

MIZZOU

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Counseling Psychology E-newsletter

Greetings From the Department Chair

The E-newsletter that you are now reading is the result of an effort to develop a mechanism whereby we, within the department, can establish and maintain on-going contact with you -- our many alumni, former faculty, counseling center staff, friends and supporters across the country and around the world. As you know, the Counseling Psychology program here at Mizzou celebrated its 50th anniversary of APA accreditation in April of 2003 with a weekend of fanfare that included seminars, student poster sessions, speakers, banquets, campus tours and the like. What an exciting time that was for us! It is hard to believe that was a year ago as so much has happened since that time that we would like to share with you. In turn, we want to hear from you as well – to know what's going on in your neck of the woods. It is hoped that our *Mizzou Counseling Psychology E-Newsletter* will help make this interaction possible.

As with any new venture, we must depend upon your feedback to help us in our voyage. We hope this inaugural issue of the *Mizzou Counseling Psychology E-Newsletter* will be received and read with great pleasure and pride.

Best wishes!

Punky P. Heppner

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From The Editor

It is my pleasure to serve as editor of the *Mizzou Counseling Psychology E-newsletter*. The purpose of this newsletter will be to provide you with up-to-date information about the Counseling Psychology program here at the University of Missouri as well as the many accomplishments of its faculty, students and alumni.

The *Mizzou Counseling Psychology E-newsletter* is the vision of Dr. Puncky Heppner, Chair of the Department of Educational, School, and Counseling Psychology; and it has been under his watch that this inaugural issue is being sent to you. This is the good news. The not so good news is that Puncky has decided to step down as Chair at the end of the spring 2004 semester. Many of us know this was a difficult decision for Puncky as his total commitment to advancing the Department has been highly evident. Nonetheless, despite numerous and valiant attempts to persuade him otherwise, he has stood by his decision. Therefore, it seems fitting that this inaugural issue of the *Mizzou Counseling Psychology E-newsletter* be dedicated to Puncky for his extraordinary leadership. In addition, Puncky will be featured in the Faculty Focus section of the newsletter.

We also will feature two of our alumni, Dr. Randall McAlister ('85), and Dr. Connie Johnmeyer ('94). Each has taken their learning and degrees in very different directions; and in doing so, each has shown different models "of being" as a counseling psychologist. We think you will find their stories and career paths captivating. In the "Students' Corner" section, we have listed internship and job placements that our fourth year and graduating students have taken. We are particularly proud of our students as they are among the best and the brightest, and continue to be top performers as well as our "ambassadors" upon completing the counseling psychology program.

The Department has received a number of accolades during the 2003-2004 academic-year; and one of which we are most proud is the Outstanding Departmental Contributions to Graduate Education Award. In giving the award Dr. Brady Deaton, MU Provost and Executive Vice Chancellor, cited the many accomplishments that factored into our selection; we, in turn, have included these accomplishments in the newsletter.

As you must know, this newsletter will be a work in progress; as such, we must rely on your feedback as well as your support and active involvement through submission of feature articles and career/life updates. Thus, we would like to hear from you on a regular and continuing basis.

Welcome aboard the *Mizzou Counseling Psychology E-newsletter*. We will look forward to a long and rewarding relationship with you, our many alumni and friends.

--Barbara Williamson, Editor--

Outstanding Departmental Contributions To Graduate Education Award

The Department of Educational, School and Counseling Psychology won the 2004 University of Missouri Outstanding Departmental Contributions To Graduate Education Award. One award is given for the entire campus and is given in recognition for the excellent quality of students, the training provided, the achievements of the faculty, the progress around enhancing diversity, and innovations in teaching. The purpose of the award is to recognize both well-established and highly innovative contributions that departments or interdepartmental units make to enhance the quality of MU graduate programs and to the successful careers of their graduate alumni.

In addressing the audience gathered at an awards reception, Dr. Brady Deaton, MU Provost and Executive Vice Chancellor, shared the accomplishments of the three areas within the Department. Regarding Counseling Psychology, he indicated that it is ranked number one in research productivity across 25 years and is one of the top 3 programs in the nation. Within the Department the faculty includes 4 Fulbright Fellowship winners, a Middlebush Chair, and 7 Kemper winners. According to Dr. Deaton, “even more important than these numbers—this department is known for excellence in graduate instruction, minority recruitment and retention, and graduate mentoring. By facilitating research, professional development, and career planning, this faculty takes mentoring very seriously. The evidence of this department’s outstanding contributions to graduate education is most vivid in the graduate students’ words”.

