Internship Application Brochure

APA-Accredited Health Service Psychology Internship

APA Office of Program Consultation and Accreditation
750 First Street
N.E. Washington, DC 20002-4242
Phone: (202) 336-5979
Email: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

Updated: September 2019
Counseling Center
314 Lucina Hall
Muncie, Indiana, 47306-0895

August 1, 2020 – July 31, 2021

Application Deadline is November 4, 2019
APPIC Internship Matching Program Code Number: 129711

Accredited by the American Psychological Association:

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Accreditation Status: 11/1/1983 ~ 2023

Program Contact:
Brenda Karns, Ph.D. HSPP
Assistant Director for Training & Psychologist
(765)285-1736
cctraining@bsu.edu
Information for Prospective Applicants

We appreciate your interest in our APA accredited Internship Program at Ball State University. As a part of the larger Counseling & Health Services, the Counseling Center provides a full range of counseling, individual and group therapy, objective assessment services as well as outreach, consultation, and prevention services to a student population primarily from a variety of rural, small town, and urban Midwestern settings. There is a developmental/mentoring emphasis in Intern training, and Interns are supervised by a skilled staff of psychologists with significant clinical experiences. The staff is committed to supporting and mentoring interns into the profession and responding to their transitional and developmental issues.

The environment at the Counseling & Health Services is supportive and collaborative as well as professional. A great deal of emphasis is placed on providing Interns with the professional training needed for the development of the integration between personal and professional identities. Interns receive generalized training as well as being able to focus on specific areas of practice during their training year. It is our intent to provide the psychological training establishes a solid foundation for career work in university settings, in public and private mental health centers, and in private clinical practice.

A variety of training opportunities and experiences are made available throughout the year. These include training in the areas including diversity issues, crisis intervention, suicide assessment and treatment, group therapy, outreach and consultation, diagnosis, substance abuse, and treatment of trauma treatment. Interns are also provided the opportunity for training in an area of interest or focus.

We have three full-time positions available for the twelve-month year, 2019-2020. The salary for the internship year is $24,500. Benefits include access to health and dental benefits, twelve days of personal leave, an additional 10-12 days for holiday leave (depending on the year), compensation time for outreach and consultations outside of regular office hours, release time for a limited number of professional conferences and workshops, release time for dissertation defense, and a private office with computer access to the electronic record system. Priority is given to applicants from APA accredited programs. Interns are also provided a staff ID that provides for access to University facilities and activities, discounts for schedule events, bookstore purchases, credit union membership, and parking permits. We are also committed to maintaining diversity in our internship class.

If you have any inquiry regarding our internship positions and the training program, please feel free contact the Assistant Director for Training, Dr. Brenda Karns at cctraining@bsu.edu.
Setting and Facilities

Ball State University, located in Muncie, Indiana, was founded by the Ball Brothers in 1917. The Ball brothers were local industrialists and founders of Ball Corporation, in 1917. The Ball brothers went on to establish Ball Memorial Hospital as well as several other institutions that still call Muncie home. The Ball family legacy continues today through various charitable organizations and grant opportunities afforded by the Ball Brothers Foundation.

Ball State University is home to an attractive and spacious campus. Ball State is comprised of seven academic colleges that feature some of the most advanced educational facilities. There are numerous opportunities on campus to engage in varying, and diverse, areas of interest. There are several recreational facilities that offer fitness classes as well as indoor swimming and jogging year-round. For those who are interested in participating in outdoor activities, Ball State has an Outdoor Pursuits program that allows students and staff to rent items such as camping/hiking equipment, water sports equipment, bikes, outdoor games, fishing equipment, and more. In addition, this organization hosts several outdoors outings throughout the year that staff can opt to partake in that take place both in, and outside, of Indiana. Also found on campus are opportunities to attend various entertainment events, including musical performances in varying genres and styles, Broadway and other theatrical performances, comedy shows, and more.

