

UNIVERSITY COUNSELING CENTER

UNIVERSITY OF NOTRE DAME
DOCTORAL INTERNSHIP
IN HEALTH SERVICE PSYCHOLOGY

2021 - 2022

*Accredited by the
American Psychological Association*

The University Counseling Center
University of Notre Dame
Doctoral Internship in Health Service Psychology
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Internship Information for 2021-2022

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COVID-19 STATEMENT

For 2020-2021, UCC staff will maintain an on-campus presence while students are both living on campus and attending classes both in person and online. Staff and interns may work on campus, alternate working both on campus and remotely, or work completely remotely based on current University guidance. At the same time, most UCC services will be provided remotely with some exceptions as necessary.

All training activities (supervision, training seminars) and most outreach and consultation services will also be offered remotely. Seminars and training regarding providing tele-mental health services have been added to orientation.

The University Counseling Center follows all protocols as recommended by the University to ensure safety of students and staff, including symptom monitoring. For more information, see <https://here.nd.edu/>

Protocols for the spring semester and the 2021-2022 academic year will be determined based on the current status of the pandemic at that time.

THE SETTING

The Community

A vibrant community nestled in the heart of the Great Lakes Region, South Bend/ Mishawaka is located in the north central portion of Indiana approximately 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 artistic, educational, 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. The DeBartolo Center for the Performing Arts (DPAC) on campus, opened in 2004, has only increased the quality and range of cultural opportunities available. 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 Cubs (a Class A affiliate of the beloved Chicago Cubs), rooting for the Chicago White Sox, Cubs, or 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 diverse 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 cultural 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 to be one of the most beautiful in the nation. In addition to its traditional reputation for 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. The University has a student population of approximately 12,400, drawn from all 50 states and over 90 countries. Nearly seventy percent of these students are undergraduate students.

Approximately 52% of the undergraduate population is male, 29 % are students of color, 7% are international, and 15% are first generation. Religion is also a significant identity variable on the Notre Dame campus, with approximately 81% of ND students identifying as Catholic and the University embraces a mission of educating mind, body and spirit. In 2019, 38% of entering first year students were in the top 1% of their high school graduating 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 31 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 center for social, religious, and intramural athletic activities for undergraduates. The faculty to student ratio stands at 10 to 1, distributed among 75 undergraduate majors within 6 schools and 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 through a Stepped Care model including drop-in assessment/triage, brief interventions, individual and group counseling/therapy, psychoeducational workshops, and referral to resources within the university as well as the local community. The UCC is staffed by licensed clinical and counseling psychologists and social workers, psychiatrists, and a consulting nutritionist, as well as doctoral psychology interns and doctoral students from the APA accredited Clinical Psychology program at Notre Dame who work under the supervision of licensed staff.

The UCC offers services to all degree-seeking undergraduate and graduate students. Concerns range from acute situational stress to more ongoing or complex 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, there is no specific session limit at the UCC, although the Center works from a shorter-term clinical model. Students who are outside the UCC's scope of service may be seen for consultation and assessment and referred to community resources. A 24-hour emergency service is offered through the UCC to the University community. Senior staff assist with after-hours coverage, while interns and senior staff share drop-in assessment/triage coverage during Center office hours.

Each semester the UCC offers a variety of group experiences to meet student needs, including process groups, eating disorder groups, family issues groups, and social anxiety groups, as well as shorter-term psychoeducational workshops of topics of such as stress management, self-compassion, effective communication skills, managing change and uncertainty, and perfectionism. 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 students has also been offered through the UCC's *Let's Talk* program. Finally, UCC staff offer a variety of outreach and consultation programs on request, including programs on helping students in distress, stress management, performance enhancement, eating issues, and coping skills for depression and anxiety.

UNIVERSITY COUNSELING CENTER STAFF

Senior Staff

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: anxiety, social anxiety, depression; stress management; men's issues; multicultural issues; LGBTQ issues, wellness and prevention

Theoretical Orientation: Acceptance and Commitment Therapy (ACT); cognitive-behavioral therapies, integrating a variety of other theoretical/therapeutic elements and lenses from humanistic, self-compassion, feminist, positive psychology, and multicultural perspectives

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); reading; politics

Christine G. Conway, Ph.D., HSPP

University of Notre Dame, 1985, Counseling Psychology

Director

Licenses/Certifications: Licensed Psychologist and Health Service Provider in State of Indiana; Licensed Psychologist in Pennsylvania and Maryland

Professional Memberships: Association of University and College Counseling Center Directors, American Psychological Association, Division of Counseling Psychology

Clinical Interests and Areas of Expertise: College student development, health & wellness, sexual assault prevention & treatment, substance abuse prevention, and mindfulness & meditation.

