Greetings from your Newsletter Editor!

Lauren Berger, M.S.

It is with enthusiasm and excitement that I welcome all SAS Members to the Fall 2012 Issue of the Student Affiliates of Division Seventeen Newsletter. Albeit a large responsibility to fulfill, I am honored to present a newsletter complete with a wide array of counseling psychology-related topics, issues, and concerns. I am grateful to the SAS members willing to contribute to this newsletter as their passion and commitment to the field of counseling psychology are demonstrated through their pieces. The underlying theme of the newsletter is the importance of learning from our clients and students. If you are interested in writing a piece for the Spring 2013 issue, please contact me at Lauren.Berger4@gmail.com. Happy reading! -LB

Special points of interest:
- Secondary Trauma
- Multiculturalism and Diversity Teachings
- Learning more about our Division 17 Special Sections
Interested in becoming a SAS Member?

To become a member of SAS, you first need to be a student member of APA. You can then join Division 17 as a student affiliate, and will automatically become a member of SAS at that point. If you are a member of APA but would like to join Division 17, you can do so online by or sending in an application via snail mail. If you want to join both APA and SAS as a student affiliate, log on here.

Do you need to renew your membership?

APA renewal reminders were sent in the mail at the beginning of October, but don’t forget to renew your Division 17 membership as well! You can do this online by logging onto MyAPA and entering your username and password. You can then click on “Pay Your Dues” in the grey box at the top left corner of your MyAPA homepage.

Did you graduate in 2012 with your doctoral degree? Upgrade to free ECP membership!

If so, your 2013 SCP membership is free! It is SCP’s way of congratulating you and welcoming you to Division 17 as an Early Career Professional (ECP). Note that this offer begins for 2012 graduates and is only available for your first year as an ECP.

Already a member, and want to stay in the loop?

Like us on Facebook and join our LinkedIn group to keep up with SAS events and announcements. You can also join our listserv.

Additional Questions?

Please don’t hesitate to contact Erin Ring, your membership coordinator, and she will be happy to answer your questions or find someone who can.
It is indeed an honor and a privilege to be able to serve as the president of Division 17, the Society of Counseling Psychology, for the 2012-2013 year. I have been a member of the division for many years and have always found it a “professional home” where I have been able to associate with engaging colleagues, promising students, and appealing professional activities.

To acquaint myself to you, I will share that I’ve been in our professional arena more than three decades, and I’ve never grown tired of what we do. In part, that is because our specialty of counseling psychology allows for an extensive range of interests and these can change over time. I have focused my energies and scholarship in research on counseling and therapy, on training new professionals, on a couples and families focus, on group applications and models, on diversity and multicultural emphases, and on development of professional identity in our field. For the last decade the primary focus of scholarship has been on violence reduction, primarily emphasizing prevention efforts to reduce bullying and aggression.

Over my career I have come to believe – strongly – that we will never have sufficient numbers of therapists, counselors, and other mental health delivery specialists to meet the needs of the world. There is a group, for example, in India working with the World Health Organization examining how to provide mental health coverage to the poorest 400 million people in the world. Imagine how many psychologists we would have to have to provide for a Ph.D. level person delivery one-on-one or small group services. It will never happen. I am convinced that while we will continue to develop, research, and apply therapy services, our greatest impact will come from preventing the problems from developing in the first place. Thus the presidential theme established this year: “Addressing Tomorrow’s Needs Today: Promotion, Prevention, and Beyond in Counseling Psychology.”

The Presidential initiative for this year will be a Special Task Force on Counseling Psychology’s role in the Promotion of Nonviolence and Reduction of Bullying/Aggression, and the Promotion of Healthy Lifestyles leading to the Prevention of Child and Adolescent Obesity and illness. We will never have the resources to treat all the possible health conditions individuals experience that are brought on by poor physical health and aggression, but through the rich resources of Counseling Psychology, effective prevention and early intervention efforts can result in significant positive individual and cultural changes.

