

GSAPP Alumni Newsletter

The GSAPP Alumni Organization—Rutgers University

Fall 2009—Volume X—No. 2

Alumni Speakout Alumni Incorporate EMDR into Psychodynamic Treatment

Lauren Picciano, Psy.D., 2000

In Jeff Axelbank's email request for contributions to this newsletter, he asked, "What energizes you?" I immediately flashed to a profound professional development experience I have had since 2005: my monthly peer supervision group of clinicians incorporating Eye Movement Desensitization and Reprocessing (EMDR) into a primarily psychodynamic treatment approach. I have the great privilege of being joined by GSAPP alumni Karen Skean (Clinical, 1985), Maureen Hudak (Clinical, 1988) Elisabeth Brown (Clinical, 1983), and Karen Haboush (School, 1989), as well as local psychologist Elissa Rozov, Ph.D., and two LCSW colleagues, Bill Bishop and Susan Freedman. The group's existence speaks to the power of alumni connections and reflects the integrative spirit of GSAPP.

EMDR is a treatment developed by Francine Shapiro (2001) to reprocess traumatic experiences that are "locked" in the nervous system and give rise to current symptomatology. It involves an eight stage protocol in which clients select a target memory and, with the clinician, assess its cognitive, somatic, and emotional components as well as associated level of distress. The memory is then reprocessed through bilateral stimulation (most commonly eye movements) of the brain until the level of distress is reduced. Shapiro developed the "information-processing model" to explain EMDR's "...treatment effects in terms of the association of memory networks" (Shapiro, 2002, p. 29). The reprocessing allows the client to "digest" a stuck traumatic memory by connecting it with more adaptive memory networks in the brain. EMDR originated as a treatment for PTSD, but EMDR protocols now exist for a variety of issues, such as phobias and grief. Originally developed with adults, its use has also been extended to children, but with modifications in technique.

My fellow group members and I sought out EMDR training after hearing impressive reports of its effectiveness. At the same time, integrating this method into a psychodynamic orientation presented challenges. While Shapiro (2002) states that "Both behavioral and psychodynamic traditions were equally embraced and honored by formulating the information-processing model [of EMDR]..." (p. 29), the cognitive-behavioral components of EMDR can seem diametrically opposed to a psychodynamic approach. The EMDR protocol makes for a more structured treatment and a more active therapist than is generally associated with psychodynamic approaches. The therapeutic relationship as a major agent of change seems to take a relative backseat in EMDR. The therapist's



EMDR Peer Supervision Group members: (l to r): Lauren Picciano, Psy.D. (2000), Karen Haboush, Psy.D. (1989), Elisabeth Brown, Psy.D. (1983), Maureen Hudak, Psy.D. (1988), Elissa Rozov, Ph.D., Susan Freedman, LCSW, Bill Bishop, LCSW, Karen Riggs Skean, Psy.D. (1985).

primary role in EMDR is to facilitate a process in which the client's internal "information processing system" is seen as doing the work, not the therapist or the treatment relationship *per se*. During memory processing, the therapist does not verbally process the client's associations as they arise but rather encourages the client to "go with that" in another set of

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From the Alumni Organization President's Message

Dear GSAPP Alumni,

It is August 16, 2009. I am writing from the top of Sugar Loaf Mountain in Rio de Janeiro, Brazil, where I am visiting with family and enjoying a brief vacation. An old professor of mine here used to say that from where I am standing, one could only see what is really important. Today I am inevitably struck by the persistence and strength of the Brazilian citizens, who struggle to survive and improve their living conditions despite their economic, political and social adversities. Likewise, we – as members of an organization in flux – need to take pride in our achievements, appreciate the benefits of our connectedness, have confidence and hope in the viability of improvements, and make careful considerations regarding the future.

