Ball State University
Counseling & Health Services

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: apaaccrd@apa.org
Web: www.apa.org/ed/accreditation

Updated: September 2019
Counseling & Health Services
Ball State University
Muncie, Indiana, 47306-0895

August 1, 2020 – July 31, 2021

**Application Deadline is November 4, 2019**

APPIC Internship Matching Program Code Number: 129711

Out psychology internship program is accredited by the American Psychological Association:

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](http://www.apa.org/ed/accreditation)

Accreditation Status: 11/1/1983 ~ 2023

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

We appreciate your interest in our APA-accredited Psychology Internship Program.

The 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 from, primarily, 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 the transitional and developmental issues of interns. Interns are involved in the selection of their individual supervisors. Training experiences with supervision are made available throughout the year. In addition, training is provided in the areas including diversity issues, crisis intervention, suicide assessment and treatment, group therapy, outreach and consultation, diagnosis, substance abuse, trauma treatment, and other clinical and professional issues. There is a focus on social justice as a part of intern training and interns engage in a social justice project. Interns receive generalized training as well as being able to focus on specific areas of practice.

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. It has been our experience that our approach to psychological training establishes a solid foundation for career work in university settings, in public and private mental health centers, and in private clinical practice.

We have three full-time positions available for the twelve-month year, 2019-2020. Salaries for this internship year are $24,500. Benefits include a fully computerized office, a staff ID, which is good for admission to University facilities and discounts at the bookstore, for credit union membership, and for obtaining a parking permit.; excellent health and dental benefits; and when possible, registration fees and released time for a limited number of professional conferences, workshops, dissertation defense, and personal days. We give priority to applicants from APA-accredited programs. We are committed to diversity in our internship class.

If you have any inquiry 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.
Application Information

Internship Admissions, Support, and Initial Placement Data

Date Program Tables are updated: 8/16/2019

Internship Program Admission

Briefly describe in narrative form important information to assist potential applicants in assessing their likely fit with your program. This description must be consistent with the program’s policies on intern selection and practicum and academic preparation requirements:

The Ball State University Counseling & Health Services offers a full-time, 12-months, psychology internship program to qualified students who are currently enrolled in an APA accredited doctoral psychology program. The internship starts on August 1st and ends July 31st for each year. Applicants must be in good standing with their academic department, be prepared to work with clients presenting with moderate psychopathology and to see clients presenting with a wide range of clinical diagnoses, as well as be comfortable working with a diverse clientele. Our training staff and Counseling & Health Services are committed to diversity and social justice. The training program aims to prepare interns to be able to function ethically, professionally, and independently as well as being culturally competent future professionals.

Psychology interns are trained and provide services including triage and intake assessment, individual therapy, group therapy, crisis intervention and on-call duty, assessment, supervision, outreach programming, and consultation. The training program has a strong emphasis on experiential training and self-reflection, as well as the integration of personal and professional selves. The training staff strives to build a collaborative and supportive environment for interns in order to facilitate their personal and professional growth.

A number of sources of information are used to assess applicants for the internship, including the written application, current vitae, graduate transcript(s), three letters of recommendation from clinical supervisors who are familiar with your recent clinical work, a cover letter. At least two letters must be directly from your recent clinical supervisors. A Skype interview is also a part of the application process and is scheduled by invitation. Specific qualities valued by our internship program and are desired in internship applicants include:

- Goals and interests that align with the training program’s philosophy and goals
- Self-motivation, self-direction, and self-reflection,
- Openness to learn, challenge their discomfort, and develop throughout the training year
- Willingness to be a team player with a mature personality and good interpersonal skills,
- Willingness to work on the integration of personal and professional identities,
- Willingness to examine own intersecting identities and cultural values, and to reflect feelings and reactions to clients, and
- Willingness to make mistakes and to learn from the challenges they bring.
Does the program require that applicants have received a minimum number of hours of the following at the time of application? If Yes, indicate how many:

Total Direct Contact Intervention Hours: Y  Amount: 400
Total Direct Contact Assessment Hours: N  Amount: 2-10

Describe any other required minimum criteria used to screen applicants:

- Total Practicum Hours: 1000 hours
- APA approved psychology program
- Successfully complete all required doctoral coursework and practica prior to the start date of the internship
- Successfully defend the dissertation proposal prior to the ranking date
- Demonstrate a genuine and strong interest in university counseling center work

Financial and Other Benefit Support for Upcoming Training Year (2020-202)

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Annual Stipend/Salary for Full-time Interns</td>
<td>$24,500</td>
</tr>
<tr>
<td>Annual Stipend/Salary for Half-time Interns</td>
<td>N/A</td>
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Program provides access to medical insurance for intern? Yes

