



Counseling Center, Akron, OH 44325-4303
330-972-7082

Pre-doctoral Psychology Internship Accredited by the American Psychological Association

THE SETTING

The University of Akron

The University of Akron (UA) was originally established as Buchtel College by the Ohio Universalist Convention in 1870. The University of Akron became a state university in 1967 and enjoys local, regional, national and international responsibilities and influence. UA has the third-largest principal campus enrollment in Ohio and is one of the 50 largest universities in the country. The University of Akron enrolls approximately 26,000 students who come from 44 states and 79 other countries to study in one of 10 degree-granting colleges and professional schools. Thirty eight percent of the students are over the age of 25, approximately 15% are students of color, and about 3% are international students.

Located in Northeastern Ohio, the 218-acre urban campus has 80 buildings and has recently undergone a major renovation. This new \$300 million landscape for learning includes 11 new buildings, improved campus access, and the addition of 30 acres of park-like green spaces. New buildings include the Student Union, Student Recreation and Wellness Center, and two Residence Halls. To be opened in 2009 will be a brand new multi-use football stadium. The Counseling Center is also located in one of the recently constructed buildings, Simmons Hall, which houses many of the Student Affairs offices. UA is located in the medium sized city of Akron, and is 35 miles south of Cleveland. The area offers diverse communities, thriving arts and cultural opportunities, and major sporting events. Both cities have extensive metro park systems and in between them is the Cuyahoga Valley National Park.

The University of Akron has been approved by the North Central Association of Colleges and Schools since 1914, and was recently re-accredited at the highest level as a comprehensive doctoral degree-granting institution.

The American Psychological Association Committee on Accreditation can be reached at (202) 336-5979 or at 750 First St., NE, Washington, DC 20002-4242.

Counseling Center

Description

The Counseling Center is a full-service, university counseling agency and is part of the Office of the Vice President for Student Affairs. It is staffed by six psychologists, three interns, and six to eight practicum students. The Counseling Center is located in 306 Simmons Hall. The Counseling 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 pre-doctoral internship program is fully accredited by the American Psychological Association.

The Center provides a wide range of psychological counseling, therapy, career counseling, testing, outreach and consulting services to the University community. The Center is operated by The University of Akron primarily for use by University students. Its programs and services are designed to meet the needs of the diverse student population. The 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. 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.

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Statement of Mission

In 2008, a strategic planning process in Student Affairs at The University of Akron resulted in a refinement of mission statements. The mission statement of the Counseling Center was written as follows: The Counseling 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 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.

The mission of the Counseling Center is directly related to the mission and goals of The University of Akron and the Office of the Vice President for Student Affairs.

THE INTERNSHIP PROGRAM

A Statement of Philosophy/Educational Model

The staff of the Counseling 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. 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 believe that an agency like ours, which provides a wide range of psychological services to a diverse clientele, is an ideal setting for the practical training of generalist psychologists. To benefit most from this experience, the trainee must have completed the academic requirements of the doctoral degree, excluding the dissertation. He/she must possess adequate skills of the profession of psychology and be prepared to integrate the theoretical and applied aspects of the science and art of the profession. Accordingly, we treat these future psychologists as colleagues who are transitioning from the role of student to professional. This collegial atmosphere is an essential trademark of the Center's philosophy of training. The entire professional and support staff endeavors to make the interns feel as if they are professional members of the staff, in developmentally appropriate ways. The training of interns occurs within an environment which recognizes the unique developmental needs of each intern.

The Staff of the Counseling Center is dedicated to training beyond the professional commitment to turn out competent psychologists. We are motivated further by a desire for excellence, both in the nature of our training and in the future professional behaviors of our trainees. We emphasize ethical principles and integrity in our actions as psychologists and in our training of future psychologists. We model in our own actions and cultivate in our interns a self-reflective stance in practice.

A major element of the Center'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. In addition, the Center's training philosophy is imbued with a commitment to understanding the impact of the sociopolitical context on the mental health and well-being of the individuals and communities it serves. The Center's client population is reflective of the university community's diverse make-up and allows for interns to integrate multicultural issues in their professional work. Interns have the option of focusing on specific areas of difference in order to meet their individual needs.

Finally, we advocate 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.

We further expect the interns to identify and develop other areas of specialty based on their own interests. We expect the interns to work at some level with all members of the professional staff to expose them to a wide variety of professional specialties, competencies, and styles. Throughout the course of training, our goal is to provide a complete professional experience while being sensitive to each intern's special needs. In order to do this, a maximum of 50 to 60 percent of the intern's time is spent in direct service delivery and case management activities, with much of the remaining time representing some form of supervision or training activity.

Specifically, the program has two major goals:

1. To prepare interns for generalist practice as psychologists; and
2. To produce interns with strong professional identities that include a commitment to ethical behavior, multicultural competency, and the integration of science and practice.

Each of these goals has several objectives and each objective has related competencies, as follows.

Goal #1: To prepare interns for generalist practice as psychologists

Objective #1: To prepare interns to provide competent Counseling & Psychotherapy services to university clientele in a variety of modalities.

Competency: Effectively establishes working alliances with diverse clients and effectively uses a variety of individual counseling and psychotherapy approaches.

Competency: Effectively chooses and utilizes alternative therapy modalities (e.g., group, couples)

Competency: Provides effective developmental interventions for college populations (e.g., career and educational counseling)

Objective #2: To prepare interns to accurately assess the needs of new and on-going clients.

