

Latisha Love, Psy.D

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EDUCATION:

Doctorate of Psychology, awarded May 6, 2017
University of Indianapolis, Indianapolis, IN (APA-Accredited)

Masters of Arts, awarded May 5, 2007
Ball State University, Muncie, IN

Bachelor of Arts, awarded May 7, 2005
University of Indianapolis, Indianapolis, IN
Double Major: 1st major: Psychology, 2nd major: Philosophy
Honors: Cum Laude

AWARDS AND HONORS:

Academic Honors

- Urban Enterprise Association Scholarship, Fall 2003 - Spring 2006
- University of Indianapolis Dean's List, Spring 2005
- The Socratic Award for Outstanding Student in Philosophy, Spring 2005
- Senator Richard G. Lugar Academic Recognition Award, 2001- 2005
- Twenty First Century Scholar, Fall 2001 - Spring 2005
- University of Indianapolis Semester Honor Roll, Fall 2001- Fall 2004
- Herbert W. Cassel Philosophy Scholarship, Spring 2004
- Bank Calumet President's Council Scholarship, Spring 2004
- Kiesel Memorial Scholarship, Fall 2001 - Spring 2003

Prestigious Memberships:

- Psi Chi: The National Psychology Honor Society, Lifetime Membership, inducted 2003
- National Dean's List, awarded Spring 2007
- The National Scholars Honor Society, accepted Spring 2007
- National Chancellor's List, awarded 2006
- American Psychological Association of Graduate Students (APAGS), 2005 - 2017
- Phi Alpha Epsilon: University of Indianapolis Freshman Honor Society, inducted 2002

CLINICAL EXPERIENCE:

Hope Haven Psychological Resource

Private Practice

Doctoral Level Clinician, January 2020 - Present

With a case load of 25+ clients, conduct weekly, outpatient, telehealth sessions with various clients of African American, Bi-racial, Latin, Asian, and Caucasian ethnicities ranging in age from 10 to 60+ years old. Client concerns include depression, anxiety, attention and focus, self-injurious behavior, suicidal ideations, identity, dysmorphia, family discord, challenged core beliefs, and maladaptive efforts in coping with various forms of trauma.

Complete initial biopsychosocial clinical interviews for therapy and psychological testing, identify appropriate working diagnosis, and suggest necessary consults for treatment. For each assigned client, finalize intakes, prepare master treatment plans, complete 90-day reviews, and complete session notes for each, individual, family, or group session conducted as applicable.

Currently a weekly co-facilitator for the Indiana Youth Institute, Indiana Youth Worker Well-Being Peer Support Groups. These groups are tailored to aide in improving the well-being and felt connectedness of youth workers in the state of Indiana by assisting them in addressing various concerns within their roles. This includes but is not limited to burnout, vicarious traumas, time management, self-care, agency culture, diversity and inclusion, supervisory supports, and access to resources.

Four County Counseling Center

Community Mental Health Center

Clinical Therapist, September 2016 - October 2018

With a case load of 60+ clients, conducted weekly outpatient sessions with various clients of African American, Bi-racial, Latin, Asian, and Caucasian ethnicities ranging in age from 4 to 62 years old. Client concerns included behavior problems associated with mood, anxiety, attention and focus, self-injurious behavior, suicidal ideations, bullying, identity, psychosis, family discord, and unresolved personal traumas.

Completed initial clinical interviews and mental status examinations, diagnosis, and necessary consults for treatment. For each assigned client, also finalized intakes, completed required CANS or ANSA initial and reassessments, scored evidenced-based screening measures as applicable, prepared master treatment plans, completed 90 day reviews, and session notes for each individual, family, and group session conducted as applicable.

Administered, scored, and wrote integrative reports for various referral sources. Also provided feedback for testing cases as applicable. Individuals were referred for testing internally by the agency, primary care physicians, caregivers, local academic institutions, and the Department of Child Services. Psychological testing included, but was not limited to cognitive, achievement, developmental, personality, and parenting evaluations. In addition, attended court appearances as required.

Finally, completed PASSARs as scheduled, conducted Emergency Services evaluations when needed, facilitated monthly clinical forums with agency case managers, began facilitating a parenting support group, and participated in agency Engagement, FIT, and Cultural Awareness committees. Also completed a trauma informed care presentation for local school and community agencies.

