Greetings From the Director!

Hi Everyone!! A few items about the program and future directions are as follows. This has been and will continue to be a semester of conferences and connections for me. In January, I was fortunate enough to be selected as a participant in the STARS (Science and Transcendence Advanced Research Series) Conference, which was held at a beautiful resort in Cancun, Mexico. I met a wide variety of interesting people, including Sue Savage-Rumbaugh, a world renowned primatologist, most famous for her pioneering work with bonobos. We worked on a grant together to determine the extent to which bonobos can justify and I traveled to the Great Ape Trust for some time in March.

In March, I also took a busload of C-I students to the annual Eastern Psychological Association in Philadelphia, where we presented a symposium on the Tree of Knowledge and well-being, as well as a paper on the Influence Matrix, and we had the opportunity to hook up with my former mentor Aaron T. Beck.

Continuing with the conference theme, Harriet, Craig and I hosted a conference in April titled Visions of Integration: Implications for Self and Society. Tying together some unifying themes from IBAVI, the ToK, and other integrative proposals in the field, we brought together scholars from across the disciplinary spectrum to dialogue about unifying science, models of the self and the implications of such proposals for society. I am also very pleased to report...
Greetings, cont’d

that luminaries like Paul Wachtel, Keith Stanovich and Sue Savage-Rumbaugh attended.

Two final items are as follows. We received a large number of highly qualified applicants and I am very excited about getting to know them on interview day and during the upcoming school year. And, last but definitely not least, I want to extend kudos to those who applied for predoctoral internships. They did an excellent job both obtaining interviews and representing our program. All internship applicants were MATCHED and placed in APA accredited internships!!

~Gregg Henriques

On the Move: Updates from the Faculty

Dr. Anne Stewart:
At Home and Abroad

Hi All! I am thrilled to be a part of our dynamic program, and appreciate my relationships with colleagues and our students! I especially enjoy the opportunities to take students with me on my travels to the Dominican Republic to collaborate with undergraduate students and faculty to develop infrastructures for mental health service delivery. We returned in the summer of 2007 to continue our work. My passion for helping children and families cope with adversity brought my colleague, Lennie Echterling and I to Mississippi after Hurricane Katrina and to India to train health and emergency care providers. The drawings of the children were powerful and touching and teach us so much about resilience. I continue to promote "playfulness" in my role as President of the Virginia Association of Play Therapy (VAPT). I am also excited about coordinating our minor concentration in Interprofessional/International Studies, using our cross-disciplinary service teams in developing countries as an experiential component. I participate with our students in providing interprofessional workshops in multicultural awareness to students in the health services professions. I am excited about everything our alums are doing out in the world!

Meet Maisha!! She is one of the newest members of the Great Ape Trust bonobo family!
Dr. Tim Schulte: Serving the Community

Hello! The clinical services of Counseling and Psychological Services and Interprofessional Services for Learning Assessment continue to expand in some exciting areas. We are currently providing mental health consultation, therapy, and counseling in Page County at The Health Place in Stanley. A team of students travel to The Health Place one day a week and provide a variety of services. As part of our work in Page County we have been privileged to work with Healthy Families of Page to provide mental health consultation. We are also working closely with Page Health Care, a model of rural primary care medical practice. We are excited to be part of this innovative rural health service delivery and look forward to future collaborative projects.

Dr. Harriet Cobb

Hi! It feels great to be a part of this program, a wonderful community of colleagues and students. To highlight a few specific activities, I enjoy my role as mentor for the third years through their internship application process. I funnel the emotional experience with my annual “intern dream” (This year’s dream had them all on stage participating in a talent show with me backstage, clapping and biting my nails!) I take real pleasure in coordinating the Organizational Change/Leadership Minor Concentration for interested students. We meet about three times each semester, over coffee, smoothies, or wine. We discuss selected readings, debrief events involving change we experience or observe from psychological and socio-cultural perspectives, and participate in activities that encourage the development of personal and professional identities to enhance our role as change agents in the world. Many students take elective classes outside the department in health sciences, public policy, or educational leadership.