Competency: Connects with diverse clients, identifies and clarifies the presenting concern, obtains the necessary history, assesses the severity and determines a treatment strategy during intake and clinical assessment.

Competency: Accurately assesses psychopathology and makes appropriate use of the DSM-IV for diagnosis in cultural contexts.

Competency: Effectively administers, scores, and interprets a variety of tests and inventories (e.g., the Strong Interest Inventory, the Minnesota Multiphasic Personality Inventory-II, the PAI, the Wechsler Adult Intelligence Scale-IV, the Woodcock-Johnson III) in a multicultural context, writing useful clinical reports based on interview, observational, and testing data.

Objective #3: To produce interns who can share with others and/or apply psychological knowledge, evaluating information and rendering a professional opinion, and offer prevention based services.

Competency: Engages in effective individual and/or organizational consultations.

Competency: Develops and delivers effective psychoeducational and outreach programming.

Objective #4: 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.

Competency: Effectively establishes and maintains on-going supervisory relationship with a doctoral student in psychology.

Competency: Provides supervision such that client welfare is ensured and ethical issues are attended to.

Competency: Identifies the supervisee's strengths and growth edges in a developmental, multicultural, and interpersonal context, and utilize this knowledge to contribute to his/her professional growth.

Goal #2: To produce interns with strong professional identities that include a commitment to ethical behavior, multicultural competency, and the integration of science and practice

Objective #1: To maximize the professional and ethical excellence of our interns as future psychologists.

Competency: Evidences a thorough knowledge of the APA code of ethics and other relevant ethical statements and utilizes this knowledge in ethical decision-making.

Competency: Shows the ability to manage personal stressors and interacts in professional and interpersonally competent ways with colleagues.

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

Competency: Engages in self-reflective practice with respect to multicultural issues.

Competency: Actively builds knowledge of various groups he/she is working with, as well as building knowledge about the dynamics of oppression.

Competency: Effectively uses multicultural awareness and knowledge in the science and practice of psychology.

Objective #3: To produce interns who actively integrate the science and practice of psychology.

Competency: Effectively integrates empirically based practices in clinical work and engages in meaning scholarship in a practice setting.

Statement on Trainee Self-Disclosure

The Counseling 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, Counseling Center 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 CTCC 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).

American Psychological Association (2002). Ethical principles of psychologists and code of conduct. *American Psychologist*, 57, 1060-1073.

THE ELEMENTS OF THE TRAINING PROGRAM

Service Activities

The major service activities of the Counseling Center and a brief description of each follow:

Personal-emotional counseling addresses issues such as anxiety, depression, adjustment to college, and self-esteem; 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. Career counseling is done in groups and individually and may also utilize standardized testing and/or computerized guidance and information programs.

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

Group educational programs are offered in numerous areas, including stress management, study skills, career development, race relations, communication skills, sexuality, and eating disorders.

Outreach and consultation are activities which provide psychoeducational services to the campus community. Programs on topics such as test anxiety, cultural diversity, conflict resolution, career planning, date rape, and sexual orientation are presented to a variety of campus agencies and student groups. Consultation is also done with individuals, groups, and offices on campus to meet the unique needs of each consultee.

Testing services include a wide variety of assessment including standardized, national testing (e.g., ACT, GRE; PRAXIS); career assessment (e.g., SII, 16PF, MBTI), learning disability assessment (e.g., WAIS-IV, WCJ-III), and personality assessment (e.g., MMPI-2, PAI).

Interns are expected to participate in all of the areas of service activity, with the exception of national standardized testing.

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 Center 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. The categories of training activities are detailed below.

Intern Orientation

A structured orientation to the internship begins the first week of the internship and lasts approximately two weeks. Additional orientation programs are scheduled throughout July and August. Intern orientation covers administrative details, overviews of all service and training activities, overviews of the optional specializations, and visits to common referral sources. Introductory training is also provided on services interns will be expected to provide early in their internship (e.g., intake, crisis intervention, learning disability assessment.) Intern orientation is led by the Training Director with the participation of all of 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 interns. 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 audio-tape critiques. Video-taping is available, as well. Supervisory assignments are made in July and January. Interns will typically have a different supervisor each six-month period.

Intern Training

Weekly 1-3 hour didactic/experiential sessions are part of the training experience for interns at the Counseling Center. The meetings provide training in the fifteen competencies required of the interns. These meetings include orientation and instruction in the specific procedures and services of the Center. Meetings with the interns are also designed to cover special topics as determined by the needs and interests of each intern class. The meetings also include a research, topical and case presentation by each intern. Meetings are scheduled to reflect the developmental growth of interns throughout the year. The expertise of the entire staff is utilized as well as outside guest lecturers. Evaluation by the interns is required, and this information is used in program planning for the following year. Interns will also accompany staff to Psychiatry Grand Rounds at Akron General Medical Center and Summa Health Systems approximately six times per year for interdisciplinary intern training in mental health.

Supervision of Supervision

A one to two hour meeting of interns and the Assistant Training Director, or other professional staff member is scheduled weekly to provide instruction, critique and direction in the supervision of

advanced practicum students from The University of Akron's doctoral program in counseling psychology. Theoretical models and specific techniques of supervision will be presented. These sessions may also include role-playing and digital recording critique of the interns' supervision of advanced practicum students. Evaluation by the interns is required, and this information is used in planning for the following year.

Group Supervision

A one hour meeting between the interns and the Training Director, or another professional staff member, will occur weekly. Group supervision will focus on the service activities of the interns, as well as their professional growth and adjustment.

