Internship Application Brochure

APA-Accredited Health Service Psychology Internship

Training Year
August 1, 2022 - July 31, 2023

For questions or information regarding accreditation, please contact:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street NE, Washington, DC 20002-4242
Phone: 202-336-5979, Fax: 202-336-5978
Email: apaaccred@apa.org
Web: www.apa.org/accreditation

Application Deadline is December 3, 2020
APPIC Internship Matching Program Code Number: 129711

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

We appreciate your interest in our APA accredited Internship Program in the University Counseling Center 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.

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

Setting and Facilities

Ball State University is an attractive and spacious campus. It is home to seven academic colleges and some of the that feature some of the most advanced educational facilities in the state of Indiana. There are numerous opportunities on campus to engage in varying and diverse interest, including access to several campus 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 pursuits throughout the year, both inside and outside of the state of Indiana, that are available for staff participation. Campus activities also include opportunities to attend various entertainment events, including musical performances in a variety of genres, Broadway and other theatrical performances, comedy shows, and more.

The Counseling Center is located in Lucina Hall, one of Ball State’s oldest buildings. Lucina is located on a quadrangle where there is ample green space and walking paths to easily navigate the surrounding campus. Also within close proximity to Lucina, there is easy access to various food courts as well as the Ball State “Village,” which is location to local businesses and restaurants. There are opportunities for both on and off campus housing, as well as pet-friendly living options in town. Muncie’s downtown area is both historic, revitalized, and 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. Additionally, near campus, there are several options for both local and chain restaurant dining and shopping. And finally, the Cardinal Greenway runs through the center of Muncie and is considered the longest rail to trail conversion in the state of Indiana. It extends for 62 miles with opportunities to explore north towards Marion, Indiana or east towards Richmond, Indiana.
Training Philosophy, Model, and Values

The training program at Ball State University recognizes that internship is a critical period of transition and integration in our professional development as psychologists. The philosophy of our training program is developmental and focuses on learning and skill building through experience and understanding. Our training staff is committed to providing an opportunity for interns to learn and work as practitioners using evidence-based practices in an applied setting. This emphasis translates into a model of experiential and didactic processes which facilitate development through supervision and feedback. Our training program is based on the belief that professional and personal development are mutually inclusive processes. The core values at our site include the integration of social justice concepts, multicultural competencies, and the development of an increased awareness of diversities and their intersectionalities. Interns are provided opportunities for training in clinical work, including individual and group therapy, crisis intervention, and the provision of supervision. Additionally, Interns are an integral part of our outreach and consultation program which provides information and training to our campus community. Over the course of the training year, Interns are provided opportunities for assuming increasingly more responsibilities in all areas of their practice. As a training program, we aim to support Interns throughout both their internship placement and as they move into the profession of psychology.

Throughout the training year, 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 background and social locations closely influence their development as well as personal and professional identities. As a part of interns’ professional development, supervisors assist Interns in increasing their sensitivity to, knowledge of, and competency in dealing with diversity issues, both their own and others, in the counseling process. Self-reflection and self-examination of their own cultural and diverse backgrounds, their worldviews, and their interactions and relationships with clients and supervisees is emphasized. Integrating diversity, multiculturalism, and social justice into supervision is a significant part of our program.
Application Information
The training program in the Counseling Center at Ball State University fully endorses the APPIC policy summarized in the following statement:

*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.*

Our application deadline: Your AAPI Online must be submitted by December 3, 2020.

The Ball State University is an Equal Opportunity/Affirmative Action Employer. Qualified Women, Minorities, Veterans, and Individuals with Disabilities are encouraged to apply.

The University Counseling Center is a department within the Office of Student Affairs at Ball State University.

Program Disclosures

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<thead>
<tr>
<th>Does the program or institution require students, trainees, and/or staff (faculty) to comply with specific policies or practices related to the institution’s affiliation or purpose? Such policies or practices may include, but are not limited to, admissions, hiring, retention policies, and/or requirements for completion that express mission and values?</th>
<th>□ X Yes □ No</th>
</tr>
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<tbody>
<tr>
<td>If yes, provide website link (or content from brochure) where this specific information is presented:</td>
<td><a href="https://www.bsu.edu/-/media/www/departmentalcontent/counselingcenter/pdfs/training/2022-2023%20internship%20brochure.pdf">https://www.bsu.edu/-/media/www/departmentalcontent/counselingcenter/pdfs/training/2022-2023%20internship%20brochure.pdf</a></td>
</tr>
</tbody>
</table>

Application Requirements and Selection Process

Internship Program Admissions

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 University Counseling Center prefers applicants from APA and CPA accredited doctoral programs in counseling or clinical psychology. Applicants must be in good standing with their department and have completed all doctoral coursework prior to the beginning of the internship. They must have successfully defended their comprehensive examinations by the time of application to the internship and priority is given to those who plan to propose their dissertation by the start of internship. Applicants must demonstrate a strong and genuine interest in counseling center work and should be prepared to assist clients with a wide range of clinical issues and severity of concerns. Applicants are expected to have an affirming stance toward all sexual and gender identities. It is expected that interns engage in efforts to deepen their multicultural awareness, sensitivity, and competence related to diversity in every form. And finally, applicants must have strong interpersonal skills and demonstrate an openness to growth and a dedication to life-long learning.

All internship applications are reviewed by the Training Committee members, the Counseling Center senior staff, and the current Intern cohort.

