

# Salina Renninger, Ph.D., LP

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## Curriculum Vita

University of St. Thomas  
Graduate School of Professional Psychology  
1000 LaSalle Avenue  
Mail 445  
Minneapolis, MN 55403  
(651) 962-4983  
renn8979@stthomas.edu

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## LICENSURE

**Licensed Psychologist (MN LP4003)**  
Expires 3/31/2024

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## EDUCATION

**Ph.D., Counseling & Student Personnel Psychology Program, 1998**

Department of Educational Psychology  
University of Minnesota—Twin Cities  
A.P.A. Accredited Program

**M.A., Counseling & Student Personnel Psychology Program, 1994**

Department of Educational Psychology  
University of Minnesota—Twin Cities

**B.A., Child Psychology, Minor: Spanish, 1990**

University of Minnesota--Twin Cities  
*cum laude*

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## FACULTY APPOINTMENTS

**Professor, Director of Training**, Graduate School of Professional Psychology, University of St. Thomas, 2023- present

Chair of Completed Dissertations: 21

Chair of In-Process Dissertations: 7

**Associate Professor (Tenured), Director of Training**, Graduate School of Professional Psychology, University of St. Thomas, 2017-2023

**Assistant Professor (Tenure-Track), Director of Training**, Graduate School of Professional Psychology, University of St. Thomas, 2011-2017

**Adjunct Faculty Member**, Examining Status, Counseling and Student Personnel Psychology Program, University of Minnesota, 2002-2013

**Adjunct Faculty Member**, Graduate School of Professional Psychology, University of St. Thomas, 2008-2011

**Assistant Professor**, Counseling and Psychological Services Program, St. Mary's University of Minnesota, 2009-2011

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## TEACHING EXPERIENCE

**CPSY 708: Advanced Practicum I**, University of St. Thomas, 1 credit

Fall 2011, J-term 2012, Spring 2012

Taught in conjunction with CPSY 910 and 911.

**CPSY 709: Advanced Practicum II**, University of St. Thomas, 1 credit

Fall 2012 J-term 2013, Spring 2013

Small group seminar

Class was conducted using a group supervision model for psychology students engaged in a clinical practicum. Oversight of the clinical practice was provided through case presentation and the peer consultation process. Themes related to the students' experiences were examined, as were issues of professionalization within the field, as this is the final training prior to a full time pre-doctoral practicum experience.

**CPSY 710: Contemporary Approaches to Psychotherapy**, University of St. Thomas, 3 credits, Fall 2013-2022

This course is meant to provide students with exposure to a wide range of therapy approaches that have developed out of the common base theories. Initial weeks of the course focus on evidence-based practice and on how to evaluate different types of evidence that supports the various approaches. The common factors across all approaches are also evaluated. Several weeks of the course are taught by guest instructors who practice from specific points of view and who can bring each theory to life through sharing of their clinical work. Students are also given the opportunity to present in groups on newer or developing approaches to therapy. The course is taught seminar style with the goal that student engage in conversation that allows the group to critically examine the various approaches. Students also write papers where they are expected to critically evaluate theories and reach their own conclusions about applicability of various approaches to therapeutic work. Feedback on papers is detailed as this course is meant to assist students in developing writing skills that should facilitate their writing of the qualifying exams and beyond.

**CPSY 717: Vocational and Organizational Development**, University of St. Thomas, 3 credits Summer 2008-2021, 2023

Highly interactive and applied course taught to first year doctoral students. Includes lecture, small and large group discussion, observation of live career counseling with a career expert, guest speakers, jigsaw teaching technique, dvd recordings of real counseling sessions. Focus on career theory, common career assessment tools, career counseling process, technological and other tools that support career counseling, work with special populations in the career counseling field, and organizational development overview. Assignments include self-reflective paper, group class presentation, case study with expectation of integrating career assessment materials, and group final exam that focuses on application and integration of class content.

**CPSY 723: Supervision & Consultation**, University of St. Thomas, 3 credits

Fall 2012-2022

This course is taught as in a modified-seminar format, with students highly engaged in aspects of facilitation of the course. A variety of teaching approaches are utilized and student engagement is encouraged and expected. Includes lecture, small and large group discussion (often facilitated by the students), guest speakers, and field trip to a site that engages primarily in consultation. Additionally, students participate in mentorship of a MA-level student through observing

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(listening or watching a recording) the clinical work of the student and conducting a feedback session. Students presented a recording of their feedback sessions to the class and received feedback on their supervisory skills and supervision process variables. Topics covered included theoretical models of therapy supervision, including examination of current theory and research; current and historical models of consultation; and practice and assessment of individual clinical supervision.

**CPSY 800: Internship in Counseling Psychology**, University of St. Thomas, 3 credits  
Fall, Spring, Summer of 2011-2022

Students must complete a 2,000 hour internship in their final year of study. Students receive significant assistance with preparation for applying to the national internship and are provided with oversight of their year-long experience.

