

Jonathan “Todd” Ryser-Oatman, PhD

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EDUCATION

- 2014-2021 **PhD in Counseling Psychology**
University of Kentucky; Lexington, KY
GPA: 3.84
Dissertation Title: *Finding the Strength to Heal: Sexual Minority Men’s Narratives about Getting Help for IPV* (Defended November 2020)
Committee Chair: Sharon Rostosky, PhD
Partially funded by The Office of LGBTQ Resources Research Grant (\$1,000)
- 2014-2016 **Master of Science in Counseling Psychology**
University of Kentucky; Lexington, KY
GPA: 3.84
- 2009-2013 **Bachelor of Arts in Psychology (Suma Cum Laude), Minor in Human Development**
University of California Davis; Davis, CA
GPA: 3.76
Honors Thesis: *Methods Aimed at Reducing Sexual Stigma: How Do Heterosexuals Change Their Own Prejudice?*
Faculty Supervisor: Gregory M. Herek, PhD

SUPERVISED CLINICAL AND SUPERVISION EXPERIENCE

- August 2022-
Present **Clarity Counseling Services, Lexington, KY**
- Provide goal-oriented and values-congruent individual therapy to a diverse population of clients utilizing a variety of theoretical approaches including Interpersonal Process Therapy (IPT), Solution-Focused Therapy (SFT), Acceptance and Commitment Therapy (ACT), and Cognitive Behavior Therapy (CBT) via telehealth services and in-person.
 - Conduct specialized and tailored intake appointments to clients to ascertain their specific goals and desired life direction. Clinician assessed risk related to harming self or others, substance use, trauma history, cultural background, and family history.
- August 2021-
August 2022 **University of South Florida Counseling Center, Tampa, FL**
Postdoctoral Fellow (Supervised Postdoctoral Training)
Primary Supervisor: Scott Strader, PhD
Training Director: Michael Rogers, PhD
(Approximately 24 hours per week)
- Provide brief, goal-oriented individual therapy to college students utilizing a variety of theoretical approaches including Interpersonal Process Therapy (IPT), Solution-Focused Therapy (SFT), Acceptance and Commitment Therapy (ACT), and Cognitive Behavior Therapy (CBT) via telehealth services and in-person.
 - Conduct intake interviews assessing presenting concerns, client risk (i.e., suicidal ideation and homicidal ideation), substance use, client strengths, and mental status. During intakes, make campus and community referrals to address student needs for psychiatry, academic support, and additional mental health services.
 - As needed, pivot to conduct intake assessments and individual therapy sessions using

a brief session model (30-minutes) to accommodate increased need for therapy services and focus on client coping skills and holistic wellness.

- Co-lead weekly interpersonal process and supportive LGBTQ+ psychotherapy groups consisting of eight to ten students who possess a diverse intersection of gender, sexuality, racial, and ethnic identities.
- Independently facilitate a drop-in group focused on bereavement and grief. Group sessions focus on emotional expression, building social support, and processing grief related to clients' death and loss.
- Provide clinical services to a variety of student presenting concerns, including Bipolar I, Bipolar II, Persistent Depressive Disorder, Major Depressive Disorder, Obsessive Compulsive Disorder, Excoriation and Trichotillomania, Alcohol Use Disorder, Gender Dysphoria, Post-Traumatic Stress Disorder.
- Conduct eating disorder diagnostic evaluations and consult with treatment providers (i.e., psychiatry, nutritional health, and primary care providers) to facilitated holistic client care.
- Develop and implement outreach to university students on various topics (e.g., stress management for Greek Life, LGBTQ+ mental health well-being, student memorial services, wellness promotion events).

