness, foster grandparents and, experiential recreational activities (e.g., high and low ropes courses), etc. Other educational programs include environmental education, parenting education, and a variety of other specialized educational programs. The education department also offers recreational sports activities in a wide range of areas, which even includes an interscholastic sports program in basketball (where the LHS basketball team competes against the high school teams of several nearby communities). Also emphasized is the Positive Behavior Intervention and Supports (PBIS) model. PBIS is a systematic approach to encourage proactive and school-wide behaviors based on a Response to Intervention (RTI) model.

HISTORY OF THE INTERNSHIP

The LHS/CLS Internship in Adolescent Clinical and Forensic Psychology is an extension of the professional psychology internship program which began in September of 1991 at Ethan Allen School, in Wales, Wisconsin. This internship became a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC) in 1992. The Ethan Allen School (EAS) Psychological Services internship was granted full accreditation by the American Psychological Association (APA) effective June 27, 1995.

When it was announced on March 1, 2011, that two of the three juvenile correctional facilities in Wisconsin (including Ethan Allen School) would be closed, a plan was put together for relocating the internship program from EAS to LHS/CLS. This plan was approved in April of 2011 by the Executive Committee of the APA Commission on Accreditation.

During the past 10-15 years, the population at juvenile institutions has become increasingly diverse, particularly in regards to the age of offenders and length of commitment for offenses. LHS/CLS continues to work primarily with juveniles, but young adults are also now committed here. The need for effective mental health services in this changing context is great. LHS/CLS and the Wisconsin Division of Juvenile Corrections are committed to meeting that need. The development of the EAS internship program and the continuation of the internship at LHS/CLS reflect that commitment.

The Psychological Services Unit is dedicated to the use of psychology for the improvement in the lives of others, especially those of troubled juveniles and young adults. We hold an expansive rather than exclusive perspective when considering which residents we should work with and what our work should encompass. We firmly believe that adolescents and young adults in correctional settings can be helped and changed in a positive manner by the appropriate psychological interventions of skilled clinicians.

INTERNSHIP MISSION AND TRAINING PHILOSOPHY

The mission of the Internship in Adolescent Clinical and Forensic Psychology at LHS/CLS is to train aspiring psychologists to be effective in working with adolescents and young adults within a correctional setting in a manner that is consistent with APA Ethical Standards. Given the broad range of clinical disorders and symptoms presented to clinicians by LHS/CLS residents, the clinical learning experiences and supervisory input received by interns should increase their skills, knowledge and confidence in treating what many consider to be one of the most challenging treatment populations. The intent is to help developing psychologists become generalists and gain an appreciation for the rewards of working with a young, diverse and challenging population. The intern program is designed to produce psychologists who are knowledgeable about the psychological implications of juvenile delinquency and criminal behavior. This includes preparing interns to work effectively as mental health professionals with the families of such individuals and with other important systems or jurisdictions.

Overview of the Psychological Services Unit

The purpose of the Psychological Services Unit (PSU) is to provide psychological services to the residents of LHS/CLS and to provide consultation and advice to staff and administration regarding mental health, psychological disorders, and treatment issues. The services provided include psychological evaluation and assessment, individual, group, and family psychotherapy, and consultation. Psychiatric services are available through the Health Services Unit (HSU). Psychiatric services include psychiatric assessment, consultation, and prescribing and monitoring the use of psychotropic medication. PSU staff must refer youth to HSU for these psychiatric services.

Each staff psychologist is assigned to one or more living units and provides consultation to living unit staff regarding treatment approaches. Psychologists regularly attend living unit team meetings and are generally available for consultations with individual members of living unit teams. Staff psychologists are also “on-call” outside of work hours to help deal with crises.

Psychological Services Unit Staff

The Psychological Services Unit consists of a Training Director, two full-time doctoral level licensed psychologists, two part-time doctoral level licensed psychologists, two psychological associates (psychology staff who have completed all required coursework from APA approved graduate school programs and an APA approved internship program, but are not yet licensed as psychologists), four doctoral-level psychology interns, and one Office Operations Associate. All four of the licensed psychologists, two who serve as primary supervisors for the internship program, have doctoral degrees from APA accredited graduate programs and have completed APA accredited psychology internship programs.

