

# Focus on Clinical Training

## A Newsletter for Psychology Students

### Your Clinical Training and Professional Development Staff is Here For You!



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The Clinical Training Coordinators of MA Clinical Training and Professional Development would 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 Psychology Clinical Training and Professional Development Department. To ensure that you have the best possible clinical training experience while at Pepperdine University, we have Kathleen Wenger, the Manager of Clinical Training and Professional Development at the Irvine Graduate Campus (IGC) and two coordinators (CTCs), Rebecca Reed at the West LA Graduate 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.

All of the Coordinators work 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 Site PowerPoint Presentation, 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 webpage at <http://gsep.pepperdine.edu/psychology/professional-development-workshops/>

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

### MFT Regulatory Agency Visits Pepperdine

By: Alice Richardson LMFT

Sean O'Connor visited all four graduate campuses in early April, 2009. He gave an excellent overview of the MFT licensure process, as well as answered specific questions students had about their hours, their practicum experience, and how they can make the most of their MFT internship years. He is the Outreach Coordinator for the California Board of Behavioral Sciences (BBS) and has worked with the Board since 2000. This is his third visit to Pepperdine and he visits other MFT graduate programs, as well as contributes to the Board's newsletter, and is coordinator of a tracking mechanism for outreach events and designer of an evaluation for the activities.

Mr. O'Connor began the meeting explaining the "big picture" of the MFT licensing process, going over the hours' requirements, and specifically what the BBS requirements are for the different categories of hours (ie; individual counseling, supervision, workshops, group counseling, etc.). He also gave step-by-step instructions on the intern registration process which many of our students found helpful as they are approaching graduation.

"He's funny, he's interesting, and he's really a pro" was one of the comments by a student who had attended the workshop. She also seemed to appreciate the fact that Mr. O'Connor talked about the testing process from a different perspective, and told us about the different options that are available as students begin studying for their exam. He also gave us some tips about studying for the exam and thoroughly explained the six year rule.

Mr. O'Connor made sure the students understood the specific supervision requirements: There is a 104 week minimum for supervision before applying to take the first MFT exam, and he pointed out that at least 52 of those weeks must be individual supervision. This is an important point and something we should all be aware of so that we don't have any surprises when we are ready to submit our hours for approval.

Another student commented that "he really knew his stuff" and said she was really glad she attended this valuable workshop and hopes he will be coming back to Pepperdine sometime in the future. This very special event was sponsored by the MA Professional Development & Clinical Training Department.

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## ...Resources For Students

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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.

Many valuable resources to help you understand the many intricacies of the MFT program and BBS licensing process are 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 orient you to the MACLP program, as well as other valuable resources and professional organizations.

**The Preparing for Practicum Meeting** is presented mid-term by the Clinical Training staff at your educational center. This meeting is an exceptional opportunity to discover the intricacies and details of 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 Site PowerPoint Presentation** 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 we often 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!

For more preparation tools and updated information, please also visit: <http://gsep.pepperdine.edu/psychology/research-training/practicum>

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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## QUIZ YOUR MIND

MACLP Students, Test Your Knowledge on MFT and BBS Requirements

- I cannot be paid while I'm earning MFT trainee hours.  
True/False
- When having a session with a child (under age 18), I must log this hour under "Individual" section on my Weekly Log of Hours.  
True/False
- I must have a minimum of 52 weeks of individual supervision throughout my 3000 hours.  
True/False
- The person who provides my clinical supervision must have been licensed in California for at least one year.  
True/False
- If my supervisor's license lapses, I will not be credited for hours received during the period of the lapse.  
True/False
- I may earn all 3000 licensure hours in a minimum of two years.  
True/False
- If I decide to take three years off after graduation before registering as a MFT Intern, I will still be able to count up to 500 hours I received during practicum, which may be older than 6 years, towards the 3000 hours required for licensure.  
True/False
- 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.  
True/False
- Time spent in the classroom for practicum class (662) may be counted on my Weekly Log towards the 3000 hours required for licensure.  
True/False

(1) F-You cannot be an independent contractor (2) F-You may count them under "Couples, Family, or Children" section (3) T (4) F-2 years (5) T (6) T (7) T (8) T (9) F-1700 hours must be post degree (10) F-2 hours are required for each of the 2 units practicum classes (9) F

## Faculty Off the Record

By: Angeline Dinh, G.A.

### Who would you consider your hero?

"My grandmother." – Naveen Jonathan, M.S.  
 "I'm leery of heroes—they always seem to need a villain." – Melanie Coughlin, M.A.  
 "My mother." – Miguel Gallardo, Psy.D.  
 "My dad." – Joy Asamen, Ph.D.  
 "My son Nickolas who has the diagnosis of autism." – Mariam Tsaturyan, Psy.D.

### What is one technology you can't live without?

"My cell phone." – Naveen Jonathan, M.S.  
 "My computer – especially Google!" – Melanie Coughlin, M.A.  
 "My laptop computer." – Miguel Gallardo, Psy.D.  
 "My laptop." – Joy Asamen, Ph.D.  
 "I could live without many technologies; however, in this day and age, it would make my life very difficult." – Mariam Tsaturyan, Psy.D.

### If you could be any superhero for one day, who would you be? Why?

"Superman because he's faster than a speeding bullet, more powerful than a locomotive, and able to leap tall buildings in a single bound. All of these qualities are essential in the life of a professor each day! :-)" – Naveen Jonathan, M.S.  
 "Casper the Friendly Ghost." – Melanie Coughlin, M.A.  
 "Superman – I have always appreciated the ability to fly. Seems very liberating and free." – Miguel Gallardo, Psy.D.  
 "I find being just plain old human can be quite a challenge, so I don't have a whole lot of desire to be superhuman." – Joy Asamen, Ph.D.  
 "I would like to know what happens when I leave a room or what people talk about when you are not there to hear it, therefore I would love to be The Invisible Woman (Sue Storm) from the Fantastic Four." – Mariam Tsaturyan, Psy.D.

