



Counseling & Testing Center
 Simmons Hall, 306
 The University of Akron
 Akron, OH 44325-4303

**The University of Akron
 Counseling and Testing Center
 Doctoral Internship in Health Service Psychology
 Accredited by the Commission on Accreditation of the
 American Psychological Association
 2022**

PROGRAM DESCRIPTION

The Counseling and Testing Center (CTC) is a full-service counseling center that provides individual counseling, group counseling, psychological assessment, crisis intervention, outreach and consultation services to the University of Akron community. The University of Akron attracts a diverse and non-traditional student population. The clients of the Counseling and Testing Center are representative of the University of Akron student body and present with a variety of concerns, ranging from developmental issues to more severe psychopathology. We believe that a counseling center like ours, which provides a wide range of psychological services to a diverse clientele, is an ideal setting for the practical training of psychologists. Furthermore, because our training experiences are varied, the program prepares interns for employment in a variety of settings.

Training opportunities are embedded in the internships' practitioner/scholar model of training. Each week interns spend 6-8 hours receiving their own supervision and training and 18-22 hours engaged in direct service (individual personal, career, and educational counseling, assessment, group and psycho-educational workshops, intake and crisis work, biofeedback). Interns also supervise practicum counselors and provide consultation. The Counseling and Testing Center recognizes the importance of diversity and social justice. Our stated mission is to "promote student learning, success and retention through excellence in comprehensive culturally competent psychological services." We are a small cohesive staff that is highly invested in training and interns are integrated with the staff in a collegial manner.

Our Doctoral Internship is accredited by the American Psychological Association and is a full year full time training program. Interns must be enrolled in an APA accredited doctoral program in counseling or clinical psychology, have a minimum of 300 intervention hours, and passed comprehensive exams before applying. Applicants to the internship program are asked to submit materials via the APPIC On-Line Application. The internship runs from July 1 to June 30.

THE SETTING

The University of Akron

The University of Akron (UA) was originally established as Buchtel College by the Ohio Universalist Convention in 1870. We became a state university in 1967 and enjoys local, regional, national and international responsibilities and influence. UA has been accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools since 1914 and is currently accredited at the highest level as a comprehensive doctoral degree-granting institution.

The University of Akron enrolls approximately 16,000 students and attracts a diverse and non-traditional student population. Although students come from 46 states and 44 countries, 90% are Ohio residents. The average age of full time students is 21 years, approximately 26% of UA's students are students of color, and about 5% are international students. Many of Akron's students are financing their own education and 24% are first generation college students. Eighty-one percent of students at the University of Akron receive financial aid and 28% receive Pell Grants. Over 80% live off campus.

Located in Northeastern Ohio, the 218-acre urban campus has 80+ buildings. Since 2000, the university has added 22 buildings, completed 18 major additions, acquisitions and renovations, and created 34 acres of green space. Newer building includes the Student Union, Student Recreation and Wellness Center, and Residence Halls.

The Counseling and Testing Center is located in one of the newer buildings, Simmons Hall, which houses many of the offices that serve students. The Financial Aid office, the Registrar, the Office of Multicultural Development, the Military Services Center, the Office of Accessibility and Advising Offices are all located in Simmons Hall.

The University of Akron has shown its commitment to diversity through the annual Rethinking Race Week and the Black, Brown and Beyond Male Summit. On campus, the Office of Multicultural Development provides additional support and mentoring to students of diverse ethnic, social or cultural backgrounds. Students can also obtain financial assistance and help with food insecurity through the Zip Assist Office. Other Student Services offices, such as the Office of Accessibility, Adult Focus, International Programs, and the Military Service Center provide supports for diverse populations on campus.

In June of 2020, the University leadership began community conversations focused on inclusion. UA President Gary Miller stated, "We will do this because in order to be a leader for the kind of change required at this moment in history, we must first examine ourselves." A Diversity Strategic Plan as well as recommendations from the Social Justice Taskforce were recently released and highlighted a need to provide comprehensive supports for students of color along with recruiting and retaining a diverse faculty and staff. Both reports can be found on the Office of Equity, Inclusion and Diversity webpage: <https://www.uakron.edu/ie/>

Akron, OH

Akron is located in Northeast Ohio - a region of urban areas and small communities that offers cultural, educational, and entertainment amenities, recreation in well-developed park systems, and over 3,000,000 residents. High-quality, affordable housing has made Akron an attractive place to live. The city of Akron offers a vibrant downtown, serene parks, and events and venues that appeal to almost every interest. It has been named the Rubber Capital of the World due to its historic manufacturing base in the tire industry and is now a center for polymer research and development. We are about 40 minutes south of Cleveland and adjacent to the Cuyahoga Valley National Park.

Akron is the fifth largest city in Ohio and has nearly 200,000 residents. According to the 2020 Census, the racial makeup of the city was 59.1% white, 29.9% African American, 0.2% Native American, 4.7% Asian, and 3.2% from two or more races. Hispanic or Latino of any race were 3.1% of the population.

Akron celebrates African American culture and our diverse heritage through festivals and community organizations. The Akron community has been highlighted in the local and national press for its commitment to refugees and immigrants. The city and the university hosted the 2014 Gay Games and Akron celebrates inclusion through the annual Pride Festival and equity march.

Recently, the city of Akron passed a comprehensive non-discrimination ordinance establishing protections against discrimination in housing, employment, and public accommodations and creating an Akron Civil Rights Commission to hear complaints from residents. In June 2020, Akron declared racism a public health crisis and began work on a five-year Equity and Social Justice Plan.

Please visit <http://www.uakron.edu/campus-life/akron/> and http://www.akronohio.gov/cms/city_of_akron/index.html for more information about our history, and activities in the area.

Counseling and Testing Center (CTC)

The Counseling and Testing Center (CTC) is a full-service, university counseling agency and is part of the Division of Student Affairs. It is staffed by seven psychologists, two support staff, three psychology interns, and four to eight doctoral practicum counselors. The Counseling and Testing Center is accredited by the International Association of Counseling Services and is a member of the Association of Psychology Postdoctoral and Internship Centers, the Association of Counseling Center Training Agencies, the Association of University and College Counseling Center Directors and the Association of Coordinators of College Counseling Center Clinical Services. The Center's doctoral internship program has been accredited by the American Psychological Association since 1990 and was re-accredited in 2017 with the next accreditation visit occurring in 2027.

The CTC provides a wide range of psychological counseling, career counseling, assessment, outreach and consulting services to the University community. The CTC is operated by The University of Akron primarily for use by University students. Its programs and services are designed to meet the needs of a diverse student population. While maintaining high standards, the Center is progressive and innovative in approach, constantly evaluating and modifying services to meet the changing needs of the University community.

The clients of the Counseling and Testing Center are representative of the University of Akron student body and present with a wide variety of concerns. A 2018 comparison of client demographics, based on the SDS intake form, indicated that the CTC sees a higher percentage of students who identify as international students, LGBTQ, first generation, and military veterans than the national average. In addition, more of our clients reported financial struggle, hospitalizations, past self-injury, suicidal thoughts and attempts, and PTSD experiences than the national average but were less likely to have received counseling services. Demographic data from the 2021-2022 academic year show the following about our client population:

- 30% identified as ethnic/racial minorities and nearly 6% identified as an international student
- Around 30% identified as LGBTQ+
- Nearly 8% identified as transgender, non-binary or self-identified their gender
- Nearly 11% were registered with the Office of Accessibility
- Nearly 3% were living with their children
- 3% identified as a varsity athlete and another 20% played on intramural or club teams
- The majority (64%) work at least part-time. About 22% work over 20 hours a week
- 3.5% reported military service
- Over 24% were first generation college students
- Nearly 30% report religion was very important or important
- Nearly 40% reported they always/often experience financial stress
- Nearly 30% always/often experienced financial distress in the past
- About 60% of our clients report prior counseling experience, 36% past medications, 20% a need to reduce AOD, 22% prior hospitalization for mental health reasons, 33% have engaged in self-harming behaviors, 39% report they have seriously considered suicide, 12% have attempted suicide, and 9% have considered harming another person.
- About 28% of our clients reported having an unwanted sexual experience; 44% reported experiencing harassment or abuse; and 48% reported a PTSD experience on intake paperwork.

Currently, the Counseling and Testing Center does not have session limits and works with clients on both short-term and longer-term issues.

The Mission and Vision of the Counseling and Testing Center

Mission: The Counseling and Testing Center promotes student learning, success and retention through excellence in comprehensive culturally competent psychological counseling, career exploration, and testing services. Student learning is further enhanced through consultation and psycho-educational

outreach to our diverse campus community. The Counseling and Testing Center differentiates itself and the University both regionally and nationally, as an accredited counseling center and training site with a diverse staff of psychologists active in scholarship and professional organizations.

Vision: The Counseling and Testing Center will foster student wellness through cutting edge and efficacious services reflective of the changing needs of a diverse campus community.

Training Facilities and Equipment

The Counseling and Testing Center facilities, located in 306 Simmons Hall, include six offices designated for training purposes. Each intern is assigned her/his own office. Each office is equipped with a personal computer. Interns are encouraged to decorate their offices to reflect themselves as psychologists-in-training. A large group room and a conference room are available for intern meetings, staff development, and group counseling.