Let me share with you some of our individual and organizational achievements. On Sunday, May 3, 2009, the GSAPP Alumni Organization along with GSAPP hosted a brunch in celebration of the career achievements accomplished by various alumni. Jeffrey Lackner (Clinical, 1992) received the Peterson Prize for his accomplishments in the field of behavioral medicine and for his expertise on irritable bowel syndrome. Fred Rotgers (Clinical, 1983) received the GSAPP Alumni Organization Distinguished Career Award for his extensive work in the field of addictions treatment and research. David Panzer (School, 1984) received the 2009 GSAPP Alumni Organization Grace K. Smith Meritorious Service Award for his dedicated service to the GSAPP Alumni Organization and to the students at GSAPP. This event also highlighted the induction of Dorothy Cantor (School, 1976) into the Rutgers Hall of Distinguished Alumni on May 2, 2009 and into the Rutgers Board of Trustees. Dorothy's leadership as the first PsyD and the first woman clinician to serve as President of the APA and her many accomplishments made us feel both proud and humble. The GSAPP band, Group Therapy, led by faculty member Geraldine Oades Sese, was a hit during the event. One of the special aspects of this celebration was the attendance of not only students and alumni, but also of a significant number of GSAPP faculty members who came in support of the GSAPP AO. The gathering of faculty, alumni, students and guests made this event a memorable one.

If you have access to it, I urge you to browse through the Summer 2009 edition of the *New Jersey Psychologist* magazine. There are articles from Rosalind Dorlen, Judith Glassgold, Sharon Ryan Montgomery and Barry Helfmann – all GSAPP alumni. Sharon Ryan Montgomery is incidentally the President-Elect for NJPA. She will be the seventh GSAPP alumni to serve as President of the NJPA! Meredith Cregg-Wedmore, a current GSAPP student and former student representative of the GSAPP AO, wrote a useful article on self-care. It is exciting to see how rich and valuable our contributions are! The support, feedback, ideas, and warmth that surface when the GSAPP family meets is indescribable. Whether through articles, this newsletter, or in person, the sense of connectedness and wealth is so motivating that I constantly feel we should do more of it. I am hopeful that despite all the financial challenges that the GSAPP AO faces at

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

From GSAPP A Letter from the Dean

Dear GSAPP Alumni,

The University is engaged at this time in the “silent” part of the Capital Campaign, whose goal is to raise one billion dollars for Rutgers. At a time when the State is shouldering less and less of the University's budget, we have no choice but to turn to our alumni, faculty and friends to help make up the difference. For GSAPP's part, we have imposed surcharges on tuition, increased the number of students we admit by 20% and cut one staff member. These are not desirable changes but, as I have mentioned in this column previously, they allowed us to hire on, and even augment, faculty lines that we otherwise would have lost.

In order to run a successful campaign one needs alumni leaders who will help us contact potential alumni donors, seek grants from foundations and improve GSAPP's ways of communicating with the outside world. I am pleased to recognize and extend sincere appreciation to those alumni and faculty who are giving generously of their time to help ensure the success of the Campaign:

Campaign Co-Chairs: Bonnie Markham and David Panzer

Faculty Campaign Co-Chairs: Cary Cherniss, Dan Fishman, Susan Forman

Marketing and Communications Committee: Roz Dorlen (Chair), Jeff Axelbank, Lew Gantwerk, Tamara Latawiec, Judith Margolin, Caroline Mossip, Rebecca Starck

Foundations/Grants Committee: Carole Salvadore (Chair), Caroline Mossip, Amelia Kaplan Romanowsky, Molly Stranahan

Our GSAPP Campaign volunteers have been working “behind the scenes” to prepare Campaign plans and materials to assist us in raising private funds to support our faculty and students in a number of ways. During the 2009-2010, we will be actively seeking support from our alumni and friends, and we look forward to sharing our progress with you during the coming months.

Turning to a different topic, I would like to note the recent special accomplishments of three alumni:

Kate Muller (Clinical, 2001) received the 2009 American Psychological Association's Division 29 (Psychotherapy) Early-Career Award at this year's APA Convention in Toronto.

Bill Pfohl (School, 1979) was elected President of the International School Psychology Association (ISPA) from 2009-2011. Bill is Professor at Western Kentucky University.

Ken Robin (School, 2006), Assistant Research Professor and Senior Research Scientist at the Center for Human Services Research of SUNY, Albany, was awarded a \$6 million grant for full service MH clinics at the Albany Public Schools.

I would also like to let you know about recent student awardees to convey the caliber and activities of our students:

Lara Brodzinsky, a second year school psychology student, was awarded an Executive Women of NJ Graduate Merit award (\$4,000), which will be presented in October at the EWNJ Scholarship dinner to be held at the Palace in Somerset, NJ.

