



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

**The University of Akron
Counseling and Testing Center
Doctoral Internship in Health Service Psychology
Accredited by the Commission on Accreditation of the
American Psychological Association
2026**

PROGRAM DESCRIPTION

The Counseling and Testing Center (CTC) is a full-service university counseling center that provides individual counseling, group counseling, psychological assessment, crisis intervention, outreach and consultation to the University of Akron community. The CTC serves a diverse student population and strives to be a welcoming space for all. Our mission is to “promote student learning, success and retention through excellence in comprehensive culturally competent psychological services” and we are highly invested in training. 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 internship’s 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 counseling, assessment, group and psycho-educational workshops, intake and crisis work, biofeedback). Interns also supervise practicum counselors and provide consultation.

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

THE SETTING

The University of Akron

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

The University of Akron enrolls approximately 14,000 students and attracts a diverse and non-traditional student population. Although students come from several states and countries, about 90% are Ohio residents. Approximately 30% of UA’s students are students of color. Many of Akron’s students are financing their own education and about 25% are first generation college students.

Nearly all students at the University of Akron receive some form of financial aid and 30% to 40% receive Pell Grants each year. About 75% live off campus.

Akron, OH

Akron is 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. The city of Akron offers a vibrant downtown, serene parks, and events and venues that appeal to almost every interest. It has been named the Rubber Capital of the World due to its historic manufacturing base in the tire industry and is now a center for polymer research and development. We are about 40 minutes south of Cleveland and adjacent to the Cuyahoga Valley National Park.

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

Akron celebrates our diverse heritage through festivals and community organizations. The Akron community has been highlighted in the press for its commitment to refugees and immigrants.

Land Acknowledgment: 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.

Please visit [The University of Akron and the community](#) and the [city of Akron History Center](#) 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, 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 cycle occurring in 2027.

The CTC provides a wide range of mental health services for the student population. Because the CTC does not have session limits, we work with clients with both short-term and longer-term issues. Demographic data from the 2025-2026 academic year show the following about our client population:

- 42% reported a BIPOC identity
- Over 5% identified as international students
- 39% identified as LGBQA+
- Over 8% identified as transgender or non-binary
- 52% identified as cisgender women and 36% as cisgender men
- 11% were registered with the Office of Accessibility
- The majority (63%) worked at least part-time. About 20% worked over 20 hours a week and nearly 4% worked full time
- 28% were first generation college students
- 23% reported religion was very important or important to them
- Nearly 40% reported they always/often experience financial stress
- Just over 9% were on academic probation
- At intake, 60% of our clients reported prior counseling experience, 25% reported taking medications, 14% prior hospitalization for mental health reasons, 34% engaged in self-harming behaviors, 42% reported considering suicide, and 14% reported a past suicide

attempt. In addition, nearly 4% reported experiencing consequences due to their alcohol use and over 3% reported experiencing consequences due to their cannabis use.

- 26% of our clients reported having an unwanted sexual experience; 41% reported experiencing harassment or abuse; and 48% reported a PTSD experience on their intake paperwork.

The Mission and Vision of the Counseling and Testing Center

Mission: The Counseling and Testing Center promotes student learning, success and retention through excellence in comprehensive culturally competent psychological counseling, career exploration, and testing services. Student learning is further enhanced through consultation and psycho-educational outreach to our diverse campus community. The Counseling and Testing Center differentiates itself and the University both regionally and nationally, as an accredited counseling center and training site with a diverse staff of psychologists active in scholarship and professional organizations.

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

Training Facilities

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

The Counseling and Testing Center is located in Simmons Hall, which houses many of the offices that serve students. Admissions, Financial Aid, the Registrar, the Office of Mentorship and Student Development, the Zip Assist Office, the Military Services Center, the Office of Accessibility, and Exploratory Advising Offices are all located in Simmons Hall.

THE INTERNSHIP PROGRAM

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 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.

Training Aims, Competencies and Elements

The ultimate goal of the internship program is preparation for independent practice as a licensed psychologist. To ensure that interns are competent to practice, and as a requirement of APA accreditation, the internship program uses the APA Standards of Accreditation. Meeting these competencies ensures that individuals have the appropriate expertise for licensure as doctoral-level psychologists.

Please visit the [APA Standards of Accreditation](#) and the [APA accreditation policies](#) for more information

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 individual counseling; process and psycho-educational group counseling; biofeedback; crisis counseling; and psycho-educational workshops.

