



SCHOOL PSYCHOLOGY PROGRAM NEWSLETTER

Fall 2011

Volume 6

Issue 1

Introducing the School Psychology family...



Welcome New Students!

Masters

Evan Anderson
Laikan Johnson
Courtney Milligan
De'Von Patterson

Raye Sain
Rebecca Smith
Liliana Ventura

Doctoral

Lenora Nunnley
Mara Whiteside



Dr. Joan Simon
School Psychology Program Director

Welcome to the 2011-12 school year in UCA's School Psychology program! This is shaping up to be a GREAT year for our program. When I was young, my father used to say "Change is the only constant in life. If you are tired of something, just be patient, things will change." Now that I am older, I recognize the true wisdom of what he was trying to help me understand, namely that life is full of change, sometimes good, sometimes not so good, but changes continues to happen.

This is certainly the case for our department and program this school year. It has been a good start to the year with our Interim Department Chair, Dr. Gillaspay. We also hired two wonderful new administrative assistants, Patt Wilson and Annette Harris. But these aren't the only changes you'll see affecting our program. We've just completed a three-year span that included three external program reviews – NASP in 2009, APA in 2010, and NCATE this past month. It is an honor to say our program was reviewed favorably by all three approval/accrediting bodies! Oh but wait, there's more... We have advertised near and far for a new assistant professor for our program and will start reviewing applications in December. And that's not all, we've included a M.S. student, Ashley Allred, and a Ph.D. student, Sherese Hicks, to be student representatives on our School Psychology Committee. They will bring a fresh student perspective to all SPC discussions. In addition, the department's graduate faculty is working to get our Psychology & Counseling Training Clinic operational this school year.

For all those who ACT (read, study, research, teach, lead, participate, etc.) NOW, we will throw in a year of mentoring, personal and professional growth, skill building, self awareness, networking, and good times. So, hold on & give all you have to an action-filled year in School Psychology at UCA!!



CAPS Back-to-School Picnic



August 23, 2011 at Toad Suck Park



Music

Food



Fellowship

Fun!



Photographs courtesy of Jackalyn Davis

What is CAPS?

CAPS (Counseling and Psychology Students) is a graduate student organization in the Psychology and Counseling department in Mashburn Hall. Our focus is to provide resources, both professional and interpersonal, to help students navigate the often stressful experience of graduate school. We are here to help graduate students in the Psychology and Counseling department stay informed about job and volunteer opportunities. We are also here as a social group, to give students even the slightest of reprieves. We sometimes work in conjunction with faculty to create or organize workshops. We may have speakers or panels that are open to CAPS members and the graduate students in the Psychology and Counseling department at large. Our goal is to keep graduate students connected with faculty and opportunity, as well as offer slight breaks in everyday graduate school life.

Allen Thomas
2011-2012 CAPS President

2011- 2012 School Psychology CAPS Representatives

School Psychology MS Representative: Michael Watson

School Psychology Ph.D. Representative: Sherese Hicks

School Psychology Professional Organizations

National Association of School Psychology (NASP)

There are many benefits of joining NASP including : professional representation, networking with other school psychologists, professional resources and discounts on materials. The mission of NASP is to represent school psychology and support school psychologists to enhance the learning and mental health of all children and youth.

www.nasponline.org

Arkansas School Psychology Association (ASPA)

Through ASAP you can connect with local professionals across Arkansas, attend professional conferences, access helpful school psychology resources and materials, and apply for scholarships and grants. ASPA is interested in serving the mental health and educational needs of all children and youth through advancing the standards for delivery of psychological services in Arkansas schools and promoting the professional identity of persons delivering those services.

www.aspaonline.net

To learn more about these organizations and/or become a member, visit the NASP and ASPA websites.