Theoretical Orientation: Integrative approach incorporating cognitive-behavioral, ACT, relational, mindfulness and systems perspectives

Personal Interests: Spending time with family and friends, cooking (and eating), gardening, knitting, and traveling to new places

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

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

Jamie Garvey, Psy.D., HSSP

Xavier University, 2017, Clinical Psychology

Staff Psychologist

Licenses/Certifications: Licensed Psychologist in Indiana/Health Service Provider in State of Indiana; Licensed Psychologist in State of Illinois

Clinical Interests and Areas of Expertise: Eating disorders, body image concerns, personality disorders, dialectical behavior therapy, anxiety and mood disorders, shame and perfectionism, and self-compassion.

Theoretical Orientation: Integrative approach incorporating third-wave behavioral (ACT and DBT), humanistic, and positive psychology theories.

Personal Interests: Spending time with family and friends, reading, attending sporting events, and traveling/exploring

Maureen A. Lafferty, Ed.D., HSPP

West Virginia University, 1991, Counseling Psychology

Associate Director for Training

Licenses/Certifications: Licensed Psychologist in Indiana/Health Service Provider in State of Indiana

Area of Responsibility: Doctoral Psychology Internship and Practicum Training

Professional Memberships: APA (Divisions 17, 44), ACCTA (Association of Counseling Center Training Agencies) – Former Board Member; 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: Listening to live 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

Gabrielle Pointon, Psy.D., HSPP

Indiana State University, 2019, Clinical Psychology
Staff Psychologist

Licenses/Certifications: Licensed Psychologist/Health Service Provider in State of Indiana

Clinical Interests and Areas of Expertise:-Trauma and abuse recovery, interpersonal relationships, eating disorders, grief and loss, multiculturalism, group therapy.

Theoretical Orientation: Integrative approach incorporating humanistic, interpersonal process, cognitive behavioral, and acceptance and commitment perspectives.

Personal Interests: Running, spending time with my husband and children, playing basketball, cooking, listening to true crime podcasts

Joey Ramaeker, Ph.D., HSPP*

University of North Texas, 2016, Counseling Psychology (Specialization in Sport and Exercise Psychology)

Counseling and Sport Psychologist

Licenses/Certifications: Licensed Psychologist/Health Service Provider in State of Indiana; Licensed Psychologist in State of Iowa

Area of Responsibility: Counseling and Sport Psychologist Embedded in Athletics

Professional Memberships: American Psychological Association (Division 51, Men & Masculinity; Division 47, Sport, Exercise & Performance; Division 17, Counseling Psychology); Association for Applied Sport Psychology (AASP)

Clinical Interests and Areas of Expertise: Sport and performance psychology; men's issues; trauma; depression and anxiety; disordered eating & body image; self-compassion; sleep; interpersonal functioning; adjustment issues; multicultural counseling

Theoretical Orientation: Integrative drawing from relational, humanistic, cognitive-behavioral, and mindfulness-based approaches

Personal Interests: Connecting with family and friends; attending athletic events; listening to new music; reading; photography

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: Anxiety and obsessive-compulsive disorders; depression; stress management; body-focused repetitive disorders; 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: Listening to music, hula hoop dancing, yoga, creating with art and technology, reading, camping, sailing, trips to spend time with and visit family.

Amy Spanopoulos, LCSW, LCAC

Indiana University, 2000, School of Social Work

Associate Director, Clinical Services/Substance Abuse Specialist

Licenses/Certifications/Additional Titles: Licensed Clinical Social Worker and Licensed Clinical Addictions Counselor in Indiana, EMDR Clinician

Area of Responsibility: Concentration Area supervisor/Substance Abuse Services

Professional Memberships: NASW, ACSW, EMDRIA

Clinical Interests and Areas of Expertise: Mental health and addictions assessment and treatment, treatment for adjustment, anxiety, depression, trauma and substance abuse disorders

Theoretical Orientation: Cognitive Behavioral Therapy, utilization of feedback informed treatment practices, trauma informed care, motivational interviewing and EMDR

Personal Interests: Landscaping our property, running, reading, watching movies, spending time with family, and caring for our animals.

