

## Counseling Services, at the Center for Student Health and Counseling

### Postdoctoral Residency in Psychology

In Oregon, we call Postdocs, Residents

Last Updated 11/08/2024

**\*\*APPLICATIONS ACCEPTED UNTIL MONDAY, JANUARY 13<sup>TH</sup>, 2025 AT 11:59 PM (PT)\*\***

#### GENERAL INFORMATION

Counseling Services (CS) is part of Portland State University's (PSU) Center for Student Health and Counseling (SHAC). We are committed to training and believe that the most effective learning occurs through providing service under the supervision and mentorship of experienced professionals. Such "learning by doing" is guided and enriched through didactic presentations, consultation, and staff development activities. We subscribe to a practitioner-scholar model and our approach is to provide training grounded in the core competencies and scientific principles of our profession, with a focus on clinical practice. Although individual psychotherapy is emphasized, other areas of training include process and psychoeducational group psychotherapy, crisis intervention, consultation, outreach, supervision, psychological assessment, interculturally effective services, and professional ethics.

We strive to build on and expand the resident's existing skills, and to facilitate their further development and increased independence in professional practice. CS' developmental approach to training provides residents with opportunities for experience in a variety of professional activities.

While our primary specialty is training for positions in college and university counseling centers, our focus on core competencies provides a foundation for residents to be successful in a variety of generalist positions in the field. We have also added a specialty development seminar as a way to enhance the generalist training.

#### Qualifications

***Please see official job posting for the most up-to-date and official qualifications for the position*** (it is usually posted in November/December). Generally speaking, applicants must complete all of their doctoral degree requirements (e.g., doctoral internship, dissertation) by September 1<sup>st</sup>, 2025 in clinical, counseling, or educational psychology (Ph.D., Psy.D., Ed.D.).

\*Please note that former SHAC therapy clients are not eligible to apply for the position.

General minimum qualifications usually include:

- Completion of all requirements for a doctoral degree in psychology (PsyD, PhD, EdD) by start date of Residency (this includes internship and completion of dissertation).
- Ability, with supervision, to provide a range of clinical services including initial assessment, individual and group therapy, crisis intervention and clinical case management.
- Supervision experience or education.

General preferred qualifications usually include:

- Skills, knowledge and experience relevant to the needs of students of color, students from indigenous communities, LGBTQIA+ students, international students, veterans, students from diverse religious affiliations, undocumented students or first-generation students
- Experience with supervision of supervision during doctoral internship year
- Experience conducting neuropsychological assessments and/or psychoeducational assessments, as well as current skills and interest in assessment
- Bilingual or multilingual counseling skills
- Experience conducting neuropsychological assessments and/or psychoeducational assessments, as well as current skills and interest in assessment
- Experience working in a university or college counseling center
- Knowledge of laws and ethics that apply to psychologists and demonstrated adherence to those standards.
- Excellent communication skills (both written and oral) with colleagues and clients
- Effective time management skills especially as they pertain to completing recordkeeping tasks in a timely, efficient, and effective manner.
- Ability to work on an interdisciplinary team of health and mental health professionals

Key cultural competencies:

- Creates an environment that acknowledges, encourages, and celebrates differences.
- Functions and communicates effectively and respectfully within the context of varying beliefs, behaviors, orientations, identities, and cultural backgrounds.
- Seek opportunities to gain experience working and collaborating in diverse, multicultural, and inclusive settings with a willingness to change for continual improvement.
- Adhere to all of PSU's policies including the policies on Prohibited Discrimination & Harassment and the Professional Standards of Conduct.

**IMPORTANT NOTE:** Psychologists who want to become licensed in Oregon must complete an *APA-approved graduate program* now.

## Site Description

The Center for Student Health and Counseling (SHAC) is a multidisciplinary center that has five units including Counseling Services (CS), Health Services, Dental, Health Promotion, and Testing Services. CS works side by side with the Health Services (HS) branch of SHAC, which includes physicians, nurses, and other medical professionals.

CS provides focused, time-limited outpatient individual and group psychotherapy, crisis counseling, community outreach and psychological assessment services to the students of PSU. CS is staffed by psychologists, social workers, and psychiatrists. Other members of the team include psychology practicum students, and master's students in clinical social work and counselor education as well as psychology practicum students who do psychological assessment (we sometimes have a psychiatry resident too). CS provides an opportunity for residents to practice in a rich environment that values a variety of disciplines and theoretical perspectives.