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

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

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

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

Elements:

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

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

Experiential Training Activities: Diagnosis and diagnostic assessments; clinical interviewing; LD, ADHD and ASD assessments and integrated report writing; career assessment; use of CCAPS data; intake and risk assessments

Evaluation Methods: Supervisors' evaluations; assessment case presentation

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

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

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

Elements:

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

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

Experiential Training Activities: meetings with other university departments; provision of consultation to other health service providers, university personnel, parents, and students; seeking consultation from other health service providers, university personnel or parents; collaboration with other health service providers; 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 supervisees that recognize 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; individual and group 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 to 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; 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 evidence-based practices in all professional activities.

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

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

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

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

Elements:

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

Training Activities: Intern training seminar; individual and group supervision with a focus on using professional values in all professional activities.

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

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

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

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

Elements:

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

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

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

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

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

THE COMPONENTS OF THE TRAINING PROGRAM

Professional Service Activities

Individual counseling addresses issues such as anxiety, depression, trauma, adjustment to college, interpersonal issues, identity development, career planning, and academic concerns. The CTC does not have session limits. Therefore, both short-term and longer-term concerns are addressed.

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

Crisis Counseling occurs 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. Crisis clients are often seen immediately or with a short wait time.

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

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

Psycho-educational workshops provide psychoeducational outreach services to students and the campus community. Topics involve wellness and mental health, academic concerns, and meeting student needs.

Assessment services include the provision of Learning Disorder, ADHD, and ASD assessments. These formal assessments begin with a clinical interview, use a full battery of tests, and result in an integrated report. In addition, personality testing and self-report measures may be used to clarify a diagnosis while vocational assessments clarify career choice. The CCAPS is administered to clients every 4 sessions and is used to assess the clients' mental status and progress in counseling.

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

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

Training Activities

The training activities are designed to unfold in a systematic and developmental fashion. The style of supervision becomes less structured as the intern's experience at the CTC increases. The topics of intern training are organized to provide instruction in essential clinical skills first. Interns should feel their competence, knowledge and confidence increase as the year unfolds.

Intern Orientation

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

learning disability/ADHD/ASD assessment). Intern orientation is led by the Training Director with the participation of all the professional staff.

Individual Supervision

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

Intern Training Seminars

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

Selected topics include:

- Foundational components: intakes, treatment planning, risk assessment, ethics, cultural humility, outreach, college student issues, diagnosis, consultation, career and educational counseling
- Transdiagnostic approaches to emotional disorders: What works in therapy, Motivational Interviewing, emotional regulation, psychological flexibility, acceptance strategies
- Specific Evidence Based Treatments: ACT, DBT, Emotion Focused Therapy, Trauma therapies, CAMS, Relational-Cultural Therapy, Multi-Cultural Therapy
- Professional Issues: professional behaviors, self-care, job search, EPPP preparation
- Individual and Cultural Diversity: Evidence-based information related to working with specific populations in therapy (e.g., African-American, LGBTQ+, International Students, Veterans, Appalachian Culture, Autism Spectrum Disorder, First Generation Students)

Supervision of Supervision

During the 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, group supervision (all 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 take turns leading this peer supervision experience and recorded therapy sessions are reviewed.

Assessment Group Supervision

Monthly one-hour meetings covering LD, ADHD, ASD assessment and led by the Director of Testing. Initially 8-10 hours of didactic training occurs. Continued review and supervision of assessment cases take place and recorded sessions may be watched.

Research Group

Discussions of an on-going research project or dissertation support led by the Director of Testing and a staff psychologist. Time frame and content are decided on by the intern cohort.

Additional Supervision and Areas of Individualized Focus

Each intern can spend additional time in contact with a professional staff member to diversify their experience. Staff members can share expertise, help to create an area of focus, or supervise specific activities such as a therapy group or the supervision of a practicum counselor

Interns may also choose to create an area of individualized focus. The Area of Focus allows an intern to pursue a specific area of interest and extends beyond the basic requirements of internship. In the past, interns have focused on specific client populations, specific approaches to therapy, assessment, biofeedback, supervision and training, performance issues, research, or administration. Activities that comprise areas of focus are varied, with the flexibility to accommodate both intern interests and Counseling and Testing Center needs.

Staff Meetings and Staff Development

Interns also participate in a weekly staff meeting that addresses policies and clinical issues. On occasion, staff development in the form of webinars or campus speakers occurs.