I’ve just completed Collaborative Divorce Team training, an interdisciplinary approach to assist families in planning a peaceful post-divorce life in order to co-parent their children in the best possible way. I hope to incorporate this non-adversarial model of practice (which involves a cooperative team of attorneys, financial specialists, and other mental health professionals) into our training program. As I hear from alums, I am so proud of your accomplishments, and happy that so many of you have found such meaning in both your personal and professional lives. You ARE making the world a better place!
Greetings everyone! I hope this update finds all of you doing well.

As many of you know, I served for training director of the Combined-Integrated doctoral program for five years (2000 – 2005). During that time, we worked very hard to bring national recognition to our doctoral program and the Combined-Integrated model of education and training in professional psychology, a stated priority at James Madison University. In close collaboration with many colleagues, students, and organizations around the country, we established the Consortium of Combined-Integrated Doctoral Programs in Professional Psychology (CCIDPIP) in 2002, conducted two APA symposia on C-I training (2002, 2004) and hosted a national Consensus Conference on the C-I model at JMU in 2003; the results of these efforts were published in two special issues of the Journal of Clinical Psychology in 2004. Along the way, it became necessary for us to launch a national campaign to retain the “combined” category of education and training, an undertaking that ultimately received very strong support from a wide spectrum of organizations and individuals in our field, including APA’s Board of Educational Affairs. To cap it all off, we wrote two accreditation self-studies, hosted a site visit, and ultimately were re-accredited for “full and 7” years by the Committee on Accreditation.

Quite frankly, by the end of this process, I was ready to devote more time to my primary research interests in the etiology, maintenance, and transformation of beliefs and values. Fortunately, we had hired a wonderful new faculty member, Dr. Gregg Henriques in 2003, who was able to transition into the training director role during the 2005-2006 academic year. I am delighted to report that Gregg has done a splendid job in his new role, and that the C-I program continues to move forward in important and creative directions.

I am still a core faculty member in the C-I program; in addition to program committee responsibilities, I teach developmental psychopathology, the doctoral seminar in professional psychology, and supervise a number of dissertations. But now, my primary leadership/administrative role is as Executive Director of the International Beliefs and Values Institute (IBAVI) at James Madison University.

Established in 2004, the mission of the IBAVI is to:

examine, describe, and explain the linkages between the implicit or explicit beliefs and values of individuals, groups, organizations, governments, and societies around the world and those actions, policies, or practices that are demonstrably grounded in or legitimized by these specific beliefs and values. This mission and the concomitant activities of the IBAVI shall be deliberately pluralistic, critically-minded, and self-reflective, grounded in sound scholarship, and informed by reasoned dialogue.

In this role, I have been fortunate to travel to a number of countries around the world (e.g., Australia, China, England, India) in order to meet colleagues, students, and leaders of academic institutions and non-governmental organizations who share interests in the IBAVI’s activities and mission. Presently, the IBAVI is engaged in a wide range of projects in the U.S. and internationally, several of which involve faculty and students of the C-I program. You can read more about the IBAVI and our initiatives at http://www.jmu.edu/ibavi.

Speaking personally, this has been an intense, exciting, and occasionally overwhelming time. I am grateful for the support and participation of colleagues and students in the C-I program and JMU as we address these “big picture” issues together, many of which are highly congruent with the core principles of C-I training developed at our 2003 Consensus Conference (e.g., the need for C-I psychologists to address larger global and sociocultural issues that affect us all).

I’ll leave things here for now, with best wishes to all of you in your personal and professional endeavors. I look forward to hearing more about you and your many accomplishments in the months and years to come. Please stay in touch!
Where are They Now? 
Touching Base with C-I Alumni

I very recently completed my postdoctoral training hours, and passed the licensing exams for Florida. I am still employed by my post-doc supervisor (Bloomfield Psychological Services) and I am considering options for the future. In my current position I provide individual and group therapy to people involved with Federal Probation Services, and also for people involved with the Department of Children and Families (child protective services). In addition, I conduct evaluations of parental fitness, and assist with child custody evaluations. I very much enjoy the variety and the challenges in this position. I felt extremely well prepared by the C-I program, both in terms of specific clinical skills and by the open-minded, non-reductionistic approach to our training.

