

Focus on Clinical Training

A Newsletter for Psychology Students

Preparing for Practicum

By: Alice Richardson, Clinical Training and Professional Development Coordinator (EGC)

The Practicum experience can be the most meaningful part of your MFT education, but in the beginning, you may have many questions and feel a great deal of uncertainty. In an effort to guide you as a new MFT student, I will list several ways in which former MFT students have set themselves up for practicum success.

- Read the MFT Handbook cover to cover. Many questions you might have will be answered by reading the Handbook. The Handbook and other important information can be found on the GSEP Practicum Preparation Website: <http://services.pepperdine.edu/gsep/practicum/>
- Start thinking about your resume. Since your resume will most likely be the first thing a potential agency will see, you will want to make sure you have time to review and polish your resume with Career Services. Contact Sadaf Mayet, Manager, Career Services in Psychology at (310) 568-5715 or Sadaf.Mayet@Pepperdine.edu for appointments. Also, consider volunteering at one of the practicum sites, joining professional organizations, attending workshops, conferences and seminars to spruce up your resume.
- Familiarize yourself with PepPro. PepPro is our career database, which includes MFT Practicum sites. You can learn about PepPro through the GSEP Website, under "for students and alumni" in the Career Services drop-down menu, or access the site: <http://gsep.pepperdine.edu/career-services/students-alumni/job-search/>. You can also request step-by-step instructions from the GSEP (MA Clinical Training and Professional Development) Office at your campus. Please note that we do not place you at a clinical site, rather, as a graduate student, you are expected to research the information about clinical settings and consider which sites may be the best fit for your clinical interests.
- Start your search early. Most students who started their practicum quest a semester or two before enrolling in practicum class (Psy 662) have had much more success than students waiting until the last minute.
- Speak with fellow classmates that are currently at a site for feedback about agencies and supervisors. You can also find out a lot about a site by looking at their website. Select at least five (5) potential sites.

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Working the Network!!!

By: Kathleen Wenger, Manager, MA Psychology Professional Development and Clinical Training (IGC),
Sheila Sayani, LMFT, & Andrew Walker, GA

Sometimes a graduate program can feel a little isolating. Have you ever been driving home after class and wished you had more of a chance to get to know fellow students or to learn more about your professors' interests and work outside of class? The M.A. Psychology Department of Professional Development and Clinical Training team strive to help students and alums feel like they belong to a growing network. The numerous events that are offered every semester provide the opportunity to stay connected with others, to add to your budding knowledge base, and to have more personal relations with professors and others in the field. Networking is an essential part of any professional development, and its importance is undoubtedly valued. Actively taking part in the events offered at the various campuses can serve as a steppingstone to your professional enhancement. This semester alone, we produced 35(!) events between the Irvine, West LA, and Encino Graduate campuses. Don't worry – if you missed any of these events, there will be plenty of chances for you to get involved in the spring semester!

We kicked off the semester with the latest installment of the Quick Meets. In this series of one-on-one meetings with new students, we met with 20 Irvine students during the second week of classes in mid-September. By providing personalized explanations of our department's events and services, as well as an overview of practicum basics for MFT students and other subjects of concern for people new to the program, we help new students to dive right into their program with information about many of the tools that will be important to their success. In upcoming semesters, we hope to expand Quick Meets to the other graduate campuses.

One of this semester's big highlights was Understanding Three Disciplines of Psychotherapy, where about 50 people packed the largest room at the Irvine campus to hear a panel discussion of the differences between a Ph.D., Psy.D., and LMFT. Melanie Coughlin represented the LMFT profession, Duncan Wigg gave the Ph.D. perspective, and Susan Kaneshiro explained the Psy.D. viewpoint. Appreciating a chance to hear an overview of the similarities and differences between the three career options, one attendee commented that she "enjoyed the diversity between the different therapists on the panel."

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Working the Network!!!

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One of our most popular regular events is Clinical Connections, a monthly speaker series held three times per semester at all three graduate campuses. This semester, George Nalbach, Ph.D., presented a self-psychological perspective on the problems of marriage and relationships to an audience of over 40 people at the Irvine campus. One attendee praised Dr. Nalbach's "vast knowledge of each topic" and "the real sample cases" he discussed. Another attendee echoed these sentiments, commenting that she "loved that Dr. Nalbach gave several examples of the different concepts he would talk about." One commenter was happy to have the event so conveniently available, stating that "I liked that the presentation was at the campus I attend classes at."

At the West LA campus, Pepperdine alumna Nicole Meise, LMFT, presented "The Couples Toolbox: A Review of Interventions the Decrease Negative Interactions and Increase Communication" at a November Clinical Connections event. Nicole was very knowledgeable about working with couples, and had many practical tools for clinical use. She provided attendees with many suggestions and ideas to better enhance their work with couples. There were about 30 attendees in total, and feedback was extremely positive. Several attendees commented on appreciating the chance to have additional training in couples therapy and practice.

The newly renovated Encino campus also had some excellent Clinical Connections events this semester. One highlight was Helena Cerny, Ph.D.'s presentation on childhood depression, childhood PTSD and attachment issues. Dr. Cerny has over 25 years experience working with children and was able to discuss cases which helped students understand not only how to recognize these disorders in children, but how to effectively treat them.

Our private practice and agency visits give students a chance to catch a glimpse of their possible future through a visit to a mental health agency or the successful private practice of a Pepperdine professor or alum. At the Irvine campus this semester, one of our visits was to the Village of Hope, a 192 bed transitional housing program 3 miles from the Irvine campus with a strong partnership with Pepperdine. Over 20 people attended the Village event, receiving a tour of the facility and a Q&A session. Inspired by the event, one attendee commented that she "liked the idea of working with the homeless population and found it interesting to know the backgrounds of some of the people who reside at the Village of Hope." Another attendee praised the visit as "very comprehensive, covering the range of services, population [and] key issues."

