

Focus on Clinical Training

A Newsletter for Psychology Students

Great News! MFT Named One of 50 Best Careers

US News and World Report has named marriage and family therapy as one of the "50 best careers" for 2010. Here is the report from the December 28, 2009 publication!

The rundown:

While some counselors focus on the behavior of an individual, marriage and family therapists go a step further, addressing mental-health issues within the context of the family. By counseling couples, families, or individuals, marriage and family therapists can tackle a host of problems: adult schizophrenia, substance abuse, anorexia, and marital conflict. Today, marriage and family therapy is considered a "core" mental-health profession, alongside social work, psychiatric nursing, psychology, and psychiatry. More than 1.8 million people are currently receiving treatment from a marriage and family therapist.

The outlook:

As the field matures, the number of marriage and family therapists has surged. And demand is expected to increase in the future, with employment in this profession rising 14 percent from 2008 to 2018. Fueling part of the growth is a more widespread acceptance of the field, which makes people in need more willing to seek out such counseling.

Upward mobility:

Marriage and family therapists with doctorates are in better position to advance in the field. The advanced degree makes it easier to assume managerial positions or become teachers or researchers.

Activity level:

Marriage and family therapists work in prisons, universities, inpatient facilities, and private practices, as well as other settings. Flexible hours can be important because working families often need to make appointments during the evening or on the weekends. Counseling is often conducted in a private office.

Demand for MFTs is expected to grow substantially over the next decade, the report says. If MFTs ultimately earn inclusion in Medicare, demand could increase far beyond what US News predicts.

For the full article, please visit:
<http://www.usnews.com/money/careers/features/best-careers-2010>

How Can the M.A. Clinical Training and Professional Development Department Serve You?

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If you are a student in the MFT program, each Pepperdine GSEP Graduate Campus has a CTC (Clinical Training Coordinator) to help in several important ways. Kathleen Wenger is the Manager of the CTCs and also a Clinical Training Coordinator in Irvine. Rebecca Reed is in West LA, Andrea Venkat is in Malibu, and Alice Richardson is in Encino.

The CTCs are a valuable resource for students. They also know what you're feeling and experiencing and they've all graduated from the MACLP program at Pepperdine. From the first New Student Orientation meeting to the final Intern Registration meeting, we are there for you. We provide support with practicum placement, practicum classes, and maintain your practicum file. Pepperdine and the Board of Behavioral Sciences (BBS) require a great deal of practicum paperwork, so your CTCs are here to help guide you through it. We keep up on BBS regulations to make sure our students stay informed. By attending quarterly meetings with other MFT graduate schools, we learn the newest information regarding stipends, BBS changes, and what the future holds for MFTS, and pass it onto you!

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...CTC

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We are here to help you navigate your way through the MFT program, and are passionate about helping you to become the best licensed marriage and family therapist you can be!

In order to best serve you, the CTCs have put together a variety of meetings each semester to help you with your practicum experience.

The **NEW MACLP STUDENT MEETING** is offered in the beginning of each semester, and helps to familiarize you with the MACLP program, and other valuable resources and professional organizations. We also discuss BBS laws and regulations, along with what you can expect as you move along in the program.

The **PREPARE FOR PRACTICUM MEETING** is given mid-term by the Clinical Training staff at your educational center. This meeting is an exceptional opportunity to discover the intricacies and details about gaining clinical hours, including such topics as: what is good supervision, what documentation—if lacking—will cause the BBS to reject your hours, what kinds of clinical experiences to seek, and other essential information, including sites that have current openings for MFT Trainees. Many students have benefited from attending this meeting at the beginning of the MACLP Program, instead of waiting until the last minute to understand all of the preparations and requirements for Clinical Practicum. The CT staff will discuss important steps you should take to secure your practicum site and will answer questions on meeting practicum and BBS requirements. At this event, you will receive up-to-date BBS forms that you will need during your practicum experience. Do not miss this meeting!

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.

The **PRACTICUM AGENCY INFORMATION MEETING** is held each term, generally following the Preparing for Practicum Meeting. At this meeting you will have the opportunity to learn about many of the clinical practicum sites where our students have or currently are earning their MFT trainee hours. We will discuss the Strengths and Challenges, populations treated, supervisor’s orientations, agency expectations, etc. Attend this meeting each semester, if you like, as often we change the featured agencies.

The **INTERN REGISTRATION MEETING** is held approximately 1-2 weeks prior to the end of the term. At this meeting you will learn important paperwork documentation that is required by the BBS, such as: closing out your MFT trainee hours, what is required for MFT internship registration, along with other valuable tips.

Please see our calendar on page 10 or visit the CTC or their graduate assistants at your campus for the latest dates and times for each meetings.

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QUIZ YOUR MIND

MACLP Students, Test Your Knowledge on MFT and BBS Requirements

- 1) False. While an MFT Candidate is required to secure 52 individual hours of supervision throughout their 3000 hours of experience, they do not need to be consecutive. **T/F**
- 2) False. You must complete all prerequisites to Clinical Practicum prior to taking Psy 662. **T/F**
- 3) False. The BBS allow you to earn up to 750 hours of client contact and supervision, pre-degree. **T/F**
- 4) True. Be sure to ask your CTC for a list of alumni that offer reduced fee psychotherapy! **T/F**
- 5) True. I can only earn 150 client contact hours prior to graduating from Pepperdine. **T/F**
- 6) True. I can enroll in the Practicum prerequisites during my first term of Clinical Practicum. **T/F**
- 7) True. I must have a minimum of 52 consecutive weeks of individual supervision throughout my 3000 hours? **T/F**

Trainee Talk

By: Amber Kilian, G.A.

