



Biola Counseling Center (BCC) at Biola University APA-Accredited Doctoral Internship in Health Service Psychology

The Setting

Rosemead School of Psychology was independently founded in 1968 to train clinical psychologists from a Christian perspective. In 1977, Rosemead merged with Biola University moving its practitioner-based Psy.D. and research-grounded Ph.D. programs in clinical psychology onto Biola's La Mirada campus. Both academic programs were accredited by the American Psychological Association (APA) in 1980 and have received continuous accreditation, including the most recent in 2013 for a full seven years. In 2000, Rosemead founded the Institute for Research on Psychology and Spirituality (IRPS) to promote research on the interrelationships between psychology, theology and spirituality. The Rosemead School of Psychology mission is to produce graduates who can integrate the science and practice of psychology with Christian theology, and who are prepared to meet the psychological needs of the world in general and the Christian community specifically through professional service and scholarship.

Rosemead School of Psychology is one of six schools that make up Biola University. Rosemead has a large undergraduate psychology major, two APA-accredited doctoral programs, IRPS, Biola Counseling Center (BCC), and it publishes the *Journal of Psychology and Theology*. The university has approximately 4500 undergraduates and 2000 graduate students in a variety of programs. The mission of Biola University is biblically centered education, scholarship and service—equipping men and women in mind and character to impact the world for the Christ. Biola's objective is that every student learns Christ-like character and intellectual, technical and relational skills to serve as leaders, role models, and competent professionals who are empowered to think and practice from a Christian worldview in their fields of service.

History of Clinical Training at the Biola Counseling Center

From its inception, Rosemead School of Psychology provided professional psychological services to diverse populations in its surrounding Los Angeles community and churches through an on-site, practicum-level training clinic. Rosemead's doctoral students received supervised clinical experience in long-term, psychodynamic psychotherapy from an integrative Christian perspective at this clinic. When Rosemead merged with Biola University in 1977, Rosemead's training clinic became the Biola Counseling Center (BCC) where its doctoral students continued to train for clinical practice from a Christian worldview. Since 1998, BCC has been located on the second floor of the Biola Professional Building, which is a few blocks from the edge of campus. Today, BCC serves the mental health needs of Biola University, the church, and the broader community through provision of ongoing academic and clinical training, psychological services, and community outreach.

The Program

Building on the center's 45 year legacy of providing clinical training at the practicum level, Biola Counseling Center initiated plans to expand into doctoral internship training. BCC's Internship Training Director came in late Fall 2012 to design a rigorous and robust internship training program, and to recruit BCC's first intern class. Launched August 1, 2014, the Biola Counseling Center Doctoral Internship was approved for APPIC Membership on October 7, 2014 (member #2263). Immediately following the launch, work began on our APA Self-Study, which was submitted in May of 2015. APA conducted a site visit at BCC in Fall of 2015 and the BCC Internship in Health Service Psychology was granted initial APA-Accreditation effective November 6, 2015.

BCC is now accepting applications for four full-time, APA-accredited doctoral internship positions. BCC's four full-time doctoral internship positions are partially affiliated with the Rosemead School of Psychology doctoral programs. Qualified Rosemead candidates are given preference in ranking order for two of the four positions. Qualified candidates from other doctoral programs are also considered and ranked and are encouraged to apply.

The Biola Counseling Center offers a wide range of psychotherapeutic and psychological testing services to Biola University undergraduate and graduate students as well as serving adult individuals, couples, families and children from the University's faculty/staff and community residents in its surrounding cities. Thus, a significant strength of the BCC doctoral internship lies in the opportunity to receive supervised experience in both clinical and counseling psychology. These experiences include: short and long-term psychotherapy with university students and community clients, couples and families; group psychotherapy; personality, psycho-diagnostic, and psycho-educational assessment; on-call/emergency and crisis services; provision of supervision to practicum students; and campus outreach and consultation.

At BCC interns function as professionals in training and are considered an integral part of the staff. BCC is the primary resource for individual therapy for the University's enrolled students, both residential and commuter. Students seeking services come with a wide range of presenting concerns from normative developmental issues (e.g., transitional struggles, individuation, relationships, identity development and cultural adjustment) to more serious or longstanding issues (e.g., depression, anxiety, eating disorders, trauma, self-harming behavior, family of origin issues). BCC also seeks to be a comprehensive campus resource providing process-oriented and psycho-educational group therapy, outreach/prevention/wellness programming, and drop-in consultation and referrals for students, faculty, and staff.

APA Accreditation

Our internship program is accredited by the American Psychological Association. Any inquiries regarding the accreditation status of our internship training program should be directed to the Commission on Accreditation at the following address.

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE
Washington, DC 20002
Phone: (202) 336-5979

Internship Training Philosophy and Model

BCC's internship training program focuses on the development of clinical and multicultural competence while fully integrating a Christian understanding of God and humanity. Interns enter any training program with a foundation of theoretical and clinical knowledge and skills from their academic programs and practicum experiences. Interns also bring a complex set of personal characteristics and diverse cultural and group memberships to the training process. Over the course of the training year, interns build on their existing knowledge and strengths, acquire new culturally-responsive, spiritually integrated clinical competencies, and implement these developing competencies in supervised practice.