Sample Work Week

Training Activities

2 hours Intern Training seminar
 2 hours Individual Supervision
 1-2 hours Clinical Group Supervision
 1 hour other modality group supervision (topics alternate each week and include assessment, supervision, holistic/biofeedback and research)
 0-2 hours additional Individual Supervision as needed

Professional Service Activities

18-20 hours clinical activities, including:
 Individual Counseling (personal/mental health, career, educational, or biofeedback)
 Assessment
 Group and Psycho-Educational Workshops
 2-4 hours intake and crisis work
 1 hour supervision of a Practicum Counselor
 1 hour Staff Meeting
 0-2 hours consultation and/or research
 5-10 hours preparation/administration and case management

Licensure/Expected Total Hours/Number of Clinical Activities

Our internship program strives to meet the most rigorous state licensing requirements and all the competencies as outlined by APA. To ensure competency and licensure eligibility, we recommend that interns 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 psycho-education outreach workshops each semester
- Co-lead at least one group each semester

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

Successful Completion of Internship

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

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

EVALUATION AND FEEDBACK PROCESSES

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

Evaluation Methods

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

On-going feedback occurs during individual and group supervision. Supervisors provide verbal feedback during these meetings and interns are encouraged to be reflective concerning their own competency, professionalism and reactions to clients. The clinical staff may also use the psychologist meeting to discuss training issues as they arise during the regular course of CTC business. The intern's supervisor will discuss any specific feedback that is given during these meetings with the intern during supervision. The supervisor will keep notes regarding this on-going feedback.

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

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

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

Remediation and Dismissal

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

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

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

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

1. To dismiss the concern.
2. To continue with verbal recommendations for improvement and monitoring of the situation by the individual supervisor.
3. To present the intern with specific behavioral conditions for the continuation of internship through a written remediation plan.
4. To suspend the intern temporarily from some or all of his/her activities until specified steps, which are outlined through a remediation plan, are taken.
5. To terminate the internship.

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

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

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

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

Dissatisfaction and Grievance

Interns are encouraged to provide on-going feedback to their supervisors and the Associate Director – Training at any time, including during individual or group supervision or during quarterly meetings with the Associate Director – Training. As a part of the intern's continued growth as a professional, interns are also encouraged to address any specific concern about a staff member or fellow intern with

that individual. Whenever possible the intern and the staff member/fellow intern should discuss the concern and attempt to achieve a satisfactory resolution. An intern may request that a clinical staff member participate as a neutral third party to facilitate this discussion. The intern may also want to consult with the intern's supervisor or the Associate Director – Training to help resolve the issue.

If the intern is uncomfortable with the verbal feedback process or concerned that a discussion will not, or has not, 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 were unjustly treated. Grievance situations may include but are not limited to: the remediation process; working conditions and environment; relationships with supervisors and with other employees and officials; and/or management decisions in the application of established procedures. Grievances involving discrimination should be referred to the university's affirmative action officer and are not subject to the internal grievance procedures.

Interns are classified as non-exempt staff at the University of Akron. The following outlines the current [University of Akron grievance policy](#) and may be subject to change by the university.

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

HR policy outlines the following steps of the grievance process:

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

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

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

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

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

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

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

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

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

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

Please note that in the case of discrimination or harassment, any informal or grievance processes are not proper, and the matter will be forwarded to the university's affirmative action officer. Issues of professional ethics can also be reported to the State of Ohio Board of Psychology.

[Information regarding EEO policies](#)

[Information regarding Title IX/sexual misconduct](#)

Contact with Academic Departments/DCT's

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

POLICIES SPECIFIC TO THE INTERNSHIP PROGRAM

Statement of Ethical Practice

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

Statement on Service to a Diverse Public

The Counseling and Testing Center is committed to offering culturally responsive psychological services to all members of the University of Akron community. 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-disclosure of personal information during training. We do not require trainees to self-disclose specific personal information as a matter of course. However, our training model is one that values both personal and professional development. We believe that becoming a competent and ethical psychologist often involves exploration of those experiences that have shaped one's worldview. In both individual and group supervision, CTC staff seek to create a safe environment for trainees to willingly engage in the process of self-examination in the service of their training and in the service of their clients. This process may involve trainee self-disclosure of personal information as it relates to the trainee's clinical work and/or professional development. Thus, trainees at the CTC can expect to engage in some degree of self-exploration in the context of safe supervisory relationships as a means

of furthering their professional development. As noted in the Ethical Principles, we may require self-disclosure of personal information if the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training or professionally related activities in a competent manner or posing a threat to the students or others (APA, 2002).

Request for Accommodations

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

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

Use of Paid Time Off and Sick Time

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

Internship is a full-time, full year, in-person experience. Due to the nature of the work of the CTC, the requirements of the internship program, supervision guidelines, the need to accrue hours for licensure and CTC's needs to adequately cover hours; flexible work arrangements and working from home are not available as a regular arrangement during the orientation period and both academic semesters. Opportunities to work from home may be available during the semester break and after spring semester. Short-term arrangements may be possible for emergencies or specific needs. Additional training is required for interns to work from home.

Malpractice Insurance

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

Maintenance of Intern Records

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

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

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 [APPIC](#) by clicking "AAPI On-line"

The deadline for the submission of an application is November 1, 2026.

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 interview 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. 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 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

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.

