

Carri M. Lager, Ph.D.

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Education/Licensure/Certification

National Register of Health Service Providers in Psychology, Registrant #52246

Licensed Psychologist, State of Florida, #PY7773

Licensed Psychologist, State of Connecticut, #002858

Ph.D. from APA-Accredited Counseling Psychology Program, October, 2006

Loyola University Chicago, Chicago, Illinois

Concentration: Human Development, Multicultural Issues

Dissertation: An Exploration of Trainees' Multicultural Counseling Competence, Supervisory Working Alliance, and Discussing Spiritual Issues in Supervision, October, 2006

Specialist in Education (Mental Health Counseling), August 2002

University of Florida, Gainesville, Florida

Master of Education (Counselor Education), August 2002

University of Florida, Gainesville, Florida

Bachelor of Science, August 2000

University of Florida, Gainesville, Florida

Major: Psychology

Minor: Criminology

Clinical Experience

Private Practice, Jupiter, Florida, September 2008-Present

Provide individual and couples psychotherapy to diverse children, adolescents, and adults. Specializations include stress and anxiety management, specific phobias, generalized anxiety disorder, panic disorder, eating disorders, LGBT issues, cognitive-behavioral therapy, solution-focused therapy, relaxation training, assertiveness training, women's issues, self-injurious behavior, substance abuse relapse prevention, relational issues, sexual issues, and ADHD/gifted/psycho-educational testing with school-age children/teens.

Staff Psychologist, Florida Atlantic University, Counseling Center, Boca Raton, Florida, September 2008-May 2009

Provided brief, individual, couples, and family psychotherapy and crisis intervention services to diverse undergraduate and graduate students attending Florida Atlantic University. Conducted weekly bio-psychosocial intake assessments and triages and emergency, walk-in hours. Maintained a caseload of thirty clients/week with diverse presenting issues. Collaborated on a multidisciplinary treatment team for direct care. Provided outreach presentations to various university organizations and classes.

Staff Psychotherapist, University of Hartford, Counseling and Psychological Services (CAPS), West Hartford, Connecticut, August 2006-August 2008

Provided brief, individual and couples psychotherapy and crisis intervention services to diverse undergraduate and graduate students attending the University of Hartford. Conducted weekly psychosocial intake assessments, held emergency, walk-in hours, and provided 24-hour, on-call coverage on a rotating basis. Provided outreach presentations to various campus organizations and First Year Seminar classes. Represented CAPS at new student orientation fairs. Participated in Depression, Eating Disorders, and Anxiety Screening events on campus. Collaborated on a multi-disciplinary team for direct care. Served as liaison to Student Health Services staff and created a multidisciplinary team approach to the treatment of students with eating disorders. Created a Policies and Procedures Manual. Served as clinical supervisor to a group of doctoral student trainees. Maintained CAPS webpage as needed.

Supervisor: David Albert, Ph.D.

APA-Accredited Pre-Doctoral Psychology Intern, University of Massachusetts Amherst, Mental Health Division, Amherst, Massachusetts, August 2005-August 2006

Conducted multi-modal, short-term individual, couples, and group therapy as well as crisis intervention to a diverse population of undergraduate and graduate students. Specialized in the provision of biofeedback in the behavioral medicine clinic, working with students suffering from a variety of anxiety-related conditions and also specialized in the treatment of students presenting with eating disorders. Conducted 2-4 intake assessments per week, served as the triage clinician, conducted urgent intakes, and provided 24-hour, on-call crisis coverage. Provided weekly individual supervision to a doctoral student and received one hour of supervision of supervision biweekly. Provided outreach services to several campus organizations, including the Committee for the Collegiate Education of Black and other Minority Students (CCEBMS). Co-led a wellness-based group to undergraduate and graduate female students. Collaborated on a multi-disciplinary team for direct care. Participated in multicultural, transpersonal, group therapy, psychopharmacology, testing, behavioral medicine, and crisis intervention seminars. Analyzed client satisfaction surveys for significant trends and presented results to senior staff. Maintained caseload of at least 50 clients per semester with a wide range of presenting issues and cultural backgrounds. Received three hours of individual supervision weekly.

Supervisors: Bruce Bynum, Ph.D., Linda Scott, Ph.D., Corey Albert-Griffin, Ph.D.

