

MELISSA L. GAIDIS, PSY.D.

Licensed Clinical Psychologist; License Number PSY21908

EDUCATION:

Florida School of Professional Psychology at Argosy University, Tampa, FL

Doctor of Psychology - Clinical Psychology, 10/06; Specialty Neuropsychology
GPA 3.97

Master of Art – Clinical Psychology, 5/04; Neuropsychology

Saint Joseph's University, Philadelphia, PA

Master of Science - Experimental Psychology (Health and Social), 5/97
GPA 3.61

Bachelor of Science – Psychology; Minor, History

University of North Carolina, NC

Began undergraduate studies.

1/1/13 – Present Avenal State Prison; Avenal, CA

Responsibilities include working in the Administration Segregation Unit and Crisis Unit conducting clinical interviews, clinical assessment, forensic testing, report writing, suicide risk assessments, treatment planning, crisis evaluations, individual and group therapy (including substance dependence treatment and anger management), level-of-care placement, DMH referrals, and evaluating inmates in Institutional Classification Committee to determine the appropriateness for inmate participation in placement as well as the need for mental health intervention. Responsibilities also include leading unit meetings and interdisciplinary treatment team meetings as well as participating in department meetings and trainings. Duties also include creating and presenting didactic lectures for fellow mental health clinicians, training correctional officers on suicide prevention and supervising unlicensed mental health clinicians; additional responsibilities include Chairperson for the Peer Review Committee.

9/26/11 – 12/31/2012 Atascadero State Hospital; Atascadero, CA

Responsibilities include carrying a caseload of 40 – 50 adult patients, assessments (both cognitive and psychological) including PCL-R training, individual therapy, case consultations, group therapy including veteran groups and curriculum and working closing with VA representative to help with veteran transition upon release from hospital. Responsibilities also included creating groups and group manual (Emotional Wellness Through Self-Esteem), treatment planning, working with patients in a token economy reward system, creating and presenting hospital-wide, APA-approved training on Gangs and Gang Psychology, and participating as a member/leader on a multidisciplinary team. Clientele includes patients who are not guilty by reason of insanity, mentally disordered offenders, incompetent to stand trial, and CDCR inmates.

9/07/07 – 9/26/11, California Institution for Men; California Department of Correction and Rehabilitation; Chino, CA

Responsibilities include working in the Mental Health Crisis Bed Unit conducting clinical interviews, suicide risk assessments, crisis stabilization and symptom management, completing treatment plans and DMH referrals, working as a part of multidisciplinary team and participation in shift report. Responsibilities also include working as team leader on the Quality Improvement Team (QIT), QIT research, and presenting QIT results at the Warden's meeting to enhance treatment for inmates. Responsibilities have included working in the Administrative Segregation Unit conducting clinical interviews, psychological assessments, group and individual therapy, creating treatment plans, DMH referrals, LOC placement, and evaluating inmates in classification hearings to determine appropriateness for inmate participation in placement. Responsibilities have included carrying a caseload of inmates and

carrying the caseloads of other psychologists for coverage due to annual leave as well as participating in unit meetings, interdisciplinary treatment team meetings, and departmental meetings. Duties have also included creating and presenting didactic lectures for fellow psychologists, practicum students and DMH residents and interns.

9/06 – 8/07, Rancho Los Amigos National Rehabilitation Center, Downey, CA

A Los Angeles County Department of Health Services community rehabilitation hospital treating ethnically and racially diverse and underserved individuals. Responsibilities include: administration and interpretation of neuropsychological and psychological testing results for patients with brain and spinal cord injuries (including but not limited to stroke and TBI) ranging in age from 18 years and older; occasional testing with children/adolescents; predicating effects of psychological and neuropsychological dysfunction and subjective distress on patient's functional ability; diagnostic interviewing; application of behavior modification, cognitive remediation, psychoeducation, and psychodynamic techniques; individual and family therapy; group therapy; creating and conducting interdisciplinary and departmental presentations; working as an integral member of interdisciplinary team in an acute physical medicine and rehabilitation setting; attending weekly didactic trainings, grand rounds, and external trainings.

9/05 – 8/06, Department of Mental Health of Los Angeles County – Augustus F. Hawkins Mental Health Center, Los Angeles, CA (2100 hours, Internship)

A community mental health center treating underserved and racially and ethnically diverse clientele. Responsibilities include: conducting complex neuropsychological batteries on adults under the supervision of neuropsychologist, diagnoses ranging from dementia to traumatic brain injuries; conducting psychological, learning disability and personality assessments on severely mentally ill inpatients and outpatients. Participation in weekly case conferences; working as a part of a multi-disciplinary team; conducting intakes, feedback sessions and consultations; providing individual therapy, family therapy and group therapy in both the child/adolescent and the adult inpatient and outpatient units; conducting assessments in the walk-in clinic; in-school observations; acting as an advocate for clients; attending trainings via grand rounds, case conferences and weekly didactics; creating and conducting presentations for psychiatric residents, attending psychiatrists, and psychology practicum students.

