

Welcome to Academic Year 2012-2013!

It is my pleasure to welcome both new and returning students to the Division of Counseling and Educational Psychology. I hope your classes are going well and that you are learning lots of new things.

Perhaps the biggest news from the division this fall is the arrival of our two new faculty members, Kim Langrehr and Laurel Watson. There are features on them elsewhere in this newsletter so I will simply say if you haven't yet met them, take the time to do so. They are wonderful additions to our faculty.

Students in the master's program might be interested to know that we are pursuing accreditation for that program with the Master's in Psychology and Counseling Accreditation Council, and will be writing a self-study in spring semester (for more information, go to <http://www.mpcacsite.org/about-mpcac/>). We are not sure how this accreditation system will handle the Ed.S. degree program and will, I hope, have more information on that at a later date.

We are also searching for a new director of the Community Counseling and Assessment Services and hope to have someone in place very soon. The student representative to the search committee is doctoral student Shavern Browne, so feedback you have about the process or candidates can be directed to her or to the faculty members on the committee (Drs. Marszalek, Nilsson, and Murdock). We will, of course, invite all students to participate in the interview process for candidates—watch your listservs for announcements.

We thank you for choosing UMKC for your studies. Please feel free to stop by to see me any time, and particularly, to forward any suggestions or comments you have about your programs.

Sincerely,
 Nancy



Counseling and Educational Psychology Faculty



Dr. Nancy Murdock,
CEP Division Chair

In this issue:

PhD Program	2
Master's Program	3
School Counseling	4
Education Specialist	10
CEP Office	11
New Faculty	12
SAS	13
New PhD Cohort	14
Current Students	18
Where are they now?	19
KC-AERC	22
Awards	23
Publications	24
Presentations	25
Internship	27

Jenny Schaafsma, Managing Editor
 Carolyn Barber, Executive Editor

PhD Program Update

Greetings!

A new academic year has begun in the counseling psychology program! It started with an exciting convention at APA in Orlando, Florida, with a great turnout of UMKC students and faculty. Many students and faculty alike presented their scholarly work and research; others just came to experience their first APA convention! In Orlando, we also had our annual students-and -faculty dinner, this year organized by Katie Jorgenson (thanks!). It was a lively evening; please see the photo.

After APA, the excitement continued with the beginning of a new semester and new people joining our faculty and student body. Our new faculty, Drs. Kim Langrehr and Laurel Watson, landed at UMKC running. They have already set up their research teams, with many new and “old” students working with them. Seven new students, representing South Korea and India as well as different regions of the United States, also joined our program this fall. Let me extend a warm welcome to: Soo Whan Choi, Matt Anderson, Michelle Farrell, Richa Khanna, Jessica Marshik, Joanna Maung, and Jennifer Schaafsma.

While new people joined our program, others left. Nick Debernardi, Danah Barazanji, April Connery, and Barbara Fritts all graduated and began their new lives, with both new jobs and additions to their families, in Michigan, Iowa, New York, and Utah. Congratulations! Other students left for their pre-doctoral internship: Sean Comeau, Makini King, Julie Kohlhart, Romana Krycak, and Young Song. We miss you and wish you an inspirational and rewarding internship year.

I also would like to highlight the success of several of our graduates. For example, Drs. Tawny Hiatt and Emily Russell-Slife now serve as new training directors at the counseling centers of University of Denver and University of Nevada, Las Vegas. Dr. Christa Schmidt is the program coordinator of the MA program of Counseling Psychology at Towson University, and Dr. Carissa Klevens is a newly appointed Director of Opioid Treatment Program & Addictive Behaviors Clinic at V.A. Los Angeles Ambulatory Care Center. Highlighted in this newsletter is Dr. Keisha Love, who was just appointed as the Department Chair of the Department of Educational, School, and Counseling Psychology at the University of Kentucky. Drs. Codi Schale and Ellie Olson also share updates about themselves.

Maybe it is a given, but we, the faculty, do feel very proud of these alumni’s accomplishments! We also know many other graduates are doing important and wonderful work in the United States and around the world. Keep in touch with us, we love hearing from you – learning about what you do is not only rewarding but also nurture those old teaching hearts of ours.

Best Wishes & Happy Holidays!



SAS Thanksgiving Potluck



Third Annual APA Faculty and Student Dinner



Dr. Johanna Nilsson
Training Director

Master's Program Update

Dr. Nancy Murdock

By now you all probably are aware that Dr. Chris Brown is off on a much deserved sabbatical. We will be delighted to welcome her back next semester, but in the meantime, here's some information about the master's program that might be of interest to you.

Over 40 new students were admitted to the program this academic year if you count fall and spring admissions combined. We are pleased to see the continuing interest in our master's program and continue to work on improving it using multiple sources of information.

One source of information is the school-wide assessment system, through which we can conduct exit surveys of graduates. Our most recent data indicates that those graduating from the program rated the following content areas as the strongest of those in the program: counseling theory, skills, and relationship, social and cultural diversity content, diagnostic systems, and ethics. 100 percent of those surveyed rated their overall all training as good, very good, or excellent!

On the flip side, areas of relative weakness were seen in research methods, and human development. As we approach developing a self-study for our accreditation application (MPCAC—see my chair note) we will be looking at ways to bolster this content.

Elsewhere in this issue, you'll see information about our new blogs for division and programs. Be sure to follow the blogs as well as continuing to watch emails that come over your lists.

Thanks again for choosing UMKC.

Graduate Certificate in Health Professions Curriculum and Evaluation

Dr. Ellen Lavelle

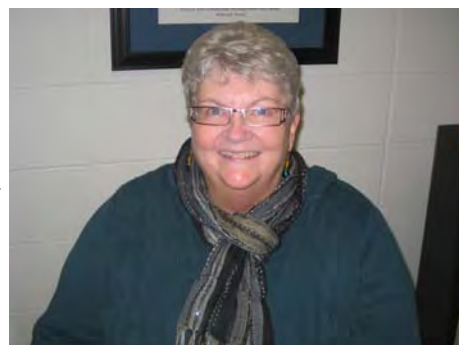
The Graduate Certificate in Health Professions Curriculum and Evaluation is a unique collaboration between the School of Education and School of Medicine here at UMKC. The program, which started this Fall, seeks to support and extend instructional skills for those currently teaching in the health professions—nursing, medicine, dentistry, pharmacy and allied health. Courses include emphasis on teaching, assessment of student learning, instructional design, program evaluation, educational research and current issues in health professions education. The Graduate Certificate program, will lead to the full Masters in Health Professions Education, which is being advanced this fall and scheduled to begin in Fall of 2013. Current SOE faculty who are involved in the program include Ellen Lavelle, Carolyn Barber and Jake Marszalek. It is an exciting undertaking to take the best of educational science and to contribute to faculty development in the health professions arena.



School Counseling Program Update

Accreditation

In March, we were visited by both DESE (state accreditation) and NCATE (national accreditation) and found to be successful in preparing our students for the field of professional school counseling. That accomplishment was a team effort that included site supervisors, the school counseling advisory committee, the DESE personnel, the Counselor Educator team in Missouri, the School of Education faculty and faculty support, the Counseling and Educational Psychology division faculty, our school counseling adjuncts, schools in our partnership districts, and most importantly, our graduates and present students! The DESE report summary indicated that strengths of the program included the diverse nature of practicum and internship experiences, as well as the impressive faculty. What a wonderful way to start the new school year and this newsletter. It will be my pleasure to highlight some of school counseling program's strengths, the changes that are supporting those strengths, and some of the areas of relative strength.



Deb Woodard
School Counseling Coordinator

Mission in Action

We are in the midst of another productive year for the UMKC school counseling program. Our school counseling candidates have much to be proud of and to look forward to. They are excited about completing field experiences in diverse urban settings. They are learning how to discover the needs of area districts and putting that knowledge to practice. They are learning to collaborate with school staff members and to analyze and utilize data to promote student success. They are implementing and evaluating comprehensive guidance and counseling programs at their schools. They are also advocating for **all** students and families in all settings, as well the school counseling profession itself. The UMKC school counseling candidates believe in the importance of social justice and systemic change, and they have made it their mission to become involved in the communities where they work.

Job Placement

Evidence of that desire is evident in the number of our graduates and candidates who have moved or are moving into permanent positions in Kansas, and Missouri! Recent graduates currently in jobs include Marci Benigno (KCMO – Success Academy), Becky Brown (NKC – Gracemor Elementary and NKC HS), Danielle Clancy (American International School – Vietnam), Neil Corriston (Center HS), Jennifer Flanders (Smithville MS), Valerie Holmes (Harrisonville MS), Kat Kiser (KCMO), Kevin McAdam (Rockhurst HS), Sarah Roland (KCMO – Troost Elem), Colin Watts (KCK – Washington HS). Other graduates have either decided to stay where they were teaching or to work elsewhere temporarily. So, of the 11 students who wanted a school counseling position, 10 are in them. **That is a 91% placement rate!** Current students in full-time positions include Casey Blakemore (Lee's Summit - Richardson Elem), Susan Dunham (KCK – Washington HS), Josh Ehrhard (Liberty - South Valley MS), Jana Jorn (Hermitage R-IV: K – 12), Bianca Mayfield-Miller (KCK – New Stanley Elem), Angela Nakoulima (NKC - Meadowbrook Elem), and Anna Pritchett (Park Hill - Chinn Elem). Of our sixteen prospective graduates this year, six already have full-time positions!

