

Kacey Lusk Jenkins, Ph.D., LMFT, PMH-C
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Education:

Trevecca Nazarene University
Ph.D. Clinical Counseling- Marriage and Family Therapy/Counselor Education

Middle Tennessee State University
M.A. Clinical Psychology

Western Kentucky University
B.A. Psychology; Minor: Criminology

Objective:

I aspire to be an effective instructor of counseling courses who can incorporate my experience and knowledge of mental disorders, emotional issues, and behavioral problems into students' learning experiences to make the material relevant and relatable. I also aspire to be a therapist who adequately supports and creates accessibility to culturally informed, quality mental health resources for my community in the areas of marriage and family therapy and perinatal mental health. I desire to help educate and empower larger segments of the community by engaging in conversations that help to lessen the stigma of mental health issues as well as to impart information regarding self-advocacy.

Research Experience:

2011-2014 Doctoral Dissertation
Jenkins, K. (2014). Attachment and Relationship Satisfaction as Predictors of Text Messaging Behaviors and Susceptibility to Infidelity
Published doctoral dissertation, Trevecca Nazarene University, Nashville.
Chair: Susan Lahey, Ph.D.

2008-2009 Master's Thesis
Lusk, K. (2009). Racial and Gender Differences in Young Adults on Five Dimensions of Prayer. Unpublished master's thesis, Middle Tennessee State University, Murfreesboro.
Chair: David Kelly, Ph.D.

2005 Research Project/Independent Study: Muscularity/Thinness and the effects of exposure to physical attractiveness ideals on men and women
Duties: Helped with literature review. Distribution of surveys.
Supervisor: Rick Grieve, Ph.D.

Work Experience:

2015- Present Private Psychotherapy Practice
Duties: Provision of individual, couple, family, perinatal, and group counseling. Completing functional assessments and authoring behavioral support plans.

2015- Present Adjunct Instructor: Lindsey Wilson College

Duties: Teaching Counseling Courses. Each course seeks to provide the student with opportunities to acquire and develop critical thinking skills, skills for the assessment of personal values, and an understanding of how these values impact mental and physical well-being. They are further intended to provide an opportunity to explore issues regarding problem solving, communication and interpersonal relationships, as well as academic and personal development. Courses have been taught online and via distance learning with the use of Blackboard.

Counseling Theories and Techniques: Cognitive Behavioral (1 graduate level section taught) is a course designed to introduce students to theories that conceptualize counseling issues, processes, and interventions with an emphasis on cognitive and behavioral orientations. Additionally, students become familiar with essential interviewing and counseling skills as well as ethical and legal considerations. Students become knowledgeable about techniques associated with cognitive and behavioral counseling approaches through didactic instruction, experiential exercises, and session evaluations.

Individual and Group Assessment (1 graduate level course taught) is a course designed to provide an understanding of individual and group approaches to assessment and evaluation in counseling. History of assessment, statistical assessment concepts, reliability and validity, norm-referenced and criterion-reference interpretation, and ethical and legal concerns are addressed. Additional areas of focus include strategies for test selection, administration, scoring and interpretation as well as communication of test results. A variety of assessment methods is presented and their applicability to various diverse cultures is discussed.

Lifecycle Development (2 graduate level sections taught) is a course designed to aid in the understanding of the nature and needs of normal and abnormal individuals in the family system at all moral, cognitive, psychological, social, and spiritual development levels. It addresses counseling strategies in the complex developmental relationships among individuals in the family system and counseling in the life cycle of the individual is a primary focus.

Professional Issues and Ethics (1 graduate level course taught) is a course designed for students to explore professional identity in the context of the history and philosophy of mental health counseling as well as current issues in the profession. Students also explore professional roles, functions, and professional affiliations along with professional preparation standards, professional credentialing, licensure, and public policy issues relating to the professional counselor. Students explore core areas of ACA Code of Ethics, as well as application of the code through the use of ethical decision-making models. Professionalism including professional involvement, advocacy, and ethical behavior is emphasized. Students are also introduced to online library research.

Adolescent Intervention (1 graduate level course taught) presents an in-depth survey of various problematic issues and behaviors associated with adolescence and diverse individual and family counseling models for the prevention, assessment, and treatment of these problems. Theoretical foundations, ethical concerns, and adolescent development are also addressed.

