



The University of Texas at Dallas Student Counseling Center

Pre-doctoral Psychology Internship 2011-2012

- **Letter from Training Director**
- **Overview of the Psychology Internship Program**
- **Training and Service Activities**
- **Stipend and Benefits**
- **Application and Selection Process**
- **Psychology Internship Senior Staff**
- **Psychology Interns**
- **Top Ten Reasons**

A Letter from the Training Director

Dear Prospective Applicant,

Thank you for your interest in the pre-doctoral psychology internship at the University of Texas at Dallas Student Counseling Center. We view the internship year as the capstone experience of one's professional training and are honored at your interest in our program for this pivotal year. Commitment to training is a strong value of our counseling center. We have trained interns for the past 10 years as a partner in the Dallas Metropolitan Consortium in Psychology, an APA-accredited internship. Given our staff's interest and dedication to training, we decided to pursue an independent internship at the conclusion of the consortium's accreditation, which is occurring at the end of the 2010-11 training year. We will be accepting our first independent UT Dallas intern class for the 2011-2012 academic year. It is our intention to apply for accreditation and APPIC membership in the initial year, pending final budget approval. However, this program is not currently APA-accredited, nor an APPIC member. We cannot guarantee that the program will ultimately be successful in attaining accreditation or membership. However, we are deeply invested in continuing to provide high quality training and a rich internship experience.

We consistently receive feedback from interns that one of the strengths of our center is the entire staff's commitment and investment in training. The SCC has a cohesive staff with all members intricately involved in the training program. Interns have the opportunity to develop close working relationships with many staff members and are exposed to diverse theoretical orientations and approaches. Interns have also noted that, in addition to our focus on enhancing and developing new skill sets, we are highly attentive to intern's professional identity. We also value the internship year as an important time for integrating professional and personal development. We feel the staff's commitment to providing supportive, yet stimulating supervisory and mentoring relationships creates an environment rich for this growth and increased self-awareness. Finally, interns have shared that the staff models a commitment to enhancing multicultural competence and engagement in rich diversity dialogues and self-reflection.

We encourage you to review our materials. If we are a good match for your interests, experiences, and goals, we would welcome your application. Our application deadline is 8 am, November 8th, 2010. If you have any questions, please feel free to contact me at ellie.hakim@utdallas.edu or at (972) 883-2575. We wish you the best during this exciting process.

Sincerely,
Ellie Hakim, Ph.D.
Training Director

Overview of the Psychology Internship Program

The Pre-doctoral Internship at the University of Texas at Dallas is a full-time, twelve-month organized 2000 hour training program in professional psychology that provides comprehensive supervised experiences in university counseling center services and functions. The internship begins August 8th, 2011 through August 7th, 2012. Interns work approximately 40-45 hours per week, with half of their time devoted to clinical service activities.

The UT Dallas internship is not accredited at this time. It is our intention to apply for APA-accreditation, pending final budget approval. Although requirements will vary from state to state, the UT Dallas internship does meet the necessary internship criteria for licensure in the state of Texas. Specifically, the internship meets criteria for Board Rule 463.11(c)(1) and (c)(2)B of the Psychologists' Licensing Act. The Texas State Psychology Board <http://www.tsbep.state.tx.us/> can provide additional information regarding licensure requirements for Texas.

Training Model and Philosophy

The Pre-doctoral Internship at the University of Texas at Dallas is committed to providing a *Practitioner* model of training. Our primary training modality is experiential, emphasizing clinical practice and service delivery with the goal of creating ethical and culturally competent generalist practitioners. We use a developmental approach to facilitate the transition from graduate student to professional psychologist. Through close relationships with senior staff and supervisors, interns assume increasing levels of responsibility and autonomy, expanding their professional roles as the year progresses. Training is focused on facilitating interns' clinical competence, fostering the development of professional judgment, and enriching interns' scientific and practice-based knowledge. Enhancement of multicultural competence is interwoven into all facets of the training program, which reflects the strong value we place on honoring the diversity and uniqueness of every individual. We are also deeply committed to facilitating the integration of interns' personal and professional identities through engaging them in supportive, yet challenging supervisory and mentoring relationships. In addition, our internship program is based largely on a relational, "use of self" training model, as we believe that optimal professional development occurs within the context of self-reflection and personal exploration.

