

Youth Opportunity Center  
APA-Accredited  
Pre-Doctoral Internship

2012-2013



YOUTH  
OPPORTUNITY  
CENTER  
INCORPORATED

## Overview

Founded in 1992, the Youth Opportunity Center (YOC) is a not-for-profit, COA-accredited, residential treatment facility. It provides individual, family, and group therapy up to approximately 168 residential youth and 100 outpatient clients who require intensive therapeutic services due to moderate to severe psychopathology or conduct-disordered behavior. The YOC has net assets of approximately \$13,362,000 and the internship program plays an integral role in the organization. The YOC was founded on the belief that “catching children who have fallen”, advocating for them, and encouraging responsibility and empowerment will ultimately prepare children to grow up to be individuals able to give back to society and to have a meaningful impact on the world. The children that the YOC serves often come from families that did not provide for their basic needs or protect them from dangerous circumstances. It is the YOC’s mission to help these children and their families put their lives back together and transcend their experiences.

There are currently eight cottages that provide specific programming (e.g., Emotionally-Disturbed Youth, Sexually Maladaptive Boys, Conduct Disordered Youth, etc.), and a secure 28 bed psychiatric residential treatment facility (PRTF). Children and adolescents who have been abused, neglected or adjudicated are court-ordered into placement at the YOC. Almost all youth placed with the YOC are involved with the Department of Juvenile Probation, the Department of Child Services, the Department of Education and/or the Dawn Project. Youth who have been placed at the YOC often present with severe emotional disturbances such as Posttraumatic Stress Disorder, Bipolar Disorder, Major Depressive Disorder, Autism Spectrum Disorders, psychotic disorders or emerging personality disorders. Additionally, a large percentage of the youth meet the diagnostic criteria for Conduct Disorder due to their history of severe acting-out in the community, which has placed them at high risk for harming others or themselves.

## Program Philosophy

The Pre-doctoral Internship Program seeks to train interns to transform their educational knowledge into real world experience. The Pre-doctoral training program builds upon the Practitioner/Scholar model that encourages continued professional learning and personal growth by means of supervised practice and didactic instruction. While many of the interns have had excellent prior educational experiences and practicum opportunities, the Pre-doctoral internship is often the intern’s first immersion into the “real world” of severely disturbed children and youth and multi-crisis families. The Pre-doctoral interns are guided toward continuous growth and self-sufficiency through goal setting, feedback by supervisors and peers (e.g., DVD recorded session feedback in group supervision) and by supported guidance when learning new skills (in-vivo or through 2-way mirror). Internship training focuses on the development of comprehensive psychological assessment skills, individual, family and group therapy, supervision skills, courtroom presentation, treatment planning, and case conceptualization from theoretical perspectives.

## Training Goals

The YOC Pre-doctoral Internship Program adheres to a model that consists of 6 core competencies. These include: Assessment & Diagnosis, Effective Intervention & Empirically Supported Treatments, Consultation & Evaluation, Supervision, Scholarly Inquiry, Cultural Diversity, and Additional Professional Issues and Ethics.

Assessment & Diagnosis – Interns will develop competency in comprehensive psychological assessment, which is seen as an invaluable tool to differentiate clinical diagnoses and make appropriate recommendations for treatment. Interns will learn to diagnose with relative accuracy, integrate comprehensive historical information, develop theories for the current presentation, identify the appropriate level of care required, and set appropriate treatment goals for individual and family therapy. All interns selected for the program are expected to have had some training and practice in psychological assessment, though few are expected to have developed strong skills in this area. However, over the course of the year, interns are expected to demonstrate increasing improvement in their ability to accurately score and interpret psychological assessment instruments, conceptualize cases, integrate records, summarize the results, and develop accurate diagnoses and appropriate treatment recommendations. A number of written feedback measures are incorporated into the program to help the intern learn from their mistakes and develop strengths in psychological assessment. Didactic training seminars are provided throughout the year to help the intern understand how different types of assessment measures can be used to assess youth and adults, particularly when they are court-ordered clients. Interns are strongly encouraged to develop their critical thinking skills, skepticism, their knowledge of the reliability and validity of various assessment measures, and the ability to elicit accurate information from clients, who, due to their legal concerns, have a high motivation to minimize their problems. By the end of the year, interns are expected to have strongly developed their skills in assessing youth and adults who are referred for court-ordered psychological assessments and to be at an independent level of functioning.

