Welcome from the Division Chair!

Greetings! As we near the end of the semester, I hope you are faring well with your courses.

As we started a new academic year in the Division, we experienced some significant changes, saying good-bye to three faculty members, Drs. Duan, Karr, and Wang. We are all aware of what a significant loss this is for all of us, but wish them the best in their new endeavors.

On the up side, we welcomed Dr. John Spiridigliozzi, a graduate of KU’s Counseling Psychology program, to the Division as a lecturer. Dr. S. comes to us with a tremendous background that enriches all of his teaching, having worked in independent practice for a number of years.

At this time last year, we were preparing the APA accreditation site visit on November 15th and 16th. As you all know, we came through the visit with flying colors, and were awarded the maximum interval between site visits, seven years, by the APA Commission on Accreditation. We are still awaiting the finalization of a new national accreditation system for master’s in counseling programs to determine how well our programs will fit. If you are interested in finding out more, you can read up at mpac.org, the website of the Masters’ in Psychology and Counseling Accreditation Council. MPCAC is currently in the process of developing standards and competencies that accredited counseling programs must meet. If you go to the website, you will not yet see these, but we are hoping that more information will be forthcoming soon.

We are in the process of searching for two new faculty members for our division, one at the Assistant Professor level, and one Associate Professor. We are hoping that one of these new professors will have background and skills in school counseling. Most important, however, is that these two professionals have interests and skills consistent with our programs’ and the School of Education’s values focused on diversity and social justice. Two student representatives have agreed to serve on the search committee (Veronica Castro, currently in the M.A. program, and Young Song, Counseling Psychology doctoral student). Please be alert for announcements for candidate presentations (all are invited to these) and meetings with students. We very much value your input, and hope that you will be active participants in this process.

I’d like to thank you for choosing UMKC for your studies. Please feel free to drop in to chat any time, and particularly, to forward any suggestions or comments you have about your program. I wish you peaceful and happy holidays.

Sincerely,

Nancy
Greetings!

We have begun another exciting and busy year in the counseling psychology program. Looking back, however, it has been a year of ups and downs. One of the ups was that we had a successful accreditation visit and review by the Commission of Accreditation of the American Psychological Association. The counseling psychology program is accredited for another seven years, and we received a lot of positive feedback on our training program and quality of students! Some of the downs have been the loss of faculty. Changming Duan, Carolyn Karr, and DC Wang left for other institutions and organizations. While we are excited for them and wish them all the best, their departure did leave a big gap here, felt by all of us. Yet that is the cycle of academia, faculty and students come and go, and with these changes come losses, but also opportunities for renewal. In terms of faculty, we will soon start the search for new faculty members. In terms of students, a new group of students joined the program this fall. I would like to extend a warm welcome to our new cohort: Shavern Browne, Adam Hinshaw, G Wei Ng, Alexandra Ross, and Niyatee Sukumaran. We are so pleased that you chose UMKC and our program!

This year several students also graduated and started their professional careers. For example, Rico Drake is now a faculty member at the Counseling Education Department of Central Michigan University. Ashley Heintzelman is completing her postdoctoral hours at the Kansas City Art Institute, and at Insight Counseling, a counseling center specializing in eating disorders. Similarly, Rachel Kirkpatrick is completing her postdoctoral fellowship at the Moore Counseling Clinic, where she works with children and adolescents. This fall, Bobby Kizer began his work as the Assistant Director of the Loyola University New Orleans Counseling Center, and Dominic Scalise began his work as a staff psychologist at the University of Maryland Counseling Center. Congratulations to you all! We are so very proud of you and your accomplishments!

In August, many of us travelled to Washington, DC, for the annual APA convention. Students and faculty were active as usual, presenting findings and engaging in various APA related activities. Nancy Murdock held her Division 17 fellow speech for a large audience. Congratulations! We also held our second annual APA faculty-and-student dinner, this year at a Turkish restaurant. It was a fun evening. We will redo it next year in Orlando, Florida. In October, several regional training directors came to UMKC to present on their internships sites for an audience of interested counseling and clinical students from KU and UMKC. We have several students involved in the application process this year, and we wish you all the best of luck! Furthermore, we were successful with internship placement last year, and have five students, Danah Barazanji, April Connery, Barbara Fritts, Brandy People, and Danyele Shelton, on internships across the nation.

SAS has also been active. They hosted the annual fall picnic, and we spent a nice, sunny afternoon together in Loose Park. More recently, they held a multicultural dialogue with a movie and discussion concerning refugees. Supavan Khamphakdy-Brown, a recent graduate, was the invited speaker at the event. And most recently, SAS hosted the Thanksgiving Luncheon for faculty and students. What a delicious lunch! Thank you, SAS, for putting all this together, and for making our program a warm, stimulating, and friendly place. Another highlight this year, for me, was seeing students dancing with Somali women at one of the Empowerment Workshops. What a beautiful sight! There are so many—faculty, students, and alumni—whose energy, time, and presence contribute to making our program the success it is. I am grateful to be part of this vibrant and dedicated group.

Thanks to all, and Happy Holidays! —Johanna
Hello students, and welcome to those of you who have recently joined our Counseling and Guidance Program. We are delighted to have 145 students enrolled in the program, and we thank you for choosing UMKC to complete your graduate education. Of our 145 students, 63 are pursuing School Counseling, 44 Mental Health Counseling, 32 Couples and Family Counseling, and 2 Gerontological Counseling; 4 students are undecided. Gerontological Counseling is our newest emphasis area, and we are pleased to have two students in the program; we anticipate that more students will choose this area of study in the near future.

**Why Study Aging?**
The 2015 census estimates that 20.3% of the U.S. population will be 60 years of age or older. This longer life expectancy for today’s older adults has created an increased need for counseling professionals, who are competently trained to address the psychological, biological, and sociocultural factors of the final life cycle stage. Gerontological counselors work in a variety of settings, including hospitals, nursing homes, senior citizen centers, and public health offices with the goal of helping older adults and their families cope with a variety of life stage issues.

**Salary Update**
According to Occupational Employment Statistics (Bureau of Labor Statistics, 2010), the mean annual wage for couples and family, mental health, school, and all other counselors is $47,530, $41,360, $55,970, and $44,380, respectively. Percentile hourly and annual wage estimates are provided below for specific counselor groups (Source: Bureau of Labor Statistics, 2010).