The recipient of the GSAPP Alumni Organization Scholarship is **Matthew Samalin**, a first-year school psychology student with excellent academic credentials. Matthew has a BFA from SUNY-Purchase Conservatory of Acting and has com-

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From the Alumni Organization Memo from the Editor

Jeffrey Axelbank, Psy.D., 1992

My job was easy this issue. A number of alumni stepped forward with some very engaging and interesting pieces. I'm hoping that reading them will inspire you to realize that you, too, probably have something of great value to contribute to the newsletter.

The student interview of an alum has become my favorite feature of the newsletter. My preference was cemented with Fiona Graff's write-up (page 5) of her conversation with Amy Lewin. Amy's career path has led her to a position in which she can have great impact on seemingly intractable societal issues, while balancing between family life and work.

Similar to Amy's statement that her interest in research and public health was "unconventional" at GSAPP, Maria Garrido's article (page 6) about her own unusual career path demonstrates once again the varied influence GSAPP graduates have. Trained as clinicians, combined with our other interests, we often land in unexpected places. Maria's work on assessment instruments for Latino populations is invaluable, even if unusual for a clinically trained graduate.

My own upset at the demise of the Organizational Psychology (OP) program at GSAPP is echoed in the report by Amanda Rose and Cornelia Roche (page 7). The gathering of OP students and alumni that was "part reunion, part memorial service" marked the sad end to an important era for GSAPP. I hope that OP alumni will be welcomed and valued as GSAPP alumni, as they are both deserving of full inclusion and also have much to offer us, and the world as a whole.

Stan Messer's letter (page 2) summarizes important developments at GSAPP. The campaign to raise funds and the profile of the school in general involves a number of alumni. Anyone else who would like to help out should contact any of the people listed in his article. And the list of alumni and students who have received prestigious awards, grants, and election victories is inspiring for all of us.

In other news from GSAPP, the Psychological Clinic's new Group Psychotherapy Services (GPS) program adds a powerful treatment modality to the clinic's offerings, as well as valuable training for students. As one of the supervisors of the student group therapists, I can attest to the quality both of the service they are providing and the experience they are getting. Alycia Scott-Igoe's article (page 7) provides a concise summary of what's been going on there, and her own experience with the GPS.

Lauren Picciano's front page article describing her peer supervision group on integrating EMDR into psychodynamic treatment reminds me how invaluable such groups can be. The camaraderie, as well as instrumental and emotional support for innovation in peer groups acts as a catalyst for application of theory to effective practice.

Finally, Lucy Takagi's Presidential message (page 2) summarizes recent accomplishments of individual GSAPP alumni, as well as challenges facing us as an organization. I particularly want to highlight the news (which by now is obvious to you!) that this issue of the Newsletter is being distributed electronically. In order for this to be a seamless change, you

must make sure that we have your current email address. Please be sure to read the information on page 8 regarding updating your contact information.

Having summarized all the articles, it looks like one theme of this issue is innovation and unconventional application of our training. I'm sure that there are many other instances of exciting work that GSAPP Alumni are doing. Please consider writing a piece for the next issue, due out in April. Send your ideas for articles to me at axelbank@rci.rutgers.edu. Help the newsletter continue to reflect the breadth of GSAPP alumni's influence and be an instrument for keeping us all connected.

President's Message

(Continued from page 2)

this point, we will be able to continue to gather - in print and in person - in the fight to keep our alumni organization alive. A dinner event for 2010 is being considered. We will need your support.

I need to inform you about our future. As our organization struggles financially, a decision was made to have the Fall 2009 newsletter posted solely electronically. It is possible that as of 2010, we will no longer be mailing hard copies of the newsletter. This is a difficult decision since we do not have updated email addresses for many of our alumni. Please read the information on page 8 to find out how to update your email address so you can receive our Spring 2010 newsletter. Keep in mind that all newsletters are also posted on the GSAPP alumni website. I understand that this decision may be regarded unfavorably by some, but it was made with careful consideration and thought regarding our fiscal situation and our ability to continue to serve alumni.

The sun is setting now and the coconut water is finished. As I inhale the Brazilian air and try to hold this scene in my memory, I am reminded of the beautiful feeling that arises in the place we call home. *Obrigada!* (Thank you!)

