



## **2026-2027 Intern Cohort Brochure**

### **Lehigh University Overview**

Lehigh University is a co-educational, non-denominational, private university located in Bethlehem, Pennsylvania. The city of Bethlehem is a part of the picturesque Lehigh Valley. It is ideally located 75 miles from New York and 50 miles from Philadelphia, as well as having proximity to major East Coast cities, including Boston and Washington, D.C. As one of the most highly competitive universities in the country, Lehigh's mission is to advance learning by integrating teaching, research, and service with a primary goal being to prepare students for not just their first job, but for their last one, as well.

Lehigh's campus is comprised of 1,600 acres on three (3) contiguous campuses: The Asa Packer Campus, Mountaintop Campus, and Murray H. Goodman Campus. Lehigh offers a unique learning environment centered on scholarship, leadership, and service. The student body is composed of 7,692 students (52% male and 48% female): 5,911 undergraduates and 1,781 graduate students. Of the undergraduate students: 7% of the students identify as non-citizens, 31% as students of color (11% Hispanic of any race, 11% Asian, 5% Black or African American, 4% multi-racial), and 60% as white. Of the graduate students: 34% of the students identify as non-citizens, 15% as students of color (6% Hispanic of any race, 5% Asian, 3% Black or African American, and 1% are multi-racial), and 49% as white. There are 22 fraternities and sororities. The university also has 25 NCAA Division I intercollegiate sports for men and women, and offers more than 41 intramural and club sports.

Lehigh University is a dynamic place to be both inside and outside the classroom. Each year, Lehigh's world-class entertainment and athletic facilities draw the type of top performers and premier events to campus that one might only expect to find in a major metropolitan city. Indeed, these high-caliber venues are regularly enjoyed both by members of the Lehigh family and the local community. The spectrum of programming ranges from appearances by the London City Opera at the Zoellner Arts Center to the nationally renowned annual Paul Short x-country race run on the Goodman Campus.

The cost of living in the Lehigh Valley is about 6% higher than the national average of 300 other cities, including places in Canada. This is approximately 14.5% below the cost of living in Philadelphia and 56% below the cost of living in Manhattan excluding taxes.

### **The Center**

The UCPS (University Counseling and Psychological Services), administratively housed within Student Affairs and with its roots going back to 1950, is actively involved in the Lehigh

University community. The primary focus of the center is to provide culturally informed, empirically supported mental health services to the undergraduate and graduate community. These services include group psychotherapy, short-term individual psychotherapy, and walk-in and on-call crisis intervention. In addition, the center serves several other roles on campus including the provision of Alcohol and Other Drug evaluation and treatment, psycho-diagnostic/personality testing, and direct consultation with students. Furthermore, the UCPS staff is involved in various service activities among the extended Lehigh community including outreach programming; consultation with administration/faculty/parents; sport psychology/performance enhancement; consultation and intervention with athletic teams; advising and liaison contact with Residence Life and Fraternity and Sorority Life, Residence Assistants (called “Gryphons” at Lehigh), and House presidents; and occasionally teaching in the Psychology and Counseling Psychology departments. The current UCPS staff consists of 8 full-time senior staff members with counseling or clinical doctoral psychology degrees, 3 doctoral interns, 2 post-doctoral fellows, 2-3 part-time doctoral practicum students, 1 part-time graduate assistant, and 2 full-time administrative coordinators as support staff.

### **Overview of the Internship Program**

The UCPS offers a full-time comprehensive twelve-month Doctoral Internship in Health Service Psychology for students working toward their doctoral degrees in counseling or clinical psychology. We emphasize the core elements of counseling center work in our program; however, the skill set developed is highly transferable to other clinical settings in professional psychology. Three interns are admitted to the internship program per academic year, and the UCPS offers a competitive stipend and compensation package. The internship for the 2026-2027 school year will begin on **Monday, August 3, 2026**, runs for one full calendar year, and requires 2,000 total hours for completion. All interns are introduced to the counseling center and greater university community during an initial orientation period. During orientation, interns also begin to define specific training goals for the internship year and familiarize themselves with the UCPS staff and LU Student Affairs community. While there are core components of the internship program, our aim is to provide as individualized a training experience as possible with the goal of effectively meeting the unique needs and interests of each intern. Our doctoral internship program received initial accreditation from the American Psychological Association (APA) in October of 2015 which was reaffirmed in November 2024 and is approved as a full member of the Association of Psychology Postdoctoral and Internship Centers (APPIC).

### **Facility**

The main offices of the UCPS are housed on the fourth floor of Johnson Hall, conveniently located a floor above the LU Health and Wellness Center with whom UCPS staff works collaboratively on a consistent basis. The UCPS facility contains 14 counseling offices, 1 conference room for staff meetings/group therapy, a reception area/office for support staff, 1 research office, and 1 lounge and separate appliance room for lunch (includes refrigerator, microwave, coffee maker, table, and chairs). The Center also houses the Peak Performance Room that can be used for programs utilizing guided imagery, goal setting, mindfulness workshops, and energy modulation

to enhance academic, athletic, interpersonal, and specialty targeted performance or serve as another group therapy room. Each office has a Personal Computer (PC; desktop or laptop with a docking station) and a web camera used to video record counseling sessions. UCPS utilizes the Titanium scheduling and charting system which is accessible from each individual office. Interns are provided with their own office for the year. Johnson Hall is also located directly behind the University Center, which typically houses many of the Office of Inclusive Excellence and Belonging spaces, including the Center for Cultural Engagement; the Gender, Leadership, and Empowerment Center; and the Pride Center.

### **Commitment to Multiculturalism**

The UCPS and the doctoral psychology internship program strives toward providing culturally sensitive counseling and psychological services with regard to race/ethnicity, gender, sexual orientation, socioeconomic status, religion, nationality, ability, and other diverse identities. The program recognizes the unique needs and issues of different groups on campus, including, but not limited to, racial/ethnic/religious diverse students, international students, students with diverse gender identities, students with disabilities, and LGBTQIA+ students. For these reasons, the UCPS doctoral psychology internship program embraces diversity and inclusion in both our campus community and within our center. Lehigh University has a strong commitment to creating an environment that values diverse individuals, and faculty, staff, and students are encouraged to contribute their perspectives to guide the success of our institution in enhancing inclusive excellence.