[University of Akron's Equal Employment Opportunity Office.](#)

Internship Admissions, Support, and Initial Placement Data

Date Program Tables are updated: May 22, 2026

Program Disclosures

Does the program or institution require students, trainees, and/or staff (faculty) to comply with specific policies or practices related to the institution's affiliation or purpose? Such policies or practices may include, but are not limited to, admissions, hiring, retention policies, and/or requirements for completion that express mission and values?	_____ Yes _____ <u>X</u> No
If yes, provide website link (or content from brochure) where this specific information is presented:	
Matched applicants must authorize UA to conduct pre-employment criminal background checks, which must be passed to begin employment.	

Internship Program Admissions

Briefly describe in narrative form important information to assist potential applicants in assessing their likely fit with your program. This description must be consistent with the program's policies on intern selection and practicum and academic preparation requirements:
We value interns who bring with them an interest in serving a diverse college population 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 at least one prior training/clinical experience in an outpatient adult and/or adolescent setting where they provided individual counseling.

Financial and Other Benefit Support for Upcoming Training Year*

Annual Stipend/Salary for Full-time Interns	\$37,875	
Annual Stipend/Salary for Half-time Interns	N/A	
Program provides access to medical insurance for intern?	Yes	No
If access to medical insurance is provided:		
Trainee contribution to cost required?	Yes	No
Coverage of family member(s) available?	Yes	No
Coverage of legally married partner available?	Yes**	No
Coverage of domestic partner available?	Yes	No
Hours of Annual Paid Personal Time Off (PTO and/or Vacation)	176	
Hours of Annual Paid Sick Leave	120	
In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?	Yes	No
Other Benefits (please describe): Retirement contributions, EAP program; library privileges; reduced membership fees for the campus Rec Center; holiday time; tuition remission for self, spouse or dependents.		

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

** subject to Working Spouse Rule – [please see benefits page for more information.](#)

Initial Post-Internship Positions

(Provide an Aggregated Tally for the Preceding 3 Cohorts)

	2022-2025	
Total # of interns who were in the 3 cohorts	9	
Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree	0	
	PD	EP
Academic teaching	0	0
Community mental health center	0	1
Consortium	0	0
University Counseling Center	2	2
Hospital/Medical Center	1	0
Veterans Affairs Health Care System	0	0
Psychiatric facility	0	0
Correctional facility	0	0
Health maintenance organization	0	0
School district/system	0	0
Independent practice setting	0	3
Other	0	0

Note: "PD" = Post-doctoral residency position; "EP" = Employed Position. Each individual represented in this table should be counted only one time. For former trainees working in more than one setting, select the setting that represents their primary position.

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

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

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:

Mousavi, M., Martin, J. K., & Wilson, S. (2023). Cultural Humility in College Counseling. Association of University and College Counseling Center Directors. Nashville, TN.

Escoto, E., Able, D., Irvin, V. & **Martin, J.K.** (2021). The more things change, the more they stay the same: Re-creating a post-pandemic counseling center as we navigate challenges and threats. Association of University and College Counseling Center Directors. Seattle Washington

Johnson, C., **Martin, J. K.**, Rose, T. & Calitz, C. (2021). Community Conversation: Health Equity and Allyship. American Heart Association. Webinar.

Rayburn, M., Escoto, E., **Martin, J.K.** & Singleton, K. (2020). Showing Up Imperfectly: Leadership During Tumultuous, Fouled-Up Times. Association of University and College Counseling Center Directors.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Donna McDonald, Ph.D. is the Associate Director – Training (Training Director). She received her doctorate in Counseling Psychology from Michigan State University and completed her internship at the Counseling and Testing Center at the University of Akron. She has worked as a therapist for over 30 years in both community and university settings. Her professional interests include trauma issues; needs of first-generation college students, non-traditional adult learners, and low-income students. Dr. McDonald has received training in DBT and uses a systems and relational approach in therapy. A person-centered approach with a focus on emotion is central to her clinical work. Selected publications and presentations include:

