

Matthew A. Poinsett, PhD, LMHC
Vita

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Education

Eastern Michigan University, Ypsilanti Michigan (2006-2015)

APA Accredited Clinical Psychology PhD program

Minor: Health Systems Management

Master's Thesis: Correlates of High-Risk and Aggressive Sexual Behavior

Qualifying Examination: Conduct Disorder and Antisocial Behavior: What Roles Does Sexual Misconduct Play in Psychopathology, Psychotherapy, Assessment, and Research Design?

Dissertation: The Role of Antisocial Behavior in High-Risk and Aggressive Sexual Behavior

Eastern Michigan University, Ypsilanti Michigan (2010)

Master of Science, Clinical Psychology

Ferris State University, Big Rapids, Michigan (1998-2002)

Bachelor of Science, Psychology

Licensure

Licensed Mental Health Counselor, State of Washington #MHC.LH.60603810

Professional Experience

Utah Valley University (2014-2015)

Pre-doctoral Psychology Intern

The psychology clinic at Utah Valley University serves individuals, couples, and groups seeking support for a wide range of mental health needs. I will pursue opportunities to bring mental and emotional well-being to a wider audience of students through outreach and psycho-educational programming. The academic setting will allow me to immerse myself in the most current research and literature, ensuring familiarity with cutting-edge efficacious interventions. Through extensive training and supervision, I will develop clinical and professional skills to become an increasingly effective therapist and an exemplary representative for the field of mental health.

Supervisor: Taige Bybee, PhD

Deviante, LLC (2013-2015)

Performance Coach/Consultant

Deviante is a professional consulting group that believes performance only goes as high as your health and happiness. As a full time member of team Deviate, I was able to bring clinical expertise to high-functioning individuals, teams, and entire organizations that wanted to make significant behavioral changes in order to become elite performers. This work included facilitating workshop, 1:1 and group coaching, and the development of e-learning modules. My role involved creating assessments and leading the charge to quantify the impact of our work using established research methodology.

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The Center for Counseling and Health Resources (2011-2013)
Mental Health Counselor

The Center specializes in whole person care for individuals suffering from severe mental health and substance abuse pathology. Collaborating with a team of physicians, dieticians, chemical dependency specialists, and other mental health professionals, I provide individual and group therapy to clients with comorbid disorders in a partial hospitalization setting focusing on improving client functioning. Additional job responsibilities include intake assessment, mental health evaluations, utilization reviews for insurance authorization, and assisting with the development and analysis of outcome research.

Supervisor: Shelley Miller, MA, LMFT, MHP

McLaren Behavioral Health (2009-2010)
Student Therapist

McLaren's Oakbridge Center provides treatment through a partial hospitalization program as well as ongoing outpatient therapy. The team-oriented approach combined input from social workers, psychologists, a recreational therapist, psychiatrist, and mental health nurses. Parallel tracks of adolescents and adults were provided care through the PHP. While in the program, patients developed daily goals, attended therapy groups and psychoeducation groups, met with a psychiatrist, participated in recreational therapy and were engaged in a therapeutic milieu.

Supervisor: Dr. Gary Cotter, Ph.D., LP

Dr. Rosenbaum & Associates (2008- 2009)
Psychometrician/Student Therapist

Rosenbaum and Associates provided psychological evaluations for government programs including social security disability applications and assessments for job placement through Michigan Rehabilitation services. Batteries consisted of intelligence tests (WAIS-III, WAIS-IV), achievement tests (WRAT-4), personality inventories (MMPI-MINIMULT, MCMI), neurological screening (Bender-Gestalt), as well as other behavioral indicators (BDI). In addition to testing and writing reports, I provided individual therapy to several clients.

