Greetings from your Newsletter Editors!

We are honored and excited to take over the role of newsletter editors. We are grateful for this opportunity, and our goal is to make the newsletters as outstanding as they’ve been in the past. We want to express gratitude to everyone who contributed to this newsletter, and took the time and energy to write articles. We also encourage you to contact Ashley Oliver and Rada Jurosevic at newslettercoordinator.sas@gmail.com with any topic ideas or contributions you would like to see in the Spring newsletter. Thank you for reading!

-Ashley Oliver and Radinka Jurosevic
A Letter from Your Co-Chairs
Cleveland State University: The New Host Institution of SAS

This is quite an exciting time for Cleveland State University, as we are pleased to assume our role as the new host institution for SAS! We feel honored to serve the Society of Counseling Psychology (SCP), to stand beside some of the most distinguished leaders in our field, and, most importantly, to serve our peers. As we take on this role, we would like to pay homage to all of the hard work of the entire SAS executive board during Albany’s term, especially that of the past Co-chairs, Melanie Lantz and Heidi Hutman. We are humbled to represent SAS for the next three years, which will give us the opportunity to work alongside some of the most intelligent, hardworking, and dedicated students in our field. As such, we are thrilled to introduce ourselves and to briefly describe our goals and objectives that we will work toward during out three-year term.

Furthermore, Cleveland State University aspires to promote the central values of SCP through the following four pillars that will guide our actions over the next three years:

1) Multicultural Competence
2) Research and Scholarship
3) Ethical Practice and Professional Development

4) Advocacy and Community Action

Through these pillars, we aim to achieve the following five goals: (1) promote leadership and professional development, (2) advance multiculturalism and a global perspective, (3) encourage advocacy through professional and community service, (4) support professional development informed by scholarship and practice, and (5) improve student engagement and communication in SAS. These goals not only support the missions of Division 17 and SAS, they also support the internationalization of counseling psychology and strength-based, multicultural, and social justice perspectives.

Our first goal is to promote mentoring and leadership development with a focus on minority and international students. Consistent with this goal, we aim to bridge the gap between counseling psychology students, Early Career Professionals (ECPs), and Division 17. Further, we appreciate all of the hard work that University at Albany has done to create the E-Mentoring program and strive to continue this agenda as our first mentoring initiative.

Our second goal is to advance multiculturalism and a global perspective by recognizing the many dimensions and intersections of identities. As such, we aim to promote knowledge and dialogue pertaining to multicultural issues by continuing to host an annual diversity colloquium, emphasizing a multicultural focus for the 2014 Great Lakes Conference that CSU will host on April 11-12, 2014, developing a mentoring program for minority and international students, and highlighting student scholarship on multicultural issues by initiating a research award.

Our third goal is to encourage advocacy through professional and community service. We strive to promote advocacy and community action by emphasizing social justice as a natural outcome of our roles as scholars and practitioners by highlighting research, conferences, and workshops devoted to social justice and advocacy in our newsletters, email updates, SAS website and Facebook page. We plan to continue to have the SAS listserv and Linkedin Network function as a means for students to express challenges and successes in promoting advocacy, and as a venue for students to share new ideas on how to be more involved as advocates. Institutions will be encouraged to share their experiences on the SAS webpage as a means of further promoting action and dialogue.

Our fourth goal is to support professional development informed by scholarship and practice through involvement with Division 17 Sections, SAS, and APAGS, as well as participation at regional and national conferences. As students of CSU and SAS, we recognize the importance of gaining knowledge through research and professional development. To accomplish this goal, we plan to provide programming focused on the enhancement of research competencies and self-efficacy at Annual APA Conventions. This programming will illustrate pathways to publication and strategies to integrate research and practice.
Students will be able to voice their needs and concerns related to research, and develop research collaborations with other students and professionals.

Our fifth goal is to improve student engagement in SAS and communication between SAS, ECPs, and Master’s and undergraduate students. Consistent with the initiative set forth by Division 17 to improve engagement and communication, we will utilize SAS as a pipeline for students to transition into doctoral programs and subsequent early career stages. To increase SAS involvement in the Division, we will solicit volunteers for Division 17 committees, and promote the initiatives developed by Division 17’s Leadership Academy.

One of our first initiatives that will bring to fruition many of our goals is our co-hosting of the 2014 Great Lakes Regional Conference. To further bridge the gap between student involvement in SAS and Division 17, Cleveland State University and SAS will utilize the 2014 Great Lakes Conference to promote research and scholarship and to increase the visibility of ECP as a future professional home and pathway toward greater involvement in the Division. In addition to the Division 17 President’s keynote, we intend to minimize the developmental distance between students and professionals in the field by having an ECP keynote as well. Our aim for this conference is to promote knowledge and dialogue pertaining to multicultural issues to expand the cultural lenses through which we view our research, practice, and training. Although students from many programs in the Midwest are able to attend this regional conference, we are aware that students from more geographically distant programs may be unable to attend. Therefore, to increase national participation, we will incorporate web-based technology at the 2014 Great Lakes Regional Conference to be held on April 11th and 12th.

Additionally, we would like to formally acknowledge all of the hard work of our executive board and our faculty advisor, Dr. Donna Schultheiss. Without the outstanding support and teamwork exemplified in Cleveland State University’s Counseling Psychology Program, this amazing opportunity would not be possible. Therefore, we would like to provide you with biographies and photos of our executive board, to offer them their much-deserved recognition and to promote a feeling of mutuality and familiarity with our peers across many institutions: Irina Bransteter, Sarah Michalos Rispinto, and Lela Pickett (Programming), Keelan Quinn and Lindsey Bisgrove (Membership), Ashley Oliver and Radinka Jurosevic (Newsletter and Secretary), Ashley Poklar and Adam Cusner (Mentorship), Richard Jason Lawrence and Soo-Min Kwak (Web and Social Media), and Brian Fitts (Treasurer).

We would also like to extend our congratulations to the SAS awards recipients for the 2012-2013 academic year - Amy Crandall, Ijeoma Exeofor, Melanie Fann, Jay Ledbetter, and Laura Milliken. We applaud all of your hard work and commitment to the field.

As is exemplified in this newsletter, we are strongly committed to active involvement and collaboration between students from varying institutions and decreasing the gap between students and ECPs. Additionally, we want to acknowledge our deep appreciation of the strong encouragement to get involved in SCP that is mentioned by all three of the 2013 Leadership Academy contributors to the newsletter (see pages 13-15). To further promote the connectedness of students and their divisional participation, we encourage the use of Facebook, LinkedIn, our SAS website, and email. As such, we ask that you support involvement in SAS and endorse the collaboration and divisional involvement we strive to advance. Please direct all inquiries to div17sas@gmail.com or our website at www.div17.org/students/student-affiliates-of-17-sas/.

Brittan Davis, M.Ed., PC
Cleveland State University
Counseling Psychology Doctoral Student
SAS Co-Chair

Sneha Pitre, M.A.
Cleveland State University
Counseling Psychology Doctoral Student
SAS Co-Chair
As Division 17 president, what do you feel are some of the most pressing issues in the field of Counseling Psychology that should be addressed at the training level? At the professional level?

This is a hard question, not because I don’t believe there are pressing issues, but because I think everyone sees different issues depending on where their eye is trained. So, personally, here are my thoughts:

Training issues: An issue that scares incoming students, current students, and program directors alike (and if you DON’T believe the latter care about this topic, you are sorely mistaken) is the internship imbalance. There simply aren’t enough strong sites out there, and I worry that there just isn’t enough incentive yet to encourage sites to create new ones. It is an expensive proposition, and there are guidelines coming that lower the incentive even more. As a new student, I would take a proactive stance and poll both my Program Director and my clinical supervisors to ascertain what I should do to be as ready as possible for the internship application year. Then I would follow their advice! A second training issue is the need to continue to improve our understanding of and exposure to diversity. In a field that prides itself on actually INTERACTING with people, social media is dragging us farther away from face-to-face interaction, and with it, probably even more limited personal experience with people who are different from ourselves. It is imperative that we remember how to function with both social media and personal interaction, and that we all work at getting comfortable with reaching out of our comfort zones toward our colleagues from different regions, ethnic groups, genders, countries, etc.

On a professional level: Oh my, where to begin? Let’s see - counseling psychologists know who we are, but sometimes other people forget. I don’t need to define counseling psychology, but I would love to see more of us identify as counseling psychologists who specialize in XXXX, like a counseling health psychologist or a counseling sport psychologist. For practitioners, the changes in health care and mental health care reimbursement are critical issues.

My practice is a secondary part of my work, but I am quite aware that being a solo practitioner would be VERY worrisome right now - not impossible, but worrisome.

Other issues for professionals relate to keeping abreast of the coming changes in licensure renewal requirements (i.e., expectations regarding continuing education), and the issues with telepsychology and how it changes what we do. For researchers and those working on interventions, the continued losses in funding create more and more difficulty in conducting our work. The competition is fierce for relatively few dollars. A third issue for professionals is the decreasing amount of time to devote to volunteer activities, which means fewer people in a position to do increasing amounts of the work needed to keep our organizations going. And, for everyone, what are we going to do with the DSM5? Will it affect how we practice, how we teach?
With your prior leadership experiences, which is the most important issue and how can it be addressed effectively by those who are in position of leadership at any level?

As an educator, I have to go with the internship imbalance as a major issue right now. If we cannot help the majority of our students be successful with the internship process, the rest of these issues aren’t really going to matter, now are they? The resolution is going to require a series of hard decisions made by our accrediting bodies, programs and internship sites (and potential sites). It may include accepting fewer students, providing more guidance and direction on how to get through the process, and perhaps more incentives for programs and clinical sites to come together to increase the number of available slots. I don’t know that anyone is going to be happy examining this situation, but it has to be done.

From your standpoint, how important do you feel leadership roles are for students’ professional development (e.g. serving as a SAS Student Representative for their program or a Division 17 section, etc.)?

I can’t begin to emphasize the importance of leadership roles for a student’s development. We can’t just sit back and let someone else do all the work, and then complain that things aren’t going along the way we want them to go. We have to step forward and get involved to maintain the professional associations we want to see (whether that is with SAS, SCP, or another group of interest). Students who get involved with leadership positions while in graduate school are probably highly likely to remain involved with leadership positions as professionals. In addition, the confidence a student develops from tackling a leadership role carries over into the rest of his/her professional activities (how can you suggest that CLIENTS should step forward if you, therapist, aren’t willing to do so in your own life?).

What piece of advice would you offer to students who want to do more with social justice/advocacy within or outside of their programs?

