

THE RAPPORT

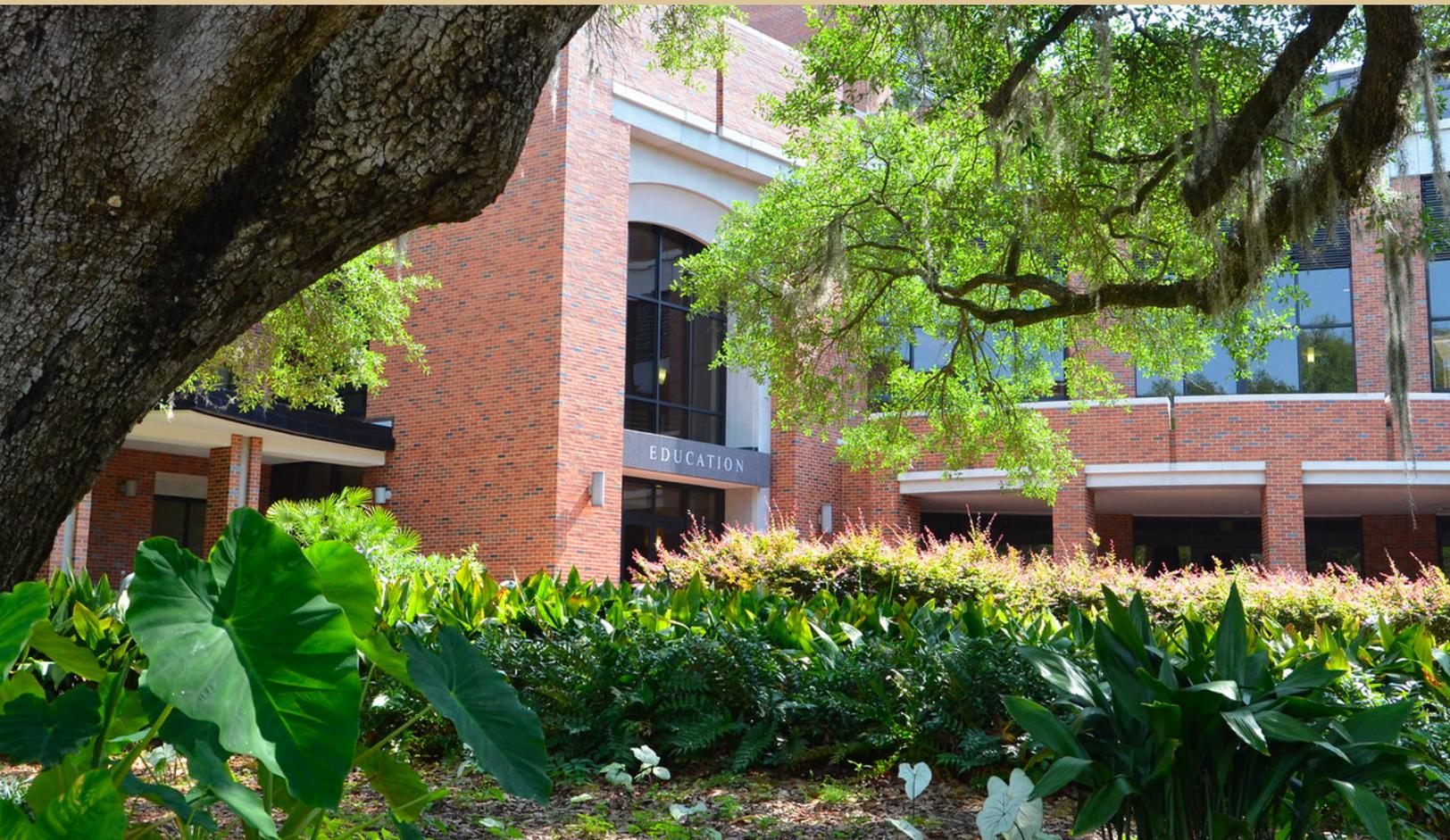
Psychological and Counseling Services Graduate Program

Combined Counseling and School Psychology Ph.D.
accredited by APA

Career Counseling M.S. | Ed.S.
accredited by CACREP

Mental Health Counseling M.S. | Ed.S.
accredited by CACREP

School Psychology M.S. | Ed.S.
accredited by NASP



Letter from the Editor,

Dowon Choi

I am extremely delighted and honored to start the first Psychological and Counseling Services (PCS) newsletter, The Rapport. Graduate students are often too busy or focused on their areas of interests to explore what is going on with their programs and colleagues. So, we want to recognize, share, and celebrate our academic and personal success through The Rapport.