Ethics and Multicultural Diversity (2 graduate level courses taught) is a course intended to examine ethical, professional, and multi-cultural issues/dilemmas

within the discipline. Particular emphasis is given to codes of ethics and the parameters of acceptable professional conduct. Human diversity is also a major focus.

Psychological Testing and Assessment in the Counseling Profession (1 course taught) which is a course designed to provide an overview of psychological testing and assessment including clinical, personality, intellectual, and occupational assessments. This course includes topics related to: history of testing and assessment, test worthiness and test statistics, and commonly used assessment techniques.

Systemic Family Therapy (2 graduate level courses taught) which is an introduction to the historical proponents of systemic and feminist thought. This course focuses on the basic systemic models and theories including communication (MRI) and (Satir), intergenerational (Bowen), strategic (Haley), and structural (Minuchin), as well as an overview of contemporary theories. New developments and research in the field is also highlighted.

Diagnosis of Mental and Emotional Disorders (3 graduate level courses taught) is a course that provides an exploration of mental and emotional disorders including: Schizophrenia Spectrum and Other Psychotic Disorders, Bipolar and Related Disorders, Depressive Disorders, Anxiety Disorders, Obsessive-Compulsive and Related Disorders, Trauma – and Stressor-Related Disorders, Dissociative Disorders, Somatic Symptom and Related Disorders, Substance-Related and Addictive Disorders, Neurocognitive Disorders, and Personality Disorders. Classification of these disorders is considered vis-à-vis the DSM-5 and ICD-10 codes. Students are introduced to methods used in the treatment and management of mental disorders including treatment planning and the use of psychopharmacological medications.

Research Methods (1 graduate level courses taught) is a course that provides students with an understanding of research methods, statistical analyses, needs assessments, and program evaluation. It focuses on understanding quantitative and qualitative research methodologies and how these methodologies can be used for improving counseling effectiveness. Basic statistical procedures involved in descriptive and experimental research are presented. Students use software packages to calculate descriptive and inferential statistics. Ethical and professional issues associated with research and program evaluation are also presented.

Supervisor: Stacy Springston, Ed.D., LPCC-S, NCC Regional Academic Director -Online LWC School of Professional Counseling

2016

The Kid Spot Center

Duties: Contractual agreements for providing cognitive behavioral and psychotherapy to children and adolescents. Completing intake evaluations and authoring plans of care.

2015- Present

Kentucky Steps Behavioral Health Services

Duties: Contractual agreements for providing positive behavioral support services for individual who qualify for Kentucky's Michelle P. Waiver and SCL services through the state of Kentucky. Completing Functional Assessments and authoring behavioral support plans (BSPs) and training staff and family on BSPs for proper implementation in the community and at home.

Director: Daniel Boamah, LSCW

- 2013-2015 Clinical Coordinator and Therapist: Resources for Human Development
Duties: Individual and group therapy sessions with individuals with developmental disabilities who exhibit problematic sexual behaviors or have previous sexual offenses and were deemed incompetent to stand trial. Completion of risk assessments, justification for community placements, justification for rights restrictions with Human Rights Committee, identification of offense pathway and treatment plan implementation, staff training, and coordination of Advisory Board meetings
Supervisor: David Attryde, Clinical Director of Mainstay
- 2012 – 2013 Behavioral Specialist Counselor: Corizon Health Services
(Riverbend Maximum Security Institution)
Duties: Implementation of a program, “Taking a Chance on Change” designed for inmates in maximum security segregation housing units that enhances coping skills, anger and stress management. Provision of individual therapy services, 30-day follow-ups, triage, completion of crisis assessments, and writing behavioral management plans for inmates incarcerated within Tennessee’s Department of Correction.
Supervisor: Andrew Adler, Ed.D., LPC-HSP
- 2010- 2013 Adjunct Instructor: Volunteer State Community College
Duties: Teaching Psychology Courses. Each course seeks to provide the student with opportunities to acquire and develop critical thinking skills, skills for the assessment of personal values, and an understanding of how these values impact mental and physical well-being. They are further intended to provide an opportunity to explore issues regarding problem solving, communication and interpersonal relationships, as well as academic and personal development.
General Psychology (8 sections taught) which is a course designed to provide an overview of the field of psychology and human behavior. This course includes topics related to: philosophical perspectives, history, personality, the brain and biology, consciousness, sensation and perception, thinking and intelligence, memory, learning, social and cultural behavior, abnormal behavior, therapies, motivation and emotion, and applied psychology.
Human Growth and Development (3 sections taught) which is an interdisciplinary, scientific study of the ways people change over time. Concepts and theories of human psychological and physical development are studied both quantitatively and qualitatively in looking at the changes from conception to death, with stresses placed on the process of life changes from physical, cognitive and social-cultural aspects. Emphasis will also be placed on education and psychological learning theories. This course involves three lecture/discussion hours per week.
Child Psychology (3 sections taught) is a course designed to focus on the study of the behavioral and psychological problems of childhood and adolescence. This course addresses definitions, characteristics, origins, development, diagnosis, prevention and amelioration of disordered behavior. Specific topics included in the class are as follows: developmental psychopathology and its influences and risks, research, assessment, treatment, anxiety disorders, mood disorders, conduct problems, ADHD, mental retardation, language and learning disorders, autism, and schizophrenia.
Supervisor: Carol Topping, Ph. D., Department Chair