THE INTERNSHIP PROGRAM

Statement of Philosophy/Educational Model

The staff of the Counseling and Testing Center is deeply committed, professionally and ethically, to the field of psychology. An essential outgrowth of this professional identification is a strong commitment to meet our responsibilities in the preparation of future generations of psychologists. Our entire clinical staff is committed to training and participates in training and supervision. We are invested in developing psychologists who are skilled generalists and whose own professional identities are well-defined to include a commitment to professionalism and ethical behavior, to multicultural competency, and to integrating science and practice in psychology.

We treat our trainees as future psychologists and colleagues who are transitioning from the role of student to professional. This collegial atmosphere is an essential trademark of the CTC's philosophy of training. The entire professional and support staff endeavor to make the interns feel as if they are professional members of the staff and the training of interns occurs within an environment that recognizes the unique developmental needs of each intern.

A major element of the CTC's training philosophy is the belief in the essential goodness of human diversity. Therefore, the training program is designed to increase the intern's appreciation of diversity, broadly defined, including gender, race, ethnic origin, sexual orientation, SES, religion, age, and physical and mental abilities. Many of our students are from non-traditional or underserved populations. We are dedicated to helping these students be successful in their personal and professional/academic lives. We foster this through an emphasis on prevention and retention, as well as using a contextual and multi-cultural framework. This contextual framework impacts not only our conceptualization of clients' issues but also a systemic perspective of our services within the larger campus community.

The internship program uses a Practitioner-Scholar model of training, recognizing the interacting influence of practice and science in psychology. We believe that the education of skilled psychologists is accomplished through providing applied experiences and training, which integrates the science of psychology and human behavior. Interns are expected to think critically, and to utilize current research in their provision of mental health services.

Training Aims, Competencies and Elements

Aim #1: To prepare interns for generalist practice as health service psychologists

Competency #1 INTERVENTION: To prepare interns to provide competent counseling & psychotherapy services to university clientele in a variety of modalities.

Elements:

- Establish and maintain effective relationships with the recipients of psychological services.
- Develop evidence-based intervention plans specific to the service delivery goals.
- Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- Demonstrate the ability to apply the relevant research literature to clinical decision making.
- Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking,
- Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.

Didactic Training Activities: Intern Training Seminars, individual and group supervision including review of digitally recorded interventions.

Experiential Training Activities: Provision of personal, career and educational individual counseling, process and psycho-educational group counseling, biofeedback, crisis counseling, and psycho-educational workshops.

Evaluation Methods: Supervisors' evaluations, which are informed by viewing digitally recorded therapy sessions, outreach evaluations, and client evaluations; clinical case presentation

Minimal thresholds for achievement for expected competencies at the end of internship

- No ratings below a 3 on the intervention section of the intern evaluation
- No ratings below a 2 on the clinical case presentation form

Competency #2 ASSESSMENT: To prepare interns who can effectively use assessment skills and tools to accurately diagnose and provide recommendations.

Elements:

- Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
- Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).
- Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
- Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics
- Collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
- Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, diagnoses and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
- Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

Didactic Training Activities: Assessment training seminars, Assessment Group Supervision, individual supervision.

Experiential Training Activities: Diagnosis, Provision of LD, ADHD and personality assessments, career assessment, use of CCAPS data, intake and risk assessments

Evaluation Methods: Supervisors' evaluations, assessment case presentation

Minimal thresholds for achievement for expected competencies at the end of internship

- No score lower than a 3 on the assessment section of the intern evaluation
- No score lower than a 2 on the assessment case presentation form

Competency #3 CONSULTATION AND INTERPROFESSIONAL/INTERDISCIPLINARY SKILLS: To produce interns who can collaborate with other individuals or groups to address a problem, seek or share knowledge, or promote effectiveness in professional activities.

Elements:

- Demonstrate knowledge and respect for the roles and perspectives of other professions.
- Apply this knowledge in consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior.

Didactic Training Activities: Intern Training Seminar, individual and group supervision

Experiential Training Activities: meetings with other university departments. provision of consultation to other health service providers, university personnel, parents, and students, seeking consultation from other health service providers, university personnel or parents, providing information regarding mental health and CTC services at tabling events or outreach activities.

Evaluation methods: Supervisors' evaluations.

Minimal thresholds for achievement for expected competencies at the end of internship

- No score lower than a 3 on the consultation and interprofessional/interdisciplinary skills section of the intern evaluation.

Competency #4 SUPERVISION: To produce interns who are knowledgeable and skilled in the theory and practice of clinical supervision such that they contribute to the positive development of future generations of psychologists.

Elements:

- Apply supervision knowledge in practice through peer supervision and with psychology trainees through:
- Effectively establishing and maintaining on-going supervisory relationships with peers and practicum counselors
- Providing supervision such that client welfare is ensured and ethical issues are attended to.
- Providing feedback to peers and supervisee's that recognizes their strengths and growth edges in a developmental, multicultural, and interpersonal context and utilizing this knowledge to contribute to professional growth

Didactic Training Activities: Supervision training seminars, Supervision of Supervision including review of digitally recorded supervision sessions and Group Supervision.

Experiential Training Activities: Provision of peer supervision and supervision of practicum counselors.

Evaluation Methods: Supervisors' evaluation and supervision case presentation.

Minimal thresholds for achievement for expected competencies at the end of internship

- No score lower than a 3 on the supervision section of the intern evaluation
- Senior staff ratings on supervision case presentation form indicate "yes" to items evaluating supervisor relationship skills.

Aim #2: To produce health service psychology interns who possess professional identities that include a commitment to ethical and professional behavior, multicultural competency, and the integration of science and practice

Competency #1 ETHICAL AND LEGAL STANDARDS: To maximize the professional and ethical excellence of our interns as future psychologists.

Elements:

- Be knowledgeable of and act in accordance with each of the following:
 - the current version of the APA Ethical Principles of Psychologists and Code of Conduct
 - relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and
 - Relevant professional standards and guidelines.
- Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.
- Conduct self in an ethical manner in all professional activities.

Training Activities: Intern Training Seminar, Supervision of Supervision, individual and group supervision with a focus on ethical decision making in all professional activities.

Evaluation Methods: Supervisors' evaluations and case presentations.

Minimal thresholds for achievement for expected competencies at the end of internship

- No score lower than a 3 on the ethical and legal standards section of the intern evaluation
- At least a 3 on all questions regarding ethics on the intern evaluation
- At least a 2 on the ethics questions in all case presentations

Competency #2 INDIVIDUAL AND CULTURAL DIVERSITY: To produce interns who actively integrate an understanding and appreciation of multicultural issues and diversity in their identities as psychologists-in-training.

Elements:

- An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
- Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
- The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
- Demonstrate the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship.

Training Activities: Intern Training Seminars, Diversity Discussions, group and individual supervision with a focus on the integration of individual and cultural diversity factors in all professional activities

Evaluation Methods: Supervisors' evaluations and case presentations

Minimal thresholds for achievement for expected competencies at the end of internship

- No score lower than a 3 on the individual and cultural diversity section of the intern evaluation.
- No score lower than a 2 on case and research presentations

Competency #3 RESEARCH: To produce interns who demonstrate knowledge, skills and competence sufficient to critically evaluate and use existing knowledge to solve problems, and to disseminate research.

Elements:

- Demonstrates the independent ability to critically evaluate and disseminate research or other scholarly activities (e.g., case conference, presentation, publications) at the local (including the host institution), regional, or national level.
- Uses research and scholarly literature to inform clinical decision making

Training Activities: Research Group Supervision and a focus on the integration of research in all professional activities.

Evaluation Methods: Supervisors' evaluations and research presentation (or publication in a scholarly journal or presentation of research or scholarly activities at a regional or national professional conference).

Minimal thresholds for achievement for expected competencies at the end of internship

- No score lower than a 3 on the research section of the intern evaluation
- Conducts conference presentation, publication, or internal research presentation with no score lower than a 2 on the research presentation form

Competency #4: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIORS: To produce interns who respond professionally in increasingly complex situations.

Elements:

- Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
- Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- Actively seek and demonstrate openness and responsiveness to feedback and supervision
- Demonstrates professional behaviors in regard to administrative duties and adherence to CTC policies.

Training Activities: Intern Training Seminar, individual and group supervision with a focus on using professional values in all professional activities.

Evaluation Methods: Supervisors' evaluations completed in direct consultation with the CTC staff

Minimal thresholds for achievement for expected competencies at the end of internship

- No score lower than a 3 on the professional values, attitudes and behaviors section of the intern evaluation.

Competency# 5: COMMUNICATION AND INTERPERSONAL SKILLS: Interns will demonstrate personal and professional self-awareness and apply insights to professional relationships and communications.

Elements:

- Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
- Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

Training Activities: Intern Training Seminar, staff meetings, individual and group supervision with a focus on using effective communication and interpersonal skills in all professional activities.

Evaluation Methods: Supervisors' evaluations with direct consultation with CTC staff

Minimal thresholds for achievement for expected competencies at the end of internship

- No score lower than a 3 on the communication and interpersonal skills section of the intern evaluation

THE COMPONENTS OF THE TRAINING PROGRAM

Professional Service Activities

Personal counseling addresses issues such as anxiety, depression, trauma, adjustment to college, harmful involvement with alcohol and drugs; interpersonal relationships (family of origin, dating partners, and roommates); identity development and/or societal oppression; and personality development.

Career counseling involves helping individuals integrate themselves in a complex, developmental process. This integration might include psychological and/or vocational assessment, addressing diversity issues, gathering career information, and/or decision-making.

