

***UNIVERSITY COUNSELING CENTER***

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

**2022 - 2023**

*Accredited by the  
American Psychological Association*

**The University Counseling Center**  
**University of Notre Dame**  
**Doctoral Internship in Health Service Psychology**  
*Accredited by the American Psychological Association*

**Internship Information for 2022-2023**

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## **THE SETTING**

### The Community

A vibrant community nestled in the heart of the Great Lakes Region, South Bend/Mishawaka is located in the north central portion of Indiana approximately 90 miles southeast of Chicago. Its name is earned from its location 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 commonly known as Michiana.

For many, 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, convenient shopping, 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 [Home - DeBartolo Performing Arts Center \(nd.edu\)](http://www.downtownsouthbend.com/) adds to 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/>. 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/>.

Michiana sports fans are also never at a loss for something to cheer about - no matter the season. In addition to supporting the many student athletes and teams representing the Fighting Irish of Notre Dame, one can enjoy cheering on the South Bend Cubs (a Class A affiliate of the beloved Chicago Cubs), as well as the Chicago White Sox, Cubs, or Bears. Fans can also rally around the Indianapolis Colts or become part of Hoosier Hysteria during the state basketball championships. Enthusiasm for sports in the area is an important part of local culture.

Finally, the diverse backgrounds represented in the area brings many customs, traditions and perspectives to local neighborhoods, businesses, and ways of life. The Latino/a community is well-represented on South Bend's West Side and the African-American community is a strong, long-standing contributor to the city of South Bend. Combining the renaissance of downtown historical districts and parks with the newly developed river walks, bike paths, and Eddy Commons area near campus, 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 historical reputation for athletic prowess, the University has grown into an independent, Catholic, top 20 research institution with a national reputation for excellence in teaching, research, and scholarship. The University has a student population of over 12,600, drawn from all 50 states and over 90 countries. Nearly seventy percent of these students are undergraduate students. Approximately 51% of the undergraduate population is male, 31% are students of color, 12% are international, and 15% are first generation/lower SES. The entering Class of 2026 is the most diverse in University history. Religion is also a significant identity variable on the Notre Dame campus, with approximately 80% of ND students identifying as Catholic. The University embraces a mission of educating mind, body, and spirit, seeking students who are creative intellectuals as well as compassionate individuals who strive to be a force for good, seek social justice, and live a life of passion and purpose. Approximately 80% of undergraduates and 18% of graduate and professional students live on campus in 32 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 life for undergraduates. The faculty to student ratio stands at 9 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 ensures a richness of attitudes, interests, and backgrounds across many domains.

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

The University Counseling Center is best described by the following mission statement:

*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 and counselors. 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 graduate students from the APA accredited Clinical Psychology program at Notre Dame as well as the local community 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, goal-directed 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, structured/skills-based groups, and support groups/spaces for marginalized students, as well as shorter-term psychoeducational workshops on 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 is also 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 states of 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 and 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

**Jordan Dolson, Ph.D., HSPP**

Purdue University, 2020, Counseling Psychology

Staff Psychologist

Licenses/Certifications: Limited Licensed Psychologist in state of Michigan

Professional Memberships: American Psychological Association

Clinical Interests and Areas of Expertise: Anxiety, grief and loss, eating and body image concerns, family of origin concerns, graduate students, relationship difficulties, school-life-work balance, self-compassion

Theoretical Orientation: I work from an integrative standpoint, approaching therapy primarily through a Cognitive Behavioral Therapy (CBT) and person-centered lens, within a multiculturally-informed framework. I also draw from Acceptance and Commitment Therapy (ACT) when appropriate.