- 2011 – 2012 Intensive In-Home Therapist: Centerstone
Duties: Provision of Comprehensive Child and family Treatment (CCFT), and Trauma Focused Cognitive Behavioral Therapy (TFCBT) in a non-traditional community setting. Development and implementation of creative therapeutic interventions to assist troubled children and youth in being successful in their homes, at school, and within their communities. Collaboration between home, school, and other community services in provision of mental health services. Creation and maintenance of care plan and goals for consumer as well as writing concurrent documents for extended authorization of care.
Supervisor: Melissa Greene, LPC
- 2009- 2011 Counselor: Leaving to Conquer: Family Matters/Family Reunification Program (Men’s Counseling Ministry)
Duties: Counseling inmates and their families in a reunification program intended to break down barriers in communication before inmates are released. Individual, family, and group counseling sessions. Progress note and treatment plan maintenance.
Supervisor: Bradford Wilson, Director of Group Counseling
- Spring 2008 Intern: Charles Bass Correctional Complex
Duties: Administering Intelligence Testing, psychological evaluations, 30-day follow-ups, and mental health referral and triage with inmates. Charting and mental health meetings.
Supervisor: Mitchell Tidwell, MH Coordinator
- 2006-2007 One-On-One: Rutherford Academy (Genesis Learning Center/ Day Treatment Facility)
Duties: Work with one student at a time in particular with material from the curriculum. Supervised classrooms and accompanied the teacher on field trips. Helped to de-escalate threatening crises and violent situations by monitoring student behavior.
Supervisor: Katie Merwin, M.A.
- 2006-2007 Bus Aide: Rutherford Academy
Duties: Monitored middle school and high school age children at an alternative school on the bus before and after school. Trained in “handle with care” restraint techniques. Helped to de-escalate threatening crises and violent situations by monitoring student behavior.
Supervisor: Dan Pierce, M.A.

Licensure:

Kentucky Board of Licensure of Marriage and Family Therapists Marriage and Family Therapist License #262007
 Florida Board of Clinical Social Work, Marriage & Family Therapy, and Mental Health Counseling Marriage and Family Therapist License #MT3841

Certifications:

Certified Perinatal Mental Health Professional (PMH-C) Psychotherapy Track #PSI4694
 Certified Clinical Telemental Health Provider #642331 (Evergreen Certifications)

Insurance:

CPH and Associates professional liability coverage: \$1,000,000.00/\$5,000,000.00

Clinical Training:

Trained Basic EMDR (50 NBCC clock hours/36 NASW credit hours)

Trained facilitator for Abel Blassingame Assessment for Individuals with Intellectual Disabilities

Trained administrator for the Autism Diagnostic Observation Schedule, 2nd Edition (ADOS-2)

Intelligence Tests:

Wechsler Preschool and Primary Scale of Intelligence - 3rd ed. (WPPSI-III)

Wechsler Intelligence Scale for Children - 4th Ed. (WISC-IV)

Wechsler Adult Intelligence Scale - 3rd Ed. (WAIS-III)

Stanford-Binet, Fifth Edition (SB-V)

Kaufman Adolescent and Adult Intelligence Test (KAIT)

BETA-III

WRAT-3

Personality Tests:

Minnesota Multiphasic Personality Inventory – 2nd ed. (MMPI-2)

Personality Assessment Inventory

House-Tree-Person Projective Assessment

Additional Assessments:

Child and Adolescent Needs and Strength Assessment (CANS)

Northshore Trauma Assessment

Prepare Enrich

Prison Rape Elimination Act (PREA)

UCLA PTSD Index

References Available Upon Request