In the nominating letters, one graduate student wrote: “I was honored to be accepted into a highly ranked [ESCP’s] Counseling Psychology program and was pleased to obtain the Huggins Fellowship for the four years of my doctoral

studies. In truth, I feel sad to be graduating from MU and wish I could keep studying there much longer. One of the reasons for this sadness is missing opportunities to take classes from the ESCP professors. What a unique chance it has been to be studying directly with individuals who are considered to be outstanding in the field of psychology.”



Another student wrote: “I can unreservedly say that one of the strengths of the ES&CP is its strong advocacy for minority, underrepresented groups, including international students. Because I experienced it firsthand, I strongly believe in the department’s genuine devotion to the welfare of minority groups.”

The University of Missouri presents the winning department with \$30,000 (\$10,000 per year for three years). The winning department may use the funds in any number of ways to further enhance the quality of its graduate program: small grants-in-aid to support thesis/dissertation research and travel, recruitment and campus visits for promising applicants, retention programs, job placement initiatives, etc. At the end of the three-year period, the recipient must submit a report to the Provost and the Graduate School describing the impact the award funds have had in furthering the quality of both the graduate program and the graduate student experience.

APA Accreditation Summary

During April of this year, the Counseling Psychology Program was reviewed by the Committee on Accreditation of the American Psychological Association (APA) for the purpose of continued accreditation. This rigorous and intensive process takes place every seven years. As outlined in the Guidelines and Principles of Accreditation of Programs in Professional Psychology, accreditation is a voluntary, non-governmental process of self-study and external review intended to evaluate, enhance, and publicly recognize quality in institutions and in programs of higher education. Further, accreditation is intended to protect the interests of students, benefit the public, and improve the quality of teaching, learning, research, and professional practice. Moreover, the accreditation process involves judging the degree to which a program has achieved the goals and objectives of its stated training model.

Dr. Mary Heppner led the faculty in preparation for the three-day site visitation that evoked strong accolades by the three-person team. The self-study is an extensive document, however, highlights are provided in the following Executive Summary:

Executive Summary of American Psychological Association Self-Study Report on the Counseling Psychology Doctoral Program at the University of Missouri-Columbia

Overview

- The Program at MU is **one of the oldest and continuously accredited programs** in the nation, having granted **over 700 doctorates**, and recently celebrating **50 years of continuous accreditation**.

- The Program at MU is consistently rated on numerous indices **as one of the top training program** in the US.
- In 2000, our department won the **APA Graduate Student Award for Department of the Year for outstanding mentoring** of graduate students, given to only one program annually within all of psychology.

Faculty Accomplishments

- The Department of Educational, School, and Counseling Psychology is typically ranked among the **top 10 programs at MU in the generation of external funding**, averaging around \$7 million annually.
- Our program was **ranked number one in the nation in research productivity** over 25 years in the five top empirical journals.
- In the last **six** years, **faculty vitas** reflect a total of **274 scientific publications** and **355 presentations** at national conferences.
- **Six faculty** have been awarded the prestigious William T. **Kemper Award** for Outstanding Teaching.
- Our faculty have **written** some of the **major texts used in the field** in specialty areas like Research Design, Scientific Writing, Sports Psychology, Career Development, etc.
- Our current faculty has an impressive record of major **leadership in professional organizations**, including Presidents of the American Counseling Association, the APA Division of Counseling Psychology, and the APA Division on Men and Masculinity.
- Faculty have been honored with **numerous**

APA Accreditation Summary-Continued

national and international awards, including four Fulbright Fellowships; we have also won many of the highest awards given by professional associations, such as the APA Early Scientist Practitioner award and the AERA Distinguished Researcher award; finally, the faculty have also been honored with **prestigious campus awards**, such as the Middlebush Chair for the Social Sciences, the Graduate Mentor of the Year, the MU Diversity Enhancement award.

- Faculty have served as **Editors and Associate Editors** of the top journals in the field (e.g., *Journal of Counseling Psychology*, *The Counseling Psychologist*, *Professional School Counseling Journal*, *Psychotherapy Research*).