Research Group

Meetings will be held with a professional staff member and the interns to encourage and support their research efforts, especially their dissertations. Interns may choose to collaborate with the research group on research projects. Past projects have resulted in presentations at conferences and publication.

Recent conference presentations have included:

Geelhoed, R. J., Phillips, J. C., Fischer, A. R. Shpungin, E., & Gong, Y. (2006). Authorship decision making: An empirical investigation. Poster presented at the 114th Annual Convention of the American Psychological Association, New Orleans, LA.

Phillips, J. C., & Choi, J. (2006). Beyond the tenure track: Careers for counseling psychologists in colleges and universities. Roundtable discussion facilitated at the 2006 Great Lakes Conference, West Lafayette, IN.

Phillips, J. C., Campbell, D., Esty, D., & Beri, R. (2005). Applying for internship: An insider's guide. Roundtable discussion facilitated at the 2005 Great Lakes Conference, Bloomington, IN.

Beri, R., Esty, D., Campbell, D., & Phillips, J. C. (2005). Trends in counseling center clients' distress levels. Poster presented at the 2005 Great Lakes Conference, Bloomington, IN.

Additional Supervision and Specializations

Each intern is able to spend additional time in contact with a professional staff member to diversify his/her experience. Staff members can share a particular expertise, help to create a specialization, or supervise specific activities (e.g. staff member may supervise an intern co-leader of group therapy or a couple for ½ hour per week during the time the service is being provided). Interns are encouraged to schedule additional supervision experiences during slower service times and must have the prior approval of the Training Director. Interns may specialize in one area of their choosing pending availability of senior staff to supervise the specialization. In the past, interns have specialized in Cultural Diversity, Gender Issues, Learning Disability Assessment, Supervision and Training, Research, and Administration. Activities that comprise specializations are varied, with the flexibility to accommodate both intern interests and CC needs. Examples of specialization activities for the Cultural Diversity are listed below.

Cultural Diversity Specialization

The purposes of the cultural diversity specialization 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 specialization provides involvement with culturally diverse individuals and groups, beyond the involvement which is expected of all interns. This specialization 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. An orientation program about the Cultural Diversity specialization will be provided for the interns, led by the staff member designated to coordinate the specialization. The coordinator and the intern will plan the specifics of the specialization. The Coordinator will provide feedback to the Training Director summarizing and evaluating the intern's experience.

Staff Development Programs

Periodically 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. The contents of these programs are determined with staff and intern input and generally address current topics and issues in the field of psychology, as well as innovative ideas and techniques. For example, past program content has included Ethical Decision Making, HIV/AIDS, nutrition, as well as updates on new versions of psychological tests and measures (e.g., WAIS-IV, WCJ-III, EDI-III).

Clinical Meetings

Interns also participate in a biweekly clinical meeting with all senior staff psychologists. Cases are presented and discussed by all participants. Clinical issues, policies, and procedures are also addressed.

Individual Learning Opportunities

The intern is encouraged to pursue relevant professional experiences within her/his assignment at the Counseling Center. These experiences might include visits to other agencies, presentations to the staff, the pursuit of individual research, participation in the training of practicum students, and/or participation in local, state and national professional organizations and activities. Part of the Center's travel budget is set aside each year for use by the interns. These pursuits are subject to approval by the individual supervisor, the Training Director and the Director.

POLICIES AND PROCEDURES

Sample Work Week

A sample work week, which will vary by time and by intern, is provided below. Using some vacation time to engage in professional activities such as dissertation work, attendance at professional conferences, and interviewing for professional positions allows interns to complete a 2000 hour internship. In order to protect the training program budget, the interns are required to use all their vacation days prior to the termination of the internship. The interns are asked to schedule vacation days so as not to conflict with scheduled training activities.

Training Activities

2 hours Intern Training or Staff Development
1-2 hours Supervision of Supervision (mid July to mid May)
0-1 hour Research Support Group
1 hour Group Supervision
2 hours Individual Supervision
0-1 hours Additional Supervision
6-8 hours Training hours - Subtotal

Professional Activities

14 hours Individual Counseling and Therapy/Psych Assessment/Crisis
2 hours Intake (3 clients)
0-2 hours Supervision of Practicum Student (late August – early May)
1.5 hours Staff Meeting
0-1 hour Consultation
0-2 hours Alternative Therapy Modalities (Couples or Group + Supervision)
0-2 hours Outreach/Programming
2-5 hours Case Management
2 hours Administration
0-2 hours Research (more time is available in the summers and over breaks)
30-32 hours Professional Activities in any given week- Subtotal
40 hours Total Weekly hours

Minimal Exit Requirements

Amount of Service		
1.a	Counseling, psychotherapy (short term, 1-12 sessions)	30 Clients
1.b	Counseling, psychotherapy (long term, 13 or more sessions)	5 Clients
1.c	Formal Case Presentation	1
2.	Psychological assessment (administration and interpretation)	
2.a	Strong Interest Inventory	5
2.b	MMPI-2/PAI	2
3	Identification of Pathology	
3.a	Diagnosis of each client seen more than 3 times	25
4.	Intake Interview	50 clients
5.	Career Counseling	8 client
6.	Alternative Therapy Modalities	
6.a	Groups/Couples/Biofeedback	1
7.	Educational Counseling	
7.a	Learning Disorder Battery	2
8.	Crisis Intervention	5 emergencies
9.	Consultations	2
10.	Referral	2
11.	Ethical and Professional Behavior	
11.a	Consultations Regarding Ethical Principals	2
12.	Program Development and Presentation Skills	
12.a	Programs Developed	2
12.b	Programs Presented	4
12.c	Program Presented to staff	1
13.	Research	
13.a	Research Project Developed	1
13.b	Research Project presented to staff	1

14.	Administration	
14.a	Staff Meetings/Clinical Meetings	50
14.b	Committees or Other Assignments	2
15.	Supervision	
15.a	Advanced Practicum Students Supervised	1-2
15.b	Supervision Case Presentations	1-2

In order to provide a common core experience for all interns, to evidence competency in the required skill areas and to allow as much flexibility for individualization of the internship experience as possible, the Counseling Center articulates minimum experiences in the regular activities that interns engage in during internship. Interns will experience considerably more than the minimum in most skill areas.

