

UNIVERSITY COUNSELING CENTER

**UNIVERSITY OF NOTRE DAME
PREDOCTORAL INTERNSHIPS
FOR PROFESSIONAL PSYCHOLOGY**

2011-2012

*Accredited by the
American Psychological Association*

The University Counseling Center
University of Notre Dame
Predoctoral Internships for Professional Psychology
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Internship Information for 2011-2012

TABLE OF CONTENTS

<u>Title</u>	<u>Page</u>
ABOUT ND AND THE UCC	
The Setting: The Community	3
The University	3
The Training Site: The University Counseling Center	4
University Counseling Center Staff	5
The Facilities	10
THE TRAINING PROGRAM	11
Supervision and Evaluation	12
Weekly Intern Training and Service Activities	14
Core Training Experiences	15
Professional Development	21
MONEY MATTERS: STIPEND AND BENEFITS	21
APPLICATION AND SELECTION: CRITERIA AND PROCEDURES	23
CURRENT AND PAST INTERNS	25

THE SETTING

The Community

A growing 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 all the conveniences of a metropolitan environment without the "big city" headaches: no more fighting traffic jams at rush hours or driving miles to get across town is found in Michiana despite the hustle of developing business and industry in our progressive downtown and suburban areas. Rather, pleasant neighborhoods, beautiful countryside, cultural opportunities, educational pride, low cost of living, and ready access to local, state, and county parks for recreational activities 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 90-member South Bend Symphony, the South Bend Museum of Art, the Southold Dance Company, and the Broadway Theatre League sponsor various cultural events. In addition, many nationally known performers and lecturers regularly stop in South Bend when touring 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 increased significantly. Artists who have recently performed at DPAC include Itzhak Perlman, The Capitol Steps, Savion Glover, and the Vienna Choir Boys, among many others.

Michiana sports fans are never at a loss for something to cheer about - no matter what 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 new Studebaker National Museum, please visit the website for the South Bend Convention and Visitors Bureau at <http://www.livethelegends.org/>.

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 developing 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. In addition to its traditional reputation of athletic prowess, the University has grown into an independent, Catholic institution with a

national reputation for academic excellence, having been rated among the top 25 institutions of higher learning by U.S. News and World Report, the Princeton Review, and others. 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 11,800, drawn from all 50 states and over 100 countries.

Approximately 25% of the undergraduate population is ethnically diverse. An annual survey of entering freshmen across the nation by the American Council on Education reveals some interesting characteristics of Notre Dame students. Almost three in four of Notre Dame students enter the University having achieved an average A or A- in high school, compared to a national average of one in three. In terms of personal attitudes, Notre Dame students, to a much stronger degree than in the national group, perceive themselves as having strong academic ability, as being motivated to achieve, and as having originality and leadership potential. Approximately 80 % of undergraduates live on campus in 28 residence halls and 80% are active in service learning and community volunteer activities. The faculty to student ratio stands at 12 to 1, distributed among 63 undergraduate majors within 5 colleges, and 22 doctoral and 43 master's degree programs. Therefore, despite its predominantly Catholic identity, the student body reflects a diversity that insures a richness of attitudes, interests, and backgrounds.

THE TRAINING SITE: The University Counseling Center

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. Its twofold mission is to 1) provide counseling and psychoeducational services to the students of the University and 2) provide training opportunities for psychology interns and practicum students. In providing direct service, the staff is sensitive to the unique characteristics of an intelligent, highly motivated, predominantly Catholic student body, while also remaining committed to the good practice of psychology as determined by the ethical code of the American Psychological Association and the laws of the State of Indiana.

In providing service, the staff attends to developmental, environmental, and remedial concerns. The stress associated with a high pressure academic environment at a critical developmental period is often seen to lead to problems that can be alleviated through therapeutic intervention. This assistance may take the form of individual or group counseling if the intervention is direct service. The staff is also committed to a preventive approach, realizing that interventions are often most useful if undertaken before problems develop. Preventive interventions can include consultation with faculty, staff, or students and teaching life management skills in workshops or residence hall settings. In either case, whether working remedially or preventively, the emphasis is on addressing the needs of the whole 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, a psychiatrist, a consulting nutritionist, predoctoral psychology interns, and doctoral students from the APA accredited Clinical Psychology program at Notre Dame who work under the supervision of professional staff.