New PCS students and faculty are welcomed on the front of the newsletter. PCS faculty members' and students' recent academic journal publications and presentations (first authorship) are listed. Kara, Kendra, Jordyn, Justine, and Marie shared their internship experiences. Dr. Jenkins kindly shared her perspectives on APA, NASP, and FASP conferences. Also highlighted are 2018 Fall events, Beyond Campus (Alexis Rojas), and alumni (Dr. Thompson, director of ALEC).

The Rapport will be released every semester in collaboration with the student representatives, the associate editor, and Dr. Osborn. Anyone with questions or submissions can reach out to me at dchoi@fsu.edu. We are open!

Welcome!

We want to welcome our newest faculty and students to the Psychological and Counseling Services (PCS) programs. The PCS programs at Florida State have a rich history of great students, and we are excited to see that tradition continue with this next generation of students. We are also pleased to welcome two new teaching faculty members and are excited for their contributions to our programs.

New Faculty

Dr. Tristen Hyatt



Dr. Simone May



New Students

Mental Health Counseling M.S./Ed.S.

Sierra Alexander
Abigail Basham
DeKayla Bonner
Jared Brinkerhoff
Rebecca Bruegger
Yimin Chen
Emily Crenshaw
Whitney Davis
Mary Gibson
Carolin Hoeflich
Valentina Iturriaga
Frances MacVicar
Noel Magwood
Addison Manion
Abigail McCullough
Lisa Norzea
Malaya Monk
Kristal Soler
Dania Tawfiq
Robert Turner
Molly Villani
Anthony Winters

School Psychology M.S./Ed.S.

David Ackerman
Ashley Clark
Shauntae Davis
Destiny Erskine
Regina Fields
Elizabeth Huffman
Shatericka Jackson
Lori Kern,
Claudia Lopez
Susan Mire
Meghan Thomas

Career Counseling M.S./Ed.S.

Erin Connelly
Mariah Seybold
Lorna Sheperd

Counseling Psychology & School Psychology Combined Ph.D.

Stone Bogart
Tiffany Brown
Arizona Chin
Daniel Crutchfield
Kelly Dillon
Joshua Drayer
Alex Fisher
James Howell
Michael Morgan
Sonya Snyder
Carley Peace
Ethan Posey
Tyler Wood

Internships

As part of their education, our students often engage in internships for hands-on experience. Every internship provides our students with a unique way to experience potential career paths and further develop their professional skills. We want to say thank you to the following students who took the time to share their internship experiences with us!

Kara Dingess, M.S., Ed.S., NCC, Ph.D. Candidate

Tulane University School of Medicine Department of Psychiatry and Behavioral Sciences

New Orleans, LA

"I work as a Pediatric Psychology Intern at 3 different locations: a metropolitan counseling clinic, a children's hospital, and an Autism Center. At the Metro clinic, I work with a variety of clients from all over New Orleans providing counseling services for children ages 6-18. At the children's hospital, I attend grand rounds for pediatric surgery and hematology/oncology and I provide consulting services to children in the hospital. At the Autism Center, I work with a multidisciplinary team conducting Autism evaluations."

Kendra Thorne, Ph.D. Candidate

James H. Quillen VA Medical Center - Mountain Home VA Health Care System

Johnson City, TN

"My internship site emphasizes integrative health between psychological and physical health providers. Psychology Interns work alongside psychiatrists, psychologists, physicians, social workers, nurse practitioners, and dieticians. My caseload is comprised of Appalachian Veterans - many of whom reside in rural areas and have long commutes to treatment. Therefore, throughout the internship, I'm getting experience in service modalities that help combat barriers to access, such as telehealth and in-home based care. My caseload is comprised of both male and female Veterans, ranging in age from young adults (OEF/OIF era) to geriatric adults (Vietnam War and Korean War era). Many of my clients have comorbid physical and psychological disabilities."

