

# GSAPP Alumni Newsletter

The GSAPP Alumni Organization—Rutgers University

October 2005—Volume VI—No. 2

## Alumni Speakout A Day in a Youth Detention Center

By David B. Sacks, Psy.D., '93

"This kid can't go out to the community. Not after what he did. Get his aftercare worker in here. They've got to cancel that plan and keep him in here till he learns to behave."

I was feeling more and more uncomfortable. The unit manager at my detention center was criticizing the 16-year-old detainee to his face - in front of his whole treatment team: teachers, case manager, and me (clinical psychologist). The youth, Michael, bent over and looked down in shame as the unit manager described his behavior. He had tussled with a peer in the gym over possession of a basketball, requiring intervention by correction officers. Later, he ambushed the same peer from behind and punched him in the head. The worst offense, it was clearly implied, was not that he had fought, but that he had not fought "like a man." Michael had also been "guilty" of dawdling in obeying officers' commands on the unit, seeking attention in disruptive ways. And now, the system was going to make him pay for it.

What was going on here? Why this ugly dynamic between a youth, his peers, and his (male) elders? Quickly I leafed through Michael's file for clues. (This was my eighth treatment plan meeting of the day, by which time the details of the youths' backgrounds run together in my mind). My review turned up key facts about his past: an overly-demanding, emotionally abusive father; domestic violence; family therapy recommended by past evaluators but refused by the father. A son feeling rejected.

Obviously harassed, Michael spoke, not to defend his behavior in the detention center, but rather to complain about his family. "I wouldn't have been committed [removed from family and placed in government custody for a crime, in this case car theft], except that my father pushed for it. My sister did [a crime] and my father got her out easy. But not me!"

I was starting to understand Michael's bitterness, and how this had probably played a role in provoking the troubles befalling him while in detention. Fortunately, others on the team began to speak up in his defense. The art teacher (male) stated that Michael showed interest, worked well, and behaved in his class. The English teacher (female) agreed. In more nurturing settings, he could function better.

Despite these positive reports about Michael, the aftercare worker showed deference to the unit manager. "After what Michael did, no way would I want to move ahead with plans for discharge. My old plan - group home for a couple of months, then release to home - should be off. But I've got a problem. The new agency director is pushing to get a lot of kids out from here, so I may have to let him go anyway. Sorry."

The unit manager scowled. I motioned to the treatment team leader, trying to get him to end the meeting, to stop this re-enactment of emotional abuse that, it seemed to me, was happening in front of my eyes. I tried to cut short the lectures descending on Michael from all sides: "I'll meet with him. Let mental health spend some time and try to help him." The teachers relaxed. The unit manager nodded assent. Meeting adjourned.

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### Any photographers, cartoonists, or graphic artists out there?

We are seeking visual images to spice up the newsletter, and break up all this text. If you have any GSAPP or psychology-related photos, or are willing to contribute cartoons or other topical graphic art, please contact me at [axelbank@rci.rutgers.edu](mailto:axelbank@rci.rutgers.edu).

Thanks, *Jeff Axelbank*

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# From the Alumni Organization President’s Message

Letter to our Alumni:

As I write this, the world community is responding to the devastation caused by hurricane Katrina that hit Louisiana, Mississippi, and Alabama in August. Psychologists are, sadly, both the victims and the responders. It is hard not to feel flooded by the enormity of the losses.

When I feel overwhelmed, my first reaction is to retreat into myself, to withdraw from the stimulation. Fortunately, my profession is not retreating but is stepping right into the swirling rush...of everything.

Through the American Psychological Association, psychologists are part of a huge network of responders. Those who are trained in disaster response are working with the Red Cross to do what is needed. Other psychologists are seeking or providing training. Others are making donations. Still others are trying to figure out how to be most helpful. Every listserv of psychologists in which I am involved is exchanging information and strategies to best use our expertise and humanity to deal with this tragedy.

