

# GSAPP Alumni Newsletter

The GSAPP Alumni Organization—Rutgers University

Fall 2007—Volume VIII—No. 2

## Alumni Speakout The Engram: Remembering Al

Rick Stampler, Psy.D., '81



*Editor's Note: Albert Ellis, noted psychologist and originator of Rational Emotive Therapy (later Rational Emotive Behavior Therapy), died July 24, 2007. While his work is well known, most GSAPP alumni are not aware that he was a GSAPP adjunct faculty member, and that there are GSAPP graduates with first-person memories of him. Rick Stampler shares his experience of learning with Ellis.*

**A**mong the most cherished memories of my graduate school days at GSAPP were the weekly Wednesday afternoon pilgrimages to the upper eastside of Manhattan during the first semester of my second year to attend class at the *Institute for Rational Living* with Albert Ellis. Invariably, after a morning of sleeping in, perhaps to fortify ourselves for the adventure that was to follow, my classmate and good friend, Neill Cohen, and I would rush off to avoid missing the early afternoon bus into the City. Disembarking at the Port Authority, strains of Stevie Wonder's "Living for the City" would run through my brain, and even the raunch and decadence of late-1970's, pre-Giuliani 8<sup>th</sup> Avenue and 42<sup>nd</sup> Street could not dampen the excitement of this native-Angelino's visit to the ci-tay. "Living just enough, just enough, for the ci-tay..."

The Lexington line train would stop at Bloomingdales for the brisk walk to the elegant brownstone on East 65<sup>th</sup> that housed *The Institute*. Stylishly coiffed and dressed young men and women would point us upstairs for our first hour-and-a-half session with Ray DiGiuseppe, Janet Wolfe, or... (call it advancing age, but I can't remember the name of that other guy) where we would learn the fundamentals of Rational Emotive Therapy (this was the era before the B made its way into RET). Ray would play us audiotapes of RET sessions with a number of different staff or trainee therapists, demonstrating the variety of styles that one could employ in identifying, challenging, and disputing irrational beliefs, wherever they may lie, without necessarily the bombast associated with the therapy's originator.

And then, just before 4:30 p.m., we would enter the large room where we would wait with eager anticipation for Albert Ellis to burst through the door to begin our hour-and-a-half session of supervision, didactic instruction, and entertainment. I had the good fortune during the first weeks of the semester to have had the only treatment case to present for supervision. So there I was, at the tender age of 23, playing my therapy audiotapes and receiving two or three weeks of personalized supervision in RET from Albert

Ellis, with the supportive attention of my peers. In Al's nosology, my Axis-II laden first Psychology Clinic client was "a difficult customer," as distinguished from "a big fucking baby," who would be a garden-variety neurotic.

Midway through each audience with the pope of RET, like clockwork, without interruption, an Institute staffer would bring in a tray containing Al's dinner. Without missing a beat, Al would pick at his food with his large hands and, sometimes with parts of his dinner spraying from his mouth, he would continue to deliver his pearls, "Why, that's horseshit of the worst sort..." One of our early classes happened to take place on September 27, 1978, the day of Al's 65<sup>th</sup> birthday. Not even a diabetic cupcake adorned his tray to mark the occasion. One day, Ed Adams asked, "Al, do you ever take a vacation?" to which Al replied, "I wouldn't go to the fucking Taj Mahal unless they paid me to do a workshop."

After each class, Neill and I would venture into the night to take on Manhattan as newly empowered rational men. On some occasions, we would frequent one of the trendy First Avenue bars, putting our shame-attacking skills to good use — trying to meet women. (If you're treated as if you're invisible after a lame attempt at small talk, it may be bad... but it's not awful! Even the slightest bit of intermittent reinforcement

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## From the Alumni Organization Memo from the Editor

Jeffrey Axelbank, Psy.D., '92

You learn something new everyday, or so we hope. Last summer, I heard about the passing of Albert Ellis, and read with interest the anecdotes in the various obituaries. But it wasn't until a note came across the GSAPP Alumni email list that I learned that Dr. Ellis had been a GSAPP field supervisor, and that some alumni have memories of training with him. While I could only imagine what it would be like to have Albert Ellis as a supervisor, Rick Stampler has a rich experience to share. His article, on page 1, vividly recreates the feeling of those days in the 1970s, as well as paints a portrait you wouldn't call charming, but certainly unique, of the eccentric Ellis as a supervisor.