Educational counseling focuses on educational goals, motivation, attitudes, abilities, learning disabilities and the development of effective study habits and skills.

Intakes occur at the time students are initiating services. Relevant information is gathered, and a clinical disposition is made by the intake counselor.

Crisis Counseling occur when students report they have a concern that cannot wait until a regularly scheduled appointment. The students may be new to the CTC or on-going clients. In these cases, clients are scheduled ASAP with a clinician with only a short wait time.

Biofeedback involves the use of sensors that monitor physiological signals in the body associated with stress and relaxation. Clients are able to view the signals on a computer screen, thus raising self-awareness, with the ultimate goals of self-regulating their physiological stress responses.

Group Counseling includes both process and psycho-educational groups. Interns have had the opportunity co-lead both a process group and a psycho-educational group each semester of internship. Current groups include: Supersize Your Relationships Process Group, Feel Better Fast (ACT focused psycho-educational group) and Anxiety Management.

Psycho-educational workshops provide psychoeducational services to students and the campus community. Programs on topics such as test anxiety, study skills, stress management, cultural diversity, career planning, sexual assault, suicide prevention, and LGBT ally training are routinely presented.

Assessment services include the provision of learning disorder (WAIS-IV and WJ-IV) and ADHD assessments; career assessment (e.g., SII, 16PF, MBTI); and personality assessment (e.g., MMPI-2, PAI). Assessment skills are also used during clinical intakes and crisis situations. The CCAPS is administered to clients every 4 session and is used to assess the clients' mental status and progress in counseling.

Provision of Supervision for practicum counselors enrolled in the University of Akron or Cleveland State University's Counseling Psychology doctorate programs occur weekly.

Consultation occurs with individuals, groups, and offices on campus to meet the unique needs of each consultee. In addition, consultation regarding clinical issues occurs with other health service providers, other university personnel, parents and students.

Training Activities

The training activities are designed to unfold in a systematic and developmental fashion. The style of supervision becomes less structured as the intern's experience at the CTC increases. The topics of intern training are organized to provide instruction in essential clinical skills first. Likewise, Intern Orientation is presented in the summer prior to the academic year, exposing the intern to office and training procedures, other offices and departments on campus, and various referral sources both inside and outside of the university community. The interns should feel their competence, knowledge and confidence increase as the year unfolds.

Intern Orientation

A structured orientation to the internship begins the first day of the internship. Additional orientation programs are scheduled throughout July and August. Intern orientation is focused on foundational competency skills. Topics such as policies and procedures, overviews of all service and training activities, overviews of possible areas of focus, and introductions to the University of Akron and Northeast Ohio are covered. Visits to common referral sources occur to facilitate the building of consultative relationships. Introductory training is also provided on services interns will be expected to provide early in their internship (e.g., treatment planning, intake, outreach, risk assessment, group, learning disability/ADHD assessment.) Intern orientation is led by the Training Director with the participation of all the professional staff.

Individual Supervision

A minimum of two hours per week are spent in one-to-one contact with a psychologist. Assignments of supervisors are made by the Training Director with the input of the entire professional staff and the individual intern. Every effort is made to match personal and professional interests, styles, and needs to maximize the effectiveness of the supervisory dyad. The direct supervision focuses on individual case management, case conceptualization and the professional growth of the intern. Supervision includes critiques of recordings of therapy sessions. Supervisory assignments are made in July and January. Interns will typically have a different supervisor each six-month period.

Intern Training Seminars

Weekly 2 hour didactic/experiential sessions are part of the training experience for interns at the Counseling and Testing Center. The meetings provide training in the competencies required of the interns. Meetings are scheduled to reflect the developmental growth of interns throughout the year. The expertise of the entire staff is utilized.

Selected topics include:

- Foundational components: intakes, treatment planning, risk assessment, ethics, outreach, college student issues, diagnosis, consultation, career and educational counseling
- Transdiagnostic approaches to emotional disorders: What works in therapy, therapy relationship, Motivational Interviewing, emotional regulation, psychological flexibility, acceptance strategies
- Empirically Supported Treatments: ACT, DBT, Emotion Focused Therapy, Trauma therapies, CAMS
- Professional Issues: professional behaviors, self-care, job search, EPPP preparation
- Diversity topics: Although all seminars include diversity information, specific topics include: Cultural Humility, Understanding our Identities, Relational-Cultural theory, Multi-Cultural

Therapy, Multicultural Career Therapy, Train the Trainers for LGBT ally training and Diversity outreaches, Vet populations, Autism Spectrum Disorder, Appalachian Culture, Athletes

Supervision of Supervision

During the semester(s) that an intern is supervising a practicum counselor, a two-hour group meeting of interns and the Assistant Director of Training, occurs. This meeting is designed to provide instruction, critique and direction in the supervision of advanced practicum trainees. Theoretical models and specific techniques of supervision will be presented. These sessions also include viewing recordings of supervision meetings and a discussion of the interns' supervision of practicum counselors.

Clinical Group Supervision

Weekly meeting with the intern cohort and the Associate Director of Training focused on individual counseling. Interns take turns leading this peer supervision experience and recorded therapy sessions are reviewed.

Assessment Group Supervision

Monthly or bi-monthly one-hour meetings covering LD and ADHD assessment and led by the Director of Testing. Initially 6-8 hours of didactic training occurs. Continued review and supervision of assessment cases take place and recorded sessions may be watched.

Research Group

Monthly or bi-monthly one-hour discussions of an on-going research project or dissertation support lead by the Director of Testing and a staff psychologist.

Biofeedback Group Supervision

Monthly meetings focused on biofeedback and led by the Assistant Director – Training. Didactic instruction, practice and continued review of cases through discussion and review of recordings occur.

Additional Supervision and Areas of Individualized Focus

Each intern is can spend additional time in contact with a professional staff member to diversify his/her experience. Staff members can share expertise, help to create an area of focus, or supervise specific activities (e.g. staff member may supervise an intern co-leader of group ½ hour per week during the time the service is being provided).

Interns may focus their efforts in one area of their choosing pending availability of senior staff to supervise. In the past, interns have focused in Cultural Diversity, Gender Issues, Learning Disability Assessment, Supervision and Training, Research, Sports Psychology and Administration. Activities that comprise areas of focus are varied, with the flexibility to accommodate both intern interests and Counseling and Testing Center needs. Examples of the Diversity Focus and the Training and Supervision Focus activities are listed below. Please note that these are only examples and interns may choose to develop individualized areas of focus that are consistent with the needs of the Counseling and Testing Center.

Cultural Diversity Focus

The purposes of the Cultural Diversity Area of Focus are:

1. To make the intern knowledgeable and appreciative of cultural diversity.
2. To provide individual counseling and therapy experience with persons of diversity.
3. To do consultation with organizations and individuals regarding aspects of diversity.
4. To provide outreach programs concerning diversity.

5. To develop the intern's skills in providing training related to multicultural issues.

This Area of Focus provides involvement with culturally diverse individuals and groups, beyond the involvement that is expected of all interns. Activities may include interaction with the Office of Multicultural Development, Pan African Studies, the Office of International Programs, the Academic Achievement Programs, the Office of Accessibility, the Department of Women's Studies and the Lesbian, Gay, Bisexual and Transgender Union.

Training and Supervision Focus

The purposes of the Training and Supervision Area of Focus are:

1. To increase the intern's knowledge about issues related to training and supervision including administrative, legal and ethical factors.
2. To be involved in the recruitment and selection of new interns and practicum counselors.
3. To participate in the training of practicum counselors.
4. To consult and provide training to university staff and other professionals.

This Area of Focus provides opportunities for the intern to be involved in training and supervision activities beyond the involvement expected of all interns. Typically interns who chose this focus, work with the Assistant Training Director in training activities related to the practicum program. In addition, interns have created training presentations for the Counseling and Testing Center staff and/or other professionals on campus.

Staff Development Programs

Throughout the year, didactic and/or experiential presentations are provided for the professional staff and the interns. These programs are coordinated by a Staff Psychologist, are available to the University of Akron community or are accessed through webinars. The contents of these programs generally address current topics and issues in the field of psychology or university college student development. For example, past internal program content has included ethical decision making, nutrition, diagnosis, and updates on new versions of psychological tests and measures. Staff have also attended professional development seminars that were available to the U of A community. Examples include: Dr. Vincent Tinto's presentation on College Retention, Dr. Derald Wing Sue's presentation on Micro-Aggressions, Dr. John Queener's (former intern and UA faculty member) and Dr. Suzette Speight's presentation on multicultural supervision, Veterans issues, Rethinking Race Week Activities, and the annual Black Male Summit.

Staff and Clinical Meetings

Interns also participate in a weekly staff meeting and in a biweekly clinical meeting with all senior staff psychologists.