Lucy S. Takagi, MA, PsyD
2009 GSAPP Alumni Organization President

GSAPP Alumni Organization Executive Board 2009-10

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

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EMDR

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bilateral stimulation until the level of distress associated with the target memory is reduced. It can feel unnatural for psychodynamic clinicians to contain the reflexive urge to explore rich, evocative material.

In 2004, Karen Skean, long experienced with EMDR, consulted with Maureen Hudak and Elissa Rozov on integrating EMDR into a psychodynamic approach. From these conversations, the idea for a peer supervision group emerged, and our group had its first meeting in spring 2005. First and foremost, the group functioned to push us through our anxieties and questions to actually start using EMDR with our clients. The group allows members to exchange input on if, when, or how to bring EMDR into an ongoing psychodynamic treatment. As Maureen Hudak recently commented, “The thoughtful integration of the EMDR work into the fabric of the larger treatment tapestry is where the artistry occurs.” Thus, we explore the navigation between EMDR processing sessions, and “talk” sessions, and the impact of EMDR on transference and counter-transference dynamics. We inform each other of key literature, such as Dworkin’s (2005) book on the treatment relationship in EMDR, and Wachtel’s (2002) discussion of using EMDR within a psychoanalytic framework. In addition, the cross-fertilization that results from our multidisciplinary membership is invaluable. Clinical social worker and EMDR veteran Bill Bishop is a constant source of “outside the box” ideas for using and understanding EMDR, ideas that have built flexibility into our thinking about this method.

Clearly, a psychodynamic clinician must make paradigm shifts in order to incorporate EMDR, but our group continues to delight in the dovetailing of these two distinct approaches. The very process of taking the client through the phases of the EMDR protocol elicits information we may not have had otherwise, or at least not as quickly. Wachtel (2002) has compared “the flow of images, memories, and experiences” (p. 142) during memory processing to free association in psychoanalysis. The fact that the EMDR therapist is an observer of that flow of associations, rather than interpreter or insight-maker, creates a new relational dimension. The silent “being with” the client during sets of bilateral stimulation, watching their face for signs that processing is occurring, creates an attunement to subtle, body-centered manifestations of internal states in a way that talk therapy alone does not. This unique inter-subjective field deserves further exploration as to how it enriches a psychodynamic understanding of the client, and impacts the overarching treatment relationship.

As I work to integrate these different but complementary channels for change, the group’s support, insights, and role-modeling foster a level of learning not possible if I were alone on this journey. Sometimes I leave a group with greater clarity, sometimes with more questions, but *always* with a surge of energy that reminds me why I chose this field.

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Letter from the Dean

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pleted graduate work at Hunter College and City College, CUNY in developmental psychology, developmental disabilities, and mental health counseling. Matthew will receive a stipend to which I have added tuition remission for one year from the Academic Excellence Fund.

The winner of the 2009 **DEAN’S AWARD**, presented annually to the student who has done the most to foster and enhance the quality of life at GSAPP, was **Meredith Cregg-Wedmore** (school psychology student). Meredith started the School Psychology Internship Panel; served as National Association of School Psychologists Student Leader for Rutgers; serves as the NJPA Graduate Students Chair and managed GSAPP’s Committee On Diversity listserv. You can also see her article on self-care in the Summer, 2009, *NJ Psychologist*.

Co-winners of the **VIRGINIA BENNETT AWARD**, given annually to a student who is dedicated to the use of psychological skills and knowledge to alleviate the problems of minority group children, are clinical student, **Carolyn Heindel** and school student, **Jennifer Foster**. Carolyn has worked with children in foster care for the past 2 years. She ran a group for adolescent girls who have been sexually molested, and who experienced multiple traumas and foster care placements. Jennifer’s work in the Perth Amboy schools is helping to restructure and develop comprehensive mental health services for students there.

Needless to say, we are very proud of our student and alumni accomplishments. Your contributions to the Alumni Scholarship Fund and to the Academic Excellence Fund make these awards possible, allowing us to attract and maintain top students. Please continue (or start) to consider us in your annual charitable giving. Similarly, when approached for Campaign contributions, please keep in mind the value of your GSAPP education, the quality of the School and the needs of our students. Thank you!

