

# Dallas Metropolitan Consortium in Psychology



## Pre-doctoral Internship in Professional Psychology 2009 - 2010

*Accredited by American Psychological  
Association*

Southern Methodist University  
The University of Texas at Dallas

## *Training Mission*

**T**he Dallas Metropolitan Consortium in Psychology Pre-doctoral Internship in Professional Psychology is an integrated training program established by Southern Methodist University Counseling and Psychiatric Services and The University of Texas at Dallas Student Counseling Center. Congruent with the missions of the supporting Consortium agencies, the primary emphasis of the internship is on providing graduate students with rich and varied professional training experiences to assist them through this critical transition period in their growth and development into professional psychologists qualified with requisite knowledge and skills for the practice of psychology in an employment setting.

### *The Dallas Metropolitan Consortium in Psychology Partners*

---

**S**outhern Methodist University Counseling and Psychiatric Services (CAPS). Founded in 1911 by the United Methodist Church, SMU has an enrollment of approximately 11,000 students. Located 5 miles north of downtown Dallas within the city of University Park, SMU has strong links to the community and offers convenient accessibility to the metroplex. The campus, spanning 210 acres with its 76 buildings, has 6 degree-granting schools: Dedman College of Humanities and Sciences, Meadows School of the Arts, Edwin L. Cox School of Business, School of Engineering and Applied Science, Dedman School of Law, and Perkins School of Theology. The students are a diverse group, coming from all 50 states as well as 90 different countries, yielding a minority population of 21%.

Counseling and Psychiatric Services, accredited by the International Association of Counseling Services, is housed in the Memorial Health Center and is within the Division of Student Affairs. The mission of Counseling and Psychiatric Services is “*to offer SMU students a broad range of outpatient services, which are confidential and sensitive to issues of race, ethnicity, age, gender, sexual orientation, religious preference, and disabilities. CAPS promotes healthy student development and functioning via a comprehensive and collaborative approach to treatment. CAPS staff work closely together to provide four different levels of care: proactive/preventative education, evaluation, psychotherapy, and psychiatric consultation. In addition to the clinical services provided, CAPS staff also serve an integral function within the university community through involvement in various other aspects of student life and development including, but not limited to, teaching undergradu-*



*ate courses, advising student organizations, participating in student affairs committees, implementing psycho-educational presentations & programs, and training doctoral-level psychology interns.”* Professional staff include five doctoral level psychologists/counselors, two psychiatrists, and one counselor. Licenses held include Psychologist, Doctor of Medicine, Marriage and Family Therapist, and Licensed Professional Counselor.

Services provided by the Center include:

- Individual and couples counseling
- Psychiatric evaluation and treatment
- Psycho-education/psychological assessment
- University community education, outreach, and consulting
- 24 hr. emergency and crisis intervention
- Information and referral
- Liaison services to campus departments

The Center's welcoming atmosphere with comfortably furnished offices assures warmth and confidentiality. Video-tape equipment is readily accessible, and the Center maintains a small library of professional literature for use by the staff. Interns at this rotation gain experience as members of an inter-disciplinary team of physicians, substance abuse counselors and psychologists. Located in the Health Center, CAPS offers opportunities to consult and cross-refer with physicians, substance abuse counselors and disability services. Interns' work focuses on providing quality evaluation, counseling, treatment and crisis intervention (including rotating after hours duty) to SMU students. Student issues addressed in counseling include the following: adjustment issues, substance abuse, relationship concerns, sexuality issues, emotional problems, and eating disorders. Additionally, interns conduct and evaluate psychological tests including personality, intellectual, achievement, and learning disability/ADHD screening instruments.