August 2021-
August 2022

University of South Florida Wellness Center, St. Petersburg, FL

Behavioral Health Consultant (Supervised Postdoctoral Training)

Primary Supervisor: Jonathan Mitchell, PhD, Suzanne Stambaugh, PhD

Training Director: Anita Sahgal, PsyD

(Approximately 16 hours per week)

- Conduct thirty-minute intake assessments utilizing a behavioral health biopsychosocial model with student health services to determine patient diagnoses, behavioral health focused treatment goals, and appropriate level of care (e.g., interdisciplinary eating disorder team, short-term therapy, intensive outpatient therapy).
- Provide thirty-minute behavioral health sessions utilizing a biopsychosocial model within a brief treatment model (one to four sessions), assisting patients with a variety of concerns consisting of behavioral, health, and psychological components (e.g., chronic illness management, insomnia, hypersomnia, substance misuse cessation, obsessions and compulsions, health behavior promotion).
- Meet with students who struggle with intellectual disabilities for brief, supportive therapy to assist with navigating college and make appropriate community referrals.
- Regularly consult with doctors, nurses, dieticians, social workers, and psychiatrists at the university student health services clinic through treatment team meetings and EPIC and ensure patients receive holistic healthcare.
- Co-lead two weekly “drop-in” psychotherapy groups focused on Dialectical Behavior Therapy and Cognitive Behavioral Therapy principles.

May 2022-
July 2022

Rogers Behavioral Health, Eating Disorder Team, Tampa, FL

Postdoctoral Fellow (Supervised Postdoctoral Training)

Primary Supervisor: Scott Strader, PhD

Training Director: Michael Rogers, PhD

(Approximately 16 hours per week)

- Facilitate both Cognitive Behavioral Therapy and Dialectical Behavior Therapy groups for patients struggling with depression, anxiety, obsessive compulsive disorder, eating disorders, and trauma histories to build effective coping skills.
- Collaborate with behavioral specialists to develop exposure hierarchies for patients struggling with obsessive-compulsive disorder and disordered eating diagnoses.
- Assess patient progress through collaborative treatment planning.

- August 2020-
July 2021 **University of South Florida Counseling Center, Tampa, FL**
Doctoral Intern (Supervised Doctoral Training)
Primary Supervisors: Mona Stribling, PsyD; Cassandra Alvarado, PsyD; Nicholas Joyce, PhD
Training Director: Michael Rogers, PhD
(Approximately 40 hours per week)
- Provided brief, goal-oriented individual therapy to college students using IPT and SFT via telehealth services.
 - Conducted intake interviews assessing presenting concerns, client risk (i.e., suicidal ideation and homicidal ideation), substance use, client strengths, and mental status. During intakes, made campus referrals and consulted with staff clinicians about suicidal and homicidal risk as needed.
 - Co-led weekly interpersonal process psychotherapy groups consisting of eight to ten students.
 - Led student drop-in groups about healthy eating and body image, focusing on unhealthy eating patterns and its relationship to life during the COVID-19 pandemic.
 - Engaged in didactic seminars covering topics including evidence-based treatment, multiculturalism and social justice, supervision skills, outreach and consultation, and psychological assessment.
 - Developed and implemented over ten outreach programs to university students on various topics (e.g., healthy dating and consent, emotional well-being, trauma).
- May 2020-
July 2021 **Tampa VA, Community Based Outpatient Clinic, Newport Richey, FL**
Doctoral Extern (Supervised Doctoral Training)
Primary Supervisor: Kerri Berger, PhD
Training Director: Michael Rogers, PhD
(Approximately 16 hours per week)
- Conducted individual telehealth therapy sessions with veteran patients using structured CBT, IPT for Depression, and ACT.
 - Administered and shared results of brief assessment measures such as the PCL-5 and PHQ-9 in order to track client progress in treatment.
 - Participated in weekly support groups for transgender veterans. Group meetings focused on adapting to current events, discussing and seeking support for gender-affirming procedures, gender dysphoria, and navigating interpersonal stressors, such as loneliness.
 - Attended weekly treatment team meetings to discuss patient treatment progress, consult with psychiatry and nursing staff, and discuss evidence-based practices within the VA system.
 - Participated in bi-weekly trauma seminars focused on providing evidence-based treatment to veteran populations.
- February 2020-
March 2020 **Federal Medical Center-RESOLVE Trauma Program at Women's Camp, Lexington, KY**
Psychology Practicum Student (Supervised Doctoral Training)
Site Supervisor: Megan Schuster, PhD
Faculty Supervisor: Jeff Reese, PhD
(Approximately 20 hours per week)
- Co-led weekly Dialectical Behavior Therapy and Seeking Safety psychotherapy groups within the RESOLVE trauma program
 - Conducted intakes for inmates entering the prison, wrote intake screening reports, and informed inmates of available psychological services.
 - Provide brief individual therapy to female inmates as needed, primarily using CBT and IPT approaches.