### What television show or movie represents your life the most? Why?

"Bend It Like Beckham because like the main character Jas, I was born in the Western world, but constantly have to balance myself between my American and Indian heritage in all aspects of my life. Despite this being very difficult to do, I do not let culture prevent me from fulfilling my dreams and potential in life." – Naveen Jonathan, M.S.  
 "Wizard of Oz – love the message, the symbolism, and the archetypal pilgrimage that connects me with my own existential journey along my yellow brick road." – Melanie Coughlin, M.A.  
 "Movies such as 'The Great Debaters,' 'Stand and Deliver,' 'The Namesake,' and 'The Pursuit of Happiness' always inspire me and represent many aspects of my life, in addition to my family's as well." – Miguel Gallardo, Psy.D.  
 "No movie depicts my life accurately, but I do see my life in several segments. The first as a daughter of an immigrant who has had many struggles. Second as a young woman trying to find her passions and herself, and currently, a mother, advocate, a teacher and an explorer." – Mariam Tsaturyan, Psy.D.

### List one hidden talent you have.

"I'm a pretty good salsa dancer." – Naveen Jonathan, M.S.  
 "I can whistle real loud with my fingers, like a guy!" – Melanie Coughlin, M.A.  
 "Art. I draw with pastels and charcoal." – Miguel Gallardo, Psy.D.  
 "I grow my own vegetables (at least during the spring and summer months)." – Joy Asamen, Ph.D.  
 "My ability to make people laugh." – Mariam Tsaturyan, Psy.D.

### What would your last supper be?

"Pad Thai with tofu." – Naveen Jonathan, M.S.  
 "Crusty bread, gourmet cheeses, and good red wine. Ooey gooey rich chocolate dessert. Might have to have popcorn one last time." – Melanie Coughlin, M.A.  
 "Nachos as my appetizer, a torta de carne asada, rice and beans, with a Big Red soda and a glass of water." – Miguel Gallardo, Psy.D.  
 "My last supper would be anything served with a nice hot bowl of rice." – Joy Asamen, Ph.D.  
 "Stuffed grape leaves (my mother's recipe), a nice bottle of red wine, and chocolate soufflé for desert." – Mariam Tsaturyan, Psy.D.

## A Glimpse Into Your Future

By: Andrew Walker, G.A.

While many MACLP students dream of opening their own private practice one day, we sometimes forget that this is just our way of saying that we're starting a small business! Although our classes cover the theoretical orientations and practical techniques necessary to becoming a successful therapist, we don't always learn the basics of opening and running a business. That's where Private Practice Visits, sponsored by the MA Psychology Professional Development and Clinical Training Department, come in! From the cost of renting an office and finding a good and safe location, in addition to the use of insurance, and whether or not to work in a collaborative private practice or completely solo, Private Practice Visits give students and alumni the keys to opening a practice of their own.

Participants in Private Practice Visits benefit from being in a small group of their peers during the visit, rather than in a large classroom setting, allowing an intimate setting that ensures a great deal of personal attention from the host and an opportunity to ask many questions. Taking place at private offices near each of the three graduate campuses, Private Practice Visits are usually hosted by Pepperdine professors or alumni, giving attendees a chance to see what their Pepperdine degree can lead to after a few years of hard work. Many alumni have told us that these visits were among their most rewarding experiences during their time in the MA Psychology program.

This semester, Irvine Graduate Campus students paid visits to Renee Hulse's practice in February and Elisa Dombrowski's practice in March. Encino students visited Charlene Saurer's practice and West LA students visited Tiffany Goyer's practice. Commenting on her experience at Renee Hulse's practice, Irvine student Leia Rogers described the setting as "located inside a doctor's office, a unique location. A tour around the medical suite in Ladera Ranch and her wonderfully cozy and warm office gives clients a warm and welcoming impression." Leia added that "visitors were able to ask Renee questions regarding client referrals, marketing, book and record keeping, and office setup, all valuable information that is not necessarily part of our classes."

Contact the Professional Development and Clinical Training Coordinator at your campus for information about the next local Private Practice Visit. We look forward to seeing you at one soon!



## Faculty Spotlight



### Getting to Know Dr. Stephanie Woo

By: Tammy Hong, G.A.

Dr. Stephanie Woo is not only the daytime MACLP Program Director at the Malibu Campus, she is also a professor, researcher, writer, and a Marriage and Family Therapist. Dr. Woo, a proud UCLA graduate, started her career at Pepperdine University when she received a call from our Associate Dean, Dr. Bob deMayo, while she was finishing a 2-year post-doctoral fellowship in psychological testing. Dr. deMayo, who was previously her clinical supervisor, recommended her for a faculty position. This began Dr. Woo's long and remarkable career at Pepperdine.

Since Dr. Woo began working at Pepperdine in the fall of 1999, she has kept busy! She has taught a long list of classes, including: PSY 603: Assessment for MFTs, PSY 600: Clinical Management of Psychopathology, PSY 714: Advanced Psychopathology, PSY 715: Behavioral Assessment and Interventions, and Practicum. She then went on to become the Program Director for the M.A. in Clinical Psychology Program at Malibu in 2007. In May 2008, Dr. Woo collaborated with Dr. Carolyn Keatinge in publishing a textbook titled, *Diagnosis and Treatment of Mental Disorders Across the Lifespan*. Together, Dr. Woo and Dr. Keatinge combined their experiences to design this textbook for graduate level students.

Aside from teaching and researching, Dr. Woo also maintained a part-time private practice working primarily under the cognitive behavioral orientation. She decided to give that up after her children were born, but hopes to return to her practice someday. For the moment, Dr. Woo continues her clinical work through her research project conducted at the RAND Corporation, examining a manual group treatment for depression and for people struggling with substance abuse. She is currently assisting in writing the treatment manuals and providing clinical supervision to a group of paraprofessional drug counselors who will be implementing the intervention.

