

***UNIVERSITY COUNSELING CENTER***

**UNIVERSITY OF NOTRE DAME  
DOCTORAL INTERNSHIP  
IN HEALTH SERVICE PSYCHOLOGY**

**2017 - 2018**

*Accredited by the  
American Psychological Association*

**The University Counseling Center**  
**University of Notre Dame**  
**Doctoral Internship in Health Service Psychology**

*Accredited by the American Psychological Association*

**Internship Information for 2016-2017**

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## **THE SETTING**

### The Community

A vibrant community nestled in the heart of the Great Lakes Region, South Bend/Mishawaka is located in the northernmost central portion of Indiana about 90 miles SE of Chicago. Its name is earned from its situation on the southernmost bend of the St. Joseph River. South Bend, together with several other towns and cities along the Indiana-Michigan border, including Mishawaka and Elkhart, helps to form the area known as Michiana.

South Bend provides the conveniences of a metropolitan environment without the "big city" headaches. No fighting traffic jams at rush hour or driving miles to get across town is found in Michiana. Rather, pleasant neighborhoods, beautiful countryside, cultural opportunities, educational pride, low cost of living, and ready access to local, state, and county parks as well as beautiful Lake Michigan beaches define our area.

Many cultural and entertainment activities are sponsored by the cities of South Bend/Mishawaka and by Michiana area colleges and universities. Local organizations such as the South Bend Symphony, the South Bend Museum of Art, the Southold Dance Theater, and the Broadway Theatre League sponsor various cultural events. In addition, many nationally known performers and lecturers regularly tour the area. Since the opening of the DeBartolo Center for the Performing Arts (DPAC) on campus in 2004, the quality and range of cultural opportunities has only increased. The local art scene is also thriving, with the opening of numerous galleries and the popular Art Beat festival which takes place every August in downtown South Bend. An active community life is also developing in downtown South Bend including music, dining, and entertainment options, many of which can be found at <http://www.downtownsouthbend.com/>.

Michiana sports fans are never at a loss for something to cheer about - no matter the season. Whether it's Hoosier Hysteria during the state basketball championships, cheering for the Fighting Irish of Notre Dame or the South Bend Silver Hawks, rooting for the Chicago Cubs, White Sox or the Chicago Bears, or rallying around the Indianapolis Colts, the enthusiasm for sports is always at a high. For information about these and other area attractions including the year-round Farmer's Market, the East-Race Waterway, and the Studebaker National Museum, please visit the website for the South Bend Convention and Visitors Bureau at <http://www.visitsouthbend.com/>.

Finally, the variety of ethnic backgrounds represented in the area brings many Old and New World customs and traditions to local neighborhoods, businesses, and ways of life. Combining the renaissance of downtown historical districts with the newly developed Eddy Commons, river walks, and bike paths, the character of each city blends ethnic traditions with modern amenities in the unique area that is Michiana.

## The University

The University of Notre Dame was established in 1842 by Fr. Edward Sorin, a priest of the Congregation of the Holy Cross. Notre Dame stands on a 1,250 acre campus considered by many to be among the most beautiful in the nation. In addition to its traditional reputation of athletic prowess, the University has grown into an independent, Catholic institution with a national reputation for excellence in teaching, research and scholarship, and is regularly rated among the top 25 institutions of higher learning by U.S. News and World Report. Notre Dame has a unique spirit dedicated to religious beliefs as well as scientific knowledge, to values as well as facts. The University has a student population of approximately 12,000, drawn from all 50 states and over 100 countries. Approximately 25% of the undergraduate population is ethnically diverse. Admission to Notre Dame is highly competitive, with 75% of the 2016 entering class in the top 5 % of their class. National survey data also indicates that, in terms of personal attitudes, Notre Dame students perceive themselves as having strong academic ability, as being motivated to achieve, and as having originality and leadership potential. Approximately 80% of undergraduates and 18% of graduate and professional students live on campus in 30 residence halls and more than 80% are active in service learning and community volunteer activities. There are no social fraternities or sororities at Notre Dame – the residence hall is the focus of social, religious, and intramural athletic activities for undergraduates. The faculty to student ratio stands at 11 to 1, distributed among 67 undergraduate majors within 5 colleges, and over 60 doctoral, master's and professional degree programs. As a result, despite its predominantly Catholic identity, the student body reflects a diversity that insures a richness of attitudes, interests, and backgrounds across many domains.

### **THE TRAINING SITE: The University Counseling Center**

The University Counseling Center is best described by the following mission statement, which was revised in 2013.

*The University Counseling Center contributes to the overall academic mission of the University of Notre Dame within the context of the Division of Student Affairs. We recognize that the stress associated with a high pressure academic environment at a critical developmental period often leads to or reveals problems that can be alleviated through therapeutic intervention.*

*Our mission is to provide counseling and crisis intervention to the students of the University, consultation services to the campus community, and supervision and training opportunities for future psychologists. While sensitive to the unique characteristics of an intelligent, highly motivated, predominantly Catholic student body, we remain committed to the practice of psychology as determined by the ethical code of the American Psychological Association and the laws of the State of Indiana.*

*We affirm diversity and are committed to creating an environment that recognizes the inherent value and dignity of each person.*

The University Counseling Center seeks to provide comprehensive mental health services to Notre Dame students through direct services such as individual and group counseling/therapy. The UCC is staffed by licensed clinical and counseling psychologists and social workers, psychiatrists, a consulting nutritionist, doctoral psychology interns, and doctoral students from the APA accredited Clinical Psychology program at Notre Dame who work under the supervision of professional staff.

The UCC offers individual and group counseling services to all degree-seeking undergraduate and graduate students. Concerns range from acute situational stress to more chronic and severe mental health issues, with the majority of clients presenting in moderate distress with symptoms of anxiety and/or depression. Most students attending the University are of traditional college age, with more than four in five living on campus. Graduate students comprise approximately 25% of the UCC's clientele. At present specific session limits are not mandated at the UCC, although the Center works from a shorter-term clinical model. Students who are in need of more intensive treatment may be seen for assessment and referred to community resources. A 24-hour emergency service is offered by the UCC to the University community. Senior staff are responsible for after-hours coverage, while interns and senior staff share walk-in crisis coverage during Center office hours.

Each semester the UCC offers a variety of group experiences to meet student needs, including interpersonal process groups, eating disorder groups, family issues groups, and social anxiety groups, among others. The UCC additionally provides consultation to the University community. Students, faculty, and staff may consult with UCC staff regarding situations related to students and student life problems. Programs can also be designed to meet the specific needs of University groups or organizations. Walk-in support and consultation services for diverse students are also offered through the UCC's *Let's Talk* program. Finally, UCC staff may offer a variety of outreach and consultation programs on request, including programs on stress management, performance enhancement, sexual assault, eating issues, and coping skills for depression and anxiety.