Supervisor: Dr. Thomas Rosenbaum, Ph.D., LP

Eastern Michigan University Psychology Clinic (2007-2010)
Student Therapist

The EMU psychology clinic offers a sliding scale fee for college students and community members (child and adult) with a diverse range of psychological problems requiring short-term and long-term care. With a variety of clinical supervisors, I have practiced a wide range of therapeutic techniques. Specifically, I have had supervised practice with cognitive restructuring, problem solving skills training, assertiveness training, Dialectical Behavioral Therapy, Acceptance and Commitment Therapy, as well as a variant of other interventions.

Supervisor: Fully Licensed Psychologists, Clinical Psychology Faculty

Friends of Youth, Residential Advisor (2004–2005)

As a full-time employee, my duties included supervising and implement treatment plans for 10 to 12 juvenile sexual offenders enrolled in the residential treatment facility. The juveniles were between 13 and 18 years old, presenting with sexual behavior problems as well as depression, anxiety, ADHD, and other comorbid conditions.

Supervisor: Dr. Carol Almero, LP

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Aspen Achievement Academy, Field Instructor

(2003–2004)

In this therapeutic wilderness program, I led experiential interventions and group therapy addressing at-risk youth. The outdoor setting, revolving admissions policy, and 24-hour-per-day engagement offered unique therapeutic opportunities. Primary diagnosis of the population included substance abuse, depression, ADHD, Oppositional Defiant Disorder, and Conduct Disorder.

Supervisors: Various Master's and PhD level clinicians

Curriculum Development

In collaboration with an expert in pedagogy, the following comprehensive treatment protocols were developed for use in a partial hospitalization setting with rolling admissions and interchangeable facilitators.

Depression Management: Integrating theory and practice from Cognitive Behavioral Therapy and Acceptance and Commitment Therapy, the Depression Management curriculum provides protocols for educating clients in a wide variety of emotion regulation strategies including thought challenging, cognitive restructuring, mindfulness, behavioral activation, case management, relapse prevention, suicide prevention, defusion, acceptance, and values-based living. The program provides handouts, discussion prompts, and multimedia tools to maximize client engagement.

Anxiety Management: Integrating theory and practice from Cognitive Behavioral Therapy and Acceptance and Commitment Therapy, the Anxiety Management curriculum provides protocols for educating clients in a wide variety of emotion regulation strategies including thought challenging, cognitive restructuring, mindfulness, controlled breathing, biofeedback, guided visualization, and systematic desensitization. Various exercises in grounding, progressive muscle relaxation, and mindfulness are provided via CD for group leaders to use in session and for clients to use daily.

Becoming Strong Again: Primarily focusing on Acceptance and Commitment Therapy, the Becoming Strong Again curriculum provides tool for client to identify personal values and individual strengths. Course content focuses on cultivating a positive self-image, eliminating negative core beliefs, and increasing focus on internal locus of control.

Healing the Scars of Emotional Abuse: Integrating theory and practice from Cognitive Behavioral Therapy and Acceptance and Commitment Therapy, the Healing the Scars of Emotional Abuse curriculum provides protocols for processing patterns of interpersonal abuse and strategies for developing increased self-compassion and less distorted self-perceptions. With guided exercises, structure assignments, discussion prompts, and a variety of multimedia resources, this curriculum delivers evidence based concepts in a format easily accessible to a wide variety of clientele.

Teaching Experience

Principles of Group Therapy

(2014-2015)

Utah Valley University

Co-Instructor

Working closely with a co-instructor, students were engaged in an experiential and a didactic component to this course focused on both the process and the empirical understanding of group therapy.

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Information Sciences & Technology Leadership Diplomat Academy, (2013)
Pennsylvania State University

Guest Lecturer

Provided an overview of the importance of Positive Psychology within business and leadership. Facilitated discussion and various exercises in order to cultivate more positive and productive patterns of thinking.

General Psychology, Mott Community College (2010-2011)

Adjunct Lecturer

Collaborated with co-author of the general psychology textbook (Introduction to Psychology, 9th ed., Rod Plotnik & Haig Kouyoumdjian) in an effort to deliver a dynamic and accessible curriculum for many first generation and nontraditional college students.