- Micah Baker

Upcoming Conferences

National Association of School Psychology (NASP)

February 21-24, 2011 (Philadelphia, PA)

Arkansas Psychological Association (ArPA)

October 20-21, 2011 (Little Rock, AR)

Southwestern Psychological Association (SWPA)

April 12-14, 2012 (Oklahoma City, OK)

American Psychological Association (APA)

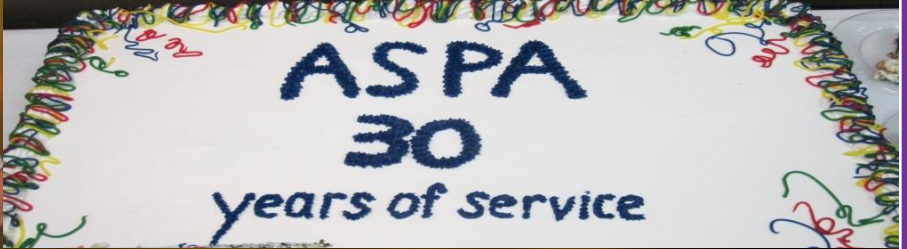
August 2-5, 2012 (Orlando, FL)



Mark your calendar!

2011 ASPA CONFERENCE

September 15-16
Agora Conference Center
Conway, AR



Student Presentations/Publications



Presentations

Lester, M.C., Hopper, J., & Murphy, J.M. (2011, February). Enhancing Relationships and Outcomes through Brief Feedback Measures. Annual meeting of the National Association of School Psychologists: San Francisco, CA.

Varghese, F., Charlton, S., Whiteside, M., Trower, E. (2011, August). Offender employment attitudes: the roles of temporal discounting and critical thinking. Poster presented at the APA National Convention, Washington, DC.

Poster Presentations

Hopper, J. Lester, M. & Simon, J. (2010, October). Using Technology to Support Traditional Evidence-Based Intervention. Annual meeting of the Arkansas School Psychology Association: Conway, AR.

Lester, M.C., Hopper, J., & Murphy, J.M. (2010, October). Enhancing Relationships and Outcomes through Brief Feedback Measures. Annual meeting of the Arkansas School Psychology Association: Conway, AR.

Publications

Bramlett, R., Hopper, J., Lester, M., & Hindman, J. (2011). School psychologists' training in prevention: A survey of program directors. Manuscript submitted for publication.

CONGRATULATIONS!



Lorianne Graves
for passing Masters
comprehensive exams &
graduating from the MS
program!



Mindy Lester
for passing Doctoral
comprehensive exams,
winning the 2010 ASPA
graduate student
scholarship, and
securing an internship!



Lauren Morgan
for passing Masters
comprehensive exams,
graduating from the MS
program, and securing
an internship!



Dr. Bill Lammers

Years at UCA: 21

Research Interest: Factors that affect learning in the University classroom



Classes:

(Undergraduate) General Psychology, Psychological Statistics, Research Methods, Research Methods Lab, and Developmental Psychology

(Graduate) Practicum in Teaching Psychology and Doctoral Research Seminar



Advice for students: (1) Form connections with the faculty. (2) Get involved in your department! Join program organizations, participate in events, and join state/national organizations in your field of interest. (3) Study!

Fun Fact: In 1981, Dr. Lammers was on the winning beer chugging team for his fraternity.

Psychology is an exciting and growing field that is relevant in every part of our society. Our society's increasing value for psychology has opened many professional doors for students and psychologists. It is very important for students to proactively seek opportunities because there are many available. I believe that every psychology student can find his/her niche in psychology—the possibilities are endless.



- Dr. Bill Lammers

Alumni Corner

Stay connected by joining the
“UCA Alumni of School Psychology Program”
group on Facebook

ucaschoolpsych@groups.facebook.com





Department of Psychology & Counseling Awards Banquet & Psi Chi Induction Ceremony

April 21, 2011

What is Psi Chi?

The purpose of Psi Chi shall be to encourage, stimulate, and maintain excellence in scholarship of the individual members in all fields, particularly in psychology, and to advance the science of psychology. Psi Chi is the National Honor Society in Psychology, founded in 1929 for the purpose of encouraging, stimulating, and maintaining excellence in scholarship and advancing the science of psychology. Membership is open to graduate and undergraduate men and women who are making the study of psychology one of their major interests and who meet the minimum qualifications.

