Greetings!

As Autumn sets in, I am always reminded of how fortunate I am to be here at UNK surrounded by such an amazing group of faculty and students. We are an involved faculty with an engaged group of students whose impact expands beyond the classroom. Students once again attended and presented at conferences such as NCA, ACA, NASP, and ISPA as well as advocating for social justice through Chi Sigma Iota’s Night Without a Home project, the GrASP Haunted Armory project, and the annual Kent Estes Justice for All Conference. Counselor Education faculty submitted the CACREP Self-Report in July and School Psychology faculty submitted the NASP Self-Report in September. Nearly all faculty members engaged in iPad-optimized training and teaching last year. Faculty and students conducted extensive recruitment efforts last year for Building Bridges Conference sponsored by a grant from the Behavioral Education Center of Nebraska.

Likewise each year I am amazed at not only the scholarly work of our faculty, but the service work they continue to foster. Dr. David Hof is in his 7th year of working with Dallas Chief Eagle at Pine Ridge, and a Train the Trainer for Psychological First Aid and soon will become a Trainer for Red Cross Disaster Mental Health as well. Dr. Doug Tillman presented Solution Focused Therapy at an international conference and has been asked to provide this training in Lincoln Public Schools. Dr. Tillman has also worked to connect with you, our alumni. Dr. Tina Chasek, as you will read later, is conducting research work with Region III and will be writing a chapter on elderly addiction in a national publication. Dr. Matt Mims continues his work with the World Affairs Conference, advises the Queer Straight Alliance, and received
a grant to develop an online student affairs program beginning Summer 2015. Dr. Tammi Ohmstede is president of NSPA and works extensively with partner schools to provide training for students and schools. This work provides schools with systemic data to make decisions. Dr. Carmelo Callueng has increased international partners for the ICR and Globalization of School Psychology course, published in an APA journal, and will be writing a chapter for an international publication. Please understand that these are just small examples of the service, beyond the teaching, that our faculty put forward each and every day.

As we look at this work of faculty and students we are also reminded that the support of our alumni, just like the support of our faculty should be celebrated. Each year the faculty is encouraged to support the NU Foundation through the “Help Build a Loper Legacy” campaign. We have many faculty, emeriti, and alumni that support this campaign which results in our department’s ability to provide scholarships to our students. I hope that you will consider not only donating to this campaign, but designating your donation to go to our future School Psychologist, Clinical Mental Health Professionals, School Counselors, and Student Affairs Professionals. Your generous contribution will provide scholarships which will help our future professionals begin to build a professional legacy of their own. The link for the foundation is here: NU Foundation. By providing your email address you will be further able to refine your donation. Our fund is designated under the College of Education Counseling and School Psychology. Thank you for considering this very worthy cause.

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Important Dates
2014 Academic Year

- All Spring Classes begin
  Mon. Jan 13
- MLK Jr. Holiday - No Classes
  Jan. 20
- Spring Break - No Classes
  March 24-30
- Summer/Fall Class Registration
  April 7
- Finals Week
  Mon. May 5 - Thurs. May 8
- Spring Commencement
  Fri. May 9

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ADVANCE YOUR CAREER AT

UNIVERSITY OF NEBRASKA KEARNEY
Celebrating Legacies!

This fall, Max and Theresa McFarland together with their children and grandchildren decided to remember the matriarch of their family though the College of Education One Room, One Teacher Program.

Dolores Mae Line McFarland taught at the start of WWII after receiving her teaching certificate from Nebraska State Teachers College at the age of 16. She taught grades 1 - 8 at the Reed School north of Lexington earning $60 a month and $15 for room and board. Staying after school every evening making lesson plans, Dolores was not only a teacher, but also janitor, coal carrier, fire stoker, social organizer, and first aid provider. She pumped water for the kids to drink and wash. Water was also pumped and warmed to thaw fingers in the winter. She was required to be outside on the grounds during recess and noon. She stopped teaching to marry her husband Dale McFarland who was headed to World War II.

The dedication to Dolores noted that she taught her students and her children to “follow their hearts”. It seems that the legacy in this philosophy has been carried beyond the McFarland family to the countless School Psychology students who have mastered their skills under the tutelage of other McFarland Educators.