- August 2019-
January 2020
- Federal Medical Center-Dual Diagnosis Residential Drug Abuse Program, Lexington, KY**
Psychology Practicum Student (Supervised Doctoral Training)
Site Supervisors: Jannae Bratcher, PhD, Adu Boateng, PhD
Faculty Supervisor: Sharon Rostosky, PhD
(Approximately 20 hours per week)
- Provided brief individual therapy for inmates with co-occurring mental health and substance use issues, primarily using CBT and Motivational Interviewing approaches.
 - Conducted clinical interviews and symptom inventories to assist in diagnostic clarification and treatment planning.
 - Co-lead psychotherapy groups including substance use recovery groups and psychoeducational workshops on mindfulness and self-talk.
- August 2017-
April 2019
- University of Kentucky-Counseling Psychology Program, Lexington, KY**
Supervisor of Masters Student (Supervised Doctoral Training)
Faculty Supervisors: Jeff Reese, PhD, Joseph Hammer, PhD
(Approximately 5 hours per week)
- Provided individual supervision for counseling psychology masters student in advanced counseling techniques class.
 - Evaluated and assisted in microskill development, therapeutic alliance building, use of empathy, developing active listening skills, and CBT-based competencies.
 - Reviewed and discussed session tape with supervisee.
 - Processed supervisee reactions to clients based on presenting concerns, social identities, and personal experiences to facilitate developing insight and understanding.
- August 2018-
June 2019
- Bluegrass.org Community Mental Health Center, Lexington, KY, Lexington, KY**
Psychology Practicum Student (Supervised Doctoral Training)
Site Supervisor: Jarrod Chase, LCSW
Faculty Supervisor: Joseph Hammer, PhD, Jeff Reese, PhD
(Approximately 20 hours per week)
- Maintained a diverse client caseload with a variety of presenting issues including severe mental illness (e.g., Borderline Personality Disorder, Schizophrenia), substance use concerns, and working with clients referred by Child Protective Services for clinical evaluation.
 - Co-led weekly substance use recovery groups for clients on drug probation from the Department of Corrections.
 - Met with clients for structured intake sessions and assigned EBTs and community resources based on presenting concerns.
- August 2017-
May 2018
- Graham Office of Career Management, Lexington, KY**
Psychology Practicum Student (Supervised Doctoral Training)
Site Supervisors: Amanda Schagane, MEd, CCC, CCSCC
Faculty Supervisors: Danelle Stevens-Watkins, PhD, Jeff Reese, PhD
(Approximately 10 hours per week)
- Met with undergraduate and graduate students in the Gatton College of Business and Economics to provide holistic career counseling that incorporated discussion of socio-emotional issues related to career exploration.
 - Interpreted and provided feedback on the Strong Interest Inventory, Myers-Briggs Type Indicator, Career Thoughts Inventory, and Career Leader assessments to help students navigate major and career decision-making processes couched in the cultural concerns of clients.
 - Engaged in outreach to educate students about career decision-making strategies and to develop confidence to find an internship or career.

August 2016-
May 2018

University of Kentucky-Counseling Center, Lexington, KY

Psychology Practicum Student (Supervised Doctoral Training)

Site Supervisors: David Pascale-Hague, PhD, Alex Forsyth, PsyD, Amanda Bloom, PhD, Alyssa Frye, PsyD

Faculty Supervisors: Joseph Hammer, PhD, Sharon Rostosky, PhD, Danelle Stevens-Watkins, PhD, Jeff Reese, PhD

(Approximately 20 hours per week)

- Provided brief individual therapy to college students using IPT, CBT, and solution-focused therapy.
- Conducted intake interviews including psychosocial and risk assessments, wrote intake reports, and referred clients to services within the counseling center, university, and/or surrounding community as appropriate.
- Co-led (two semesters) weekly interpersonal process psychotherapy groups consisting of eight to ten students.
- Engaged in didactic seminars covering topics including ACT therapy, Mindfulness, and Grief and Loss.
- Presented case conceptualizations and didactic lectures for staff, doctoral interns, and practicum students.
- Administered client-directed outcome-informed measures to track client progress and improve therapeutic outcomes (i.e., CCAPS, Outcome Rating Scale, Session Rating Scale).