Personal Interests: Spending time with friends and family, going on hikes, reading, trying new restaurants

**Nayely Gonzalez, Ph.D.**

Indiana University, 2022, Counseling Psychology

Staff Clinician

Professional Memberships: American Psychological Association

Clinical Interests and Area of Expertise: Multicultural counseling; bilingual therapy (English and Spanish); Latino/a/x mental health; substance use, identity exploration and development; counseling with first-generation college students

Theoretical Orientation: Integrative approach that incorporates cognitive-behavioral, humanistic, and interpersonal perspectives, as well as mindfulness-based approaches

Personal Interests: Cuddling with my cats, spending time with my partner, makeup, and trying new restaurants

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

University of Florida, 1994, Clinical and Health Psychology

Staff Psychologist

Licenses/Certifications: Licensed Psychologist and Health Service Provider in state of Indiana; Licensed Clinical Addiction Counselor in Indiana

Professional Memberships: American Psychological Association

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

Theoretical Orientation: Integration of cognitive-behavioral, humanistic/existential, motivational interviewing and narrative approaches

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

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

West Virginia University, 1991, Counseling Psychology

Associate Director for Training/Staff Psychologist

Licenses/Certifications: Licensed Psychologist in Indiana and 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 informed care; 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

**Carlie McGregor, Ph. D., HSPP**

University of North Texas, 2020, Counseling Psychology with an emphasis in Sport Psychology

Staff Psychologist, Embedded in Athletics

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

Professional Memberships: American Psychological Association, Division of Counseling Psychology, Association for Applied Sport Psychology

Clinical Interests and Areas of Expertise: Body image, Identity/Multicultural Dynamics, Athletics/Performance, Relational Concerns, LGBTQIA+ issues, Masculinity/Genderization

Theoretical Orientation: Relational Cultural Theory (RCT) framework integrating interpersonal and systemic perspectives, integrative and collaborative

Personal Interests: Watching movies, spending time with family and friends, working on home projects, camping and outdoor activities, reading, cooking, anything sports!

**Caprice Mottley, MSW**

Andrews University, 2018, Masters in Social Work  
Staff Social Worker

License/Certifications: Licensed Social Worker(Indiana) #33010213A, Limited Licensed Master Social Worker (Michigan) #6851103654

Clinical Interests and Areas of Expertise: Athletes, sports and exercise performance/enhancement, post injury adjustment, multicultural based challenges-microaggressions, colorism/texturism, People of Color in the workplace, invisible illness, cognitive behavioral and mindfulness based therapies, anxiety, depression, self-esteem, spiritual exploration

Theoretical Orientation: Integrated approach drawing upon aspects of the biopsychosocial model, Cognitive Behavioral Therapy (CBT), Cognitive Processing Therapy (CPT), integrating strength-based perspectives as well as psychodynamic therapy approaches

Personal Interests: Weightlifting/fitness training, playing and watching basketball, football and soccer; advocacy for diversity, equity and inclusion, race relations, guitar playing/music, fashion and makeup aesthetics

**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

**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 and 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

**Tiffany Russell, MSW, LCSW**

Western Michigan University, 2017, Masters in Social Work

Clinical Social Worker

Licenses/Certifications: LMSW - Clinical (Michigan) #680110615; LCSW, (Indiana) #34009152A

Professional Memberships: National Association of Social Workers (NASW)

Clinical Interests and Areas of Expertise: Anxiety, Depression, Goal Setting, Mental Health within the African-American Population

Theoretical Orientation: Trauma informed care, strengths-based perspective, person centered approach

Personal Interests: Spending time with family and friends, music, reading, traveling and shopping

**Elizabeth Sanborn, Psy. D.**

James Madison University, 2021, Combined-Integrated Clinical and School Psychology

Staff Clinician, Embedded in Athletics

Professional Memberships: American Psychological Association -Division 47 Sport and Performance Psychology; Association for Applied Sport Psychology (AASP)

Clinical Interests and Areas of Expertise: Sport and performance psychology, mood disorder, adjustment issues, relationship issues, trauma, and post-traumatic growth

Theoretical Orientation: Integrative drawing from cognitive-behavioral, relational, interpersonal and systems-based approaches

Personal Interests: Spending time with family and friends, pampering my dog, watching sports, knitting, being outside, and binge-watching television.