### **Philosophy of Training Program**

The UCPS internship program desires to further the growth and development of professional psychologists capable of working as generalists with a specific skill-set applicable to work in a university setting. Within this context, the training program most closely identifies with the practitioner-scholar model of psychological training (Ellis, 1992) as we emphasize the integration of experience, research, theory, and shared intellectual inquiry to inform the services we provide to the university community. The primary goal of the center is to provide appropriate psychological services via therapy, consultation, outreach, and teaching to members of the university community. In conjunction with goals of the UCPS and our larger institution, the UCPS training program's primary aim, as an integral component of the UCPS mission, is to offer comprehensive, supportive, and developmentally appropriate care and training opportunities to doctoral psychology interns during their final year of graduate school training.

The purpose of our internship program is to provide comprehensive training that emphasizes the integration of professional and personal development of our interns. Our aim is to train highly competent generalists with the specialized skills, and within particular areas of desired expertise needed to function as practicing psychologists. At the same time, we want clinicians graduating from our program to be compassionate, engaged professionals who feel passion for and are committed to the work they do. We hope to create an environment whereby interns are able to laugh with one another, are curious together, and can work through issues collaboratively and respectfully, especially when differences exist. We promote and encourage ethical conduct and multidisciplinary coordination with others so that interns are sought out by their colleagues and

others on campus as wise, critically thinking and aware individuals who recognize the challenges and benefits of living in a global community, existing within the framework of an academic university setting.

The training provided in the center occurs via 1) in-vivo opportunities and experiences, 2) modeling, 3) formal supervision and mentoring, and 4) training seminars. *Experiential learning* opportunities occur in the therapy rooms, during consultation with a Lehigh staff and coaches, on-site in student living environments and organization spaces, and during outreach presentations and facilitations. Whenever possible, this happens collaboratively with professional staff and trainees directly working together with this easily occurring during group therapy, during consultation, during outreach, and frequently while doing crisis work. During many of these collaborative shared moments, *modeling* is provided by professional staff exhibiting and sharing their experiences with trainees, and facilitating opportunities for trainees to share in kind with one another and with staff. *Formal mentoring and supervision* places strong emphasis on helping interns learn or advance their ability to apply the knowledge they have gained from their prior experience, classroom, research and ongoing study using evidence based, empirically supported and best practice knowledge to inform and guide what they do in their work. Along with identified supervisors meeting weekly with trainees, the UCPS also has created a culture of open consultation whereby trainees are encouraged to consult with one another and with professional staff on a frequent “drop in” basis. Our aim is to help interns see that excellent therapists do not practice within a vacuum, and that there are tremendous benefits in allowing one’s work to be informed by the expertise of others.

In keeping with our understanding of developmental progression, we recognize that trainees enter the internship learning environment at different levels of experience and expertise. Our orientation and *training seminars* are designed in consideration of the developmental stages of intern professional development. At the same time, they seek to communicate an expected standard/level of competence which in actual practice can be evaluated in light of objective criteria. Because we are peak performance specialists on our campus, we sometimes conceptualize our work by using sport metaphors. Similar to coaching a college athletic team, we are aware that pre-season (the training period preceding the official competition season) is a time to evaluate individuals’ strengths, challenges and developmental needs; review fundamentals (such as ability to demonstrate common factor behaviors and knowledge of scientific literature); and begin to develop peak performance on the field and during “the game.” Our training program provides training and experience opportunities in a sequential fashion leading to increasing levels of autonomy. Interns accompany professional staff during first intakes, are observed during their first led intakes, and when ready, are “launched” for their solo flights in individual work, crisis work, group work, consultation, and outreach. Similarly, seminar sessions in various topical areas begin with an overview perspective and explore the topic in more depth in subsequent sessions with special attention to either empirically supported, evidence based, or best practice perspectives garnered from the scientific fields of psychology. Since our seminars are designed to be interactive rather than lecture oriented in style, interns in active discussion with seminar leaders have the opportunity to increase or slow the pace of exploration dependent on their understanding of the topic area. Because the culture of the center supports ready “drop in” consultation, topic discussion can easily flow into staff offices following scheduled seminars.

In order to evaluate competency in the delivery of service, supervision, and professional involvement, the UCPS training program values and utilizes an intentional evaluation process that takes place weekly in observation and discussion of clinical work within supervisory sessions and via formal written evaluations provided quarterly to interns. Interns are similarly provided an opportunity to evaluate the program and supervisors, informally throughout the year and formally on a bi-annual basis, in order for any necessary changes to be made. Through this dynamic process of interactive learning, feedback and evaluation, it is believed that peak performance in the service/learning environment can take place.

### **Aims of the Internship Program**

The UCPS training program seeks to realize and make evident the above philosophy underlying intern development by challenging each individual in specific competency areas central to our training program, with an overarching goal that interns will graduate the training program as capable, confident and prepared entry-level psychologists. To that end, the training program encourages individual growth by providing opportunities to engage in service activities such as individual and group therapy, crisis intervention, supervision, outreach/consultation, assessment, and research while working to attain higher levels of competence. Each intern will be evaluated on improvements made over the course of the year within the specific aims, competencies, and elements across the core disciplines of the training program.

**Aim 1: Interns will develop and exhibit direct service skills comparable to those of an entry-level, multi-culturally competent professional psychologist capable of working successfully as a staff member at a university counseling center or in a related area of professional service.**

**1) Intervention: Intern will develop intervention skills applicable to a diverse population.**

- a. Interns will demonstrate the ability to establish and maintain effective relationships with the recipients of psychological services.
- b. Interns will demonstrate the ability to develop evidence-based intervention plans specific to the service delivery goals.
- c. Interns will effectively implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- d. Interns will demonstrate the ability to apply the relevant research literature to clinical decision making.
- e. Interns will be able to modify and adapt evidence-based approaches effectively when a clear evidence base is lacking.

- f. Interns will evaluate intervention effectiveness.
- g. Interns will adapt intervention goals and methods consistent with ongoing evaluation.

**1a) Intervention-Individual: Intern will develop intervention skills specifically in the area of individual counseling.**

- a. Interns will demonstrate the ability to effectively build and maintain the therapeutic alliance.
- b. Interns will appropriately seek and utilize consultation and supervision to enhance their skills in individual psychotherapy work.
- c. Interns will write coherent and timely treatment notes/reports and collaborative treatment plans incorporating best practice and evidence-based practices when appropriate.