The Counseling Center is located on the 3rd floor in one of Ball State’s oldest buildings, Lucina Hall. Lucina is located on a quadrangle where there is ample green space and walking paths to easily navigate your way around. Within close proximity to Lucina, there is easy access to various food courts as well as the Ball State “Village”, an area where there are several local businesses and restaurants. The campus bookstore is also within easy walking distance. Within the Counseling Center, there is a Resource & Relaxation room, available to students and staff, containing massage chairs, a coloring station, a self-help library, and a light therapy box. Our Center also contains a Testing Center, which hosts both academic standardized group assessments and provides individual psychological assessments. All training rooms, as well as individual Intern offices in our center, have access to a networked computer and webcam for digital video recording purposes. Intern offices also contain networked computers for access to the Center’s electronic medical record system. Both the Counseling Center and the University provide a safe and collegial working environment with a strong emphasis on cooperative work and student development.

Muncie, also known as “Mid-Town America” due to the Middletown studies of the 1920’s, is a mid-sized city located in East-Central Indiana. Muncie was the focus of the Middletown studies published in 1929 and was viewed as the quintessential average American city. These studies have continued in various iterations over time and some research continues regarding these studies here on Ball State campus. Here in Muncie, there are opportunities for both on and off campus housing, as well as pet-friendly options in town. In the greater Muncie area, there are ample opportunities for varying interests. Muncie’s downtown area has been revitalized and is thriving. There are opportunities for shopping in local businesses, dining in local restaurants, trying out local bars and breweries, exploring the arts community, attending local theater productions, and experiencing several family friendly events that are hosted throughout the year.
Outside of the downtown area, there are lots of options for both local and chain restaurant dining and shopping. Running through the center of Muncie is the Cardinal Greenway, which is the longest rail-trail in Indiana. It extends for 62 miles with opportunities to explore north towards Marion, Indiana or east towards Richmond, Indiana. Lastly, Muncie also hosts the Muncie Young Professionals organization, which is a group that was established in 2006 to provide professional development, social opportunities, and leadership skills to young professionals in the area. This could provide a great opportunity for Interns to connect, and network, with other young professionals in the Muncie community.

**Internship Selection Process and Timeline**

Internship applications are reviewed by the Training Committee, the Counseling Center senior staff, and the current Interns review the applications for training experience and goodness of fit to select those applicants that will be offered an interview. Those applicants not selected for interview will be notified by 12/15/2019.

All interviews will be complete through video-conferencing and will be approximately 45-55 minutes in length. Interviews will be conducted by teams consisting of both senior staff and interns. The interview will consist of general interview questions, along with questions related to diversity. Interviewees will also need to prepare a short synopsis of a clinical case, their approach to treatment for the case, and the effect of the case progression on their own development. The interview team will ask follow-up questions concerning the case. Interviewee will be provided time to ask questions.

Timeline for interview notifications and interview dates:
- Application Due: November 4, 2019
- Interview Notification Date: December 15, 2019
- Interview Dates: December 17, 18, 19, 20, 2019

On-site interviews are not available at this site. Following the day of interview, the Training Committee will not contact interviewees, except in rare cases where additional information might be needed. Applicants may contact anyone at the Counseling Center should they have additional questions following their interview. However, we do not consider continued contact in our final ranking.

**Minimum Number of Hours at the Time of Application**
- Total Direct Contact Intervention Hours: 400
- Total Direct Contact Assessment Hours: 2-10

**Other Required Minimum Screening Criteria**
- Total Practicum Hours: 1000 hours
- APA accredited psychology program
Successful completion of all required coursework and practica prior to the start date of the internship
Demonstration of a genuine interest in working in a university counseling center

APPIC Guidelines and Match Dates
Ball State University Program Code Number is: 129711

Our training site conforms to APPIC guidelines. APPIC Guidelines can be found at http://www.appic.org. APPIC guidelines that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant.

It is essential that you request an Applicant Agreement from the APPIC Internship Matching Program at http://www.natmach.com/psychint in order to be considered as an applicant. Contact information for National Matching Services, Inc. is listed below.

National Matching Services, Inc.
20 Holly Street, Suite 301
Toronto, Ontario Canada
M4S 3B1
Phone: 416-977-3431
Fax: 416-977-5020

APPIC Match Dates:
Phase I:
  Wednesday, February 5, 2020
  Deadline for Submission of Rank Order Lists for Phase I of the Match
  Friday, February 21, 2020
  APPIC Phase I Match Day: Results of Phase I of the Match will be released to applicants and training directors.