Each semester, the UCC offers a wide variety of outreach and consultation programs for individuals interested in building academic and interpersonal skills. Examples of these include stress management and relaxation training, performance enhancement, and coping skills training for depression and anxiety. Interpersonal process groups, eating disorder groups, family issues groups, and substance abuse groups are also often conducted. 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 are also designed to meet the specific needs of any University group or organization. Resident assistant training, student leadership development, conflict resolution among roommates, and walk-in support services for diverse students are among the consultation services that have been provided by UCC staff.

The UCC offers individual and group counseling services to all degree-seeking undergraduate and graduate students. Concerns range from acute situational stress to chronic and severe personality disturbances, with the majority of clients presenting with moderate stress over developmental issues. 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 emergency coverage, while interns and senior staff share walk-in emergency coverage during Center office hours

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 in Indiana and Missouri/Health Service Provider in State of Indiana; Concurrent Assistant Professor, Department of Psychology, University of Notre Dame

Area of Responsibility: UCC Webmaster

Professional Memberships: APA

Clinical Interests and Areas of Expertise: Cognitive-behavioral therapy; depression; anxiety; stress management; men's issues; multicultural issues; gay, lesbian, bisexual, and transgender issues

Theoretical Orientation: Primarily cognitive-behavioral and humanistic, integrating a variety of other theoretical elements as appropriate

Personal Interests: Spending time with my wife, son and daughter, playing guitar and bass guitar, 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 in Indiana and Alaska/Health Service Provider in State of Indiana; Concurrent Assistant Professor, Department of Psychology, University of Notre Dame

Area of Responsibility: Coordinator of Outreach and Consultation

Professional Memberships: APA

Clinical Interests and Areas of Expertise: Applied positive psychology; outreach; group therapy; multicultural issues; 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, reading, health and wellness, rubber stamping, being outdoors, spending time with family

Josephine Dickinson, Ph.D.

University of Akron, 2007, Counseling Psychology

Staff Psychologist

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

Area of Responsibility: Coordinator of Practicum

Professional Memberships: APA (Divisions 17, 35)

Clinical Interests and Areas of Expertise: Issues pertaining to AOD addiction, eating disorders, severe/persistent mental illness, gender and sexual identity, and career concerns

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

Personal Interests: Reading and writing poetry, spending time with my sister, and volunteering in the community

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 12-year-old, reading and movies

Arlen W. Epp, M.Div., MSW, LCSW, LMFT

Indiana University, 1994, Masters in Social Work, Associated Biblical Seminaries, 1987, Masters of Divinity, Pastoral Counseling Specialization, Staff Clinician/Substance Abuse Specialist

Licenses/Certifications/Additional Titles: Licensed Clinical Social Worker in Indiana, Licensed Marriage and Family Therapist in Indiana, National Certified Addiction Counselor; Concurrent Assistant Professional Specialist, Department of Psychology, University of Notre Dame

Area of Responsibility: Coordinator of Substance Abuse Services

Professional Memberships: NASW (National Association of Social Workers); NAADAC (National Association of Alcohol and Drug Addiction Counselors)

Clinical Interests and Areas of Expertise: Alcohol and drug abuse treatment and recovery, treatment of anxiety, depression, and impulse control disorders, couples treatment, wellness and spirituality for living

Theoretical Orientation: Integrative approach incorporating cognitive, behavioral, motivational interviewing, systems, and psychodynamic perspectives

Personal Interests: Music, wilderness camping and hiking, canoeing, mountaineering, wood working, reading

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; Concurrent Assistant Professor, Department of Psychology, University of Notre Dame

Area of Responsibility: Coordinator of Multicultural Team

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

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) – President-Elect

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

Theoretical Orientation: Integrative approach incorporating self-psychology, feminist therapy, humanistic and cognitive-behavioral 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 partner and our furry family

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); ACPA (Counseling and Psychological Services); ACBS (Association for Contextual and Behavioral Science)

Clinical Interests and Areas of Expertise: Depression, anxiety and obsessive-compulsive disorders; stress management; biofeedback; light therapy; trauma; gender issues, sexual orientation; outreach programs; 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, yoga, meditation, creating with art and technology, reading, camping, sailing, trips to spend time with and visit family, volunteering for the local school district

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), Indiana Psychological Association, National Register, 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

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

Norma Frost

Office Coordinator

June Harr

Senior Staff Assistant

Tina Laskowski

Office Coordinator

Margaret Strasser

Office Coordinator

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, digital cameras which allow for DVD recording, 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 a branch of the Notre Dame Federal Credit Union are all within easy walking distance. Walking trails around two beautiful lakes are also located immediately behind Saint Liam Hall.