Valerie Staples, MSW, LCSW

University of Louisville, 1981, Kent School of Social Work

Clinical Social Worker/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

Kate Uitti, MSW, LCSW, IMH-E

University of Michigan, 2013, School of Social Work

Clinical Social Worker

Licenses/Certifications/Additional Titles: Licensed Clinical Social Worker in Indiana; Infant Mental Health Endorsed Clinician

Professional Memberships: NASW, Infancy Onward

Clinical Interests and Areas of Expertise: Change and adjustment, attachment and relationship, trauma, stress/anxiety, mood, grief and loss, women's issues, self-exploration and development, multicultural perspectives, and student-athletes

Theoretical Orientation: Integrative approach incorporating psychodynamic, interpersonal, and humanistic perspectives as well as relational, mindfulness-based and cognitive behavioral approaches

Personal Interests: Any time spent in nature is time well-spent; practicing yoga, playing volleyball, reading, hiking and running, gardening, travel and camping, playing with pups, family, and friends.

Weiyang Xie, Ph.D., HSPP

University of Minnesota, 2015, Counseling Psychology

Staff Psychologist

Professional Memberships: APA

Areas of Responsibility: Coordinator of TAO (Therapist Assisted Online); 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.

*Embedded Psychology staff are not currently available for clinical supervision.

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 Scheduling, Deposits, Psychiatrist and Nutritionist Schedule, Room Scheduling, Office Phones, Office Supplies, After-Hours Pager, Library and Magazine subscriptions, Forms, Posters, Brochures, Printers, and Café Supplies.

Personal Interests: Gardening, Football, cross-stitch, and reading

Rachel King

Office Services Coordinator

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

Personal Interests: Rachel enjoys spending time with family and friends, listening to podcasts, trying new foods and restaurants, and traveling.

FACILITIES

The University Counseling Center is housed on the third floor of Saint Liam Hall. The building was extensively renovated in 2006 and features well-furnished staff offices and group rooms, conference rooms with A/V capability, a stress management room, 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 A/V equipment 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 a collection of professional books and digital resources and interns also have access to University libraries for psychological reference materials.

The UCC has two well-appointed group therapy/meeting rooms as well as a large conference room 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. *Not all spaces will be available in 2020-21 due to the Covid-19 pandemic.*

Campus dining rooms, cafés, food courts, a convenience store, athletic facilities, 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 Associate Director for Training with the assistance of senior staff supervisors at the UCC as well as intern representation.

A. Aim and Competencies

The University of Notre Dame's Doctoral Internship in Health Service Psychology trains interns 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 competencies include: **ethical and legal standards, professional values and attitudes, research, individual and cultural diversity, assessment, evidence-based intervention (individual, group and clinical consultation), communication and interpersonal skills, interprofessional/interdisciplinary 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. In addition, the internship currently offers training in the site-specific competency of **outreach and consultation.**

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. Training and supervision takes place in person through the training year. We do not use distance education technologies for training and supervision.

While interns frequently seek counseling center positions as their first employment, the training at the University of Notre Dame's Counseling Center is broadly based and prepares interns well for a variety of employment settings in health service psychology.

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 to or different from one's own.

SUPERVISION AND EVALUATION

The doctoral psychology internship at the University of Notre Dame is accredited by the American Psychological Association and adheres to APA accreditation standards 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. Concentration area supervision may be provided by licensed mental health professionals in other disciplines under the oversight of the primary supervisor. Diverse theoretical orientations are represented, including cognitive-behavioral, humanistic, ACT, interpersonal, mindfulness-based, integrative, and applied positive psychology approaches. 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 their progress, occurs through three clearly defined and regularly scheduled evaluation sessions throughout the year. Self-evaluation is highly valued as the training staff seeks to promote the development of a competent professional psychologist. Direct observation of the service provided (individual and group therapy, supervision provision, etc.) is a component of every training activity. 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.