On a personal level, I got married last year, and now have an 8-year-old step-son in addition to my own child Bobby (now 15). We bought a house, taught Bobby to drive (gulp) and taught the little one how to skateboard. It has been a full and eventful year.

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As a 1999 graduate, I became licensed as a clinical psychologist in 2001. I have worked as a supervisor at a home for women with mental illness, taught a class at Blue Ridge Community College, taught a number of ASAP (Alcohol Safety Awareness Program) classes, worked as a relief staff member for Community Services Board, and started a small private practice in my home. For the past two years, I have offered a free weekly support group for women with eating issues. This spring, I plan to make my six acres more wildlife-friendly by adding a pond, trees, and grasses. Thinking back on my time in the program, I am most grateful for the support and encouragement I received from professors and peers—to be myself, to continue on my journey, and to make a contribution to my community.

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Where are They Now?-Cont’d

I joined the Shenandoah Valley Family Practice Residency Program (SVFPRP) in 1998 as one of the core faculty was recently promoted to Associate Professor. I was licensed as a Clinical Psychologist in 2000. The SVFPRP is a medical residency affiliated with the Family Medicine Department of Virginia Commonwealth University/Medical College of Virginia. We have an intern year site at Winchester Medical Center as well as a community based clinic site in Front Royal, Virginia for all three post-graduate years. This is a Health Psychology oriented role where I work in conjunction with a Psychiatrist and other Family Physician faculty to train a cadre of 16 Resident Physicians in interviewing, communication skills, diagnosis and treatment of mental illness that presents in an undifferentiated manner in a primary care medical setting. The curriculum includes lectures and didactics in psychopharmacology, brief therapy, family systems, psychological assessment, substance abuse, domestic violence, crisis management, complementary and alternative medicine, and leadership training. The three years of training further emphasizes a biopsychosocial approach to management of serious and chronic conditions such as diabetes, hypertension, obesity, hyperlipidemia, and other conditions that are best managed with a holistic approach. Along with teaching responsibilities and seeing patients during their medical visits, I also maintain a small private practice in conjunction. I recently created and produced a chapter on Keeping the Family in Family Medicine for a training CD that is used by the VCU Department of Family Medicine to introduce medical students to the diversity of the Family Medicine specialty.

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have also developed the Objective Structured Clinical Evaluation (OSCE) used by our program to observe and assess first year Resident Physicians as they interact with standardized patients. A major part of this assessment activity requires recruitment and training of standardized patients who present with complex symptoms related to co-existing emotional and physical conditions. As you know, on average, sixty percent of emotional conditions are seen first by primary care physicians. Our residency program has been cited at the national level for our dedication to provision of educational opportunities that prepare our graduates to manage and coordinate care for patients with complex mental illnesses. This has been an exciting and rewarding career path that highlights how the JMU C-I program and the PsyD degree well-prepared me to not only create but successfully implement the Behavioral Health curriculum for this training setting. Please visit us on the web at www.valleyhealthlink.com/residency_program/index.html
Where are They Now?-Cont’d

I work as a Licensed clinical psychologist and clinical director at New Lifestyles. Also, I serve as an Assistant professor at JMU, which will be my 12th year of teaching (including TA assignments). Additionally, I work part-time in private practice.

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Following my excellent preparation in the JMU School Psychology program, I graduated from the C-I program in May 2005. I was married on 8/12/06 to Greg Wilson in Baltimore, MD. I currently live in Gurnee, IL, which is about 40 miles north of Chicago. I am working with the Waukegan Public Schools as a school psychologist and as the District-Wide Crisis Team Leader. I am also one of three trainers of the PREPaRE Crisis Intervention Model in the state and one of 20 in the country. The program at JMU has helped me to expand my roles as a school psychologist to not just conduct assessments and consultations, but to be able to conduct therapy as well with the students that I serve. I also have a broader understanding of mental disabilities, systems theory, and conducting unique socio-emotional assessment tools like the Rorschach.