Effective Intervention & Empirically Supported Treatments – Interns are expected to develop the skills necessary to be able to successfully conduct individual, family and group therapy, and to incorporate best practices and theoretical perspectives consistent with the client's diagnosis and presentation. Interns will learn to be mindful of how therapist variables, client variables, and the therapeutic relationship can impact treatment progress. Interns will become knowledgeable of the importance and applicability of current research regarding symptom presentation and diagnosis. Interns will be able to recognize situations and clients that would benefit from the implementation of various empirically supported treatments. It is understood that interns will have a variety of experiences regarding EST's, so growth, not mastery, is expected in this competency. In order to be ranked for the internship program, candidates must have experience conducting individual therapy with children and adolescents. Few intern candidates have had extensive experience conducting family therapy, however, and as such, a number of family therapy didactic trainings are provided to develop the interns' skills in this area over the course of the year. Interns are also given specific training in working with challenging and resistant "multicrisis families", as many court-ordered families have numerous problems and are hostile and resistant to participating in family therapy. As most doctoral training programs do not appear to adequately address working with court-ordered and resistant families, this skill set is important

to develop with the interns, particularly if they wish to continue working with this population after internship. As with psychological assessment, interns are expected to be at an independent level of functioning in working with youth and families with severe and chronic problems by the end of the year.

Consultation & Evaluation – Interns are encouraged to envision themselves in a variety of roles as future psychologists. In their new roles at the YOC, interns are expected to be able to provide effective peer consultation, as the YOC employs approximately 15-20 clinicians and approximately 400 staff, few of whom have attained the educational level of the pre-doctoral interns. The interns should be able to effectively provide court testimony regarding the outcomes of diagnostic assessments and their professional opinion about specific clients and their treatment. Most interns have never had to testify in court, or have been discouraged from doing so prior to internship. Interns are introduced to the juvenile court system during their first week when they are brought to observe a day in juvenile court. They are taught about the juvenile system and encouraged to practice what they will say in court during supervision. After they have completed their first assessment report, interns are required to begin giving testimony in the courtroom. The learning process continues with didactic trainings specifically geared toward understanding the nature of the court system and the use of various forensic instruments used in juvenile court hearings. During school case conferences and other settings, interns are expected to assist treatment teams to understand the nature of a youth's emotional concerns and assist the team in developing plans and modifications to assist the youth in making progress. Interns are also encouraged to think about outcomes and how they can enhance service delivery with their clients, as well as to provide suggestions for program changes at the YOC. Interns are given opportunities to participate on committees to develop or modify programs and engage in critical analysis of data to improve program functioning and successful treatment outcomes. Additionally, they are required to develop at least one clinical training to provide to the direct care staff at the YOC.

Supervision – The supervision competency area encompasses the interns' participation in their own supervision as well as their participation as supervisors of Master's level practicum students within the organization. As supervisors, interns will develop a supportive and appropriate relationship with their supervisees and integrate supervision theory into the supervision they provide, as witnessed through DVD-recorded supervision sessions. A comprehensive series of didactics is provided to the interns on the theory and practice of supervision, and interns are expected to develop skills in this area over the course of the year. Interns are assessed on their ability to develop rapport with their supervisees and provide supervisees with appropriate support, guidance, and training. Interns provide consistent weekly supervision sessions to their supervisees. Interns are also expected to complete mid-year and final evaluations on their supervisees. Interns are also provided with two hours of weekly individual supervision and group supervision with their licensed psychologist supervisors, where interns learn to put their training into practice. With their own licensed psychologist supervisors, interns learn to recognize and openly discuss any difficulties dealing with personal issues related to therapy (e.g. countertransference), and to respond appropriately to constructive criticism. Interns learn to use supervision to improve their understanding of clinical case material and their skills in assessment and treatment.

Scholarly Inquiry – As future psychologists, interns are expected to be knowledgeable about current research. Attendance and participation in weekly didactics is a part of this competency. Some didactics require interns to read selected journal articles or read and complete curriculum workbook assignments prior to the didactic. Interns are expected to make time in their schedules to meet these expectations. Interns are expected to develop their own trainings for staff and counselors and are given an assignment to create one doctoral level didactic training to present to their intern peers. In order to accomplish these tasks, interns are expected to seek out and use available research through online data bases (Psychinfo/Psycharticles) or materials available in the Leigh Ann Gray Memorial Library on the YOC campus. They are also expected to augment their understanding of their clinical cases and find additional therapeutic resources in their work with their clients. Interns are not expected to have knowledge of every type of intervention from every theoretical orientation, but are expected to have a thirst for knowledge and a drive to provide the best treatment for the client, as supported by the research literature. Interns are expected to develop their resourcefulness to seek out information as they become more independent over the course of the year.

