

Focus on Clinical Training

A Newsletter for Psychology Students

Words from Our Associate Dean

By: Amber Kilian, G.A.



I recently had the honor of speaking with our Associate Dean, Dr. Robert deMayo, a man whose career includes 18 years at the Graduate School of Education and Psychology at Pepperdine University. Dr. deMayo's unique life experience has provided him with a wealth of knowledge, insight, and education that can serve as an inspiration to us as psychology students and growing therapists.

Dr. deMayo's academic career began with a BA in psychology from UC Santa Cruz and a Ph.D. from UCLA with a research oriented focus in clinical psychology. His interest in depression, mood disorders, and pain management in health psychology led him to work in the mood disorders clinic at UCLA. In 1985 he became a licensed psychologist and opened a small practice in Santa Monica. Soon after, he began his 18-year affiliation with Pepperdine. Outside of his life in psychology, Dr. deMayo enjoys spending time with his family, watching "Lost" and "The Office," and listening to music by Paul Simon, James Taylor, and Carole King. Dr. DeMayo's love for sports ranges from cheering his sons on to victory at their swim meets to rooting for his hometown baseball team, the St. Louis Cardinals.

He considers one of the most important keys to success in psychology to be securing one's own therapy. Through personal therapy, prospective therapists can gain insight into themselves, their family of origin, and increase their ability for self-reflection. Looking back at his own journey, Dr. deMayo emphasized that his intellectual interest in psychology came after his counseling experiences. Through individual counseling, he learned how to live a well-balanced life, be present for his clients, have respect for his own needs, and feel connected with others even when he was exposed to harm and distraction. Although Pepperdine does not currently require students to get their own therapy, Dr. deMayo strongly believes that it helps with one the most important qualities in being a therapist—the ability to reflect and to be aware of one's self and others.

Over the years, Dr. deMayo has taken a special interest in the area of psychotherapist/client relationship especially as it pertains to risk issues for therapists. Harassment and other threatening behaviors on the part of clients are too often dismissed or minimized as transference reactions. Therefore, trainees must be encouraged to establish appropriate boundaries regarding inappropriate behaviors in therapy. He advises students to trust their instincts and feelings and to not be afraid to bring up anything that makes them uncomfortable with their supervisors rather than dismissing it as just normal anxiety.

His vision for our program is that it will continue to grow as a visible, cutting edge source of education with a positive impact on the field of mental health in California. He encourages us to continue to work hard in order to be part of Pepperdine's spectacular community of practitioners in mental health.

M.A. Professional Development and Clinical Training Resources For Students

By: Kathleen Wenger, LMFT



Kathleen Wenger
Manager M.A. Professional Development and Clinical Training



Rebecca Reed
M.A. Professional Development & Clinical Training Coordinator



Alice Richardson
M.A. Professional Development & Clinical Training Coordinator



Andrea Venkat
Program Administrator/
Office Manager

Welcome readers! As the Manager of MA Clinical Training and Professional Development, I'd like to welcome all new students to our psychology program. The purpose of the *Focus on Clinical Training* newsletter is to assist you in becoming more knowledgeable about the many services that GSEP offers in the MA Clinical Training and Professional Development Department. To ensure that you have the best possible clinical training experience while at Pepperdine University we have two Clinical Training and Professional Development Coordinators (CTC's), Rebecca Reed at the West LA Campus (WLA), Alice Richardson at the Encino Graduate Campus (EGC), and Program Administrator at the Malibu campus, Andrea Venkat, who assists with our Malibu students clinical training needs.

My office is located at the Irvine Graduate Campus (IGC), where I also function as a CTC for that campus. Our staff works together very closely, constantly discussing ways to improve the quality of your clinical training and professional development experience. There is a great wealth of information and valuable resources generated by this department. By now, you may have attended at least one or more of the four Clinical Training information meetings we conduct each semester. They include the New MACLP Student Information Meeting, Practicum Information Meeting, Practicum Agency Power Point Meeting and Intern Registration Meeting. Additionally we oversee the professional development events which occur at each campus, such as Clinical Connections, Guest Speakers, Coffee Talk, Private Practice Visits, Psychology E-Newsletter, and more! Visit our MA Professional Development

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...Resources For Students

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webpage at <http://gsep.pepperdine.edu/psychology/professional-development-workshops/> and see page 10 for upcoming events in Spring 2009.

For those of you on the MACLP track, in order to obtain licensure as an MFT, applicants must fulfill specific educational and experiential requirements, in addition to passing written exams. In general, applicants must have completed an appropriate graduate degree and 3,000 hours of experience under the direct supervision of authorized supervisors. Up to 1,300 hours may be completed while enrolled in the master's program. All 3,000 hours must be completed in the six years immediately preceding the filing date for the exam, although up to 500 hours gained in clinical practicum will be protected.

The valuable resource to help you understand the many intricacies of the MFT program and BBS licensing process, is contained within the **MFT Handbook**. When students call and ask questions, many times the answers are in the Handbook.

As previously mentioned, all MACLP students should attend the following important student meetings, held throughout their enrollment at Pepperdine.

The New MACLP Student Meeting is offered in the beginning of each semester, and helps to orientate you to the MACLP program, and other valuable resources and professional organizations.

The Preparing for Practicum Meeting information 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 as you

embark upon your post-degree MFT hours!

Please stop by and say hello if you haven't done so already. We're here to help you in any way we can!

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Connect with a Mentor Today!

By: Kristin Michaelian, G.A.