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After graduating from the C-I program and obtaining licensure as a Psychologist in Alaska I began a private practice in 1998. I continue to work as a full-time School Psychologist in the Juneau Public Schools, therefore my private practice caseload typically runs 12 to 15 clients. Since I work with children in the schools I focus on adults, couples and families in my private practice. It’s a heavy workload but I really enjoy the therapeutic process with adults. My wife of ten years, Kris, is a 5th Grade Teacher and we will both be able to retire from the Juneau Schools in 2 years, as it only takes 20 years of service in Alaska in order to retire with full benefits. Kris will only work half time as we have a 5-year-old little girl, Katie, and just had a baby boy on 1/23/07, Samuel “Sam” Brady Kiernan. I have a wonderful life and owe a lot of that to my Undergraduate, Masters, Ed.S. and Psy. D. all from JMU. Particular thanks go to Doug Brown, Jerry Benson and Harriet Cobb for their support and patience. For those in the program, my advice is to continue to work hard, get your dissertation done quickly in order to graduate, and then begin to get acquainted with the National Licensure Exam. I recommend a study guide published by, “Association For Advanced Training In The Behavioral Sciences”. Hi to that first group that went through the first year of the Psy. D. program with me starting July, 1994; Renia, Judy, Liliane, Deanna, Vivian and Judith.

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Combined Integrated  
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I am at the Mailman Center for Child Development, University of Miami School of Medicine, which is a hospital specializing in neurodevelopmental disabilities, with myriad opportunities with diverse populations. My major rotation is the Child Protection Team, where I perform psychological evaluations on children or parents involved with the Department of Children Families for reasons related to child maltreatment. We evaluate child victims, siblings, alleged perpetrators and non-offending parents in order to assess allegations, treatment needs and psychological functioning. I also work as part of an interdisciplinary team (comprising psychologists, developmental pediatricians, speech/language therapists, occupational therapists, physical therapists, audiologists, and sometimes even a neurologist or geneticist) that evaluates children who present with extremely complex cases and often have an array of needs. I will soon start a rotation in Neurodevelopment/Special Immunology, which is a 20+ year longitudinal research study examining the neurodevelopment and neuropsychological functioning of children born with HIV and sickle cell anemia. We also do a good deal of consultation with physicians about various issues.

I love my internship, and I feel that it is the perfect place for me. I have learned that the breadth of training (compared with specializing early) in our program was the right way to go, for me at least. On a personal note, I was married this past December (December 29th), and married life is great so far. No plans for kids in the near future! We’re focused on finding a post-doc in Central Florida and hopefully buying a house.

~Devi Bhuyan (bhuyandx@jmu.edu)

Greetings from West Virginia! I am halfway done with my internship at WVU’s Carruth Center for Counseling & Psychological Services and I cannot believe how quickly it is going by. I am really enjoying it and especially appreciate the sense of community, at both the university and counseling center levels. It is busy. I am carrying a case load of 12 individual clients and just started co-facilitating a group for students with social anxiety. I also conduct one LD/ADHD assessment a week, supervise doctoral-level practicum students, receive three hours of individual supervision per week, and complete several intakes and intake reports every week. We have three seminars that I attend weekly and I also attend the staff meetings. Outreach and consultation is another big part of what we do and I am currently working with another intern to plan the events for National Eating Disorders Awareness Week. I work primarily with undergraduate and graduate students, although parents and faculty members also use our center for consultation. Like I said, it is busy and the fast pace of the center was the hardest thing to get used to. It is a very supportive atmosphere, something I was seeking in an internship, and I am enjoying being both a contributor to and a consumer of the great training opportunities that they offer. Regarding Morgantown, I like it but it has been really cold lately and my dog and I are having a hard time getting used to it. It was a little difficult to adjust at first and I still travel back to Harrisonburg a couple times a month, but I’m filling up my time here with knitting (my new hobby), reading the books I never got to while taking classes (yes, pleasure reading!), and spending lots of quality time with my dog. Oh, and of course working on my dissertation©! It has been a great six months and I can honestly say that the stress of the internship application process was well worth it in the end.