Student Accomplishments

- **88 %** of our current doctoral students are **members of professional organizations** (primarily APA).
- **82%** of our current doctoral students are authors of **papers presented** at scientific conferences.
- **52%** of our current doctoral students are **authors of papers in scientific journals**
- **44%** of our current doctoral students are **involved in grant supported research**
- **96%** of our students are placed in one of their **ranked internship choices on first application**
- **72%** of our doctoral students do their internship at **University Counseling Centers**

- Examining employment patterns of our graduates over the last 50 years revealed the highest percentages were in faculty positions. This trend continues today, as **26% of students** covered by the seven-year self-study **obtained faculty positions** at such institutions as the University of Minnesota, the University of Nebraska, Ohio State University, Purdue University and SUNY-Albany.
- **23 %** of our doctoral students are **employed in University counseling and career centers and 16% are employed as independent practitioners**. Others work in community mental health, consulting, medical settings, and as military psychologists.
- Of our alumni who are employed at **University Counseling Centers, over half are in leadership roles** with 43% as directors, and 13% as Associate Directors or Training Directors.
- Our doctoral students have been **honored with numerous awards at the national level**, including two students from our program who were the sole winners of the Outstanding Graduate Student, the highest Award given by training directors of counseling programs (2001, 2003). In addition, many have **won MU prestigious awards** from Catalyst, the Student Diversity Enhancement Award, and the Graduate Student of the Year Award from the MU Graduate School (2003).

Diversity Related Accomplishments

- In 2000, the counseling psychology

APA Accreditation Summary-Continued

program won the prestigious **APA Suinn Award for outstanding recruitment and retention of racial and ethnic minority students**, given to a highly select number of programs within all of psychology nationally.

- **50%** of our doctoral students are either racial/ethnic minority individuals (25%), international students (20%), or students with self-identified disabilities or self-identified GLB (5%).
- **Almost half of our faculty (47%)** are either Racial/ethnic minorities (i.e., 2 African American, 2 Latino/a) or have self-identified disability status (3 faculty).
- **25 of our culturally diverse students over**

the last 6 years have received multi-year fellowships from the University (Ridgels), and a student in our department was the first recipient of the most prestigious of these, the Carver Fellowship.

- In the last six years, **faculty and students have 83 co-authored scientific publications and 115 presentations** at national conferences **on diversity (race, gender, disability, sexual orientation etc.) related topics**.
- **66% of our racial and ethnic minority and international graduate doctoral students** obtain employment as **faculty** at colleges and universities in the US and abroad.

Faculty Focus

The Teacher

The Researcher

The Administrator

Dr. Puncky Heppner



Dr. Puncky Heppner joined the MU Counseling Psychology program in 1979 and has assumed a number of roles in the Department since that time, including Director of Training Program. In addition, an important part of his professional history has been his involvement in professional organizations and editorial responsibilities. Presently, he serves as President-Elect for APA Society of Counseling Psychology. Dr. Heppner enjoys the process of conducting research and scholarly writing, and has been an active researcher within the field of counseling psychology where his areas of interest are in coping and problem solving. He is particularly interested in how coping/problem solving and health are related in racial/ethnic minority

populations. Dr. Heppner's interest in multicultural issues has been expended over the years through international work and living, which has resulted in cross-national research on coping and problem solving. Dr. Heppner is a consummate teacher having received several College of Education High

Faculty Focus on Dr. P. Heppner--Continued

Flyer awards. His mentoring of advisees, using an apprenticeship model, further evidences his commitment to educating and training the next generation of counseling psychology students.

Over the past three years, Dr. Heppner has served as Chair of the Department of Educational, School and Counseling Psychology and brought to this role the same degree of dedication and effectiveness that has become his signature. While he could claim many accomplishments during this three-year period, not surprisingly, in an e-mail to faculty, staff and students in which he told of his decision to step down as Department Chair, he indicated, "I think the Department is in a good place, thanks to many of [our] efforts." For many who have come to know Puncky, the operative word in his e-mail statement is "our" as his leadership has been collaborative in nature.