The Practicum Mentor Program is an excellent opportunity to connect "seasoned" practicum students with pre-practicum students to answer any questions concerning their clinical training experience. Whether you have a question on how to secure a position at a site, what the theoretical orientation the supervisors are, or have other concerns, practicum students in the Mentor Program can help you!

If you're already a practicum student, please sign up to be a mentor! Past practicum mentors have found mentoring to be an enriching and rewarding experience. They've also reported that it takes just a few minutes of their time! We think that you'll find this experience to be enriching and rewarding as well!

Email or stop by the office of your Clinical Training Coordinators or their GAs for the mentor list. We hope that this program will help you enter practicum with ease and gain a clear understanding as to what it entails.

Welcome to GSEP, Alice!

Welcome, Alice Richardson, LMFT, our new M.A. Professional Development and Clinical Training Coordinator of the Encino Graduate Campus! EGC psychology students, introduce yourself to her, she's here to help you! She has already created wonderful Clinical Training and Professional Development events for Spring 2009. See page 10 for more details!

Mourning the Loss of a Pepperdine Family Member



Kristy Finzer

We are extremely sad to inform you that one of our adjunct faculty members in the psychology division, Kristy Finzer, tragically passed away on Saturday, September 27th after being involved in a car accident on Interstate 5 in central California. Kristy was a licensed marriage and family therapist and Program Manager for Exodus Recovery MACT Program, an intensive case management program contracted with the LA County Department of Mental Health. She was also a National Alliance for the Mentally Ill Family to Family facilitator and an activist in breaking the stigma of mental illness. In addition, Kristy was active in other non-profit agencies, serving on the Board of Directors of Step Up on Second in Santa Monica and the Gay and Lesbian Elder Housing and on the leadership council of the American Society on Aging.

Kristy had taught in the Psychology Division since 1992. She was dedicated to the welfare of her students and her many important contributions to GSEP. We will dearly miss her presence in our community. A memorial service for Kristy was held on November 1st. A current MFT student, Michelle Orem, offered some lovely sentiments at the service on behalf of Kristy's Pepperdine students. Please take a moment today to say a prayer for Kristy and her family.

Mental Health Services Act Creates More Opportunities for MFTs

By: Kathleen Wenger

As a member of two focus groups, one comprised of consortia and association leaders called the **MFT Leadership Collaborative** and the **AAMFT Educators Collaborative Steering Committee**, along with being Chair of the Orange County Community Counseling Consortium since 1994, I have been diligently working on important state educational stipends, and other issues in the MFT profession. The following information that has come from these meetings will help to update you on the current status regarding MHSA.

In 2003, a report was published that was prepared by the President's New Freedom Commission on Mental Health. This report called for sweeping changes in public mental health systems throughout the country based on an inclusive, recovery-oriented approach to treatment and provided specific recommendations for implementation of the transition. With the passage of Proposition 63 in 2004, California became the first (and so far, the only) state in the nation to allocate the money to instigate this transition. Prop. 63 became a law in January 2005, now known as the Mental Health Services Act.

The Mental Health Services Act (MHSA) has created more change than any of us could have envisioned prior to its existence including a demand for a new kind of practitioner—or at least a practitioner with a somewhat different or expanded set of skills and knowledge base than previously was needed and expected. In response to a changing and evolving system of care within the public system in California, the BBS has introduced legislation that will require MFT graduate school programs to revise their curriculum, taking effect in 2012, to incorporate MHSA concepts and approach to treatment.

While the BBS has recognized a need to train educators and assist them in the implementation of change, there is a dearth of support and training available for the clinical supervisors who will be required to “raise” our next generation of providers to effectively function within a transformed system of care. Students who emerge from an updated and revised educational program will need to be supervised by clinicians who are able to adequately guide their progress and development within the transformed system.

The California Department of Mental Health will be offering graduate level educational stipends to students who are studying to be marriage and family therapists (MFTs) and who commit to work in the public mental health system. This stipend program is funded through the Mental Health Services Act (MHSA) and its objective is to address the statewide workforce need for mental health professionals. Here is a quick glance of the State's stipend program for MFT students.

The objective of the State's stipend program is to recruit MFT students who can provide linguistic or culturally appropriate services to the unserved and underserved communities in their region. The specific linguistic skills or cultural capacities needed to serve these communities would be defined by local and regional stakeholders. Qualifying students must also receive practicum training in a public mental health agency and must receive education in content areas related to public mental health. In addition, eligible students need to meet the following criteria:

- Must meet employment requirements of public mental health agencies
- Must be eligible to register as an MFT Intern upon graduation
- Must be able to legally work in the United States

More information on the State stipends will be forthcoming in the early part of 2009!

QUIZ YOUR MIND

MACLP Students, Test Your Knowledge on MFT and BBS Requirements

1. If my supervisor's license lapses, I will not be credited for hours received during the period of the lapse.
T/F
2. I may apply for my intern registration number from the BBS before I graduate as long as I have completed all practicum requirements.
T/F
3. If I do not complete my requirement for practicum hours by the end of the semester, I can make up the hours during the break and in the following semester.
T/F
4. Once I receive my degree from Pepperdine, I will have completed all of the educational requirements toward MFT licensure.
T/F
5. Time spent in the classroom for Practicum class (662) may be counted on my weekly log
T/F

Finished? Check your answers below:

1. T 2. F 3. T 4. F 5. F

Trainee Talk

By: Angeline Dinh, C.A.