## **UNIVERSITY COUNSELING CENTER STAFF**

### **Senior Staff**

#### **Karen Baer-Barkley, Ph.D., HSPP**

Andrews University, 1998, Counseling Psychology

Staff Psychologist

Licenses/Certifications/Additional Titles: Licensed Psychologist/Health Service Provider in State of Indiana; APA Certificate of Proficiency in Substance Abuse Treatment; Concurrent Assistant Professor, Department of Psychology, University of Notre Dame

Professional Memberships: APA

Clinical Interests and Areas of Expertise: Eating disorders; substance abuse; ADHD; supervision and training

Theoretical Orientation: Cognitive-Behavioral/Humanistic

Personal Interests: Reading, collecting beach glass, spending time with family, animals, and good friends

**Peter W. Barnes, Ph.D., HSPP**

University of Memphis, 2003, Counseling Psychology  
Staff Psychologist

Licenses/Certifications/Additional Titles: Licensed Psychologist and Health Service Provider in State of Indiana; Concurrent Assistant Professor, Department of Psychology, University of Notre Dame

Area of Responsibility: UCC Webmaster

Professional Memberships: American Psychological Association, Association for Contextual Behavioral Science

Clinical Interests and Areas of Expertise: depression; anxiety; stress management; men's issues; multicultural issues; gay, lesbian, bisexual, and transgender issues, wellness and prevention

Theoretical Orientation: Acceptance and Commitment Therapy, Cognitive-Behavioral Therapy, humanistic, integrating a variety of other theoretical elements as appropriate

Personal Interests: Spending time with my wife, son and daughter; bass player for local rock band, Phineas Gage; LSU and New Orleans Saints football; traveling; movies; cooking (especially New Orleans cuisine); and reading

**Megan Brown, Ph.D., HSPP**

Andrews University, 2002, Counseling Psychology  
Staff Psychologist

Licenses/Certifications/Additional Titles: Licensed Psychologist and Health Service Provider in the State of Indiana; Concurrent Assistant Professor, Department of Psychology, University of Notre Dame

Area of Responsibility: Let's Talk Coordinator

Professional Memberships: APA

Clinical Interests and Areas of Expertise: Applied positive psychology (e.g. well-being, resiliency, happiness); international students; students of color; group therapy; outreach; career development; premarital and couples counseling

Theoretical Orientation: Integrative approach, conceptualizing from a cognitive behavioral perspective in an interpersonal and strengths-based context and applying evidence-based techniques

Personal Interests: Traveling, health and wellness, being outdoors, spending time with family and friends

**Josephine Dickinson, Ph.D., HSPP**

University of Akron, 2007, Counseling Psychology  
Staff Psychologist

Licenses/Certifications/Additional Titles: Licensed Psychologist in Indiana/Health Service Provider in State of Indiana; Concurrent Assistant Professor, Department of Psychology, University of Notre Dame

Area of Responsibility: Co-coordinator of Multicultural Committee

Professional Memberships: American Psychological Association

Clinical Interests and Areas of Expertise: Issues pertaining to depression, anxiety, trauma and abuse recovery, gender and sexual identity, career concerns, supervision and training

Theoretical Orientation: Integrative approach incorporating relational, cognitive-behavioral, humanistic, feminist, and multicultural perspectives

Personal Interests: Reading and writing poetry, spending time with my sister

**Rita J. Donley, Ph.D., HSPP**

The Pennsylvania State University, 1986, Counseling Psychology  
Associate Director

Licenses/Certifications/Additional Titles: Licensed Psychologist/Health Service Provider in State of Indiana; Concurrent Assistant Professor, Department of Psychology, University of Notre Dame

Area of Responsibility: Coordinator of Clinical Services

Professional Memberships: APA (Divisions 17, 35, 49); ACCCCS (Association for the Coordination of Counseling Center Clinical Services)

Clinical Interests and Areas of Expertise: Family of origin; group therapy; women's issues; eating disorders; trauma and abuse recovery; supervision and consultation

Theoretical Orientation: Integrative approach incorporating relational theories, feminist therapy, humanistic and cognitive-behavioral perspectives

Personal Interests: Being a great sports fan (especially college football and college men's and women's basketball), being a mom to a college student, reading, movies

**Miguel A. Franco, Ph.D., HSPP**

University of Florida, 1991, Counseling Psychology  
Staff Psychologist

Licenses/Certifications/Additional Titles: Licensed Psychologist/Health Service Provider in State of Indiana; Certified Consultant for the Association of Applied Sport Psychology; Concurrent Assistant Professor, Department of Psychology, University of Notre Dame

Professional Memberships: APA (Divisions 17, 47)

Clinical Interests and Areas of Expertise: Recovery from trauma; cultural diversity/prejudice reduction; athletic performance enhancement training; supervision; outreach and consultation

Theoretical Orientation: Integrative approach, conceptualizing from psychodynamic theory, cognitive behavioral theory and systems theory

Personal Interests: Sports, athletic training, music, movies

**Leonard Hickman, Ph.D., HSPP**

University of Maryland, 1990, Counseling Psychology  
Staff Psychologist

Licenses/Certifications/Additional Titles: Licensed Psychologist/Health Service Provider in State of Indiana; Concurrent Assistant Professor, Department of Psychology, University of Notre Dame

Area of Responsibility: Coordinator of Professional Development

Professional Memberships: APA (Division 17)

Clinical Interests and Areas of Expertise: Anxiety; depression; graduate student adjustment issues; grief and loss; men's issues

Theoretical Orientation: Integrative approach incorporating self-psychology, interpersonal therapy, humanistic and cognitive behavioral perspectives

Personal Interests: Hiking with my dog, canoeing, sailing, music, reading, movies

**James R. Hurst Ph.D., HSPP, LCAC**

University of Florida, 1994, Doctorate in Clinical and Health Psychology  
Consulting Psychologist

Licenses: Health Services Provider in Psychology in Indiana; Licensed Clinical  
Addiction Counselor in Indiana

Areas of Responsibility: Concentration Area Supervisor

Professional Memberships: American Psychological Association.

Clinical Interests and Areas of Expertise: Addiction prevention and early intervention,  
suicide prevention, anxiety and depression in emerging adulthood.

Theoretical Orientation: Integration of cognitive behavioral, humanistic/existential,  
motivational interviewing, narrative.

Personal Interests: Tennis, Celtic music, reading on current culture and politics

**Maureen A. Lafferty, Ed.D., HSPP**

West Virginia University, 1991, Counseling Psychology  
Assistant Director for Training

Licenses/Certifications/Additional Titles: Licensed Psychologist/Health Service Provider  
in State of Indiana; Concurrent Assistant Professor, Department of Psychology,  
University of Notre Dame

Area of Responsibility: Assistant Director for Training

Professional Memberships: APA (Divisions 17, 35, 44), ACCTA (Association of  
Counseling Center Training Agencies) – Past-President

Clinical Interests and Areas of Expertise: Supervision and training; trauma and abuse  
recovery; multiculturalism with special focus on gender and sexual identity issues

Theoretical Orientation: Integrative approach incorporating self-psychology, feminist  
therapy, humanistic, cognitive-behavioral, and acceptance-based perspectives

Personal Interests: Singing and listening to music, reading, movies, gardening, and  
spending time near water, with friends and family, and at home with my spouse and our  
hyperactive pup

**Suhayl Nasr, M.D.**

American University of Beirut, Lebanon, 1974; Psychiatric Residency, University of  
Rochester, 1974–77; Psychopharmacology Fellowship, University of Chicago, 1977–79  
Staff Psychiatrist

Licenses/Certifications/Additional Titles: Licensed in Indiana and Illinois; Diplomate in  
General and Geriatric Psychiatry; American Board of Psychiatry and Neurology; Adjunct  
Assistant Professor of Psychology, University of Notre Dame, Volunteer Clinical  
Associate Professor of Psychiatry, Indiana University; Medical Director of Behavioral  
Medicine, St. Anthony Memorial Health Centers, Michigan City, Indiana

Professional Memberships: American Psychiatric Association, Society of Biological  
Psychiatry, American Medical Association

Clinical Interests and Areas of Expertise: Mood disorders, anxiety disorders, college  
mental health, psychopharmacology and nosology

Theoretical Orientation: Biopsychosocial/Eclectic

Personal Interests: Reading, travel, movies, music

**Wendy Settle, Ph.D., HSPP**

University of Maryland, 1990, Counseling Psychology  
Staff Psychologist

Licenses/Certifications/Additional Titles: Licensed Psychologist/Health Service Provider in State of Indiana; Concurrent Assistant Professor, Department of Psychology, University of Notre Dame

Area of Responsibility: Coordinator of Inner Resources Room

Professional Memberships: APA (Division 17); ADAA (Anxiety and Depression Association of America); ACPA (Counseling and Psychological Services); ACBS (Association for Contextual and Behavioral Science)