In appreciation for his leadership of the Department of Educational, School, and Counseling Psychology, this inaugural issue is dedicated to Dr. Heppner. The commendations cited by Dr. Richard Andrews, Dean of the College of Education as well as Dr. Joe Johnston and Dr. Norm Gysbers are three among many that Dr. Heppner has received for a job well done.

Dr. Richard Andrews Professor and Dean, College of Education

Without a doubt Dr. Heppner has made valuable contributions to the College of Education and to the Department of Educational, School and Counseling Psychology. During his leadership, the Department has continued its outstanding reputation and most recently won the 2004 University of Missouri Outstanding Departmental Contributions To Graduate Education Award. Additionally, the Department has received national acclaim of

the multicultural focus; well over 30% of the doctoral students are racial/ethnic students. Dr. Heppner also has continued to take an active role with the Center for Multicultural Research, Training and Consultation, and has promoted diversity issues with students, faculty and staff. Moreover, he has been an active member of the Executive Council taking the initiative to serve on subcommittees and providing insight to diversity issues within the College and across campus.

During Dr. Heppner's term as Chair some critical space issues have been addressed and areas in the department have been remodeled to help serve faculty, staff and student needs. In addition, he has been effective in increasing the operating revenue for the Department from MU Direct through on-line courses. Dr. Heppner has qualified for the College of Education High Flyer award the past four years. High flyers are faculty rated by students at or above 4.8 on the 5.0 scale in a class size of less than 15 or 4.5 or above in a class size of 15 or more in either content or teaching effectiveness on faculty evaluations. This evaluation is especially to be noted since he served concurrently as Department Chair.

I am sure his national reputation will continue to bring recognition to the College and the University as he returns to his role as a faculty member within the department.



Dr. Norman C. Gysbers, ESCP Professor

While we welcome Puncky back into a full-time faculty role, we will miss his unique professional and personal leadership style as Chair of the Department. Because of Puncky's strong and

Faculty Focus on Dr. P. Heppner--Continued

(Dr. Gysbers continued) clear vision about the mission of the Department, his outstanding leadership qualities, and his attention to day-by-day organizational and operational details, our Department is recognized locally and nationally as the best. His ability to work closely with students, staff, and faculty to resolve issues in a positive manner through problem solving is a major strength that I have appreciated very much. His leadership style has created a departmental atmosphere that is colloquial, cooperative, and caring.



Dr. Joseph A. Johnston, ESCP Professor

Good leadership is hard to come by and we have been extremely fortunate to have had Puncky Heppner as Chair of the ESCP

Department the past three years. Given hard economic times, we needed a leader with vision and ingenuity, one who could see opportunity where another might have seen problems. With limited resources, Puncky managed to bring us new ideas, upgrade space, give us recognition of our efforts with graduate students, even bring new faculty to the Department. More important, despite the usual onslaught of petty issues, he stayed on top of it all, giving endless time to faculty, staff and students. We as a Department are very much the better for it. He has earned the respect and admiration of all of us. Morale is the highest it has been in my tenure here and that is now over thirty years. ... We'll lose him as chair, but welcome his return as a faculty member and the added assumption of duties as President of Division 17 in APA.

Program

Focus

GEAR UP – MU REACH Project

GEAR UP, Gaining Early Awareness and Readiness for Undergraduate Programs, is a U.S. Department of Education program that originated in 1999 with a mission to prepare traditionally underserved low-income, urban and rural youth attending middle and high school for college. The GEAR UP MU REACH Project, directed by Dr. Michael Mobley, assistant professor in Counseling Psychology, is a \$2.1 million dollar 5-year grant awarded in 1999-2000 to serve the 6th grade student cohort at Central Middle School in Kansas City, Missouri in collaboration with Kansas City schools, community, business, and local churches. GEAR UP is a unique intervention program that requires

grantees to serve “entire student cohorts based on grade level” as a means to increase the likelihood of reaching larger number of underserved students and implementing early outreach and awareness about preparing for college. The MU REACH Project is slated to receive a 6th year of funding estimated at \$320,000 from the U.S. Department of Education during the 2004-2005 academic year. Thus, the estimated total grant award from 1999-2005 is \$2.7 - \$3.0 million with more than 50% funding reflecting matching contributions.