8/01 – 8/05, Mental Health Care Inc. Tampa, FL (Community Mental Health Center, Locked-Down Inpatient Unit, Crisis Counselor/Discharge Planner)

Responsibilities include: providing crisis counseling and short-term therapy to an inpatient unit of 60; working as a part of a therapeutic team; preparing clients for competency court hearings; aiding in admission and discharge of clients involving voluntary and involuntary admissions. Responsibilities also include: conducting clinical interviews, creating treatment plans, case management, groups, working with Spanish speaking clients and translating for psychiatrists and the Central Intake Unit. Clientele includes patients ages 18 through 80 with a variety of diagnoses and medical conditions including, but not limited to schizophrenia and other psychotic disorders, HIV, bipolar disorder, substance abuse disorders, depression, delusional disorder, disassociative disorders, sleep disorders, impulse-control disorders, eating disorders, dementia, mental retardation, personality disorders, and patients with mood disorders due to a general medical condition (e.g. AIDS). Approximately 50% of clients are homeless and approximately 40-50% have prison records. Clientele racially and ethnically diverse.

7/04 – 7/05, Manatee Glens Hospital, Bradenton, FL (Therapy Practicum Placement, Community Psychiatric Hospital, 800 hours)

A community hospital treating underserved and ethnically and racially diverse

individuals. Responsibilities include: treating patients ranging in age from 18 years through the late 80s with severe mental health issues, co-occurring disorders, substance abuse diagnoses and forensic issues. Responsibilities also included communicating with the courts in forensic cases; outpatient individual and group therapy, as well as inpatient crisis stabilization. Interventions include a system approach, interpersonal/ existential therapy, and cognitive-behavioral therapy. Clientele served include patients suffering from both Axis I, Axis II and co-existing disorders.

9/04 – 7/05, Neuropsychologist Assessment, Private Office, Sarasota, FL (Specialty Practicum Placement, 400 hours)

Responsibilities include: administering and analyzing neuropsychological batteries with a variety of clientele ranging in age from 7 years to late 80s, with a wide range of patients from underserved, diverse backgrounds and varied socioeconomic status. I averaged approximately 2 neuropsychological batteries a day. Diagnostic issues included cerebral vascular accidents, anoxia, traumatic brain injury, disability benefits eligibility, malingering, learning disabilities and intelligence testing, autism spectrum and dementia. Other responsibilities included conducting intake interviews, feedback sessions, training, and supervising other practicum students, report writing and dictating reports.

6/03 – 7/04, University of South Florida (USF) Psychiatry and Behavioral Health Clinic, Tampa, FL (Diagnostic Practicum Placement, Medical School, 1120 hours)

Responsibilities included: psychological, cognitive and neuropsychological testing of a wide range of patients from diverse backgrounds and underserved populations with both upper and lower socioeconomic status; conducting clinical interviews, scoring test results, interpreting the data and writing psychological reports. Placement also included downloading scoring programs and other software, creating and conducting an in-service presentation on the Wechsler Intelligence Scale for Children – Fourth Edition (WISC-IV). Patients ranged in age from 6 through 80 with a variety of diagnoses, including but not limited to traumatic brain injury, personality disorders, major depressive/bipolar disorders, schizophrenic disorders, Asperger's disorder, Autism, as well as, patients screened for kidney transplant surgeries, gastric bypass surgeries and genetic testing. Responsibilities also included training incoming practicum students.

12/01 – 2/03, Rehab Solutions, Tampa, FL (Neuropsychological Rehabilitation Center, Outpatient Clinic, Therapist)

Responsibilities included: providing adjustment counseling, cognitive remediation therapy and community re-entry to clients sustaining both open and closed traumatic brain injury from underserved and diverse ethnic and racial backgrounds, as well as, clients in both upper and lower socioeconomic status. Responsibilities also included working as a part of a therapeutic team, creating in-service presentations based on the physiological changes that take place in the brain after traumatic brain injury has occurred and working with clients ranging in age from 11 through 80 from differing backgrounds and socioeconomic status.

9/00 - 1/01, Jewish Family Services, Absecon, NJ (Outpatient Community Mental Health Center, Therapist/Case Worker)

Responsibilities included: providing individual psychotherapy, working as a part of a therapeutic team, advocating for client rights, forensic cases and emergency coverage. Clientele included the severely mentally ill, underserved and ethnically and racially diverse patients previously discharged from psychiatric state and medical hospitals ranging in age from 18 through 87 with a variety of diagnoses. Responsibilities also included working with Spanish speaking clients.