Clinical Interests and Areas of Expertise: Anxiety and obsessive-compulsive disorders; depression; BFRB (body-focused repetitive behaviors); stress management; biofeedback; mindfulness; light therapy; gender issues, sexual orientation; study abroad; supervision and training

Theoretical Orientation: Integrated approach drawing upon aspects of biopsychosocial, developmental, cognitive-behavioral, acceptance and commitment and other mindfulness-based perspectives

Personal Interests: Music, teaching hoop dance, yoga, creating with art and technology, reading, camping, sailing, trips to spend time with and visit family

**Valerie Staples, MSW, LCSW**

University of Louisville, 1981, Kent School of Social Work  
Staff Clinician/Eating Disorders Specialist

Licenses/Certifications/Additional Titles: Licensed Clinical Social Worker in Indiana; Concurrent Assistant Professor, Department of Psychology, University of Notre Dame

Area of Responsibility: Coordinator of Eating Disorder Services

Professional Memberships: NASW, Academy for Eating Disorder Professionals, Eating Disorders Task Force of Indiana

Clinical Interests and Areas of Expertise: Eating disorders; body image; group therapy

Theoretical Orientation: Integration of humanistic, interpersonal and cognitive behavioral perspectives

Personal Interests: Spending time at the beach or pool, reading, time with family and friends, travel

**Susan Steibe-Pasalich, Ph.D., HSPP**

University of Ottawa, Canada, 1980, Clinical Psychology  
Director

Licenses/Certifications/Additional Titles: Licensed Psychologist/Health Service Provider in State of Indiana; Concurrent Assistant Professor, Department of Psychology, University of Notre Dame

Professional Memberships: APA (Divisions 17, 29), American Psychological Association, Indiana Psychological Association, National Register of Health Service Providers, Association of University and College Counseling Center Directors

Clinical Interests and Areas of Expertise: College student development; psychological assessment and evaluation

Theoretical Orientation: Psychodynamic/Humanistic-existential/Cognitive-behavioral

Personal Interests: Co-parenting, traveling to places I've never been, reading fiction, spending time with friends

**Weiyang Xie, Ph.D.**

University of Minnesota, 2015, Counseling Psychology  
Staff Psychologist

Professional Memberships: APA

Areas of Responsibility: Coordinator of TAO (Therapist Assisted Online); Co-coordinator of Multicultural Committee

Clinical Interests and Areas of Expertise: multicultural counseling, bilingual therapy (English-Mandarin), counseling with immigrants and international students, applied positive psychology (e.g., resilience, well-being, strengths), mind-body connection, biofeedback therapy for anxiety and medical issues, depression, stress management, and adjustment issues.

Theoretical Orientation: humanistic, strengths-based approach; mindfulness-based cognitive behavioral therapy, with an integration of other theoretical orientations

Personal interests: Outdoor activities, e.g., skiing, playing tennis and jogging around lake, playing ukulele, spending time with family and friends, and traveling

**Consulting Staff**

**Anna Uhran Wasierski, RD, CD**

Purdue University, 1993, Bachelor of Science in Dietetics  
Consulting Nutritionist

Licenses/Certifications/Additional Titles: Registered and Certified Dietician

Professional Memberships: American Dietetics Association, Nutrition Entrepreneurs Practice Group, Sports, Cardiovascular and Wellness Nutrition Group, Northern Indiana Dietetics Association

Clinical Interests and Areas of Expertise: Disordered eating, weight management, sports nutrition, general wellness

Personal Interests: Scrapbooking, cooking, spending time with my husband and children

**Support Staff**

**June Harr**

Senior Staff Assistant

Areas of Responsibility: Appointment Scheduling, Psychiatric Reminders, Non-confidential Copying, Client Surveys, Professional Development Workshops, Poster Distribution, Printers, Miscellaneous Projects as needed.

Personal Interests: June loves sports and enjoys attending college football, basketball and any pro sporting events. Spending quality time with her family and having fun are her most favorite things to do but she also enjoys fitness and making jewelry

**Rebecca Hessen Gillespie**

Office Services Coordinator

Areas of Responsibility: Client Files/Records, Psychiatric Records, A-V Equipment, Computer Issues, Readmissions and Withdrawals, Staff Manual, Scanning and Confidential Copying, Reimbursements and Membership Dues, Website Updates, Study Abroad, Front Office Back-Up, Building Maintenance Problems

Personal Interests: Photography, yoga, spending time with family/friends, travel, reading

**Margaret Strasser**

Office Services Coordinator

Areas of Responsibility: Front Office Tasks including Consent Forms, Deposits, Gray Sheets, Psychiatrist and Nutritionist Schedule and Reminders, Room Scheduling, Office Phones, Office Supplies, After-Hours Pager, Library and Magazine subscriptions, Forms, Posters, Brochures, Printers, and Café Supplies.

Personal Interests: Gardening, cross-stitch, and reading

**Kaylee Wolf**

Office Services Coordinator

Areas of Responsibility: Administrative Support for Director, Internship and Practicum Training Programs, Mail and Fax Services, Copy Machine Service, Professional Travel Requests, On-Call and Beeper Schedules, Monthly Reports to Student Affairs, Intern and Practicum Personnel Files, Front Office Back-Up, Printers.

Personal Interests: Spending time with family/friends, attending concerts, movies, reading

**FACILITIES**

The University Counseling Center is housed on the third floor of Saint Liam Hall. The building has recently undergone extensive renovation, resulting in a state of the art facility. The UCC features newly refurbished staff offices and group rooms, a conference room with PowerPoint capability, a stress management room, a professional library and a staff kitchen/lunch room fondly named “The Shamrock Café”.

Interns are provided with a private office space which is identical to senior staff offices and is equipped with a Lenovo computer and monitor, web cams with video-recording and viewing capabilities, and ergonomically-designed desk chairs. Interns also have access to PowerPoint equipment and other audio-visual aids for presentations and educational programming purposes as well as black and white and color printers.

The UCC uses Titanium, a computerized charting and scheduling program, and utilizes computerized scoring for a number of psychological assessment instruments. The UCC also has an excellent library of professional books and resources and interns also have access to University libraries for psychological books, journals and reference materials.

The UCC has two well-appointed group therapy/meeting rooms as well as a large conference room with a small kitchenette, which is also available to other Student Affairs departments. The Inner Resources Room provides a space for clients to practice meditation or relaxation techniques, be exposed to bright light treatment, or engage in biofeedback training.

Campus dining rooms, cafés, food courts, a convenience store, hairstylist, travel agency, laundry/dry cleaners, postal service, and bank branches are all within easy walking distance. Walking trails around two beautiful lakes are also located directly behind Saint Liam Hall.

## **THE TRAINING PROGRAM**

The Notre Dame Doctoral Internship in Health Service Psychology is accredited by the American Psychological Association (APA) and is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). The internship program is administered by the Assistant Director for Training with the assistance of the Training Committee, consisting of senior staff psychologists at the UCC as well an intern representative.

### **A. Philosophy and Mission**

The University of Notre Dame's Doctoral Internship in Health Service Psychology trains interns as health service providers able to deliver preventive, assessment, diagnostic and therapeutic intervention services. Specifically, interns will be trained in the profession-wide competencies developed by the American Psychological Association, with a special emphasis on the skills, behaviors, and attitudes of a psychologist working in the context of a university counseling center. These include: **ethical and legal standards, professional values and attitudes, research, individual and cultural diversity, evidence-based intervention, communication and interpersonal skills, outreach, consultation, and supervision.** Interns will also develop competency in providing clinical and educational skills in a training concentration including substance abuse, eating disorders, or mind/body therapeutic approaches in the course of the internship year.

The program has a dual focus on both clinical training and professional growth. It is expected that interns will make significant developmental transitions during the internship year, including consolidation of a professional identity, enhanced confidence in skills, and increased ability to function autonomously. The training program recognizes the inherent stress that accompanies these transitions. It is designed to provide activities, procedures, and opportunities that facilitate optimal professional growth while remaining sensitive to the challenges of that growth. While interns frequently seek counseling center positions as their first employment, the training at the University of Notre Dame's Counseling Center is broad enough to prepare interns well for a variety of employment settings.

