



**Youth Opportunity Center**  
APA-Accredited  
Doctoral Internship Guide  
2024 - 2025

## 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 and diagnostic testing to youth placed in the residential treatment facility, and the Delaware County juvenile detention center. Many of the youth served require intensive therapeutic services due to moderate to severe psychopathology or conduct-disordered behavior. 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 four residential cottages that provide specific programming (e.g., sexually maladaptive males, conduct disordered youth, severe emotional and behavioral youth, and human trafficking females), and an outpatient Family Preservation 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 doctoral 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., recorded session feedback in group supervision) and by supported guidance when learning new skills (i.e. in-vivo). 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 **9 core competencies** which include: Research, Ethical and Legal Standards, Individual and Cultural Diversity, Professional Values and Attitudes, Communication and Interpersonal Skills, Assessment, Intervention, Supervision, Consultation and Interprofessional/Interdisciplinary Skills. Doctoral interns must demonstrate

## I. Research

As future psychologists, doctoral interns are expected to be knowledgeable about current research. Per the requirements of CoA, interns are expected to demonstrate independence in critically evaluating research or other scholarly activities and disseminate research or other scholarly activities. To help interns achieve the aforementioned competency:

- Doctoral interns participate in weekly didactics in which selected journal articles, curriculum, or workbook assignments are assigned. Interns are expected to make time in their schedules to meet these expectations.
- Doctoral interns are expected to develop their own trainings for staff and/or counselors and are given an assignment to create one doctoral-level didactic training to present to their doctoral intern cohort. Interns are expected to integrate research and scholarly activities in these trainings.
- Doctoral interns conduct case presentations which includes raw and analyzed data to track outcomes and treatment progress.

In order to achieve this competency, doctoral interns are expected to seek out and use available research through online databases (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. Doctoral 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. Doctoral interns are also expected to develop their resourcefulness to seek out information as they become more independent over the course of the year.

## II. Ethical and Legal Standards

Ethical principles guide the practice of psychology and interns are expected to develop a deeper knowledge and understanding of the current version of the *APA Ethical Principles of Psychologists and Code of Conduct*, relevant laws, professional standards, recognize ethical dilemmas, apply ethical decision-making and conduct themselves in an ethical manner over the course of the internship year. To help interns achieve the aforementioned competency:

- Along with the Doctoral Internship Handbook, doctoral interns are provided with a copy of the current version of the *APA Ethical Principles of Psychologists and Code of Conduct* which they are encouraged to review and reference through the internship year.
- Doctoral interns participate in didactic trainings that have been developed to challenge the intern's ability to untangle complex ethical situations and use the *APA Ethical Principles and Code of Conduct* to develop reasonable solutions to real world problems.
- Doctoral interns are provided an opportunity to attend a Psychology Board meeting in which relevant business, discussions, and ethical violations are addressed before the Board. Therefore, doctoral interns are able to observe first-hand, consequences of ethical violations.
- Ethical situations are also integrated in discussions in individual and group supervision. Doctoral interns are encouraged to bring situations into discussions, including integrating

current client situations/events/news.

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. Doctoral 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. Doctoral interns are expected to consistently conduct themselves with the highest degree of ethics throughout the training year.

### **III. Cultural Diversity**

Cultural diversity is a vital competency area for developing psychologists and special attention is paid to this area within the internship. Doctoral interns are expected to demonstrate knowledge, awareness, sensitivity and skills when working with diverse individuals. To help interns achieve the aforementioned competency:

- Cultural Diversity is 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 and/or individual diversity as it applies to their assigned cases.
- Individual and group supervision provide opportunities to fuel discussions related to individual and group diverse factors as it relates to age, disability, ethnicity, gender identity, gender expression, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status.

Doctoral 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 in recorded assessment or therapy sessions. While many doctoral interns have had experience working with families of various diverse groups prior to the internship program, most have not worked extensively with court-involved, 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.

### **IV. Professional Values and Attitudes**

The YOC views doctoral interns as professionals and leaders, therefore they are expected to respond professionally in increasingly complex situations and with greater independence over time. To help interns achieve the aforementioned competency:

- Orientation to the YOC, group supervision, and individual supervision are utilized to address and reinforce professionalism in the work place and specifically as it pertains to the practice of psychology.
- Didactics on court testimony specifically addresses not only testimony, but also professional conduct by way of oral, written and visual presentation.
- Staff trainings, case presentations, diagnostic feedback meetings, team meetings and Student Support meetings provide opportunities throughout the training year for doctoral interns to demonstrate professionalism, leadership, progressive independence and hone the craft of oral clinical communication.