August 2015-
May 2016

Greenhouse 17 Domestic Violence Shelter, Lexington, KY

Practicum Student Counselor (Supervised Masters Training)

Site Supervisor: Loretta Gilmore, LCSW

Faculty Supervisors: Joseph Hammer, PhD, Candice Hargons, PhD

(Approximately 20 hours per week)

- Maintained an individual therapy caseload of women who were survivors of domestic violence to process trauma and build life skills.
- Led weekly groups focusing on developing skills for transitioning into life after being in a domestic violence shelter and processing grief and loss related to domestic violence.
- Attended weekly seminars to learn about crisis response protocols and client progress toward goals to move out of the domestic violence shelter.
- Answered crisis phone calls, requiring a knowledge of Kentucky resources for a variety of issues related to domestic violence and utilized clinical skills to engage crisis callers and assess safety.

February 2015-
May 2016

University of Kentucky Counseling Center, Lexington, KY

Interpersonal Process Group Process Observation (Supervised Masters Training)

Site Supervisor: Sharon Martin, PhD

Faculty Supervisors: Sharon Rostosky, PhD, Joseph Hammer, PhD, Candice Hargons, PhD

- Assisted with screening of clients for interpersonal process group therapy.
- Assisted group co-facilitators in identifying group process and themes to improve group cohesion.
- Shared process observations from previous group at each therapy group meeting.

ASSESSMENT EXPERIENCE

****Assessments administered clinically in bold.**

- **Beck Depression Inventory-II (BDI-II)**
- Conner's Adult ADHD Rating Scales-Self Report: Short Version (CAARS-S:S)

- Conner's Continuous Performance Test II (CPTII)
- **Counseling Center Assessment of Psychological Symptoms (CCAPS)**
- Dementia Rating Scale-2 (DRS-2)
- Independent Living Scales (ILS)
- Kaufman Brief Intelligence Test (K-BIT)
- Millon Clinical Multiaxial Inventory (MCMI-III)
- **Mini-Mental Satus Exam (MMSE)**
- Minnesota Multiphasic Personality Inventory-Adult (MMPI-2)
- **Myers-Briggs Type Indicator (MBTI)**
- **NEO Personality Inventory-Revised (NEO PI-R)**
- **PTSD Symptom Scale Interview**
- Rotter Incomplete Sentence Blank Test (RISB)
- **Session Rating Scale (SRS)**
- **Stressful Life Events Screening Questionnaire**
- **Strong Interest Inventory (SII)**
- **Symptom Checklist 90-R (SCL-90-R)**
- Wechsler Adult Intelligence Scale-Fourth Edition(WAIS-IV)
- Wechsler Individual Achievement Tests-SecondEdition (WIAT-II)
- Wechsler Intelligence Scale for Children-IV(WISC-IV)
- Woodcock Johnson III Tests of Cognitive Ability(WJ-III)

TEACHING EXPERIENCE

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| Fall 2018,
2019-2020 | <p>Consultant and Grader, Human Health Sciences 453: Cultural Competence in Healthcare
<i>University of Kentucky, Department of Educational, School, and Counseling Psychology</i></p> <ul style="list-style-type: none"> • Consulted with the course instructor about effective teaching strategies, updating course content, adapted course material to online teaching, and course policies as requested. • Graded over 60 student assignments, including final project proposals and term papers counting for the university's Graduation Composition and Communication Requirement, in a timely manner. • Responded to student needs based on virtual learning and provided detailed, narrative feedback about how students could improve written communication. |
| Summer 2018,
2019 | <p>Teaching Assistant, Masters of Business Administration 630: Career Development
<i>University of Kentucky, Gatton College of Business and Economics</i></p> <ul style="list-style-type: none"> • Co-instructed and graded assignments for MBA 630: Career Development and Advanced Skill Enhancement, an introductory Master of Business and Administration course. • Presented career development materials, evaluated student competencies in interview techniques and "elevator pitches," and consulted on lecture content. • Graded multiple assignments for over 65 students in a timely manner, providing feedback and holding office hours to discuss grading concerns. • Prepared training materials for and assisted with training of two incoming career counseling practicum students. |
| Spring 2015,
2018-2020 | <p>Teaching Assistant, Human Health Sciences 453: Cultural Competence in Healthcare
<i>University of Kentucky, Department of Educational, School, and Counseling Psychology</i></p> <ul style="list-style-type: none"> • Led small group discussions and experiential activities with groups of ten students focused on increasing knowledge of diversity issues, self-awareness, and structural and |