Cultural Diversity – Cultural diversity is a vital competency area for developing psychologists and special attention is paid to this area within the internship. The Youth Opportunity Center values diversity and subsequently, has identified it as a core training competency area. As part of the didactic training series, specific trainings have been developed to increase the interns' skills and knowledge of working with culturally diverse and underserved “multicrisis” families. Interns will need to demonstrate that they are actively examining and discussing issues of cultural or individual diversity as it applies in their assigned cases. Interns should be able to demonstrate insight and take initiative in addressing and discussing the impact of diversity in their relationships with clients and supervisors. They are also expected to develop their ability to overcome barriers of diversity with children and adults, as demonstrated through apparent rapport and trust in DVD-recorded assessment or therapy sessions. While many interns have had experience working with families of various diverse groups prior to the internship program, most have not worked extensively with impoverished families with chronic and severe problems. As they develop their ability to understand diversity and, more specifically, poverty, they are expected to demonstrate stronger relationships with their families and subsequently, better treatment outcomes.

Additional Professional Issues and Ethics- Ethical principles guide the practice of psychology and interns are expected to develop a deeper knowledge and understanding of the ***Ethical Principles of Psychologists and Code of Conduct*** over the course of the internship year. Specific didactic trainings have been developed to challenge the intern’s ability to untangle complex ethical situations and use the Ethical Principles to develop reasonable solutions to real world problems. Interns are expected to develop an appreciation for how challenging ethics can be in a constantly changing world, where for example, technological advances and social networking intersect with concerns of boundaries, privilege, law, and client confidentiality. Interns are not expected to have all the answers for ethical situations, but should emerge from the internship with a healthy respect for the dynamic nature of APA’s Ethical Principles, an interest in involving others to help in resolving potential ethical dilemmas, and a strong desire to act in an ethical and lawful manner as a licensed psychologist and supervisor. Interns are also expected to demonstrate the ability to work with others as part of an interdisciplinary team, to take

initiative and follow through on professional responsibilities, and to be able to follow agency and regulatory policies and procedures.

## Training Components

### Orientation

The YOC training program begins with a 2-week orientation to the YOC organization which includes specific training in Therapeutic Crisis Intervention (TCI), First Aid/CPR, Suicide Precautions and other safety procedures, as well as specific internship training focused on testing procedures, documentation, and “job shadowing” in the cottages with the children. During this time, interns are assessed in order to gauge their level of experience, comfort and knowledge of various assessment instruments, and their ability to work within a team format. Interns are instructed to set goals with their direct supervisors for their development over the course of the year.

### Training Experiences

*Caseload* – Each intern is expected to maintain a case assignment of 4 individual clients who are seen two times per week, typically consisting of one individual and one family session. As the provider of individual therapy, the intern is responsible for helping to lead the treatment team. Professional contact with referring entities, communication with the resident’s family, and attendance at medication reviews with the YOC psychiatrist is expected. Interns are expected to be able to identify when staff expectations do not fully match with a resident’s abilities to produce a desired behavior or when emotional issues are interfering with a resident’s progress. When a problem is identified, the intern is expected to develop an effective plan using clinical resources and team input. Once developed, the intern is expected to provide training to the staff in how to use the behavior plan, be able to justify the plan, and explain how it is to work. The intern should be able to anticipate potential errors in implementation and revise the plan as necessary in order to achieve the desired behavior.

*Rotations* – The internship consists of two 6-month rotations. One rotation takes place on the Treatment of Adolescents in Secure Care (TASC) unit, which is a 28-bed psychiatric residential treatment facility (PRTF) that allows for adolescents to be treated safely in the most secure residential setting. Admission criteria for the TASC unit includes a history of failed placements, including a recent inpatient psychiatric hospitalization, a history of aggressive and/or violent behavior, acute psychiatric diagnoses, and a letter from a physician indicating the necessity of PRTF placement. Adolescents on this unit often present with such diagnoses as Bipolar I Disorder, Psychotic Disorders, Autism Spectrum Disorders, PTSD, and Reactive Attachment Disorder. A second rotation takes place in a cottage setting on the YOC campus. Interns can choose to work in a cottage to obtain experience in working with conduct-disordered males and females, emotionally disturbed females and males, and/or sexually maladaptive males.