Attainment of the minimal exit requirements shall be determined by a combination of intern input, Training Director input, supervisors' input and verification by Titanium Reports.

Supervisory Assignments

Interns will typically have two primary supervisors during the year. The first supervisory match is made at the beginning of the internship. During the first month of the internship, each intern is scheduled to meet with the senior staff to discuss theoretical orientation, professional interests, supervisory style and developmental needs. The Training Director and the senior staff will recommend supervisory matches with the input of the intern while balancing Counseling Center needs. Initial supervisory assignments are in effect through December 31.

At the end of Fall semester the interns are asked to rank order their top three choices for supervisor. These confidential rankings are given to the Training Director who attempts to maximize the number of "first choice" selections. Interns are encouraged to request a different supervisor. Assignments made at this time are in effect until the end of the internship. The final assignments for both semesters are based on interns' preferences, perceived training needs and availability of senior staff.

COMMITTEES

The Training Committee

The Training Committee is composed of the senior staff psychologists with input from the interns as needed. The purpose of the Training Committee is to contribute to the Counseling Center's training program. To this end, the Training Committee is assigned the following functions:

1. To aid in the coordination of the training program.
2. To recommend policy provisions of the training program.
3. To offer programming suggestions for the training activities.
4. To monitor the training program.
5. To participate in the ongoing planning of the training program.
6. To participate in the evaluation of the training program.
7. To suggest changes in the training program.

The Training Progress Committee

The Training Progress Committee is made up of the senior staff psychologists. It meets quarterly to evaluate the overall progress of the center trainees. The meetings at mid-terms are informal evaluations and those at the end of Fall and Spring semesters are formal, written evaluations.

Intern Selection Committee

The Intern Selection Committee is established each fall to coordinate the process of intern selection for the following year. The Committee is comprised of the Training Director, the Assistant Training Director, the interns, and others of the staff who have shown an interest, appointed by the Training Director.

COMPLETION OF THE INTERNSHIP

Successful completion of the internship is defined by acquisition of generalist skills as a psychologist and successful integration of professional standards into his or her professional behaviors and identity. If both of an intern's supervisors and the Training Director agree that these two expectations have been met, and that there is no serious interpersonal deficit which prevents the intern from performing in a reliable, professional manner, then the intern shall be given a certificate signifying the satisfactory completion of the internship.

Interns requesting accommodations for a disability must present written documentation to the Training Director who will then consult the Director and with appropriate university personnel regarding accommodations to be provided. A formal process has been established in order to protect the intern from capricious and arbitrary negative evaluations. The details of that process are as follows.

EVALUATION

Evaluation of the performance of the intern is an ongoing process. The Training Progress Committee does group evaluations of the interns on a quarterly basis. The Supervisor communicates these evaluations informally to the intern. Formal evaluation sessions are scheduled in December and June using the written Intern Evaluation form. While primarily the responsibility of the individual supervisor, all of the Center's staff participates in the evaluation of each intern. Interns actively participate in their evaluation, and may appeal their evaluations or portions of them. They also formally evaluate their supervisors' performance.

Evaluation is based on the goals, objectives, and competencies identified previously. Each competency is evaluated using composite items from the Intern Evaluation, which is completed by the individual supervisor following input from the CC staff. Each competency may also have additional means of evaluation. For example, the Individual Counseling and Psychotherapy competency will also be evaluated using items from the Client Evaluations and using ratings on the intern's Case Presentation Evaluation Form.

Attainment of specified minimal ratings on each of these evaluations is expected for interns to pass internship. For example, on a scale of 1-5, interns must have no items below a 3 on the Counseling & Psychotherapy Skills Section of the Intern Evaluation and an average score of 3 on Client Evaluations.

These evaluations are discussed by supervisor and intern, are signed by both and copies are given to the Training Director. Potential concerns and growth areas are discussed. Dissatisfaction with any evaluation, formal or informal, on the part of the intern should first be discussed with the supervisor. If resolution is not achieved, the concern may be brought to the attention of the Training Director. The Training Director will meet with the supervisor and the intern and will make a decision resolving, if

possible, the dissatisfaction. If the intern does not feel the issue has been resolved, he/she may proceed to the grievance process (see section below).

Difficulties in Completing the Internship

Difficulties will be communicated informally between the supervisor and/or Training Director and the intern as they arise. Remediation strategies will be suggested.

When the supervisor feels that professional standards have not been integrated, professional competencies have not been demonstrated, and or emotional stability is not evident, and the informal remediation strategies have not resolved the situation, he/she will indicate this in writing. The written indication can be on the intern's evaluation forms and/or a separate document, any or all of which are presented to the Training Director. If the Training Director determines that the concern is legitimate, he/she will inform the intern and the intern's departmental training director in writing. The Training Director will meet with all involved parties. The Training Director, after appropriate investigation and consultation (the intern, the departmental training director, the supervisor, and the senior staff) will make a decision which may take the following four forms:

1. To dismiss the concern.
2. To present the intern with specific behavioral conditions for the continuation of internship.
3. To suspend the intern temporarily from some or all of his/her activities until specified steps are taken.
4. To terminate the internship.