The BCC internship training program embraces a reflective practitioner-scholar training model. We emphasize the integration of scientific findings (e.g. evidence-supported treatments) into clinical practice, and place high value on the importance of self-reflection, critical thinking, ethics, and spiritual integration in the practice of professional health service psychology. We bring an intellectual rigor to the practice of therapy and an unwavering reflection upon that practice through supervision and didactic seminars.

BCC's internship training program incorporates a deep and abiding respect for and understanding of cultural and individual diversity, which is part of the psychological and theological foundation of Rosemead's doctoral programs and Biola University. A particular strength of BCC's training program is that interns work integratively with psychological and spiritual facets of human experience, enhancing competence in conducting therapy with religiously committed clients. Interns are also expected to consider their own religious beliefs and experiences in the context of their clinical training in order to be well-prepared to provide culturally-responsive services to clients diverse in culture as well as personal characteristics.

The internship year is an opportunity for professional growth and personal, spiritual integration. BCC seeks to provide a learning environment where interns develop the competence and professionalism necessary to transition from graduate psychology students into entry-level professional health service psychologists. Individualized attention to the professional needs of our trainees, and frequent opportunities for trainees to meet and exchange ideas with each other and with training staff, contribute substantially to the development of a more mature, integrated professional identity.

BCC provides its interns a carefully designed structure of training events and experiences, including practical seminars and instruction in evidence-based treatments, ethics, multicultural competence, and spiritual integration. Another primary vehicle for learning is the direct provision of clinical care under intensive supervision by experienced, integrative practitioners. BCC also supports interns' growth via mentoring, discussion of professional identity development, and practical support (e.g. funding and time for conferences and professional development activities). Interns gain exposure to the many roles and responsibilities of a health service psychologist in a university and a community counseling center, which provides a strong foundation for future work in either setting.

Goals & Objectives

BCC employs a structured, experiential pedagogical approach with gradual exposure to increasing levels of professional responsibility. A comprehensive series of learning tasks, experiences and activities are designed to meet the following goals and objectives:

Goal 1: To produce professional health service psychologists equipped to practice ethically, reflectively, and collaboratively in clinical settings.

Objective A: At the completion of their training, BCC interns will embody a professional identity that integrates psychological understanding, attitudes and values with a Christian worldview.

Objective B: At the completion of their training, BCC interns will possess professional attitudes and interpersonal skills that enable them to relate effectively, meaningfully, and sensitively with a wide range of diverse clients, colleagues and communities.

Goal 2: To produce professional health service psychologists equipped to practice scientifically, integratively, and responsively in clinical settings.

Objective C: At the completion of their training, BCC interns will possess empirical knowledge and clinical skills that enable them to alleviate psychological suffering among a wide range of diverse clients and communities.

Objective D: At the completion of their training, BCC interns will possess theoretical knowledge and relational skills that enable them to monitor and enhance the professional functioning of diverse colleagues.

Objective E: At the completion of their training, BCC interns will possess consultation, education and advocacy skills that enable them to promote individual and community health and well-being within diverse organizations.

Description of Internship Activities & Clinical Services

Interns are exposed to and participate in the many functions and service delivery areas common to a University counseling center as well as a community counseling setting.

Intake Assessment, Diagnosis & Treatment Planning

BCC considers assessment and diagnosis of incoming clients to be a key part of the first stage of treatment. During these appointments, BCC clinicians meet with clients to develop an initial assessment that clarifies the presenting problem(s), evaluates the severity of the problem(s), and determines the most appropriate, evidence-based interventions. Intake assessment is expected to lead to the development of a working DSM-5 diagnosis, discussion of disposition and treatment options with the client, and treatment planning.

Intake sessions for student clients, which are 90 minutes and scheduled by appointment only, are mostly conducted by practicum trainees who are supervised by interns. Intake assessment with community clients can take place over the course of several 50 minute sessions. Interns learn to assess symptoms and functioning using clinical interviews, a symptom checklist (OQ-45), and a personality inventory (MMPI-2). In addition, BCC interns become familiar and competent in evaluating clients' needs for psychopharmacological interventions and making proper referrals.

Individual Therapy

BCC specializes in the provision and training of psychotherapy, particularly long-term and brief psychodynamic psychotherapy. Training also emphasizes implementing other evidence-based treatments, such as CBT, DBT or relaxation training, whenever appropriate. Interns provide individual therapy to students as well as to community clients. Treatment may be brief and solution-focused or more extensive long-term work, based on the initial intake/clinical assessment and treatment plan. Interns balance their caseload in consultation with their primary supervisor, to ensure the breadth and depth of their psychotherapy experiences.

Couple and/or Child Therapy

Delivering high quality and in-depth treatment to various patient populations is an essential activity for health service psychologists. Interns can provide conjoint therapy to couples within the student as well as the community client population. Under the supervision of BCC's Child and Adolescent Services Coordinator, interns have the possibility of providing psychotherapy to a child and/or adolescent population as well. Parent work may also be part of this therapy.