Always, and especially at a time like this, I am extremely proud to be a psychologist. We have so much to offer. We are so willing and able to offer what we can.

It is also at a time like this that one realizes the importance of belonging to a community of fellow professionals. Those of us who have shared the rich experience of GSAPP have access to the depth and breadth of our field in all its manifestations.

While this is a time of grief and of resilience, it is also a time of celebration. On October 2, 2005, GSAPP and the Psychological Clinic celebrate “Realizing the Vision.” This event acknowledges the significant contributions of GSAPP (for the past 30 years) and the Psychological Clinic (for its 75 years of activity) as places for the training of psychologists and for service to the community.

This is a time to be a professional psychologist – in every way you can. Join with us, the GSAPP alumni – become a member, become involved, continue to *become*. Realize the vision.

You can join the GSAPP Alumni Organization by going to the following website and clicking on the link to the Graduate School of Applied and Professional Psychology:

<http://www.alumni.rutgers.edu/join/assocs.shtml>.

If you would prefer, you can call 1-888-999-1766 and speak to someone who can take your membership application on the phone.

*Bonnie Markham, Ph.D., Psy.D.*

President, GSAPP Alumni Organization



# From GSAPP Letter from the Dean

Dear Alumni,

I am always impressed and delighted when I get to meet GSAPP alumni and learn of their special professional contributions. At the APA convention in Washington, DC, in August, I hosted a gathering at the Alumni Social hour. Here are the current activities of just a sample of the alumni I greeted there: Bill Pfohl (Psy.D., 1979) is a professor at Western Kentucky University and the president of NASP, the National Association of School psychologists. This is his second tour of duty as president. In this capacity, Bill travels to many areas of the world representing American school psychology. Dana Everson Brenda (Psy.D., 1998) practices health psychology at the famous Cleveland Clinic and teaches residents from the medical school. This is in addition to raising two very young children. For the past few years, Jill Carty (Psy.D., 2000) has been working in the Peace Corps, overseeing its 72 mental health clinics, which serve its volunteers around the world. She is now contemplating a possible move to a prominent medical school in the south. Nadia Webb (Psy.D., 1998) has published a book on the misdiagnoses of children, which has sold over 20,000 copies. Stephen Holland (Psy.D., 1994) and Matt Knauer (Psy.D., 1995) share a practice in Washington, DC. Steve has established an institute of cognitive therapy that is thriving. Both Steve and Matt are married to GSAPP alumni—Jen Oppenheim (1996) and Amy Lewin (1995), respectively, who are also pursuing professional careers while raising children.

I close with a big thanks to Jeff Axelbank, the new editor of the GSAPP Newsletter, who is making sure to keep the Newsletter coming out on a regular basis. As always, I am happy to hear from you at any time at [smesser@rci.rutgers.edu](mailto:smesser@rci.rutgers.edu). I would especially like to hear from all the couples who met at GSAPP. Maybe I can tell our candidates to come to GSAPP and meet your mate!

*Stanley Messer, Ph.D.*

Dean

## GSAPP Alumni Organization Executive Board 2005

### Officers

President: Bonnie Markham ('86)  
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Jeffrey Axelbank ('92)

### Dean

Stanley Messer

### Newsletter Production

Martha Temple ('04)

### Student Representatives

Brian Welch (clinical)  
Damian Petino (school)  
Jennifer Grant (school)

## Alumni Speakout Click and Heal:

### *Internet Resources to Prevent or Reduce Trauma and School Violence*

By Juneau Mahan Gary, Psy.D., '81

Traumatic and violent incidents, inside or beyond school boundaries, often distract school-aged children and teens from being able to focus on core subjects, and may adversely affect their academic achievement. "Violence" and "trauma" are broad terms that include, but are not limited to, interpersonal and family violence (e.g., child abuse), school violence (e.g., youth gangs), Internet abuse (e.g., online sexual predators), natural or manmade disasters (e.g., Hurricane Katrina), and geopolitical incidents (e.g., terrorism). Violent incidents and traumatic experiences cut across all societal classes, occur in every ethnic, racial, and religious group, and happen in every school in America.