This issue marks the start of a series of profiles on individual alumni, written by current students. These articles will serve to highlight the common interests and connections shared by students and alumni, and the potential for growth in both when we get together. The catalyst for this collaboration is Dan Fishman's Professional Ethics, Standards, and Career Development, in which students interview alumni as a class assignment. The inspiring portrait of alumna Monica Indart on pages 4-5 was written by clinical student Lottie Labys.

We all have memories of our favorite professors at GSAPP, and stories that demonstrate why these teachers were so important to us. The retirement of Sandy Harris and Ken Schneider last year sparked a number of alumni to share their fond memories of these popular faculty members. You can jog your own memory by reading their recollections on page 7.

We continue in this issue (page 6) with the series started last Spring by Haydee Montenegro, Cheryl Rothery-Jackson and David Sacks on their experiences as clinical training directors at other schools of professional psychology. They have valuable insights and ideas about our field and how we train our future colleagues.

Finally, the piece by Cyndi Koch (page 4) demonstrates the important work in which many GSAPP Alumni immerse themselves. She describes the evolution of the treatment center she founded, as it confronts and responds to needs and trends in the world, and in our field.

Please think about the work you do, or the issues that engage you, and consider writing an article for this newsletter. Without your contributions, we could not continue to publish so many interesting articles spotlighting the place in the world that GSAPP Alumni so ably occupy.

Save the date for this fall's  
Career Continuum Panel and Reception  
November 16, 4 to 8 PM

*Supervision: Insights from the Experts*  
And the awarding of this year's Peterson Prize  
(see page 5, this issue)

Panel and discussion, great hors d'oeuvres buffet!  
More information by mail and the GSAPP Gazette

<http://gsappweb.rutgers.edu/alumni/>

## From the Alumni Organization President's Message

Dear Alumni,

I am writing this many miles from GSAPP in my hometown of Tenby, Wales, UK, looking over the view of the sea and the sands where I played as a child. I have been reflecting on the journey that brought me to GSAPP and the many people along the way who encouraged and supported my education. Graduating from GSAPP surrounded by my family (including my uncle from Wales) was a highlight of my life. Along the way, I have learned the importance of giving back to return the benefits received from one's education to the next generation of students. While I was at GSAPP I received financial support while working with Dr. W. Donald Clark under an NIMH grant. This was invaluable to assist me in attending GSAPP while raising my children.

Although we cannot all be major philanthropists, giving millions of dollars, each one of us can provide support to the best of our ability, especially to further education. Where would each of us be now, if we had not received the education we currently have? I think of the life my forebears led, and am so grateful for all the opportunities that have been given to me, and the doors that are open to me, because of my education.

I encourage you to join me in supporting GSAPP, through a donation to the Alumni Scholarship Fund, or to the Dean's Fund. The Alumni Scholarship Fund provides direct financial support for a student to attend GSAPP. The Dean's Fund supports a variety of activities which directly assist current students and alumni including student loans, colloquium speakers, special educational opportunities, support for presenting papers, and student/alumni events. Also, when you update your will (as I have just done), consider including a bequest to GSAPP.

There is no better way to help future generations than through the support of their education. Think of the excellent education we have each received and benefited from at GSAPP, and give to current and future students so that they can experience the same benefits.