In the West LA area, Jon Pease, LMFT, invited students to attend his private practice in Santa Monica. Jon's perspective was unique, since he recently obtained his license and is just beginning to build his practice. Students were able to get an idea of Jon's development and decision to start a private practice as a newly licensed clinician, during a more difficult economic time.

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**A special thank you goes out to
William James Jones, Graduate
Assistant at EGC,
for all his hard work on this newsletter!**

We're Here to Help You!!

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QUIZ YOUR MIND

MACLP Students, Test Your Knowledge on MFT and BBS Requirements

- I do not need to secure a practicum site until the day of 1st day of practicum class?
- I may begin Clinical Practicum (Psy 662) in the summer session.
- I may complete the Clinical Practicum prerequisites during my first term of Clinical Practicum.
- I must complete all 150 hours of face-to-face client contact prior to my degree posting.
- Once I receive my degree from Pepperdine, I will have completed all of the educational requirements toward MFT licensure.
- Personal Psychotherapy hours are the ONLY hours that can be earned PRIOR to practicum and counted towards the 3000

- False You need to begin the research process for locating a practicum site as soon as possible, and have secured a site, by the first week of practicum class.
- False: Students may begin Clinical Practicum ONLY in the Fall or Spring semester. (Only 2nd and 3rd term practicum students are enrolled in SSJ)
- False: You must complete all prerequisites prior to enrolling in Clinical Practicum.
- True
- False: You will need to complete the 7 Hour Child Abuse Assessment and reporting prior to licensure. We recommend that you take it while enrolled in your degree program as the information is vital for clinical practicum.
- True.

Answers

New MFT Funding Sources!!!

The Board of Behavioral Sciences has received information about a number of potential sources of grant and other types of funding relating to the mental health professions. Some of the information is provided below and the rest can be found at:

Secretary Sebelius announces \$32 million to support rural health priorities <<http://www.hhs.gov/news/press/2010pres/08/20100823a.html>>

Federal Health and Human Services Secretary Kathleen Sebelius announced more than \$32 million in FY 2010 funds to increase access to health care for Americans living in rural areas. More than \$3 million has been designated for the Rural Health Workforce Development Program, a one-time pilot program. The program supports the development of rural health networks that seek to improve the recruitment and retention of emerging health professionals in rural communities. It will promote a range of approaches to community-based training and can include a singular or collective focus on professions such as medicine, oral health, mental/behavioral health, nursing, pharmacy and other allied health professions. For more information, click the link above.

Licensed Mental Health Services Provider Education Program (LMHSPEP) <<http://www.oshpd.ca.gov/HPEF/LMHSPLRP.html>>

Registered or Licensed Psychologists, Postdoctoral Psychological Assistants, Postdoctoral Psychological Trainees, Registered or Licensed Marriage and Family Therapists, and Registered or Licensed Clinical Social Workers in California are eligible to apply.

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Preparing for Practicum

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- Keep in touch with the Clinical Training Coordinator at your campus. They are available to answer questions, provide feedback, help you narrow your search, and are always eager to point you in the right direction. CTCs also keep in touch with many agencies which let them know when there are openings for MFT Trainees.
- Attend the Preparing for Practicum and Practicum Site Information meetings the semester before (or earlier) starting practicum. You will receive valuable information about the practicum experience, gaining clinical hours, and the BBS paperwork process.
- Start thinking about potential Interviews and review the important laws regarding Tarasoff, Child/Elder Abuse, and prepare yourself to answer questions regarding crisis situations. Familiarize yourself with your favorite theoretical orientations. Career Services will also help with interview tips and can provide role plays. The more you practice, the more relaxed you will be in the actual interviews.

Remember that the practicum experience can set the groundwork for the career ahead of you as a Marriage and Family Therapist. Stay informed. Ask questions. Be prepared...and don't forget to breathe.

Faculty Spotlight Dr. Shannon Wilson

By Allison Kish



A native of Long Beach, California, Shannon Wilson is one of the most warmly regarded professors at the Irvine Graduate Campus, not only for her academic dedication to her students but also for the enthusiasm and personal authenticity she demonstrates in the classroom.

Although she started off pre-med working toward becoming an OB-GYN, Dr. Wilson always knew that her true calling was working within the field of psychology. When seeking out her graduate education she said Pepperdine was her number one choice and she completed both her MA and Psy.D. degrees in the program. Once on her career path, Dr. Wilson worked within a group private practice specializing in ADHD assessment as well as being a registered psychologist for the county of Orange. As she found an affinity for testing, Dr. Wilson says that her ability to work clinically and within the world of psychological evaluation allowed for a positive balance.

Beginning work as a professor with Pepperdine in 2004, she stated that she wanted to give back for her wonderful educational experience here. Currently teaching Assessment for Marriage and Family Therapists and Theories of Learning, Dr. Wilson says her love of education and the students she works with is what makes it worthwhile for her. At the same time, she regards the flexibility of our field and the ability to create her own schedule as being enormous benefits to her life. Having two children, Luke, 3, and Makena, 1, Dr. Wilson considers the freedom to focus on teaching to be such a blessing, as she is able to spend quality time with them and her wonderfully supportive husband.

Thinking about her roles as a clinician and professor, Dr. Wilson strongly takes to heart how she is presented as a professional and hopes to impart the gravity of the position we hold, as mental health practitioners, to her students. When asked some words of advice for budding clinicians, she emphasized how important humor is to maintain self preservation and to ward off burnout. Correspondingly, once inquired for a message of encouragement to the recent graduates looking for their foot-hold, Dr. Wilson stated that it is vital to ignore the discouragement and to remember if you have passion, there will always be a place for you.



"He never fetches anything."

Trainee Talk

By: Wendy Sugarman, T.A.