Sample Work Week

Training Activities

2 hours Intern Training or Staff Development
 2 hours Supervision of Supervision (during times when interns are supervising practicum counselors)
 1-3 hours of Group Supervision
 2 hours Individual Supervision
 0-1 hours Additional Supervision

Professional Service Activities

18-22 hours of direct intervention activities, including:

- Individual Counseling (personal, career, educational, or biofeedback)
- Assessment
- Group and Psycho-Educational Workshops
- Intake and Crisis

1-2 hours Supervision of Practicum Student (either for a year or semester)

1-2 hours Staff Meeting/Clinical Meeting

0-2 hours Consultation

5-10 hours Preparation/administration and case management

0-2 hours Research

Licensure/Expected Total Hours/Number of Clinical Activities

Our internship program strives to meet the most rigorous state licensing requirements and all the competencies as outlined by APA COA. To ensure competency and licensure eligibility, we expect that interns will complete the following:

- 12 months of internship (2000 hours)
- Engage in at least 500 hours of direct service activities during the internship year
- Complete 2 assessment reports a semester
- Complete at least 3 outside psycho-education workshops each semester
- Co-lead at least one group

We also require that interns don't limit themselves to the minimum required hours/numbers. Each staff member, including trainees, is asked to volunteer and help when needed.

Successful Completion of Internship

Successful completion of the internship is defined by meeting all competency requirements with a rating of 3 or higher on all items on the supervisor evaluations, as well as ratings of 2 on all presentation evaluations by the end of internship.

If both of an intern's supervisors and the Associate Director - Training agree that all competencies have been met, then the intern shall be given a certificate signifying the satisfactory completion of the internship.

EVALUATION AND FEEDBACK PROCESSES

All competencies and the criteria for the successful completion of internship are reviewed during the intern orientation and during quarterly meetings with the Associate Director - Training. In addition, the evaluation and feedback processes, including remediation, grievance and appeal policies, are reviewed during intern orientation. Interns can clarify expectations and policies at any time with their supervisors or the Associate Director - Training, either during individual meetings or in group supervision. A written copy of this training manual is given to interns during orientation and is also available electronically.

Evaluation Methods

Evaluation of intern competency is a continuous process and various methods are used. Self-evaluation is also strongly encouraged.

On-going feedback occurs during individual and group supervision. Supervisors provide verbal feedback during these meetings and interns are encouraged to be reflective concerning their own competency, professionalism and reactions to clients. The clinical staff may also use the weekly psychologist meeting to discuss training issues as they arise during the regular course of CTC

business. The intern's supervisor will discuss any specific feedback that is given during these meetings with the intern during supervision. The supervisor will keep notes regarding this on-going feedback.

Summative evaluations occur quarterly. Supervisors will elicit trainee self-evaluation and discuss summative progress at this time. In addition, the permanent clinical staff will meet to discuss intern progress. Individual meetings with each intern are scheduled with the Associate Director – Training to review specific progress on competency standards in September, December, March and June. During these meetings, interns are also asked to engage in self-evaluation and to provide feedback regarding the internship program. Individual training needs are identified through this process. Notes regarding quarterly feedback are kept by the Associate Director - Training.

Written evaluations are completed by individual supervisors in December and June. Individual supervisors use information from feedback from the CTC clinical staff as well as their interactions and observations of interns and their work to complete these forms. These evaluations are discussed by supervisor and intern, are signed by both, and copies are given to the Associate Director - Training. Interns also complete written evaluations of their individual supervisors.

In addition, interns are required to complete case presentations, assessment presentations, presentations regarding the supervision of practicum counselors, and a research-informed presentation at the CTC or at a professional conference, or publish. Each of these presentations are evaluated by Counseling and Testing Center staff and used to evaluate competency. Client satisfaction surveys and outreach evaluations are also collected and used to inform supervisors' evaluations.

Remediation and Dismissal

Remediation is normally progressive in nature. However, some actions, because of their seriousness, may warrant by-passing one or all steps of the remediation process. Such actions include serious ethical violations of the counselor-client relationship, actions that endanger or have the potential to endanger a client or another individual, or other serious misconduct (i.e. use of illegal substances, drunkenness, dishonesty, insubordination, neglect of duty).

Concerns about intern competency will first be addressed through verbal feedback. Formal remediation will be considered when there is a concern that the intern may not be able to successfully complete internship and verbal feedback has not remedied the situation. More specifically, remediation may occur when:

1. Requirements for professional service or participation in training activities are not being met.
2. Professional competencies, as outlined in the Training Aims, Competencies and Elements section of this document and the Intern Evaluation, are not being demonstrated.
3. Counseling and Testing Center or University policies, procedures, and rules governing appropriate conduct are not being followed

The concern will first be investigated by a remediation committee, which will consist of at least two senior staff members. The Associate Director – Training and the individual supervisor will always be involved in the remediation process. The Assistant Director – Training and any other staff member who has direct knowledge of the concern may also be included (i.e. if the Associate Director – Training is also the individual supervisor, the Assistant Director – Training will be involved; or if the concern involves a specific activity in which another staff member has a supervisory role such as assessment or group, that supervisor will be involved). The intern will receive written notification of this concern. The intern may choose to address this committee and/or provide a written response. The intern's departmental training director will also be contacted at this time and will be informed of all the conclusions of the committee. As a result of the investigation the committee may decide:

1. To dismiss the concern.
2. To continue with verbal recommendations for improvement and monitoring of the situation by the individual supervisor.
3. To present the intern with specific behavioral conditions for the continuation of internship through a written remediation plan.

4. To suspend the intern temporarily from some or all of his/her activities until specified steps, which are outlined through a remediation plan, are taken.
5. To terminate the internship.

The committee's decision will be communicated to the intern and the intern's departmental training director in writing within 7 working days from the meeting. If a written remediation plan is needed, that plan will be provided within 14 working days. The written remediation plan will outline the required competencies that are below acceptable levels, expectations for acceptable performance, actions needed, a timeframe for acceptable performance, assessment methods, and any consequences for unsuccessful remediation. The intern will acknowledge the receipt of the remediation plan in writing.

During the remediation period, the Associate Director – Training and the supervisor will assess the intern's progress towards achieving the remediation plan goals. The assessment will occur with consultation with the permanent clinical staff. At the conclusion of the remediation period, the remediation committee will reconvene to assess progress. The intern is asked to provide written feedback of the remediation process and may address the remediation committee in person. Possible outcomes of this review will include:

1. The intern has successfully completed the remediation plan
2. The remediation plan will be extended for a period of time
3. The intern has failed to successfully complete the remediation plan and will be dismissed.

The committee's decision will be communicated to the intern and the intern's departmental training director in writing within 7 working days from the meeting.

Dissatisfaction and Grievance

Interns are encouraged to provide on-going feedback to their supervisors and the Associate Director – Training at any time, including during individual or group supervision or during quarterly meetings with the Associate Director – Training. As a part of the intern's continued growth as a professional, interns are also encouraged to address any specific concern about a staff member or fellow intern with that individual. Whenever possible the intern and the staff member/fellow intern should discuss the concern and attempt to achieve a satisfactory resolution. An intern may request that a clinical staff member participate as a neutral third party to facilitate this discussion. The intern may also want to consult with the intern's supervisor or the Associate Director – Training to help resolve the issue.

If the intern is uncomfortable with the verbal feedback process or concerned that a discussion will not, or hasn't, resolved the issue, the intern may initiate a grievance process. A grievance is a complaint or disagreement that may result from any situation in which an intern believes that they have been unjustly treated. Grievance situations may include but are not limited to: the remediation process; working conditions and environment; relationships with supervisors and with other employees and officials; and/or management decisions in the application of established procedures. Grievances involving discrimination should be referred to the university's affirmative action officer and are not subject to the internal grievance procedures.

Interns are classified as General Staff at the University of Akron. The following outlines the current grievance process for general staff and may be subject to change by the university. The grievance policy including definitions and provisions is found at <http://www.uakron.edu/ogc/UniversityRules/pdf/26-02.pdf>

The University of Akron policies for general staff specify that grievance procedures may be utilized by a University of Akron employee who is currently employed on an active basis and is not under suspension. Termination of employment during the grievance process will end the grievance. The employee has a right to be advised by legal counsel. Employees may present evidence and witnesses at grievance meetings. Deadlines may be extended with mutual written agreement.

HR policy outlines the following steps of the grievance process:

Step 1: The employee/intern must reduce the grievance to writing and submit such grievance to the administrative supervisor (the Associate Director Training or the Executive Director) within five working days after the occurrence of the event upon which the grievance is based. If a grievance concerns the behavior of a permanent staff member, the Executive Director will lead the grievance process.

The written grievance shall include the specific matter causing dissatisfaction, a statement of relevant facts, and the specific remedy requested. The administrative supervisor shall hold a meeting with the employee within five working days following the submission of the grievance to the administrative supervisor within five working days.

Within five working days after such meeting, the supervisor will respond to the grievance in writing and return same to the employee.

An employee not satisfied with the response may appeal within five working days by returning the grievance to the administrative supervisor and indicating in writing the desire to appeal the step one decision.

Step 2: Within five working days after the receipt of the intern's notice of appeal, the intern, the administrative supervisor involved, and the appointing authority will hold a step two meeting to discuss the grievance.

Within five working days after such step two meeting, a response will be written. If the intern is not satisfied with the Step two appeal, the intern may appeal the grievance to step three.

Step 3: The intern, within five working days, may appeal to the step two response in writing through the reporting structure following through to the appropriate Vice President.

If the results of the written appeal through these steps are not satisfactory to the intern, the matter will be appealed to the Associate Vice President for Talent Development and Human Resources or designee.

Within five working days following this meeting, the associate vice present for talent development and human resources or designee will communicate to the employee the university's final written decision.

If the grievance concerns the Associate Director – Training or the Executive Director, the Senior Associate Director will act as a substitute.

