Ball State University
Counseling & Health Services

Doctoral Practicum Application Brochure

2000 University Ave. 320 Lucina Hall,
Ball State University, Muncie, IN, 47306

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Counseling & Health Services
Ball State University
Muncie, Indiana, 47306-0895

August 12, 2019 – May 1, 2020

Application Deadline is March 1, 2019
Interviews will be conducted from March 11 to March 22.

Program Contact:
Pei-Yi Lin, Ph.D., HSPP
Associate Director for Training & Psychologist
(765)285-1736
plin@bsu.edu
Information for Prospective Applicants

Thanks for being interested in our Doctoral Practicum Program.

Counseling & Health Services provides a full range of counseling, individual and group therapy, objective assessment services as well as outreach, consultation, and prevention services to a population of university students primarily from, a variety of rural, small town, and urban Midwestern settings. There is a developmental/mentoring emphasis in practicum training. Doctoral practicum students are supervised by a skilled staff of psychologists with significant clinical experiences. The staff is committed to supporting and mentoring trainees into the profession and responding to the transitional and developmental issues of practicum students. Training is provided in the areas including diversity issues, crisis intervention, suicide assessment and treatment, psychoeducational group, outreach and consultation, diagnosis, and other clinical and professional issues.

The environment at Counseling & Health Services is supportive and collaborative as well as professional. A great deal of emphasis is placed on providing trainees with the professional training needed for the development of the integration between personal and professional identities.

We have several positions available for the 2019-2020 academic year. Qualified doctoral trainees from counseling or clinical psychology programs are welcome to apply. If you have any inquiries regarding our internship positions and the training program, please feel free contact the Associate Director for Training, Dr. Pei-Yi Lin, at plin@bsu.edu.
Description of Clinical Positions

Clinical positions include doctoral practicum positions and a SafeZone graduate student position. Doctoral practicum positions are open to doctoral students who would be in their third or fourth year of study when they begin work in the Center (Ball State applicants who are in their second year could apply for the 17-hour practicum). The commitment for a doctoral practicum position is for one full academic year (fall and spring semesters) with an option to reapply the following year. The SafeZone graduate student position is a two-year term without requiring a reapplication procedure. Please see the details of practicum program below.

**Requirements of Doctoral Practicum Position:**

**Orientation:** Participation in Orientation to the Counseling Center (reserve 8:00 a.m.- 5:00 p.m., M-F, a week before the fall semester starts). A candidate who is unable to attend orientation will not be able to do the practicum.

**Weekly Schedule:** (on site schedule)

- 1-2 hours triage/crisis per week
- 9-10 client hours per week
- 1.5 hours of individual supervision per week
- 1 hour of group supervision per week
- 1 hour meeting with outreach/consultation team
- 2.5 clinical paperwork --estimated

17 Total hours—average

**Requirements of a Safezone GA Position + Doctoral Practicum Position:**

**Orientation:** Participation in Orientation to the Counseling Center (reserve 8:00 a.m.- 5:00 p.m., M-F, a week before the fall semester start). A candidate who is unable to attend orientation for both years will not be able to do the practicum.

**Weekly Schedule:** First Year: 12 Total hours for Doctoral Practicum and 10 Total hours for SafeZone GA-- average

**SafeZone GA Position (7 hours need to be on site and 3 ad hours could be off-site)**

- 3 hours of Safezone paperwork
- 1.5 hours of group therapy with LGBTQA+ students per week
- 0.5 hours of supervision of group therapy per week
- 2 hours of individual therapy for LGBTQA+ clients
- 1 hour of SafeZone supervision
- 1 hour meeting with diversity outreach team per week
• 1 hour per week average for Safezone workshop (3 SafeZone workshops + 2 or 3 Transgender SafeZone workshops per semester)

**Doctoral Practicum Position (12 hours need to be on-site schedule)**

• 7 individual client hours per week
• 1.5 hours of individual supervision per week
• 1 hour of group supervision per week
• 2.5 hours of clinical paperwork – estimated