School psychologists and other school personnel often confront the adverse effects of violence and trauma on students and must respond effectively and efficiently to assist them. They could benefit from having readily accessible, credible, and free or inexpensive Internet-based resources when counseling or comforting students experiencing trauma, when infusing violence and trauma prevention and early intervention strategies into the academic curriculum, or in attempting to change the school culture. However, given limited financial resources of school districts and increases in student caseloads, school personnel are often challenged to find the time to identify helpful web sites.

#### Repository of Web Sites

I know of no repository to organize and identify web sites for school psychologists and other school personnel to assist students experiencing trauma or violence. I have compiled almost 150 web sites devoted to violence or trauma prevention, reduction, and intervention for school-aged students:

[www.kean.edu/~jgary](http://www.kean.edu/~jgary)

Internet resources for trauma & school violence

Each entry includes a name, brief summary of its main features, and URL. Some sites have special sections for parents/guardians and/or youth and some sites offer multilingual resources. Research for this project is funded by two PT3 (Preparing Tomorrow's Teachers to Use Technology) Grants from Kean University, Union, NJ, and dissemination of the repository is funded by the 2005 NJPA Anti-Violence Grant.

Mental health associations, universities, professional and education associations, youth advocacy organizations, media, and government agencies sponsor many of the web sites. Sites are commonly used for psychoeducation, support groups, curriculum guides, and awareness campaigns (fact sheets, multimedia presentations, online libraries and bookstores, technical assistance, and training opportunities).

Web sites are compiled as a service and should not be considered as an endorsement. Users must evaluate each web site for an intended purpose. Web sites are generally unreliable for longevity and consistency. They may expire, disappear, or change the

## From the Alumni Organization Memo from the Editor

As Martha Temple and I wrap up work on this second issue of my tenure as Editor, I have been reflecting on how quickly the newsletter has come alive, mirroring the vitality of GSAPP.

Not only have I been overwhelmed with submissions, but some of the articles from the last issue have elicited responses. Don Peterson has written a thoughtful reaction to Rachelle Gold's article about the perceptions of Psy.D. vs. Ph.D. (see page 4). And that subject has just hit the public airwaves. Alumna Beth Haessig, '99 informed us on the listserv that Dr. Joy Browne, the radio therapist, made some disparaging comments about the Psy.D. So we have a real controversy brewing that GSAPP graduates can speak out on, and the newsletter is becoming a vehicle to carry our voices.

Aiton Birnbaum's Spring 2005 article on his use of EMDR with Tsunami survivors has also struck a nerve, and I expect we may see some responses to his article in the next issue, due in April 2006. And judging by news in the Class Notes (see page 5), GSAPP alumni are building exciting and diverse careers, and having a real positive impact on our world.

So, as you peruse the articles in this edition, please think about work you are doing, reflections that you've been contemplating, or issues in psychology that rankle or stimulate you. And then write an article about it and send it on to me at [axelbank@rci.rutgers.edu](mailto:axelbank@rci.rutgers.edu). In that way, this newsletter will continue to be an effective voice for our community of graduates, keeping us connected.

Jeffrey Axelbank, Psy.D., '92

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URL. All URLs were updated during summer 2005.

Web sites address the following topics related to trauma or violence:

- Trauma/Crisis
- Violence Prevention
- School Safety
- HIV/AIDS
- Sexual Violence
- Child Abuse and Neglect
- Domestic Violence
- Exploitation by Educators and Helping Professionals
- Cyberbullying
- Youth Gangs
- Online Sexual Predators
- Terrorism, Emergency Planning, and Disaster Preparedness
- Help for children displaced by Hurricane Katrina
- Hate Crimes/Bias Incident and Teaching Tolerance
- Teen Sexuality
- Bullying
- Online professional literature

Please alert colleagues to this free repository ([www.kean.edu/~jgary](http://www.kean.edu/~jgary)). Finally, please recommend additional sites for the next revision ([jgary@kean.edu](mailto:jgary@kean.edu)). ♦

# Response On Threats to the Prestige of the Psy.D. Degree

By Donald R. Peterson, Ph.D.