**1b) Intervention-Group: Intern will develop and expand intervention skills in the area of group therapy.**

- a. Interns will conduct comprehensive group screenings.
- b. Interns will establish and maintain therapeutic relationships with group members as well as a collaborative working relationship with the group co-facilitator.
- c. Interns will use individual and group supervision to enhance their skills in leading groups.
- d. Interns will demonstrate knowledge of ethical issues unique to group counseling.
- e. Interns will facilitate group formation, process, and evaluations as well as termination issues related to group therapy, with these skills informed by research and theory.
- f. Interns will demonstrate appropriate documentation and record keeping as related to group therapy.

**1c) Intervention: Crisis: Interns will develop competence in the provision of crisis intervention services.**

- a. Interns will be able to understand and incorporate crisis theory related to crisis assessment/determination and treatment.
- b. Interns will demonstrate effective crisis intervention skills when conducting daytime intake and crisis appointments as well as when engaged in “after hours” on call.
- c. Interns will demonstrate appropriate risk management skills in their work with clients.
- d. Interns will effectively use crisis consultation and supervision with staff and other professionals as necessary.
- e. Interns will document crisis appointments appropriately and in a timely fashion.

**2) Assessment: Interns will develop psychological assessment skills in clinical interviewing, testing, and other methods of evaluation.**

- a. Interns will be able to select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics.
- b. Interns will collect relevant data using multiple sources and methods appropriate to the identified goals, questions of the assessment, and relevant diversity characteristics of the service recipient.
- c. Interns will effectively interpret assessment results following current research and professional standards and guidelines, to inform case conceptualization, classification and recommendations, and while guarding against decision-making biases and distinguishing the aspects of assessment that are subjective from those that are objective.
- d. Interns will effectively 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.
- e. Interns will provide clear and timely documentation of test results.
- f. Interns will demonstrate expertise with using assessment to inform diagnosis, case conceptualization, classification, and recommendations.
- g. Interns will demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathy.

- h. Interns will demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).
- i. Interns will demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.

**3) Individual and Cultural Diversity: Interns will develop and exhibit multicultural counseling competence and engage in professional practice with individuals from diverse backgrounds.**

- a. Interns will explore personal biases, stereotypes, and assumptions that affect professional practice.
- b. Interns will demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they interact with people different from themselves.
- c. Interns will demonstrate 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.
- d. Interns will demonstrate 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).
- e. Interns will demonstrate 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.
- f. Interns will demonstrate the ability to work effectively with individuals whose group memberships, demographic characteristics, or worldviews create conflict with their own.
- g. Interns will demonstrate the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship.

**4) Consultation and Interdisciplinary Skills: Interns will develop consultation and interdisciplinary skills.**

- a. Interns will demonstrate the ability to apply knowledge in direct or simulated consultation with individuals and their families, other health care professionals, inter-professional groups, and systems related to health and behavior.



- b. Interns will demonstrate knowledge and respect for the roles and perspectives of other professions.
- c. Interns will be able clearly articulate the role of a psychologist when working with multidisciplinary team members.
- d. Interns will be able to utilize input from persons from different disciplines to inform their provision of services.

**4a) Consultation and Interdisciplinary Skills-Outreach: Interns will develop skills in outreach.**

- a) Interns will demonstrate an ability to form effective liaison relationships.
- b) Interns will effectively conduct needs assessments when developing consultation/outreach efforts.
- c) Interns will demonstrate that they possess knowledge related to developing consultation and outreach within a campus environment.
- d) Interns will demonstrate that they possess effective skills related to delivering consultation and outreach within a campus environment.
- e) Interns will demonstrate that they can evaluate the effectiveness of their consultation and/or outreach provided.

**5) Supervision-Provision of: Interns will develop supervision skills.**

- a) Interns will demonstrate an understanding of the roles of the supervisor and supervisee in the supervision process.
- b) Interns will demonstrate the ability to establish a working relationship with supervisee(s) with a focus on mutually agreed-upon goals and tasks that reflect the supervisee's developmental progression.
- c) Interns will thoughtfully and effectively evaluate and provide feedback to the supervisee(s) based on a developmental model of supervisee's growth.
- d) Interns will demonstrate an understanding of the issues that impact the supervision relationship, including ethical, legal, and multicultural contextual.
- e) Interns will be able to apply this knowledge in direct or simulated practice with psychology trainees, or other health professionals. Examples of direct or simulated practice of supervision include, but are not limited to, role-played supervision with others and/or peer supervision with other trainees.

- f) Interns will come prepared to supervision with supervisee.

**Aim II: Development of Professional Identity. Interns will develop, exhibit, and cultivate a personally integrated professional identity congruent with that of a highly ethical, scientifically trained, entry-level psychologist capable of working in a variety of clinical practice settings.**

**1) Research: Interns will demonstrate competence in integrating science/research with professional practice.**

- a) Interns will demonstrate familiarity with and critically evaluate contemporary scholarly literature.
- b) Interns will demonstrate an ability to disseminate research or other scholarly activities (e.g., case conference, presentation, and publications) at the local, regional, and national level.
- c) Interns will display an understanding of the psychological literature delineating the common factors approach to therapeutic change.
- d) Interns will draw from empirical research to determine the robustness of an evidence base for planned clinical interventions.
- e) Interns will demonstrate familiarity with empirical based methods to evaluate effectiveness of clinical work.

**2) Ethical and Legal Standards: Interns will engage in ethical practice.**

- a) Interns will Practice in accordance with APA's 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.
- b) Interns will practice within boundaries of competence and seek consultation when appropriate.
- c) Interns will appropriately disclose their developmental training status to clients at onset of treatment.
- d) Interns will inform clients of confidentiality standards and practice in accordance with HIPAA, state, and federal laws
- e) Interns will appropriately document clinical work in light of appropriate legal and ethical standards

f) Interns will recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas

**3) Professional Values and Attitudes**

a) Interns will 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.

b) Interns will engage in self-reflection regarding one's personal and professional functioning and in activities to maintain and improve performance, well-being, and professional effectiveness.

c) Interns will actively seek feedback and supervision.

d) Interns will actively demonstrate openness and responsiveness to feedback and supervision.

e) Interns will respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

f) Interns will be actively engaged in the life of the center (e.g., case conference, group supervision, supervision of supervision, staff meetings).