Justine Golembe (Mental Health Counseling)

Family Resources, Inc.

Tallahassee, FL

"My internship site is a private practice open to individual, couple and family counseling. As an intern, I shadow and co-counsel with the primary therapist at Family Resources. I also have my own client load. Clients from every race, gender, ethnicity and more walk through the doors and are accepted into counseling. We use various theoretical orientations including CBT, DBT, existentialism, feminist theory, emotion-focused and more."

Marie McLaughlin (Mental Health Counseling)

DISC Village & TCC

Tallahassee, FL

"At DISC Village I see a lot of clients that are recommended to receive an evaluation from either Department of Corrections or North Florida Safety Council to determine if they meet criteria to receive counseling services. DISC focuses on a lot of psychoeducation group sessions informing clients about the dangers of substance use and how to move forward living a life sober. Throughout internship I meet with clients was low socioeconomic classes who are struggling with finding a job and/or have transportation needs. They often are resistant to treatment at first, but I have noticed our groups being very effective with clients and they do enjoy coming every week! At TCC we see a lot of college students who mainly are struggling with anxiety and depression. They feel a lot of pressure in school and sometimes don't know how to cope from the stress. We focus on asking about their support systems, how long they have been noticing symptoms, and what has helped in the past. The challenging part is that every client is different and one anxiety coping skill will not work for everyone. It is so important to explore their past and current needs to find something that will work specifically for them."

Jordyn Garcia (School Psychology)

Hillsborough County Public Schools

Tampa, FL

“Currently, I am a school psych intern within Hillsborough County Public Schools. I work at two different sites: an elementary school and a middle school. At the elementary level, I am responsible for evaluations, implementing and collecting Rtl data, assisting with crisis intervention, and small group counseling. Similarly, at the middle school level, I share the same responsibilities; however, my role is more focused on assisting with crisis intervention and counseling. Aside from the elementary and middle school level, I am given the opportunity to experience a variety of educational settings. I have provided mental health counseling at the high school level, observed alternative and center-based education sites, and assisted with pre-k screenings. My internship experience is tailored to meet my needs and I thoroughly enjoy working in Hillsborough County!”

Megan Konen (Career Counseling)

Florida State University Career Center

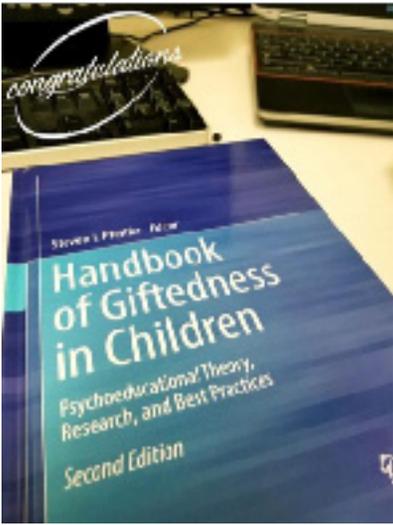
Tallahassee, FL

“As part of my internship during the Fall semester I was able to work with the Senior Assistant Director of Experiential Learning, Geneva Scott specifically working with our Alumni Mentorship Program. In my role I was responsible for program research and benchmarking. I looked different top institutions Alumni Mentoring programs in order to compare our technological platform, resources, programs and depth. This opportunity allowed me to make use of skills I learned in the Career Program Design course such as finding the gap, researching the need, writing a technology fee proposal and developing marketing materials to support a career program. I learned how beneficial alumni mentorships can be to help foster students career competencies. This experience has shown me the behind the scenes of how we develop career programs for our students and individual counseling clients. This internship experience helps to expand the experience I am getting with the Career Advising and Counseling team serving as a career advisor and career counselor. The more I am able to expand my knowledge of career center operations, programs and resources the better I become at providing these resources to clients who can benefit from them as they continue their career development.”

Publications

Below we highlight the recent publications and presentations of our current program's professors and students. Congratulations to all of our professors and students for contributing to their fields of research.

