

DR. KATE BURTON, PSYD, PLLC

Kate Burton, PSYD

Doctor of Psychology & Professional Consultant

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Suite 200

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435.200.5525

EDUCATION

PSYD, Clinical Psychology

Illinois School of Professional Psychology, Chicago, IL

Accredited by the American Psychological Association

August 2008 - October 2012

- APA Accredited Program
- Psychoanalytic Concentration/Minor
- GPA: 3.80/4.0
- Graduation Date: September 12, 2012

M.A., Clinical Psychology

Illinois School of Professional Psychology, Chicago, IL

Accredited by the American Psychological Association

November 2008

- GPA: 3.78/4.0
- Graduation Date: June 25, 2008

B.A., Psychology

University of Miami, College of Arts and Science Oxford, OH,

June 2005

- Psychology Independent Reading for Research; Departmental Honors
- Overall GPA: 3.15/4.0
- Graduation Date: June 2005

Post Secondary Option for Undergraduate Credit

Bowling Green State University, Bowling Green, OH, 2001

- 17 Undergraduate credit hours obtained through Post Secondary Option

CLINICAL/WORK EXPERIENCE

PRIVATE PRACTICE

Personal & Professional Consultant

January 2022 - Current

- Maintain 25-45 direct client consulting hours per week.
- Provide coaching, consulting, mentoring services to executives, leaders, individuals, professionals, businesses, teams & couples.
- Utilize evidence based psychologically informed practices to assess & treat clients in an individualized manner.
- Serve a diverse client base across a wide demographic and environments.
- Seek out regular consultation and conduct research as it relates to client and business needs.

Culture Consultant

+One – Workplace Culture Consulting

August 2023 – Current

- Facilitate strategic discussions, sessions, interviews and focus groups with clients and internal employees to advance workplace culture.
- Develop and design assessments and plans to market and deliver culture consultation services.
- Advise client and internal teams on workplace culture best practices and options
- Lead development of change management strategies and plans
- Consistent engagement in problem solving in order to define smart solutions to multifaceted situations and needs on an individual or team basis.
- Develop and deliver compelling and evidence-based insights and practices.
- Maintain education on current research, continuously integrating and applying knowledge to clients, projects and internal performance dynamics.
- Ensure timely, high-quality delivery of the client experience and associated deliverables
- Contributes to +One Workplace content, marketing efforts and events.

Licensed Clinical Psychologist, Park City, UT

June 2013 – December 2021

- Maintained 25-45 direct clinical and assessment hours per week.
- Provided psychoanalytic psychotherapy, consultation, diagnostic assessment and forensic (court involved) services to individuals, couples and families.
- Utilized psychoanalytic and psychodynamic theories as a foundation for therapeutic intervention to address a variety of psychological issues including trauma, relational conflicts, attachment issues, emotional disorders, behavioral problems, etc.

- Treated diverse psychopathology in children ages 2 –12, adolescents and adults.
- Actively sought regular clinical consultation via 1-2 hours weekly peer supervision meetings, weekly contact with colleagues, professional training experiences and from specialized professionals on an as needed basis.
- Consulted frequently on the behalf of patients on multidisciplinary level with Psychiatrists, Physicians, Nurse Practitioners, Teachers, School Psychologists, Occupational Therapists, Speech Pathologists, Parents and other family members in order to provide comprehensive treatment to patients.

POST DOCTORAL RESIDENCY EXPERIENCE

Post-doctoral Resident

Shoreline Psychology, Salt Lake City, UT

October 2012 – October 2013

Supervisor, Amy Fehlberg, Ph.D.

- Maintained 18-22 direct clinical hours providing individual, family, and couples counseling to broad range of age groups and populations utilizing psychoanalytic, play therapy, interpersonal and cognitive behavioral approaches.
- Conducted diagnostic assessments regularly to assess cognitive, academic, emotional, personality and executive functioning.
- Participated in group supervision and clinical case presentations weekly.
- Participated in individual, reflective supervision on weekly basis.
- Consulted and collaborated with professionals within the patient's environment to optimize treatment outcome.