Please note that in the case of discrimination or harassment, any informal or grievance processes are not proper, and the matter will be forwarded to the university's affirmative action officer. Information regarding EEO policies can be found at: <https://www.uakron.edu/hr/eeoaa/>. Information regarding gender discrimination can be found at: <https://www.uakron.edu/title-ix/docs/Reporting-Protocols-Faculty.pdf>. Issues of professional ethics can also be reported to the State of Ohio Board of Psychology.

Contact with Academic Departments/DCT's

Regular contact with the intern's academic department occurs throughout internship. Initially e-mail contact is made with the DCT near the beginning of the internship year. An e-mail is sent at 6 months detailing the intern's progress. At the end of the year, the DCT is sent a copy of the written evaluation and a copy of the certificate of completion. Contact with the academic department/DCT may occur more frequently if any difficulties occur during the internship year.

POLICIES SPECIFIC TO THE INTERNSHIP PROGRAM

Statement of Ethical Practice

The Counseling and Testing Center adheres to legal, professional and ethical standards of the Ohio Psychology Law and Rules of the Board, the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct (2002), and the Accreditation Guidelines of the International Association of Counseling Services. All trainees are expected to familiarize themselves with and adhere to the current APA Ethic Code and relevant legal and professional standards. We expect that all professional responsibilities will be managed in an ethical manner.

Statement on Service to a Diverse Public

The Counseling and Testing Center is committed to offering culturally responsive psychological services to all members of the University of Akron community, especially to those from traditionally marginalized populations. Thus, we have adopted APA's document titled *Serving a Diverse Public* (2013). We expect that trainees view all their professional work at the Counseling and Testing Center with cultural humility. We take a developmental and supportive approach to the acquisition of this competency. While we respect the right of trainees to maintain their personal belief systems, we expect that trainees will work to develop competencies to effectively and ethically work with diverse populations regardless of their personal beliefs.

In addition, we expect that interns will be open to working with all presenting issues as well as engaging in all professional activities. The CTC is a generalist setting. Our clients present with a wide variety of presenting issues, diagnoses and risky behaviors. Moreover, we are a small staff that provides psychological services through several modalities. We recognize that certain presenting issues may present challenges and that gaining competency in new clinical behaviors may need additional training. We strive to provide a supportive environment for our trainees as they learn new clinical approaches to meet these expectations.

Statement on Trainee Self-Disclosure

The Counseling and Testing Center chooses to adhere to Standard 7.04 of the APA Ethical Principles of Psychologists and Code of Conduct (2002) by identifying our expectations of trainees with respect to self-disclosure of personal information during training. We do not require trainees to self-disclose specific personal information as a matter of course. However, our training model is one that values both personal and professional development. We believe that becoming a competent and ethical psychologist often involves exploration of those experiences that have shaped one's worldview. In both individual and group supervision, CTC staff seek to create a safe environment for trainees to willingly engage in the process of self-examination in the service of their training and in the service of their clients. This process may involve trainee self-disclosure of personal information as it relates to the trainee's clinical work and/or professional development. Thus, trainees at the CTC can expect to engage in some degree of self-exploration in the context of safe supervisory relationships as a means of furthering their professional development. As noted in the Ethical Principles, we may require self-disclosure of personal information if the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training or professionally related activities in a competent manner or posing a threat to the students or others (APA, 2002).

Request for Accommodations

The University of Akron is committed to the prevention of disability-based discrimination as defined by state and federal law and to equal employment opportunity for all qualified individuals. The University's policies and procedures strive to increase inclusion and to provide full and equal access to programs, activities, benefits and services of the university. The Office of Employee Relations and the ADA Coordinator work with other campus offices to remove environmental barriers and to provide reasonable accommodations to enable employees with disabilities to fully realize their potential and to contribute fully to the work of the University.

To initiate a request, please fill out the [Employee/Applicant Request for Accommodation form](#).

Use of Paid Time Off and Sick Time

Interns receive 120 hours of sick leave and 176 hours of paid time off. Use of paid time off and sick time is approved by the Executive Director. Paid time off is to be used for vacation, professional leave, conference attendance, job search activities, and research days. All paid time off must be approved of in advance.

Maternity/Paternity Policy

Maternity medical leave is up to six weeks for a vaginal birth and 8 weeks for a cesarean or complicated birth. If the intern has not accrued enough vacation or sick time to cover the entire maternity medical leave time, the time will be unpaid but the intern will maintain their job and benefits. Interns needing maternity or paternity leave may also choose to take 4 weeks of paid parental leave.

Extended Absences

The Counseling and Testing Center recognizes that situations arise that may necessitate an extended absence. As prolonged absences may also make completing the requirements of the internship and/or accruing enough hours towards licensure difficult, the Associate Director – Training will work closely with the intern to find possible solutions to completing all requirements. A written plan may be developed to facilitate this process.

Malpractice Insurance

We require that intern's carry a low-cost student liability policy through the APA insurance carrier or another carrier.

Maintenance of Intern Records

Intern Records are kept in a locked file cabinet in the mail/file room. Records include intern evaluations, case presentations, any remediation plans, and other employee information. Personnel records are kept indefinitely.

Necessary job-related and personal information will also be retained in an official personnel file maintained by human resources. The content will include identifying information, completed employment application and other hiring documents, and pay and benefit coverage.

Internship Admissions, Support, and Initial Placement Data

Date Program Tables are updated: June 10, 2022

Program Disclosures

<p>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?</p>	<p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
<p>If yes, provide website link (or content from brochure) where this specific information is presented:</p>	
<ul style="list-style-type: none"> Matched applicants must authorize UA to conduct pre-employment criminal background checks, which must be passed to begin employment https://www.uakron.edu/ogc/universityrules/pdf/11-22.pdf As of 12/13/2021, UA is requiring all employees be fully vaccinated for COVID unless they qualify for an approved exemption https://uakron.edu/return-to-campus/docs/Vaccine.Policy.11-22-21.pdf?language_id=1 The Training Program asks that all trainees be open to serving a diverse public. Please see Statement on Serving a Diverse Public on p.17 of this document. 	

Internship Program Admissions

<p>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:</p>
<p>We value interns who bring with them an interest in serving diverse populations as well as engaging in a variety of professional activities (e.g. individual personal, educational and career counseling, group therapy, assessment, intake, crisis management, outreach, provision of supervision, research, biofeedback). In addition, we would like our interns to have had at least one training/clinical experience in an adult and/or adolescent setting where they provided individual counseling.</p>

Financial and Other Benefit Support for Upcoming Training Year*

Annual Stipend/Salary for Full-time Interns	\$35,568	
Annual Stipend/Salary for Half-time Interns	N/A	
Program provides access to medical insurance for intern?	Yes	No
If access to medical insurance is provided:		
Trainee contribution to cost required?	Yes	No
Coverage of family member(s) available?	Yes	No
Coverage of legally married partner available?	Yes**	No
Coverage of domestic partner available?	Yes	No
Hours of Annual Paid Personal Time Off (PTO and/or Vacation)	176***	
Hours of Annual Paid Sick Leave	120	
In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?	Yes	No
<p>Other Benefits (please describe): The benefits package includes medical and dental coverage, non-subsidized vision coverage, flexible spending accounts, disability insurance, life insurance, sick leave and paid time off, tuition remission for self, spouse or dependents, subsidized parking (interns pay approximately \$8 per month), and retirement (10% is automatically put into retirement account and is available to interns following internship if they don't stay in the Ohio system). Interns can also access the IMPACT Employee Assistance Program, which offers access to confidential professional support and six complimentary counseling sessions. Optional membership at the University Recreation and Wellness Center (about \$12 a month) is available. Paychecks are issued biweekly, with the first week being withheld. Insurance benefits begin the month after the start of internship. Additional monies for professional development may be available. Please see http://www.uakron.edu/hr/benefits/general-plan-provisions-and-eligibility/ for specific benefits information.</p>		

*Note. Programs are not required by the Commission on Accreditation to provide all benefits listed in this table

** subject to Working Spouse Rule – please see benefits page listed below for more information

***used for vacation, professional leave, conferences, job search and research days

Initial Post-Internship Positions

(Provide an Aggregated Tally for the Preceding 3 Cohorts)

	2018-2021	
Total # of interns who were in the 3 cohorts	9	
Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree	0	
	PD	EP
Academic teaching	0	0
Community mental health center	0	0
Consortium	0	0
University Counseling Center	1	6
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	0	2
Other	0	0

Note: "PD" = Post-doctoral residency 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.

Because our training experiences are varied, our interns have found employment in a variety of settings. Our alumni work as clinicians, researchers, educators and administrators and are currently employed as:

- Psychologists, Directors or Training Directors at University Counseling Centers
- Professors at Universities, Community Colleges or Medical Schools
- Psychologists and Directors employed in Private Practice, Community Mental Health or Integrated Care Settings
- Psychologists in VA's and Health Care Settings

APPLICATION AND SELECTION PROCEDURES

Applicants to the Internship Program are asked to submit materials via the APPIC On-Line Application System, which may be accessed at www.appic.org by clicking "AAPI On-line"

The deadline for the submission of an application is November 1, 2020.

Our APPIC program code is 1501.