The Praxis II 0421: As of September 2012, the new Praxis II – 0421 will become available. Information about the test can be found at: <http://www.ets.org/praxis/prepare/materials/0421>. This form of the test will no longer have the listening portion, and it will align with the ASCA National Model.

To Be Certified in	You Need to Take	CDT Code	PDT Code	Qualifying (Cut) Score
KS School Counselor	Professional School Counselor (PDF) (Computer) (Available beginning February 2013). or Professional School Counselor (PDF) (Paper)	5421	0421	156
MO School Counselor (K–8, 7–12)	Professional School Counselor	5421 ¹	0421	164

School Counseling Program Update Continued

Results of the Praxis II 0420: Prior to September 2011, UMKC school counseling students have taken the ETS Praxis II 0420 exam in order to be certified. The exam included test questions on consulting, coordinating, counseling and guidance, and professional issues. The fifth category was a taped portion. The cut score for KS was 600 and the cut score for MO was 590. As reported by Gail Schartel, Certification Manager, school counseling candidates during the 2010 - 2011 school year performed higher than other students in MO and in the nation in all five categories!

Table 1: School Guidance & Counseling Results by Category 2010-2011 Praxis II 0420				
Test Category	Year	UMKC	Missouri	U.S.
Consulting	2009	82	78	80
Consulting	2010	84	80	81
Consulting	2011	83	78	79
Coordinating	2009	77	72	74
Coordinating	2010	82	73	74
Coordinating	2011	84	73	74
Counseling and Guidance	2009	78	72	74
Counseling and Guidance	2010	82	73	75
Counseling and Guidance	2011	80	74	75
Professional Issues	2009	84	76	78
Professional Issues	2010	80	75	77
Professional Issues	2011	84	79	80
Taped Portion	2009	83	79	81
Taped Portion	2010	87	79	81
Taped Portion	2011	85	79	80

During the 2011 - 2012 school year, 15 MA students completed their degree. Their mean score on the Praxis II was 690. Seven MA students took the Praxis II while working on their degree. Their mean score was 687. One hundred percent of the school counseling candidates “passed” with a cut score of 590 or above, and many of the 22 students earned scores substantially above the cut score. All of the students met the cut score for Missouri! Two Ed Specialist students took the Praxis II while working on their degree. Their mean score was 695. Again, 100% of the students achieved a score of 590 or above the cut score. Both of the students met the cut score for Missouri and Kansas. *All of the prospective graduates taking the Praxis II from 2011 – 2012 met the cut score, and most were substantially above the minimum!*

Table 2: School Guidance & Counseling Mean Scores for 2011 – 2012. Praxis II – 0420						
Row Labels	Degrees Earned	Mean Scores	Enrolled in Program	Mean Scores	Grand Total	Total Mean Scores
School MA			7	687	7	687
School EdSp			2	695	2	695
School MA	15	690			15	690
Grand Total	15	690	10	686	25	688

School Counseling Program Update Continued

The School Counseling Portfolio

The electronic portfolio continues to be one of the key assessments of knowledge and practice that school counseling candidates complete in lieu of a comprehensive exam or thesis. Some are finishing up in the TaskStream format and others in the LiveText format. A combination of fifteen MA and Ed Spec School counseling students completed the portfolio process during the 2011-2012 school year. **One hundred percent** of those students were rated as proficient or above by both external raters (including professional school counselors and administrators who serve on the School Counseling Advisory Committee) and division faculty members! Twenty – seven percent of the portfolios were rated as exemplary; sixty-seven percent were rated as advanced; and, six percent were rated as proficient on a five point rating scale that included exemplary, advanced, proficient, emerging, and unacceptable.

2011 – 2012 Portfolio Results		
Exemplary	Advanced	Proficient
27%	67%	6%

As students push themselves to produce an even more comprehensive and academic portfolio, the review rubric has been revised for the 2012 – 2013 school year to make it even more rigorous. A checklist has been developed to support the students in recognizing what they may still need to do to strengthen their portfolios. In addition, the division faculty has become even more involved in the process. The faculty has requested to be assigned 1 – 2 portfolios to review each year. Alignment with all coursework will also be clearly stated in the syllabus, even when there is no direct assignment or the portfolio is not up for review.

Practicum and Internship Experiences

The school counseling students continue to perform well as they develop their counseling skill sets on campus and at their school sites!

During the 2011 – 2012 school year, there were 16 MA students and 1 Ed Spec student who completed CPCE 5532 (Practicum II). **100% of our school counseling students were rated as exemplary or advanced in the following three assessed competency areas.** The competencies listed are identified as areas of either greatest or relative strength. The ratings for the final practicum are completed by both the site supervisor and the practicum instructor.

Results for CPCE 5532: Practicum II for School Counselors			
Competency: Global Assessment	Exemplary	Advanced	Proficient
Professional Development & Conduct	79.4%	20.6%	0%
Area of greatest strength: Conveying a respect and understanding of the power of counseling Areas of relative strength: Time management and Knowing and Analyzing ethical and legal issues.			
Counseling Skills	82.4%	17.6%	0%
Area of greatest strength: Communicating unconditional positive regard. Area of relative strength: Selecting, administering, and interpreting interest inventories, achievement tests, and aptitude tests appropriately			
School Counseling Skills	59.4%	40.6%	0%
Area of greatest strength: Demonstrating the belief that all students in schools have the potential for learning through the implementation of a comprehensive counseling program that works to eliminate barriers to learning and close the achievement gap. Area of relative strength: Delivering classroom and school-wide, results-based guidance activities in academic, career, and personal/social development			

School Counseling Program Update Continued

Results for CPCP 5575B & C: Final Internship for School Counselors			
Competency: Global Assessment	Exemplary	Advanced	Proficient
Counseling Skills	86.7%	13.3%	0%
<p>Areas of greatest strength: Demonstrating effective listening and attending skills, communicating unconditional positive regard, and conveying warmth (100% exemplary ratings for these three elements).</p> <p>Area of relative strength: Selecting, administering, and interpreting interest inventories, achievement tests, and aptitude tests appropriately</p>			
Consultation Skills	93.3%	6.7%	0%
<p>Areas of greatest strength: : Having knowledge of the unique client care roles of other professionals, and being able to effectively communicate with other professionals in accordance with their unique client care roles received the same scores</p>			
Multicultural Competency	93.3%	6.7%	0%
<p>Areas of greatest strength: : Exhibiting adequate awareness and knowledge of their own cultural background and upbringing and how they affect perceptions, and having knowledge of the self in the context of diversity as one operates in the clinical setting with diverse others (100% exemplary ratings)</p> <p>Area of relative strength: Using culturally appropriate counseling interventions (73.3% exemplary and 26.7% advanced)</p>			
Group Counseling	93.3%	6.7%	0%
<p>Areas of greatest strength: Understanding the personal/professional characteristics that are associated with effective group leadership</p> <p>Area of relative strength: Being competent in designing and facilitating various types of educational/counseling/therapy groups (73.3% exemplary, 20.0% advanced, and 6.7% proficient)</p>			
School Counseling Skills	93.3%	6.7%	0%
<p>Areas of greatest strength: Demonstrating the belief that students have a potential for learning; exhibiting an understanding of how human diversity affects learning and development; exhibiting a knowledge and understanding of the counseling and consulting processes; creating and delivering classroom guidance activities; assisting all students in individual planning; using a variety of methods to deliver individual and group counseling, and consultation and referral; supporting the implementation of a comprehensive school counseling and guidance program; developing personal relationships; and developing, exhibiting and maintaining a professional identity.</p> <p>Area of relative strength: Exhibiting knowledge and understanding of legal requirements for schools (73.3% exemplary and 26.7% advanced)</p>			

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.

During the 2011 – 2012 school year, a strong emphasis was put on two elements: (1) collecting, analyzing data, and presenting data and (2) the use of technology in the presentation of the students' findings. During the 2011 – 2012 school year, candidates improved their ratings substantially in both areas. See the table below and note the **Total of Exemplary and Advanced** ratings. When you compare the results of the fall 2010 with spring 2011 and the fall of 2011 with the spring of 2012, you will see there is a substantial change in both data analysis and technology use. While these areas continue to be an area of concern for the division faculty, school counseling candidates are demonstrating both a better understanding of these elements, and the ability to put that knowledge to practice.