Psi Chi maintains a very active chapter at UCA. It is a great way to become more involved, seek leadership opportunities, get involved in research, get involved in community service, learn more about careers in psychology, and become better acquainted with psychology students and faculty. Minimum qualifications include completion of at least 3 psychology courses and a cumulative GPA of at least 3.00. Contact Dr. Shawn Charlton (450-5415; [e-mail](#)) for more information and to apply for membership.

The information above was copied from the following website:
<http://www.uca.edu/psychology/documents/organizations/psichi.php>

2010- 2011 Psi Chi Research Award Recipients

Lori Parker
Kaylen Wood

2010 Richard Allen Scott Student Award Winner

Paul "Brad" Cameron

Congratulations
2010-2011 Award Winners!



November

M.S. Comps

Ph.D. Written Comps

School Psychology
Awareness Week
November 14- 18, 2011

APA Proposals Due

December

Ph.D. Internship
Interviews

January

1st year students
turn in Petition for
Candidacy for M.S.
degree (9+ hours)

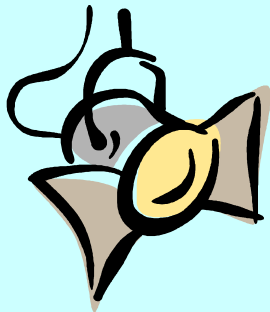
Spring Program
meeting

APA Accreditation!



Great news! We received word from APA in April that our doctoral program is fully re-accredited. Faculty and students alike worked very hard to make the self-study and site visit successful, and our hard work really showed!

-Dr. Joan Simon



Annette Harris

Number of years at UCA: 4

Favorite Dessert: Cheesecake

Favorite Vacation Spot: Durham, North Carolina

Random Fact: Annette was born in Kansas City, KS but her husband and father are from Arkansas.

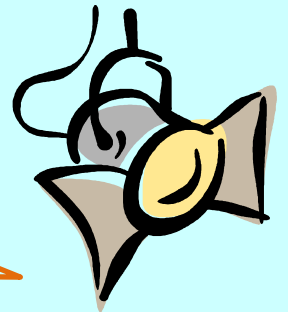


SPOTLIGHT

on our

WONDERFUL

Administrative Assistants!



Patt Wilson

Number of years at UCA: 18 ½

Favorite Dessert: Cheesecake

Favorite Vacation Spot: Big Cedar Lodge in Ridgedale, Missouri

Random Fact: Pat has 2 cats (Beauregard & Annie Mae) and a dog named Banjo.



THANK YOU FOR ALL YOUR HARD WORK!

Supervisor's Advice to Students

First off, one of the most important things you can do is get to know the secretaries and become their friend. You will deal with them almost daily. Foster good relationships with teachers, this will help implementing interventions, improve communication, and help make your job easier. Positive workplace relationships are crucial to being a happy School Psychology Specialist. It is no fun and counter-productive to work with people that you don't like or don't like you.

Josh Hart
School Psychology Specialist
Vilonia School District

In the years to come, always keep yourself updated with the best practices in the field as supported by research.

María Lopez-Boysen
School Psychology Specialist
Bryant Public Schools



- (1) Stay up to date by attending as many state and (if possible) national school psychology or other special education related conferences as you can work into your schedule in order to learn the most up-to-date assessment methods, current research and network with other SPS in other districts and states.
- (2) Consult with teachers, regular and special, to learn the curriculum they teach, how classes are conducted, how parents interact with the teacher and what support the home provides the student you are working with at the time.
- (3) Learn due process procedures and paperwork so you are familiar with the special education process and what each due process form is related to or used for by you or other special education personnel.

Rellia Dillinger
School Psychology Specialist & Intern Supervisor
Shirley School District/Van Buren County Schools

To Thine Own Self Be True

By: Dr. Joan Simon

I look forward each year to the one day in Spring School Psychology Practicum II class when students wear (really) comfortable clothes and bring beach towels. This class, more than any of my other classes, stirs the curiosity of passersby who can't help but peek in at the students sitting on the floor. It is during this one class that I focus on a topic that is outside the scope of content in other classes, namely SELF-CARE.