The Intern Selection Committee selects those applicants to be interviewed. Applicants are notified about their interview status by phone and/or e-mail. We have traditionally offered a choice of in-person or video conferencing/phone interviews. We anticipate that only video conferencing/phone interviews will be offered during the pandemic. Interviews consist of meetings with the Associate Director – Training who provides information, with 2-3 senior staff members for a more formal interview, and with 2-3 of our current interns. Interviews are individually scheduled and occur in December and January. Requests to speak with specific staff members are welcome. After the interviews, final recommendations are made by the Intern Selection Committee. The Counseling and Testing Center follows the Association of Psychology Internship Centers' Match Policies. This internship site agrees to abide by the APPIC Policy that no person on this training facility will solicit, accept or use any ranking-related information from any intern applicant.

Please note individuals being hired at The University of Akron are required to provide a written release to authorize the university to conduct a pre-employment criminal background check and to pass that check as a condition of employment.

Questions about the internship may be discussed with by email or phone: Donna McDonald, Ph.D., Counseling and Testing Center, The University of Akron, Akron, Ohio 44325-4303 - dm6@uakron.edu – (330) 972-7082

APPIC match policies can be found at APPIC.

Questions related to the program's accredited status should be directed to:

Office of Program Consultation and Accreditation

American Psychological Association

750 1st Street, NE, Washington, DC 20002

Phone: (202) 336-5979 / E-mail: apaaccred@apa.org / Web: www.apa.org/ed/accreditation

The University of Akron is an Equal Opportunity Education and Employment Institution

operating under nondiscrimination provisions of Title 41, Ohio Revised Code; Titles VI, VII of the Civil Rights Act of 1964, as amended; and Title IX of the Educational Amendments of 1972, as amended; Executive Order 11246, as amended; Vocational Rehabilitation Act section 504; Vietnam Era Veterans' Readjustment Act, as amended; Age Discrimination in Employment Act of 1967, as amended; Title II of the Genetic Information Nondiscrimination Act of 2008; and Americans with Disabilities Act, as amended as related to admissions, treatment of students, programs and activities, and employment practices.

It is the policy of this institution that there shall be no unlawful discrimination against any individual in employment or in its programs or activities at the University of Akron because of race, color, religion, sex, sexual orientation, gender identity, age, national or ethnic origin, disability, military status, genetic information, or status as a veteran. The University of Akron prohibits sexual harassment of any form in all aspects of employment and in its programs and activities and prohibits discrimination on the basis of sexual and racial or ethnic orientation in employment and admissions.

Affirmative Action policy can be found at: www.uakron.edu/hr/eeoaa/

OUR CLINICAL STAFF

(*Presentations or publications completed with trainees or former trainees. Trainees' names are italicized)

Juanita K. Martin, Ph.D. is the Counseling Center's Executive Director. She earned a PhD in clinical psychology from Kent State University. In addition to administrative duties she enjoys working with anxiety, depression and social justice concerns. She is currently on the Accreditation Board for IACS, the Secretary of the Greater Cleveland/Akron Chapter of ABPsi and other professional memberships include APA (Division 45), Ohio Psychological Association and the Association of University and College Counseling Center Directors. Selected presentations and publications include:

Martin, J. K. (2019). Increasing Student Engagement: Outreach to Marginalized Populations on Campus. Webinar. Ohio Program for Campus Safety Mental Health (OPCSMH).

Martin, J. K., Rayburn, M., Quigley, B. & Johnson, E. (2018). Making College Counseling an Employer of Choice: How to Recruit/Retain Staff and Make Your Center a Great Place to Work. Association of University and College Counseling Center Directors.

**Ghosh, A., Rieder Bennett, S., Martin, J.K.* (2018). Use of the Counseling Center Assessment of Psychological Symptoms 62 (CCAPS-62) as a repeated measure. *Journal of College Student Psychotherapy*, 32, 2, 151-162. DOI: 10.1080/87568225.2017.1367630

Wallak, C., Ng J., & **Martin, J.K.** (2016). Campus climate, social justice and Counseling Centers. 34th Annual Counseling Centers of New York (CCNY) Conference. Geneva, NY

Rando, R. & **Martin, J.K.** (2011). Mindfulness based leadership and management. Association of University and College Counseling Center Directors, Scottsdale Arizona

Martin, J. K., Ritchey, D., Burns, N., Craig, S. Tucker-Cooper, A., Rogers, J. (2010) *Campus Panel Scenario*. Campus Mental Health Forum: Earning a Degree of Mental Health, Akron, Ohio.

Phillips, J. C. & **Martin, J. K.** (2010). Applying for Internship. Great Lakes Conference, Akron Ohio.

Queener, J., **Martin, J. K.** & Farer- Singleton, P. (2009). African American female graduate students' experiences with racism in higher education. Association of Black Psychologists Conference. Atlanta, Georgia.

Martin, J. K. (2007). African-American populations. In M. Constantine (Ed.) *Clinical Practice with People of Color: A Guide to Becoming Culturally Competent*. Williston, VT: Teachers College Press.

**Rivera-Mosquera, E., Phillips, J. C., Castelino, P., Martin, J. K., & Dobran, E. M.* (2007). Design and implementation of a grassroots pre-college program for Latino youth. *The Counseling Psychologist* 35, 821-839.

Bagley, C.A., Banks, M.A., **Martin, J.K.,** Queener, J., Sanders, D. & Williams, C. (2006). *Differences in the way African American men and women experience stress*. Ohio Psychological Association, Columbus, OH.

Martin, J.K., Mickens-English, P., & Farer-Singleton, P. (2006). *Afrocentric Holistic Treatment and Outreach Approaches in University Counseling Centers*. Association of Black Psychologists. Cleveland, OH.

Queener, J. E. & **Martin, J. K.** (2001). Providing culturally relevant mental health services: Collaboration between psychology and the African American church. *Journal of Black Psychology, 22*, 112-122

Boyd-Franklin, N. (2001 April). Family therapy with African American families. In **J. K. Martin** (Chair), Even the rat was white: Twenty five years of change and challenge. A conference in honor of Robert B. Guthrie. Conference conducted at University of Akron, Akron, OH.

Parham, T., *Queener, J., Martin, J. K., & Farer, P.* (1999). Spirituality and counseling African Americans. *American Psychological Association*, Boston, MA.

Matthew Altieri, Ph.D. is the Senior Associate Director – Clinical. He received his doctorate in Clinical Psychology from Eastern Michigan University. He completed his internship at Veterans' Affairs Healthcare System-Western New York. He is currently a member of the American Psychological Association. He describes his theoretical orientation as person-centered and integrative with a focus on Acceptance and Commitment Therapy. His clinical interests include stress management, behavioral medicine and chronic disease management, Veteran's issues, multicultural issues, identity development, positive psychology and adjustment, depression, and anxiety. Publications and presentations include:

Lee, J., **Altieri, M.**, Hayden, E., Rieder Bennett, S., & Hendrickson, J. (2014, February). Taking care week: Using a week-long outreach program to improve self-care of underserved non-traditional students. Workshop presented at the 2014 Big Ten Counseling Centers Conference, Columbus, OH.

Perlman, L.M., Cohen, J. L., **Altieri, M. J.**, Brennan, J. A., Brown, S. R., Mainka, J. B., et al. (2010). *A wellness group program for psychiatric and comorbid medical conditions in a Veterans' Affairs mental health clinic.* *Professional Psychology: Research and Practice, 41*, 120-127.

Altieri, M. J., & von Kluge, S. (2009). *Searching for acceptance: The challenges encountered while raising a child with autism.* *Journal of Intellectual and Developmental Disability, 34*, 142-152.

Altieri, M. J., & von Kluge, S. (2009). *Family functioning and coping behaviors in parents of children with autism.* *Journal of Child and Family Studies, 18*, 83-92.

Perlman, L. M., **Altieri, M. J.**, Brennan, J. A., Brown, S. R., Cohen, J., Earnheart, K. L., et al. (2007). *Use of a wellness group in a Veterans Administration mental health clinic.* Poster presented at the annual meeting of the American Psychological Association, San Francisco, California.

Donna McDonald, Ph.D. is the Associate Director – Training (Training Director). She received her doctorate in Counseling Psychology from Michigan State University and completed her internship at the Counseling and Testing Center at the University of Akron. She has worked as a therapist for over 25 years in both community and university settings. Her professional interests include the interplay of gender, ethnicity and socio-economic status; trauma issues; needs of first-generation college students, non-traditional adult learners, and low-income students. Dr. McDonald has received training in DBT and uses a systems and relational approach in therapy. A focus on emotion is central to her clinical work. She is a member of APA (Division 17) and ACCTA. Selected publications and presentations include:

McDonald, D. (2021, October). Evidence based training for a generalist setting. Workshop presented at the 2021 ACCTA virtual conference.