School Counseling Program Update Continued

Partnership for Results-Based Evaluation (PRoBE) Project				
Semester	Element Assessed	Exemplary	Advanced	Proficient
Fall 2010	Data Analysis	33%	33%	33%
Spring 2011	Data Analysis	50%	17%	33%
Fall 2010	Use of Technology	0%	33%	67%
Spring 2011	Use of Technology	17%	33%	50%
Fall 2011	Data Analysis	33%	50%	17%
Spring 2012	Data Analysis	11.5%	77%	11.5%
Fall 2011	Use of Technology	50%	50%	0%
Spring 2012	Use of Technology	33%	33%	33%
Data Demonstrating Improvement				
Semesters	Element Assessed	Total of Exemplary and Advanced 2010	Total of Exemplary and Advanced 2011	% Improvement
Fall 2010 and Fall 2011	Data Analysis	66%	88%	22%
Spring 2011 and Spring 2012	Data Analysis	67%	88.5%	21.5%
Fall 2010 and Fall 2011	Use of Technology	33%	100%	67%
Spring 2011 and Spring 2012	Use of Technology	50%	66%	16%

School Counseling Blog

We are excited to announce that there will soon be a school counseling blog! This will be the next advancement in the school counseling emphasis area...watch for updates! The blog will be accessible to current and former students in the program. It will help alleviate some of the listserv emails. It will make it possible for school counseling candidates, graduates, and professional school counselors to share information. It will provide a web-based site for resources, and your research and thoughts. We hope that this site will become a One-Stop Shop for your school counseling needs!

School Counseling Handbook

Thanks to Anna Armstrong, Alex Ross, and Leia Charnin, I have begun the process of putting together a School Counseling Handbook. It will include information about some of the logistics and procedures for the school counseling program. When finished, this handbook will be available through a link on the website, much like the Practicum and internship Handbook. It will also be available on the School Counseling blog.

UMKC School Counseling Information Organizational Site

Current students: 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 new 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! As school counseling student, you should have access to this site which has been especially tailored to your needs.

Practicum and Internship Handbook

If you are getting ready to complete your field experience, it is time to check out the 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. Look under Resources: <http://education.umkc.edu/cep/CEPPracticum.html> Thanks to Morgan Grotewiel, Alex Ross, and Anna Armstrong for your help with creating this handbook!

School Counseling Program Update Continued

School Counseling Site Listings

If you look under **Current Students** on the same site, 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 are a student and find another site that you might like to consider, check with Dea Bermudez at 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. *If you are a possible site supervisor* with two or more years of certified experience who would like to become one of our field placement sites, please contact your HR and have them let Dea Bermudez know you are interested and qualified.

Students, remember that you must complete one field experience at a diverse, urban setting. Dea will help you get set up for your first experience in the appropriate urban site. Another thing to keep in mind is the need to complete a practicum at each level – elementary and secondary – in order to be certified K – 8 and 7 – 12.

Professional Service

A number of UMKC graduates have spoken on a variety of subjects for their fellow students since spring 2012: Cindy Anderson, Tiffany Castleman, Rebeca Chow, Kathie Mahan, Thomas Robins, and Lori Streu. We appreciate your willingness to give back to the profession! In addition, the following UMKC school counseling students have supported their fellow classmates through their work with the portfolio and the Internal Improvement Review: Molly Beuke, Elisabeth Johnsrud, Taylor Lane, and Kristin Yenchus. A huge thanks to all!

Several other school counselors and administrators have also given their time to speak for students in the program. They include: Tammy Bunch, Mary Alice Blew, Kristi Deselms, Michelle Jordan, Becky McIntyre, Joni O'Neill, Teresa Van-Goethem, and Sarah Pike. Several of the counselors are also serving our program as site supervisors! Many thanks as well to those who were unable to speak recently but have done so previously.

From the last spring until now, a large variety of school counselors and administrators have given of their time to serve on the school counseling advisory committee and have served as external reviewers of school counseling portfolios. They include: Rob Leachman, Lynn Leonard, Nathan Lindsey, Kathie Mahan, Thomas Robins, Joni Rost, Andy Schuerman, Tom Schlimpert, and Lori Streu. You will recognize some of these names as graduates of the UMKC school counseling program! *We are always looking for additional volunteers for this challenging and worthwhile work.* Professional school counselors and interested administrators, please contact me at woodardd@umkc.edu so that you can review a portfolio in the spring of 2013. I believe you will be impressed with the work students have done and enjoy the process!

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.

Recent Presentations

ESU/KSDE/KSCA Fall Conference for School Counselors

Kim Urenda and I presented at the Emporia State/ Kansas State Department of Education/ Kansas School Counselor Association fall conference on Dealing with Stress and Anxiety. Kim is one of our adjunct faculty currently teaching Career Development. There were 80 – 90 participants in the afternoon session. There have been numerous requests for the PowerPoint and materials. One of the participants had this to say in her email request, “So enjoyed your breakout....my best experience of the day. Loved the hands-on activities and that your presentation pertained to K-12! Thanks so much for a job well done!!!!” If you are interested in a similar presentation, please feel free to contact me at woodardd@umkc.edu.

Kansas City, Kansas School District Counselors: Ethical and Legal Requirements for School Counselors

On Wednesday, November 14, I also presented to a group of about 30 professional school counselors in KCK, USD 500. The presentation allowed counselors to “brush up” in the area of ethics, FERPA, and other legal requirements. If you are interested in a similar presentation, please feel free to contact me at woodardd@umkc.edu.

Educational Specialist in Counseling and Guidance



Dr. LaVerne Berkel

This is an exciting year for the Educational Specialist program. Along with the MA-level degree, the school counseling certification via the EdS degree was approved by the state during the most recent accreditation visit. Not only was the school counseling program approved, the other 16 programs in the School of Education were also approved, and because of excellent programs like our EdS in counseling, the School of Education passed all six standards for national accreditation as well. This is good news for our students and for the School of Education. We'd like to thank all of our students and alumni in the EdS program who participated in the joint visit by the National Council for the Accreditation of Teacher Education and the Department of Elementary and School Counseling. Your input helped to make success possible.

One area of excellence for the school was in the area of diversity. This is consistent with our programs' emphasis on diversity and multiculturalism. Here are some data from last year's practicum evaluations in the area of multicultural competence (rated on a 5-point scale):

EdS Students... (n = 3)	MEAN	Standard Deviation
Are adequately aware and demonstrate knowledge of own cultural background...	4.67	0.58
Know self in the context of diversity as they operate in the clinical setting with diverse others.	4.67	0.58
Know the effects of institutional barriers.	4.67	0.58
Understand counseling to be a culture-bound process.	4.67	0.58
Are comfortable with differences that exist between self and others.	4.67	0.58
Use culturally appropriate counseling interventions	4.67	0.58

Essentially, EdS students are rated very highly in the area of multicultural competence by their site supervisors. Our alumni agree. Data collected recently from program graduates indicate that material on diverse populations was integrated into coursework ($M = 4.5 / 5.0$) and that material on diverse populations was integrated into practica and internships ($M = 4.5/5.0$). Although the response rates are small ($n = 2$), the results are encouraging.

Although we are excited by these data, we recognize the need for improvements in this and other programs in the division. One area for improvement is providing more support for our EdS students. Although our efforts last year to host a Town Hall were unsuccessful because of poor attendance, we will again try to meet with our EdS students to learn more about concerns unique to this group. So, look for an announcement about an upcoming meeting, in the early spring semester.

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.

CEP Office Update



**Anna Armstrong,
CEP Administrative
Assistant**

This past year has been a time of change and innovation in the Counseling and Educational Psychology (CEP) Office and the School of Education as a whole. Thinking outside the box and creative problems solving have made solutions to daunting issues seem not only possible but much more probable than ever before. Much of this forward motion can be contributed to the communication and sharing of information and ideas between all members of the School of Education. Thank you to everyone for your willingness to explore and adjust!

Approaches to security, accountability, and the tracking of accurate and timely information have been a large area of emphasis. The CEP database which is used to track and analyze applicant information throughout the admissions process; student information throughout the CEP programs; and alumni contact and employment information after graduation was completed, and we are currently looking to incorporate prospective student information into the database, as well, in order to

better manage the service we provide and to increase the number of prospective students who successfully apply and are considered for admission to our CEP programs.

Community Counseling and Assessment Services (CCAS) has recently undergone changes, as well. The method of collecting payments from counseling and assessment clients has been improved to strengthen the fiscal security and accountability of the process. An electronic access key pad has also been installed on the door to CCAS which improves security and also allows assessment specialists and practicum course instructors to access CCAS outside of the hours of operation. Finally, CCAS will expand its hours of operation between semesters. Offering counseling sessions between semesters will be beneficial to the counselor-client relationship and will minimize breaks in client care, improving the quality and continuity of the counseling service CCAS is able to provide to the community.

Changes have been made to practicum and internship processes which affect liability insurance, grading, summary log submission, background check and HIPAA certification requirements, the student evaluation process, and advising transcripts. The hope is that these changes will produce a clear, efficient, and convenient flow for students, instructors, supervisors, and administrative personnel while also meeting DESE requirements for students in the School Counseling emphasis area. Up-to-date information can be found in the [Practicum and Internship Handbook for Students, Instructors, and Supervisors](#) and in the [CEP Practicum and Internship Application](#).



CEP Office Assistants: Jessica, Joanna, Michelle, Soo Whan, and Richa

Currently, the division is looking into ways to effectively communicate with program students and alumni while also providing a forum for student-to-student communications that are not directly UMKC-related. To this end, we have launched private blogs for students and alumni of the MA in Counseling and Guidance program, the Educational Specialist in Counseling and Guidance program, and the PhD in Counseling Psychology program. A private blog for students and alumni of the School Counseling emphasis area will also be launched before 2013.