*Supervision of Practicum Students* – Both the University of Indianapolis and Ball State University place practicum students at the YOC each year. These students provide a variety of clinical services on campus including psychological assessment, individual, family and group

therapy. All pre-doctoral interns are assigned a Master's or Doctoral level practicum student to supervise throughout the year. Each practicum student is also assigned to a licensed psychologist faculty member for supervision to ensure that licensed supervision of each practicum student occurs. As such, each practicum student has two supervisors, who confer on the practicum student's progress and their supervision. Intern supervisors are required to observe the student via in-vivo, DVD-recorded sessions or through the one-way mirror. Intern supervisors also complete evaluations on the practicum supervisees and give feedback to the psychologist faculty on the performance of their supervisees. Practicum supervisees also complete mid-year and final evaluation forms on their experiences with their intern supervisors, which is included in the intern's evaluation to help the interns learn to provide more effective supervision. Additionally, as supervision is an identified competency training area of the internship program, significant didactic training has been added to teach the interns effective supervision skills. Additionally, the intern's progress in the development of supervision skills is reviewed in the interns' own individual supervision and during group supervision with their peers.

*Conduct Psychological Evaluations* – Psychological assessment is an integral part of the internship experience, as interns will be expected to conduct and write approximately fifteen comprehensive psychological assessment reports each year. Interns are initially assessed in their experience with various psychological assessment instruments and goals are set for their training year. All psychological testing and initial assessments are reviewed and edited by the Director of Psychological Services. Where there are concerns about the intern's ability to adequately perform these tasks, interns are given guidance and individualized training. Didactic trainings have also been designed to play an important role in psychological assessment skill development.

*Court Testimony* – As the majority of YOC residents are court-ordered into placement, interns are required to attend court hearings for their assigned clients throughout the course of the year. If an intern is the individual therapist or has performed diagnostic testing with a resident, the intern is required to be present in court to review the client's progress or testify on the findings and recommendations of the evaluation. Individual and group supervision is utilized to ensure the intern feels competent and comfortable in this role. Interns can expect to gain valuable experience in court testimony and juvenile court proceedings.

*Parenting Class* – Parent training is an essential component of the services provided by the YOC. The intern class has historically taught a nine-week class in pairs to the parents of the residents. The class occurs from 6-8 pm and interns are required to teach at least one session of parenting classes. Interns frequently cite this as being one of the most positive experiences of the internship year.

*Performance Evaluation* – Standard, written evaluations are completed at mid-year and at the end of the internship. Interns are provided with an example of the evaluation form at the beginning of the internship year, when they complete the evaluation form on themselves as a self-evaluation. Verbal feedback of intern performance is given weekly through individual supervision. To assist in gathering information and providing feedback for evaluations, feedback forms are completed by supervisors throughout the year for the interns' skills in therapy, diagnostic testing, and testing feedback. The interns also participate in rating the quality of the

different aspects of the training program at mid-year and at the end of the internship year. Interns are encouraged to provide meaningful and honest feedback to help improve the training program.

*Didactic training*-In addition to other training opportunities, interns participate in a series of two-hour didactic presentations each week. The YOC has developed the didactic training schedule to ensure that the didactics presented are organized and sequenced in a manner consistent with the internship competency goals. Didactics are routinely assessed to ensure they are meeting the training needs of the interns. Along with YOC psychologists, faculty from Ball State University and the University of Indianapolis present didactic trainings. At all didactic presentations, at least one YOC Psychology Faculty is present to ensure that the training is at an appropriate level to meet the interns' needs, and to facilitate discussion of research and its potential application to real world situations. The "application" piece of each didactic is seen as particularly important, as closing the gap between the research presented and its "real world" application is invaluable to intern training.

A typical intern's week may look something like the following, though each week varies in regards to specific meetings, court hearings, etc.