**Weekly Schedule:** Second Year: 17 Total hours for Doctoral Practicum and 10 Total hours for Safezone GA-- average

**SafeZone GA Position (6 hours needs to be on site and 4 ad hours could be off-site)**

• 4 hours of Safezone paperwork
• 1.5 hours of group therapy with LGBTQ+ students per week
• 0.5 hours of supervision of group therapy per week
• 1 hour of individual therapy for LGBTQ+ clients
• 1 hour of SafeZone supervision
• 1 hour meeting with diversity outreach team per week
• 1 hour per week average for Safezone workshop (3 SafeZone workshops + 2 or 3 transgender SafeZone workshops per semester)

**Doctoral Practicum Position (17 hours need to be on-site schedule)**

• 1-2 hours triage/crisis per week
• 9-10 client hours per week
• 1.5 hours of individual supervision per week
• 1 hour of group supervision per week
• 3.5 clinical paperwork --estimated

17 Total hours—average

**Application Procedures for Clinical Positions**

1. Fill out and submit an online Professional Conduct and Applicant Certification Form
2. Download the Doctoral Student Application form and fill out the form
3. Submit the Doctoral Student Application form and your vita electronically to Dr. Pei-Yi Lin, at plin@bsu.edu
4. Arrange to have one recent clinical evaluation and one letter of recommendation submitted electronically to Dr. Pei-Yi Lin, at plin@bsu.edu
5. Applicants will be interviewed by members of the training team at the Counseling Center. Interviews will be held as soon as possible after the application deadline.

**Deadline:** All application forms, including recommendations, must be returned by 5:00PM, Friday, March 1, 2019, in order to receive full consideration.
Diversity Policy

Counseling & Health Services is sensitive to and committed to the value of diversity and the richness of human differences. Our service and training mission requires that people of all backgrounds be able to use our resources with the expectation of respectful, non-prejudicial treatment and service. In particular, the center recognizes that stereotypes, prejudice, and discrimination based on gender, ethnicity, race, culture, sexual orientation, age, religious beliefs, socioeconomic class, and differing abilities have affected counseling, training and programming practices in the mental health field. Thus, our policies and procedures, as well as its activities, associations, and interactions with the campus community, reflect and promote the dignity and worth of the individual and the value and strength of diversity in the community. As staff, we are committed to addressing issues of prejudice, discrimination and oppression and the impact of those issues on the lives of the people we serve and train. We are considered a "safe" environment on the campus, and we expect staff and trainees to contribute to and be affirmative in support of that safety.

Trainees and staff are expected to be committed to the social values of respect for diversity, inclusion, and equity. Further, interns and staff are expected to be committed to critical thinking and the process of self-examination so that prejudices or biases (and the assumptions on which they are based) may be evaluated in the light of available scientific data, standards of the profession, and traditions of cooperation and mutual respect. Thus, trainees and staff are expected to demonstrate a genuine desire to examine one's own attitudes, assumptions, behaviors, and values and to learn to work effectively within a diverse context. We expect to engage trainees in a manner inclusive and respectful of their multiple cultural identities. We expect trainees to examine their own biases and prejudices in the course of their interactions. Trainees are expected to engage in appropriate self-disclosure and introspection. This can include discussions about personal life experiences, attitudes, beliefs, opinions, feelings, and personal histories. Assuming no one is free from biases and prejudices, trainees will remain open to appropriate challenges from trainers to their held biases and prejudices. Trainers are also expected to be committed to lifelong learning relative to multicultural competence. We expect the same from staff trainers as we do from trainees.

Policy on Disclosure of Personal Information in training

In order to be in compliance with the 2002 APA Ethics Code (Ethical Standard 7.04), we want current and future trainees to be aware of our approach to the disclosure of personal information in the course of training.