**4) Communication and Interpersonal Skill**

a) Interns will develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.

b) Interns will produce oral, nonverbal, and written communications that are informative and well-integrated.

c) Interns will demonstrate an ability to comprehend oral, nonverbal, and written communications that are informative and well-integrated.

d) Interns will demonstrate a thorough grasp of professional language and concepts.

e) Interns will demonstrate effective interpersonal skills and the ability to manage difficult communication well.

f) Interns will participate in proactive, engaged conflict resolution.

**5) Supervision: Receipt of: Interns will develop skills in using supervision effectively.**

- a) Interns will demonstrate an understanding of the roles of the supervisor and supervisee in the supervision process.
- b) Interns will be able to establish a working relationship with supervisor(s) with a focus on mutually agreed upon goals and tasks that reflect the supervisee's developmental progression.
- c) Interns will appropriately provide feedback to supervisor(s) related to the supervision process.
- d) Interns will demonstrate an understanding of the issues that impact the supervision relationship, including ethical, legal, and multicultural contextual issues.
- e) Interns will come prepared to training meetings including supervision, case conference, and seminars.
- f) Interns will engage in supervision in an open and active manner.

## **Training Activities**

### **Orientation**

Interns are oriented to UCPS services and facilities during their first month of service. Training seminars (covering topics such as ethics & confidentiality, professional development, integrating short-term therapy models, group therapy, supervision, outreach, multiculturalism, crisis/risk management, diagnosis, and assessment), policies and procedures, service assignments, and introduction to Student Affairs personnel will occur during this time. Interns can expect the first three to four weeks of their internship to be a structured introduction to the above-mentioned core areas of service at the UCPS.

### **Individual Supervision**

Interns receive intensive individual supervision from a senior staff member for at least two hours per week. Interns will assume the responsibility to inform their clients of their trainee status, the nature of their supervisory relationship with a supervisor accessible to their clients, and that their supervisor assumes full responsibility for their clinical work in accordance with APA ethics standard 10.01 C. Supervision focuses on the intern's goals and growth areas, case conceptualization/dynamics, case management, treatment planning, and professional development. Supervisors observe intern's service activities through video-taped clinical sessions and live supervision and co-sign all clinical entries on clients seen.

### **Group Supervision**

Interns participate in weekly group-based supervision of their work, during which time at least one to two professional staff persons will be part of the supervision team. Interns can discuss their individual or group therapy work as well as other professional/personal training interests. As in other forms of supervision, individual or group dynamics may be explored during this and other group supervision formats in an effort to benefit and further the intern's professional development. Other group supervision spaces include a rotating biweekly hour of Consultation & Outreach supervision space with an Evaluation and Assessment/Diagnosis supervision space in the fall semester and a biweekly hour of group supervision of group psychotherapy throughout the year.

### **Provision of Supervision Seminar and Supervision**

In preparation for the role of supervisor, interns complete a comprehensive, structured training in supervision during the first semester of the internship year. This bi-weekly training will involve a seminar designed study with senior staff to discuss issues in supervision, as well as completion of a series of assigned readings on the roles, responsibilities, and tasks of empirically informed supervision.

At the conclusion of the supervision seminar series, and dependent on the availability of practicum trainees to supervise, interns may have the opportunity to provide supervision to practicum students training at the UCPS in the spring semester. This bi-weekly fall seminar space shifts to a weekly group supervision of the provision of supervision space in the spring semester. Interns video-tape their provision of supervision sessions and are supervised in their practice of supervision. At times and as needed, interns may be provided live supervision of supervision via Zoom.

### **Intern Process Time**

Intern process time is scheduled for one hour per week at a standard time. During this hour, the interns meet with the Training Director to discuss their intern experience. There is a wide range of topics that can be addressed during this time, including (but not limited to) managing stressors, work-life balance, professional development, and job searching. However, this time is used in whatever way is most beneficial to the interns.

### **Seminar Series**

Training seminars are provided to interns to enhance training and development. Training topics include, but are not limited to: Ethics & Professional Practice, Counseling and Psychotherapy, Supervision, Assessment & Management of Risk, Topics in Multiculturalism, and Special Topics.

### **Case Conference**

Interns attend a weekly case conceptualization discussion with senior staff, post-doctoral fellows, and graduate practicum counselors for an hour and a half. Additionally, interns will present 2-4 clients per semester during weekly staff meetings. Case presentations typically consist of a 2-4 page case overview with consultation questions and an accompanying article focused on the case

and diversity factors, a presentation of a 5-10 minute portion of a counseling session, and group discussion of the areas of needed consultation.

### **Consultation**

UCPS staff psychologists believe in a team-oriented supervision model and to that end have an open-door policy where they welcome questions and concerns from interns. Interns can receive consultation from staff members who specialize in specific areas (e.g., sports psychology, eating disorders, multiculturalism, alcohol, other drugs, and addictions, etc.) when necessary.

### **Staff Meetings**

Staff meetings are held every Friday morning, with time spent being multi-focused. This is a time when updates regarding group therapy are discussed, current issues, ethical concerns, and administrative requirements are presented. It is also a time when staff and interns are invited to raise questions or discuss issues of concern.

## **Direct Service Activities**

### **Intake**

Interns will develop their interviewing skills, become proficient in accurate diagnosis, and render appropriate and skillful use of psycho-diagnostic testing and suitable case disposition through their experience with intake evaluations. Interns typically conduct an average of four intakes per week and review these cases in weekly individual supervision.

### **Individual Therapy**

Individual counseling and psychotherapy are a core function of the UCPS. Interns carry a diverse caseload of around 15-17 clients per week for which they receive intensive individual supervision. The UCPS adheres to a short-term (8-10 sessions) individual therapy model; however, interns may have opportunities to see 1-2 longer term individual clients.