All interviews are scheduled through video-conferencing and are approximately 45 minutes to 1 hour in length. Interviews are conducted by teams consisting of both senior staff and current interns. The interview consists of general interview questions and interviewees are expected to prepare a short synopsis of a clinical case, discuss their approach to treatment for the case, and explore the effect of the case progression on their own development. The interview team typically asks follow-up questions concerning the case. The interviewee is also provided time to ask questions.

Additional questions following the completion of interviews are welcome. However, we do not consider continued contact in our final ranking of applicants.

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<tr>
<th>Does the program require that applicants have received a minimum number of hours of the following at time of application? If Yes, indicate how many:</th>
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<tbody>
<tr>
<td>Total Direct Contact Intervention Hours</td>
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<tr>
<td>Total Direct Contact Assessment Hours</td>
</tr>
</tbody>
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<tr>
<th>Describe any other required minimum criteria used to screen applicants:</th>
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<tbody>
<tr>
<td>Upon being matched with our program, each incoming intern must successfully verify their identity and complete the University’s verification of credentials and other information required by law and/or University policies, including, but not limited to, a criminal background check. Each matched intern is also required to provide official transcripts from the institutions from which they have degrees. Human Resources coordinates and communicates with each incoming intern to facilitate the successful completion of the background check and onboarding process. All new employees of Ball State University are required to successfully pass a criminal background check as a condition of employment. Interns on our campus are considered employees.</td>
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# Internship Support

## Financial and Other Benefit Support for Upcoming Training Year*

<table>
<thead>
<tr>
<th>Benefit</th>
<th>Description</th>
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<tbody>
<tr>
<td>Annual Stipend/Salary for Full-time Interns</td>
<td>$24,500</td>
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<td>Annual Stipend/Salary for Half-time Interns</td>
<td>N/A</td>
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<tr>
<td>Program provides access to medical insurance for intern?</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>If access to medical insurance is provided:</strong></td>
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<tr>
<td>Trainee contribution to cost required?</td>
<td>Yes</td>
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<tr>
<td>Coverage of family member(s) available?</td>
<td>Yes</td>
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<tr>
<td>Coverage of legally married partner available?</td>
<td>Yes</td>
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<tr>
<td>Coverage of domestic partner available?</td>
<td>No</td>
</tr>
<tr>
<td>Hours of Annual Paid Personal Time Off (PTO and/or Vacation)</td>
<td>12 Personal Days</td>
</tr>
<tr>
<td>Hours of Annual Paid Sick Leave</td>
<td>N/A</td>
</tr>
<tr>
<td>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?</td>
<td>Yes</td>
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<tr>
<td>Other Benefits (please describe):</td>
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<tr>
<td>Private office with access to personal computer and digital recording equipment.</td>
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<td>Access to computer resources, including consultants and computer labs.</td>
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<tr>
<td>Access to University library facilities.</td>
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<td>Staff discount to purchase access to University recreational facilities</td>
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<td>Staff discount to purchase tickets for scheduled campus events.</td>
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<td>Ability to purchase faculty/administrative parking permits.</td>
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<td>Compensation time for Outreach outside of normal operating hours.</td>
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<td>Release time for professional conferences, workshops, and dissertation defense.</td>
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*Note. Programs are not required by the Commission on Accreditation to provide all benefits listed in this table.
### Initial Placement Data

#### Initial Post-Internship Positions

(Provide an Aggregated Tally for the Preceding 3 Cohorts)

<table>
<thead>
<tr>
<th>Setting</th>
<th>PD</th>
<th>EP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic teaching</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Community mental health center</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Consortium</td>
<td></td>
<td></td>
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<tr>
<td>University Counseling Center</td>
<td>4</td>
<td></td>
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<tr>
<td>Hospital/Medical Center</td>
<td>1</td>
<td></td>
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<tr>
<td>Veterans Affairs Health Care System</td>
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<td></td>
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<tr>
<td>Psychiatric facility</td>
<td></td>
<td></td>
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<tr>
<td>Correctional facility</td>
<td></td>
<td></td>
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<tr>
<td>Health maintenance organization</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>School district/system</td>
<td></td>
<td></td>
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<tr>
<td>Independent practice setting</td>
<td></td>
<td></td>
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<tr>
<td>Other</td>
<td></td>
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</tbody>
</table>

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

**2021-2022**

Nuha Farah  
Jackson University  
Clinical Psychology

Daniel Freeland  
Adler University  
Clinical Psychology

**Former Interns**

**2020-2021**

Brittany Findlan  
Chicago School of Professional Psychology  
Clinical Psychology

Savannah Campbell  
Eastern Kentucky University  
Clinical Psychology

**2019-2020 (Continued)**

Danielle Franks  
Louisiana Tech University  
Counseling Psychology

Kiara John  
University of Indianapolis  
Clinical Psychology

Sang-hee Hong  
University of Kentucky  
Counseling Psychology

Chandler Martin  
Wright State University  
Clinical Psychology

Justin Howard  
Wright State University  
Clinical Psychology

Jen Smith  
Wright State University  
Clinical Psychology
Training Staff


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.


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, Associate 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.


**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.

**Satomi Wakabayashi, MA, Ball State University (2003), Licensed Mental Health Counselor, Certified Rehabilitation Counselor.**
**Professional Interests:** Individual and group therapy; supervision and training; mood related concerns (depression, anxiety, anger issues; interpersonal issues; trauma; adjustment/identity development; international/non-traditional students, students with disabilities.

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**Accreditation Status of the Internship Program**


Our program was originally accredited in 1984 and is currently accredited through 2023.

Questions related to the program’s accredited status should be directed to the Commission on Accreditation:

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