**CPSY 910/911: Practice Development Seminar I and II**, 4 credits each

Fall 2011 and Spring 2012

Small group seminar

Professional development seminar designed to provide supervision and consultation for professional responsibilities as a counseling psychologist. Topics examined through the consultation process include: peer supervision; utilization of self; counseling/psychotherapy process; assessment and intervention strategies; quality assurance, legal and ethical considerations; and culturally diverse counseling intervention.

**Supervising Counselors and Psychotherapists: Theories of Supervision**

St. Mary's University of Minnesota, 1 credit

Fall 2008, 2009, 2010

Theory course taught to professional counselors seeking additional coursework to qualify at the supervisor level. Includes lecture, small and large group discussion, self-reflection activities. Assignments include reaction papers that focus on class material and readings with the expectation that critical thinking skills will be utilized to demonstrate mastery of the material.

**Supervising Counselors and Psychotherapists: Clinical Skills and Practice in Supervision**

St. Mary's University of Minnesota, 1 credit

Spring 2009

Applied course taught to professional counselors seeking additional coursework to qualify at the supervisor level. Includes lecture, small and large group discussions and activities, including several student role plays, and self-reflection activities. Assignments include reaction papers that focus on class material and readings with the expectation that critical thinking skills will be utilized to demonstrate mastery of the material

**Pre-practicum Counseling Skills Course**

University of Minnesota, 3 credits

Fall 1994 (TA), 1998, 2003

Highly interactive and applied course taught to first year MA-level students. Includes lecture, small and large group discussion and active learning activities, several student role plays, observation of live counseling session, and guest speakers. Focus on basic counseling skills and tasks associated with the structure of counseling (informed consent, stages of counseling, termination). Assignments include self-reflective work, skills-based work, and critique of live counseling session.

**Academic Success**

University of Minnesota, 1 credit

1995, 2001

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Individually taught course to undergraduate students on academic probation. Each student met weekly with instructor to go through a learning skills curriculum and set weekly academic goals.

### **Becoming a Master Student**

University of Minnesota, 2 credits

Fall, Winter, Spring 1994-1997

Skills-based course taught to undergraduate students. Included lecture, small and large group discussion, and skills-based activities aimed at building academic skills. Assignments included applications of skills to other academic coursework, self-reflection paper, and weekly quizzes based on reading assignments.

### **Becoming a Master Graduate Student**

University of Minnesota, 0 credits

Summer 1996, 1997

Preparatory course taught to undergraduate students enrolled in a summer research institute. Included lecture and class activities aimed to prepare students' graduate school applications. Additionally, GRE preparation skills were taught.

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### NATIONAL, REGIONAL, AND LOCAL PRESENTATIONS

1. Sovereign, A., **Renninger**, S.M., Grinde, K., & Zhu, J. (2022). Destigmatizing remediation and supporting trainees with problems of professional competence. Presentation at the Minnesota Psychological Association 86<sup>th</sup> Annual Conference, Minneapolis, MN.
2. **Renninger**, S.M., Loughren, M.J., Hage, S.M., Perez-Rojas, A.E., Burns, T.R., & Adams, E.M. (2020). Training Models in Counseling Psychology: Integrating Science Practice, and Advocacy. Symposia accepted for the 2020 Counseling Psychology Conference (held once every six years). We were not able to do our presentation as the conference was cancelled due to Covid-19.
3. **Renninger**, S.M., & Roncoroni, J. (2019). Whiteness and White Fragility. Roundtable Discussion at the annual Council of Counseling Psychology Training Programs Conference, Santa Ana Pueblo, NM.
4. **Renninger**, S.M., Sovereign, A., Jennings, L., & Picard, K. (2018). Gatekeeping aspirations, ambiguities, and angst: Preliminary findings on graduate program practices and policies. Poster Presentation at the American Psychological Association Convention, San Francisco, CA.
5. **Renninger**, S.M., & Reynolds, A. (2018). Navigating the turbulent waters of competency, remediation, and due process. Presentation at the annual Council of Counseling Psychology Training Programs Conference, San Antonio, TX.
6. Reynolds, A., Ciftci, A., & **Renninger**, S.M (2017). Faculty multicultural competence. Presentation at the annual Council of Counseling Psychology Training Programs Conference, San Juan, Puerto Rico.
7. Rochlen, A., **Renninger**, S.M., & Kluck, A. (2017). Social media usage in training programs: Ethical considerations and guidelines. Presentation at the annual Council of Counseling Psychology Training Programs Conference, San Juan, Puerto Rico.