- **D. Jeremy John, Ph.D.**, Internship Program Director & Licensed Psychologist, Lincoln Hills School/Copper Lake School, Clinical Psychology, Illinois Institute of Technology, 1999.
- **Cynthia Bainbridge, Ph.D.**, Licensed Staff Psychologist, Lincoln Hills School/Copper Lake School, School Psychology, University of Georgia, 1999.
- **Paul Hesse, Ph.D.**, Licensed Staff Psychologist, Lincoln Hills School/Copper Lake School, Counseling Psychology, University of Wisconsin-Madison, 1995.
- **Joseph F. Roe, Psy.D.**, Licensed Staff Psychologist, Lincoln Hills School/Copper Lake School, Clinical Psychology, Illinois School of Professional Psychology, 1988.
- **Cassandra Jennings, Psy.D.**, Psychological Associate provides psychological services to the female population at Copper Lake School, Clinical Psychology, Chicago School of Professional Psychology, 2014.
- **Daniel Cohen, Psy.D.** Psychological Associate, Lincoln Hills School/Copper Lake School, Arizona School of Professional Psychology, 2015.
- **Deb Koch**, Office Operations Associate (OOA), provides administrative support to the Psychological Services Unit.

Affiliated Staff

- **Caroline Palmer, M.D.**, Psychiatrist (Board Certified), Medical College of WI, 2006. (Provides psychiatric consultation sessions to LHS and CLS youth two days per week via video conferencing equipment)
- **Juan Fernandez, M.D.**, Psychiatrist (Board Certified), Universidad Cetec, 1982. (Provides on-site psychiatric consultation to LHS youth one day per week)
- **Gabriella Hangiandreou, M.D.**, Psychiatrist (Board Certified), University of Wisconsin Medical School, 1993. (Dr. Hangiandreou provides on-site psychiatric consultation to CLS youth one day per week.)

Overview of clients

The range of LHS/CLS offenders' psychological problems and disorders presented for treatment is quite broad. These include adjustment and mood disorders, family problems and conflict, relationship concerns, chemical abuse and dependency, anger management issues, anxiety disorders, neuropsychological disorders, sexual paraphilia's, hyperactivity, character disorders, and at times psychoses. The population to be treated is very needy and professionally challenging. Many of the individuals have been resistant to interventions and therapeutic relationships in past settings. Interns will treat clients experiencing depression, suicidality, impulsivity, thought disorders, personality disorders, anxiety, anger and aggression problems, sleep disturbances, and other psychological problems or disorders that are found in general adolescent populations. The clients treated may be in crisis or in special populations such as sexual offenders or those dually diagnosed with addiction and mental illness. The presenting complaints, ethnicity, socioeconomic background, language skills, and education levels of our clients are very diverse. Given the broad range of concerns and symptoms presented by LHS/CLS residents, the clinical learning experiences and supervisory input received by interns should increase their ability and confidence in treating mild, moderate, and serious psychological problems and disorders in adolescents and young adults.

DESCRIPTION OF REQUIREMENTS: TREATMENT, CONSULTATION AND ROTATIONS

All interns are expected to provide long-term treatment to youth throughout the course of the internship, which may include individual therapy, family therapy, and behavioral intervention. While the internship program and staff value the different rotations, there is also a recognition that interns need to become substantially involved in long-term treatment of the youth at LHS/CLS. While short-term treatment is useful, the depth of problems of some LHS/CLS residents indicates that long-term psychotherapy is needed. There is also the potential that interns will become re-involved in working with youth that had been released from the institution but have since returned due to aftercare violations or further criminal activity. Rotation supervisors and the Training Director will assist interns in balancing the need of long-term therapy cases with the changing demands of each rotation. Generally, interns maintain a total caseload of approximately 12-15 individual therapy clients.

SUPERVISION

The LHS/CLS Psychological Services Unit is committed to productive and effective supervision of interns. Supervision guides the interns' professional development and enhances their philosophy and practice. The intern supervisors are Wisconsin-licensed, doctoral-level psychologists in good standing and, in compliance with current licensing standards, have been licensed for at least three years and are qualified to provide the supervisory oversight in the specific areas in which they provide supervision. Supervision is provided at a minimum of four hours per week.

