

# Youth Opportunity Center APA-Accredited Doctoral Internship Guide



# Overview

Founded in 1992, the Youth Opportunity Center (YOC) is a not-for-profit, Council on Accreditation (COA), residential treatment facility. It provides individual, family, and group therapy to approximately 180 residential youth and 100 outpatient clients who require intensive therapeutic services due to moderate to severe psychopathology or conduct-disordered behavior. The YOC has an operating budget of approximately \$22,000,000 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 have a meaningful impact on the world. The children that the YOC serves often come from families with limited resources. 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 nine residential cottages that provide specific programming (e.g., Emotionally-Dysregulated Youth, Sexually Maladaptive Boys, Conduct Disordered Youth, etc.), and DDID program. Children and adolescents who have been abused, neglected or adjudicated are court-ordered into placement at the YOC from multiple counties across the state of Indiana. Youth are placed with the YOC by the Department of Juvenile Probation, Department of Child Services, Department of Education, and Department of Corrections. Youth who have been placed at the YOC often present with severe emotional disturbances such as Posttraumatic Stress Disorder (PTSD), 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 doctoral Internship Program seeks to train interns to transform their educational knowledge into real world experience. The doctoral training program builds upon the Practitioner/Scholar model that encourages continued professional learning and personal growth by means of graded, sequential, and cumulative supervised practice and didactic instruction. While many of the interns have had excellent prior educational experiences and practicum opportunities, the doctoral internship is often the intern’s first immersion into the “real world” of severely disturbed children and youth and multi-crisis families. The 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 Competency Areas

The YOC doctoral Internship Program adheres to a model that consists of 7 core competencies plus ethical considerations. 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, 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 the post-doctoral level of functioning.

**Effective Intervention & Empirically Supported Treatments (ESTs)** – Interns are expected to develop the skills necessary 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 and competency is expected by the end of internship. 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 may be 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 “multi-crisis 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 a post-doctoral 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 20 clinicians and approximately 475 staff, few of whom have attained the educational level of the 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 month 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 give 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 selected 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 or Doctoral 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. 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 and 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 (Psych-info/Psych-articles) 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 YOC 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 “multi-crisis” families. Interns will need to demonstrate that they are actively examining and discussing issues of cultural or individual diversity as it applies to 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. Interns are also expected to demonstrate the ability to work with

others as part of an interdisciplinary team, take initiative and follow through on professional responsibilities, and be able to follow agency and regulatory policies and procedures.

## **Training Goals and Objectives**

**Goal #1:** Interns will develop competency in comprehensive psychological assessment, which is seen as a valuable tool to differentiate clinical diagnoses and make appropriate recommendations for treatment.

### **Objectives:**

- Intern scores cognitive, achievement and personality measures correctly.
- Intern understands validity/reliability of assessment instruments and selects appropriate tests for child/adolescent's developmental, cognitive, culture, and level of functioning.
- Intern uses measures correctly and does not deviate from standardization procedures unless forced to, and is able to explain concerns of validity due to deviations.
- Intern interprets assessment measures with accuracy and is able to explain results.
- Intern seeks out and incorporates multiple sources of information including records, staff/parent perspectives, etc.
- Intern is capable of and takes the initiative in querying more deeply in appropriate areas of concern (i.e. asks details about potentially abusive experiences, investigates symptoms in more detail, investigates risk concerns, etc.).
- Intern is able to formulate a reasonable hypothesis about the development of the problem behavior given the child's experiences.
- Intern is able to identify appropriate treatment goals and level of placement/services needed.
- Intern is able to adequately and appropriately explain testing feedback to child, parents, and placing agents.
- Intern meets assessment deadlines.

**Competencies Area:** Assessment and Diagnosis.

**Goal #2:** Interns will become proficient in conducting appropriate interventions and treatment plans for their therapy clients and the clients' families.

### **Objectives:**

- Interns will be able to conceptualize the client from an appropriate theoretical perspective in the context of the client's culture.
- Interns will set appropriate treatment goals and develop appropriate interventions for treating the individual and family, which are consistent with the client's reason for referral and the intern's theoretical conceptualization of the case.
- Interns will be able to prioritize treatment goals and write appropriate goals and objectives on treatment plans for their clients. The client's case notes must match the treatment plan goals and be consistent throughout.
- Family therapy goals should be well articulated and follow the intern's conceptualization of the client's problems, set within the context of the family system.