8. Cavalieri, C., French, B., & **Renninger**, S. (2017). Disrupting the Status Quo: Positionality, Pedagogy, and Relational Processes. Round Table Discussion at the National Multicultural Conference and Summit, Portland, OR.
9. **Renninger**, S.M., Sovereign, A., & Jennings, L. (2016). Gatekeeper duty and doubt: Addressing problems of professional competence. Presented at the annual American Psychological Association Convention, Denver, CO.
10. Hessel, H., & **Renninger**, S.M. (2015). At the intersection of social media and clinical work: Training students on appropriate use. Poster presented at Minnesota Association of Marriage and Family Therapy Fall Conference, Minneapolis, MN.
11. Jennings, L., Skovholt, T., Sovereign, A., & **Renninger**, S.M. (2015). The Minnesota counselor development and master therapist research studies: Findings from 30 years: 1985-2015. Presentation at the Minnesota Psychological Association Annual Convention, Plymouth, MN.
12. Tindi, A., Fehn-Birkeland, A., Cavalieri, C., **Renninger**, S.M. (2015). Decolonizing a professional psychology program: Unmasking subtle, invisible neocolonial strategies. Round Table Discussion at the National Multicultural Conference and Summit, Atlanta, GA.
13. Davis, C., Cepeda, G., Hess, D., **Renninger**, S.M., Haggins, K. (2015). Working in the trenches: Social justice work at religiously affiliated universities. Presentation at the National Multicultural Conference and Summit, Atlanta, GA.
14. **Renninger**, S.M., Sovereign, A., & Jennings, L. (2014). Gatekeeper responsibility/gatekeeper guilt: Two sides of the same coin. Round Table Discussion at the annual American Psychological Association Convention, Washington, D.C.
15. Henry, J., Armstrong, S.K., & **Renninger**, S.M. (2014). Doctoral psychology interns' personal experience of internship: A pilot study. Poster presentation at the 78<sup>th</sup> Minnesota Psychological Association Annual Convention, Minneapolis, MN.
16. Hage, S., Loughran, M.J., & **Renninger**, S.M. (2014). Strengthening counseling psychology: Celebrating the diversity of training models. Round Table Discussion at the Counseling Psychology Conference, Atlanta, GA.
17. Cavalieri, C. & **Renninger**, S.M. (2014). Interrogating the status quo: Reconsidering the national council of schools and programs in professional psychology competencies through the lense of the soul wound. Presentation at the annual National Council of Schools and Programs in Professional Psychology Conference, New Orleans, LA.
18. Jennings, L., Sovereign, A., & **Renninger**, S.M. (2013). Cross-national master's therapists: A qualitative meta-analysis, Presentation at the annual Midwest Qualitative Research Conference, Minneapolis, MN.
19. **Renninger**, S., Fuller, C., & Engler, J. (2013). Envisioning your future: Many possible paths. Presentation at the 77<sup>th</sup> Minnesota Psychological Association Annual Convention, Minneapolis, Minnesota.
20. Jennings, L., Sovereign, A., & **Renninger**, S. (2013). Cross-national master therapists: Preliminary results of a qualitative meta-analysis. Poster presentation at the 77<sup>th</sup> Minnesota Psychological Association Annual Convention, Minneapolis, Minnesota.

21. **Renninger**, S., Phillips, J., Armstrong, S., Herman, M., Magnus, K., Savino, F., Taylor, K., & Vajk, F. (2013). ACCTA diversity scholarship program: Benefits to scholars and the sponsoring organization. Poster presentation at the National Multicultural Conference and Summit, Houston, Texas.
22. Blacklock, B., Brueske, A., Christenson, G., Haynes, H., Menzel, W., **Renninger**, S., Schulte, L. (2011). Enhancing Resources: Creating and Sustaining a Campus-wide Approach to Student Mental Health. Plenary Session at the Big 10 Counseling Center Conference, Minneapolis, Minnesota.
23. **Renninger**, S., Shih, J., Fuller, C., Eldridge, B., Hanson, M., Slattery, S. (2010). Fostering Mental Health Through Collaborative Campus Relationships. Presentation at the Big 10 Counseling Center Conference, E. Lansing, Michigan.
24. Armstrong, S., Berry, S., Mandell, M., **Renninger**, S., Robiner, W., Siegel, W. (2009). Best Practices in Networking in Psychology Training: MAAPIC: A Model. Presentation at Association of Psychology Post-Doctoral and Internship Centers (APPIC) Bi-annual conference, Portland, Oregon.
25. Winterowd, C., Taylor, K., Johnson, B., **Renninger**, S. (2009). Training Director Communication. Presentation at Counsel of Counseling Psychology Training Programs (CCPTP) Mid-Winter Meeting, Savannah, Georgia.
26. Blacklock, B., Benson, B., **Renninger**, S. (2008). A Collaborative Campus-Wide Approach to Student Mental Health. Presentation at Focusing on the First Year Conference, Minneapolis, Minnesota.
27. Nevis, S., **Renninger**, S., Vajk, F., Zimmerman, M. (2008). Power Differentials: Helping Interns Navigate Problematic Relationships with Administrators/Supervisors. Presentation at Association of Counseling Center Training Agencies (ACCTA), Myrtle Beach, South Carolina.
28. **Renninger**, S. & Besett-Alesch, T. (2006). Managing Pregnancy and Parenting During the Internship Year: Challenges for Training Directors and Interns. Presentation at Association of Counseling Center Training Agencies (ACCTA), Lake Tahoe, California.
29. **Renninger**, S., Armstrong, S., Haggins, K., & Nevis, S. (2005). Internship Passages: Developmental Pathways. Presentation at Association of Counseling Center Training Agencies (ACCTA), Big Sky, Montana.
30. Rauenhorst, J., **Renninger**, S., Shih, J., & Wise, M.L. (2005). Effective Approaches to Counseling and Psychotherapy Supervision. Presentation at Minnesota Psychological Association (MPA) Annual Conference.
31. Hampel, V., Neuman-Aamlie, J., **Renninger**, S. (2005). Interns as supervisors: A Collaborative Approach to APPIC's Due Process Standards. Poster at Association of Psychology Post-Doctoral and Internship Centers (APPIC) Bi-annual conference, Orlando, Florida.
32. Butler, A., **Renninger**, S., Salter, P. (2003). Ways of Knowing: A Training Perspective. Presentation at Association of Counseling Center Training Agencies (ACCTA), Cape May, New Jersey.