Counseling Intern, The School of the Art Institute of Chicago, Counseling Services, Chicago, Illinois, August 2004-January 2005

Provided individual psychotherapy under a brief, 16-session model to a diverse, undergraduate and graduate college student population attending the School of the Art Institute of Chicago. Conducted intake assessments, created treatment plans, attended weekly staff team meetings for case disposition of intakes and assignment of cases, provided crisis intervention, received 3.5 hours of individual and group supervision per week, and participated in a weekly Brief Therapy seminar.

Supervisor: Dan Kaplan, Ph.D.

Counseling Intern, Northwestern University, Counseling and Psychological Services (CAPS), Evanston, Illinois, September 2003-June 2004

Conducted individual, brief therapy to undergraduate and graduate students with diverse presenting concerns and cultural backgrounds. Co-led an Emotional Intelligence workshop, co-led a Stress Management clinic, participated in RA training activities, conducted weekly intake assessments and wrote intake reports, attended weekly staff team meetings for case disposition of intakes and assignment of cases, observed crisis intervention during CAPS walk-in hours, wrote termination summaries, received 3.5 hours of on-site, individual and group supervision per week, attended a weekly, one hour Brief Therapy seminar, received two hours of individual and group supervision bi-weekly from Loyola faculty, and carried out case management.

Supervisor: John Dunkle, Ph.D.

Substance Abuse Counseling Trainee, Meridian Behavioral Healthcare – Sid Martin Bridge House, Gainesville, Florida, May-August 2002

Provided individual and group counseling for adults with substance abuse and dual diagnosis issues. Conducted intake interviews, which included diagnostic clarification, created treatment plans, conducted exit interviews, and participated in weekly supervision meetings. Worked on a special unit called The Mothers' Intensive Supportive Treatment (MIST) program, which is a small community for pregnant and post-partum substance abusing women

with their infant(s). Provided weekly groups to individuals in the MIST program, which included such topics as basic living skills, relapse prevention, and parent skills training. Received weekly individual and group clinical supervision.

Supervisor: Dawn-Elise Snipes, Ph.D.

Adolescent Counseling Trainee, PACE Center for Girls, INC., Gainesville, Florida, Jan-April 2002

PACE, an all-girls school, offered individualized academic and therapeutic services to each student in a positive, supportive atmosphere. Provided weekly individual counseling to seven adolescent females with various presenting concerns and ethnic backgrounds. Conducted three, on-going process groups. Topics included body image concerns, family of origin issues, self-esteem, sexuality, substance use and abuse, relationship issues, and more. Provided crisis intervention, conflict resolution, home visits, parent contact, intake interviews (including risk assessment), and case conceptualization and notes. Participated in weekly staff meetings, which involved discussing the progress of each student attending PACE. Received weekly individual and group clinical supervision.

Supervisor: Sondra Smith-Adcock, Ph.D.

Child/Adolescent Inpatient Counseling Trainee, Shands at Vista, Gainesville, Florida, August-December 2001

Provided brief individual and group counseling services to clients aged 4-17. Utilized cognitive-behavioral techniques, skill building, psycho-educational training, and behavioral contingency plans with clients. Assisted students in the classroom located on the inpatient ward. Co-led weekly open-ended group psychotherapy sessions with adolescents. Collaborated on a multi-disciplinary team for direct client care. Received weekly individual and group clinical supervision.

Supervisor: Lucy Marrero, Ph.D. and Sondra Smith-Adcock, Ph.D.

Adolescent/Young Adult Counseling Trainee, Shands Medical Plaza, Adolescent/Young Adult Program: General Pediatrics, Gainesville, Florida, May 2001-August 2001

Provided individual therapy to adolescents in a medical setting. These services were free of charge and many of the clients came from low socioeconomic families. Presenting issues included coping with childhood obesity, chronic pain, and other medical conditions, self-injurious behavior, familial conflict, and more. Wrote case notes, referred clients for outside assistance, used psycho-educational techniques, and primarily utilized cognitive-behavioral interventions. Received weekly individual and group clinical supervision.

Supervisors: David Marshall, Ed.S., Peter Sherrard, Ed.D.

Teaching/Supervision Experience

Group Supervisor, University of Hartford, Counseling and Psychological Services, West Hartford, Connecticut, January 2007-June 2007

Served as clinical group supervisor to a small group of doctoral-level, clinical psychology trainees weekly. These trainees provided brief individual therapy to undergraduate college students presenting with a broad range of presenting issues and from diverse backgrounds. Provided feedback on trainees' psychotherapy skills and assisted with case conceptualization and treatment planning by reviewing videotapes of therapy sessions with trainees. Provided didactic training on solution-focused therapy, spirituality and psychotherapy, and formulating the clinical focus in brief treatment. Met with clinical staff for peer supervision of supervision bi-weekly.