Training Supervisors meet monthly to discuss intern progress. The Training Committee also meets regularly to address issues related to internship program design, evaluation, supervision, intern selection, and accreditation. Interns may elect to be involved in the training program through membership on the Training Committees, 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/Therapy	11 - 12 hours (avg.)
Group Counseling/Therapy/	1 - 3 hours (avg.)
Drop-In Assessment/Triage/Crisis Intervention	4 - 6 hours (avg.)
Outreach Program Delivery and Consultation	1 - 2 hours (avg.)
Provision of Supervision	1.5 hours

B. Indirect Service/Case Management = 7 hours

Case Management/Clinical Consultation	4 hours
Supervision/Outreach Preparation	3 hours

C. Training = 10 hours

Individual Supervision	2.5 hours
Supervision of Group therapy, Concentration area, and Supervision of supervision	3 hours
Clinical Case Conference	1 hour
Outreach Consultation	.5 hours
Intern Training Seminar	2 hours
Intern Support Group	1 hour
Other Training (intern orientation, meetings with ADT, intern retreat, intern project, etc.)	varies

D. Administration = 3 hours

Staff/Committee Meetings	2 - 3 hours
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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 their 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 participate in a minimum of four (4) hours of drop-in assessment/triage per week initial which serves as a means of assessing clients' clinical needs and concerns and making recommendations for services. Interns will also conduct screenings for symptoms of depression, anxiety, and attention issues as well as administer 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 may also interpret assessments and provide feedback to clients in their designated concentration area (see Section E).

a. Hours: 4 - 5 hours per week (avg.)

b. Training Provided:

- (1) Intern drop-in assessments are supervised by their primary supervisor.
- (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. Client assignment is determined through the drop-in appointment, where interns may choose to assign clients to their own caseloads or to others' caseloads based on client request, a need for specific expertise, or scheduling issues. Interns do not record the drop-in assessment but 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 Associate Director for Training as well as the intern's home program 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. Senior staff, 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 anxiety management, and topical groups in areas such as eating disorders, family issues, and substance abuse, as well as groups for graduate students and other specific 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 will be exposed to the need for crisis intervention through the drop-in assessment. Clients may use drop-in hours to address urgent clinical needs or to consult about a crisis situation. Based on the nature of the drop-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 drop-in clients via individual supervision as well as consultation with senior staff. Psychiatric consultation is also available with the psychiatric staff 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. Concentration Areas may change from year to year related to changes in Center staffing or clinical need** 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/dermatillomania, GAD, and panic disorder).

Substance Abuse Concentration

The Substance Abuse Concentration is based on a biopsychosocial approach to conceptualization. The interface of academic/occupational, familial and social domains with cognition, emotion, values and sense of self/others is viewed as a necessary component of assessment. Best practice treatments include understanding the presence and complexities of dual diagnosis presentation and utilizing stages of change and motivational interviewing skills to achieve harm reduction and/or abstinence goals. Specialized interventions taught and supervised include use of microskills (OARS) to help clients clarify and resolve ambivalence about behavior change, create and amplify discrepancy between present and desired behavior and create cognitive dissonance between where one is and where one wants to be. Modalities of intervention will include assessment, individual and group counseling and referral. Continual assessment of level of need and corresponding level of care will be prioritized.

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. It is recommended that at least one of these programs be multicultural in focus and one program 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:

1. Senior staff members will provide training in outreach and consultation through the intern seminars and are 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.
2. Interns will need to identify a mentor for each program they elect to provide. The mentor is expected to meet with the intern and review their outreach plan, any handouts or outlines they are using, and their method of program evaluation.
3. APA requires that Interns have a minimum of one program observed by Senior Staff each semester. Staff who agree to observe need to complete an Observation Form which they will receive from the Intern. Interns are responsible for filing these forms in the appropriate folder in the Google Drive.

C. Supervision

Interns typically 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. If insufficient practicum supervisees are available, an intern may take on the role of group supervisor for the cohort to gain supervision experience. 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 Associate 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 discuss interpersonal process and evaluation issues.

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, crisis intervention, and multicultural issues, tours of campus, 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, 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, LGBT 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 Associate 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 Associate Director for Training

Interns meet as a group with the Associate Director for Training monthly 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 directors 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 Associate 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.

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 that benefit their clinical work at the UCC. Five (5) days release time is provided in order to encourage interns to recognize the importance of continuing professional development and to incorporate it into his/her professional life.