33. Hanson, M. & **Renninger**, S. (2001). JumpStart Your College Success: Empowering First-year Students Through an Individualized Academic Skills Immersion Program. Presentation at Minnesota College Personnel Association (MCPA) Annual Conference, St. Paul, Minnesota.
34. **Renninger**, S. (2000). Effective Communication at Work. Presentation at the National Academy Foundation Conference, Minneapolis, Minnesota.
35. **Renninger**, S. (1998). Psychologists' Knowledge and Opinions of Minnesota's Child Abuse or Neglect Mandated Reporting Laws and Their Report Decision-Making Processes. Poster presented at Annual Minnesota Psychological Association (MPA) Conference, Brainerd, Minnesota.
36. McCarthy, P., **Renninger**, S., & Jasko, S. (1995). Adolescent Sexual Abuse Prevention and Intervention. Presented at Children's Mental Health Conference, Minneapolis, Minnesota.
37. **Renninger**, S. (1994). Short Term Sexual Abuse Group for Male and Female Survivors: A Psycho-Educational Approach. Paper presented at the American Counseling Association (ACA) Annual Convention.

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#### REFEREED PUBLICATIONS/PAPERS

1. **Renninger**, S.M., Sovereign, A.E., Zhu, J., & Grinde, K. (2023). Training conduct and remediation: Training directors' perspectives during intern selection. Training and Education in Professional Psychology, 17 (4), 331-338.
2. **Renninger**, S.M. & Cavalieri, C. (2023). Identification and assessment of problems of professional competence. In R. Schwartz-Mette, et al (Eds.), Supporting Trainees with Competence Problems: A Practice Guide for Psychology Trainers. Washington, DC: APA Publishing.
3. Hage, S., Loughran, M.J., **Renninger**, S.M., & Cyranowski, J.M. (2020). PsyD programs in counseling psychology: Current status and future directions. The Counseling Psychologist, 48, 716-737.
4. Cavalieri, C.E., French, B.H., & **Renninger**, S.M. (2019). Developing working alliances with students. In S.D. Brookfield and Associates (Eds.), Teaching race: How to help students unmask and challenge racism. San Francisco, CA: Jossey-Bass.
5. Jennings, L., Sovereign, A., **Renninger**, S.M., Goh, M., Skovholt, T.M., Lakhan, S., & Hessel, H. (2016). Bringing it all together: A quantitative meta-analysis of seven master therapist studies from around the world. In L. Jennings & T. Skovholt (Eds.), Expertise in counseling and psychotherapy: Master therapist studies from around the world. New York, NY: Oxford University Press.
6. **Renninger**, S., Phillips, J., Armstrong, S., Magnus, K., Herman, M., Savino, F., Taylor, K., Vajk, F. (2015). Outcomes of an organizational diversity initiative: Diversifying trainers to diversify psychology. Training and Education in Professional Psychology, 9 (3), 229-234. [doi.org/10.1037/tep0000089](https://doi.org/10.1037/tep0000089).
7. **Renninger**, S.M. (2013). Clinical application of meta-concepts that are essential to client change, Psychotherapy, 50 (3), 302-306.

8. **Renninger, S.** (2010). How Could I Trust the World to Hold Me Steady. In Trotter-Mathison, M., Koch, J. M., Sanger, S. & Skovholt, T. M. (Eds.). Voices from the field: Defining moments in counselor and therapist development (pp. 200-201). New York: Routledge.
9. **Renninger, S.M., Veach, P.M., & Bagdade, P.** (2002). Psychologists' knowledge, opinions, and decision-making processes regarding Minnesota child abuse and neglect reporting laws. Professional Psychology: Research and Practice, 33 (1), 19-23.
10. Ibrahim, B. & **Renninger, S.** (1995). The Reading PathFINDER. In Joyce Weinsheimer (Ed.), Succeeding at the University (pp. 81-83). Dubuque, IA: Kendall/Hunt Publishing Company.
11. McCarthy, P., Sugden, S., Koker, M., Lamendola, F., Mauer, S., & **Renninger, S.** (1995). A Practical Guide to Informed Consent in Clinical Supervision. Counselor Education and Supervision, 35 (2), 130-138.
12. Thompson, N. & **Renninger, S.** (1995). Short Term Group Treatment for Survivors of Sexual Abuse: A Psychoeducational Approach. Directions in Mental Health Counseling, 5(6), 1-14.

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#### OTHER PUBLICATIONS

**Renninger, S.** (2021). Director of Clinical Training Corner. Association of Post-doctoral and Internship Centers (APPIC) Newsletter. Fall 2021.