Many of you may be thinking about where you would like to become an MFT Trainee. It can be a daunting experience, but with a few good interviews and a little site research you are on your way to finding a site that is a good fit. Recently, I had the privilege of visiting the practicum site, Echo Malibu, and meeting Andrew Young, a WLA Pepperdine Alum! Over the years, Echo Malibu has trained students from the Malibu, WLA, as well as the Encino Campuses.

Echo Malibu is a global treatment facility for teenagers ranging from 13 to 17 years old. This residential treatment home is tucked in the corner of a lushly filled palm and bougainvillea street on the bluffs of Malibu. Upon walking into this three story home with its balconies welcoming an ocean breeze, you can't help but feel a sense of peace and openness. But don't let its tranquility fool you; it is a therapeutic space wherein many adolescents have battled bulimia, anorexia, substance abuse and other presenting problems. Working with these teens is not confined to an office, but includes the beautiful grounds surrounding the house, a therapeutic hike in the peaks, or even a trip to the beach, which is less than 100 yards away.

Echo Malibu embraces an eclectic orientation, like cognitive behavioral, psychodynamic, humanistic, solution-focused, strategic, and post-modern techniques, while utilizing a developmental approach to working with adolescents. The staff uses a team approach to working with the adolescents that also involves the family. Currently, the families participate in weekend treatment activities that reconnect the teen with the family system.

The diverse staff consists of individuals such as practicum students, interns, licensed therapists, as well as a professional chef! Our alumnus, Andrew Young, who completed both his traineeship and internship at Echo Malibu, is currently the Director of Operations. Just like Andrew, this agency has been a training and career opportunity for many students over the years. Collectively, students report positive quality of supervision and worthwhile training opportunities. For more information about Echo Malibu visit their website at www.echomalibu.com or call Rebecca Reed for general feedback about this site.



Can MFTs Become Dually Licensed as MFTs and LPCCs in California?

By: Alice Richardson, LMFT

A licensing law was recently passed to permit Licensed Professional Clinical Counselors (LPCCs) to practice in California. We are still learning and gathering information on how this will affect the MFT profession, as well as how to become dually licensed in California. We will keep students informed about these developments and here is what we have learned so far:

- For LMFTs and LCSWs to become dually licensed as LPCCs in California, one should compare the LPCC educational requirements (B&P Code §4999.32) against one's transcript to see if there are deficiencies.
- If there are deficiencies, the deficient courses can be obtained now in preparation for acquiring the license.
- As indicated, one must have seven of the nine core courses in his/her educational program.
- Thus, one can take two (or possibly three if one began graduate study prior to 1996) of these required courses outside of the degree program.
- These courses can be taken now to remediate the deficiencies. Each course must be a minimum of three semester or four and one-half quarter units.
- Courses taken now to satisfy these educational requirements are to be post-master's or post-doctoral courses from an accredited or approved educational institution.

The nine core courses are:

- Counseling and Psychotherapeutic Theories and Techniques
- Human Growth and Development
- Career Development
- Group Counseling
- Assessment, Appraisal and Testing
- Multicultural Counseling
- Diagnosis
- Research
- Ethics and Law

For more complete descriptions of these core courses, carefully review the section of law that follows. Other required education can be completed outside of one's degree; such courses mirror the requirements for LMFTs (e.g., psychopharmacology, human sexuality, etc.).

LMFTs and LCSWs do not need to take the three exams indicated, but may have to take an examination if the BBS and Office of Professional Examination Resources determines that there are differences between the practices of each of the professions. Differences between the professions will be minimal, therefore any required additional testing should be nominal. (B&P Code §4999.54.)

For more information on the educational requirements, grandfathering requirements, and timeline, please log on to www.camft.org or www.bbs.ca.gov.

Trainee Talk

By: Leia Rogers, G.A.



The Gary Center is a non-profit community outreach center located in North Orange County. The Stafford Family founded this unique agency in 1971 in memory of their 19 year old son Gary, who died as a result of drug abuse. Their goal was to prevent others from losing their lives to drugs by offering counseling and education.

Initially opened as a walk-in drug counseling center, the Gary Center continues to respond to community request by offering a variety of programs designed to serve the behavioral and dental health needs of Orange County and the surrounding area. All programs encompass education to help build healthy families and a stronger community.

I am now a second term practicum student working at the Gary Center, having started in September 2009. I see a variety of clients in different settings. I work with men, women, children, couples, and families on many different issues including, but not limited to, depression, anger, anxiety, divorce, trauma, violence, substance abuse, and family dynamics. There are many other programs clients can utilize in addition to individual, family, or couples therapy, including groups. The Gary Center offers groups for anger management, substance abuse, domestic violence, and even parenting. Clients often learn about counseling services through referrals, the internet, or even by witnessing one of the many community events the center holds throughout the year to help families in need.

In addition to counseling at the clinic located in La Habra: I also travel to different schools in the district to provide one-on-one counseling to students, ranging from 7 to 17 years old. School clients can even choose to participate in family counseling at the center.