If access to medical insurance is provided

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<tbody>
<tr>
<td>Trainee contribution to cost required?</td>
<td>Yes</td>
</tr>
<tr>
<td>Coverage of family member(s) available?</td>
<td>Yes</td>
</tr>
<tr>
<td>Coverage of legally married partner available?</td>
<td>Yes</td>
</tr>
<tr>
<td>Coverage of domestic partner available?</td>
<td>Yes</td>
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<tr>
<td>Hours of Annual Paid Personal Time Off (PTO and/or Vacation)</td>
<td>96 hours (12 days)</td>
</tr>
<tr>
<td>Hours of Annual Paid Sick Leave</td>
<td>(included in 96 total hours)</td>
</tr>
</tbody>
</table>

In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave? Yes

Other Benefits (please describe)

Leave: Besides 12 personal days, interns earn compensatory time that may be used for personal time away from the center. They are also provided professional days for conferences, meetings for defending their dissertation, and job interviews (limited up to 3 professional days). Time
away from the office is always arranged so as not to disrupt professional obligations and also to stay within the requirements for a 2000-hour, 12-month full-time internship.

Use of Recreation Facilities: The University has an active Wellness Program and recreation facilities. An indoor running and jogging track, exercise and aerobics classes, two swimming pools, indoor racquetball and handball courts, weight rooms, outdoor tennis facilities, and other athletic facilities are available for the use of intern and other members of the University community (certain membership fees may be applied).

Housing: Interns may apply for housing in University Apartments (for singles and partners/families), which have considerably reduced rents in comparison with the community. Unfortunately, they do not allow pets of any kind.

Professional Development Fund: Interns may be provided some funding each year to attend professional meetings or conferences when funding is available.

Computer and Research Facilities: The center has its own computer facility, and every office is equipped with its own computer and is hooked into a local area network. The campus is entirely wireless. The center has a computer consultant, and the Information Technology Services has research consultants available to interns with dissertations. These are free services.

### Initial Post-Internship Positions

(Provide an Aggregated Tally for the Preceding 3 Cohorts)

<table>
<thead>
<tr>
<th></th>
<th>2015-2018</th>
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<tbody>
<tr>
<td>Total # of interns who were in the 3 cohorts</td>
<td>9</td>
</tr>
<tr>
<td>Total # of interns who did not seek employment because they returned to their doctoral program/are completing a doctoral degree</td>
<td>0</td>
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<table>
<thead>
<tr>
<th>Location</th>
<th>PD</th>
<th>EP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community mental health center</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Federally qualified health center</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Independent primary care facility/clinic</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>University counseling center</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Veterans Affairs medical center</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Military health center</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Academic health center</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other medical center or hospital</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Psychiatric hospital</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Academic university/department</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Community college or other teaching setting</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Independent research institution</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Correctional facility</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>School district/system</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Settings</td>
<td>Count</td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>Independent practice setting</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Changed to another field</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Note: “PD”=Post-doctoral residency position; “EP”=Employed Position. Each individual represented in this table should be counted one time. For former trainees working in more than one setting, select the setting that represents their primary position.
Internship Selection Process and Timeline

Internship applications are initially reviewed by the Training Director. Following this review, those applicants who are not eligible or who are not suited for our program are notified by 12/15. Next, the entire staff (including current interns) of the Counseling & Health Services reviews applications and determines which applicants will be invited to interview with us. Interns are fully involved in the selection process, and their input is considered in the final ranking.

The interview will be approximately 45-55 minutes and will be conducted by teams of staff and interns. Please prepare for those questions.

- To respond to general interview questions
- To respond to diversity-related questions
- To present a short synopsis of a case you have treated, your treatment approach to the case and the impact of the case on your development. The interview team will ask you follow-up questions about the case (total time is about 7 minutes).
- You 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

An Open House would be arranged based on each individual’s request. It is not required to visit us. Following the interview day, except in rare cases where additional information is needed, the interview team members do not contact applicants. Applicants may contact anyone at the Counseling & Health Services if they still have questions they would like to be answered. However, we do not consider continued contact in our final ranking. Please email us if you have questions, but do not feel that you have to.
APPIC Guidelines and Match Dates--Out Program Code Number is: 129711

We strictly conform to APPIC guidelines. It is essential that you request an Applicant Agreement from the APPIC Internship Matching Program, http://www.natmach.com/psychint. You can do this by completing and submitting the online form listed above or by writing:

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

APPIC Guidelines, http://www.appic.org, are strictly observed. 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.

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.
Setting and Facilities

Ball State University has an attractive and spacious campus in an environment that usually guarantees a pleasant and colorful spring and fall seasonal changes. The summers are warm and moderately humid, the winters are cold but endurable. Sailing, boating, fishing, bicycling, tennis, and cross-country skiing are seasonal sports enjoyed by many area residents. There are a “rails to trails” Greenway that extends for nearly 30-40 miles and can be used for recreation. The Muncie downtown has been revitalized with restaurants, art galleries, music venues, and a comedy club as well as many summer outdoor activities and a thriving music scene. The university has an excellent reputation for the variety of its academic programs and for its humanistic and immersive philosophy of education. Indoor swimming and jogging facilities are available throughout the year. Musical programs are numerous and diverse, featuring pop, jazz, country, and classical artists. Ball State has one of the fine university jazz bands in the county. There is a new “state of the art” concert hall. Broadway shows, and other theatrical productions are regularly featured in Emens Auditorium. There are a number of small theatres on and off campus. There is an area Young Professionals group that intern have joined in order to make contacts outside the university. Shopping facilities in the area are adequate for most purposes, and a large shopping mall and the major bookstore is readily accessible.