- McDonald, D.** (2025, September). *Trauma informed training and supervision II*. [Conference presentation] Association of Counseling Center Training Agencies 2025 Convention, Chicago, IL.
- McDonald, D.,** Berbery, M. (2025, September). *Managing Difficult Situations: Ethics, Accountability, Risk and Integrity*. [Conference presentation]. Association of Counseling Center Training Agencies 2025 Convention, Chicago, IL.
- McDonald, D.,** & Manalo, J (2023, September). *Trauma informed training and supervision*. [Conference presentation]. Association of Counseling Center Training Agencies 2023 Convention, Kansas City, MO
- McDonald, D.** (2021, October). Evidence based training for a generalist setting. Workshop presented at the 2021 ACCTA virtual conference.
- *McDonald, D.,** & *Lehman, E.* (2021, October). Exploring the definition of professionalism. Workshop presented at the 2021 ACCTA virtual conference
- McDonald, D.** (2016). Evidence based practice in a generalist setting: Implications for training. Workshop presented at the 2016 ACCTA Conference, Bonita Springs, FL.
- McDonald, D.,** Rieder Bennett, S., & Lee, J. (2015, April). College success for underserved students: What psychologist can do. Workshop presented at the 2015 Convention of Ohio Psychological Association, Columbus, OH.
- McDonald, D. L,** & Phillips, J. (2013). An exploration of identities in multicultural supervision. Roundtable discussion presented at the 2013 Great Lakes Counseling Psychology Conference, Grand Rapids, MI.
- McDonald, D.,** Moore, S., & Hayden, E. (2007). Facilitating the transition to college for students with psychiatric disabilities. *The Ohio Psychologist*.
- McDonald, D. L.** (2002). Career counseling to facilitate the welfare-to-work transition: The case of Jeanetta. *Career Development Quarterly*, 50, 326-330.
- McDonald, D.** (1997). Service delivery issues for women on welfare, J. Rice, & K. Wyche, (Eds). *Position paper of the Taskforce on Women, Poverty and Public Assistance*. Washington, DC: American Psychological Association, Division 35.
- McDonald, D. L.,** & McKinney, J. P. (1994). Steady dating and self-esteem in high school students. *Journal of Adolescence*, 17, 557-564.

Eric W. Hayden, Ph.D. is the Assistant Director-Training. He received his doctorate in Counseling Psychology from Kent State University. His internship took place at UNC at Charlotte and his post-doctorate residency took place at Oberlin College. His interests include performance psychology, biofeedback, health psychology, anxiety disorders, and men's issues. He is board certified in biofeedback by the Biofeedback Certification International Alliance. He coordinates the Practicum Program and leads the Supervision of Supervision seminar for the interns. Publications include:

- *Levant, R.F., Williams, C.M., & Hayden, E.W.** (2024). Alexithymia Reduction Treatment (ART): A Manual for a Brief Psychoeducational Intervention for Treating Normative Male Alexithymia - Individual Therapy Format. In R.F. Levant, and S. Pryor (Eds.), *Assessing and treating emotionally Inexpressive men* (1st ed., pp 113-128). Routledge.

- *Levant, R.F., Williams, C.M., & **Hayden, E.W.** (2024). Alexithymia Reduction Treatment (ART): A Manual for a Brief Psychoeducational Intervention for Treating Normative Male Alexithymia – Group Therapy Format. In R.F. Levant, and S. Pryor (Eds.), *Assessing and treating emotionally Inexpressive men* (1st ed., pp 129-147). Routledge.
- *Levant, R.F., Halter, M.J., **Hayden, E.W.**, & Williams, C.M. (2024). The Efficacy of Alexithymia Reduction Treatment: A Pilot Study. In R.F. Levant, and S. Pryor (Eds.), *Assessing and treating emotionally inexpressive men* (1st ed., pp 148--158). Routledge.
- Roncone, J., Kornspan, A., **Hayden, E.W.** & Fay, M. (2020). *The relationship of physical activity and mental toughness in collegiate e-sports*. Future Focus, Spring/Summer 2020, 31-40,
- ***Hayden, E.**, & Brady, B., (March 2015). *Integrating Mindfulness and Biofeedback*, Great Lakes Conference Round Table, Muncie, Indiana.
- Lee, J., Altieri, M., **Hayden, E.**, Rieder Bennett, S., & Hendrickson, J. (2014, February). Taking care week: Using a week-long outreach program to improve self-care of underserved non-traditional students. Workshop presented at the 2014 Big Ten Counseling Centers Conference, Columbus, OH.
- ***Hayden, E.W.**, Kornspan, A. S., Bruback, Z.T., Parent, M.C., and Rodgers, M. (2013). The Existence of Sport Psychology Services Among NCAA Division I FBS University Athletic Departments and Counseling Centers. *The Sport Psychologist*, 27, 296-304
- *Hahn Oh, K. J., Wiseman, M., Hendrickson, J., Phillips, J. C., & **Hayden, E.** (2012). Exploring the acceptance model of intuitive eating with college female student athletes. *Psychology of Women Quarterly*, 36, 88-98.
- Levant, R.F., Halter, M., **Hayden, E.W.** & Williams, C.M. (2009). The Efficacy of Alexithymia Reduction Treatment: A Pilot Study. *The Journal of Men's Studies*, 17, 75-84.
- McDonald, D., Moore, S., & **Hayden, E.** (2007). Facilitating the transition to college for students with psychiatric disabilities. *The Ohio Psychologist*.