Trainees: Deborah Philips

Site: Laura's House

Supervisor: Amy Borst

City: Ladera Ranch

In the United States, a woman is beaten every seven seconds. This is one of the many grim statistics among domestic violence victims. Thankfully, there are a growing number of excellent resources for domestic violence victims is available, one of which is called Laura's House, the only state-approved domestic violence agency in South Orange County. Laura's House receives its name from the tragic story of an Orange County woman named Laura.

Her story is an unfortunately familiar one: after suffering years of abuse by men, her untimely death came at the age of 38. In one of her last conversations with her mother, Laura talked about her desire to contact battered women's shelters. After learning that Laura had no resources available to her before her death, local residents of South Orange County, Sandy Condello and Helen Kendall, were determined to open a center for victims of domestic violence. With support and funding from their community, they were able to embrace their vision of what is now known as Laura's House.

Deborah Phillips, a first-semester practicum student, has the opportunity of working with the diverse clientele at Laura's House. She sees a variety of ages and cultures, but mostly sees women and children – all victims of domestic violence. Many of the presenting problems range from PTSD, borderline personality disorders, defense mechanism issues, learning disabilities from trauma (in children), to extreme trust issues. At Laura's House, women are taught empowerment, as domestic violence is cyclic in families. "Women who are more vulnerable to domestic violence have seen this in their family – their mothers, grandmothers, and so on." Deborah splits her time between the Shelter and Counseling Resource Center, two separate programs at Laura's House. The Shelter is an acute, 6 week program that services only domestic violence victims; the Counseling Resource Center is a one year program that not only sees women and children, but also provides services for adolescents, men, and gay and lesbian victims of domestic violence. On average, she sees two clients and one group at the Shelter and sees a family, three children, an adult, and an adolescent at the Counseling Resource Center.

At Laura's House, art therapy, as well as journaling, is integrated into therapy sessions. The agency is open to all orientations; trainees are encouraged to use any kind of therapy that works with the clients, though art and cognitive behavioral therapy are most commonly used. She speaks very highly of her supervisor, Amy Borst, who is a MFT certified art therapist. "Amy is very good about giving feedback, and she is always available to the trainees. She has an open door policy to all trainees, and she is just absolutely incredible. She listens to the trainees when we have any problems or questions, and she offers very thorough solutions." Deborah adds, "I also really liked how we shadow other trainees for as long as we want until we are completely comfortable and ready to have our own clients."

When asked her about her experience at Laura's House, Deborah enthuses over how enriching and well-rounded her practicum site is. Her favorite age group to work with is the kids; admittedly, she saw herself as a more of a couples' therapist and never imagined herself working

with children. "I absolutely love working with the children. They love coming to the center and everything they get to do there, such as reading books, play therapy games, and the various puzzles we bring out. They are so honest and appreciative of just having us spend time with them," she says with a look of optimism in her eyes. "All they want is for someone to show that they care enough to be there for them." She also likes the flexibility trainees have when making their own schedule and appointments. The agency has evening hours; however, there are no weekend availabilities.

Deborah remarks, "I feel extremely validated. Whenever I go to work, I feel like I am making a difference in the lives of others. I am also seeing theories I have learned from Pepperdine being put in work." With this much enthusiasm, it is no surprise why she says Laura's House is her perfect practicum site. "It inspires so much hope for change."

Catching Up with Pepperdine Alumni



Kareen Gillespie

Graduate School of Education and Psychology alumna, Kareen Gillespie, is an example of the power of a Pepperdine degree. According to Kareen, "doors opened readily to every position I applied for," leading to a position as an Instructor in Psychology at the College of Southern Nevada.

Kareen credits the interactions she had with her professors as a key source of her success. "They seemed to see something very special in me and routinely took time out of their busy schedules to answer my many difficult questions," Kareen noted. "They are very knowledgeable and extremely supportive of their students," she continued.

While enrolled at Pepperdine, Kareen also experienced considerable personal growth. "While attending Pepperdine, I became more calm and peaceful," she recalled. "It was a transcendent experience." Kareen praised Pepperdine's "safe, comfortable, environment along with its long-standing outstanding reputation."

"Overall, I would like to thank Pepperdine for all the new friends I made while attending," concluded Kareen, "as well as for opening so many doors, and most of all for giving me a new outlook on life."

We would love to hear from any students after you graduate! Please keep in touch with our department!

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Psychology Information Sites

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 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 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 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 Mental Health America

<http://www.nmha.org>

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

Ψ Psych Central

<http://psychcentral.com>

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

Ψ Psych Web

<http://psychwww.com>

A general guide to mental health resources on-line

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 American Association for Marriage and Family Therapy

<http://www.amft.org>

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

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 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 Board of Behavioral Science (BBS)

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

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

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.

Faculty Spotlight



Getting to Know Dr. Laura Brodie

By: Tammy Hong, C.A.

Having Dr. Laura Brodie as one of my current professors, I was eager to hear her answers to my interview questions.

When she showed a documentary of Jeffrey Dahmer and his MMPI in our second day of the Personality Assessment class at the Irvine Graduate Campus, I was immediately drawn to the subject and her method of teaching.

As a forensic psychologist, Dr. Brodie sees, on a daily basis, the dark side to people. A typical day can range from endless testing and assessment of an individual to being cross-examined in court.

Dr. Brodie didn't always want to be in forensics. She started off as a pre-med student at Baylor University. When she was physically ill before every exam, she saw that as a sign to switch her major. After entertaining several other possibilities, she decided on a career in forensic psychology when her abnormal psychology professor showed her a video of the Hillside Strangler. She eventually went on to receive her Master's and Ph.D. degree from Rosemead School of Psychology at Biola University.