With warmest regards, Caroline E Mossip, PsyD '83  
President, GSAPP Alumni Organization

### GSAPP Alumni Organization Executive Board 2007

[http://gsappweb.rutgers.edu/Alumni/Alumni\\_Home.htm](http://gsappweb.rutgers.edu/Alumni/Alumni_Home.htm)

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## From GSAPP

# A Letter from the Dean

Dear GSAPP Alumni,

**I**n the Spring issue of the GSAPP Alumni Newsletter, I listed and thanked those of you who contributed to last year's crisis campaign. Those donations enabled GSAPP to continue hiring visiting and contributing faculty (who are most often practicing GSAPP alumni, by the way). In this issue, I want to acknowledge those alumni who contributed to GSAPP this past year through the annual RU Telethon. Space limitation necessitates listing only those who contributed \$75 or more but I want to assure you that your donations in any amount are very much appreciated and add up when contributed annually. They support the Alumni Fellowship, which is offered each year. (If we could increase this endowment, we would also be able to offer tuition remission). The contributions allow us to supplement students' experience at GSAPP by helping to support their presenting papers at conferences and attending special workshops. Your money also goes to cover expenses for colloquium speakers and loans to the students, which can be critical in seeing them through.

I well know the barrage of requests that you get for donations for many good causes, which present very difficult choices. I appreciate that many of you take into consideration the importance of the education that you received at GSAPP and how that has positively affected your life and those whom you serve. Please continue (or start) to support GSAPP on a yearly basis through the telethon in the Fall or whenever the spirit moves you.

You should have received a letter from me in August reporting on recent events and the many accomplishments of faculty and students at GSAPP in the past year. If you have not, I would appreciate your sending me your current address and email so that I can send you a copy of the letter and keep you apprised of future developments at GSAPP. I very much want to keep in touch with you!

With my best wishes,

Stanley Messer  
Dean, GSAPP

### \$1,000 - \$4,000

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Ralph D. Wender  
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## Ellis

*Continued from Page 1*

was powerful enough to maintain the behavior.) The evening would end with us once again rushing not to miss a bus, this time the 2 a.m. last bus to Jersey. We were wise enough not to have scheduled any classes on Thursdays.

I remember one Wednesday night in October, after class, having the pleasure of watching in a New York City bar when Bob Welch dramatically struck-out Reggie Jackson to lift the Dodgers to a 2-0 lead over the Yankees in the World Series (it was fool's gold; little did I know the heartbreak that was to ensue as a result of Craig Nettle's glove in game 3 and Reggie Jackson's hip in game 4). Over a couple of beers, Neill and I reflected on how remarkable it was for us, as young second year graduate students, to

be receiving direct training and supervision from one of the world's most influential psychologists. We mused that somewhere etched in Albert Ellis' cerebral cortex were engrams representing our meager selves. A few years later, in the early 1980's, I was delighted when in the company of some of my colleagues in Los Angeles, I approached Al at a conference to reintroduce myself, and he responded to my clumsy effort to remind him of our GSAPP supervision class by assuring with a hint of unanticipated warmth, "I remember who you are."

On July 24, 2007, Albert Ellis died at the age of 93 of natural causes. Whatever long-decayed remnant of an engram of me that existed in his brain is now entirely gone. The engrams of him that remain in mine continue to be strong and vital. ♦

## Alumni Speakout NYC Treatment Center Evolves in Response to Needs and Trends

Cyndi Koch, '89

As a 1989 graduate of GSAPP, it has been interesting to see firsthand the changes in the clinical psychology field since I was at Rutgers. After graduation when I opened my private practice, I began to specialize in treating individuals with eating disorders. In the early 1990s, I founded The Koch Center, where my colleagues and I have dedicated ourselves to helping women, men, children and families affected by or struggling with eating disorders. As our center has grown to its current size of approximately 15 clinicians, we have expanded our client base and now work not only with eating disordered patients, but also with people suffering from the full-range of psychological and psychiatric disorders.