systemic privilege and oppression within the healthcare system.

- Led students in volunteer activities for a local domestic violence shelter to learn more about the application of intersecting identities on survivors of domestic violence.

Fall 2016 -
Spring 2017

Instructor, EDP 202, Human Development and Learning

University of Kentucky, Department of Educational, School, and Counseling Psychology

- Prepared course materials, syllabi, and lectures for two course sections consisting of 20-30 undergraduate education students. Course content focused on theories of human development and application of theories to professions in social sciences fields.
- Developed, collected, and graded assignments, exams, and quizzes; assisted students when needed (e.g. writing recommendation letters).
- Assisted students in their attempts to be placed in public schools for observation.

PEER-REVIEWED PUBLICATIONS

Lingat, J. E., **Ryser-Oatman, J. T.**, Richardson, J. W., Epps, M. T., Sampson, S. O., Toland, M., Brace, D. (In press). "We have our own belonging": A qualitative investigation of postsecondary students' sense of belonging across online and face-to-face course formats. *Student Engagement in Higher Education*.

Brown, H. M., Rostosky, S. S., Reese, R. J., Gunderson, C. J., Kwok, C., & **Ryser-Oatman, T.** (2020). Blessing or BS? The therapy experiences of transgender and gender nonconforming clients obtaining referral letters for gender affirming medical treatment. *Professional Psychology: Research and Practice*, 51(6), 571.

Abreu, R. L., Rosenkrantz, D. E., **Ryser-Oatman, J. T.**, Rostosky, S. S., & Riggle, E. D. (2019). Parental reactions to transgender and gender diverse children: A literature review. *Journal of GLBT Family Studies*, 1-25.

Clements, A., Dschaak, Z., Hargons, C. N., Kwok, C., Meiller, C., **Ryser-Oatman, T.**, & Spiker, D. (2018). Humanity in Homelessness: A Social Justice Consultation Course for Counseling Psychology Students. *Journal for Social Action in Counseling & Psychology*, 10(2), 34-48. [authors presented in alphabetical order]

CONFERENCE PRESENTATIONS

Ryser-Oatman, T. (2020, August). *Finding the Strength to Heal: Sexual Minority Men's Narratives about Seeking Psychological Help for Intimate Partner Violence*. Poster presented at the annual meeting of the American Psychological Association Conference, Washington D.C.

Ryser-Oatman, T. (2020, August). *Parents of Transgender and Gender Diverse Children: Recommendations for Clinical Interventions*. Symposium presented at the annual meeting of the American Psychological Association Conference, Washington D.C.

Xiao, M., Sampson, S., Parsons, J., & **Ryser-Oatman, T.** (2019, October). *Validation of survey items related to community college resource use*. Paper presented at the annual meeting of the Mid-Western Educational Research Association, Cincinnati, Ohio.

Ryser-Oatman, T., Lingat, J. M., Fisher, A., & Sampson, S. (2019, October). *Processing an innovative fraction learning program: A case study using teachers' perceptions*. Paper presented at the annual meeting of the Mid-Western Educational Research Association, Cincinnati, Ohio.

Ryser-Oatman, T. (2019, August). *Consultation focused on identifying the strengths and needs of young, single mothers*. Symposium presented at the annual meeting of the American Psychological Association,

Chicago, IL.