Our heartfelt thanks go out to the McFarland Family for sharing this very special woman with the College of Education.

Dr. Ed Scantling on One Room, One Teacher

“We felt it was important to memorialize the efforts and pay tribute to the one-room school teachers and the part they played, because they educated generations of Nebraskans under very difficult conditions. Their students went on to be the teachers, physicians, business leaders and scientists who helped make Nebraska the great state it is today.”
Welcome back to another busy fall semester for the school psychology program at UNK!! Classes began in late August with a total of 45 students in the school psychology program. Ten of those students began their internships in school districts across Nebraska, Kansas, and Minnesota. Our interns are currently working for the following public schools: Lexington, Gering, Columbus, Lincoln, ESU 1 Wakefield, ESU 7 Columbus, ESU 15 Trenton, USD 457 Garden City, KS, and Southwest/West Central Service Cooperative Marshall, MN. As the 10 interns were moving away to begin their fulltime work in the public schools, our 12 second year students were beginning their practicum experiences which involves spending two full days each week at their respective sites. The practicum students this year are placed in Kearney, Lexington, ESU 10, ESU 11, Minden, Lincoln, Gothenburg, and ESU 9/Hastings. The practicum students meet one time per week for class where they are able share all of the wonderful experiences they are having with each other and the faculty! Last but not least, we welcomed a large group of 18 new students into the school psychology program this fall from UNK, UNL, Hastings College, Doane College, and Lycoming College in Pennsylvania. We are looking forward to learning more about each one and the skills they bring to the program as they are coming from backgrounds in psychology, English, special education, family science, child, youth and family studies, Spanish, political science, exercise science, and communication disorders. The new students have been very busy with coursework as they are learning about the field of school psychology, how to administer assessments, and all about child development! They are also beginning work on their research projects this semester and will hope to have them near completion by the end of this academic year!!

The school psychology program faculty have been busier than usual this past summer and beginning fall semester with the National Association of School Psychologists (NASP) Accreditation submitted Sept 15, 2014!! Many hours were spent in meetings to realign courses and specific course objectives with the revised NASP Standards for training and practice. We now have two to three specific courses aligned with each NASP standard with projects and course embedded rubrics utilized within the courses to ensure students are gaining the appropriate level of mastery of the knowledge and skill needed to demonstrate competency within each NASP Standard. The last several weeks were spent analyzing data collected over the past few years which exhibit the success our students and program have had in meeting all of the NASP standards. The school psychology program at UNK has been fully recognized by NASP since 1996 and the faculty members are hoping for good news of that continuing in February!

The faculty in the school psychology program this year remain the same as last academic year with Dr. Tammi Ohmstede serving as Program Chair, Dr. Max McFarland as “highly regarded/experienced” Professor and Dr. Carmelo Callueng as the “research guru” Graduate Lecturer. Dr. Ohmstede began her term as President of the Nebraska School Psychology Association (NSPA) this summer and Dr. Callueng began to serve on the University Connections Committee and as Co-Ethics Chair for NSPA. Dr. Ohmstede will be on maternity leave part of the fall semester so we have welcomed some adjunct faculty to help out!! Back to join us for her fourth year in a row is Anne Marie Stott, Ed.S., NCSP, she is the school psychologist for Minden Public Schools. Theresa McFarland is also back to teach for our program this semester and is teaching/supervising the school psychology interventions practicum course. Finally, we have hired Dr. Jody Lieske to teach our Child and Adolescent Development and Interventions class. Dr. Lieske has a school psychology background and is currently a licensed psychologist working for the Children and Adolescent Clinic in Hastings, NE. We are lucky to have all three of these ladies and the knowledge and
experience they bring to share with the students in their courses.