As time has gone on, we have witnessed a trend whereby adolescents and children are affected by eating disorders at younger ages, even as young as 10 and 11 years old. We have responded by customizing our Intensive Outpatient Treatment Program for Eating Disorders to include groups specifically designed for these younger patients. The interesting, and perhaps predictable trend we have found is that these younger patients recover quite quickly. This led to our branching more specifically into the area of children's psychology, as we have often thought about how to prevent and intervene before chronic psychopathology emerged. One thing has led to another (it's amazing what can develop when you get a group of dynamic psychologists together!) and in the past year, we have launched the opening of The Koch Center Child Development Center in Englewood, NJ. The Child Development Center is staffed by child psychologists, child psychiatrists, a neuropsychologist, speech therapists, occupational therapists, tutors, and a learning consultant. It has been tremendously gratifying and exciting to see our multidisciplinary team come together to help so many children and their families.

Another area of interest for us as a group has been Dialectical Behavior Therapy (DBT) treatment and application. Last year, we brought in a DBT specialist to train our staff, some of whom were already expert in this area, and have now developed a mini-DBT skills training program along with weekly adolescent and adult DBT groups. We have also incorporated DBT treatment into our Day and Intensive Outpatient (IOP) Programs for Eating Disorders.

This evolution has demonstrated to me how psychological treatment is a field of constant change, excitement and gratification. I am so pleased to be able to work with a wonderful and stimulating group of colleagues and to be able to create and develop useful and creative programming. We also made the decision to forgo any formal connection with the managed care / insurance system, so we now feel a greater degree of creative freedom and can focus primarily on the clinical vs. the administrative piece of the field of psychology—for which I was so wonderfully trained and prepared at GSAPP. The fabulous clinical and practical training in our program has proven to be invaluable. ♦

<http://gsappweb.rutgers.edu/alumni/>

## Focus on Alumni Monica Indart

Lottie Labys, December, 2005

*Editor's Note: With this article, the Newsletter inaugurates a new feature. Each semester, students in Dan Fishman's Professional Ethics, Standards, and Career Development course question GSAPP alumni about their careers. Each issue will present excerpts of one such profile, highlighting both the alum who is interviewed as well as the student author. The updates appended at the end demonstrate the impact that the collaboration had on each.*

Monica's career presently includes four major roles: a private psychotherapist, specializing in trauma, crisis, grief and loss; the Mental Health Emergency Response Coordinator for the New Jersey Division of Mental Health Disaster & Terrorism Branch, where she both provides crisis counseling to Hurricane Katrina survivors in their homes and is developing a credentialing training package for other crisis counselors; a program development and program evaluation consultant to the UN on trauma, crisis intervention and employee assistance programs; and a Visiting Faculty member at GSAPP, again with a crisis intervention specialty. Overall, Monica enjoys dividing her time between people-contact-intensive activities, on the one hand, and the writing and planning involved in program development and evaluation activities, on the other.

In her role as a psychotherapist, Monica is currently seeing a female client with a very severe case of complex PTSD who is a survivor of 9/11. This client was severely abused as a child and then barely escaped 9/11 with substantial physical and psychological injuries. She had a pre-existing mood disorder and has now developed complex PTSD. Monica has been seeing this client for two years, and in the last eight months, she has been seeing her twice a week. A lot of her initial work was stabilization. Having done that, she is now moving more toward a more integrated model of PTSD treatment that includes cognitive-behavioral strategies, such as exposure therapy, informed by a psychodynamic understanding of core issues. In her therapy work, Monica might be called an assimilative integrationist, starting with a psychodynamic perspective but incorporating additional approaches within this general framework.

Monica's work at the U.N. included going to Bangkok in March 2005 after the tsunami to provide training and consultation at the U.N.'s regional office their around crisis intervention and trauma. Later that spring and summer, she conducted a preliminary program evaluation of the UN's newly formed peer support program.

In terms of knowledge bases, Monica has developed an interest and skills in community work — she thanks GSAPP for getting her started in that. She says that she always thinks systemically and culturally — how programs which work in certain cultures might not work in others. Monica herself is diplomatic and able to work well in highly chaotic and highly emotional environments — this is most likely what led her to choose working in disaster settings. In addition, she can quickly size up a situation and identify the major points that

need to be addressed. She can also quickly develop treatment plans for widely different communities and organizations, having worked in Uganda, Bangkok, and with survivors of Hurricane Katrina from the gulf region.