On campus – first, look at your department. Are there areas that could be changed, improved, amended, created?

Bring some classmates together and create a plan of action. Look at your campus; read the school paper for example. Are there issues/platforms being raised on campus that could benefit from a few extra hands on board? Not to RUN the campaign for change, but to assist it? Off campus, outside of your program – what causes are you interested in? There are plenty of places to hone your advocacy skills, from domestic violence shelters to poverty eradication programs to assisting with diversity training for local law enforcement. The trick is to open your eyes to the possibilities, then open your mouth and take the chance to jump in and help. Yes, everything I am suggesting is going to take time away from your studies, but this is GRADUATE SCHOOL. It is training for your life’s work. If you think all of your learning comes from class, and that you have nothing to offer the world until after you finish your degree, you are sorely mistaken!

What piece of advice would you like to offer to new and future students who are entering Counseling Psychology programs?

Well, if you haven’t figured it out by now, I am often full of (un)solicited advice. First, welcome to the field! I knew I would be a psychologist by the time I was 13, and knew I would be a counseling psychologist by the end of my senior year of high school. What I didn’t know is where that path would take me. My advice to new students is threefold. First, find a mentor; not an advisor, as you will surely have one of those assigned to you in your program. Find a MENTOR, someone you trust to guide you through the maze that is our developmental process. Someone who can help you hone your vision of counseling psychology, and who will be both your cheerleader and your critic on the road to the doctoral degree. Second, always remember why you started your doctoral program – to get a degree. Keep your eyes on that prize, especially when you hit those dark days and wonder why you are doing this and whether it is worth it. If you really get stuck, go to your mentor for guidance and a good kick in the butt if needed. And third, remember that your “life” is not on hold while you are in school. Everything else does not wait until you finish; people get married or divorced; babies arrive (!); family members become ill or sadly, sometimes die; in other words, your life goes on. Live your life while it is being played out; find something to enjoy about this process. Put the books away and allow yourself to have fun every once in a while. I assure you the work will be there when you return. This time will pass much faster than you think.
As a leader in the field, why do you think doctoral students and programs should become involved with the Student Affiliates of Seventeen?

I have been on my faculty for 25 years now. There are experiences that I have over and over with each successive class of students; repeating myself can make me jaded. For each new class of students, though, the experience is fresh and shiny. Sometimes we as faculty and clinical supervisors forget that what we experienced in the Dark Ages of our own training is markedly different from the experiences current students have, and sometimes we forget that students don’t arrive equipped with the knowledge of how to get involved and make their ideas heard (we didn’t arrive with that knowledge, so there is no reason to expect you to already know it!). In fact, we all live in our academic silos, and don’t always realize that some of our experiences are common across departments and training programs. SAS gives students the chance to gain leadership experience and become broadly involved in the profession. This is particularly helpful for students in programs whose faculty are not highly involved with SCP; SAS gives those students a home base. And, besides, it’s fun!

Given your research on - and praxis of - social justice/advocacy, how do you see students, especially students with diverse identities, promoting and expanding multiculturalism, social justice, and advocacy within Div. 17? Within the field?

Well, I have to turn this question about a bit. I don’t think it is the responsibility for racial and ethnic minority students, or international students, or students with disabilities, or lesbian, gay or transgendered students, to take the lead in promoting and expanding multiculturalism in SCP or in the field. If the people who are members of whatever the “oppressed” group happens to be are required to take charge of promoting multiculturalism, it takes the pressure off the members of the corresponding dominant group to say or do anything about the issues at hand. Thus, the dominant group can choose to participate or not, with all the weight placed on the group charged with pointing out the “issues.”

This is a no-win situation for everyone. Sorry, but I think the onus for making change falls on everyone’s back for promotion. As an African American heterosexual woman with the power granted to me by being older, a professor, and now President of SCP, I am in a position to use my voice in support of diversity of all types.

Now don’t get me wrong – members of “oppressed” groups should also promote diversity, but they should step out of their own particular box and promote diversity for groups which are also oppressed. We all have membership in some dominant group, and we should use our power for the good.

Thank you very much for taking the time to do this, is there anything else you would like to tell us or add? Any closing thoughts or words?

I have been referring to my Presidency as Mr. Toad’s Wild Ride, in deference to the ride at Disney (I started as President -Elect in Orlando, so it is quite fitting). It is a lot of work, more than I could have imagined, and oh so much email to manage! However, the ride so far has been exciting, and stimulating, and I wouldn’t trade it for the world. Your doctoral program, my dears, is YOUR wild ride – enjoy the ride as it happens, and know that this is but a blip on your overall timeline (albeit a life-shaping one).
Having a seat at the table: Reflections on being the SAS co-chairs
Heidi Hutman, M.A. Melanie M. Lantz, B.A.
University at Albany

When we were first notified by our predecessors at The University of North Dakota that we had been selected as the next SAS host institution, we were ecstatic and yet, relatively naive as to what the experience would entail. We understood that we would attend the SCP executive board meetings, and that our responsibility was to represent the collective needs and concerns of fellow counseling psychology students. We had no idea, however, just how amazing the journey upon which we were about to embark would be. Three APA Annual Conventions and annual meetings, three mid-winter meetings, and hundreds of emails and conference calls later, we finally understand what it means to have a seat at the Division 17 table.

In keeping with the table analogy, if you have ever observed families in restaurants, you have probably noticed that family dinners take all shapes and forms. Some families eat meals together out of convention or obligation, while others view mealtime as an opportunity to reconnect. In these latter cases, it is not about the food being eaten. Rather, the highlight of sitting down at the table for a meal is being in the presence of people you genuinely care about and enjoy. As graduate students, we cannot deny the enticement of free food, but luckily for us, having a seat at this table has meant being welcomed into a family that has no shortage of love and respect for one another, and shows it in an abundance of ways.

As SAS co-chairs, we cannot fully express how blown away we have been by the amount of support we have received. Over the past three years, our opinions and voices have been affirmed, and our perspectives as students have been cherished. Mobilized by the encouraging words of each and every professional we have had the pleasure of getting to know, we have been amazed at what we have been able to accomplish! Although we will no longer have a seat at the proverbial table, we know that we will forever be part of the family. It is with great pleasure that we kick off the Fall edition of this newsletter by welcoming Cleveland State University to the table! Take a seat and get comfortable, you are in for an amazing journey!

University at Albany Mentoring Initiative
Micheal Gale, M.S. Heidi Hutman, M.A.

On August 5, 2012, Heidi Hutman returned home from the 120th Annual Convention of the American Psychological Association (APA) in Orlando, Florida feeling invigorated, refreshed, and inspired. This was her first time at an APA convention, and she was feeling really excited about the connections she had formed with visionaries doing invaluable work in the field of Counseling Psychology. Although she had a great experience at the convention, she was left with other less pleasant feelings. What Heidi was reacting to was the uneasiness and guilt she experienced as she thought about the many people who do not have the privilege or financial resources to attend the convention. She wondered what she could do and how she could help other students in her field to forge these important relationships. She dreamed of connecting students that could not attend APA convention with leaders in the field. Fortunately, Heidi was serving as SAS (Student Affiliates of Division 17) Co-Chair and felt she could use the power inherent in her position to make such a difference.
At the first SAS Executive Board meeting of the fall 2012 semester, she brought the idea to then SAS Outreach & Mentorship Coordinator, Michael Gale. With the support and advisement of the SAS Executive Board, Heidi and Michael brought the idea to fruition during the spring 2013 semester and were delighted to be met with great success and positive feedback from all involved.

As with all initiatives, there were, of course, significant roadblocks along the way. First, what should such an initiative look like? The SAS E-Mentoring Initiative was founded on the notion that connections to leaders within the field of Counseling Psychology should be based on mutual scholarly interests, professional goals, and the desire and willingness to form mentoring relationships rather than the ability to travel to conventions. One of the most exciting aspects of forming these professional relationships at conventions, is the unique experience of meeting professionals in the field in person and having the opportunity to engage in a captivating conversation. This was the experience that SAS sought to replicate through the E-Mentoring Program. Accordingly, the goal was for doctoral students in the field of Counseling Psychology to connect with Counseling Psychology professionals in this basic, human fashion.

A decade ago, this dream would have been limited by technology and likely reduced to a phone conversation or an instant message chat box exchange. While these mediums do offer a platform for connection to one another, they do not approximate the unique and intimate experience of engaging in a face-to-face conversation. We are extremely fortunate to live during a time in which this sort of communicatory experience can be simulated by a few clicks of a button on commonly available technology such as desktops, laptops, and even mobile computing devices, such as tablets and smartphones. Heidi and Michael also were fortunate to secure the investment of Counseling Psychology leaders with whom one would likely have the opportunity to interact with at convention. Then President of Division 17, Andy Horne, Past President, Tania Israel, and Alex Pieterse, a Counseling Psychology leader among scholars of race and racism, all agreed to serve as mentors for the e-mentoring program.

Despite some technical hurdles, the e-mentoring initiative was a huge success! Each of the 3 mentors held a video conference chat with groups of 3-5 students each for 1-2 hours. Students were encouraged to share their experiences, as well as to ask questions of each other and the Counseling Psychology mentor in the realms of research, professional development, and other issues relevant to doctoral training and beyond. Student and faculty participants alike reported that the mentoring event was valuable and highly enjoyable and the mentoring groups have developed into ongoing connections both formal (e.g., meeting for additional e-mentoring sessions) and informal. Due to the success of the program, Cleveland State University (CSU) plans to continue and expand the initiative in their term as SAS host institution.
An Early Career Psychologist (ECP) Spotlight

Cynthia Guzman, Ph.D. New Mexico State University
Pueblo Laguna Behavioral Health Services, New Mexico

Every clinician’s career includes several major transitions including that from student to pre-doctoral intern to professional - when there are no more classes to attend, weekly assignments to complete, reading assignments, or all-night study sessions. At that point, this individual would be considered to be an early career professional and be expected to work independently in the field, complete tasks asked of him or her by colleagues, and balance the responsibilities of both work and life.

Making this transition from student to professional can be mysterious, stressful, and absolutely terrifying, which is why APA has established the Committee on Early Career Psychologists (CECP). This committee assists early career psychologists throughout the transition and the first seven years of working in the field. It provides guidance, support, advocacy and other resources such as hosting numerous activities and meetings at APA on such helpful topics as financial guidance on loan repayment, balancing work and life, and so much more.

The current committee of ECP is chaired by Dr. Ayse Ciftci, program director at Purdue University and consists of seven members representing various specialties within psychology. This committee is currently seeking nominations for two representatives to serve the three-year term from 2014-2016. Visit http://www.apa.org/careers/early-career/index.aspx for more information about these positions and also for CECP information in general.