Based on her experience, Dr. Woo's outlook on the future opportunities for MFTs is very positive. She believes that it is likely that there will be an increase in employment opportunities to work with individuals who have severe and persistent mental illness in California. "MFTs occupy a unique role because of their expertise in understanding how the client's family and larger social systems are impacted," says Dr. Woo. She further states that mental health professionals, including MFTs, can play a critically important role in helping individuals return to work or school and lead meaningful and personally fulfilling lives in spite of having ongoing symptoms.

How can current and new psychology students take advantage of such opportunities? "Seek broad training," she advises. Dr. Woo doesn't believe in narrowing down the clinical population too soon in your practicum career, which is one of the reasons she believes that students should not chose a specific orientation but draw upon all orientations for answers. Getting such a broad-based training increases the range of skills you will acquire and places you in a more informed position for

determining areas you may want to specialize in later on. Additionally, she recommends taking advantage of as many educational and training opportunities that come your way while you're a student.

Most importantly, Dr. Woo stresses the value of having time for yourself. To avoid burning out, she enjoys activities such as drawing, reading, and watching movies. Her family also helps her to rejuvenate after a hard day. More recently, she took on practicing meditation. "It's still a work in progress!"

### Students Benefit From the Mentor Program

The Practicum Mentor Program is a resource to ensure an exemplary practicum experience. It is an excellent opportunity to connect "seasoned" practicum students with pre-practicum students to answer any questions concerning their clinical training experience.

The Mentor Program is available to anyone who is inquisitive of students' past experiences at a particular practicum site. Whether you have a question on how to secure a position at a site, what theoretical orientation the supervisor are, or if you have other concerns, the 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 enriching and rewarding. They've also reported that it takes just a few minutes of their time! We think that you will find this experience to be worthwhile!

Email or stop by the office of your Clinical Training Coordinators or their G.A.s for the Mentor List. We hope that this program will help you enter practicum with ease and gain a clear understanding as to what the experience entails.



# Frequently Asked Questions By MACLP (MFT) Students

Answered By Kathleen Wenger, Manager of M.A. Psychology Professional Development & Clinical Training

Did you know that ALL of the below questions can be answered in your MFT Handbook? Students who read this handbook have a clear advantage of understanding the MACLP Program requirements along with important Clinical Practicum Information.

## *I keep hearing how important Clinical Supervision is. What should I know about this?*

Inquire about your supervisor's **experience** and **approach to supervision**. Good Clinical Supervision is of the utmost importance for your clinical training experience. We ask that you meet with your clinical supervisor prior to accepting an MFT Traineeship.

For a fascinating and informative article on the topic of trainee site interviews, the reader is urged to read "MFT Traineeship: The Secrets of Success," an interview of Dr. Robert Hohenstein by Greg VanArsdall in the Clinical Training Department's *Focus on Clinical Training*, July, 1998, Volume 1, Number 1 and "Interview Questions for an Internship" by Laurel J. Cox. Reprints of these articles are available from your CT staff. For additional information about supervisors and supervision, please see page 45 of this handbook. Excellent articles on clinical supervision can be found on our professional associations' websites: [www.aamft.org](http://www.aamft.org) and [www.camft.org](http://www.camft.org). (Pg. 31, MFT Handbook)

## *In Clinical Practicum I must earn 150 hours of client contact prior to graduating, how can this be accomplished?*

As long as 150 hours are gained by the end of the three practicum courses, and as long as the course minimums for client contact and supervision are met, students may accumulate hours in a flexible pattern that suits both their experience and the specifics of their sites. For example, client contact hours may be earned in roughly equal installments, such as **50-50-50**, or they may be gained in a **60-60-30** split. (This latter distribution might better fit the schedules of students in school settings.) A **30-90-30** division might be helpful, allowing trainees to work up to a full caseload and to "wind down" as they leave a site. These are examples: our intent is to provide a better fit between academic requirements and the facts of scheduling clients in the real world. Be sure to have also the *supervision* hours that you need in order to count those 150 hours! (Pg. 36)

## *Can MFTs Conduct Psychological Testing?*

This is a controversial and often misunderstood area involving arguments of restriction of trade, scope of practice, competence, and similar issues. Under the licensing act, an MFT may administer, score and interpret tests of *intelligence, aptitude, and personality* (traditionally referred to as "psychological tests") ONLY if each of the following conditions are met:

- The MFT has received adequate training in the instruments used for assessment and is competent in their use. (Competence is defined by general standards for the profession, based on education and supervised training.)
- The tests are used for the purpose of assessing and treating relationship dysfunction of the licensee's **own** clients. MFTs cannot hire out their services to test people who are not their clients.
- The activity is **not** called psychological testing.

With appropriate education, training and supervision, MFTs may use tests and inventories designed to assess relationships and relationship dysfunction. Students study this material in PSY 603, *Assessment for Marriage and Family Therapists*. (Pg. 17)

## *When to Take Practicum: It Depends*

Students may receive conflicting advice about when to take Practicum—as soon as humanly possible or during their final three terms. Each plan has its relative merits. Students who first take all practicum prerequisites may start gaining hours sooner but they will probably have "leftover" academic classes. In addition, if they wish to keep working at their clinical sites, they must continue to meet with the Clinical Training staff to monitor their progress with written reports.