- Rosenkrantz, D., **Ryser-Oatman, T.**, Abreu, R., Rostosky, S., & Riggle, E. (2019, August). *Parental reactions to transgender and gender-nonconforming children*. Poster presented at the annual meeting of the American Psychological Association Conference, Chicago, IL.
- Ryser-Oatman, T.**, Love, A., Berney, E., & Lingat, J. M. (2019, March). *Validation of depression scales with LGB individuals: Translating social justice into measurement*. Poster presented at the annual University of Kentucky Spring Research Conference, Lexington, KY.
- Bieber, J., Sampson, S., & **Ryser-Oatman, T.** (2018, October). *Alone in the crowd: Can anyone here me?* Paper presented at the annual meeting of the American Evaluation Association, Cleveland, Ohio.
- Mazur, J. M., Lingat, J. M., & **Ryser-Oatman, T.** (2018, October). *Evaluating inclusive practices to empower military-connected students and families*. Paper presented at the annual meeting of the American Evaluation Association, Cleveland, Ohio.
- Ryser-Oatman, T.** (2018, October). *Creating a home for the brave: Preparing formative feedback from a community college veteran resource center*. Paper presented at the annual meeting of the American Evaluation Association, Cleveland, Ohio.
- Sampson, S., Bradley, K., Stuck, J., & **Ryser-Oatman, T.** (2018, October). *Adapting a victimization survey for use in higher education settings*. Paper presented at the annual meeting of the Mid-Western Educational Research Association, Cincinnati, Ohio.
- Ryser-Oatman, T.**, Sampson, S., Parsons, J. (2018, October). *Development of higher education resources for veteran students: Combining evaluation with advocacy*. Paper presented at the annual meeting of the Mid-Western Educational Research Association, Cincinnati, Ohio.
- Clements-Hickman, A., David, D., **Ryser-Oatman, T.**, & Toland, M. D. (2018, August). *Dimensionality of the patient version of the Working Alliance Inventory-Short Form Revised*. Poster presented at the annual meeting of the American Psychological Association Conference, San Francisco, CA.
- Ryser-Oatman, T.** (2018, August). *Navigating LGBT Issues in Supervision: Meeting the needs of sexual minority supervisees and clients*. Symposium presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Ryser-Oatman, T.** (2018, May). *Domestic violence in same-sex relationships: Current empirical research findings*. Community training presented at Addressing Domestic Violence in Same Sex Relationships, Lexington, KY.
- Schagane, A., **Ryser-Oatman, T.**, Wurts, K. (2018, May). *Career development activities for groups*. Symposium presented at the annual spring meeting of the Kentucky Career Development Associates, Lexington, KY.
- Rosenkrantz, D. E., Abreu, R.L., Rostosky, S., Riggle, E., Lawson, H. E., Kwok, C., **Ryser-Oatman, T.**, Gunderson, C. J. (2017). *Growing from acceptance: A review of parental LGBT acceptance literature with parent samples*. Poster presented at the annual meeting of the American Psychological Association Conference, Washington D.C.
- Cardom, R., **Ryser-Oatman, T.**, Rostosky, S., & Riggle, E. (2014). *Positive LGB identity protects against minority stress*. Poster presented at the annual meeting of the American Psychological Association Conference, Toronto, ON.

Todd Ryser-Oatman, T. & Herek, G. M. (2013). *Methods aimed at reducing sexual stigma: How do heterosexuals change their own prejudice?* Poster presented at the annual meeting of the American Psychological Association Conference, Toronto, ON.

Todd Ryser-Oatman, T. & Herek, G. M. (2013). *Methods aimed at reducing sexual stigma: How do heterosexuals change their own prejudice?* Poster presented at the Lesbian Gay Bisexual Transgender Heritage Month at Foothill College, Los Altos Hills, CA.

Ryser-Oatman, T. & Herek, G. M., (2013). *Methods aimed at reducing sexual stigma: How do heterosexuals change their own prejudice?* Poster presented at the Stanford Undergraduate Psychology Conference at Stanford University, Stanford, CA.

Ryser-Oatman, T. & Herek, G. M. (2013). *Methods aimed at reducing sexual stigma: How do heterosexuals change their own prejudice?* Poster presented at the Undergraduate Research Conference at the University of California, Davis, CA.