Monica said she is currently at a crossroads in her career. She seems to be heading more toward international work, which she loves, but she also loves psychotherapy and teaching. She sees the teaching and international work as “doable” together. She is debating whether she will have to give up her work as a psychotherapist because of the difficulties of having a practice when she is gone for extended periods of time in conjunction with her UN activities and projects.

Monica described a couple of experiences that influenced her before coming to GSAPP. For example, she worked in rural Oklahoma as the only mental health person in a three-county area. She did a lot of home visits, went to Head Start program meetings, did therapy, and generally functioned like the old-fashioned doctor who did house calls and felt that it really taught her a lot about community work -- getting to know people and feeling comfortable in non-traditional settings. She describes her education at GSAPP as having been an excellent way to consolidate her values and to provide her the clinical and community practitioner skills to continue to work in non-traditional settings.

In giving advice, Monica says that instead of getting caught up in, “Am I a family therapist, a cognitive behavioral therapist, or a psychodynamic therapist?” one should think about whether one is going to be more of a technician (focused on manualized treatments and research), a psychotherapist (integrating art and science), a healer (a broader realm of integrating spirituality and mind-body/alternative medicine), an activist (involved in humanitarian concerns and causes), – or a combination. One has to figure out how ambitious one wants to be. Monica wishes that she had thought about these last two points while she was at GSAPP.

**My Impression of the Interview from the Student Perspective:**

Overall, as a first-year student, the interview was very valuable for me because it gave me a chance to see how Monica has developed into an international disaster/trauma specialist. As I have an interest in this area, I am always curious to hear how people come to this specialty. In Monica’s case, her background in community psychology and emergency services played a huge role, as did her interest in culture. I’m also amazed to see how it all unfolded and came together. There seemed to be a natural, steady flow from one experience into the next, which I find comforting.

Finally, I very much enjoyed interviewing Monica. Aside from having a chance to hear about her background and current work, I enjoyed hearing her advice about GSAPP and how to think about being “a psychologist.” I would like to heed her advice about taking more chances here and stepping outside of the comfort zone. As for thinking about how I see myself in the future, I found it very helpful to think about whether I want to be a technician, a psychotherapist, a healer or an activist – or a combination. And again, as Monica said, it’s less a question of “will I be cognitive behaviorally oriented? or psychodynamically oriented?” I too see myself as a potential integrationist and am curious to see how I will develop, both in my time here at GSAPP and in the years to come.



**Monica’s update:** In 2005-2006, I completed the International Trauma Studies certificate program offered by Columbia University’s Mailman School of Public Health. That program revital-

## GSAPP Alumni Honored: Congratulations to Rosalind Dorlen and Victor Carlson



**Rosalind Dorlen, Psy.D., ABPP**, is the 2007 winner of Rutgers' Bloustein Award for Community Service. She received the award for her *pro-bono* work in a community health program focusing on Postpartum Depression awareness. The program ultimately led to a New Jersey first-of-its-kind law in the nation requiring health care professionals to screen mothers for Postpartum Depression. The award was presented at the Meritorious Service Awards Dinner on Friday October 19.

**Victor B. Carlson, Psy.D., 1991**, is the winner of GSAPP's 2007 Peterson Prize. This award is given each year to "an alumna or alumnus who has made outstanding contributions to professional psychology." Dr. Carlson will be presented with the Peterson Prize at this year's Career Continuum Program on Friday November 16th from 4 - 8 p.m. at the University Inn and Conference Center, New Brunswick, NJ. *For more information and to register for the Career Continuum Program, go to <http://gsappweb.rutgers.edu>.*

ized my interest in humanitarian and psychosocial programs in Africa, and has led me to pursue further international work. This year (2007) I traveled to Uganda as part of an international training team for delivering psychosocial services in disaster and conflict-ridden areas. Additionally, I have traveled to Rwanda twice this year, where, in collaboration with local and international NGO's, I am developing proposals for three projects that integrate psychosocial services for trauma with peace-building activities in a country that is struggling to rebuild its identity thirteen years post-genocide. Increasingly, I am interested in peace-building, conflict resolution and co-existence studies. These projects are longer-term in nature, and will require me to spend considerable time in the region, so I continue to struggle with the logistics of how these elements of professional life come together to form some sort of coherent whole. But, the ultimate goal remains the same – to feel that it has been a life well lived, and time well spent.