Group Therapy

Working with the Internship Training Director, interns provide interpersonal process groups as well as psycho-educational groups and workshops designed to improve the university students' personal growth, interpersonal relationships, learning, and/or academic success. These groups can include general therapy, structured, and theme groups on a variety of topics. Interns are expected to facilitate at least one therapy or psychoeducational group during their internship year, with encouragement and support to do more. Groups facilitated by past interns include: Social Confidence, a Women's process group, a Pre-Marital Counseling group for engaged and seriously dating couples, and a Transitions process group for graduating international students.

On-Call Crisis Assessment, Intervention & Case Management

Interns respond to clinically urgent and/or complex client situations (e.g., suicidal or homicidal risk, trauma, acute psychotic decompensation, etc.) in a variety of ways at BCC. These include crises presented during an initial intake, crises with ongoing clients, and crises during drop-in consultations. Interns are on 24-hour call for a one-week period roughly every fourth week (September through July). BCC's orientation process allows interns the opportunity to obtain necessary knowledge and training, familiarize themselves with resources, and adjust to their new professional roles, the counseling center, the University, and the larger community before taking on crisis intervention roles. Supervisory back-up and consultation is always available to support interns whenever they engage in providing these services or handle on-call responsibilities. Interns develop crisis intervention and management skills, and learn to coordinate their efforts with those of other university agencies and health care systems. Additionally, interns develop skills in triaging drop-in clients who are in distress – identifying the core problem and making disposition decisions are key components of these skills.

Outreach Education & Mental Health Promotion

Outreach education meets multiple needs of the Biola campus community including providing prevention efforts, identifying students who may benefit from counseling, de-stigmatizing mental health services, and reaching underrepresented client populations. Interns offer a variety of educational presentations on academic, mental health, interpersonal, and wellness topics as well as general information about available counseling services. In addition, interns are also involved in passive programming for larger campus-wide events where they interact with students while providing table displays, brochures and handouts. Interns are required to provide several outreach programs over the course of the training year. Interns receive ongoing support and guidance for outreach efforts in a bi-weekly training meeting.

Drop-In Consultation & Referral

As part of a university community, BCC seeks out and maintains connections with a variety of other campus departments and systems. Interns are responsible for developing relationships with and providing on-site consultation services and programming opportunities for university agencies. Interns routinely collaborate with staff in four residential areas (with three or more residence halls or apartment buildings in each area) and other university departments, including the Mosaic Cultural Center, Associated Students, Global Students and Multi-Ethnic Student

Programs, the Collegium and Commuter Student Programs, Spiritual Development, Academic Support Services, the Student Care Team, etc. The possibilities for consultation and program development are numerous and limited only by interns' imaginations and initiative. Interns offer drop-in consultations at least two hours per week throughout the academic year.

Research

Interns participate in clinical outcomes research and/or program evaluation and consultation experiences within BCC and in support of other University departments. Although research is encouraged throughout the year, there is additional time for it in the summer months when counseling demands are diminished. Potential projects are discussed and designed during the biweekly training module during late Spring. A sampling of research projects completed by interns include: 1) assessing client improvement by analyzing scores on the OQ45 administered at intake and follow-up/termination; 2) comparing improvement in OQ45 scores across levels of training (e.g. first-year practicum, advanced practicum, interns); 3) Examining utilization rates of campus-based Drop-In services; 4) comparing efficacy of MMPI-2 and MMPI-RF for screening new student clients and making therapist assignments. Interns engage in the evaluation process or outcomes research by collecting and analyzing data, preparing a professional write up, and presenting on their findings as a means of contributing to ongoing efforts for evaluating program effectiveness and honing their applied research, scholarly inquiry, and professional communication skills.

Psychological Testing, Report Writing & Feedback

Furthering intern skills in psychological assessment is also part of BCC's internship. Interns develop psycho-educational, psycho-diagnostic and personality assessment skills that will enhance their work as professional health service psychologists in university counseling centers and other settings. Interns are required to complete one multi-battery assessment over the course of the training year. Interns are also encouraged to incorporate the use of single tests wherever clinically useful and appropriate. Interns attend a bi-weekly psychological testing training module that offers didactic instruction, hands-on practice, discussion and feedback for their testing work. Additional individual supervision and consultation is scheduled and provided, as needed.

Supervision of Practicum Students

Training to be a competent clinical supervisor is a major strength of the program at BCC. Interns supervise at least one clinical psychology doctoral student who is beginning his/her training in a required psychotherapy practicum. These student therapists maximize the opportunity for interns to develop, refine and deepen their supervision skills. Interns receive training and support regarding their supervision skills in a weekly one hour supervision of supervision.

Description of Training Activities

BCC provides a comprehensive series of training events, learning tasks, experiences and activities designed to help its interns develop competence and professionalism. The training program strives to provide a learning environment that allows interns to thrive and prosper in building on their existing knowledge, solidifying strengths, taking risks, and developing and implementing new competencies. We also strive to provide a learning environment that allows interns to meaningfully explore professional, personal and spiritual issues (e.g., knowledge, values, self-awareness, etc.) that relate to their clinical functioning and professional development. With support, challenge, role modeling, and mentoring, we expect interns to grow into competent professional clinicians who will be well-prepared to practice within a University or college counseling center and other treatment settings.