**Competencies Area:** Effective Intervention & Empirically Supported Treatments (ESTs) and Cultural and Diversity.

**Goal #3:** Interns will learn and demonstrate good rapport-building and therapy skills with diverse youth, families, and parents using Empirically Supported Treatments (EST's) and individualized and appropriate client-centered therapy techniques.

**Objectives:**

- Interns will demonstrate good therapeutic skills and/or improvement in their therapeutic skills over the course of the year
- Interns will demonstrate good crisis management skills with clients and families
- Interns will demonstrate flexibility in their ability to connect with a wide variety of clients and families and be able to change their approach or techniques according to how the client or family presents.
- Interns will demonstrate a thorough knowledge of empirically supported treatments for youth and families of various diagnoses and presentations and apply appropriate reasoning in selecting the appropriate treatment method.
- Interns will demonstrate awareness of individual and cultural differences and respond in a knowledgeable, sensitive, and non-judgmental manner.

**Competencies Area:** Effective Intervention & Empirically Supported Treatments (ESTs) and Issues of cultural diversity.

**Goal #4:** Interns are able to consult with others and present current and factual information through formal and informal presentations, feedback in court, meetings, and other professional settings.

**Objectives:**

- Interns will demonstrate good presentation skills in court and be able to clearly articulate the results of testing and progress/recommendations for treatment.
- Interns will be able to present clinical information to direct care staff and Master's level clinicians, keeping in mind the level of education of the audience and the type of information each professional needs to know.
- Interns will demonstrate confidence in participating in other professional settings such as school case conferences, treatment team meetings, psychiatric medication reviews, and other formal or informal settings.
- Intern will seek out and utilize current literature, research, and theory.
- When consulting and presenting, the intern will be culturally self-aware, aware of the client's culture, and be able to discuss cultural aspects when appropriate.

**Competency Area:** Consultation & Evaluation, Supervision, Scholarly Inquiry, Cultural Diversity, and Professional Issues and Ethics.

**Goal #5:** Interns are expected to be able to provide multicultural competent supervision..

**Objectives:**

- Intern is able to provide a safe and culturally affirming environment for supervision.
- Intern is able to integrate supervision theory in style of supervision.
- Intern is able to provide constructive feedback and guidance through the use of written and oral means.
- Intern conducts regular and productive supervisions.

**Competency Area:** Supervision and Cultural Diversity.

**Goal #6:** Interns are expected to understand the Ethical Principles of Psychologists and Code of Conduct and to develop a deeper appreciation and understanding of ethical decision-making.

**Objectives:**

- Interns will demonstrate an understanding and appreciation for the ethics, laws and regulations for psychologists.
- Interns will demonstrate sensitivity to and responsible handling of ethical issues in accordance with the ethical standards for psychologists.
- Interns will know his/her limits, will be able to determine when a client's needs exceed his/her capabilities, and will seek consultation or manage referrals as needed.
- Interns will be able to conscientiously execute duties and responsibilities in a professional manner

**Competency Area:** Professional Issues and Ethics

## 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 work up to and maintain a case assignment of 4 individual clients who are seen twice weekly, 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 on how to apply and monitor the behavioral plan, based on the clinical rationale. 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 Private Secure Treatment Facility (TASC) 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 TASC placement. Adolescents on this unit often present with such diagnoses as Bipolar I Disorder, Psychotic Disorders, Post-Traumatic Stress Disorder, Autism Spectrum Disorders, PTSD, Sexually Maladaptive Behaviors, 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, and emotionally dysregulated females and males.

**Supervision of Students** –The University of Indianapolis and Ball State University both 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 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 two-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, specific 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 eighteen to twenty 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 a licensed Psychologist. 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 are 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 interns have historically taught a nine-week class for parents of the residents. The classes are typically two hours per session and interns are required to teach two nine-week rotations 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 the end of internship. Interns are provided with an example of the evaluation form at the beginning of the internship year, when they complete the evaluations. 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 and diagnostic testing. 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 that occur on a weekly basis. 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.