Private Practice, Park City, UT

Director and Supervisor, Amy Fehlberg, Ph.D.

October 2012 – October 2013

- Maintained 16-30 direct clinical hours providing individual, family, and couples counseling to broad range of age groups and populations in rural area.
- Utilized psychodynamic, play therapy, interpersonal, family therapy and cognitive behavioral approaches to create individualized treatment plans.
- Conducted diagnostic assessments regularly to assess cognitive, academic, emotional, personality and executive functioning.
- Participated in reflective individual and group supervision on weekly basis.
- Consulted and collaborated with multidisciplinary professionals within the patient's environment to optimize treatment outcome.

INTERNSHIP EXPERIENCE

Pre-doctoral Intern

The Cullen Center, Toledo Children's Hospital, Toledo, OH

Site Supervisor, Adrienne Fricker-Elhai, Ph.D.

September 2011 - September 2012

- Provided individual and family counseling to underprivileged population of children (0-18 years) and adults with a history of trauma, abuse, and/or neglect. Treat co-morbid emotional and behavior problems related to substance abuse, mood disturbances, sexual disturbance, personality disorders and post-traumatic stress.
- Conducted intake services on an as needed basis for the center; identify presenting problems and areas of strength, obtain trauma history, determine appropriateness for outpatient treatment, and provide recommendations.
- Maintained 18-25 direct service hours per week in the areas of insight-oriented, trauma focused, individual, family, and play therapy.
- Conducted psychodiagnostic assessments within the confines of managed care.
- Typical tests administered: *Child Behavior Checklist, Trauma Symptom Checklist for Young Children, Children, and Adults, Parenting Stress Index, Ages and Stages Questionnaire, Beck Depression Inventory, Parent – Infant Relational Global Assessment Scale, Brief Infant-Toddler Social and Emotional Assessment, Childhood Trauma Events Survey.*
- Conducted risk assessments, Projective assessments and IQ and achievement evaluations on an as needed basis including *Rorschach, Roberts-2, TAT, WISC-IV, WAIS-V, WIAT-II.*
- Diagnostic responsibilities included selecting, administering, scoring, and interpreting assessment measures, organizing and integrating test findings, providing a case conceptualization and rationale for diagnosis, and presenting feedback and recommendations to referral sources.
- Attended 1-3 hours of weekly reflective individual and group supervision on clinical case material and diagnostic assessments including reviewing video of treatment sessions.
- Attended weekly seminars and/or didactics including:
 - Child-Parent Psychotherapy Seminar (CPP): developed by Lieberman and VanHorn, focusing on the understanding and use of play among caregivers and children as a distinct treatment modality. Multiple theories and approaches are incorporated to better understand the unique needs of the child and their parents in order to increase cohesiveness and make repairs within the relationship.

 - Trauma-Focused Cognitive Behavioral Therapy Seminar (TF-CBT): developed by Cohen, Mannarino, and Deblinger focusing on the understanding and use of the

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child-parent relationship to decrease symptoms, increase safety and adaptive coping skills related to emotional and behavioral difficulties. Use multiple modalities like psychodynamic, cognitive behavioral and family theories while conceptualizing through a trauma lens to adapt treatment as appropriate to the case presented.

- Attachment Theory and Therapy Seminar: developed by Ainsworth and Bowlby, focusing on the understanding and use of an attachment based lens with which to conceptualize trauma exposed clients and conduct interventions and goals for treatment.

- Involved in recording and assessment of outcome and productivity measures for center; measured client symptom reduction, progress in treatment, feelings about treatment, and likelihood of referring us to a friend.
- Consulted with caseworkers, family members, teachers, social workers, psychiatrists, and other professionals in order to provide comprehensive treatment.

Toledo Children's Hospital, Pediatric Oncology-Hematology & Pediatric Intensive Care Unit Toledo, OH

Site Supervisor, Kerry Buhk, Ph.D.