**Lottie’s Update:** In 2005-2006, I conducted intakes and provided individual and group therapy to French-speaking African war refugees at the International Institute of New Jersey under Monica’s expert, off-site supervision. This past year I have been studying Spanish both here and abroad with the idea of applying it to future work with immigrant and refugee populations. I have also become a member of APA's International Psychology Division. This fall I will begin a practicum at Bellevue Hospital to gain experience in a psychiatric emergency room. Finally, I am hoping to further my knowledge of and experience with cultural and trauma issues in my upcoming dissertation. ◆

# Alumni Speakout

## Issues Facing Clinical Training Directors

### How Three GSAPP Alumni are Meeting the Challenge

Haydee Montenegro, Psy.D., '86  
 Cheryl Rothery-Jackson, Psy.D., '92  
 David Sacks, Psy.D., '93

*Editor's Note: This is the second installment in a series featuring Haydee Montenegro (the PsyD Training Director in the Graduate School of Professional Psychology [GSPP] at John F. Kennedy University in Pleasant Hill, CA), Cheryl Rothery-Jackson (an Associate Professor of Psychology and the Director of Clinical Training in the Department of Professional Psychology at Chestnut Hill College [CHC] in Philadelphia), and David Sacks (Director of Training for Clinical Psychology Programs in the American School of Professional Psychology at Argosy University/Washington DC).*

**Dave Sacks:** My main job is to place 200 students in practicum sites each fall. In contrast to GSAPP, this process requires considerable management (we can't let Children's Hospital get deluged with 150 applications!). We are outgrowing Excel and Access, and I'm having to learn more about IT than I ever wanted to know. We coach first-year students to develop their CVs (and augment them with volunteer human service experience), which they submit to the training department together with a statement of their training needs and priorities and a short list of area training sites they prefer (chosen from among site profiles we post on the campus web site). Our department then matches students with sites, based on students' qualifications vs. needs of the site; students' needs for testing vs. therapy, child vs. adult, geographical considerations, etc. Then we send students out to interview with the field supervisors. Usually, both supervisor and student agree to work together, but if not, the student repeats the process with a second or third site until a suitable practicum is found. Although I find the scale of it all to be daunting, I actually love this job. I am getting to know all sorts of psychologists doing all sorts of things in all sorts of settings! For example, we have been working with Walter Reed Army Medical Center to place additional externs and interns to meet the great needs there. I also feel satisfaction that field supervisors, trainees, and clients all benefit from the students' presence at sites. Practitioners value connection with an academic setting, and the opportunity to teach and supervise. Students benefit from exposure to different clients and institutions – and we reinforce this in ongoing practicum seminars, led by core faculty members one hour per week on campus, which students must attend during each semester they are on practicum.

Internship placement is my second big responsibility, and a huge challenge! There are too many students chasing too few internship slots nationally, and the picture is worsening. In my program, we have to encourage students VERY actively to apply to 15 or more sites – and not just popular DC-area sites,

but nationwide – to stand a decent chance of matching. Students who don't match and continue searching through the clearing-house often require months of support and encouragement. Argosy has begun organizing local mental health providers into a consortium to provide some additional local internship slots. It's a big nationwide problem.

**Cheryl Rothery:** The documentation requirements I noted in the first installment require that the Director of Clinical Training (DCT) manage massive amounts of paperwork – many of us, without much administrative support. I am constantly seeking ways to streamline processes and to become more computer-proficient to be able to utilize more computer program resources.