To obtain competency in professional values and attitudes the aforementioned is integrated in the training program. Doctoral interns are treated as professionals and are expected to reflect professional attitudes including cultural humility, integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others. Many opportunities exist throughout the internship year that require the highest standard of integrity and professional deportment as doctoral interns are responsible for their schedules, creating therapy and testing appointments, conducting intervention and assessment services within the standards of the field of psychology, but also interacting with staff, program leaders, members of the multidisciplinary team, and managers within the organization.

## **V. Communication and Interpersonal Skills**

Good communication and interpersonal skills are essential in the education, training and practice in psychology. It is crucial for doctoral interns to demonstrate foundational skills in these areas but also continue to grow in the written and oral communication styles, and interpersonal skills to work closely with clients, internal staff/team, and external clients/agencies that the YOC works closely with. To help interns achieve the aforementioned competency:

- Doctoral interns are introduced to various YOC teams during their orientation period. They are expected to maintain professional and effective relationships with peers, doctoral practicum students, supervisors, program staff, nursing/psychiatry, independent living, recreational, educational staff, and management.
- Doctoral interns are provided with daily opportunities to demonstrate professional oral communication with clients, parents, and staff. They play an important role in team meetings and diagnostic feedback meetings in providing informative, succinct and lay language that is tailored to their audience.
- Doctoral interns are provided with daily opportunities to demonstrate professional written communication through emails and written diagnostic reports throughout the internship year.

Obtaining competency in this domain is important for a doctoral intern's readiness for postdoctoral and ultimately independent practice post internship. While written and oral examples and samples are utilized and available to trainees, doctoral interns are trained to develop their own professional voice when communicating. They are supported in leading communication with team members, even when difficult information must be communicated. When needed, supervisors provide modeling opportunities for communication e.g. court testimony, sensitive information gathering in clinical interviews, and feedback to treatment teams. Supervisors utilize one-on-one and group times to explore scenarios, dissect situations through perspective taking, integrating knowledge of culture and systems that may influence the situation, and effective strategies to manage difficulties.

## **VI. Assessment**

Doctoral 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. 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. Therefore, assessment training and development is seen as a cornerstone competency. To help interns achieve the aforementioned competency:

- Doctoral 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.
- Doctoral interns are expected to demonstrate increasing improvement in their ability to select assessment measures, accurately score and interpret psychological 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 and report writing. A developmental approach to allow for observation, application, and assessment is incorporated to build competence in areas of assessment that doctoral interns are less familiar with.
- 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. In addition to the aforementioned elements, doctoral interns also learn about providing court testimony in juvenile hearings for DCS and probation. By the end of the year, interns are expected to have strongly developed skills in assessing youth and adults who are referred for court-ordered psychological assessments and to be at the post-doctoral level of functioning.

## **VII. Intervention**

Doctoral interns are expected to achieve competence in providing evidence-based interventions to successfully conduct individual, family and group therapy, and to incorporate best practices and theoretical perspectives consistent with the client's diagnosis and presentation. To help interns achieve the aforementioned competency:

- Doctoral interns will have opportunities for individual and group therapy interventions within the school systems. Interns will receive didactical training on providing therapy in the school system and how this varies from residential, thereby allowing interns to develop an understanding of how to modify interventions based on these and other client variables.
- Doctoral interns will also have opportunities for individual and group therapy interventions at the Delaware County Juvenile Detention Center.
- Doctoral interns may also provide supplemental therapeutic supports to residents in the cottage programs and PROMISE.
- 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 to their clinical decision-making pertaining to symptom presentation, diagnosis and effective interventions. Interns will be able to recognize situations and clients that would benefit from the implementation of various empirically supported treatments.

Through these experiences, it is understood that interns will have a variety of experiences regarding evidence-based interventions, therefore growth and competency is expected by the end of internship. 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. 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, doctoral 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.