**Renninger, S.** (2013). A Sense of Potential and Possibility. University of St. Thomas Newsroom: The Scroll.

**Renninger, S.** (1998). A Controlling Partner Exhibits Certain Behaviors. University of St. Thomas Bulletin, 31 (29).

**Renninger, S., McCarthy, P., & Jasko, S.** (1995). Helping Adolescents Who Have Been Sexually Abused: A Manual for Professionals Who Work With Adolescents. Funded in part by grants from McKnight Foundation and NSP.

**Renninger, S., McCarthy, P., & Jasko, S.** (1995). Sexual Abuse Preventative Programming Grades 6-12: A Two Day Program. Funded in part by grants from McKnight Foundation and NSP.

**Renninger, S., McCarthy, P., & Jasko, S.** (1995). Short Term Sexual Abuse Group for Adolescents. Funded in part by grants from McKnight Foundation and NSP.

**Renninger, S.** (1992, June). The Courage to Heal Workbook: An Effective Tool for Healing Female Survivors of Childhood Sexual Abuse? Simulated Research Experience, Plan B, M.A. Thesis, University of Minnesota, Minneapolis.

**Renninger, S.** (1990, July). Legal Socialization of American Youth: Delinquent and Non-Delinquent. B.A. Honors Thesis, University of Minnesota, Minneapolis.

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#### ADMINISTRATIVE EXPERIENCE

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**Director of Training**

Graduate School of Professional Psychology  
University of St. Thomas  
2011-present

Oversee APA-accredited doctoral program. Participate in administrative team made up of chair, MA program director and departmental clinic director.

**Director of Training**

University Counseling and Consulting Services (UCCS)  
University of Minnesota  
2002-2011

Direct APA-accredited pre-doctoral internship, advanced practicum, and practicum programs (we served 13 trainees per year, of which 4 were interns) including coordination of training opportunities, meeting accreditation requirements, supervising trainees, teaching seminars, and yearly selection of interns and practicum students. Served as part of leadership team that is made up of director, clinical director, and administrative coordinator (2007-present). Chaired and participated in various committees in local and national professional organizations.

**Program Director, Learning and Academic Skills Center**

University Counseling and Consulting Services (UCCS)  
University of Minnesota  
2000-2002

Directed academic skills program at university counseling center including supervision of teaching and counseling provided by graduate students, development of new services, maintenance and expansion of center resources, and hiring and administrative supervision of both graduate and undergraduate staff.

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CLINICAL EXPERIENCE

**Private Practice**

Salina Renninger, LLC  
3/2015-3/2017 & 9/2019 to present

Provide individual therapy services to adults in a small private practice. Primary areas of focus are childhood trauma, grief/loss, depression, anxiety, and developmental issues common to undergraduate and graduate students.

**Contract Psychologist**

Shoshanna Center for Reproductive Health  
4/2017-8/2019

Provide individual therapy services to adults. Primary areas of focus are pregnancy and post-partum support, childhood trauma, grief/loss, depression, anxiety, and developmental issues common to undergraduate and graduate students.

**Senior Psychologist**

University Counseling and Consulting Services (UCCS)  
University of Minnesota  
2006-2011

Provided individual, group and crisis counseling services to university students requesting personal, academic, or career counseling. Facilitated outreach and consultation for the university community. Served on Behavioral Consultation Team (BCT) that assesses risk of students reported as potential threat to self or others on campus.

**Psychologist**

University Counseling and Consulting Services (UCCS)  
University of Minnesota  
2000-2006

Provided individual, group, and crisis counseling services to university students requesting personal, academic, or career counseling. Conducted presentations and workshops for the university community.

**Psychologist**

Relate Counseling Center  
Minnetonka, Minnesota  
1999-2000

Provided individual, couple, and family therapy in a non-profit agency setting, to child, adolescent and adult clients. Provided crisis coverage on an as-needed basis. Submitted insurance authorizations, conducted diagnostic assessment interviews (DSM-IV), created treatment plans, provided treatment, and maintained case notes. Facilitated at least three educational workshops per year. Provided some services off-site at satellite office. Led women's therapy group. Provided EAP services as-needed.

**Psychologist**

Family and Children's Service  
Brooklyn Park, Minnesota  
1998-1999

Provided individual, group, couple, and family therapy in a non-profit agency setting, to child, adolescent and adult clients. Provided crisis coverage on an as-needed basis. Interpreted psychological testing. Submitted insurance authorizations, conducted diagnostic assessment interviews (DSM-IV), created treatment plans, provided treatment, and maintained case notes. Co-led two adult male domestic violence groups and led an adult depression group.

**Pre-Doctoral Intern**

Counseling and Career Services (C&CS)  
University of St. Thomas (APA Accredited Program)  
1997-1998

Provided brief and long-term personal and career counseling to students experiencing a variety of problems. Covered walk-in crisis hours. Interpreted personality and vocational instruments. Conducted intake interviews, maintained file notes, and created treatment plans. Co-lead a process group for students with eating concerns. Facilitated a variety of workshops related to career, personal, and interpersonal development. Provided supervision to two doctoral level practicum students. Participated in three hours weekly individual supervision and four hours of group supervision experiences.