~Debbie Thurneck (thurneda@jmu.edu)

I am at the University of New Mexico Health Sciences Center, Division of Child and Adolescent Psychiatry, Albuquerque, NM. The main rotations are: 1. Children’s Psychiatric Center - Outpatient Services. Training occurs within a developmental perspective in an interdisciplinary setting using a multicultural training model. Systemic, contextualistic models and community-based approaches are emphasized with cognitive-behavioral, family systems, solution-focused, psychodynamic, and object-relations orientations. A large number of the client population is from diverse American Indian and Latino groups and present a wide variety of emotional, behavioral, cognitive, and relationship problems. 2. Children's Psychiatric Center – Inpatient Services. Training occurs in a developmentally appropriate setting using an interdisciplinary team, which includes psychologists, psychiatrists, developmental pediatricians, social workers, speech/language therapists, occupational therapists, physical therapists, audiological staff, and other mental health providers. Training occurs within a developmental perspective and includes a wide variety of emotional, behavioral, and relationship problems. 3. Major Rotation: (One day a week) Acoma-Canoncito-Laguna Hospital Behavioral Health Rotation (ACL) Service Unit of the Indian Health Service is located in Acomita, New Mexico. It serves two Pueblo Indian tribes (Acoma and Laguna) and a nearby community of Navajo Indians (To’ajíii). I work with severely disturbed children, adolescents and families who come from a low SES and have severe trauma histories. Most interns leave this site stating that it has been one of the most intense and challenging settings they have worked in. I would agree!

~Devi Bhuyan (bhuyandx@jmu.edu)
I am an intern at Eastern Virginia Medical School. My first rotation was for the Neuropsychology service at Eastern State Hospital, where I conducted neuropsychological evaluations, consults, individual, and group psychotherapy to forensic, psychosocial rehabilitation, and geriatrics patients. My current rotation is with neurorehabilitation at a Level I trauma center at in Norfolk. I am very happy with this internship and have recently participated on the intern selection committee for next year. Two insights I would like to share would be how important it is to tactfully ask specific questions during interviews regarding the internship program’s strengths and weaknesses and definitely ask the current interns for information. My wife, Laura is finishing up her Juris Doctorate at the University of Richmond, where we currently reside, and she has accepted a clerking position for Chesterfield County Circuit Court. I have just completed sending out applications for post-doctoral fellowships in Neuropsychology/neurorehab. It is my hope that, following my 2 year postdoc, I will work in a hospital setting and begin plans for a private practice in forensic Neuropsychology. I hope everyone is doing well and please contact me if I can be of any help throughout your endeavors!

~ Salmaan Khawaja (Salmaan.khawaja@gmail.com)

Hi everybody! Here I am in Lexington, Kentucky with my husband and two daughters Hayley (7) and Audrey (4). Lexington surprised us with its charm, growth and diversity. I am an intern at the Lexington Federal Medical Center, Bureau of Prisons. I have just recently completed my specialty rotation in Behavioral Medicine where I provided mental health services to inmates with medical needs. In addition to providing long term psychotherapy, I have been exposed to new behavioral techniques (hypnosis, biofeedback, relaxation response) and new populations (I provided short term interventions for inmates with serious and persistent mental illness during their forensic evaluation for competency to stand trial). There is a constant stream of brief assessments of functioning in areas such as need for services, malingering and suicidality. I conducted several groups including chronic pain management, mindfulness-based cognitive therapy for depression, stress management, support groups for patients with Leukemia, and a process group for inmates who provide personal care to patients in the hospital unit. In my new rotation on the general population unit, I am the only mental health provider for 400+ inmates. Catalysts for therapy often include adjustment to incarceration, preparation for release and situational stressors (deaths, divorce, interpersonal conflict with staff). Overall, I love this experience and it has reinforced the value of being a generalist. I am enjoying the potential that every encounter brings. I miss everyone at JMU and hope to see you soon! A few recommendations to future interns:

• Have faith in yourself and in the program...you are being trained well.
• Get work done on your dissertation...internship year is deceptively exhausting.
• Last but not least...sell your stuff before you move!