CalFam's Early Childhood Therapy Program

The Early Childhood Therapy traineeship is offered through California Family Counseling Center (CalFam) a division of Phillips Graduate Institute in Encino. Since 1971, CalFam has provided the community with individual, family and group counseling services on a sliding scale basis. They also have a very strong and diverse training program for interns and trainees. CalFam offers six specialty training programs: Family Therapy, Post Modern Therapy, Co-Occurring Disorders, Latino Family Therapy, Early Childhood Therapy and School Based Child Therapy. Each program is one year long and many trainees stay with CalFam through internship completing many of the specialty programs. I completed the Early Childhood Therapy in a Pre-School Setting trainee program in May 2010. I had such an incredible experience that I chose to stay with CalFam for another year to complete a second program.

The Early Childhood Therapy program is unique in that it allows trainees and interns to work with children in the classroom of Head Start pre-schools in the San Fernando Valley. The great thing about being in the classroom is that you work with children in their environment and are able to reinforce strengths and help with problems immediately as they occur. Much of the work with clients centers on social skills training and separation anxiety so working in the classroom is especially conducive to this. The program is systems-based and trainees and interns are given the opportunity to work with clients' parents (both individually and as a couple) as well as work with the whole family. There is also an opportunity to teach Parenting Skills classes.

Group Supervision and one hour of training is offered weekly at the CalFam/Phillips Graduate Institute in Encino. Additionally, the program director visits trainees on site every week to offer immediate feedback and consultation, which is incredibly helpful especially if it is your first time working with children.

Keep an eye out for Pepperdine Career Week!
JANUARY 24 - 28, 2011
310.568.5715 or sadaf.mayet@pepperdine.edu

Faculty Spotlight

Getting to Know Dr. Carrie Castañeda-Sound

Interview By: William James Jones,
C.A.



What motivated you to go for your Ph.D.?

After completing my bachelor's degree I knew I wanted to be a clinician that was a psychologist. And then I learned that I needed to have a Ph.D. At the time I really didn't know much about Psy.D.s, but I knew I needed a Ph.D. in order to become a psychologist.

(Chuckles) Really, the first time I applied to doctoral programs I didn't get in anywhere. The only ones I ever heard of were (laughs) Stanford, ASU, Michigan, I mean, these really big schools...I was not looking at fit, or what really interested me. Of course (Smiles), I got rejected at every single one I applied to. And it was after that that I went and spoke to a professor who told me that I wasn't going to get into any programs with my current GRE scores. He happened to be Latino and it was a horrible experience because he wasn't encouraging, wasn't telling me what he thought I should do, or giving me any options, I was really heartbroken.

Not so long after that I met Dr. Chris Villa, a recruiter from the University of Utah. He got me involved in their summer research program, and he's now the Associate Vice President of Student Services at a Community College here in California. Really, a lot of his principles connected with me, and I knew I wanted to serve underrepresented people, especially in academia. That is truly a goal of mine. My service to the community is really important to me as well. While working on my bachelor's degree I volunteered at La Casa de la Raza with kids who didn't have as many resources. I just volunteered and did tutoring and just really found that I wanted to serve the community. I wanted to become fluent in Spanish so I could better serve the Spanish speaking community. That's where my whole path started, when I began down that road.

I can see how mentorship had a huge impact on your life

It was huge, because I didn't know if I belonged. I didn't know if I was good enough, because I certainly didn't see myself represented in the faculty I had met, and the one faculty member I did meet who was Latino, kind of told me I didn't belong, so it was really motivating to me to see people who believed in me. Then I slowly gained confidence in myself.

You list Latino Psychology as one of your teaching interests. Can you tell our readers a bit about it, what it is, and what some of your clinical, teaching, or research goals are within that realm?

When I think about when I started in the field of psychology, learning the models and theories, I kept thinking to myself, "How would this fit into the Latino community?" Does it work? I felt like there was a mismatch. It wasn't until later in my graduate work that I learned that a lot of these theories were based on a Eurocentric worldview, so then it all made more sense. I didn't have the language to explain it but I knew it wasn't working for the clients I had in the community clinic.

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Psychology Information Sites

Ψ **American Association for Marriage and Family Therapy**

<http://www.aamft.org/>

The National Association for MFT Trainees, Interns and Licensed Professionals.

Ψ **American Psychiatric Association**

<http://www.psych.org>

An easy to read general informational site that supplies great information on various mental disorders.

Ψ **American Psychological Association-PsychNet**

<http://www.apa.org>

An easy to read informational site that addresses mental disorders and problems in daily living. Easy to navigate.

Ψ **Board of Behavioral Science (BBS)**

<http://www.bbs.ca.gov>

The BBS is a regulatory agency that license MFTs, LCSWs, and Education Psychologists.

Ψ **California Association of Marriage and Family Therapists**

<http://www.camft.org>

A site for MFT Trainees, Interns, and licensed professionals who reside in California.

Ψ **California Psychological Association**

<http://www.caps.net/>

Contains up-to-date information on chapter meetings, workshops/conventions, career, and even have a subpage for graduate students!

Ψ **Christian Association for Psychological Studies (CAPS)**

<http://www.capswest.org>

The Pepperdine chapter website brings together current GSEP masters and doctoral students and alumni as well as faculty and staff members from all of our campuses to help build community and support the mission of Pepperdine University.

Ψ **Guide to Graduate School and Degree Programs for Master's and Ph.D. Doctoral Degrees**

<http://www.gradschools.com>

The website offers a comprehensive list of graduate schools available by program, specialty, and desired location. The front-page allows users to search grad schools by using the drop-down menu to select their desired location and program.

Ψ **Health World Online**

<http://www.healthy.net>

A general information site that provides articles on a wide range of health and mental health topics.

Ψ **Mental Health America**

<http://www.nmha.org>

An informational site that covers topics such as advocacy, outreach, prevention, and general mental health.

Ψ **National Alliance on Mental Illness**

<http://www.nami.org>

This site provides information on the biological basis of severe mental disorders.

Ψ **National Institute of Mental Health**

<http://www.nimh.nih.gov>

A general mental health information site.

Ψ **Psych Central**

<http://psychcentral.com>

A multifunctional site that contains lists of newsgroups, mailing lists, websites, and articles for consumers.