DCTs also deal directly with the ever-increasing gap between the number of students applying for internship and the number of APA-approved internship sites. This year, 25% of the nearly 900 student applicants did not match on Match Day. This gap has resulted in some backlash at Psy.D. programs, which are being blamed by some for the shortage of available internship sites.

Our program has a significant number of students who are "grounded"; that is, they are not in a position to relocate for internship. They are competing with their peers and with students from other local programs for the same APA-approved internship sites.

We attempt to address these issues by continually working with students to help them distinguish themselves in order to compete successfully. For those who do not match, or for those who need part-time vs. full-time internships, we have identified several excellent "CHC-approved" sites that closely match APA's requirements for internships. We collaborate with them to ensure a strong training experience, and we all create the necessary documentation to demonstrate to APA that, though all of our internship sites may not be APA-approved, they respect and strive to maintain APA's standards for internship training.

**Haydee Montenegro:** The PsyD Program at JFKU has two distinct functions for program management. The Academic Director is responsible for the overall budgetary, academic curriculum and other leadership functions in the day-to-day running of the program. The Director of Training is responsible for all facets in the quality of the clinical training, in accordance with APA-accreditation expectations. This division of labor frees the Training Director to concentrate on facilitating the interface with clinical training sites and provide hands-on individualized assistance to students.

Training Directors are challenged by the ever-shrinking availability of training sites nationwide and the struggle to place students in quality Practicum and Internship experiences. This general imbalance is compounded by the scarcity of resources in community-based agencies to provide adequate supervisory and other training resources to doctoral-level students. Socially-conscious doctoral programs are frequently placed "between a rock and a hard place" by the present state of affairs.

My years of clinical practice and career history of social activism have been invaluable in meeting these challenges. I can communicate with site Training Directors in a manner that they can relate to, because I have been there before. I can understand clinical issues and site dynamics presented by students because I have confronted similar ones in the past.

I am currently a member of the California Psychology Internship Council (CAPIC) Board, a dynamic and innovative regional

*Continued on Page 8*

## Class Notes *by year of entrance*

Class notes blanked out for privacy in online version.

## Alumni Speakout Alumni Recall Two Popular Professors: Sandra Harris and Kenneth Schneider Retire

*Editor's Note: This past year Ken Schneider and Sandy Harris retired from the faculty at GSAPP. Many alumni responded to a call on the email listserv to share memories of them. Below are the memories they contributed.*

**K**en and Sandy were important to the Alumni Organization from the beginning. Both were charter members of a committee appointed by Dean Perry London in 1991 to develop the alumni organization.  
*Caroline Mossip*

Ken was the chair of my dissertation committee. Without his help I never would have gotten through. As an "older" student it was tough to advise me since I vacillated between knowing it all and knowing nothing. I came in with an Ed.D. and was what they called a "retred"...the way the tires worked had to be reworked. It was painful at times but he was very patient... sometimes... and other times... well, I learned. Like me, there are many Psychologists working out there because of help from him. *Sandra Sabatini*

Sandy came to Rutgers during the time that I was teaching at Douglass College. I was delighted to have a female colleague who was my age since the other women professors were older. She didn't have a car in the beginning and neither did I since I was commuting by bus from NYC. Thanks to the kindness of Peter Nathan and Al Goss and other members of the faculty, we had some time in other people's cars to chat informally and get to know each other. *Bonnie Markham*

Both honorees will always be special to me. At Seton Hall, Ken "discovered" me when I was a shaky 48 year old returnee to academia, after a 25 year hiatus. He urged me to go on. Later when we were both at GSAPP he taught me not to be afraid of statistics. Sandy was my advisor and arranged for me to have maximum transfer of my Seton Hall credits. She even allowed me to take an exam to place out of a required course that I knew under a different name. Later, Ken was the "third man" on my dissertation committee- to balance out opposing views. And in January, 1978 I was, at 53, GSAPP's oldest graduate. Now, at 82, I'm still working with joy and thanks as a psychologist. *Carol R. Lewis*

There are many happy memories, starting with the day I interviewed for the program when Ken made me feel welcome as one of my interviewers. I remember it was cold and, coming from a tropical country, that was a new experience. I was sitting in Ken's office for the interview talking mainly about how moving from another country would affect me. At one point in the interview I looked up (his office had small rectangular win-

### *Carol Goodheart is a candidate for APA President*

Many GSAPP students and alumni have had the good fortune of learning from Carol Goodheart, a long-time Contributing Faculty member and Field Supervisor. She is running for President of the American Psychological Association.