To promote the initiative related to prevention of aggression and bullying, and the impact this has on our schools, communities, and families we will develop a review of the role of Counseling Psychology in understanding the prevention of violence and will be recommending best practices CP’s can use in practice, teaching, and research. The outcomes are likely to be a special issue of The Counseling Psychologist; materials on the website for practitioners, teachers, and academic programs; symposia and workshops developed for the 2013 APA convention, and enhanced awareness among all of our membership of the impact we
Can have. Annelise Singh (University of Georgia) and Larry Gerstein (Ball State University) will be leading this initiative.

One of the main challenges to healthy living among children, adolescents, and adults today is the issue of excessive weight and the concomitant threats to health that obesity and poor health practices bring. We can have a powerful influence on children’s lives by developing early prevention materials that provide for information and knowledge, cultural awareness of health and food, and motivational life style efforts that can provide children and adolescents with the knowledge necessary to engage in healthy living. Linda Campbell (University of Georgia) and Brian Lewis (University of Miami) will lead this initiative.

There are going to be two more projects related to the Prevention Theme for this year. One is the Prevention Guidelines Group. This group has been working for four years to develop guidelines to be adopted by the American Psychological Association, and hopefully the guidelines will be endorsed by APA this year and presented at the annual convention in Hawaii in 2013. John Romano of the University of Minnesota is chairing this effort. Another Prevention Initiative theme is to develop a Prevention Journal. This has been instigated by members of the Prevention SIG of Counseling Psychology under the direction of Sally Hage (Springfield College) and Jonathan Schwartz (New Mexico State University).

We will continue into a second year Leadership Academy. The LA was established last year to provide opportunities for advanced graduate students and early career professionals to work with SCP leaders to develop, refine, and apply effective leadership skills in order to offer a leadership base for the future. This is being coordinated by Katharine Hahn (Oberlin) and Julia Phillips (University of Akron).

Additionally, we will be examining undergraduate education programs (Rosemary Phelps, University of Georgia; Franco Dispenza, Georgia State University), master’s programs and their relationship to doctoral programs (Georgia Calhoun, University of Georgia; Cindy Juntunen, University of North Dakota), and doctoral programs in Counseling Psychology (Linda Campbell, University of Georgia; Jim Lichtenberg, University of Kansas).

I welcome you to join in as many of the activities of SCP as possible. Thanks for being part of a great team that truly is committed to improving the state of the world.

Warm regards,

Andy

Arthur (Andy) M. Horne
President, SCP, 2012 – 2013
Greetings SAS members and SCP professionals!

It is with utmost pleasure that we have been tasked with kicking off our fall edition of the SAS newsletter, granting me the opportunity to report on many exciting updates and plans for the year to come. It feels like it was just yesterday when we were battling the heat (and frizzy hair!) in Orlando at the 2012 APA convention. There were so many exciting developments and opportunities that unfolded this past August in Orlando. In particular, we had the privilege to host the first ever SAS Networking and Award Recognition Event. Our goal in hosting such an event was to provide SAS members, beyond those directly serving on the executive board, with the opportunity to connect with SCP professionals in a casual and intimate setting. Award winners, committee members, representatives, liaisons, and other students whose commitment was paramount to the functioning of SAS this year, joined us to mingle and network with SCP professionals who took the time out of their very full convention schedules to make our vision a reality. We continue to be humbled by the enthusiasm and dedication of these students and the unparalleled supportiveness and commitment to student development of SCP professionals. Mel and I are beyond grateful to everyone who attended, and we hope to be able to provide more of these mentoring and networking opportunities at next year’s convention as well as throughout the year.

More recently, applications for the next SAS Host Institution were due. We were delighted that so many programs expressed interest and submitted applications- making our job of selecting the next host institution no small feat! Although we are sad that our time has come to pass the SAS torch, we are also excited to see what the new host institution has in store for SAS members. To all the students who submitted applications, regardless of the outcome, your hard work...
A Word From Your SAS Co-Chairs (Continued):

has not gone unnoticed! The quality of these applications only serves as further confirmation that SAS will remain in capable hands. We look forward to announcing the new Host Institution in January!