3/98 – 8/99, National Board of Medical Examiners (NBME), Philadelphia, PA (Case Analyst)

Responsibilities included: working on the Step 3 portion of the United States Medical Licensing Examination (USMLE); creating presentations; creating and preparing orientation/tutorial materials for examinees; proctor during testing for physicians who are under review by the American Medical Association (AMA); participating in conferences and meetings; programming, running and debugging of Primum cases to be used on the USMLE; creating cases and researching available avenues in the treatment of different medical conditions to be used on the USMLE.

6/97 - 3/98, Scott-Levin, Newtown, PA (Marketing Research Analyst, Pharmaceutical Industry)

Responsibilities included: writing monthly and quarterly deliverables; trainer on audits and report generator systems; client presentations; creating/altering physician reporting forms; wrote article on two monthly publications; researched new medications awaiting FDA approval.

5/95 - 12/96, Family Services Association, Absecon, NJ (Counselor/Teacher)

Responsibilities included: family, child and group therapy, creating lesson plans to develop gross and fine motor skills, intellectual developmental skills and imaginative play in children; taught parenting skills; supervised parental visits, ran developmental sessions; wrote client evaluations; worked with abused children ranging in age from 2 weeks to 7 years, as well as, their families. Clientele are underserved with lower socioeconomic status and ethnically and racially diverse.

GRADUATE TEACHING EXPERIENCE:

- **9/03-9/04, Florida School of Professional Psychology at Argosy University, Tampa, FL**
 1. **Cognitive Assessment Lab** (Lab Instructor, Teaching Assistant); Responsibilities included: preparing and conducting all lab lectures and classes; creating course syllabus, creating exams, and grading homework assignments; evaluating taped administrations of the WAIS-III and the WISC-IV; instrument check outs with students; outside classroom assistance to students; communicating with professor; and assigning final lab grades.
 2. **Objective Personality Assessment** (Teaching Assistant); Responsibilities included: preparing and conducting a 3-hour class lecture; grading reports, papers, homework assignments and exams; communicating with professor; and offering outside classroom assistance to students in the form of office hours.
 3. **Geriatric Assessment/Introduction to Neuropsychological Screening** (Teaching Assistant); Responsibilities included grading reports, papers, homework assignments and exams; communicating with professor; conducting informal checkouts with the student; and offering outside classroom assistance to students in the form of office hours.

UNDERGRADUATE TEACHING EXPERIENCE

- **8/96 - 5/97, St. Joseph's University, Philadelphia, PA**
 1. **Social Psychology Lab** – (Lab Instructor, Teaching Assistant); Responsibilities included: preparing and conducting 3 hour weekly lectures; grading exams; grading papers; running statistical test for students' research projects (Descriptive, T-Tests and Anovas); communicating with professor; providing final lab grades; and conducting office hours.

2. **Statistics** – (Teaching Assistant) Responsibilities included: assisting professor during scheduled classes; grading homework assignment, computer assignments and exams; instructing students on computerized statistical analyses (Descriptive, Correlation, Regression, T-tests and Anovas); conducting office hours and communicating with professor.
3. **Introduction to Psychology II** (Teaching Assistant); Responsibilities included: assisting the professor during scheduled classes; grading homework assignments, computer assignments and exams; familiarizing students with computer-based systems (WordPerfect, spreadsheets, data bases, etc.); conducting office hours and communicating with professor.

RESEARCH WORK

PUBLICATIONS AND PRESENTATIONS

- **Henshaw-Gaidis, M., Lesniak, C., & Harlow, J. (2006).** *A comprehensive look at treating Alzheimer's disease.* **Dissertation, Florida School of Professional Psychology at Argosy University, Tampa Campus.**
The study is a literature review and a comprehensive conception model using a multi-modal approach in the treatment of Alzheimer's disease. The paper is a clinical research project/dissertation. The model addresses medication management and education for patients and their families, as well as, the benefits of individual therapy, family therapy and occupational/physical therapy. The paper also includes an extensive literature review on preventative measures to ward of Alzheimer's disease, particularly for those individual's predisposed to the disease.
- **Henshaw, M. (2002).** *Self-Awareness and Self-Regulation: An intervention for athletes with eating disorders.* **Unpublished master's thesis, St. Joseph's University.**
Created specific self-awareness/eating attribution scale for athletes for purposes of the study (Cronbach's alpha). Distributed and analyzed a packet of five questionnaires involving eating disorder measures and self-awareness/regulation questionnaires on approximately 100 subjects. Analyzed data using Pearson correlation and Fisher's z transformation. Introduced an intervention program for athletes with pathogenic weight control behaviors. The intervention program is modeled after the self-awareness theory and self-regulation.
- **Chapman, J., Henshaw, M., & Pures, S. (1999, June).** *Blushing for self and others: Veridicality and self-reported explanations.* **Poster session presented at the 11th annual convention of the American Psychological Society, Denver, CO.**
A follow up study to the presentation given at the 10th annual Psychological Society Convention to assess whether subjects are more likely to blush for the self or others. Likert scale and open-ended questionnaires were used to assess the true nature of subject's blushing response. Questionnaires were content analyzed and categorized.
- **Chapman, J., Henshaw, M., Pures, S., Tickel, R., & Sell, E. (1998, May).** *Empathetic blushing: The impact of another's predicament on the blushing response.* **Poster session presented at the 10th annual convention of the American Psychological Society, Washington, D.C. and at the annual convention of Sigma I, Philadelphia, PA.**
Project leader on the study. The premise was to measure subject's physiological response to written text. The experiment actually measured empathetic blushing in 50 subjects. Experimenters acted out a skit to place the subject in an awkward