Some of the exciting projects the faculty and students continue to work on this fall include research and grants! Our students continue to work on research projects which stem from the memorandum of agreement between UNK School Psychology program and Lexington Public Schools. The students enjoy working on these projects because they are able to see where the data comes from and the impact their analysis of the data has on the decisions being made by the school district. One of the grants faculty and students continue to work on also involves work with LPS. It is the early childhood grant funded by the Buffet Foundation which involves screening preschoolers and Kindergarteners and looking over time at which screening instruments are the best predictor of future performance on other academic testing such as the Measures of Academic Performance (MAP) and Nebraska State Accountability Test (NESA). We continue to collect and input data annually. We are collecting data on two cohorts of students who started at the Early Learning Academy and this year will be in grades 1 and 2.

The results of many of our students’ research projects will be presented at the NSPA Fall Conference in October. We also had three students (Meghan McKeone, Megan Nickel and Sydney Vskerna) and three faculty (Dr. Max McFarland, Dr. Grace Mims, and Dr. Doug Tillman) travel to Lithuania to present research at the International School Psychology Association (ISPA) Annual Conference. Several of our students and faculty are also planning to attend and hopefully present at the Trainers of School Psychology (TSP) and/or NASP Annual Convention in Orlando, FL this February. Presenting at and attending these conferences has been a great way for our students and faculty to stay up-to-date on current research and practices as well as to network with other school psychologists in the state, country and world.

A goal we continue to have is to help our alumni stay connected with each other and with our program! We recently heard from Rachel Coyne who has just started my 3rd year as a school psychologist with the Menominee County Intermediate School District, which is located in the beautiful Upper Peninsula of Michigan. Rachel advised she will be visiting in May, we hope she stops in for a visit! Please be sure to stay connected with us by reaching out and providing your contact information.
The Graduate Association of School Psychologists (GrASP) kicked the school year off with a September meeting, where members were able to meet the new students and reconnect with the returning students. This was the first time that many of the students had a chance to meet their respective mentors and mentees that had been arranged by the officers earlier this summer. The mentors and mentees have a chance at the end of every meeting to connect and discuss questions and current happenings in the program.

Also, in September GrASP hosted a “Welcome Back BBQ” that allowed students to eat and socialize. For the October monthly meeting, GrASP invited an elementary school Social Worker and School Psychologist to speak. These two guests intend to share some insight on what a day in the life of their profession actually entails in order to give the current students a ‘real world’ view of the career they have chosen. GrASP is excited to hear what they have to say as it’s always interesting to hear from a current professional in the field. The members of GrASP will have an opportunity to lend a hand at the Haunted Armory in Kearney at the end of October. This function provides a safe environment for military families to go Trick-or-Treating, play games, and enjoy other festive activities on Halloween. Members are encouraged to dress-up and help with the actual event or assist with the set-up.

In the upcoming months, GrASP has a variety of activities planned. In November, GrASP intends to hold another social so members can take some time to relax as a group away from schoolwork. Also in November, members will promote School Psychology Awareness Week by doing various activities around campus in order to promote the profession. In December, GrASP will host their annual Holiday party at Mac’s Creek Winery. At this event, CSP faculty and students will have a chance to enjoy some fun and relaxation as the semester wraps up.
I am happy to announce that the Student Affairs Program has been awarded a grant from Nebraska Online Worldwide to develop a fully online program for a Master of Science in Education. Right now the vision for the program is to run the first online class in the summer of 2015 with the first 100% online graduating class in May 2017.

The Master of Science in Education – Student Affairs is designed for college professionals who would like to advance their careers by gaining a master’s degree while developing skills and knowledge to advance in the profession. The program prepares professionals for positions at community colleges, public and private colleges, and universities. The existing program strengths such as teaching counseling skills and student development over basic business principles will merge with online technology to bring high quality training and experiences to student affairs professionals. We look forward to the possibilities of using new learning environments to reach our full potential. An online program will allow those who are already employed at community colleges, liberal arts institutions, and rural educational sites to take advantage of our courses. Besides, we believe everyone should have a chance to be a Loper!

Marketing efforts are being collaboratively developed with eCampus. A primary recruitment effort will be to reach out to our Student Affairs Alumni throughout the country who can identify/refer their staff or mentor undergraduates to apply at UNK. It will help UNK Alumni develop leaders under their supervision, as well as help advance the career opportunities of their staff. The program will continue be student development focused and concentrate on teaching communication skills, counseling techniques, and other best-practices for student affairs. Techniques, group, and practicum classes will adjust to use on-campus experiences at the student’s home campus to enrich the educational environment created by modern and proven distance education programs and techniques. We hope that our Alumni will actively support this program by referring potential graduate students to UNK.