The city of Indianapolis, fifty miles southeast of Muncie, offers a wide variety of opportunities for dining, shopping, theater, sports, and music. Fort Wayne is 65 miles north of Muncie; Cincinnati is a drive of two and one-half hours to the southeast, and Chicago is a drive of four and one-half hours to the northwest. The community is a comfortable, relaxed, moderately sized, mid-western city that lends itself to a healthy degree of personal and professional freedom. Interns who have moved to Muncie from other places have expressed pleasure with living conditions in the community and the work environment at the university. The center and the university provide a safe and collegial working environment. There is a strong emphasis on cooperative work and working in teams as well as working hand in hand with other areas and organizations within the university to provide an atmosphere that contributes in a positive way to student development.

The Center is on the third floor of Lucina Hall, an attractive student services building on a wooded quadrangle. All training rooms have webcams for digital video recording. There is an area for relaxation training and a staffed resource room that contains written and taped information. There are three group rooms and two conference rooms. An area for group testing and individual psychological assessment are also housed in the Testing Center. The center is fully computerized, and the staff and interns have individual computers in their offices. There is a computerized system for calendars as well as all paperwork and internal communication. The system is linked to the university and the internet.
The Training Philosophy, Model, and Values

“Come to the edge,” he said
They said, “We are afraid.”
“Come to the edge,” he said
They came
He pushed them, and they flew
--Guillaume Apollinaire

Training Philosophy
The basis of the training program is a developmental/mentoring practitioner model that has as its overarching goal, the training of competent professional health service psychological practitioners (For more information about Health Service Providers, please see [http://www.apa.org/ed/resources/preparing-competent-practitioners.pdf](http://www.apa.org/ed/resources/preparing-competent-practitioners.pdf)). In essence, we focus on the developmental process and transitions of interns as they move from students to emerging practitioners to independent practitioners. Within a system that provides both support and challenge, interns are encouraged and supported in dealing effectively with these developmental transitions from the time of acceptance into the program to graduation.

Interns are also challenged to “come to the edge,” invited 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, the training director and the staff provide interns with the necessary supervision and mentoring to meet their personal goals and the goals of the training program.

Interns receive mentoring in their personal and professional development from the training director, clinical supervisors, and area of focus supervisors. Those staff members work with interns in building the scaffolding that provides support for their development while challenging them to stand independently without scaffolding and “fly.” This model allows interns to work side by side with staff and learn through collaboration, modeling, and apprenticing. Interns work gradually at their own developmental pace, assuming more and more independent responsibility and then eventually working independently. At all times, the program supports interns in exploring both the personal and professional issues that emerge for them in this process. We believe that by integrating the personal and professional together, interns will be able to become mature and grounded practitioners who can implement their vision of their professional identity.

Diversity and social justice perspective is also embedded in this training process. We see each intern as a cultural being whose cultural backgrounds and social locations closely influence her/his developmental level and 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.

Developmental Model
Our focus on intern development includes attention to three areas: (1) professional growth through the development of skills and competencies; (2) the development of a major focus
area(s); and (3) a focus on personal and professional growth.

Professional learning begins with the skills that are brought to our internship setting. These skills and competencies are addressed through a personal and professional information form sent to incoming interns. Beginning interns arrive at our Center at a point in development where some of their skills are well developed, and others need work. Interns, generally, can be expected to demonstrate most skills at an intermediate level. Some skills need little supervision while others, due to a lack of experience, training, less confidence, and less developed professional judgment need more. Some aspects of competency require not only more experienced but also continued conceptual, intrapersonal, and interpersonal development. Interns are therefore encouraged from the time of acceptance in the program through graduation to consider their level of development carefully. They are asked, in conferences with the training director and supervisors, to set goals for themselves based on their development and their vision, to build on the skills they bring and to acquire advanced skills that are essential to the attainment of their professional goals. These goals are reviewed periodically throughout the internship year and are revised or refined as the intern progresses in their development. Interns’ goals are accomplished through experiential and didactic learning processes, sometimes in combination and sometimes separately. Supervision and mentoring by staff supervisors and the Training Director serve to assist interns in meeting and reflecting on their goals and their developmental process.

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 throughout each semester or for the internship year. Interns are provided supervisors in those areas that assist them in the development of this expertise. Graduated experiences are provided to interns in their major focus area as they work closely with their supervisor(s). We intend that interns be able to leave the internship year with at least one area of major emphasis.