Phase II:
  Thursday, February 27, 2020
  Deadline for applicants to submit applications to programs that are participating in Phase II of the Match
  Monday, March 16, 2020
  Deadline for Submission of Rank Order Lists for Phase II of the Match
  Monday, March 27, 2020
  APPIC Phase II Match Day: Results of Phase II of the Match will be released to applicants and training directors.

On each APPIC Match Day, applicants will learn whether or not they have been matched, and if matched, the name of the program to which they have been matched. At the same time, programs
will learn the names of the applicants to whom they have been matched along with whether or not they have any unfilled positions.

Furthermore, on each APPIC Match Day, DCTs of academic programs that are APPIC Doctoral Program Associates will learn the Match result information for each of their students.

The Training Philosophy, Model, and Values

Training Philosophy
The basis of the training program at Ball State is a developmental mentorship model that has as its overarching goal the training and development of interns from emerging practitioners to early career psychologists. Learning to be a professional psychologist is a complex process that requires the guided development of skills and competencies through support and challenge. Within this system, interns are encouraged and supported to deal effectively with the developmental transitions towards becoming an independent practitioner.

Interns are challenged to expand their repertoire of skills and areas of expertise while at the same time becoming more grounded and solidified in their basic competencies. As a means of achieving this end, interns work alongside Counseling Center staff and learn through supervision, collaboration, modeling, and mentorship. Interns work at their own developmental pace, assuming more clinical and professional responsibility as the year progresses. At all times, the training staff supports interns in exploring both the personal and professional strengths and challenges that emerge in this process. We believe that by integrating the personal and professional together, interns will be able to become mature practitioners grounded in their professional identity.

Core values of diversity and social justice are also embedded in each aspect of the Counseling Center. We view each intern as a cultural being whose cultural background and social locations closely influence their development as well as personal and professional identities. We pay close attention to the connection between interns’ diversity and cultural background and their professional training. In doing so, we believe that they will be able to develop as a culturally competent professional and practitioner in psychology.

As a part of their professional development, interns are also encouraged to choose an area of major clinical focus that they would like to develop or extend for themselves. Interns work with a staff member with expertise in their selected area of focus in order to further develop their own expertise. We intend for interns to be able to leave the internship year with at least one area of major emphasis.

Our staff members are primarily generalist practitioners and model solid grounding and expertise in the general practice of psychology, while also demonstrating creativity and a commitment to lifelong learning. While we place importance on the ability to function independently, we also highly value teamwork and often take a collaborative approach to our clinical, training, and
outreach work. Interns are considered a valuable part of that team and are encouraged to be active participants in the development of programming.

**Internship Competencies**
Interns are expected to exhibit growth in the following competencies areas, which are used as the basis for evaluation throughout the internship:

1. **Research** - Interns will exhibit an ability to evaluate and incorporate research into their professional functioning.

2. **Ethical and Legal Standards** - Interns will exhibit knowledge of and an ability to apply ethics and law relevant to the professional functioning of a psychologist.

3. **Individual and Cultural Diversity** - Interns will exhibit sensitivity to individual and cultural differences and an ability to incorporate diversity and social justice concepts into each aspect of professional functioning. They will show willingness to explore one’s own biases, assumptions, and values and the impact of these on one’s practice.

4. **Professional Values, Attitudes, and Behaviors** - Interns will function as responsible, mature professionals who reflect on and incorporate the values of the field of psychology.

5. **Communications and Interpersonal Skills** - Interns will engage in effective, respectful written and verbal communication as well as establish strong professional relationships across their various roles.

6. **Assessment** - Interns will exhibit an ability to select and incorporate objective assessments into case formulations and clinical work with clients.

7. **Intervention** - Interns will exhibit knowledge and skill in individual and group therapy, crisis intervention, and consultation. Use of evidence-based practice.

8. **Supervision** - Interns will exhibit growth in the provision of supervision, incorporating apply ethical and professional standards into supervision practices.

9. **Consultation and Interprofessional/Interdisciplinary Skills** - Interns will exhibit competence in the provision of outreach and consultation services to the university community, as well as an ability to collaborate with other professionals.

**Diversity Statement/Policy**
The Counseling Center is sensitive to and committed to the value of diversity, social justice, and the richness of human differences. Our mission requires that people of all backgrounds be able to use the Center’s resources with the expectation of respectful, non-prejudicial treatment and service. The Center’s policies and procedures, as well as its engagement 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 a Center, 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. Interns and staff in the Center 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 of one’s attitudes, assumptions, behaviors, and values. Staff, interns, and other trainees are expected to be committed to lifelong learning relative to multicultural competence.