Each resident is assigned a private office equipped with a networked computer for note preparation, report-writing and internet access that includes on-line PSU library resources.

At this time, we are utilizing a hybrid model and see students both online and in-person. This could change in the future as more students are requesting in-person services.

Please visit the SHAC website to learn more about our site: <https://www.pdx.edu/health-counseling/>

## Hours of Operation

Monday – Friday: 9:00 A.M. to 5:00 P.M. (hours do not change during the breaks).

Emergency needs that arise at other times are met by Portland community resources.

## OVERVIEW OF PROGRAM

Minimum hour requirements for the state of Oregon are 1500 hours for the postdoctoral residency, and must be completed over the course of 12-months.

The start date for the residency is September 1<sup>st</sup> each year. This is the employment start date and it is a temporary one-year position. Your postdoctoral residency contract with the state start date may vary depending on your conferral date and when your contract is approved. If you anticipate this date will be later than September 1<sup>st</sup>, we can discuss your options with respect to the completion of your residency contract, which is separate from your employment contract. Please let us know, as it is not something that should deter you from applying; if possible, *please let us know during the interview process.*

Residents are expected to work 40-hours per week for 12-months (full-time).

Residents are involved in all areas of service available at CS. The postdoctoral residency is focused primarily on direct clinical service to a diverse college population, through individual and group psychotherapy and psychological assessment. Consequently, applicants with experience or expressed interest in college counseling, issues of diversity, short-term models of therapy, and psychological assessment are strongly encouraged to apply.

### **Range of Professional Experiences**

- Focused, time-limited individual psychotherapy
- Group psychotherapy (e.g., interpersonal process, support, psychoeducational, and wellness groups)
- Psychological assessment for learning disorders and ADHD (**each resident is expected to complete at least 1 psychological assessment**; if a resident has prior experience and would like to gain more experience, then they may opt into our assessment specialty)
- Crisis and triage intervention
- Supervision of a practicum student (assuming adequate staffing)
- Outreach and consultation

In the past, residents have participated in or developed a number of programs, including classroom presentations on topics related to mental health; weekly support to campus partners; consultation to student groups; new student orientation; and many others. Some of our most recent residents have provided a support group to international students and group workshops on executive dysfunction. Residents are encouraged to explore and develop programs in areas of interest, with support from staff mentors.

### **Training**

SHAC values education and training as part of its mission to PSU and the community at large. The training philosophy of SHAC is rooted in a developmental, multicultural, and practitioner-scholar model. We are committed to training and the aforementioned idea of "learning by doing" is strongly valued. We have developed a solid training program that provides an excellent foundation for a generalist. Our aim is to create a supportive learning environment in which a resident can hopefully thrive and become a highly competent psychologist.

Our training goals focus on developing competence in:

- Clinical work
- Neuropsychological assessment for ADHD and learning disabilities
- Multicultural/Intercultural and Social Justice
- Supervision (assuming adequate staffing)
- Outreach and Consultation
- Professionalism and Ethics

## **TRAINING ACTIVITIES**

### **Psychological Services**

Residents will be trained to provide short-term individual therapy, intakes, crisis intervention, group therapy, and psychological assessment for ADHD and learning disabilities for PSU students. At least 25% of each resident's time will be direct clinical service; they should attain about 500 hours. Hours allotted to direct services progressively increases.

There will be additional opportunities in consultation and outreach to the campus community.

### **Individual Therapy**

Residents provide individual therapy with students. Individual therapy typically ranges from 4-12 sessions, depending on the client's issue, although longer term therapy is available in some select cases. Community resources are incorporated into the therapeutic process and students needing more extensive or more specialized treatment are referred to community resources as appropriate.

### **Intake Interviews**

After a client is assigned to them, residents complete an intake assessment, in order to gather history, presenting issues, diagnose and begin to formulate treatment plans for students.

### **Triage Sessions and Crisis Intervention**

Residents are regularly scheduled for on-call duties (regular urgent walk-in hours and occasional triage hours) at designated time periods during business hours. Students access our services by first using our triage system. These are typically 15-30 minute consultations in which the goal is to assess risk, help the student stabilize, and activate coping strategies, while developing an immediate treatment plan (e.g., refer for individual counseling at SHAC or in the community, refer to a group or workshop). Urgent walk-in coverage is for same day crisis appointments. Licensed staff members are always available as back-up.