September 2011 - September 2012

- Maintained 4-6 direct service hours weekly using a multi-modal approach with pediatric oncology/hematology and intensive care patients and their families. Provide individual, milieu, group, and family therapy. Treatment focuses on grief, loss, boundaries, parenting issues, preparing for and understanding death, crisis intervention, personal autonomy, physical ailments, and other development related difficulties.
- Conducted cognitive assessments on an as needed basis. Batteries consist of WISC-IV and WIAT-II, Conner's Rating Scales, and Child Behavior Checklist.
- Attended grand rounds/multidisciplinary staffing daily to collaborate and consult with social workers, doctors, and nurses regarding patient's health history, treatment plan, current mental and medical health state, treatment compliance, social strengths and barriers to treatment.
- Received one hour of weekly reflective supervision focusing on transference and countertransference dynamics, research related to psychology and oncology, ethical and legal issues, record keeping and documentation, and consultation skills.
- Attended monthly seminars and grand round meetings to discuss relevant topics and current research and literature within hospital and outpatient settings.

Central Behavioral Health Care, Perrysburg, OH

Site Supervisor, Kerry Buhk, Ph.D.

September 2011 - September 2012

- Conducted diagnostic assessment and evaluations for private practice clients in order to provide general clinical impressions, determine Axis I and II diagnoses, and provide recommendations for treatment. Typical batteries include WISC-IV or WAIS-V, WIAT-II, and Conner's Rating Scales.
- Participated in an hour of diagnostic supervision focusing on guidance in selecting, administering, scoring, and interpreting assessment measures, organizing and integrating test findings, and providing feedback and recommendations to referral sources.

Psychotherapeutic Extern

Metropolitan Preparatory Schools, Arlington Heights, IL

Site Supervisor, Ralph J. Tobias, Ph.D.,

Supervisor, Brooke Magers, Psy.D., Secondary Supervisor, Laura Koerner, MA, LCPC

August 2009 – August 2010

- Provided integrated, insight oriented therapy to students in grades K-12 with a variety of severe emotional, behavioral and developmental disabilities in order to help them achieve emotional wellness, self understanding, and personal growth in a supportive and safe environment.
- Provided continual family therapy and support on an as-needed basis for each individual client and their participating family members.
- Facilitated daily group therapy sessions for students in grades 2 through 3, focusing on topics such as healthy relationships, coping skills, anger management, identifying emotions, and diversity issues.
- Organized and facilitated student council group meetings, projects, (recycling, eating healthy, etc), and delegated responsibilities to individual student members to provide guidance and leadership opportunities.
- Participated in 2-3 hours of weekly supervision, receiving training in psychoanalytic, psychodynamic, cognitive behavioral interventions and family systems approaches.
- Participated in weekly training meetings with a supervisor and fellow doctoral student to gain knowledge about providing clinical training and supervisory roles.
- Attended didactic meetings addressing special interest topics relevant to recent literature and research, presented cases, and discussed logistics of program development and outreach.

Psychodiagnostic Extern

Counseling Connections, Libertyville, IL

Site Supervisor, Sol Rappaport, Ph.D., Secondary Supervisor, Michelle Abella, Psy.D.

August 2008 – July 2009

- Provided traditional psychological battery to children and adults of the outpatient center program or therapeutic day school program.
- Psychological batteries included: *Clinical Interview, Interview with Staff, WISC-IV or WAIS-III, WIAT-II, VMI-5, MMPI or MMPI-A or MACI, TAT and/or Rorschach or Roberts Apperception Test, Child or Adolescent Mental Health Questionnaire (APS), Incomplete Sentences Blank, Conner's Parent Rating Scale, Conner's Teacher Rating Scale, ADHD Questionnaire, Adolescent Symptom Inventory, Narrative Questionnaire, Records Review* and additional psychological assessments when merited.
- Performed and evaluated 19 full batteries using cognitive, projective, and objective measures to determine a wide range of emotional, behavioral, and learning challenges and well as individual strengths and positive attributes.
- Participated in multidisciplinary, didactic seminars including psychopharmacology, risk assessment, abuse in teenage relationships, ASD, EMDR, narrative therapy, clinical case presentations, etc., 2-3 hours per week.
- Partook in monthly student evaluation conferences or Individual Education Plans (IEP's) by presenting diagnostic findings and providing recommendations for students, teachers, families and home school district personnel.
- Participated in up to 4 hours of weekly supervision including 1-3 hours of individual clinical supervision and 1 hour of group supervision per week to focus on report writing, precise scoring, effective clinical interviewing, risk assessment and other professional and diagnostic issues.

