

# Christine M. Giarmo, Ph.D., Psy.D.

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## EDUCATION

### **Psy.D., Clinical Psychology**

Argosy University, D.C. Campus (APA Accredited)  
(Formerly American School of Professional Psychology)

**1998-2003**

Arlington, VA

### **Ph.D., Social and Personality Psychology**

Kansas State University

**Doctoral Dissertation:** *Individualism, Collectivism, and The Relational Self: A New Approach to The Individualism-Collectivism Debate*

**1994-1997**

Manhattan, KS

### **M.A., Developmental Psychology**

Loyola University of Chicago

**Master's Thesis:** *Children's Understanding of Oppositionality In Support of a Predicational Process*

**1992-1994**

Chicago, IL

### **B.A., Interdisciplinary Studies; (Psychology, History, Philosophy)**

Georgetown University (*Magna Cum Laude*)

**Thesis:** *In Pursuit of Delusion: The Attempt to Reconcile Individualism and Community*

**1988-1992**

Washington, DC

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## CLINICAL EXPERIENCE

### **Asheboro Behavioral Medicine**

**2007-present**

*Clinical Director, Licensed Psychologist*

#### Setting

Solo practice which has grown into a group practice opened to fill the need created by Cornerstone Behavioral Medicine's closing its satellite office in Randolph County. Work closely with the medical professionals in the community providing therapy to clients of all ages. Provide individual, couples, family, and group therapy for a multitude of problems. We also provide assessments and diagnostics for both clinical and forensic settings.

#### Responsibilities

- Conduct intake interviews, triaging patients, performing assessment & diagnosis, developing treatment plans, making appropriate referrals, and initiating treatment when indicated
- Conduct individual, couples, family, and group therapy for individuals of all ages in the community with a range of mental health diagnosis and needs.
- Conduct personality assessments, ADHD assessments, depression and anxiety screens, write integrative reports, and provide feedback and recommendations to patients and family
- Cover same day appointments
- Cover night call and crisis management
- Serve as consultant for physicians in the community.
- Develop and market practice building a referral basis.
- Serve on Cancer Committee at Randolph Hospital's Cancer Center

- Parenting Coordinator – Judicial Districts 18 and 19B
- Child Custody Evaluations

## **Cornerstone Behavioral Medicine**

2007

### *Clinical Psychologist*

#### Setting

Cornerstone Behavioral Medicine is a private practice consisting of three doctoral psychologists and three master level psychologists who provide ADHD, LD, and personality testing, individual, couples, and family therapy for clients of all ages. I was hired to develop a new practice in a satellite clinic located in a family practice clinic. The mission of the practice was the coordination of client care with physicians.

#### Responsibilities

- Conduct intake interviews, triaging patients, performing assessment & diagnosis, developing treatment plans, making appropriate referrals, and initiating treatment when indicated
- Conduct individual, couples, family, and group therapy for individuals of all ages in the community with a range of mental health diagnosis and needs.
- Conduct personality assessments, ADHD assessments, depression and anxiety screens, write integrative reports, and provide feedback and recommendations to patients and family
- Cover same day appointments
- Cover night call and crisis management
- Serve as consultant for physicians in the community.
- Develop and market practice building a referral basis.
- Serve on Cancer Committee

## **Therapeutic Alternatives Incorporated**

2007

Behavioral Healthcare

Asheboro, NC

### *Clinical Psychologist*

#### Setting

Therapeutic Alternatives Inc. is a family run business which includes 12 group homes, 2 assisted living facilities, targeted community support programs, and outpatient services for senior citizens, individuals with mental illness, developmental disabilities, mild and moderate mental retardation, and combinations of all of the above. As state agencies our providing less services and private practioners our reducing the number of individuals that they will see with Medicaid Therapeutic Alternatives is expanding to fill the growing need in mental health services becoming the third largest provider of mental health services in North Carolina. It employees a large diverse staff some of whom are: paraprofessionals, cases workers, licensed clinical social workers, nurses, and contract psychiatrists.

#### Responsibilities

- Conduct diagnostic intakes and make appropriate referrals including referring clients for outpatient therapy, community support and targeted case management.
- Conduct individual, couples, family, and group therapy for individuals in the community with a range of mental health diagnosis and needs.
- Cover call and crisis management
- Conduct behavior analysis for residents needing behavior plans.