### **Group Therapy**

Interns are active participants in the UCPS's group program. Each intern will typically co-lead two groups per semester with a peer or senior staff co-leader as developmentally appropriate. Group assignments will be made in consultation with the Training Director. Co-leadership of groups forms a substantial component of the training experience. Each intern will receive 30-60 minutes of supervision per week from their senior staff co-leader. The UCPS offers a variety of different groups - the majority of which are mixed gender interpersonal process groups for undergraduate and graduate students. Additional groups, clinically topical in nature, have historically included

groups related to Trauma Recovery, Mindful Living, Knit2gether, and Substance Use or Other Addictive Behaviors.

### **Couples Therapy**

Although not a major component of UCPS services the opportunity is available when indicated, to provide couples therapy at the center. This service is provided on an as needed basis; therefore, there is no guarantee that interns will have the opportunity in their internship year to engage in couples work.

### **Crisis Intervention**

Interns begin the year with the opportunity to observe student health reviews and other crisis interventions. Additionally, they may independently follow up with clients who have been seen by professional staff for these interventions. As indicated by experience, their developmental level, and skill development and progress through the training year, interns are integrated into the crisis services offered by the UCPS on an individual basis, joining into the full rotation of the daytime crisis hour rotation and 24/7 on-call coverage while paired with a senior staff member. Interns may begin with co-leading a crisis intervention with their supervisor or other senior staff before transitioning to solo crisis intervention facilitation with a senior staff member available for in the moment consultation/supervision if needed.

### **Consultation**

Interns have the opportunity to consult with various members of the campus community. Consultation may occur via various mediums, including in-person, telephone, or email consultation. Typical areas of consultation include: facilitating additional services for students (e.g., academic, medical), helping students with a friend struggling with psychological concerns, and discussing student concerns with parents/professors/other university staff.

### **Alcohol, Other Drug, and Addiction Services**

Alcohol, other drugs and their associated consequences continue to present an enormous challenge to student development and well-being on college campuses. Interns will have the opportunity to meet individually and in groups with students utilizing UCPS to address their substance use.

### **Psychological Assessment**

UCPS offers a range of psychological testing options. The most commonly utilized instruments in the center are: Counseling Center Assessment of Psychological Symptoms (CCAPS), Valuing Questionnaire (VQ), Cognitive and Affective Mindfulness Scale-revised (CAMS-R), Flourishing Scale, the NEO Personality Inventory Revised (NEO-PI-R), Millon Clinical Multi-axial Inventory (MCMI-IV), the Minnesota Multiphasic Personality Inventory (MMPI-3), Substance Abuse Subtle Screening Measure (SASSI), and Alcohol Use Disorders Identification Test (AUDIT). Additionally, five brief measures are repeatedly administered to all clients to inform

clinical decision-making as part of routine outcome monitoring (ROM). Outcome measures include the CCAPS-34, the Flourishing Scale (FS), and a life satisfaction item. The two remaining ROM measures administered are the Valuing Questionnaire (VQ) and the Cognitive and Affective Mindfulness Scale-Revised (CAMS-R). Staff psychologists supervise and aid trainees in the interpretation, formulation and write up, and feedback related to assessments. Interns are expected to complete a minimum of two psychological assessments (i.e. with a minimum of two clients) per semester, this does not include the assessments that are a part of ongoing ROM. Regularly scheduled assessment seminars are part of the training component of the interns' didactic experiences at the center. Interns must complete two full reports per semester.

### **Outreach Programming/Liaison**

Interns are encouraged and expected to become involved in multiple aspects of outreach programming. Interns play an integral role in the outreach efforts of the center, meeting bi-weekly with the Center's Outreach Coordinator to collaborate on such efforts. In past years, interns have been active participants and facilitators of campus wide orientation proceedings, have planned and implemented outreach presentations for fraternities and sororities, facilitated dialogues for student groups, and participated in mental health screenings for the university community. Creativity and new ideas are most certainly welcomed and encouraged.

### **Weekly Schedule (in approximate hours)**

<b>Intakes</b>	<b>4</b>
<b>Individual/couples</b>	<b>15-17</b>
<b>Assessment</b>	<b>varied</b>
<b>Group</b>	<b>2-6</b>
<b>Supervision of practicum trainee*</b>	<b>(1)</b>
<b>Outreach/Liaison</b>	<b>1-3</b>
<b>Individual supervision</b>	<b>2</b>
<b>1-1 Group Therapy supervision</b>	<b>1-1.5</b>
<b>Group supervision of group therapy**</b>	<b>1</b>
<b>Case Conference w Intern group-based Supervision</b>	<b>1.5</b>



<b>Biweekly rotating supervision: Consultation and Outreach; Assessment ***</b>	<b>1</b>
<b>Group supervision of sport psychology ****</b>	<b>(1)</b>
<b>Staff meeting</b>	<b>1</b>
<b>Intern Process</b>	<b>1</b>
<b>Research/Prof. Development</b>	<b>2</b>
<b>Admin/Case Management</b>	<b>4.5</b>
<b>Training Seminars</b>	<b>2-3</b>
<b>Weekly Total</b>	<b>40</b>
<b>Upon Completion</b>	<b>500 direct service hours</b> <b>2000 total hours for the internship year</b>

\* Supervision of a practicum trainee is based upon availability of practicum trainees as well as skill level. This most often would be available in the spring semester.

\*\* Every other week for the year.

\*\*\* Rotating group supervision in the fall semester.

\*\*\*\* This supervision space is a weekly group space throughout the year, only if an intern chooses to concentrate in sport psychology while on internship.

### **Areas of Individual Concentration**

#### **Group Psychotherapy**

As noted above, the UCPS maintains a strong center wide focus on group therapy as an ideal if not preferred method of treatment with a college student population. Interns specializing in group therapy will have the opportunity to conduct additional therapy groups with a senior staff co-facilitator and as the senior co-facilitator when paired with a practicum student or Graduate Assistant. Interns may develop groups of specific topical interests and conduct structured or unstructured group interventions. As indicated, additional individual supervision hours will be provided for interns specializing in group therapy. Furthermore, the opportunity is available for

interns to engage in “live” supervision or to have video recordings of group sessions reviewed along with the chance to engage in peer group supervision. By completing this specialization program interns will have the knowledge and skills to create, implement, and coordinate psychotherapy groups in a university or college counseling center setting.