situation. Wrote skit, content analyzed written data, analyzed BIOPAK system and Acqknowledge III software data that took measures of subject's blood volume and temperature, debriefed subject on the true nature of the study.

- **Henshaw, M., & Richardson, E. (1996, June). *Self-efficacy and group related sports*. Poster session presented at the 8th annual convention of the American Psychological Society, San Francisco, CA. and at the annual convention of Sigma XI, Philadelphia, PA.**

Designed and implemented a sport self-efficacy questionnaire to assess group self-efficacy in team related sports. Reliability measures included test re-test and Cronbach's alpha. Validity measures were also explored. The questionnaire has been used in subsequent research.

- **Henshaw, M. (1996). *The effects of audience presence in athletic performance*. Unpublished manuscript, St. Joseph's University.**

A literature review investigating the effects of audience presence in athletic competition. Specifically, using the Yerkes-Dodson Law to explain how level of competition and athletic mastery are contributing factors in choking in athletic competition when an audience is present.

- **Chapman, J. & Henshaw, M. (1995). [Audience presence in the facilitation and inhibition of learning and task performance]. Unpublished raw data.**

Meta-analysis study - responsibilities involved analyzing and coding data on the intricacies of learning. Specifically, does audience presence facilitate or inhibit learning and task performance?

- **Henshaw, M. (1995). [Familial patterns of child abuse]. Unpublished raw data, Family Service Association and St. Joseph's University.**

Archival case studies, involving the examination of present child abuse cases and the familial patterns of abuse in preceding generations. A research proposal was also developed for empirical future child abuse case studies.

COMMUNITY SERVICE/VOLUNTEER WORK:

6/04 – 7/05, 2012 – present American Red Cross

Mental Health Crisis Response Team and Presenter/Recruiter

2/04, University of South Florida (USF) Psychiatry and Behavioral Health; Free Clinic

(Counselor)

Eating Disorders Screening Day; responsibilities included preparing materials, educating clients on eating disorders, interviewing and screening clients for eating disorders and providing referrals.

9/03, University of South Florida (USF) Psychiatry and Behavioral Health; Free Clinic

(Counselor)

Depression Screening Day; responsibilities included media coverage, educating clients on depression and anxiety, interviewing and screening clients for depression and anxiety, as well as, providing referrals as applicable.

1/96 - 4/96, Belmont Institute, Philadelphia, PA (Intern)

Responsibilities included working with substance abuse clients in rehabilitation with secondary mental health diagnoses & preparing clinical paper work for state inspection.

6/92 – 8/94, Mighty Burner Speed Camp, Absecon, NJ, (Counselor/Coach)

Responsibilities included coaching, supervising, and giving speeches and leading talks

on the pressures, responsibilities, biomechanics and opportunities of being an athlete, under the supervision of four Olympic gold medalists. _

OTHERS RELATED EXPERIENCE & AFFILIATIONS:

- Certified in CPR and Team Defense
- Computer Literate; Spanish-Speaking - Fair
- Student Mentor
- Central Coast Psychological Association, American Psychological Association

OTHER ACCOMPLISHMENTS:

ARGOSY: Awarded Graduate Assistantship, 2003

SJU: Awarded Graduate Fellowship 1996; Full Athletic Scholarship; Dean's List; Athletic Director's List; East Coast Atlantic Conference (ECAC) qualifier; Track and Field and Cross Country Atlantic 10 Conference Champion 1993 – 1995; Captain – Track and Field/Cross Country 1994-1995; 5th place finisher ECAC, 1994; All East 3 years.

UNCC: Full Athletic Scholarship; Track and Field/Cross Country Metro Conference Championships 1992 – 1993.

NOTABLE ACHIEVEMENTS: Mayor's Award for Outstanding Athletic Contribution; Competed in Olympic Developmental; Junior Olympic Silver Medalist; Who's Who in Athletics; Who's Who in Academics; All-State in Field Hockey and Track and Field.