We are also very excited about our upcoming Diversity Conference, an annual event co-hosted by SAS and the students of the Division of Counseling Psychology at UAlbany. Reflecting this year’s theme, “Building Bridges, Removing Barriers: Expanding Our Roles”, we hope that this conference will serve as a venue through which awareness about central issues concerning the needs of diverse populations and communities, will be fostered. Dr. Isaac Prilleltensky will be joining us as our keynote, and SCP professionals Dr. Britney Brinkman and Dr. Arpana Inman will be attending as speakers. The conference will be held at the University at Albany, on November 16th and 17th- we hope to see many SCP and SAS members there!

Finally, planning for next year’s convention is already underway and we are committed to providing programming that resonates with the needs and interests of our student members. Stay tuned for updates and opportunities to get involved and as always, please feel free to contact us with any questions or concerns.

Thank you to the SCP professionals and student members, from the entire SAS Executive Board at the University at Albany, we are excited to make our final year as host institution a great one!

Your SAS co-chairs,

Heidi Hutman
hhutman@albany.edu

Melanie Lantz
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When I found out that I would have the opportunity to teach University at Albany’s undergraduate course in cultural diversity and social justice this year, I was elated. Although I had taught before, I had never taught a course on a topic that resonates so deeply with my values and identity as a counseling psychologist. Thus, teaching cultural diversity and social justice represented an unparalleled opportunity to create a learning space in which I could convey my enthusiasm about and commitment to issues so central to our discipline and inspire my students to do the same. As I spent the summer planning the course from start to finish, I thought a lot about the ways in which my cultural identities and accompanying biases would shape the lens through which I would approach teaching and relate to my students. As a Jewish heterosexual female who was adopted at a young age and grew up in an affluent community in Canada, I am continuously negotiating the tensions between simultaneously holding memberships in both dominant and minority groups. Moreover, in reflecting upon my own experiences as a student, I realized that the teachers I had personally found to be most effective and influential were those who were transparent about their social locations and emphasized the intersection between their personal and professional experiences as well as the multiple roles they assumed.

With these mentors in mind, I decided that if I was going to have a fighting chance of being successful at teaching about such emotionally-charged and personal issues, I would need to take risks and put myself out there so that students would be encouraged to become aware of the ways in which their own cultural identities and life experiences relate to the course material.

Having taught the cultural diversity and social justice course for almost two months now, I believe that my having the courage to be transparent with my students has paid off in dividends, however scary it was at first. Each week, my students come to class ready to engage in difficult dialogues and share their experiences such that I am continuously humbled by the trust they
have in me and their fellow classmates. Whether their lives have been profoundly impacted by discrimination or they have lived a relatively privileged and sheltered existence, I see each of them pushing themselves to challenge their assumptions, to find ways to translate what they learn in class into their daily lives, and overall, to embody the change that they wish to see reflected in the world.

Although teaching this course has been one of the most inspiring experiences in my academic career thus far, I would be misleading the reader if I gave the impression that it was without any challenges. Perhaps the most challenging aspect of teaching this course is that we are all coming from different places with regard to our experiences of oppression and privilege. How can I, as an instructor, bridge the gap between students’ varying levels of awareness in a way that feels safe for everyone involved? How can I ensure that the racial minority students do not feel like they continuously need to educate the White students about what it means to be Black/Latino/Latina/Biracial/Asian etc. in today’s society and protect them feeling like they need to speak on behalf of all members of their race? How can I balance commending the White students for being willing to share their perspectives, when the universalist assumptions reflected in their statements leave the minority students feeling further silenced and dismissed? How can I manage my own reactions to the stereotypes and microaggressions that are subtly (and at times, not so subtly) expressed in class discussions? These are just some of the questions with which I am confronted each week. Fortunately, my clinical background makes me no stranger to the importance of process and dealing with issues as they arise in the ‘here and now’.

And so I share my observations regarding students’ reactions and group dynamics in an attempt to work through some of the tension and arrive at a greater level of collective awareness. At the same time, I know that a certain level of discomfort is conducive to growth, and that awareness has no final destination point. In fact, if students leave this course with nothing more than an increased ability to tolerate the discomfort that accompanies self-discovery and a greater willingness to engage in self-awareness, I will consider myself successful as an instructor.