### **Sport Psychology**

The UCPS engages in sport psychology work at the team, individual, and consultative level with LU Athletics, a Division I university with 25 varsity programs, 12 men's and 13 women's teams respectively. Interns will have the opportunity to engage in shadowing and/or implementation of consultation and counseling with student-athletes, coaches, and athletic department staff. The focus is on performance enhancement skills training (mindfulness, imagery, visualization), life skills training, and psycho-educational presentations (e.g., goal setting, time management, team cohesion, motivation, and sport injury) for teams and coaches, in addition to one-on-one clinical interventions addressing psychological distress for student-athletes. To this end, interns will have the opportunity to work in a more traditional therapy format with athletes seen at the UCPS for personal counseling. The intern will meet regularly for supervision to discuss clinical issues and performance issues in working with student-athletes. The intern may also have an opportunity to teach and conduct research on or with intercollegiate student-athletes and coaches.

### **Research/Professional Development Time**

Interns may allocate 2 hours per week to engage in their dissertation research or other professional development activities. Interns are afforded the opportunity to utilize Lehigh University's Library & Technology Services, which offers free access to statistical software programs (i.e., SPSS, AMOS) and online/inter-library loan access to most journals and periodicals. Additionally, interns are free to customize a professional development opportunity that could include: preparation for regional or national conference presentations, outcome or process research among UCPS clients, shadowing the Director in their administrative activities, shadowing the Training Director in their clinical training activities, and extensive consultation with Greek, residence life, athletic, or student organizations.

### **Alcohol, Other Drug, and Addiction Services (AOD)**

Interns have the opportunity to receive specialized training in evaluation, treatment and consultation in this area, under the supervision of professional staff at the UCPS.

## **Evaluation Components**

### **Quantitative and Qualitative Standards of Performance**

There is an expectation that doctoral interns will participate in all experiences and fulfill the outlined number of hours involved in the activities listed above in the Weekly Schedule. To successfully complete the doctoral internship, interns must accrue 500 direct-service hours and 2,000 total hours. The quality of performance expected of interns, with feedback provided via ongoing and formal supervision and consultation, is to meet the aspirational standards of the psychology profession as set forth in the APA Ethical Principles of Psychologists and Code of Conduct (2010). These expectations are further addressed in the Due Process document.

## **Evaluation Process**

Interns will receive four (4) formal written evaluations documented by means of the *Intern Quarterly Evaluation* during the internship year, one every three months. While in most cases, the October or subsequent quarterly evaluation will be the first documented feedback about a problem during a quarter, the Training Director may choose to document issues of serious concern and provide written feedback prior to any of the scheduled evaluations if deemed appropriate. Also, at the beginning of the training year and prior to and in addition to beginning the evaluation process, each intern will be introduced to the training program's evaluation process in a meeting with the Training Director during orientation and familiarized with the *Intern Quarterly Evaluation*. During this meeting, efforts will be made to convey the developmental model applied for meeting the objectives of the program and developing the identified elements. Following the meetings, and in collaboration and consultation with the Training Director and assigned supervisors, each intern will be expected to complete the *Intern Quarterly Evaluation* as an initial assessment of their status in all areas of identified competencies. This initial assessment will be kept on record to assist in tracking developmental growth across the internship year.

Each intern will have one individual supervisor designated as the intern's primary supervisor. The primary supervisor in conjunction with a secondary supervisor, the entire clinical senior staff, and other professional and administrative constituents will be given opportunity to provide input for the quarterly evaluations although the Training Director and primary supervisor will make final determinations for formal evaluation feedback.

In addition to the written evaluations, interns will receive informal evaluation and feedback from their supervisors as part of an ongoing process. Interns will receive also information in the Professional Issues seminar on promoting good supervisory relationships and good communication with supervisors and colleagues. Any weaknesses in or concerns about intern performance will be addressed informally prior to the performance being addressed in a written evaluation. Supervisors will work with an intern in collaboration with the Training Director to develop a plan of improvement regarding any skill/behavior that needs some or substantial improvement.

## **Standards for Successful Completion of Internship**

The UCPS internship program is structured as a developmental training experience; thus, the expectations for intern competence increase throughout different stages of the internship year

to reflect trainees' growth and development. For example, to be considered in good standing and on track with the internship program, interns should be obtaining overall ratings of no lower than a two (2; early internship level competence) on the *Intern Quarterly Evaluation* for each section (designed to assess Profession Wide Competencies set forth by APA) by the first quarter, and overall ratings of no lower than a three (3; mid-internship level competence) for each section by the second quarterly evaluation, and overall ratings of 3.5 for each section by the third quarterly evaluation. **In order to successfully complete internship on their fourth quarter evaluation,** interns must obtain a minimum achievement rating no lower than a **four (4;** end of internship level competence) in any section both with regards to the overall rating in that section and any individual element/item within the section. The overall section ratings are not mathematical averages of the elements in that section. Instead, supervisors look at the section more holistically to evaluate the intern's level of competence in that area and determine the overall rating.

## **Additional Information**

### **Compensation and Benefits**

A competitive stipend of approximately \$37,500 and compensation package including benefits is offered for the doctoral internship year. Each intern can expect to have ten (10) personal days, twelve (12) paid university holidays (three of which are 'floating' holidays for which employees may choose when to use based on their individual needs), and ten (10) sick leave/excused absences. Benefits also include medical insurance, life insurance, long term disability insurance and flexible spending accounts. Medical coverage begins after the completion of one month's employment. Lehigh staff may use the University's wellness programs, fitness center, swimming pools, indoor/outdoor tracks, family access to athletic facilities, recreational discount programs, cultural events, libraries, credit union and savings bonds. The Liberty Mutual Insurance Company offers a program that can be used to purchase car and homeowner's insurance through payroll deduction. Each intern will participate in new staff benefits orientation within the first week of their employment, at the Lehigh University Human Resources Department, where complete details of their benefits package will be outlined.