THE TRAINING PROGRAM

The Notre Dame Predoctoral Internship in Professional 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 Coordinator for Internship 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 Predoctoral Internship in Professional Psychology trains interns as practitioners. This training is achieved through:

1. the enhancement of didactic learning about theories of psychological growth and change,
2. the observation of that learning being put into practice by psychologists, and
3. the practice, under the supervision of experienced practitioners, of those skills and interventions that promote psychological well-being.

The overall goal of the internship program is to train interns in the core competencies expected of a psychologist working in the context of a university counseling center. These core competencies include: **clinical intervention, assessment/diagnosis, consultation/outreach, and supervision**. In addition, **ethical issues, professional behavior, multicultural issues, and interpersonal skills** are highlighted during the course of training. Opportunities to develop clinical and educational skills in a training concentration such as alcohol and other drug intervention, eating disorders treatment or depression and anxiety disorders are also available to interns 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

Our training program is based on a generalist approach to the practice of psychology that is informed by research in the field. Within the context of this generalist approach, the intern is encouraged to develop additional skills in one training concentration (alcohol and other drugs, 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. The training program takes a developmental focus, beginning with a baseline assessment of the intern's competencies to the eventual mastery of these competencies at or beyond the entry level of practice. 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 Notre Dame predoctoral internship 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. 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 also 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.

Interns are supervised by licensed psychologists at the UCC, each of whom is committed to quality training and service delivery. Diverse theoretical orientations are represented, including integrative, interpersonal, client-centered, cognitive-behavioral, psychodynamic, existential-humanistic, feminist, 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 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 special 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 and/or through participation in the intern selection process.

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.

A. Direct Service = 20 hours

Individual and Couples Counseling	12 - 13 hours (avg.)
Group Counseling/Psychotherapy	1 - 3 hours (avg.)
Intakes/Psychological Assessments	2 - 3 hours
Crisis Intervention/Emergency Coverage	2 hours (avg.)
Outreach Program Delivery and Consultation	1 hour (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, outreach/consultation supervision, concentration area supervision, supervision of supervision	2.5 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

The areas of **clinical intervention, assessment and diagnosis, consultation and outreach, and supervision** constitute the functions we believe are fundamental to the successful professional functioning of any counseling and clinical psychologist. These four 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. Clinical Intervention

1. Individual Counseling

Interns provide counseling services to UCC clientele. These clients are 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: 12 - 13 hours per week

b. Training Provided:

- (1) Individual supervision of each intern's therapy cases takes place by means of recorded DVD 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 is also assigned to work 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, social workers, interns, and practicum students join 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.

2. Group Therapy

Interns participate in the Group Therapy 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 relaxation training and 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 group dynamics with their intern co-leaders following each group session. Intern co-leaders are also supervised in their case management of group clients.
 - (2) Further didactic training in group therapy is offered through the intern training seminar.

3. Crisis Intervention/Emergency Coverage

Interns are available for two hours/week for emergency 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 emergency 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.

B. Assessment and Diagnosis

Interns conduct a minimum of two (2) 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 will also interpret assessments and provide feedback to clients in their designated concentration area (see Section E).

- a. Hours: 2 – 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, the PAI and, the MBTI, etc. Individual supervisors and other training staff supervise the use of psychological assessment with intern clients.

C. 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.

Interns will also be members of the Outreach Committee which meets regularly during the academic year. Membership provides interns outreach collaboration opportunities with senior staff and opportunities to implement outreach initiatives. As active members of the Committee, interns are invited to share ideas and use their skills, knowledge and creativity to help educate the campus, destigmatize counseling, and reach underserved populations.

a. Hours: 1 hour per week (avg.)

b. Training Provided

Interns will participate in Outreach Training/Supervision which meets regularly during the Fall Semester. The Coordinator for Outreach and Consultation provides outreach training and supervision and is available through the course of the year for intern consultation. Outreach programs are also supervised by staff psychologists in consultation with the Outreach Coordinator. 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, outreach collaboration, and outreach and consultation preparation time.