<table>
<thead>
<tr>
<th>Perspectives</th>
<th>Percentile</th>
<th>10%</th>
<th>25%</th>
<th>Median</th>
<th>75%</th>
<th>90%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marriage and Family Therapists</td>
<td>Hourly Wage</td>
<td>$11.48</td>
<td>$16.55</td>
<td>$21.98</td>
<td>$27.96</td>
<td>$34.75</td>
</tr>
<tr>
<td></td>
<td>Annual Wage</td>
<td>$23,870</td>
<td>$34,420</td>
<td>$45,720</td>
<td>$58,150</td>
<td>$72,280</td>
</tr>
<tr>
<td>Mental Health Counselors</td>
<td>Hourly Wage</td>
<td>$11.63</td>
<td>$14.43</td>
<td>$18.34</td>
<td>$23.94</td>
<td>$30.59</td>
</tr>
<tr>
<td></td>
<td>Annual Wage</td>
<td>$24,180</td>
<td>$30,010</td>
<td>$38,150</td>
<td>$49,800</td>
<td>$63,630</td>
</tr>
</tbody>
</table>

**MCSA**
Our Masters of Counseling Student Association (MCSA) has been inactive during the past year, and I invite students who are interested in resurrecting this student-driven organization to contact me. MCSA has served, supported, and advocated for all students enrolled in the Master’s of Counseling and Guidance program. Please let me know any thoughts or ideas you have about making MCSA an active organization.

Finally, we are proud of our graduates who go on to make wonderful contributions in the counseling field, and/or pursue doctoral level education. Please visit the “Where Are They Now” newsletter section, where we highlight the success of three of our recent graduates: Aaron Shore, Brier Jirka, and Laura Klubben. We are extremely proud of all of our graduates, and ask that you stay in touch, and let us know how you are doing.
Master’s Program News (Continued)

NCE
I am delighted to inform you that data supplied by the Missouri State Licensing Board indicated a 98.8% pass rate on the National Counselor Exam for our program graduates from 2004-2011. Congratulations to our program graduates, who have successfully completed this important step in the licensure process!

Graduates who have taken the National Counselor Examination for Licensure as a Professional Counselor from 2004-2011 (data supplied by Missouri State Licensing Board)

<table>
<thead>
<tr>
<th>Year</th>
<th>Attempts</th>
<th>Pass/Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>10</td>
<td>10 pass</td>
</tr>
<tr>
<td>2005</td>
<td>8</td>
<td>8 pass</td>
</tr>
<tr>
<td>2006</td>
<td>4</td>
<td>4 pass</td>
</tr>
<tr>
<td>2007</td>
<td>14</td>
<td>14 pass</td>
</tr>
<tr>
<td>2008</td>
<td>19</td>
<td>19 pass</td>
</tr>
<tr>
<td>2009 (1/1/09-10/28/09)</td>
<td>7</td>
<td>7 pass</td>
</tr>
<tr>
<td>2010</td>
<td>13</td>
<td>13 pass</td>
</tr>
<tr>
<td>2011 (1/1/11-11/2/11)</td>
<td>7</td>
<td>6 pass/1 fail</td>
</tr>
</tbody>
</table>

Total Attempts = 82  
Total Pass = 81 (98.8% pass rate)

Accreditation Update
You may recall me mentioning New Jersey’s regulation to license only students from CACREP programs effective October 5, 2012. I am pleased to inform you that the New Jersey Licensing Board for professional counselors has rescinded this requirement. Although this change to the regulation has not been officially published, I have been informed by the Licensing Board that the regulations now include three options for licensure: (a) CACREP degree programs, (b) degree programs that the licensing board committee has approved due to reviewing the curricula and syllabi of these schools, and (c) syllabi review of the courses from programs that are not CACREP or not already approved by the licensing board.

There is also an initiative within our profession to develop an alternative accreditation system to CACREP, known as the Master’s in Counseling Accrediting Council (MCAC). We are currently considering whether we will participate as a pilot program to pursue accreditation. We have been informed that as many as 12 counseling psychology programs have expressed interest in applying for MCAC accreditation, with more expected to follow once the initial pilot programs have received accreditation. We will make a decision following our review of the final document detailing the goals and competencies for this new accreditation, and give full consideration as to whether MCAC accreditation is in the best interest of our students and our training program.

—Chris
Welcome current and new students to another productive year of school counseling preparation! As we continue to advocate for the importance of professional school counselors, school counselors in training are learning how to make the comprehensive guidance and counseling program work for all school districts. They are learning to collaborate with school staff members, and to analyze and utilize data to promote student success. They are learning how to discover the needs of area districts, and they are excited about getting into urban settings for their field placements. Many have moved or are moving into permanent positions in Kansas, Missouri, and other states! Recent graduates currently in jobs include: Lauren Criss (Derrick Thomas Academy), Meghan Dyer (Burke Elementary, Hickman Mills), Julia Gannon (Liberty Jr. High, Liberty), Alexis Garcia (Alta Vista Charter School M.S.), Page Harrison (West Englewood Elementary School, North Kansas City), Alisha Krieg (Gladden Elementary School, Belton, MO), Lisa Raney, Kandace Schlagel (St. Mary Catholic School, South Dakota), and Melanie Sweatt (Frances Willard Elementary, Kansas City, KS.). Current students in full-time positions include Susan Dunham (Washington H.S., Kansas City, KS), and Neil Corriston (Center H.S., Center School District).

The Portfolio
The electronic portfolio continues to be completed by all school counseling students. Some are finishing up in the TaskStream format, and others in the LiveText format. The reviews for the 2009-2010 school year included 22 elements: Content, Structure and Set-Up, Philosophy Statement, and Reflective Writing and Artifacts for the 10 MOSStep Standards. Eleven students completed the portfolio process during the 2010-2011 school year. One hundred percent of those students were rated at “advanced” or above by 10 external raters (including professional school counselors and administrators) and 2 division faculty members! Eighty-two percent of the students were rated at “advanced,” and eighteen percent of the 11 students were rated at “exemplary” on a five point rating scale that included “exemplary,” “advanced,” “proficient,” “emerging,” and “unacceptable.”

As students push themselves to produce an even more comprehensive and academic portfolio, the review rubric has been revised for the 2011-2012 school year to make it even more rigorous. In addition, the division faculty has become very involved in the process, including attending a training session that gave them an opportunity to discuss fair and reliable reviewing.

The Praxis II
UMKC school counseling students take the ETS Praxis II 0420 exam in order to be certified in both Kansas and Missouri. The exam includes test questions on consulting, coordinating, counseling and guidance, and professional issues. A fifth category is a taped portion. The cut-off score for Kansas is 600, and the cut-off score for Missouri is 590. As reported by Gail Schartel, Certification Manager, school counseling candidates during the 2009-2010 school year performed higher than other students in Missouri and in the nation in all five categories!