As a part of intern development, personal growth is emphasized and encouraged along with professional growth. The program encourages and provides an opportunity for personal growth, both attitudinally and structurally. Interns are encouraged to meet with one another regularly to focus on their personal, interpersonal, and professional development and for discussing their personal and professional concerns and resolving any interpersonal issues. The Training Director and staff supervisors will be consulted when necessary to assist interns’ professional learning. We believe that personal growth will support professional development. The integration of personal and professional selves is important and emphasized. It takes place in all training contexts (e.g., individual supervision, didactic seminars, case conference, supervision of supervision, social justice seminar, and training director meeting, etc.) throughout the year.

**Mentoring Model**

As a mentoring program, our staff members are competent authorities in their areas of expertise as well as competent general practitioners. The staff models solid grounding and expertise in the general practice of psychology while also demonstrating creativity and a commitment to teamwork. There is also a commitment to mentoring and developing new professionals and dedication and willingness to invest emotionally and professionally in and to commit time to the personal development of interns. The staff also demonstrates an awareness of the impact of diversity issues in their work. In addition to regularly scheduled training, interns have informal
access to the different kinds of expertise each staff member possesses. There is an open door policy to interns at all times. Staff also provide direct feedback to interns that supports their strengths and challenges their developmental edges, collaborate with interns on projects, and have interns apprentice with them in their areas of expertise. Staff also provides evaluations of interns that are used to enhance intern growth and development and provide supervisors with information about areas of needed focus for the intern. This helps supervisors and the Training Director assist interns in modifying, changing, or developing skills or behaviors necessary for their professional development. Evaluations also assist staff in guiding interns in their personal and professional growth and in exploring issues that have an impact on their developing professional identity.

Learning to be a professional psychologist is a complex process that requires the guided development of skills and competencies through support and challenge. It also requires the development of a solid professional identity that comes through modeling, self-reflection, and the caring guidance and involvement of sensitive and skilled professionals who are committed to the growth and development of their trainees.

**Diversity Statement/Policy**

The Counseling Center 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 the Center’s resources with the expectation of respectful, non-prejudicial treatment and service. In particular, the Center recognizes that stereotypes, prejudice, and discrimination based on gender, gender identity and expression, 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, the Center’s 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 a Center 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. There is a focus on social justice issues on the campus and beyond that also enters into intern training. The Center is considered a “safe” environment on the campus, and we expect staff and trainees to contribute to and be affirmative in support of that safety.

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 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, interns and staff are expected to demonstrate a genuine desire to examine one’s attitudes, assumptions, behaviors, and values and to learn to work effectively within a diverse context. We expect to engage interns in a manner inclusive and respectful of their multiple cultural identities. We expect interns to examine their own biases and prejudices in the course of their interactions. Interns 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, interns 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 interns.

**Training Values**
Under the training philosophy and its developmental/mentoring practitioner model, several important values are emphasized in the training program. It is important to note that diversity and social justice perspective is embedded in the training model and values.

1. There is a process of reciprocal teaching/learning in the training of interns, where the intern acquires the skills and competencies necessary to become supervisors and mentors of other trainees. Both interns and staff have roles as learners and teachers.
2. There is the belief that different theoretical approaches contribute to the processes which lead to the development of integrated and effective treatment, effective developmental/preventive programming, consultation, and effective training methods.
3. "Interns-as-learners" and "staff-as-teachers" are terms that describe the early stages of the training process. Interns proceed through a developmental process where they are seen as emerging professionals and finally, as independent professionals and professional colleagues.
4. The internship has its stages of development and involves numerous transitions. The stresses of these transitions are a part of the normal developmental growth of interns and need to be explored and integrated.
5. The Center and its staff value and are committed to diversity and an appreciation of individual and cultural differences. Intern training and functioning incorporate that commitment. There is also a focus on a commitment to social justice and interns engage in a social justice project in collaboration with staff throughout the year.
6. Collaboration, as well as independent functioning, is valued in the role of the psychologist. Interns have a considerable amount of autonomy within a collegial atmosphere that emphasizes teamwork and cooperation. Team building within the intern group is seen as necessary. Learning occurs when interns can share their successes and struggles openly within the intern group and provide each other with supportive and challenging feedback.
7. The creation of a supportive, climate for reciprocal and ongoing feedback and evaluation is necessary to foster the personal and professional growth of interns and staff, the ongoing relevance, and vitality of the training program and the effectiveness of the Center's programs.
General Training Goals

These goals have evolved as a result of the experience of our training staff, and which contribute significantly to the structure of the training program are:

1. A psychologist should be a generalist who also possesses certain skills to deal with specific clinical issues and who has the motivation and ability to acquire appropriate expertise as it may be needed through continuing education.
2. The psychologist should be able to work with clients experiencing a wide range of emotional, developmental, behavioral, and situational conflicts.
3. The psychologist should be able to work primarily within a time-limited and secondarily within a time-unlimited model and to be competent in both individual and group interventions.
4. The psychologist should be proactive and able to work competently in developing and presenting programs that are preventive and developmental in nature as well as provide consultation to the community. There is an emphasis on teamwork and collaboration in the development and delivery of these services.
5. The psychologist should develop one or more areas of clinical/therapeutic focus and be guided and assisted in their professional development and skill acquisition through the supervision and mentoring of staff.
6. The psychologist should be a practitioner who is knowledgeable about the research and theory that contributes to their practice, and whose work is continuously informed and modified by use of that knowledge.
7. The professional staff should be well trained and committed individuals who are involved in their professional development and acquisition and application of their expertise and can serve as role models and mentors in developing psychologists.
8. There is an emphasis on guiding and mentoring developing psychologists in the development of their professional identity, providing support and challenge and opportunities for reflection on and discussion about professional development.
9. As people and psychologists, we are required to be sensitive to and supportive of the value of diversity and the richness of human differences. The psychologist should possess knowledge of and sensitivity to diversity and should strive to be as culturally competent as possible. Issues of diversity are incorporated throughout the training program and are addressed directly in training. As psychologists, we are also committed to the principles of social justice. Sensitivity, awareness, and commitment to diversity and the principles of social justice are modeled by the staff.
Specific Training Goals

The specific goals of the training program all flow from the emphasis in the model on the developmental process and mentoring as well as the professional-wide competencies of interns defined by the APA in 2017. Therefore, this processing and mentoring are essential in helping interns achieve specific goals.

GOAL 1: Research
Interns will be competent in research.

GOAL 2: Ethical and Legal Standards
Interns will demonstrate their competence in ethical and legal standards.

GOAL 3: Individual and Cultural Diversity
Interns will be competent in individual and cultural diversity.

GOAL 4: Professional values, attitudes, and behaviors
Interns will display competence in professional values, attitudes, and behaviors.

GOAL 5: Communications and Interpersonal Skills
Interns will display competence in communications and interpersonal skills.

GOAL 6: Assessment
Interns will display competence in assessment.

GOAL 7: Intervention
Interns will display competence in intervention.

GOAL 8: Supervision
Interns will display competence in supervision.

GOAL 9: Consultation and Interprofessional/Interdisciplinary Skills
Interns will display competence in consultation and interprofessional/interdisciplinary skills.

Supervision Philosophy and Values

Supervision has been defined as “A working alliance between the supervisor and counselor in which the counselor can offer an account or recording of her work; reflect on it; receive feedback and, where appropriate, guidance” (Inskipp & Proctor, 2001, p.1). It is essential to provide clinical supervision for interns to be sure that interns practice ethically and continue their professional development. It is our commitment to provide excellent quality of clinical supervision to interns and assist their integration of professional and personal growth throughout this internship year.

The Counseling Center staff employs a variety of approaches in their supervision of interns. Generally stated, the goals are to help develop the clinical and consulting expertise, professional
identity, and personal resources of interns. In this section, we will discuss the philosophy of supervision, supervision models, and values. We will also discuss the process of different types of supervision offered in the training program.

**Supervision Philosophy**

In consistent with our training philosophy and models, we place a strong focus on the intern’s developmental process and the integration of personal and professional growth. It is also essential for supervisors to hold supervises’ accountable to their professional code of ethics and regulatory requirements.

Integrated Developmental Model (IDM) (Stoltenberg, McNeil, & Delworth, 1998) provides an instrumental tool for supervisors to assess where interns are in their development as supervisors. Besides, we also evaluate interns’ self-other awareness, motivation, and autonomy throughout the internship year. We believe that even though some interns came to us with experienced skills and knowledge as supervisors, when new challenges are presented, they may revert to an earlier stage, as the skills are developed to approach the challenge. In the supervisory relationship, supervisors are expected to support interns to develop new skills and learn new knowledge as well as explore their personal and professional reactions to respond to new challenges encountered in clinical work.

Personal development, growth, and maturity are also crucial in this process for interns to develop their professional identity. We believe that the intern is thought of as providing an "enabling space" for growth to occur. This enabling space consists of the person of the intern and the depth of the therapist's knowledge. The more differentiated and knowledgeable the intern, the more space he or she can provide for the client to develop. One primary purpose of supervision, therefore, is to enhance the development of this "enabling space." Also, it is crucial to help interns see the relationship between their development and their ability to facilitate the development of their clients. Our end goal is to help interns understand and be able to how to integrate their personal and professional selves together as they develop their identities as professional psychologists.

Parallel to personal development is the development of professional competencies. While interns come to a training center 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 vital that this becomes a process that continues after the internship has been completed.