## **VIII. Supervision**

Training effective supervisors who are able to maintain a high standard of practice is critical for the integrity of the field of health service psychology. Doctoral interns are seen as role models for their peer supervisees

and staff. The supervision competency area encompasses the doctoral interns' participation in their own supervision as well as their participation as supervisors of Master's or Doctoral level practicum students within the organization. Both simulated and observational evaluations are used as supervision tools. To help interns achieve the aforementioned competency:

- As supervisors, doctoral interns will develop a supportive and appropriate relationship with their supervisees and integrate supervision theory into the supervision they provide, as witnessed through recorded supervision sessions when available.
- A comprehensive series of didactics is provided to the doctoral 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, feedback 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 including personal issues related to therapy (e.g. countertransference), and to respond appropriately to constructive criticism. Doctoral interns learn to use supervision to improve their understanding of clinical case material and their skills in assessment and treatment.

## **IX. Consultation & Interpersonal/Interdisciplinary Skills**

Doctoral interns are encouraged to envision themselves in a variety of roles as future psychologists. In their new roles at the YOC, doctoral interns are expected to be able to provide effective peer consultation and collaboration, with the psychiatrist, nursing team, licensed masters-level clinicians, program managers and their staff in an effort to share knowledge, address a problem, or promote effective implementation of clinical/behavioral skills. To help interns achieve the aforementioned competency:

- Doctoral interns develop at least one clinical training to provide to the staff and their colleagues.
- Doctoral interns provide parenting classes and through this experience provide supportive care and consultation with parents in the community.
- Doctoral interns are introduced to the juvenile court system during their first month through observation of juvenile court. They are taught about the juvenile system and encouraged to practice court testimony during supervision. 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. One such didactic occurs yearly with the local juvenile magistrate.
- During school case conferences and other settings, doctoral interns are expected to assist treatment teams in understanding the nature of a client's emotional concerns and assist the team in developing plans and modifications of plans to assist the client in making progress.
- Doctoral 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.

By the end of the internship year, competency in this domain will be reflected in the doctoral intern's comfort with providing consultation and collaboration with various individuals, from their clients, to parents, staff members, program leadership, school teams, and other members of a youth's treatment and student support teams at school. The doctoral intern should be able to effectively provide court testimony regarding the outcomes of diagnostic assessments and their professional opinion about specific clients and their treatment. Doctoral 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 improvements at the YOC.

# Training Goals and Objectives

Doctoral interns are expected to meet the following goals to demonstrate competency at an Advanced Intern/Postdoctoral Resident level. Doctoral interns are rated on a scale of 1 – 5, with 5 indicating little need for supervision as the doctoral intern is able to function independently due to substantial exposure, experience and demonstration of the following objectives.

- I. **Research:** Trainees who successfully complete the program demonstrate knowledge, skills, and competence sufficient to produce new knowledge, to critically evaluate and use existing knowledge to solve problems, and disseminate research.
  1. Doctoral intern can effectively source and evaluate research or scholarly literature and activities (e.g. case conferences, presentations, publications)
  2. Doctoral intern shows awareness of current research, scholarly literature, and theories on applicable clinical topics (e.g. evidence-based treatments)
  3. Doctoral intern is able to critically analyze and disseminate research/scholarly literature and theories.
  
- II. **Ethical and Legal Standards:** Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training.
  1. Doctoral intern demonstrates an understanding of ethics, laws, and regulations for psychologists outlined in the current version of the APA Ethical Principles of Psychologists and Code of Conduct and relevant professional standards and guidelines.
  2. Doctoral intern demonstrates an understanding of relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal level.
  3. Doctoral intern is able to recognize ethical dilemmas as they arise and apply ethical decision-making processes to resolve the issue.
  4. Doctoral intern interacts ethically, effectively, and professionally with staff and colleagues both within and external to the organization.
  
- III. **Individual and Cultural Diversity:** Trainees develop the ability to conduct all professional activities with sensitivity to human diversity, including the ability to deliver high quality services to an increasingly diverse population. They must demonstrate knowledge, awareness, sensitivity, and skills when working with diverse individuals and communities who embody a variety of cultural and personal backgrounds and characteristics.
  1. Doctoral intern understands how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
  2. Doctoral intern understands current theoretical and empirical knowledge in diversity as it applies to providing clinical services, research and training.
  3. Doctoral intern integrates their awareness and knowledge of cultural differences in their professional conduct.
  4. Doctoral intern applies a framework for working effectively with individual and cultural diversity.
  5. Doctoral intern works effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict

with their own.

**IV. Professional Values and Attitudes:** Trainees respond professionally in increasingly complex situations and with greater independence across levels of training.