The Training Director's decision, including any specific step and conditions, will be communicated to the intern and his/her departmental training director in writing. If the Training Director is involved in the difficulty, the Director will appoint a Training Director designee. The intern then has one week (7 days) to appeal the decision to the Training Grievance Committee.

Intern's Dissatisfaction with a Staff Member

If the intern has concerns and/or accusations about the behavior of any staff member, he/she should first notify his/her supervisor. If the concern cannot be resolved at this level, the intern and the supervisor should inform the Training Director, who, after appropriate investigation and consultation, will make a decision resolving the problem. If the situation is not rectified to the intern's satisfaction, he/she may take the matter to the Training Grievance Committee. In the case of legal or harassment concerns, the intern is entitled to pursue University of Akron reporting procedures available through Equal Employment Opportunity/Affirmative Action Office and/or reporting procedures of the State of Ohio Board of Psychology.

The Grievance Process

The Director will appoint a replacement for the Training Director to sit on the Grievance Committee. The Training Progress Committee plus this replacement for the Training Director will constitute the Grievance Committee. The most senior staff member of the Training Committee will serve as chair of the Grievance Committee. Only uninvolved parties may sit on this committee. The Director will appoint appropriate replacements for involved persons. In the case that the Director is involved, the Senior Associate Director will make the necessary appointments. The Grievance Committee will investigate the concern and communicate with all involved parties prior to reaching a decision. They will then render a decision in the form of a recommendation to the Director, who will then make the final decision. If the intern continues to be dissatisfied with the resolution, he or she may then file a grievance with the Contract Professional Grievance Committee. The following article is used as a reference in such situations:

Lamb, D. H., Presser, N. R., Pfof, K. S., Baum, M. C., Jackson, V. R., and Jarvis, P. A. (1987). *Confronting professional impairment during the internship: Identification, due process, and remediation*, *Professional Psychology: Research and Practice*, 18, 597-603.

TRAINING STAFF AND INTERNS

The staff of the Counseling Center represents a diversity of professional experience, expertise, and interests. Listed below is a brief description of each member of the staff.

Juanita K. Martin, Ph.D. is the CC Director. She earned a PhD in clinical psychology from Kent State University. In addition to administrative duties she enjoys working with multicultural issues, diversity training, assessment, stress and depression. She is currently 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. (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.

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.

Martin, J. K., & Hall, G. (1992) Thinking black, thinking internal, thinking feminist. *Journal of Counseling Psychology*, 39, 509-514.

Gregory Robinson Ph.D. is the Senior Associate Director of the center. He received both his undergraduate and graduate degrees from the Ohio State University. He describes his theoretical orientation as a combination of Humanistic, Eclectic, Cognitive and Behavioral. He is a member of the American Psychological Association (Division 17) and the American Counseling Association (NCCA.). His interests include diversity and relationship issues, professional and career development, identity development, training and civil liberties. Greg is former board member of ACCTA. He has presented professionally on sexual harassment issues, civil liberties and educational effectiveness.

Julia C. Phillips, Ph.D. is Associate Director - Training. She received her doctorate in Counseling Psychology from The Ohio State University, is a Fellow of Division 17 of the American Psychological Association, and currently directs the Counseling Center's APA-accredited pre-doctoral internship program. She values multicultural perspectives and enjoys scholarly activities. Recent professional service includes: APA Committee on Division/APA Relations (CODAPAR) member (2008-2011), APA Division 17 VP for Communications (2007-2010), APA Division 17 Treasurer (2004-2007); Editorial Board member for *The Counseling Psychologist* (2002-2004); APA Division 17 Hospitality Suite

Committee (2000-2002), Awards and Recognition Committee (2000-2002), and Program Committee (2003-2006). Selected publications include:

Cooper, S., Benton, S., Benton, S., & Phillips, J. C. (2008). Evidence-based practice in psychology (EBPP) among college counseling center clinicians. *Journal of College Student Psychotherapy, 22*(4), 28-50.

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

Geelhoed, R. J., Phillips, J. C., Fischer, A. R., Shpungin, E., & Gong, Y. (2007). Authorship decision-making: An empirical examination. *Ethics & Behavior, 17*, 95-115.

Szymanski, D. M., Ozegovic, J. J., Phillips, J. C., & Briggs-Phillips, M. (2007). Fostering scholarly productivity through academic and internship research training environments. *Training and Education in Professional Psychology, 1*, 135-146.

Phillips, J. C. (2004). A welcome addition to the literature: Non-polarizing approaches to sexual orientation and religiosity. *The Counseling Psychologist, 32*, 771-777.

Enns, C. Z., Sinacore, A. L., Ancis, J. R., & Phillips, J. (2004). Toward integrating feminist and multicultural pedagogies. *Journal of Multicultural Counseling and Development 32*, 414-427.

Whitaker, L., Phillips, J. C., & Tokar, D. (2004). Influencing client expectations about career counseling using a videotaped intervention. *Career Development Quarterly*.

Phillips, J. C., Szymanski, D. M., Ozegovic, J. J., & Briggs-Phillips, M. (2004). Preliminary examination and measurement of the internship research training environment. *Journal of Counseling Psychology, 51*, 240-248.