***Assessments Administered:** Autism Spectrum Rating Scales (ASRS), Clinical Interview and Mental Status, Minnesota Multiphasic Personality Inventory II, Restructured Form (MMPI-II RF), Behavioral Assessment System for Children, Third Edition (BASC-3-Parent, Teacher, and Self-Report), Millon Pre-Adolescent Clinical Inventory (M-PACI), Millon, Clinical Multiaxial Inventory (MCMI-IV), Sensory Profile, Second Edition, Vineland Adaptive Behavior Scales, Third Edition (Vineland-3), Wechsler Abbreviated Scale of Intelligence, 2nd Edition (WASI-II), Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V), Wechsler Adult Intelligence Scale – Fourth Edition (WAIS - IV)

The National Psychology Training Consortium - Great Lakes Region (formerly Heart of America Psychology Training Consortium) (APA Accredited)

Community Mental Health Center

Pre-doctoral Psychology Intern, September 2015 - August 2016

With a case load of 60+ clients, conducted weekly outpatient sessions with various clients of African American, Bi-racial, Latin, Asian, and Caucasian ethnicities ranging in age from 4 to 62 years old. Client concerns include behavior problems associated with mood, anxiety, attention and focus, self injurious behavior, suicidal ideations, bullying, identity, psychosis, family discord as well as coping with various forms of trauma.

Completed initial clinical interviews and mental status examinations, and prepared initial treatment plans. For each assigned client, finalized intakes, completed required CANS or ANSA assessments, scored evidenced-based screening measures, prepared master treatment plans, completed 90-day reviews, and session notes for each, individual, family, and group session conducted as applicable.

Administered, scored, and wrote integrative reports. Seven (7) integrative reports were completed throughout the course of the internship. Also provided feedback for testing cases as applicable. Individuals are referred for testing by agency, primary care physicians, caregivers, or academic institutions. Testing included, but was not limited to cognitive, achievement, developmental, and personality evaluations.

Furthermore, spent one day a week on the Acute Care Unit (ACU) which housed approximately 8-15 mentally challenged patients weekly. While there, co-facilitated an Illness Management Recovery (IMR) group, completed group therapy notes, emergency service intakes, individual therapy, and participated in grand round treatment team meetings as able.

Finally, participated in outreach and program development, which included resiliency workshops in elementary school settings, research to determine effective parenting measures to improve quality of parent assessments for the Department of Child Services (DCS), assisted with an outpatient addictions recovery group, and attended court appearances as required throughout the internship year.

***Assessments Administered:** Autism Spectrum Rating Scales (ASRS) Clinical Interview and Mental Status, Minnesota Multiphasic Personality Inventory II, Restructured Form (MMPI-II RF), Behavioral Assessment System for Children, Second Edition (BASC-II-Parent, Teacher, and Self-Report), Millon Pre-Adolescent Clinical Inventory (M-PACI), Sensory Profile 2, Thematic Apperception Test (TAT), Kinetic House Tree Person (K-HTP), Vineland-II, Wechsler Abbreviated Scale of Intelligence, 2nd Edition (WASI-II), Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V).

Hope Haven Psychological Resource, LLC

Private Practice Setting

Doctoral Clinical Practicum Student, October 2012 – June 2015

With a case load of 10-12 clients, conducted weekly therapy sessions with various clients of African American, Bi-racial, Latin, and Caucasian ethnicities ranging in age from 5 to 16 years old. Client concerns include behavior problems associated with mood, anxiety, attention and focus, self injurious behavior, suicidal ideations, bullying, identity, family discord and various trauma. Completed intakes and prepared treatment plans, 90-day reviews, and session notes for each, individual, family, and group session conducted.

Administered, scored, and wrote ten (10) integrative reports. Provided feedback for testing cases as applicable. Individuals were referred for testing by agencies, primary care physicians, caregivers, or academic institutions. Testing included, but was not limited to intellectual, achievement, and personality.

Co-created/co-facilitated a girl empowerment group focused on teen challenges and self-discovery. This included open discussion, active participation, and psycho-education relevant to overcoming stressors and gaining self confidence.