Of course, the traditional on-campus program will still continue and as always we are looking for graduate students to join us here in Kearney! Also, if you have not returned to campus lately, please stop by, say hello, and admire the changes which include the opening of a new Wellness Center and breaking ground on the new Allied Health Building scheduled to open next year. UNK’s next big project will be turning the cornfield south of West Center into a $500 million project entitled ‘University Village’ which will take over a decade to complete.

The Counselor Education program continues to work to strengthen communication with all graduates of our program so please share your email and contact information with us and send this newsletter on to others who may be interested. Should you have any questions do not hesitate to contact me directly at mimsmj@unk.edu or Nan, our office associate at johnsonnm@unk.edu, as she will be actively assisting the online program. – Dr. Matt Mims
I think it is safe to say that one of the most feared classes in the CSP Graduate program is 802 Research Methods in Education. It might also be safe to say that it is not one of the classes thought as FUN!; and sadly I think that it is a class that is not thought of as relevant to counseling practice. When I took on the challenge of teaching this course for counseling and student affairs students after the amazing Dr. Teara Archemety retired, I was intimidated (for sure) but I also knew that I wanted to make the class FUN! relevant, and impactful for students. So I started to look for ways to get students involved in research rather than just having them reading about it and take exams.

In order to help students understand key research concepts that are driving our counseling profession, I thought back to my experiences in the field. As a young clinician I was impacted by outcome based practice and the research being done by Region 3 Behavioral Health Services in Kearney. I turned to them all these years later to help my students understand the importance of data, program evaluation, and outcome based clinical practice.

In partnership with Region 3 Behavioral Health Services and with the help of two great researchers there; Ann tvrdik and Nathan canfield, students in the CSP 802 class have the chance to analyze real clinical data to answer important questions in the counseling field. This brings to life three buzz words in our field; Evidence Based Practice, Program Evaluation, and Outcome Based Practice. Students develop research questions and use real data to complete a research project and paper from beginning to end. It really is fun to see the student’s growth in understanding the concepts as they apply them and to see their confidence grow in learning research concepts. I have been impressed and especially proud of students who have completed original research projects by gathering their own data, going through the Institutional Review Board process, and writing up their findings. Below is a table of all the research projects to date that have been completed by graduate students using the Region 3 data and students who have conducted their own original research including gathering original data. I think you will agree it is an impressive list! My next stop is finding a partnership within the Student Affairs division to help answer important questions related to Higher Education for students in the Student Affairs graduate program.

So where is the fun you ask??? Well…… find a current CSP student who has taken research methods and ask them. You might hear about the weird textbook that we use, my crazy coffee mugs, the strange labs on statistical tests, or my awkwardness and excitement about research. Who knows you may even learn a thing or two about the Vodka Test or should I say the test of Normality??? Whatever that is. ~Dr. Tina Chasek
The following table is a summary of the research projects completed by students gathering original data and doing an independent research project. Thanks to the Institutional Review Board at UNK who reviewed, provided feedback, and approved these projects.