Phillips, J. C. (2004). Being bisexual in the counseling professions: Deconstructing heterosexism. In J. M. Croteau, J. S. Lark, M. A. Lidderdale, and Y. B. Chung (Eds.) *Deconstructing Heterosexism in the Counseling Professions: Multicultural Narrative Voices*. Thousand Oaks: Sage Publications.

Phillips, J. C., Ingram, K., Smith, N. G., & Mindes, E. J. (2003). Methodological and content review of lesbian, gay, and bisexual related articles in counseling journals: 1990-1999. *The Counseling Psychologist, 31*, 25-62.

Moradi, B., Subich, L. M., & Phillips, J. C. (2002). Revisiting feminist identity development theory, research, and practice. *The Counseling Psychologist, 30*, 6-43.

Phillips, J. C. (2000). Training considerations and issues. In R. M. Perez, K. A. DeBord, & K. J. Bieschke (Eds.), *Handbook of Counseling and Therapy with Lesbians, Gays, and Bisexuals* (pp. 337-358). Washington, D.C.: American Psychological Association.

S. Marc Silling, Ph.D. has worked at the Counseling Center for 28 years as a psychologist and Coordinator of Testing. He received a doctorate in counseling psychology from Kent State University. His interests include interviewing skills, particularly around diagnostic assessment of ADHD and learning disorders. He chairs the University's Alcohol and Drug Committee, and runs the substance abuse "early intervention" program Discussing Our Choices at our Center. The DOC group program is open to interns. He is also quite interested in teaching and has been giving regular presentations to psychologists and physicians on a variety of topics. He typically is heavily involved in teaching assessment skills during the first part and throughout the internship (the focus is writing professional reports not test administration). Interns may elect to be supervised by him for specific clients with assessment needs.

Dambrot, F., Watkins-Malek, Silling, S., Marshall, R., & Garver, J., (1985). Correlates of sex differences in attitudes toward and involvement with computers. *Journal of Vocational Behavior*, 27, 71-86.

Dambrot, F., Silling, S., & Zook, A. (1988). Psychology of Computer Use: Sex differences in the prediction of course grades in a computer language course. *Perceptual and Motor Skills*, 66, 627-636.

Rogers, P., Silling, S., Adams, L. (1991). Adolescent Chemical Dependency: A Diagnosable Disease. *Psychiatric Annals* 21(2) 91-97.

Savickas, M., Silling, S., & Schwartz, S. (1984). Time perspective in vocational maturity and career decision-making. *Journal of Vocational Behavior*, 25 (3), 258-270.

Silling, S. Marc (1980). LSD flashbacks: An overview of the literature for counselors. *American Mental Health Counselor's Association Journal*, 2, 38-45.

Thiesen, J., & Silling, S. (1980). The career development dimension in the rehabilitation of drug addicts: Demonstration and evaluation of a psychotherapeutically oriented team approach. *New Research in Mental Health*, 103-108. (grant publication)

Thiesen, J., & Silling, S. (1981). Some determinants of sustained remission as perceived by former addicts. *New Research in Mental Health*, 112-115. (grant publication)

Wallbrown, F., Silling, S. & Crites, J. (1986). Testing Crites' model of career maturity: A hierarchical strategy. *Journal of Vocational Behavior*, 28, 183-190.

"Early Intervention of Substance Abuse in Outpatient Settings." Conference at NE Ohio Universities College of Medicine was Overcoming Hurdles in Effective Mental Health Care. October, 2004

"Clinical Practice Update", sponsored by the NEOUCOM, St. Thomas, Virgin Islands. Four topics included "Substance Abuse Assessment/ Treatment Strategies", "Depression Assessment in Medical Settings", and Delivering Bad News (two sessions). March, 2002

"Assessment and Treatment of Depression at College Health Centers" at the Ohio College Health Association in Aurora, Ohio. June, 2001

"Clinical Practice Update", sponsored by the Northeast Ohio University College of Medicine, Anchorage, Alaska. Four topics included "Substance Abuse Assessment Strategies", "Substance Abuse Treatment", "Depression Assessment in Medical Settings", and "Attention Deficits/Hyperactivity Disorder Assessment and Treatment." June, 2000

Donna L. McDonald, Ph.D. is the Assistant Director of Training. She received her doctorate in counseling psychology from Michigan State University and has worked as a psychologist 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 also has an interest in training and she supervises the advanced practicum program at the Counseling Center. Selected publications and presentations include:

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 Hayden, Ph.D., is a psychologist, who 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 certified in general biofeedback by the Biofeedback Institute of America. He coordinates the University of Akron's LGBT Safe Zone Ally Training Program. He currently serves as the Federal Advocacy Coordinator (FEDAC) for the UA community for APA's Board of Educational Affairs. Publications include:

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*, Vol. 17, No. 1, Winter 2009, 75-84.

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

Jill Hendrickson, M.S., Psychology Resident, is a Doctoral Candidate in Counseling Psychology at the University of Akron. Jill has worked in a variety of clinical settings including college counseling centers, community mental health centers, private practice, and the prison system. Her clinical interests include working with athletes, women's issues, testing and assessment, and eating disorders. She has taught graduate courses in group counseling and counseling skills.

Hahn, K.J., Wiseman, M., Hendrickson, J., & McDonald, D. (2009, March). *Professionals from the Working Class: Exploring the Personal and Professional Implications of Bicultural Class Identity*. Structured discussion accepted for presentation at the annual conference of the Association for Women in Psychology, Newport, RI.