***Assessments Administered:** Wechsler Intelligence Scales for Children – Fourth Edition (WISC-IV), Wechsler Individual Achievement Test – Third Edition (WIAT-III), Wechsler Preschool and Primary Scale of Intelligence – Fourth Edition (WPPSI – IV), Wechsler Abbreviated Scale of Intelligence – Second Edition (WASI-II), Wechsler Individual Achievement Test – Second Edition – Abbreviated (WIAT-II Abbr), Connor's 3, Connor's Continuous Performance Task (CCPT-II), Thematic Apperception Test (TAT), Kinetic House Tree Person (K-HTP), Robert's 2, Million Adolescent Clinical Inventory (MACI), Child Behavior Checklist (CBCL), Youth Self Report (YSR), Beck Youth Inventories – Second Edition, (BYI-II), Adaptive Behavioral Assessment System – Second Editions (ABAS-II), Childhood Autism Rating Scale – Second Edition (CARS2), Sensory Profile, Children's Apperception Test (CAT), Incomplete Sentence Blank, etc.

Aspire Indiana, Indianapolis, IN
Community Mental Health Setting

Doctoral Clinical Practicum Student, August 2010 – June 2011

With a caseload of 10-12 clients, conducted weekly therapy sessions with various clients of African American, Latin, and Caucasian ethnicities ranging in age from 8 to 14. Client concerns included behavior problems associated with ADHD and ODD diagnoses, family discord, as well as individuals with sexual trauma histories. Prepared session notes for each individual session and/or intake conducted.

Conducted frequent testing cases with individuals referred for testing. Testing included, but is not limited to intellectual, achievement, and personality. Developed a parenting group for parents with strong willed children. The group focused on providing techniques and strategies to reduce stress and conflict between the parent and child and ways to increase motivation for compliance by the child. Additional experience observing a weekly group for individuals with schizophrenia.

* **Assessments Administered:** Wechsler Adult Intelligence Scale – Fourth Edition (WAIS - IV), Wechsler Intelligence Scales for Children – Fourth Edition (WISC-IV), Wide Range Achievement Test (WRAT-3), Millon Pre-Adolescent Clinical Inventory (M-PACI), Connors 3, Millon Adolescent Clinical Inventory (MACI)

Indiana State University Student Counseling Center, Terre Haute, IN
College Counseling Center

Doctoral Clinical Practicum Student, August 2009 – June 2010

With a caseload between 8 to 12 clients, conducted weekly therapy sessions with various clients of African American, Latin, and Caucasian ethnicities; ranging from age 18 to 32. Clients were mostly women with presenting concerns of family/relationship conflicts, low self esteem, childhood traumas, grief and loss, anxiety, homesickness, and time management skills. Performed triage, intake, and crisis sessions. Prepared session notes and appropriate reporting documentation for each individual session.

Developed and led a six-week body image/self-esteem group for college women age 18-22. Group was focused on understanding societal influences in body image development, personal circumstances, reinforcing behaviors, and events that impacted their physical self-concept. Also facilitated a bi-weekly alcohol awareness group for students with alcohol infractions.

Participated in various outreach activities such as student health promotions, Alcohol Awareness Week, and National Depression Screening Day.

Associates of Mental Health, Muncie, IN

Private Practice Setting

Doctoral Clinical Practicum Student, September 2008 – July 2009

Conducted weekly therapy sessions with male clients; mostly young boys age 6-10; and one adult male client. Client concerns included difficulty with family conflict, acting out behaviors, inappropriate communication between family members, etc. Prepared session notes for each individual session conducted. Also conducted 19 social security mental status evaluations for individuals seeking social security benefits.

Crossroad Fort Wayne Children's Home, Fort Wayne, IN

Not-for-Profit Residential Treatment Facility

Masters Clinical Practicum Student, August 2006 – February 2007

Provided support for resident moving from secure to open units during open unit visitations. Developed, organized, and conducted a 5 month long, weekly life skills group with adolescent girls in the open unit. Explored topics included money management, educational advancement, quality of friendships, media influence, and healthy communication.

Conducted weekly therapy sessions with 8-10 residents in both secure and open units. Prepared session notes for each individual and group session conducted. Attended monthly Treatment Review Conferences for each client on caseload. Assisted with play therapy group focused on expressing emotions with younger boys in the open unit.