~ Heather Gow (hgow@bop.gov)

I’m currently completing my predoctoral psychology internship at Saint John’s Child and Family Development Center (CFDC) in Santa Monica, CA. The CFDC provides training in clinical child and adolescent psychology in a multicultural community mental health setting. At my site, I am providing clinic-based and school-based individual, family and group psychotherapy, as well as providing crisis intervention services. I conduct language proficiency assessments as well as comprehensive psychodiagnostic evaluations. I have had the opportunity to provide all of these services in both English and Spanish! Interns also participate in multidisciplinary teams, and attend weekly didactic and training seminars. Overall, I’m very much enjoying my internship and have felt that our C-I program has prepared us very well for the internship year. I am also very glad to be back on the West coast, near my family and away from the snow!

~ Lety Solórzano (solorzlx@jmu.edu)
I hold nothing but the highest regard for our faculty. The training and education that I have received at JMU is excellent. The curriculum is an exemplary model of structure and flexibility. While I feel that I have received sufficient preparation in all of the necessary areas of competency, I have also been encouraged to engage in my own individual pursuits tailored to my areas of interest. Lastly, I cannot overemphasize the energy of the faculty in their own pursuits, which in turn inspires me as a student. As a result, students are given so many opportunities that they do not have enough time to pursue them all!

~Chase Levesque

My time at JMU has been an exciting, challenging journey and I feel well prepared to take the next step in my professional development. Within the CI program, I have appreciated the breadth of training experiences, programmatic emphasis and support in developing awareness of self and other, and flexibility in tailoring curriculum and practicum experiences to the unique needs and special interests of each student.

My clinical research interests are geared towards children and families and include attachment, early childhood, parent-child interactions, childhood internalizing and externalizing behaviors, developmental psychopathology, and risk and resiliency. I would like to have a clinical research career in pediatrics, working in a hospital setting. Also, I envision working in the private practice sector conducting psychotherapy and psychological assessment. My favorite psychology book is the Gift of Therapy by Irvin Yalom because it candidly illustrates the importance of self-reflection as it pertains to personal and professional growth.

~Jennifer Gilbert

My graduate education experience at JMU has been a very rewarding for me. I embarked on a journey of both professional and personal development during my doctoral program- and I have learned several important lessons on the way. I have realized that over the years, I have adopted particular beliefs, values, and worldviews about the profession of psychology and gained a greater respect for the field and pertinent issues within it. I believe that I will end up graduating as a more informed professional as well as a more self-aware individual, which will be a solid foundation of my professional future.

My research interests include beliefs and values, and their role in human behavior, environmental Psychology, and roles of psychotherapy and psychodiagnosis in international and multicultural contexts.

My goals are to gain clinical competence in psychotherapeutics and psychological assessment-with an emphasis on neuropsychological assessment. Eventually, I want to apply my knowledge to more global and multicultural issues.

~Rituma Patel
3rd year Perspectives, cont'd

It’s hard to imagine that I’ve been in this program long enough to be asked to reflect on my time at JMU. Coming to the Cleveland Partnership Hall for interview day and meeting the professors and current students more than three years ago, I was certain that the C-I program was the right fit for me. And, that prediction has held true throughout my time at JMU. I have continuously felt pride and affection for our program and the people that keep it running smoothly. The C-I program has been more positive, supportive, and intellectually stimulating than I could have hoped for.

It seemed like a big leap of faith to leave my family and friends to move to Virginia, but the relationships I have formed and the experiences I have gained will always hold a special place in my heart.

My previous experiences involved working with preschool-aged children. Since joining this program, I have also become interested in working with families. My dissertation research focuses on protective and risk factors in this young age group, and the importance of positive parent-child interactions to promote resiliency and healthy strivings. I am also interested in parental stress levels and the role this plays in their child’s development.

In the future, I would like to continue my work with children and families. A community mental health facility, focusing on systemic work and promoting play therapy, would be an ideal setting for me. In the future, I would love to be involved in policy reform for high-risk children and their caregivers, lobbying for practices that support the best interests of the child.