1. Doctoral intern behaves in a way that reflects the values and attitudes of psychology, including cultural humility, integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
2. Doctoral intern engages in self-reflection regarding one's personal and professional functioning, engages in activities to maintain and improve performance, well-being, and professional effectiveness.
3. Doctoral intern actively seeks and demonstrates openness and responsiveness to feedback and supervision.
4. Doctoral intern responds professionally in increasingly complex situations with a greater degree of independence as they progress across training levels.

**V. Communication and Interpersonal Skills:** Trainees effectively and professionally respond and demonstrate a high level of communication and interpersonal skills across expected competencies.

1. Doctoral intern develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and clients.
2. Doctoral intern demonstrates a thorough understanding of professional language and concepts; engages in communication that is informative and well-integrated.
3. Doctoral intern demonstrates effective interpersonal skills and the ability to manage difficult communication well.

**VI. Assessment:** Trainees demonstrate competence in conducting evidence-based assessment consistent with the scope of health service psychology.

1. Doctoral intern demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
2. Doctoral intern demonstrates an understanding of human behavior within its context (e.g. family, social, societal and cultural).
3. Doctoral intern demonstrates the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
4. Doctoral intern selects and applies assessment methods that draw from the empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
5. Doctoral intern interprets assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
6. Doctoral intern communicates findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences (i.e.

clients, parents, Placing Agents, courts).

**VII. Intervention:** Trainees demonstrate competence in evidence-based interventions consistent with at the scope of health service psychology. Interventions may be derived from a variety of theoretical orientations and provided to individuals at an individual, family, group or other system.

1. Doctoral intern establishes and maintains effective relationships with the recipients of psychological services.
2. Doctoral intern develops evidence-based intervention plans specific to the service delivery goals.
3. Doctoral intern implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
4. Doctoral intern demonstrates the ability to apply the relevant research literature to clinical decision making
5. Doctoral intern modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking.
6. Doctoral intern evaluates intervention effectiveness and adapts intervention goals and methods consistent with ongoing evaluation.

**VIII. Supervision:** Trainees demonstrate competence in mentoring and monitoring trainees in the development of competence and skill of clinical and professional practice, and are able to effectively evaluate those skills.

1. Doctoral intern applies their supervisory knowledge in direct or simulated practice with psychology trainees, or other health professionals (e.g. role-played supervision with others, and peer supervision).
2. Doctoral intern applies the supervisory skill of observing in direct or simulated practice.
3. Doctoral intern applies the supervisory skill of evaluating in direct or simulated practice.
4. Doctoral intern applies the supervisory skills of giving guidance and feedback in direct or simulated practice.

**IX. Consultation and Interprofessional/Interdisciplinary Skills:** Trainees demonstrate competence in consulting and interprofessional and interdisciplinary skills through collaboration with professionals in health service psychology and other individuals or groups to address a problem, seek or share knowledge, or promote effectiveness in professional activities.

1. Doctoral intern demonstrates knowledge and respect for the roles and perspectives of other professions.
2. Doctoral intern applies the knowledge of consultation models and practices in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior.

# Training Components

## Orientation

The YOC training program begins with a 2-week orientation to the YOC organization which includes specific training in Safe Crisis Management (SCM Emergency Safety Physical Interventions), 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, detention center, schools etc. During this time, doctoral 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

**Rotations** – The internship consists of two rotations; The Diagnostic Testing rotation, and The Therapy rotation. Both rotations are completed concurrently although the diagnostic rotation begins first and the therapy rotation begins with the start of the Muncie Community School year in August.

### *The Diagnostic Rotation*

The diagnostic rotation is a year-long experience in which doctoral interns conduct comprehensive diagnostic testing for youth in residential placement and youth and adults (i.e. parenting assessments) in outpatient. Doctoral interns spend approximately 80% of their time conducting assessments of youth and parents during the internship year. Psychological assessment is an integral part of the internship experience, as interns will be expected to conduct and write approximately sixteen comprehensive psychological assessment reports each year. Diagnostic reports reflect the collection and integration of relevant clinical data from multiple sources.

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.