Goals of Internship

The Pre-doctoral Internship at the University of Texas at Dallas has three overarching goals, which reflect our training philosophy. They are:

1. To facilitate interns' clinical competence as generalist practitioners.
2. To foster interns' ethical practices and professionalism.
3. To enhance interns' appreciation and understanding of diversity.
4. To facilitate the integration of interns' personal and professional identities.

In addition to these overarching goals, individual goals are collaboratively established with supervisors and the Training Director.

Training and Service Activities

Clinical Services

Individual/Couples Counseling

Interns see an average of 12 individual/couples per week. The majority of clients will be seen for brief therapy, as the SCC has a 12 session limit per academic year. However, interns have the option of maintaining some longer term clients over the course of the year. Interns will see one couple during the year, with the option to see additional couples. Interns will have access to a diverse client load with a broad spectrum of presenting issues.

Group Counseling

The SCC has a strong, active group program. Interns are required to co-facilitate a group with a senior staff member, but are also encouraged to develop and lead groups in their own areas of interest. Groups can be process-oriented or topical. Examples of previous groups offered include Cinematherapy, Anxiety Reduction: A Mindful Approach, Being a Social Pro, International Student Support Group, Couples Counseling Group, Men's Group, LGBT Support Group.

Intake Assessment

Interns conduct approximately two intake interviews each week. The SCC's intake system is a brief, half-hour assessment designed to determine the client's appropriateness for our setting, urgency of client's need, and to differentially assign the client to an appropriate trainee or staff member.

Crisis Intervention/On-Call Coverage

Interns provide crisis intervention and consultation to students, faculty, staff, and families of students. The majority of crisis intervention is provided during regular business hours to "walk in" students in immediate distress. In order to equalize crises across the staff, the SCC utilizes a crisis management database. Interns will be incorporated into the crisis rotation. Additionally, senior staff and interns are on-call to provide after-hours crisis intervention. This occurs on a weekly rotating basis. Interns will be incorporated in the crisis rotation when it is deemed appropriate. Supervisory assistance is always available.

Psychological Assessment

Psychological assessment services are offered to clients on an as needed basis. Interns are required to provide at least two full batteries during the internship year. One battery will be a LD/ADHD assessment. The SCC has a variety of instruments available to interns (e.g., PAI,

WAIS-IV, WIAT-II, Rorschach, TAT, Behavioral Rating Scales, Neuropsych Screening Tests). There are also computer scoring programs available for certain assessments.

Outreach Programming

Interns will have many opportunities to participate in the SCC's psychoeducational programming. The SCC has a "Successful Student Workshop Series," which includes topics such as Time Management and Stress Management. There are also requests for presentations from faculty, staff, and student organizations. Recent topics have included Conflict Resolution, Safer Dating, Assisting Troubled Students. Additionally, interns may represent the SCC at university functions (e.g., new student orientation).

Liaisonship

Interns will serve as a liaison to a campus department. Liaisonship opportunities include involvement with International Student Services Office, the LEEP initiative (LGBTQ Education, Engagement & Programming) with an emphasis on facilitating the Ally Training program, and involvement with the UniTeD program, a sexual assault advocacy program. Each liaisonship has a senior staff member that will assist and supervise the experience. A significant part of the liaison responsibility is to identify what type of outreach will be useful to the department, then develop and deliver an appropriate program. Examples of liaisonship activities include leading a support group for International women, creating a needs assessment survey regarding sexual assault resources on-campus, helping to plan Gay Pride week.

Practicum Supervision

The SCC provides practicum experiences for master and doctoral students in counseling and clinical psychology from a variety of local universities. In the spring semester, interns will be the primary individual supervisor for a practicum student. Responsibilities will include monitoring clinical work, evaluation, and administrative responsibility.

Optional Clinical Service Activities

Practicum Case Consultation Co-Facilitator

Interns have the opportunity to co-facilitate the weekly practicum case consultation group with a senior staff member. In PCC, practicum students will be presenting videos of sessions, discussing clinical issues and case conceptualization. Involvement will include working with a senior staff member to provide constructive feedback on sessions and discuss basic and advanced therapeutic skills and interventions.