Supervisor, University of Massachusetts-Amherst, Mental Health Division, Amherst, Massachusetts, October 2005-May 2006

Supervised a third year, clinical psychology doctoral student of the University of Massachusetts Amherst Clinical Psychology program on a weekly basis. Student provided individual, brief therapy to undergraduate and graduate college students presenting with a range of clinical issues and ethnic and cultural backgrounds. Received one hour of biweekly supervision of supervision.

Supervisor: Harry Rockland-Miller, Ph.D.

Supervisor, Loyola University Chicago, Chicago, Illinois, August 2004-December 2004

Supervised two school counseling, M.Ed. graduate practicum students of Loyola University Chicago on a bi-weekly basis. Students provided individual and group counseling services to high school students and their families. Evaluated students' counseling skills by listening to segments of their clinical work, reviewed case reports, and had bi-weekly discussions about their caseloads. Provided feedback to students on their therapeutic style, openness to feedback, and overall progress in supervision at the end of the semester through oral and written methods. Received bi-weekly group supervision of supervision.

Supervisor: Marilyn Susman, Ph.D.

Co-Group Supervisor, Loyola University Chicago, Chicago, Illinois, August 2003 - December 2003

Co-group supervisor for the graduate class CPSY 440: Practicum/Internship. Provided educational materials, led discussions on various topics of interest, and co-led weekly group meetings where students would bring in samples of their counseling, via audiotapes, and I evaluated and assisted the students in improving their counseling skills through feedback.

Supervisor: Elizabeth Vera, Ph.D.

Teaching Assistant, Loyola University Chicago, Chicago, Illinois, August-December 2002

Teaching assistant for the graduate class CPSY 420: Counseling Skills. Attended weekly lectures, assisted students in and out of the classroom, provided weekly feedback on reflective journal entries describing students' experience in the course, ran weekly group sessions with six masters-level students who would bring in samples of their counseling, graded students' case presentation papers, and evaluated and assisted the students in developing their counseling skills by providing detailed feedback on their counseling performance. Received one hour of weekly supervision of supervision.

Supervisor: Thomas Dodson, Ph.D.

Teaching Assistant, University of Florida, Department of Counselor Education, Gainesville, Florida, January-May 2002

Teaching assistant for the graduate class MHS 6401: Counseling Theories and Applications. Assisted five master's-level students in and out of the classroom, ran weekly group sessions with these students who would bring in samples of their counseling, graded students' case presentation papers, and evaluated and assisted the students in developing their counseling skills by providing detailed feedback on their counseling performance. Received bi-weekly supervision of supervision.

Supervisor: James Archer, Jr., Ph.D.

Research Experience

Research Assistant, Loyola University Chicago, College of Arts and Sciences and School of Education, Center for Science Education, Chicago, Illinois, June 2004-May 2005

Served as the primary research assistant on a grant-funded project, which supported the Center for Science Education's partnership with Chicago Public Schools (CPS) in order to increase the number of current CPS teachers who met criteria for teaching middle school science. Responsibilities included data collection, data analysis, database maintenance, webpage development and maintenance, teacher portfolio assessment, program development and evaluation, grant writing, and live observation and evaluation of teachers in the classroom.

Supervisors: David Slavsky, Ph.D. and Rachel Shefner, Ph.D.

Subjective Well-Being Research Team Member, Loyola University Chicago, Chicago, Illinois, August 2003-February 2004

Served as a member of a subjective well-being research team at Loyola University Chicago. Led a small research group of two masters students in which we analyzed quantitative data examining the impact of whether or not students were placed in an honors homeroom on their perceived level of self-efficacy with peers, family, and at school as measured by the School Sentiment Index.

Supervisor: Elizabeth Vera, Ph.D.

Research Team Member, University of Florida, Gainesville, Florida, May 2001-December 2001

Utilized statistical software to perform t-tests, factor analyses, one-way analyses of variance, and other statistical tests and analyzed the results of these assessments. Categorized and rated open-ended responses, which were also rated by secondary author and subsequently judged for inter-rater reliability. Wrote the method, results, and discussion section of a publication on spirituality, religiosity, and college counselors, and was the senior author of this publication responsible for corresponding with editorial staff in revising the document in preparation for publication (Journal of College Counseling, Fall 2002).