***Work Responsibilities*** - An intern’s work load varies significantly from week to week (depending mostly on court hearings and report writing). However, students typically work between **40 and 45 hours per week**. Those hours tend to shorten throughout the year as interns become more efficient in report writing. On occasion an intern may work over 45 hours in one week. The YOC does NOT want interns to consistently work that many hours. Therefore, if a pattern of working more than 45 hours per week occurs, the supervisor will assist the intern with managing their workload and schedule to decrease hours. The YOC is a 24-hour a day facility, with administrative offices open from 8am to 5pm. Interns should be available during administrative hours. However, intern schedules can vary with approval from their supervisors. Interns are NOT expected to be on-call after hours. More information about intern schedules will be provided during applicant interviews.

The following is a breakdown of intern’s responsibilities and estimated time it requires to complete:

Individual therapy with clients = 4-5 hours per week  
Family therapy with clients and families = 4-5 hours per week  
Psychological Assessment/Report writing = 10-15 hours per week  
Individual Supervision = 2-3 hours per week  
Group Supervision = 2 hours per week  
Didactic Training = 2 hours per week  
Staffings/Conferences = 0-1 hours per week (Staffings occur every 30 days)  
Court Hearings = 0-3 hours (occur one or two times a month)  
Group Therapy = 2-3 hours per week  
Peer Supervision = 1 hour per week  
Planning/Case Management/Phone calls/Emails, etc. = 10-15 hours per week

**\*Please note** that interns would rarely, if ever, have all of these responsibilities to do in one week. (I.e. court hearing occurs approximately one or two times per month and the length of time required is dependent on the court's location.) Current interns will provide more information about their schedule and responsibilities during the on-site interview process.

## **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 November 15th.

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 YOC, the most highly rated candidates tend to come from APA-accredited Clinical Psychology Psy.D. and Ph.D. programs, although Counseling Psychology, School 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, personality assessment, conducting therapy with children and adolescents and preferably completed coursework in 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 18<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 experiences and/or their interest in working with diverse and/or impoverished clients in their materials.

The doctoral internship adheres to the Equal Employment Opportunity Plan of the YOC. 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. Robyn Nicole Eubank at [rubank@yocinc.org](mailto:rubank@yocinc.org) 765.289.5437 ext. 2214.

## **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 40-45 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 \$24,000 and provides professional liability insurance. Interns receive 24 paid days off, which include sick, holiday, dissertation and vacation time. Health insurance costs are shared by the YOC for individuals and/or family. An on-site, health care clinic (IU Health) is available to the interns providing that the intern participates in the YOC's health benefits program. Free, generic, medications are also available as prescribed by IU Health physicians and nurse practitioners. Free, name-brand, prescriptions may be available by mail-order. 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 residency training opportunities may be available as some doctoral interns stay on as employees to obtain post-doctoral residency training hours as paid employees of the YOC.

### **Administrative Assistance**

The Internship Program has an administrative assistant, who provides clerical support to the internship program. Ms. Tiffany Jones 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 clients, scheduling appointments, photocopying and faxing reports, requesting records, writing reports and letters. All interns have their own desk in a shared office space with other interns. Each intern is assigned a laptop computer with a shared local printer/fax. Most of the psychological assessment measures have computerized scoring/interpretation programs.

## **Current Supervisory Staff**

### **Robyn Nicole Eubank, Psy.D, HSPP- Director of Psychological Services**

Dr. Eubank graduated from Argosy University in Washington D.C. and completed her 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 as well as Director of Internship Training where she supervised the doctoral interns during their internship. Dr. Eubank's clinical interests include domestic violence, human trafficking, LGBTQI2-S, trauma, 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, APA Division 44 (Society for the Psychological Study of Lesbian, Gay, Bisexual, and Transgender Issues), and Indiana Psychological Association.

**Scott Bischoff, Ph.D., HSPP – Director of Internship Training**

Dr. Bischoff obtained his doctorate degree in Counseling Psychology with a concentration in Assessment from Ball State University in Muncie Indiana. He received his Master's degree from Indiana University–Purdue University Indianapolis. Dr. Bischoff has experience working in an array of different areas ranging from Counseling Mental Health, College Counseling Centers, to Psychiatric Hospital. Dr. Bischoff completed his APA accredited internship at Bowling Green Counseling Center. He also has experience working with Veterans in the Neuropsychology Department at Roudebush Veteran's Hospital. Dr. Bischoff has a special interest in Trauma and Substance Abuse. He is certified in Eye Movement Desensitization and Reprocessing therapy (EMDR). Dr. Bischoff is an adjunct faculty member at Ball State University and a private contractor with The Briarwood Clinic. Additionally, he is a member of the American Psychological Association, APA Division 17 and Division 51 (Masculinity).