Ψ **Psi Chi, The National Honor Society in Psychology**

<http://www.psiichi.org>

An information source that provides various information and opportunities in the psychology field.

Ψ **Psych Web**

<http://psychwww.com>

A general guide to mental health resources on-line

Dear Kathy

Advice Column

Kathleen Wenger, Manager of Clinical Training & Professional Develop-

What is the average class load that is not overwhelming but will still allow me to graduate on time (2 years, or 6 terms)?

A. The answer to this question is not as easy as you might think. There is a lot to consider. If you work full time and have a family to care for, you might enroll in one or two classes, vs. someone that has more time in their schedule (i.e. working part time) who could easily handle 3 or 4 classes (remember that you need approval to enroll in more than 9 units.) Another big consideration is the amount of work required for the class. You might want to speak with one of the graduate assistants, that has recently taken the class of interest, and gain their insight to the workload, keeping in mind, this is sometimes a subjective call!

What are some ways to gain experience and build my CV other than practicum?

A. Volunteering at one of the mental health agencies, listed on Pep Pro, is an excellent way to gain valuable experience. Many agencies welcome volunteers to help out with answering the phone, assist with the childrens program, help with other administrative tasks, etc. Non-profits, often struggle with funding issues, and need the assistance of the community to remain open. Another consideration is to see if there are GA (Graduate Assistants), TA (Teaching Assistants) or RA (Research Assistants) positions available at your campus. You can check for openings via Pep Pro, or meet with current assistants at each campus to learn of openings in the various departments, and inquire which faculty members need assistants. I also recommend that you take advantage of all of the many free workshop and events that we offer through the MA Clinical Training and Professional Development department along with joining the professional associations (CAMFT, AAMFT, APA) and attend their local chapter meetings.

Join our student organizations (see <http://gsep.pepperdine.edu/student-services/student-groups/>) and consider leadership positions within them:

- [Latino Student Psychological Association \(LSPA\)](#)
- [Spanish Language Enhancement Association for Therapists \(SLEAT\)](#)
- [Research and Practice Team \(RAPT\)](#)
- [The International Honor Society in Psychology \(Psi Chi\)](#)
- [Christian Association for Psychological Studies \(CAPS\)](#)
- [Multicultural Research and Training Lab \(MRTL\)](#)
- [Social Justice Collaborative \(SJC\)](#)
- [PsyD Student Government Association \(PsyD SGA\)](#)
- [Women Leading Change](#)

I live in Orange County, but I attend the West LA campus. Can I still participate in practicum near my residence?

A. Yes. You may secure a practicum site at any of the 180 sites listed on PepPro throughout the LA, OC, Inland Empire and San Diego areas.

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Off the Record

By: William James Jones, C.A. and Allison Kish, C.A.,

The memories of graduate school are almost as important as the knowledge we gain from it, and our professors often create lasting impressions by sharing their personal passions and challenging us to develop our own. This article is a tribute to Pepperdine's professors of psychology and the memories they inspire. Below is a window into your professors' personal interests.

If you were able to meet Freud and ask him one question, what would you ask?

"No, seriously, do you really believe in penis envy?" - David Levy, Ph.D.

"I would ask him to share a story about the last time he laughed so hard his stomach hurt." - Carrie Castaneda-Sound, Ph.D.

"I'd ask Freud, how he justified (or rationalized) analyzing his own daughter." - Dr. Lisa Osborn

"What was your relationship like with your family of origin?" - Dr. Jonathan Naveen

"I would love to know what Freud did for fun." - Mariam Tsaturyan, PsyD.

"I would ask Freud about his letters to Wilhelm Fliess and how significant this process was in his theory and practice building." - Dr. George Nalbach

If there was one song that summed up your life thus far, which one would it be?

"A Hard Rain is Gonna Fall, Bob Dylan" Dr. George Nalbach

"Relax, Take it Easy by Mika...It is a song about facing fears, letting go and having faith that things will work out." Mariam Tsaturyan, PsyD.

"Although I'm not a Deadhead, I would have to say it's "Truckin" by the Grateful Dead. I've moved from Coast to Coast twice. And, I would never have predicted how things have turned out in my life.—all for the good of course" Dr. Lisa Osborn

"Living on a Prayer" by Bon Jovi. Dr. Jonathan Naveen

"What a Wonderful World by Louis Armstrong" Dr. Carrie Castaneda-Sound

"Is That All There Is?" David Levy, Ph.D.

If you had to choose only one theoretical orientation to use for every client for the rest of your life, which one would you choose?

Integrative. (I know this might seem like a cop-out, but, to paraphrase Henry Kissinger: "It's a very persuasive answer that also has the benefit of being true.") David Levy, Ph.D.

"Narrative Therapy" Dr. Carrie Castaneda-Sound

"Solution Focused Therapy" Dr. Jonathan Naveen

"That is an easy one...Existentialism..."Face the facts of being what you are, for that is what changes what you are" Soren Kierkegaard"
Mariam Tsaturyan, PsyD.

"Existential-Humanistic" Dr. George Nalbach

"That's easy! I would choose psychoanalytic theory—for the diversity and depth of understanding it provides." Dr. Lisa Osborn

If you were granted 30 minutes to speak to any living or deceased U.S. president, who would it be?

"Truman, and the agony of the decision to drop the bomb" Dr. George Nalbach

"That would be our current president Obama. However, I don't think 30 minutes would ever be enough time with any of our presidents." Mariam Tsaturyan, PsyD.

"It would probably be Barack Obama." Dr. Lisa Osborn

"Abraham Lincoln" Dr. Jonathan Naveen

"Abraham Lincoln. I read somewhere that he was the only U.S. president who was also a licensed bartender. I'm sure he had some interesting stories." Dr. Carrie Castaneda-Sound

Without question, Harry Truman. His blend of raw candor, contempt for corruption, selfless pragmatism, hardboiled courage, and authentic compassion for the common man is unparalleled. David Levy, Ph.D.