Every graduate student awaits the student-to-professional transition with both anticipation and apprehension. Because it is such a novel experience- not to mention something so many have spent large portions of their lives working towards- this transition can be difficult to imagine. The best way to learn how to make the transition to an early career psychologist is to learn from those who have already made the journey. An early career psychologist, Dr. Cynthia Guzman, currently works for an urban American Indian reservation in New Mexico, has graciously agreed to answer questions about her experience with the intention of helping current graduate students better understand the expectations of early career psychologists.

Tell us about yourself. Briefly describe your school and internship experiences

Hi! I am a Black Puerto Rican who considers herself to be a multicultural psychologist and aspiring scholar. I am very service-oriented, zealous, and fiercely committed to any projects I collaborate on. I completed my Bachelors in Psychology at LaSalle University in Philadelphia and went on to complete my Master’s and Doctorate at New Mexico State University in Las Cruces, New Mexico. My final internship in the doctoral program was at the Southwest Consortium Pre-doctoral Psychology Internship program which is primarily housed in the New Mexico Veterans Administration Healthcare System in Albuquerque, New Mexico.
What are your current work roles and responsibilities? Describe your transition into this position- the positives, negatives, etc.

I deliver a broad range of psychological services including individual, group, family/couples therapy, psychological evaluations, program development and evaluation, as well as supervision of other license-seeking professionals. My clients are all community members of the tribe, most on probation or parole, have an active Social Services case, and are from all across the age span. My transition was exciting and yet overwhelming at first. I had to learn how to manage my time (even better than as a graduate student!), coordinate many aspects of my psychologist-self all at the same time (advocate, practitioner, employee), and work with a whole new team! And that’s just covering 32 hours a week... the rest of my week is spent with professional service work (like with the Latina Researchers Network and National Latina/o Psychological Association) or volunteering with my church and my local Girl Scouts service unit. I guess my 3 rescued doggies and husband, family and friends, get some of that time too.

What is your favorite and/or most memorable part of your job and working in the field?

I can honestly say I am one of those people who found one of their dream jobs right off the bat. I work for an urban American Indian reservation in New Mexico. One of the most meaningful aspects of my job thus far has been the ability to develop an intensive outpatient program for adjudicated women and girls who experience mental health and/or co-occurring disorders. In this program, I have learned valuable lessons about the Intersection of law and mental health and have really developed into my role of advocate for my clients.

What is the most important and/or difficult aspect of entering the workforce as an early professional?

One of the toughest things for me was to realize that networking and “making friends/colleagues” would not come as easy as it was in graduate school. I had to, and continue to have to, put purposeful energy into establishing professional relationships, being active in associations, and volunteering for professional service work. As long as you make that a priority as an early career professional, the hard work definitely pays off. I have incredibly meaningful relationships with many scholars, practitioners, and researchers because I used those strategies. In my opinion, there is a notable difference between psychologists who are involved at the system’s level, and those who are not.
Great Lakes Conference

Building Bridges within the World of Counseling Psychology and Beyond its Borders to Connect Diverse People, Communities, and Concerns: Benefits of Social Justice to All.

It is with great honor we announce the 27th annual Great Lakes Regional Counseling Psychology Conference, co-sponsored by SAS. The Counseling Psychology Program at Cleveland State University is taking great pride in hosting this wonderful event, which will take place on April 11th and 12th, 2014. The theme of this year’s conference is Building Bridges within the World of Counseling Psychology and Beyond its Borders to Connect Diverse People, Communities, and Concerns: Benefits of Social Justice to All.

The Great Lakes Regional Counseling Psychology conference has played a very unique role in the history of counseling psychology. In 1987, strong initiatives proposed by Jim Hurst, Division 17 President-Elect at the time, the Great Lakes Regional Conference was initiated. To date, the Great Lakes Conference remains the only consistently scheduled regional conference.

Cleveland State University will be the tenth university to host The Great Lakes Regional Conference since its beginning in 1988, when the first conference was held at the Ohio State University in Columbus Ohio. Since then the following institutions have hosted the conference: Ball State University, University of Akron, Western Michigan University, Michigan State University, Indiana University, University of Notre Dame, Kent State University, and Purdue University.

Over almost three decades, many students have enjoyed the benefits that follow presentations and participation at the Great Lakes Conference. This Conference continues to uphold one of the main pillars of regional conferences, focusing on the socialization of students into their professions. In addition, the Great Lakes conference offers a safe and friendly space where current local, state and regional issues can be openly discussed.

This year we are very thrilled to have one of the country’s prominent counseling psychologists and a disaster mental health proponent and volunteer, as The Featured Conference Speaker: Sharon L. Bowman, Ph.D., HSPP, LMHC is the 2013-2014 President of the Society of Counseling Psychology, Division 17 of the American Psychological Association. She is Professor and Chair in the Department of Counseling Psychology and Guidance Services at Ball State University. She is also a psychologist in private practice in Muncie, Indiana. She earned her doctoral degree from Southern Illinois University Carbondale, her master's degree from the University of Akron, and her bachelor’s degree from The Ohio State University. Her internship was completed in the counseling center at the University of Delaware. She is a Fellow of APA through Divisions 17 and 45 (Society for the Scientific Study of Ethnic Minority Issues). Dr. Bowman is a current member and past chair of the Indiana State Psychology Board, and has been Indiana’s liaison to the APA Disaster Response Network. She recently directed the APA External Interface Board for SCP, and served as the Division’s first Emergency Response Coordinator. She is also a longtime disaster mental health volunteer and new instructor for the American Red Cross, working in local, regional, and national capacities. She has taken graduate students to provide disaster mental health services after both Hurricane Katrina and the 2011 Alabama tornados. Dr. Bowman’s research and clinical interests are in supervision, mentoring and training, disaster psychology, and broadly-defined issues of diversity.
Additionally, we are pleased to have another prominent counseling psychologist as our Featured Conference Speaker: Dr. Katharine Hahn Oh is a psychologist at Oberlin College Counseling Center. She received her Ph.D. in Counseling Psychology from the University of Kentucky in 2010 and completed her pre-doctoral internship at the University of Akron Counseling Center. She uses feminist, relational cultural, and gestalt approaches to therapy, with particular interest in LGBTQ concerns, Asian and Asian American identity, and interpersonal trauma. Dr. Hahn Oh initiated the Oberlin Suicide Prevention Coalition in 2012, with a grant from the Ohio Program for Campus Safety and Mental Health. Her writing and research interests include sense of belonging, vicarious traumatization, and social class. Dr. Hahn Oh is interested in enhancing sense of belonging, engagement, and leadership development for psychologists within their professional organizations. She is the current Vice President for Communications for the Society of Counseling Psychology and previously served as Early Career Professionals Committee Chair (2010-2012) and as Leadership Academy Co-Chair (2012-2013). In Division 35 (Society for the Psychology of Women), she has served as Program Chair for Division 17 (2013 APA Convention) and as Student Representative to APAGS (2007-2008). As a student, she was a member of the APAGS Convention Committee (2007-2009), and she currently serves as the Divisions Representative on the APA Committee on Early Career Psychologists (2012-2014).

Great Lakes Conference 2014

Cleveland State University
Cleveland, Ohio
April 11th - 12th

Co-Sponsored by:
The Student Affiliates Of Seventeen (SAS)

Building Bridges Within The World Of Counseling Psychology And Beyond Its Borders
To connect diverse people, communities, and concerns: Benefits of Social Justice to all
Leadership Academy

Julia C. Phillips, Ph.D.

Associate Professor and Co-Training Director

Cleveland State University

The 2013 SCP Leadership Academy (LA) at the APA Convention in Hawaii completed a year-long training in leadership for 5 doctoral students in counseling psychology (Jennifer Chain, Oscar Escobar, Phillip Keck, Juliet Meggs, and Anita Mihecoby) and 5 early career professionals (Drs. James Lyda, Danice Brown, Bryana French, Cynthia Guzmán, and Alisia Giac-Thao Tran). Training was provided by faculty members Dr. Katharine Hahn Oh and myself (Co-Chairs), Dr. Barry Chung, ZoeAnn Finzi-Smith (student faculty member), Dr. Sandy Shullman, and Dr. Melba Vasquez. Additional SCP leaders, including Drs. Rosie Bingham and Ruth Fassinger also made significant contributions. We met for training on leadership in a multicultural context and interactions with the SCP Executive Board (EB) after the National Multicultural Conference and Summit in Houston in January, with follow-up training at APA for a half day prior to the commencement of the Convention. Additionally, participants identified SCP working groups (e.g., Sections) and affiliated Divisions/APA offices with which to conduct projects under the mentorship of many SCP leaders.

Because of the promising results from program evaluation outcome data gathered by myself and Candice Crowell (student faculty member of the 2012 LA) and their dedication to developing talent in the Society, the SCP EB voted to fund the Leadership Academy for 2014, 2016, and 2018. Check the SCP affiliated listservs, websites, and Facebook pages for the Call for Applications – the deadline may be as early as November 1, 2014. While we receive more applications than people we can accept, it is a great opportunity to put your hat in the ring, reflect on your own leadership path, and begin a file from which to build on for your future nominations for leadership positions. Having been rejected by more things that I’ve applied for than I can even remember, I can assure you that persistence in throwing your hat in the ring is the key to success! Forgetting the rejections is probably helpful, too. Thanks to Oscar Escobar, Phillip Keck, and Juliet Meggs, 3 of the student participants of the 2013 Leadership Academy, who dared to throw their hats in the ring and who share their reflections on leadership.

Oscar Escobar, M.A.

Indiana University

Before the Leadership Academy I mistakenly thought that SCP involvement was something that I would only be able to do after completing my doctorate. However, I came to discover that not only are their numerous opportunities to get involved within SCP as a student; it is also something that is desired and welcomed by the SCP leadership. For example, for my Leadership Academy project I worked with fellow students on the development of a mentorship program for the Section on Ethnic and Racial Diversity (SERD). During my work with SERD, I became aware of a number of additional opportunities to get involved with SERD and other sections within SCP. In addition, students also can be involved in Special Interest Groups (SIGs), that focus on particular topics. I think it would be wonderful to have greater student involvement within SCP. From the conversations and interactions I have had with those within SCP leadership, I think there is a great deal of support and excitement for greater input from students.
My advice for students would be to find what they are passionate about and explore the SCP website to find a Section or SIG that is in line with their passion and follow up with the officers in those areas to explore opportunities to get involved.