To students wanting to get into forensics, "Get a tough skin," she warns. Dr. Brodie recalls her toughest day in her job when she had to inform a teenage girl that she could no longer see her father because he was a pedophile and was the reason her cousin committed suicide. With a scenario like that you can't be easily shocked, and must be able to tolerate everything you see without making judgment or excuses for their behavior. Most importantly, don't be fooled by the television shows like *CSI* or *Law and Order*, which tend to glamorize the process. Forensics in real life is far from glamorous and is usually filled with busy paperwork. If you can handle what forensics entails, the job holds many opportunities for someone with a master's degree in psychology. You can be a psych tech and administer testing. You may also do therapy with the forensic populations and work in the probation system.

For a job that is filled with the gruesome aspect of human behavior, it does have a bright side. Dr. Brodie describes the most fulfilling parts of her job as seeing someone innocent being exonerated and helping to protect society from dangerous individuals.

At the end of her difficult day, Dr. Brodie enjoys rocking out to 80's music on her drive home. During her infrequent spare time, she also likes to read and write fiction. When asked about her hobbies, she said, "My husband!" They have been married for 26 years, and she describes him as her best friend and a great distraction. Her favorite activity to avoid burning out is to sit with her husband and talk about anything but work. Aside from her husband, she also enjoys the company of her 2 horses, 2 pygmy goats, 3 dogs, 3 cats, 2 birds, and a bunny!

Off the Record

By: Tammy Hong, G.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.

How do you unwind at the end of your day?

"The Daily Show, a pillow, and a massive dose of denial." – David Levy, Ph.D.

"I don't. My second job begins when my first job ends. I am a Mom. I am always 'on.'" – Anat Cohen, Ph.D.

"One of the things I take pleasure in most is coming home and cooking dinner for my wife (Susan Hall – a graduate psych faculty member), going for a walk, and watching and HGTV show or two!" – Robert Scholz, M.A.

What was your favorite toy as a child?

"My Zorro sword (although I must object to characterizing it as a 'toy')." – David Levy, Ph.D.

"I don't remember but I am told I had a beloved doll. I used to dress it and feed it all day long." – Anat Cohen, Ph.D.

"My imagination! One of the advantages of growing up in the Midwest is that people had pretty big yards. I spent the better part of my childhood exploring 'the woods' in the back of our lot on my own and with friends." – Robert Scholz, M.A.

Who/what inspired you to get into your current profession?

"I couldn't bear the thought of going to law school or medical school." – David Levy, Ph.D.

"It was a family member who struggled with mental illness. I was always amazed at the strength of the human spirit." – Anat Cohen, Ph.D.

"My first supervisor, Don Miretsky inspired my early growth as a therapist and helped me develop my interest in community mental health. His passion for working with challenging clients in a compassionate way served as a model for my career." – Robert Scholz, M.A.

If you can have dinner with anyone in history, past or present, who would it be?

"Harry S. Truman" – David Levy, Ph.D.

"It would be Emmeline Pankhurst, of the Suffrage movement in England. I would love to talk to her about the struggle to get women the right to vote." – Anat Cohen, Ph.D.

"As a family therapist, I've come to appreciate more than ever the role of family in my life. I would love the have the opportunity to sit with my grandparents, who passed away when I was pretty young, and learn more about their families and lives." – Robert Scholz, M.A.

What book can you read repeatedly and why?

"DSM-IV...because I have to." – David Levy, Ph.D.

"Only one book? It would have to be 'Sophie's Choice' by William Styron. I am always deeply touched by the impact Sophie's painful choice had on the rest of her life." – Anat Cohen, Ph.D.

"On Being a Therapist by Jeffrey Kottler. I read it for the first time in 1996, and have since that time read it probably 7 or 8 times. Kottler's writing is honest and it helps me take an honest look at my own experiences as a therapist." – Robert Scholz, M.A.

What do you need to start your day?

"Another massive dose of denial." – David Levy, Ph.D.

"That would have to be coffee. It is what keeps me going all day long." – Anat Cohen, Ph.D.

"I really enjoy the early morning hours... one of the things I love most is watching the sun rise and having a good cup of coffee." – Robert Scholz, M.A.

Trainee Talk

By: Amber Kilian, G.A.



Trainees: Mandana Naghi
Site: The Relational Center
Supervisor: Mark Fairfield and
Jami Winkel
City: Los Angeles

When asked how her site differs from other sites, Mandana Naghi, a third semester practicum student at WLA, smiled and exclaimed, "It's great!" She started in January 2008 at the Relational Center, which is one of Pepperdine's newer sites. Her supervisors, Mark Fairfield and Jami Winkel, are popular among WLA practicum students since Mark is also a Common Ground supervisor while Jami is a Pepperdine alum.

Initially, Rebecca Reed, the WLA Clinical Training Coordinator, suggested a few sites that may be a good match for Mandana. After e-mailing her resume and being interviewed over the phone, Mark invited her to visit the site for a formal interview. By early December, she secured a position at the Relational Center. From her conversations with Mark and her visit to the site, Mandana felt the agency was a good fit. However, she also knew how risky it could be to accept a new site as new sites can present unique challenges. Mandana said, "Going to a new site is like starting up a company: it can be a huge risk, but the potential reward is also huge."