While the main theoretical perspective is cognitive behavioral therapy, MFT trainees are encouraged to find a theoretical orientation that works for them and fits their own personality. They are encouraged to develop their own style in working with their clients as they grow as clinicians.

Faculty Spotlight

Getting to Know Dr. David Levy

By: Katie Martin, G.A.

*"Insight is the booby prize
of life."*



Which Emmy nominated Pepperdine professor was inspired to write an internationally best-selling textbook by comments from his "stupid therapist?"

Dr. David Levy, who is a licensed psychologist and Marriage and Family Therapist, teaches psychopathology, MFT I, and practicum for Pepperdine's GSEP in Encino and West L.A. as a long-time tenured faculty.



Dr. Levy began his higher education at UCLA, where he received a Bachelor of Arts degree in Theatre. From there he went on to act for TV and film, including "One Life to Live" and "Cheers." At 27, he was directing the West Coast premiere of a Broadway drama and was working with the best-of-the-best actors.

Levy recalled his reverence for these actors' skill and talent. However, here were people at the height of their career, and they were asking a 27-year-old to keep them in mind. In looking at these role models for what his own future could hold, he thought, "If this is as high as I can go, to have my job security in the hands of a 20-something guy, once I'm the best I can be in this field, I'm in the wrong field."

Law school and studying business were entertaining, but still "skeptical" and even "cynical," Levy decided to pursue psychology. Levy said that he's always been interested in "exposing hypocrisy" beginning in his childhood when he poured over issues of MAD Magazine. He describes his outlook on his work, as a psychologist and a writer, as "how to think critically through the lens of being entertaining."



David Levy's book, *Tools of Critical Thinking: Metathoughts for Psychology*, was just released in its second edition and is available through the Pepperdine bookstore. Dr. Levy has a 14-year-old son and a 6-year-old daughter and says that although he enjoys weekly hikes with his iPod, his main source of de-stressing comes from coming home each day to watch "The Daily Show."

Psychology Information Sites

- Ψ **American Association for Marriage and Family Therapy**
<http://www.amft.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.cpapsych.org>
 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 Development,

I am going to graduate soon, when and where should I start looking for (paid) internships?

My hope is that you have been connecting with students at other practicum locations and learning about internships other than where you are currently working. Another resource is the Clinical Practicum Mentor List that allows you to speak with graduates who are currently in the field and can be found in your (Clinical Training Coordinator) CTC's office. You can also schedule an interview with Karie White for current information on resources, resume updating and interview skills. If you are a member of CAMFT or AAMFT, both professional organizations include internship opportunities on their websites.

What advice can you offer to a nervous, newbie therapist?

I remember having that anxiety with my first client in 1991. The good news is it does go away. If possible, start volunteering at your site prior to the term of enrolling in practicum. It can help you get better acquainted with the process. The CTC at your campus can role play with you to get a better feeling of the therapeutic dynamic. Also, talk with other students who have already seen clients in classes or through the Mentor List to discuss their experiences.

Where are some places to look for affordable trainings and workshops outside of my practicum and classes?

Affordable workshops are listed on the E-Newsletter that is distributed via bi monthly emails. If you are not currently receiving the E-Newsletter, you can email psyprofdev@pepperdine.edu or look on Pepperdine's website at this link: <http://gsep.pepperdine.edu/psychology/professional-development-workshops/> for more information. In this newsletter you will find events for all IGC, WLA, and EGC campuses. Please see page 10.

Do interns generally stay at the same site while continuing to their 3,000 hours? Or do they move around a lot?

The most important aspect here is whether or not you are seeing a diverse population at your site. For example, if you are working at an elementary school and only seeing children, it would not be recommended to stay there for 3000 hours. By seeking out other sites, it can allow you to explore other populations, begin to develop your own theoretical orientation, have experiences with different supervisors, work with a wider variety of presenting problems, etc. If, however, you are at an agency where you are able to see a rich variety of couples, families, children and individuals, as well as being able to work with different supervisors, such a site may work well for you.

These BBS licensing hour changes are making my head spin.

What are the big changes that I should be aware of?

The good news is that these changes are for the better. Effective as of 2010, MFT trainees have far more opportunities to earn hours in categories they never could before. Some of these improvements include that trainees are now able to double count their first 150 hours of couples and families therapy. You may now earn hours for taking process and progress notes and completing administrative work, which used to only count once you received your intern number. Additionally, there are new hours being counted for client centered advocacy. For more information, please refer to the article on these changes on page 3 of this newsletter.

Off the Record

By: Tammy Hong, C.A., Allison Kish, C.A., and Brittany Gelles, 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.

What famous person do other people tell you that you most resemble?

"They tell me I resemble one of the professors at Pepperdine." – Steven M. Sultanoff, Ph. D.

"In college someone told me I resembled the actress Julie Christie but I think he just wanted a date." – Barbara Ingram, Ph.D.

"I used to get stopped all of the time when the T.V. show *Boy Meets World* was on, asking if I was Topanga (Danielle Fishel); I also used to get Linda Hamilton and Kirstie Alley a lot." – Shannon Wilson, Psy.D.

"My kids think I look a little like the character Nina on the Disney Channel Show *"Imagination Movers"* – how's that for obscure!" – Stephanie Woo, Ph.D.

If you could bring one character to life from your favorite book, who would it be?

"Tom Bombadil from *The Lord of the Rings* or Gandalf from the same book." – Steven M. Sultanoff, Ph.D.