The MU REACH Project includes four major components: (1) PEAK Center Lab,

(2) College Connections – Campus Visits, (3) Teacher Professional Development, and (4) Computer Technology. The philosophy of the GEAR UP MU REACH Project is based on the Self-Empowerment Theory of Achievement (SETA) as defined by Tucker (1999). The overall objective of the GEAR UP MU REACH is to self-empower African-Americans as well as other culturally diverse children for academic and social success. Thus, the goal of MU REACH Project is to implement program interventions and activities consistent with SETA which posits that academic failure and behavioral problems, as well as academic and social success, are influenced by five self-variables: (1) self-motivation to achieve; (2) perceived self-control of behavior and achievement outcomes; (3) self-reinforcement (self-praise) of achievement efforts and outcomes; (4) adap-



tive skills (i.e., communication, socialization, and daily living skills); and, (5) engagement in success behaviors. Social functioning and intervention strategies the PEAK Center uses are based on these self-variables. SETA also posits that the higher the levels of presence of these variables in a child, the more likely she/he is to exhibit academic and social success, and the higher the probability students will attend some forms of post-secondary educational program.

The MU REACH Project has served more than 750 students during the 6th – 10th grade in academic, social, cultural, and computer-technology enrichment, teachers with training on

effective behavioral interventions, and parent outreach efforts. The effectiveness and success of MU REACH during the middle school years (1999-2002) is a result of support and leadership of the principal and teachers who assisted GEAR UP cohort students. Program interventions during the 6th, 7th, and 8th grades included: remedial academic support; interpersonal, behavioral, social, and computer technology skills training; MAP (Missouri Assessment Program) state testing preparation and review;



University of Missouri-Columbia (MU) campus visits during the summer, fall, and spring; teacher professional development training on PEAK Model (SETA; Tucker, 1999); and multicultural group counseling.

One of the most significant gains during the 6th grade was increase in cohort students' attendance rate from 60% to 80% over a 5-month period. During the 7th grade of the 247 students 37% have earned overall grades of A or B and 32% have earned a C at the end of 2000 school year; increase in percentage of students scoring proficient on the MAP (Missouri Assessment Program) in reading and advance and proficient in math, communication arts, science, and social studies. In addition, 7th grade cohort evidenced a decrease in percentage of students more than one year below grade level in reading compared to previous school year cohort (1999-2000): 39.9% vs. 59.8%; and in mathematics compared to previous school year cohort (1999-2000): 12.3% vs. 35.5%. And, finally school attendance rates

increased from 82.5% in Spring 1999 to 88.2% in Spring 2000 and students absent (more than 18 Days) decreased from 50.3% in Spring 1999 to 33.9 % in Spring 2000.



The MU REACH Project successfully served the 8th grade cohort at Central Middle School in Kansas City, Missouri during the 2001-2002 academic year. In comparison to prior student cohort groups, the current 8th grade cohort has increased in overall test results on the four of the Missouri Assessment Program (MAP) areas: (1) Mathematics, (2) Communication Arts, (2) Science, and the Missouri Improvement School Plan (MSIP) (4) Reading exams by significant percentages. Teachers have noted the change in attention and focus of students during class as a result of Success Behaviors and students have received incentives for demonstrating improved behavioral performance. Qualitative data from student portfolios also demonstrate improved academic performance.

During the past two years (9th & 10th grades) the MU REACH Project Manager observed substantive changes in cohort students. In addition, the dynamic leadership of the project manager in collaboration with Central High School administrators, teachers and community partners has stabilized the MU REACH Project and cohort students' transition from 8th grade middle school to high school.

The project has heavily invested in three curriculum based programs as an intervention effort to increase students' academic learning outcomes: (1) READ 180 that has served approximately 155 cohort students and improved their reading Lexile by as much as 600% in some instances, with the greatest improvement among special education students; (2) the Pitsco Pathway Career Lab, a project-based curriculum that integrates technology within each career-oriented theme house of the Achievement First! New school district reform; and (3) ACT/SAT test review and preparation. In addition, MU REACH sponsored small student groups on Career Exploration Journey (CEJ). During the prior grant year cycle (2002-2003), all cohort students participated in the CEJ groups wherein individual students explore the world of work, their interests, talents, and abilities related to their academic and career interests and goals.



The tremendous degree of success and effectiveness achieved by the GEAR UP MU REACH Project during the past 4 ½ years has been possible by the commitment and collaboration of community partners, business community, and MU faculty, staff, undergraduate and graduate students.