As I watch my students grow and struggle, I am reminded of my own process of developing an understanding and awareness of multicultural issues as well as how much further I have to go in this never-ending journey. Back in the spring when I was assigned as the instructor of this course, all I could think about were my plans for what I was going to teach my students. Now, I spend most of my time thinking about all the things my students have taught me.

-Heidi Hutman
University at Albany
Throughout our careers in counseling, we come across some difficult situations regarding our own mental health while serving others. Even though our main concern is for the client, we, as professional therapists, need to continually monitor and maintain our own mental health.

Compassion fatigue is a general term given to the negative effects we have as professional helpers (PROQOL Compassion Fatigue, 2012). There are two components of compassion fatigue: burnout and secondary trauma. Burnout is caused by institutional problems at work including, but not limited to, high caseload, inadequate support or supervision, and lack of autonomy (S. Udipi, seminar, April 24, 2012). While burnout may lead to negative feelings such as anxiety, boredom, helplessness, and aggression, these are readily fixable by eliminating the institutional problem.

Secondary trauma is much more complex. This component is impossible to eliminate, hence the goal is to manage it. Secondary traumatic stress is “the natural consequent behaviors and emotions resulting from knowledge about a traumatizing event experienced by a significant other- the stress resulting from helping or wanting to help a traumatized or suffering person” (Figley, 1995, p. 7). Secondary trauma occurs when a therapist or helper is exposed to traumatic stories from their clients or patients. This exposure could be a one time event, or result from hearing multiple traumatic stories. Secondary traumatic stress disorder (STSD) is very similar to post traumatic stress disorder (PTSD) and can have many related symptoms: avoidance, flashbacks, hyperarousal, and hypervigilance (Figley, 2002; S. Udipi, seminar, April 24, 2012).

What can be done to combat compassion fatigue? Figley (2002) suggests counselors learn how to desensitize from the traumatic stressor. The best way to do so is through exposure, coupled with relaxation techniques. This should activate the reciprocal inhibiting reflex, which decreases anxiety feelings as the body relaxes (Wolpe, 1981).

Setting emotional boundaries are also important in combating compassion fatigue. This is especially important for students or novices in the field: “Novices in the caring profession are especially vulnerable to being overwhelmed by the realities of others and need time to learn how to create optimal emotional boundaries” (Skovholt, 2005, p. 88). Skovholt (2005) remarks that this is a difficult task to accomplish because it seems paradoxical; to be empathetic to the client yet emotional separate from the experience.

Other suggestions for managing compassion fatigue are similar to self-care techniques: make sure to obtain adequate support, both professionally and personally; do not strive for perfection; and use...
stress management skills (Skovholt, 2005; S. Udipi, seminar, April 24, 2012). Stress management skills can include picking up a hobby; engaging in meditation, yoga, or exercise; and taking breaks when needed.

Although these techniques are optimal ways to cope with compassion fatigue, the larger goal may be to start opening the conversation about compassion fatigue in the professional field. Figley (2002) says talking about personal struggles of compassion fatigue and secondary trauma can help others who are experiencing these problems.

My struggles with compassion fatigue arose when I started working at the VA with Veterans who had PTSD. A part of their recovery was telling and retelling their traumatic stories. While I was glad to be able to help them recover, their war stories started to have a large effect on me.

I started to think of these Veterans and their stories throughout my day, even when I was not working. I played the stories through my mind and couldn’t let go of some of the horrific details. I couldn’t enjoy books or movies that had to do with murder or death, and I avoided anything that had to do with the military. In sessions, I tried to keep my composure, but some stories were so heartfully sad that I would tear up and cry after working with the affected Veterans.

Luckily, I had great support. My cohort and colleagues, who had worked with the same client population, helped me by sharing their own struggles and issues. Also, my family was there for personal support. Emotional boundary setting was very difficult for me, and the boundary is still not clear today. I am no longer at the VA, but I learned a valuable lesson on self-care and being exposed to traumatic stories.