"*The Little Prince*." – Barbara Ingram, Ph.D.

"*Moloka'i is my favorite book and I would love to bring the character Rachel alive, a young girl who was sent from Kahili to the Kalaupapa leper colony on Moloka'i; although mostly fiction, the book is based on many true events.*" – Shannon Wilson, Psy.D.

"For my son's sake, I'd have to say *Harry Potter*. It would be a blast having him teach us to play Quidditch and telling us about life at Hogwarts." – Stephanie Woo, Ph.D.

If you had to be trapped in a TV show for a month, which show would you choose?

"*Whose Line is It? (It is not currently on the air but for me it is one of the most creative, clever, and funny shows I have seen.)*" – Steven M. Sultanoff, Ph.D.

"*Lie to Me, the Mentalist, or Curb your Enthusiasm (I watch a lot of TV)*" – Barbara Ingram, Ph. D.

"I would have to ultimately choose the *Oprah Winfrey Show*. Aside from all of the celebrity, fame and money, I believe this one woman has more power, and has done more good for people around the world, than any other person in the public eye." – Shannon Wilson, Psy.D.

"This is a toss up: *Top Chef* – even though I can't really cook, I'd love to be around all those creative people who can (and taste their creations!), *Project Runway*, so I could go in the work room and say "Make it work!" or *Mad Men*, because it would be interesting to see what life was like in the early 1960's in New York." – Stephanie Woo, Ph.D.

Which psychological theorist would you most like to meet and why?

"I began with Rogers because his theory is so connected to all relationships. I then considered Freud because he is one that I have not met.

My brain (who knows why) took me to Martin Seligman who is the father of Positive Psychology. I guess because he is a "humanist," brilliant researcher, and appears to be a great guy. If Seligman were not available then I would love to meet Malcolm Gladwell (I am not sure if he is a psychologist) who has written my 3 favorite non-fiction books (The Tipping Point, Blink, and Outliers). They are brilliant." – Steven M. Sultanoff, Ph.D.

"George Kelly, author of *The Psychology of Personal Constructs*, who died in 1967. I would like to tell him that I believe that he is the father of cognitive therapy and that I am very sad that no one gives him credit." – Barbara Ingram, Ph. D.

"I would most like to meet John Watson. Although his experiments and studies would not be considered ethical today, he was a leader in the behavioral movement in the United States and that eventually led to the cognitivist movement. You didn't say I had to pick someone alive!" – Shannon Wilson, Psy.D.

"My fellow CBT colleagues may think this sound somewhat heretical, but I would say Freud, for the obvious influence he has had on the evolution of thinking on mental illness and its treatment." – Stephanie Woo, Ph.D.

If you could have a \$10,000 shopping spree where would you spend it?

"I would spend it on a trip to go to baseball games at as many major league baseball stadiums as I could until the funds ran out." – Steven M. Sultanoff, Ph. D.

"On travel websites, booking airline tickets and hotels." – Barbara Ingram, Ph.D.

"I could put \$10,000 to very good use at Baby Gap, Toys R Us, Target and Nordstrom! However, if I really received \$10,000, I would spend very little and put the rest in my children's college funds." – Shannon Wilson, Psy.D.

"I'd get new furniture for my house – preferably the kind that resists cat hair, stickers, and magic markers." – Stephanie Woo, Ph.D.

If you could have a conversation with any deceased person who would it be?

"My first thought was my high school chorus teacher who was a fantastic mentor. Then it went to my little league coach who gave me the gift of learning how to play baseball, and then it went to my father who died when I was a teen and therefore I never knew him as an adult. My father would be my choice as I would like to hear about his life and how he did what he did." – Steven M. Sultanoff, Ph.D.

"My mother. She died when I was 22." – Dr. Barbara Ingram, Ph.D.

"It would be my maternal grandfather, who passed away right after I was born; I have so many questions about that part of my family as well as about heaven, or the other side." – Shannon Wilson, Psy.D.

"Joan of Arc. She's fascinating and inspiring for many reasons. At a time when women had little power or voice in society, she led the French army to important victories. When she was imprisoned and put on trial for heresy she confounded ecclesiastical authorities despite the fact that she had no real education and was illiterate. And she was resolute in her faith in the face of a horrific death. And she was just 19. She was amazing." – Stephanie Woo, Ph.D.

10 Steps to Prepare For Clinical Practicum (PSY 662)

By: Leia Rogers, G.A., Allison Kish, G.A.,
and Brittany Gelles, G.A.

As an MFT student on the MACLP track, you are required to complete 6 semester units of clinical practicum over three terms. While attending practicum classes, you will gain clinical hours in a mental health agency. Generally, students stay at the same site during all three terms of practicum, as you will be having additional clinical experiences throughout your 3,000 hours required for licensure. As only 150 client contact hours are required for practicum, many students choose to earn the majority of their hours post-degree.

Preparation is the key to ensuring a positive practicum experience. In the 16 year history I've had working with students, I rarely find that a student cannot secure a practicum site; those who do find it difficult, often times, are those who did not take the time to take advantage of the preparing for practicum services that we offer, or who wait until the last minute to locate a site. In order to help you get off to the right start, here is a short list of what steps you should take to prepare for Clinical Practicum!

1. DO NOT panic!

2. **Read the "MFT Handbook" cover-to-cover!** (Especially the practicum section included on pgs 22-49!)