On the other hand, students who wait until the last year of their program to take Practicum may be better prepared academically but they won't get exposure to clinical issues as soon. Given these considerations, we recommend that students take practicum during their final three terms. **One very important consideration is that when beginning your practicum, you may only enroll in your first term of Practicum during the Fall or Spring semester. New Practicum students cannot begin in Summer Session I (Clinical Practicum, PSY 662, is not offered in Summer Session II).** Consult your CT Staff for additional details. (Pg. 24)

## *Can I register as an MFT Intern if I am on the MAP track?*

Students in the Master of Arts in Psychology (MAP) program often plan to enter a doctoral program or work in the field when they graduate. If these plans don't work out, MAP program graduates may decide to pursue the MFT license instead. Unfortunately, it is not possible to add MFT courses to the MAP degree. California law specifies that all coursework must be taken *within a single degree program* that is approved by the BBS and meets state regulation for licensure. The MAP degree is not acceptable for the MFT license. (Pg. 16)

## *Can I work at a site that is not on the list of sites where students currently earn MFT trainee hours?*

To gain hours at an agency that is not listed in the Practicum Site Directory, you will first need to get it "approved." Before going through the time and trouble to fill out the necessary forms, interview at the site or accept a position, *please discuss the potential site with the Clinical Training staff!* There may be a good reason why the site does not appear in the FPD. It may have never been included because of some aspect of the site that would make it ineligible for our trainees. If there are no problems with the potential site that we are aware of, you will be given the following forms with instructions:

"Petition to Gain Approval for a Site"

"Checklist for an Appropriate Practicum Setting"

"Agency Information Sheet" (Pg. 26)

To allow for adequate time to review the site, return the completed forms to your CT staff no later than **4 weeks** before the start of the term in which you wish to enroll in practicum. The process of approving a site may take several weeks and does not guarantee that the site will be approved. Hours worked at a non-approved site will not count toward BBS requirements, nor will they fulfill the requirement for Practicum course credit.

## Steps to Enhance Your M.A. Professional Development and Clinical Training Experience

### 1. Attend a Clinical Connections Event:

Monthly events are free where students, alumni and friends of Pepperdine can come to hear guest lecturers speak on a variety of subjects. Some of the past lecture topics have included anger management, play therapy, self-injurious behavior and the business of running a private practice. **Clinical Connections** are also an opportunity for students and professionals to network. **Clinical Connections** are held at all 3 graduate campuses.

### 2. Go on a Private Practice Visit:

One of the most popular events offered at all campuses is the **Private Practice Visit** wherein students gain exposure to the business aspects of being in private practice or in a mental health facility. The **Private Practice Visit** is one of the most valuable ways for MAP and MFT students to gain practical knowledge about working in a private practice outside of the theoretical knowledge learned in class.

### 3. Sign up to Receive the E-Newsletter:

The E-Newsletter is an electronic newsletter that is distributed twice a month providing students with information about upcoming workshops, events and other exciting opportunities for involvement in the field of psychology. To sign-up, please email [psyprofdev@pepperdine.edu](mailto:psyprofdev@pepperdine.edu)

### 4. Join a Professional Organization:

Membership in a professional organization provides students with access to information about the current happenings in the field for psychology as well as a multitude of opportunities for involvement and networking. A few that you should consider are

**CAMFT** (California Association of Marriage and Family Therapists), [www.camft.org](http://www.camft.org)

**AAMFT** (American Association for Marriage and Family Therapists), <http://www.aamft.org>

**Psi Chi** (National Honor Society for Psychology Students), <http://gsep.pepperdine.edu/psychology/student-groups/psi-chi/>

### 5. Attend Continuing Education (CE) Workshop and Guest Speaker Events: See front page for more information

Continuing Education Workshops benefit professionals and students of Psychology. CE Workshops and our Guest Speaker Events allow students and professionals to keep current on trends in the field of psychology and provide beneficial networking opportunities. The E-Newsletter provides students with information about local CE Workshops and one can also access information about CE Workshops at [www.apa.org/ce](http://www.apa.org/ce).

### 6. Attend the Annual Psychology Career and Practicum Fairs:

The Career and Practicum Fairs offer students the opportunity to meet and talk to recruiters and hiring managers from a variety of different agencies. A Career Fair is also an opportunity for students to find out information about future career possibilities, learn about the field, locate a practicum site and make contacts.

### 7. Make An Appointment with Career Services: See page 8 and email Karie Lord ([Karie.Lord@pepperdine.edu](mailto:Karie.Lord@pepperdine.edu)) for more information

Pepperdine Career Services offers students assistance with constructing cover letters, resumes, and assistance in conducting a job search. There are also a number of workshops presented by Career Services including preparation for interviews, networking, and resume preparation. PepPro is the newest tool introduced by Career Services to keep students updated on events, job postings, and other career opportunities.

### 8. Attend Coffee Talk:

Coffee Talk is an event hosted by M.A. Professional Development, which provides an opportunity for students to meet together to discuss various aspects of psychology and clinical training. Coffee Talks are held on-campus at the Irvine Graduate Campus and at off-campus locations. Look for posted flyers advertising upcoming Coffee Talks or contact the Professional Development Office to find out when the next Coffee Talk is happening.

### 9. Make an Appointment with Your Clinical Training Coordinator: See the front page for more information

Do you know when you are going to start practicum? Have you already started Practicum and have questions about your program? Make an appointment with your CTC to discuss your degree progress and any questions you may have about clinical training.

### 10. Attend MACLP Student Meetings: See the front page and page 2 for more information

MACLP student meetings are imperative for having a smooth and successful clinical practicum experience. Some of the important meetings are the New Student MACLP Meeting, Prepare for Practicum Meeting, Practicum Sites Presentation, and the Intern Registration Meeting.

**For the most updated information, please sign up for the E-Newsletter and visit:**  
<http://gsep.pepperdine.edu/psychology/professional-development-workshops/>

## Clinical Connections: A Must Attend Event

By: Andrew Walker, C.A.

One of the most popular events offered by the MA Psychology Professional Development and Clinical Training Department for MACLP and MAP students is our Clinical Connections speakers series. Kathleen Wenger launched Clinical Connections in 2004 to address key issues in psychology that students and professionals may not be exposed to in their graduate school classes and has grown into a staple of the MA Psychology program on every Pepperdine campus. Clinical Connections presentations last about an hour and a half, followed by a half hour of networking. Students in practicum classes can gain workshop hours by attending these workshops if approved by their Supervisor.