<table>
<thead>
<tr>
<th>Test Category</th>
<th>Year</th>
<th>UMKC</th>
<th>Missouri</th>
<th>U.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consulting</td>
<td>2009</td>
<td>82</td>
<td>78</td>
<td>80</td>
</tr>
<tr>
<td>Consulting</td>
<td>2010</td>
<td>84</td>
<td>80</td>
<td>81</td>
</tr>
<tr>
<td>Coordinating</td>
<td>2009</td>
<td>77</td>
<td>72</td>
<td>74</td>
</tr>
<tr>
<td>Coordinating</td>
<td>2010</td>
<td>82</td>
<td>73</td>
<td>74</td>
</tr>
<tr>
<td>Counseling and Guidance</td>
<td>2009</td>
<td>78</td>
<td>72</td>
<td>74</td>
</tr>
<tr>
<td>Counseling and Guidance</td>
<td>2010</td>
<td>82</td>
<td>73</td>
<td>75</td>
</tr>
<tr>
<td>Professional Issues</td>
<td>2009</td>
<td>84</td>
<td>76</td>
<td>78</td>
</tr>
<tr>
<td>Professional Issues</td>
<td>2010</td>
<td>80</td>
<td>75</td>
<td>77</td>
</tr>
<tr>
<td>Taped Portion</td>
<td>2009</td>
<td>83</td>
<td>79</td>
<td>81</td>
</tr>
<tr>
<td>Taped Portion</td>
<td>2010</td>
<td>87</td>
<td>79</td>
<td>81</td>
</tr>
</tbody>
</table>
School Counseling Program News (Cont.)

Practicum and Internship Experiences
The school counseling students are performing well as they develop their counseling skill sets on campus and at their school sites! One hundred percent of the school counseling students enrolled in CPCE 5532 practicum achieved the target goal of an average global score of 3 (proficient) or better in the counseling skills, professional development and professional conduct, and school counseling skills sections of the practicum evaluation form. University professors and school site supervisors evaluated student performance based on a five-point scale (1 = unacceptable, 5 = exemplary). One hundred percent of the school counseling students enrolled in CPCE 5575B or 5575C Final Internship achieved the target goal of an average global score of 3 (proficient) or better in the counseling, consultation, group counseling, and school counseling skills sections of the internship evaluation form. School site supervisors evaluated student performance based on a five-point scale (1 = unacceptable, 5 = exemplary).

The PRoBE Project
The School of Education school counseling students are involved in implementing interventions through the PRoBE Project. PRoBE stands for the Partnership for Results-Based Evaluation, and its purpose is to help counselors to complete needs assessments in their schools in collaboration with their staffs and administration, to use the results of those assessments to create appropriate interventions, and to utilize the resulting data to demonstrate the impact of school counseling on student learning. Four UMKC graduates have had their projects added to the MCCE eLearning site to show others the results of their work. They are April Hazelwood, Cynthia Martin, Kimberly Willis, and Shirley Wilcoxon. Samples of their work can be found at: http://www.missouricareereducation.org/index.php?view=project&project=probesample
School counseling students are eliminating barriers to learning and supporting student success!

UMKC School Counseling Information Organizational Site
If you haven’t opened this resource on your Blackboard site, you will want to do so right away. You will find essential information regarding advising, certification, the Praxis II process, employment, and more! You will also find a number of helpful resources that can be utilized in your portfolio and your work in schools! If you are a school counseling student, you should have access to this site that is especially tailored to your needs. Thanks to Alex Ross and Anna Armstrong for their help in making this site become a reality!

Practicum and Internship Handbook and School Counseling Site Listings
Check out the new Practicum and Internship Handbook! You can share this with your possible site and/or your site supervisor at any time. Included is most of the information that you or your site supervisor might need. This handbook is consistently being updated, so your best bet is to find it on the Practicum and Internship link of the website. Thanks to Morgan Grotewiel, Alex Ross, and Anna Armstrong for their help with creating this handbook! Look under Resources: http://education.umkc.edu/cep/CEPPracticum.html If you look under Current Students, you will find a link to the most current school counseling site listings. Those sites that are our partnership districts are listed in orange. All sites are being rated as students do their work on site. If you find another site that you might like to consider, or are interested in doing your practicum or internship at a partnership district, check with Dea Bermudez: bermudezd@umkc.edu She will help you make sure that you follow the protocol of the district. She will also help you find a site if you are unable to find one on your own.
Professional Service

The following UMKC school counseling graduates have spoken on a variety of subjects for their fellow students since spring 2011: Cindy Anderson, Rebeca Chow, Jill Krickbaum, Lynn Leonard, Kathie Mahan, and Lori Streu. We appreciate their willingness to give back to the profession! Many other school counselors and administrators have also given their time to speak for students in the program. They include: Joni O’Neill, Kim Urenda, Teresa VanGoethem, and Sarah Pike. Many thanks as well to those who were unable to speak recently but have done so previously! In addition, in Spring 2011, a large variety of school counselors and administrators gave of their time to serve on the school counseling advisory committee, and reviewed a number of school counseling portfolios! They included: Taylor Barker, Rob Fisher, Lisa Hayden, Rob Leachman, Lynn Leonard, Susan Maaks, Molly Ann Riley, Joni Rost, Katie Sabo, Andy Schuerman, Bill Scott, Tom Schlimpert, Bragg Stanley, and Lori Streu. You will recognize many of these names as graduates of the UMKC School Counseling Program! Finally, a strong thank you goes out to all of the school counseling adjuncts and site supervisors who are helping to model exemplary school counseling practice for our students! Their dedication to supporting the development of our candidates can never be appreciated enough.

News From Missouri

The MCCE eLearning Guidance website has been updated and includes even more resources! Take a look at the new and improved site at: http://www.missouricareereducation.org/index.php?view=content_area&section=guidance and find resources related to all components of the comprehensive guidance program, as well as invaluable career and college readiness resources! In addition, the Missouri Comprehensive Model Guidance Program Manual has been updated: http://www.missouricareereducation.org/index.php?view=project&project=guidemanual

School counseling students across Missouri are being taught to utilize the IIR (Internal Improvement Review) more than once before they graduate, so that they will be prepared to evaluate the implementation of their comprehensive programs with their administrators. This instrument helps both the professional school counselor and the administrator know what to do to make their school counseling programs more comprehensive, and to improve their ability to improve student success. It also gives them an opportunity to collaboratively develop a SMART goal that is specific, measurable, attainable, realistic, and timely. School of Education school counseling candidates complete the IIR in their foundations course and their internship course. This process allows them to learn about the comprehensive program, and then to apply all of their knowledge in their final internship year.