**Amy Spanopoulos, LCSW, LCAC**

Indiana University, 2000, School of Social Work

Associate Director for Clinical Services/Clinical Social Worker/Substance Abuse Specialist

Licenses/Certifications/Additional Titles: Licensed Clinical Social Worker and Licensed Clinical Addictions Counselor in state of 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.

**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 and Scheduling, A-V Equipment, Computer/Technology 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, Room Scheduling, Nutritionist Schedule, 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 After-hours Schedules, Monthly Reports and Annual Report to Student Affairs, Intern and Practicum Personnel Files, Event Coordination, Front Office Back-Up

Personal Interests: Rachel enjoys spending quality time with her husband, kids, and close family and friends; listening to podcasts/audio books, exploring new places, foods, and restaurants.

## **FACILITIES**

The University Counseling Center is housed on the third floor of Saint Liam Hall. The building features well-furnished staff offices and group rooms, conference rooms with A/V capability, 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 computer and monitor, webcams 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. With the advent of telemental health, a HIPAA-compliant video-conferencing and recording platform is currently available through TAO (Therapy-Assisted Online) for the provision of clinical and educational services as needed.

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.

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.

## **b. 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 exposure area**, currently, these include substance abuse, sports psychology, group therapy, grief and loss, and crisis intervention in the course of the internship year. Other exposure areas are in development at this time. 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 typically take place in person through the training year. During the height of the COVID-19 pandemic, trainees were exempted from these requirements by psychology licensing boards. However, as the status of these exemptions is not known at this time, it is expected that training and supervision will be in person going forward.

Finally, 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. Please see the list of past interns' first employment later in the document.

## **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 exposure area (currently substance abuse, eating disorders, sports psychology, or interpersonal wellness) 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, 2017, Ethics Code, Principle E).

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. 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 supervision is provided by licensed psychologists at the UCC, each of whom is committed to quality training and service delivery. Exposure 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, ACT, interpersonal, mindfulness-based, psychodynamic, trauma-informed, integrative, and strengths-based 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, supervision of drop-in/triage, 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.

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 Committee, participation in the intern selection process, and/or by selecting an administrative training focus.

### **WEEKLY INTERN TRAINING AND SERVICE ACTIVITIES\***

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

#### **A. Direct Service = 20 hours**

Individual Counseling/Therapy	11 - 12 hours (avg.)
Group Counseling/Therapy/	1 - 3 hours (avg.)
Drop-In Assessment/Triage/Crisis Intervention	4 hours (avg.)
Outreach and Consultation Services	.5 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 hours
Supervision of Group Therapy, Exposure Area, and Supervision of Supervision	2.5 - 3 hours
Supervision of Drop-In/Crisis Consultation	1 hour
Clinical Case Conference	1 hour
Outreach Planning	varies
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, crisis intervention, consultation and supervision** constitute the areas that we believe are fundamental to the successful professional functioning of any health service 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 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 exposure area (see Section E).

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

b. Training Provided:

- (1) Intern drop-in assessments will be supervised by a designated licensed staff member in a group supervision format. Assessments will also be discussed with relevant supervisors.
- (2) Additional supervision and training is offered in the administration and interpretation of the major personality tests used at the 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. 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. 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 a primary supervisor for the first half of the internship year and then rotates to a second primary supervisor for the second half of the year. The intern's primary supervisor is responsible for supervising the intern's individual caseload (other than clients in a designated exposure area), coordinating completion of completing 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. Primary supervision is provided for a total of 2 hours per week.