### *The Therapy Rotation*

The therapy rotation is a year-long experience in providing individual, group and family (if available) therapy in Muncie Community Schools, the Delaware County Juvenile Detention Center and supplemental supports in the YOC’s residential cottage programs (i.e. GEMS, TEAM) or the PROMISE program. The primary service delivery for doctoral interns occurs in a middle and high school located in Muncie. Doctoral interns will complete approximately 4 hours of weekly face-to-face intervention hours, which includes individual and group therapy. Residentially, doctoral interns may have opportunities to provide services in the JDC in the form of crisis and group therapy. There may also be opportunities to supplement interventions to youth in the cottage and PROMISE programs; the cottage programs house youth with emotional dysregulation, and conduct problems. The PROMISE program is a psychiatric 28-bed capacity unit that houses youth with more severe mental health needs. Children and Adolescents on this unit may 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.

### Therapeutic Caseload: Muncie Community Schools

During the 2024 – 2025 training year, doctoral interns will have the ability to provide clinical supports to students attending Muncie Community Schools (i.e. Southside Middle School and Central High School). Each doctoral intern is expected to work up to and maintain a case assignment of approximately 3 individual clients who are seen once weekly, and conduct small therapeutic groups weekly. As the provider of individual and/or group therapy, the doctoral intern is responsible for providing evidence-based interventions, documenting client progress and communicating client progress to the treatment team/Case Conference Committee. Professional contact within the school, referring entities, client’s family, and attendance at Case Conference Meetings. When/if a problem is identified, the doctoral intern is expected to develop an effective plan using clinical resources and team input.

### Therapeutic Caseload: Delaware County Juvenile Detention Center

Doctoral interns may also have the ability to provide clinical supports to youth placed at the Delaware County Juvenile Detention Center (JDC) located on the YOC campus. Doctoral interns do not maintain a caseload but may be called upon to respond to the crisis needs within the JDC. Doctoral interns may assist with the management of clinical crises through providing face-to-face clinical evaluations to assess for risk to self/others. Through this experience doctoral interns are able to acquire crisis management skills with the support of their supervisor. Doctoral interns may also have the opportunity to provide therapeutic skills group in the JDC if the need arises.

### Therapeutic Caseload: YOC Campus

Doctoral interns may also have the ability to provide supplemental clinical supports to youth placed in residential programs at the YOC. If this opportunity is available, doctoral interns will work with mental health counselors in providing supplemental clinical supports to youth. The population that doctoral interns work with align with their goals for the internship year. For example, if a doctoral intern wishes to gain more experience with conduct disordered girls, they work closely with the counselors and program staff in the GEMS program to provide skills-based supports through structure groups or individual therapy.

## ***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, or through recorded sessions. 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 doctoral intern's evaluation to help the doctoral interns learn to provide more effective supervision. Additionally, as supervision is an identified competency training area of the doctoral internship program, specific didactic training on providing effective supervision is included. 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.

## ***Court Testimony***

Historically, as the majority of YOC residents are court-ordered into placement, doctoral interns are required to attend court hearings for their assigned clients throughout the course of the year. However, since the onset of the COVID-19 pandemic, courts have greatly reduced their requests for testimony. Despite this change, the program still prepares doctoral interns to testify for both their therapy and diagnostic clients. Didactics, individual and group supervision are utilized to ensure the doctoral intern feels competent and comfortable in this role. Doctoral 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 and surrounding community. The classes are offered freely to parents referred through the Department of Child Services and Juvenile Probation. The classes are typically two hours per session and interns are required to teach one of the four nine-week rotation of parenting classes offered for the internship year. Due to the COVID-19 pandemic, this class has been offered remotely. A remote option will continue to be offered to assist those parents who live further away. Doctoral 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 a self-evaluation form at the beginning of the internship year. 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, doctoral 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 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:

Activity/Service	Time Estimate (per week)
Individual therapy with clients	4 – 5 hours
Family therapy with clients and families	0 – 1 hour
Group therapy	2 – 4 hours
Psychological Assessment/Report writing	10 – 15 hours
Individual Supervision	2 – 3 hours
Group Supervision	2 hours
Didactic Training	2 hours
Staffings/School Conferences	0 – 1 hours (once per 90 days/ once per year)
Court Hearings	0 – 3 hours (once per month)
Peer Supervision	1 hour
Planning/Case Management/Phone calls/Emails, etc.	10 – 15 hours