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BALLOTS ARE MAILED THIRD CLASS ON OCTOBER 15, 2007

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<http://gsappweb.rutgers.edu/alumni>

## Recollections of Ken and Sandy

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dows on the top of the wall) and ..... IT WAS SNOWING!!!! I had never seen snow and, for a moment I lost track of the interview ..... IT was snowing!!!. I remember then looking at Ken and saying something like "See, coming here will allow me to experience things I have never experienced before, like snow. I have never seen snow before!" Later that afternoon, As I was standing in the door watching the snow, Ken approached me and asked me what did I think about the snow. I appreciated him asking and taking an interest in how I was experiencing everything that was going on that day.

Ken was also the director for my dissertation. I wrote most of my dissertation during the summer of 1994. Once a week I would meet with Ken to go over the latest advances of the dissertation and discuss additions/corrections/omissions .... etc, etc. about my dissertation. I was very stressed; I needed to get the dissertation done before the end of the summer. Ken's attitude through the whole process was very helpful as it helped me be calmed. One particular instance comes to mind when I think about that intense summer of 1994. One day, I was waiting in his office with the latest draft of one of the chapters. I was worried about the writing, the content ..... my life, my future, etc. Ken walked calmly into the office, greeted me, sat down, took out a bag of carrots and offered me one, took one for himself and started munching it as he calmly reviewed what I had written. For me, believe it or not, seeing him calmly eat the carrots while he went over what I had written, was soothing. I could go on and give a couple more happy memories but I think the ones I cherished the most are his teachings .... he taught me well.

*Nuri Argiles*

Sandy's modest, generous presence graced my years at GSAPP. All I had to do was pose a question or dilemma to receive a warm, pithy response that went right to the heart of what I was asking or anxious about. What's more, she knows all the old radio shows, like *Stella Dallas*, and *Fibber McGee and Molly*! All the best, always, Sandy! *Martha Temple*

I was probably one of Ken's first dissertation students. I came to him having had another supervisor who couldn't continue the assignment. I remember that the Dissertation was quite a feat since I was also a new Mom. I delayed my Dissertation during the summer and picked it up in September, 1975. I was overwhelmed that everyone was well ahead of me. Ken was empathetic and encouraging. Step by step he got me through the process in one piece. I finally graduated in January, 1977 only 6 months after most of my classmates. I truly appreciated Ken's support and commitment to me and my Dissertation. Without him, I'm not sure I could have survived the process. I would not be where I am today without his assistance and encouragement. Thank you, Thank you, Thank you. *Michele Rabinowitz*

I remember that in my first year, right at the beginning, Ken made a point to repeatedly tell us to call him Ken, rather than Dr. Schneider. I really appreciated that - the message being that we were colleagues.

I remember Sandy as ALWAYS being incredibly supportive, no matter what the issue. She was the Clinical Program Chair when I was at GSAPP, and we had a lot of contact with her, and I remember all of that contact as being pleasant and positive.

*Jeffrey Axelbank* ♦

## Clinical Training Directors

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accrediting body.

Participation in NCSPP and APPIC conferences has provided a venue for advocacy of creative solutions to the increasing scarcity of clinical training opportunities. As a Psychologist trained in three very different countries (Cuba, Spain and the United States), I know that there are quality training opportunities beyond the borders of the US and Canada. Some areas of training are even more meaningful and rich in experiences in other parts of the world. I try to meet these challenges by following the United Nations motto "think globally and act locally," to counteract parochialism and ethnocentricity. ♦

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