- (2) Group supervision in a case presentation format occurs through Clinical Case Conferences (Clinic Teams) at UCC. Senior staff and interns 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 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 process groups, structured/skills-based groups in areas such as anxiety management, topical groups in areas such as family issues and substance abuse, and support groups/spaces for international students, students of color 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 supervisors 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 use drop-in hours to access services, address urgent clinical needs and/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: Variable
- b. Training Provided:

- (1) Interns receive both didactic and experiential training during intern orientation and ongoing supervision related to crisis intervention processes and procedures. Interns may also elect an exposure area in crisis management.
- (2) Interns are supervised on their urgent drop-in clients via a weekly one-hour group supervision session, as well as consultation with relevant supervisors on the senior staff. Psychiatric consultation is also available with the psychiatric staff at UCC.

- c. 5. Training Exposure Area



Interns will participate in biweekly training/supervision in an Exposure Area for a semester-long rotation, with an option to request to continue or to select another Exposure Area. At present, Exposure Areas include **Grief and Loss, Group Therapy, Sports Psychology, Substance Abuse and Crisis Intervention. (Additional Exposure Areas may be in development.)** Exposure Areas may change from year to year related to changes in Center staffing, training interest and/or clinical need. Interns will select 1 – 4 clinical cases in the Exposure Area for which they will receive more in-depth supervision by a licensed staff supervisor. Interns will provide clinical assessment and treatment for these clients and may be involved in outreach to students with these concerns.

a. Hours: 1 hour every other week

b. Training Provided:

Interns will gain exposure to theoretical approaches as well as to intervention and assessment training in their Exposure Area through intern training seminars and individual supervision. Interns will also meet with their Exposure Area supervisor regularly to review related clinical work in more depth and to discuss assessment issues and potential outreach planning.

### **Grief & Loss Exposure Area**

The Grief and Loss Exposure Area focuses largely on grief due to bereavement. This Exposure Area explores and honors the unique experience of grieving while in college (e.g., developing a sense of identity, being away from home, feelings of isolation). Interns participating in this area will be exposed to various theories that inform the understanding of grief, learn techniques of grief therapy, and maintain clients with grief and loss concerns on their caseload. Interns will complete and discuss readings on topics such as complicated grief, anticipatory grief, and traumatic grief. Additional opportunities include engaging in and developing outreach programming as needed; co-facilitating the Grief & Loss group; and collaborating with campus partners on grief retreats and community dinners.

### **Group Therapy Exposure Area**

The Group Therapy exposure area is rooted in the belief that group therapy, compared to individual therapy, is an equally effective form of treatment. Within a holistic approach to student development and mental well-being, group therapy can offer a microcosm of students' daily lives and allow them opportunities to experiment with newly developed skills, coping mechanisms, and ways of relating. Interns participating in this area will be exposed to the theories, research, and interventions related to improving group therapy facilitation and conceptualization skills. Theoretical approaches to group therapy may vary depending on the supervising clinician and types of group (i.e., skills, process, support). Additionally, Interns will have the opportunity to co-facilitate two groups during the semester with an experienced group therapist, conduct group screenings, receive supervision with a focus on group, and have the opportunity to create their own group depending on intern's interest and needs of the counseling center.

### **Sports Psychology Exposure Area**

The Sport Psychology Exposure Area is rooted in a holistic approach to student-athlete development and the belief that individuals perform their best when holistically healthy. Interns participating in this area will be exposed to the theories, research, and interventions underlying high performance and common clinical/developmental concerns associated with student-athlete populations. Special attention will be paid to the unique cultural context of NCAA Division I athletics and its influence on applied work with student-athletes and athletic department personnel.

Activities associated with this exposure area include the provision of clinical service; development of team/departmental outreach; consultation with athletic department support staff personnel (e. g., sports medicine, academic advisors); and collaboration in multidisciplinary well-being initiatives. Individuals will also have the opportunity to attend group consultation with UCC embedded sport psychologists.

### **Substance Abuse Exposure Area**

The Substance Abuse Exposure Area 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 counseling and referral. Continual assessment of level of need and corresponding level of care will be prioritized.