Individual therapy with clients= 4 hours  
 Family therapy with clients and families= 4 hours  
 Group Therapy with residents=1-2 hours  
 Psychological Assessment= 6-12 hours  
 Individual Supervision=2 hours  
 Group Supervision= 2 hours  
 \*Didactic Training= 2 hours  
 Staffings/Conferences=3 hours  
 Court Hearings= 2 hours  
 Parenting Classes/Group=0-3 hours (each intern does one class/year for 9 weeks)  
 Planning/Case Management/Phone calls/Emails, etc. = 10 hours  
Total Hours= 36-46 hours

## **Application Process**

### Intern Selection Requirements

The internship program accepts applications from students who have clinical and assessment experience with children and/or adolescents and who are enrolled in APA-approved doctoral programs in psychology. Candidates must have acquired at least 400 hours through practica prior to their application to the internship program. No candidates without experience working with children and/or adolescents will be selected for the program. Additionally, intern candidates should have obtained their Master's degree (required), passed their program's clinical competency examination, and obtained experience in psychological assessment, including cognitive, achievement, personality, and preferably, projective testing. Interns are selected based upon a number of variables, such as these, and in-person interviews are offered to candidates who best match the program's pre-determined selection criteria. No telephone interviews are conducted. Applicants

must complete the Online APPIC Application for Psychology Internship (AAPI) process, which is available at [www.appic.org](http://www.appic.org). The application deadline is December 1<sup>st</sup>.

Additionally, interns are required to pass fingerprinted criminal background checks, a physical exam, drug screen, and TB test, as required for all YOC employees.

### Practica and Academic Preparation Requirements

Due to the nature of the population served by the Youth Opportunity Center, the most highly rated candidates tend to come from APA-accredited Clinical Psychology Psy.D. and Ph.D. programs, although Counseling Psychology and Educational Psychology students are also given consideration. Students who wish to consider YOC's internship program should ensure that they have sought out practicum sites where they could work with children, adolescents and families, preferably involved with the juvenile court system and/or placed in residential programs, in-patient hospitals or correctional settings. Candidates should also focus on working at a site where they can acquire experience in psychological assessment and develop their report writing skills. All candidates must have successfully completed formal training in cognitive/achievement and personality assessment and preferably completed coursework in conducting therapy with children and adolescents and family systems. No preference is given to candidates who subscribe to a particular theoretical framework, although candidates who are flexible in their orientation and open to suggestions regarding interventions are a better fit for the agency and the program. Intern candidates should have "good academic standing" in their program and must be recommended for internship on their APPIC application.

### Intern Selection Process

The initial screening process will begin upon receipt of all materials requested and submitted via the APPIC portal. Following the receipt and review of these materials, each selected applicant will be contacted for an in-person interview. Applicants who are invited for an interview will be notified by December 15<sup>th</sup>. Interns who are of minority or diversity group status and/or who are bilingual (Spanish preferred) are strongly encouraged to apply. The YOC strongly values diversity and applicants are encouraged to mention their diversity status and/or their interest in working with diverse and/or impoverished clients in their materials.

The pre-doctoral internship adheres to the Equal Employment Opportunity Plan of the Youth Opportunity Center. Training and development are enhanced in a setting where employees represent a wide range of diversity in such areas as race, gender, age, sexual orientation, and socio-economic background.

Questions regarding the status of your application, the application process, or the internship program should be directed to Dr. Nicole Eubank at [apa-internship@yocinc.org](mailto:apa-internship@yocinc.org) 765.289.5437 ext. 3351.

## **Stipend, Benefits, and Support**

The program is a one-year, full-time internship which takes place over 54 weeks. The internship begins in mid-July and ends on July 31<sup>st</sup> of the following year. The additional two weeks provide an overlap between internship classes in order for there to be proper transition of therapy cases, shadowing of the previous class of interns, and the fulfillment of necessary training requirements for employment in a Council on Accreditation (CoA) accredited residential facility. The program requires that each intern be in residence for the equivalent of 1 year of full-time training to be completed in no less than 12 months. The interns typically work between 35-45 hours a week, although at times during the year, interns may spend extra time to complete their duties, while at other times, less time may be required due to fluctuations in the census of the residential clients. Interns are expected to follow the policies and procedures of the agency and account for and plan for time off, as well as to ensure that their cases and clinical responsibilities are adequately covered in their absence. Over the course of the year, each intern must complete a minimum total of 2000 clinical hours with at least 25 percent of those hours served in direct contact with clients and/or their families.