Hahn, K., Hendrickson, J., Wiseman, M., Phillips, J., & Hayden, E. (2008). *Testing a Model of Intuitive Eating with Female Athletes*. Manuscript in preparation.

Hendrickson, J., & Cunningham, S. (2008, June). *Causes and Impacts of Premature Termination on Clients and Counselors*. Roundtable discussion accepted for presentation at the Annual Great Lakes Conference, Grand Rapids, Mi.

Cunningham, S., & Hendrickson, J. (2008, June). *Outreach as a Tool of Prevention and Social Justice: Providing Multiculturally Relevant Psychoeducation*. Roundtable discussion accepted for presentation at the Annual Great Lakes Conference, Grand Rapids, Mi.

Benson, T., Garrett, K., Hendrickson, J., & Plaufcan, M. (2006, April) *Integrating Mindfulness: Perspectives in Therapist Treatment and Counseling Interventions*. Roundtable discussion accepted for presentation at the Annual Great Lakes Conference, West Lafayette, Indiana.

Shantee M. Foster, M.A. is a psychology intern and doctoral candidate in Clinical Psychology at the University of North Carolina at Greensboro. She has a variety of clinical experience including work in a university counseling center, psychology department clinic, AD/HD specialty clinic, speech and hearing clinic, and work with teen mothers. Her professional interests include assessment, relationships, multicultural issues, identity development, non-traditional students and consulting. She has taught counseling skills to graduate students in speech pathology as a guest lecturer. She currently serves as the Graduate Student Representative for the Commission on Counseling and Psychology Services (CCAPS) as part of the American College Personnel Association (ACPA). Selected presentations include:

Foster, S. (2007-2009). *Interpersonal violence and teens, Postpartum depression, Teen mothers and the effects of infant mortality*. Psychoeducational workshops presented to doulas of YWCA Teen Parent Mentor Program, Greensboro, NC.

Foster, S. (2007, June). *The problem of biting*. Teacher workshop presented at Childtime Learning Center, Greensboro, NC.

Foster, S. & Morfesis, F. (2007, November). *AD/HD: Behavior management at home and school*. Foster parent workshop presented for Grandfather Home Community Services for Children , Kernersville, NC.

Foster, S. & Topor, D. (2005). *Masters in psychology*. Undergraduate workshop presented at the North Carolina Psychological Association Undergraduate Conference, Raleigh, NC.

Sommer, J. L., Stone, C., Foster, S., & Witherspoon, C. (2006, September). *Managing challenging behaviors*. Foster care workshop presented at the Women's Hospital of Greensboro, Greensboro, NC.

Jessica L. Manning, M.A. (Jessi) is a psychology intern and a doctoral candidate in Counseling Psychology at Western Michigan University. Her previous clinical experience includes work in training clinics, university counseling centers, and in a medical setting. Her professional interests include lesbian, gay, bisexual, and transgender issues, survivors of childhood sexual abuse, suicide prevention, and assessment.

Selected publications and presentations:

Croteau, J.M., Bieschke, K.J., Fassinger, R.E., & Manning, J.L. (2008). Counseling psychology and sexual orientation: History, selective trends, and future directions. In S.D. Brown, & R.W. Lent (Eds.), *Handbook of Counseling Psychology* (4th ed.; pp. 194-211). Hoboken, NJ: Wiley.

Lewis-Ginebaugh, K., Ajayi, M., Manning, J., Carter, A., VanDeusen, K., & Walcott, D. (2007, March). *Western Michigan University suicide prevention program*. Paper presented at the 31st Annual Convening of Crisis Intervention Personnel and the Contact USA Conference, Chicago, IL.

Manning, J. (2006, April). *Butch, femme, and androgynous lesbians: Differences in self-esteem, internalized homophobia, and passing behaviors*. Poster session presented at the Association of Women in Psychology, Ann Arbor, MI.

Manning, J. (2006, May). *Lesbian motherhood: A review of pertinent psychological and social issues*. Paper presented at the Great Lakes Regional Psychology Conference, West Lafayette, IN.

Manning, J.L., Ajayi, M.O., Carter, A.B., Kevil, B.E., VanDeusen, K., & Lewis-Ginebaugh, K. (2008, June). *Attacking the problem from all angles: A comprehensive university suicide prevention program*. Symposium presented at the Great Lakes Regional Psychology Conference, Grand Rapids, MI.

Manning, J., & Wieseke, J. (2003, April). *Rural sophomores attitudes toward the future: Work and education*. Paper presented at the National Conference on Undergraduate Research, Salt Lake City, UT.

VanDeusen, K., Lewis-Ginebaugh, K., Manning, J., Ajayi-Nabors, M. Walcott, D., & Buller, A. (under review). Preliminary outcomes of a comprehensive university-based suicide prevention program.

VanDeusen, K. & Manning, J.L. (2008). Content Development of *Western Michigan University's Suicide Prevention Website* located at <http://uctc.wmich.edu/Prevention/index.html>

VanDeusen, K., & Manning, J.L. (2008). Western Michigan University Suicide Prevention. Online training course.

Andri Yennari, M.A., M.A.C.C., is a psychology intern and doctoral candidate in Clinical Psychology at Duquesne University. She received graduate training in both Clinical Counseling and Clinical Psychology. She describes her theoretical orientation as integrative, combining Humanistic-Existential, Developmental, and Cognitive-Behavioral approaches. She has a variety of clinical experience, which includes neuropsychological testing, as well work in a community mental health system, a University Psychology Clinic, and hospital settings in the areas of mood, anxiety, psychotic disorders. She also has experience teaching an introductory psychology course. Her clinical/professional interests broadly include: multicultural and diversity issues, assessment, career and identity development, mood and psychotic disorders, as well as working with non-traditional and international students. Select presentations include:

A. Yennari (August 2006). Suffering in a Technological World and Ecopsychology. 2006 International Human Science Research Conference, Pleasant Hills, CA.