- ***McDonald, D., & Lehman, E.** (2021, October). Exploring the definition of professionalism. Workshop presented at the 2021 ACCTA virtual conference
- McDonald, D.** (2016). Evidence based practice in a generalist setting: Implications for training. Workshop presented at the 2016 ACCTA Conference, Bonita Springs, FL.
- McDonald, D.,** Rieder Bennett, S., & Lee, J. (2015, April). College success for underserved students: What psychologist can do. Workshop presented at the 2015 Convention of Ohio Psychological Association, Columbus, OH.
- McDonald, D. L,** & Phillips, J. (2013). An exploration of identities in multicultural supervision. Roundtable discussion presented at the 2013 Great Lakes Counseling Psychology Conference, Grand Rapids, MI.
- McDonald, D.,** Moore, S., & Hayden, E. (2007). Facilitating the transition to college for students with psychiatric disabilities. *The Ohio Psychologist*.
- McDonald, D. L.** (2002). Career counseling to facilitate the welfare-to-work transition: The case of Jeanetta. *Career Development Quarterly*, 50, 326-330.
- McDonald, D.** (1997). Service delivery issues for women on welfare, J. Rice, & K. Wyche, (Eds). *Position paper of the Taskforce on Women, Poverty and Public Assistance*. Washington, DC: American Psychological Association, Division 35.
- McDonald, D. L.,** & McKinney, J. P. (1994). Steady dating and self-esteem in high school students. *Journal of Adolescence*, 17, 557-564.
- Eric W. Hayden, Ph.D.** is the Assistant Director-Training. He received his doctorate in Counseling Psychology from Kent State University. His internship took place at UNC at Charlotte and his post-doctorate residency took place at Oberlin College. His interests include sport psychology, biofeedback, anxiety disorders, men's issues, and LGBT issues. He is board certified in biofeedback by the Biofeedback Certification International Alliance. He coordinates the Practicum Program and leads the Supervision of Supervision seminar for the interns. Publications include:
- Roncione, J., Kornspan, A., **Hayden, E.W.** & Fay, M. (2020). *The relationship of physical activity and mental toughness in collegiate e-sports*. *Future Focus*, Spring/Summer 2020, 31-40,
- ***Hayden, E., & Brady, B.,** (March 2015). *Integrating Mindfulness and Biofeedback*, Great Lakes Conference Round Table, Muncie, Indiana.
- Lee, J., Altieri, M., **Hayden, E.,** Rieder Bennett, S., & Hendrickson, J. (2014, February). Taking care week: Using a week-long outreach program to improve self-care of underserved non-traditional students. Workshop presented at the 2014 Big Ten Counseling Centers Conference, Columbus, OH.
- ***Hayden, E.W.,** Kornspan, A. S., *Bruback, Z.T., Parent, M.C.,* and Rodgers, M. (2013). The Existence of Sport Psychology Services Among NCAA Division I FBS University Athletic Departments and Counseling Centers. *The Sport Psychologist*, 27, 296-304

*Hahn Oh, K. J., Wiseman, M., Hendrickson, J., Phillips, J. C., & **Hayden, E.** (2012). Exploring the acceptance model of intuitive eating with college female student athletes. *Psychology of Women Quarterly, 36*, 88-98.

Levant, R.F., Halter, M., **Hayden, E.W.** & Williams, C.M. (2009). The Efficacy of Alexithymia Reduction Treatment: A Pilot Study. *The Journal of Men's Studies, 17*, 75-84.

McDonald, D., Moore, S., & **Hayden, E.** (2007). Facilitating the transition to college for students with psychiatric disabilities. *The Ohio Psychologist*.

Sara Rieder Bennett, Ph.D., is the Director of Testing for the University of Akron. She received her doctorate in Counseling Psychology from the University of Akron in 2009 and has worked in both university and community agencies. Her internship took place at West Virginia University and postdoctoral hours were at Clemson University. She is President of the National College Association (NCTA), Past-President of the Great Lakes College Testing Association (formerly Ohio College Testing Association), Past-Editor of the *Journal of the National College Testing Association*, Co-Chair of the Proctor Certification Committee (NCTA), and serves as a site reviewer for NCTA Test Center Certification. She is the 2019 recipient of the NCTA President's Award (Member). She is Co-Chair of the following University of Akron committees: the Accessibility Committee of Faculty Senate, the Proctoring Committee, and Placement Testing Committee. Dr. Rieder Bennett has interest in feminist and multicultural counseling, health psychology, testing and assessment, supervision and training, and research. She coordinates the assessment training and co-leads the research group with Dr. Keramidas for the interns. Selected publications and presentations include:

James, C., **Rieder Bennett, S.**, & Dedes, A. (August 2022). Introduction the NCTA Proctor Certification Exam. Presented at the National College Testing Association Conference, Chicago, IL.

Schoenig, R., Thompson, C., **Rieder Bennett, S.**, & Alam, F. (August 2022). Blending In-Person and Online Proctoring to Advance Diversity, Equity, and Inclusion. Presented at the National College Testing Association Conference, Chicago, IL.

Schoenig, R., Dyer, J., **Rieder Bennett, S.**, West, B., & Dille, S. (August 2022). NCTA Debate: AI and Biometrics vs. the Human Proctor. Presented at the National College Testing Association Conference, Chicago, IL.

Rieder Bennett, S., & Morales, P. (August 2022). How to Address Student Anxiety Stemming from Security and Data Privacy Concerns. Presented at the National College Testing Association Conference, Chicago, IL.

Rieder Bennett, S., & Martin, N. (November 2021). Accessibility in a Remote World. Presented at the Great Lakes College Testing Association Virtual Conference.

Rieder Bennett, S., Martin, N., Stitz, T., & Hemphill, V. (August 2021). Accessibility in a Remote World. Presented at the National College Testing Association Virtual Conference.

*Cadaret, M., & **Rieder Bennett, S.** (2019). College Students' Reported Financial Stress and its Relationship to Psychological Distress. *Journal of College Counseling, 22*, 225-239. doi: 10.1002/jocc.12139

Rieder Bennett, S., Alam, F., & Dyer, J. and moderator Carter, S. (August 2019). Cheating Scandal – What We Know, What We’ve Learned, and What it Means for the Testing Industry. Presented at National College Testing Association Conference, New Orleans, LA.

Rieder Bennett, S., Wollack, J., & Dyer, J. (August 2019). Academic Integrity on Campus – Education, Prevention, and Response. Presented at the National College Testing Association Conference, New Orleans, LA.

Rieder Bennett, S., James, C., Wollack, J., Shirley, W., Woodward, L. (January 2019). Publishing in the Journal of NCTA. NCTA webinar series.

**Ghosh, A., Rieder Bennett, S., Martin, J.K.* (2018). Use of the Counseling Center Assessment of Psychological Symptoms 62 (CCAPS-62) as a repeated measure. *Journal of College Student Psychotherapy*, 32, 2, 151-162. DOI: 10.1080/87568225.2017.1367630

James, C., Wollack, J., and **Rieder Bennett, S.** (September 2017). How to get published in the Journal of the NCTA: Tips from the editor, a reviewer, and an author. Presented at the National College Testing Association Conference, Cincinnati, OH.

Dayley, C., Phillips, T., Messenger, R., **Rieder Bennett, S.**, and Jensen, E. (September 2017). Using student workers in your testing center. Presented at the National College Testing Association Conference, Cincinnati, OH.

Rieder Bennett, S., and Cashon, D. (May 2017). Stress and wellness in the workplace. Presented at the Great Lakes Testing Conference, Toledo, OH.

Phillips, T., and **Rieder Bennett, S.** (May 2017). The hiring dilemma: Student staffing – An economic yet controversial solution. Presented at the Great Lakes Testing Conference, Toledo, OH.

**Lee, J., Rieder Bennett, S., Crain, R., & Hasan, N.* (July 2016). Research training and mentoring for minority and international university counseling center trainees. Interactive Discussion at APA Division 45 Research Conference, Stanford University, Stanford, CA.

**Cadaret, M., & Rieder Bennett, S.* (August 2016). College students’ reported financial stress and its relationship to psychological distress. Poster presented at APA Annual Convention, Education and Training Section, Denver, CO.

Rieder Bennett, S., Kulick, K., DeFago, J., & Horton, L. (August 2016). Accessibility testing: A collaborative model that works. Presented at the National College Testing Association Conference, Seattle, WA.

Rieder Bennett, S., McCorkle, R., & Wollack, J. (May 2016). Proctoring Best Practices: National College Testing Association and Association of Test Publishers – Security Council Whitepaper. Keynote Address at the Great Lakes Testing Conference, Sandusky/Huron, OH.

Radt, J., **Rieder Bennett, S.**, Kulick, K., DeFago, J., & Vennekotter, H. (October 2015). Testing and disability offices: Partners in access and success. Panel presentation at the Ohio AHEAD Conference, Wright State University, Dayton, OH.

Rieder Bennett, S. (October 2015). Learning disorder and ADHD assessment in university counseling centers. Presentation at the Ohio AHEAD Conference, Wright State University, Dayton, OH.

Rieder Bennett, S. (September, 2015). President's welcome. *OCTA News*, 3(1), pp. 1.

Association of Test Publishers and National Testing Association (August 2015). Proctoring Best Practices. Co-Chairs Rory E. McCorkle and James A. Wollack. [Hyyt://ncta-testing.org/resources/proctoringbestpractices/index.php](http://ncta-testing.org/resources/proctoringbestpractices/index.php)

Shaughnessy, T., Buchanan, N., Hasan, N., **Rieder Bennett, S.** (August 2015). Understanding Career Adjustment for Early Career Psychologists. Division 35 Symposium, APA.

Pfeifer, J. and **Rieder Bennett, S.** (September, 2015). 2015 Great Lakes Testing Conference recap. *OCTA News*, 3(1), pp. 3-4.

Rieder Bennett, S., Kulick, K., DeFago, J., Horton, L., & Martin, J.K. (July 2015). Accessibility testing: A collaborative model that works. Presented at the Great Lakes Testing Conference, Oregon, Ohio.