I have never heard of a graduate program that includes an entire course on SELF-CARE, but I'm beginning to wonder about the benefits of such a course. I'm dreaming of the potential benefits now... a healthier, happier, more satisfied, and more productive field of professionals. We spend class after class discussing how to assist others in accessing and receiving the assessment, consultation, or treatment they need to be a better, healthier, fully-functioning, productive member of society. Yet, we spend so little time discussing how WE, the helping professional, can do the same for ourselves. There seems to be an unspoken assumption that, of course, we will ask for help when we need it, will seek out others for support, will take time to get our heads on straight, etc.

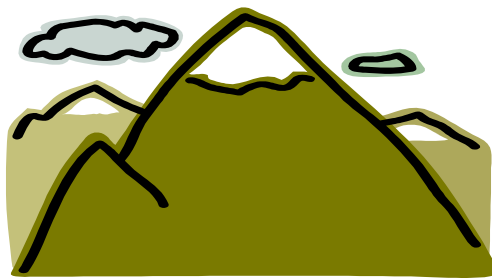
So I asked myself, what do our ethics codes offer in terms of direction about taking care of ourselves? Turns out, it is less than I would like. Both APA and NASP ethical codes address the need to steer clear of personal issues that might interfere with our ability to competently deliver appropriate services to our clients. Such issues might include personal relationships (See NASP Standard III.4.2), business relationships (See NASP Standard II.4.4.), or personal problems (See APA 2.06).

Our ethical codes leave me wanting more, more about HOW to take care of ourselves, HOW to be preventative in our approach to physical and mental health and happiness, HOW to know ourselves better so we can detect when stress and strain are getting the better of us.

This is what the one spring day in my School Psychology Practicum II class is all about. It is about being more aware of who we are as UNIQUE INDIVIDUALS, not just school psychologists, but as living, breathing UNIQUE INDIVIDUALS who sometimes get stressed, who sometimes over-extend, who sometimes help others at the cost of helping ourselves, who are willing to lend an ear but seldom seek one, who can tell everyone else about how to be resilient and successfully navigate life's stressors.



As we embark on a new school year, I encourage each of you to take a few steps toward improving the way you take care of yourself or the way you are true to yourself. I encourage you to look in the mirror and give yourself the very advice you readily give to others. Advice like – exercise regularly, eat healthy, relish support from friends and family, keep a positive view of yourself, stay hopeful, and keep events in perspective. I think we can all agree that graduate school is exciting with new friends, the in-depth learning, the development of a professional identity, and the new-found responsibility of being a professional. But we should not deny that graduate school also brings emotional, interpersonal, and financial challenges in unique ways for every student. I encourage you to face those challenges in your life and search for new and/or creative ways to take care of yourself today and in the year ahead! Oh, and if you can't think of any new ways to do this, try looking into your professional resources. "And will you succeed? Yes! You will, indeed! (98 and $\frac{3}{4}$ percent guaranteed.) KID, YOU WILL MOVE MOUNTAINS!" (Dr. Seuss, 1990).



References

- American Psychological Association (2010). *Ethical principles of psychologists and code of conduct*. Available online: www.apa.org
- Dr. Seuss (1990). *Oh, the places you'll go!* New York: Random House.
- National Association of School Psychologists (2010). *Principles for professional ethics*. Available online: www.nasponline.org/standards/2010standards.aspx

You know you're a school psychology student when..

The word "assessment" has become a part of your daily vocabulary.

You have accepted the fact that you will never get a good parking spot.

You've discovered that double blocks of 3-hour courses can lead to slight insanity.

Not reading the assigned text is only a wise option if you want to appear foolish during class discussions.

You see the same group of people in ALL of your classes.

You have mastered which of the four stairways lead to the front of Mashburn.

Looking at your bank account is a great way to taint your positive outlook on life.

You having a burning desire to get out in the field and impact the lives of children!