Interestingly, Mandana chose to leave her DMH job at a clinical setting. She could have petitioned for her job to be approved for practicum and be paid, but ultimately, she felt she could get better training elsewhere. In the long run, she believed it was a better choice for her future as a trainee. The Relational Center has a one year commitment with an orientation in Gestalt therapy. Currently, she has an hour per week for individual supervision and two hours per week for group supervision. Mandana has received immense support from her colleagues and feels a strong sense of community and camaraderie at the site. Even though this site has a training fee of \$150 per month, she is considering continuation of her training after graduation due to the quality of training and supervision.

This site has a newer, more modern vibe. Mandana sees just how much time, money, and effort was spent on it – all of which are essential elements she considers very important for getting clients. At the moment, she has five clients and is running one group; however, this was not always the case. Mandana says it took a while to build up her client load. She is at Relational Center about ten to fifteen hours per week because she feels the center is very accommodating to her schedule. She also has the opportunity to see clients on the weekends. She is very happy with the site schedule because it allows enough flexibility to continue her graduate assistantship and plan a wedding!

Dear Kathy

Advice Column

Kathleen Wenger, Manager of Clinical Training & Professional Development, Answers Questions Asked By Students

Q: *Can I count hours towards the 3,000 hour MFT experience requirement after I graduate and prior to registering as an MFT Intern?*

A: Yes, so long as the BBS has received your Intern Registration packet WITHIN 90 days of your Degree Posting.

Q: *Where do I record personal psychotherapy hours?*

A: You will record personal psychotherapy hours on the MFT Licensing Application, upon completion of your 3000 hours. The BBS previously required that a Personal Psychotherapy Verification form be submitted with your licensing packet, however, this is no longer required. Your CTC continues to make these forms available to you, as we think it is helpful for recordkeeping, and may be used for other purposes in the future. (Doctoral Program requests, etc.)

Q: *What is the difference between an MFT Trainee and an MFT Intern?*

A: An MFT Trainee is currently enrolled in the MACLP Program, has completed the prerequisites for Clinical Practicum (Psy 662) and has a 4-Way Agreement on file in the MA Clinical Training Dept. An MFT Intern, is one who has graduated from the MACLP Program and has applied and received an Intern Registration number from the Board of Behavioral Sciences (BBS).

Q: *I just started the MACLP program and would like to start accruing hours towards MFT licensure. How might this be possible?*

A: Only your personal psychotherapy hours (group, individual or couple) may be counted towards the 3,000 licensing hours, prior to Clinical Practicum.

Q: *If I complete 6 units of Clinical Practicum and still have additional coursework remaining, will I be able to stay on at my site and earn MFT Trainee hours towards licensure?*

A: Yes. You may continue to earn hours towards licensure after the completion of 6 semester units of practicum so long as you have a 4-Way Agreement on file for the site in which you are working in the Clinical Training department.

Congratulation to our Graduate Assistants: Jill Freeman and Kristine Meyer who are graduating this semester. Thank you for all your hard work in the departments of Testing, Professional Development, and Clinical Training!

We'll miss you!

Q: *I don't know when I should start practicum, can you help me?*

A: First, and most and importantly, read the MFT handbook in its entirety. Attend the Preparing for Practicum meeting. In order to enroll in clinical practicum (PSYC 662), you will need to have completed the prerequisites for the course. These prerequisites are as follows: PSYC 657, 600, 606, 610, 612, 637, 623, and 639. Please note that these courses may not be taken concurrently with clinical practicum, so plan your schedule accordingly. Additionally, you may only enroll in clinical practicum in Fall and Spring semesters. You may also want to schedule an appointment with your clinical training coordinator at your campus to discuss any other questions you may have. For a more detailed discussion on when to start practicum, refer to page 24 of the MFT handbook.

Q: *I am feeling pressured that I will not complete my requirement for practicum hours by the end of the semester. What should I do?*

A: Don't panic! You can receive a grade of "In Progress" (IP) which allows you to obtain additional hours over the semester break or into the following semester. Breaks from school provide ample time to earn hours. We are pleased to report that only a few students in the past 7 years have been unable to graduate on time due to missing practicum hours. Consult with the CTC of your campus if you are concerned.

Q: *What are the advantages and/or disadvantages of getting all my practicum experience at one site? Do you recommend staying at one site or getting more varied experience?*

A: Students are encouraged to take their practicum classes from a variety of instructors in order to get the advantage of being exposed to different theoretical orientations. However, whenever possible, students should plan to stay at one practicum site or agency during all 6 semester units of practicum. There are several reasons for this. Building a clientele takes time, and clients need the stability and continuity of having the same therapist. Students must also consider that the process of terminating therapy at the end of practicum also takes time. Switching practicum sites is not practical for these reasons.

Q: *If I graduate from the MACLP track and go on to a doctoral program, do my 3000 hours of clinical experience count for both the MACLP and the Psychologist's license?*

A: No, each license separately requires 3000 hours of supervised experience, which are different and cannot count for both.

Trainee Talk

By: Katie Martin, C.A.



Trainees: Shannon San Pedro
Site: Hathaway Sycamores Child & Family Services, Pasadena
Supervisor: Timothy Blatt

Towards the end of the Summer and Fall semesters, many MFT graduate students who are halfway through the program are in search of a potential practicum site. "Where can I get 'good supervision' (whatever that is)?," "Where will I be given enough clients to earn enough hours?," "How will I balance work and school AND practicum?" These are questions and concerns heard from classmates. Shannon is happy to say that she is one of the lucky folks who is able to do her practicum where she is already working.