Clinical Connections is currently offered three times per semester at the Irvine, West LA, and Encino campuses. This semester, Clinical Connections featured an outstanding presentation at the Irvine campus on "Working with Affects in Psychotherapy" from Dr. Edward Shafranske, the Director of the Psy.D. program at Pepperdine and long-time friend of our department who spoke at the first Clinical Connections five years ago. Featuring in-depth theoretical background as well as practical examples, Dr. Shafranske's presentation focused on the importance of empathically grasping and effectively addressing affective experience in therapy and presented the latest approaches to help clients to better understand and accept their emotional reactions. Also at the Irvine campus, Dr. Laura Brodie provided an introduction to the fascinating field of forensic psychology, covering career options, required training, and interesting stories from throughout her own career. Most recently, Naveen Jonathan, LMFT, discussed the most effective therapeutic techniques for working with divorced families, including helping children through the difficult divorce process and enabling the separating couple to learn how to become effective co-parents.

At the Encino campus this semester, Sandy Ginsberg, LMFT, presented "The Experience of Dreamwork." She studied dreamwork for many years, and has presented workshops both locally and internationally. She taught students how to approach dreamwork in therapy sessions, and implement methods for helping clients harvest a deeper understanding of their own dreams. Julie Brams-Prudeaux, LMFT, presented on "Growing through Grief & Learning from Loss." This presentation focused on the powerful transformative period that accompanies significant loss and expands our understanding of grief as a natural process of self re-creation. Encino's third speaker this semester was Kristy Schadt, a Registered Play Therapist Supervisor who shared her experiences as a play therapist and what it takes to become a Registered Play Therapist. She shared some interventions to use with children as well as adults and shared some case examples. She also helped students address concerns they were having with some of their young clients.

West LA's Clinical Connections series kicked off this semester with a presentation from Jami Winkel, LMFT, on "Mindfulness in Psychotherapy," captivating her audience with the latest techniques for being fully present with clients. Jon Pease explored "The Bullying Dilemma," a topic important to many children today. Finally, Susan Moser explored the topic of "Clinicians in Public Mental Health" – a career option in great need of skilled practitioners.

We're working on a great lineup for the fall 2009 and we hope to see you at a Clinical Connections at your campus soon!

## Faculty Spotlight



### Getting to Know Dr. Louis Cozolino

By: Kathryn Martin, C.A.

*"You mean we can't use our laptops? Why don't we get to use the desks?"*

My disturbed classmates slid into the circle of chairs the first day of class with Dr. Louis Cozolino, not sure what to expect from his Techniques of Counseling and Psychotherapy class. Dr. Cozolino, a widely-published, proud Italian neurobiologist approaches teaching this Techniques class from a unique angle: one of self-inspection. This is wise and relevant as his motive seems to be that as future therapists, each of us needs to become aware of ourselves and our own "stuff" in order for the therapeutic relationship not be clouded by the therapist's unfinished business. Countertransference is a relevant concern for a clinician to be aware of and inspecting potentials for countertransference *before* getting in front of clients seems to be one of Dr. Cozolino's objectives.

Dr. Cozolino was drawn to psychology initially, he says, out of the desire to heal himself. Along with his desire to be of service, psychology is now "woven into his nervous system." With a Bachelor of Arts from the State University of New York, Stony Brook, a Masters of Theological Studies from Harvard, and then his Ph.D. from UCLA, Psychologist/Professor/Researcher/Writer/Consultant, Louis Cozolino emerged from a ball-playing kid in Brooklyn.

I felt encouraged by the fact that although he says he's always exhausted, Dr. C. says he doesn't feel burnt out. The variety of things he stays busy with not only fascinate and motivate, but he never fails to get excited by teaching or learning new things. With a private practice in Beverly Hills, classes at the West L.A. campus, and a wife and son, his busyness is balanced. He continued teaching for Pepperdine since 1986 because it provides him with a combination of freedom and emotional support. He's also taught at the Smithsonian Institute in Washington, D.C., the New England Educational Institute, Harvard, and UCLA.

Dr. Cozolino is always happy to discuss his two-year-old boy whether something notable has happened recently with him, or you just ask how he's doing. He says his son doesn't let him sleep but always makes him smile and warms his heart. Dr. Cozolino's hobbies include writing, which he does professionally, along with carpentry, music and Elmo videos.

**A special thank you goes out to Tammy Hong and Angeline Dinh, Graduate Assistants at IGC, for all their hard work and the incredible job they did assisting with the newsletter!**

## Events Galore from GSEP Career Services!

By: Karie Lord, Manager of Career Service, Psychology

GSEP Career Services was busy during the months of February and March, preparing students and alumni for an effective job search. In addition to the individual appointments Career Services provides at each campus, they also coordinate events throughout the semester to help support career development among students and alumni.

GSEP Career Services collaborated with all Pepperdine Career Services offices to host the first annual Pepperdine Career Week. This event, February 2-February 6, 2009, offered a variety of career development and job search strategies workshops throughout the week and at the various campuses. Specifically, GSEP Career Services hosted workshops on Networking Skills, Resume Writing, Interview Tips, and an MFT Alumni Panel. These events were well received by students and alumni and provided much insight into how to prepare oneself for an effective job search.

Career Week was also a nice precursor to the GSEP Career Fairs which are held throughout the spring semester. Students and alumni were able to take the knowledge they gained throughout Career Week and utilize their skills when talking with employers at the fairs. The first Career Fair was held at the West Los Angeles campus on Friday, February 20, 2009 and the second fair was held at the Irvine campus on Thursday, March 5, 2009. The fairs drew over 40 employers and over 150 students and alumni were in attendance.

Another service that we have launched is PepPro, the ultimate job search tool. PepPro is tailored specifically to Pepperdine GSEP students and alumni. All jobs that get submitted to Career Services to advertise to students and alumni are posted on PepPro. PepPro also lists upcoming events sponsored by Career Services. You can even get your resume critiqued via PepPro. To create an account, go to: <https://gsep-pepperdine-csm.symphlicity.com/students/> and click the Register tab to request a new account.