**Supervision Philosophy and Values**
It is our commitment to provide excellent quality of clinical supervision to interns based in ethical and evidence-based principles. We aim to assist interns in their integration of professional and personal growth throughout the internship year to function as ethical and responsible professionals. The Counseling Center staff employ a variety of approaches in their supervision of interns. Generally stated, the goals are to help interns develop the clinical and consulting expertise, professional identity, and personal resources. While interns come to our training program having had a variety of experiences and training, their supervisors are responsible for helping them refine their therapeutic approaches, add to their therapeutic skills, and develop a more in-depth knowledge of the process of therapy. It is our hope that interns carry on this learning process throughout their careers.

As a part of interns’ professional development, supervisors assist interns in increasing their sensitivity to, knowledge of, and competency in dealing with diversity issues in the counseling process. We emphasize interns’ self-reflection and self-examination of their own cultural and diverse backgrounds, their worldviews, and their interactions and relationships with clients and supervisees. Integrating diversity and multiculturalism into clinical supervision is a significant part of our clinical supervision.

**Self-Disclosure Policy**
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. Staff are expected to assist interns in exploring their personal impact, qualities, and histories and how these may either facilitate or hinder any psychological intervention or professional relationship. This is done in a manner that is collegial and growth-promoting, with a focus on enhancing the intern's effectiveness as a professional. Interns have the right not to disclose personal information.

**Training Staff Professional Interests and Supervision Approaches**

**Professional Interests:** Individual and Group Psychotherapy; Administration and Program
Evaluation; Transition; Trauma; Crisis Intervention; Parenting; Family therapy; Child Psychotherapy; Sexual Abuse; Child Abuse and Neglect

**Supervision:** I take an integrative approach to supervision that is broadly based on a developmental model. This means that I draw on a wide variety of psychological theories, research, and the supervisee’s input to help supervisees develop their skills. I am comfortable working from a variety of theoretical orientations, including cognitive-behavioral, interpersonal psychology, brief intervention, and psychodynamic theories to help supervisees develop their own theoretical orientation. I strive to create a genuine, respectful, and supportive relationship by setting clear expectations so that trainees feel comfortable seeking guidance and taking risks to develop their clinical skills.

**Timothy R. Hess, Ph.D., Arizona State University (Counseling Psychology) (2011). Licensed Psychologist, HSPP, Associate Director for Clinical Services.**

**Professional Interests:** Individual, couple, and group psychotherapy; Training and supervision; Religion and spirituality in psychotherapy; Men’s issues; International student issues; Development issues; Counseling center research.

**Supervision:** I love training and supervision! I have a developmental approach to supervision influenced by the IDM and Discrimination Models. As a supervisor, I have three major roles: teacher, consultant, and therapist. These roles shift and change as supervisees develop, and client needs change. I incorporate exploration and consideration of culture and diversity into supervision as well. This includes considering its ever-present impact in the therapy and supervision relationships. I find that being intentional about exploring the similarities and differences between my supervisees and their clients, and my supervisees and me is an essential part of the therapy process. Paying particular attention to any parallels that may be occurring is often helpful. I work with supervisees to create a collaborative and safe environment to celebrate success and explore challenges. I think conceptually and theoretically about issues and enjoy dialoguing with supervisees about their perspectives and thoughts. I believe tape review is an important part of supervision as well.

**Brenda Karns, Ph.D., Texas Woman’s University (Counseling Psychology) (2003). Licensed Psychologist, HSPP, Assistant Director for Training.**

**Professional Interests:** Individual and group therapy; training and supervision; family of origin dynamics; multicultural and diversity issues; lifespan development; trauma; women’s issues; coping with life-threatening or chronic illness; meaning making with grief and loss.