Doctoral Internship Admissions, Support & Initial Placement Data

Internship Program Admission

Date Program Tables last updated: 7/31/20

Briefly describe in narrative form important information to assist potential applicants in assessing their likely fit with your program. This description must be consistent with the program’s policies on intern selection and practicum and academic preparation requirements:

The University of Notre Dame Doctoral Internship Program offers a full-time, 12-month internship for three doctoral-level graduate students in accredited programs in counseling or clinical psychology. The internship begins in early August, and requires a commitment of 40 hours per week

The University Counseling Center considers applicants from APA or CPA accredited doctoral programs in counseling or clinical psychology. 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 health service 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.

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 affiliation in the selection of interns. Applicants with diverse identities are encouraged to apply. The UCC is committed to attracting and retaining diverse interns.

Does the program require that applicants have received a minimum number of hours of the following at time of application? If Yes, indicate how many:

Total Direct Contact Hours Minimum	Yes	Amount: 400*
Total Direct Contact Assessment Hours	No	Amount: N/A

Describe any other required minimum criteria used to screen applicants:

- have seen a minimum of 20 Adult Clients (Intervention)
- have passed doctoral comprehensive examinations by the application deadline
- are admitted to doctoral candidacy by the start of the internship, i.e. have completed all graduate coursework and have proposed the dissertation prior to arrival at the internship site.

* Applicants with less than 400 direct contact hours may be considered due to the COVID-19 pandemic.

Financial and Other Benefit Support for Upcoming Training Year (2020-2021)

Annual Stipend/Salary for Full-Time Interns:	36,000
Annual Stipend/Salary for Half-Time Interns:	N/A
Program provides access to medical insurance for interns:	Yes

If access to medical insurance is provided:	
Trainee contribution to cost required:	Yes
Coverage for family members available:	Yes
Coverage for legally married partner available:	Yes
Coverage for domestic partner available:	No
Hours of Annual Paid Personal Time Off:	10 Vacation days (80 hours)
	2 Personal Days (16 hours) - taken from Family Sick Balance
	All University holidays
In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns in excess of personal time off and sick leave:	Yes
Other Benefits that are available and/or optional:	
Dental Insurance	Parental Leave
Vision Plan	Wellness Center Services
Life Insurance	Employee Assistance Program
Disability Insurance	Access to University Libraries and Athletic Facilities
Travel/Accident Insurance	Access to Athletic Tickets
Voluntary Retirement Contribution	Discounts at University Bookstore
Educational Benefits	Maternity Benefits (Family and Medical Leave)
Free Parking	
Professional Development Leave: Five (5) professional leave days to attend conferences, workshops, dissertation defense, or job interviews.	
More detailed information regarding University benefits available to Interns may be obtained from the <u>Department of Human Resources</u> at the University of Notre Dame at the following web site: www.nd.edu/~hr .	

Policies/Procedures

Additional information regarding the internship training program can be found in the [Training Manual](#).

Initial Post-Internship Positions (Provide an Aggregated Tally for the Preceding 3 Cohorts)		
	2016-2019	
Total # of interns who were in the 3 cohorts	9	
Total # of interns who did not seek employment because they returned to their doctoral programs/are completing their doctoral degree	0	
	PD	EP
Community mental health center	0	0
Federally qualified health center	0	0
<i>Continued...</i>	PD	EP

Independent primary care facility/clinic	0	0
University counseling center	4	2
Veterans Affairs medical center	0	0
Military health center	0	0
Academic health center	0	0
Other medical center or hospital	1	0
Psychiatric hospital	0	0
Academic university/department	0	1
Community college or other teaching setting	0	0
Independent research institution	0	0
Correctional facility	0	0
School district/system	0	0
Independent practice setting	1	0
Not currently employed	0	0
Changed to another field	0	0
Other	0	0
Unknown	0	0
Note: "PD" = Post-doctoral residence position; "EP" = Employed Position. Each individual represented in this table should be counted only one time. For former trainees working in more than one setting, select the setting that represents their primary position.		

Application and Employment: Process and Procedures

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).

Applicants are to complete the AAPI Online in its entirety and submit it to our site electronically via the “Applicant Portal” by *November 1, 2020*.

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.

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**.