What other skill do you have that might surprise your students?

Bass guitar, theatrical lighting design, and tap dancing. (But those were long ago...And tap dancing was very long ago.) David Levy, Ph.D.

I know how to surf. Dr. Carrie Castaneda-Sound

"I play the violin and have since I was 5yrs old." Dr. Jonathan Naveen

"Not sure that it would surprise my students, but it surprises me that I'm a good cook. I spent my earlier adult life avoiding cooking altogether and when I got married only owned one pot that I had purchased at the supermarket. Now, it's quite a different story." Dr. Lisa Osborn

"Hmmm...I have always been a tom boy (which comes in handy now because I have two boys). I can throw a football better than or as well as most of my husband's friends." Mariam Tsaturyan, PsyD.

SAVE THE DATE!

Please join the AAMFT-CA Ventura County Networking District on **Friday January 21, 2011**

for a special presentation by: Barton Goldsmith, PhD., LMFT
PROFESSIONAL PRESENTATION SKILLS
Catered continental breakfast will be provided. (Small fee)

To register:

<https://www.formstack.com/forms/?1029855-xWaEfBPmyJ>
For further information, contact: olivialoewy@aamftca.org

"Runway Modeling to Improve Latino Teen Self Esteem"

By Monica Ellis

The broadcast and production of high fashion runway shows worldwide has been known to define beauty and "what's hot" and "what's not." These sometimes unrealistic ideals of beauty may negatively impact how some people, teenagers especially, see themselves and evaluate others. With this in mind and with the personal experience of being "in the industry," I created the Affirmative Modeling Training Project (AMTP) to introduce runway modeling to teens in a positive way that would encourage, rather than deplete, the teens' confidence and self esteem.

Along with co-researcher Brenda Perez, AMTP was conducted with Latino students at a high school in a lower-income section of Los Angeles this Fall. Over 8 sessions, the students were taught runway modeling techniques while being verbally praised and encouraged to meditate on positive affirmations. This culminated with a fashion show at the High School on November 19. Each session was concluded with 20 minutes of group talk time centered upon the positive affirmation for the day. Supervised by Dr. Bryant-Davis, some discussions of clinical interest that arose included subjects of drug and alcohol use, teenage sex, and negative self-images. Changes in the students' self esteem were quantitatively analyzed using the Rosenberg Self Esteem Scale, Social Physique Anxiety Scale and other questionnaires.

This pilot study will serve as the basis for a manualized self-esteem intervention for underserved minority teens, an intervention that counters the stereotypically negative affects of the fashion industry by fostering empowerment and positive affirmation, so that teenagers begin to realize their inner beauty and grow in confidence, integrity, purpose and character, to defy social pressure and share this positive impact with others.

CAMFT's Winter Workshop Series: Thought Leaders in Mental Health
January 21 - 23, 2011
 Renaissance Hotel
 Los Angeles Airport
 For More Info Call: (858) 292-2638

Faculty Spotlight

Dr. Carrie Castañeda-Sound

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I knew that the way I was being taught wasn't really going to work with the community that I was familiar with. And essentially, I went to a conference and heard someone talk about a similar notion and what I learned from that was they essentially had to unlearn what they learned in grad school. I was in grad school at the time and didn't want to unlearn everything that I'd learned just so I could work with my community. From a point within my graduate training I kept thinking about the need to infuse the cultural piece and understanding what we're learning now. So I would kind of challenge the professors and my colleagues on how we could look at things through different lenses. I loved grad school. I loved the ideas. There was this body of knowledge that I didn't just want to research about Latinos and Latinas, it was more about a need to understand their experience. For me it was a shift from culture and ethnicity being the nuisance variable to Latinos being the central focus. This means that the psychology of this group, so for me, Latino Psychology looks at issues of immigration, acculturation, ethnic identity, socioeconomic status, different layers within groups of Latinos.

The differences within groups fascinates me in terms of access to resources. I guess I'm just drawn to that when I work in different communities. I have to say that the focus may seem to be on Latino psychology but it's really serving broader community interactions and relationships. In particular, I am fascinated by the experience of biracial and multiracial children, and their experience of cultures.

I wanted to ask you more about the work that you've done at Our Lady of the Lake University, the work that you helped pioneer. Can you tell us more about that?

The work really began before I got there. It was just more of, continuing the work that was already started. The group at Our Lady of the Lake had a program to train bilingual/Spanish speaking therapists to be both linguistically and culturally competent. My work there was just furthering the development of that program, in terms of, how do we get that confidence and so on. It was for the Master's and Doctoral students. I really want to continue that work here in terms of finding the strategies for training bilingual therapists and psychologists.

I'm sure the need for bilingual therapists is great here in Southern California.

Oh yes, Los Angeles, and all of the Southwest and actually in other states as well. What usually happens is, a student or trainee who is bilingual would go into a practicum site, and being bilingual would be given Spanish speaking clients, but never receive any training on how to translate specific words, terminology, how to assess the person's linguistic capabilities so we can monitor personal language, things that were taught in English but then hard to translate both linguistically and culturally. So what I've worked to do is to get more books written in Spanish in Spanish speaking countries, getting it from the ground up and not so much from translated work.

What's the most thrilling aspect of your work?

Well, when I'm able to do clinical work, connecting with families and individuals, helping them make the change in their lives clinically is really exciting to me. I think I love the training piece as well. I love seeing students grow in their understanding of psychology. I also love seeing students grow as they acquire the skills to feel more confident, I think that is exciting. To see someone say, "Oh, I get this now." I love the training piece more than anything..

Trainee Talk



Following Your Practicum Intuition

By: Dina Segovia,

As a beginning MFT student, what is furthest from your mind? For me, it was finding my practicum site. At first it seemed so far off, but soon enough it snuck up on me. Before I knew it, I was running out of time. I felt desperate, even considered taking the first opportunity that came along, but soon realized this was a bad approach. Practicum would set the stage for my MFT future and I needed to find a site that would be the best fit for me. Naturally, I wondered how to approach this important milestone.