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

- Schoenig, R., **Rieder Bennett, S.**, & Alam, F. (July 2025). Know Your Worth: Building the Case for Assessment and Proctoring. Presented at the National College Testing Association Conference, Buffalo, NY.
- Morales, P., & **Rieder Bennett, S.** (July 2025). Uphold Integrity Standards: Proactive Approaches to Combat Contract Cheating. Presented at the National College Testing Association Conference, Buffalo, NY.

Wollack, H.M., **Rieder Bennett, S.**, & DeFago, J. (July 2025). Lessons Learned in Accommodated Testing. Presented at the National College Testing Association Conference, Buffalo, NY.

Rieder Bennett, S., & Perdikoulis, C. (June 2024). Streamline testing, improve student success: How Möbius transformed placement at the University of Akron. Presented through DigitalEd webinar series.

Morales, P., & **Rieder Bennett, S.** (August 2024). Developing a Proctoring Approach to Advance Assessment. Presented at the National College Testing Association Conference, Savannah, GA

Co-author and leadership team - National College Testing Association and Association of Test Publishers (November 2024). *Assessment Industry Standards and Best Practices for Online Observation of Tests*. Co-Chairs Rachel Schoenig and Mike Murphy. <https://www.ncta-testing.org/atp-ncta-online-observation-of-tests-standards>

Co-Chair – National College Testing Association (2024) Proctor Certification Handbook, and Continuing Education Handbook

Rieder Bennett, S. (May 2024). NCTA Proctor Certification: What is it & How can I get it? Presented at the Georgia College Testing Association virtual conference.

Fennell, P., **Rieder Bennett, S.**, & George, S. (2023). "Chronic Illness" (revised) In Oxford Bibliographies Online in Social Work. DOI: 10.1093/OBO/9780195389678-0160. <https://www.oxfordbibliographies.com/display/document/obo-9780195389678/obo-9780195389678-0160.xml>

Norris, A., **Rieder Bennett, S.**, & Wollack, J. (August 2023). Inclusivity and Accommodations: Testing for one, Testing for all. Presented at the National College Testing Association Conference, Las Vegas, NV.

James C., **Rieder Bennett, S.**, Starbuck, R., & Lewandowski, S. (August 2023). How to become an NCTA Certified Proctor. Presented at the National College Testing Association Conference, Las Vegas, NV.

March, K., Rivas, J., & **Rieder Bennett, S.** (August 2023). Testing Excellence. Presented at the National College Testing Association Conference, Las Vegas, NV.

Rieder Bennett, S., DeFago, J., & Sveda, L. (October 2023). Inclusivity and Accommodations. Presented at the Great Lakes College Testing Association Conference, Lansing, MI.

Paul, S., & **Rieder Bennett, S.** (2023). How the University of Akron made placement testing their own with Möbius. <https://www.digitaled.com/case-studies/university-of-akron-placement-testing/>

Morales, P., & **Rieder Bennett, S.** (August 2022). How to Address Student Anxiety Stemming from Security and Data Privacy Concerns. Webinar presented through Honorlock series.

Morales, P., & **Rieder Bennett, S.** (September 2022). How to Address Student Anxiety Stemming from Security and Data Privacy Concerns. Webinar presented through Online Learning Consortium.