ALL application materials need to be received by November 1, 2020 by 11:59 p.m.

In fairness to all applicants, only telephone/Zoom interviews are offered.

An optional virtual Open House may be offered 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 reserves the right to conduct reference checks, verify criminal records information and require drug testing as criteria for 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 for any drug designated as illegal in the state of Indiana or negative findings from the criminal background check may result in not being hired. Please contact the Office of Human Resources for more detailed information: <https://hr.nd.edu/about/contact/>

The Doctoral Internship in Health Service Psychology at the University of Notre Dame is accredited by the American Psychological Association. For information regarding our APA accreditation, please contact the Office of Program Consultation and Accreditation at:

Telephone: (202) 336-5979 or (202) 336-6123 TDD

Web site: <http://www.apa.org/ed/accreditation/>

Email: apaaccred@apa.org

USPS: 750 First Street, NE, Washington, DC 20002-4242

CURRENT AND PAST INTERNS

	<u>Home Institution</u>	<u>First Employment</u>
<u>Current Interns</u>		
Kaylin Hill	Clinical Psychology (APA) Purdue University	
Amanda Roth	Clinical Psychology (APA) University of Indianapolis	
Alice Wasyłowsky	Clinical Psychology (APA) University of Indianapolis	
<u>Past Interns (2019-20)</u>		
Benjamin Metta Penhas	Clinical Psychology (APA) Alliant IU/CSPP-San Diego	Postdoctoral Resident University of California San Diego Counseling and Psychological Services San Diego, CA

Michael Sheffield Clinical Psychology (APA)
Nova Southeastern University Postdoctoral Fellow
University of Central Florida
Orlando, FL

Julia Vitale Clinical and School Psychology (APA) Postdoctoral Fellow
Roberts Wesleyan College Genesee Valley Psychology, PLLC
Rochester, NY

Past Interns (2018-19)

Kiersten Eberle Medina Counseling Psychology (APA)
University of Northern Colorado Postdoctoral Fellow
Counseling and Psychological Services
Washington State University
Pullman, WA

Kallie Kobold Clinical Psychology (APA)
Fuller Theological Seminary Postdoctoral Fellow
University Health Services – Mental Health Services
University of Wisconsin – Madison
Madison, WI

Gabrielle Pointon Clinical Psychology (APA)
Indiana State University Staff Clinician
University Counseling Center
University of Notre Dame
Notre Dame, IN

Past Interns (2017-18)

Mara Dockendorf Counseling Psychology (APA)
University of St. Thomas Postdoctoral Fellow
CARE Counseling
Minneapolis, MN

Chonlada Jarukitisakul Counseling Psychology (APA)
Boston University Post-doctoral Fellow
University Counseling Services
Boston College
Boston, MA

Rebecca Kinsey Counseling Psychology (APA)
Ball State University Assistant Professor, Psychology
Indiana University – South Bend
South Bend, IN

Past Interns (2016-17)

Jamie Lacey Clinical Psychology (APA)
Xavier University Postdoctoral Fellow
Eating Disorder Program
Insight Behavioral Health Center
Chicago, IL

Dan Neighbors Counseling Psychology (APA)
Washington State University Staff Psychologist
Counseling and Psychological Services
Washington State University
Pullman, WA

Tabish Shamsi Clinical Psychology (APA)
Adler University – Chicago Post-Doctoral Psychology Fellow
Student Counseling Services
University of Chicago
Chicago, IL

Past Interns (2015-2016)

Calisha Brooks	Counseling Psychology (APA) Tennessee State University	Post-Doctoral Psychology Fellow Psychological and Counseling Center 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

Past Interns (2014-2015)

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

Past Interns (2013-2014)

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

Past Interns (2012-2013)

Diem Phan	Counseling Psychology (APA) Washington State University	Staff Psychologist Counseling Center Southern Illinois University Carbondale, IL
Joanna Scott	Clinical-Developmental Psychology	Post-Doctoral Fellow

Bryn Mawr College

University Counseling Center
University of Rochester
Rochester, NY

Past Interns (2011-2012)

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)

Postdoctoral Fellow

	Illinois School of Professional Psychology	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
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

Past Interns (2006-2007)

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

Past Interns (2005-2006)

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

Past Interns (2004-2005)

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
<u>Past Interns (1986-2003)</u>		
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	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