The MSCA (Missouri School Counselor Association) website: another great resource! http://www.moschoolcounselor.org/

GKCSCA (Greater KC School Counselor Association): close conference opportunities! http://gkcsca.org/
Watch for the Guidance Digest on the School Counseling Listserv. If you missed it, the archives can be found at: http://dese.mo.gov/divcareered/guidance_digest.htm

News From Kansas

The Kansas State Board of Education has passed the Parallel Pathway to certification/licensing. This decision will allow students from UMKC who do not have two years of teaching experience to practice in Kansas as professional school counselors. For an initial license in Kansas, students will need to complete the UMKC program requirements, take the Praxis II, pass with a score of 600+, and graduate. Postdegree graduates who are working in KS will complete a Post-Master’s Supervision for License. It will include: two credit hours of Independent Study per semester at MidAmerica Nazarene University, four group meetings with other school counselors in the class, case presentations for two of the group meetings, two site visits by MNU faculty, and a liaison with another school counselor mentor (provided by the school district). If you are a student who is currently doing a practicum or internship in Kansas, and either has been hired or hope to be hired, you will need to talk with your hiring district’s human resource department about this process. Then, you will want to contact Mary Fry at mlfry@mnu.edu or (913) 971-3737. We have more and more students being hired in Kansas. You may want to take advantage of this option.

Additional Kansas Resources: Don’t forget to check your resources at KSDE and KSCA! KSDE: http://www.ksde.org/Default.aspx?tabid=1799
KSCA: http://www.kssca.com/
KCA: http://www.kscounseling.org/index.html
If you are looking for a job in Kansas: http://www.kansasteachingjobs.com/
The buzz around the School of Education these days is around assessment. This is true because of not only the upcoming accreditation visit from the National Council for the Accreditation of Teacher Education, but also because of the campus-wide adoption of a new assessment system in response to accreditation requirements from the region. We are not alone. Our focus on assessment for continuous program improvement is consistent with state-wide and national efforts. While the upcoming accreditation visits from NCATE and the state (Department of Elementary and Secondary Education) are related specifically to the school counseling program, ongoing assessment is an important part of all of the programs in the School of Education, including the Educational Specialist (EdS) in Counseling and Guidance program.

I wanted to share with you some of the assessment data from the EdS program. Consistent with the School of Education, the mission of the program is to recruit, prepare, and support outstanding mental health professionals who will create lifelong opportunities for America’s diverse urban communities. The overall goal of the program is to enhance the professional experiences of counselors who desire to improve or update their expertise. Specific student learning outcomes are: knowledge of theories and methods of counseling supervision; counseling theories and career development; applied skills; and awareness, knowledge, and skills in working with diverse clients/students.

We assess these learning outcomes in several ways, including overall course performance, practicum evaluations, student surveys on exit from the program, and surveys of alumni and employers of our graduates. Although the response rates were low on each of the surveys, the majority of responses indicated that the EdS program is effective in helping students to meet each of the student learning outcomes. Strengths in the area of counseling supervision were identified by alumni and employers. Clinical evaluations in the area of diversity were also good. In the exit survey data, a low percentage of responses indicated needed improvements across all areas.

Based on this review, plans to review course assignments and survey items are underway, so that specific areas of strength and concern are more clearly delineated (e.g., relying less on course grades and more on performance based-assessments in key courses, adding more specific items to student surveys). As part of our efforts to continuously review and improve our programs, we welcome your input, feedback, and questions. You may address them to me at BerkelL@umkc.edu. If you are interested in serving as a student representative for the EdS program at faculty meetings, please let me know. We welcome your participation.
Many of you have heard about the upcoming NCATE or DESE visits, which are part of the accreditation process for programs that prepare professionals to work in schools (i.e., teachers, administrators, and counselors). Similar to the site visit we hosted a while back for accreditation by the American Psychological Association for our doctoral program in counseling psychology, the School of Education and the School Counseling Program will participate in a review to renew accreditation in the spring. The specific dates for the review are March 18-20, 2012.

These accreditation visits allow us to showcase the quality of our students and demonstrate the work that we have been doing to continuously improve our programs. Some of that work has centered around our ability to effectively assess programs and use the data we collect to make program improvements. The implementation of LiveText was a big step in that direction. We are now able to collect and analyze data in a way that provides important information about courses, programs, and the school as a whole, and to use that information for program development. We have also increased the number of scoring rubrics used to assess student work. The use of scoring rubrics provides clearer guidelines to students on expectations for assignments, and makes explicit how these course assessments link to national and professional standards. Another new initiative is the implementation of the Social Equity Essay, which allows the school to assess how well we prepare students in the development of knowledge, skills, and dispositions related to diversity and social justice.

Another modification is the unit-wide use of surveys to assess student reported progress on learning outcomes, and student satisfaction with academic and other features of the school. I’m glad to report that students in the CEP division are well represented in the school-wide data. We strongly encourage your full participation in these opportunities to provide feedback on your programs. And we encourage continued participation in other initiatives (e.g., LiveText, Social Equity Essay).

We realize that some of these changes have been challenging, but thank you for your continued support for efforts aimed at program improvement. Please look for more information about the upcoming NCATE/DESE visit, and the important role that students will play. If you have any questions about assessment or the accreditation process, please contact me (Berkell.L@umkc.edu) or your program coordinator. Enjoy the rest of your semester!

—LaVerne Berkel, Ph.D
It has been a busy and exciting year! We continue to improve our processes and procedures in order to provide the best customer service, and to have the most up-to-date information for both accreditation purposes and general day-to-day needs. The office Graduate Assistants and I have put in a lot of work behind the scenes in preparation for the School of Education accreditation process, and will continue to do so for a few more months. Here is a special thank you to the Graduate Assistants whose work and time were contributed to the effort. Who knows what we would have done without your help; it is sincerely appreciated!

A large and ongoing effort in the Counseling and Educational Psychology Division office has been dedicated to streamlining our electronic processes for tracking data and maintaining information. For practicum and internship, this includes a new process for collecting and storing instructor, supervisor, and site feedback from practicum and internship students, collecting and updating graduating student contact and job placement information, new flowcharts for use by office personnel during the semester and the application process, and the new Practicum and Internship Handbook for Instructors, Supervisors, and Students. Many people, including myself, Deb Woodard, and past and present Graduate Assistants, contributed during the journey to the current version of the handbook, which is a huge step toward providing current, clear, and concise information to all parties involved in the practicum and internship process. Thank you to all who took part in every step of the creation and revision process!