- Develop behavior programs for residents in assisted living facilities and group homes. Develop protocol for charting, training staff, keeping data, collecting data, and implementing behavior plans.
- Sign off on and review all community support Person Centered Plans
- Provide Clinical Supervision for Qualified Professionals in Community Support.
- Serve as a consultant for behavioral healthcare staff, case managers, community support personnel, and all staff members in residential facilities,
- Conduct in-service training on behavioral principles, Dialectical Behavioral Therapy, and other pertinent areas of psychology.
- Work collaboratively with staff in Behavioral Healthcare, Residential treatment homes, targeted case management teams, Geriatric Care Teams, Group Homes, and Assisted living facilities
- Assist in the development of all of the protocols for the new Behavioral Healthcare Department

## Moses Cone Health System

### *Clinical Psychologist*

#### *Psychosocial Oncology and Supportive Care Program*

##### Setting

The Regional Cancer Center is a large comprehensive community cancer center that treats 400 patients daily. It consists of 10 Medical Oncologists, 5 Radiation Oncologists, 7 Mid-levels, 15 radiation therapists, 80 nurses, 5 pharmacists, and 5 phlebotomists, a social worker, and a pastoral care counselor. Patients receive both chemotherapy and radiation in the Regional Cancer Center. The cancer center is attached to Wesley Long Hospital which has a full inpatient Oncology unit of 35 beds and continuity of care is emphasized.

##### Responsibilities

- Conduct individual, couples, family, and group therapy for both patients and their families.
- Cover call and crisis management.
- Develop a psychology program at the Regional Cancer Center establishing and documenting policies and procedures for daily procedures regarding running a clinic (e.g., scheduling, registration, insurance verification, and filing).
- Develop a referral system within the Cancer Center and Wesley Long Hospital and educate the staff on which patients make appropriate referrals
- Coordinate the Psychosocial Oncology Supportive Care Program
- Select and implement a screening tool and write a protocol for its use within the clinic by non-mental health professionals
- Evaluate patients to determine whether they needed to be on psychotropic medication and if so assist their oncologist with this decision, if needed arrange for a psychiatric consultation, or if appropriate schedule an appointment with the patient to begin therapy or refer him/her to a support group.
- Perform intakes, assessments, diagnosis, and appropriate referrals.
- Work collaboratively with physicians and case managers with difficult family issues when the family or patient refused to placement in a nursing home, hospice in order to shorten length of unnecessary hospital stay.
- Serve as consultant for all the providers in the cancer center on an ongoing basis.
- Market the program not only within the Moses Cone Health Care System but also within the community
- Assist the pharmacy in contacting pharmaceutical companies that distribute

psychotropic medications to increase the amount of free samples that are available for the patients.

- Provide in-service training for the different staff at the Cancer Center and at the hospital
  - Consult with other Psychosocial Oncology Programs

**DeWitt Army Community Hospital**  
**Department of Behavioral Health**

**2003-2004**

*Fairfax, VA*

*Post-Doctoral Resident*

Settings

Outpatient behavioral health serving both active duty and retired military personnel and their families. DeWitt is a multidisciplinary setting in which psychologists, social workers, and psychiatrists work together. Opportunities exist for coordinated psychological and medical care with many clients presenting with comorbid physical problems, e.g. multiple sclerosis, epilepsy, post-partum depression.

Responsibilities

- Conduct brief and long term individual psychotherapy
- Conduct brief and long term couples and family therapy
- Work with other departments and agencies to coordinate care
- Design neuropsychological and educational test batteries
- Interpret results of psychometric batteries writing integrated reports
- Provide feedback and recommendations to clients based on tests result
- Develop, Market, and lead Dialectical Behavioral Therapy Skills group
- Conduct intake interviews
- Cover walk-in
- Provide in service training

**University of Puget Sound**  
**Counseling Health and Wellness Services**

**2002-2003**

*Tacoma, WA*

*Resident*

**Internship Project: *Dialoguing with African American and Asian American students***

A series of taped interviews with African American and Asian American students exploring their experiences of diversity and their expectations and fears about engaging in counseling.

Setting

Multidisciplinary college counseling center comprised of psychologists, general practitioner, masters counseling students, nurse practitioners, and psychiatrist, providing individual and group psychotherapy to a culturally and diagnostically diverse student population.