### **B. Model**

The University of Notre Dame's Doctoral Internship in Health Service Psychology trains interns as practitioners who are informed by research in the field of psychology. Based on a generalist approach, we employ a training model that prepares interns as "local clinical scientists" (Stricker and Trierweiler, 1995) who bring "the attitudes and knowledge base of the scientist to bear on the problems that must be addressed by the clinician". This model takes into account the unique nature of the local situation, which translates well to the unique and specific nature of the Notre Dame campus community. Thus, UCC staff function as applied scientists by drawing from agency, institutional and national data related to clinical issues and service delivery. Attention to scholarly inquiry is integrated across the many components of the internship, as we train interns to utilize theory and research to inform practice.

Within the context of this generalist approach, the intern is encouraged to develop additional skills in one training concentration (substance abuse, eating disorders, or mind/body therapeutic approaches) during the course of the internship, as an acknowledgement of the need to develop both breadth and depth in training and practice. A developmental training focus is taken in the program, beginning with a baseline assessment of the intern's competencies and moving toward the eventual mastery of these competencies at or beyond the entry level of practice. Interns are expected to progress from a position of greater reliance on supervision and consultation to one of greater independence during the course of the internship. Emphasis is placed on experiential learning (i.e., service delivery in direct contact with service recipients) under close supervision.

### **C. Training Values Statement Addressing Diversity**

The University Counseling Center strives to create a training environment that is characterized by an atmosphere of respect, safety and trust and committed to the social values of respect for diversity, inclusion and equity. Within this context, all members of the UCC staff are committed to a training process that facilitates the development of professionally relevant knowledge and skills focused on working effectively with all individuals inclusive of demographics, beliefs, attitudes, and values. Trainees and trainers are asked to demonstrate a genuine desire to examine their own attitudes, assumptions, behaviors and values and to learn to work effectively with "cultural, individual and role differences including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language and socioeconomic status" (APA, 2002, Ethics Code, Principle E, p. 1063).

Assuming that no one is free from biases and prejudices, trainers will engage in and model appropriate self-disclosure and introspection, remain open to appropriate challenges from trainees in these areas, and commit to lifelong learning relative to multicultural competence. Trainees will be expected to engage in self-reflection related to their attitudes, beliefs, opinions and personal history and to examine and attempt to resolve any of the above to eliminate potential negative impact on their ability to perform the functions of a psychologist, including but not limited to providing effective services to individuals from cultures and with beliefs different from one's own and in accordance with APA guidelines and principles.

Members of the UCC training community are committed to educating each other on the existence and effects of racism, sexism, heterosexism, ageism, religious intolerance and other forms of prejudice and bias. They agree to engage in mutually supportive dialogue to resolve any concerns related to the perception of bias or prejudice within the context of supervision and training, demonstrating respect for diversity and values similar or different from one's own.

## **SUPERVISION AND EVALUATION**

The doctoral internship at the University of Notre Dame is accredited by the American Psychological Association and adheres to APA guidelines in providing supervision and training for interns. Quality of supervision is seen as a critical and valued component of the program. Through close supervisory relationships, the intern develops both professional self-confidence and a meaningful integration of theory with practice. A minimum of two hours per week of individual supervision is required, although supervision typically totals 4 – 5 hours/week. Supervision focuses on the psychological services provided by the intern as well as issues impacting the intern's professional growth. In accordance with the recommendations of APA's Council of Chairs of Training Councils (CCTC) in 2003, aspects of competence in addition to clinical knowledge and skills will be assessed, including interpersonal skills, self-awareness and emotional stability, openness to supervision processes, and the satisfactory resolution of any problems that interfere with professional development.

Primary and secondary supervision is provided by licensed psychologists at the UCC, each of whom is committed to quality training and service delivery. Diverse theoretical orientations are represented, including cognitive-behavioral, humanistic, ACT, interpersonal, psychodynamic, integrative, and applied positive psychology. Supervisors are assigned based on the preferences and training needs of the intern as well as the availability of the supervisor.

Intern training seminars, clinical case conferences, supervision of group work, and supervision of supervision are additional training activities that comprise an intern's training experience. The training staff is committed to providing ongoing evaluation of the intern's performance for the purpose of facilitating growth and change. Intern supervisors meet regularly to facilitate communication related to intern progress.

Systematic feedback, which provides the intern with information regarding her/his progress, occurs through three clearly defined and regularly scheduled evaluation sessions throughout the year. Self-evaluation is considered and encouraged as the training staff seeks to promote the development of a competent professional psychologist. Feedback is also solicited regularly from the interns regarding their experience of supervision and the overall training program. This feedback is used to adjust the program, when necessary, to make it more responsive to the training needs of each intern group.

The Training Committee meets regularly to address issues related to internship program design, evaluation, supervision, intern selection, and accreditation. Interns may elect to be involved in the administration of the training program through membership on the Training Committee, participation in the intern selection process and/or by selecting an administrative training focus.

## WEEKLY INTERN TRAINING AND SERVICE ACTIVITIES

Listed below are time allocations for each major activity in which interns are involved. The internship requires a commitment of 40 hours per week. Hours are broken down as follows, allowing for changes week to week based on clinical demand and the academic schedule.

**A. Direct Service = 20 hours**

Individual/ Counseling	11 - 12 hours (avg.)
Group Counseling/Psychotherapy	1 - 3 hours (avg.)
Intakes/Psychological Assessments	3- 4 hours
Crisis Intervention/Emergency Coverage	2 hours (avg.)
Outreach Program Delivery and Consultation	1 - 2 hours (avg.)

**B. Indirect Service = 5 hours**

Intake Disposition Team	2 hours
Preparation for Supervision/Outreach	2 - 3 hours

**C. Training = 10 hours**

Individual Supervision	2.5 hours
Group therapy supervision, Concentration area supervision, Outreach/consultation supervision, Supervision of supervision	3.5 hours
Clinical Case Conference	1 hour
Intern Training Seminar	2 hours
Intern Support Group	1 hour
Other Training (intern orientation, meetings with ADT, intern retreat, intern project, etc.)	varies

**D. Dissertation/Professional Development = Varies**

**E. Case Management/Administration = 5 hours**

Staff/Committee Meetings	1 - 2 hours
Case Management/Paperwork	3 - 4 hours

## **CORE TRAINING EXPERIENCES**

**Evidence-based intervention, outreach and consultation, and supervision** constitute the areas that we believe are fundamental to the successful professional functioning of any counseling and clinical psychologist. These areas make up the core training experiences that underlie the diverse exposure to clients, treatment modalities, and multidisciplinary professionals that the Notre Dame training program offers. In each of these areas interns receive supervision. Additionally, the Intern Training Seminar and other training activities are designed to assist the intern in integrating his/her internship experience. A description of each area, the approximate amount of time spent and the training experience(s) provided are outlined below.

### **A. Evidence-based Intervention**

#### 1. Assessment

Interns conduct a minimum of three (3) initial assessments (intakes) per week. Interns may also administer, score and interpret psychological assessments of clients as needed, in an effort to increase awareness of clinical issues and facilitate diagnosis and treatment. Testing results are to be presented to clients either verbally or in writing. Interns also interpret assessments and provide feedback to clients in their designated concentration area (see Section E).

a. Hours: 3 hours per week (avg.)

b. Training Provided:

(1) Intern's intakes are supervised by his/her primary supervisor. In addition, interns will present their intakes at a weekly disposition team meeting for the purpose of case assignment and treatment planning. The disposition team model is an effort to provide efficient and effective service for the client as well as an opportunity for interns to gain experience in identifying and communicating clients' presenting concerns, preliminary diagnostic issues, and treatment recommendations.