Y. Hawkins-Rodgers, M. Kunkel, and A. Yennari, (March 2005). Spirituality, Healing, and Hysterectomy: A Focus Group Study. 2005 Eastern Psychology Association Annual Meeting, Boston, MA.

Training Facilities and Equipment

The Counseling Center facilities in Simmons Hall 306 include seven offices designated for training purposes. Each intern is assigned her/his own office. Each office is equipped with a telephone, furnishings, a digital audio/video recorder a personal computer which is networked to the university server, and a laser printer. 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.

Stipends and Benefits

The stipend for the internship is \$24,653. The interns are classified as contract professionals and, as such, are entitled to a full benefits package including medical and dental coverage, sick leave, life insurance, tuition remission for dependents, 22 days of vacation, 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). Some additional monies for professional development are typically available.

Application and Selection Procedures

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

1. The AAPI form.
2. A formal cover letter addressing your short and long term goals, how The University of Akron's internship will assist you in meeting those goals, and any additional information about your specific interest in our site.
3. A current vita.
4. Three letters of recommendation, (no more than four) with at least two coming from persons familiar with your clinical performance.
5. Copies of official transcripts of all of your graduate work.
6. The deadline for the submission of an application is November 3, 2009.

7. Our program code is 150111.

8. Please note that per Ohio Law Sections 2909.32-2909.34, as employees of the State of Ohio and as a condition of beginning employment, on the first day of internship, interns will have to certify that they have not provided material assistance to a terrorist organization (as listed on the US State Department's Terrorist Exclusion List) by completing the Declaration Regarding Material Assistance/Non assistance to a Terrorist Organization. Please see http://www.homelandsecurity.ohio.gov/general_info.asp for more information. In addition, individuals being hired at The University of Akron are now required to provide a written release to authorize the university to conduct a pre-employment criminal background check.

Address your cover letter to:

Julia C. Phillips, Ph.D.
Counseling Center
The University of Akron
Akron, Ohio 44325-4303

Questions may be emailed to: julia7@uakron.edu

The Intern Selection Committee selects those applicants to be interviewed. After the interviews, final recommendations are made by the Intern Selection Committee, chaired by the Training Director. The Counseling 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. APPIC match policies can be found at [APPIC](#). The University of Akron is an Equal Opportunity Education and Employment Institution. The American Psychological Association Committee on Accreditation can be reached at (202) 336-5979 or at 750 First St., NE, Washington, DC 20002-4242.

This training manual was last updated on October 19, 2009.

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

2008-2009 Katharine Hahn University of Kentucky Jill Hendrickson University of Akron Marcie Wiseman University of Florida	2007-2008 Julie Duhigg University of Kentucky Kelsie Foster New Mexico State University Brian Turner Jackson State University	2006-2007 Taneisha Buchanan The University of Akron Douglas Muccio University of Tennessee Gregory Tomasulo Ohio University
2005-2006 Jayoung Choi The University of Akron Lisa M. Davis West Virginia University Foluso Lawal-Solarin Florida State University	2004-2005 Reema Beri Illinois Institute of Technology Dwayne Campbell Michigan State University Deborah Esty The University of Akron	2003-2004 Paul Castelino Loyola University Chicago Emily Mowry SUNY at Albany Evelyn Rivera-Mosquera Kent State University
2002-2003 Ellen Adelman Stein Fordham University Mahnaz Nowroozi Mousavi The University of Akron Santhi Perisamy Georgia State University	2001-2002 Robyn Geelhoed Western Michigan University Younjung Gong Purdue University Elaine Spungin Michigan State University	2000-2001 Melissa Briggs The University of Akron Jelena Ozegovic Loyola University Chicago Dawn Symanski Georgia State University
1999-2000 Jenny Miller Iowa State University Mary Selvidge The University of Memphis Jennifer Young The University of Akron	1998-1999 Kimberly Gorman The University of Kentucky Nahla Harik-Williams The University of Akron Lari Meeker The University of Hartford	1997-1998 Bruce Eaken The Ohio State University Mary E. Javorek Kent State University

1996-1997 Nancy Huenefeld Penn State University Donna McDonald Michigan State University Paulette Stroncsek University of North Dakota	1995-1996 Mark Krautheim University of Tennessee Paula Mickens-English Kent State University Tracey Shepherd SUNY at Buffalo	1994-1995 Stephen Richey-Suttles University of Kentucky Nicole Wagner The Ohio State University Carmen Wilson-Reese University of Denver
1993-1994 John Harshbarger The Ohio State University Nancy Miller Kent State University John Queener The University of Akron	1992-1993 Catherine Armstead Washington State University Premala Jones Kent State University David Tokar Southern Illinois University	1991-1992 Lisa Amoroso-Johnson The Ohio State University Nancy Levengood Florida State University Mary Jo Loughran University of Pittsburg
1990-1991 Karin Johnson Chicago School of Professional Psychology Barbara Nicely (half-time) The University of Akron Gregory Robinson The Ohio State University Camella Walter (half-time) The University of Akron	1989-1990 Christopher Kline The University of Akron Lennis Lewis The University of Akron Donald Lichi (half-time) The University of Akron Barbara Nicely (half-time) The University of Akron	