- Download it here: <http://services.pepperdine.edu/gsep/practicum/>

3. **Plan your schedule accordingly!** Make sure you will have completed all of the practicum prerequisites before you plan to start practicum! If you have any questions or concerns, ask your CTC now!

- Psy 600, 606,612,623,637,639

4. **Attend the "Preparing for Practicum Meeting!"** This meeting is an exceptional opportunity to discover the intricacies and details about gaining clinical hours, paperwork, and other valuable information! It will be held on March 24, 2010 in room number 333.

5. **Start preparing your resume!** Get your resume together and take advantage of the workshops Career Services has to offer! In addition to resume help, they offer interviewing, networking, and other tips!

- Check out the Career Services Handbook, sample resumes, and other resources at their webpage: <http://gsep.pepperdine.edu/career-services/students-alumni/>

6. Search for current clinical practicum sites on PepPro!

- Go to: <http://services.pepperdine.edu/gsep/practicum/> to learn how to create a PepPro account and to start searching for practicum sites by city, zip, or keywords. If you have any problems with this website please contact Karie White x5715 or contact the Graduate Assistants at 949-223-2513.

- If a site interests you, check out their website! Do not call a site, until you have done your research!

- Find at least 5 sites to apply to and follow the directions to contact them and set up interviews!

- If a site is not on our list, you can choose to petition it to your CTC for possible approval.

- Don't hold out for just one site! Sometimes it does not work out. We recommend that you interview with at least 3 sites, as you will be there for the 3 terms of practicum!

7. **Get feedback from other students!** Learn about the sites you are interested in!

- Keep your ears open! Pay attention to classmates that identify themselves as working at a practicum agency. Talk with them about their experience there!

- Obtain a copy of your campus' "Practicum Mentor Program" list! This list contains names and contact information of other students and alumni that agreed to be contacted by pre-practicum students, so that they may assist you in learning more about a particular setting.

8. **Attend the annual spring meetings that M.A.. Professional Development and Clinical Training Department has to offer!** See page 10.

9. **Attend a "Practicum Site Power-Point Meeting"** of the popular practicum sites where you will learn more about the top agencies that received strong feedback from the students. You can hear important feedback on supervisors, agency requirements, and opportunity for pay.

- Don't limit yourself to sites offering compensation. Sites that pay may not offer the diversity of experience and the best supervision. Once you stay at a site long enough, they may offer you a stipend, salary, or split-fee.

10. **Get a head start on your reading now!** Check out the bookstores on your own. Training always varies between clients so it's a good idea to be prepared and do your own research!

Still nervous? Volunteer at a practicum site to get your feet wet, and become more familiar with what transpires at a mental health setting! See your CTC for more details.

Career Service is Here For You!

If you are a student in pre-practicum, practicum, looking at graduating soon or an alumnus, a visit to our office can ensure you're on the right track to meet your career goals. The GSEP Career Services staff provides an array of services for all Pepperdine GSEP students. A few of our services include:

- Providing insight into writing a strong resume and cover letter
- Offering effective interviewing tips and suggesting questions to prepare answers for in your upcoming interviews
- Creating personalized job search strategies to get entry level experience or more advanced positions
- Conducting personality and interest assessments to validate your career path or highlight alternative career options
- Supporting and assisting with the application process to PhD and PsyD programs. We can aid in writing resumes or curriculum vitae, personal statements and prepping for graduate school interviews.

Contact Karie White, Manager of Career Services

Email: Karie.white@pepperdine.edu

Phone: 310-568-5715

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

Faculty Spotlight



Getting to Know Professor Naveen Jonathan

By: Leia Rogers, G.A.

Instructor Naveen Jonathan is a licensed marriage and family therapist, who received his M.S. from Loma Linda University and is currently a doctoral candidate in their marital and family therapy program, expecting to finish in Spring 2010. He is also a very active member of the Orange County AAMFT chapter and active moderator the Social Justice Collaborative. His research and interests include gender equality, especially in straight versus same-sex couples, attunement and mindfulness. Naveen was inspired during his undergraduate counseling practicum when he met a school counselor who was a marriage and family therapist. This pivotal individual introduced systems concepts and theorists to Naveen and inspired him to learn more about marriage and family therapy.

Naveen teaches many different courses at various Pepperdine campuses. He has taught 658 Individual and Family Development, 657 Psychopathology, 622 Crosscultural Counseling, and 603 Assessment for Marriage and Family Therapists. When asked what Naveen loves about teaching he replied that it feels wonderful for him to know that he is giving back to the world by shaping future clinicians in the field. He also described the importance of acting as a mentor and having moments of connection with the class, in which the class illuminates the material, generating new knowledge to take to new levels.

When asked about what words of encouragement he would give to up and coming clinicians, he emphasized the importance of getting as involved as possible, by becoming a research assistant, a teaching assistant, or a graduate assistant, or doing whatever possible to immerse yourself in the field. He calls to students to step out of their comfort zone and to challenge themselves in their pursuit of becoming better clinicians. He also suggests to seek as much and as diverse training as possible and to seek different practicum sites after graduation to earn licensing hours. He encourages students to join and get involved in professional organizations, as there are so many opportunities available. If students are seeking positions, he encourages them to speak with professors, network within the professional organizations, and to seek a specialized interest.