Stanley Messer
Dean

Class Notes *by year of entrance*

1992

Beth L. Haessig (BethLH@optonline.net) school grad., graduated from the Core Energetics Institute, NYC, in June 2008. This 4-year program trains professionals to practice body-oriented psychotherapy. In February 2009, she completed an 80-hour training in body-oriented couples work. She has since founded the Northern NJ Chapter of the United States Association of Body Psychotherapy (www.usabp.org) as she’s hoping to gather NJ practitioners to create a presence for the work in this area. (There are practitioners in NYC, New England, Colorado, California, Canada, Australia, Mexico, Brazil and Europe). ♦

Focus on Alumni

Amy Lewin

Fiona Graff, 3rd Year Clinical Student

Editor's Note: This is the fifth in our series of student interviews of alumni. It has been selected from among the interviews students conducted as a project for Dan Fishman's Professional Standards, Ethics and Career Development course. Fiona's interview of Amy took place in May 2009 during Fiona's second year at GSAPP. The updates at the end bring us up to date and demonstrate the impact the interview had on both the student and the alumna.

I was motivated to interview Dr. Lewin because, like me, Amy has interests in community-level interventions, and is involved in research activities. I wanted to speak with a younger female alumna who may have faced work-family balance issues that I also expect to face as my career develops.

Dr. Amy Lewin is currently a clinical and research psychologist at the Center for Clinical and Community Research at Children's National Medical Center in Washington, DC. Her work is primarily in the hospital's Generations program, a community-based clinic that provides primary care, mental health, and social services to teenage parents and their children. In her current role, Amy feels that her closest peers are MDs and public health professionals, but that, as a psychologist, she brings clinical knowledge and a unique understanding of parenting and parent-child interactions. As such, her role might be more accurately described as a "public health psychologist."

Amy is involved in a significant amount of grant writing, and is preparing an application for an NIH early career development award to study ways to help teen parents develop positive co-parenting relationships. This is a particularly exciting project for Amy, as it is a chance for her to explore her own interests and develop her research career. If awarded, this grant would be the focus of her work for the next 5 years.

Amy maintains a very practical attitude towards research. While she recalls learning to understand logical positivism as inadequate for describing the full range of human behavior, she also explained that this is the "best tool we have for speaking with policy makers and to get interventions funded." Thus, while recognizing the limitations of traditional research models, she takes a pragmatic view towards the impact it can have. While she finds the ongoing demand to obtain funding by writing grant proposals to be stressful, Amy says one benefit for her is flexibility, in that she can write on her own time. Amy is currently working at 60%, which has been extremely helpful given that she has two young children.

In reflecting on her training at GSAPP and career path, Dr. Lewin focuses on the important role of certain mentors. While at GSAPP, Brenna Bry, who was aware of her interest in preventative interventions, helped to connect Amy with her mother-in-law, Thea Bry, also a psychologist. Mrs. Bry, who Amy recalls as a woman with an "amazing intellect and life story," had been influenced by the work of Selma Freiberg and was one of the founders of a clinic for teenage mothers in Newark. In her practicum for two years, Amy joined the clinic, ran groups, and was supervised by Mrs. Bry. The clinic was instrumental in

helping her to learn to work dyadically with mothers and their children. At GSAPP, Nancy McWilliams was also supportive of Amy's interest in dyadic treatment of mother and child. Amy was one of the first practicum students at the Foster Care Counseling Project, and was supervised there by Lew Gantwerk.

The experience and knowledge she garnered at GSAPP put her in a unique position to be able to speak in both research and clinical terms. However, she has had to rely on a lot of "on the job" training in clinical research and data analysis, though this has not prevented her from doing what she has wanted to do.

In coming to GSAPP, Amy was not interested in pursuing private practice. Rather, she envisioned full-time clinical work, in community- or school-based settings. Following her internship and three years working at a clinic doing therapy and attachment evaluations with young children in foster care, she had an "existential crisis." Amy recalls dreading going to work, a feeling which seemed to stem from difficulty leaving work at the office, a tremendous sense of responsibility and powerlessness for her clients. Specifically, she felt that so many factors affected her clients, but she had one hour per week with them, basically, a "drop in the bucket."

At this point, she decided to change paths, started a post-doc position at the DC Children's Hospital, working on a research project examining foster care versus kinship care. It turned out to be a very positive experience and a great way to learn about research processes. Towards the end of the year, she was offered a position working on a grant to evaluate a home-based parenting intervention for families with children in Head Start. Amy recalls thinking, "I can design and evaluate interventions, but I don't have to be the one in the room doing the intervening. It was just the right degree of distance."

