Welcome to our Fall Student Affiliates of Seventeen (SAS) 2014 newsletter! The three of us are the new newsletter editorial team, and we are enthusiastic about sharing information with graduate students in Counseling Psychology across the country and internationally. Cleveland State University is the proud home of SAS and we are honored and humbled to serve the Society of Counseling Psychology in this way. We congratulate Dr. Michael Mobley as the new president of Division 17, who very graciously has written for this edition. We also thank all the authors who took the effort and made contributions we urge everyone to read. Please send us your news, questions, and topics that you would like to see addressed in the newsletter to newslettercoordinator.sas@gmail.com. We hope that you feel inspired by the news contained here and by the values of Counseling Psychology that are reflected within.

Radinka Jurosevic, M.A., Erica Wiley, M.A., & Anil Lalwani, M.S.
Greetings SAS members!

As Cleveland State University’s tenure as SAS host institution enters the second year of a three-year term, we are excited to introduce our new board members and are pleased to share our past activities and future initiatives with you!

As a student-led affiliate group of SCP, we understand the importance of leadership and professional development. Therefore, we want to balance continuity of governance with our effort to provide more opportunities for leadership within SAS. With this aim in mind, Sneha Pitre will transition into her role of Past SAS Co-Chair and Ashley Oliver will join Brittan Davis as SAS Co-Chairs to extend leadership involvement while providing new insights. Together, we thank Sneha for her dedication and all the support she provided SAS and SCP in her role of SAS Co-Chair. Sneha has provided great leadership and has set a positive example for other SAS members. She has proven to be a phenomenal and dependable leader whose skills will be utilized in her new position as Co-Chair of the SAS Mentoring Program (see below).

In addition to the Co-Chair transition, we are also welcoming four new SAS Board Members: Erica Wiley as SAS Newsletter, Secretary/Historian, and Programming Co-Chair; Sara Nardone as SAS Membership Co-Chair; Anil Lalwani as SAS Newsletter and Secretary/Historian Co-Chair; and Stephanie Garcia as SAS Social Media Chair.

Welcome to the board!

As the SAS host institution, our board has been working hard to implement our initiative to provide students with more networking and mentoring opportunities. To minimize the gap between institutions, we have encouraged collaborative work and support professional development of students in Division 17. Specifically, SAS sponsored a discussion hour, symposium, mentoring hour, leadership workshop, network coordinator meeting, and a SAS social at the 2014 Annual Convention of the American Psychological Association.
in Washington, DC. Further, SAS granted three $500 student awards for contributions made to the field of Counseling Psychology and established collaborations within SCP to address the student loan crisis and CACREP (Council for Accreditation of Counseling & Related Education Programs) concerns.

The SAS-sponsored symposium, *Domestic and International Diversity: Promoting Social Justice through Advocacy*, featured the following presentations: *Challenges in Meeting the Mental Health Need of Urban Asian American Adolescents: Service Provider’s Perspectives*, by Ariane Ling, Sumie Okazaki, Ming-Che Tu, & Joanna J. Kim (New York University); *Student Advocacy on Behalf of Undocumented Immigrants in Arizona*, by German Cadenas (Arizona State University); and *Campus Resource Self-Efficacy Scale (CRSES) for International Students*, by Yoshitaro Oba, N. Gigi, and Dr. Cindy Juntunen (University of North Dakota). We would like to extend our gratitude to the presenters and Dr. Donna Schultheiss (Cleveland State University) for serving as discussant.

To increase students’ professional development, the SAS-sponsored discussion hour hosted three co-facilitated roundtables; whereby, SCP students and distinguished scholars were matched according to similar research interests. The following roundtables were featured at this well-received event: (1) *Clinical Issues and Transgender Concerns*, by Dr. Iore Dickey (Louisiana Tech University), Brittany Gundel (University of Nebraska-Lincoln), and Alexandra Lenzen (University of Florida); (2) *Disaster Mental Health Services and Practicum Students’ Evaluation of This Field Experience*, by Dr. Gargi Roysircar-Sodowsky (Antioch University New England) and Ted Bartholomew (University of Nebraska-Lincoln); and (3) *The Therapy Relationship in Multicultural Counseling*, by Dr. Margaret Brady-Amoon (Seton Hall University), Tiffany Chang (Indiana University), and Navneet Thind (University of Houston).

Dr. Linda Forrest (University of Oregon), Dr. Britney Brinkman (Chatham University), and Dawnielle Simmons (Western Michigan University) led the SAS-sponsored leadership workshop at the convention. Through an engaging discussion on the intersection of multiple marginalized identities and the importance of relationally supportive connections, attendees left the workshop with more awareness of their own leadership goals that will support their own professional and personal identities, and contribute to the field.