### **Qualifications of Candidates**

- Enrollment in an APA or CPA accredited doctoral program (Ph.D. or Psy.D.) in counseling or clinical psychology
- Successful completion of comprehensive exam/project by application deadline
- Successful dissertation proposal by ranking deadline
- A minimum of 450 AAPI Combined Intervention and Assessment Hours, with at least 350 of those hours coming from Intervention
- Interest, experience, and training in working with college and university students and their presenting concerns

## **Background Checks**

All Lehigh employees are required to complete a background check process. The following background checks are required:

- PATCH (PA access to criminal history) run through the state police
- Child Abuse Clearance - Run through the Department of Human Services
- FBI Fingerprinting
- SSN verification
- Education verification
- County Criminal Check
- National background check
- State background check

State law will not allow Lehigh to hire an intern who has been convicted of any offense under the CPSL (Child Protective Services Law). More information on this can be found here:

<https://www.lehigh.edu/~policy/documents/Protection-of-Minors-Policy-Adopted-6.5.15-Amended-5.20.16.pdf>

Other than those listed above every offense is reviewed on a case by case basis, the review is conducted by HR and the Office of General Counsel and sometimes the Chief of LUPD. Regarding a concerning driving record we may include the Director/Manager of Transportation. As for social security verifications and education verifications, any discrepancies are also handled on a case by case basis but all interns must be able to work in the United States. Fingerprinting must be completed in the state of PA in time for the results to be received by the first day of internship. This process typically takes 2-3 weeks.

More information on Lehigh's background check process can be found here:

<https://hr.lehigh.edu/required-criminal-background-checks> .

## **Application Materials**

Our doctoral internship program received full accreditation status from the American Psychological Association in October of 2015 and our full accreditation status was reaffirmed in November 2024. Additionally, our doctoral internship program is approved as a full member of the Association of Psychology Postdoctoral and Internship Council (APPIC).

Questions related to the program's accreditation should be directed to the Commission on Accreditation:

### Office of Program Consultation and Accreditation

*American Psychological Association*

*750 1st Street, NE, Washington, DC 20002*

*Phone: (202) 336-5979*

*Email: [apaaccred@apa.org](mailto:apaaccred@apa.org)*

We will be accepting applications online through the AAPI portal with a deadline of **November 1, 2025, 11:59 PM EST**. We participate and adhere to the rules and regulations of the APPIC match process. This includes the AAPI application, a cover letter, CV, letters of recommendation, essays, and statement of readiness for internship from doctoral program (submitted by the doctoral program within the AAPI application). No supplemental documents are required. For more information, feel free to contact:

Doctoral Internship Selection Committee  
c/o Amanda Peterson, Psy.D.  
Lehigh University Counseling and Psychological Services  
36 University Dr., 4th Floor Johnson Hall  
Bethlehem, PA 18015-3060  
610.758.3880 fax: 610.758.6207  
acp217@lehigh.edu

When applying through the AAPI portal, our program number is 2116, and our code for ranking is 211611.

Our internship program is a 2000-hour internship running for one calendar year, starting on Monday, August 3, 2026.

### **Selection Process**

At Lehigh University's Counseling and Psychological Services (UCPS), we believe that the diverse experiences and perspectives of our staff and trainees greatly enrich the center and the work that we do with a diverse student body. As Lehigh UCPS and the doctoral psychology internship program strives toward providing culturally informed counseling and psychological services, the program recognizes the unique needs and issues of different groups on campus, including, but not limited to, racial/ethnic/religious diverse students, international students, students with diverse gender identities, students with disabilities, and LGBTQIA+ students, and students with other diverse identities. UCPS doctoral psychology internship program embraces diversity and inclusion in both our campus community and within our center and encourages qualified applicants from diverse backgrounds to apply.

We will begin accepting and reviewing applications in October of 2025 and will continue to do so through Saturday, November 1, 2025. Every effort will be made for all candidates that have submitted a completed AAPI through the portal prior to the November 1 deadline to receive email notification on or before Friday, December 12, 2025 regarding the status of their application. If after reviewing your materials we believe you are a qualified candidate for our center, you will be contacted by either telephone or email indicating our desire to set up a Zoom interview. Interviews will take place in the middle-end of December and the first half of January, and all are conducted via Zoom. During the interview process you will be allotted time to meet with the Training Director, other members of the UCPS intern selection committee, as well as time with at least one of the present interns. Interview time is split between structured and unstructured activities.

Applicants are welcomed to contact UCPS staff to garner further information as desired. The UCPS adheres to and follows all guidelines set forth by APPIC throughout the matching process.

Thank you for your interest in our program, and good luck in your internship journey!

### **Staff**

#### **Aaron Sterba, Ph.D., UCPS Director**

*Education:* The University of Memphis, Ph.D., Counseling Psychology; The University of New Hampshire, APA-accredited Pre-Doctoral Internship in Psychology; West Chester University of PA, M.A., Clinical Psychology; University of Delaware, B.A., Psychology

*Special Interests:* Group Psychotherapy, Sports Psychology (Performance Enhancement & Clinical Issues), Anxiety and Mood Disorders, Health and Wellness, and Developmental Disorders and Learning Disabilities

#### **Amanda Peterson, Psy.D., CGP, Training Director/Assistant Director**

*Education:* Chatham University, Psy.D. Counseling Psychology; The University of Pittsburgh, APA-approved Pre-Doctoral Internship in Psychology; Chatham University, M.A., Psychology; Millersville University, B.S., Business Administration

*Special Interests:* Group Psychotherapy, Supervision and Training, Eating Disorders/Body Image Concerns, Trauma and Recovery, and LGBTQIA+ and Identity Development

#### **Melanie Bass, Ph.D., Staff Psychologist**

*Education:* Lehigh University, Ph.D. Counseling Psychology; Rutgers University, APA-approved Pre-Doctoral Internship in Psychology; Indiana University Bloomington, M.S., Counseling Psychology; Maryville College, B.A., Psychology

*Special Interests:* Supervision and Training; Group Psychotherapy; Anxiety Related Disorders; Diversity, Equity & Inclusion; Intersectionality; Evidence Based Practices

#### **Shamell Brandon, Psy.D., ABPP, Staff Psychologist**

*Education:* Wright State University, School of Professional Psychology, Psy.D, Clinical Psychology; Ball State University, APA-approved Pre-Doctoral Internship in Psychology; Wright State University, School of Professional Psychology, Psy.M, Clinical Psychology; Albright College, BA, Psychology

*Special Interests:* Acceptance and Commitment Therapy, Supervision and Training, Contextual Behavioral Science, Social Justice, and Evolution Science-The Extended Evolutionary Synthesis

**Daniel Dymecki, Psy.D., Staff Clinician**

*Education:* William James College, Psy.D. Clinical Psychology; Lehigh University, APA-approved Pre-Doctoral Internship in Health Service Psychology; William James College, M.A. Professional Psychology; Lafayette College, B.A. Sociology and Anthropology.