Rieder Bennett, S., Kulick, K., DeFago, J., Horton, L., & Martin, J.K. (July 2015). Accessibility testing discussion. Roundtable presented at the Great Lakes Testing Conference, Oregon, Ohio.

McDonald, D., **Rieder Bennett, S.**, & Lee, J. (2015, April). College Success for Underserved Students: What psychologist can do. Workshop presented at the 2015 Convention of Ohio Psychological Association, Columbus, OH.

Brady, B.*, & **Rieder Bennett, S. (March 2015). Disability on College Campuses: Beyond Academic Accommodations and Physical Environment, Great Lakes Conference Round Table, Muncie, Indiana.

Rieder Bennett, S. (August, 2014). Expanding horizons: 2014 Great Lakes Testing Conference. *OCTA News*, 2 (2), pp. 2-3. <http://www.ohiocta.com/#!newsletters/c13ll>

Fantauzzi, A., Fennell, P., **Rieder Bennett, S.L.**, & Bertrand, K.A. (2014). Volunteerism, culture shock, and trauma: Making the transitions easier using the arts and the Four Phase Model. In E. Sandberg and M. Scheurer (Eds.) *Culture, Experience, Care: [Re-]Centring the Patient*. Oxford, U.K.L Inter-Disciplinary Press (e-book).

Fantauzzi, A., Fennell, P., Bertrand, K.A., & **Rieder Bennett, S.L.** (2014). Addressing reverse culture shock with The Fennell Four Phase Model and the Arts. In E. Sandberg and M. Scheurer (Eds.) *Culture, Experience, Care: [Re-]Centring the Patient*. Oxford, U.K.L Inter-Disciplinary Press (e-book).

Fennell, P., **Rieder Bennett, S.L.**, Fantauzzi, A., & Bertrand, K.A. (in press). The Fennell Four Phase Model: A Program for Addressing Culture Shock, Trauma, and Countertransference in Volunteerism. Forthcoming chapter in edited book on "The Patient" from Inter-Disciplinary Press.

Lee, J., Altieri, M., Hayden, E., **Rieder Bennett, S.**, & Hendrickson, J. (2014, February). Taking care week: Using a week-long outreach program to improve self-care of underserved non-traditional students. Workshop presented at the 2014 Big Ten Counseling Centers Conference, Columbus, OH.

Rieder Bennett, S.L. (2014). Understanding Learning Disorders and ADHD. Presentation at the 2014 Great Lakes Testing Conference, Columbus, OH.

Rieder Bennett, S.L. (2013). Mandated motherhood: Biopsychosocial aspects of coping with infertility. In Zhenyi Li and Sara Rieder Bennett (Eds.) *Chronicity Enquiry: Making Sense of Chronic Illness*. Oxford, U.K.: Inter-Disciplinary Press. (e-book; Paper presented for 10th Global Conference: Making Sense of Health, Illness, and Disease – Chronic Illness: The Borderlands Between Health and Illness. Oxford, U.K.)

Rieder Bennett, S.L. (November, 2013). Expanding horizons: The second annual OCTA conference and future Great Lakes Testing Conference. *OCTA News*, 2 (1), pp. 2-3.
http://media.wix.com/ugd/1c704c_09a1db23fac98381f3c18053f348a3ea.pdf

Rieder Bennett, S.L., and Hasan, N.T. (2013). Establishing Research Collaborations to Explore the Identity Development of Diverse Early Career Psychologists. Roundtable conducted at 2012 National Multicultural Conference and Summit. Houston, TX.

Fennell, P., and **Rieder Bennett, S.L.** (2013). The Fennell Four Phase Treatment™ Approach: When the Provider is also a Patient. Paper presented at 3rd Global Conference, Making Sense of: The Patient – Therapeutic Approaches. Lisbon, Portugal.

Fennell, Patricia; **Rieder Bennett, Sara.** (2013). "Chronic Illness." In *Oxford Bibliographies Online in Social Work*. Ed. Edward J. Mullen. New York: Oxford University Press.

Li, Z., and **Rieder Bennett, S.L.** (Eds.) (2013). *Chronicity Enquiry: Making sense of chronic illness*. [e-book].

Fennell, P. and **Rieder Bennett, S.L.** (2013). Chronic illness. In *The Encyclopedia of Social Work (21st ed.)*. Oxford University Press and The National Association of Social Workers.

Fennell, P., and **Rieder Bennett, S.L.** (2012). Adaptation and Acceptance in the Experience of Chronic Pain. Paper presented at 3rd Global Conference, Making Sense Of: Suffering. Salzburg, Austria.

Fennell, P., **Rieder Bennett, S.L.**, and Fantauzzi, A. (2012). Improvisation: Five Capacities for Coping with Death and Dying. Paper presented at 9th Global Conference, Making Sense Of: Dying and Death. Salzburg, Austria.

Rieder Bennett, S.L. (2008). Contextual affordances of rural Appalachian individuals. *Journal of Career Development*, 34, 241-262.

Premala Tara Jones, Ph.D. is a staff psychologist. She received her doctorate in Counseling Psychology from Kent State University and her internship at the Counseling and Testing Center at the University of Akron. Additionally, her post-doctorate work was in Health Psychology at the Cleveland Clinic Foundation main campus. She has worked as a psychologist in both community and university settings. Prior to this recent position, she worked primarily in private practice. Her professional interests include trauma issues, holistic health psychology, life adjustment issues, first generation college students, and non-traditional adult learners.

In addition, Dr. Jones has interests in diversity training, anxiety management, grief and loss, reproductive loss, spirituality, and compassion fatigue. She has co-developed curriculum to train psychiatric residents, university counseling programs, and private clinicians in how to work with

clientele who have experienced reproductive loss. Additionally, she has presented at national and regional conferences on reproductive loss, self-care and compassion fatigue.

Natacha L. Keramidas, PhD is a staff psychologist and outreach coordinator. She completed her doctorate in Counseling Psychology at the University of Akron and her APA accredited doctoral internship in Health Service Psychology at the Counseling and Testing Center at the University of Akron. Her theoretical orientation is integrative, a combination of cognitive-behavioral, positive psychology and multicultural therapy. Her clinical interests include positive psychology, anxiety and college students' wellbeing, as well as international student issues and acculturation. Presentations include:

*Alshabani, N., Wolfe, G., **Keramidas, N.**, Gregor, M., Campbell-Halfaker, D, Dunn, M., Ferrer, A., Martin-Fernandez, J., Robinson, S., Bhatia, A., Gupta, A., Jain, A., Gupta, S. (2021, March). *Working during a global pandemic: unique challenges and ways of coping for women*. Symposium presented at the Association for Women in Psychology Annual Conference. Virtual.

*Wolfe, G., Alshabani, N., **Keramidas, N.** (2021, March) *Mentorship Series for Women in Psychology*. Lightning Talk presented at the Association for Women in Psychology Annual Conference. Virtual.

Grant, N., Finley, D. L., Goldbach, C., **Keramidas, N.**, L., Knutson, D., Pickering, R., (2019, August). *Lessons in Mentoring: Issues of Diversity, Fit and Career Stage Transitions*. Symposium conducted at the 127th Convention of the American Psychological Association, Chicago, Illinois.

Keramidas, N.L. (2019, August). Mentoring between doctoral students and faculty, Is it as simple as knowing our personality type? In N. S. Grant (chair), *Lessons in mentoring—Issues of diversity, fit, and career stage transitions*. Symposium presented at the American Psychology Association Conference, Chicago, IL.

Keramidas, N. L. (2017). Personality and Mentoring: An investigation of the role of protégés personality, protégé-initiation of mentoring relationships and mentoring received in doctoral programs. Poster presented at the 30th Annual Great Lakes Regional Counseling Psychology Conference, Muncie, IN.

***Keramidas, N. L.**, Akinfosile, M. K., Chapman, E. N. (2017). Making the Most out of Internship. Roundtable facilitated at the 30th Annual Great Lakes Regional Counseling Psychology Conference, Muncie, IN.

Kim, S. & **Keramidas, N. L.** (2015). Mentoring Needs of International Female Doctoral Students. Focus Group conducted at the University of Akron, Akron, OH.

Kearns, J. & **Keramidas, N. L.** (May 2015). Focusing on Field Trips & Hands-on History: Archival Outreach with Local Schools and Teachers. Presentation at the Society of Ohio Archivists, Columbus, OH.

Keramidas, N. L., & Kim, S. (March 2015). Mentoring Needs of International Female Doctoral Students. Presentation at the Committee for Research on Women and Gender, 7th Annual CROW Conference, Akron, OH.

Kim, S., & **Keramidas, N. L.** (January 2015). The Needs of Cross-Cultural Mentoring for International Female Students in Higher Education. Poster presented at the 2015 National Multicultural Conference and Summit, NY, NY.

- Kim, S., & **Keramidas, N. L.** (March 2014). National Association for Women in Psychology Conference, Minerva Brown Bag Lunch: International and Cross-Cultural Perspective on Mentoring. Where are we and Where are we going?
- Kaut, K. P., McKay, D., Allen, P. A., & **Keramidas, N. L.** (Manuscript in preparation) Quality of life among children with Chiari Malformation: Parent assessment of developmental and psychosocial outcomes.
- Baker, D. B., & **Keramidas, N. L.** (2013). Time Capsule. The Psychology of Hunger. *APA Monitor on Psychology*, 44 (9) 66-67.