I much appreciated Rachele Gold's article, "Perceptions of the Psy.D. vs. Ph.D.: How is your Psy.D. Holding Up?" in the April 2005 alumni newsletter. I cannot say I "enjoyed" the article, because I share her concerns. I expressed those concerns in my "Unintended Consequences" article that Rachele mentioned (*American Psychologist*, October, 2003). After the article appeared a swarm of email lit up my computer, all of it commending me for "saying what needed to be said" in the face of a threatening situation. Most of it came from other educators, but one was a poignant message from an anonymous student attending an unnamed freestanding professional school who described in vivid detail the deplorable education he or she was receiving. Sadly, I believe that student's experience is not uncommon.

Freestanding professional schools, some of which hold low standards for admission and offer education and training of questionable quality, continue to proliferate and gain APA accreditation. Among the freestanding schools, those incorporated on a proprietary basis have expanded especially rapidly in recent years. Argosy University, a national, freestanding, proprietary, educational component of Argosy Corporation, now has campuses in Arizona, California, Florida, Georgia, Hawaii, Illinois, Minnesota, Washington state, and Washington, DC. Ten of the 15 Argosy programs are currently accredited by the APA. As noted in my AP article, the standards for admission and quality of education in schools of that kind concern me deeply. I do not disparage freestanding schools indiscriminately. From my experience I know that some of them are doing a decent job of educating practitioners in ways most universities long ago refused to do. But some freestanding schools are a disgrace to the profession and a danger to the public, in my opinion. In the long run, those schools can scarcely do other than degrade the general public perception and market value of the Psy.D. degree.

Unfortunately, I see no sign that the APA will do what is needed to stem the tide. In my AP article, I proposed two correctives. First, sponsorship of research to establish more stringent, legally defensible standards and criteria of educational quality, and second, strict enforcement of those standards in APA accreditation. But so far I have seen no action on the proposals, and the published response to my article is almost exclusively a defense of the status quo. I was not allowed to write a response to the critical "companion piece" by Kenkel, et al., that accompanied my article, nor was I offered the customary opportunity to respond to further defensive commentary that appeared in a subsequent issue of the journal.

So the national situation is worrisome. Whether these conditions have affected GSAPP graduates is an important question. I suggested a more general inquiry in my AP article by proposing a systematic comparison of the career experiences of graduates of the Rutgers Psy.D. and Ph.D. programs in clinical psychology, including an accurate accounting of accomplishments and

answers to questions concerning public response to the Psy.D. degree. The project will be a team effort, but I will take an active role in it and am counting on loyal alumni to respond to the survey when they receive it, this fall. The study is urgently needed. So far our sense of eminence has been buttressed primarily by our name and reputation, though we have some data to back up our claims. Through further systematic research we expect to show what we have done that merits popular regard and public trust.

I have not lost faith in the principles on which our programs are based. I believe firmly that programs specifically designed to prepare psychologists for the practice of psychology provide the best way to prepare students for the demands of professional service, and that the Psy.D. degree is the appropriate credential to certify completion of doctoral requirements in those programs. As winners of the Peterson Prize demonstrate annually and as the general reputation for quality earned by you, our alumni, has consistently shown, GSAPP continues to shine as the leading light among schools of professional psychology. Despite the distress I feel about the unchecked growth of Psy.D. programs nationwide (91 at last count), the high probability of low quality among some of those schools, and the failure of the APA to exert responsible authority by denying accreditation to manifestly inferior educational operations, my pride and pleasure in the good works of the GSAPP faculty, staff, students, and alumni remain as strong as ever. I also take some comfort in the knowledge that psychology is not alone among professions that are contaminated by the presence of low quality educational institutions. Law offers a clear example. Law schools are easy to establish and bad ones impossible to constrain, but there is a big difference between the prestige and the market value of a law degree from Harvard and one from the Ipswitch Law School in Tennessee.