## Sample Schedule for Doctoral Interns

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 9:00	Phone Calls/Emails	Phone Calls/Emails	Phone Calls/Emails	Phone Calls/Emails	Phone Calls/Emails
9:00 - 10:00	Individual Supervision	Individual Counseling	Testing/Court	Group Supervision	Individual Supervision
10:00 - 11:00	Case Planning/ Clinical Staffings	Individual Counseling	Testing	Group Supervision	Case Planning
11:00 - 12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:00 - 1:00	Testing/Report Writing	Individual Counseling	Testing/Report Writing	Didactic	Testing/Report Writing
1:00 - 2:00	Testing/Report Writing	Group Counseling	Testing/Report Writing	Didactic	Testing/Report Writing
2:00 - 3:00	Testing/Report Writing	Group Counseling/Team Meeting	Testing/Report Writing	Team Meeting/ Case planning	Testing/Report Writing
3:00 - 4:00	Testing/Report Writing	Clinical Documentation	Clinical Planning	Peer Supervision	Clinical Documentation
4:00 - 5:00	Clinical Documentation	Clinical Documentation	Phone Calls/Emails	Clinical Documentation	Phone Calls/Emails

# Application Process

## Intern Selection Requirements

The internship program accepts applications from students who have clinical intervention 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/non-directive 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. In-person and video-conference interview are offered. Doctoral intern candidates will have the option to choose which format of interview they prefer. 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 for the 2025 – 2026 internship class is December 1<sup>st</sup> 2024.

## 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 School Psychology, Counseling Psychology, and Educational Psychology students are also given high consideration. Students who wish to consider YOC's doctoral internship program should ensure that they have sought out practicum experiences 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. Candidates should be familiar with evidenced-based interventions and therapy models. Doctoral 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. Each application is carefully reviewed and scored, and selected applicants will be contacted for an interview. **Applicants who are invited for an interview will be notified by December 15<sup>th</sup> 2024.** Both in-person and video-conference interview options will be provided. Candidates will meet with psychology faculty and adjust research faculty who will conduct interviews. Those who have opted for in-person interviews will also receive a tour of the YOC facility and have lunch with faculty and current interns. Candidates will have an opportunity to ask questions of current doctoral interns and YOC employees during their visit to the YOC campus. Candidates who are unable to be present for an in-person interview will

receive the emails of current doctoral interns. In order to be ranked for the internship program, candidates must have experience conducting individual therapy with children and adolescents. Note: in-person interviewees are not at an advantage over video-conference interviewees. **All candidates are assessed equally.**

Interns who are of minority or diversity group status and/or who are bilingual 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.

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

Questions regarding the status of your application, the application process, or the internship program should be directed to Dr. Jessica Simpson at [jsimpson@yocinc.org](mailto:jsimpson@yocinc.org) or Dr. Gisselle McKell-Jeffers at [gmckell-jeffers@yocinc.org](mailto:gmckell-jeffers@yocinc.org) or 765-289-5437.

## Stipend, Benefits, and Support

The program is a one-year, full-time internship which takes place over 54 weeks. The doctoral internship begins on July 15<sup>th</sup> 2024 and ends on July 31<sup>st</sup> 2025. The additional two weeks provide an overlap between internship classes in order for there to be proper transition of diagnostic and 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 doctoral intern be in residence for the equivalent of 1 year of full-time training to be completed in no less than 12 months. The doctoral 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 referrals of diagnostic cases and the therapy service needs within Muncie Community Schools. Doctoral 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% of those hours served in direct contact with clients and/or their families. 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.

### Financial Assistance

The YOC offers a salary of \$30,000 and provides professional liability insurance. Doctoral Interns receive 24 paid days off, which include sick, holiday, dissertation and vacation time. YOC offers health insurance that also covers vision and dental insurance. Health insurance costs are shared by the YOC for individuals and/or families. 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. YOC also offers discounted membership to the local YMCA for all employees.

## **Administrative Assistance**

The Doctoral Internship Program has an administrative assistant, who provides clerical support to the internship program. The clerical person helps to coordinate activities for the program, order supplies for the doctoral 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. Doctoral 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. Doctoral 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 machine. Most of the psychological assessment measures have computerized scoring/interpretation programs which are either accessible through web-based scoring systems or are located on a designated scoring computer available to doctoral interns, doctoral practicum students and contract testers.