PSYCHOLOGICAL SERVICES STAFF MEETINGS

Interns will attend and participate in selected staff meetings to develop a broader and systemic knowledge of professional issues and problems, to partake in the group decision making process, to contribute to the

development of clinical and internship programs, and to partake in ongoing improvement of LHS/CLS psychological services.

TRAINING SEMINARS/PRESENTATIONS

The Lincoln Hills School/Copper Lake School Psychological Services Unit, the Wisconsin Department of Corrections, and the Mendota Mental Health Institute (all three with APA accredited internships) provide presentations and training seminars on topics which are relevant to the internship and to treating adolescents, older offenders, and non-correctional populations. A majority of the trainings will take place using video conferencing equipment. Past training events focused on seminars in evaluation of suicide and dangerousness, psychotherapy with delinquents, cognitive approaches to psychotherapy, forensic psychology, motivational interviewing, and gangs in Wisconsin, diagnosis and treatment of attention deficit hyperactivity disorders, treatment of sex offenders, providing supervision, and other pertinent topics.

PSYCHOLOGICAL ASSESSMENT AND REPORT WRITING

Interns are expected to be proficient in a wide range of psychological assessment techniques by the beginning of the internship year. This includes personality assessment, behavioral assessment, and cognitive assessment. While a solid understanding of assessment and intervention is necessary as a prerequisite for beginning this internship, there will be ample opportunities to refine relevant skills. Interns will utilize and master various psychological assessment instruments, including the MMPI-A, the MACI, the BASC-2, the WISC-IV, the Rorschach, and others. Interns are expected to complete 6 formal integrative psychological assessment and evaluation reports during the course of the training year, utilizing clinical interviews, test data, and a variety of other sources (e.g. teacher/youth counselor input, youth's file history, prior psychological evaluations, public school information, community information from prior placements, interviews with family members, consultation with the psychiatrist, etc.). A full test battery consists of adequately administered interview, projective, objective, and intellectual/cognitive assessment instruments.

Feedback regarding the assessments will be provided to the youth and, at times, to the treatment team. These are formal assessments in which a specific referral question is addressed via a battery of instruments and a formal report is written summarizing results, conclusions, and recommendations. New interns will receive training regarding the format and procedures for writing these evaluations during their first few weeks at the institution. Supervision of the intern's assessment reports will include feedback on their writing style. It is expected that interns will be challenged to be more concise and improve the quality of their written psychological reports. It is expected that an intern will complete all the assessments for a specific rotation before beginning another rotation, or completing the internship.

ROTATIONS

There are four rotations available in the internship program. Interns must consult with the Chief Psychologist/Training Director regarding any deviations from these normal four rotations. In these rotations, interns work closely with program or unit/agency staff members, attend meetings as representatives of Psychological Services, provide assessment services, and provide psychotherapy to groups, individuals, and families of offenders.

A. Reception/Triage/Intake Rotation

This rotation focuses primarily upon evaluation and triage of the youth sent to LHS/CLS, particularly during their first days/weeks at the facility, including suicide risk assessments, screening of psychiatric medication requests, and assistance with decision-making regarding which youth are sent to Mendota Juvenile Treatment Center (MJTC) for more intensive mental health treatment. MJTC is a unique treatment program that combines components of a traditional psychiatric treatment hospital with elements of juvenile corrections and is available to a limited number of our male population. A team approach to treatment is utilized in this rotation and the intern is expected to attend weekly team meetings, and to consult with Youth Counselors, teachers, social workers, and medical and psychiatric staff.

B. Sex Offender Treatment & Evaluation Rotation

This rotation involves working with youth committed to LHS for sexual assaults. The program works with perpetrators of sexual assault against children and sexual assault against adults. The program is designed to break through denial, to lead to the accepting of responsibility for sexual offenses, to learn alternative ways of thinking and acting on sexual impulses, and to identify and respond to signs that indicate the potential to re-offend. The sexual assault for many youth in the program is but one offense in a long history of delinquency. Youth committed for applicable sexual offenses are reviewed before release to determine if they meet the criteria for an involuntary commitment under Chapter 980 of the Wisconsin State Statutes. Modeled on mental health commitment statutes, this law provides for the involuntary commitment of sex offenders having a mental disorder that predisposes toward future acts of sexual violence.

