

RICHARD A. NIOLON, PhD

I am a psychologist with over 25 years of experience teaching, chairing dissertations, working on academic committees, and mentoring clinical psychology students to graduate and make a difference in their communities. I use current events and technology to enhance the student learning experience, and focus on making classroom knowledge applicable to real-world professional work.

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🏠 Berwyn, Illinois

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♦ ACADEMIC EXPERIENCE

August 2024 to Present

Associate Professor, Chicago Campus, Adler University



- Joined the faculty of an established, APA accredited, clinical training program. Currently teaching history of psychology, ethics, and advising/diversity seminars.

September 2016 to August 2024

Associate Professor, New Orleans Campus, The Chicago School



- Joined the faculty of a small, then one-year-old clinical training program. Taught traditional Clinical PsyD program courses, and adapted them for a student body that was more diverse and less academically prepared. Created competency assessments and rubrics for a variety of courses.
- Built a capstone assignment for assessment competency, including exam requirements and process, bank of exam cases, and evaluation rubric; graded CQEs for seven years.
- Wrote the program's dissertation manual and developed rubrics for proposal acceptance and dissertation defense. Chaired 13 dissertations and served as a reader for another eight.
- Developed template for syllabi and policies for program courses; conducted syllabus review for APA self-study.

June 2002 to May 2007 and January 2010 to July 2016

Associate Professor, Chicago Campus, The Chicago School

- Long-term faculty of an established, APA accredited, clinical training program. Served as dissertation chair for 36 completed dissertations, as reader for 15 more.
- Served as course lead for systems therapy courses; mentored new adjuncts for these courses; designed and evaluated assessments of student competency; recommended course updates to faculty.

♦ SKILLS

Attentive to Detail

Organized

Team Player

Good Communicator

Brainstorming and Problem Solving

Technical Skills for Teaching

Following New Trends in the Field

♦ EDUCATION

Saint Louis University, Doctor of Philosophy, May 1997



Dissertation: Experiences of Gays and Lesbians as Students in Psychology Training Programs.

Chair: James Korn, PhD

♦ COURSES TAUGHT

Core Courses

- Intellectual, personality, and advanced assessment
- Assessment (I, II, III) and therapy practicum seminars (I, II, III)
- Systems therapy, couple therapy, family therapy, and divorce and child custody
- Research clerkship, proposal and dissertation seminars
- Professional development, professional ethics, ethics and psychotherapy
- Diversity (I, II)
- Psychodynamic therapy
- History and systems of psychology

(continued Academic Experience)

- Served as evaluator of a capstone assignment for intervention competency, the Clinical Competency Exam (CCE), and graded CCEs for nine years.
- See also Service to School on page 3.

♦ TEACHING EXPERIENCE

- Developed and programmed detailed course websites across platforms (Canvas, eCollege, Angel, HTML) to help students organize course materials and their learning experience.
- Used creative activities to teach course concepts, such as discussion boards with ethical vignettes to teach both seeking and providing ethical consultation. Held in-class "trials" to determine the fate of intellectual and personality tests.
- Created visual tools such as word clouds to teach the main goals of the ethical code. Created timelines to show the contributions of key people, and their interaction with important scientific and cultural events, in the history of psychology. Created interactive spreadsheets to teach concepts such as sensitivity and specificity, as well as the cost of false-positives for clients who are members of minority groups.
- Guided students in watching videos of master therapists conducting therapy to understand their reasoning and therapeutic "style." Guided students in conducting in-class role plays demonstrating the use of techniques. Demonstrated techniques to teach therapy interventions.
- Designed a semester-long "progressive writing assignment" in which students document changes in their understanding of and critical thinking about psychological concepts over the semester. Guided reflective journaling experiences to aid students in integrating personal experiences with diversity course content.
- Guided students to reflect on the development of their own personal values, and how their values interact with their professional ethical reasoning using "ethical genograms" (Peluso, 2003).