References


Do you feel you may be experiencing secondary trauma? One way to assess secondary trauma taking a self-test. Figley (2002) provides a helpful website for assessing your own fatigue and secondary trauma. The self-test can be found at http://www.greencross.org/.
If you’ve been immersing yourself in the history and values of Counseling Psychology, you will realize that, dating back to the earliest attempts to define our field, counseling psychologists have emphasized our specialty’s unique commitment to social justice (Jordaan, Myers, Layton, & Morgan, 1968; Vera & Speight, 2003). We are encouraged to use our skills and knowledge to combat injustice that prevents individuals, groups, and communities from living healthy and fulfilling lives. Injustice not only exists in the world at large but may also be perpetuated from within psychology itself. Throughout U.S. history, psychology has been implicated several times in supporting an unjust status quo (see Strickland, 2000).

The thought of doing social justice work can be overwhelming, especially for us graduate students. Social justice is often equated in our minds with changing the world, and how on earth do we have time to change the world? Although we may not have time to do some large-scale project, it is possible – and perhaps necessary – that we consider small ways in which we can make a difference.

In addition to social justice, counseling psychology values the teaching of mental health principles through prevention and psychoeducation (Gelso & Fretz, 1992). Many of us have gained experiences as teaching assistants or instructors. This is kind of a big deal! We’re being trusted to properly transmit knowledge to other people. Our ethics code requires that we ensure that what we teach is accurate (American Psychological Association, 2002). So what happens if the textbooks we teach from are inaccurate? And even worse, what if they condone injustice?

I found myself in this situation last year. Several of us were asked to review potential new textbooks for an undergraduate course in human relationship development for which we were instructors. Because my clinical and research interests concern rape and sexual assault, I looked these terms up in the books and discovered that all three textbooks contained numerous rape myths (e.g., men cannot be raped, rape always involves excessive physical force). I was concerned about the implications of teaching this material, particularly given the high prevalence of sexual assault among the college population (Fisher, Cullen, & Turner, 2000).

At first I did my usual thing: complain to my friends and department chair about how bad I thought it was that by using these books we would be spreading rape myths to students. At first I felt paralyzed and discouraged. But the more I talked about it, the more I realized others saw a need for action too – I was not alone. My colleagues David Adams, Desiree Howell, Emily Mastroianni and I decided to write letters to the authors of the text-
books. In the letters, we highlighted the myths we saw, provided clarifying information with supporting citations, and commented on the importance of accurate information. We e-mailed the letters into the internet abyss, not knowing if or when we might hear back.

What happened next was surprising and inspiring. The authors responded not only quickly but also with gratitude, openness, and willingness to dialogue with us. Changes have already been made to one book’s next edition and will be made to another (the third book is no longer in print). What started with a complaint ended with changes in how sexual assault will be taught to potentially thousands of psychology students.

I share this story not to suggest that my colleagues and I are social justice pioneers. Rather, I share it to show that a small combined effort among several students in can result in change. We don’t have to wait until after graduation to change the world. We can make a difference right here, right now, in small ways, embodying the values and ethics of the field. If you see something, say something. Your voice can be heard!

Below are some things to consider if you are currently (or will be) teaching or if you initiate a conversation similar to ours regarding injustice:

**When Teaching:**

**Read the textbook.** This takes time, but there is no other way to know if something is inaccurate or missing.

**Promote critical thinking.** Facilitate class discussion, bring in diverse perspectives, and solicit students’ opinions.

**Fill in the gaps.** If something is missing or inaccurate, supplement! If it’s not a topic you are expert in, bring in a guest speaker or get resources from a colleague.

**When Confronting:**

**Balance your feedback.** We know people are typically more open to negative feedback after receiving positive feedback first. So start with what he or she did well. Then offer the criticism.

**Support your argument.** Make your point, but supplement it with information whenever it’s available. Cite some theory or empirical evidence in support of your message.

**Be collaborative.** Be respectful, communicate appreciation for the recipient’s willingness to listen to you, and express a willingness to work together on the problem. Opening doors, rather than closing them, is more likely to yield results.