Practicum Training Seminar Co-Facilitator

Interns have an opportunity to co-facilitate the weekly practicum training seminar, a didactic seminar for practicum trainees covering a variety of clinical and professional issues. An intern will work with a senior staff co-facilitator to develop the syllabus for the semester and present on specific training/clinical topics.

Diversity Forum Co-Facilitator

Interns have an opportunity to assist the Diversity Training Coordinator in developing the monthly Diversity Seminar topics and syllabi. Involvement would also include presenting or co-facilitating the seminar.

Training Activities

Supervision

Individual Supervision

The individual supervisory relationship is one of the cornerstones of professional growth during the internship year. Interns receive two hours of individual supervision each week by a licensed psychologist. Additional supervision or consultation is available and encouraged as needed. Interns remain with their individual supervisor for the duration of the year. The year-long supervisory relationship allows for more in-depth, intensive supervision and mentoring. Interns will have the opportunity to work closely with other senior staff members and experience multiple supervisory styles throughout the year. Assignment of supervisors is based on intern's preference, goals, and theoretical orientation.

Orientation

Interns will begin their internship with a two-week orientation. The orientation provides an opportunity for interns to learn about the specifics of UT Dallas and the Student Counseling Center. Interns will have the opportunity to interact with all of the staff and learn about the theoretical orientations and supervisory styles of potential supervisors. Interns will also participate in didactic and experiential seminars on key topics, including a day devoted to Diversity and one devoted to Ethics and Legal Issues. All senior staff participate in orientation. Interns will also have an opportunity to connect with their fellow intern cohort and practicum trainees. The orientation culminates in an intern/training director retreat.

Group Supervision

UT Dallas staff and interns will meet weekly for one hour to discuss cases and clinical issues. Interns and staff will also present formal case presentations on a rotating basis. Interns will also present informal case presentations on a rotating basis. Group

supervision will allow in-depth exploration of cases and the opportunity to receive feedback from multiple therapeutic perspectives and theoretical orientations.

Supervision of Group Therapy

Interns will have a half hour of supervision with their group co-facilitator. Supervision will include exploration of group process, group dynamics, and co-facilitator dynamics.

Supervision of Supervision

In the spring, each intern will provide individual supervision to a master's or doctoral level practicum student. Supervision of supervision will involve weekly review of videotaped supervision sessions and discussion and/or tape review of practicum students' individual sessions in a group format. The focus will be on conceptualization and assessment of supervisees' needs and developmental process; providing constructive feedback; self-awareness of developmental process as a supervisor; transference and counter transference; knowledge of ethical issues; awareness of multicultural considerations in supervision; etc. Interns will receive one hour of supervision of supervision in the group format and an additional half hour of individual supervision to address supervisory issues.

Assessment Seminar/Supervision

Interns will have a weekly assessment seminar/supervision. Interns are expected to conduct two to three batteries during the course of the year. The focus of the seminar includes selection, administration, and applications of various projective and objective measures, report writing, and feedback.

Couples Supervision

Interns will receive weekly supervision in a group format on their couples' counseling work. Supervision will include review of video-recorded sessions, discussion of couples' interventions, ethical considerations. Couples' supervision will be in the fall semester. Supervision will continue in the spring if interns are interested in continuing couples' work.

Seminars

Supervision of Supervision Seminar

Interns will attend a one hour supervision of supervision seminar in the fall. This weekly seminar will be a didactic training seminar focusing on preparation for the role of supervisor. Topics will include models of supervision, supervisory skill development, ethical issues in supervision, professional identity issues, etc.

Clinical Issues Seminar

The clinical issues seminar is an educational seminar focused on topics of therapeutic relevance and professional issues. Seminars are generally two hours and are presented by SCC staff or professionals from the community. The seminar is attended by interns and senior staff, providing a rich dialogue and multiple perspectives for each topic. The seminar rotates through four components each month:

- **Professional Speaker Series:** The Dallas Metroplex has a rich community of local practitioners with a variety of specialties and expertise. Once a month, an invited guest will speak on a relevant topic. Previous topics have included ethics/legal issues, therapist self-care, psychopharmacology, drug and alcohol issues, and special populations.
- **Clinical Applications:** The clinical applications component is designed to address clinical and theoretical issues in therapy. The SCC staff will provide the presentations in their area of expertise and incorporate professional readings. Previous topics have included Psychodynamic Conceptualizations of Personality Disorders, Asperger's Disorder, Trauma and self-injury, Empirically Supported Treatments, Mindfulness Techniques, and ACT. Intern's input is elicited when choosing topics. Interns are also expected to present a clinical applications during the year.
- **Intern Development Seminar:** This component is specifically focused on intern development issues, including licensure, EPPP, oral exam, postdoc/job search, interviewing, private practice.
- **Diversity Forum:** Although attention to issues of diversity are a component of all training, the diversity forum focuses more in depth on topics of diversity including Sizism, Spirituality in Counseling, SES, Working with International Students .