In addition to individual and couples counseling and testing, interns have the opportunity to:

- Create and co-lead various therapy groups
- Conduct workshops
- Participate in multidisciplinary case consultations and didactic presentations
- Assist in university outreach
- Liaison with a university department

Contact Information:

6211 Bishop Boulevard P.O. Box 750195  
Dallas, Texas 75275-0195  
214-768-2277, Fax 214-768-4522  
[www.smu.edu/counseling](http://www.smu.edu/counseling)

Karen C. Settle, Ph.D., LMFT, DMCP  
Coordinator, Psychologist

Areas of specialization: Family-of-origin, ,  
Eating disorders, Assessment, Relationship  
issues, Consultation

Mary Way, M.D., Psychiatrist, Director

Juli Hobdy, Ph.D., Psychologist, Training  
Director

Areas of specialization: Psychodynamic  
psychotherapy, Meditation, Women's and di-  
versity issues.

---

**The University of Texas at Dallas  
Student Counseling Center** - The Student  
Counseling Center provides services to stu-  
dents of the University of Texas at Dallas. The  
University has a student population in excess  
of 13,000, including a significant number of  
graduate students and international students,  
creating a diverse client population. The Mis-  
sion of the UTD Student Counseling Center is  
*"To aid students in their educational, social,  
and emotional development. In this respect,  
Student Counseling provides services which  
enable students to productively relate their  
personal path of development to experiences  
they encounter in both the University setting  
and other life areas. In fulfilling this mission,  
the Student Counseling Center recognizes each  
student as a unique individual with separate  
needs. In addition, the Student Counseling  
Center adheres to the philosophy that enrich-  
ing educational experiences should be pro-  
vided in and out of the classroom setting."*

The primary emphasis is on providing pro-  
grams and services designed to assist students  
in achieving the emotional well being neces-  
sary for success. The professional staff include  
five doctoral level individuals and one masters  
level individual plus visiting trainers. Licenses  
held include Psychologist and Social Worker.

Services provided by the center include:

- Individual, couples, and group counseling
- Alcohol/drug counseling
- Educational programs and workshops

- Consulting
- Psychiatric referrals
- Psychological testing

During the UTD Student Counseling Center rotation, interns will spend much of their time providing individual and couples counseling to UTD students. Students present with a broad range of counseling issues including depression, relationship issues, domestic violence issues, test anxiety, and career/life planning.

In addition to individual and couples counseling, interns have the opportunity to:

- Co-lead therapy groups
- Conduct and evaluate psychological tests
- Provide individual supervision
- Participate in case consultations/didactics
- Assist in University outreach
- Liaison with university departments
- Co-facilitate practicum training and practicum group supervision
- Consult with staff psychiatric residents



#### Contact Information:

Student Union 1.608  
 P.O. Box 830688 SU 20  
 Richardson, TX 75083-0688  
 972-883-2575  
 Fax 972-883-6413  
[www.utdallas.edu/counseling](http://www.utdallas.edu/counseling)

James Cannici, Ph.D., Director,  
 Areas of specialization: Marriage and relationship counseling, ADHD, Psychological testing, Acceptance and Commitment Therapy

Ellie Hakim, Ph.D., Training Director  
 Areas of specialization: Women's issues, Trauma/recovery, Positive psychology, Family-of-origin

---

## *The Dallas Metropolitan Consortium in Psychology Internship Program Description*

The Dallas Metropolitan Consortium in Psychology (DMCP) utilizes the strengths and resources of the three partners to provide an Internship in Professional Psychology with a broad base of training experiences. The Internship is divided into two simultaneous rotations - Southern Methodist University Counseling and Psychiatric Services, and the University of Texas at Dallas Student Counseling Center. The DMCP is a full-time, twelve-month Internship Training Program beginning August 11, 2009, and running through August 10, 2010. Interns are required to work an average of 45 hours per week, divided into approximately 22 hours at two sites. Interns typically maintain 20-25 clinical contact hours weekly. The commitment of the Consortium is to provide the student with the highest level of training and supervision throughout his/her internship year. Interns are paid a stipend of \$22,421 annually plus benefits and are responsible for their own professional liability insurance coverage. Interns are responsible for part of their monthly health insurance premium. Review of benefits can be accessed at [www.utdallas.edu/hrm/benefits/](http://www.utdallas.edu/hrm/benefits/). Interns are provided benefits equivalent to part-time employees.