**Supervision:** The style of supervision I use is an integration of a developmental model from a contextually driven perspective. My goal is to incorporate a trainee’s individual context, including factors such as the trainee’s personal maturity, identity development, and current therapeutic skills into their training process based on the assumption that supervisory needs are consistent with the developmental level of the trainee. A trainee’s developing awareness of their own context, along with that of their client, promotes competency in dealing with issues of individual and cultural diversity, such as those related to gender issues, regional and cultural differences, diverse backgrounds, power differentials, and differences in socioeconomic status. The trainee’s awareness of their own internal processes and cultural overlays and how that
influences their understanding of their personal awareness and reactions to individual clients are a part of the developmental process. My goal as a supervisor is to provide an atmosphere that promotes the development of a strong, professional identity that incorporates critical thinking, ethical practice, multicultural sensitivity, and self-reflectivity. My intent is to encourage trainees to develop professional attitudes and skills that will enable them to function effectively and ethically with those whom they serve.

Ellen Lucas, Ph.D., University of Missouri-Columbia (Counseling Psychology) (1990). Licensed Psychologist, HSPP., Associate Director for Outreach and Consultation.

**Professional Interests:** Supervision and training; Outreach and consultation; Individual, couples, and group therapy; Eating disorders; Brief therapy; Career development;

**Supervision:** My supervision model draws from the integrative developmental model. I think it is important to meet my supervisees where they are in their development as clinicians, and we set goals for supervision in terms of specifically what supervisees what to learn and achieve through supervision. I believe it is important for supervisees to draw from their own internal resources, build on the competencies they already have, and increase their confidence as a therapist. I try to create an atmosphere of respect, safety, trust, and support. I think watching the tape of supervisee’s session together is helpful in giving feedback. Together we can discuss the client’s issues and the therapist’s conceptualization and techniques. My goal in supervision is to help you reach your goal to be an effective, autonomous, and highly competent therapist.

Amanda McErlean, Psy.D., University of Indianapolis (Clinical Psychology) (2016). Licensed Psychologist, HSPP.

**Professional Interests:** Individual and group therapy; supervision and training; self-worth and identity development; interpersonal and family-of-origin issues; disordered eating and body image; suicide prevention and intervention; mindfulness.

**Supervision:** I take a developmental approach to supervision, working to meet my supervisees where they are at and helping them to foster their strengths and make progress in areas of growth. I value the supervisory relationship and try to create a collaborative, supportive environment in which supervisees can consult about clinical work, better understand the intersection between personal and professional functioning, and further develop their professional identity. I enjoy working with supervisees in continuing to hone their clinical skills and utilize their theoretical perspective to better understand their clients’ experiences and be intentional in their work. I value self-reflection in supervision and encourage my supervisees to consider their reactions in clinical work and supervision, as well as facets of their own identities and experiences and how these may shape their perspective and work. My hope is that supervision can be a part of a professionally and personally fulfilling internship experience.

**Other Senior Training Staff:**

Kiara John, MA, University of Indianapolis (2019). Staff Therapist.
**Professional Interest:** Supervision, Social Justice, Trauma, understanding power dynamics, and Various areas of diversity including (but not limited to): Impact of Caribbean culture on mental health, working with LGBTQ+ individuals at various stages of identity development, what it means to be black in predominantly white spaces, religion, and moral judgment making, and working with international students.

Aubrey Driscoll, MSW, University of Michigan-Ann Arbor (2010), Licensed Clinical Social Worker.  
**Professional Interests:** Individual and group therapy; supervision and training; trauma; family-of-origin issues; and LGBTQ+ issues.

Leslie Steele, MA, Ball State University (2013), Licensed Mental Health Counselor.  
Professional Interests: Individual and group therapy, DBT informed therapy, trauma and disordered personalities, family-of-origin and interpersonal issues, supervision and training, and self-harm intervention.
# Post Internship Employment Settings

## Summary of Post Internship Employment Settings of Each Internship Class

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<td>2 or 4 year Undergraduate Teaching Position</td>
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Current Interns

2019-2020
Justin Howard  
Wright State University  
Clinical Psychology

Jennifer Smith  
Wright State University  
Clinical Psychology

Danielle Franks  
Louisiana Tech University  
Counseling Psychology

Former Interns

2018-2019
Kiara John  
University of Indianapolis  
Clinical Psychology

Sang-hee Hong  
University of Kentucky  
Counseling Psychology

Chandler Martin  
Wright State University  
Clinical Psychology

2017-2018
Yvette Gely  
Pacific Graduate School of Psychology  
Clinical Psychology