Special Emphasis Rotation

Interns have the opportunity to focus more in-depth on a particular area. Additional training may include readings, discussion, or experiential components. Rotations are semester-long and interns can complete two to three rotations during the internship year.

Optional rotations include:

- Theoretical Emphasis
- Asperger's Disorder
- Mindfulness
- Outreach

- Administrative
- Training
- Couples
- Sexuality and Sexual Orientation
- Expressive Arts Therapy

Intern Selection Committee

Interns will have the opportunity to participate as a member of the intern selection committee. Involvement will include reviewing applications, selecting candidates for interviews, conducting interviews, and participating in ranking decisions. All interns will participate in various capacities during intern selection interviews.

Additional Weekly Activities

Intern Support Time

Although interns will connect with one another in a variety of trainings and supervision, one hour a week is protected intern support time. This time is reserved for the intern cohort to connect and process any issues as needed. The training director will routinely check in with the interns during this time to address any questions and concerns interns may have.

Staff Meeting

Interns are considered staff members of the SCC. They attend the weekly staff meeting and provide input into decision-making regarding the operation of the SCC.

Dissertation

Interns will have two hours weekly throughout the year to devote to work on their dissertation. Based on the ebb and flow of the university calendar, there may be additional times during the year in which interns could devote more time to their dissertation.

Administrative

Interns will have six allotted hours to engage in case management, including writing case notes, returning phone calls, consulting with staff or psychiatric residents, and reviewing tape.

Sample Weekly Schedule

The following is a sample weekly schedule which may vary by semester, individual intern's needs or preferences, and/or the needs of the center:

CLINICAL SERVICE ACTIVITIES	Hours Per Week
Individual Therapy/Couples Counseling	12
Group Therapy	1
Intake Assessment	1
Crisis Intervention/After-Hours On-Call coverage	+/- 1
Psychological Assessment	2
Outreach Programming	+/-1
Liaisonship and Consultation	1
Supervision of Supervision (Spring)	1
Practicum Case Consultation or Training Co-facilitator	1
TOTAL SERVICE ACTIVITIES	Approximately 19 - 21

TRAINING ACTIVITIES

Supervision

Individual Supervision	2
UTD Staff/Intern Group Supervision	1
Supervision of Group Therapy	.5
Assessment Seminar/Supervision	1
Couples Supervision	1
Supervision of Supervision (Spring)	1.5
TOTAL SUPERVISION ACTIVITIES	Approximately 5.5 - 7

Seminars

Supervision of Supervision (Fall)	1
Clinical Issues Seminar	2
Special Emphasis Rotation	2
TOTAL SEMINAR HOURS	Approximately 4 - 5

ADDITIONAL WEEKLY ACTIVITIES

Intern Support Time	1
Staff Meeting	1
Dissertation Time/Professional Development	2
Administrative	6
TOTAL ADDITIONAL WEEKLY ACTIVITIES HOURS	Approximately 10

TOTAL HOURS PER WEEK **Approximately 38.5-43 hours**

Stipend and Benefits

The UT Dallas Student Counseling Center will be accepting two to three pre-doctoral psychology interns for the 2011-2012 year. The stipend for interns will be \$24,000 at a minimum. Each intern is formally titled “Pre-doctoral Psychology Intern.” The 12-month contract period is from August 8, 2011 to August 7, 2012. Intern positions are full-time, 40-45 hours per week and include the benefits listed below.

Medical Benefits

Currently, UT Dallas provides 100% of the cost of health insurance for fulltime employees and partial health insurance for spouses and family members. Additional optional insurance programs are available at additional cost, including life, disability, accident, dental, and vision. Employees can tailor their coverage based on individual needs. More information regarding benefits is available at <http://www.utdallas.edu/hrm/benefits/> .