An important component of our training program is the intersection between the personal and professional. Therefore, our training model incorporates a strong emphasis on self-exploration, and reflection. We believe that effectiveness in all aspects of professional functioning is related to one's ability to reflect on oneself, one's interpersonal and personal dynamics and the history from which these dynamics emerge. Thus professional functioning can be either enhanced or hindered by one's development, or lack thereof, in these essential areas. Consequently, an objective of our training program is to assist trainees at all levels within our training program to explore the qualities and dynamics he or she brings to interpersonal encounters as well as how these dynamics impact their various interactions. We intend that practicum students and other trainees will engage in the process of recognizing, improving and employing those personal qualities that will assist in forming effective working relationships with clients, peers, other staff and other members of the university community.
With the above in mind, supervisors and trainers are expected to assist trainees in exploring their personal impact, qualities, and histories and how these may either facilitate or hinder any psychological intervention or professional relationship. This will require trainees to reflect on and disclose personal information that may be informative about their interpersonal dynamics in such relationships. It is our aim that such disclosure will be done within a supervisory or training relationship characterized by trust, safety, and respect. Also, the exploration of personal qualities or histories will be carried out with a focus on enhancing the trainee's effectiveness in a professional relationship with clients, peers, supervisees, staff or members of the university community. The purpose of such exploration will neither be for doing "quasi-therapy" nor any other inappropriate purpose.

If the trainee feels there is insufficient safety, trust or respect in the supervisory or training relationship, he or she has the right to refuse to disclose personal information. Should this occur, the supervisor or trainer is expected to respect such refusal and then explore ways in which the relationship can be improved so that personal disclosures can occur more effectively. Our hope is that the trainee can express their concerns to the supervisor or training staff. If not they should bring their concerns to the training leadership. Furthermore, the supervisor or trainer is expected to carry out all such exploration with the trainee in a manner that is perceived as collegial and growth-enhancing versus coercive.

Policy on Receiving Counseling and Training in Counseling & Health Services

PURPOSE: This policy has arisen from an aggregate of situations over many years that have created ethical concerns about potential issues emerging from dual role relationships. In our program, trainees have contact with numerous staff members, and it may be impossible to prevent difficulties that can arise from dual roles. However, this policy is intended to minimize the potential negative impact on the students we served.

POLICY: No trainee at any level may receive counseling at Counseling & Health Services while in training at the Center. Further, no therapist who has worked with a student who is applying for training in our program will provide any information to staff involved in selection. Therapists will not function in the role of clinical supervisor or another supervisor should their former client become a trainee in the Center. The following procedures are in place for maintaining this policy.

PROCEDURE:
1. Students in the Counseling or Clinical Psychology Master’s Programs must end counseling of any kind on the Friday before Spring break during the semester in which application for MA internship is made.
2. If a student remains in therapy past the Friday before Spring break of the application year and then decides to apply, their application will not be considered that year.
3. Students in the Counseling Psychology Doctoral Program must end counseling of any kind on the Friday before Spring break during the semester in which application for Doctoral Practicum is made.
4. Doctoral students in Counseling Psychology cannot receive therapy at the Counseling Center during the application year (beginning August 1) if they are applying for a Pre-doctoral internship at Counseling & Health Services.
5. Following Matchday, any doctoral student not matched at the Center as a Pre-doctoral intern may receive therapy.
6. Therapists working with potential trainees as clients—students who indicate they may be applying for training in our program—will talk with their client about the issues that may arise for them from the dual role relationship.

7. Clients who may be applying for training are encouraged to talk with their therapist about their training considerations.

8. This policy will be provided by the receptionists in our main office to any Master’s or Doctoral student seeking treatment at Counseling & Health Services.

9. This policy will also be posted on Counseling & Health Services website.

ADDENDUM
These policies have not been put into place to discourage anyone from obtaining therapy that they need. Counseling & Health Services staff values the contribution therapy can make to the development and growth of graduate students in training. Our staff will provide a list of practitioners and will try to work with community agencies and individual therapists to provide no-cost or low-cost therapy for graduate students, though our staff cannot promise this will occur.