### Financial Assistance

The YOC offers a salary of \$19,139 and provides health and dental insurance for individuals and/or dependents. Health insurance costs are shared by the YOC. Interns receive 24 paid days off, which includes sick, holiday, and vacation time and professional liability insurance. An on-site free clinic (Novia) is available to the interns and free generic medications are available, as prescribed by Novia physicians and nurse practitioners. Free name-brand prescriptions may be available by mail-order from Canarx. Discounts to the Muncie Area YMCA, Verizon Wireless, Vision Associates and other companies may be available. The YOC Wellness Department frequently offers incentive programs focused on wellness for interns who are interested in participating. Interns have access to YOC vehicles for travel to local and out-of-county courts or meetings. If off-site trainings or conferences are scheduled during the training year, the YOC pays for conference fees and provides transportation. Post-doctoral training opportunities may be available as some pre-doctoral interns stay on as employees to obtain post-doctoral training hours as paid employees of the YOC.

### Administrative Assistance

The Internship Program and YOC's Admission Department share an administrative assistant, who provides some clerical support to the internship program. Ms. Emily Robertson currently serves in this role and helps to coordinate activities for the program, order supplies for the interns, facilitate internship interviews, manage the application process, assist interns with agency policies and procedures, answer general questions and manage the diagnostic assessment billing process. Interns are generally expected to do their own case management, including calling their clients, scheduling appointments, photocopying and faxing reports, requesting records, and writing their own reports and letters. All interns have their own desk in a shared office space with other interns. Each intern is assigned to a computer with a shared local printer/fax. Most of the psychological assessment measures have computerized scoring/interpretation programs, which are kept in the interns' office.

## Current Supervisory Staff

Robin Kohli Psy.D., HSPP- Director of Psychological Services

Dr. Robin Kohli serves on the YOC's Executive Management Team, which is responsible for making organization wide decisions. Dr. Kohli graduated from Pepperdine University and has worked primarily in child/adolescent residential treatment since 1993. Dr. Kohli was trained in psychodynamic psychotherapy and family systems but prefers to integrate many theoretical orientations and interventions in her work. Dr. Kohli has interests in psychological assessment, forensic assessment, underprivileged "multicrisis" families, cross-cultural family systems, and child/adolescent psychopathology. Dr. Kohli is a member of the American Psychological Association and APA Divisions 53 and 44. She has worked as the Director of Psychological Services for the YOC since 2005.

R. Nicole Eubank, Psy.D. HSPP- Director of Internship Training

Dr. Eubank graduated from Argosy University in Washington D.C. and completed her pre-doctoral internship at the YOC in 2006. Since that time, she served as the Director of Counseling at the YOC, supervising the Master's and Doctoral level counselors throughout the organization. Dr. Eubank's clinical interests include domestic violence, group therapy, psychodrama, clinical supervision, child and adolescent psychotherapy and the integration of theoretical orientation into clinical work. Her theoretical orientation is integrative but she leans towards the use of Object-relations and CBT. She is the chairperson for the YOC's Cultural Diversity committee and the Best Practices Organizational committee. Dr. Eubank is also a member of the American Psychological Association.

## Life in Muncie

Muncie, Indiana is located in East Central Indiana and has a population of approximately 65,000. Ball State University (approximately 20,000 students) is located in Muncie, Indiana and the cost of living is comparably low to other cities with a major state university. Most interns prefer the convenience of affordable local housing during the internship year and recommendations about the various local options are available and offered to incoming interns. Interns can also choose to reside in the suburbs of Indianapolis, which are forty-five minutes from Muncie, as some interns prefer to commute from the Fishers/Noblesville area due to their preference for metropolitan life.

## Directions

**Address:** 3700 W. Kilgore Ave.  
Muncie, IN 47304

From Interstate-69 North, take the Daleville Exit to 32 East and follow State Road 32 through Daleville and Yorktown. The YOC is on the north (left) side of SR32 approximately 15 minutes from the I-69 Daleville exit. Park in the first lot on the left, Lot 1.

If coming Southbound on I-69, exit at Muncie (Route 332- W. McGalliard Rd.) and turn left (East). After approximately 10 minutes, turn Right at Tillotson. Head South on Tillotson until it dead ends into Kilgore. Turn Right on Kilgore. After approximately ½ mile, the YOC will be visible on the right hand side. Park in Lot 1.

Those wishing to verify the current APA accreditation status of the internship program at the YOC may contact the American Psychological Association, Office of Program Consultation and Accreditation, 750 First Street, NE, Washington, DC 20002-4242, telephone (202) 336-5979.