This school-based site provides Shannon with juvenile clients of a lower socio-economic status. As part of her job, she works with elementary kids in behavior therapy. Her practicum is separated by the fact that she only sees high school students. With them, she does individual psychotherapy from a CBT/Systems orientation. Shannon is currently assigned to five clients per week and they talk about issues like death, grief, teen pregnancy, suicide, and anger management. Having already been employed with Hathaway-Sycamores Child & Family Services for two years prepared her to be a trainee. Aside from this preparation, she experienced several advantages that worked in her favor. She already acquired a good understanding of this client population, because she'd worked with same kids at this school. She already had previous treatment planning experience because, as a behaviorist, the team approach included her in the work done with each child. Additionally, she already had previous experience with the physical layout of the site, as well as people and staff.

Unfortunately, Shannon can sometimes feel like she is held to a higher standard than other trainees since she has worked there the longest. Also, she's the only Pepperdine student at this site. Most of the other practicum trainees are from Fuller Seminary.

Shannon hopes all trainees are able to have what she is currently experiencing, a patient, encouraging, challenging, and available supervisor who truly wants her to succeed. Shannon is so happy to be working here!



MFT Career Options and GSEP Career Services

By: Karie Lord, Manager of Career Service, Psychology

GSEP Career Services hosted an MFT Career Options Panel on Friday, October 3, 2008 at the West Los Angeles campus to highlight the various career paths open to MFTs. Everyone who attended left the event learning something new. The panelists discussed the realities of job searching and looking for MFT Intern positions. They also discussed "a day on the job" and shared thoughts and insights of real workers doing real MFT work.

Participants learned about the different occupational careers you could pursue with a MFT degree. The panel focused on community mental health, new possibilities for corrections, and ideas to consider when starting a private practice. An overview of the state of marriage and family therapy as a profession was also address from a federal and state perspective. Once the panel concluded, attendees were able to network with one another as well as panel members and other agencies to learn of job openings and opportunities.

This event was co-hosted with the American Association of Marriage and Family Therapists (AAMFT). The event ran from 8:30 am - 1:30 pm and was attended by over 115 people. Attendees were graduate students from Pepperdine University as well as other graduate programs, faculty members from various universities, and MFTs from throughout southern California.

This event was so successful that GSEP Career Services and AAMFT have decided to make this an annual event. So look for our 2nd Annual MFT Career Options Panel in October 2009!

This is just one event GSEP Career Services coordinates and hosts throughout the year. It is also just one of the services GSEP Career Services provides to students and alumni. A few of our other services include:

- Assisting you to explore career options
- Supporting you in developing skills for successful employment searches
- Providing opportunities and connections to secure full-time employment

We provide one-on-one appointments, workshops, classroom presentations and events to assist with the tools you need to market yourself effectively and competitively. We are available to assist you with writing and formatting your cover letter, resume and curriculum vitae, practice interview skills with a mock interview, and helping you learn the most effective job search strategies and websites.

Our website also provides a wealth of information and resources. Visit the GSEP Career Services Website, <http://gsep.pepperdine.edu/career-services/>:

- View our appointment schedule for the different campuses
- Find sample cover letters, resumes, CVs, and interview questions
- Learn how to sign up for PepPro, the ultimate resource for job postings and career support
- View our calendar of events

To set-up an appointment or to ask your specific questions to me directly, please contact me at klord@pepperdine.edu or 310-568-5715.

GSEP Writing Service Center

By: Regina Meister, Manager of Writing Support

Are you turning in your first substantial research paper and wondering if you could improve it? Do you need help learning how to reference and cite in APA format? Do you sometimes struggle with writer's block? Are you not sure where to start? Would you like to improve your grammar? If you've answered "yes" to any of these questions, then the Writing Support Center staff can assist you with these writing concerns and more.

Writing Support staff will review your academic papers for overall unity, coherence, organization, clarity, mechanics, and APA format. Once they receive your document, they provide comments designed to teach rather than to simply correct or edit your work. As a result, you become a better writer—one who becomes familiar with the major elements of good writing and begins to proofread and critically revise one's own work.

In addition to providing individualized feedback on your documents, the manager of Writing Support meets individually with students who need additional assistance and instruction. Students are educated about the writing process, including pre-writing, planning, writing, and revising as well as instructing students about *how* to revise. Most writers come to learn that revising is truly a re-visioning of one's paper—seeing the writing from a new, more objective perspective—and that all elements, not only grammar/mechanics, are crucial to good writing.*

Finally, the Writing Support Center offers workshops, including The Process of Writing and Revising, APA References and Citations, and How to Avoid Plagiarism. Workshops are also available for instructors' classes at each graduate campus and can be tailored to suit the needs of the class.

But wait—there's more! If you're planning on applying to a doctoral program after you've completed your MFT or M.A. at GSEP, the Writing Support staff can help you by providing assistance and feedback on your personal statement. As with all documents, please know that our average turnaround time is one week, so be sure to submit your papers a full week in advance of when you'd like them returned.

You can contact the Writing Support Center via phone at (310) 258-2815, e-mail (Regina.Meister@pepperdine.edu), or Skype (Regina Meister). And be sure to check out the Writing Support Web page at <http://services.pepperdine.edu/gsep/writing/> for additional resources. We at the Writing Support Center look forward to working with you and wish you productive writing and a fruitful semester.

*If you revise your work regularly, you're in good company: Ernest Hemingway revised the last page of *A Farewell to Arms* 47 times before he was satisfied with it.



Regina Meister
Manager of Writing
Support



Sara Mack
Writing Support
Assistant



Steve Rudy
Writing Support
Assistant



Kristen Fabiano
Writing Support
Assistant

Congrats to our Karen Olson Scholarship Recipients!



