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
2017

PROGRAM DESCRIPTION

The Counseling and Testing Center is a full-service counseling center which 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 is known for its commitment to diversity and social justice. We are committed to attracting and training diverse interns. 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 have completed all course work for their doctoral degrees in counseling or clinical psychology 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. The University of Akron became a state university in 1967 and enjoys local, regional, national and international responsibilities and influence.

The University of Akron enrolls approximately 25,000 students who come from 44 states and 88 countries to study in one of 300 associate’s, bachelor’s, master’s, doctorate or law degree programs. The University of Akron attracts a diverse and non-traditional student population. The average age of
full time students is 22 years, approximately 18% of UA's students are students of color, and 5% are international students. Many of Akron's students are financing their own education, are raising children, or are first generation college students. Eight-one percent of students at the University of Akron receive financial aid and over 80% commute to 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. A new multi-use football stadium was opened in 2009.

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

The University of Akron 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.

**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 2010 Census, the racial makeup of the city was 62.2% white, 31.5% African American, 0.2% Native American, 2.1% Asian, 0.8% from other races, and 3.2% from two or more races. Hispanic or Latino of any race were 2.1% of the population. The city has shown a commitment to diversity and inclusion. 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. The Akron community has been highlighted in the local and national press for its commitment to refugees and immigrants (see [http://money.cnn.com/2017/02/09/news/economy/immigrants-refugees-akron/index.html](http://money.cnn.com/2017/02/09/news/economy/immigrants-refugees-akron/index.html)). The city and the university hosted the 2014 Gay Games.


**Counseling and Testing Center**

The Counseling and Testing Center is a full-service, university counseling agency and is part of the Division of Student Success. It is staffed by six 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 has a site visit scheduled for Summer 2017.

The Center provides a wide range of psychological counseling, career counseling, assessment, 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 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. Our clients tend to have multiple roles and higher levels of distress. A recent examination of the demographic data (from SDS and CCAPS-62) of our client population showed that our clients included more first generation students; those with military service; clients who are parents; and those who are struggling financially than other university counseling centers. In addition, our clients reported higher levels of family distress and higher levels of prior mental health treatment and hospitalizations than national averages. Demographic data also show the following about our client population:

- Over 25% identified as ethnic/racial minorities
- Over 20% identified as LGBT
- Nearly 7% were registered with the Office of Accessibility
- Nearly 8% were living with their children
- The vast majority (70%) work at least part-time. About 30% work over 20 hours a week
- Nearly 5% reported military service
- Over 25% were first generation college students
- Over 40% reported they always, or often, experienced financial stress
- About 40% of our clients report prior counseling experience, 13% prior hospitalization for mental health reasons, 24% have engaged in self-harming behaviors, 32% report they have seriously considered suicide, 14% have attempted suicide, and 16% have considered harming another person.
- About 16% of our clients reported having an unwanted sexual experience; 34% reported experiencing harassment or abuse; and 37% reported a PTSD experience on intake paperwork.

Currently, the Counseling and Testing Center does not have session limits and work 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 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 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 Center facilities located in 306 Simmons Hall 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. 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.
INTERNERSHIP ADMISSIONS, SUPPORT AND INITIAL PLACEMENT DATA  
(Updated: May 2017)

Internship Program Admissions

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.

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

<table>
<thead>
<tr>
<th>Total Direct Contact</th>
<th>Intervention Hours</th>
<th>Amount:</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td></td>
<td>300</td>
</tr>
</tbody>
</table>

Describe any other required minimum criteria used to screen applicants:

- Enrollment in an APA accredited doctoral program in Counseling or Clinical Psychology and have permission from their departments to apply for internship
- Successful completion of comprehensive exams

Financial and Other Benefit Support for Upcoming Training Year

Annual Stipend/Salary for Full-time Interns: $27,000
Annual Stipend/Salary for Half-time Interns: N/A
If access to medical insurance is provided
- Trainee contribution to cost required? yes
- Coverage of family member(s) available? yes
- Coverage of legally married partner available? yes*
- Coverage of domestic partner available? 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
*subject to Working Spouse Rule – please see benefits page listed below for more information

Other Benefits

Interns are classified as contract professionals, which is the same classification held by the permanent full-time staff at the Counseling and Testing Center. Thus, they are entitled to the same benefits. The benefits package includes medical and dental coverage, optional vision coverage, optional flexible spending accounts, disability insurance, life insurance, sick leave and vacation time, tuition remission for self, spouse or dependents, subsidized parking, and retirement (14% is automatically put into retirement account and is available to interns following internship if they don’t stay in the Ohio system). Pay checks are issued monthly and 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.
Initial Post-Internship Positions 2014-2016

Total # of interns who were in the 3 cohorts:  9
Total # of interns who did not seek employment because they returned to their doctoral programs/are completing their degree:  2