Haven't heard about GSEP Career Services? A few of our other services include:

- Assisting you 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 learn the most effective job search strategies and web-sites.

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

- 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

For specific questions or to set-up an appointment, please contact me directly at [klord@pepperdine.edu](mailto:klord@pepperdine.edu) or 310-568-5715.

## Coffee Talk on the MFT Licensure

By: Alice Richardson, LMFT

Coffee talk was developed by Kathleen Wenger, Manager MA Professional Development and Clinical Training at the Irvine Graduate Campus. It gives students a chance to discuss anything that's on their mind regarding MFT issues while sipping a great cup of coffee. I recently passed the licensing exams and wanted to share some of my experiences with students and answer any questions they may have about the exam process.

As a student, the MFT licensing exam seems very far away. It's even hard to think about it with everything else going on; practicum, finals, papers, presentations... Yet, it's there in the back of our mind because you know that one day you will finish graduate school, complete your internship, get your 3000 hours approved by the BBS, and then you are just one step away from licensure. Getting your MFT license is what this is all about, right?

The anxiety and confusion around the MFT Exam can be overwhelming. It doesn't have to be. Part of the anxiety could be just a fear of the unknown. I remember that feeling very well!

The MFT tests are not very tricky and they don't expect you to know anything you haven't already learned, either in school or with your practical experience. I did not think either of the two tests was easy, and when I finished taking them, I was convinced I had failed. The test questions can be vague; there can be more than one right answer, and you really need to know the material backwards and forwards, as well as learn the testing strategies. I highly recommend investing in one of the test-prep classes. It really helped me (and my anxiety level).

In retrospect, the testing process was a rewarding experience for me, even though I spent countless hours studying and attending prep classes. The good part of this experience is that you can fine-tune your skills and really learn the things you need to know in order to be the best therapist you can be. I thought of this as an opportunity for me to learn and grow.

In the end, when you have finally reached your goal, I have one word for you: CELEBRATE!!!





## Ph.D. Versus Psy.D.

By: Karie Lord, Manager of Career Service, Psychology

Many graduate students contemplate going on for an advanced degree in psychology and then become confused by the letters Psy.D. or Ph.D. The differences are slim to be honest, but there are some. There are also great resources out there to help students understand the differences even further, and prepare you to apply for one or both of these degree programs.

The Psy.D. is a Doctorate of Psychology and the Ph.D. is a Doctorate of Philosophy in Psychology. The Psy.D. emphasizes more clinical skills like how to work with people and is based on a practitioner-scholar model; and the PhD emphasizes more research behind why people do things, and can be seen as more of a scientist-as-practitioner model, utilizing research to help people with their issues.

Because of their emphasis, most Ph.D. programs require a Master's research project en route to a doctorate. The Psy.D. usually requires only a doctoral research project or dissertation. Therefore, when applying to different programs, PhDs are looking for more research experience than a Psy.D.

As far as entrance requirements go, both degree programs are competitive to get into. Ph.D. programs typically have lower enrollments slots available and Psy.D. programs tend to have a few more openings. Financial aid is another difference. For some, funding can be better via a PhD program due to research grants various faculty members of the program have secured. Psy.D. programs typically have less funding available for student support.

Both degrees train you to become a licensed psychologist (given you pass your courses), fulfill your requirements for internships and post-doc hours, and sit for the license exam. To become a licensed psychologist, it is important that you look into accredited schools. By attending an accredited school, pursuing licensure will be a lot easier. A list of accredited schools can be found at: [www.apa.org](http://www.apa.org).

When deciding which degree to pursue and what school to attend, think about what area you want to become an expert in. Is it a certain population, theory, diagnosis, etc? Also, research the faculty at the schools you are interested in applying to and see what research they have been conducting or areas of focus their backgrounds include. What letters follow their names?

Also, think about your career goals and what you want to do with your advanced degree. If you want to teach at a traditional, big four-year college, you will most likely need a Ph.D. If you want to teach at a small, liberal arts school, then the Psy.D. would be just fine. If you want to purely work with clients and provide counseling and therapy, run groups or agency programs, then the Psy.D. will work. If you like research studies and combining research and therapy, then the Ph.D. might be a better fit.

An additional resource that can be helpful is [www.gradschools.com](http://www.gradschools.com); this site helps you learn about a variety of psychology programs and what schools offer what programs. It also has financial aid information, as well as application tips. A good book to invest in is: *Graduate Study in Psychology, 2008 Edition*, American Psychological Association, ISBN: 1-4338-0128-0, publication date: August 2007.

GSEP Career Services is also available to assist you with the process of applying to advanced degrees. We can review resumes and CV's, personal statements, and conduct mock interviews tailored to Ph.D. or Psy.D. interview questions.

For an appointment contact me:

Karie Lord, [klord@pepperdine.edu](mailto:klord@pepperdine.edu) or 310-568-5715.

## Trainee Talk

By: Rachel Goukassian, G.A.



Trainee: Rachel Goukassian

Site: Valley Trauma Center

Supervisor: Wendy Massey

City: Northridge

If you are looking for a practicum training site that offers experience with individuals with a variety of mental health needs, as well as the ability to do family and couples therapy, you should consider working at Valley Trauma Center.

Valley Trauma Center has various programs in which a trainee or intern could be involved in. The first of these is Family Preservation, where trainees work with families involved with the Department of Children and Family Services. Each family has an In-Home Outreach Counselor, who works in the family's home once a week to provide various services, such as case management, family therapy, parenting skills training, and more. The counselor also works with DCFS social workers and other agencies working with the family in order to assure the family is making progress towards their goals. Depending on the family's needs, individual members may also need to receive counseling, which is often provided by different therapists at Valley Trauma Center. It is very helpful to have the In-Home Counselor working collaboratively with therapists of individual members to help meet the therapeutic goals of the family.