Peace Learning Center, Indianapolis, IN

Community Education Youth Program

Undergraduate Practicum Student, Spring 2005

Assisted AmeriCorps members in teaching second and fourth graders about peace. Greeted the students and organized lunches. Taught groups of students about one of the center's five peace mentors; Nelson Mandela, Mahatma Gandhi, Mother Theresa, Dr. Martin Luther King Jr., or Cesar Chavez. Aided students with presentation of what they learned to remaining students.

Participated in various mock conflicts to illustrate conflict development and resolution with the non-violent Stop, Think, Explain, Problem Solve (STEP) method, helped facilitators demonstrate the non-violent exercise SAFE, and assisted in the review session that followed.

RESEARCH EXPERIENCE:

University of Indianapolis, Indianapolis, IN

Dissertation, Defended Spring 2017

Topic: *Media influence buffered by perceived support and parent/guardian racial socialization in African American college students*

Researched content area completed and submitted proposal, renewed IRB Certification, contacted local academic institutions and organizations for recruitment, marketed the study as applicable, created applicable surveys, lead two focus groups tailored to research noted content areas, analyzed and transcribed all data, completed all post defense revisions, then finalized dissertation document for binding.

Results were indicative of idiosyncratic appeal, influence, and buffering factors for rap music video consumption in African American participants.

University of Indianapolis, Indianapolis, IN

Research Assistant, Fall 2004 - Spring 2005

Completed IRB Training and posted sign-up sheets for research studies. Conducted several meetings with study participants and thoroughly explained consent forms and instructions to each participant. After completion, distributed necessary credit slips and sign in sheets for participants. Answered questions presented or referred participants to appropriate personnel.

TEACHING EXPERIENCE:

Eastern Gateway Community, Steubenville, OH

Adjunct Professor, August 2020 - 2022

Course: *Psychology 101*

Online adjunct professor for multiple 3-hour Introduction to Psychology courses as needed. Utilize visual aids, PowerPoint, and course discussion, to facilitate student learning of beginning topics in psychology. Topics of exploration include but is not limited to research, life span development, personality development, sensation and perception, learning, memory, psychological disorders, and treatment options. Duties also include taking attendance, grading multiple assignments (essays, discussion boards, midterms, and finals), providing detailed feedback for each assignment, regular, weekly announcements, and posting scores on most recent learning platform. Additional duties include completing necessary trainings and meetings for the institution, responding to student inquiries, and if necessary, directing students to appropriate personnel for support.

Ivy Tech Community College, Kokomo, IN
Adjunct Professor, January 2016 – December 2018
Course: *Psychology 101*

Ivy Tech Online or in person professor for a 3-hour Introduction to Psychology course as needed. Utilized lecture, visual aids, PowerPoint, course discussion, and evaluative measures to facilitate student learning of beginning topics in psychology. Topics of exploration included but was not limited to research, life span development, personality development, sensation and perception, learning, consciousness, and memory. Duties also included grading of assignments and posting scores on most recent learning platforms as required. Additional duties included responding to student inquiries and if necessary, directing them to appropriate personnel.

PRESENTOR OPPORTUNITIES:

2018 Presentation: Encouraging Youth Through the Impact of Trauma, The Indiana Youth Institute, Youth Worker Cafe, Pulaski County, IN.

WORKSHOPS ATTENDED:

- 2013 Workshop: Deepening the Treatment, Christian Theological Seminary, IN (with Jane Hall, LCSW, FIPA).
- 2011 Workshop: Four Day Rorschach Seminar, Indiana University, IN (with Bill Alexy, PhD)
- 2010 Workshop: Psychological First Aid, Indiana State University, IN (with Jody Horstman, PhD, HSPP)
- 2008 Workshop: WAIS-IV, University of Indianapolis, IN (with Greg Dietz from Pearson Publishing)

CONFERENCES ATTENDED:

- 2010 Conference: The Brain and Beyond: Research, Interventions, Services, and Coordination, Greenwood, IN (Brain Injury Association of Indiana)

TRAININGS ATTENDED:

- 2024 Training: Comprehensive DSM-5-TR Updates: New Diagnoses, Coding Changes and Cultural Consideration, Virtual Training (with George B. Haarman, PsyD, LMFT)
- 2013 Training: Reactive Attachment Disorder, The Children's Bureau, Inc. (Department of Child Services)
- 2010 Training: Certification Program of Certified Brain Injury Specialists (ACBIS), Greenwood, IN. (Brain Injury Association of Indiana)