One of the most meaningful experiences of the Leadership Academy was the mentorship I received from the Leadership Academy faculty. As I move forward as a leader, I will reflect on these mentorship experiences to meet students where they are at and help address their developmental needs. For example, some students may simply need more information about opportunities for involvement in SCP; while others may need encouragement and support to move outside their comfort zone to more actively engage with SCP.

Juliet Meggs, M.S.
University of Tennessee

My decision to get involved in "leadership" was when I realized that change didn't simply 'happen;' a lot of people had to take a lot of risks and do a lot of difficult work to make it happen. I found that those people weren't superheroes or geniuses or some alien species dubbed "leaders;" they were just ordinary, flawed people like me. They'd received no "secret message," no "letter from Hogwarts" that told them they were "the chosen one," destined for greatness. They just saw a need and took it upon themselves to try to make things better, knowing that if they waited for someone else to come along and do it they would probably be waiting a very, very long time.

That view's only been reinforced by my time with SCP. SCP wants people to get involved. It and APA honestly need us. The Leadership Academy is just SCP acting proactively on that need. If you have some positive change that you'd like to see happen, there are people who want to support you in making that positive change happen. Send someone an email, make a phone call, I am almost positive someone will help you get connected. You are good enough, you are smart enough, you are capable enough to effect change. The challenge is mainly in being patient and putting in the precious time required for it. But SCP has one of the best structures I've seen for providing support to help you make it happen.

Even if you don't accomplish all your goals, the process can be so empowering. SCP has a wonderful community of people who are caring, compassionate, and dedicated to their work. Working alongside them is its own reward. And, really, the barriers to entry are so small. If you want to get involved, there are people who will help you figure out how. It mainly just takes you wanting something and being willing to put the work in to do it. That is no small charge; I'm still trying to figure out, exactly, what it is that I want and how SCP can help me get there. But I'm quite confident that once I figure it out, there are people who can help me do it.

SCP wants to help you get involved and start making a difference. They are literally waiting for you. If you feel like you might be interested in getting involved with SCP, please encourage yourself to go for it. I think you might be surprised at how accessible SCP can be if you stick with it.
Phillip Keck, M.A.

Ball State University

I must say that I was not sure what I would encounter as a member of the 2nd Leadership Academy cohort. It felt daunting to be selected and I immediately felt a sense of fear and responsibility. Previously, I had little interaction with Division 17 outside of presenting at previous national conventions. At those meetings, I always had great mentors at Ball State who invested in my professional success. And through the leadership academy, my network expanded to include leaders of our field from all over. At times, it feels daunting to be involved beyond our immediate campus environment, however, it is a rewarding experience to have an opportunity to be effectual at a higher level.

Participating in leadership opportunities within SCP does not have to be as daunting as it may seem. In my experience, getting started in leadership and professional involvement is a developmental process whereby I started with state-level organizational leadership. Building from there, I had the experience and momentum to seek out larger opportunities in SCP. Oftentimes, there is more opportunity for responsibility at the state-level however as we know, SCP is always sending out leadership opportunities on their listservs. For those wanting to get started, all it takes is a quick response to an email. You may not get an immediate opportunity to serve in a role consistent with your clinical or research interests, but you might find yourself welcoming the diversity of experience. Also, if a particular section or special interest or task group interests you, send them a message! You have got nothing to lose and their information is on the SCP website. Finally, you get a feel for professional service and your new relationships may help to connect you with other like-minded individuals and groups within SCP as you learn the organizational structure.

I know what you are thinking, where do we find the time as students? I recommend scheduling your time for professional involvement just as you would for clinical or research work. As such, make time to communicate with others via email, phone, G-chat, FaceTime, etc. Further, examine WHY you want to be involved. I can tell you, your professional service does not have to be a weekend team-building effort or a pat on the back. It does not have to be another line on the CV. It can be pleasurable, engaging, and meaningful (thanks, Dr. Seligman). I am grateful for the dynamic experiences offered by SCP and I encourage ANY interested student to apply for leadership academy or simply respond to an email. You will not regret it. For me, I take any opportunity to get students involved because I have learned we are HIGHLY valuable to SCP. I am always happy to talk shop with interested students so please do not hesitate to contact me. Have fun getting involved, it’s a jungle out there.
Spotlight: The Society for Vocational Psychology

Student Representatives

Brian Stevenson, M.A. and Colleen McCarthy, M.A.

The Society for Vocational Psychology (SVP) is an active section of the Division of Counseling Psychology of the American Psychological Association. The purpose of SVP is to encourage, promote, and facilitate contributions to research, teaching, practice, and public interest in vocational psychology and career interventions. SVP attempts to meet the needs of its members through biennial conferences, networking and mentoring opportunities, public policy advocacy, international connections and collaborations, subcommittees to address special topics, listserv discussions, and other unique opportunities for interaction.

Vocational Psychology, a cornerstone of the Counseling Psychology profession, is always changing and adapting to meet the growing vocational needs of individuals. Making a career decision is one of the most personal commitments that an individual makes—one that affects their opportunities, lifestyle, and the lives of their children and grandchildren. Work is one of the most central aspects of our lives, and the lives of everyone in every community. Thus, Vocational Psychology is a social justice issue, and a unique way of helping build communities that only Vocational Psychology can bring to the table. Indeed, these values are evidenced in the special topics of research interest amongst SVP members which include: multicultural issues, relational components of work including family, social justice for underrepresented populations, decision making processes, STEM careers and gender issues, LGBT career development, international vocational psychology, effects of work on psychological functioning, effectiveness and utility of career interventions, and the psychological impacts of unemployment and underemployment, to name a few.

Student members will enjoy many benefits from joining SVP including: opportunities to get involved in the field, developing a greater understanding of Vocational Psychology, and networking with peers and professionals who share similar interests. Additionally, student affiliates may be elected as a Student Representative to the SVP Board, serve on committees and task forces, and vote in section elections. SVP also offers graduate students with opportunities to present their research at APA, as well as graduate student research awards in vocational psychology!

To be eligible to join SVP as a Student Affiliate, one must first be a member of APAGS (www.apa.org/apags) or Division 17 SAS (www.div17.org/students/student-affiliates-of-17). Once that’s done, head over to the membership section of the SVP website (www.div17.org/vocpsych/Membership.htm) to become a member. It’s fast, it’s easy, and best of all it’s free!
Spotlight: The International Section
Student Representatives
Jenni Chain, M.S. and Ted Bartholomew, M.A.

The International Section of Division 17 offers a platform for Counseling Psychology graduate students to network with other international and U.S. based students interested in international issues and interface with professional Counseling Psychologists from around the globe. Our Section is active in promoting diverse worldviews in Counseling Psychology and encouraging the practice of considering psychological constructs beyond a dominant Western perspective. Such inclusivity is fostered by international collaboration among Counseling Psychologists, as the Section has continually endeavored to extend its membership beyond professionals and graduate students in North America. An emphasis on the internationalization of Counseling Psychology has led to a number of unique goals and projects within the Section, which have helped to distinguish the International Section and reinforce its significance for Counseling Psychology graduate students.

The mission of the International Section is to encourage, promote, and facilitate a scientist-professional model of counseling psychology in international contexts. Members of the International Section are working on multiple projects to forward our mission. Our Section Co-Chair, Dr. Chiachih D.C. Wang, said that he is most excited about the collaborative efforts with the Counseling Center Section and Supervision Section to develop symposia and workshops focusing on how to provide effective clinical supervision to international trainees or early career professionals (ECP). Dr. Wang has initiated a bilingual section in our newsletter, where we feature the work of one international scholar in each issue. His vision for the future of the International Section is to develop regular training and/or research collaborations with international counseling psychology organizations and to identify and provide helpful resources to students and colleagues, both domestic and international, who are interested in international counseling psychology issues.

In addition to the current endeavors of the Section mentoring opportunities have been a prominent means of reaching out to students, both international and U.S.-based. Several psychologists offered their advice at a mentoring panel discussion at the most recent APA convention in Hawaii. Among those who offered their advice to International Section student members were Dr. Mary Heppner and Dr. Puncky Heppner. They offered some guidance as to international students, upon completing graduate studies, finding academic positions in the United States. Dr. Mary Heppner encouraged students to consider the “wide range of types of institutions” where international students could find work. Echoing this sentiment, Dr. Puncky Heppner suggested international students consider their fit in a position whether that be “practice, research, policy, advocacy, working in universities, industries.” Both conveyed to students that it is important to look beyond what is known and comfortable.

Dr. Puncky Heppner also reflected upon the greater need to internationalize faculty in the United States to facilitate greater attention to cultural context with respect to human behavior. Since January of this year, a special task group has been working on a database of international counseling psychology organizations. The special task group included four professional members (Drs. Lynette Bikos, Ingrid Weigold, Kelly Yu-Hsin Liao, & Chiachih D.C. Wang) and two student members (Jennifer Chain & Ashley Hutchinson). Through personal contacts and google searchers, we located 45+ international counseling psychology or professional counseling associations in 38 countries. Dr. Wang contacted the presidents/officers of these associations in May to invite them to the 2013 APA convention. We plan to create a searchable database in multiple languages on our website. This database will serve to connect students, scholars and practitioners from around the world.
Each year at the APA Convention, the International Section co-hosts an International Scholars Welcome Breakfast and Award Ceremony with Division 52. The breakfast offers a fantastic opportunity to meet and network with students, scholars and practitioners who are interested in international and cross-cultural issues. At this event, we recognize outstanding student research and professional services with the Outstanding Graduate Student Research Award and the Excellent Contribution Award.

The International Section is very open to student involvement in various forms. Student representatives can serve a two-year appointment on the Section board and other students can become involved in projects such as the compilation of a database of Counseling Psychology programs. Involvement in our Section provides an academic community of graduate students and professionals each of whom share a commitment to understanding mental health and Counseling Psychology around the world. To become involved, we highly recommend you contact the Section’s student representatives (Jenni Chain at jchain@uoregon.edu and Ted Bartholomew at theodore.bartholomew@huskers.unl.edu) for more information.

Jenni’s Story
I am a 1.5 generation Chinese immigrant. I came to the States with my parents when I was 10 years old. I have always had an interest in global mental health issues because of my personal experiences growing up in two cultures. But, I did not have the opportunity to connect with international psychologists until recently. I became involved with the International Section through the Division 17 Leadership Academy, I have since met many amazing students and professionals who share a passion in cross-cultural and international psychology. I feel that through working with the International Section as a Student Representative, I am finally able to connect with a part of my identity that is often forgotten in my graduate studies - my Chinese heritage.