It came down to searching, externally and internally, considering the facts as well as my intuition. What were my options and what did I want deep in my heart? Internally, I needed to process what I wanted. Once I had figured this out, my focus shifted to the external aspects of my quest, and I started to research. To do this, I got to know each site, their areas of focus, and theoretical orientations. I took a close look at my possibilities to determine whether they fit with who I am and what I want to do. I talked to other trainees to get the inside scoop. Most importantly, I trusted my internal cues. At one interview, I was asked to participate in a children's social skills group, where I quickly discovered that I was very much out of my element. It was clearly not the right fit for me. I honored that intuitive feeling and moved on to the next interview. It was there that I realized my place: The Center for Individual and Family Counseling, a community clinic working with a variety of mental health issues that gives trainees the opportunity and autonomy to manage their own clients in preparation for private practice which is my ultimate goal.

My final thought: don't just apply to a site - present yourself! Go above and beyond application requirements so that each site gets to know you, genuinely and holistically. Share who you are, what makes you different from other applicants, and why you are interested in that particular site. Tailor your resume to each site - include volunteer work, training, organizations that relate to each site's mission. Submit references and recommendation letters - both professional and academic - without being asked. And lastly, for your interview - be prepared and be who you are. Only then will you ensure you land in the right place for you. Good luck!

New Funding Sources! *Continued from page 3*

An awardee may receive up to \$15,000 to repay educational loans over a two-year period. An awardee commits to practicing and providing direct care in a publicly funded or public mental health facility, a non-profit mental health facility, a mental health professions shortage area, or in the Public Mental Health System.

Allied Healthcare Scholarship (AHS) <<http://www.oshpd.ca.gov/HPEF/AHS.html>>

Allied healthcare students who are accepted or enrolled into a number of fields including Social Work will be given priority. However, other allied health professions may apply. Eligible applicants may receive up to \$4,000 per academic year. Awardee commits to a one-year service obligation or 100 hours volunteer service practicing direct patient care in a medically underserved area (MUA) of California.

Continued on page 11

Career Services is Here For You!

As a student or alum of Pepperdine's Graduate School of Education and Psychology, you are entitled to receive a plethora of services throughout your lifetime, free of charge! The Career Services team consists of trained professionals eager to assist you with your career endeavors. The services provided by our staff run the gamut from career objective identification to career advancement, to everything in between. A few of our services include:

- Career counseling—Increase your personal strengths awareness and develop your capacity to articulate these skills across all avenues of life.
- Resume, curriculum vitae, and cover letter writing assistance—Enhance not only the appearance but the content as well.
- Job search assistance—Guidance in finding the most effective search strategies within your scope of interest
- Interview preparation—Schedule a mock interview to prepare for commonly asked questions and receive feedback on your responses.
- Career workshops—If you prefer a group learning environment, take advantage of career development workshops ranging from resume writing to networking skills.
- PepPro—View employment listings created through direct relationships with employers in the community, across the nation, and overseas.

For more information, contact Sadaf Mayet, Manager of Career Services

Email: sadaf.mayet@pepperdine.edu

Phone: 310.568.5715

Visit: <http://gsep.pepperdine.edu/careerservices/>



Faculty Spotlight

Dr. Carrie Castañeda-Sound

Continued from page 4

What would you say is the most challenging aspect of your work?

Finding the time to do research and writing. The first year, as I'm preparing new classes, finding the concentrated amount of time needed to write is probably the hardest thing right now.

How did you find the balance between work, family and self-care?

I have a one and half year old and a three and a half year old and (pause) it's certainly been a work in progress. I'm really curious to learn how other professionals handle the balance. I'm lucky to have a lot of family around to help out but I'm still trying to figure out how to keep it all in balance. I'm used to giving 100% in every area of my life but now I've come to accept that I just need to do the best I can (chuckles). I'm still trying to figure out what is acceptable for me.

You're not alone in that pursuit of balance. I can certainly relate to that (we both share a laugh)

It certainly helps to have a spouse who is not in psychology because he doesn't know much about what I do and we can share a different connection. I also have my friends and colleagues to commiserate with.

As far as Pepperdine, how did you get here from San Antonio?

I really believe it was divine providence, without a doubt. I really wanted to come back to California to be closer to my family. I always kept my eye on the job market and nothing in my area opened up, especially in my areas of interest. For five years it remained this way and I thought there would never be a good time to move, in terms of timing, tenure, where I was in life at the time, and all these other variables, yet I just had to do it. Something was drawing me back to California at the time. Fortunately, a friend of mine knew about a position opening up at Pepperdine and I was thrilled at the prospect of teaching here. Again, divine intervention, and everything worked out. I'm really thankful for that.

What do you want your legacy to be?

As a professor, I really want to be known as someone who was fair but challenging, and challenged students to think critically. I also want to be known as a professor who helped students challenge themselves. I want my classes to be a transformative experience for students. I want them to grow. That's always my goal and hope.

As a researcher, I really want to make a contribution to the literature in terms of creating a better understanding of how to work effectively with Latino families and individuals. I'm interested in the best ways of training therapists. I want my work to make a difference in the community, primarily by providing service to the community. Those are the things I think about in terms of a legacy. ■

A special thank you to Cartoon Resource & Funny Times for allowing us to reprint their wonderful cartoons!

For more info on the cartoons or cartoonists showcased in this newsletter contact: 616.551.2238 or sales@cartoonresource.com
Also: www.funnytimes.com/.../gallery.php?tag=therapy

Attention May 2011 Graduates!

- If you are a member of Psi Chi, the National Honor Society in Psychology, you are eligible to wear the blue and gold Psi Chi Honor Cord at the graduation ceremony.
- To guarantee availability, your order must be received **by Friday, May 6, 2011**. Upon receipt of your order and check, the cord will be mailed to you.
- For further information, contact Cheryl Saunders at psichi@pepperdine.edu or (310) 568-5607.