Responsibilities

- Conduct both brief and long term individual psychotherapy
- Coordinate and co-facilitate Grief Psychotherapy Group
- Conduct substance abuse assessments based on Motivational Interviewing
- Conduct intake interviews
- Cover walk-in
- Crisis intervention
- Lead workshops on substance abuse awareness and harm reduction workshops for high risk students
- Supervision of master's level practicum counselor involving assessment of

developmental level and learning styles, matching supervision to these factors, reviewing audiotapes, learning developmental theory, and presenting conceptualization of supervision to my supervisor

- Supervise a Wellness Intern helping her organize and implement her projects on Eating Disorder Awareness
- Train residential staff in issues related to mental health
- Consultation with university staff
- Design and implement outreach programming
- Serve on University committees like the committee on diversity
- Attend staff meetings, individual, and group supervision

### **DeWitt Army Community Hospital and Fairfax Behavioral Health Care Clinic**

**1999-2002**

*Clinical Extern*

*Fort Belvoir, VA*

#### Settings

*Fairfax, VA*

An outpatient clinic serving both active duty and retired military personnel and their families. DeWitt is a multidisciplinary setting in which psychologists, social workers, and psychiatrists work together. Opportunities exist for coordinated psychological and medical care with many clients presenting with comorbid physical problems, e.g. multiple sclerosis, epilepsy, post-partum depression.

#### Responsibilities

- Conduct brief and long term individual psychotherapy
- Conduct couples and family therapy
- Develop, market, and lead groups in Stress Reduction, Self-Esteem, and a support group for Coping with the Holidays.
- Conduct intake interviews
- Triage clients and make appropriate referrals
- Cover walk-in
- Triage clients and make appropriate referrals
- Design neuropsychological, psycho-educational, and personality test batteries
- Interpret results of psychometric batteries writing integrated reports
- Provide feedback and recommendations to clients based on tests results
- Attend staff meetings, individual, and group supervision

### **Clinical Extern**

#### **Westview Psychological Services**

**2000-2001**

*Rockville, MD*

#### Setting

A small private practice where the clients served ranged in age, diagnosis, and severity. The focus was on conducting individual psychotherapy, community workshops, and marketing.

#### Responsibilities

- Conduct both brief and long term individual psychotherapy
- Conduct intake interviews
- Design psycho-educational test batteries
- Write psychological reports and provide feedback regarding results of testing
- Organize and coordinate National Depression Screening Day

- Participate in planning marketing strategies such as an open house and sending out holiday gifts to referral sources
- Contribute to the development of a short and long term business plan involving decisions about the allocation of resources
- Help plan long term marketing strategies based on available and expected resources
- Meet with officials in the local schools and community centers which were potential referral sources

### **Clinical Extern**

#### **Northern Virginia Training Center**

**2000**

*Fairfax, VA*

#### **Setting**

A residential treatment center for adults with diagnosed with both Severe and Profound Mental Retardation. Most residents have comorbid psychological problems requiring functional assessment and behavioral programs. The majority of residents also have comorbid physical problems including failure to develop speech.

#### **Responsibilities**

- Conduct psychopathology screens
- Conduct functional analysis of behavior
- Conduct adaptive skills assessments and social skills assessments
- Gather and integrate data on residents from multiple sources
- Write behavioral programs and work with multidisciplinary staff to implement behavioral programs and communicate testing results
- Staff supervision including performing integrity checks
- Conduct staff training
- Write psychological assessment reports
- Attend and participate in multidisciplinary staff meetings, individual and group supervision meetings

### **Clinical Assistant**

#### **The Washington Home Hospice**

**1998-1999**

*Washington, DC*

#### **Setting**

A nursing home in which I worked on the following units: Hospice, Dementia, and the Transitioning Unit for senior citizens who needed extended care following medical procedures and/or illness.

#### **Responsibilities**

- Educating clients about available community resources
- Discharge planning
- Working with community agencies to establish continuity of care
- Conducting intakes
- Co-leading programs such as the music program on the Dementia Unit

## ACADEMIC POSITIONS

### Responsibilities

As an adjunct professor at Argosy University I had the responsibility of monitoring and managing any complications that arose from the dual role of being faculty and student at the same institution. Other responsibilities (common to all of my positions) included designing the course, writing the syllabus, selecting texts and required readings, designing and implementing lectures and, designing and grading outcome measures of learning. In addition to the above, at Morehead State University as a member of the clinical department I was responsible for designing and grading the Competency Exam in Personality Psychology for the Master's students in Clinical Psychology.