As a part of their 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 in counseling. We also believe that examining and reflecting supervision relationships between interns and their supervisors are also crucial for trainees to learn how to conduct diversity dialogues with clients and interns’ supervisees. Therefore, integrating diversity and multiculturalism into clinical supervision is a significant part of our clinical supervision.
Finally, the supervisor's task is to help the intern see himself or herself as a professional psychologist committing to professional roles and functions, and to ethical and legal responsibilities.

**Supervision-Training Values**

Several supervision-training values that underline the philosophy of clinical supervision will be articulated here. By understanding those supervision values, interns and supervisors will be better to prepare themselves for working together and gain the most in their supervisory relationships.

**Effective supervision relies on both parties’ contribution**— We believe that for both supervisors and interns, several personal and professional assets contribute to effective supervision—including honesty, transparency, humility, intellectual curiosity, and responsiveness. For supervisors, they are expected to be knowledgeable about professional codes of ethics, approachable, and available. For interns, they are encouraged and expected to be open to new ideas and challenges, willing to take risks and explore transference and counter-transference, and responsive to constructive feedback.

**Video and observation arrangements**— We believe utilizing videos, and direct observations enable supervisors to provide more helpful and accurate feedback for interns’ clinical work. Interns are expected to video their counseling and supervision sessions and may be directly observed by their supervisors when possible. Offices are equipped with video cameras and computers for viewing. While the nature and amount of recording and observation vary from supervisor to supervisor, it is generally believed by the staff that optimal supervision can be obtained by frequent reviews of video and direct observations when possible.

**A collaborative interpersonal process**— According to Falender and Shafranske (2004), supervision is a collaborative interpersonal process that involves observation, evaluation, feedback, facilitation of supervisee self-assessment, and acquisition of knowledge and skills by instruction, modeling, and mutual problem-solving. We value collaboration from both parties and believe that through this interpersonal process, interns will be able to both learn about themselves and their roles as professionals.

**Ethical practice**— Supervision is conducted in a competent manner in which ethical standards, legal prescriptions, and professional practices are used to promote and protect the welfare of the client, the profession, and society at large (Falender & Shafranske, 2004, p.3).

**Cultural diversity, clinical competency, and evidence-based practice**— Clinical competence involves understanding and performing tasks consistent with one’s professional qualifications, sensitive to cultural and individual differences, and anchored to evidence-based practices (APA Presidential Task Force on Evidence-Based Practice, 2006).

**A development of meta-competence**— Meta-competence is often to be facilitated by supervisors in supervision. It is an ability to assess what one knows and what one does not know. It is required that interns introspect about their cognitive processes and products via self-

A commitment to deliver Evidence-based Practice and provide Competence-based Supervision—According to APA Policy Statement on Evidence-Based Practice in Psychology (2005), evidence-based practice in psychology (EBPP) is the integration of best available research with clinical expertise in the context of patient characteristics, culture, and preferences. The purpose of EBPP is to promote the effective psychological practice and enhance public health by applying empirically supported principles of psychological assessment case formulation, therapeutic relationship, and intervention (APA Presidential Task Force, 2005). We hope through providing competency-based supervision; interns will be able to learn how to incorporate evidence-based practice into all levels of their clinical work.

Self-Disclosure Policy:

Values about Disclosure of Personal Information in Training
To comply 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 the Center 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 interns 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. We hope 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 is enhancing versus coercive.

Training Program Outline and Requirements

The Core Experiences & Expectation about Schedule

Interns can expect there to be variations in their time commitment. Work at the Counseling & Health Services reaches a peak at certain times of the year and is less intense at other times. Interns can expect to average 45 hours a week in order to meet APA requirements for the year.

Outline of Weekly Hour Commitments-- Direct Service Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traige(urgent/regular)</td>
<td>2 hours/2 hours</td>
<td>2 hours/2 hours</td>
<td>2 hours/2 hours</td>
</tr>
<tr>
<td>Assigned Clients</td>
<td>12 hours</td>
<td>12 hours</td>
<td>12-14 hours</td>
</tr>
<tr>
<td>Groups</td>
<td>2-4 hours</td>
<td>2-4 hours</td>
<td>Open²</td>
</tr>
<tr>
<td>Outreach/Consultation</td>
<td>2-4 hours</td>
<td>2-4 hours</td>
<td>5 hours⁴</td>
</tr>
<tr>
<td>Trainee Supervision</td>
<td>1-hour clinical team</td>
<td>1-hour clinical team</td>
<td>Open⁵</td>
</tr>
<tr>
<td></td>
<td>4 hours individual supervision</td>
<td>4 hours individual supervision</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(2 hours with 2 different supervisees)</td>
<td>(2 hours with 2 different supervisees)</td>
<td></td>
</tr>
<tr>
<td>Emergency On Call</td>
<td>Once every 13 days and once every 13 weekends over the year</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

¹ Interns cover Triage for 2 hours, and they could be regular triages or urgent triages.
² All counselors carry on their caseloads 1.5 times the assigned client load. Counselors are not expected to see all clients every week. They work with supervisors to determine which clients can be seen at longer intervals. Also, part of the caseload is assigned for clients in Area of Focus.
³ If groups are available in the summer.
⁴ Includes work with Summer Student Orientation Program.
⁵ If trainees are available in the summer.
⁶ Interns are given compensatory time for after hours and on-call contacts in after-hours work.
Training Opportunities and Requirement in Diversity

There are extensive opportunities for diversity/social justice work and training in the internship. Interns are also expected to engage in a social justice project. The Center has a very active Diversity Outreach Team that serves the campus. The Team is one of the most active of the outreach teams in the Center and the staff leading the team and interns who served on the Team have received awards for their work on campus in areas of diversity and served on University-wide and Student Affairs and Enrollment Services Diversity Task Forces.