Dear Kathy

Continued From page 5

I found my site and I have already started training/seeing clients, but I haven't had my four-way agreement signed yet. Will I lose those hours?

- A. Pepperdine and the BBS requires that you must have your 4-Way Agreement signed and on file in the MA Clinical Training department, prior to the accrual of hours.

What are ways I can be involved with MFT professional associations other than just being a member?

- A. AAMFT and CAMFT are the top two for MFTS. You can submit articles of interest for their publications (which are excellent!), attend their annual conferences, local chapter events, become a student representative for the association. Also, attend their chapter meetings and events. For example OC CAMFT has a pre-licensed group called the "3000 Club" where MFT students, trainees, and interns connect, network, empathize, celebrate, and gain connections. The meetings are open and welcomes all Prelicensed members and guests to network with other Prelicensed therapists in the process of finishing graduate school, earning hours, and preparing for examinations. Check the www.CAMFT.org and AAMFT.org websites to learn more ways to become involved.

If you have questions about the "Ask Kathy" information you can reach me at Kathleen.Wenger@Pepperdine.edu.



Working the Network!!! *Continued from page 1*

In September, Merry Lambert, LMFT, Pepperdine alum, invited six students and alumni from the Encino campus to visit her private practice office in Calabasas. Merry was happy to share her experience after she graduated from Pepperdine, and the attendees reported that they appreciated her time and were grateful for this opportunity. They came away feeling inspired and ready for what lies ahead in their careers.

If you're searching for more direction in the field of psychology, hoping to find a chance to relate to others going through the same process as you, or just wanting to add to your professional growth, then our professional development and clinical training events are among the places you need to be! Our events are open to students in both the general psychology M.A. and the MFT tracks, as well as alumni. We look forward to seeing you at some events next semester!

Watch for These Upcoming Events!

Open House:

Start the new semester off with homemade goodies, courtesy of our department!

Clinical Connections

Clinical Connections is a monthly series of free workshops featuring speakers from Pepperdine and throughout the southern California psychology community at which students can discuss clinical issues that fall outside the domain of the academic curriculum, but that are commonly seen in practice.

Private Practice and Agency Visits

Don't miss the inspiring opportunity to visit a mental health agency or the successful private practice of a Pepperdine professor or alum! This is an opportunity to explore the office of a practitioner and ask questions about various aspects of running a private practice.

Coffee Talk

Come chat with your Clinical Training Coordinator about anything on your mind regarding MFT issues and psychology professional opportunities. Free Refreshments!

New MACLP Student Meeting

Calling all newly enrolled MACLP students! Come to this informative meeting and learn how to begin your MFT program on the right foot.

Practicum Site Presentation

The office of MA Clinical Training hosts a PowerPoint Presentation on the various sites that offer MFT trainee opportunities. Come learn important information about Pepperdine sponsored sites.

Preparing For Practicum Meeting

Once you have completed/enrolled in all of the prerequisites for Clinical Practicum, you need to attend the Practicum Information Meeting, in the term prior to Clinical Practicum. You will receive information on agency openings, required paperwork and other Practicum-related requirements.

Intern Registration Meeting

This meeting is for individuals who are on the MFT track and are in their LAST term. The Intern Registration Meeting will provide you with information regarding how to close out your MFT trainee hours, how to register as an intern and leads for important job opportunities.

New Funding Sources!!! *Continued from page 8*

California Student/Resident Experiences and Rotations in Community Health (Cal-SEARCH) <<http://www.oshpd.ca.gov/hwdd/cal-search/>>

Two Year Program Extension and Technical Assistance Training Cal-SEARCH is designed to increase the recruitment and retention of culturally competent, community oriented health professionals in California's community clinics and health centers by providing health profession students/residents with clinical experiences linked to preceptors, mentors and community projects. This program offers placements for a number of health professions, but the following additional disciplines are encouraged to apply, and will be considered as space is available: Clinical Psychologists, Clinical Social Workers, Marriage and Family Therapists, Psychiatric Nurse Specialists, and Psychiatrists.

Cal-SEARCH is pleased to announce that the program has been extended for an additional two years and the first year application cycle for health profession students/residents has been reopened. The Cal-SEARCH application deadline date has been extended through October 29, 2010 and students and residents will be able to complete their rotations through December 31, 2010.

National Health Service Corps (NHSC) / State Loan Repayment Program (SLRP) <<http://www.oshpd.ca.gov/hwdd/slrp.html>>

The NHSC/SLRP has \$1 million in funding available to repay outstanding government and commercial loans for expenses incurred during undergraduate or graduate education. The NHSC/SLRP increases the number of primary care physicians, dentists, dental hygienists; physician assistants, nurse practitioners, certified nurse midwives, and mental health providers practicing in defined Health Professional Shortage Areas (HPSAs). The application cycle began on August 1, 2010 and ends on October 1, 2010.

Mental Health Professional Shortage Area/Medically Underserved Area/Population Designations <http://www.oshpd.ca.gov/HWDD/Shortage_Designation_Prog.html>

Technical Assistance Workshop Scheduled

Mark your calendars! An online training session has been scheduled for September 29, 2010. OSHPD's Healthcare Workforce Development Division, Shortage Designation Program, in partnership with California Primary Care Association (CPCA), will be conducting a 90-minute training session to assist clinic staff in initiating and completing designation applications for Health Professional Shortage Area (HPSA) and/or Medically Underserved Area (MUA)/Medically Underserved Population (MUP). This training session will give special attention to meeting the requirements of the provider survey process. To register for the online training session, please visit: <http://www.cpc.org> <<http://www.cpc.org>>

More grant opportunity postings located on the Federal Grants.gov "Find Opportunities" service!

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Please note that all events listed are subject to further change.

Check back with your Student Services and join the Bi-Monthly E-Newsletter to receive updates on event dates, times and locations.