**Dr. Gisselle McKell-Jeffers, Ph.D., HSPP – Staff Psychologist**

Dr. McKell-Jeffers was born and raised in the twin island republic of Trinidad and Tobago. She finished her undergraduate studies at Coppin State University located in Baltimore, Maryland. In Baltimore her passion for psychology and the Baltimore Ravens were ignited. During that time, Dr. McKell-Jeffers completed the Howard Hughes Summer Research Fellowship in the spatial cognition lab of the Psychology and Brain Sciences Department of Johns Hopkins University (JHU). Dr. McKell-Jeffers gained more research experience working in the Behavioral Pharmacology Research Unit at JHU before entering the Doctoral degree program in Clinical Psychology at Howard University located in Washington, D.C. During Dr. McKell-Jeffers' doctoral training she received practical experiences working with children, adolescents and families at the Kennedy Krieger Institute, Children's National Medical Center, D.C. Superior Courts, and several public schools. Dr. McKell-Jeffers completed her internship and postdoctoral training at the Youth Opportunity Center located in Muncie, IN where she continues to practice. She supervises practicum and doctoral students at the YOC. Dr. McKell-Jeffers utilizes elements of cognitive-behavioral therapy, behavioral therapy and family systems with her clients. She also conducts psychological and brief neuropsychological assessments of children and adolescents. Dr. McKell-Jeffers' research interests are in the affective, cognitive and physiological impacts of emotional and physical trauma on youth. Additionally, she is a member of the APA Division 35, section 351 (Society for the Psychology of Women—Section of Black Women).

## **Adjunct Research Faculty**

**Janay B. Sander, Ph.D., HSPP – Adjunct Psychologist**

Dr. Sander has had a collaborative relationship with the YOC in the role of (volunteer) adjunct research faculty since fall 2012. As part of her role she provides didactic training for the interns (roughly 10 trainings per year), topical seminars to the community at large and facility stakeholders, and consultations about program evaluation and using data to make decisions about client care. She is a licensed psychologist and an associate professor in Educational Psychology and teaches in the School Psychology (APA accredited) training program at Ball State University. She has expertise in research and in practice with juvenile justice populations, including addressing academic, emotional, and behavioral challenges. She has collected data using archival psychological assessment records at YOC, which she has made available to interns if they are interested in collaborating or conducting research at YOC. Recently she received a 3-year criminal justice researcher-practitioner partnership grant with YOC from the National Institute of Justice to offer a randomized control trial reading intervention to youth who are eligible, and this reflects her ongoing commitment to and partnership with YOC. She also serves as the Delaware County Data Work Group Chair for the Juvenile Detention Alternatives Initiative, which is a nationwide effort to incorporate data to guide policies and decisions in order to address racial/ethnic/gender disparity in use of detention for juveniles.

## **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 of proximity to metropolitan life.

## **Directions**

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

### **From the South**

Interstate-69 N toward Ft. Wayne

Take Exit 234 onto IN-32, IN-67 N toward Anderson, Muncie

Keep right for exit ramp to IN-32 toward Anderson, Muncie

Turn L onto W Main St/SR 32 E

Go approx 9.3 miles

YOC is on N side of Hwy 32

Entrance 1 for parking/entry to main building

### **From The North**

I-69 S toward Muncie

Take exit 241 onto IN-332 toward Muncie/Frankton

Turn L onto IN332 (W. McGalliard Rd) toward Ball State University  
Go 5.4 miles  
Turn R onto N Nebo Rd  
Go 2.6 miles  
Turn L onto W Kilgore Ave.  
Go 1.7 miles – YOC is on N side of Kilgore Ave (Hwy 32)  
Entrance 1 for parking/entry to main building

For more information about the YOC and the internship, visit  
<http://www.yocinc.org/careers/internship-training-program/>

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.