- Crutchfield, D. A., Jr., & Güss, C. D. (2018) Achievement linked to recovery from addiction: Discussing education, vocation, and non-addict identity. *Alcoholism Treatment Quarterly*. Advanced online publication. [https://doi:10.1080/07347324.2018.1544058](https://doi.org/10.1080/07347324.2018.1544058)
- Dong, S., Ethridge, G., & Rodgers-Bonaccorsy, R. (2018). Impacts of experiencing social injustice on infusing of social justice in rehabilitation counselor education curriculum. *Journal of Rehabilitation Research, Policy and Education*, 32, 89-100.
- Dong, S., Miles, L., Neil, A., & Martinez, J. (2018). Development of professional identity for counseling professionals: A mindfulness perspective. *International Journal for the Advancement of Counseling*, 12.
- Dong, S., Nestic, A., Colgary, C., Martinez, J., & Guerard, J. (2018). Mindfulness, motivation and intercultural competency among faculty and staff: Examining impacts of the global partner certificate workshops. *EJournal of Public Affairs*, 7, 147-169.
- Dozier, V. C., & Osborn, D. (2018). Cognitive information processing theory: Applications in research and practice. *Journal of the National Institute for Career Education and Counseling*, 41, 39-48.
- Jenkins, L. N., Fredrick, S., & Wenger, J. L. (in press). Peer victimization and social-emotional outcomes: The role of teacher and peer support. *Aggressive Behavior*.
- Jenkins, L. N., & Nickerson, A. (in press). Bystander intervention in bullying: Role of social skills and gender. *Journal of Early Adolescence*.
- Krach, S. K., & Sattler, J. M. (2018). Computer-based administration, scoring, and report writing. In J. M. Sattler (Ed.), *Assessment of children: Cognitive foundations (6th ed)* (pp. 47-50). La Mesa, CA: Jerome M. Sattler, Inc
- Miller, A., Osborn, D., Sampson, J. P., Peterson, G. W., & Reardon, R. C. (2018). The impact of a college career course on students' career decision state. *Career Development Quarterly*, 66, 344-357.
- Osborn, D. S., & Belle, J. G. (2018). Preparing juvenile offenders for college and career readiness: A cognitive information processing approach. *Journal of Educational and Psychological Consultation*, 28, 36.
- Osborn, D., Dozier, C., Peterson, G. W., Bullock Yowell, E., Saunders, D. E., & Sampson, J. P., Jr. (2019). Cognitive information processing theory: Applications of an empirically-based theory and interventions to diverse populations. In N. Arthur, & M. McMahon (Eds.), *Contemporary theories of career development: International perspectives* (pp. 61-77). London, England: Routledge.
- Osborn, D. S., Murphy, D., & Burbrink, I. (2018). Florida State University Career Center. *Career Planning and Adult Development Journal: Special Issue, Effective Practices in College and University Career Services*, 34, 7-19.
- Pfeiffer, S. I. (Ed.). (2018). *Handbook of giftedness in children* (2nd ed.). New York, NY: Springer.
- Pfeiffer, S. I. (2018). Understanding success and psychological well-being: Focusing on strengths of the heart. *Estudos de Psicologia (Brazilian Journal of Psychological Studies)*, 35, 259-263.
- SwanBrow Becker, M., Dong, S., Kronboltz, J., & Brownson, C. (2018). Relationships between stress and psychosocial factors with sources of help seeking among international students. *Journal of International Students*, 8, 1636-1661.



Presentations | Symposia

Colgary C. D., Swanbrow Becker, M. A., Owns, S., Knoeppel, C., Morpeth, J., & Magnuson, A.M. (2018, August). *Self-injury: Developing targeted community and prevention programs for college students*. Poster presented at the 126th annual Convention of the American Psychological Association, San Francisco, CA.

Colgary C.D., Swanbrow Becker, M. A, Romano, K. A, Magnuson, A.B. (2018, August). *Eating disorder stigma informs college gatekeeper trainings*. Poster presented at the 126th annual Convention of the American Psychological Association, San Francisco, CA.

Dong, S., Mamboleo, G., Anderson, S., & Martinez, J. (2018, September). *My accommodations requesting experience: Challenges and facilitators of requesting accommodations among college students with disabilities*. Poster presented at 2018 International Association for Counseling Conference, International Association for Counseling, Rome, Italy.