## **Current Supervisory Staff**

### **Dr. Jessica Simpson, Psy.D., HSPP – Director of Internship & Diagnostic Services**

Dr. Jessica Simpson was born and raised in the Indianapolis-area. She attended Indiana University- Purdue University- Indianapolis (IUPUI) to earn her undergraduate degrees in Psychology and Spanish. Prior to attending graduate school, she worked with individuals with autism for a couple of years, and volunteered in a research lab. Dr. Simpson then attended University of Indianapolis (UIndy), where she gained practicum experience working in both private practice and detention. She completed her dissertation on an evaluation of a life skills program in South Africa. Dr. Simpson spent her final graduate school practicum and her pre-doctoral internship at Youth Opportunity Center. During her post-doctoral internship, she gained further experience in private practice, school, residential, and detention settings. After she obtained her license, she worked in a combined residential and community mental health center, before returning to the Youth Opportunity Center as the Director of Internship and Diagnostic Services. Dr. Simpson is a licensed clinical psychologist who is passionate about working with and advocating for underserved youth in the criminal justice and child services systems. She utilizes a trauma-informed and strength-based lens when conceptualizing psychodiagnostic assessment and therapy clients. Dr. Simpson implements multiple forms of treatment interventions in working with clients, including Motivational Interviewing (MI), Trauma-Focused Cognitive Behavioral Therapy (TF-CBT), and Eye Movement Desensitization and Reprocessing (EMDR) techniques.

### **Dr. Bobby Hatfield, Ph.D., HSPP – Psychologist**

Dr. Bobby Boyd Hatfield, Jr. is a proud, life-long resident of Muncie, Indiana. He has been supporting the Muncie Community as a licensed psychologist for approximately 30 years. One of the many things that sets Dr. Hatfield apart from others is his diverse work experiences in the mental health field. His greatest passion is working with families and children in the community and facilitating programs supporting social and emotional development. Dr. Hatfield is a positive force in any setting and he leads with his tireless energy to encourage others to work hard and succeed. With Dr. Hatfield, the mindset of “We before me” is always a focal point. Dr. Hatfield is inspired daily by the resilience and brave children he works with, his wife of 26 years, their 6 children and 4 amazing granddaughters. In his free time, Dr. Hatfield enjoys directing youth sports programs and working on his farm.

### **Dr. Gisselle McKell-Jeffers, Ph.D., HSPP, CSAYC – Psychologist (part-time)**

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 and doctoral degree in Clinical Psychology at Howard University. 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 in the Baltimore and D.C. area. Dr. McKell-Jeffers completed her internship and postdoctoral training at the YOC, where she went on to become a staff psychologist and then Chief Clinical Officer. Dr. McKell-Jeffers continues to provide clinical support, and supervision to and support for psychology residents, doctoral interns and practicum students at the YOC, while also maintaining a caseload of clients in private practice in Muncie, IN. Dr. McKell-Jeffers is a licensed psychologist who 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, and supervises diagnostic evaluations of psychology students. When she is not practicing, she is spending time with her family, preferably on a soccer field cheering on her two sons.

## **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.

### **Tayla Lee, Ph.D., HSPP – Adjunct Psychologist**

Tayla T.C. Lee, PhD, HSPP (she/her) has a collaborative relationship with the YOC in the role of (volunteer) adjunct research faculty. She is an Associate Professor of Psychological Science at Ball State University. Dr. Lee received her PhD in clinical psychology from Kent State University and completed post-doctoral training at Indiana University – Bloomington. Dr. Lee's research investigates cognitive and personality mechanisms influencing externalizing disorders, as well as individual differences explanations for comorbidity between internalizing and externalizing problems. She also studies psychological assessment processes and instruments, especially the validity of scales from the Minnesota Multiphasic Personality Inventory family of instruments (i.e., MMPI-2-RF and MMPI-A-RF). Dr. Lee and her colleagues recently published a book on the MMPI family of instruments. Dr. Lee is an associate editor for the *Journal of Personality Assessment* and a consulting editor for *Assessment* and the *Journal of Clinical Psychology in Medical Settings*. She was also recently elected treasurer for the Society for Personality

Assessment. At Ball State, Dr. Lee teaches graduate and undergraduate courses in psychopathology, psychological assessment, and quantitative methods. She routinely conducts professional workshops in these areas, as well. Dr. Lee has extensive clinical experience in psychological assessment of adolescents and adults. She is a licensed psychologist in the state of Indiana and maintains a private practice conducting forensic assessments.

## 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/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.