Ted’s Story
I became interested in joining the International Section at the recommendation of my advisor when I started graduate school. I had recently returned from conducting qualitative research with my undergraduate advisor in Namibia, Southern Africa and was keen on pursuing international mental health as a cornerstone of my graduate work. Being involved in the Section as one of the student representatives is opening me further to a network of Counseling Psychologists who share very similar interests. I really appreciate the opportunity to learn more about the nature of mental health and psychological practice throughout the globe by means of this community.
I come from Zhengzhou, Henan Province, China. In March, 2007, I transferred from a university in China to California State University, Bakersfield, to pursue a Bachelor’s degree in psychology. Before that, I never stayed away from home and my parents longer than two weeks, so the whole study-abroad idea was both exciting and challenging to my family and me. My parents did not want to let me go, but they were supportive throughout the whole application process because they knew this was something that I wanted to do and a risk I was willing to take. Luckily, I met many people that helped me a lot in transitioning to a new country. I enjoyed the learning atmosphere and all of my classes at CSUB. Because it was a relatively smaller college, I was able to build relationships with my professors, and started to become interested in research and teaching in psychology. I knew I wanted to go to a graduate school in psychology after getting my Bachelor’s degree, so I sought out every opportunity to accumulate research and teaching experiences while I was an undergraduate student. In this process I met my mentors, Dr. Marianne Abramson and Dr. Michael Flanagan, and got involved in their research projects related to cognitive psychology and I/O psychology.

As I was getting more involved in the courses, research, and teaching, it became clear to me that for my future career, I wanted to do something where I could directly work with people in need and be their motivator and listener. Therefore, when I applied for graduate school, I mainly focused on applying to counseling psychology programs. Dr. Meifen Wei at Iowa State University saw my application and interviewed me; she offered to have me study and work with her in the counseling psychology program at ISU. Feeling that we had a lot of experiences and research interests in common, I decided to move to Ames, Iowa to start a new journey in 2010.
It’s hard to believe three years have gone by and I am now just starting my fourth year in the counseling doctoral program at Iowa State University (ISU). In the past three years, I have taught classes to undergraduate students as a course instructor, provided individual counseling to college students, and completed my master thesis and received a Master’s degree in psychology from the Iowa State counseling program. If you asked me three years ago how was I going to do all of this, I probably would have told you “I have no clue.” Being a fresh graduate student, I missed the simple life that I had when I was an undergraduate student. I did not have to put on so many hats in a day, and all I needed to worry about was to complete my coursework. Being a graduate student, my role is not simply a student; I am also an instructor, a practicum counselor, and a graduate assistant. These roles altogether seemed overwhelming in the beginning. It was intimidating to think that I was going to teach a room of American students or provide counseling to American individuals. “Are they going to listen to me? I look completely foreign to them!” Thoughts similar to this were on my mind all the time when I first started teaching and counseling, and it was one of the biggest challenges that I encountered as an international graduate student.

My family and friends, as well as people in my program, helped me a lot in my adjustment. I was fortunate to have a couple of colleagues who are also international students in my program, as well as my mentor/advisor, Dr. Meifen Wei, who used to be an international student when she was in graduate school. After talking to them, I realized that I was not the only person going through adjustment issues. Because of the language and cultural differences, international students are bound to experience more unique challenges compared to American students, and it is okay to feel overwhelmed and anxious because of these challenges. Now, having taught classes and provided counseling for over two years, I have become more confident in my roles. From my training and teaching, I learned that I do not need to speak perfect English or share some of the predominant cultural norms of the U.S. in order to do well in my work as an instructor and counselor. As long as I trust my abilities and do my best, I can build good relationships with my students and my clients, and make use of the opportunities available to me in achieving my professional goals.

Now, being a fourth year student in the program, I cannot say that I no longer experience challenges as an international student. I still do, and I believe that I will always encounter many unforeseeable challenges as I develop in my profession, and in my daily life. However, as I tell myself all the time, the anxiety or stress will always be there, and only the way I respond to them changes. Rather than doubting myself and questioning if I can handle it, now I feel more comfortable to just walk into the challenge, do what I can, and enjoy the process. And this, I believe, is how I benefit the most from my training and life experiences as an international student in the U.S.
What About Me: Using Grounded Theory To Understand How African-American Counseling Professionals Become Multiculturally Competent

Bianca T. L. Fetherson, Ph.D.

Multicultural education and training are deemed as prime methods to improve trainees’ effectiveness with racial and ethnic minorities and other culturally diverse populations (Abreu, Chung, & Atkinson, 2000; Seward, 2007). Regrettably, most training programs rely on the one-course method to facilitate the development of multicultural competence of students and trainees (Toporek & Pope-Davis, 2005). The focus of race and ethnicity is reduced and becomes less important when training programs rely on the one-course method, persist with a Eurocentric approach, and have not noticeably integrated multicultural issues throughout training. Black/African-American trainees, for the most part, in predominately White training environments are not learning how to help Black/African people become healthy, for health is assumed and taught under Eurocentric guidelines. Eurocentrism cannot provide a full and accurate understanding of Black/African-American reality. Moreover, Black/African-American trainees are more than likely being trained in a White environment as if they are White psychologists. Therefore, the training of Black/African-Americans in psychology is, indeed, dismal (Nobles, 1986).

The What About Me: Using Grounded Theory To Understand How African-American Counseling Professionals Become Multiculturally Competent dissertation highlighted the interconnected concepts fundamental to how Black/African-American trainees, particularly for those in predominately White training environments, become multiculturally competent. The essential dynamics involved in the process emerged and a resultant theoretical framework was established. The MMCBA (moving towards a Multicultural framework for the development of Multicultural Competence for Black/African-American trainees) model delineates Black/African-American trainees, race, multiculturalism, their lived experiences as a minority, environment, societal influences, their attitudes, beliefs, and actions, interpersonal processes, multicultural education, and training as interactive, interconnected concepts fundamental to how Black/African-American trainees in predominately White training environments become multiculturally competent.

Multicultural competence entails implementing a multicultural framework that assists trainees in self-determination and awareness, solidifying a racial cultural and professional identity, acquiring the skills to conceptualize their clients as cultural beings who are influenced by contextual factors, and the ability to uphold their values - all the while having unconditional positive regard for their clients. Educational and training experiences that are mindful of trainees’ level of development; centralize multicultural issues throughout the process; support trainees’ autonomy and skill building;
and promote personal and professional growth are integral in the process by which Black/African American trainees’ develop multicultural competence.

Therefore, training programs must make a paradigm shift from cultural sensitivity to cultural intentionality, being purposeful in transforming attitudes, beliefs, and behaviors about multicultural issues and multiculturalism. At the organizational level, cultural proficiency enables training programs to create an inclusive and instructionally powerful learning environment that values diversity and preserves the cultural dignity of trainees. Furthermore, cultural proficiency empowers a professional identity that does not conflict with racially or culturally defined identities; goes beyond intellectualizing multicultural issues to unconditional positive regard; transforms generic, basic skills and knowledge to proficient skills that are appropriate and effective.

Being exposed to a number of courses that explored theoretical, empirical, and experiential writings concerning multicultural matters in psychology helped me to think critically about being an African-American woman providing psychological services to a variety of populations. My status as a racial minority, being immersed in the multicultural literature, and providing clinical services to an array of populations deepen my understanding for the importance of and how to provide culturally responsive treatments. I acquired the tools necessary to place traditional counseling and supervision models in a cultural context that accommodates me, a racial minority, as the one providing the services. Culturally responsive supervision as well as mentorship throughout my academic career helped me to conceptualize supervision as a multifaceted complex activity in which I operate in multiple roles to uphold the supervisee’s well-being and professional development, the client’s welfare, and the protection of the profession. I, as an early career psychologist continue to be on this journey of discovering who I am as a professional and what I can do to be more effective. Participating in professional development activities like the Division 17’s Section on Supervision and Training Poster Session is paramount to my continual evolution of becoming an innovative ethical multiculturally responsive psychologist.

To those who are still navigating the education and training process, I leave you this to ponder. Is it possible to go through the entire doctoral program and internship without crying or wanting to quit at least once? I am not sure, but maybe someone can write a dissertation on it. In all seriousness, understanding and accepting you are purposed will most likely help you through the moments of uncertainty and doubt that naturally occurs throughout the education/career development process. Now get to writing and finish that dissertation.
The SAS Awards Committee had a wonderful season this past spring and we were able to provide funding to many highly qualified, outstanding students! The awards helped fund counseling psychology students as they conduct research, attend conferences, and attend the annual APA Convention. The Awards Committee is comprised of many dedicated students from programs across the nation who work together to ensure recognition of their peers’ hard work. The Awards Committee Co-Chairs would like to thank all committee members for their effort and commitment. Both Kelly and Joshua will be resigning from their roles as Co-Chairs of the awards committee, but they are confident that Brittan and Sneha, the new SAS Co-Chairs, will lead the committee in exciting new directions. Many thanks for everyone who applied for awards this year, and to the committee members who worked tirelessly to recognize the excellence displayed by the applicants. We encourage everyone to apply for the awards next year!

Best regards,

Kelly Martincin, M.A. and Joshua Brown, M.S.

SAS Awards Co-Chairs
**SAS Award Winners**

Amy Crandall, M.Ed. Ed. S.

**New Mexico State University**

As I process the great experiences and opportunities that I had at the 2013 APA Convention in beautiful Hawai'i, I want to thank SAS for providing such awards in order to make professional gatherings so accessible to students. The knowledge attained by attending the convention goes beyond seeing posters, paper sessions, and symposiums. As a student I also got to meet amazing professionals in the field of counseling who are making a difference and are a true inspiration to me as a future-counseling psychologist.

Of the symposiums I attended, I found the “Abortion, Contraception, and Mental Health-Feminist Research Practice, and Policy” informative and helpful. The information provided on this topic I took to heart and could relate to working in a clinic with adolescents where these issues are heavily discussed and important. The workshops on internship applications were also highly invaluable as I myself prepare to embark on this journey. Gaining tips on essay and cover letter writing and ways to choose potential internship sites were all helpful, and as I left the workshops I gained a sense of encouragement and feel a bit more prepared for the months to come.

The 2013 APA Convention was a great experience and as a first time attendee I enjoyed meeting other professionals who have similar research interests and took the time to share their journey in becoming a psychologist. Presenting a poster with my colleagues at APA was also a first time experience and one in which further networking and research ideas were brought to surface. Overall, I was greatly overcome by the enthusiasm of those I met at APA and left feeling encouraged and ready to embrace my professional identity as a future counseling psychologist.