Amy advised me to hold on to my interests in research, public health, intervention development and implementation and seek out opportunities to practice these interests while in school. Her advice echoed my own sense that these experiences must be deliberately sought out, since they can be somewhat unconventional interests at GSAPP. She confirmed that the combination of clinical and research experience is very compelling.

I learned a great deal from my interview with Amy. I felt encouraged to learn that our clinical training provides a valuable skill of being able to speak to multiple professionals. This is particularly important in working in a multidisciplinary setting such as a large human service organization or on a research team. Additionally, Amy reminded me that time at GSAPP is short and that it is important to enjoy the protected learning time and all of the many resources available to us. Finally, Amy is pursuing her career interests at the same time as being a very involved parent of her two young children, and thus, I was pleased to learn that though it does require choices, it is possible to have both family and a rewarding career.

Fiona's Update: I have continued to keep my interview with Amy in mind as I enter my third year at GSAPP. I am still encouraged by our conversation as an example of the great value and unique perspective clinically-trained psychologists can bring to research, health policy, and design of community-level interventions. I have also been reminded of the incredible diversity in career path options that we have as GSAPP students. Reflecting this range of activities, I have started several new activities since our interview, including a practicum in neuropsychological

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Alumni Speakout

An Alum's Trajectory: A Story of "Unusuals"

Maria Garrido, Psy.D., 1998

In reflecting on my career trajectory, I often think: "I never imagined how far or where a GSAPP Psy.D. could carry me." After graduating in 1988, my first job was the "usual," as staff psychologist in the outpatient psychiatry/psychology department of a large urban medical center in New York City. This first experience was intense: two years of learning the ins and outs as a psychologist in a highly competitive and turf-conscious setting, while confronting my own inadequacies in addressing the cultural complexities of the population the center served (Latinos and Puerto Ricans with a very different cultural experience than mine).

But then, life and my husband's job as a psychiatrist took me to Providence, RI. However, my own job situation as a psychologist was not as favorable. The challenge of starting a private practice in a new place loomed large.

Luckily, in my first two psychology positions, I found sympathetic colleagues who insisted that my ability to speak Spanish and cultural background as a Puerto Rican would be an asset from both professional and business standpoints. As word got around small Providence of my presence, opportunities surfaced and before too long I had my first "unusual" experience. I landed an appointment as adjunct professor and clinical supervisor at a traditional Ph.D. program at the University of Rhode Island (U.R.I.). As a Psy.D., I was an unusual addition to their faculty. Though my nearly ten years (1995-2005) of affiliation at U.R.I. were a tremendously rich and gratifying experience, it was also clear that the Ph.D./Psy.D. distinction was poorly understood by some. In the worst of cases, the optimal development of clinical and psychological assessment skills was viewed by some as something that competed with and took time away from research activities.

Ironically, it was the flexibility of my full-time private practice that allowed me to become involved in research activities. This marks the second "unusual" of this story. The freedom of my schedule allowed me to attend a conference in the spring of 1995 on the use of the MMPI/MMPI-2/MMPI-A, where I found a track dedicated to research and applications of these instruments with Spanish-speaking populations. There I discovered an exciting group of Latino practitioners and scholars from the U.S., Mexico, and Puerto Rico who welcomed me as a future contributor to the development of appropriate psychological assessment techniques with Latinos.

Feeling energized and optimistic, I returned to U.R.I. ready to recruit students into research and dissertation projects. I was even able to incorporate MMPI-2 research with Spanish-speakers into a practicum I supervised at the state prison in Rhode Island. The following year I started annually presenting and bringing students along to the MMPI-2 conference for several years. The accumulated work of my colleagues and myself resulted in a book published by APA Press, *Assessing Hispanic Clients Using the MMPI-2 and MMPI-A* (Butcher, Cabiya, Lucio & Garrido, 2007). If someone had told me as a new

Psy.D. that I would be immersed in these types of research activities, and even have my name listed as coauthor with James N. Butcher, Ph.D., I would have questioned their sanity. Another "unusual"!