(right to left) Angeline Dinh, Scholarship Recipient;
Kathleen Wenger, Manager of Clinical Training,
Kristin Michaelian, Scholarship Recipient

Karen Olson was a MFT student at the Irvine Graduate Campus and was also Dr. Duncan Wigg's graduate assistant at the time the Pepperdine Community Counseling Center of Irvine was being opened. She assisted in the clinic launch and with the office set-up. As a student, Karen felt that the learning environment created by the faculty at GSEP was truly extraordinary. In her experience, GSEP students receive great support for their intellectual growth and professional development.

Karen is personally familiar with academia as her father is a college professor and she grew up in a stimulating environment where academic growth was valued and encouraged. Because of her own positive experience at Pepperdine, Karen advised her father to make GSEP a recipient of a charitable contribution so that other students could benefit from the great MFT program and the wonderful faculty at the Irvine campus. There have been several contributions made to the scholarship although it is not endowed. Thus far, there have been six students who have been awarded funds from the scholarship.

Since her time at Pepperdine, Karen has taken on an interesting path to success. The multi-talented Olson now uses her psychology background and expertise in interpersonal relations to manage her restaurant called Metropolitan and provide customers outstanding service. Olson also embodies the GSEP mission of service through her active support of community programs, including the Utah Food Bank, Susan G. Komen Breast Cancer Foundation, Utah AIDS Foundation, and Share Our Strength. She was recently selected for the "2008 Best of Salt Lake City Award" by the U.S. Local Business Association (USLBA).

The current recipients of the Karen Olson scholarship are Angeline Dinh and Kristin Michaelian. Congratulations and good luck to you both!

Mark Your Calendars!

Exciting Upcoming Events from M.A. Professional Development & Clinical Training Spring 2009

Clinical Connections

Irvine (IGC)

Friday, February 6th, 7-9pm

Laura Brodie, Ph.D.

Forensic Psychology

Friday, March 6th, 7-9pm

Speaker: TBA

Religiosity and Spirituality in Psychotherapy

Friday, April 3rd, 7-9pm

Speaker: TBA

Self-Psychology

RSVP: Kathleen Wenger at psyprofdev@pepperdine.edu

West Los Angeles (WLA)

Thursday, January 29th, 2-4pm

Jami Winkel, LMFT

Incorporating Mindfulness Practice into the Therapy Process

Thursday, February 26th, 2-4pm

Jon Pease, M.A.

The Bullying Dilemma

Thursday, March 19th, 2-4pm

Susan Moser

Clinicians in a Public Mental Health System

Time: TBA

Robin Waller, LMFT

RSVP: Sheila at sheila.sayani@pepperdine.edu

Encino (EGC)

Saturday, January 17th, 3pm

Sandy Ginsberg, LMFT

Dream Interpretation

Saturday, February 28th, 4pm

Julie Brams-Prudeaux, LMFT

Grief Therapy—An Overview

March

Play Therapy

RSVP: Alice Richardson at alice.richardson@pepperdine.edu

Private Practice Visits

Irvine (IGC)

Date: TBA

Renee Hulse, LMFT in Ladera Ranch

Friday, March 13rd

Elisa Dombrowski, LMFT in Corona del Mar

RSVP: Kathleen Wenger at psyprofdev@pepperdine.edu

West Los Angeles (WLA) - February and April TBA

Encino (EGC)

Wednesday, January 14th

Charlene Savrer, LMFT in Camrillo

Monday, February 2nd

Hope Gardens Family Center in Sylmar

RSVP: Alice Richardson at alice.richardson@pepperdine.edu

Coffee Talk

IGC Thursday, January 29th, 3-4pm

WLA Tuesday, January 27th, 5-6pm

EGC Wednesday, January 28th, 3-4pm

Community Counseling Consortium

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

IGC Wednesday, January 21st, 9:30-11am

WLA Wednesday, March 18th, 9:30-11am

EGC Wednesday, May 20th, 9:30-11am

*New MACLP Student Meeting

Learn how to begin your MFT program on the right foot. This is an important meeting for students on the MFT track.

IGC Wednesday, February 11th, 2:30pm

WLA Tuesday, February 3rd, 4 - 9pm

EGC Thursday, February 5th, 4pm

*Practicum Site Presentation

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

IGC Wednesday, March 25th, 2:30pm

EGC Thursday, March 26th, 2:30pm

*Preparing For Practicum Meeting

IGC Wednesday, March 11th, 2:30pm

WLA Tuesday, March 10th, 3pm

EGC Thursday, March 12th, 3pm

*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 1st, 2:30-4pm

WLA Thursday, April 2nd, 3pm

EGC Tuesday, March 31st, 4pm

Psychology Career Fair (sponsored by Career Services)

The Career Fair is an excellent opportunity for students to meet with a number of potential psychology employers.

IGC Thursday, February 26th, Time: TBA

WLA Friday, February 20th, Time: TBA

15th Annual Practicum Fair

WLA Tuesday, May 19th, Time: 5-8pm

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

psyprofdev@pepperdine.edu

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.

Landing Your Traineeship: Tips from an Agency Supervisor

By: Greg VanArsdall, Former G.A.