Jay Ledbetter, M.A.

**University of California, Santa Barbara**

As I reflect on my experiences at 2013 APA, I remember feeling excited to be presenting, volunteering, and networking within Division 17, and outside of the division as well. I had a great time talking to and learning from other students, scholars, and professionals with similar interests in counseling, LGBT issues, social justice, and diversity work. I also had the opportunity to participate in a mentoring event with past Division 17 presidents, and I learned so much from the wisdom and experiences of these scholars. They were extremely helpful and friendly and I felt proud to be able to call Division 17 my academic home. I look forward to getting even more involved in the coming years and I am so grateful to have had the opportunity to attend such an enriching and inspiring conference.
Laura Milliken, M.S.
University of Houston

Upon flying into Honolulu, Hawai, and walking into the Convention Center, all I could think of was how fortunate I was to be able to attend and present at the 121st APA Annual Convention.

Because of my multiple interests within the field of psychology, having to choose from such a wide variety of sessions/presentations to attend was difficult. However, the ones that I chose to attend were very informative and opened my eyes to the vast array of new research that is being conducted in my interest areas of health psychology and counseling within the veteran/military population. Attending these sessions also made me realize how many career options and different types of clientele are available to me as a future counseling psychologist working in a Veterans hospital or military counseling setting. As a student applying to internship in the near future, the internship workshops were extremely helpful in beginning to plan for the internship application and interview process.

In addition to professional development, the conference provided a multitude of networking opportunities through the division's poster sessions, symposia, and social hours. At my poster presentation through the Division of Health Psychology, I met like-minded professionals who challenged me to answer questions about my research, and engaged in discussions regarding future research topics and implications. Similarly, the counseling psychology symposium at which I presented provided me with the opportunity to discuss important issues in counseling various populations within the military (i.e., women veterans, biracial couples and children, suicidal clients, and help-seeking) with a group of students who have similar interests. Finally, the social hours that each division sponsors create boundless opportunities to meet psychologists and students within a specified interest area and network for future career opportunities.

The professionalism of the APA attendees and sessions, combined with one of the most perfect locations in the U.S., surpassed my expectations and left me even more excited about my chosen profession. I thank SAS for providing me with a travel award in order to make this experience possible, and I look forward to attending future APA conventions.

Ijema Ezeofor, M.A.
University of Maryland, College Park

I'm grateful I was awarded the SAS research grant. Besides the financial support, receiving the award represented the collegial support of my peers who felt my research was worthwhile. The financial support is of course a huge plus. In order to get a sizeable response, especially with a population that is harder to access, it's hugely important that researchers incentivize participants' time. Unfortunately, graduate students are notorious for how little we earn so not having to dip into my paltry GA stipend to pay for the raffle prize gift cards was awesome. Since receiving the award, I've encouraged others in my program to apply for SAS awards and grants.
Melanie Fann, M.S.
Lehigh University

Although I expected that attending the American Psychological Association’s 2013 Annual Convention would be a good experience, I never thought it would be as great as it was. This was my first time attending an APA convention, despite being a graduate student in psychology for over five years, and now I know what I was missing this whole time. My experience was great, both inside the convention and out in the city of Honolulu. Based upon my experience, I absolutely recommend attending an APA convention as early as you can in your academic career.

During the convention, I was happy to see so many individuals in one place who I knew were as interested and invested in the field of psychology as I was. I have to admit that I felt a little star struck about being in the company of famous authors and researchers. I had to keep reminding myself not to stare at people’s name badges to see if they were someone I might have read about. It was thrilling to think that someone like me had the opportunity to brush shoulders with professionals who are leading the way in the field for students like me to follow. For me, meeting and making connections with engaging psychologists and fellow students was the greatest benefit of attending the convention.

While the convention itself was a great experience, it would be wrong to completely overlook the fact that I was in Hawaii. For me, the location of this year’s convention was almost as exciting as the convention. I was not expecting the multicultural experience that I got while being in Hawaii. Language accents of all types could be heard on a daily basis and I know I overheard at least four different languages while walking on the street. In addition, it was nice to see the effort put in place to help Honolulu retain its historical culture. Whether it was a plaque teaching me about the Hawaiian language and how to properly pronounce words, or the way that local residents greeted me with “Aloha!,” the pride and history of Hawaii was ever present. Overall, I think the location of this year’s convention was an added bonus due to the cultural influences and, of course, the great scenery of Hawaii!

I can honestly say that I have no regrets from attending the 2013 APA Convention, despite being on a tight student budget. I am happy that I got the opportunity to present some of my own research to others, as well as to hear other’s perspectives regarding the future of the field of psychology. I definitely recommend that all SAS members attend some type of conference or convention as soon as feasible in their academic program. The opportunities to network and explore new and upcoming research within the field will do much to propel you farther into the field and reach those goals you have set for yourself. The experience will be well worth the investment.
Introducing the Newest APA Accredited Counseling Psychology Program
By Dr. Sarah Hastings
Interim Director, Counseling Psychology

The Counseling Psychology Psy.D. program at Radford University recently became APA-accredited in October 2012. To congratulate Radford for this great accomplishment, we chose to feature and welcome them by asking for a contribution to this newsletter. Read on to learn more!

As we approach the one year anniversary of our APA Accreditation in Counseling Psychology at Radford University, we are pleased to have the opportunity to tell others about our program. Our mission is to train competent Counseling Psychologists who will provide leadership in a variety of applied settings including integrated care facilities, outpatient mental health, medical centers, state hospitals, university counseling centers, and community settings. Each year we admit between 3-5 students who move through the program together, usually finishing up course work in three years and completing their dissertations by the time they wrap up internship in their 4th year.

The doctoral program has a social justice emphasis and incorporates a focus on diversity and empirically-based practices across the curriculum. One of the unique aspects of the program is its conceptualization of rural status as a dimension of diversity. Given our geographic location on the edge of the Appalachian region, we have been able to tap into the rich history and cultures of this area to provide valuable practicum and research opportunities for our students.

As the first doctoral-level academic program at our mid-sized university, we enjoy the support of administrators and faculty across campus. All of our enrolled students thus far have received tuition remission and stipends through their graduate assistantships which cover fall and spring semesters for three years. For their assistantships, some students teach undergraduate courses in abnormal psychology, personality, or adolescent development, and others conduct research or provide services through several campus programs. Because we are housed in the psychology department with experimental, I/O, school psychology, and clinical counseling graduate programs, our students have access to a variety of research opportunities and applied experiences. We collaborate in the operation of a clinic, CAPS (Consultation and Psychological Services), which provides cognitive and personality assessments to students and community members on a sliding scale. Our department is home to the Center for Gender Studies, which hosts an annual spring conference.

The Center recognizes students for their research related to gender issues, and provides financial awards to help support student research. Several of our Psy.D. students have been recipients of these awards.
Our faculty are a dynamic group! We strive to create a supportive environment for our students and to give students opportunities to present at professional conferences repeatedly over the course of their time here. A number of students have co-authored manuscripts with faculty, which have been published in journals such as Ecopsychology, The Counseling Psychologist, Professional Psychology: Research and Practice, Prevention in Counseling Psychology: Theory, Research, Practice, and Training, Journal of Bisexuality, and Journal of Lesbian Studies.

We offer several specialized courses in our program including Health Psychology in Rural Areas, Neuropsychological Assessment, and Rural Cultural Issues. Research teams are active studying issues affecting college students who are veterans, people living with HIV, resilience among children who have been orphaned in South Africa, and breast cancer survivors. Students have the opportunity to complete a social justice focused practicum, where they take on independent projects that make a difference in the community.

Our students have several options for practicum training. We have established relationships with a number of area sites including the Cook Counseling Center at Virginia Tech, the Student Counseling Center at Radford University, integrative health care settings operated by the Free Clinic of the New River Valley, Southwest Virginia Mental Health Institute, Catawba Hospital, and the Salem Veterans Affairs Medical Center.

The hallmark of our program is the desire to develop collaborative relationships between faculty and students. We offer opportunities for students to gain experience in a variety of solid applied training settings, the chance to get involved in research early on, and encouragement to present at national and regional conferences. Our students are busy, committed, and invested!

We welcome inquiries from potential applicants. To learn more about our program, please see our website www.radford.edu/psyd or email the Interim Director, Dr. Sarah Hastings, at slhasting@radford.edu.
The University Of Florida Update

Contributions made by Irma Campos

The University of Florida counseling psychology program has several exciting updates. Several of our students presented at the American Psychological Association annual convention. For example, one of the posters presented by two of our students (Brandon L. Velez and Irma D. Campos) and professor (Dr. Bonnie Moradi) was titled “A test of objectification theory with Latina American women: The role of racist discrimination.” Another poster was presented by several of our students (Julia Roncoroni, Jackeline Sanchez, and Whitney Wall) and professor (Dr. Carolyn M. Tucker) was titled “Validation of a Culturally Sensitive Health Care Office Staff Inventory” by Julia Roncoroni, MS., Carolyn M. Tucker, PhD, Jackeline Sanchez, MS., Whitney Wall, MPH, Rachel Wheatley, Wenyan Wu, and Vishal Goswami. Also, one of our students, Brandon L. Velez, and one of our professors, Dr. Bonnie Moradi, published and article titled, "Navigating the borderlands: The roles of minority stressors, bicultural self-efficacy, and cognitive flexibility in the mental health of bisexual individuals in the Journal of Counseling Psychology.

One of our students, Brandon L. Velez, was a second author of “Moving beyond the binary with disordered eating research: A test and extension of objectification theory with bisexual women” published in the Journal of Counseling Psychology. Additionally, Brandon Velez was a first author in the following publication: “Review of A positive view of LGBTQ: Embracing identity and cultivating well-being” in the Journal of GLBT Family Studies. Another student, Clarissa Richardson, was a first author of “Perfectionism, emotion regulation, and the cortisol stress response” published in the Journal of Counseling Psychology; second author of “The short-form of the revised Almost Perfect Scale: A factor mixture modeling analysis of latent classes and dimensions” in the Journal of Personality Assessment; third author in “Perfectionism and performance among STEM students” in the Journal of Vocational Behavior; and third author in “Perfectionism moderates stereotype threat effects on STEM majors’ academic performance” in the Journal of Counseling Psychology.
Boston College Institute for the Study and Promotion of Race and Culture: Providing Graduate Students Opportunities to Conduct Relevant Research and Critically Engage in Communities

Author: Dericka D. Canada, M.Ed., Doctoral Student and Coordinator of ISPRC Team, Co-Coordinator of 2013 Diversity Challenge Conference

ISPRC Team Members at 2012 Diversity Challenge Conference

The Institute: The Story Behind it All

The Institute for the Study and Promotion of Race and Culture (ISPRC) at Boston College has provided graduate students a context for engaging in applied research and community action interventions from psychological and interdisciplinary perspectives for many years. The ISPRC was founded in 2000 at Boston College, under the direction of Dr. Janet E. Helms, to promote the assets of race and culture and address the societal conflicts associated with race or culture in theory and research, mental health practice, education, business, and society at-large. The ISPRC serves the field of Counseling Psychology in several ways by offering pragmatic information about teaching, conducting research, and applying interventions intended to promote the benefits of racial and ethnic cultural diversity as well as resolve related social problems.