At the same time, we are looking into the need for a secure data tool to be used for purposes such as the assessment and counseling functions at CCAS, the management of prospective student communication and recruitment, online program applications, the tracking of student progress through the division degree programs, alumni success data to show the strength of our programs, and the practicum and internship process. While this will all take time and energy, we hope the results will enable CEP to better serve our students, alumni, and community.

Personally, I have continued in the role of UMKC Wellness Ambassador and have joined the UMKC Staff Council's Advocacy Committee. I have very much enjoyed the opportunity to serve as an advocate for UMKC staff and to determine the implementation and function of this very new committee. I have also enjoyed giving talks in May and October of 2012 to Baker University students in the graduate education program regarding the creative process. The experience has re-enforced the idea that creativity in our culture and society will determine our success at the national and global level. My blog (<http://armstrongab.wordpress.com/>) is currently on hold but will resume exploring the topics of music composition and the creative process in December 2012.

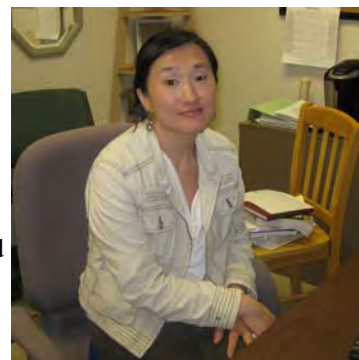
Welcome

Dr. Langrehr & Dr. Watson

Hi everyone! I'm excited to introduce myself as **Dr. Kim Langrehr**, a new faculty member joining the Counseling and Educational Psychology Division in the School of Education at UMKC. Although I am new to Kansas City, it's been easy to adapt considering that I've spent most of my life in the Midwest. I earned my PhD in Counseling Psychology from Loyola University Chicago and my Masters and Undergrad degrees from the University of Wisconsin-Milwaukee.

For those of you that I haven't met, you may or may not be wondering about the racial-cultural mismatch between my name and phenotype. My last name is German (pronounced Lang-ger), yet I am also Korean American and grew up in the rural Midwest. I consider myself to belong to one of many transnational communities that often have non-traditional experiences with race, culture, and collective identity, to name a few. Combined with my professional experiences and training, my background has inspired my over-arching goal of creating and sustaining meaningful social change. As a counseling psychologist, I use research, teaching, and professional service to help people recognize social injustice and understand their role as multicultural stakeholders. My scholarship centers on what particular stakeholders are *doing* with their knowledge of critical issues concerning racism and injustice. In essence, I want to gain a better understanding of how we can encourage people to *walk the walk* in addition to *talk the talk*. My current research is focused on the interracial socialization processes of the transnational adoption community and developing critical awareness among counselor trainees. I am fortunate to already be working with a handful of bright and talented graduate students that are helping to create the building blocks of my research team, *Socialization, Race, and Culture*.

This semester you will find me teaching courses in counseling in pluralistic society and practicum supervision. In my free time, you will find me indulging in the gastronomic arts as I am typically cooking, eating, or reading about food. Having previously worked in some restaurant capacity for almost 10 years, I've acquired an eclectic range of culinary skill that I try to put to good use. If you ever need me, most people can find my office based on the existing aroma of coffee, tea, or spicy food. I look forward to meeting more of you as the semester progresses. Stop by and we'll have some coffee.



Greetings & Salutations! My name is **Laurel Watson**, and I am one of the new counseling psychology faculty members. I am originally from Georgia, where I was born and raised, but I recently moved from Eugene, Oregon. I completed my doctoral program at Georgia State University, and my pre-doctoral internship at University of Oregon's Counseling and Testing Center. I happily received a position at UMKC, and I have been enjoying the transition to the Midwest.

My interest in teaching and research began in my master's program at Georgia State University. During my matriculation at GSU, I grew enormously—both personally and professionally. I realized that I wanted to devote my career to social justice concerns, and I believed that academia offered a setting in which to pursue these goals. I began to see how research could be instrumental in answering important questions and revealing social inequities. Furthermore, serving as an educator and teaching future counseling psychologists was especially exciting!

My research interests include women's/gender-related themes, social /multiculturalism, and trauma, broadly. More specifically, I am interested in examining the influence of sexual objectification experiences upon persons' mental and physical health, interpersonal violence, body image and disordered eating, feminist identity development, LGBTQIQ-related themes, race/ethnicity, experiences of discrimination, and advocacy.

Aside from my academic interests, I absolutely love spending time outdoors. Hiking and biking are some of my favorite ways to spend time. I'm an avid gardener, and I just love getting my hands in the dirt and being able to grow my own food. When I'm not engaged in academic activities, I enjoy reading novels for pleasure, sewing, cooking, and antiques. If I have not yet met you (or even if I have), please feel free to stop by for a chat!



SAS Corner

By Adam Hinshaw

Greetings from the new SAS governing board! At the division's June picnic the former SAS members passed the baton to second year cohort over wonderful picnic just outside the School of Education. Adam Hinshaw became the SAS chair, G Wei Ng became the public relations officer, Niyatee Sukumaran became the secretary, and Shavern Browne became the treasurer. On August 13th, 2012 SAS helped the faculty welcome the 2012-2013 (first-year) cohort to the program by providing an assorted breakfast of eggs, bagels, fruit, and coffee, as well as lunch from Waldo Pizza. We also provided the first years with some office supplies and a true staple of every student's day bag: a USB drive. This was followed by a SAS organized dinner at Bucca de Beppo on the plaza, a night that ended with some desert and socializing at Sarah Williams' house just a few blocks from campus, giving the students in the first year cohort a chance to get acquainted with current students in the program.

The annual SAS-sponsored CEP fall picnic, a potluck event took place at Loose Park on September 9th, 2012. Students and faculty brought a wide variety of dishes and spent the afternoon chatting in the sun, enjoying food, and finding creative ways to protect the food from the native bee population, which, though unanticipated, arrived with equal enthusiasm. It was a great start to the Fall semester, and a great time for students and faculty to step outside of the office together. SAS would like to thank everyone who attended, especially the faculty for their awesome turnout. In addition, two SAS board members co-facilitated an informal check-in with the new cohort on October 12th, 2012. First-year cohort members were asked to share any concerns they had and to ask any questions about the program. They appeared to be having a positive experience so far and were very supportive of one another. Their feedback was also very helpful for SAS. SAS would like to thank the new cohort for their thoughtful participation!

In November, SAS sponsored a multicultural dialogue headlined by new faculty member Dr. Kimberly Langrehr on the experience of international trans-racial adoptees. SAS also hosted the annual Thanksgiving potluck, which included meat dishes, a multitude of vegan and vegetarian friendly options, and enough carbs to help everyone dismiss dieting over the holiday season.

SAS will be busy making plans for the spring semester, including a multicultural dialogue and screening of a multiculturally relevant movie. SAS will also be in charge of the social hour for prospective students, some of the activities surrounding Interview Day, and the spring picnic. Finally, SAS also hopes to sponsor another discussion event on working with victims of domestic violence by collaborating with one of Kansas City's domestic violence shelters. Keep an eye out for flyers detailing information and dates for this and other events. If you have any comments or suggestions for SAS or for SAS events, feel free to contact Adam, G Wei, Niyatee, or Shavern.



Meet the New 2012 PhD Cohort!

Michelle Farrell

I graduated from the University of Texas at Arlington, majoring in Psychology and minoring in Criminal Justice. From there, I attended Sam Houston State University for my Master's in Clinical Psychology. While attending both UTA and SHSU, I worked with fabulous faculty research mentors that instilled in me a love for all things research, and an obsessive need to torture myself further with both qualitative and quantitative research, statistics, and SPSS. Therefore, I applied to several doctoral programs and was admitted to my top choice, UMKC. I felt at home and accepted instantaneously in the UMKC counseling program, given that it embraces and immerses itself completely in diversity and advocacy-related issues; this was something very new, different, and exciting to me. I am most interested in stress pathways, substance use, and both risk factors and preventative measures in the lives of individuals who identify as LGBTQ. My career goals are oriented towards research and advocacy in the LGBT sector. I see myself teaching at the university level, and one day maintaining a nonprofit agency working towards the benefit of sexual and gender minority youth. In my "spare time", I enjoy reading, cooking, sleeping, spending time with my two dogs and my partner, browsing local shops, attending the local UU church, and eating lots of junk food.



Joanna Maung

I am originally from the San Francisco Bay Area, specifically a suburb called Daly City about ten minutes from S.F. I did my undergraduate studies at the University of California-San Diego where I double majored in psychology and sociology. During those years, I worked at a few labs as an undergraduate research assistant, mostly in the developmental psychology realm, and pursued my interest in applied work among urban youth and children with developmental disabilities.

After graduating, I studied abroad in Beijing, China and spent a memorable six months traveling around Asia. Following my reluctant return to the States, I worked for a bit in the early education realm as a behavior therapist and non-profit program aide, but soon realized that it was not a field I wanted to pursue as a career. Inspired by my family's immigrant history, I focused on my ongoing volunteer work among international groups and formed an interest in the various sociocultural and psychological factors affecting this population. After a period, I recognized that I wanted to further develop as a clinician and researcher, and began to look into different graduate school options. Counseling Psychology seemed like the perfect path for me as it emphasized multicultural perspectives/competencies, a strengths-based model, and person-environment interactions.



