

**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
2023**

PROGRAM DESCRIPTION

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

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

Land Acknowledgment (from the UA Office of Equity, Inclusion and Diversity): Akron is located on lands that have been home to many diverse nations, including the Ohio Seneca and Cayuga, the Lenni Lenape (Delaware), the Miami, the Shawnee, the Wyandot (Wendat), the Ottawa (Odawa) and the Ojibwe Nations. These lands were ceded in the 1805 Treaty of Fort Industry and the forced removal of tribes through the Indian Removal Act of 1830.

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

Counseling and Testing Center (CTC)

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

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

The clients of the Counseling and Testing Center are representative of the University of Akron student body and present with a wide variety of concerns. A 2018 comparison of client demographics, based on the SDS intake form, indicated that the CTC sees a higher percentage of students who identify as international de vDeivan3 t.e0ie (gh)10.3DnDity (c)5 (c5 Tw 20.413 (e)2 (i.3 (e)2 (r)6t gt)0.7 (d)2nt)13.3 (h).3 (e)2

Currently, the Counseling and Testing Center does

Training Aims, Competencies and Elements

Aim #1: To prepare interns for

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

Evaluation Methods: Supervisors' evaluations, assessment case presentation

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

- No score lower than a 3 on the assessment section of the (t)-2 0h0d()Tination BDC /TTnet ssa 3.3 (ostTJO T

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

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

THE COMPONENTS OF THE TRAINING PROGRAM

Professional Service Activities

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

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

Educational counseling focuses on educational goals, motivation, attitudes, abilities, learning

Training Activities

The training activities are designed to unfold in a systematic and developmental fashion. The style of supervision becomes less structured as the intern's experience at the CTC increases. The topics of

Supervision of Supervision

During the period of time that interns supervise a practicum counselor, they will meet with a senior staff member individually for an hour a week to review their supervision. In addition, a two-hour group meeting of interns and the Assistant Director of Training will occur periodically. Supervision of supervision is designed to provide instruction, critique and direction in the supervision of practicum trainees. Theoretical models and specific techniques of supervision will be presented and discussed. Recordings of supervision meetings will also be reviewed.

Clinical Group Supervision

Weekly meeting with the intern cohort and the Associate Director of Training focused on individual counseling. Interns ttorin nent937nrn7lni.0013n eTJbET (6v)11.4 (n3-6v)11.46v1(r)69i4/AoeTJbET lsn4/Aos(n)-4-6

Group and Psycho-Educational Workshops
Intakes 12(h) 1g53 0 T:

review specific progress on competency standards in September, December, March and June. During these meetings, interns are also asked to engage in self-evaluation and to provide feedback regarding the internship program. Individual training needs are identified through this process. Notes regarding quarterly feedback are kept by the Associate Director - Training.

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

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

required competencies that are below acceptable levels, expectations for acceptable performance, actions needed, a timeframe for acceptable performance, assessment methods, and any consequences for unsuccessful remediation. The intern will acknowledge the receipt of the remediation plan in writing.

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

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

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

Dissatisfaction and Grievance

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

If the intern is uncomfortable with the verbal feedback process or concerned that a discussion will not, or hasn't, resolved the issue, the intern may initiate a grievance process. A grievance is a complaint or disagreement that may result from any situation in which an intern believes that they have been unjustly treated. Grievance situations may include but are not limited to: the remediation process; working conditions and environment; relationships with supervisors and with other employees and

The written grievance shall include the specific matter causing dissatisfaction, a statement of relevant facts, and the specific remedy requested. The

to the current APA Ethic Code and relevant legal and professional standards. We expect that all professional responsibilities will be managed in an ethical manner.

Statement on Service to a Diverse Public

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

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

Statement on Trainee Self-Disclosure

The Counseling and Testing Center chooses to adhere to Standard 7.04 of the APA Ethical Principles of Psychologists and Code of Conduct (2002) by identifying our expectations of trainees with respect to self-

approved of in advance and must not interfere with activities needed for the successful completion of internship.

Maternity/Paternity Policy

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

Extended Absences

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

Flexible Work Arrangements

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Financial and Other Benefit Support for Upcoming Training Year*

Initial Post-Internship Positions

(Provide an Aggregated Tally for the Preceding 3 Cohorts)

	2019-2022	
Total # of interns who were in the 3 cohorts	8	
Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree	0	
	PD	EP
Academic teaching	0	0
Community mental health center	0	0
Consortium	0	0
University Counseling Center	0	4
Hospital/Medical Center	0	0

APPLICATION AND SELECTION PROCEDURES

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

The deadline for the submission of an application is November 5, 2023.

Our APPIC program code is 1501.

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

Please note individuals being hired at The University of Akron are required to provide a written release to authorize the university to conduct a pre-employment criminal background check and to pass that check as a condition of employment. If you have questions about this policy, please contact us directly.

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

APPIC match policies can be found at [APPIC](#).

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

Office of Program Consultation and Accreditation

American Psychological Association

750 1st Street, NE, Washington, DC 20002

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

OUR CLINICAL STAFF

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

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

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

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

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

***McDonald, D.**, & Lehman, E. (2021, October). Exploring the definition of professionalism. Workshop presented at the 2021 ACCTA virtual conference

McDonald, D.

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

Levant, R.F., Halter, M., **Hayden, E.W.** & Williams, C.M.

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

Rieder Bennett, S.L. (November 2013). Expanding horizons: The second annual OCTA conference and future Great Lakes (res)ing Conference.

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

*Alshabani, N., Wolfe, G., Burke, K., Keramidas, N., Gregor, M. (2023). Impact of COVID-19 Pandemic on Vocational Well-Being of Women in Counseling Psychology. *Journal of Mental Health Counseling*. In Press

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

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

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

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

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

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Roundtab
., Akinfosile, M. K., Chapman, E. N. (2017). Making the Most out of Internship.

- 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?
- Baker, D. B., & **Keramidas, N. L.** (2013). Time Capsule. The Psychology of Hunger. *APA Monitor on Psychology*, 44 (9) 66-67.