### Positions

**Adjunct Professor** Northern Virginia Community College, *Alexandria, VA* 2004-2006

#### Undergraduate Courses

- Introduction to Psychology (2 course)

**Adjunct Professor** Argosy University, D.C. Campus, *Arlington, VA* 1998-2001

#### Graduate Courses

- Social Basis of Behavior (5 courses)
- Special Topics: Advanced Theories of Personality (1 course)
- History and Systems of Psychology (2 courses)
- Writing Tutorial (4 tutorials)

**Assistant Professor** Morehead State University, *Morehead, KY* 1997-1998

#### Graduate Courses

- Theories of Personality (1 course)

#### Undergraduate Courses

- Seminar in the Relationship Between Self and Society (1 course)
- Social Psychology (1 course)
- Introduction to Psychology (7 courses)

**Instructor** Kansas State University, *Manhattan, KS* 1996

#### Undergraduate Course

- Introduction to Psychology (1 course)

## GROUP PSYCHOTHERAPY

### **Dialectical Behavioral Therapy Skills Group** *DeWitt Army Hospital & Asheboro Behavioral Medicine*

Structured 8-session group based on Lineham's protocol for DBT skills groups with some CBT elements added. The focus was on teaching and applying crisis skills, mindfulness, and emotional regulation in a myriad of situations.

### **Bereavement Group** *University of Puget Sound*

Semi-Structured 8-session group that was based upon Yalom's model of group psychotherapy. Some of the issues explored included expression of emotions, unresolved issues, coping skills, and changing family dynamics.

### **Stress Management** *Fairfax Behavioral Health*

Structured 4-session group incorporating CBT principles, psycho-education about the physiology of stress, and in vivo learning of relaxation techniques.

### **Self-Esteem Group for Women** *Fairfax Behavioral Health*

Semi-structured 4-week group based on CBT. Some of the issues explored included women's roles and relative worth, identification of negative self-talk, learning skills to rebut negative thoughts, issues of assertiveness, etc.

### **Coping With the Holidays** *Fairfax Behavioral Health*

Semi-Structured 4-week group that included identification of stressors, learning relaxation techniques, development of behavioral plans, and discussion of communication skills, social significance of the holidays, and family issues.

### **Living with a Physical Disability** *Georgetown University*

Unstructured 12-session group that included information about accommodations, and discussion of social awkwardness, dating with a disability, adjustment to college, independence, assertiveness, etc.

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## SUBSTANCE ABUSE WORK

### **Substance Abuse Assessments** *University of Puget Sound*

Conducted 2-part university-sanctioned assessments using motivational interviewing. The first session involves assessment of current substance abuse, presence of pathology, and current level of functioning. Clients then complete *Choices Journal* which is used to generate individual feedback. The second part of the assessment focuses on substance use during the two week interval, steps taken to reduce use, discussion of steps that could be taken, education about the individual's substance use and substance use in general, and the development of an individual plan to decrease use.

### **Decrease Your Risk Training** *University of Puget Sound*

A 1½ hour harm reduction workshop based on Alan Marlatt's model for students considered at high risk for substance abuse. The workshop presents both positive and



negative aspects of drinking, focusing on strategies for drinking in moderation. Education is provided about the bi-phasic effect of alcohol, signs of alcohol poisoning, other illegal drugs, and state law.

***Six Pack of Common Sense*** *University of Puget Sound*

A 3-hour workshop based on Social Norms Theory presented to residential staff who are then trained to present the program during orientation. Students are presented with information about actual versus perceived norms about drinking on campus, and information about social norms theory and alcohol poisoning.

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## OUTREACH PROGRAMMING DEVELOPMENT

***An Introduction to DBT*** *Fort Belvoir*

**2004**

A one hour collaborative presentation with Walter Reed Medical Center for the staff at Fort Belvoir and the outlying clinics, presenting overview of DBT, discussing both the theory and the pragmatics of starting a DBT skills group at DeWitt Behavioral Health. The presentation emphasized the ways that each specialty could contribute through collaboration to the treatment of clients who have difficulties regulating emotions.

***Behind Closed Doors*** *University of Puget Sound*

**2002**

Two 3-hour orientation workshops for Resident Assistants involving simulated scenarios ranging from noise violations to attempted suicide. Workshop focused on appropriate use of listening, assessment, referral, and problem solving skills. Reactions to the various scenarios were processed.