Efforts toward the same goals of streamlining processes were made by myself and past and present Graduate Assistants in the CEP office, including the compiling of applicant data, and past and present student data, into a database that will take the place of maintaining duplicate information in multiple Excel documents, and thereby help to eliminate human error and the risk of outdated or conflicting information. Also, School of Education staff members are taking steps toward gaining increased Pathway access and training in order to provide the highest quality of service to our students and faculty in the most efficient manner possible. I have already begun to see the positive effects of this effort, and look forward to the future possibilities that will unfold.

During the past year, I have become involved in leadership positions within the School of Education as the SOE Staff Association President, within UMKC as a Staff Council governing board member, and within the University of Missouri System as a Wellness Ambassador. Although it has been challenging, I have enjoyed working with staff members in all areas, and am proud of what each group has been able to accomplish during the past 12 months. A big round of applause to the staff!

Personally, I have enjoyed success with my music compositions this year. My viola solo, Exorcism of a Succubus, was performed at the Ninth Annual Festival of Contemporary Music in San Francisco, CA, on July 30th, and Lifescapes in three movements for two pianos and a string quintet was performed by New Keys (also in San Francisco) on October 28th. I look forward to coordinating a local concert of new art music by both San Francisco and Kansas City composers in early March. Please feel free to visit my blog at www.armstrongab.wordpress.com for more performance information, recordings, and thoughts on the music composition process.
Welcome Dr. Timothy Post!

As you probably all know by now, I am the new director of Community Counseling and Assessment Services (CCAS). I have been the interim director since June 20th, following the departure of Dr. Carolyn Karr. However, I have been teaching practicum classes and supervising CCAS practicum students as an adjunct faculty member since Fall 2006. I have worked in a variety of settings over the years, and have been in private practice. I have also taught undergraduate psychology courses at various schools. Both my M.S. from Emporia State University, and my Psy.D. from Forest Institute of Professional Psychology, are in Clinical Psychology. I did my predoctoral internship at a state hospital in Oklahoma City, followed by postdoctoral training with the Oklahoma Society for Psychoanalytic Studies. I returned to the Kansas City area in 2005, and I obtained a certificate in psychoanalytic psychotherapy from the Greater KC Psychoanalytic Institute in 2007. I was accepted into their training program in psychoanalysis, but decided to postpone that until a later time.

What’s new at CCAS?

CCAS, our in-house training facility, is very much in a state of transition. I have just recently been hired on as the permanent director. We also have three new GAs working in CCAS: Katie Jorgenson, G Wei Ng, and Shavern Browne (along with Sonya Virdi, continuing from last year). By the way, the GAs actually run CCAS. If it weren’t for them, I’d be lost! This semester, we have 21(!) new Practicum I students in CCAS, in addition to 4 continuing Practicum II students. It has been a challenge to have sufficient clientele for that many students, but at last count, everyone has at least one, and several students have two or more. This is far from where we want to be, but it is certainly better than in past semesters. There are also six Assessment Specialists working in CCAS this year doing psychological testing. We have had some policy changes in CCAS since the summer, with possibly more to come. There are several referral sources under development, and further marketing ideas are being explored. Our hope is for CCAS to have a consistent and robust flow of clientele, both for counseling and for testing, so our practicum students do not want for direct client contact hours, and to keep the Assessment Specialists busy. We also want CCAS to become a prominent provider of counseling and assessment services in the community, and to eventually become financially self-supporting.
I am working to develop the Master’s of Science in Health Professions Education. The degree program will provide both current health educators and students who are interested in entering the health professions with skills in educational research, teaching, assessment, and program evaluation in health professions education. The program is a collaborative effort between the Schools of Medicine and Education. It provides an educational background for looking at issues in health professions education.

Over the past 10 years, the health professions have changed dramatically both in terms of advancements in science and health care, and in teaching areas, such as medicine, pharmacy and dentistry. Most of the learning is “hands on,” so evaluating it can be challenging, but is very important. I recently designed curricula and evaluations for 27 rotations in Internal Medicine (they have over 100 residents!). It is amazing to learn what is expected, how the learning changes over the years of residency, and how it can be facilitated. I have an exciting career and am happy to be part of the School of Education and School of Medicine! That is a little about my work. Hope you will stop by to chat!

Dr. Spiridigliozzi received his Ph.D. in Counseling Psychology from the University of Kansas, completed his 2,000 hour predoctoral psychology internship at UMKC, and received postdoctoral training in psychological assessment, psychotherapy, and forensic psychology. He is a licensed psychologist in Missouri and Kansas, and is in independent practice. In his role as a forensic psychologist, he primarily works in criminal law, family law, personal injury cases, and on some probate matters, as well as providing expert testimony, consultation and forensic review services, and specialized evaluations for a wide range of psycho-legal matters. He is currently instructing four courses: Assessment Methods of Professional Counseling, Theories of Counseling, Methods of Counseling, and Advanced Counseling Practicum.
Greetings from the new SAS governing board! Earlier this year, Katie Jorgenson and Morgan Grotewiel took over as SAS co-chairs, Sonya Virdi became the new treasurer, Larissa Seay became the new secretary, and Jillian Woodford became the new public relations officer. We wrapped up last year with a fantastic summer picnic (pictured below), and kicked off the year with SAS New Student Orientation on August 15th. We welcomed our new first-years to the program with gifts of lunch bags, water bottles, pens, and candy, as well as our classy SAS mugs provided by Administrative Assistant Anna Armstrong. We also served pizza, bagels, and coffee to the new cohort. This was followed by the SAS-organized potluck for the new first-years at Katie’s home. The new students got to eat home-cooked food brought by SAS members, got to know some of the second- and third-year students, and played fun party games!

The annual SAS-sponsored CEP fall picnic took place at Loose Park on August 28th, and was another potluck event. Students and faculty got to chat and eat snacks, pizza, and various dishes from faculty and students in four different cohorts. It was a laid-back way to celebrate the new school year! SAS would like to thank all faculty and students who attended. The SAS governing board also decided to host a check-in with the new cohort in October. Two SAS board members co-facilitated this informal check-in to allow the students to share any concerns they had, and to ask any questions about the program. Based on feedback by the new students, it was a positive experience. A big thanks to the new cohort for their willingness to participate!