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

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

- Schoenig, R., Dyer, J., **Rieder Bennett, S.**, West, B., & Dille, S. (August 2022). NCTA Debate: AI and Biometrics vs. the Human Proctor. Presented at the National College Testing Association Conference, Chicago, IL.
- Rieder Bennett, S.**, & Morales, P. (August 2022). How to Address Student Anxiety Stemming from Security and Data Privacy Concerns. Presented at the National College Testing Association Conference, Chicago, IL.
- Rieder Bennett, S.**, & Martin, N. (November 2021). Accessibility in a Remote World. Presented at the Great Lakes College Testing Association Virtual Conference.
- Rieder Bennett, S.**, Martin, N., Stitz, T., & Hemphill, V. (August 2021). Accessibility in a Remote World. Presented at the National College Testing Association Virtual Conference.
- *Cadaret, M., & **Rieder Bennett, S.** (2019). College Students' Reported Financial Stress and its Relationship to Psychological Distress. *Journal of College Counseling*, 22, 225-239. doi: 10.1002/jocc.12139
- Rieder Bennett, S.**, Alam, F., & Dyer, J. and moderator Carter, S. (August 2019). Cheating Scandal – What We Know, What We've Learned, and What it Means for the Testing Industry. Presented at National College Testing Association Conference, New Orleans, LA.
- Rieder Bennett, S.**, Wollack, J., & Dyer, J. (August 2019). Academic Integrity on Campus – Education, Prevention, and Response. Presented at the National College Testing Association Conference, New Orleans, LA.
- Rieder Bennett, S.**, James, C., Wollack, J., Shirley, W., Woodward, L. (January 2019). Publishing in the Journal of NCTA. NCTA webinar series.
- *Ghosh, A., **Rieder Bennett, S.**, Martin, J.K. (2018). Use of the Counseling Center Assessment of Psychological Symptoms 62 (CCAPS-62) as a repeated measure. *Journal of College Student Psychotherapy*, 32, 2, 151-162. DOI: 10.1080/87568225.2017.1367630
- James, C., Wollack, J., and **Rieder Bennett, S.** (September 2017). How to get published in the Journal of the NCTA: Tips from the editor, a reviewer, and an author. Presented at the National College Testing Association Conference, Cincinnati, OH.
- Dayley, C., Phillips, T., Messenger, R., **Rieder Bennett, S.**, and Jensen, E. (September 2017). Using student workers in your testing center. Presented at the National College Testing Association Conference, Cincinnati, OH.
- Rieder Bennett, S.**, and Cashon, D. (May 2017). Stress and wellness in the workplace. Presented at the Great Lakes Testing Conference, Toledo, OH.
- Phillips, T., and **Rieder Bennett, S.** (May 2017). The hiring dilemma: Student staffing – An economic yet controversial solution. Presented at the Great Lakes Testing Conference, Toledo, OH.
- *Lee, J., **Rieder Bennett, S.**, Crain, R., & Hasan, N. (July 2016). Research training and mentoring for minority and international university counseling center trainees. Interactive Discussion at APA Division 45 Research Conference, Stanford University, Stanford, CA.

- **Cadaret, M., & Rieder Bennett, S.* (August 2016). College students' reported financial stress and its relationship to psychological distress. Poster presented at APA Annual Convention, Education and Training Section, Denver, CO.
- Rieder Bennett, S.,** Kulick, K., DeFago, J., & Horton, L. (August 2016). Accessibility testing: A collaborative model that works. Presented at the National College Testing Association Conference, Seattle, WA.
- Rieder Bennett, S.,** McCorkle, R., & Wollack, J. (May 2016). Proctoring Best Practices: National College Testing Association and Association of Test Publishers – Security Council Whitepaper. Keynote Address at the Great Lakes Testing Conference, Sandusky/Huron, OH.
- Radt, J., **Rieder Bennett, S.,** Kulick, K., DeFago, J., & Vennekotter, H. (October 2015). Testing and disability offices: Partners in access and success. Panel presentation at the Ohio AHEAD Conference, Wright State University, Dayton, OH.
- Rieder Bennett, S.** (October 2015). Learning disorder and ADHD assessment in university counseling centers. Presentation at the Ohio AHEAD Conference, Wright State University, Dayton, OH.
- Rieder Bennett, S.** (September, 2015). President's welcome. *OCTA News*, 3(1), pp. 1.
- Association of Test Publishers and National Testing Association (August 2015). Proctoring Best Practices. Co-Chairs Rory E. McCorkle and James A. Wollack. [Hytt://ncta-testing.org/resources/proctoringbestpractices/index.php](http://ncta-testing.org/resources/proctoringbestpractices/index.php)
- Shaughnessy, T., Buchanan, N., *Hasan, N., Rieder Bennett, S.* (August 2015). Understanding Career Adjustment for Early Career Psychologists. Division 35 Symposium, APA.
- Pfeifer, J. and **Rieder Bennett, S.** (September, 2015). 2015 Great Lakes Testing Conference recap. *OCTA News*, 3(1), pp. 3-4.
- Rieder Bennett, S.,** Kulick, K., DeFago, J., Horton, L., & Martin, J.K. (July 2015). Accessibility testing: A collaborative model that works. Presented at the Great Lakes Testing Conference, Oregon, Ohio.
- Rieder Bennett, S.,** Kulick, K., DeFago, J., Horton, L., & Martin, J.K. (July 2015). Accessibility testing discussion. Roundtable presented at the Great Lakes Testing Conference, Oregon, Ohio.
- McDonald, D., **Rieder Bennett, S.,** & Lee, J. (2015, April). College Success for Underserved Students: What psychologist can do. Workshop presented at the 2015 Convention of Ohio Psychological Association, Columbus, OH.
- **Brady, B., & Rieder Bennett, S.* (March 2015). Disability on College Campuses: Beyond Academic Accommodations and Physical Environment, Great Lakes Conference Round Table, Muncie, Indiana.
- Rieder Bennett, S.** (August, 2014). Expanding horizons: 2014 Great Lakes Testing Conference. *OCTA News*, 2 (2), pp. 2-3. <http://www.ohiocta.com/#!newsletters/c13ll>
- Fantauzzi, A., Fennell, P., **Rieder Bennett, S.L.,** & Bertrand, K.A. (2014). Volunteerism, culture shock, and trauma: Making the transitions easier using the arts and the Four Phase Model. In E. Sandberg and M. Scheurer (Eds.) *Culture, Experience, Care: [Re-]Centring the Patient*. Oxford, U.K.L Inter-Disciplinary Press (e-book).