I chose UMKC's program in Counseling Psychology because of its great focus on multiculturalism, social diversity issues, and the department's overall dedication to the urban community. My research interests currently involve acculturation, adjustment, and coping processes among refugees, immigrants, and international students. I am also broadly interested in prevention programs targeting at-risk youth and social justice issues. My long-term goals include practicing as a licensed psychologist, teaching, and living out my commitment to underserved communities by participating in outreach and advocacy work. In my spare time, I enjoy traveling, participating in cultural immersion programs, swimming, cooking, and working/playing with kids (especially of the preschool variety).

Meet the New 2012 PhD Cohort!

Jessica Marshik

I grew up in New Brighton, a suburb of St. Paul, Minnesota. I majored in Psychology and English at Hamline University, which is only about 20 minutes away from New Brighton. During my senior year one of my professors was writing a book on stigma and mental illness and offered students the chance to do their honors research to potentially contribute to the book. She also had access to children at a private school, and I thought I should take advantage of the opportunity as research with children is very difficult with the resources of a small private university. In the end, my experiment yielded fewer significant results than I had hoped, but for a good reason: participants were actually more tolerant than expected. After I graduated in 2008 I moved to Iowa City and worked as a Psychiatric Nursing Assistant in a locked adult inpatient psychiatric unit at the University of Iowa Hospitals and Clinics. I originally pictured private practice as my sole career goal; however, working at the hospital exposed me to the many negative aspects of the mental health system. Additionally, although I really liked my job and most of the people I worked with, I also witnessed numerous expressions of stigma, from all levels of professionals, toward people with mental illness. My experiences at the hospital led me to pursue a PhD because I felt it would provide the most opportunities to contribute to change. Broadly, my career goals now extend to a desire to conduct research, teach students, supervise practice, and promote advocacy. In a general sense, I am interested in decreasing all forms of stigma and discrimination and so UMKC's focus on multiculturalism and diversity became a major factor in my decision to pursue a degree at UMKC. Thus, my research interests also include feminist, multicultural, LGBT, and other related issues. For fun I have always loved video and computer games, but I also like to get up and move around. I spent many awesome vacations near the Minnesota North Shore hiking through the wilderness and skiing and snowboarding down Duluth's Spirit Mountain. I love to travel and have had multiple opportunities to go to Europe. I played in the Hamline University orchestra, and (in hopes of starting up again) I brought my cello with me to Kansas City.



Richa Khanna

I was born and brought up in Mumbai, India. I got an opportunity to travel a lot as a child, getting International exposure as early as during my primary education which was in Abidjan, Ivory Coast. My subsequent education was at various cities within my country, starting from the south of India, at Chennai and then the west at Pune where I completed my Bachelors in Psychology (2007). I shifted back to Mumbai, soon after for post graduate studies.

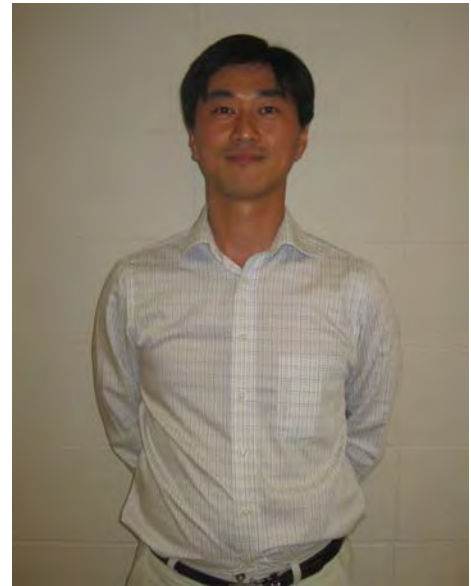
Although I completed my Master's in Industrial and Organizational Psychology in 2009, with an intent to improve the average employee's quality of life and job performance, it was my 2 year experience as a psychologist at AscendPsychology, Mumbai that made me realize how Counseling Psychology was the most relevant for me to pursue at this point. During my stint at AscendPsychology, I counseled several teenaged students and adults regarding potential career choices, based on their individual aptitude and personality tests. Through career counseling, I appreciated the impact I could have on shaping an individual's healthy balance towards their career and overall mental health. This was the turning point in my career, which led me to search for Doctoral programs in Counseling Psychology.

My research interests include spirituality and psychotherapy, Existential Psychotherapy, Flow and the Autotelic Personality. I was attracted specifically to UMKC's Counseling Psychology program due to its focus on the upcoming field of Positive Psychology; and counseling in a culturally diverse setting. My long term goal is to work as a practitioner in my own country, specifically with the disabled population and victims of trauma, with a specific focus on applying principles of Positive Psychology, as I believe in moving beyond facilitating the elimination of disturbance and helping people improve overall quality of life. My idea of enjoyment includes reading books based on philosophy and spirituality, trekking and theatre.

Meet the New 2012 PhD Cohort!

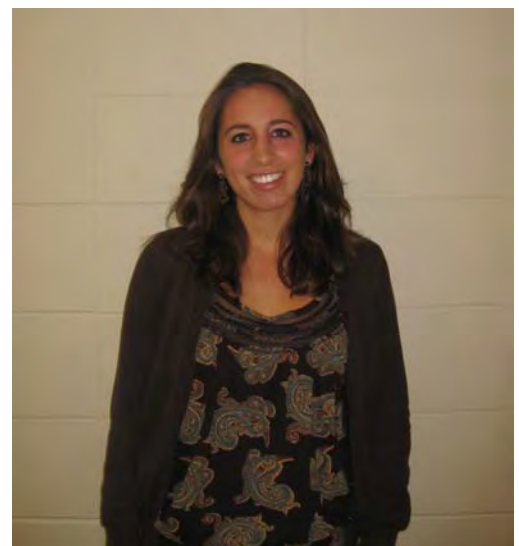
Soo Whan Choi

I am from South Korea and came to the United States in 2007. I studied psychology at Park University in Missouri and received my master's degree in counseling psychology from the University of Saint Mary in Leavenworth, Kansas in 2012. During my master's program I worked at the Academic Resource Center and did my practicum at the Guidance Center. I am excited to learn about doing research from peer students and faculties, and enjoy the caring and culturally diverse environment at UMKC. I want to learn more about counseling theories and am interested in counseling processes and cultures (Eastern vs. Western). Most of the time, it was a fulfilling experience to meet with clients and to facilitate groups. As much as wanting to help others in need effectively, I want to be a competent educator so that I can explain what counseling and psychology is to diverse populations. In my spare time, I like to play sports (in my previous school I was honorably called a "ping pong master," just FYI), sing songs, and play simple games with friends.



Jenny Schaafsma

I'm originally from Grand Rapids, Michigan. I graduated from Wittenberg University, a small university in Springfield, Ohio in May 2012 with double majors in Psychology and Communication. While at Wittenberg I worked as a research assistant within the Communication Department, specifically related to the study of interpersonal communication and as an office assistant in the Psychology Department. Additionally I was a dual athlete while in college, playing both field hockey and lacrosse. I also completed an honors thesis centered on religiosity and forgiveness. In 2011 I interned for the Community Health Foundation of Clark County, Ohio, where I used both practical and applied skills to develop and implement a public health strategy for at-risk teens to help them become advocates for their own sexual health. For the past nine summers I've had the pleasure of working as a sailing instructor in Grand Rapids, teaching youth and adults how to sail. My primary interests center on adolescent development. Counseling Psychology allows me to continue my research interests while simultaneously working towards a career of counseling young people. One of the reasons I chose to attend UMKC is because of the multicultural focus and emphasis on social justice issues from an urban perspective. In my free time I enjoy working out, sailing, playing sports, scrapbooking, and knitting.



Meet the New 2012 PhD Cohort!

Matt Anderson

I was born in the Cayman Islands, which is three small islands south of Cuba. I moved to Kansas with my family when I was five years old. I did my undergraduate studies at Kansas State University, and then I got my Masters in Counseling from MidAmerica Nazarene University. In between these two degrees, I spent four months in North Africa doing a humanitarian project. Ever since High School I wanted to be a professor, and these academic and humanitarian experiences lead me to pursue a Ph.D. in counseling psychology at UMKC. The program's strong focus on academic performance and multicultural and social justice issues made UMKC a great fit for my interests and goals. My research interests are multicultural in nature, and more specifically identity development, community engagement, and counseling efficacy for minority populations. My career goals are to be a university faculty member, and be able to teach, research, and practice. In my free time, I spend time with my wife and 6 month old son, and enjoy cooking for family and friends, playing guitar, and traveling.



Pictured from left to right: Matt, Michelle, Jenny, Jessica, Joanna, Richa, and Soo Whan

Current Students: What Are They Saying?

“So far, concerning my experience at UMKC, the instructors have had the greatest impression on me. I like how they challenge me and make me think beyond what’s on the surface. They are all passionate about what they teach and seem to enjoy sharing that passion.”

-Sarah Stewart, MA Couples and Families

"I chose UMKC's Counseling and Educational Psychology program because of its commitment to developing students' awareness of their cultural identities. My training at UMKC has so far forced me to question how my race/ethnicity, gender, sexual orientation, etc., have helped shape my identity as a neophyte counselor. My training has also forced me to wonder about how these factors will affect my relationships with future clients."