Alumni Focus

A Different Path:

A Counseling Psychologist in the Business Arena

Dr. Randy D. McAlister



Randy McAlister graduated from the University Of Missouri Counseling Psychology program in 1985. He is currently Vice-President of Human Resources and the Head of Global Talent Management for

Novartis Pharmaceuticals, a \$15 billion worldwide business. His professional experience includes reengineering, developing and implementing global succession planning systems, executive development programs, assessment centers, and competencies for both European, Asian, and American-based companies. He has had responsibility for consulting with all lines of business in the areas of strategy, process, and change management.

Randy developed his interest in studying global human performance and productivity while living in Asia. This was during the time that the US was just beginning to recognize the potential economic power of the Japanese market. Randy was particularly interested in the cultural aspect of how Japanese shipyard workers, who worked very hard on US Naval bases during the day and interacted with the Americans, could easily transition back to their Japanese lifestyle once they left the gate.

After returning to the United States, Randy (under the guidance of Dr. Norman Gysbers) was encouraged to pursue his key interest

of studying human performance and productivity in the world of work and to look for ways to directly apply and test his learnings. With Dr. Gysbers' help, he completed his Ph.D. with a specialization in Organization Psychology and Group Behavior.

After completing his internship at the Kansas City VA Hospital, Randy ran an Employee Assistance Program in North Kansas City which contracted with 15 or so companies in the area. Randy quickly expanded the business to also include organizational development/organizational effectiveness services.



Randy's Pharmaceutical business career began as a personnel representative and later a manager in the R&D Division of Marion Laboratories in Kansas City, Missouri. During his five years at Marion, he led a Research Growth and Planning Task Force of line managers to reengineer the company's R&D processes through New Drug Application (NDA) procedures. Randy then joined Miles Laboratories in Elkhart, Indiana as Director of Organization Development and Training where he consolidated all OD and training activities for Bayer

AG in North America to reflect economies of scale, quality, and cost-effectiveness. He also designed and implemented general manager assessment centers in the US and Germany for selecting and developing high potential employees. Randy also turned around an unsuccessful Executive Development program sponsored by Bayer AG globally and the University of Notre Dame.

Randy joined Warner-Lambert in 1995, where he was part of a team that reengineered the Human Resources function. He then moved into an organization effectiveness role where he worked with Line teams on Demand Management Planning, Global Category Management and Leadership Effectiveness. Later,

as Vice-President of Strategic Staffing, Randy led a Centralized Staffing Organization for the United States and Puerto Rico which included the development and execution of a staffing strategy driven by key business imperatives and supported by diversity, workforce, internet, university relations, and internal marketing plans.

Randy is a member of the American Psychological Association, and has held memberships in the Society for Industrial and Organizational Psychology, the Society for Consulting Psychology and The Society for Human Resource Management. He also serves as an editorial board member for the Journal of Career Development a national publication.

Alumni Focus

Reflections of an Air Force Psychologist

I Can't Believe this is Happening...

Dr. Connie Johnmeyer

Dr. Connie Johnmeyer is a 1994 graduate from UMC's Department of Educational & Counseling Psychology. She did her internship at Wilford Hall Medical Center in San Antonio, Texas in 1992-93 and has been serving as a clinical psychologist in the United States Air Force since that time. She is currently deployed in Iraq in support of OPERATION Iraqi Freedom. Below are excerpts from her "Sandy Tales", weekly notes home to friends and family. They describe slices of deployed life for an Air Force psychologist.

Notes from November [2003]: It's 7:15 PM here in Iraq - a dark, cool, and sandy place. I've been here for 4 days. My predecessor, a VA psychologist and reservist left today and is

likely holed up tonight on some chairs at Qatar. Doesn't sound all that good, but it beats being on my end. I have 4 months to go. I'm living out of bags and usually can't turn the tent lights on for fear of waking one of my seven tent mates. I can't find anything.

Clinically, this place will be very interesting. Looks like I'll be seeing some ASD and PTSD. Conditions for some units are grim and make it easy to meet the first criteria of those disorders. I, however, feel pretty safe. My trials are more trivial.