<table>
<thead>
<tr>
<th>Original Project/Topic</th>
<th>Original Data Gathered</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectiveness of CATCH Kids Club Program</td>
<td>Childhood obesity and effectiveness of program that educated kids on healthy lifestyles</td>
<td>There was a significant difference in healthy lifestyles from pre- to post program attendance indicating the program had a significant effect on educating students on healthy lifestyles.</td>
</tr>
<tr>
<td>The Effect of a Technique of Counseling Course on Active Listening Skills</td>
<td>Active listening skills data gathered on graduate students from created survey</td>
<td>There was a significant difference in active listening based on taking a Techniques of Counseling Course</td>
</tr>
<tr>
<td>Comparison Between African-American and Caucasian’s Registration Length in the Nebraska Sex Offender Registry</td>
<td>Length of sexual offending registry sentences and ethnicity</td>
<td>There was not a significant relationship between length of time on the sexual offender registry and ethnicity.</td>
</tr>
<tr>
<td>Effects of Low Socioeconomic Status on Middle School Transition</td>
<td>Socioeconomic status and MAP testing scores in Mathematics</td>
<td>There was no significant difference in scores based on socioeconomic status in the middle school transition</td>
</tr>
<tr>
<td>Effect of the Corrective Reading Program on Measures of Academic Progress</td>
<td>Corrective Reading program participation and scores on MAPS scores in reading</td>
<td>There was a significant difference in reading scores on MAPS tests after participation in the Corrective Reading program</td>
</tr>
<tr>
<td>The Effect of Family Self-Sufficiency Programs on the Duration of Receiving Public House Assistance in Low Income Family</td>
<td>Length of time receiving public housing assistance and participation in a family self-sufficiency program</td>
<td>There was not a significant difference in the length of time families stayed in public housing as a result of the self-sufficiency program.</td>
</tr>
<tr>
<td>Student Satisfaction with Faculty Academic Advising at a Small Midwestern University</td>
<td>Satisfaction Surveys completed by students regarding advising in two academic colleges</td>
<td>There was not a significant difference in satisfaction in advising between the college of education and natural and social sciences.</td>
</tr>
</tbody>
</table>
The following table is a summary of the research projects completed using Region 3 data on the Professional Partner program. Thanks to Region 3 for supplying the data and to Ann Tvrduk and Nathan Canfied for all the assistance in gathering and cleaning the existing data as well as presenting the importance of data collection and research to the students in CSP 802.

<table>
<thead>
<tr>
<th>Region 3 Data/Topic</th>
<th>Data</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perpetrators of Bullying and Suicide Attempts</td>
<td>Number of days engaged in bullying behavior</td>
<td>There was a significant difference in the number of days the youth engaged in bullying based on suicide attempts or ideations. Youth who had exhibited suicidal behavior had more days of engaging in bullying others.</td>
</tr>
<tr>
<td>Researcher: T. Fernau</td>
<td>Suicide attempts or ideations</td>
<td></td>
</tr>
<tr>
<td>Self-Harming Behavior and Physical Abuse</td>
<td>Self Harm based on CAFAS score and history of physical abuse</td>
<td>There was a significant reduction in self-harm behaviors among children who had a history of physical abuse 6 months after entering the PP program.</td>
</tr>
<tr>
<td>Researcher: L. Clewell</td>
<td>Diagnosis of Depression, Witness domestic violence</td>
<td>There was not a significant relationship between witnessing domestic violence and a diagnosis of depression.</td>
</tr>
<tr>
<td>Depression and witnessing domestic violence</td>
<td>Referral Status; state referral or self-referral</td>
<td>There was no significant difference in substance use by referral status.</td>
</tr>
<tr>
<td>Researcher: K. Bergmark</td>
<td>Substance Abuse as measured by CAFAS</td>
<td></td>
</tr>
<tr>
<td>Substance Use and Referral Source</td>
<td>Gender, Age, Depression and Anxiety Scores</td>
<td>No significant main effects or interactions were found between gender, age and depression and anxiety scores among youth enrolled in the PP Program.</td>
</tr>
<tr>
<td>Researcher: S. Byrns</td>
<td>Referral Status; state referral or self-referral</td>
<td></td>
</tr>
<tr>
<td>Depression and Suicide Prevention</td>
<td>SubSTANCE Abuse as measured by CAFAS</td>
<td></td>
</tr>
<tr>
<td>Researcher: A. Beumer</td>
<td>Gender, Age, Depression and Anxiety Scores</td>
<td></td>
</tr>
<tr>
<td>Substance use in youth and family history of substance</td>
<td>Family history of substance abuse, Youth substance use history</td>
<td>There was a significant association between youth who use substances and a family history of substance use.</td>
</tr>
<tr>
<td>Researcher: K. Sparr</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marital status and Poverty</td>
<td>Gross Household Income, Custody Status</td>
<td>There was a significant association between marital status and gross household income.</td>
</tr>
</tbody>
</table>
Chi Sigma Iota