***Crisis Response Training*** *University of Puget Sound*

**2002**

A 3-hour presentation which is part of Residential Staff training with the goal of teaching staff to evaluate the severity of the situation and respond correctly. This is achieved through a set of scenarios. Scenarios feature a manic episode, substance abuse, eating disorder, and cutting, involving several decision points as the severity of the situation increases.

***Dealing with Trauma*** *University of Puget Sound*

**2002**

A 2-hour didactic presentation dealing with the types of trauma and associated symptoms as well as factors that can intensify the experience of trauma, resilience factors, and coping mechanisms.

***Listening and Counseling Skills*** *University of Puget Sound*

**2002**

A 2½ hour workshop presented to Residential Assistants as part of orientation training. Staff was trained to recognize the severity of the problem, specific listening skills, and boundary setting. Participants subsequently engaged in role plays and were provided feedback on demonstrated listening skills.

***Make Love Not War: How to Survive Cliques and Avoid Having Your Friends Become Your Enemies*** *University of Puget Sound*

**2002**

A 3-hour presentation focusing on covert aggression. Participants identified behaviors that were examples of covert aggression. Information was provided about factors that cause and maintain these behaviors. Participants modeled aggressive, assertive, and non-assertive communication,

discussing why assertive communication (a suggested prophylactic measure) is difficult.

**Road to Resilience** *University of Puget Sound* **2002**

A one-hour presentation of the American Psychological Association's program designed as a response to the events of 9/11.

**The Culture of Physical Disabilities** *University of Puget Sound* **2001**

A 2-hour presentation for counseling staff comparing and contrasting the culture of physical disabilities with that of other minorities. Therapeutic issues and suggested guidelines for conducting therapy with individuals with physical disabilities were discussed.

**Re-entry From Study Abroad** *University of Puget Sound* **2002**

A one-hour interactive presentation to students returning from a semester abroad focusing on the re-acclimation process and providing information about re-entry shock.

**Understanding Eating Disorder** *University of Puget Sound* **2002**

A one-hour interactive presentation to residential staff providing information about signs and symptoms of eating disorders, suggestions on how to assist someone with an eating disorder, and information about boundary setting and self-care.

**Understanding and Knowing Referral skills** *University of Puget Sound* **2002**

A one-hour presentation to academic advisors that provided information about recognizing signs and symptoms of mental illness, Counseling Health and Wellness, the process of counseling, and how to make referrals. Participants engaged in a role play exercise in which they advised a fellow participant to seek help.

**Unwind Before You Unravel: A Holistic Approach to Getting  
A Good Night's Sleep** *University of Puget Sound* **2002**

A 2-hour multidisciplinary presentation on the physiology and psychology of sleep disorders including suggestions for falling asleep and dealing with insomnia. Participants were taught relaxation techniques.

**Who Am I and What Do I Bring?  
Exploring Issues of Diversity on Campus** *University of Puget Sound* **2002**

A 3½ hour workshop involving several exercises designed to increase participants awareness of the diversity that exists on campus and to increase awareness of their own heritage.

**Practical Guidelines for Conducting Therapy with Individuals  
With Physical Disabilities** *American School for Professional Psychology* **2001**

A one-hour seminar presented to students in the clinical doctoral program in which issues about physical disabilities and the provision of accommodations were discussed. Participants were taught sighted guide and their reactions to the experience were discussed.

**Understanding Human Behavior:  
Reinforcement and Punishment** *Northern Virginia Training Center* **2001**

This 6-hour workshop is a requirement for staff orientation. Workshop includes both information about the basic principles of behaviorism accompanied by numerous scenarios

for which participants were asked to generate solutions. The focus of the workshop is understanding one's own behavior and the behavior of the residents with whom they will work.

**Community Health Fair** *Rockville, MD* **2000**

Goal was to increase visibility of Westview Psychological Services while promoting awareness about mental illness. Conducted Depression Screens and provided consultations.

**Parenting Strategies for Single Mothers** *Rockville, MD* **2000**

A 3-hour open format workshop presented at a local community center for single mothers. Workshop consisted of information about parenting strategies applied to the parenting concerns and problems provided by the mothers.

**How Results of Psychometric Tests Can Inform Therapy**

*Fairfax Behavioral Health*

**1999**

A 2-hour didactic workshop presented to psychiatrists and social workers providing information about the different psychometric tests, what to look for when reading a testing report, and ways that information can inform therapy choices.