### **Group Therapy**

Residents are given the opportunity to co-facilitate interpersonal process, psychoeducational, or support groups for students (workshops are also an option). In the past, graduate student groups, interpersonal process groups, and international student support groups have been offered (these are just some examples). Types of psychoeducational groups have included healthy relationships, social anxiety, emotional expression, stress management, mindfulness, grief, and overcoming procrastination. A resident usually facilitates at least one group for two terms. Residents are welcome to propose additional group ideas to co-lead with a senior staff member.

## Assessment and Evaluation

Residents are provided training in neuropsychological assessment. The Assessment Team at SHAC provides formal psychological assessments for undergraduate and graduate students to diagnose ADHD, specific learning disorders, and other clinical disorder that may impact academic performance. Our training model is rigorous; we provide intensive training on the entire assessment process, beginning with ethics and theory, to administration and scoring, interpretation and conceptualization, and finally to integrated report-writing and dissemination of findings.

We offer both standard and comprehensive evaluations for neurodevelopmental disorders. Residents will attend a weekly assessment seminar in the Fall in addition to assessment group supervision and individual assessment supervision for oversight of their ongoing evaluation(s). During the residency year, residents are expected to complete at least one standard or comprehensive evaluation depending on their specific goals and interests. If a resident participates in our optional assessment specialty, it is expected that, at minimum, each resident will complete either a) two standard evaluations OR b) one standard evaluation and one comprehensive evaluation during the residency year. In addition to clinical assessment responsibilities, interested residents may also engage in leading several groups/workshops facilitated by the assessment team, as well as outreach efforts with various campus partners.

## Supervision and training

Supervision, training, and professional development activities in which residents participate include:

- Individual supervision (1 hour to 90 minutes weekly)
- Psychotherapy case conference (aka group supervision) (1 hour weekly)
- Supervision of group therapy (30 min)...if co-leading a group
- Assessment group supervision/didactic training (1 - 4 hours every month)
- Individual assessment supervision (1-2 hours weekly for 2 to 3 quarters)
- Team meeting (1 hour weekly)
- Professional development seminar (1 hour every month)
- Specialty development seminar (1 hour every month)
- Didactic seminar (1 hour weekly)
  - Didactic topics will range throughout the years, with a concentrated *intercultural* series in the fall term
    - An intercultural approach is generally not taught in graduate programs, so this is a special opportunity for PSU trainees

Supervision that the resident would be doing:

- Supervision of a psychology practicum student (1.5 hours weekly for 2 to 4 quarters)\*
- Supervision of supervision (1 hour weekly for 3 to 4 quarters)\*

\*We recently started a supervision of supervision program as well. If we are able to have adequate staffing, residents will supervise a psychology practicum student for part of the academic year, while participating in a supervision of supervision group with a licensed psychologist.

## **FACILITIES**

The Center for Student Health and Counseling is a modern facility that houses mental and physical health services together in one large space; dental and testing services have separate suites one floor up. The Center includes two large group rooms, a small meeting space, and a conference room. Each resident will be provided with a private office and networked computer for accessing scheduling software, email, and the internet. Full access to library resources is provided. Additionally, we have a Mind Spa for the students; it is a place where students can do meditation, stretching/yoga, biofeedback, light therapy, or sit in a massage chair. There are nap rooms and lounge spaces for students as well.

## **LOCATION**

SHAC is located on PSU's campus in the heart of downtown SW Portland. Affordable housing can be found close to SHAC or a short commute from the suburbs. There are many benefits to SHAC's location including easy access to public transportation and many food carts and restaurants within walking distance. There are also many shops, malls, cinemas, parks, gardens, museums, performing arts centers, and sports arenas nearby. There are ample opportunities to hike, bike, and walk on the waterfront or in parks within the city. Popular sites to see within a few hours of Portland include the coast (2 hours away), mount hood (1 hour away), and Central Oregon featuring destination locations such as Black Butte, Sun River, and Bend (4 hours).