Blaire Lewis  
Adler University  
Clinical Psychology

Ghazel Tellawi  
University of Louisville  
Clinical Psychology

2016-2017
Rachel Feldwisch  
Indiana University-Bloomington  
Counseling Psychology

Jennie Wang  
University of Illinois-Urbana Champaign  
Counseling and Community Psychology

Esther Sexton  
Pacific University  
Clinical Psychology

2015-2016
Marsha Cohen  
University of Northern Colorado  
Counseling Psychology

Molly K. Beagle  
Western Michigan University  
Counseling Psychology

Wen-Hsin Chang  
University of Wisconsin-Milwaukee  
Counseling Psychology

2014-2015
Meag-gan Walters  
University of Northern Colorado  
Counseling Psychology

Azadeh Fatemi  
University of Georgia  
Counseling Psychology

2013-2014
Aaron D. Miller  
Southern Illinois University  
Counseling Psychology

Kristen H. Cole  
University of Indianapolis  
Clinical Psychology

Erica J. Hurley  
Ball State University  
Counseling Psychology

Deborah Miller  
Ball State University  
Counseling Psychology

2012-2013
Khanh N. Nghiem  
University of Florida  
Counseling Psychology

Delphia Jossie Grandoit  
University of Florida  
Counseling Psychology

Denise H. Bike  
University of Missouri-Columbia  
Counseling Psychology

2011-2012
Sangmoon Kim  
Syracuse University  
Clinical Psychology

Laura Obert  
Auburn University  
Counseling Psychology
| 2007-2008 | Elena Petrova          | University of Nebraska-Lincoln | Counseling Psychology |
| 2004-2005 | Maggie Reed           | University of Illinois-Urbana-Champaign | Clinical Psychology |
| 2006-2007 | Rachel Blalock        | Ball State University           | Counseling Psychology |
| 2003-2004 | Daniela Linneback     | The Ohio State University      | Counseling Psychology |
| 2005-2006 | Elizabeth Cassidy     | University of West Virginia    | Counseling Psychology |
| 2002-2003 | Belinda Chaffins      | Wright State University        | Clinical Psychology |
| 2008-2009 | Pei-Yi Lin            | University of Kentucky         | Counseling Psychology |
| 2009-2010 | Jennifer S. Lin       | Pennsylvania State University   | Counseling Psychology |
| 2010-2011 | Shamell Brandon       | Wright State University        | Counseling Psychology |
| 2007-2008 | Kasee Matters         | Chicago School of Professional Psychology | Clinical Psychology |
| 2004-2005 | Aaron LaTurner        | Ball State University          | Counseling Psychology |
| 2006-2007 | Karin Tonkin          | Bowling Green State University | Clinical Psychology |
| 2003-2004 | Patricia Garcia       | Indiana University             | Counseling Psychology |
| 2005-2006 | Elizabeth Cassidy     | University of West Virginia    | Counseling Psychology |
| 2002-2003 | Melissa Bullard       | Western Michigan University    | Counseling Psychology |
| 2008-2009 | Doris Kirkpatrick     | Ball State University          | Counseling Psychology |
| 2009-2010 | David Walker          | Miami University               | Clinical Psychology |
| 2010-2011 | Jacqueline Camp       | University of Nevada, Las Vegas | Clinical Psychology |
| 2007-2008 | Cody Commander        | Wright State University        | Counseling Psychology |
| 2004-2005 | Stephen Graef         | Western Michigan University    | Counseling Psychology |
| 2006-2007 | Erin Snyder           | Ball State University          | Counseling Psychology |
| 2003-2004 | Maggie Reed           | University of Illinois-Urbana-Champaign | Clinical Psychology |
| 2005-2006 | Douglas Southern      | Oklahoma State University      | Counseling Psychology |
| 2002-2003 | Carrie Proffitt       | Indiana State University       | Counseling Psychology |
2001-2002
Dannielle Wright
Western Michigan University
Counseling Psychology

Tammy Hatfield
Spalding University
Clinical Psychology

Tanya Dahms
Pennsylvania State University
Counseling Psychology

2000-2001
Alissa Putman
University of Tennessee
Counseling Psychology

Robin Lett
Ball State University
Counseling Psychology

Ty Bell
University of Illinois
Counseling Psychology