-Justin Goddard, MA Mental Health

“I am very passionate about multiculturalism, and I chose the program because of their commitment to education and research about diverse cultural issues. All of the faculty have been extremely supportive of me, both personally and professionally. One clear strength is that the faculty encourages students to have a range of clinical experiences. By doing so, I think this made me more competitive when applying for internship.”

-Brandy Peoples, Counseling Psychology PhD Candidate

"UMKC's school counseling program is a hands on program with many project-based assignments that provide real world experience. That, coupled with the experience and passion of the school counseling faculty, makes this program extremely beneficial in terms of its preparatory relevance to a future career."

- Josh Ehrhard, MA School Counseling

“I chose UMKC Counseling Psychology program because of its strong academic and multicultural focus.”

-Matt Anderson, Counseling Psychology PhD Candidate

I have met some genuinely wonderful classmates and professors in the Counseling and Educational Psychology Program. I have not only learned a great deal about the field of counseling, I've also learned a lot about myself. I can truly say that I am both a better professional and a better person for participating in the program.”

-Rachel Haskamp, MA School Counseling

“During my first semester, I’ve encountered instructors who are passionate about what they teach and bring insight about the counseling field into the classroom. I’ve been challenged to think about my future role as a counselor and what it takes to become an effective practitioner. The energy and interest my instructors and classmates bring to class confirms my decision to enter the field of counseling. My Theories of Counseling class has brought to life the concepts I’ll use with clients and has been very challenging and rewarding. I’m glad I chose UMKC because of the quality of resources available on campus, and its reputation for being a leader in the field of Education.”

-Tyler Hawkins, MA Mental Health

Where Are They Now?



Mimi (Meredith) Steinhaus

I grew up in Kansas City and am very happy to once again be living in my hometown. I earned my undergraduate degree and a law degree many years ago when I was living in Boston. Over the years I have practiced law, raised three sons as a stay-at-home mom, and participated in a variety of volunteer work in the communities where I lived. Several years ago, with an empty nest and facing some difficult family issues, I pursued individual therapy and consulted with a private career counselor. This all led to discovering a new path for myself -becoming a professional counselor. I was excited to be accepted into UMKC's program in counseling and guidance. I entered the program in 2009 as a "non traditional" (translation="older") student.

I loved being back in school and never once felt I was treated or viewed any differently. I found new friends among fellow students and staff. Some of my friends are younger than my children and that is a wonderful experience! We have all learned from one another; I know I have. I remember being in a practicum class with a small group of students when my son's wife gave birth to my first grandchild – when I got the text in class, everyone cheered!!

I have been extremely impressed with the quality of the education I received at UMKC – excellent teaching, a supportive advising environment, helpful career counseling, and bright engaged fellow students. I am pleased that my education included a strong emphasis on multicultural competencies and ethical considerations. My internship at the UMKC Counseling Center continued that emphasis and provided me with excellent clinical training and supervision. I graduated from the Master's program in May, 2012 and now find myself in a situation which I never would have predicted. I have had the good fortune to associate with a well-respected and well-established private practice group of therapists, The Pollock Group, in Kansas City. I appreciate being part of a supportive group of professionals and am in the process of building a practice for myself. One of the most exciting things is actually having an office larger than a bread box which has room for 2 chairs, a desk, bookshelves, a file cabinet, AND a couch!! (If you have ever done any work at CCAS, you will understand my excitement...)

"I have been extremely impressed with the quality of the education I received at UMKC – excellent teaching, a supportive advising environment, helpful career counseling, and bright engaged fellow students.

–Mimi Steinhaus

Danielle Clancy

I graduated from UMKC in the spring of 2012, when I received a Master of Arts in Guidance and Counseling, School Counseling emphasis. I was fortunate enough to become the high school counselor at American International School (AIS) in Ho Chi Minh City, Vietnam after graduating. I mainly work with international students navigating the college application process for a variety of countries including the US, Canada, UK, Australia, Vietnam, and others through individual meetings and classroom guidance lessons. I am also able to conduct individual counseling for social and academic issues. I am so thankful for the education and experience I received at UMKC. Practicum and internship allowed me to work in an elementary, middle, and high school before I even graduated. I was able to gain valuable experiences to develop my skills as a professional school counselor which made my transition into the position less stressful. I have been complemented by teachers in how visible I am in the school which I attribute to the confidence I was able to gain at UMKC to advocate for my profession.



"I am so thankful for the education and experience I received at UMKC."

-Danielle Clancy

Where Are They Now?

Becky Brown

I graduated last year from the school counseling program and got a job in North Kansas City school district. I split my weeks between Gracemor Elementary and North Kansas City High School. I spend three days at the elementary and two days at the high school and they are COMPLETELY different experiences. At the elementary level, I am assigned kindergarten and 4th grade. I teach 6 classes a week and switch grade levels every three weeks. My district has a counseling alignment guide it follows, so I know what to teach in what months, but I can use my own lesson plans. I have two girls groups and a social skills group I run through PBS (Positive Behavior Supports). MSIP-5 (Missouri School Improvement – 5) is taking over my life at the high school, but I love it. The high school is an awesome experience as well! For the first six weeks of school, I was working long days to make sure schedules were just right. I check on my senior's grades and attendance everyday ensuring that they graduate on time. I am starting to work with Northland Career Center students and dual credit enrollees. I love both positions, but wish I had a full time position at one school. It is crazy, but it sure is fun!!



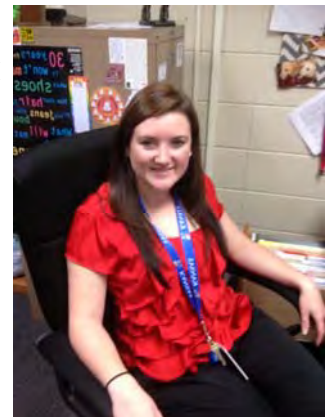
Marci Benigno

As a professional school counselor I couldn't be more proud of that fact that I am a graduate of UMKC's counseling program. I graduated in May of 2012 with a Master of Arts in Counseling and Guidance with an emphasis in school counseling. At the end of my program, I felt very prepared to take the certification testing and scored higher than I had anticipated. After graduation in May, I received two job offers in June and am happy to say that I work for the Kansas City Missouri Public School District and am helping them develop a new alternative schooling system. Success Academy at Anderson is an alternative high school for grades 7-12. As a professional school counselor at Success Academy I implement guidance lesson plans, help students struggling academically through credit retrieval, perform crisis counseling, apply behavior modification techniques, and administer individual as well as group counseling. At Success Academy we utilize the BIST model when dealing with behavior modification/intervention. Due to my experience at UMKC, I was familiar with this model and able to help implement this model within the school. The Kansas City Missouri Public School District is an unaccredited district that is working very hard to pick up the pieces and help their students move towards a bright future. I feel that UMKC has given me the tools to help the district grow, as well as help the students find success in their futures.



Valerie Holmes

I graduated in May 2012 from the University of Missouri-Kansas City with a Master of Arts in Guidance and Counseling with my emphasis being School Counseling. Since graduating, I took a job as a Professional School Counselor at Harrisonville Middle School where I am a counselor for grades 6-8. I love my job! Harrisonville Middle School has offered me a great beginning to my career as a PSC because of the close, personal school district and community, while also throwing many challenges my way with the ever-changing student population. I think it is safe to say our jobs will never be dull! The school has allowed me to attend several conferences to continue my education and professional development. They have been very accepting of the input I have not only to the counseling office but also to the school as a whole. I love the staff and students I get to work with every day. In my near future, I plan on going back to UMKC to earn my Education Specialist degree in Mental Health Counseling. After that, I want to become an LPC for the state of Missouri and although I plan to continue to be in the schools, this will also open up a wide range of possibilities for my future as a counselor.



Where Are They Now?



Keisha Love

Dr. Keisha Love graduated from the department of Counseling and Educational Psychology in 2005. Upon graduation, she accepted a position as an assistant professor in the department of Educational, School, and Counseling Psychology at the University of Kentucky. In this position, she taught graduate-level courses in the Counseling Psychology program, conducted scholarly research on multicultural issues, chaired dissertations, advised students, and completed college, university, and state service projects. Dr. Love is now the Department Chair of the department of Educational, School, and Counseling Psychology at the University of Kentucky, a position which she enjoys, and has aspirations of moving into an upper-level administrative position.

Ellie Olson

I'm the Director of Counseling Services at Simpson College in Indianola, Iowa. I've been in this position at Simpson since 2007 and have been a licensed psychologist in the state of Iowa since 2008. At Simpson I supervise two part time staff members, provide direct and indirect counseling services to our students, advise our campus Sexual Assault Response Advocacy team and serve on various campus and community committees. My husband Nate and I live in Des Moines with our two cats.



Codi Shale

I am working as a psychologist at the Dwight D. Eisenhower VA in Leavenworth, KS. I love where I work! My job duties include individual therapy, group therapy, and compensation/pension assessments. I will also soon have the opportunity to supervise interns as well. When I was a UMKC student (2004-2010), I focused my clinical training on VA work, and I am happy to have found a home in the VA.