### **Crisis Intervention Exposure Area**

An exposure area in Crisis Intervention will enhance development of competence in crisis assessment for Non-Suicidal Self-Injury Behavior (NSSIB), Suicidality (SI), Homicidality (HI) and Psychotic Behaviors (Gravely Disabled). Relevant data will be reviewed as means to understand risk factors and prevalence. The use of tools to assess risk and intervene (i.e. Collaborative Assessment & Management of Suicidality CAMS, Columbia Suicide Severity Rating Scale CSSRS, etc.) will be explored in depth, and as the role of stabilization plans and means restriction will be reviewed and implemented with clients as needed. Skills to identify and develop protective factors will be addressed. The primary value of consultation will be emphasized throughout the exposure area, including the role of campus partners and off-campus providers and the use of coordination of care and appropriate documentation to address and communicate risk. After-hours coverage will be available, first through observation, and then with backup by Associate Director, Clinical Services toward the end of semester.

## **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 over the academic year. It is recommended that at least one of these programs be multicultural in focus. Outreach programs may be UCC initiated and/or responsive to campus requests. Interns will be given priority when outreach opportunities arise to aid in meeting the outreach requirement, with the understanding that they may prioritize certain opportunities depending on their availability and interests.

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

(1) The Outreach Coordinator and other senior staff members will provide supervision in outreach and consultation. Senior staff members are also available for consultation and outreach

collaboration throughout the year. Interns are initially trained in the processes and procedures of outreach service delivery at the University of Notre Dame.

(2) Interns are expected to consult with the Outreach Coordinator and review their outreach plan, any handouts or outlines they are using, and a method of program evaluation for each program. The intern may also be referred to other staff with particular expertise and interest in relevant areas for consultation related to outreach.

(3) APA requires that interns have a minimum of one program observed by Senior Staff each semester. Designated staff will complete relevant observation forms that will be shared with the Outreach Coordinator for evaluative purposes.

## C. Supervision

Interns typically serve as individual supervisors for two semesters for master's level trainees who are either practicum students from the University of Notre Dame APA-accredited Clinical Psychology doctoral program or interns from local CACREP-accredited Master's in Counseling programs. If insufficient individual supervisees are available, an intern may provide group supervision for the cohort to gain supervision experience. Intern supervisors engage in ongoing consultation with one another regarding the progress of their supervisees 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 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. 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 informed care, etc.) and to interventions for diverse populations (e. g., BIPOC students, LGBTQIA+ students, 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.

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

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

Interns may 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 their intern project.

### **Professional Development**

In addition to training experiences specifically designed for the internship, interns will participate in professional development workshops and 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 their professional life.

**Doctoral Internship Admissions, Support & Initial Placement Data**

**Internship Program Admission**

**Date Program Tables last updated: 7/20/22**

**Does the program or institution require students, trainees, and/or staff (faculty) to comply with specific policies or practices related to the institution’s affiliation or purpose? Such policies or practices may include, but are not limited to, admissions, hiring, retention policies, and/or requirements for completion that express mission and values?**

**No**

**Yes** If yes, provide website link (or content from brochure) where this specific information is presented

The University of Notre Dame Doctoral Internship Program in Health Service Psychology 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.

**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 factors related to the COVID-19 pandemic.

**Financial and Other Benefit Support for Upcoming Training Year (2022-2023)**

Annual Stipend/Salary for Full-Time Interns:

45,000

Annual Stipend/Salary for Half-Time Interns:

N/A

Program provides access to medical insurance for interns:	Yes
<b>If access to medical insurance is provided:</b>	
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:	Vacation - 80 hours
	Personal leave- 16 hrs Personal/Family Illness- up to 80 hrs
	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	
<b>Other Benefits that are available and/or optional:</b> Dental Insurance                      Employee Assistance Program Vision Plan                              Access to University Libraries and Athletic Facilities Life Insurance                          Access to Athletic Tickets Disability Insurance                  Discounts at University Bookstore Travel/Accident Insurance          Voluntary Retirement Contribution Educational Benefits                  Parental Leave Free Parking                              Wellness Center Services	
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: <a href="https://hr.nd.edu/">https://hr.nd.edu/</a>	