Supervisor: James Archer, Jr., Ph.D.

Research Team Member, University of Florida, Gainesville, Florida, August 2000-August 2002

Conducted research planning focusing on olfaction, associative learning, and relaxation training. Performed experiment layout design and literature review. Served as co-primary investigator, ran subjects through the experimental protocol, which included using biofeedback equipment, and gathered data.

Research Assistant, University of Florida, Gainesville, Florida, January-April 1999

Assisted in research dealing with social anxiety and beneficial impression management. Responsibilities included subject recruitment, running subjects through experimental protocols, data entry, and data analysis. Rated open-ended responses to assure inter-rater reliability.

Supervisor: Barry Schlenker, Ph.D.

Research Assistant, University of Florida, Gainesville, Florida, January-July 1998

Assisted in research on the Florida Project on Newlywed Marriage and Adult Development (FPNMAD). Responsibilities included data entry, data analysis, and transcribing interactions between newlywed couples for coding purposes.

Supervisor: Sacha Lindekens, Ph.D.

Relevant Work Experience

Graduate Assistant, Loyola University Chicago, Chicago, Illinois, January 2004 - May 2004

Designed and created a practicum web page for community and school counseling master's students using Macromedia Dreamweaver. This consisted of developing over one hundred individual pages corresponding to each practicum site. Content of the page included contact information, clientele, orientation, therapy modality, application procedures, and more about each community or school counseling site.

Supervisor: Marilyn Susman, Ph.D.

Learning Assistance Counselor, Loyola University Chicago, Learning Assistance Center, Rogers Park, Illinois, August 2003-June 2004

Provided academic counseling to undergraduate and graduate students. Interventions included time and stress management, study skills training, coping with transitional issues, tackling test anxiety, vocational guidance, and test taking and study guidelines. Served as staff development coordinator for the Learning Assistance Center team, was responsible for developing a schedule of topics, and recruited presenters for our weekly staff meetings. Provided a presentation to LAC staff on appropriate steps to take when encountering college students with mental health issues.

Supervisor: Lisa Kerr, Ph.D.

Graduate Assistant, Loyola University Chicago, Department of Leadership, Foundations, and Counseling Psychology, Chicago, Illinois, August 2002 - May 2003

Performed literature search, organized an alumni panel of previous, counseling graduate students now practicing in the Chicago area, and designed and created Loyola University's Counseling Psychology, Community Counseling (M.A./M.Ed.), and School Counseling programs' web sites.

Supervisors: Suzette Speight, Ph.D., Elizabeth Vera, Ph.D.

Clinical Interests

Treating Adolescents/Young Adults/Adults/Couples, Solution-Focused Therapy, Cognitive-Behavioral Therapy, Positive Psychology, Behavioral Medicine, Anxiety Disorders (Panic Disorder, Generalized Anxiety Disorder, Specific Phobia), Relaxation Training, Sexual Dysfunction, Marital/Relational Issues, Alcohol and Substance Abuse, Identity Issues, Women's Issues, LGBTQ Issues, Multicultural Counseling, Eating Disorders & Disordered Eating, Self-Injurious Behavior, Media Depiction of Mental Health/Stigma, Clinical Supervision, Quality Assessment, ADHD Testing, Gifted Testing, Psycho-educational Testing

Awards

Graduate Assistant, Loyola University Chicago, Department of Leadership, Foundations, and Counseling Psychology, January 2004--May 2004

Graduate Assistant, Loyola University Chicago, Department of Leadership, Foundations, and Counseling Psychology, August 2002 – April 2003

Outstanding Entry Level Student Candidate, Chi Sigma Iota, 2001

Florida Academic Scholarship, 1997-2000

Affiliations/Organizations

American Psychological Association, member since December 2001

Chi Sigma Iota, Beta Chapter, member since April 2001

Psi Chi, member since Fall 1999

Golden Key National Honor Society, member since Fall 1998

Alpha Gamma Delta, National Academic Honor Society for Freshman, member since Fall 1997

Publication(s)

Weinstein, C., Parker, J., and Archer, J. (2002). College counselor attitudes toward spiritual and religious issues and practices in counseling. *Journal of College Counseling*, 5(2), pp. 164-174.

References

Available upon request.