“The UMKC School Counseling program stresses multicultural competencies and believes that every student can learn given the proper attention and diligence.”

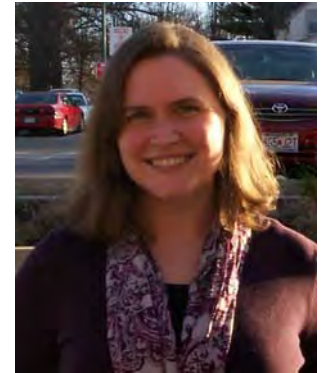
Neil Corrison

May 2012 graduate
Center High School, Professional School Counselor.



CEP Faculty and Students Apply Educational Research Knowledge to Work with Area School Districts

The Kansas City Area Educational Research Consortium (KC-AERC) has a goal of improving P-20 education in the Kansas City metropolitan area by providing powerful tools for data-driven educational policy research, evaluation, and implementation. An interdisciplinary team of researchers from UMKC, the University of Kansas, Kansas State University, and the University of Missouri, Columbia are dedicated to augmenting local research capacity for the purposes of meeting these goals. The division of Counseling and Educational Psychology is well-represented in this exciting endeavor. Dr. Carolyn Barber is a Faculty Affiliate of KC-AERC, while Morgan Grotewiel, Romana Krycak, Conrad Mueller, and Sachiko Ogata (all Counseling Psychology Ph.D. students) have served as Research Assistants on the project. They are joined by Dr. Tamera Murdock (who serves on the KC-AERC Executive Board) and Dr. Aarti Bajaj (Research Associate) in the Department of Psychology.



Dr. Carolyn Barber

The team at UMKC has focused on how high school students can make a successful transition to higher education. Special areas of focus include the role of mathematics course-taking and knowledge on successful transitions, predictors of placement in developmental mathematics, curricular factors accounting for racial/ethnic and socioeconomic inequities in higher education outcomes, and the role of curricular and extracurricular STEM programs in students' pursuit of education and careers in these fields. The training that Counseling Psychology students receive in research methodology makes them an ideal fit to the data-laden work; the project also allows them to draw upon knowledge of life-span and career development.

Major research projects conducted by our team have been funded by the Kauffman Foundation, the National Science Foundation, and by Midcontinent Research on Evaluation and Learning. 2012 was a very exciting year for us, as we made several presentations of our work to our local partners around the Kansas City Metropolitan region. In turn, they discussed what our findings told them about their policies and practices. In the immediate future we are working to abstract reports to our partners into various series of "talking points" to facilitate further conversation among stakeholders. We also are in the process of preparing to share our findings with a national audience; three presentations have been accepted for presentation at the 2013 American Educational Research Association (AERA) conference, and will focus on predictors of first-semester college math placement and the efficacy of career-oriented high school programs in promoting successful transitions to postsecondary education. Our first journal articles on these topics are also underway!

Recent KC-AERC reports with CEP Co-authors:

Barber, C., Bajaj, A., Murdock, T., Krycak, R., Mueller, C., Grotewiel, M., & Cale, N. (2012). *North Kansas City Schools: High School Class of 2008-2010*. (Transitions Study Report.) Lawrence, KS: Kansas City Area Educational Research Consortium.

Bajaj, A., Murdock, T., **Barber, C., Mueller, C., Grotewiel, M., Krycak, R., & Cale, N.** (2012). *Olathe Unified School District 233: High School Class of 2006-2010*. (Transitions Study Report.) Lawrence, KS: Kansas City Area Educational Research Consortium.

Murdock, T., **Barber, C., Bajaj, A., Grotewiel, M. M., Spears, J., Ehlert, M., Parsons, E., Frazelle, S., & Taylor Knight, L.A.** (2011). *State assessments and the transition to higher education in the Kansas City metropolitan region*. (Report #2 for REL Central at McREL.) Lawrence, KS: Kansas City Area Educational Research Consortium.

Taylor Knight, L.A., **Barber, C., Murdock, T., Bajaj, A., & Kennedy, E.** (2012). *An evaluation of KC STEM Alliance Programs 2011-2012*. (Year 2 Evaluation.) Lawrence, KS: Kansas City Area Educational Research Consortium.

Congratulations!

Congratulations **Dr. Jake Marszalek**, who was promoted to Associate Professor and awarded tenure this year!



CEP Grants

Barber, C. AERA Grants Program Research Grant, for *Examining the Social Context of Advanced Placement Participation*, 2012-2014. \$30,000.

Barber, C., Davis, D., Marszalek, J., McCarther, S. M., & Nilsson, J. UMKC School of Education Dean's Small Grants Program, for *A Look Inside: Developing Diagnostic Tools for the Assessment of Social Justice*, 2012-2013. \$20,000

Nilsson, J. E., & Miller, S. The Empowerment Program: Domestic violence and mental health services to refugee and immigrant women. Jackson County Community Mental Health Fund, Kansas City. Amount awarded: \$23,540. Period of Award: April 2012-March 2013.

CEP Awards

Tracey Dashjian: UMKC Student Government Association Travel Grant for research

G Wei Ng : UMKC School of Education Hazel Browne Williams Scholarship Fund

Sarah Roland: University of Missouri-Kansas City Vice Chancellor for Student Affairs Honor Recipient Award”

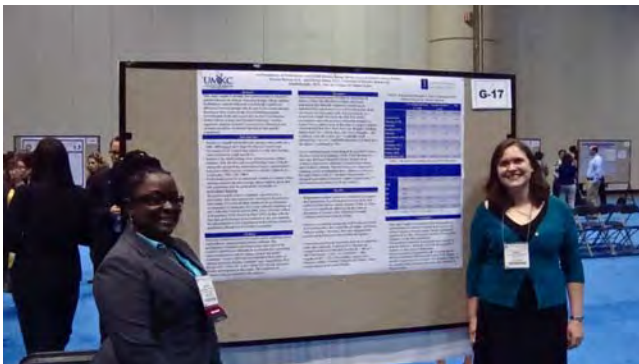
Jillian Woodford: National Association for Gifted Children Research and Evaluation Network's Third-Place Award for Best Doctoral Student Research-In-Progress

CEP Publications

- Barber, C., & Torney-Purta, J. (2012). Comparing attitudes in the 1999 and 2009 IEA Civic and Citizenship Education Studies: Opportunities and limitations illustrated in five countries. *Journal of Social Science Education (Journal für sozialwissenschaftliche Studien und ihre Didaktik)*, 11(1), 47-63. <http://www.jsse.org/2012/2012-1/pdf/Barber-et-al-JSSE-1-2012.pdf>.
- Brown, C., Dashjian, L.T., Acosta, T., & Mueller, C. (2012). The career experiences of male-to-female transsexuals. *The Counseling Psychologist*, 40, 868-894.
- Brown, C., Dashjian, L. T., Acosta, T. A., Mueller, C. T., Kizer, B. E., & Trangsrud, H. B. (in Press). Learning from the life experiences of male-to-female transsexuals. *Journal of GLBT Family Studies*.
- Green, M., Read, K., Davids, C., Kugler, D., Jepson, A., Stillman, A., Siglin, K., Fuller, K. & Ohrt, T. (2012). The psychophysiological consequences of state self-objectification and predictors of clothing-related distress. *The Journal of Social and Clinical Psychology*, 31(2), 194-219.
- Knox, S., Sokol, J., Inman, A. G., Schlosser, L. Z., Nilsson, J. E., & Wang, Y.-W. (in press). International advisees' perspectives on the advising relationship in counseling psychology doctoral programs.
- Krycak, R., Murdock, N.L., & Marszalek, J. M. (2012). Differentiation of self, stress, and emotional support as predictors of psychological distress. *Contemporary Family Therapy*, 34, 495-515.
- Lavelle, E., Vuk, J., & Barber, C. (in press). Twelve tips for getting started using mixed methods in medical education research. *Medical Teacher*.
- Murdock, N. L. & Hinshaw, A. H. (in press). Emotionally focused therapy for couples: From theory to practice. *PsycCRITIQUES*.
- Murdock, N. L. (2013). *Theories of counseling and psychotherapy: A case approach*, 3rd Ed.. Upper Saddle River, NJ: Pearson/Merril.
- Murdock, N. L., Duan, C., & Nilsson, J. E. (2012). Emerging approaches to counseling intervention: Theory, research, practice, and training. *The Counseling Psychologist*, 40, 966-975.
- Murdock, N. L., Nilsson, J. E., & Duan, C. (2012). Shopping for old and new wine: A response to Ridley and Mollen (2012) and Hill (2012). *The Counseling Psychologist*, 40, 1078-1084.
- Nilsson, J. E., Barazanji, D. M., Heintzleman, A., Siddiqi, M., & Shilla, Y. (2012). Somali women's reflections on the adjustment of their children in United States. *Journal of Multicultural Counseling and Development*, 40, 240-252.
- Watson, L. B., Matheny, K. B., Gagne, P., Brack, G., & Ancis, J. R. (online first). A model linking diverse women's child sexual abuse history with sexual risk taking. *Psychology of Women Quarterly*. doi: 10.1177/0361684312454535
- Watson, L. B., Robinson, D., Dizpenza, F., & Nazari, N. (online first). African American women's sexual objectification experiences: A qualitative study. *Psychology of Women Quarterly*. doi: 10.1177/036168312454724
- Zhang, T., Torney-Purta, J., & Barber, C. (2012). Students' conceptual knowledge and process skills in civic education: Identification of profiles and classroom correlates. *Theory and Research in Social Education*, 40(1), 1-34. doi:10.1080/00933104.2012.649467