**Policies/Procedures**

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

<b>Initial Post-Internship Positions</b> (Provide an Aggregated Tally for the Preceding 3 Cohorts)	
	<b>2018-2021</b>

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	
	<b>PD</b>	<b>EP</b>

Academic Teaching	1	0
Community Mental Health Center	0	0
Consortium	0	0
University Counseling Center	5	1
Hospital / Medical Center	0	0
Veterans Affairs Health Care System	0	0
Psychiatric Facility	0	0
Correctional Facility	0	0
Health Maintenance Organization	0	0
School District/ System	0	0
Independent Practice Setting	2	0
Other	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](http://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, 2022*.**

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](http://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, 2022 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](mailto:apaaccred@apa.org)**

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

## **CURRENT AND PAST INTERNS**

	<b><u>Home Institution</u></b>	<b><u>First Employment</u></b>
<b><u>Current Interns</u></b>		
Marcella Beaumont	Counseling Psychology (APA) Oklahoma State University	
Emily Boswell	Counseling Psychology (APA) Ball State University	
Juan Pantoja-Patino	Counseling Psychology (APA) Loyola University Chicago	
<b><u>Past Interns (2021-22)</u></b>		
Ricardo Cornejo	Clinical Psychology (APA) California Lutheran University	Postdoctoral Fellow Counseling & Psychological Services California Lutheran University Thousand Oaks, CA
Nayely Gonzalez	Counseling Psychology (APA) Indiana University – Bloomington	Staff Clinician University Counseling Center University of Notre Dame Notre Dame, IN
Neena Mathew	Clinical Psychology (APA) Adler University	Postdoctoral Psychology Fellow Counseling and Wellness Services New York University New York, NY
<b><u>Past Interns (2020-21)</u></b>		
Kaylin Hill	Clinical Psychology (APA) Purdue University	Postdoctoral Scholar Dept. of Psychology and Human Development Vanderbilt University Nashville, TN
Amanda Roth	Clinical Psychology (APA) University of Indianapolis	Postdoctoral Fellow Louisville Center for Eating Disorders Louisville, KY
Alice Wasyłowsky	Clinical Psychology (APA) University of Indianapolis	Postdoctoral Fellow University of Chicago Student Wellness Center Chicago, IL
<b><u>Past Interns (2019-20)</u></b>		
Benjamin Metta Penhas	Alliant IU/CSPP-San Diego University of California San Diego	Clinical Psychology (APA) Postdoctoral Resident Counseling and Psychological Services San Diego, CA

Michael Sheffield	Clinical Psychology (APA) Nova Southeastern University	Postdoctoral Fellow Counseling & Psychological Services University of Central Florida Orlando, FL
Julia Vitale	Clinical and School Psychology (APA) Roberts Wesleyan College	Postdoctoral Fellow Genesee Valley Psychology, PLLC Rochester, NY

**Past Interns (2018-19)**

Kiersten Eberle Medina Fellow	University of Northern Colorado	Counseling Psychology (APA)      Postdoctoral  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 Fellow	Boston University	Counseling Psychology (APA)      Post-doctoral  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
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**Past Interns (2015-2016)**

	Calisha Brooks	Counseling Psychology (APA)
	Post-Doctoral Psychology Fellow Tennessee State University	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 Dato	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
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Joanna Scott	Clinical-Developmental Psychology Bryn Mawr College	Post-Doctoral Fellow University Counseling Center University of Rochester Rochester, NY
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**Past Interns (2011-2012)**