(2) Additional supervision and training is offered in the administration and interpretation of the major personality tests used at UCC, with emphasis on their utility in facilitating therapeutic practice. Examples of tests used include the MMPI-2, the MCMI-III, the NEO-PI-R, and the PAI. Individual supervisors and other training staff supervise the use of psychological assessment with intern clients.

#### 2. Individual Counseling

Interns provide counseling services to UCC clientele. Clients are most typically seen in individual counseling, although occasionally clients present requesting couples therapy. Clients are assigned to a counselor after the intake session

through the intake disposition team. Interns are expected to record their counseling sessions with client consent.

- a. Hours: 11 - 12 hours per week
- b. Training Provided:
  - (1) Individual supervision of each intern's therapy cases takes place by means of recorded video or co-therapy. Interns work with multiple supervisors over the course of the internship year in an effort to provide both breadth and depth of experience. The intern works with his/her primary supervisor for the duration of the internship year. The intern's primary supervisor is responsible for supervising half of the intern's caseload, completing the intern's evaluations, and communicating with the Assistant Director for Training as well as to prospective employers regarding the intern's skills and progress. The intern also works with a secondary supervisor who is responsible for overseeing half of the intern's caseload. Secondary supervision assignments change at the mid-point of the internship. Each intern's individual therapy cases are supervised for a total of 2.5 hours per week.
  - (2) Group supervision in a case presentation format occurs through Clinical Case Conferences (Clinic Teams) at UCC. Licensed psychologists and social workers, interns, and practicum counselors meet for 1 hour per week. Cases are presented both formally and informally, allowing for a range of experiences.
  - (3) Internship Training Seminar utilizes didactic presentations, experiential exercises and discussion of specific professional, clinical and multicultural topics. Participants include licensed staff and interns at UCC, as well as invited presenters.

### 3. Group Counseling

Interns participate in the Group Counseling program at the UCC by co-leading a minimum of one group with a senior staff member during the academic year. Group modes of treatment can include personal growth groups, structured groups in areas such as depression management, and theme groups in areas such as eating disorders, family issues, and substance abuse, as well as groups for graduate students and other special populations. Interns typically co-lead one process-oriented group and one structured group during the course of the year.

- a. Hours: 1 - 3 hours per week
- b. Training Provided:
  - (1) Individual and/or team supervision is by means of co-therapy or recorded observation. Staff psychologists at UCC typically process the group experience

with their intern co-leaders following each group session. Intern co-leaders are also supervised in their case management of group clients.

- (2) Didactic training in group therapy is offered through the intern training seminar.

#### 4. Crisis Intervention and Consultation

Interns are available for a minimum of two hours/week for urgent walk-in clients. Based on the nature of the walk-in client's concern, interns may be involved in crisis assessment and intervention up to and including psychiatric hospitalization.

- a. Hours: 2 hours per week (avg.)
- b. Training Provided:
  - (1) Interns receive both didactic and experiential training during intern orientation and intern seminar related to crisis intervention processes and procedures.
  - (2) Interns are supervised on their urgent walk-in clients via individual supervision as well as consultation with senior staff. Psychiatric consultation is also available on a weekly basis with the psychiatrist at UCC.

#### 5. Clinical/Educational Concentration Area

Interns will participate in weekly training/supervision meetings in a concentration area. At present, the concentration areas include Eating Disorders, Mind/Body Therapeutic Approaches, and Substance Abuse. These areas are described in more detail below. Interns will work with senior staff to address students' clinical and educational needs in these areas. Interns will select clinical cases in the concentration area for which they will receive more in-depth supervision. Interns will conduct assessments and provide feedback to clients. They will also conduct a minimum of one outreach program in the concentration area. Interns also participate in psychoeducational or therapy groups related to the concentration area. Interns selecting the Eating Disorders Concentration will also participate in a monthly multidisciplinary team meeting.

- a. Hours: 1 - 2 hours per week
- b. Training Provided

Interns will gain exposure to theoretical approaches as well as to intervention and assessment training in their concentration area through intern training seminars and individual supervision. Interns will also meet with their concentration supervisor regularly to review related clinical

work in more depth and to discuss assessment issues and outreach planning.

### **Eating Disorders Concentration**

The Eating Disorders Concentration utilizes a multidisciplinary approach to the assessment and treatment of eating disorders. This approach draws on the biopsychosocial model for understanding eating disorders. Emphasis is placed on individual and group treatments that view eating disorder behaviors as a problem to be managed as well as a symptom of underlying issues to be understood and addressed. Focus is given to the development of a strong therapeutic relationship along with interventions to interrupt the cycle of unhealthy behaviors, gain insight into disordered thinking and attitudes, identify and express emotions, develop self-care and coping skills, improve body image and increase self-acceptance. Treatment for students with eating disorders occurs collaboratively with the Eating Disorders Treatment Team which includes the UCC Coordinator of Eating Disorders, a nutritionist, and the University Health Services physician and nurse who treat students with eating disorders.

### **Mind/Body Therapeutic Approaches Concentration**

The concentration in Mind/Body Therapeutic Approaches utilizes an integrative theoretical approach within a cultural context and draws upon aspects of biopsychosocial, cognitive-behavioral, ACT and other mindfulness-based cognitive therapies to implement affective, cognitive, and behavioral change. Specialized interventions taught and supervised include acceptance and commitment therapy, exposure and response prevention, habit-reversal training, computer-assisted biofeedback, light therapy, autogenic training, relaxation training, guided imagery, diaphragmatic breathing, mindful awareness, and expressive arts-based therapies. Special emphasis will be placed on individual and group treatments as well as psychoeducational programs for mood and anxiety disorders (e.g., major depression, dysthymia, bipolar disorder, OCD, tricho/dermotillomania, GAD, and panic disorder).

### **Substance Abuse Concentration**

The substance abuse concentration is based on a bio-psycho-social-cognitive-behavioral-spiritual-systems approach to the understanding, assessment, referral, and treatment of substance abuse. The interface of family, institutional, and social systems with cognition, values, sense of self, other, and place will each be viewed as necessary components for understanding, assessing, and treating the complex problem of substance abuse. Specialized treatment utilizing motivational interviewing and other research supported treatment interventions will be utilized to achieve harm reduction and/or abstinence goals. Specialized interventions taught and supervised include helping the client clarify and resolve ambivalence about behavior change, creating and amplifying the discrepancy between present behavior and broader goals, creating cognitive dissonance between where one is and where one wants to be, practice in the use of the OARS skills, and eliciting the client's

change talk. Special emphasis will be placed on individual and group treatment and on understanding the presence, the complexities, and the treatment of dual diagnosis presentations. Psychoeducation focused on assessing and reducing high risk behaviors will also be provided.

## **B. Outreach and Consultation**

Interns will plan and implement a minimum of six (6) outreach/consultation programs for campus groups or organizations at the University of Notre Dame. At least one of these programs must be multicultural in focus. One program must also be in the intern's designated concentration area. Outreach programs may be UCC initiated and/or responsive to campus requests.

- a. Hours: 1 hour per week (avg.)
- b. Training Provided

Interns will participate in monthly Outreach Training/Supervision through the course of the academic year. Senior staff members are also available through the course of the year for intern consultation and outreach collaboration. Interns are initially trained in the processes and procedures of outreach service delivery at the University of Notre Dame. Training activities also include seminars on topics such as ethics and diversity issues in outreach programming.

## **C. Supervision**

Interns serve as individual supervisors for two semesters for University of Notre Dame clinical psychology doctoral students completing a practicum experience at the University Counseling Center. Intern supervisors engage in ongoing consultation with one another regarding the progress of the supervisee through weekly Supervision of Supervision, where their recorded supervision sessions are discussed and reviewed. The facilitator of Supervision of Supervision, as a licensed psychologist, holds ultimate responsibility for the clinical work of the practicum students under intern supervision at the UCC.