Orientation

The BCC Orientation is a structured three week program that starts when interns arrive at the beginning of August. It has a number of distinctive features that address and help facilitate each intern's transition to a new environment and new roles.

Orientation provides an opportunity for the interns to interact, socialize, and begin to develop meaningful relationships with one another, and BCC staff, which often serve as important sources of support throughout the training year. Interns not only meet BCC clinical, supervisory and support staff and begin to develop relationships with their intern cohort, they are provided with an extensive introduction to the inner workings of the BCC and to Biola University. It includes a variety of team building exercises, trainings, tours, experiential activities, meet and greets, and social events.

Orientation activities also familiarize interns with some of the realities of working in a University counseling center and within a complex educational institution and campus community. Interns are provided with a copy of the Internship Training Manual to help acquaint them with the goals and objectives of our training program as well as their roles and responsibilities during internship. They also receive information about general BCC and University policies and procedures, campus resources, relevant documents and forms, and BCC technology.

Throughout Orientation there is significant time dedicated to discussing issues related to the interns' transition into the internship, recognizing stressors they may experience, and attending to self-care. Interns complete multiple self-assessments, and set personal, spiritual and clinical training goals during Orientation. These self-assessments are reviewed with supervisory staff and used in the supervision match process to ensure intern training and personal/professional development goals receive the best possible support and challenge as the training year progresses. Orientation focuses on laying the following foundations, among other topics:

- California Law & Ethics in Clinical Practice and a University Campus Counseling Center, FERPA, HIPAA Compliance, Privacy
- Intake/Clinical Assessment and Case Disposition and Assignment Procedures
- Student Care Team and other Campus Partners and Resources
- Crisis and Suicide Risk Assessment & Management
- Mandated Reporting
- Clinical Documentation Standards and Data Security

Professionalism

BCC considers the development of an interns' professionalism critical for the transition from graduate psychology student into a professional health service psychologist. Professionalism includes elements such as self-awareness, humility, integrity, accountability, responsibility, effective communication with clients and colleagues, and collegial and collaborative professional relationships. It also includes personal maturity and emotional stability, the ability to balance multiple professional roles and responsibilities, multicultural competency, sound clinical and ethical judgment, as well as the integration of professional practice, scholarly inquiry and a Christian worldview.

Development of professionalism is facilitated through role modeling, mentoring relationships, supervision, collaboration, and didactic, observational, and experiential training. Interns are encouraged to engage in reflective practice and gain experience in self-assessment throughout the year. They are expected to demonstrate self-direction and abilities to monitor internal states and behaviors, reflect on their strengths and areas for growth, and attend to their own personal, professional and spiritual self-care. The structure of the training program encourages increasing

levels of autonomy over the course of the internship, allowing interns to work more independently as their capabilities expand.

Professional Seminars & Training Modules

Didactic seminars and training modules conducted by BCC are designed to support the clinical responsibilities of trainees and to advance their conceptual and theoretical understanding of clinical work. Many seminars are case-oriented and emphasize a "hands on" approach to integrating theory with clinical practice. These seminars and training modules are organized by the Director of Internship Training, and provided by BCC full-time supervising and part-time/specialty supervising staff, as well as Rosemead clinical faculty. Outside professionals are also invited to present on areas of particular expertise and to provide interns with opportunities for reflective group processing.

Clinical & Crisis Skills

This 90 minute group seminar meets every other week and provides lecture, discussion of professional literature and case examples, and experiential activities on a variety of clinical skills, therapeutic modalities, and other topics relevant to working in a University counseling center. Interns engage in discussions of current ethical issues and quandaries in clinical practice. Interns also explore their own interpersonal process, transference and countertransference that surface when working with clients, and the use of self in professional and therapeutic encounters.

Outreach, Consultation & Research

This one hour group meeting every other week provides interns with ongoing support and guidance for their outreach, consultation, and research activities through didactic and experiential training in primary and strengths-based prevention and campus drop-in consultation models; mental health advocacy and anti-stigma efforts; curriculum design, pedagogy and learning styles; program evaluation; and identifying and assessing learning outcomes. Interns practice their presentation skills and receive feedback from supervisory staff and colleagues before implementing programming with targeted campus audiences. Interns also receive supervision for drop-in consultation activities and support for designing and implementing research or program evaluation projects during this time.

Multicultural Competence & Spiritual Integration

This group seminar meets every other week for two hours and offers didactic and experiential training focused on developing multicultural counseling competencies and skills for integrating spiritual facets of human experience into therapy. Lectures and interactive exercises focus on increasing interns' self-awareness of values and attitudes, knowledge of multiple intersecting personal, cultural and spiritual identities, and skills for culturally responsive, spiritually integrated assessment and intervention. Topics include, but are not limited to: worldview, religion and spirituality; racial and cultural identity; class and socioeconomic status; gender, sexual identity and sexual minority status; differential power, privileges, prejudice, access to resources, oppression, social justice, equity and inclusion.