## *Goals and Objectives of Training*

The DMCP is committed to providing a practitioner-apprenticeship model of training for pre-doctoral interns within the context of two university communities. The training focus is on the developmental process where interns make a sequential and comprehensive transition from student to doctoral level professional. The DMCP pre-doctoral internship program strives to provide interns with a rich and varied professional training experience to assist them through this critical period. Quality training is designed to help interns integrate scholarly research and theoretical writing into their daily practice of the profession of

psychology in order to develop professional skills. The objective is that each intern be able to treat diverse individuals with a wide variety of psychological problems, perform competent assessments, and conduct appropriate consultations.

Interns' practice includes multiple roles such as individual, couples, and group therapy, assessment, diagnosis, consultation, outreach workshops, supervision of practicum students, crisis intervention, participation in professional development seminars and workshops, case management, and assuming administrative responsibilities. The training model values mentorship and forming collaborative relationships with a variety of professionals in the mental health field as an intern gradually assumes more and more professional responsibilities. Through mentoring, training and experience, interns enhance clinical skills, personal and professional development as well as their understanding and sensitivity to issues of human diversity.



**Specific goals of the training program are:**

**Goal One: To facilitate the clinical competence of interns**

**Goal Two: To enhance intern's commitment to the life-long process of personal and professional development**

**Goal Three: To enhance intern's appreciation and understanding of human diversity, resulting in culturally sensitive and effective treatment interventions**

## ***Components and Sequencing of Training***

Intern training in the practice of psychology is provided through 20 hour, twelve-month rotations at the two consortium sites. At each site, the difficulty and complexity of responsibilities gradually increase and are sequenced in a practitioner-apprenticeship model. Each site provides training in a comprehensive and developmental manner for specific skills. The training is comprehensive in that it includes most of the functions of a psychologist in a university counseling center. At the UTD and SMU Counseling Centers, the primary populations include university students, faculty, and staff.

### **Training Activities**

#### **Supervision**

Individual Supervision - The individual supervisory relationship is one of the cornerstones of professional growth and development during the internship. Supervisors serve as mentors and role models working with the interns to process clinical experiences, integrate theory, apply scientific knowledge, exchange ideas, review technical aspects of clinical work, and provide support and feedback

Interns and supervisors also discuss basic and advanced therapeutic skills in individual, couples, and group therapy, case conceptualization, diversity considerations, interventions and timing, crisis management, ethical and legal considerations, and proper documentation. Supervisors will regularly evaluate and discuss progress toward the intern competency goals as well as the goals established by the interns at the beginning of the year. This supervision time also affords the intern and the supervisor the opportunity to develop a mentoring relationship where issues such as adjustment to the Consortium, development of professional identity, dissertation progress, and job search strategies might be discussed.

A minimum of two hours of face-to-face individual supervision from a licensed psychologist per week is provided. Each intern will be assigned an individual case supervisor for each rotation. This supervisor is the primary supervisor for that rotation. S/he supervises all psychotherapy cases, group therapy, outreach/consultation, liaison services, and consolidates information from other senior staff who work with the interns in providing supervision/training for practicum students, outreach, and consultation. When interns provide group therapy, they are paired with a staff member as a co-leader. During the tenure of the group, this staff member provides feedback to the intern and relates evaluation information to the individual case supervisor. Supervision modalities include the use of videotape, audiotape, live supervision, discussion, and case notes. At UTD, the Director of Outreach oversees the services interns perform in the way of educational programming and workshops, and an assessment supervisor oversees psychological testing. These individuals then provide the individual case supervisor with evaluative information.