- a. Hours: 3 hours per week
- b. Training Provided

Supervision of Supervision occurs in a group format for 1.5 hours/week and is currently facilitated by the Assistant Director for Training. Interns will be familiarized with supervision models as well as ethical and multicultural supervision issues through Supervision of Supervision as well as didactic seminars. They will use Supervision of Supervision to review supervision recordings and develop competencies in the provision of supervision.

## D. **Additional Training Activities**

### 1. Intern Orientation

Interns participate in three weeks of extensive orientation at the start of the internship program. Orientation activities include training on UCC policies and procedures, seminars on supervision, assessment, and multicultural issues, and meetings with professionals from various campus services. Interns will also be matched with supervisors and begin to set goals for their internship experience during this time.

### 2. Intern Training Seminar

The primary purpose of the intern training seminar is to address the integration of the intern's knowledge, experience and skills in the following areas: **ethical issues, professional identity, clinical assessment, individual and cultural diversity, outreach and consultation, and evidence-based practice.** Exposure to advanced clinical topics (e.g., evidence-based treatments for anxiety/depression, eating disorders, trauma recovery, etc.) and to interventions for diverse populations (e.g., ethnic/racial minorities, GLBT clients, international students, etc.) are major components of this seminar. Readings may be assigned ahead of time to enhance intern awareness and facilitate discussion of the topic. The seminar is organized by the Assistant Director for Training, with topics presented by UCC staff and invited guests. Interns participate in selecting seminar topics for the spring semester.

- a. Hours: 2 hours per week

### 3. Intern Support Group

Another valuable experience in the intern's personal and professional development is participation in the weekly Intern Support Group. This peer-facilitated group experience enables interns to engage in discussions about such important areas as reactions to organizational issues, adjustment to the development of an emerging professional identity, and interpersonal issues related to functioning in the many roles of an intern.

- a. Hours: 1 hour per week

### 4. Meeting with Assistant Director for Training

Interns meet as a group with the Assistant Director for Training on a regular basis to discuss any training issues and concerns that have arisen, and to receive support and mentoring as they progress through the internship year.

- a. Hours: 1 hour per month

## 5. Intern Retreat

In the late spring/early summer, interns join with other counseling center interns and training coordinators from the state of Indiana for an overnight Intern Retreat. The retreat focuses on issues of professional and personal transition and provides an opportunity for interns to reflect on their internship experience, as well as to relax and focus on self-care as they anticipate the end of the internship year.

## 6. Intern Project

At the end of the academic year the weekly Intern Training Seminar is replaced by an independent intern activity, the Intern Project. Each intern is encouraged to choose an area of interest that is also identified as an area in need of development at the UCC. Examples might include enhancing UCC self-help materials, creating a topical resource manual, or assisting with the development of the UCC web page. Interns are to identify a senior staff member who will serve as a consultant and supervisor for the intern project over the summer months. The completed project is to be submitted to the Assistant Director for Training at the end of the internship and is one of the criteria for internship completion.

- a. Hours: 2 hours per week (summer only)

## 7. Intern UCC Administrative Training Focus (Optional)

Interns are encouraged to partner with a senior staff member during the summer months to develop a focused training experience in counseling center administration. Interns can partner in areas such as clinical services, outreach or training and assist the senior staff member in the completion of select administrative tasks. This training focus may/may not be related to his/her intern project.

Intern training and supervision hours in the summer months must total a minimum of four (4) hours/week, two (2) of which must be individual supervision. To facilitate this process, each intern will need to develop an individualized summer training plan by May 1, in consultation with his/her supervisors and the Assistant Director for Training. This plan should incorporate a proposal regarding the Intern Project as well as the intern's optional Administrative Training Focus.

## **PROFESSIONAL DEVELOPMENT**

In addition to training experiences specifically designed for the internship, interns will participate in professional development workshops as well as continuing education seminars held for the UCC staff throughout the year.

Interns are also encouraged to attend professional conferences or training seminars outside the training site. Five (5) days release time and a \$300 allotment toward costs are provided in order to encourage the intern to recognize the importance of continuing professional development and to incorporate it into his/her professional life.

## **STIPEND AND BENEFITS**

The University of Notre Dame Doctoral Internship Program offers a full-time, 12-month internship for three doctoral-level graduate students in counseling or clinical psychology. The internship begins in early August, and requires a commitment of 40 hours per week. Each position carries a minimum stipend of **\$25,500**.

**Due to recent changes in the Fair Labor Standards Act (FLSA), the internship positions may change from exempt to non-exempt employment status in December 2016. This change will impact the nature of benefits offered to interns as well as intern eligibility for overtime pay. We will make changes to these materials as new information becomes available.** Currently, intern benefits include:

1. Health Care Coverage
2. Dental Coverage
3. Life Insurance
4. Supplemental Retirement
5. Travel/Accident Insurance
6. Educational Benefits
7. Use of University Libraries
8. Holidays - Good Friday, Memorial Day, Independence Day, Labor Day, Thanksgiving and the day after, Christmas Break, New Year's Day (Annual total of 12 - 15 days).
9. Bookstore, Varsity Shop and Golf Pro Shop Discounts
10. Golf Course Discounts
11. Availability of Campus Athletic Facilities
12. IRISH Health/Wellness Resources
13. Parking - Free parking is available to all University employees. A parking pass may be obtained at University Parking Services located in the Campus Security Building.

Additional benefits include:

Professional Development Leave and Funding - Interns are entitled to a monetary allotment of \$300 towards training activities, conferences, or seminars held outside the training site. Interns are also allotted five (5) professional leave days to attend conferences, workshops, and dissertation defense or job interviews.

Vacation - Ten (10) days entitlement plus five (5) paid professional leave days (to attend conferences, workshops and/or job interviews).

## **APPLICATION AND SELECTION: CRITERIA AND PROCEDURES**

The criteria employed in intern selection are included in two basic categories: graduate task completion and an overall assessment of internship readiness. Applicants are expected to have **passed doctoral comprehensive examinations by the application deadline and to be admitted to doctoral candidacy by the start of the internship.** They are also expected to have **completed all graduate coursework** required for the doctoral degree and to have **proposed the dissertation prior to arrival at the internship site.** They are expected to have completed **1000 hours of supervised experience**, including **450 hours in direct provision of psychological services** in intervention/treatment and assessment/ diagnosis with adults and **100 hours in formal supervision** to be considered for the internship.

Selection criteria include interests and goals appropriate to the internship program, evidence of necessary emotional maturity and stability, interpersonal skills appropriate to the professional practice of psychology, ethical conduct, a sound theoretical and academic foundation for effective clinical work, skill in translating theory into integrated practice, and demonstrated sensitivity to multicultural issues. Applicants from APA-approved programs are given preference.

Other specific criteria which are considered in the selection process include the applicant's current vita, transcripts of graduate coursework, and letters of recommendation from three persons who have supervised the applicant's performance, at least two of whom have directly observed the applicant's clinical skills.

The University of Notre Dame reserves the right to conduct reference checks, verify criminal records information and require drug testing as criteria of University employment. All offers of employment are made contingent upon the successful completion of all applicable background checks. Failure to submit to and/or authorize required testing may result in not being hired. Likewise, a positive drug test result or negative findings from the criminal background check may result in not being hired.

**The University Counseling Center (UCC) is a member of APPIC and requires applicants to complete the uniform APPIC Application for Psychology Internship (AAPI). The AAPI Online may be accessed through the APPIC web site ([www.appic.org](http://www.appic.org)) by clicking "AAPI Online".**

**Applicants are to complete the AAPI Online in its entirety and submit it to our site electronically via the "Applicant Portal" by *November 1, 2016.* The Director of Clinical Training from your academic program will verify your eligibility for internship via the AAPI Online "DCT Portal".**

References who write your letters of recommendation will upload them via the AAPI Online “Reference Portal”. We require three (3) letters of reference, including two (2) from direct clinical supervisors.