<table>
<thead>
<tr>
<th>Post-Doc</th>
<th>Employed Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community mental health center</td>
<td></td>
</tr>
<tr>
<td>Federally qualified health center</td>
<td></td>
</tr>
<tr>
<td>Independent primary care facility/clinic</td>
<td></td>
</tr>
<tr>
<td>University counseling center</td>
<td>1</td>
</tr>
<tr>
<td>Veterans Affairs medical center</td>
<td>1</td>
</tr>
<tr>
<td>Military health center</td>
<td></td>
</tr>
<tr>
<td>Academic health center</td>
<td></td>
</tr>
<tr>
<td>Other medical center or hospital</td>
<td>1</td>
</tr>
<tr>
<td>Psychiatric hospital</td>
<td></td>
</tr>
<tr>
<td>Academic university/department</td>
<td>2</td>
</tr>
<tr>
<td>Community college or other teaching setting</td>
<td></td>
</tr>
<tr>
<td>Independent research institution</td>
<td></td>
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<tr>
<td>Correctional facility</td>
<td></td>
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<tr>
<td>School district/system</td>
<td></td>
</tr>
<tr>
<td>Independent practice setting</td>
<td></td>
</tr>
<tr>
<td>Not employed</td>
<td>2</td>
</tr>
<tr>
<td>Changed to another field</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
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</tbody>
</table>

Because our training experiences are varied, our interns have found employment in a variety of settings. Our graduates work as clinicians, researchers, professors 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

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 Center'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 which recognizes the unique developmental needs of each intern.
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. The internship program also cultivates a social justice perspective. 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.

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), the Accreditation Guidelines of the International Association of Counseling Services, and the CAS Standards in student affairs. 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 of their professional work at the Counseling and Testing Center from a multicultural and social justice perspective. 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.

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, Counseling Center staff seeks 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 Counseling Center 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).
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:

• 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; Provision of LD, ADHD and personality assessments, career assessment, use of CCAPS data, intake and lethality 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

**Evaluation and Feedback Process**

Evaluation is based on the aims, competencies and elements and is a continuous process. Various methods are used.

The clinical staff meets to evaluate intern’s progress on a quarterly basis. The Training Director meets with interns at these times to review progress on the competencies, direct service hours, and training goals. Any areas of concerns are identified and discussed. In addition, Interns are given the opportunity to provide feedback about the training program or identify any individual training goals at this time. Formal evaluation sessions with individual supervisors are scheduled in December and June and use the written Intern Evaluation form. Individual supervisors use 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 Training Director. In addition, interns complete evaluations of their individual supervisors.

Competency areas are evaluated through use of the Intern Evaluation, which is completed by the individual supervisor, as well as other evaluation processes. Interns are required to complete case presentations, assessment presentations, presentations regarding the supervision of practicum counselors, and a research-informed presentation. 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. Attainment of specified minimal ratings on supervisor’s evaluations and on any additional means of evaluation is expected for interns to pass internship. These criteria are reviewed during orientation, quarterly meetings, and group supervisions.

Dissatisfaction with any evaluation, formal or informal, on the part of the intern should first be discussed with the individual providing that evaluation. 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 dissatisfaction concerns the Training Director, interns may take the concern to the Director. If the intern does not feel these processes resolve the issue, he/she may proceed to the grievance process (see grievance policy).
Successful Completion of Internship

Successful completion of the internship is defined by meeting all competency requirements. If both of an intern's supervisors and the Associate Director - Training agree that these expectations have been met then the intern shall be given a certificate signifying the satisfactory completion of the internship.

Maintenance of Intern Records

Intern Records including evaluations and any records of remediation or grievances are kept in a locked file cabinet in the mail/file room. This room is also locked when the CTC is not open. Personnel records are kept indefinitely.

THE COMPONENTS OF THE TRAINING PROGRAM

Professional Service Activities

*Personal counseling* addresses issues such as anxiety, depression, trauma, adjustment to college, 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.

*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. Each staff member is assigned a four hour block to manage intakes.

*Crisis Counseling or Emergency Walk-ins* 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. At times, formal lethality assessments occur as part of the crisis intervention.

*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. Past groups have included: Supersize Your Relationships Process Group, Understanding Emotions (DBT focused), Mindfulness, ACT (Acceptance and Commitment Therapy), Anxiety Management and International Student Support Group.

*Psycho-educational workshops* provide psychoeducational services to students and the campus community. Programs on topics such as test anxiety, study skills, cultural diversity, conflict resolution, career planning, sexual assault, 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 administrated to clients every 4 session and is used to assess the clients’ mental status and progress.
in counseling. Our Testing Center also proctors standardized, national testing (e.g., ACT, GRE; PRAXIS) and supervises the provision of accommodated testing.

Provision of Supervision for practicum counselors enrolled in the University of Akron or Cleveland State University's Counseling Psychology doctorate programs occur weekly. Interns have the opportunity to supervise either for one semester or for the entire year, depending on the number of practicum counselors working at the CTC that year.