Please email Andrea Venkat at andrea.venkat@pepperdine.edu for Malibu events.



PSI CHI MATTERS!!

Benefits of Psi Chi: A Word With the President of the Pepperdine Chapter

By: William James Jones, President

Being a member and the current President of our GSEP Psi Chi International Honor Society chapter has been one of the great joys of

my academic journey. I am passionate about serving the needs of our student membership and feel optimistic about all we can collectively accomplish this year, yet when I first became President, I was surprised to find out that many of our prospective, and even current members, did not know the many benefits of Psi Chi membership. I wanted to write this article to highlight a few of the significant benefits of membership as well as encourage those who have yet to join our chapter to be a part of something truly special.

Being a member of Psi Chi has many considerable benefits, but there are four specific membership perks I think all students should know about. First, membership can help facilitate employment opportunities. For example, by simply attaining Psi Chi membership status, one automatically gets placed at a GS-7 status for federal employment opportunities. According to Fedjobs.com, a Psi Chi applicant from Los Angeles seeking Federal employment would have an automatic salary range from \$43,208 - \$56,174, depending on the job position. This is simply one way your hard academic work can pay you back.

Second, being a member of Psi Chi can help facilitate a doctoral program application. For example, most APA-accredited Ph.D. or Psy.D. Programs in Clinical Psychology, including Pepperdine's, has a specific section on their application for academic honors and awards. Being a member of Psi Chi helps you add a recognized accomplishment to this section as well as distinguishes you from other applicants who may not be members. Achieving Psi Chi Membership can help increase the odds, even if ever so slightly, of possible program admittance.

Third, being a member of Psi Chi can help facilitate practicum and internship opportunities. Many MFT training sites are accustomed to getting great applicants, but being a member of Psi Chi clearly demonstrates your standard of academic excellence in an internationally recognized honor society. Many training sites already know the academic rigor involved in becoming a Psi Chi member, particularly for Pepperdine students, since our GPA for Psi Chi admittance is significantly higher than most other chapters in the world.

Lastly, being a member of our GSEP Psi Chi chapter gives one an opportunity to network with future colleagues and leaders in the field. The bonds we create now can often last a lifetime, and getting a chance to serve our communities together, while exploring common interests, is indeed a special thing. So I welcome you to become a part of our prestigious honor society, participate in it, and help us achieve our mission of being a chapter of purpose, service and leadership.



GSEP PSI CHI Honor Society Officers!!! (2010-2011)

- President:** William James Jones
- Vice President:** Dina Segovia (Encino Graduate Campus)
- Vice President:** Monica Ellis (West LA Graduate Campus)
- Vice President:** Elisha Agee (Malibu Graduate Campus)
- Vice President:** Andrew Walker (Irvine Graduate Campus)
- Secretary:** Chrystal Chan (GSEP Graduate Campuses)
- Treasurer:** Cheryl Saunders (GSEP Campuses):
- Faculty Advisor:** Dr. Barbara Ingram (GSEP Campuses):



Psi Chi Updates!!

Psi Chi is pleased to announce it's first ever Spring Social Events! The Vice President of each GSEP campus will be sponsoring an engaging, fun, and insightful social event at your local campus to help introduce current and prospective members, as well as a fun night of networking, food, and fun. Please contact your campus VP for more details:

- P:** William James Jones (GSEP) William.jones@pepperdine.edu
- VP:** Monica Ellis (WLA GC) Monicauellis@aol.com
- VP:** Elisha Agee (MGC) elisha.agee@gmail.com
- VP:** Andrew Walker (IGC) Awalker2003@yahoo.com
- VP:** Dina Segovia (EGC) DinaSegovia@aol.com

Current Eye on Psi Chi magazines are now available at each GSEP campus. Please check with your campus VP to receive a copy.

Psi Chi is pleased to offer over \$300, 000 in awards and grants to its members each year. Don't miss the exciting opportunities and funding these programs provide!

Please visit the Psi Chi Website for more information:
www.psichi.org

SO LONG TO OUR DECEMBER 2010 GRADUATES!

Congratulations to the December 2010 graduation candidates applying for MACLP and MAP degrees!
We're going to miss you! Stay in touch with your Pepperdine family at www.pepperdine.alumsys.com

Al-Kharafi, Hussah	Couture, Jenna	Kapadia, Karishma	Rivera, Bernadette	Sintora, Imelda
Anderson, John	Cutler, Aron	Kilian, Amber	Ruan, Tanya	Thinnes, Casey
Al-Kharafi, Hussah	Earp, Tanya	Kish, Allison	Ryan, Anne	Tobin, Nealy
Anderson, John	Foody, Stephen	Lee, Erica	Sandweiss, Rebecca	Tran, Ayelet
Arnone, Michele	Forni, Filippo	Lee, Grace	Shayeg, Bonnie	Walker, Laura
Battistin, Jennie	Frankel, Carlee	Mastopietro, Jennifer	Sherrell, Geoffrey	Wilson, Ronald
Beavis, Eleanor	Freeman, Norda	Mead, Taryn	Shields, Tracy	Yanagisawa, Anton
Bell, La	Gatlin, Regina	Meza-Jackson, Keren	Sintora, Imelda	Yang, Jeewon
Benedict, Brad	Gomez, Rodolfo	Mitchell, Jacinda	St. Cyr, Natalie	Zarabi, Golzar
Bromberg, Danielle	Hernandez, Veronica	Mostajeran, Yasaman	Thinnes, Casey	
Cabrera, Ivan	Hoff, Christopher	Parhams-Jones, Tiffanee	Tobin, Nealy	
Carignan, Elizabeth	Hollow, Perla	Rees, Julie	Tran, Ayelet	
Chacon, Marie	Julien, Janine	Renold, Lowell	Van Auken, Wendy	

** We apologize if your name is not listed and you plan to graduate. Please call Michelle Mitchell at (310) 568-2328 if you have any questions regarding your graduation status.*

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