After 16 years of private practice and adjunct teaching in Providence (within a total of 28 years studying and working in the U.S. since starting college in 1979), life circumstances again dictated my geographical location, this time spurring me to return home to Puerto Rico. While I had never lost my desire to return to my country and make a professional contribution there, it was my parents' advancing age and health issues that accelerated my return. But again, my interest in psychological assessment also played a part. A Psy.D. program in Puerto Rico was developing a Spanish version of the WAIS-III with norms for Puerto Rico. Since I was often in dire need of appropriate Spanish language instruments for adults in the U.S., I was determined to meet the people involved and learn more about it. On my first phone call I was lucky to connect with Dr. Jose Pons, Ph.D., Chair of the Clinical Psychology Program at the Ponce School of Medicine (PSM) and head of the Spanish WAIS-III project. That initial phone call led to a new job!

Today, and for the past 2 years, Dr. Pons has been my boss. I have been Associate Professor at the PSM, have been appointed Coordinator of Psychology Internship Programs, and just received approval from the University of Minnesota Press to pursue a norms-development project for the Spanish version of the MMPI-2 here in Puerto Rico.

I am thrilled, overwhelmed, and truly in awe of the power and versatility of the Psy.D. I earned at GSAPP. Unusual?

(Editor's Note: Maria Garrido's description of the unexpected twists in her career may spur you to consider your own path. What have been the "unusuals" in your trajectory? If others contribute their stories, perhaps the newsletter can have a regular series on "Unusuals.")

Amy Lewin

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assessment, helping plan a cost-effectiveness analysis of treatment for alcohol use disorders, and structuring my coursework in order to soon join the Community Psychology concentration.

Amy's Update: I found my conversation with Fiona to be very moving. While I enjoyed and appreciated my time at GSAPP, I sometimes felt like an outsider since I wasn't interested in a career doing individual psychotherapy with adults. But I certainly never imagined myself doing research. Once I made that transition, there were times when I wondered if I got the right training – should I have gone to a Ph.D. program with a research emphasis? Should I have gotten an MPH instead? My conversation with Fiona enabled me to reflect on, and articulate, the ways in which my clinical training has shaped and enhanced my career path. I sometimes still feel insecure about my limited knowledge of advanced statistical methods, but this conversation reminded me that the insights, ideas, and questions I have to contribute to my researcher colleagues come from my clinical background, and are valuable and unique. Talking with Fiona also helped me articulate what I really like about my work – the opportunity to think about, implement, and improve innovative ways of intervening with vulnerable young families in ways that are feasible and meaningful to them.

From GSAPP Group Therapy Services Growing at GSAPP Clinic

Alycia Scott-Igoe, Psy.M., 6th year Clinical Student

The GSAPP Psychological Clinic now offers a variety of therapy groups through Group Psychotherapy Services (GPS). After students take the Group Psychotherapy course, currently taught by David Panzer, Psy.D. (School, 1984), many find that they want experience running groups. However, such opportunities, either through the clinic or in practicum settings, have historically been limited or non-existent. So, in 2007, GSAPP students Brett Kociol and Shawn Ewbank worked with David Panzer to create this new specialty clinic at GSAPP, as well as a corresponding practicum, that would allow students to get the group psychotherapy experience they were seeking.

The GPS practicum provides the opportunity for two GSAPP students to co-facilitate two groups each and to coordinate the running of all ongoing therapy groups in the clinic. A primary responsibility of the GPS practicum students (i.e. GPS coordinators) is to ensure that all ongoing groups have adequate and appropriate membership. The coordinators are very involved in gathering referrals to the group program and are instrumental in the screening process for each potential group member. Additionally, the coordinators work to build knowledge of and interest in group therapy as a beneficial treatment modality, both among GSAPP students and staff as well as with outside agencies and practitioners. This practicum provides unique administrative and clinical experience for the two coordinators, an opportunity that is difficult to find in other practicum settings. In the future, we hope that more than two students each year will be able to participate in this practicum.

In addition to the invaluable experience provided to the two practicum students, GPS provides opportunities for other GSAPP students to co-facilitate psychotherapy groups, and interest in participating in the new GPS clinic has been very high. GPS currently has five existing psychotherapy groups, each run by two GSAPP students. All group leaders receive supervision, together with their co-leader, with a respected group therapist in the community, as well as a weekly supervision group for all students running groups, led by David Panzer. GPS currently offers three groups for undergraduate students and two adult interpersonal groups. There are also plans to start an adolescent group and an LGBTQ group in the next year.