Other SAS activities included a film and multicultural discussion on November 16th. We viewed the documentary “God Grew Tired of Us,” and afterward we had a discussion with UMKC Ph.D. graduate Supavan K. Brown, Ph.D., LPC, and her mother regarding refugees and immigration. On November 18th, SAS hosted our Thanksgiving potluck. We enjoyed some turkey and tasty side dishes, and for those of us in the department who are vegetarians and vegans, vegetables, fruit, and carb-heavy goodies were plentiful! SAS is also planning a multicultural dialogue regarding social class/socioeconomic status in December. Keep an eye out for the flyers or contact SAS members for more detailed information!

SAS members are also busy making plans for next semester, including a transgender panel to discuss issues relevant to counseling those from the LGBT community, a homelessness multicultural dialogue, and a screening of “Miss Representation” for our department. SAS will also be in charge of the social hour for prospective students, some of the activities surrounding Interview Day, and last but not least, the spring picnic. If you have any comments or suggestions for SAS or for SAS events, feel free to contact Morgan, Katie, Sonya, Jillian, or Larissa.
Meet the New 2011 PhD Cohort!

Adam Hinshaw

I grew up in Dallas, Texas. I did my undergraduate studies at Bucknell University in Lewisburg, Pennsylvania, where I majored in psychology and English with a concentration in creative writing, and minored in philosophy. After earning my Bachelor of Arts, I held a variety of jobs as I figured out what direction I wanted to take with my life. I worked construction, wrote as a freelance writer for university magazines and newsletters, went door-to-door as a U.S. Census Taker, coached high school and youth lacrosse, and wrote one-and-a-half very bad novels. I had clinical experience throughout my undergraduate career in psychiatric inpatient and outpatient settings, the highlight of which were two stints in the summers of 2008 and 2009 in Northern Ireland, where I studied sectarian conflict and posttraumatic stress disorder. These experiences were very important to my development as a person, and I began volunteer work at CONTACT Dallas, a crisis intervention hotline, in Fall 2010. At that time, it realized that I wanted to continue my education in psychology and chose UMKC because of its urban location and its focus on student development, especially in terms of multicultural competencies. Generally speaking, my research interests are psychotherapy theory and psychotherapy process and outcome. At present, I'm very interested in existential theories of psychotherapy and terror management theory, as well as creativity. Though I originally envisioned a career as a practitioner after UMKC, I am getting more and more interested in research, and I maintain a strong interest in teaching. In my spare time, I write creative fiction and nonfiction, read, cook, and play lacrosse and tennis.

Alexandra Ross

I graduated with my Bachelor’s in Psychology from MSSU in Joplin, Missouri, in May 2010. I took a year off to spend time with my daughter, Sofie, who is now three, before embarking on this six-year journey. During that time, I also published my senior thesis on terror management theory, finished up a research project with my undergraduate advisor looking at cultural interactions between Chinese and American students, and co-authored an e-book chapter on teaching about diversity for the Society for the Teaching of Psychology. (You can read it here: http://teachpsych.org/ebooks/pse2011/vol2/index.php; my section starts at page 217. A description of our research project is included.) I also worked at a weight-loss clinic, where I gained valuable experience using cognitive-behavioral techniques to aid in weight management. My current interests include positive psychology, health psychology, LGBT issues, and multicultural counseling. In my spare time, I play My-Little-Ponies, Legos, and Play-Dough with my daughter, and partner, Jared. I also enjoy racquetball, chess, and attending stand-up comedy and theatrical performances.
G Wei Ng

Originally from Penang, Malaysia, I completed my undergraduate work at the University of Nebraska-Lincoln in psychology, and moved to the greater Kansas City area in 2007. I started my M.A. program in Counseling and Guidance at UMKC in Fall 2009. Two years of graduate training made me realize how rewarding and meaningful a career as a Counseling Psychologist could be. I therefore decided to pursue a doctoral degree to better position myself as a contributor to the field of counseling psychology in both clinical and research arenas. I chose UMKC because of its heavy emphasis on multiculturalism and the celebration of diversity that results from it. My career goals are to become a licensed counseling psychologist, and to teach as an adjunct instructor in college. I am also interested in mental health issues in developing countries. I have always aspired to be involved in international disaster relief. My long-term career goal is to collaborate with counseling psychologists from around the world to bring psychology to underdeveloped areas and to aid in the development of the field.

“I chose UMKC because of its heavy emphasis on multiculturalism and the celebration of diversity that results [from it].”

—G Wei Ng

Shavern Browne

I’m originally from St. Christopher and Nevis, which is an island nation in the Caribbean that is 104 square miles (much smaller than Kansas City!). You can drive around the entire island in two hours. I moved to the United States when I was 17-years-old, and soon after I turned 18, joined the United States Army, where I served for almost two years. I then moved to New York City, where I received my bachelor’s degree in forensic psychology from John Jay College of Criminal Justice CUNY. I applied to UMKC because I was impressed with the program, faculty, and current students, and felt that it would be a perfect fit for me considering my research interests in gender studies, multiculturalism, and cross-cultural counseling. The idea of counseling is not socially accepted in St. Kitts, so when I am finished with my degree, I would love to return to my home island to help make the benefits of counseling more accessible to my people. When I am not doing stats homework, I enjoy reading and watching really bad reality TV like The Real Housewives of Atlanta.

“I applied to UMKC because I was impressed with the program, faculty, and current students....”

—Shavern Browne
I was born and raised primarily in Mumbai, India. I also lived in Dubai, United Arab Emirates, for about five years during my early adolescence, and returned to Mumbai for my undergraduate education. I was always passionate about psychology; however, I was unsure if I wanted to pursue it as a full-time profession. Soon after opting for electronics as one of my major courses in 11th- and 12th-grades, I realized that I would be very unhappy working as an engineer. Thus, I decided to follow my heart and pursue my undergraduate degree in psychology. I graduated with a B.A. in Psychology from the University of Mumbai, India, after which I decided to seek graduate education in the United States. I arrived in Orlando, Florida, as an international student in August 2008. I graduated with a M.A. in Clinical Psychology from the University of Central Florida (UCF) in December 2010. During the process of acquiring my M.A., I realized my desire to seek additional training and expertise to practice as a licensed psychologist. I also worked in a psychiatric facility for three months, which led me to realize the importance of promoting mental health services to underserved and underprivileged populations. I accepted my admission to the Ph.D. program in Counseling Psychology—due to its focus on the scientist-practitioner model, and an equal emphasis on multiculturalism and respect for diversity—and moved to Kansas City in August 2011. My long term goal is to work as a licensed psychologist in community settings/hospitals, conduct psychological and cognitive assessments, and teach courses as an adjunct faculty that are related to counseling diverse and international populations. A major part of my graduate research in the M.A. program had focused on understanding identity formation and distress among diverse populations. Furthermore, my research interests lie in understanding trauma and coping among women, immigrants, refugees, international students, and veterans. I am also interested in studying supervisor-supervisee relationships and counselor-client relationships that involve international and minority persons. In my free time, I enjoy cooking, reading, dance and music, as well as participating in diverse cultural events.