Dong, S., Martinez, J., Hinton, S., Gubara, S., & Anderson, S. (2018, September). *Cultural Partner Program: Enhancing intercultural competence and transition for international and domestic graduate students*. Poster presented at 2018 International Association for Counseling Conference, International Association for Counseling, Rome, Italy.

Dozier, V. C., Lenz, J. G., Sampson, J. S., Jr. & Murphy, D. H. (2018, June). *Effective strategies for integrating theory, research, & practice: 30-years of successful collaboration*. Poster presented at NCDCA Annual Conference, National Career Development Association, Phoenix, AZ.

Jenkins, L., & Fredrick, S. F. (2018, August). *Dimensions of empathy and bystander intervention in bullying*. Poster presented at American Psychological Association Annual Convention, American Psychological Association, San Francisco, CA.

Krach, S. K., Guerard, J., McCreery, M. P., Dennis, L., Harris, E. L., & Gardiner, J. (2018, November). *Independent evaluation of Q-Interactive: Paper equivalency of PPVT-4 with preschoolers*. Poster presented at Annual Convention, National Association of School Psychologists, Chicago, IL.

Krach, S. K., McCreery, M. P., & Gardiner, J. (2018, August). *Sample differences in aggression research subject pool vs. Mechanical Turk*. Poster presented at Annual Convention, American Psychological Association, San Francisco.

McCreery, M. P., Krach, S. K., Bacos, C., & Laferriere, J. (2018, April). *Video games as performance assessments: How executive functioning influences the learning process*. Poster presented at National Convention, American Educational Research Association (AERA), New York, NY.

McNeal, T., & Jenkins, L. (2018, August). *The role of social skills in traditional and cyberbullying*. Poster presented at American Psychological Association Annual Convention, American Psychological Association, San Francisco, CA.

Osborn, D. S. (2018, June). *10 Tips for researching and teaching career development*. Poster presented at Annual Conference, National Career Development Association, Phoenix, AZ.

Osborn, D. S. (2018, June). *Best practices for teaching career development*. Poster presented at Annual Conference, National Career Development Association, Phoenix, AZ.

Osborn, D. S., & Venable, M. (2018, June). *Snap this! A Snapchat experiment in teaching career development*. Poster presented at NCDCA Annual Conference, National Career Development Association, AZ.

Swanbrow Becker, M. (2018, March). *Identify and assist: Training methods and screening to identify at-risk students and the impact on connecting them to services*. Poster presented at Garrett Lee Smith Suicide Prevention Grantee Meeting, Substance Abuse and Mental Health Services Administration, Washington, DC.

- Swanbrow Becker, M., & Espelage, D. (2018, January). *Division 17 Roundtable: Suicide prevention on high school and college campuses: A immediate call for action*. Poster presented at Annual Conference, American Psychological Association, San Francisco, CA.
- Swanbrow Becker, M., Owens, S., & Carbonell, D. (2018, August). *Promoting suicide prevention: Improving willingness to intervene and role clarity*. Poster presented at Annual Conference, American Psychological Association, San Francisco, CA.
- Swanbrow Becker, M., Knoepfel, C., Christensen, K., & Carbonell, D. (2018, April). *Do resident assistants accurately perceive resident barriers to help-seeking?* Poster presented at Annual Convention, American Association of Suicidology, Washington, DC.
- Swanbrow Becker, M., Owens, S., Carbonell, D., & Morpeth, E. (2018, April). *Role responsibility, competency, and willingness to intervene with suicidal residents*. Poster presented at Annual Conference, American Association of Suicidology, Washington, DC.

Dr. Jenkins' Very Personal Ratings on Conferences

Interested in attending a conference but unsure of which conference is best for you? Our own Dr. Jenkins has put together this helpful guide on how to find the right conference for your interests.