- Fantauzzi, A., Fennell, P., Bertrand, K.A., & **Rieder Bennett, S.L.** (2014). Addressing reverse culture shock with The Fennell Four Phase Model and the Arts. In E. Sandberg and M. Scheurer (Eds.) *Culture, Experience, Care: [Re-]Centring the Patient*. Oxford, U.K. Inter-Disciplinary Press (e-book).
- Fennell, P., **Rieder Bennett, S.L.**, Fantauzzi, A., & Bertrand, K.A. (in press). The Fennell Four Phase Model: A Program for Addressing Culture Shock, Trauma, and Countertransference in Volunteerism. Forthcoming chapter in edited book on "The Patient" from Inter-Disciplinary Press.
- Lee, J., Altieri, M., Hayden, E., **Rieder Bennett, S.**, & *Hendrickson, J.* (2014, February). Taking care week: Using a week-long outreach program to improve self-care of underserved non-traditional students. Workshop presented at the 2014 Big Ten Counseling Centers Conference, Columbus, OH.
- Rieder Bennett, S.L.** (2014). Understanding Learning Disorders and ADHD. Presentation at the 2014 Great Lakes Testing Conference, Columbus, OH.
- Rieder Bennett, S.L.** (2013). Mandated motherhood: Biopsychosocial aspects of coping with infertility. In Zhenyi Li and Sara Rieder Bennett (Eds.) *Chronicity Enquiry: Making Sense of Chronic Illness*. Oxford, U.K.: Inter-Disciplinary Press.(e-book; Paper presented for 10th Global Conference: Making Sense of Health, Illness, and Disease – Chronic Illness: The Borderlands Between Health and Illness. Oxford, U.K.)
- Rieder Bennett, S.L.** (November 2013). Expanding horizons: The second annual OCTA conference and future Great Lakes Testing Conference. *OCTA News*, 2 (1), pp. 2-3.
http://media.wix.com/ugd/1c704c_09a1db23fac98381f3c18053f348a3ea.pdf
- Rieder Bennett, S.L.**, and *Hasan, N.T.* (2013). Establishing Research Collaborations to Explore the Identity Development of Diverse Early Career Psychologists. Roundtable conducted at 2012 National Multicultural Conference and Summit. Houston, TX.
- Fennell, P., and **Rieder Bennett, S.L.** (2013). The Fennell Four Phase Treatment™ Approach: When the Provider is also a Patient. Paper presented at 3rd Global Conference, Making Sense of: The Patient – Therapeutic Approaches. Lisbon, Portugal.
- Fennell, Patricia; **Rieder Bennett, Sara.** (2013). "Chronic Illness." In *Oxford Bibliographies Online* in Social Work. Ed. Edward J. Mullen. New York: Oxford University Press.
- Li, Z., and **Rieder Bennett, S.L.** (Eds.) (2013). *Chronicity Enquiry: Making sense of chronic illness*. [e-book].
- Fennell, P. and **Rieder Bennett, S.L.** (2013). Chronic illness. In *The Encyclopedia of Social Work (21st ed.)*. Oxford University Press and The National Association of Social Workers.
- Fennell, P., and **Rieder Bennett, S.L.** (2012). Adaptation and Acceptance in the Experience of Chronic Pain. Paper presented at 3rd Global Conference, Making Sense Of: Suffering. Salzburg, Austria.
- Fennell, P., **Rieder Bennett, S.L.**, and Fantauzzi, A. (2012). Improvisation: Five Capacities for Coping with Death and Dying. Paper presented at 9th Global Conference, Making Sense Of: Dying and Death. Salzburg, Austria.
- Rieder Bennett, S.L.** (2008). Contextual affordances of rural Appalachian individuals. *Journal of Career Development*, 34, 241-262.

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

In addition, Dr. Jones has interests in diversity training, anxiety management, grief and loss, reproductive loss, spirituality, and compassion fatigue. She has co-developed curriculum to train psychiatric residents, university counseling programs, and private clinicians in how to work with clientele who have experienced reproductive loss. Additionally, she has presented at national and regional conferences on reproductive loss, self-care and compassion fatigue.

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

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

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

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

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

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

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

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

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

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

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

Kim, S., & **Keramidas, N. L.** (March 2014). National Association for Women in Psychology Conference, Minerva Brown Bag Lunch: International and Cross-Cultural Perspective on Mentoring. Where are we and Where are we going?

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