Matthew Abrams	Counseling Psychology (APA) Loyola University Chicago	Staff Psychologist SUNY Fredonia Counseling Center Fredonia, NY
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Jacob Goldsmith	Clinical Psychology (APA) Miami University-Ohio	Postdoctoral Clinical Research Fellow The Family Institute Northwestern University Evanston, IL
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Allison Kozonis	Clinical Psychology (APA) Azusa Pacific University	Staff Psychologist California Lutheran University Thousand Oaks, CA
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**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
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MinJung Doh	Counseling Psychology (APA) Pennsylvania State University	Staff Psychologist Counseling Center Syracuse University Syracuse, NY
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Joe Puentes	Clinical-Community Psychology (APA) University of La Verne	Staff Clinician University Counseling Center University of Notre Dame Notre Dame, IN
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**Past Interns (2009-2010)**

Karina Chapman	Clinical Psychology (APA) Loyola University Maryland	Post-doctoral Fellow Psychological Clinic University of Michigan Ann Arbor, MI
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Kristin Hoff	Clinical Psychology (APA) Xavier University	Clinical Fellow Counseling & Consultation Service The Ohio State University Columbus, OH
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Erica Wagner	Clinical Psychology (APA) Chicago School of Professional Psychology	Post-doctoral Resident Anxiety and Agoraphobia Treatment Center, Ltd Chicago, IL
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**Past Interns (2008-2009)**

Hagit Barry	Clinical Psychology (APA) Nova Southeastern University	Staff Psychologist Federal Correctional Institution Cumberland, MD
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Megan Gierhart	Clinical Psychology (APA) Illinois School of Professional Psychology	Postdoctoral Fellow Psychological Services Center Argosy University Chicago, IL
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Jennifer Kestner	Counseling Psychology (APA) Loyola University Chicago	Postdoctoral Fellow Counseling and Psychological Services Northwestern University Evanston, IL
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**Past Interns (2007-2008)**

Kristine DiScala	Counseling Psychology (APA) Southern Illinois University	Adult Outpatient Therapist The Bowen Center Columbia City, IN
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Mark Iszak	Clinical Psychology (APA) Chicago School of Professional Psychology	Psychology Resident Counseling and Psychological Services Purdue University West Lafayette, IN
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Melinda Wallpe	Counseling Psychology (APA) University of Kentucky	Counselor St. Mary's College Counseling Center Notre Dame, IN
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**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.
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Hyunok Kim	Counseling Psychology (APA) Indiana State University	Staff Counselor University Counseling Center University of Pittsburgh Pittsburgh, PA
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Jill Salsman	Counseling Psychology (APA) Ball State University	Staff Counselor University Counseling Center University of Wisconsin - Stout Menomonie, WI
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**Past Interns (2005-2006)**

Sharon Carney	Counseling Psychology (APA) Western Michigan University	Staff Clinician University Counseling Center University of Notre Dame Notre Dame, IN
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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

**Past Interns (1986-2003)**

2003	Counseling Psychology (APA) University of Florida	Psychologist Health Management Institute/Canopy Cove Tallahassee, FL
2003	Counseling Psychology (APA) Colorado State University	Visiting Assistant Professor Willamette University Salem, OR
2003	Counseling/Clinical Psychology (APA) Utah State University	Staff Clinician Counseling Center Univ. of Texas-San Antonio San Antonio, TX
2002	Counseling Psychology (APA) Virginia Commonwealth University	Postdoctoral Research Fellow Department of Psychiatry Univ. of North Carolina School of Medicine Chapel Hill, NC
2002	Counseling Psychology (APA) Seton Hall University	Counselor Freshman Year Experience Kingsborough Community College Brooklyn, NY
2002	Clinical Psychology (APA) University of Miami	Staff Psychologist Loyola University New Orleans, LA
2001	Clinical Psychology (APA) Illinois School of Professional Psychology-Chicago	Staff Psychologist Counseling Center The Citadel Charleston, SC