Vacation/Sick Leave

Interns will accrue 8 hours of vacation and sick leave each month. This results in 12 vacation days and 12 sick leave days, if needed. Interns also get approximately 14 days of paid holiday during the year. It is encouraged interns reserve five of their vacation days for the end of internship to allow transition time for staff between intern groups.

Other University Benefits

Interns receive additional benefits as UT Dallas employees, including access to the recreational sports facility for a minimal cost, discounts at local businesses, and access to the University’s library system.

Offices and Resources

The SCC moved into a newly constructed building in September, 2010. Each intern has his or her own office. Interns are provided a computer (no more than three years old), with an electronic scheduling and recording-keeping system, access to email, internet, and word processing. All computers are also equipped with webcams for taping purposes. Interns also have telephones with long distance service and access to a fax machine, color printers, a scanner, laptop computers, and LCD projectors. There is also a testing computer with scoring protocols. Additionally, interns have access to clerical support.

Professional Development Days/Funds

Interns will receive five days to engage in professional development activities, including meeting with dissertation advisors, dissertation defense, job interviews, or attendance at a conference. Interns will receive approximately \$100 dollars towards attendance at a

conference or workshop.

In addition, the SCC provides funding for interns to attend an annual state counseling center intern conference.

*Interns are required to participate in the Teacher Retirement System (TRS). TRS contributions can be withdrawn at the end of internship.

**Interns will be required to purchase a parking permit if parking on-campus. Year-long parking passes begin at approximately \$85.

***Interns are required to carry Professional Liability Insurance that covers their activities during the internship year.

Application and Selection Process

Applicant Qualifications

Applicants must be doctoral students currently enrolled in a counseling or clinical psychology program. Prior to the start of the internship, applicants must have obtained 400 hours of direct service with adult populations, including individual, couples, and group. Interns must have successfully passed their comprehensive examinations no later than the ranking deadline for the APPIC Match.

In addition to the aforementioned requirements, preference will be given to applicants who:

- Are from APA-accredited doctoral programs.
- Who demonstrate interest and experience working in university counseling centers through practicum and employment experiences.
- Who have experience with assessment and integrated report-writing.
- Are interested in personal and professional integration.
- Demonstrate a commitment and value to issues of diversity.
- Are interested in an internship that utilizes a relational, “use of self” model, focusing on self-reflection and awareness.

*Final hiring is dependent upon satisfactory results from a criminal background check, which will be completed after the Match.

Selection Process

Contact Information:

Ellie Prosser Hakim, Ph.D.
Training Director/Assistant Director
Student Counseling Center
Student Services Building
The University of Texas at Dallas
800 W. Campbell Road
Richardson, TX 75080-3021
972-883-2575
ellie.hakim@utdallas.edu

Application

We only accept applications that are submitted electronically via the APPIC AAPI Online (see www.appic.org).

Applications should include:

- A vita or a resume
- Official transcripts of all graduate work
- Three letters of reference, at least two from clinical supervisors individuals
- Verification by Director of Clinical Training from your doctoral program

Application Deadline

All application materials must be received by 8 a.m., Central Standard Time, Monday, November 8, 2010.

Visits to Campus

If an applicant wishes to visit the UT Dallas Student Counseling Center prior to the application deadline, an informal visit can be arranged by calling the Training Director. These visits are offered to help applicants or potential applicants learn more about the site. They will not be part of the formal selection process.

Selection Procedure

After reviewing all completed applications, the Intern Selection Committee will determine interview candidates by December 15, 2010. Applicants not selected for an interview will be notified via email regarding their status.

The Intern Selection Committee will interview all candidates using on-site, telephone, or Skype interviews. On-site interviews will be approximately half a day, with interviewees rotating through three to four brief interviews with a small group of staff and current interns, followed by lunch and a tour of campus. Telephone and Skype interviews would follow a similar format of rotating small group interviews.

Interviews will be conducted on specific interview dates the first two weeks of January.

When applicants match with our site, they will be provided an intern “buddy” to help navigate transition questions, including questions about the area, childcare options, etc.