Introduction to Psychology, Eastern Michigan University (2009-2010)

Adjunct Lecturer

Planned and implemented a curriculum aimed at introducing EMU undergraduates to psychological concepts including, scientific method, neurobiology, sensation, perception, motivation, emotion, intelligence, psychopathology, and therapeutic intervention.

Developmental Psychology, Baker College (2010)

Adjunct Lecturer

Taught advanced undergraduate students pursuing degrees in Teaching and Human Services. I used the “Understanding by Design” pedagogy and used multimedia extensively to optimize the learning experience.

Applied Psychology, Baker College (2010)

Adjunct Lecturer

Taught a curriculum providing practical information to nontraditional students pursuing degrees in Teaching and Human Services. I used the “Understanding by Design” pedagogy and used multimedia extensively to optimize the learning experience.

Community Outreach/Training

Injured and Happy, Poulsbo Running (2014)

Provided skills-training to maintain emotional wellness during times of physical limitations.

Stress Management and Relaxation, Kitsap CrossFit (2013)

Delivered practical strategies for managing stress and developing relaxation skills, including controlled breathing biofeedback, mindfulness, progressive muscle relaxation, and guided imagery.

Effective Behavior Change, Pennsylvania State University (2013)

Addressed barriers of effective behavior change and outlined strategies for initiating difficult personal commitments.

Staff Alignment Retreat, Pennsylvania State University (2013)

Two-day staff training aimed at identifying personal and profession values, developing a comprehensive mission statement, and outlines goals to maximize productivity.

Wellness Day, Charyl Stockwell Academy (2009)

To promote mental health and debunk myths about psychology, I presented basic psycho-education to small groups of middle school students during a daylong activity encouraging full-body wellness.

Smoking Cessation Workshop (2008)

This workshop was presented free of charge through a local community health clinic. Materials were created and distributed, providing information on addiction and introducing various strategies aimed at smoking cessation.

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Professional Activities/Memberships

Loa Fund (2011-Present)

Founding Board Member

Engage in organizing, fund-raising, reviewing literature, and collaborating with clinical programs with the aim of providing low-income individuals access to appropriate and effective mental health therapy and substance abuse treatment.

Eastern Michigan University Doctoral Training Committee (2008-2009)

Student Representative

Represented the student body in faculty led monthly DTC meetings, provided feedback regarding programmatic changes, clarified expectations, and advocated for the fair treatment of students.

Association for Contextual Behavioral Sciences

Professional Member

American Psychological Association

Associate Member

Research Experience

Doctoral Research Fellow, Eastern Michigan University

Working independently, with faculty, and other students, I was an ongoing contributor to our research efforts. My research focus was primarily on developing a more comprehensive understanding of the development of sexually aggressive behaviors within normative populations.

Volunteer Research Assistant, University of Washington

As a volunteer research assistant, I was contributed to a large-scale research program through rough screening potential participants for a study examining the relationship between inebriation and sexual decision making. During this time, I also collaborated with graduate and undergraduate researchers in developing and initiating new projects.

Undergraduate Research Assistant, Ferris State University

In a fledgling psychology program, I worked closely with a small group of faculty and students to developing studies based on the Implicit Associations Test. The brand new research program afforded me the opportunity to be involved in every stage of the project development.

Papers/Presentations

Daley, D. & Poinsett, M. (2014, August) Cultivating Cultural Positivity. Workshop presented at that Wilderness Therapy Symposium Annual Conference.

Loverich, T. Poinsett, M., & Lambie, I. (2013, October). Sexual Aggression and Antisocial Behavior: Piloting an Integrative Predictive Model. Poster presented at the Association for the Treatment of Sexual Offenders Annual Conference.

Poinsett, M. & Loverich, T. (2010, March). Correlates of high-risk and aggressive sexual behavior. Poster session presented at the Eastern Michigan University Graduate Research Fair, Ypsilanti, MI.