On his spare time away, Naveen is an avid traveler, planning to go visit Australia for vacation. He also enjoys cultural activities, such as visiting museums and checking out artwork. He loves eating new and exciting foods, hanging out with family and friends and relaxing at the beaches in the summer. He encourages others, especially stressed out students, to take time to go to a spa to relax and unwind!

Paul Riches (BBS Executive Officer), You Will Be Missed!



On November 16th, 2009 the Board of Behavioral Sciences Executive Officer, Paul Riches, accepted a position with the Department of Consumer Affairs (DCA) as Deputy Director of Enforcement. Mr. Riches began his appointment with the BBS in November 2004 and was responsible for

administering the licensing, enforcement, and regulation of licensees within the healing arts field in California. (LCSWs, LMFTs and LEPS) He was a very strong leader that created a culture of excellence throughout his office and the profession. We are very sorry to lose him in this position as his leadership, interpersonal skills, and understanding of the important facets of the MFT profession were remarkable. His contributions to the profession were significant. He was influential in the new Education Bill, SB 33, which will go into effect in August 2012. Mr. Riches visited with the Pepperdine MACLP students and participated in the MFT Orange County Consortium at the Irvine Campus, several times throughout his tenure at the BBS. We will miss him, and remember all the good that he created during his time at the BBS.

Sun Valley Spiritual Film Festival Attracts Pepperdine Alumni

The Sun Valley Spiritual Film Festival held Sept. 17-19 2009, was a wonderful gathering of filmmakers, directors and attendees to view films that explore spiritual traditions from around the world, as well as films that cherish the human spirit. Alumnae Kathleen Wenger, the manager of CT and PD, joined other alumni Elisa (adjunct faculty) and Melissa Dombroski at the Film Festival. Wenger states "It was truly an inspiring, and gives one the opportunity to view films of spiritual diversity throughout the world."

For more information www.svspiritualfilmfestival.org



Left to right
Kathleen Wenger,
Elisa and Melissa
Dombrowski

MFT Consortium of O.C.

By: Andrew Walker, G.A.

The Pepperdine mission statement of providing “purpose, service, and leadership” gives us a responsibility to give back to our community. One way in which we live up to this responsibility in the M.A. Psychology Department of Clinical Training and Professional Development is through our involvement in the MFT Consortium of Orange County, chaired by department manager Kathleen Wenger, LMFT until 2005. Currently, the consortium is co-chaired by Kathleen Wenger, Susan Read-Weil, and Mary Read.

Founded in the early 1990s, the consortium meets on the third Wednesday of every other month at Pepperdine’s Irvine Graduate Campus, bringing together a diverse group of mental health professionals to share information about the latest news in the field and enjoy coffee and snacks provided by Pepperdine. While it included LCSWs, psychologists, and others for many years, over the past five years, the consortium has taken on a heavy MFT emphasis, an important direction given the significant changes to the MFT curriculum that will go into effect in 2012. Attendees commonly include the directors of mental health agencies running practicum programs, direct supervisors, and representatives from MFT graduate school programs, all of whom bring a unique perspective to the consortium based on their area of expertise.

In the roundtable discussions that characterize consortium meetings, representatives from MFT programs are able to ask agency directors directly about the needs of their sites and learn about important training opportunities available to students. Agency attendees benefit by having a forum in which they can get help in assessing and evaluating trainees through collaboration and problem solving between themselves and school representatives. Another benefit for agencies is having a face-to-face forum where they can inform MFT program representatives of job opportunities available to students and alumni. In addition, all participants benefit by the consortium’s ability to provide an active group of support that helps in understanding the complexities of California regulatory agencies and their changing edicts. “Since MFTs are focused on relationships, the supportiveness and camaraderie of the consortium has been a key part of what has made it work in building our professional community,” said co-chair Kathleen Wenger.

As part of facilitating this understanding of the regulatory environment, consortium meetings occasionally feature guest speakers with firsthand knowledge of legal issues surrounding the MFT field. For example, a meeting in the fall of 2009 featured Paul Riches, Executive Director of the California Board of Behavioral Sciences (BBS), the regulatory agency that oversees the MFT profession. Mary Riemersma, Executive Director of the California Association of Marriage and Family Therapists (CAMFT) also visited a recent meeting.

Regular discussion topics at each consortium meeting include a review of the most recent BBS meeting, scholarship opportunities, and the specific concerns of agencies and schools. One recent major focus of the consortium was the Proposition 63 state stipend program for MFT graduates who commit to working in public mental health with underserved populations. After the November 2009 meeting, an awards council met that distributed the ten \$18,500 Proposition 63 stipends for Orange County MFT students graduating before July 2010.

Nearly 20 years into its history, the consortium is not only going strong, but is a model networking among agencies and programs throughout the state. Including the consortium, there are now six regional counseling consortiums in Southern California, with the Orange County and Los Angeles as the oldest and San Luis Obispo as the newest.

Practicum Mentors Are Here For You!

By: Allison Kish, G.A.

As part of the GSEP curriculum, all MACLP students are required to complete three consecutive terms of supervised practical application called Clinical Practicum (662) prior to graduation. Depending on the course of your journey toward degree completion, each student will partake in this therapist traineeship near the culmination of graduation. During the process of degree achievement, the knowledge acquired in the classroom is truly translated experientially into working with clients. Starting my graduate student career at Pepperdine, I began to hear about the experience of practicum and wondered what it would really be like. Conversing with the student body around me, I came to realize for many of us, the idea of beginning to work within a clinical setting could be a daunting feat, to say the least. Many of us found ourselves asking, “How will I know which site to choose?” “If I secure a site, how would I find out if it’s a good fit for me?”