APPIC Guidelines

Our selection process follows all APPIC guidelines and APPIC Match Policies www.appic.org. Specifically, our internship site agrees to abide by the APPIC policy that no person at this training site will solicit, accept or use any ranking-related information from an intern applicant.

If you have any questions regarding our program or the application process, please contact the Training Director, Dr. Ellie Hakim, at 972-883-2575 or ellie.hakim@utdallas.edu.

UT Dallas Counseling Center Staff

James Cannici, Ph.D.

- Director
- Licensed Psychologist
- Education:
 - Ph.D. Counseling and Clinical Psychology, University of North Texas
 - M.A. Psychology, State University of West Georgia
 - B.A. Psychology, University of Michigan
- Experience
 - Counseling Center Director, Texas Wesleyan University
 - Staff Psychologist, Federal Correctional Institution, Fort Worth, Texas
 - Psychology intern, Medical University of South Carolina/VA, Charleston
 - Private practice in psychology
- Interests
 - Marriage and relationship counseling
 - Psychological and Neuropsychological testing
 - Men's Issues
 - Acceptance & Commitment Therapy

Ellie Hakim, Ph.D.

- Assistant Director
- Training Director
- Licensed Psychologist
- Education
 - Ph.D., Counseling Psychology, The University of Kansas
 - M.S., Counseling Psychology, The University of Kansas
 - B.A., Psychology, DePauw University
- Experience
 - Assistant Training Director, UT Dallas Counseling Center
 - Clinical Counselor and Coordinator for Peer Educations and Wellness, DePauw University
 - Psychology Intern, Southwest Texas State University Counseling Center
- Interests
 - Supervision and Training
 - Family of Origin Relationships
 - Women's Issues
 - Trauma Recovery
 - Ethics/Legal/Professional Issues
 - Positive Psychology
 - Integrated interpersonal, cognitive-behavioral, and process-oriented therapies

Sharon Bowles, LCSW

- Campus Sexual Assault Advocate
- Counseling Specialist
- Education:
 - M.S. Social Work, University of Texas-Arlington
 - B.A. Communications, University of Texas-Arlington
- Experience
 - Staff therapist at UT Dallas Counseling Center since 1992
 - Group and Individual therapist at Southwest Center for Abuse Recovery and Education
 - Social worker on adult unit specializing in chronic pain at a private psychiatric hospital
- Interests and Special Activities
 - Women's issues
 - Social Anxiety
 - Lifestyle Change
 - Developmental issues
 - Grief and loss
 - Eclectic use of cognitive-behavioral and insight-oriented strategies

Smitha Bhat, Psy.D.

- Practicum Coordinator
- Licensed Psychologist
- Education
 - Psy.D, Clinical Psychology, The Chicago School of Professional Psychology
 - M.A., Clinical Psychology, The Chicago School of Professional Psychology
 - B.A., Psychology, The University of Michigan
- Experience
 - Private Practice
 - Staff Counselor, Texas A&M University-Commerce Counseling Center
 - Psychology Intern, The University of Illinois at Chicago Student Counseling Center
- Interests
 - Diversity Issues
 - Anxiety
 - Identity Development and Life Transitions
 - Mindfulness
 - Relational Psychodynamic, Cognitive-Behavioral, and process-oriented therapy approaches

Jessica Forshee, Ph.D.

- Groups Coordinator
- Licensed Psychologist
- Education
 - Ph.D., Clinical Psychology, University of Arkansas @ Fayetteville
 - M.A. , Clinical Psychology, University of Arkansas @ Fayetteville
 - B.A., Psychology, Austin College
- Experience
 - Pre-doctoral Internship, Dallas Metropolitan Consortium of Psychology
- Interests
 - Diversity Issues
 - Trauma recovery
 - Asperger's Syndrome
 - Group Therapy
 - Training and Supervision
 - Integrated use of Interpersonal, Relational-Cultural, and Cognitive-Behavioral therapies

Ellen Greenwald, Ph.D.