There are opportunities to focus on diversity/social justice work with GLBTQA+ persons, international students, and ethnic and minority students through various organizations and offices. The center and Team have close working relationships with the Office of Multicultural Affairs, International Programs, and the Rinker Center as well as student organizations. The center has funding for Safezone and Transgender Safezone programs and has paid graduate doctoral assistants who work with the coordinating staff member in this area. There are also opportunities for other trainees and students to collaborate on these projects and for interns to work with and mentor them.

Interns receive 1.5 hours of a social justice seminar weekly for both the fall and spring semesters. The social justice training includes reading journal articles and discussing reflections and reactions, developing and implementing a social justice project, and case discussion of their clinical and supervision work. Interns also receive individual supervision by a chosen staff member to mentor them in implementing their social justice projects. They meet and discuss the progress of the project as well as the challenges they encounter in this process over the course of the year. At the end of the internship, interns give presentations to share their learning and reflections during the whole process of implementing their social justice projects. Details are described below.

Social Justice Seminar--This training will have an experiential-discussion-mini-lecture type of format primarily. The experiential activity aims to help one further develop critical reflection and thinking about multicultural and diversity issues. There will be a significant focus on sharing, self-exploration, and help each other explore. We will discuss the impact of the assigned work, experiential exercises, outside activities, and other issues relevant to counseling, clients, outreach, and the seminar content and the social justice project. Interns are expected to share their self-reflection, clinical and supervision experiences, and thoughts about assigned readings and experiences before and during seminar meetings.

The facilitator(s) will do their best to provide a safe environment for interns in order to process any difficult/challenging feelings and reactions. We also want to encourage interns to reflect and to think critically and to be able to challenge themselves and each other. Readings will be provided along the way.
Major Area of Focus

The Area of Focus (AOF) is an opportunity to focus on a clinical area of practice and to develop skills that will allow the intern to explore in-depth in a specific area of practice. The intern will receive guidance, mentoring, and supervision from staff whose expertise is in AOF. Interns adjust their direct service to accommodate the AOF. Their caseload is adjusted to obtain more clients reflective of that area (usually 5-7 clients every other week), etc. Interns are given, at least one hour of individual supervision per week in the area. Interns can change focus areas each semester or keep one for the year.

Potential Areas of Clinical Focus:

- Abuse and Trauma
- Diversity/Multicultural Counseling
- Gay, Lesbian, Bisexual, Transgender, Queer/Questioning, and Asexual +
- Women’s Issues
- Religion and Spirituality
- Body Images and Probiotic Eating

Areas of Focus may change from year to year based on staff expertise and interest.

Training and Supervision

Outline of Weekly Hour Commitment—Training and Supervision Activities

<table>
<thead>
<tr>
<th>Training and Supervision</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Supervision</td>
<td>2 hours</td>
<td>2 hours</td>
<td>2 hours</td>
</tr>
<tr>
<td>Area of Focus Supervision</td>
<td>1 hour</td>
<td>1 hour</td>
<td>NA</td>
</tr>
<tr>
<td>Clinical Team</td>
<td>1 hour</td>
<td>1 hour</td>
<td>NA</td>
</tr>
<tr>
<td>Case Conference</td>
<td>1.5 hours</td>
<td>1.5 hours</td>
<td>NA</td>
</tr>
<tr>
<td>Seminars’</td>
<td>2-4 hours</td>
<td>2-4 hours</td>
<td>NA</td>
</tr>
<tr>
<td>Weekly TD Meeting</td>
<td>1 hour</td>
<td>1 hour</td>
<td>NA</td>
</tr>
<tr>
<td>Administrative Time</td>
<td>2 hours</td>
<td>2 hours</td>
<td>2 hours</td>
</tr>
<tr>
<td>Supervision of Supervision</td>
<td>1.5 hours</td>
<td>1.5 hours</td>
<td>NA</td>
</tr>
<tr>
<td>Group Supervision’</td>
<td>.5 hour</td>
<td>.5 hour</td>
<td>Optional</td>
</tr>
<tr>
<td>Outreach Team Meetings</td>
<td>1-2 hours (1 hr per team)</td>
<td>1 or 2 hours (1 hr per team)</td>
<td>Outreach Projects for Center--2 hours</td>
</tr>
<tr>
<td>Social Justice Seminar Training and Project</td>
<td>2 hours</td>
<td>2 hours</td>
<td>N/A</td>
</tr>
<tr>
<td>Professional Development</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 Many seminar hours are also covered during August Orientation.
2 ½ hour per week out of 2 hours of scheduled group time for each group.
Medical & Psychiatric Consultation