Due to heavy rain and no drainage, we have a small lake growing in tent city - affectionately called Lake Tallil. It is getting omi-

nously bigger. The Civil Engineering Squadron has been out there dredging and trying to re-direct it – can't really tell if they are having any success. The rest of the camp has drawn the lake into its Groundhog Day derivations. There is a "No Wake Zone" sign that cropped up and a Styrofoam shark fin that has been set out and roams the water. Tents are challenging each other to crew races, although I've yet to see a boat. If the rainy season lasts through February, I'm sure some will appear. We may indeed need our own ark.



It has been a quiet week. Work wise, the AF caseload is low and steady, 1-2 folks per day, often with appointments. Army folks are more irregular – they drop-in. I've come to really enjoy the Army folks. They tend to be older because there are a lot of Reservists and National Guard in the theatre. I've met menopausal women and grandparents. Their concerns are quite different. They have been here a long time – children/grandchildren have been born in their absence, spouses have moved on and so have some of them. As a group they seem to have learned a lot about patience and living in the moment.

Notes from December [2003]: Had an unsettling event today. An ER worker came by our office to ask me to talk to the parents of an Iraqi child who arrived DOA at the ER. I went - the parents weren't there - had never

been there - had not been allowed on base. The "child" was 25 years old and had fallen off a building somewhere outside the base gates, where he and his parents and friend were dismantling metal for salvage. A friend of the man had ridden in the ambulance with him. He didn't speak English. I ended up being sentry for the body while the medical providers, interpreters, friends, chaplains and SPs went back and forth trying to figure out what to do. Eventually, I helped load his body into the morgue truck to be taken back to the base gate to be



turned over to his parents.

An hour or so after I heard about Saddam's capture, a bunch of us (>25) had scrunched into the break room in the hospital to watch the news conference. Just after the "We got him" comment, we all heard a big explosion that wobbled the tent. Then one of our more rule-abiding members ran by and yelled "on your bellies". Until the all-clear was called, we laid on our bellies, with heads up like seals watching the film of Saddam's physical examination and the outcries from the Arabic newsmen/women which we later heard were calls for Saddam's death, but, at the time might have been calls for "Death to the American Infidels" for all we knew. We soon learned that the explosions were caused by the Italians doing controlled explosive ordinance disposal (imagine a collective sigh of exasperation and relief). So, it

was sort of an uneasy time. All agreed it was excellent Saddam was captured – all hoped (and continue to hope) it will help the Iraqis focus on reconstruction rather than destruction – and most were a little uneasy, wondering if it might shake loose more violence and hatred.

The Saturday night before Christmas was nice. The medical group had a Christmas Party that was very well attended. After the party, I went to choir practice and then hurried back to a volleyball game – which we lost. At 10:30 Saturday night, I was still sitting in the bleachers talking with friends, watching others continue to play volleyball on one side of me, and basketball on the other. The camp was very lively – lots of people strolling around. Beautiful Arabian night. For all its drawbacks (and there are many), Saturday night at Tallil demonstrates what's best about deployments. Living inside tent city is easy; all the basic facilities are shared and are within walking distance. It is a far tighter community than most of us experience at home. Although there is a clear sense of danger from outside, there is no danger within.

Notes from January [2004]: Motor vehicle accidents are, by far, the easiest way to get hurt around here. On base the roads are deeply rutted and the shoulders suck you in like quicksand – all mud. The vehicles are big and heavy. Off base the roads are similar, but add fast drivers. We respond to some accidents in the local area, so we treat Iraqis and truck drivers from Pakistan, Saudi, Kuwait, etc. There was a bad accident a few days ago and we ended up with a full, “real” hospital for a bit. There happened to be a Dutch and an Italian patient in the hospital that night as well as assorted American patients when the off-base MVA victims came in. The surgery suite was tied up with an appendectomy; ICU had a guy trying to have a heart attack. The MVA victims were burned and busted up.

Our interpreters were very busy and the wards were buzzing with the kind of slow, loud, hand/arm/ facial activity common to people who are trying to communicate but can't speak the same language. Our medical folks also get lots of experience with shootings because someone's always trying to hi-jack a truck and everyone



carries a gun. It's like the wild west here.