- Diversity Training Coordinator
- Provisionally Licensed Psychologist
- Education
 - Ph.D., Counseling Psychology, Texas Woman's University
 - M.A., Counseling Psychology, Texas Women's University
 - B.F.A, Film, Radio, and Television, New York University
- Experience
 - LEEP Initiative, Chair of Education (SafeZone) sub-committee
 - Private Practice, Counseling Center of Denton
 - Pre-doctoral Internship, Dallas Metropolitan Consortium of Psychology
- Interests and Special Activities
 - Multiculturalism and Diversity Training
 - Supervision and training
 - Sexuality and sexual orientation
 - Gender identity and gender roles
 - Relationship/couple's work
 - Trauma recovery
 - Relational Cultural Therapy and process oriented therapy approaches

Andreka Peat, MPH, MA

- Master's Level Clinical Counselor
- Education
 - M.A., Clinical Psychology, Georgia School of Professional Psychology
 - M.P.H., Health Education/Maternal and Child Health, Tulane University
 - B.S., Psychology, Xavier University of Louisiana
- Experience
 - Psychology Intern, Dallas Metropolitan Consortium of Psychology
 - Research Coordinator, VA Medical Center of New Orleans
 - Health Education Intern, Children's Hospital of New Orleans
 - Health Education Intern, Louisiana Office of Public Health
- Interests and Special Activities
 - Women's Issues
 - Relationship and Couple's Counseling
 - Diversity Issues
 - Expressive Arts Therapy
 - Integrated interpersonal and dynamic psychotherapy

Yu Harumi, Ph.D.

- Outreach Coordinator
- Licensed Psychologist (currently licensed in Iowa)
- Education:
 - Ph.D. Counseling Psychology, Washington State University
 - M.A. Counseling Psychology, University of San Francisco
 - B.A. Psychology, Hillsdale College
- Experience
 - Psychologist, Iowa City VA Medical Center, Iowa City, Iowa
 - Private practice in psychology
 - Adjunct instructor in multicultural psychology, counseling psychology, and developmental psychology
 - Psychologist / Coordinator of Outreach & Multicultural Services, Counseling & Psychological Services, Eastern Washington University, Cheney, Washington
 - Psychology intern, University of Utah Counseling Center, Salt Lake City, Utah
- Interests and Special Activities
 - Stress management
 - Diversity and multicultural / cross-cultural issues
 - Career development
 - Life transitions
 - Mindfulness-based interventions
 - Providing counseling and outreach services in Japanese

Dallas Metropolitan Consortium in Psychology Interns:

Shelley Long, M.A.
Texas Woman's University

Sarah Ramby Phillips M.A.
University of North Texas

Wendy Peterson, M.A.
Texas Woman's University

Practicum Students:

Lacey Hylton, B.S.
Argosy University Dallas

Gurminder Sandhu, B.A.
University of North Texas

Nicole Stillo, B.A.
University of North Texas

Front Office Staff:

Meagan Dahl

- Administrative Assistant I
- Education
 - B.A., Interdisciplinary Humanities, University of West Florida

Mac McGlynn

- Student Worker

Samantah Salvucci

- Student Worker

Pre-doctoral Psychology Interns

Interns listed below were at UT Dallas as part of the APA-accredited Dallas Metropolitan Consortium in Psychology internship.

2009-2010

Andreka Peat Argosy University, Atlanta
Jaya Mathew Fordham University
Marianne Stout University of Texas at Austin

2008-2009

Yael Avivi University of Miami
Kristin Harris-McDonald Texas Woman's University
Arlene Rivero University of North Texas

2007-2008

Stephanie Caples University of Texas at Austin
Peter Thomas University of North Texas

2006-2007

Jed Davis University of North Texas
Ellen Greenwald Texas Woman's University

2005-2006

Jeanette Gordon Reinoso Arizona State University
Jessica Forshee University of Arkansas

2004-2005

Michael Regenold University of Denver
Christina York University of North Texas

Top 10 12 Reasons to love training at UT Dallas

(provided by Jaya Mathew, Andreka Peat, & Marianne Stout, 2009-2010 DMCP Interns)

- Great supervision
- Thai Thursday (once a month the staff orders delicious Thai food for lunch)
- Golden Seal and “She's All That” awards
- Warm, supportive staff who genuinely get along with each other
- Opportunity to supervise
- Opportunity to co-lead (and create) groups
- Comp time!
- Relational approach to therapy
- Feeling like a valued member of the group who gets to be involved in decision making
- Temoc!
- Collaborative approach
- “Sup of sup”
- CHOCOLATE!!!!

Temoc with 2009-2010 Interns