*(This slogan was borrowed from the Metropolitan Transportation Authority of New York City.)*

**References**


A Brief Overview of Two Division 17 Sections: 
*The Section for the Promotion of Psychotherapy Science (SPPS)* & *The Section for Prevention*

**PSYCHOTHERAPY SCIENCE**

I am excited to share with the SAS community what great endeavors we have recently embarked on in the Section for the Promotion of Psychotherapy Science (SPPS)! As can be seen on our website (http://spps1.squarespace.com/), this section of the Society for Counseling Psychology (SCP) encourages, facilitates, and promotes counseling and psychotherapy process and outcome research as well as the application of such research to the practice of counseling and psychotherapy. In short, much of the scholarship conducted by members of this section support evidence-based practices as well as the processes by which we deliver psychological services. Below, you will find information on the current happenings in our section, what specific offerings are especially applicable to students, as well as a guide for how to become a member of SPPS.

There are two primary initiatives that we are excited to share with our SCP affiliates and, in particular, students of this section is our hope to increase networking opportunities. First, we are working to foster greater psychotherapy outcome research collaborations across universities. For those of us who have been involved in conducting research, we know collecting data can be a difficult and lengthy process. One way we attempted to foster collaborations across the country was to survey Training Directors (TDs) of in-house training clinics affiliated with APA accredited Counseling Psychology doctoral programs about research projects they were conducting (please see website for specific information on how survey was conducted). Some TDs who are currently conducting research consented to have their contact information and project descriptions available on our website for those interested in networking. Although this does not guarantee collaboration or that data will be available, they are willing to be contacted to discuss possibilities. Also on our website is a discussion...
Welcome to another year! I am the graduate student representative of Division 17’s Prevention Section, and am writing to tell you a bit about our section and let you know about some of the opportunities available to students.

When telling others about my involvement in the Prevention Section, people often respond, “Prevention of what?” The section is great in that our members have very diverse interests, yet share the common goal of stopping problem behaviors, delaying their onset, and reducing their negative impact. In doing so, we promote the psychological well-being of others and simultaneously strive to prevent the occurrence of negative consequences on a personal, organizational, and community-wide level. Thus, areas of interest often include the prevention of risk-taking behaviors (e.g., substance abuse), violence and bullying, and the development of mental disorders, among others.

To those of you who hold an interest in prevention, we certainly encourage you to join us (it’s free!). There are several ways for students to become involved, including opportunities to present and publish research, join listserv discussions, meet with other professionals in the field, and serve on the Editorial Board of our peer-reviewed publication. We also have potential leadership opportunities for those interested in serving as an officer of the section.

I encourage you to get connected with us by becoming a member of our section if what has been described here sounds like a place where you would like to be affiliated. Membership is open to all categories of SCP members. If you are not yet a member of this section and would like to become a section affiliates, please contact the Section Chair, Zac Imel, PhD at zac.imel@utah.edu. Members interested in staying connected to SPPS through our Listserv may also contact the Section Chair for more information. If you have any questions regarding student activities within SPPS, please feel free to contact me at norah.slone@uky.edu. We hope you will you join us!

- NORAH SLONE (University of Kentucky)
states and programs to present their work, and the contributions were very well received. Finally, we’d like to con- Gratulate those who received our section’s annual research and achievement awards. Your work is invaluable to our field and we look forward to seeing future accomplishments.

As we think about the upcoming year, there are several reasons to become excited. We are thrilled to have Dr. Andy Horne as SCP president this year, given his presidential initiatives in obesity and violence prevention. He has been an influential member of the Section for quite some time, and we look forward to collaborating with him throughout the next year to continue to address the importance of prevention in our field. Stay tuned for updates over the next several months, as I’m sure there will be ways to become involved!

Lastly, if you would like to join the section, hold an interest in any of the above opportunities, or have additional ideas for your involvement, please don’t hesitate to contact me at ering@albany.edu. I can provide you with some more information at that time. Best of luck with the rest of the academic year, and I look forward to hearing from you!

-Erin Ring

University at albany