[About Portland State University](#)

[About Portland](#)

[Campus Tour](#)

[Portland Travel Video](#)

[Campus Map](#)

## **PSU FACTS**

Portland State University serves as a center of opportunity for about 21,000 undergraduate and graduate students. Full time PSU students include 80% undergraduate and 20% graduate. Located in Portland, Oregon, one of the nation's most livable cities, the University's innovative

approach to education combines academic rigor in the classroom with field-based experiences through internships and classroom projects with community partners. The University's 49-acre downtown campus exhibits a commitment to sustainability with green buildings, while many of the 202 bachelor's, master's, and doctoral degrees incorporate sustainability into the curriculum. PSU's motto, "Let Knowledge Serve the City," inspires the teaching and research of an accomplished faculty whose work and students span the globe.

Please go to this webpage for the most up-to-date facts about PSU: <https://www.pdx.edu/portland-state-university-facts>

## **Campus Diversity**

The SHAC staff believes that prejudice and discrimination are detrimental to individual and community health. We are committed to creating and maintaining an environment where all people of diverse backgrounds and identities can expect to be valued and treated with respect and dignity.

Generally speaking, Portland State University has a mix of traditional and non-traditional college students, with the average age of undergraduates being older than a typical college-age population.

The student profile for PSU in the Fall of 2023:

- Undergraduate: **16,423**  
Graduate: **4,617**  
Women: **11,975**  
Men: **8,623**  
Non-Binary: **387**  
Unknown Gender: **55**  
Total Enrollment: **21,040**
- White: **49.5%**  
BIPOC: **40.1%**  
Latine: **18.6%**  
Asian: **8.8%**  
Black or African American: **4.3%**  
Native American: **1.5%**  
Multi-Ethnic: **6.3%**  
Native Hawaiian/Pacific Islander: **0.6%**  
Other: **4.8%**
- First Generation Students: **49.4%**  
BIPOC First-year students: **58.9%**  
Students with Children: **24%**  
International Students: **5.6%** (63 countries are represented)



The demographics of students who access service at SHAC are mostly similar to the PSU population in general.

## COMPENSATION

The starting annual salary rate for this position will be between \$51,984-\$56,076 with an [excellent benefits package](#) including 95% premium paid healthcare; a generous retirement and vacation package; and reduced tuition rates for employee, spouse or dependent at any of the Oregon Public Universities. Please see below for additional information.

This is a 12-month position; it will start **September 1, 2025** and end on **August 31<sup>st</sup>, 2026**.

### Benefits

Residents receive the same benefits as employees: dental insurance, health insurance, basic life insurance, sick time, and vacation time. Additionally, they receive some professional development time and money. Please visit our Human Resources website page for more information about employee benefits.

<http://www.pdx.edu/hr/benefits-overview>

Note: The benefits for the residents totals almost \$15,000. **Please visit our total compensation calculator to see the full value of our benefits package:**

<https://www.pdx.edu/human-resources/psu-total-compensation-calculator>

## APPLICATION INFORMATION

We are **not** part of the APPIC uniform notification date program.

**Deadline:** Applications will be accepted through **Monday, January 13<sup>th</sup>, 2025** at midnight (PST).

**Interviews:** We offer Zoom interviews to the applicants; they are scheduled for mid- to early February. If a Zoom interview is not possible, then we will conduct a phone interview. If one of the search committee members is not able to attend the interview, then the interview will be *recorded* so that member may still be part of the process.

In addition to interviewing with psychology staff members, interviewees may speak with a current resident to learn about the postdoctoral residency experience (this is an optional offer).

## To Apply

To Apply, please go to <https://www.pdx.edu/human-resources/career> to review the complete posting and apply. Click on **Apply Here**, select **Admin**, and navigate to **Psychology Postdoctoral Resident**. Online applications will be accepted through **January 13, 2025**.

We ask that you include contact information for **three professional references** on your CV. Please make sure that **two of them are past/current clinical supervisors** (please do not submit letters of reference, as we cannot consider them as part of your application). It is helpful if you include their relationship to you, and other relevant information, like how long they supervised you (if applicable), etc.

Please note that there are also two essay questions, and if applicable, a request for a de-identified assessment report (may be from a class if you have not completed assessments with clients).

Additional information about the Oregon state requirements may be found here:

<https://www.oregon.gov/psychology/pages/residency.aspx>

Please see next to page to learn more about the staff psychologists at SHAC.