At the end of August, when the heat is starting to bear down on your neck and the end of “summer break” quickly approaches, a group of Chi Sigma Iota members traveled to the Pine Ridge Reservation to visit with members of the Lakota Tribe and experience a bit of their culture. We participated in an Inipi sweat lodge which immediately brought the group closer together, visited historical places such as Black Elk’s grave, toured the Lakota College, attended a Sun Dance while supporting Juan Guzman in the Office of Multicultural Affairs in his journey. In this adventure, we were able to not only bring a little bit of the people and experiences back with us. I believe that in some form or another, we all left a little bit of ourselves there as well. It was a life changing experience to say the least and one that I would highly encourage all to take next summer if possible! ~ Joe Ziemba, President
Celebrating Alumni!

Carmen Brewer

Carmen Brewer, Assistant Director of Graduate Admissions, and past graduate of the Student Affairs program, has earned the honor of receiving September’s Employee Achievement Award. Graduate faculty and students alike appreciate and note her dedication to continually providing the necessary tools for students to successfully navigate the journey from admissions to graduation. With Carmen’s plethora of knowledge, she continues to go above and beyond to assist others, whether it be with student transcripts or any other graduate concerns. Congratulations Carmen, and thank you for your past and continued service at UNK.

Nicole Smith

Nicole Smith, MSEd is the Student Development Coordinator for the College of Agricultural Sciences and Natural Resources at UNL. Nicole’s job is unique to the University. She is housed within the Dean’s Office of CASNR and reports directly to the Dean.

I coordinates the CASNR Cares (Caring Attitudes and Respect for Every Student) program; teach the Dean’s Scholars in Experiential Leadership Program; I coordinate many events from welcome

On September 14th, the Tillman family traveled to Green Bay to cheer on their team. Doug ’08 alum, Pam ’10 alum, and their two boys Noah and Nathan are pictured here. The Packers have been supported by the Tillman’s since Doug became a fan in 1990. In December of 2011, Pam, Noah, and Nathan sealed this connection for all time when they gave Doug 1 share of stock in the team, making him an official “co-owner”. The trip proved successful with a 31-24 win over the Jets, although the score through the second quarter sure made it interesting.
activities to homecoming week to parents weekend; play a key role in retention; and maintain and foster relationships across campus.

After graduating from UNK, Nicole was hired as an Academic Advisor in the College of Arts & Sciences at UNL. I worked as an advisor for 3 years and then transitioned into the role of Academic Success Coach within First-Year Experience and Transition Programs. I am also working on my PhD in Educational Administration with a specialization in Leadership within Higher Education and also doing a Mixed Methods Certificate here at UNL. I have one more year of classes and then onto research and dissertation!!

In my program I would say the most valuable learning experiences would have to be the counseling based courses. This was one of the main reasons I applied to the program. These skills that were taught are something I draw on on a daily basis when working with students. I also believe those skills are what sets me a part from many others within the field. The professors, specifically Dr. Dinsmore, Dr. Hof and Dr. Grace Mims pushed me to think outside of the box when it came to counseling techniques and understanding others. Those lessons are truly invaluable and will be with me throughout my life not just in my professional career.

The people I met within the program are people that hold a special place in my heart. Whether it’s the professor or my graduate friends, we all had so many laughs and even tears shared together. I loved how we were able to get out of the classroom and go watch football and play pool or visit the winery with everyone in the program. One other memory that would stand out was being involved with the Kent Estes Justice for All conferences.

Ashley Carrier

I am currently employed by Lexington Public Schools as a school psychologist. I serve two elementary buildings, the preschool, and children birth to 3. I am responsible for special education evaluations, consultative services for teachers, and working with a team on structuring and implementing Response to Intervention.

I completed my internship with Lexington Public Schools and have continued to proudly work for the district since that time as a fully certified school psychologist.

The support that I received from professors within the program helped to shape the work I do today. I felt like the pride that they displayed and the direction that they provided helped me to see the importance of our role within the schools. They prepared me to be successful and confident in my role.

Welcome Future Loper Reen Beumer!

Reen Harve Beumer son of student Abbie Beumer

September 20, 2014 10:14 pm

8 lbs. 2 oz.

21 inches long