	APA	NASP	FASP
Comfortability	★	★★	★★
Excitement Level	★★	★★★	★
Best Part	<p>The best part of APA is that you have many options. If you have diverse research or clinical interests, you can stay very busy at APA.</p> <p>There are lots of sessions focused on practitioners and early career issues.</p> <p>APA is cutting edge in the range of topics and types of sessions.</p>	<p>NASP is smaller than APA, so is easier to navigate.</p> <p>If interested in school psychology, this conference has the best sessions (compared to APA).</p> <p>NASP also hosts sessions for early career professionals and early career academics.</p> <p>I personally find more sessions that I want to see than I have time to attend.</p>	<p>*I have only been to FASP one time, so my opinions may be biased.</p> <p>The best part is socializing with fellow FSU people!</p> <p>Students who are looking for internships can attend a special event where districts set up booths to talk to potential interns.</p> <p>This is a great opportunity for students to present!</p> <p>Closer to home.</p>
Worst Part	<p>If you are interested in a very narrow field, there may be fewer sessions for you to attend.</p> <p>APA is BIG and the sessions can be spread out across multiple buildings, so navigation can be challenging.</p> <p>Depending on location, cost can be very expensive.</p>	<p>There can be many sessions that you want to attend going on at the same time!</p> <p>Depending on location, cost can be very expensive.</p>	<p>More limited topics than the larger conferences.</p>

Note. This is a very personal opinion! Please take into account the subjectivity.

1 star being the lowest rating and 3 stars the highest.

Fall 2018 Events

On October 18th and 19th, PCS held its annual [Cottingham Colloquium](#). The colloquium focused on “New Entrepreneurs in Psychology.” Speakers included COE alumni Dr. Abigail Levrini, Dr. Mary-Catherine McClain Riner, Dr. Sheba Katz and Dr. Nolan Katz. The events were well attended, with over 100 attendees (students, site supervisors, alumni, current and retired faculty, and friends). Also, the PCS enjoyed celebrating its 60th year!



“I really enjoyed attending the Cottingham Colloquium. Having the opportunity to hear from successful entrepreneurs in the psychology field was both fulfilling and inspiring. I look forward to attending the colloquium in the future to further explore diverse options in psychology related to my future professional goals.”

Ashley Clark (School Psychology
M.S./Ed.S. Program)



Dr. Jerry V. Walker, III, Ph.D.
Clinical/SERE Psychologist
Human Factors Program Manager
363 Intelligence, Surveillance, &
Reconnaissance Wing
Joint Base Langley-Eustis, VA

Dr. Jerry Walker is a licensed psychologist who has worked for the United States Air Force for the past 6 years, including significant leadership, consultative, and overseas deployed positions. Dr. Walker provided an overview of

the various facets of military psychology, discussed the role of the embedded psychologist in military operations, and fielded questions from graduate students interested in applying for a military internship or direct accession for an officership in any of the U.S. Armed Forces.



Nov 26 (Mon) The PCS Research Day

PCS was happy to present our 2nd annual Research Poster day! Approximately 30 PCS students shared a synthesis of current literature on their research interests and proposed future directions in the COE atrium. Didn't get to present but would like to? Keep an eye out for next year's event!



Alumni Highlight



**Dr. Taylor Thompson,
The Director of the ALEC
(Adult Learning Evaluation Center)**

Interviewed by Caitlyn Brown

Q: What track were you on when you were in the program? (school vs. counseling) and who did you work under?

I was child counseling focus, and I worked under Dr. Pfeiffer.

Q: What made you pursue a Ph.D. at FSU?

I liked the combined program model. It allows for a lot of versatility. It gave me the opportunity to learn about counseling, research, and the school system. In particular, having the school psychology piece opened up a lot of learning opportunities in the area of mental health disabilities and disability advocacy. Also, I knew I wanted to get licensed in Florida, so I was interested in Florida universities.

Q: Research area interests/dissertation topic?

My research interests involve the experiences of diverse youth and young adults. I have done research in the areas of ethnic stereotyping, creativity and gender, and purpose and meaning for college students with disabilities. My dissertation was a meta-analysis of gender differences in creativity.

Q: Where did you do your internship?

Nova Southeastern University Psychology Services Center, Primary Rotation: School-Related Psychological Assessments and Clinical Interventions Clinic

Q: What was the best part of the doctoral program for you?

I actually enjoyed my assistantship a lot. I worked as a liaison between the Student Disability Resource Center and the Student Athletic Academic Services office. I was lucky enough to have the position for three years, which gave me the chance to learn a lot about students with disabilities, make great professional connections, and generally develop professionally in a fantastic environment.