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## CONSULTATION & UNIVERSITY SERVICE

**Asian American Theme Year** *University of Puget Sound* **2003-2004**

A year long series of activities and speakers designed to increase awareness of Asian American culture. Responsibilities included assisting in the process of creating programming around the following generated themes: forced migration, inclusion and exclusion, mixed race Asian Americans, names and labels, privilege and oppression, social class, gender and ethnicity, and turning points in cultural awareness.

**African American Theme Year** *University of Puget Sound* **2002-2003**

A year long series of activities and speakers designed to increase awareness of Asian American culture. Responsibilities included assisting in the process of selecting issues to highlight during the year and selection and creation of events such as a discussion on the impact of the Rodney King beating, the nature of riots, and racial profiling.

**Women's Voices** *University of Puget Sound* **2002-2003**

A weekly student group dedicated to the discussion of issues relevant to women. As staff facilitator my responsibilities consisted of marketing and recruitment of student leaders, providing an organizational structure and provide feedback to student leaders, assisting leaders in processing their experience, serving as a liaison to other campus offices, and providing consultation, information, and guidance at meetings as needed.

**Mentor's Program** *Loyola University of Chicago* **1993-1994**

The mission is to provide both support for students with physical disabilities and awareness of issues related to disabilities. I was responsible for organizing and mediating the Awareness panel for students and faculty, leading group discussions, and coordinating information about available

accommodations.

**Challenge Georgetown: Increasing Awareness  
about Physical Disabilities** *Georgetown University*

**1990-1992**

The mission is to promote discussion and provide awareness of issues related to physical disabilities. As leader, responsibilities included organizing and marketing *Adopt A Disability Day*, panel discussions for faculty and students, awareness workshops, and educational seminars, overseeing fundraising, serving as a liaison to the Department of Student Affairs and Special Services, writing group's constitution and mission statement, and working to maintain a healthy atmosphere within the group.

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## PUBLICATIONS AND PRESENTATIONS

Giarmo, C. (1997). Postmodernity and individualism: Two names for the same reality. *Journal of Theoretical and Philosophical Psychology*.

Hixson, C., Couch L., & Giarmo, C. (1998, April). Quality of romantic relationships as predicted by the Myers-Brigg type indicator. Poster presented at the Midwestern Psychological Association, Chicago, Illinois.

Giarmo, C. (1997, November). Evidence for the existence of the relational-self. Paper presented at the meeting of the Kentucky Academy of Science. Morehead, Kentucky.

Giarmo, C. (1997, May). Whose self is relational? A comparison of two theories of the relational self. Paper presented at the meeting of the International Society for Theoretical Psychology, Berlin, Germany.

Giarmo, C. (1996, August). Postmodernity and individualism: Two names for the same reality. Paper presented at the meeting of the American Psychology Association, Toronto, Canada.

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## RESEARCH ACTIVITIES

### **Dreaming and Stress Coping in Cancer Patients**

Identified three distinct styles of coping among terminally ill cancer patients and their experience of nightmares and dream disturbances. Explored the diagnostic implications of dream anomalies with respect to physiological measures indicating disease progression.

### **Test-Retest Reliability of the IRC**

Study designed to establish the test-retest validity of *the Individualism, Relationalism, Collectivism Scale* (IRC)

### **Individualism, Collectivism, and The Relational Self: A New Approach to the Individualism Collectivism Debate.**

Doctoral Dissertation

*Kansas State University*

Developed and tested the *Individualism, Relationalism, Collectivism Scale* (IRC) to validate the construct of Relationalism -- a middle point between the extremes of Individualism and Collectivism.

### **Children's Understanding of Oppositionality: In Support of a Predicational Process**

#### **Master's Thesis**

*Loyola University of Chicago*

Explored children's (ages 5-10) ability to reason using opposites and differentiate between the concept of opposite and different

### **The Effects of Predication on Learning and Memory**

Explored the effects that meaning had on college student's recall of words contrasting memory for words that are categorically similar with memory for words that are phonetically similar and words that are unrelated.

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## **VOLUNTEER/SERVICE**

### **Parenting Under Two Roof, Randolph, Montgomery and Moore Counties, NC**

Presenter for program covering the mental health, childhood development and importance to children that parents divorcing draw boundaries and not involve the children in the adult situations.

### **American Red Cross: Mental Health Unit, Fairfax, VA**

Worked on the Disaster Activation Teams. These are teams that respond during the night and weekends to local emergencies and set up and run local shelters.