Another service that Valley Trauma Center offers is a crisis hotline and rape accompaniment. As a trainee, we work on one 6-hour shift per week, alternating between operating a hotline and being on-call to make accompaniments as patients are brought in for interviews and medical exams for rape, child abuse, or domestic violence cases. In this program, I was able to work with people who were in need of immediate assistance. This may seem very overwhelming, but, in fact, it has been one of the most rewarding experiences I have ever had.

Working at Valley Trauma Center has been a great learning experience. I have had the opportunity to work with the most diverse population I could have ever imagined in so many different capacities. I have been lucky enough to work with individuals with various disorders, such as bipolar, depression, substance abuse, ADHD, PTSD, and many more. I have also enjoyed working with couples and families and gaining experience and insight into the treatment of different disorders and family system problems. In addition, the staff is so kind and supportive of trainees. My supervisor, Wendy Massey, has been available to me at all hours of the day, and has helped on my journey into becoming the best therapist I can be.

Valley Trauma Center has provided me with everything I was looking for in a training facility. They have provided me with enough guidance so I did not feel lost and alone, but gave me enough freedom so that I could be myself and comfortable with the treatments I chose for my clients.

## Trainee Talk

By: Kathryn Martin, G.A.



Trainee: Susan Frazier  
Site: Tarzana Treatment Center  
Supervisor: Keith Star  
City: Tarzana

A suggestion for those in training to become a psychotherapist is for a clinician to find his or her "niche," the specific population of clients one can market to, specialize in, and potentially become known for treating.

A great niche area, of particular need in this city, is addiction. Susan Frazier is getting her feet wet in her first semester of practicum with this niche of clients at Tarzana Treatment Center in their detox unit.

Although Tarzana Treatment Center sees patients anywhere from three days for alcohol detoxification to up to over a year in the residential program, MFT trainees at TTC see only patients in the detox unit. Detox is generally one to two weeks. These patients are going through the initial physical stage of coming off of their substance and trainees work with them mostly cognitive behaviorally to set goals for their future, either on their own or in the residential unit of treatment. Following detox, patients can either be completely discharged, sent to youth outpatient, intensive outpatient for adults, short-term residential, or long-term residential. The decision is generally depending on their insurance or method of payment.

Because patients are only seen by practicum students while they are in detox, one of Susan's regrets about this experience is that she only gets to see patients once, possibly twice if they want to talk again during the week they are in detox. The primary focus in detox is coping with the physical withdrawals, so sometimes she sees patients who are in lots of pain, are very hyper, or who present as very sleepy during session as a side effect of coming off of the drug(s).

Susan confidently promotes Keith Star, LMFT as a good supervisor since he meets her where she is at, he lets her bring up what she needs to talk about, and his supervision is tailored to her specific needs. Weekly supervision is in group format, but Keith is open to talk and answer questions anytime he's in his office. Another great perk of working at TTC is weekly didactic training on various therapeutic topics such as Motivational Interviewing, Law and Ethics, and Self-Mutilation. This class is provided for all of the Center's MFT trainees, MFT interns, Doctoral practicum students, Doctoral interns and post-docs one morning each week.

It took about two months from when Susan was hired until she actually began seeing clients, since working at TTC involves a fairly rigorous background check, drug testing, and getting logged into the ID system to have access to travel into and throughout the building. Although the patients are not locked into the Center, and are there by freewill, there is heightened security so that more importantly, people (and substances) that are unauthorized don't come IN to the building.

"I have learned so much about the population I serve as well as about myself as a therapist." And that's what practicum is for.

## 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.nlm.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.psichi.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. down menu to select their desired location and program.

# SO LONG TO OUR Spring and Summer 2009 GRADUATES!

Congratulations to the Spring and Summer 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](http://www.pepperdine.alumsys.com)