Monday evening we completed our second smoking cessation class. One member has been smoke-free for 2 weeks now after 27 years of 2+ packs a day - he was exuberant. Two others had had a slip (they made a quick trip into a country where alcohol is allowed after a dry, dry spell) but were newly re-focused and were hilarious in their description of the slip. Other members were doing well - all had been a positive influence on the group. I do love a group with good synergy.

Last night I was teaching English at the Korean camp. The classroom was the tent where most of my class of four commanders live. We sat at a camp-style table in folding chairs - drinking green tea. I taught them a song to teach their children. They sang me a Korean military song. It's hard to take-in the irony/absurdity of sitting in a Korean Army tent in Iraq singing English/Korean songs. I can't believe this is happening.

I am completing my one-year predoctoral internship here at Counseling Services on the Kansas State University campus. I am learning a great deal!

-- **CHRIS BERNUTH**

I will be leaving for internship this fall, and will be interning at Indiana University Counseling and Psychological Services in Bloomington, Indiana.

-- **Lori Daniel**

I have just completed my fifth year in the Counseling Psychology doctoral program here at MU. I recently defended my dissertation entitled, "Adolescent Attitudes Regarding Dating Relationships: The Construction of Sex-Specific Scales," and I hope to use these scales to conduct and evaluate relationship violence and sexual assault prevention programs in high schools. I will be starting my internship at the University of Oregon Counseling Center in Eugene, OR this September.

-- **Meghan Davidson**

My placement will be with the Missouri Health Sciences Consortium. This consortium is made up of three entities: The Harry S. Truman Memorial Veterans Hospital, The University of Missouri School of Health Professions (Rusk Rehabilitation Center) and Mid-Missouri Mental Health Center. I will be doing major and minor rotations in at least two of this agencies.

-- **Rachael Guerra**

I'll be completing my internship in the counseling center at the University of Tennessee, Knoxville. Their site has a great emphasis on clinical hours and supervision, and I'll be able to gain an

emphasis in training by taking extra supervisees and (hopefully) co-teaching a practicum with an ES&CP alum, Catherine Zook. I'm looking forward to gaining lots of experience – and hiking in Great Smoky Mountain National Park nearby.

-- **Stefani Lyn Hathaway**

I will pursue my internship training at the University of Notre Dame Counseling Center.

-- **Hyun-joo Park**

I am a 4th year Counseling Psychology doctoral candidate at MU. I will be starting my internship this August at the University of Florida Counseling Center in Gainesville. I am excited to be moving on to the next steps of my professional development, particularly to UF where there is a strong emphasis on multiculturalism in counseling and education. I also am excited to be working with one of our own Counseling Psychology alumni, Dr. Ruperto Perez. I know I will learn a lot from him and the other staff members of the UF Counseling Center.

-- **Rachel Navarro**

I'm currently completing my predoctoral internship at the University of Utah Counseling Center, and I just accepted an offer for a job at the Texas Tech University Counseling Center.

-- **Doug Thomson**

I am currently completing my internship in the University of California - Davis Counseling Center. I have accepted an offer of an assistant professor position in the Counseling Psychology Program at the UMKC.

-- **Chia-Chih DC Wang**

Students' Corner - Continued

I will complete my predoctoral internship at University of Maryland Counseling Center and start my position as an assistant professor at Southern Illinois University-Carbonale, Psychology Department, Counseling Psychology Program

-- **Yu-Wei Wang**

I am currently on internship at the Oklahoma City Veterans Affairs Hospital. I have accepted an APA accredited postdoctoral fellowship with an emphasis in chemical dependency through the University of Oklahoma Health Sciences Center.

-- **Gant Ward**

I've accepted a faculty position at the Coun-

seling Psychology program at the University of Nebraska - Lincoln. Last year I received Student of the Year award from the Section for the Advancement of Women of Division 17 Counseling Psychology; Student Research of the Year from the Div 52 (International Psychology); Honorable mention for Student Research from the Div 35 (Psychology of Women) and the Association for Women in Psychology.

-- **Oksana Yakushko**

I am a 4th year doctoral student in counseling psychology. I will have my internship at Counseling and Psychological Services of the University of Kansas.

-- **Eunjoo Yang**

We welcome your submissions of both feature articles and brief class notes to *Mizzou Counseling Psychology E-newsletter*. Please contact Dr. Barbara Williamson at williamsonba@missouri.edu, or (573) 882-2588.



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