2001	Counseling Psychology (APA) University of Wisconsin-Milwaukee	Dissertation/Adjunct Faculty Carthage College Kenosha, WI
2001	Counseling Psychology (APA) University of Maryland	Postdoctoral Fellow Psychology Department University of Notre Dame Notre Dame, IN
2000	Clinical Psychology (APA) University of Denver	Postdoctoral Fellow Stanford University Stanford, CA
2000	Counseling Psychology (APA) University of Georgia	Postdoctoral Fellow Eating Disorders Clinic Athens, GA
2000	Clinical Psychology (APA) Miami University - Ohio	Postgraduate Clinical Fellow Family Institute Northwestern University Evanston, IL
1999	Counseling Psychology (APA) University of Memphis	Dissertation/Adjunct Faculty University of Memphis Memphis, TN
1999	Counseling Psychology (APA) Loyola University-Chicago	Dept. of Education University of Wisconsin Milwaukee, WI
1999	Counseling Psychology (APA) Our Lady of the Lake University	American Psychological Association Washington, D. C.
1998	Counseling Psychology (APA) Washington State University	Dissertation/Adjunct Faculty University of Idaho Moscow, ID
1998	Counseling Psychology (APA) University of Memphis	Counseling Center University of Indianapolis Indianapolis, IN
1998	Counseling Psychology (APA) University at Albany, SUNY	Counseling Center Western Carolina University Cullowhee, NC
1997	Counseling Psychology (APA) Michigan State University	Kalamazoo College Kalamazoo, MI
1997	Counseling Psychology (APA) Loyola University-Chicago	Counseling Center Lafayette College Easton, PA
1997	Counseling Psychology (APA) University of Notre Dame	Special Assistant Office of Student Affairs University of Notre Dame Notre Dame, IN



1997	Counseling Psychology (APA) University of Notre Dame	Postdoctoral Research Fellow Psychology Department University of Notre Dame Notre Dame, IN
1996	Clinical Psychology (APA) California School of Professional Psychology	City Hospital (Woodhull) Brooklyn, NY
1996	Counseling Psychology (APA) Arizona State University	Postdoctoral Fellowship UCLA Neuropsychiatric Institute Drug Abuse Research Center Los Angeles, CA
1996	Counseling Psychology (APA) Northwestern University	Counseling Center Chicago State University Chicago, IL
1995	Counseling Psychology Andrews University	Seventh Day Adventist Church Center Hohenfiche, Germany
1995	Clinical Psychology (APA) University of Cincinnati	Madison Center South Bend, IN
1995	Counseling Psychology (APA) University of Notre Dame	Children's Hospital Dept. of Psych. and Beh. Sciences Bellevue, WA
1995	Counseling Psychology (APA) Michigan State University	Mental Health and Chemical Dependency St. Mary Hospital Livonia, MI
1994	Clinical Psychology (APA) Miami University of Ohio	Counseling Center Concordia College Moorehead, MN
1994	Clinical Psychology (APA) Miami University of Ohio	Premier Associates Loveland, OH
1994	Counseling Psychology (APA) University of Akron	Counseling Center and Psychology Department Baker University Baldwin City, KS
1994	Counseling Psychology (APA) University of Notre Dame	Madison Center South Bend, IN
1993	Counseling Psychology (APA) Auburn University	Private Practice Florence, AL
1993	Clinical Psychology (APA) Brigham Young University	Aspen Achievement Academy Wayne County, UT
1993	Counseling Psychology (APA) Loyola University-Chicago	Ravenswood Community Mental Health Center Chicago, IL
1993	Clinical Psychology (APA) University of Missouri-St. Louis	Postdoctoral Fellowship Student Counseling Center Illinois State University Normal, IL

1992	Counseling Psychology (APA) University of Notre Dame	Madison Center South Bend, IN
1992	Counseling Psychology (APA) University of Southern Mississippi	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)	Family Services of Delaware County

	Ball State University	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