Staff and interns periodically consult with a psychiatrist and psychiatric nurse practitioner who see clients in the Counseling & Health Services for matters involving medication, hospitalization, and psychiatric referral. Joint case consultation is held as the need arises, and the psychiatrist offers seminars for staff and interns. Medical consultation is also available through the Health Center and in consultation with physicians and nurse practitioners from the Health Center. There is also consultation and referral available to the Women’s Health Center.

Outreach & Consultation

Interns serve on one or two outreach consultation teams and must conduct a minimum of 20 programs during the internship year. This component is designed to give interns experience in doing proactive developmental and preventative programming and consultation as well as remedial programming. Interns participate in one or two outreach/consultation teams designed by the Center staff to meet the needs of the campus. These teams, formed and led by staff, include interns initially in an apprenticeship role. As interns gain experience and develop their skills, they are expected to provide more leadership, acting as primary presenters, and mentoring other trainees who may be serving on the team.

Each team meets for an hour per week, makes assignments, reviews programs, discusses developmental issues and provides training for members, etc. Teams also form around specific areas as needs develop on the campus. Interns also participate in the freshman orientation programs for students and their families. They may also participate in other projects at the Center. Interns work on special projects, consultations, and presentations and other projects in the process each year. They also develop and implement their project as a part of the required social justice project.
Training Staff Professional Interests and Supervision Approaches

William Betts, Ph.D., DePaul University (Clinical Psychology) (2005). Licensed Psychologist, HSPP, Director of Counseling and Health Services

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.

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 supervises 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.


**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.

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

**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.

skills to foster a career-long process of psychological service. My goal is to provide an environment in which a trainee is able to develop new therapeutic skills, to build upon those skills already established, and to continue the development of their own theoretical orientation, style, and interventions based on their current developmental context. An additional goal 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.

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.

Supervision: My supervision style is an integrative developmental style with an emphasis on person-centered/humanistic approaches. What happens in supervision is very dependent not only on what is happening to the client but also what is happening to the supervisee. We digest all aspects of the relationship (which can typically involve watching tape). My aim is to not just teach, but also consult and often be there as supervisees go through this process. I sometimes discuss readings with supervisees or provide books that I have found helpful when I have faced a difficult situation. Through this process, I assist supervisees in becoming more aware of self and help them grow in their confidence. They also learn developmentally appropriate skills and interventions along the way and develop their own theoretical orientation. By doing this, they can then become intentional in the work they do as professionals in the field.
**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 Martine  
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

Aaron D. Miller  
Southern Illinois University  
Counseling Psychology

2013-2014  
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

Elena Yakunina  
University of Akron  
Counseling Psychology

2010-2011

Shamell Brandon  
Wright State University  
Clinical Psychology

Jacqueline Camp  
University of Nevada, Las Vegas
Clinical Psychology

David Walker
Miami University
Clinical Psychology

2009-2010

Stephanie Cunningham
University of Akron
Counseling Psychology

Cody Commander
Wright State University
Clinical Psychology

Aimee Prater
Ball State University
Counseling Psychology

2008-2009

Pei-Yi Lin
University of Kentucky
Counseling Psychology

Stephen Graef
University of Akron
Counseling Psychology

Doris Kirkpatrick
Ball State University
Counseling Psychology

2007-2008

Kasee Matters
Chicago School of Professional Psychology
Clinical Psychology

Elena Petrova
Auburn University
Counseling Psychology
Erin Snyder
Ball State University
Counseling Psychology

2006-2007

Rachel Blalock
Ball State University
Counseling Psychology

Kim Ware
University of Memphis
Counseling Psychology

Douglas Southern
Oklahoma State University
Counseling Psychology

2005-2006

Elizabeth Cassidy
University of West Virginia
Counseling Psychology

Lara Preacco
Western Michigan University
Counseling Psychology

Michele Garber
Southern Illinois University-Carbondale
Counseling Psychology

2004-2005

Aaron LaTurner
Ball State University
Counseling Psychology

Maggie Reed
University of Illinois- Urbana-Champaign
Clinical Psychology
Karin Tonkin  
Bowling Green State University  
Clinical Psychology  

2003-2004  
Patricia Garcia  
Indiana University  
Counseling Psychology  

Daniela Linneback  
The Ohio State University  
Counseling Psychology  

Patrick Meyer  
George Mason University  
Clinical Psychology  

2002-2003  
Melissa Bullard  
Western Michigan University  
Counseling Psychology  

Belinda Chaffins  
Wright State University  
Clinical Psychology  

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