SERVICE TO THE PROFESSION

- May 2021 Sexual Health Under the Rainbow: Supporting the Sexual and Relationship Health of the LGBTQ+ Community
Division 38 Society for Health Psychology Invited Speaker
- Presented research and best practices to foster sexual and relationship health for LGBTQ+ clients in therapy.
 - Engaged audience in considering potential biases and fears they might have when discussing sexual and relationship health with clients.
- December 2019 Division 44 American Psychological Association Conference Proposal Reviewer
- Spring 2017 Ad hoc Reviewer. *Sexuality Research and Social Policy*.
- Spring 2016 Ad hoc Reviewer. *The Counseling Psychologist*.
- August 2016-
May 2018 **Graduate Student Representative**, Lexington, KY
University of Kentucky-Counseling Psychology Program
- Coordinated welcome reception for doctoral applicants by recruiting and organizing student volunteers for logistic support.
 - Acted as liaison between current and former students in the Counseling Psychology department to provide feedback about the doctoral program and address student needs and concerns about the program.
- August 2015-
May 2016 **Assistant to the Director of Clinical Training**, Lexington, KY
University of Kentucky-Counseling Psychology Program
- Assisted the director of clinical training with developing advertising and alumni resources for the Counseling Psychology doctoral program, such as development of an alumni Facebook page.
 - Organized materials for an American Psychological Association accreditation audit for the Counseling Psychology doctoral program.
 - Coordinated and executed interview day for over 50 prospective counseling psychology students, including organizing a social gathering, pairing interviewees to host graduate students, and organizing interviewee transportation.

- August 2014-2016 **Division 17 Positive Psychology Section Campus Representative, Lexington, KY**
 American Psychological Association Division 17
- Recruited new members for the Division 17, Positive Psychology section by sending emailsto relevant email listservs and through giving presentations focusing on positive psychology.
 - Collaborated with the division representative on recruitment strategies.
 - Developed and presented several presentations about the field of positive psychology and how it relates to counselingpsychology.

COMMUNITY OUTREACH AND ENGAGEMENT

October 2014- **Lexington Pride Festival 2015, Lexington, KY**

July 2015 *Fundraising Chair*

- Planned and executed over 20 fundraising events for the Lexington Pride Festival.
- Contacted over 50 local and national organizations for donations and to negotiate space usage for fundraising events.
- Organized a team of ten volunteers to carry out tasks related to developing fundraising events.

September 2014- **Pride Community Services Organization, Lexington, KY**

September 2016 *Board Member and Support Group Facilitator*

- Facilitated community outreach opportunities about LGBT issues in the community, such as tabling events and speaking engagements.
- Co-facilitated a weekly LGB discussion group consisting of 15-20 LGBT-identified adults.
- Led teacher workshops focused on increasing competence in working with LGBT students in Fayette County schools.

AWARDS AND CERTIFICATIONS

- Summer 2019 **Conference Funding Award (\$500)**
University of Kentucky, College of Education
- Summer 2017 **Conference Funding Award (\$500)**
University of Kentucky, College of Education
- Summer 2015 **Conference Funding Award (\$500)**
University of Kentucky, College of Education
- Fall 2014-
 Spring 2015 **Kentucky Opportunity Fellowship (\$25,000)**
University of Kentucky, College of Education
- Fall 2013 **Domestic Violence Certification**
- Fall 2011 –
 Spring 2013 **University of California, Davis Honors Challenge**
- Spring 2013 **UC Davis Psychology Department Citation Award**
- Spring 2011 **Foothill College Award for Excellence in the Social Sciences**

PROFESSIONAL AND COMMUNITY AFFILIATIONS

- Spring 2018 **Step By Step Community Consultant**
- Spring 2018 **Lexington Office of Homelessness Prevention and Intervention Consultant**
- 2016-Present **Omicron Delta Kappa Honor Society Member**
- 2014-Present **APA Division 17 Member**
- 2014-Present **APA Division 44 Member**