### **St. Claire Medical Center/Mental Health Program, Morehead, KY**

A 14 bed adult inpatient unit in a private hospital. Patients range in age, diagnosis, and severity. Most patients are from the foothills of the Appalachian Mountains. Responsibilities included co-facilitating morning groups, observing individual therapy sessions, attending multidisciplinary staff meetings, observing medication evaluations, observing intakes, and assisting with floor activities.

### **Black Light Theater Featuring Actors Who Are Mentally Retarded, Mobile, AL**

A theater production featuring mime performances by actors (ranging in age from 6 -19) with Down's Syndrome. Assisted in the planning of the event and (dressed in black) helped the actors on stage during the performance.

### **Time Out for Parents of Children with Down's Syndrome, Mobile, AL**

A weekly program consisting of activities scheduled for children with Down's Syndrome with the goal of providing caretakers with some time for themselves. Responsibilities included being responsible for and building a relationship with an 8-year old boy with severe mental retardation.

### **Hematology Oncology Associates, Mobile, AL**

A large private practice in which I coded patient charts for original site of metastases and assisted patients in making appointments.

## DIVISIONAL MEMBERSHIP

American Psychology Association	1992-2014
Law and Psychology Association	2011-2014
North Carolina Psychology Association & Division of Independent Practice	2005-2014
Society of Clinical Psychology, Student Affiliate (Division 12)	2002-2014
American Psychology Association and Practice Organization	1992-2014
American Psychosocial Oncology Society	2005-2006
Division of Psychotherapy (Division 29)	2003-2014
Division of Counseling Psychology, (Division 17)	2003-2004
Society for the Psychological Study of Ethnic Minority Issues, (Division, 45)	2002-2004
Society for the Psychology of Women, (Division 35)	2002-2004
Washington State Psychological Association,	2002-2004
Society for the Exploration of Psychotherapy Integration	2000-2002
Spiritual Wisdom and Mental Health	2000-2001
Theoretical and Philosophical Psychology, (Division 24)	1992-1998
International Society for Theoretical Psychology	1996-1998
Society for Personality and Social Psychology, Student Affiliate (Division 8)	1994-1996

## HONORS

Best student paper Division 24 (Theoretical and Philosophical Psychology) presented at APA annual conference	1996
University Wide Fellowship at Kansas State University	1993
Three year assistantship to Dr. Joseph F. Rychlak (Maude C. Clark Professor of Psychology, Loyola University of Chicago)	1992
Phi Beta Kappa	1992
Recipient of the Louis McCahill Award for Academic Perseverance	1992
Cosmos Scholar (best paper in the College of Arts and Sciences at Georgetown University)	1992
Rhodes Scholarship Semi-Finalist	1991
Alpha Sigma Nu (National Jesuit Honor Society)	1991
Psi-Chi (National Psychology Honor Society)	1991

## SELECTED CONFERENCES & WORKSHOPS

Conducting Child Custody Evaluations – California 20 hours	<i>APA Online</i>
Parenting Coordination – UNC Center for Cooperative Parenting 24 hours	<i>Chapel Hill, NC</i>
Ethics and Risk Management	<i>Chapel Hill, NC</i>
Ethics in the New Age of Technology	<i>Chapel Hill, NC</i>
Chronic Fatigue Syndrome	<i>Chapel Hill, NC</i>
Emerging Trends & Empirically Validated Treatments for Substance Abuse	<i>Chapel Hill, NC</i>
What's New in Pharmacotherapy	<i>Chapel Hill, NC</i>
HIPPA for Psychologists	<i>APA Trust Online</i>
Billing and Coding	<i>Winston Salem, NC</i>
Dialectical Behavioral Skills Workshop	<i>Seattle, WA</i>
Washington State Psychological Association, Fall Conference	<i>SeaTac, WA</i>
National Institute of Alcohol Abuse and Alcoholism	<i>Tacoma, WA</i>

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Motivational Interviewing	<i>SeaTac, WA</i>
Critical Incident Stress Debriefing	<i>Tacoma, WA</i>
Cancer Survivorship and Resilience	<i>APOS Online</i>
Post September 11 <sup>th</sup> Trauma Conference	<i>Fort Belvoir, VA</i>
Applied Behavioral Analysis (32 hours)	<i>Fairfax, VA</i>
The Mandt System: Putting People First (received certification)	<i>Fairfax, VA</i>
International Society for Theoretical Psychology, Biennial Conference	<i>Berlin, Germany</i>
American Psychological Association Annual Conferences	