Applications should include:

1. The APPIC Application for Psychology Internship (AAPI)
2. A current vita
3. Copies of transcripts of all graduate work in psychology and/or related fields
4. Three (3) letters of reference, including two from direct clinical supervisors. We encourage your recommenders to address your professional skills and knowledge, clinical skills, interpersonal skills, professional conduct, and areas of growth and development.

Applicants must also register for the APPIC Computer Match. You may obtain registration information at [www.natmatch.com/psychint](http://www.natmatch.com/psychint).

Our program code number for the Internship Computer Matching Program is 129911.

*The deadline for the receipt of ALL application materials is **November 1, 2016 by 11:59 p.m.***

In fairness to all applicants, only telephone interviews are offered. An optional Open House is scheduled for *Monday, January 23, 2017* for candidates who have been offered an interview and would like to learn more about UCC staff, facilities and the training program.

**This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant.**

In addition, please note that the University Counseling Center Doctoral Internship in Health Service Psychology does not sign additional contracts with academic training programs above and beyond contracts related to participation in the APPIC Match and does not complete additional competency evaluations beyond those developed by and integrated into the internship program itself.

**The University of Notre Dame Doctoral Internship Program is accredited by the American Psychological Association, Office of Program Consultation and Accreditation, 750 First Street NE, Washington, DC, 20002-4242, telephone 202-336-5979.**

## **Affirmative Action Statement**

"The University of Notre Dame is an equal opportunity/affirmative action institution and does not discriminate on the basis of race, color, age, sex, or national origin in recruiting, hiring, training, assignment, compensation, promotion, or use of facilities. While the University asserts its rights under federal statutes and regulations to be exempted from the non-discrimination due to religion requirements because of its nature as a Catholic-oriented institution, the University Counseling Center does not consider the matter of religious orientation in the selection of interns.

## **CURRENT AND PAST INTERNS**

	<b><u>Home Institution</u></b>	<b><u>First Employment</u></b>
<b><u>Current Interns (2016-17)</u></b>		
Jamie Lacey	Clinical Psychology (APA) Xavier University	
Dan Neighbors	Counseling Psychology (APA) Washington State University	
Tabish Shamsi	Clinical Psychology (APA) Adler University - Chicago	
<b><u>Past Interns (2015-2016)</u></b>		
Calisha Brooks	Counseling Psychology (APA) Tennessee State University	Post-Doctoral Psychology Fellow Psychological and Counseling Ctr Vanderbilt University Medical Center Nashville, TN
Terri Duck	Counseling Psychology (APA) Louisiana Tech University	Counseling Psychologist Counseling Center Georgia Southern University Statesboro, GA
Paul Knackstedt	Clinical Psychology (APA) Pacific University	Sports Psychologist Cook Counseling Center Virginia Tech Blacksburg, VA
<b><u>Past Interns (2014-2015)</u></b>		
Jordan Allison	Clinical Psychology (APA) Wright State University	Postdoctoral Fellow Primary Care-Mental Health Integration Department of Veteran's Affairs Dayton, OH
Loren Brown	Counseling Psychology (APA) Brigham Young University	Certified Psychology Resident Psychological Assessment & Treatment Specialists American Fork, UT

Kaitlyn McCarthy	Clinical Psychology (APA) Wright State University	Postdoctoral Resident The Counseling Center Oberlin College Oberlin, OH
<b><u>Past Interns (2013-2014)</u></b>		
Erin Davis	Counseling Psychology (APA) Ball State University	Assistant Professor Graduate Counseling Division Indiana Wesleyan University Marion, IN
Jonathan Dator	Counseling Psychology (APA) Seton Hall University	Post-Doctoral Fellow Counseling & Psychological Services University of California, San Diego La Jolla, CA
Toussaint Whetstone	Counseling Psychology (APA) Loyola University Chicago	Director Counseling Center Wheaton College Wheaton, Illinois
<b><u>Past Interns (2012-2013)</u></b>		
Diem Phan	Counseling Psychology (APA) Washington State University	Staff Psychologist Counseling Center Southern Illinois University Carbondale, IL
Joanna Scott	Clinical-Developmental Psychology Bryn Mawr College	Post-Doctoral Fellow University Counseling Center University of Rochester Rochester, NY
<b><u>Past Interns (2011-2012)</u></b>		
Matthew Abrams	Counseling Psychology (APA) Loyola University Chicago	Staff Psychologist SUNY Fredonia Counseling Center Fredonia, NY
Jacob Goldsmith	Clinical Psychology (APA) Miami University-Ohio	Postdoctoral Clinical Research Fellow The Family Institute Northwestern University Evanston, IL
Allison Kozonis	Clinical Psychology (APA) Azusa Pacific University	Staff Psychologist California Lutheran University Thousand Oaks, CA

**Past Interns (2010-2011)**

Aaron Banister	Counseling Psychology (APA) University of Louisville	Post-doctoral Fellow in Health Psychology and Behavioral Medicine Schneck Medical Center Seymour, IN
MinJung Doh	Counseling Psychology (APA) Pennsylvania State University	Staff Psychologist Counseling Center Syracuse University Syracuse, NY
Joe Puentes	Clinical-Community Psychology (APA) University of La Verne	Staff Clinician University Counseling Center University of Notre Dame Notre Dame, IN

**Past Interns (2009-2010)**

Karina Chapman	Clinical Psychology (APA) Loyola University Maryland	Post-doctoral Fellow Psychological Clinic University of Michigan Ann Arbor, MI
Kristin Hoff	Clinical Psychology (APA) Xavier University	Clinical Fellow Counseling & Consultation Service The Ohio State University Columbus, OH
Erica Wagner	Clinical Psychology (APA) Chicago School of Professional Psychology	Post-doctoral Resident Anxiety and Agoraphobia Treatment Center, Ltd Chicago, IL

**Past Interns (2008-2009)**

Hagit Barry	Clinical Psychology (APA) Nova Southeastern University	Staff Psychologist Federal Correctional Institution Cumberland, MD
Megan Gierhart	Clinical Psychology (APA) Illinois School of Professional Psychology	Postdoctoral Fellow Psychological Services Center Argosy University Chicago, IL
Jennifer Kestner	Counseling Psychology (APA) Loyola University Chicago	Postdoctoral Fellow Counseling and Psychological Services Northwestern University Evanston, IL

**Past Interns (2007-2008)**

Kristine DiScala	Counseling Psychology (APA) Southern Illinois University	Adult Outpatient Therapist The Bowen Center Columbia City, IN
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Mark Iszak	Clinical Psychology (APA) Chicago School of Professional Psychology	Psychology Resident Counseling and Psychological Services Purdue University West Lafayette, IN
Melinda Wallpe	Counseling Psychology (APA) University of Kentucky	Counselor St. Mary's College Counseling Center, Notre Dame, IN
<b><u>Past Interns (2006-2007)</u></b>		
Kelly Doty	Clinical Psychology (APA) Loyola University Maryland (formerly Loyola College in Maryland)	Postdoctoral Clinical Fellow University Counseling Center George Washington University Washington, D.C.
Hyunok Kim	Counseling Psychology (APA) Indiana State University	Staff Counselor University Counseling Center University of Pittsburgh Pittsburgh, PA
Jill Salsman	Counseling Psychology (APA) Ball State University	Staff Counselor University Counseling Center University of Wisconsin - Stout Menomonie, WI
<b><u>Past Interns (2005-2006)</u></b>		
Sharon Carney	Counseling Psychology (APA) Western Michigan University	Staff Clinician University Counseling Center University of Notre Dame Notre Dame, IN
Meera Murthi	Counseling Psychology (APA) University of Illinois at Urbana-Champaign	Adjunct Faculty Department of Psychology University of Notre Dame Notre Dame, IN
Heather Sheets	Clinical Psychology (APA) Chicago School of Professional Psychology	Postdoctoral Fellow Counseling and Psych. Services Northwestern University Evanston, IL
<b><u>Past Interns (2004-2005)</u></b>		
Jerry Armour	Counseling Psychology (APA) Tennessee State University	Independent Practice
Hyun-joo Park	Counseling Psychology (APA) University of Missouri-Columbia	Visiting Assistant Professor State University of New York-Albany Albany, NY
Sarah Raymond	Counseling Psychology (APA) Michigan State University	Staff Clinician University Counseling Center University of Notre Dame Notre Dame, IN