Psychological Testing

The psychological testing training module meets every other week for two hours. It begins with group didactic instruction and hands-on practice administering and scoring tests and evolves into consulting about testing cases, reviewing choices of psychological tests, and analyzing test results, report writing and conducting effective client feedback sessions. Interns participate by bringing assessment cases, results and questions and by providing feedback to each other.

Supervision of Supervision Seminar

The supervision seminar meets weekly for one hour and is devoted to the on-going supervision of the supervision that the interns provide to practicum-level trainees, and to ensuring the quality of care clients receive from the interns' supervisees. Interns learn to integrate different models of culturally-sensitive, competency-based supervision to foster trust, facilitate growth and meet each supervisee's needs, and learn to make supervisory interventions appropriate to the supervisee's stage of development. Identifying and navigating transference and countertransference reactions in supervisory relationships as well as in supervisees' relationships with their clients are discussed.

Self-Care & Spiritual Growth

Interns meet as a group for one hour every other week to focus on personal and professional self-care and spiritual growth. Interns complete self-care and spiritual health assessments designed to help them identify areas in need of further development, then target those areas for growth through varied strategies as well as mutual support and accountability. The opportunity for on-going, process-oriented, experiential learning and self-reflection is facilitated by BCC's Child & Adolescent Coordinator, who supports internship training but does not serve as primary supervisor for any intern. This experiential group takes place every other week for 90 minutes.

Professional Development/Workshops/Conferences

Interns are invited and encouraged to participate in professional development activities. BCC provides funding to support these activities as well as for interns' membership dues in professional associations and registration fees/travel expenses (up to \$500) for other professional conferences (e.g. the California Psychological Association annual conference) approved by the Director of Internship Training.

Supervision

Quality, culturally-competent supervision is considered a central component of the BCC training program. Throughout the training year, supervisors meet regularly to monitor interns' progress, address training issues and/or concerns, and discuss the supervisory process. The structure and process of supervision at BCC provides interns with the context, security, and reassurance necessary for self-examination and open presentation of their work, while also stimulating the acquisition of new understanding, techniques, and perspectives.

The objectives of supervision are for interns to learn and refine clinical skills, consolidate a strong ethical, spiritually-integrated professional identity, and become more confident in their various roles and responsibilities, while ensuring competency in the delivery of services to Biola University student and community clients. Interns receive ongoing supervision, support and guidance for their outreach, consultation, and research activities, psychological testing, and supervision of practicum level trainees within each specified training seminar described above.

Individual Supervision

Interns receive two hours per week of individual supervision from their Primary Supervisor and one hour per week from a Secondary Supervisor. Individual supervision is intended to facilitate the development of the competencies that demonstrate achievement of the training program's goals and objectives. BCC supervisors strive to provide a safe and trusting environment in which accurate self-assessment of interns' growing edges can take place.

Supervisors utilize digital audio and video recordings to enhance their evaluation of intern skills and the overall supervision process. The intern's primary supervisor takes point on all individual clinical and crisis cases, works to consolidate the intern's multicultural competence and spiritual

integration skills, and coordinates the intern's overall training experience and professional development. Secondary supervisors provide additional professional development support and offer unique or more nuanced perspectives by focusing in-depth on the intern's work with a single client or case at a time. Additional supervision in group therapy and/or specialty populations or clinical issues such as children and adolescents or eating disorders are provided as needed.

Video Group Supervision

Interns participate in Video Group Supervision for two hours per week facilitated by the Director of Internship Training. On a rotating basis, interns share and collectively analyze digital recordings of their clinical work using a structured supportive process. Video Group provides a forum for interns to address any ethical or legal issues and offer feedback/peer supervision to one another while exploring the process of psychotherapy, their roles as therapists, and how to use themselves more effectively in therapeutic encounters. Video Group also provides time to discuss training issues and address transitional and developmental issues of the interns individually and as a group throughout the internship year. Near the end of the training year, each intern does a formal case presentation requiring them to engage in scholarly inquiry and practice presenting clinical material in a clear and meaningful way, in preparation for upcoming job interviews.

Administrative Duties

Preparation/Documentation

Interns are provided with administrative time each week for client documentation, preparation for supervision, and scholarly activities (such as reviewing existing literature on evidence-based treatments, preparing outreach presentations or educational programming, preparing their formal case presentation or professional seminar, etc.). Preparation for supervision may include reviewing recordings of their own or their supervisee's sessions, preparing questions, and/or reading.

Meetings

Interns also participate in BCC staff meetings and social events.

Licensure Hours

BCC's internship positions are full-time (40 hours per week) for 12 months, beginning July 31st 2017 and ending late in July 2018. Interns receive no less than 1500 hours of supervised professional experience to successfully complete the BCC training program, satisfy their doctoral degree requirements, and apply toward licensure. Up to 1800 hours of supervised professional experience may be completed; however, due to the generous amount of paid time-off provided by the University, BCC cannot provide interns with 2000 hours of SPE.

Sample Weekly Schedule

BCC is open and operates year round, and our internship positions are full-time (40 hours per week) for 12 months, beginning at the start of August and finishing at the end of July each year.