EVALUATION AND CONSULTATION

January 2021-
April 2021

Social Justice and Diversity Trainer, Lexington, KY

University of Kentucky, College of Human Health Sciences

- Hired to develop a three, full-day trainings to facilitate undergraduate students' comprehension of and competence to teach peers about multicultural competence and social justice within the College of Human Health Services at the University of Kentucky as part of a student ambassador program.
- Trained, cofacilitated trainings with, and debriefed fellow doctoral level Counseling Psychology students on the developed training materials.
- Consulted regularly with project stakeholders over the course of two months to develop training competencies, desired learning outcomes, recruit graduate student co-facilitators, and discussion about content included in the training materials.
- Conducted a post-training debriefing with project stakeholders to elicit feedback from students being trained on social justice competencies.
- Developed trainings focused on providing culturally competent services as a future healthcare provider, how to facilitate difficult dialogues about a number of sociopolitical and structural inequities within healthcare, awareness raising on racism, sexism, heterosexism, and ability status, and building empathy for individuals from marginalized populations.

July 2019-
July 2020

Assessment and Accreditation Graduate Assistant, Lexington, KY

Gatton Office of College Effectiveness – University of Kentucky, College of Business

Faculty Supervisor: Rena Keath, PhD

- Collected, compiled, and analyzed both quantitative and qualitative data from multiple degree program outcomes, as well as synthesized results to disseminate to relevant parties.
- Synthesized multiple datasets used for national and international Business School rankings to develop strategic planning initiatives for the college.
- Created and launched over ten surveys using online survey platforms (e.g., Qualtrics), and assisted in the implementation of data collection procedures as needed.
- Collected data for and develop the college accreditation reports by collecting data from staff and faculty across the college.
- Wrote assessment reports for Assurance of Learning for Student Learning Outcome Assessment (a major component of the Association to Advance Collegiate Schools of Business (AACSB) accreditation requirements).
- Cleaned and maintained multiple datasets and reports collected by multiple college entities.
- Presented assessment findings to relevant parties and professionally consulted about future steps to advance strategic planning initiatives across college departments and offices.

August 2017-
May 2019

Evaluation Graduate Assistant, Lexington, KY

The Evaluation Center – University of Kentucky, College of Education

Faculty Supervisor: Shannon Sampson, PhD

- Worked as an independent evaluation resource for the college, university, and state using quantitative, qualitative, and mixed methodologies to strengthen policy development for education and human service organizations in the state of Kentucky
- Conducted needs assessments, designed proposals, and provided hands-on evaluation

services for community college, elementary schools, and professional teacher development programs.

- Analyzed qualitative and quantitative data to develop professional reports for organizations about the efficacy of their programs that were accessible to both researchers and project shareholders.

Spring 2018

Office of Homelessness Prevention and Intervention, Lexington, KY

Homelessness Prevention Taskforce Member (Supervised Consultation Project)

Faculty Supervisor: Candice Hargons, PhD

- Collaborated with community partners and stakeholders to conduct consultation project for the Office of Homeless Prevention and Intervention to develop initiatives for homelessness prevention in the Lexington, KY.
- Met with stakeholders and consulted relevant literature to develop an evidence-based consultation project in line with stakeholder goals.
- Conducted site visits to homeless shelters in Lexington, KY and collected quantitative and qualitative data from people staying in the shelters through the use of surveys, focus groups, individual interviews, and observations.
- Disseminated findings and recommendations about homelessness prevention in Lexington to various city stakeholders through executive reports and presentations.

Spring 2018

Step By Step, Lexington, KY

Consultation Team Member (Supervised Consultation Project)

Faculty Supervisor: Candice Hargons, PhD

- Collaborated with Step By Step, a local non-profit organization that serves young single mothers to provide recommendations for improving services provided and collected data for stakeholders to use in future efforts to secure city funding and support.
- Met with stakeholders and consulted relevant literature to develop an evidence-based consultation project in line with stakeholder goals.
- Conducted site visits to Step By Step office and meeting spaces to collect quantitative and qualitative data through the use of surveys and focus groups.
- Disseminated findings and recommendations about Step By Step programming and working with young single mothers in Lexington to various stakeholders through executive reports and presentations.

PROFESSIONAL EVALUATION AND CONSULTATION REPORTS

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