CEP Presentations

- Adams, A. D., Bennett, K. K., Barber, C. E., Gessner, S. N., & Ricks, J. M. (2012, May). *Exercise self-efficacy and symptoms of depression after cardiac rehabilitation: Predicting changes over time using a piecewise growth analysis*. Poster presented at the Association for Psychological Science Annual Conference, Chicago, IL..
- Acosta, T., & Brown, C. (2012, August) *Can you hurry love? Differences in gay and lesbian relationship contingency, body shame, and mate urgency*. Poster presented at the 2012 Annual Convention of the American Psychological Association, Orlando, FL.
- Barber, C. (2012, July). New analysis methods for large-scale political attitudes studies: 2004-2012. In J. Torney-Purta (Chair), *How political socialization became civic engagement research: Reflections from 1962 to 2012*. Symposium presented at the International Association for Political Psychology Annual Conference, Chicago, IL.
- Barber, C. (2012, April). Session discussant. In W. Schulz (chair), *Civic participation at school in international context*. Paper symposium presented at the American Educational Research Association Annual Conference, Vancouver, BC.
- Barber, C., & Torney-Purta, J. (2012, March). *Clusters of civic attitudes among young people in three Scandinavian countries: Analysis of data in ICCS 2009*. Poster presented at the Society for Research on Adolescence Biennial Conference, Vancouver, BC.
- Barber, C., & Woodford, J. (2012, March). *Exploring the social context of participation in advanced coursework: An analysis of social networks*. Poster presented at the Society for Research on Adolescence Biennial Conference, Vancouver, BC.
- Browne, S., Barber, C., & Jeglic, E. (2012, August). *Perfectionism and suicide ideation among African American female college students*. Poster presented at the American Psychological Association Annual Conference, Orlando, FL.
- Dashjian, L.T., Duan, C., Hu, B., & Duan, X. (2012, August). *Counselor expectations and preferences of native Chinese, Asian American, and non-Asian American students*. Poster Presentation in Division 29 at the 120th American Psychological Association Convention, Orlando, FL.
- Davids, C., & Nilsson, J. (2012, August). *Body dissatisfaction of gay men as predicted by gay community involvement and objectification*. Poster presentation at the 2012 Annual Convention of the American Psychological Association, Orlando, FL.



CEP Faculty and Students at APA 2012 in Orlando. *Above:* Shavern Browne and Dr. Carolyn Barber. *Right:* Marti Trummer and Dr. Y. Barry Chung (Indiana University: APA Division 17 President)



CEP Presentations Continued

Drake, J.R. & Murdock, N.L. (2012, August). *Development and initial validation of the Differentiation of Self Inventory-Short Form*. Poster presented at the annual meetings of the American Psychological Association, Orlando, FL.

Hinshaw, A., Murdock, N.L., Ng, G.W., & Ross, A. (2012, August). *Do they walk the walk? Practice activities of scientist-practitioners in academia*. Poster presented at the annual meetings of the American Psychological Association, Orlando, FL.

Maliszewski, G. & Brown, C. (2012, August). *Kinship care and familism as predictors of career aspiration, substance abuse, and sexual risk behaviors for foster care alumni*. Poster presented at the 2012 Annual Convention of the American Psychological Association, Orlando, FL.

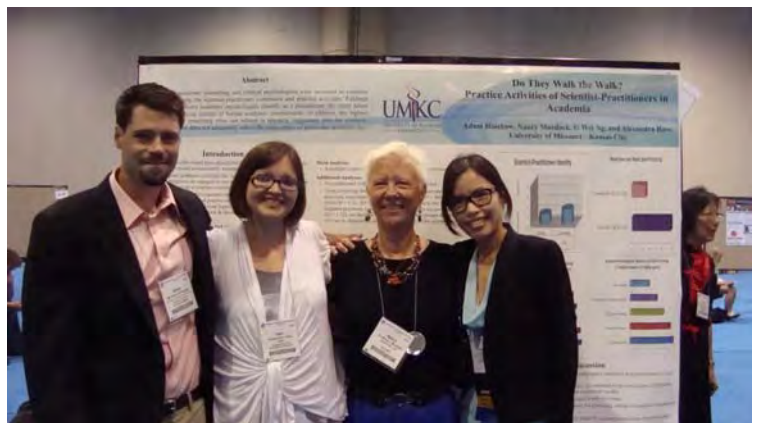
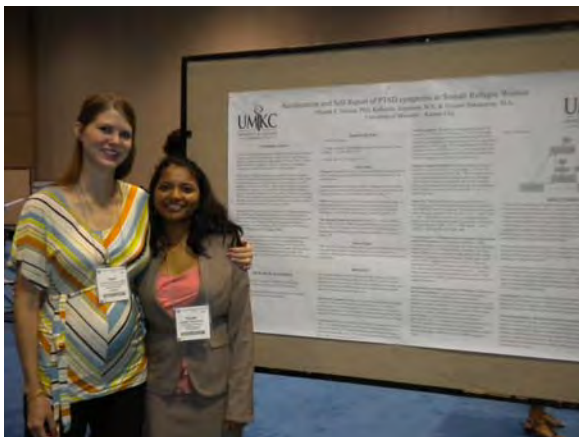
McCarthy, S.M., Davis, D., Nilsson, J., Barber, C., Marszalek, J. (2012, August). *Social justice advocacy competency: Like quality, do you know it when you see it? Or, can you pinpoint its proficiency, and build its capacity for 21st century school leaders?* Paper presented at the National Council of Professors of Educational Administration Summer Conference, Kansas City, MO.

Nilsson, J. E., Jorgenson, K.C., & Sukumaran, N. (2012, August). *Acculturation and self-report of PTSD symptoms in Somali refugee women*. Poster presented at the 120th Annual Convention of the American Psychological Association, Orlando, USA.

Ogata, S., & Barber, C. (2012, August). *Diversity in peer networks and psychological well-being among Asian and non-Asian adolescents*. Poster presented at the Division 17 Social Hour Graduate Poster Session, American Psychological Association Annual Conference, Orlando, FL.

Sukumaran, N., Tucker, J., Hester, P. & Soweid, K. (2012, August). *Current trends in psychology: Training internationally & multiculturally competent research-practitioners*. A discussion and paper presentation as part of the Globalization Special task Group: Student Group IV at the 120th Annual Convention of the American Psychological Association, Orlando, USA.

Woodford, J. (2012, November). *Problem behavior among intellectually gifted adolescents: An analysis of risk and protective factors*. Poster presented at the National Association for Gifted Children Research and Evaluation Network's Graduate Student Research Gala, Denver, CO.



CEP Faculty and Students at APA 2012 in Orlando. *Left:* Katie Jorgenson and Niyatee Sukumaran. *Right:* Adam Hinshaw, Alex Ross, Dr. Nancy Murdock, and G Wei Ng

Internship Shout Out!

School Counseling

David Cavanah-William Chrisman High School
Jessica Dahmer-James Bridger Middle School
Bobbi Jean Henderson-Nowlin Middle School
Caitlin Koenig-North Kansas City High School
Bianca Mayfield-Miller-New Stanley Elementary
Angela Nakoulima-Meadowbrook Elementary
Anna Pritchett-Chinn Elementary School
Whitney Riney-Winnetonka High School
Jessica Short-Maple Park Middle School
Veronica Wilcox-Alta Vista Charter High School
Kelly Young-Truman Middle School
Casey Blakemore-Richardson Elementary
Susan Dunham-Washington High School
Jana Jorn-Hermitage R-IV School District
Emily Martinez-Topping Elementary



School Counseling

Couples and Families

Robin Ewy-Platte Woods United Methodist Church
Aubrey Hooley-MOSCA
Kathleen Rich-Crittenton Children's Center
Amber Seater-MOSCA
James Cochran-The United Methodist Church of the Resurrection
Quinn Eggesiecker-Clinical Associates P.A.
Pauline Nguyen-Synergy Services
Andrew Wilnerd-Clinical Associates P.A.

Mental Health Counseling

Rebekah Barreth-Benilde Hall
Virginia Bowman-Benilde Hall
Jaclyn Dwyer-William Jewell
Alexandra Kuestersteffen-Benilde Hall
Thomas Landrum-Catholic Charities of Kansas City-St. Joseph
Victoria Martin-Renaissance West
Bethany Mealy-UMKC Counseling Center
Amy Robertson-UMKC Counseling Center
Brittany Talley-Rose Brooks Center
Katherine Olson-Wingspan Group
Justin McGee-Behavioral Health Partners

Gerontological Counseling

Amy Joslin-Truman Medical Centers Behavioral Health

PhD Counseling Psychology

Sean Comeau-Oklahoma Health Consortium
Julie Kohlhart-Kansas State University Counseling Center
Makini King-University of Kansas Counseling Center
Romana Krycak -University of Tennessee Knoxville Counseling Center
Young Song -North Chicago VA



Counseling Psychology