The University will launch a trimester academic calendar in 2017-18 (Fall – late August through mid-December; Spring – early January through early May), and Summer (mid-May through mid-August).

Although the exact time spent in each category may vary slightly for a particular intern, a sample schedule and a range of time committed to each area based on a 40 hour per week schedule is provided in the sample weekly intern schedule below:

Typical 40 Hours per Week Intern Schedule	
Direct Clinical Service Total	19.5 hours per week
Psychotherapy (Individual, Couples, Group)	12 hours weekly
Drop-in Consultation	2 hours weekly
Supervision of Practicum Student	1 hour weekly
Psychological Testing	2 hours weekly (on average)
On-Call Crisis	2 hours weekly (on average)
Intakes/Clinical Assessment	1 hour monthly
Outreach Education/Presentation	1 hour monthly
Supervision & Training Total	10.5 – 11.5 hours per week
Individual Supervision	3 hours weekly
Video Group Supervision	2 hours weekly
Supervision of Supervision	1 hour weekly
Child & Adolescent Case Conference	1 hour weekly (if seeing child clients)
Experiential Process Group	1.5 hours every other week
<i>Professional Seminars:</i>	
Clinical/Crisis Skills	1.5 hours every other week
Multicultural Competence & Spiritual Integration	2 hours every other week
Psychological Testing	2 hours every other week
Outreach, Consultation & Research	1 hour every other week
Self-Care & Spiritual Growth	1 hour every other week
Administrative Duties Total	9 – 10 hours per week
Case Preparation & Documentation	7 – 8 hours weekly
Supervision Preparation & Documentation	1 hour weekly
Clinical or Scholarly Research	1 hour weekly
Outreach Preparation	1 hour monthly
Program Evaluation and/or Clinical Outcomes Assessment	1 hour monthly

Facilities & Resources

The internship training program operates within the Biola Counseling Center (BCC), located on the second floor of the Biola Professional Building, which is two blocks North of the Biola University main campus on La Mirada Blvd. in the City of La Mirada. BCC has a spacious, comfortable reception area for clients, who are welcomed by one of our three full-time front-office/support staff. Counseling sessions take place in one of our 18 private consultation rooms, two of which are equipped for children/play-therapy, and one that is equipped for groups. Four of the counseling rooms and one of the child therapy rooms are equipped with digital, computer-controlled, high definition, pan-tilt-zoom cameras for audio/video recording or direct observation.

BCC also houses five private staff offices; a large seminar/training room utilized for meetings, training activities, and workshops (contains white board, projector, screen, DVD, stereo sound, etc.); a dedicated testing room for computerized test administration and storage of testing materials; and a large staff lounge equipped with a community refrigerator, microwave, toaster, sink, ample tables and chairs for sharing meals, desktop computers, and a professional resources library. Practicum-level trainees use the lounge as a shared work/study space when not in session.

Immediately adjacent to the lounge, each intern has a dedicated, furnished work space with their own desk, chair, phone with private voicemail, and locking storage for case files, other confidential material, and personal items. A Conference/Training Room nearby is utilized for meetings, training activities, and group therapy. The Conference/Training Room contains a portable projector for PowerPoint and related videos/DVD's for Professional Seminars and Training Modules, as well as a resource library of books and periodicals. Interns are able to personally decorate their desk area to reflect a professional, creative, supportive atmosphere. BCC interns are also equipped with a laptop computer (PC) on which a webcam and microphone are installed for digital audio and video recording in any consultation room (all recordings are stored on BCC's secure server). Interns have access via their laptop to the electronic records management system used by BCC (Penelope), the University's secure network and email system, the University Library online resources, and the Internet.

The Internship Training Director's and Internship Supervisor's offices are adjacent and nearby the interns' desks/work area, and both maintain an "open door" policy. Interns are able to observe and interact with clinical staff/supervisors for consultation, as needed, and in a more informal manner on a daily basis. Clinical staff/supervisors provide role modeling and support that aids interns in the development and integration of their professional and personal selves as they learn to balance multiple professional roles and demands.

BCC has two administrative support staff and one Office Manager. All of our administrative staff work with and support the interns. The BCC Office Manager participates in training interns during August Orientation on agency policies and procedures; phone and voicemail; scheduling system; and on-call equipment and procedures. Throughout the internship year, administrative staff assist and support interns by fielding phone calls, providing client charts, and various other tasks and responsibilities.

Stipend & Benefits

Each position carries a stipend of approximately \$28,412 for the training year.

As full-time, hourly employees of Biola University, the intern and their family have benefit of medical coverage partially subsidized by the University. The University very generously provides over 20 paid holidays, bonus days, and half-day Fridays during summer each year, plus interns receive 5 days/40 hours of paid vacation, 5 days/40 hours of paid sick leave, and 8 hours of paid personal time. Additionally, BCC provides funding to support intern professional development activities including professional association student membership dues (CPAGS, APAGS), professional liability insurance (APAIT), conference registration fees (CPA, OCCDHE) and travel expenses (approved by the Director of Internship Training).