Thus from my perspective I see cause for concern, but not alarm, about public perceptions of the Psy.D. degree. In professional psychology, our school is as good as they come, and our graduates as effective as any I know. I see no reason to doubt that a Psy.D. degree from the Graduate School of Applied and Professional Psychology at Rutgers University will continue to receive the respect the school and the performance of its graduates have earned. ♦



## THE LIFT OF DEPRESSION

By Oren Blass, *Psychology Intern*

Grey snow melts  
My week's waste  
in a blue container waits.



# Class Notes

*Listed by year entered GSAPP*

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*Continued on Page 6*

## Youth Detention Center

*Continued from Page 1*

After the meeting, I spoke with the team about how Michael's past history (which I could allude to only in general terms due to confidentiality) made him a poor candidate to improve while in a detention center. I repeated the psychiatrist's recommendation that he receive intensive therapy - if not family, then at least individual. Michael's release, I suggested, was not to be thought of as a reward for his admittedly imperfect behavior in detention. Rather, I spoke of our obligation to try and place him where he might stand the best chance of growing and improving.

I met with Michael later in the afternoon. He said he was "used to" situations like the treatment team meeting - he felt criticized frequently not just in detention, but in his home. I asked him whether he'd ever spent time in a different kind of environment, and he replied yes, with his girlfriend's family. I apologized that my heavy workload made it impossible for me to meet with him more often than weekly. I suggested that when he got back to the community, he seek his own therapy, regardless of his father. He agreed that it was a good idea.

How did I feel at the end of this day? Like most days: Worn out! Frustrated! My detention center seems to collect kids with the worst sorts of problems: abuse, neglect, learning problems, PTSD, drug dependency; and keep them in an awful physical environment, with inadequately-trained staff, for maddeningly indefinite periods. It is very common for the experience of detention to cause kids to get worse. Every day, after I get frisked and pass through the front gate, I know that I am in a zone of intense psychological pain and immense need.

So what's a psychologist to do? A few answers: I try to consult to the team to soften some of the staff's rough edges. I support systems changes, now in progress, which are beginning to strengthen families, speed case processing, and shorten detention stays. I do assessment and lead treatment planning, with the goal of connecting youth to those devoted staff within the facility who will actually understand and try to help them. Most of all, I try to talk with the kids - in groups and on the phone with their families, but most often one on one - to help them survive, and in some small way to learn and grow. ♦

## Students' Corner

# On Emotional Growth and Responsibility When Becoming a Therapist

By Brian Welch, 1st year Clinical Student

*Editor's Note:* Brian Welch is now in his second year at GSAPP

For seven years prior to coming to GSAPP's clinical program I worked as a computer programmer. I yearned for more human interaction in my work and for a feeling that I was doing something socially meaningful. Since I started at GSAPP in the fall of 2004, I have been challenged to develop skills that were not in my repertoire as a computer programmer.

From the start of my clinical work, I eagerly analyzed connections among data garnered from the client's presentation and history. I formulated hypotheses about what might be motivating a client behind the scenes to behave in particular ways. But the patience to focus minute-to-minute on the client's needs and step through the process of discovery at the client's pace is hard learned. I was eager to "solve" the problem immediately, to share with the client my insights and hypotheses, and to rush the translation of insights into emotional healing.

To develop patience and compassion for the human experiences of sadness, grief and dependency; receiving support and seeking advice; and deconstructing and reconstructing meaning is to challenge my resistance to these processes in my own life. Prior to coming to GSAPP, I was aware that intellectualization is one of my primary defenses and that it stands in the way of my emotional healing. Entering the field of clinical psychology has aligned my professional goals with my personal goals such that my defensive intellectualization is now challenged by both. This motivates me to redirect energy that I previously poured into my academic and career pursuits, towards the goal of emotional health of myself and others. It is liberating to have allies in fellow students, professors, and supervisors who recognize the importance of the health of the healer.