*Special Interests:* Sports Psychology (Performance Enhancement and Clinical Concerns), Obsessive-Compulsive and Related Disorders, Anxiety Disorders, Exercise and Holistic Wellness, Identity Development

**Lauren Falgout, Ph.D., CCTP, Staff Clinician**

*Education:* Walden University, Ph.D., Psychology; Walden University, M.A., Psychology; University of Southern California, M.A., Social Work; Pennsylvania State University - B.A., Psychology

*Special Interests:* Outreach, Sports Psychology, Anxiety & Mood Disorders, Trauma and Resilience, Identity Development and Self- Esteem

**Patricia Monaghan, Psy.D., CGP, Staff Psychologist**

*Education:* Florida Institute of Technology, Psy.D. Clinical Psychology; Florida State University, APA-approved Pre-Doctoral Internship in Psychology; Florida Institute of Technology, M.S., Clinical Psychology; University of Colorado-Colorado Springs, M.A., Clinical Psychology; James Madison University, B.S., Psychology major, Criminal Justice minor.

*Special Interests:* Psychological Assessment, Eating Disorders/Body Image Concerns, Trauma, and Supervision and Training.

**William Way, Ph.D., Clinical Case Manager/Crisis Coordinator**

*Education:* West Virginia University, Ph.D. Sport, Exercise, and Performance Psychology; West Virginia University, M.A., Clinical Mental Health Counseling; Ithaca College, M.S., Exercise and Sports Sciences; Ithaca College, B.S., Exercise and Sports Sciences

*Special Interests:* Humanistic Psychology; Flow, Play, and Intrinsic Motivation; Sport Psychology; Research on Student Athlete Mental Health, Program Evaluation, and Ethics and Professional Practice Issues

**2025-2026 Intern Cohort**



**Jordan Daniel, M.S., M.A.**

*Education:* Long Island University, Psy.D., Clinical Psychology (in progress); Lehigh University, APA-Accredited Doctoral Internship in Health Services Psychology (in progress); Long Island University, M.S., Clinical Psychology (2023); The City College of New York, M.A., Psychology (2021); Adelphi University, B.A., Psychology (2017).

**Dorian Hayden, Ph.D., M.A.**

*Education:* James Madison University, Psy.D., Combined – Clinical and School Psychology (in progress); Lehigh University, APA-Accredited Doctoral Internship in Health Service Psychology (in progress); Michigan State University, Ph.D., Kinesiology (2022); The College of Brockport, SUNY, M.A., General Psychology (2018); The College of Brockport, SUNY, B.A., Psychology and International Business (2015).

**Kelsey Kinnamon, M.S., CMPC**

*Education:* Florida State University, Ph.D., Combined – Counseling and School Psychology (in progress); Lehigh University, APA-Accredited Doctoral Internship in Health Service Psychology (in progress); Georgia Southern University, M.S., Sport and Exercise Psychology (2021); West Virginia University, B.S., Sport and Exercise Psychology (2019).

**Current & Previous Interns****Current Interns**

<b>Year</b>	<b>Name</b>	<b>Home Institution</b>	<b>Program</b>
<b>2025-2026</b>	Jordan Daniel	Long Island University	Clinical Psychology
	Dorian Hayden	James Madison University	Combined – Clinical & School Psychology
	Kelsey Kinnamon	Florida State University	Combined – Counseling & School Psychology

## Previous Interns- First Employment

### Former Interns, 2016-2024

Year	Name	Home Institution	First Employment
<b>2024-2025</b>	Jonah Buczewski	Wright State University Clinical Psychology	Post-Doctoral Fellow Lehigh University
	Marissa Galardi	Marywood University Clinical Psychology	Post-Doctoral Fellow Lehigh University
	Lauren Zaeske	University of Kansas Counseling Psychology	Post-Doctoral Research Fellow Albert & Jessie Danielson Institute; Boston University
<b>2023-2024</b>	Daniel Dymecki	William James College Clinical Psychology	Post-Doctoral Fellow Lehigh University
	Brendan Gebler	Chatham University Counseling Psychology	Working on dissertation/Student
	Kai Mangino	University of Hartford Clinical Psychology	Post-Doctoral Fellow Lehigh University
<b>2022-2023</b>	Niwa Babayemi	University of Kansas Counseling Psychology	Associate Management Consultant CMA Global
	Jacqueline Douglas	CUNY - John Jay College Clinical Psychology	Staff Member Towson University
	Weston Durham	Oklahoma State University Counseling Psychology	Staff Member University of Oklahoma
<b>2021-2022</b>	Emily Sargent	Antioch University New England Clinical Psychology	Post-Doctoral Fellow Lehigh University
	Daniel Summers	Loyola University of Maryland Clinical Psychology	Post-Doctoral Resident Sheppard-Pratt Hospital
<b>2020-2021</b>	Savannah Fernandez	Loyola University of Maryland Clinical Psychology	Staff Member McCallum Place

	Elizabeth Sanborn	James Madison University Combined – Clinical & School Psychology	Athletic Psychology University of Notre Dame
<b>2019- 2020</b>	Mariah Bullock	Brigham Young University Clinical Psychology	Athletic Psychology University of Nebraska
	Stephanie Shiffler	University of Georgia Counseling Psychology	Post-Doctoral Fellow Lehigh University
<b>2018- 2019</b>	Christopher Bilder	James Madison University Combined – Clinical & School Psychology	Post-Doctoral Fellow Lehigh University
	Stacy Vance	Florida State University Combined – Counseling & School Psychology	Post-Doctoral Fellow Lehigh University
<b>2017- 2018</b>	Taryn Brandt	Springfield College Counseling Psychology	Post-Doctoral Fellow Lehigh University
	Dana Rabinowitch	Adler University Clinical Psychology	Working on dissertation/Student
<b>2016- 2017</b>	Kara Bergstresser	Marywood University Clinical Psychology	Post-Doctoral Fellow Lehigh University
	Alyssa Boer	Midwestern University Clinical Psychology	Post-Doctoral Fellow Vanderbilt University