**Counselor**

University Counseling and Consulting Services (UCCS)

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University of Minnesota--St. Paul Office  
1996-1997

Provided brief counseling to students experiencing a variety of problems including: personal issues, walk-in crisis concerns, learning difficulties, and career indecision. Facilitated educational programs in the St. Paul campus community. Interpreted personality and vocational instruments. Maintained file notes and created treatment plans. Participated in one hour weekly individual supervision.

**Advanced Practicum Counselor**

University Counseling and Consulting Services (UCCS)  
University of Minnesota--Minneapolis Office  
1995-1996

Provided brief counseling to students experiencing personal or career related problems. Maintained file notes and created treatment plans. Interpreted personality (MMPI, MBTI) and vocational instruments (SII, CISS, CAI, IDEAS). Participated in one hour individual weekly supervision and one and one-half hour group weekly supervision. Attended a weekly seminar on a variety of topics.

**Counselor**

Learning and Academic Skills Center (part of UCCS)  
University of Minnesota--Minneapolis Office  
1994-1996

Provided brief counseling to students experiencing academic difficulty and related stress. Facilitated short-term psychoeducational groups and workshops. Maintained file notes and created treatment plans. Interpreted study skill instruments (LASSI) and vocational instruments (SII). Participated in one hour group supervision per week.

**Counselor**

The Annex Teen Clinic  
Robbinsdale, Minnesota  
1994-1995

Provided long-term counseling to low income adolescents and young adults in a community-based agency. Some clients were seen in local area middle- and high-schools. Provided walk-in crisis counseling. Facilitated a short term psychoeducational group for sexually abused adolescents. Maintained file notes and created treatment plans. Provided supervision one hour per week to a M.A. student. Participated in one hour individual supervision per week.

**Academic Advisor and Scholastic Committee Representative**

Student Academic Support Services-College of Liberal Arts  
University of Minnesota—Minneapolis  
1991-1994

Assisted students having academic difficulty and assessed for appropriate referrals. Made decisions about readmittance of students on academic suspension. Advised liberal arts students with respect to degree requirements. Evaluated petitions for exception to university policy. Facilitated new student orientation sessions. Remained current on the College of Liberal Arts student policy and how it affected students.

**Practicum Counselor**

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The Rape and Sexual Abuse Center  
Minneapolis, Minnesota  
1992-1993

Provided long term counseling to adult clients on a weekly basis. Facilitated male and female psychoeducational short term sexual abuse groups weekly. Conducted intake interviews for assessment of services. Provided walk-in crisis counseling. Maintained file notes, created treatment plans, diagnosed clients according to DSM-III-R. Participated in one hour weekly individual supervision and two hours weekly group supervision.

**Practicum Extern**

CLA Career Development Office  
University of Minnesota—Minneapolis  
1992

Observed career counseling interviews. Used career counseling inventories (SIGI, MBTI, SII). Gained familiarity with career development resources.

**Volunteer Crisis Counselor**

Sexual Assault-Rape-Family Violence-Incest-Education (S.A.F.E.) Project  
Laramie, Wyoming  
1990-1991

Provided crisis intervention counseling to victims of domestic violence and sexual abuse. Provided transportation to a safe shelter for women and children in crisis. Received extensive crisis counseling training.

**Volunteer Crisis Counselor**

Sexual Violence Program  
University of Minnesota—Minneapolis  
1988-1990

Provided crisis intervention counseling to victims of sexual abuse in individual sessions and by telephone. Organized a speak out for survivors of abuse to facilitate empowerment through sharing of personal history. Assisted in organization of outreach activities aimed at informing university students of available services and advocating for improved safety services on campus. Assisted university administration with restructuring the program. Received extensive crisis counseling training.

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CLINICAL SUPERVISION EXPERIENCE

**Supervisor**

Training Program  
University Counseling and Consulting Services (UCCS)  
2002-2011

Provide two hours of individual supervision to one predoctoral intern. This includes review of videotaped sessions and case notes. Facilitate weekly group check-in for predoctoral interns. Facilitate weekly individual and group supervision for advanced practicum students. Duties vary semester to semester, with provision of some type of supervision each semester.

**Supervisor**

Salina Renninger. Ph.D., LP - 13  
Learning and Academic Skills Center  
University Counseling and Consulting Services (UCCS)  
2000-2002

Provided supervision to three doctoral level graduate students for one hour per week in a group setting. Monitored and signed case notes. These students provided academic and career counseling.

**Supervisor**

Relate Counseling Center  
2000

Provided supervision to one masters level practicum student for one hour per week during spring semester. Provided ongoing evaluation and written evaluation.

**Supervisor**

Counseling and Career Services  
University of St. Thomas  
1997-1998

Provided supervision to two doctoral level practicum students for one hour per week (one student per semester). Viewed one counseling videotape per week and monitored case notes. Provided ongoing evaluation and formal written evaluation at the end of the semester. Participated in supervision of this supervision one hour per week in a group format.