♦ STUDENT SCHOLARSHIP

Chaired over 40 completed dissertations, read over 20, on topics such as:

- Satisfaction in adjusted religious couples, couple adjustment after partner neurological trauma, and engaged and non-engaged cohabitating opposite-sex couples.
- Couple satisfaction/stability with multi-racial opposite-sex couples, views of fatherhood and of marriage among African American men, and mindfulness training for couples.
- Same-sex male couple satisfaction after commitment ceremonies and after fatherhood, law and marriage, law and hate crimes, media portrayals of gay men, and social media among sexual minorities.
- Grief-focused summer camp for children and adolescents, dating violence in adolescent relationships, and board games to teach adolescent wellness skills.
- Impact on psychologists of work with sex offenders, and critical personal-life experiences of master couple and family therapists.
- Traditional gender role questionnaires as seen by Caucasian American and African American men, parental divorce and Gen Y adults, and mindfulness in diversity training.
- Views of online vs real-world infidelity, "going dark" (disconnecting from social media), and live vs recorded hypnotherapy for test anxiety.
- Ability of the PAI to detect faking, child abuse, and risk for domestic violence among police officers. Use of the NEO PI to predict graduate student satisfaction. Use of the Rorschach to assess imagination and absorption. Comparison of original and redrawn TAT cards.

♦ ADMINISTRATIVE EXPERIENCE

May 2007 to Dec 2009

Associate Department Chair, Chicago Campus, The Chicago School (26 mos)

Interim Department Chair, Chicago Campus, The Chicago School (5 mos)

- Served as primary contact for incoming students with advising questions over the Summer before first year.
- Directed yearly review of progress for over 400 students. Tracked progress of remediation plans. Chaired the Student Development Committee (two years) to monitor comportment concerns.
- Implemented a new program to identify at-risk first year students and provide additional mentoring. Doubled placement rates for these students for their first practicum.
- Created process and software for course planning, accounting for classroom space, student schedules, and budget. Improved student satisfaction, reduced course cancellations, and budgeted with a margin of error of only seven credit hours per academic year.
- Wrote program manual for student remediation plans, which served as the first draft of the similar institutional manual.
- Created and implemented technological innovations to smooth program processes, including a department website, tools to track program progress for advisors/students, department photo directory, and department contact list.
- Created database and process to match 100 dissertation students with up to 30 dissertation chairs each year. Over three years, 75% of students matched to their first choice.

♦ SERVICE TO SCHOOL

Admissions Committee

2003 to 2023

- Co-lead open house events and New Student Orientation. Reviewed applicants, interviewed applicants individually and in groups, evaluated applicant suitability for program and profession. Applicant interviewer 20 years, committee member nine years, committee chair two years.

♦ SELECTED SCHOLARSHIP

- Niolon, R. A. (2019, April). Things We Don't Talk About When We Talk About ADHD. Continuing education presentation (3 hours) at the annual conference of the Louisiana Academy of Medical Psychologists, Baton Rouge, LA.
- Niolon, R. (2017). New Wine in Old Bottles [Review of the book Acceptance and Commitment Therapy for Couples: A Clinician's Guide to Using Mindfulness, Values & Schema Awareness to Rebuild Relationships by A. Lev and M. McKay]. *PsycCRITIQUES*
- Niolon, R. A., & Georgescu, S. (2015, July). ACT, willingness, and the ethics of informed consent. Paper presented at ACBS Annual World Conference 13, Berlin, Germany, 2015.
- Niolon, R. & Georgescu, S. (2014). Informed Consent in Modern Contextual CBTs. Continuing education presentation (3 hours) at the annual conference of the Association for Contextual Behavioral Science, Chicago, IL.
- Niolon, R. (2013). Taking a second look. [Review of the book LGBT-Parent Families: Innovations in Research and Implications for Practice by A. E. Goldberg and K. R. Allen (Eds.)]. *PsycCRITIQUES*, Vol 58(26), 2013, doi: 10.1037/a0032726.