My own experience with GPS began by co-leading an adult interpersonal group in November of 2008. I feel that the opportunity to run a group at this stage in my graduate training is extremely valuable and timely, as many organizations are focusing more heavily on providing group treatment for their patients. Group work is challenging, but extremely rewarding, particularly due to the fact that running a group through GPS provides the opportunity to work closely with another GSAPP student. The experience of co-leading a group with a peer provides a unique chance to see and learn from the way that another student understands and practices psychotherapy.

As one of the two GPS practicum students for the 2009-2010 school year, along with Yair Kramer, I look forward to taking advantage of the many opportunities for growth as a therapist that this experience will certainly provide me. I also look forward to receiving many referrals to our groups from all of the GSAPP alumni reading this article!

Alumni Speakout OP Program's Successes Celebrated, Its Ending Mourned

Amanda Rose, Psy.D., 2007

Cornelia Roche, Psy.D., 2005

As Rutgers University feted its distinguished alumni down the corridor at the Heldrich Hotel on the evening of May 2nd, 2009, the GSAPP Organizational Psychology Program held a celebration of its own. The purpose of the gathering was to acknowledge the faculty, students and staff who made the program successful for many years and to acknowledge its end. The organizational program is being phased out of GSAPP; the last class was admitted in the fall of 2006.

Over 45 OP alumni, faculty and staff turned out for the event, including a few students who were present during the program's earliest years, prior to Dr. Clay Alderfer's arrival in 1993.

Part reunion, part memorial service, the event was bittersweet as alumni recalled the impact the program has had on their personal and professional lives. While alumni expressed regret that the OP community will no longer have a home at GSAPP, they expressed commitment to their colleagues and to the field.

Retired professor Clay Alderfer, who served as the program's director from 1993 to 2006, presented a talk called "GSAPP and its Relationship to the OP Program" in which he applied various theoretical lenses towards understanding the program's demise. Several alumni paid special tribute to Dr. Cary Cherniss, the current chair of the program, and thanked him for his generous guidance and dedication. Current students also shared their experiences in the program and were provided words of encouragement from alums about getting through the program and finding work upon graduation.

Though the program is defunct, OP alumni are strongly encouraged to get involved in the GSAPP Alumni Association in which they can continue to find support.

UPDATING YOUR CONTACT INFORMATION WITH GSAPP

There are two major alumni listservs: one is an interactive listserv where requests for referrals are often posted. The other listserv is from the Dean's office, an "Announcement Only" listserv that reaches the highest number of email addresses. Some GSAPP graduates choose to be only part of the "announcement only" listserv.

In order to update your information with the interactive alumni listserv, you can go to:
https://email.rutgers.edu/mailman/listinfo/gsappp_alumforum

In order to update your information for the Dean's and "Announcement Only" listserv, please go to:
https://email.rutgers.edu/mailman/listinfo/gsappp_alumni

Please tell your friends to update their email address with GSAPP because the newsletter will be available only through the GSAPP A.O. website or through email.

Thank you!

GSAPP Commemorative Booklet and DVD

*The GSAPP Alumni Organization is pleased to announce
the publication of its commemorative booklet,
"Sharing the Vision."*



This 75 page booklet documents the founding of GSAPP and the Psychological Clinic. Filled with information that is available nowhere else, it includes many photographs, both historical and recent. As you turn each page you will see familiar faces and read about fascinating people who transformed their ideas into reality.

The booklet includes a unique DVD containing interviews with many of those who were there at the beginning of GSAPP, including Don Peterson, Stanley Moldowsky, Morrie Goodman, Peter Nathan, Stanley Messer, Ruth Schulman, Sandra Harris, Robert Weitz, Dorothy Cantor, and others, which is fascinating to watch.

Those who attended the October 2005 "Sharing the Vision" event should have already received their copy of the booklet in the mail. If you attended the event and have not yet received a copy, please contact Caroline Mossip, PsyD at cemossip@alumni.rutgers.edu.

If you would like to purchase a copy, please send a check in the amount of \$75 (payable to GSAPP Alumni Organization) to: GSAPP Alumni Organization, 152 Frelinghuysen Road, Piscataway NJ 08854-8085. Please indicate the address where you would like the booklet mailed, and it will be promptly sent to you.