**Supervisor**

Annex Teen Clinic  
1994-1995

Provided supervision to one M.A. practicum student for one hour per week . Critiqued one counseling audiotape per week and monitored case notes. Provided ongoing evaluation and formal written evaluation every three months. Participated in supervision of this supervision one hour per week.

**Supervision Practicum**

Counseling and Student Personnel Psychology  
University of Minnesota—Minneapolis  
1994

Facilitated group supervision of M.A. practicum students two hours per week. Critiqued at least two audiotapes per student and provided written feedback on written assignments. Provided written evaluation at the end of three months. Participated in group supervision of this supervision for one and one-half hours per week.

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**GROUP EXPERIENCE**

**Women's Therapy Group**, process group.  
2010-2011

**Women Over Age 30 Group**, process group.  
2006-2007

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**Women and Depression Group**, process group.

2003

**Women and Depression Group**. 3-week psychoeducational group.

2003

**Women's Therapy Group**, process group.

2001

**Women's Body Image Group**, 8-week psychoeducational group.

2001

**Women's Therapy Group**, process group.

1999-2000

**Adult Depression Group**, process group.

1999

**Men's Domestic Violence Groups**, 16-week psychoeducational groups for court-ordered men.

1998-1999

**Cultural Identity Exploration Group**, 12-session group for retention of program for students of color.

1998

**Eating Concerns Group**, process and psychoeducational group.

1997-1998

**Incest Survivors Group**, 8-week group that included 1 hour of self-defense training and 1 ½ hours of therapy.

1997

**Anti-Procrastination Groups**, 6 to 8-week psychoeducational groups.

1994-1996

**Sexual Abuse Group for Adolescent Females**, 12-week psychoeducational group.

1994-1995

**Short-Term Sexual Abuse Groups**, 8-week psychoeducational groups.

1992-1993

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## PRESENTATIONS FOR STUDENT TRAINEES

- Moving On: Crafting Your Vision of the Future and Making it Happen
- Common Factors
- Culture Sharing (facilitation of personal sharing)
- When Billy Broke His Head and Other Tales of Wonder (facilitate documentary discussion)
- Job Search Strategies
- Counselor Self Care
- Minnesota's Mandated Reporting of Child Abuse Laws

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## CAMPUS PRESENTATIONS for STAFF & FACULTY

- Working With Students in Academic Difficulty
- Helping Students with Low Motivation and Procrastination Problems
- Conducting Effective Office Hours
- Communication Skills for Professionals
- Responding to Students in Distress

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## CAMPUS PRESENTATIONS AND WORKSHOPS for STUDENTS

- Feminist Therapy
- The Career Key and Learning Style
- Interpreting the Learning and Study Skills Inventory
- Finding Balance in Living through Time and Stress Management Techniques
- Coping with Academic Stress: Relaxation and Balanced Living
- Self-Esteem
- Test Preparation and Test Anxiety
- Depression
- Changing Family Relationships
- Networking and Cold Calling
- Group CPI Interpretation
- Career Planning: Internships, Resumes, and Interviewing
- Conflict Resolution Skills
- Study Techniques for Learning
- Making Sense of Your Textbooks
- Time Management and Writing
- Active Learning in the Classroom
- Prevention of Adolescent Sexual Violence
- Values Clarification
- Self Hypnosis for Study Skills
- Self-Assertion for Women
- Using Computers for Writing
- Making Time Work for You
- Mastering Tests
- Putting Power in Your Studies

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## GRANTS

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|------|--|
| 2023 | Minnesota Department of Health Medical Education and Research Costs (MERC) Grant, \$50,870 (pass through grant to support practicum and internship sites serving our students)   |
| 2022 | Minnesota Department of Health Mental Health Cultural Community Continuing Education Grant Program—Trainer Grant of \$149,276.00 to provide free training to licensed individuals from underrepresented populations to qualify them as |

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clinical supervisors and thus diversity the pool of supervisors in the state of Minnesota.

- 2022 Minnesota Department of Health Medical Education and Research Costs (MERC) Grant, \$80,111 (pass through grant to support practicum and internship sites serving our students)
- 2021 Minnesota Department of Health Medical Education and Research Costs (MERC) Grant, \$22,453 (pass through grant to support practicum and internship sites serving our students)
- 2020 Minnesota Department of Health Medical Education and Research Costs (MERC) Grant, \$113,811 (pass through grant to support practicum and internship sites serving our students)
- 2019 Minnesota Department of Health Medical Education and Research Costs (MERC) Grant, \$166,198 (pass through grant to support practicum and internship sites serving our students)
- 2018 Minnesota Department of Health Medical Education and Research Costs (MERC) Grant, \$21,997 (pass through grant to support practicum and internship sites serving our students)
- 2017 Minnesota Department of Health Medical Education and Research Costs (MERC) Grant, \$98,291 (pass through grant to support practicum and internship sites serving our students)
- 2016 Minnesota Department of Health Medical Education and Research Costs (MERC) Grant, \$30,694 (pass through grant to support practicum and internship sites serving our students)