The Faculty

BCC has a long-standing commitment to supervision and training. This training is provided to second-year, third-year, and advanced practicum students, doctoral interns, and post-doctoral fellows. The full-time supervising staff is composed of licensed psychologists who are experienced integrative clinicians, and the part-time/specialty supervising staff includes Rosemead clinical faculty and alumni, as well as psychologists and other mental health practitioners who have private practices in the local community.

Evaluation of Interns

The training program formally and informally assesses each intern throughout the year as to their progress in mastering the competencies that demonstrate achievement of our goals and objectives. Interns are expected to grow professionally and build new competencies over the course of their training year, and BCC makes every effort to provide supervision, didactic

activities, and a learning environment that promotes this change/growth, accompanied by appropriate support, guidance, and challenge. Evaluation is intended to be a collaborative process with interns and supervisors completing evaluations of one another and providing feedback to one another consistent with their respective roles. The feedback provided is to facilitate the professional and personal growth of interns, and thus will ideally be timely, objective, constructive, comprehensive, and ongoing.

The most intensive and continuing evaluation is done on a daily and weekly basis by individual supervisors as part of the supervisory experience. Supervisors also discuss the progress of each intern at regularly scheduled supervisor meetings, which might entail comments from individual supervision, staff observations, etc. The designated primary supervisor shares this feedback with each trainee in their weekly supervision. BCC understands that in any supervisory relationship trust and safety have to be developed and nurtured over time. The cultivation of a safe and supportive training environment makes the evaluative process meaningful and growth producing.

Evaluation includes assessment of intern's strengths and demonstrated competencies, progress toward the intern's individual training goals and overall program goals, areas for further growth and development, and areas of concern. Intern competencies are measured in multiple ways including direct observation of their work, utilization of video recordings, review of written reports and progress notes, formal case presentations, collaborative efforts in outreach and consultation, collegial relationships, etc. BCC supervisors and the Director of Internship Training meet to discuss and complete the Intern Competency Assessment Form for each intern in January and at the end of their training year, then meet and review their feedback with each intern. These forms are sent to the interns' graduate program to provide written feedback about the trainee's progress.

Evaluation of the Internship

The training program is committed to providing an optimal learning environment to promote interns' developmental changes and growth over the course of the training year. While we regularly and formally assess the progress of our interns, we also regularly and formally assess the components of, and the comprehensive nature of, our training program. We attempt to elicit information and feedback from interns that allows us to adequately assess our training program and ensure that we are providing the necessary opportunities to develop the clinical competency, multicultural competency, and professionalism necessary to transition from graduate psychology students into entry level psychologists.

At the completion of Orientation, interns complete an evaluation which provides feedback about Orientation to the Internship Training Director. This feedback is utilized in planning future orientations and includes information about the highlights and/or most helpful aspects of Orientation, suggestions for improvement, and any other feedback the interns provide.

Interns are asked to provide written evaluations for all of the Training Modules at the midpoint and conclusion of the training year. The information in the evaluations is reviewed by the Internship Training Director and a summary of the feedback is given to each Training Module presenter. This feedback is utilized in planning future modules and includes information about the highlights and/or most helpful topics and/or presenters of training modules, suggestions for improvement, and any other feedback the interns are willing to provide.

At the midpoint and conclusion of the training year, interns are asked to meet as a group in order to develop collective written feedback for each supervisor. This evaluation approach encourages the interns to be candid with their input regarding areas where supervisors might need to enhance their skills.

Interns are asked to provide written feedback regarding the training program at the midpoint and conclusion of the training year. Feedback includes all aspects of the training program such as the general work environment, supervision and didactic activities, training program coordination and leadership, etc. Interns also meet regularly with the Internship Training Director to share feedback, make suggestions, and reflect on their training experience. At the end of the training year, interns engage in a formal exit interview with the Internship Training Director, providing an additional opportunity for them to share their feedback.

The Application & Selection Process

APPIC Guidelines

Launched August 1, 2014, the Biola Counseling Center Doctoral Internship was approved for APPIC Membership on October 7, 2014 (member #2263) and received initial APA Accreditation November 06, 2015. Our intern selection process follows all guidelines of the Association of Psychology Postdoctoral and Internship Centers (APPIC) and we abide by the APPIC policy that no person at this training facility will solicit, accept or use any ranking-related information from any intern applicant. Information about the National Match process and details regarding registration procedures can be found at www.natmatch.com/psychint.

Our Program Code Number for the APPIC Match is 226311.

Contact Person

Please direct any inquiries about BCC's Doctoral Internship Training Program, including questions regarding submitting applications to:

Michele M. Willingham, Psy.D.
Internship Training Director
Biola Counseling Center
michele.willingham@biola.edu
(562) 903-4800

Eligibility

Applicants for our APA Accredited Doctoral Internship must meet the following minimum requirements:

- Candidate in an APA or CPA accredited doctoral program in clinical or counseling psychology that requires internship training
- Certified as ready for internship by their doctoral program
- Successful completion of all comprehensive and/or professional qualifying examinations prior to the ranking deadline for the APPIC Match
- Dissertation or Psy.D. paper completed prior to the start date of internship
- Completion of all required coursework and supervised practicum prior to the start date of internship
- Completion of at least 300 direct contact clinical/psychotherapy practicum hours with adults prior to the start date of internship
- Ability and willingness to demonstrate a spiritual attitude and a Christian lifestyle consistent with the beliefs, methods, and goals of [Biola University](#)
- Ability and willingness to affirm agreement with the [Biola University Doctrinal Statement](#)
- Ability and willingness to uphold all [Biola Community Standards of Conduct](#)
- Ability and willingness to submit to and pass a prospective employee background check