**Past Interns (1986-2003)**

2003	Counseling Psychology (APA) University of Florida	Psychologist Health Management Institute/ Canopy Cove Tallahassee, FL
2003	Counseling Psychology (APA) Colorado State University	Visiting Assistant Professor Willamette University Salem, OR
2003	Counseling/Clinical Psychology (APA) Utah State University	Staff Clinician Counseling Center Univ. of Texas-San Antonio San Antonio, TX
2002	Counseling Psychology (APA) Virginia Commonwealth University	Postdoctoral Research Fellow Department of Psychiatry Univ. of North Carolina School of Medicine Chapel Hill, NC
2002	Counseling Psychology (APA) Seton Hall University	Counselor Freshman Year Experience Kingsborough Community College Brooklyn, NY
2002	Clinical Psychology (APA) University of Miami	Staff Psychologist Loyola University New Orleans, LA
2001	Clinical Psychology (APA) Illinois School of Professional Psychology-Chicago	Staff Psychologist Counseling Center The Citadel Charleston, SC
2001	Counseling Psychology (APA) University of Wisconsin- Milwaukee	Dissertation/Adjunct Faculty Carthage College Kenosha, WI
2001	Counseling Psychology (APA) University of Maryland	Postdoctoral Fellow Psychology Department University of Notre Dame Notre Dame, IN
2000	Clinical Psychology (APA) University of Denver	Postdoctoral Fellow Stanford University Stanford, CA
2000	Counseling Psychology (APA) University of Georgia	Postdoctoral Fellow Eating Disorders Clinic Athens, GA
2000	Clinical Psychology (APA) Miami University - Ohio	Postgraduate Clinical Fellow Family Institute Northwestern University Evanston, IL

1999	Counseling Psychology (APA) University of Memphis	Dissertation/Adjunct Faculty University of Memphis Memphis, TN
1999	Counseling Psychology (APA) Loyola University-Chicago	Dept. of Education University of Wisconsin Milwaukee, WI
1999	Counseling Psychology (APA) Our Lady of the Lake University	American Psychological Association Washington, D.C.
1998	Counseling Psychology (APA) Washington State University	Dissertation/Adjunct Faculty University of Idaho Moscow, ID
1998	Counseling Psychology (APA) University of Memphis	Counseling Center University of Indianapolis Indianapolis, IN
1998	Counseling Psychology (APA) University at Albany, SUNY	Counseling Center Western Carolina University Cullowhee, NC
1997	Counseling Psychology (APA) Michigan State University	Kalamazoo College Kalamazoo, MI
1997	Counseling Psychology (APA) Loyola University-Chicago	Counseling Center Lafayette College Easton, PA
1997	Counseling Psychology (APA) University of Notre Dame	Special Assistant Office of Student Affairs University of Notre Dame Notre Dame, IN
1997	Counseling Psychology (APA) University of Notre Dame	Postdoctoral Research Fellow Psychology Department University of Notre Dame Notre Dame, IN
1996	Clinical Psychology (APA) California School of Professional Psychology	City Hospital (Woodhull) Brooklyn, NY
1996	Counseling Psychology (APA) Arizona State University	Postdoctoral Fellowship UCLA Neuropsychiatric Institute Drug Abuse Research Center Los Angeles, CA
1996	Counseling Psychology (APA) Northwestern University	Counseling Center Chicago State University Chicago, IL
1995	Counseling Psychology Andrews University	Seventh Day Adventist Church Center Hohenfiche, Germany

1995	Clinical Psychology (APA) University of Cincinnati	Madison Center South Bend, IN
1995	Counseling Psychology (APA) University of Notre Dame	Children's Hospital Dept. of Psych. and Beh. Sciences Bellevue, WA
1995	Counseling Psychology (APA) Michigan State University	Mental Health and Chemical Dependency St. Mary Hospital Livonia, MI
1994	Clinical Psychology (APA) Miami University of Ohio	Counseling Center Concordia College Moorehead, MN
1994	Clinical Psychology (APA) Miami University of Ohio	Premier Associates Loveland, OH
1994	Counseling Psychology (APA) University of Akron	Counseling Center and Psychology Department Baker University Baldwin City, KS
1994	Counseling Psychology (APA) University of Notre Dame	Madison Center South Bend, IN
1993	Counseling Psychology (APA) Auburn University	Private Practice Florence, AL
1993	Clinical Psychology (APA) Brigham Young University	Aspen Achievement Academy Wayne County, UT
1993	Counseling Psychology (APA) Loyola University-Chicago	Ravenswood Community Mental Health Center Chicago, IL
1993	Clinical Psychology (APA) University of Missouri-St. Louis	Postdoctoral Fellowship Student Counseling Center Illinois State University Normal, IL
1992	Counseling Psychology (APA) University of Notre Dame	Madison Center South Bend, IN
1992	Counseling Psychology (APA) University of Southern Mississippi	Gwinnett Center for Christian Counseling Atlanta, GA
1992	Counseling Psychology (APA) Auburn University	North Central Mental Health Services Columbus, OH
1992	Clinical Psychology (APA) Ohio University	Center for Individual and Family Services Mansfield, OH

1991	Counseling Psychology (APA) State University of New York at Buffalo	Student Counseling Service Miami University of Ohio Oxford, OH
1991	Clinical Psychology (APA) University of Denver School of Professional Psychology	Frederick, Stall and Kantra Associates Denver, CO
1991	Counseling Psychology (APA) University of Notre Dame	Mary Roemer and Associates South Bend, IN
1991	Counseling Psychology (APA) Loyola University-Chicago	University Counseling Center University of Notre Dame Notre Dame, IN
1990	Counseling Psychology (APA) University of Texas-Austin	Scott and White Hospital Temple, TX
1990	Counseling Psychology (APA) University of Notre Dame	Gulanick, Gabbard and Associates South Bend, IN
1990	Counseling Psychology (APA) University of Florida	Department of Psychology Lehigh University Bethlehem, PA
1990	Clinical Psychology (APA) Loyola University-Chicago	St. John's Seminary Boston, MA
1989	Counseling Psychology (APA) Memphis State University	Counseling and Mental Health Center University of Texas - Austin Austin, TX
1989	Counseling Psychology (APA) University of Florida	University Counseling Center University of Notre Dame Notre Dame, IN
1989	Counseling Psychology (APA) Ohio State University	Counseling Center Utah State University Logan, UT
1989	Counseling Psychology (APA) University of Notre Dame	Ben-el Child Development Center Bellefontaine, OH
1988	Clinical Psychology (APA) Illinois School of Professional Psychology	Oaklawn Goshen, IN
1988	Counseling Psychology (APA) Ball State University	Family Services of Delaware County Muncie, IN
1988	Counseling Psychology (APA) University of Minnesota- Minneapolis	Department of Counseling, Continuing Education and Extension University of Minnesota St. Paul, MN

1988	Counseling Psychology Western Michigan University	Mercy Memorial Medical Center St. Joseph, MI
1987	Clinical Psychology (APA) Illinois School of Professional Psychology	Kingwood Hospital Michigan City, IN
1987	Counseling Psychology (APA) University of Iowa	Department of Educational Psychology University of Oklahoma Tulsa, OK
1987	Counseling Psychology (APA) University of Notre Dame	Counseling Center Marquette University Milwaukee, WI
1986	Counseling Psychology (APA) University of Notre Dame	Oaklawn Elkhart, IN
1986	Counseling Psychology (APA) University of Missouri - Columbia	Oaklawn Elkhart, IN