Group Supervision - Interns attend group supervision regularly. Group supervision which includes case consultations and case presentations provides interns with an opportunity to gain feedback and share information with the professional staffs at the rotations. Group supervision is offered at both sites for personal cases and assessment supervision with more time available as needed on an individual basis. All interns meet with the staff at UTD for group supervision weekly where they have the opportunity to discuss ongoing cases. Staff clinicians discuss relevant ethical principals.

## **Training Seminars**

### Orientation Seminars

During the Orientation seminars, interns have the opportunity to become familiar with their site placements, to meet staff members and learn their theoretical orientations/clinical and research interests, to be informed of the policy and procedures of DMCP and their

individual placements, and to meet and spend time with their fellow interns.

DMCP Core Clinical Training Seminar has rotated between the entities and is currently held weekly at UTD. This seminar includes all professional staff plus all three interns. It consists of alternating components, which include the *professional speaker series*, the *clinical applications module*, and the *intern development module*.

- The Professional Speaker Series will be presented once a month. A variety of topics including ethics, legal issues, therapist self-care, psychological theory and research findings, psychotherapy practice, psychopharmacology, drug and alcohol issues, and special populations have been covered by guest speakers from the community, university, and DMCP staff.



- The Clinical Applications module will be held monthly and is designed to address clinical, theoretical, and diversity issues in psychotherapy. Speakers and reading will be used as a part of this training. Topics have included mindfulness in therapy, brief therapy, ethical decision-making, and working with trans-gendered clients.
- Intern Development seminar will be held monthly. This module is focused on intern specific areas such as adjustment to internship, balancing clinical and student roles, dissertation completion, stress management, licensure, and post-doctoral internship/job search. The interns will have an opportunity to meet with the Training Director at this time to provide ongoing feedback about the internship and their progress.

## Supplemental Training Seminars

Didactic presentations are also held at the other rotation to provide interns and professional staff with ongoing training and professional development. Both agency professional staff members and outside experts make these presentations on a variety of topics that vary according to the needs of the professional staffs. Past topics have included Marital Counseling, Sexual Dysfunction, Eating Disorders, Trauma, Intimacy in Relationships, Anger Management, Ethics, How to start a Private Practice, and Neuropsychological Issues in Testing.

Supervision of Supervision – The development of supervision knowledge and skills for all interns begins during Orientation at a full-day didactic seminar on supervision which offers specific training on how to provide supervision. Supervision of the supervision the interns provide to masters and doctoral level practicum students is provided at UTD.

At UTD, interns will also participate in the practicum training program. During the year, interns will gain experience co-facilitating the practicum group supervision, co-leading the practicum training seminar, and/or assisting with the intern and practicum trainee selection process.

## Weekly Schedule

Following the Practitioner-Apprenticeship model, the DMCP training program is primarily experiential. The weekly schedule on the preceding page represents the approximation of the interns' weekly service and training activities.

\*Time allocations are approximate and may be subject to change. Specific activities may vary depending on the intern's assigned rotations.

<b>A Typical Weekly Schedule*</b>	
<b>Service Activities</b>	<b>Hours Per Week</b>
<ul style="list-style-type: none"> <li>• Therapy <span style="float: right;">16-20</span></li> <li>• Assessment <span style="float: right;">0-4</span></li> <li>• Outreach Presentations; Consultation <span style="float: right;">0-1</span></li> <li>• Practicum Student Supervision <span style="float: right;">1-2</span></li> </ul>	
<b>Total Service Activities</b>	<b>17-27</b>
<b>Training Activities</b>	<b>Hours Per Week</b>
<ul style="list-style-type: none"> <li>• Individual Supervision <span style="float: right;">2-3</span></li> <li>• Group Supervision <span style="float: right;">3-4</span></li> <li>• Core Clinical Training Seminar <span style="float: right;">1</span></li> <li>• Supplemental Training Seminars <span style="float: right;">1-2</span></li> <li>• Supervision of Supervision <span style="float: right;">1</span></li> <li>• Co-leading Practicum Student Training (UTD, GCC) <span style="float: right;">1</span></li> </ul>	
<b>Total Training Activities</b>	<b>9-12</b>
<b>Other Activities</b>	<b>Hours Per Week</b>
<ul style="list-style-type: none"> <li>• Intern Support Meeting <span style="float: right;">1</span></li> <li>• Staff Meeting <span style="float: right;">2</span></li> <li>• Case Management, report writing, projects, professional development <span style="float: right;">4-10</span></li> <li>• Dissertation (May—August) <span style="float: right;">2</span></li> </ul>	
<b>Total Other Activities</b>	<b>7-15</b>