In addition to the minimum requirements outlined above, the Intern Selection Committee takes the following *preferred* qualifications into consideration:

- Completion of more than 300 direct contact clinical/psychotherapy practicum hours prior to the start date of internship
- Strong interest in and commitment to serving a university community
- Strong interpersonal skills and ability to work collaboratively as part of a multi-disciplinary team of university health, mental health, and student development professionals
- Strong initiative and ability to independently complete tasks and projects
- Strong commitment to self-reflection and personal growth (e.g. having participated in individual psychotherapy)

External Training Contracts

Some doctoral programs require their students to have additional training contracts and evaluations completed by their internship programs. The Biola Counseling Center internship does not enter into training contracts with academic training programs, and BCC supervisors do not complete evaluations developed by academic training programs. Our training program's evaluation procedures are extensive and comprehensive and copies of completed evaluations are provided to doctoral programs. If you are enrolled in an academic training program that requires such training contracts and evaluations, you are strongly encouraged to consult with your Director of Clinical Training as to whether or not you are eligible to apply to our program.

Application Instructions

The Biola Counseling Center (BCC) Doctoral Internship utilizes the uniform psychology internship application (AAPI Online) developed by APPIC and only accepts applications that are submitted electronically via the APPIC "AAPI Online" service. Please access the AAPI Online through the APPIC website (www.appic.org).

A complete application for our internship program includes the following materials:

- Cover Letter (please explain why you believe you would be a good fit with the BCC internship program, as well as the Rosemead School of Psychology and Biola University missions; be specific about your goals for the internship year and how you believe our training program would help you meet your goals)
- Curriculum Vita (up-to-date and complete, including descriptions of experience and content, location and hours of all clinical training)
- Transcripts of all graduate course work
- Three Letters of Recommendation from professionals: ***Two of whom are previous clinical supervisors familiar with your clinical skills, and one who can speak directly to your fit with the Rosemead/Biola community and missions.***
- A Treatment or Case Summary*
- A Psychological Evaluation Report*

*Per the APPIC AAPI Online supplemental materials policy, only these supplemental materials should be submitted by internship applicants, and all clinical work samples must be stripped of client/patient identifying information. *(For Phase II applicants only, these supplemental materials should not be uploaded to the AAPI Online. Applicants should have these materials ready, and be prepared to submit them via email when requested.)*

Deadline and Interview Notification Date

Our application deadline for Phase I of the 2017 Match is **November 14, 2016**. Candidates selected for an interview will be contacted by email no later than December 1, 2016. We believe that a face-to-face interview is essential for arriving at a mutual decision about selection; however, if it is not possible to interview in person, a phone or VSee interview can be arranged. Our interview period for Phase I of the 2017 Match will be December 9-20, 2016 and January 4-13, 2017.

Selection Process

The following is a summary of our selection process:

- Applications should be received by our deadline of **November 14, 2016**.
- The Director of Internship Training reviews all applications to identify those that meet minimum requirements.
- Members of the Intern Selection Committee review every complete application identified by the Director of Training as meeting minimum requirements.
- Upon review of all eligible applications, the Intern Selection Committee discusses applicants and determines which to invite for an interview.
- Applicants will receive an e-mail indicating whether or not they have been selected to be interviewed by December 1, 2016. In accordance with APPIC policies, we notify all applicants of their interview status if they submit a complete application.
- Applicants selected to be interviewed will be contacted to schedule an interview.
- Interviews will be conducted between December 9-20, 2016 and January 4-13, 2017.
- Applicants meet one-on-one with the Director of Internship Training and with the Intern Selection Committee as a group.
- Interviews consist of structured questions, responding to a case vignette, and an opportunity for applicants to ask questions.
- Opportunities to dialogue with current BCC interns and a tour of BCC facilities are also provided.
- Please feel free to contact the Director of Internship Training if you have any questions at any time throughout the process.

Non-Discrimination Statement

Biola University does not discriminate on the basis of race, color, national origin, ethnic group identification, sex, age, or physical or mental disability. However, as a private religious institution, the university reserves the right to exercise preference on the basis of religion in all of its employment practices and student admissions.

Conditions of Employment

Candidates who match with the Biola Counseling Center internship program must complete a University employment application in which they commit to uphold all Biola community standards of conduct and affirm that their personal theological beliefs are in agreement with the Biola University Doctrinal Statement. From its inception, Biola's theological position has been and remains Christian, Protestant, and theologically conservative. As full-time employees of the University, BCC interns must demonstrate a spiritual attitude and a Christian lifestyle consistent with the beliefs, methods, and goals of the university. Candidates may also be required to submit to and successfully pass a background check. Match result and employment decisions are contingent on adherence to all of these conditions.