Acosta, Francisca*	Fedkenheuer, Liesel*	Langley, Summer*	O'Neill, Shane	Smith, Joshua*
Agosto, Nancy	Feinstein, Ashley*	Lazarova, Annie-Rose	Ormsbee, Kristen	Smith, Klayton*
Akinwale, Sarah*	Fenn, Ronda	Leblanc, Lesley	Pardi, Meghan	Smith, Laurie*
Aliberti, Teje	Fernandez, Alexis	Levy, Tamara*	Paster, Deborah	Smith, Lindsay
Alquitran, Pamela*	Fletcher, Patrick*	Lips, Rebecca	Peterson, Tara	Snowden, Adrienne*
Amirkhanyan, Gohar	Freeman, Jill*	Low, Michelle	Phillips, Jennifer	Solis, Christine
Anderson, Terise*	Fregoso, Ariana	Lucas, Chelsea	Phillips, Ann*	Spear, Andrea*
Arai, Kara	Gabrielyan, Evgeniya*	Mahallati, Tonja	Phillips, Deborah	Stafford-Lewis, Lucy
Aubry, Alysia	Gan, Sandy*	Mahoney, Amanda	Pinon, Evelyn	Stanley, Anastacia
Avila, Daniel	Gancman, Paola	Malakuti, Katrin*	Pisco, Michael	Stone, Heather*
Ayala, Ninette*	Garcia, Jessica*	Malia, Thomas*	Pivovar, Lauren*	Tamayo, Karina
Barber, Blake*	Garcia, Teresa*	Mantegna, Nicole*	Polasko, Maxwell	Tangtheinkul, Tina
Barsoumian, Anthony*	Giardina, Camille	Maraya, Jacqueline	Pollock, Alison*	Tarwater, Caitlin*
Bazalel, Jennifer	Godoy, Elaine	Marcus, Deke*	Presas, Nestor*	Tashdjian, Talar
Berg, Jennifer	Goldman, Meghan*	Markham, Laurie	Ramotar, Kevin	Taylor, Doreece*
Bielinski, Kaimieriz	Gomez, Gabriela	Marseglia, Kara	Rice, Stephanie	Thinnes, Casey
Birman, Sharon*	Gottlieb, Lauren	Martikyan, Ani*	Riffert, Jaclyn	Tikkanen, Kristina*
Blute, Sarah	Goukassian, Rachel	Martinez, Kelly	Robinson, Jaclynn*	Tofferi, Allison
Bohme, Elizabeth*	Greely, Felicia*	Matthewsian, Ani	Ross, Courtney	Tomasian, Jacqueline
Bowen, Kimberly	Greening, Amanda	McClanahan, Vanessa	Ross, Valerie*	Trapp, Lana
Brillhart, Caitlin	Grey, James*	McCullough, Elizabeth	Rozman, Zhana	Umezawa, Satoki
Brown, Rochelle*	Grings, Janet	McFtridge, Camean*	Ryan, Amanda	Valladolid, Khristine
Butsuhara, Misa	Guardado, Nancy*	McGraw, Tina*	Rybko, Elena	Valluzzi, Jessica*
Campbell, Chandra	Guerena, Tony	McLaughlin, William	Ryu, Clar*	Veksler, Juliana
Carignan, Elizabeth	Guillermo, Ingrid*	Meier, Linda	Sahagian, Naryne	Venezia, Rachael
Carswell, Candis*	Gustafson, Julie	Melwani, Vineeta*	Saliminejad, Nazil	Wadsworth, Tracie*
Castillo, Kelly	Haase, Kristin*	Mendelsohn-Troy, Kristin	Salm, Justine	Watson, Marietta
Chang, Royce*	Halpern, Lorrena*	Meono, Lori	Salour, Sanam	Weigert, Jennifer*
Chevalier, Katherine	Harb, Lauren*	Michaels, Meredith	Sanders, Kimberly	Wesley, Caitlin*
Chiu, Hsiao-Chieh	Hefetz, Shlomi*	Mirza, Tehniat*	San Pedro, Shannon	Whiseant, Lisa*
Coats, Melissa*	Heurtelou, Nila*	Mitchell, Jessica*	Saucedo, Angelina	Wilson, Marc*
Coleman, Ashley	Hollingsworth, Joshua	Moali, Nazanin*	Shenouda, Annmary*	Wiswell, Adam*
Corrales, Helmin	Holtz-Borders, Karen*	Monje, John*	Shill, Genevieve*	Yazdanpenah, Azadeh
Counts, Chad	Hong, Tammy*	Montazer, Pamela	Siegenthaler, Laurel	Yidonoy, Marla*
Dand, Nikita	Hundt, Evelyn	Montelongo, Guadalupe	Skinner, Breanne	Ynfante, Rebecca
Davis, La-Thea	Insler, Jacob*	Moon, Nathan	Sloan, Jessica*	Zakarian, Raymond
Davis, Yeshiva	Irani, Myra	Moore, Calvin	Smith, Alison*	Zorichak, Emily*
Davityan, Sarine	Irvine, Brittany*	Moore, Rosa	Smith, Heather	
Day, Cori	Jackson, Jill*	Morton, Katie		
DeLong, Theresa	Javier, Kimberly*	Mosqueda-Ba, Sara		
Dewey, Keleigh*	Jenkins, Virginia	Moushel, Serafina		
Dill, Cheryl	Jordan, Roxanne	Munoz, Kathryn*		
Dorin, Jason	Jorge, Marie*	Murphy, Valerie		
Eddins, Amy	Jung, Laura	Narvaez, Theresa*		
Edmondson, Laurie*	Kleist, Rita*	Nembhard, Adia		
Ehrenberg, Marnie	Knipp, Ashley	Neugebauer, Quinn		
Faghihi, Nastaran*	Koll, Irina*	Ngo, Khoa		
Farazian, Tara*	Kudishevich, Lyudmila	Niedert, Brenda		
Farkas, Amy	Laclair, Penny	Ofek, Ayala*		
Farmer, Celeste	Laderberg, Nicole*	Ogle, Christopher*		
Farrell, Kongjit	Lamadrid, Christine*	Ohelo, Aesha*		

\* 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) 568-5611 if you have any questions regarding your graduation status.

**Congratulation to our Graduate Assistants: Tammy Hong, Shannon San Pedro, Jenny Bazalel, Laurie Edmondson and Daniel Avila, who are graduating this semester. Thank you for all your hard work. We'll miss you!**

## Reduced-Fee Psychotherapy

Over the years, many students have expressed appreciation for the reduced-fee psychotherapy that they have received from our licensed Pepperdine alumni. We currently have over 40 alumni listed and anticipate that this list will continue to grow as more students graduate and become licensed. For MACLP students, the Board of Behavioral Sciences "triple counts" personal psychotherapy hours. Once enrolled, you can count a maximum of 100 personal psychotherapy hours i.e., 300 credited hours-toward licensure requirements. This may be individual, group, family or couples therapy.

The BBS and Pepperdine highly encourage personal therapy for all students training to be psychotherapists. It is believed that personal therapy is a vital component of the training growth of the psychotherapists, and that it is the professional responsibility of every therapist to identify, address, and work through personal and relational issues which may have an impact on clinical interactions with future clients.

To take advantage of this wonderful resource, please contact your Clinical Training Coordinator!

## Looking For a Practicum Site?

For many years, the Clinical Training Coordinators have maintained an up-to-date practicum site database and provided helpful lists of the best sites to Pepperdine students. We also forward detailed Agency Information Sheets to pre-practicum students at their request.

The CTC at each campus have been transferring our practicum site information to PepPro, an invaluable tool for researching MFT practicum site possibilities, specifically for students starting practicum this fall. We will be launching Pep Pro in mid-May and will hold trainings for students throughout the summer at the WLA/IGC/EGC campuses. You will be able to access the information through our Practicum Prep webpage: <http://gsep.pepperdine.edu/masters/clinical/psychology/mft/evening/practicum/>.

For easy-to-follow instructions on how to register with PepPro, please e-mail [Rebecca.Reed@pepperdine.edu](mailto:Rebecca.Reed@pepperdine.edu). Though this search engine will be helpful in introducing MFT students to the practicum sites, we encourage students to work closely with the CTCs to ensure that students are well-informed with the history and track record of interested sites.

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