Thankfully, the Clinical Training department created a wonderful resource, over ten years ago, called the Clinical Practicum Mentor list. This program features current Pepperdine students and alum’s who generously provide their contact information and wisdom about what the practicum experience is truly like. The Mentor List is useful not only for promoting a sense of community and networking amongst the student body, but also for allowing students to get a firsthand account of experiences at specific sites. Through these accounts of real experiences at the sites, trainees and interns can use these insights to make the most appropriate choice of the site that works best for their lives.

Through this program, mentors provide students searching for traineeships with practical knowledge about their experiences at the numerous sites approved for the Clinical Practicum program. At the same time, Pepperdine graduates can utilize the list when searching for new sites to complete their internship hours. By accruing knowledge of these sites, it also provides a resource of low cost or sliding scale fee mental health agencies throughout the area for reference or use for personal therapy. As a helpful resource for the progression toward licensure, the Mentor List can aide in the decrease of anxiety over what can be an overwhelming venture for new and soon to be trainees. For many previous graduated Psychology MA classes, the list has been an invaluable tool and will continue to be for many future students to come.

As the list has been used for over a decade, there are graduates listed that may or may not be at their listed sites. If you come across a mentor who is no longer at the site you sought to learn more about, please contact the Clinical Training GA Leia Rogers at the Irvine Graduate Campus in office 336 or at maclpga@pepperdine.edu. This helps us to keep the most current information available to students. At the same time, if the alum is at a new site, it may be a wonderful opportunity for you as a budding MFT trainee to potentially obtain another interview at their site or attain more knowledge about the differences between the sites they have worked with. Speaking with the mentor can also give you a feel for their overall experiences in the MFT field and you may even find a professional ally. In order to access this invaluable resource and further your connection within the Marriage and Family Therapist’s profession, please visit the Clinical Training office at any of the IGC, EGC, or WLA Pepperdine campuses.

Mark Your Calendars!

Exciting Upcoming Events from M.A. Professional Development & Clinical Training Spring 2010

CLINICAL CONNECTIONS

Irvine (IGC)

Friday, April 9th, 7-9pm

Amy Tuttle, Ph.D., LMFT

Multicultural Issues in Psychotherapy

West Los Angeles (WLA)

Thursday, April 1st, 2-4pm

Elizabeth Duck, MA, MFT Intern

Passing the Big Exam and Surviving the Grind

Encino (EGC)

Saturday, March 27th, 2-4pm

Helena Cerny, Ph.D., MFT, Mental Health Program Director of the Village Family Services

The New Direction of the Marriage & Family Therapist – DMH / LA County Requirements

Saturday May 15th, 3:30-5pm

Kent Toussaint, M.A.

Adolescence Demystified

PRIVATE PRACTICE VISITS

Irvine (IGC)

Date: Friday, March 19th, 5-6:30pm

Coreen Tague, LMFT in Huntington Beach

West Los Angeles (WLA) -

TBA

Encino (EGC)

Date: Saturday, April 3rd, 12-1pm

Tiffany Goyer, MFT in Sherman Oaks

MFT Consortium of Orange County

MFT Consortium provides a forum for agencies and schools to collaborate on issues that are relevant to both licensed and pre-licensed professionals.

IGC Wednesday, March 17th, 9:30-11am

*PRACTICUM SITE PRESENTATION

Learn about the various practicum sites where you can earn your MFT Trainee hours

IGC Wednesday, March 31st, 2:30-4pm

WLA Tuesday March 9th, 5:30-7:30pm

EGC TBD

*PREPARE FOR PRACTICUM MEETING

IGC Wednesday, March 14th, 2:30-4pm

WLA Tuesday, May 13th, 5:30-7pm

EGC Wednesday, March 17th, 5:30-6:30pm

*INTERN REGISTRATION MEETING

This meeting is for individuals who are on the MFT track and are in their LAST term and plan to register with the BBS.

IGC Wednesday, April 7th, 2:30-4pm

WLA Wednesday, March 2nd, 7:15-8:15pm

EGC Thursday, March 25th, 3-4pm

Coffee Talk

IGC Monday, April 5th, Time: TBA

Kathleen Wenger, LMFT

Topic: TBD

WLA Date and Time: TBD

Sheila Sayani, M.A.

Essentials to Being a Successful Trainee & Intern

EGC Date and Time: TBD

Sheila Sayani, M.A.

Essentials to Being a Successful Trainee & Intern

ANNUAL PRACTICUM FAIR

WLA Thursday, April 29th, Time: 4-7pm

PRACTICUM Week

IGC Date and Time: TBD

E-NEWSLETTER - Email Kathleen Wenger to join the list:

psyprofdev@pepperdine.edu

Don't forget to RSVP to the events you wish to attend!

IGC psyprofdev@pepperdine.edu

WLA rebecca.reed@pepperdine.edu

EGC alice.richardson@pepperdine.edu

* Starred events pertain specifically to MACLP students

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.

New MFT Trainee Hours Effective This Year

By: Kathleen Wenger, LMFT

There are some exciting new changes for MFT Trainee Hours that came into effect on January 1, 2010. The BBS strongly suggests that you "close out" any hours earned prior to January 1, 2010 by asking your supervisor to complete experience verification forms and weekly logs ending December 31, 2009. They suggest you complete separate forms for hours gained after that time. New forms are now available on the BBS website. Here is a quick review of the major changes for ONLY MFT Trainees.