# *The Internship: Meeting Its Goals and Objectives*

## **Service Activities**

### **Therapy**

While on rotation at each of the placements, interns typically see a caseload of up to 12-13 clients per week. Cases are selected for the interns to maintain a balance in the types of cases they are exposed to and are based on ethnic background, gender, sexual orientation, presenting concern and level of difficulty. Most individual clients at the two centers are seen for short-term therapy (ranging from 1-16 sessions), but interns have the opportunity to carry one or more clients on a longer-term basis. This is intended to give interns some experience working with clients in a more developed therapeutic relationship. Interns also conduct intakes and may provide crisis services.

### **Assessment**

Understanding the use and methods of assessment and diagnosis are another primary component of effective practice within the practitioner-apprenticeship model. The means of assessment and diagnosis are somewhat different among the three consortium sites. Interns have a variety of assessment instruments available to them (see Activity Grid, Appendix for list of assessment instruments by rotation) including intelligence and achievement tests, objective and projective personality assessments, neuropsychological assessments, and other symptom focused instruments.

Because the primary application of assessment at UTD is within the context of individual therapy, discussion of how testing can aid with diagnosis, treatment planning, and course of treatment is the emphasis in training. At SMU, assessment may occur during the course of psychotherapy as well, as mentioned above. However, more formal assessment batteries are conducted for determination of Learning Disability or ADHD.



### **O**utreach Presentations

Consultation and outreach are other key components of practice within our practitioner-apprenticeship model. Interns are provided with didactic training in consultation and outreach models at the start of the internship year during Orientation. Interns provide outreach services while on rotation at the University Counseling Centers. The outreach programs requested from the Counseling Centers include such topics as eating disorders, stress management, depression, cultural diversity, and relationship issues. Outreach presentations, through both the Counseling Centers may be done with a core faculty member at the beginning of the internship.

UTD follows a developmental model in training interns to do workshops and outreach programming. Early in the Fall semester, interns observe at least one workshop presented by a senior staff member. Each intern is then expected to present at least one workshop that will be directly observed by a senior staff member so that the interns can receive feedback. Once it is determined that the intern possesses adequate skills, the intern will be expected to present workshops on their own.

Interns at SMU are given autonomy with outreach presentations based on their Intern Self-assessment Inventory responses and their level of comfort regarding making presentation. Throughout this process, interns have access to an extensive array of workshop and outreach materials kept in the Counseling Centers. Interns are also encouraged to consult with senior staff members for help in developing workshop and outreach programming.

### **Practicum Student Supervision**

Another key component of practice within our practitioner-apprenticeship model is the opportunity for interns to provide supervision. Interns have the opportunity to obtain a variety of experiences in assisting with supervision and administration of the practicum program while they are on rotation at the UTD Student Counseling Center. At that rotation, interns serve as individual supervisors for practicum students in the spring semester (see p. 7). Interns also have the option to co-facilitate the practicum group supervision, co-facilitate the practicum training seminar, or assist with the trainee selection process.

### **Other Activities**

Intern Support Meeting - Interns have the opportunity to discuss their training experience each week at the Intern Support Meeting. This meeting is held at UTD adjacent to their Core Clinical Training Seminar and Group Supervision. It is a time exclusively for the intern class where they may feel free to converse about personal and professional issues.