Welcome incoming doctoral students!

From left to right: Shavern, Niyatee, Alex, G Wei, and Adam.
A theme from grad school continues: life stays busy! Since graduation from the Ph.D. program in 2009, I’ve completed my post-doc at the Professional Renewal Center (PRC) in Lawrence, Kansas, where I now work as a licensed staff psychologist. PRC is an intensive day treatment program and evaluation center for impaired professionals, mainly physicians. I truly enjoy working with this population, which is so multi-culturally diverse! I lead a daily mindfulness skills group where I’ve had the opportunity to integrate a variety of treatment modalities from progressive muscle relaxation to qi gong; it has been a learning process. A work colleague, John Robertson, Ph.D., and I also collaborated to write a book chapter on doing couples therapy with men. Work is never dull, and the challenge keeps me motivated.

At home, my husband and I are adapting to having two children, Kalani (three years) and Savannakhet (five months). Our Kalani is such a little ham, and Savannakhet is as sweet as can be! They are my daily joy. In addition, my husband and I continue to sing and perform regularly with a community choir, and I have continued to foster my devotion to running by training for another half-marathon with loved ones. Managing motherhood, marriage, work, and my own personal hobbies is quite a juggling act at times, but I feel very fortunate to get to do so!

Supavan Khamphakdy-Brown

“I work is never dull, and the challenge keeps me motivated.”
—Supavan Khamphakdy-Brown

Tawny Hiatt

I am a 2008 graduate of UMKC's Counseling Psychology Ph.D. program. My first position after graduation was working as a senior staff psychologist at the Virginia Commonwealth University Counseling Center. I loved the variety of activities I was involved in, and especially loved working with such a diverse student population, who presented with very challenging clinical issues. Because I have a great passion and interest in working with complex trauma survivors, I have pursued additional training in emotion focused therapy and dialectical behavior therapy, and have been fortunate to have received training directly from Leslie Greenberg, Pat Ogden, and John Briere. I would encourage all graduate students to take advantage of workshops and training while they are students, because it is always very validating and sustaining to get such applied knowledge to supplement the academic and theoretical work of being a graduate student. My love of training has lead me to recently accept a position as Training Director at the University of Denver's Health and Counseling Center. I'm looking forward to the new challenges and rewards of this position. I am also very excited to be working for the University of Denver, because they demonstrate their values of diversity and social justice by offering same sex partner benefits, and for the first time in my professional career I will have that benefit for my family!

Tawny Hiatt

“I would encourage all graduate students to take advantage of workshops and training….”
—Tawny Hiatt
As a graduate student, I had the perception that finding a job would be easy after graduation. (After all, I'd have a Ph.D. in hand, and I'd be ready to take on the world!) However, my experience was that finding a Ph.D.-level job in my chosen area wasn't a piece of cake after I graduated in 2010. Midway through internship, I began applying for federal jobs and other post-doctoral opportunities. Perhaps I just hit the economic slump at the wrong time, but I still did not have a firm job offer by the end of internship. I was able to secure a position shortly after, working as a Drug Treatment Specialist for the United States Penitentiary in Leavenworth, Kansas. Although I was "over-qualified" for this M.A.-level position, I could use the experience as an informal postdoc and get supervision/hours for licensure. I worked at the federal prison for nine months before switching to another federal position at Fort Leavenworth, where I now work. At present, I am a Counseling Psychologist in the Army Substance Abuse Program. Although this is still a M.A.-level position, it is a good working environment, and I am obtaining experience that will serve me well in my career development. My passion is working with military members, veterans, and their families, and I hope to carve a niche in this field as a Ph.D.-level psychologist. I share my experience to normalize the fact that finding a job can be difficult. My advice to all current graduate students is that you should always think about "what you want to do when you grow up," make connections with people who can help you get there, and get started on your plan ASAP! There will always be complications to your plan (e.g., economic downturn, life changes), so be patient with the process.

Codi Schale

Ashley Heintzelman

Seevan Solomon
Laura Klubben

After graduating from UMKC with my Master’s in Counseling and Guidance in 2009, I’ve been completing my Ph.D. in Counseling Psychology at the University of British Columbia in Vancouver. I’m currently in my third year of the program, spending the majority of my time doing research, teaching, and writing my dissertation. I am also a registered clinical counselor with the British Columbia Association of Clinical Counselors, and, with two other colleagues, have established a private practice that we have called Terra Counseling (http://www.terracounseling.com). In addition, I’m a member of both the American Psychological Association (APA) and the Canadian Psychological Association (CPA). In the next few years, I hope to finish my dissertation, which is a project exploring the narratives of female street sex workers exiting the sex industry, complete my predoctoral internship, and apply for licensure.

Aaron Shore

Since completing my Master’s in Counseling and Guidance in December 2007, I have been working at Healthy Families Counseling and Support in Kansas City, Missouri. Most recently, I’ve been working as an In-Home Therapist and group facilitator for the Brave Hearts Program for Dads. An overwhelming pattern throughout my experience has been the presence of traumatic experiences among my clients. Through experience and certification in Trauma-Based Cognitive Behavioral Therapy, I have developed a strong skill-set and knowledgebase of the impact of trauma at the individual and family levels.

My experience with Brave Hearts has equipped me with group facilitation skills, as well as an increased knowledge of the barriers to active fathering among men. In addition to my facilitation, I coordinated the program for nearly a year, while maintaining my clinical caseload. In mid-2010, I became a Licensed Professional Counselor through the State of Missouri. Good luck jumping through the committee hoops for licensure! With persistence and accurate records you’ll be fine. My wife, Sarah, and I recently welcomed our first daughter in April 2011. Ella keeps us moving (and without sleep) constantly. I’m appreciative of the opportunity UMKC provided me, and the community it continues to instill among all Kangaroos.