Becoming a psychotherapist requires that I be engaged with the world as a well-functioning adult. This means giving up or at least becoming more conscious of avoidant and adolescent behaviors and most importantly grieving what was lacking about my upbringing and moving beyond those losses. An important part of my motivation to enter GSAPP was my desire to be connected meaningfully with people around me in a way that holds me accountable for behaving conscientiously and also accrues to me and others the benefits of active interpersonal engagement. It is my declaration of belief in interdependency.

During my deliberation about whether or not to enter this field, I considered the power and associated responsibility of the psychotherapist role. We influence the choices that clients make about their ways of being in the world, and as we do so our value systems inform our work. As a result, I feel a responsibility to scrutinize questionable cultural values that I have embraced, such as individualism, singular focus on achievement, and materialism.

For most people there is a tension between expressing what they believe to be their "true" nature, and behaving in a way that enables them to function smoothly within the parameters of society. (A person's sense of her "true" nature is likely to evolve under scrutiny as well.) Take as an example a man who feels conflicted about whether or not it is okay to identify primarily as a nurturer, given societal and family pressures to the contrary. I feel challenged to be as accepting as possible of this client's traits so as to facilitate his unprejudiced probing of himself. Such a safe space will hopefully help him to come to a livable decision about the extent to which he will accommodate to his surroundings or attempt to change them. In order to build safe spaces for clients I need to continually reexamine my biases.

My personal growth informs my work as a therapist. Patience, attunement to client needs, and openness to challenging emotional experiences are all areas in which I am developing. The role of therapist brings with it considerable responsibility to approach clients with minimal bias and judgment and this requires ongoing self-examination. Each of these prescriptions is challenging to fill, but it is my suspicion that the rewards for clients and for the therapist are well worth the effort. ♦

## Class Notes

*Continued from Page 5*

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# Reflections on Sport

## Psychology:

### A Conversation with Dr. Charles Maher

By Andrew McCabe, Psy.D., '99

*Editor's Note: This article is the first in a three-part series. The interview will continue in future issues.*

The world of university academia has long been criticized as being heavy on theory and light on practical applications; however, when a professor from Rutgers University's Graduate School of Applied and Professional Psychology is also a highly regarded mental skills coach by major league football, baseball and basketball teams, the stereotype is in need of review.

Dr. Charles Maher has worked with the Chicago White Sox, the New York Jets and the New England Patriots, as well as the Cleveland Browns, Cavaliers and Indians, among other teams. He's also worked with Michael Jordan, LeBron James, and Vinnie Testaverde, as well as Bill Parcells and Bill Belichick and the list goes on and on...it reads like a who's who in the sports

## Class Notes

*Continued*

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world. In fact, at the highest echelon in professional sports, there are very few owners and coaches who haven't heard about him because of his approach and how he is received by professional athletes. Manny Ramirez gave the team Most Valuable Player Trophy from the 1998 season to Dr. Maher for helping him focus and concentrate. There are lots of other stories like Manny's, and Dr. Maher's work has assisted in moving sport psychology from obscurity to mainstream.

Charlie (none of the students call him Dr. Maher) was my dissertation chair and assisted me to increase my knowledge, skills and abilities far beyond my starting point. In thanks to Charlie and to introduce alumni to the world of sports psychology, I asked him if he would be willing to be interviewed about his experiences. What follows are excerpts from our conversation.

**Andy:** What exactly is it that a sport psychologist does?

**Charlie:** The sport psychologist helps athletes to understand themselves as people and as performers so that they, he/she, can be proficient at: (1) being emotionally ready to compete; (2) competing with what I call a "mind-in-the-moment" presence; and, (3) evaluating their results honestly. Through this step-by-step process of "competing within oneself," it is likely that, for the athlete, there will be improvements in performance and maintenance of performance.