NOTE: Depending on each intern's level of comfort with this particular population, the rotation may be altered with approval from the Chief Psychologist/Training Director.

C. SUD (Substance Use Disorders) or AODA Program Rotation

Many youth placed at LHS/CLS have chemical dependency issues in addition to significant behavioral and psychological problems. This rotation focuses on providing individual and group therapy services to these youth. It parallels intense outpatient treatment for chemically dependent adolescents. Through treatment, education, and life skills training, adolescents are provided the opportunity to make positive lifestyle changes and be better prepared to lead a life free of crime and chemical dependency. Areas of emphasis include self-assessment, group awareness, alcohol and drug educational awareness, relapse prevention, responsible thinking, and advanced therapeutic skills for internalizing and applying concepts.

D. CLS- Girls Treatment Program Rotation

Many girls and young women who are incarcerated have substantial problems with past abuse, particularly sexual abuse. While post-traumatic stress, sexual abuse, and attachment issues are readily present in the

population of adolescent boys and young men, it is particularly acute with girls and young women. This rotation involves working with the population of female youth placed at Copper Lake School and providing individual, group, and family therapy services. The rotation also includes involvement with residents placed within the Intensive Treatment Program, which provides comprehensive mental health services for the most severely disturbed subset of the CLS population. Interns can expect to gain a better understanding of the unique characteristics of juvenile females presenting with serious delinquency concerns (usually also coupled with prominent mental health issues) and exposure to a variety of treatment approaches for working with this population.

The intern will enhance his or her knowledge regarding differences in the etiology and treatment of juvenile delinquency in females, and develop familiarity with the differing treatment approaches for this population. Interns will be expected to maintain an ongoing caseload of juvenile female clients and to provide psychological testing services as needed.

MATERIAL RESOURCES

Each intern will have a private office with desk, computer, phone, etc. located in the psychological services area in the school building where he/she can provide individual psychotherapy. Access to larger meeting rooms is also available as needed to provide services to families or groups. A separate office is dedicated for testing, set up for the testing of clients, and containing a wide variety of testing materials. A number of instruments can be computer scored and will generate interpretive data. A variety of testing materials are available for use and easily accessible in a nearby office. Relevant materials and interpretive texts for assessment instruments are also readily available. Filing, photocopying, faxing, printing, and other clerical services are available through the PSU Office Operations Associate.

PROGRAM EVALUATION and RESEARCH

It is important that Psychology interns understand and are able to apply Program Evaluation theories and methods in their future work as Psychologists. Given that psychologists should demonstrate clear evidence of effectiveness in achieving desired goals, conducting formal program evaluations is one way to be rigorous in this endeavor. This training activity will expose interns to various theories and methods of program evaluation. In addition, interns will have the opportunity to apply these new skills through a small-group Logic Model exercise. After the first Program Evaluation didactic, they will collaborate with their site supervisors on carrying out a program evaluation, applying the Logic Model method. During the second didactic, interns' group project will be reviewed and they will be trained on delivering program evaluation feedback to stakeholders (Appendix F).

All research must be approved in advance by LHS/CLS, the Division of Juvenile Corrections, and the Department of Corrections. Due to the myriad of ethical, legal, and other issues related to research in juvenile corrections, anyone interested in pursuing a research project is best served by consulting with the Chief Psychologist at the initial stages of the research project. This allows one to receive feedback as to the viability of the proposed project prior to putting a significant amount of effort into its development.

Interns are allowed at times to complete their doctoral dissertation research at LHS/CLS. Those who are interested are provided help in determining what research might be accomplished at LHS/CLS. Flexible scheduling is also provided when necessary to help those who need to utilize libraries or perform other important activities in order to complete their doctoral research.

In the past four years (while the internship still operated at EAS), eight interns engaged in research at EAS as a major part of their doctoral dissertation projects. Four interns have worked closely with EAS staff in developing a project for their dissertation. Most of the research completed in collaboration with EAS staff has been or will be published. Proposed research projects, including those of interns, have not always been approved.