Julia Schafermeyer

After graduating from UMKC with my Master’s in Counseling and Guidance in 2011, I moved to Lawrence, Kansas, and opened a private practice. I am now a Kansas LPC! I love the autonomy and variety my office offers. I also enjoy demystifying the process of small business development. Meanwhile, my heart’s invested in low-income and disenfranchised populations. I honor this calling by maintaining a part-time position in a domestic violence shelter. My professional goals are to be listed as a Kansas Medicaid service provider and to develop a therapy group.

“I’m appreciative of the opportunity UMKC provided me, and the community it continues to instill among all Kangaroos.”

—Aaron Shore

“I am now a Kansas LPC! I love the autonomy and variety my office offers.”

—Julia Schafermeyer
I graduated from the UMKC Counseling and Guidance program with an emphasis in school counseling (K-12) in May of 2010. I started my school counseling career in Higginsville at the middle school level, and I am now at James Bridger Middle School in Independence. I took a Play Therapy course as one of my graduate credits at UMKC, and I am now continuing my education getting certification in Play Therapy. I will soon be working towards my LPC. I have attended the MSCA conference for the past two years, and was able to co-present this past year on Child-Centered Group Play Therapy in schools. I met many great colleagues and contacts through UMKC, and I feel it is important to stay in touch and "give back" to the profession. I have learned that networking and advocating for the profession is an important part of my career. I remain part of the UMKC school counseling listserv, so that I can stay updated, and use it as a forum to pass along useful information to current students. After I have completed my second year with the state mentorship program, I look forward to meeting and supervising new school counselors (hopefully from UMKC).

Robert Lopez

I graduated from UMKC with an Educational Specialist degree in 2005 with the assistance of one of my mentors, Professor Linville. I have been a school counselor at Alta Vista Charter High School for the past 13 years. Besides wonderful professors and a great experience at Van Horn High School for my school counseling internship, I learned much from my fellow students in the classroom. Many of my classmates were like me, working full-time and going to school part-time. Thus, I enjoyed doing group papers and group projects with them.

Currently, I am a member of the Chancellor's Hispanic Advisory Board at UMKC. I am also a site supervisor for UMKC school counseling practicum students. Overall, I am very appreciative and thankful to have graduated from UMKC’s School Counseling program, and I am very happy to call myself a UMKC Kangaroo. Go Roos!!!
Andrew Schuerman

My decision to enroll in the University of Missouri-Kansas City’s Master of Arts degree program with an emphasis in School Counseling was mostly a matter of convenience: I live near the Volker campus and work near the Northland campus. After spending three years in the program, I realized it was a fortunate coincidence that the program offered me so much more! I graduated in May of 2006, and was named the Outstanding Master’s Student that year by the Friends of Community Counseling Services Advisory Board and the Division of Counseling and Educational Psychology. I am now in my 7th year as a counselor, 10th year in secondary education, all at Winnetonka High School in the North Kansas City School District. During that time, I served as department chair at Winnetonka and secondary lead counselor for the District, as well as on many committees representing the interests of counselors and our program. My efforts were recognized in 2008 when I was on the District’s Traditions of Excellence in Service Honor Cadre, and won the Northland Regional Chamber of Commerce Excellence in Education Award. My training prepared me well for the job.

The program provided me with a strong foundation in the Missouri Comprehensive Guidance Program (MCGP), which helped me see the importance of focusing on a “program” rather than a “position.” This is important, especially in a large school district where consistency among buildings is a challenge, and counselors can often be seen as expendable. The emphasis on effective counseling skills in the program helped me fully engage in the responsive services element of the MCGP, an important aspect of underscoring the importance of a comprehensive program to others. The supervision classes led by former and current school counselors provided relevant and constructive feedback to improve my counseling practice. I have remained connected to the program by speaking to classes, serving on the Advisory Board, and reviewing final portfolios of degree candidates. My husband and I were married in Vancouver in July 2005, and our daughter Grace was born on March 27, 2001. We live in midtown Kansas City, and I will soon begin my terminal degree (either an Educational Specialist, Ed.D., or Ph.D.) in educational administration.

Amanda Ritter

My name is Amanda Ritter, and I graduated from UMKC in Spring 2010, when I received a Master of Arts in Guidance and Counseling, School Counseling Emphasis. This is my third year as a School Counselor at Nike Elementary School in Gardner, Kansas. I work with students from early childhood to fourth-grade. I work to address our students’ needs through classroom guidance lessons, as well as through individual and small group counseling. I cover a variety of topics during guidance lessons, and in smaller settings that address the personal and social, academic, and career areas of development for students. Through my experience at UMKC, I am able to apply the knowledge I obtained in every aspect of my career, from creating a school-wide positive behavior reinforcement system, to being able to assist students individually to acquire the skills they need to be successful. Collaboration between our staff, students, families, and community is key to our success at Nike Elementary, and is an important skill that was validated while at UMKC. I truly enjoy my career as an Elementary School Counselor, and this is confirmed each day through the celebrations and successes we achieve with our students.
Dr. Chris Brown
- LGBTQIA Outstanding Faculty Award

Dr. Carolyn Barber
- I received the Outstanding Young Scholar alumni award from the University of Maryland, College Park’s College of Education. This award is given to graduates of the University of Maryland, College Park, in the first 10 years of their career, who have made outstanding contributions to research in their field.
- This past June, I received funding to spend two weeks in Orebro, Sweden, working with the Youth and Society Project at Orebro University. There, I presented at a workshop designed to teach scholars from across Scandinavia about methodologies for examining civic and political attitudes among young people, with a special focus on cluster analysis techniques. I also began work on a larger project designed to examine how patterns of civic attitudes among young people in these countries have changed over the past decade.
- I am a co-investigator on a National Science Foundation grant titled *Math Matters: Transition to Postsecondary Education*. With this funding, I will be collaborating with researchers from the UMKC Psychology Department and Kansas State University to study factors associated with placement and performance in developmental math coursework in community college using databases from across the state of Kansas.
- I also continue to conduct work with the Kansas City Area Educational Research Consortium that is funded by the Kauffman Foundation. This work focuses on high school factors associated with successful transition to postsecondary education, and especially on the role of curricular and extracurricular STEM programs. CEP Graduate students Conrad Mueller and Romana Krycak are also part of this project, along with several faculty and postdoctoral collaborators from the UMKC Psychology Department.

Recent CEP Publications


Recent CEP Presentations


Recent Presentations (Continued)


Several students gave presentations at the Annual APA Convention in August, 2011, which was held in Washington D.C.