Q: How was it returning to FSU to work in ALEC?

Great! It was nice returning to a familiar setting, while also bringing new outside perspectives back with me. As an early career psychologist, I also am grateful for the opportunity to work with our amazing faculty again and benefit from their experience!

Q: What does it take for a student to be successful at ALEC as a practicum student? What are the types of things you look for in a potential practicum student? *Students who do well at ALEC have strong clinical and writing skills. They are responsible, thorough, and efficient, and they communicate well with supervisors. They see ALEC as a professional development opportunity, are open to feedback, build good relationships with their clients, and are interested in doing their own research to best assist them. Successful prac students also try to maintain balance and a sense of humor because ALEC is a very busy place!*

Q: Are you currently doing any research? If so, on what? *I'm currently working on three projects: 1) a journal manuscript on the effects of the model minority stereotype on the peer relationships of Asian American adolescents, 2) publishing my dissertation, and 3) another literature review chapter on the identification and development of creativity across genders.*

Q: What are some of the challenges you face when working with adults who come to ALEC for evaluation and coaching?

The majority of our clientele are college students, and college is a stressful time for many. I would say that human services offices on campus have seen increasingly complex mental health needs among our college students, and our office is no different. ALEC is currently trying to expand our services to meet some of these needs.

Q: What advice do you have for current students when it comes to work/life balance?

No doubt that certain sacrifices are made to be a successful graduate student. However, that does not mean that your social life, family life, or self-care belong anywhere near the bottom of the priority list. Grad school is a great time to start working on setting boundaries, making time for things that are important to you, and managing your expectations for yourself. That way, when you get out into the "real world," you'll already have plenty of practice. As much as I would like to tell you that things slow down after grad school, from what I can tell, that is far from the truth. You want to already have a good system in place :)

Q: What has been the most significant clinical experience you've had since becoming a real doctor?

Becoming the clinical director at ALEC, obviously!

Q: What general advice do you have for students in the PCS graduate programs?

It's easy to go through the motions in student roles, but this program really is your opportunity to shape your experience and get the knowledge you'll want to prepare you for the field. Every assignment, project, class, and practicum is a professional development experience for you to be collecting resources, refining your interests, and meeting new people. Push yourself to be an active, engaged, and focused learner. It will help you so much later on!

Beyond Campus

With a background in policy development and pediatric clinical work, **Alexis Rojas** (2nd-year doctoral student) was provided the unique opportunity in 2017 to develop a behavioral health navigation program proposed by an alliance made up of area pediatricians from the Tallahassee Pediatric Foundation and other varying mental health clinicians. The managing entity of the program is Whole Child Leon and the grant funder is the Early Learning Coalition. The program recently received a grant through the Florida Department of Health and FSU College of Medicine to evaluate the program's model, with Dr. Heather Flynn leading the project. In the first year of seeing clients the program received in excess of 900 physician referrals. All of their quality, vetted, service matches for families are directly reported to the medical home, critical to the integrated behavior healthcare model.



FLORIDA STATE UNIVERSITY
COLLEGE OF MEDICINE



Editorial Members



Downon Choi

Editor

Hi, I am Downon (2nd-year doctoral student, working with Dr. Steven Pfeiffer), a co-producer of KPoPsychology on YouTube, distributing knowledge and empowering people's creativity. I am internationally engaged in media including Korean blogs, TEDx UConn, and a magazine and podcast in Vietnam. My research interest is creativity, especially creativity models and assessments in school settings.



Sonya Marie Snyder

Associate Editor

Hi, I'm Sonya and I'm a first-year Ph.D. student working with Dr. Lyndsay Jenkins. My research interests are trauma, coping, and resilience in adolescents and also animal-assisted therapy.

Editor's Choice Quote

"Both Freudianism and Marxism are single approaches to sciences rather than the sciences themselves. To be sure, indoctrination-Western as well as Eastern style-may blur the difference between what is sect and what is science."

-Victor E. Frankl from The Will to Meaning

Approved & Supported by Student Representatives:
Caitlyn Brown, Kathleen Cuellar, and Justine Golembe