D. Supervision

Interns serve as individual supervisors for Notre Dame counseling psychology doctoral students completing a practicum experience at the University Counseling Center. Practicum counselors also receive supervision by a licensed staff psychologist during the fall semester. Interns act as sole supervisors for practicum students in the spring semester, under the supervision of a staff psychologist. Supervisors engage in ongoing consultation with one another regarding the progress of the supervisee through regular supervisors meetings. Supervision sessions are recorded for discussion and reviewed in Supervision of Supervision. 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. During Supervision of Supervision, interns will be familiarized with supervision models as well as ethical and multicultural supervision issues. They will also review supervision recordings and discuss interpersonal process and evaluation issues.

E. 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 will 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 weekly 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.

F. **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 select 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: **professional issues and identity, assessment and diagnosis, cultural diversity, and clinical issues**. 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 every other week

5. Intern Retreat

Late in the spring semester or early in the 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

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 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.

MONEY MATTERS: STIPEND AND BENEFITS

The University of Notre Dame Predoctoral 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 stipend of **\$22,500**.

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. IRISHealth/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).

More detailed information regarding University benefits available to Interns may be obtained from the Department of Human Resources at the University of Notre Dame at the following web site: www.nd.edu/~hr.

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 ranking 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 **400 hours in direct provision of psychological services** in intervention/treatment and assessment/ diagnosis 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. The AAPI Online may be accessed through the APPIC web site (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, 2010*.

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**

Applicants must also register for the APPIC Computer Match. You may obtain registration information at 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, 2010**.*

In fairness to all applicants, only telephone interviews are offered. An optional Open House is scheduled for *Monday, January 24, 2011* 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.

The University of Notre Dame Predoctoral 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

<u>Year</u>	<u>Home Institution</u>	<u>First Employment</u>
2010	Counseling Psychology (APA) University of Louisville	
2010	Counseling Psychology (APA) Pennsylvania State University	
2010	Clinical-Community Psychology (APA) University of La Verne	
2009	Clinical Psychology (APA) Loyola College of Maryland	Postdoctoral Fellow Psychological Clinic University of Michigan Ann Arbor, MI
2009	Clinical Psychology (APA) Xavier University	Clinical Fellow Counseling & Consultation Service The Ohio State University Columbus, OH
2009	Clinical Psychology (APA) Chicago School of Professional Psychology	Postdoctoral Resident Anxiety and Agoraphobia Treatment Center, Ltd Chicago, IL
2008	Clinical Psychology (APA) Nova Southeastern University	Clinical Psychologist Federal Correctional Institution Cumberland, MD
2008	Clinical Psychology (APA) Illinois School of Professional Psychology	Postdoctoral Fellow Psychological Services Center Argosy University Chicago, IL
2008	Counseling Psychology (APA) Loyola University-Chicago	Postdoctoral Fellow Counseling and Psychological Services Northwestern University Evanston, IL
2007	Counseling Psychology (APA) Southern Illinois University	Adult Outpatient Therapist The Bowen Center Columbia City, IN
2007	Clinical Psychology (APA) Chicago School of Professional Psychology	Psychology Resident Counseling and Psychological Services Purdue University West Lafayette, IN
2007	Counseling Psychology (APA) University of Kentucky	Counselor St. Mary's College Counseling Center Notre Dame, IN
2006	Clinical Psychology (APA) Loyola College in Maryland	Postdoctoral Clinical Fellow University Counseling Center

		George Washington University Washington, D.C.
2006	Counseling Psychology (APA) Indiana State University	Staff Counselor University Counseling Center University of Pittsburgh Pittsburgh, PA
2006	Counseling Psychology (APA) Ball State University	Staff Counselor University Counseling Center University of Wisconsin - Stout Menomonie, WI
2005	Counseling Psychology (APA) Western Michigan University	Staff Clinician University Counseling Center University of Notre Dame Notre Dame, IN
2005	Counseling Psychology (APA) University of Illinois at Urbana-Champaign	Adjunct Faculty Department of Psychology University of Notre Dame Notre Dame, IN
2005	Clinical Psychology (APA) Chicago School of Professional Psychology	Postdoctoral Fellow Counseling and Psych. Services Northwestern University Evanston, IL
2004	Counseling Psychology (APA) Tennessee State University	Counselor The Lazarus Project Austin Peay State University Clarksville, TN
2004	Counseling Psychology (APA) University of Missouri-Columbia	Visiting Assistant Professor State University of New York-Albany Albany, NY
2004	Counseling Psychology (APA) Michigan State University	Staff Clinician University Counseling Center University of Notre Dame Notre Dame, IN
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	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	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	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	Gwinett 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