The ISPRC is unique in its emphasis on addressing psychological issues related to race and ethnic culture from an interdisciplinary perspective. Additionally, the ISPRC stands out because of the various opportunities it provides graduate students in the specialties of counseling, educational, and developmental psychology. The ISPRC also provides opportunities for undergraduate students interested in furthering their careers in psychology. Students at the undergraduate, masters, and doctoral level play very important roles in the life of the ISPRC team. The team currently consists of Counseling Psychology doctoral students and Mental Health Counseling masters students, as well as undergraduate psychology students attending Boston College, although in past years graduate students and faculty in the Boston Metropolitan area have been team members.
ISPRC Student Members: Behind the Scenes

ISPRC students are involved in a host of projects, including providing consultation and community outreach programs such as racial identity training on local college campuses, forums discussing the mental health impact of certain racial experiences and current events, such as microaggressions and cultural responses to the Boston Marathon bombings, as well as career choice and support groups for individuals of Color. In the past, students have also provided mental health and advocacy interventions such as a girls’ group and an advocacy mentoring program at a racially and ethnically diverse local high school.

Beyond community outreach, students on the ISPRC team are also involved in various collaborative research projects on topics including skin color attitudes, racial and multi-racial identity, womanist identity, body image, acculturation, mental health and health disparities, and academic achievement among individuals and communities of Color. Also, graduate students assist in the organization of the ISPRC by leading team meetings, meeting with interested students, and participating in organizing every aspect of the Diversity Challenge Conference, one of the cornerstones of the ISPRC.

The Annual Diversity Challenge Conference: A Cornerstone of Professional and Community Engagement

The Diversity Challenge, an annual two-day interactive conference convened by the ISPRC, brings together an average of 250 participants and 150 presenters of scholars, educators, mental health practitioners, community activists, and other parties interested in promoting social justice across racial and ethnic cultural groups. The theme of Diversity Challenge 2013 is “Intersections of Race and Culture and Health and Mental Health,” and will be held October 18-19, 2013. Given the growing interest in society in explaining why mental and physical health symptoms and conditions vary according to racial and ethnic categories, it is important for those interested in race and culture to begin to expand the dialogue to include relevant factors from a variety of disciplines and methodologies.

Each year graduate students from various disciplines and relevant fields across the nation attend the Diversity Challenge. This conference helps graduate students enhance their professional and scholarly development by providing participants with multiple opportunities to learn about relevant research and practice in various topic areas and to share their own work to an international audience. Graduate students also have a chance to network and engage in discussions of topics related to the conference theme as well as the overall impact of race and culture on the work and services our field provides.
ISPRC students are provided the opportunity to organize various aspects of the conference, including developing the conference call, identifying potential speakers, promoting the conference, organizing volunteers and performers, attending to audiovisual needs, and making sure that the conference runs as smoothly as possible each day. Other students within the Lynch School of Education are also provided with opportunities to participate in the Diversity Challenge by volunteering to monitor sessions and provide help with setting up the conference. Every year over 50 graduate students in the Lynch School of Education participate in this volunteer opportunity. Next year’s Diversity Challenge Conference will be held in October and its theme is “Intersection of Racial and Ethnic Discrimination in Society: Implications for Education, Employment, Healthcare, and Legal and Social Policy”. Through the years the ISPRC has sponsored such stimulating themes as “What to Do about Race and Culture and Violence”, “Intersection of Race or Ethnic Culture with Gender or Sexual Orientation”, “Race and Culture in Teaching, Training, and Supervision”, and “Race, Culture and Trauma” among more. The ISPRC staff hopes to see you and learn from your experiences either this year or, if not, within the near future as it continues to engage and enhance the professional development of graduate students from diverse backgrounds.

**ISPRC Contact Information**

Institute for the Study and Promotion of Race and Culture  
Boston College Campion Hall, Room 318  
140 Commonwealth Avenue Chestnut Hill, MA 02467  
Phone: 617-552-2482  
Website (including Diversity Challenge Conference Info and Registration): [http://www.bc.edu/isprc](http://www.bc.edu/isprc)

---

Chinese Calligraphy provided by ISPRC team member and doctoral student Qingyi Yu  
2012 Burke High School Advocates
Counseling Psychology and Community-Based Instruction for Students with Disabilities: A collaboration within the Department of Education

Josh Turchan, M.A. Auburn University

Although many graduate counseling psychology training programs are housed within colleges of education, rarely do we get a chance to become involved with secondary education activities. Students from Special Education, Counselor Education, Counseling Psychology, and others from within the College of Education have the opportunity to collaborate together at our assistantship with the Auburn Transition Leadership Institute (ATLI) at Auburn University. Part of ATLI’s mission is to “help youth with disabilities achieve successful integration into community life.” One way we are helping fulfill that mission is by Community-Based Instruction (CBI). Community-based Instruction (CBI) is an effective (Walker et al., 2005) learning process where students with disabilities use the community as an educational setting to develop life skills. Flexer and colleagues (2008) say that community-based instructional activities are critical to students, giving them “exposure to social situations and natural settings” that are important to learning not only social skills, but also daily living, and work skills (p. 22). Our institute works collaboratively with a local-area high school to allow a group of students with varying disabilities the opportunity to gain community interaction and work skills through community-based instruction. One of the main goals of CBI is to teach these students transferable skills—those skills that are flexible and adaptable to more than one context. These transferable skills include social and interpersonal, as well as specific vocational skills.

Community-based instruction at ATLI allows for high school students with disabilities to take part in differing vocational tasks that will help develop skills, with the goal of transferring them to post-secondary employment. One of the primary vocational-skill training tasks is button making for the annual Alabama Transition Conference. This task helps students develop skills such as using small hand-operated machines, paper-cutting, sorting, and quality control of the finished product. Other tasks include teaching students office skills, such as operating a paper-shredder, alphabetizing, and filing, just to name a few. These tasks have been created to allow students the opportunity to gain viable skills that can be used by local-area employers.

One of the other exciting opportunities that manifests from CBI is the ability to conduct single-subject research to find out how community-based instruction can be most effective. Not only does this research venture have academic value, but it has the potential to make a real-world impact on the life of students and their future employers. Our research is hoping to find strategies that are not only reproducible, but also teachable. Our goal is multi-faceted: 1. Educators can be armed with effective teaching strategies to help students learn vocational skills that will make them more marketable in a competitive job market, 2. Employers and the community at large will benefit by having higher skilled employees in the work-force, and 3. Most importantly, students will increase the likelihood of post-secondary success.

Community-based Instruction research and practice at ATLI creates interdisciplinary collaboration for the benefit of students with disabilities. At first glance, Counseling Psychology seems to be an unlikely component of such a venture, but a closer look reveals the intersection of two areas at the heart of Division 17: vocational psychology and diversity. My hope is to foster a spirit of collaboration between Counseling Psychology and other departments to create a positive impact that reaches farther than either could on their own.

References


Cleveland State University’s SAS Executive Board

SAS Host Institution
2013-2016
Brittan L. Davis is currently serving as Co-Chair of SAS and is a third-year student in the Counseling Psychology program at Cleveland State University. She is a licensed professional counselor in the state of Ohio. She received her M.Ed. in Community Agency Counseling from Cleveland State University in 2011 and her Bachelor’s of Science degree in Psychology with a minor in Diversity Studies from Baldwin-Wallace College in 2008. While working on her Master’s, she worked at an urban intensive outpatient community agency serving uninsured women with a primary diagnosis of chemical dependency. She then went on to complete her Master’s internship at John Carroll University’s Counseling Center. Brittan is interested in college counseling center practice and has completed clinical work at the counseling centers of John Carroll University, Cleveland State University, and Oberlin College. In practice, Brittan utilizes relational cultural, feminist multicultural, and gestalt approaches to therapy, with particular interest in issues related to gender, sexual identity, eating and body image concerns, self-mutilation, and anxiety. Her research interests include multicultural and cross-cultural psychology, LGBTQI topics, vocational psychology, issues related to gender, mentoring and supervisory relationships, social justice, interpersonal traumas, and bullying. Brittan is committed to professional service and leadership and has served at various levels. She currently serves as a member of the LGBT Subcommittee of the Ohio Psychological Association and the 2014 Counseling Psychology Conference steering committee, and Co-Chair of the 2014 Counseling Psychology Conference Student Subcommittee. She also serves as an Ad Hoc student reviewer for the Journal of Counseling Psychology. Most recently, Brittan has stepped into her role of Co-Chair of Students Affiliates of Seventeen (SAS). As Co-Chair of SAS, Brittan is interested in increasing student engagement within the division by promoting a sense of belonging through mentoring and networking initiatives. Additionally, Cleveland State University, as the host institution of SAS, plans to bridge the gap between Counseling Psychology students and Early Career Professionals, encourage social justice within the field, and promote cross-institutional collaborations through the use of technology and social media.

Sneha Pitre is currently serving as Co-Chair of SAS and is a third-year student in the Counseling Psychology program at Cleveland State University. Sneha is an international student and received her M.A. in Counseling Psychology from University of Mumbai, India in 2010. Her B.A. degree is in Psychology from D.G. Ruparel College, affiliated with University of Mumbai. Her research interests include multicultural psychology and cross-cultural psychology, vocational psychology, advisory and mentoring relationship within academia, international students and immigrant related topics, and parent-child interpersonal relationships. Her interests also include working with children and adolescents; she has worked with families of children and adolescents with disabilities, special needs, and trauma survivors. Sneha’s professional commitment is reflected through her membership of several committees. She serves on the SAS awards committee and the international section of 2014 Counseling Psychology Conference committee, is an Ad Hoc student reviewer for the Journal of Counseling Psychology, and is involved in a work group of the International Section of Division 17 through research on therapy practices in cultural contexts and a mentoring program. In her role as a Co-Chair of Student Affiliates of Seventeen (SAS), Sneha is interested in bridging the gap between students and professionals in the field of counseling psychology and in providing support and resources to achieve student involvement within the division.
Dr. Donna Schultheiss is the SAS faculty advisor, Professor and Co-Director of Training of Counseling Psychology at Cleveland State University. Dr. Schultheiss was recently awarded the John Holland Award for Outstanding Achievement in Career and Personality Research by Division 17 of the American Psychological Association, and the award for the Most Outstanding Research Contribution in Career Development Quarterly. She is a Fellow of Division 17 of APA, served as Chair of the Society for Vocational Psychology (Section of Division 17 of APA), and is on the editorial boards of *Journal of Counseling Psychology* and *Journal of Vocational Behavior*. Her research interests include the interface of work and relationships, international and immigration issues in vocational psychology, women’s work, and childhood career development.