Interns with a goal of teaching and doing research are encouraged to apply to this internship. There is a dearth of valuable research on the effectiveness of treatment and intervention with this population. This is disconcerting in consideration of the high numbers of individuals who are incarcerated in the United States. The potential for useful psychological research in this area is extraordinary.

STIPEND

All interns receive a stipend of approximately 30K per year. There are no medical or dental benefits. Interns are expected to be off work for 9 state holidays (listed below), and may take up to two weeks of additional vacation/sick leave, although they cannot be paid for the time off work. Interns may be provided leave with pay for approved training activities.

Wisconsin state holidays, which are (unpaid) days off for interns:

- New Year's Day (January 1)
- Martin Luther King Jr.'s Birthday (Third Monday in January)
- Memorial Day (Last Monday in May)
- Independence Day (July 4)
- Labor Day (First Monday in September)
- Thanksgiving Day (Fourth Thursday in November)
- Christmas Eve Day (December 24)
- Christmas Day (December 25)
- New Year's Eve Day (December 31)

OUTSIDE EMPLOYMENT

Interns are not allowed to participate in any other outside professional activities without first being granted permission. Psychological Consultation or other Psychological Services for a fee will not be allowed, including that under the supervision of a psychologist not affiliated with the training program. This position is taken to reduce the potential for liability and to keep clear the role of the intern within the internship program. Services for training or teaching, and other work, will be considered on an individual basis.

SAFETY

While there are many youth placed here who are dangerous, there are also significant security measures in place to reduce the risk of being harmed. As this is a secure facility, the issue of safety does come up as a concern to some applicants. Personal safety has never been a significant problem for interns. It is, however, very important for all staff to strictly follow security precautions and procedures. Interns are thoroughly oriented in these areas and are not at a high risk of being injured if they follow them carefully and consistently. Being complacent regarding security issues presents the most significant risk for interns. LHS/CLS bans cell phones, pagers, and smoking material. A more comprehensive list of banned items is available. If someone has questions about other issues related to security or safety, feel free to contact the Training Director.

BACKGROUND CHECKS

Interns are Limited Term Employees of the state of Wisconsin. As such they are all subjected to comprehensive criminal background checks prior to a final offer of hire. Anyone with concerns about this should consult with the Director of Psychology Training for further information or clarification.

RESIDENCY REQUIREMENT

All interns must become residents of the state of Wisconsin for the duration of the internship. Maintaining residence or moving to Wisconsin fulfills this requirement. All intern applicants must be citizens of the United States.

Application

Application is generally restricted to students from doctoral programs accredited by the American Psychological Association (APA) in Counseling, School, or Clinical Psychology.

All applications to our program must follow the AAPI instructions for online application. We do require a copy of a redacted psychological report.

The internship is a one-year, full-time program. Interns without strong skills in psychotherapy, psychological assessment, and report writing are discouraged from applying. If individuals are not skilled in psychological assessment and report writing, our internship would not be a good fit.

The application deadline is November 15. After the applications are reviewed, we decide whether to invite someone for an interview. By December 15, we will have informed all applicants whether they have been selected to interview with us.

Those invited to interview at LHS/CLS will be provided three to five dates from which to choose. The visit will include a presentation by staff to the visiting intern applicants that provides an overview of the internship program. The visit will also include a question and answer period, a tour of LHS/CLS, an interview with one, or more, internship faculty members, and an opportunity to meet with the Director of Psychology Training and the current interns in the program. Phone interviews are granted for individuals who are not able to attend one of the offered interview dates.

The State of Wisconsin is an affirmative action and equal opportunity employer. Minorities, women, and individuals with disabilities are strongly encouraged to apply to this internship program. This internship abides by all APPIC policies including that no person at this facility will solicit, accept, or use any ranking-related information regarding any intern applicant prior to the Uniform Notification Day.

CONCLUSION

This internship intends to provide interns with the best possible foundational training for their future careers in professional psychology. The diversity of our client population both in terms of cultural and ethnic diversity as well as their presenting mental health problems add up to a rich foundation upon which to build a career.

The following is the link to the Division of Juvenile Corrections Website, which provides additional information regarding the institution, the Department of Corrections, and the Division of Juvenile corrections:

<http://doc.wi.gov/Families-Visitors/Juvenile-Services>

For additional information please contact:

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