**Thank you very much for considering applying to our program! We hope we get the opportunity to get to know you better.**

*Questions regarding the program may be directed to Cheryl Forster, Psy.D. at: [forsterc@pdx.edu](mailto:forsterc@pdx.edu)*

Cheryl Forster, PsyD  
Coordinator of Diversity and Psychology Programs  
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## Current SHAC Psychologists

**Jennifer Dahlin, Psy.D. (she/her)**, Clinical Psychology, Pacific University, 2004. M.S., Western Washington University, Mental Health Counseling, 1997. **Orientation:** Integrative – Cognitive Behavioral/Family Systems with Interpersonal/Feminist emphases. **Interests:** Attachment, trauma, relationship issues, emotion regulation, identity development, self-esteem, psychoeducational assessment, organizational equity and inclusivity.

I identify as a European-American, cis-gendered, heterosexual female. I practice clinically from a feminist lens and am mindful of equity and inclusivity on a macro level within the work environment. To this end, I work closely with the AAUP (Association of University Professors) employee union on campus, was formerly a member of the SHAC JEDI (Justice, Equity, Diversity and Inclusion) workgroup and currently help to plan and organize inclusivity training for staff.

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**Cheryl Forster, Psy.D. (she/her)**, Clinical Psychology, Pacific University, 2005. M.A., Tufts University, Applied Developmental Psychology, 1997. *Coordinator of Diversity and Psychology Programs*. **Orientation:** Integrative – Interpersonal, Gestalt, Emotion-Focused Therapy with cultural, trauma-informed, and developmental emphases. **Interests:** Trauma (e.g., EMDR, Polyvagal Theory, & somatic approaches), stress, attachment from an interpersonal neurobiology perspective, coping strategies, racial/ethnic/cultural diversity issues, BIPOC, international, and first-generation students, intercultural communication, training, supervision, and outreach.

My personal experiences as a Korean-American transracial/transnational adoptee, growing up in an intercultural and immigrant family, and being one of the only people of color in my hometown led me to diversity, social justice, and intercultural work. In addition to the work I do at PSU, I do intercultural continuing education and organizational workshops for mental health professionals.

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**Kyle Isaacson, Ph.D. (he/him)**, Clinical Psychology, Fuller School of Psychology, 2014; M.S., Marriage and Family Therapy, Seattle Pacific University, 2008. *Coordinator of Counseling Education Training Program*. **Orientation:** Emotion-Focused Individual Therapy informed by Narrative and Family Systems. **Interests:** Adult romantic attachment, grief and loss, friendship, group therapy, training and outreach, theoretical and philosophical psychology.

I am a white/Euro-American cis/het male, married parent of two. I engage in ongoing reflection, education, and practice to promote more just and equitable services, with specific interest in social determinants of health, family systems in context, and spirituality and mental health.

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**Vivien So, Ph.D. (she/her)**, Clinical Psychology (specialization in Lifespan Development), University of Victoria, 2021. M.Sc., University of Victoria, Clinical Psychology (specialization in Lifespan Development), 2016. **Orientation:** Integrative - Client-Centered and Cognitive Behavioral with interpersonal (e.g., Gottman relationship theory), cultural, and trauma-informed emphases. **Interests:** Relationship issues (family, romantic, interpersonal), developmental/complex trauma, ethnocultural diversity issues, identity development, anxiety, life transitions, outreach.

Holding strong values of humility, openness, and social justice along with lived experiences as a Hong-Kong-born Canadian woman of color, I am passionate and dedicated to providing culturally responsive care to underserved and minoritized students. In addition to providing individual and group therapy to students from these communities, I have focused my campus outreach efforts on collaborations with the Multicultural Retention Services; Pacific Islander, Asian, Asian American (PIAAA) Student Center; and the PSU API Employee Resource Group.

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**Maya Williams, Ph.D. (she/her)**, Counseling Psychology, University of Missouri - Columbia (2023); M.A., Ed.M. Teachers College, Columbia University, 2019. *Coordinator of Assessment Services*. **Orientation:** Person- Centered, Multicultural/ Feminist approach **Interests:** neuropsychological assessment, intersectional identity exploration, multicultural counseling, culturally-informed mental health services, systemic outreach, supervision.

As a Black woman, I am keenly aware of the mental health disparities and stigma that impact many intentionally marginalized communities. I value a holistic approach to psychological assessment in which evaluations provide both diagnostic clarification and meaningful insight about client areas of growth and strengths. In addition to assessment, I engage in outreach and collaborate with campus partners including the Disability Resource Center, Student Academic Support Services, and the Pan – African Commons.