♦ PROFESSIONAL LEADERSHIP

- Secretary, Louisiana Psychological Association (2021 to 2024)
- Director, Louisiana Psychological Association (2020)
- Co-Chair, Professional Affairs Committee of Louisiana Psychological Association (2017 to 2024)
- Crescent City Area Psychological Society, Social Media Chair (2018 to 2024)



(continued Service to School)

APA Accreditation

- Engaged faculty member in three APA accreditation site visits across two programs.

Faculty Councils

- Served as Vice-Chair and Chair of campus Faculty Council (one year each). Elected representative to National Faculty Council seven years.

Faculty Search Committee

- Reviewed faculty applications and evaluated applicants for potential fit and contribution to program. Committee member seven years, committee chair one year.

Internal Review Board

- Reviewed applications for dissertations and theses. Crafted recommendations to improve ethical treatment of participants. Committee member three years.

Student Affairs Committee

- Integrated history and accounts of student incidents to determine whether remediation or disciplinary action was required. Committee member five years, committee chair six years, disciplinary hearing panel member 13 years.

Technology Committee

- Served on committee of faculty and IT Department members. Tested and reviewed new hardware and software possibilities for teaching. Communicated faculty needs and concerns to IT Department and negotiated compromises where possible. Represented faculty in planning the roll-out of new learning management systems. Committee member five years, committee chair two years.

♦ CLINICAL EXPERIENCE

- **July 2003 to June 2016, Partners & Couples**, Private Practice, Chicago, IL.
- **August 1998 to June 2003, Center for Personal Development**, Group Practice, Chicago, IL.
- **September 1994 to June 1998, Great Lakes Psychological Services**, Group Practice, Chicago, IL.

Licensed as a Clinical Psychologist in Illinois, October 1998 to current. IL License Number 071-005742

♦ PROFESSIONAL AFFILIATIONS

Memberships

- American Psychological Association (1994 to present)
- Division 26 - Society for the History of Psychology (2020 to present)
- Division 36 - Society for the Psychology of Religion and Spirituality (2014 to present)
- Division 43 - Society for Couple and Family Psychology (2016 to present)
- Division 44 - Society for the Psychological study of Lesbian, Gay, Bisexual, & Transgender Issues (2010 to present)
- Crescent City Area Psychological Society (2017 to 2024)
- Louisiana Psychological Association (2016 to present)

♦ RECENT CONFERENCES

- LPA Spring Workshop (2024, May 31 to June 1). *Building a Better Future Through Psychology*. New Orleans, LA.
- Langman, P. (2023, January 27). *The Minds, Lives, and Motivations of Mass Attackers* [online]. LPA continuing professional development.
- LPA Fall/Winter Workshop (2022, November 18). *Mental Health Legal and Ethics Update* [online].
- Puente, A. E. (2021, December 10th). *Multicultural and Ethical Issues in Psychology: The example of neuropsychological assessment of Spanish speakers* [online]. LSBEP continuing professional development.
- LPA Fall/Winter Workshop (2021, December 3). *Shifting Cultural Lenses in Clinical Practice* [online].

◆ CLINICAL PRACTICE ACTIVITIES

● Parental Capacity Assessments

Evaluated disciplinary style, attachment, communication and organization, and empathy in parent-child interactions in a culturally-sensitive way. Advised courts in placement, adoption, and parental contact.

● Child Custody Evaluations

Evaluated families, interviewed parents and collateral contacts, conducted home observations, and used psychological testing and case records to advise court on custody, mediation, access, and special needs of the child in divorce cases.

● Psychological Assessments

Evaluated cognitive abilities, personality and coping, treatment needs and goals, as well as vocational and daily living skills in children, adolescents, and adults.

● Therapy

Conducted individual therapy, couple therapy with same-sex and opposite-sex couples, and family therapy covering a range of issues, including parent-child conflict, recovery from abuse and neglect, and step-family development.

● Clinical Supervision and Training

Supervised graduate students, masters-level counselors, and post-doctoral staff.

◆ REFERENCES

Paula D. Zeanah, PhD, MSN, RN, FAAN

President, Louisiana Psychological Association
(2022-2023)

Director of Research, Picard Center for Child
Development and Professor and LGMCOLOL
Eminent Scholar Endowed Chair in Nursing

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