Practicum Agency Straight Talk's Jane Reed, former manager of Outpatient Services, offers her perspective on how to prepare yourself as a candidate for traineeships at this site:

When it comes to interviewing trainee candidates, Jane Reed, MA, is about as experienced as they come. Having been on the team at Straight Talk, a non-profit organization serving a wide community of clients in Cypress and La Mirada, for 22 years, she knows what it takes to succeed as a therapist-in-training at her organization. In her previous position as the Manager of Outpatient Services, Jane interviewed trainee candidates for over 17 years, and in that time she estimated that she interviewed at least 350 people. She has no doubt about what she looks for in an interview, and she is happy to share this information for the benefit of anyone who may be thinking about a traineeship at Straight Talk. In addition, Jane's experience as an interviewer ensures that her suggestions will be more than applicable for any student looking for a traineeship at a quality site.

At Straight Talk, applicants need to send a resume and two letters of recommendation prior to scheduling an interview. Applicants can expect an interview to have a duration of approximately one hour. Jane expressed that when the interview begins, her first impressions of an applicant are crucial, mostly those impressions relating to the person's professionalism. A candidate who makes a good impression with Jane is on time, dressed professionally, and has obviously put some thought into the presentation of her/his resume. Prior experience in the field of counseling can be quite desirable, but is not a necessary prerequisite for traineeship at Straight Talk. Jane likes to have a staff of trainees with different levels of experience, some with more, some with less.

Jane does have some expectations with respect to an applicant's knowledge. She emphasized that "a candidate for traineeship should definitely know what their school's program expects of them in practicum. Some students come in knowing only that they must have completed a field placement in order to graduate, and that's not enough." She hopes that a well-prepared applicant would know their hourly requirements for client contact and supervision, proper forms to fill out, and whether they must enroll in a practicum class. In addition, Jane feels that the student should have taken a course in Law and Ethics before embarking on their traineeship.

Any interviewer can objectively assess such qualifications, but the real art of interviewing that Jane Reed does so well is the assessment of character. There are few occupations in which character is more relevant than in Marriage and Family Therapy. Jane is acutely in touch with how she feels while talking to an applicant. In other words, her gut reaction to the person's presence guides her in her decision.

Desirable personal characteristics of an applicant include maturity and a sense of being well-grounded. Jane feels these characteristics are important because clients will often be older than the trainees, and such a client must feel comfortable speaking to someone who perhaps have less life experience than him/herself. She also looks for well-developed interpersonal skills, such as the willingness to make eye contact during an interview. Most importantly, Jane knows that if she gets a sense of warmth from a candidate, this is a good sign that that he/she can succeed as a trainee. Of course, everyone's character is unique, and unexpected good qualities may go hand in hand with unexpected difficulties. Therefore, Jane likes

to see candidates who are open to the possibility of receiving personal therapy, if they haven't already done so.

In terms of process, an interview with Jane Reed will include questions, such as the following samples:

- Tell me about yourself.
- What types of client might you have difficulty dealing with?
- Do you have a preferred theoretical orientation?
- Do you like to work with children?

This final question is relevant at Straight Talk, for about 20 percent of their clients are children. If candidates are experienced in counseling, Jane may ask them to share a case they have worked on, and how they dealt with it. Regardless of experience, she may offer two or three vignettes and observe how a candidate processes them.

An interesting note is that Kathleen Wenger, our MA Manager of Clinical Training and Professional Development, was interviewed by Jane Reed back in 1991, for her traineeship at Straight Talk. Kathleen reports that she remembers well Jane's interview style, and that many practicum site directors, although somewhat different, often ask similar questions as the ones mentioned in this article.

Jane Reed knows how to pick excellent trainees, and she hopes that trainees will know how to pick an excellent site. Individuals, couples, families, and children are all seen at Straight Talk. Trainees have the opportunity to lead group therapy sessions and parenting classes. They are offered in the fall, and include topics such as family therapy, drug and alcohol treatment, and couples therapy. Finally, Jane emphasized that Straight Talk has excellent supervisors.

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



SO LONG TO OUR FALL 2008 GRADUATES!

Congratulations to the Fall 2008 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

Abrams, Shannon
Ahmed, Sanaria
Adamiam, Alina
Aubry, Alicia
Aragoes, Norm
Beradino, John *
Black-Gray, Freddie
Boyd, Angelyna *
Bradley, Sandra *
Browman, Valorie
Bryan, Lauren
Burnett, Joshua
Busch, Angela *
Carignan, Elizabeth
Craw, Jeffrey *
Daddio, Alicia
Davityan, Sarine
Day, Cori

Delgadillo, Beatrice
Dexter, Kamala
Digby, Heather *
Falzon, Tobi *
Fermino, Buffy
Gabrielyan, Lusine *
Garcia, Cynthia *
Getto, Christopher
Granovsky, Dimitri
Harb, Lauren *
Harwin, Philip *
Hillyard, Signe
Hughes, Marialina
Jackson, Elizabeth
Jung, Oon-Hyahng *
Key, Kayse
Kissell, Jennifer
Kramer, Lindsay *

Magenheimer, Jessica
Martin, Anne
Mahoney, Amanda
Martinez, Sam
McQuirter-Davis, Shamika
Murdock, Tawny
Myers, Kristina *
Naghi, Mandana
Novak, Celeste
Orem, Michelle
Partridge, Nicole
Plyugina, Anastasia

Rigos, Alexia
Roediger, Erin
Roubin, Angel *
Sanchez, Leslie *
Siraki, Heline *
Smith, Anna *
Stubblefield, Elizabeth
Teague, Katherine-Marie
Wagner, Jami *
West, Matthew
Whiseant, Lisa *
Williams, Stephanie *

*** Indicates a graduate of Master of Arts in Psychology degree. The above students have applied for graduation. 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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