**Andy:** Do you have a favorite story that will illustrate for the reader the power or potential of Sport Psychology?

**Charlie:** When I was working as a sport psychologist with the White Sox, we were running group meetings with minor and major league players during spring training on various areas of my 12 mental domains. One week, one of our sessions was on self-motivation. This was the year when Michael Jordan was playing professional baseball with the White Sox. When I entered the room, there was Michael in the first row with his notebook. I wondered... "What can I teach one of the most motivated athletes in history about being motivated." Following the session, Michael came up to me, thanked me for the information and said the session was great. He told me that he is always reviewing his mental basics and the session provided a good check list for him.

Thanks Charlie, I'm sure our readers will find the above interesting and informative. Our next article will address your current involvement in Sport Psychology and mental skill training for athletes and performers. ♦

# Alumni Speakout

## After Graduation: Coming Home to GSAPP

By Anita McLean, Psy.D., '01

GSAPP was an incredible training program for me. I benefited from its adherence to principles of excellence and rigorous standards, the opportunities for access to renowned scholars and clinicians, and emphasis on ethical delivery of service and training. We spend several years at GSAPP, then we grow up, graduate and leave to become professionals in this exciting field. While many benefits continue to accrue to us due to our early connection with GSAPP, we also inevitably face the question: What kind of a continued relationship do we want with GSAPP after we graduate? I am struck by how this dilemma parallels the struggle of many immigrants.

As an Indian immigrant myself, I have struggled for years with the question of whether one can ever go back home. I remember innumerable discussions with friends who had come to this country at about the same time as me. Some who already made the decision to stay here would express a mixture of loss and joy associated with never living in India again; others would argue about going back some day. It is a difficult and very personal decision for many immigrants that challenges one's basic sense of identity and belonging. Many people go back and forth to their native countries, until they are finally able to make peace with whatever decision they reach. In the meantime, their native countries change, so you are never really "returning" to the same place; a new process of acculturation and adjustment is always necessary.

Although I have not made it back to India, I have returned to GSAPP in some ways. Over the years, I have found myself drawn by the lure of teaching again and also seduced, enticed, and enlisted by GSAPP for various other tasks. So here I am, serving as an adjunct professor, supervisor, dissertation committee member, and interview day recruiter: happy to be home and negotiating my new adult relationship with GSAPP.

Like my native India, GSAPP has been changing. Over the last several years, GSAPP has admitted many more students of color and international students, adding great diversity to the student body. These new students have been proactive by requesting additional training in multicultural and cross-cultural work. They developed a proposal and received grants to fund a multicultural supervision group. GSAPP responded by matching the support they had received. It was an honor to be asked by Nancy Boyd-Franklin to facilitate the supervision group. As an alum of color, it has been especially significant for me to have the opportunity to do the work which is so meaningful at a personal and professional level. I have learned a great deal from the student members of this group. I have seen that alumni can offer clinical training opportunities in specialty areas that can be mutually beneficial to the alum and the students. Many alumni are currently teaching classes at GSAPP, adding to the colors of the GSAPP fabric.

I loved teaching the short term psychodynamic psychotherapy course in the Fall of 2004 while Stan Messer revised his book. I had previously been a professor of economics and returning to the classroom again brought back the pleasures of teaching. I enjoyed the fruit of GSAPP's stringent admission policy: the students were bright, talented, challenging, and a joy to teach. I felt invigorated in my own work as I reviewed its theoretical foundations, and learned many new aspects of short term psychodynamic theory and technique.

Other alumni are involved in many aspects of GSAPP life as well. In addition to teaching, supervising, and serving on various committees, they are involved in the activities of the organizational program, in the Center for Applied Psychology, and the Clinic. It is an enriching experience which allows for professional expression and learning, and serves as a refueling station for warmth, connectedness and a sense of belonging. Indeed, where GSAPP and its alumni are concerned, you can go back!! ♦



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