

PSYCHSYNERGY BEHAVIORAL HEALTH

TRAINING AND SUPERVISION



Dedication to education and training is another cornerstone of PsychSynergy. We are committed to nurturing the next generation of mental health professionals by providing hands-on training and mentorship opportunities for students and interns. By fostering a culture of continuous learning and growth, we not only enhance the skills of our team but also contribute to the broader field of mental health.

Interested?

Call us at (708) 406-9805
or send us an email at
info@psychsynergybh.com

WWW.PSYCHSYNERGYBH.COM



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IDEAL APPLICANTS

Ideal applicants for PsychSynergy Behavioral Health's training program embody and exemplify a myriad of essential characteristics and abilities. Students are expected to be dedicated and open to learning. Also, ideal applicants must be organized, ambitious, able to communicate with others clearly, self-motivated, professional, and respectful to self- clients, and training affiliates. To this extent, the ideal candidate must always demonstrate humility and humaneness and be willing, ready, and able to utilize the aforementioned characteristics to serve as a change agent in the advancement of social justice and inclusion of all demographics. Self-awareness of both personal strengths and growth opportunities are essential, especially when viewing and conceptualizing clients from a multiethnic, multicultural, and socioeconomically diverse lens. The ideal applicant must also commit to the use of evidenced-based scientific inquiry whilst continuing to understand how their own personal, academic, and training histories interact and insect with the clients they serve.



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SUPERVISION PHILOSOPHY

The supervision philosophy of PsychSynergy Behavioral Health's training program is commensurate with Cognitive-Behavioral learning and student-focused approaches. Students are empowered to be consumers of informed knowledge and scientific inquiry via research, individual and group supervision, and personal and professional reflections. PsychSynergy Behavioral Health's training program provides students with clinical, academic, scientific, and community-oriented learning opportunities through supervision and support. PsychSynergy Behavioral Health's training program promotes all students to be imaginaries of an inclusive future for all by becoming efficacious change agents with regards to social justice efforts and advocacy opportunities. Teaching and learning are both living entities which constantly evolve and impact the other which contribute to significant growth in the students' lives academically, personally, and professionally.



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TEACHING PHILOSOPHY

The teaching philosophy of PsychSynergy Behavioral Health is commensurate with Cognitive-Behavioral learning, student-focused approaches, and a variety of realistically aspirational goals and support. Students are empowered to be consumers of informed knowledge and imaginaries of an inclusive future by becoming efficacious change agents with regards to social justice. Teaching and learning are both living entities which constantly evolve and impact the other which contribute to significant growth in the students' lives academically, personally, and professionally.



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CLINICAL TRAINING EXPERIENCES

CONCEPTUALIZED VIA COGNITIVE-BEHAVIORAL LEARNING

The thought (or cognition) component of the triad consists of various beliefs or understandings of the learning experience in its totality. This may be related to expectations of the self, supervisor, content, clients, organizations, etc. Frequent invitation and integration of routine feedback allow me to continuously evaluate and monitor the efficacy of said provided feedback. Routine small group discussions and exercises, reflection papers, research informed scientific inquiry, text vignettes, and guest lecturers and external group discussions and projects are provided.

The feelings (or emotion) component of the triad consists of affective experiences related to the course in its entirety. Examples of this are feelings associated with expectations of the self, supervisor, material, clients, or individual thoughts related to abilities. I consistently encourage the utilization of supervision and mentorship to discuss various affective realities stemming from content, client experiences, etc. and provide support or identify supplementary resources in dealing with such. Diversity, in its numerous facets, is highlighted and respected.



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The final component of the triad, behavior (or actions) consists of performance and the evaluation of performance. Behavior is believed to be modifiable and permitted through flexible approaches to the unique need of the course and students alike. I employ a variety of evaluative measures to ascertain adherence of training expectations and outcome competencies. Fairness and reasonable flexibility are always ensured for everyone to maximize malleable learning.

It is of my belief that teaching, and learning are both living entities; they both constantly evolve and impact each other. Training goals and objectives optimize opportunities for both learning whilst growing as ambassadors of social justice. My sincerest hope is that all students integrate and make manifest the triad of thoughts, behaviors, and feelings of their various clinical and life experiences as tools to make significant developments in their various life endeavors academically, personally, and professionally.



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