Before coming to JMU, I read, Dibs: In Search of Self by Virginia Axline, a pioneer in the field of play therapy. This book helped raised my consciousness about the value of play in clinical work with children. Another favorite of mine is Children with Emerald Eyes by Mira Rothenberg, a thoughtful and provocative book about her work with children suffering from severe mental illnesses.

~Megan Fiore

Teaching introductory psychology has brought me full circle, which coincides perfectly with the beginning and ending of my course work. It was not that long ago that I was in a seat similar to those of my students. Unfortunately, in this little time, I had forgotten the excitement a student experiences when learning about Freud's theory, Piaget's developmental stages, and Maslow's hierarchy of needs for the first time. It has been good to remind myself of the beginning concepts I first encountered in my education as I complete my course work and transition into the field.

Favorite psychology related book: Zen and the Art of Motorcycle Maintenance. This book is indirectly related to psychology on one level, and directly related to psychology on another. Indirectly, as the book is about a motorcycle journey; directly, because it is about the impact of a journey when it is experienced with different levels of awareness. In addition to being a killer book, I thought that it beautifully exposed the impact that higher levels of awareness can have on the psychological functioning of an individual. I got a kick out of this!

~Jarrod Reisweber

Teaching has been an adjustment, especially the first
Sound bites Cont’d

Teaching has been a wonderful opportunity. It's fun for me because I think psychology is very 'cool,' not to mention that it's all around us, so here's a captive audience to whom I can relate all this interesting information. However, I don't want to kid anyone into thinking it's not a HUGE time commitment and can feel incredibly overwhelming at times. Head of the graduate psychology department, Sheena Rogers does a wonderful job of helping us from start to finish, everything from creating a syllabus to dealing with issues in the classroom.

My favorite psychology book is Harry Potter! I began this series when I was first beginning the process of going back to school, and I remember how much I was relating to, and comforted by the books. Because psychology was not my major as an undergrad, Harry’s discovery of Hogwarts School of Wizardry and Witchcraft and his disbelief that he could spend his life studying such a thing, was a familiar feeling for me as I was entering doctoral studies. I related to his trials and tribulations as he went through his years there, and when Harry and his friends shared about the exhaustive amount of reading and the piles of homework described how I related. The books are beautifully simple, and its themes are magical, yet classic, and timeless.

~Parisa Montazeri

Introducing the Class of 2010!

Favorite Psychology Related Book or Movie:
Andrea Falzone
  Antwone Fisher (movie)
Mykal Stanley
  The Glass Menagerie
Jennifer Kasey
  Black, White, and Jewish: Autobiography of a Shifting Self
Katherine Luci
  One Flew Over the Cuckoo's Nest (movie)

(Above, from left to right: Andrea Falzone, Mykal Stanley, Jennifer Kasey, and Katherine Luci in Dominican Republic for the C-I Study Abroad/Service Learning Experience.)
Spanish for Clinicians
A Peruvian translator offered a class to teach basic Spanish phrases such as greetings and how to ask questions in the context of obtaining intake information. Six C-I students, one faculty member, and a couple of students from School Psychology and Psychological Sciences participated in this course. We plan to offer this experience on a regular basis in our efforts to prepare students to serve diverse clients.

Multicultural Workshops
During both the Fall and Spring semesters, C-I students during their first and second year serve as facilitators in Building Multicultural Competency Workshops (BMCW). Students prepare for this experience during their Doctoral Seminar class and work with Emily Ackerson and Anne Stewart on the objectives of this workshop. These workshops are targeted toward undergraduate students across disciplines, particularly nursing and psychology. The BMCW is one of many efforts to expand upon the C-I program’s initiative for diversity and interprofessionalism.

Donations:
As you well know, the cost of completing dissertation research can be quite high, especially participant costs for incentives and outcome measures. Following in your footsteps, our students continue to produce quality dissertations. Donations to support their research would be deeply appreciated! Make your checks payable to JMU C-I Doctoral Program. Thank you for all of your contributions both past, present, and future!

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~Thank you!!