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## AWARDS

- 2018 Outstanding Training Director Award  
American Psychological Association, Society of Counseling Psychology  
(Division 17) Section for Supervision and Training
- 2001 Minnesota College Personnel Association, Outstanding Conference  
Program Award
- 1998 University of Minnesota Doctoral Dissertation Special Grant
- 1998 Minnesota Psychological Association Graduate Student Research Award
- 1998 College of Education and Human Development Ruth Eckert Scholar

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## MEMBERSHIPS

American Psychological Association (APA)  
Society for Counseling Psychology (Division 17), Member

Minnesota Psychological Association (MPA)

COMMITTEES & LEADERSHIP (active positions are bolded)

- 2022-present **Intercultural Development Inventory, Qualified Administrator**  
Trained as QA and now am part of campus and college initiatives related to use of IDI to further EDI vision.
- 2020-present **MFCOH Clinical Placements Committee, Member**
- 2020, summer UST Academic Planning Committee (Covid-Consultation)
- 2019-present **Seeking Educational Equity and Diversity (S.E.E.D), Facilitator**  
Trained to be facilitator in summer 2019, co-led three groups (2019-2020, 2020-2021, 2022-2023), meet monthly with SEED facilitators
- 2019-2021 Faculty Affairs Committee, Member
- 2018-present **Board of Psychology, State of Minnesota, Chair** (2023-present)  
Board of Psychology State of Minnesota, Secretary (2020-2022)  
Academic Review Committee for the Board, Chair (2018-2022)  
**Complaint Resolution Committee for the Board, Chair** (2019-present)  
**Rules Committee, Member** (2021-present)
- 2016-2019 Counsel of Counseling Psychology Training Programs (CCPTP), Treasurer
- 2015-2017 Campus Title IX Faculty Resource Group, Member
- 2014-2016 Division 17 Continuing Education Committee, Member
- 2013-2023 Special Interest Group for Psy.D. Programs, Co-Chair  
American Psychological Association, Division 17
- 2013-2018 Committee on Faculty Nominations and Elections (CFNE), Chair in 2015-2016  
University of St. Thomas
- 2013-2016 CELC Scholarship Committee, Member
- 2011-2017 Interprofessional Center Advisory Board, Member  
University of St. Thomas
- 2013 Mind-Body Campus-Wide Event Planning Committee  
Event: Everything in its Place: A Mind-Body Dialogue  
October 29, 2013
- 2012-2013 Graduate Service Learning Advisory Board, Member  
University of St. Thomas
- 2011-2013 Academic Council, Member  
College of Education, Leadership, and Counseling (CELC)
- 2011-2013 Leadership Council, Member  
College of Education, Leadership, and Counseling (CELC)
- 2012 College Leadership Retreat Planning Committee, Member

- 2011-2012 CAPS CARES (Sustainability Committee), Member  
College of Applied Professional Studies
- 2010-2011 Archives Committee, Chair  
Association of Counseling Center Training Agencies (ACCTA)
- 2007-2011 Provost Committee on Student Mental Health, Member  
University of Minnesota
- 2007-2010 Diversity Scholar Selection Committee, Member  
Association of Counseling Center Training Agencies (ACCTA)
- 2007-2011 M.A. Admissions Committee, Member  
Counseling and Student Personnel Psychology Program, University of Minnesota
- 2006-2010 Association of Counseling Center Training Agencies (ACCTA), Treasurer
- 2005-2006 Association of Counseling Center Training Agencies (ACCTA), Board Member
- 2005-2011 Conference Planning Committee, Member  
Association of Counseling Center Training Agencies (ACCTA)
- 2004-2011 Standing Committee on Research, Member  
Association of Counseling Center Training Agencies
- 2004-2007 Web Development & Maintenance Committee, Co-Chair  
University Counseling and Consulting Services, University of Minnesota
- 2003 Emergency Planning Committee, Member  
University Counseling and Consulting Services, University of Minnesota
- 2003 Retreat Planning Committee, Member  
University Counseling and Consulting Services, University of Minnesota
- 2003 Web Page Improvement Committee, Co-chair  
University Counseling and Consulting Services, University of Minnesota
- 2002-2011 Training Committee, Chair  
University Counseling and Consulting Services, University of Minnesota
- 2002-2011 MAAPIC fall conference planning committee, Member  
Minnesota Association of Accredited Psychology Internship Centers
- 2001-2007 Doctoral Admissions Committee, Member  
Counseling and Student Personnel Psychology Program, University of Minnesota
- 2000-2011 Visibility Committee, Member  
University Counseling and Consulting Services, University of Minnesota
- 2000-2011 Diversity Work Group, Member  
University Counseling and Consulting Services, University of Minnesota

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- 1996-97 Professional Development Committee, Member  
University Counseling and Consulting Services, University of Minnesota
- 1995-96 Doctoral Student Representative to the Counseling and Student Personnel  
Psychology Faculty, University of Minnesota. Attended weekly faculty meetings.
- 1994-95 Cultural Diversity Task Force, Member  
Minnesota Women Psychologists
- 1993-94 Committee on Appeals of Second Language, Member  
College of Liberal Arts
- 1991-94 Committee on Scholastic Standing, Member  
College of Liberal Arts