Psychotherapy Extern

Metropolitan Preparatory Schools, Arlington Heights, IL

Site Supervisor, Ralph J. Tobias, Ph.D., Secondary Supervisor, Whitney Gipson, LCPC, LMFT

September 2007 – June 2008

- Provided psychodynamic individual therapy to diverse body of students in grades 1-8 in one to one sessions and within the milieu. Treated clients primarily presenting with traumatic backgrounds including physical, sexual, and psychological abuse and a variety of developmental disabilities.
- Prepared and assessed treatment goals throughout the therapy process by consulting closely with teachers, parents, counselors and the school psychiatrist.
- Co-led group therapy sessions daily for students in grades 1-2 focusing on topics such as building coping skills, improving social interactions, anger management, and identifying feelings and emotions.

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- Provided family therapy and support per request on a monthly basis for each individual client and provided parents with weekly updates on child's progress.
- Contributed to the overall milieu setting by consulting, offering support, assistance, and reinforcement to both staff and students.
- Participated in 1-2 hours of weekly individual and group supervision; presented case formulations, audio tapes of therapy sessions, and discussed a variety of clinical issues.
- Presented clinical material in multi-disciplinary treatment team meetings.

RESEARCH

Clinical Research Project

Illinois School of Professional Psychology, Chicago, IL

Faculty Chair, Susan Zoline, Ph.D.

2008 – 2012

- Project Titled: *An Analysis of Envy, Shame and the Fear of Success: Implications and Guidelines for Female Therapeutic Relationships* completed and approved by the IRB May 2009.
- Research study will theoretically analyze and explore popular themes, issues and characteristics of female therapists and their fairly differentiated young female clients surrounding envy.
- Continually engaged in reviewing literature that addresses issues surrounding female envy and its role within the therapeutic relationship as well as outside relationships with other women.
- Participated in bi-monthly meetings with the project chair to brainstorm ideas, discuss data collection, and research development.
- Engaged in various theoretical discussions and literature reviews.

Research Assistant

Psychology Research Department, Miami University, Oxford, OH

Faculty Supervisor, Mia Biran, Ph.D.

2004 – 2005

- Expanded upon research previously conducted by a core faculty member by collecting literature concerning the relatedness of social anxiety, self esteem, and other personality patterns.
- Assisted in choosing subject matter for questionnaires as well as specific measures of study as related to personality patterns.
- Participated in discussions with colleagues and professors about self esteem and social anxiety in adolescents and young adults.

- Collected and statistically analyzed data on social anxiety and self esteem in college students and subsequently submitted a personal research proposal for senior research capstone experience.

Independent Research Apprentice

Supervised Independent Psychology Research Project, Miami University, Oxford, OH

Faculty Supervisor, Mia Biran, Ph.D.

2005

- Formulated an independent study as an expansion of research on the relatedness of social anxiety, birth order, and self-esteem.
- Designed a self report demographic questionnaire to submit to college students and collected and statistically analyzed the data.
- Measured social anxiety using the Social Anxiety Inventory and assessed self esteem using Rosenberg's self esteem scale.
- Conducted a literature review related to birth order, social anxiety, and self esteem.
- Prepared and submitted a paper presenting the results and conclusions of the personal research project for additional undergraduate credit.