Staff Meeting – Interns are included in staff meetings at both rotations, and an agenda item is devoted to intern-related concerns. The university meetings focus on the internal and external center needs as the counseling center interfaces with the rest of the university community. SMU’s meeting also allows staff and interns to discuss cases of concern.

Case Management (report writing, projects, professional development) – The case management time is largely devoted to contemplating cases, writing progress notes, case consultation, test scoring, interpretation, and report writing. However, it also encompasses time devoted to professional development activities and any specific projects.

Dissertation – The Consortium recognizes the need for interns to continue working on their dissertations, if applicable. The Consortium allots two hours a week at one rotation per intern for dissertation time during the months of May - August. It is possible to have more time available for dissertation work, but this amount is established as a minimum.



## ***Evaluation and Feedback Of Intern Progress***

Interns and supervisors regularly exchange information about the intern's progress and the usefulness of the supervision experience. Three times during the year, supervisors and interns complete formal written evaluations of their experiences. The Consortium Committee meets regularly to share information regarding the interns (e.g., interns' experiences, strengths, weaknesses, areas of focus for future growth). Each intern then meets collectively with his/her supervisors to discuss the evaluation. Periodic feedback on each intern's progress is also provided to the intern's academic program director. Dialogue between the interns and their supervisors is encouraged and expected, to maintain clarity of information regarding mutual expectations as well as progress through the internship.

Interns are expected to evaluate their individual supervisors and express feedback about the strengths and weaknesses of the internship program at the evaluation meetings. Interns also rate their overall experience at six months and at the end of the year.



## ***Working Hours, Fringe Benefits, and Vacation***

The working week is approximately 40 hours. Some evening and/or weekend hours may be required. Each intern is allotted ten days of vacation per year, split equally among their rotations. Interns are asked to request vacation time in writing at least two weeks in advance. Requests for personal leave, including religious holidays not covered below, must be made from vacation days. In addition, all interns will have the following 2008-09 holidays off :

September 1 Labor Day  
November 27-28 Thanksgiving  
December 22-1/2/08, back on 1/5/09 Winter Break  
January 19 MLK, Jr. Day  
May 25 Memorial Day  
July 3 Independence Day

SMU has some additional off time when the Counseling Center is closed. On these days, interns go to their other rotation but may have SMU after-hours emergency call.

Each intern is allotted eight days of sick leave. The total of five days of professional leave is allowed for situations such as dissertation proposal/defense, interview leave when seeking a post-internship position, and continuing education.

## **Stipend**

DMCP is a full-time, 12-month Pre-doctoral Internship Training Program running from August 11, 2009 - August 10, 2010. Each of the 3 full-time positions carries a stipend of \$22,421 annually plus benefits. Interns are responsible for their own professional liability insurance and part of their monthly health insurance payments (approximately \$185-200 per month for the primary policy holder--additional family members result in higher premiums). Interns are also required to participate in the Teacher Retirement System (TRS) at UTD.

## *Qualifications of Candidates*

It is preferred that applicants be enrolled in an APA accredited doctoral program in counseling or clinical psychology and that all applicants have training and experience in assessment and counseling. A minimum of a 3-year graduate program with dissertation proposal by start date. A minimum of 450 AAPI doctoral hours of Intervention/Assessment is required with at least 150 therapy hours with audio/video or live supervision. A minimum administration of 3 MMPI-2, MMPI-A, or PAI as well as 3 WAIS-III or WISC-IV are required. Applicant must pass criminal background checks at both rotations.