Lindsey Bisgrove is currently serving as Co-Chair of Membership for SAS and is a first-year student in the Cleveland State University Counseling Psychology program. She obtained her B.A. in Psychology and M.A. in Clinical Psychology from Cleveland State University. While at Cleveland State, she worked as a research assistant on the expansion and adaptation of a strength-based intervention for dementia caregiving dyads. Lindsey has worked at Northcoast Behavioral Healthcare for her Master’s practicum placement in 2012 and 2013, working with patients suffering from severe pathologies and varying diagnoses in the forensic units. At this placement, she administered assessments and assisted in competency evaluations and the development of behavioral intervention plans. Lindsey’s prior research experience has been focused on examining key predictors of well-being for individuals with dementia. Currently, her primary research interests are more centered around diagnosis and treatment for forensic populations.

Irina Bransteter is the programming Chair of Student Affiliates of Seventeen, Division 17. She is currently a fifth-year student in the Cleveland State University Counseling Psychology Program. She received her M.A. degree in Clinical Psychology and her B.A. in Psychology, both from Cleveland State University. She completed her practicums in inpatient psychiatric placements (University Hospitals of Cleveland, Rainbow Babies and Children's Hospital, Department of Child and Adolescent Psychiatry & Northcoast Behavioral Health, Northfield Campus, forensic psychiatric inpatient unit). Her research interest are as follows: Posttraumatic Stress Disorder in refugee populations, mental health treatment seeking behaviors in refugee populations, identification of factors that could potentially enhance effectiveness of educational doctoral programs and student success, interface of work and family in immigrant and refugee populations, and health literacy in children. She is a member of several professional organizations: American Psychological Association, APA Division 17-Society of Counseling Psychology Student Affiliates of Seventeen, Cleveland Psychological Association, Cleveland State University Doctoral Student Organization, International Society for Traumatic Stress Studies, Mid-Western Educational Research Association, National Alliance on Mental Illness, and Ohio Psychological Association.
Radinka Jurosevic is serving as the SAS Newsletter Co-Editor and Secretary/Historian Co-Chair. She is currently a first-year student in the Counseling Psychology program at Cleveland State University. She received her B.A. in Psychology from the University of Akron and her M.A. in Clinical Psychology from Cleveland State University. While at the University of Akron, she was an intern at Community Support Mental Health Services and served as a group co-facilitator. Radinka worked at a private practice for her Master’s practicum conducting and scoring intelligence assessments and writing reports. Her primary research interests include PTSD and treatment seeking in women and refugee populations. Radinka is excited to further develop her clinical and research skills at Cleveland State University.

Jason Lawrence is the Web Co-chair for SAS and is currently in his second year in the Counseling Psychology program. Jason received both his Bachelor’s in psychology and Master’s of art in clinical psychology from Cleveland State University. He is a returning student after a brief career in federal law enforcement, and more recently was the IT and training coordinator for a large mental health private practice. His research interests include high-risk behaviors, emerging adulthood, PTSD, and the social impact of videogames. Jason is currently the student representative for the Ohio Psychological Association’s Political Action Committee, which lobbies for important political decisions and legislation that impacts psychology and mental health in the state of Ohio.

Ashley Oliver is the newly appointed SAS Newsletter Co-Editor and Secretary/Historian Co-Chair. She is currently a second year Counseling Psychology doctoral student at Cleveland State University. She completed her M.S. in Clinical Psychology from Morehead State University in Kentucky and her B.S. in Psychology from Urbana University in Ohio. During her Master’s program she worked on research that focused on parent/child attachment styles and as a Career Counselor for two years. She also is currently active in SAS as an Awards Committee Member and is involved in other professional organizations. Her research interests include job placement rates of ex-offenders and how to increase their job opportunities upon release from prison.

Sarah Rispinto is currently a fifth-year Counseling Psychology doctoral student at Cleveland State University. She is currently working at her internship and is excited to complete her dissertation research. She has varied clinical experience and interests, ranging from children, adolescents and college populations to chronic adult populations. She has been in active leadership roles throughout her tenure in graduate school, including leadership positions with the Counseling Psychology Doctoral Student Organization at CSU as well as a student representative on the executive board of APA Division 17 Society for Vocational Psychology and on the Division 17 Membership Committee.
Soo-Min Kwak is the Web Co-Chair and Social Media Co-Chair for SAS and is currently a first-year student in the Counseling Psychology program at Cleveland State University. She received her B.A. in Psychology and M.A in Clinical Psychology at Chung-Ang University, Seoul, Korea. Her primary research area of study included eating disorders and relevant coping strategies. Following her graduation, she worked for two years as a research assistant in the National Youth Policy Institute. She was involved in a needs assessment survey for youth-at-risk and a survey of East Asian youth’s value systems. In addition, she worked for more than three years as a resident in Clinical Psychology in Borame Medical Center, Seoul, Korea, and became a licensed Korean Clinical Psychologist. Her responsibilities included, but were not limited to, psychological assessments and individual and group therapy. She strives to establish a positive self-image in young adults of low socio-economic status. She would like to implement a group counseling intervention for adolescents to promote self-image and to study cultural differences between Eastern and Western countries regarding protective and risk factors for adolescents.

Brian Fitts is serving as Treasurer for the SAS executive board and is a first-year student in the Counseling Psychology program at Cleveland State University. He received his B.A. in English- Creative Writing and his M.A. in Counselor Education from John Carroll University in 2010 and 2013, respectively. During his Master’s program, he worked as a graduate assistant for the Counselor Education program, and had the task of assisting the program with its CACREP re-accreditation. Brian did his Master’s practicum and internship at The Free Medical Clinic of Greater Cleveland, and has developed an interest in working with a diverse, urban populations. He began as a volunteer in the behavioral health department at The Free Clinic in 2010 and continues to volunteer currently as a volunteer therapist. While in his Master’s program, Brian’s research focused on first-generation college freshmen and how universities can help these students in the transition from high school to college. He would like to continue studying diversity issues in his Ph.D. program and become involved in the various organizations available to students.

Ashley Poklar is serving as the Chair of Mentorship for the SAS executive board and is a first-year student in the Counseling Psychology program at Cleveland State University. Ashley completed her B.S. degree in Special Education at the College of Charleston in Charleston, SC. She worked as a teacher in alternative school settings for students with severe emotional and/or behavioral disabilities for three years, before starting both her own family and her M.Ed in Clinical Mental Health Counseling at Cleveland State University. Ashley completed her required Master’s level internship in the Cuyahoga County Juvenile Detention Center. Her professional interests include resiliency building in “at risk” youth, as well as more effective training for those working with youth in our communities. In her free time, Ashley enjoys spending time coloring, dancing, and playing outside with her children, rock climbing with her husband, and the occasional glass of wine and dinner with friends.
Lela Pickett was recently appointed as Co-Chair of both SAS Programming and Social Media. She is currently in her first-year in the Cleveland State University doctoral program in Counseling Psychology. She earned her B.A. in Psychology with a minor in University Honors Studies from Texas State University and her M.S. in Counseling Psychology from the University of Kentucky. Lela has experience working with a wide variety of clients and employing a social justice approach to facilitate the empowerment of these clients and disenfranchised communities. She completed her practicum at the Chrysalis House, a long-term treatment facility for women with substance abuse problems, where she was a primary therapist. Lela has worked to promote social justice in the LGBT community, served as an ally, attended ally workshops, and led a group regarding positive LGBTQ experiences at the Lexington Gay Lesbian Services Organization. The focus of Lela’s published research concerned Ajzen’s Theory of Planned Behavior as it relates to eating disorders, body satisfaction, and body image. She was recently on a research team for an integrated treatment for co-occurring trauma and substance abuse (i.e., integrated substance-informed survivor therapy). Lela would like to work with adolescents in urban settings. She is particularly fascinated with adolescent delinquency and exploring various strength-based interventions. Lela’s research interests include the relation between career development, urban education, and multicultural issues in mental health, trauma, substance abuse, and body image.

Keelan Quinn is currently serving as Co-Chair of Membership and Networking Coordinator for SAS and is a fourth-year student in the Cleveland State University doctoral program in Counseling Psychology. She is a professional counselor and has experience working with children, adolescents, college students and adults with major mental illness in a psychiatric hospital setting. Her research interests include children, children with disability, Deaf culture, peer relationships, and unemployment - the latter of which is the concentration of her dissertation. Leadership positions including co-chair of Membership Coordinator for SAS, Division 17 Membership Committee, and APAGS- Division 17 Representative Network. Upon graduation, she hopes to work as a practitioner but also hopes to have an opportunity to continue research. Personal interests include wellness, health psychology, reading, and visiting with friends and family whenever school and work allow it. Prior to doctoral studies, Keelan received her B.A. in Psychology with a minor in Childhood Studies at Case Western Reserve University and M.A. in Community Counseling at John Carroll University.

Adam Cusner is a first-year student in the Cleveland State University doctoral program in Counseling Psychology. He completed his B.S in Psychology at Boston University. During this time period, Adam divided his energies between class responsibilities and working as a Pastoral Counselor for a non-profit adolescent outreach group. After leaving the non-profit organization, he completed a Master’s in Mental Health Counseling at Boston College. While at Boston College, Adam joined a faculty research team that focused on the development and advancement of STEM career interests for inner-city adolescents. Additionally, Adam worked as a counseling intern at the Community Based Acute Treatment facility at the Franciscan’ Hospital for Children in Boston, MA. Adam’s research interest is primarily in the exploration of how the effects of bullying during adolescence impacts career interests and development throughout the lifespan.
SAS MEMBERSHIP!

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 or by sending in an application via snail mail.

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 2013 with your doctoral degree? Upgrade to free ECP membership!

If so, your 2014 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 2013 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 Keelan Quinn at sas.membership.coordinator@gmail.com, your membership coordinator, and she will be happy to answer your questions or find someone who can.