- A new Incentive for gaining hours in the Treatment of Couples and Families allows persons gaining hours either pre- or post-degree to "double-count" up to the first 150 hours of conjoint treatment of couples or families. This means that 150 hours (for example) will be counted as 300 hours. Please note that students enrolled in the MACLP program, still need to complete a minimum of 150 face-to-face client contact hours, prior to graduating.
- Group Supervision may now be provided either for two clock hours or for two separate hours within the same week as the hours claimed. For example, you may earn one hour of supervision on Monday and the other on Wednesday of that same week.)
- 375 hours can now be counted via telemedicine, including telephone counseling hours. For a full definition of telemedicine, see Business and Professions Code Section 2290.5. A telephone conversation or email message is not considered telemedicine except when services are being delivered to the client. For example, telemedicine is not provided when a telephone call is made to schedule an appointment with the client. A telephone conversation in which the client is being provided with services by the intern or trainee is considered telemedicine.
- Supervision provided via videoconferencing is only allowed for interns (NOT MFT trainees) working in one of the following settings: government entity, school, college, or university; An institution that is both nonprofit and charitable.

Take advantage of this local conference!

CAMFT's 46th Annual Conference
April 22-25, 2010
Sheraton Gateway Hotel, LAX

Come see this dynamic group of speakers featuring:

William Doherty, PhD, Derald Wing Sue, PhD, Kenneth Hardy, PhD, Mary Riemersma, MBA, CAE, Anita Allen, PhD, Paris Finner-Williams, PhD

Get reduced rate now! Register simultaneously with a first-time attendee and both of you will get \$50 off of your full conference registration fees.

Please visit: <http://www.camft.org> for more details and to register!

To meet up with Pepperdine faculty, staff, and students at this conference, email Kathleen Wenger at kwenger@pepperdine.edu for info.

The Evolution of Psychotherapy Conference — Returned to Anaheim!

By: Kathleen Wenger, LMFT

The first Evolution of Psychotherapy, put on by the Milton Erickson Foundation, was in 1985. It is advertised as being the world's largest psychotherapy conference, attracting over 7,000 people.

This year numerous Pepperdine students, alumni and faculty attended the five-day Evolution of Psychotherapy Conference in Anaheim, California. Approximately 25 students and alumni took advantage of Pepperdine University's reduced conference fee via the IGC Clinic and MA Professional Development and Clinical Training Department. I can recall how daunting it can be to attend something so large, so I sent out an email with tips for the conference, which included top picks that both Dr. Wigg and I recommended along with information about gatherings, ridesharing, and other important topics. Many of us met throughout the conference, discussed best workshops we'd attended at lunch or after the long day, and enjoyed a social gathering of Pepperdine friends on Friday evening.

50 Conference Faculty this year included Deepak Chopra, Marsha Linehan, Salvador Minuchin, Harville Hendrix, Michael Yapko, Dan Siegel, Irv Polster, Otto Kernberg and John and Julie Schwartz Gottman.

Some of the highlights of this year's conference included:

- Martin Seligman's discussion of plans to train the Army in emotional resiliency to prevent mental health problems,
- Marsha Linehan's live demonstration of dialectical behavior therapy (DBT) and her workshop on mindfulness skills,
- Judith Beck's workshop on the Beck Diet Solution, which applies CBT to healthy eating for living,
- Sue Johnson of the University of Ottawa has developed a model of working with couples (Emotionally Focused Therapy or EFT),
- Dan Siegel present ideas and concepts about "The Mindful Brain" and the impact of mindfulness upon brain structure and function,
- Robert Sapolsky's presentation about how stress and depression impact individuals and families,
- Kay Redfield Jamison's moving account of her struggle as a psychiatrist with bipolar disorder,
- David Barlow's presentation on a unifying treatment protocol for emotional disorders (currently there are over 400 theories of psychotherapy), and
- Aaron Beck by live satellite to talk about the creation of cognitive therapy and its future.

Did you miss the conference? Consider purchasing the conference recording DVD/CDs:

<http://www.mondodigitalsolutions.com/erickson>

**A special thank you goes out to Tammy Hong, M.A., IGC,
for all her hard work and the incredible job she did assisting with the newsletter!**

SO LONG TO OUR Fall 2009 GRADUATES!

Congratulations to the Fall 2009 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

Ronit Aviv	Tara Farazian	Thomas Lyons	Gholpat Senachai
Matianna Baldassari	Winifred Flach	Sophia Majeed	Rebecca Singer
Susan Balla	Ashley Gipson	Jacqueline Maraya	Anita Tekchandani
Kazimierz Bielinski	Lori Gottlieb	Kathryn Martin	Marsinah Trujillo
Melissa Ceurvorst	Dwayna Hammonds	Kristin Michaelian	Rain Wald
Diana Corral	Carla Hartshorn	Michelle Mitchell	Afton Winchester
Jayonna Cox	Kelly Hurlimann	Valerie Murphy	Kristen Winslow
La-Thea Davis	Danielle Kayne	Lizbeth Nava	Samantha Wyllie
Kristina Dufek	Jenny Kim	Sarah Neal	Nina Yuen
Denise Duval	Megan Lawson	Marianna Oganessian	

** 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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