TEACHING EXPERIENCE

Teaching Assistant

Family Guidance Centers, Arlington Heights, IL

Summer, 2008

- Executed lesson plans and aided in the education of students in grade 5-6.
- Provided help and support for the classroom teacher by grading papers, organizing classroom projects and activities, providing emotional support, mentoring and tutoring students.
- Provided structure, discipline, and counseling for students by executing 1-2-3 Magic and Therapeutic Crisis Intervention (TCI).

VOLUNTEER EXPERIENCE

Volunteer Counselor

Community Counseling & Crisis Center for Butler County, Oxford, OH

Site Supervisor, Barry Koch, Ph.D.

2005-2006

- Participated in a six-week crisis training program that included instruction in counseling theory, empathetic response therapy, client centered and psychodynamic psychotherapy, and crisis intervention and prevention.
- Group training focused on counseling clients presenting in crisis and with conditions related to personality disorders, anxiety and mood disorders, suicide, grief, psychotic disorders, abuse, and chemical dependency.
- Worked with clients in acute crisis including suicidal ideation, homicidal ideation, emotional rages, domestic violence situations, and personal desperation.
- Assessed and managed risk while understanding the limitations of over the phone therapy.
- Received immediate supervision from site supervisor and feedback from fellow counselors concerning personal and professional development issues.
- Implemented effective strategies in providing over the phone crisis interventions including one-on-one counseling, suicide prevention, as well as outside referrals as merited.

Philanthropist

Alpha of Delta Zeta, Oxford, Ohio

2002-2005

- Assisted in the organization of "Puttin on the Hits", Philanthropy.
- Recruited university students to participate in the yearly event by placing flyers in hallways and organizing sign up events around campus.
- Chapter meetings provided a forum to learn some sign language in order to communicate with deaf students at the event.
- Helped to gross on average, \$6,000 yearly, for St. Rita's School for the Deaf in Cincinnati, OH.

CERTIFICATIONS

- Certified in Crisis Prevention & Intervention (CPI).
- Certified in Therapeutic Crisis Intervention (TCI) including life space interviewing techniques.

FELLOWSHIPS AND MEMBERSHIPS

Member (former)

Division of Psychoanalysis (Division 39)

American Psychological Association

2008 - Present

Member (former)

American Psychological Association

2008 – Present

Member (former)

International Psychotherapy Institute, Salt Lake City

2012 – Present

Member

Women in Private Practice, Salt Lake City

2012 – Present

Member (former)

Utah Psychological Association, Salt Lake City

2012 - Present

Fellowship in Psychoanalysis

Chicago Center for Psychoanalysis (CCP), Chicago, IL

CCP Mentor: Erika Schmidt, LCSW

2010 - 2011

- Fellowship designed for students who have a heightened interest in psychoanalytic theory and psychoanalysis and prefer it as a lens in which to conceptualize and understand the self as well as clients.
- Met monthly with a CCP child psychoanalyst mentor to discuss therapeutic issues, clinical material, current and relevant literature regarding issues in psychoanalytic theory and children.
- Met monthly with a small group of fellows and CCP seminar leader to discuss and present clinical case material as well as relevant literature.
- Participated in monthly lecture series and discussion.

Fellowship in Psychoanalysis

Chicago Institute for Psychoanalysis (CIP), Chicago, IL

CIP Mentor: Rita Sussman, Ph.D.

2010 – 2011

- Fellowship designed for advanced trainees who have significant interest in psychoanalysis as a body of knowledge and as a framework with which to understand and provide therapeutic interventions.
- Met monthly with a CIP psychoanalyst to discuss readings, clinical material, and other topics of interest.
- Met and participated monthly as part of a small group seminar to discuss relevant analytic literature ranging from classical to contemporary and implications for clinical work.

Student Associate Member

Chicago Association for Psychoanalytic Psychology (CAPP)

Mentor and Leader: Jeffrey Seiden, Psy.D.

2009-2010

- Student reading group designed for students with a heightened interest in psychoanalytic theory and therapy.
- Met monthly to discuss classical analytic readings and the relevance and implications for modern clinical issues.