## *Application Procedure*

**A** completed application includes:

- A vita describing educational and employment experience (**in duplicate**)
- A completed application form (AAPI) which can be found at the APPIC Web site: <http://www.appic.org/> (**in duplicate**)
- An official transcript of all grad work
- Three letters of recommendation in sealed envelopes and signed outside, including at least two from practicum supervisors
- Self-addressed postcard
- Register for the APPIC Match; download an agreement at [www.natmatch.com/psychint](http://www.natmatch.com/psychint) or call 416-977-5020 for information
- Dallas Metropolitan Consortium in Psychology National Matching Services Program Code Number is **172911**

Please keep in mind when answering the essays that we are most interested in how our training program matches your specific needs and areas of competencies. Candidates must pass criminal background checks at each placement. All finalists will be contacted to arrange an interview in person or by phone.

**The deadline for postmark of all application materials is November 1, 2008, 5:00 p.m. CST.**

Applications should be **mailed** (not e-mailed) to:

**Karen Settle, Ph.D., DMCP Coordinator**  
**SMU Box 750195**  
**Dallas, TX 75275-0195**

If express mailing, send to Memorial Health Center, 2nd Fl., 6211 Bishop Blvd., Dallas, TX 75275-0195

## *Notification & Selection Procedures*

**A**pplicants are required to follow the guidelines developed by the Association of Psychology Postdoctoral Internship Centers (APPIC). Notification of all applicants selected for an internship offer will follow APPIC guidelines. This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept or use ranking-related information from any applicant.

The Consortium Council shall make admission determinations based on an applicant's academic performance and program, credentials, experience, and interviews with staff and interns, and information obtained through the written application materials.

## *Equal Educational Opportunity Statement*

**T**o the extent provided by applicable law, no person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under, any program or activity sponsored or conducted by DMCP on the basis of race, color, national origin, religion, sex, age, veteran status, or disability.



# Appendix DMCP Activity Grid

<b>PROFESSIONAL SKILL</b>	<b>UTD</b>	<b>SMU</b>
---------------------------	------------	------------

**I. Adult Assessment Skills**

<b>Projective Testing</b>	X	X
<b>Objective Testing</b>	XX	XX
<b>Memory Testing</b>	X	X
<b>Neuropsychological Screening</b>	X	X
<b>Intelligence Testing</b>	X	X
<b>Achievement Testing</b>	X	X
<b>Interest Testing</b>		X

**II. Populations Served**

<b>Young Adult (18-29)</b>	XX	XX
<b>Middle Aged (30-59)</b>	XX	X
<b>Seriously Mentally Ill</b>	X	X
<b>Minority</b>	X	X
<b>Socio-Economically Deprived</b>	X	X
<b>Handicapped</b>	X	X
<b>Learning Disabled/ADHD</b>	X	X

**III. Therapeutic Models**

<b>Behavioral</b>	X	X
<b>Client-Centered</b>	X	X
<b>Eclectic</b>	X	X
<b>Psychodynamic</b>	X	X
<b>Rational-Emotive</b>	X	X
<b>Reality</b>	X	X
<b>Interpersonal</b>	X	X
<b>Family Systems</b>	X	X
<b>Brief Solution-Oriented</b>	X	XX
<b>Cultural-relational</b>	X	X
<b>Gestalt</b>	X	X

<b>IV. Therapeutic Foci</b>	<b>UTD</b>	<b>SMU</b>
<b>Individual</b>		<b>XX</b>
<b>Group</b>		<b>X</b>
<b>Couples</b>		<b>X</b>
<b>Crisis Intervention</b>		<b>XX</b>
<b>Eating Disorders</b>		<b>X</b>
<b>Trauma Recovery</b>		<b>X</b>
<b>Chemical Dependency</b>		<b>X</b>
<b>V. Consultation</b>		
<b>Within Agency/University</b>		<b>XX</b>
<b>With Outside Entity</b>		<b>X</b>
<b>Professional Training</b>		<b>X</b>
<b>Organizational</b>		<b>X</b>
<b>VI. Miscellaneous</b>		
<b>Designing Workshops</b>		<b>X</b>
<b>Career Counseling</b>		<b>X</b>
<b>Programs Presented</b>		<b>X</b>

X = Available  
 XX = Significant