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.

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

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. All of our supervision and training activities are done in-person and we do not use distance education methods/technologies.

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 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 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 critiques of digital 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

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 as well as outside guest lecturers.

During fall semester, training topics are focused on foundational skills and include topics such as: Conceptualization, Diagnosis, Consultation, Ethics, Career Counseling, College Student Development
and Success, Biofeedback, Common Factors, the Therapy Relationship, Self-Care, Finding Employment Exploring Individual and Cultural diversity, and Group Counseling. Later in the internship year trainings will focus on Evidence Based Treatments and typically include: Motivational Interviewing, Trauma treatment, Acceptance and Commitment Therapy, DBT, and Emotion Focused Therapy. All trainings integrate diversity issues, ethics, and current research.

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. In addition, Interns attend activities associated with the University of Akron’s annual Diversity Week, Rethinking Race, and Black Male Summit.

Supervision of Supervision

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

Group Supervision

A meeting between the interns and the Associate Director of Training, or another professional staff member, will occur weekly. Group supervision will focus on the clinical service activities of the interns, as well as their professional growth and adjustment. In addition, interns will participate in assessment group supervision conducted by the Assistant Director of Testing.

Diversity Discussions

Interns will also meet monthly with other staff members and practicum counselors for a diversity discussion. Discussion topics will be drawn from research articles, current events in the media, or client issues that reflect the Counseling and Testing Center’s commitment to diversity and social justice.

Additional Supervision and Areas of Individualized Focus

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 an area of focus, 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 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 our site

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 which 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 or are available to the University of Akron community. 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, DSM-V, 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, 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.

Expected Sample Work Week

A sample work week of expected activities is provided below. This schedule may vary by time of year, with some times involving more or less professional activities than what is noted.

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
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

Expected Total Hours/Number of Clinical Activities

To ensure competency and licensure eligibility, we expect that interns will complete the following:

- 12 months of internship
- 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-ed 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 out when needed.

POLICIES SPECIFIC TO THE INTERNSHIP PROGRAM

Request for Accommodations

Interns requesting accommodations for a disability must present written documentation to the Associate Director - Training who will then consult the Executive Director and with appropriate university personnel regarding accommodations to be provided.

Use of Vacation and Sick Time

Use of vacation and sick time is approved by the Associate Director – Training and the Executive Director. Vacation time must be approved of in advance.

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 exit requirements may not be met, 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 forms:

1. To dismiss the concern.
2. To present verbally recommendations for improvement to the intern
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 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 Grievance Process. 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 Grievance Committee with consist of the CTC’s permanent clinical staff members. Only uninvolved parties may sit on this committee. The most senior staff member will serve as chair of the Grievance Committee. 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 Chair of the Grievance Committee, who will 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:


**Contact with academic department/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 the certificate of completion. Contact with the academic department/DCT may occur more frequently if any difficulties occur during the internship year.

**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](http://www.appic.org) by clicking “AAPI On-line”

The **deadline** for the submission of an application is November 1, 2017.

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 offer individual in-person or phone interviews lasting 1.5 - 2 hours in Dec and Jan. Those choosing an in-person interview will meet the Training Director who provides information and a tour, with 2-3 senior staff members for a more formal interview, and with 2-3 interns. Interviews conducted by phone follow the same format with the exception of the tour. Interviewees are encouraged to ask questions throughout the interview.
Requests to speak with specific staff members are welcome. After the interviews, final recommendations are made by the Intern Selection Committee. 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.

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 required to provide a written release to authorize the university to conduct a pre-employment criminal background check.

Questions about the internship may be emailed or sent to: Donna McDonald, Ph.D., Counseling and Testing Center, The University of Akron, Akron, Ohio 44325-4303 - dm6@uakron.edu

APPIC match policies can be found at APPIC.

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

Commission on Accreditation:
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

The staff of the Counseling and Testing 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 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 multicultural issues, diversity training, 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:


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


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.


Matthew Altiere, 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:


Donna McDonald, Ph.D. is the Associate Director – Training (Training Director). 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. 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.


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. Publications include:

Hayden, E., & Brady, B., (March 2015). Integrating Mindfulness and Biofeedback, Great Lakes Conference Round Table, Muncie, Indiana.


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 Assistant Director - Testing. 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 Past President of the Ohio College Testing Association, incoming Editor of the Journal of the National College Testing Association, and serves as a site reviewer for National College Testing Association Certification. Dr. Rieder Bennett has interest in feminist and multicultural counseling, health psychology, testing and assessment, supervision and training, and research. Selected publications and presentations include:


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.


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


Premala Tara Jones, Ph.D. is a staff psychologist. She received her doctorate in Counseling Psychology from Kent State University. 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.

Natacha L. Keramidas, PhD is a psychology resident. 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:


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.


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?


This training manual was last updated on October 6, 2017.