In addition to the above-mentioned programming at the APA convention, SAS hosted a mentorship event for students, where Dr. Julie Koch (Oklahoma State University), Dr. Rosie Phillips Bingham (University of Memphis), Dr. Mary O’Leary Wiley (Independent Practice), Dr. Donna Schultheiss (Cleveland State University), and Dr. Marie Miville (Teacher’s College, Columbia University) served as mentors. Discussions focused on topics of work-life balance, as well as tips on how to select mentors within the field who match the mentees’ professional and personal needs.

Further, SAS hosted a social hour and a coordinator meeting to provide an opportunity for members to network and minimize the gap between training programs. The social hour served as an opportunity for students to foster connections with other SAS and SCP members, and granted the opportunity for informal mentorship. To increase collaboration and further unify SAS, the SAS coordinator meeting connected the SAS host institution to SAS Program Representatives and SAS Regional Representatives, and provided a venue for representatives to share regional and program accomplishments. Further, the coordinator meeting featured the SAS Awards Ceremony, where three SAS members were recognized for their accomplishments and contributions to the field of counseling psychology.

The 2013-2014 SAS Awards Committee, chaired by Keelan Quinn and Ashley Oliver (Cleveland State University), would like to acknowledge the following
SAS award recipients: Eleanor Castine (Boston University), winner of Travel Award; Tao Liu (Indiana University), winner of Research Award; and Tiffany Chang (Indiana University), winner of Social Justice Award. SAS will circulate the announcement of future awards through the SAS listserv, SCP listserv, and other social media sites. The deadline for the SAS Awards this coming academic year will be April 15, 2015.

As our first year as SAS host institution comes to an end and we reflect on our successful completion of many of our initiatives, we look forward to the implementation of a SAS Mentoring Program for students with marginalized identities. Through a supportive relationship between students and professionals within SCP, the Mentoring Program will address the intersection of professional and personal identities, and the unique needs that fall along the margins.

Finally, we encourage SCP students to become official members of SAS. To do this, students must first become a student member of APA and then join Division 17, as a student affiliate. After both APA and Division 17 membership are established, students automatically become members of SAS. Additionally, we invite all SAS members to join the SAS listserv, SCP listserv, and SAS social media sites for news on upcoming SAS activities during the 2014-2015 academic year.

Brittan Davis, M.Ed. and Ashley Oliver, M.S.
Co-Chairs, Student Affiliates of Seventeen
Cleveland State University
“Relax, relate, and release,” said Debbie Allen playing the role of a psychologist counseling Whitley in an episode (#82) of A Different World. In life, Allen is an African American actress, dancer, choreographer, and television director who was born in Houston, Texas.

As the fall season arrives, I hope that you have settled into your academic and/or clinical training environment with peers, faculty, and fellow staff members. As I reflect upon the beginning of my masters’ and doctoral training programs in Counseling Psychology at Temple University (1990) and Penn State University (1992), respectively, and my internship at the University of Maryland’s Counseling Center (1996), I recall feeling quite anxious, excited, and apprehensive. I had to overcome the imposter syndrome. During the first couple of months, I was thrilled about the new learning opportunities in the classroom as well as being with clients at the counseling center. In addition, the academic and social interactions with fellow trainees, faculty, and staff offered meaningful connections and disconnections along my training journey in counseling psychology. It was exciting to meet new peers, faculty, and clinical supervisors, many of whom ultimately became close friends and/or colleagues over a period of 24 years! Whew! With the passing of each new semester and transition from one academic, clinical, and geographical environment to the next, it was increasingly more comfortable for me to “relax, relate, and release.” As you journey along your training path in counseling psychology, I hope you experience increasing levels of comfort and support during your engagement with peers, faculty and
staff and expand your level of knowledge, skills, and interests as a multicultural practitioner-scientist.

In retrospect, 24 years later, I ask myself, “What allowed me to experience an increasing state of being “relaxed, relatedness, and release” during my training journey?” One definitive influence was the salience of culture in my life. As an African American gay male who grew up in a low-income, single parent, female-headed household with two younger sisters, I was conscious of the importance of race, ethnicity, gender, and sexual orientation as well as social class, religion/spirituality, and a few other aspects of sociocultural identities which contributed to my sense of self as a cultural being. During my academic and clinical training, culture was the nucleus of my worldview and perspective. Nucleus is defined as “the central and most important part of an object, movement, or group, forming the basis for its activity and growth” (Oxford Dictionary). In essence, I believe that culture is at the center of all relationships, collaborations, and achieved progress and failures among individuals, groups, organizations, and communities. Indeed, my sense of internalized culture is dynamic, fluid, malleable, and resilient (Ho, 1995) and propelled my actions and growth as an individual and a trainee in counseling psychology. In seeking a sense of connectedness with my peers, faculty, and staff, it was important for me to experience my academic and clinical training environments as spaces in which my cultural self, in its fullness, could be revealed and affirmed. Such spaces facilitated a sense of community via cultural engagements that occurred in my interactions with others. We were able to culturally engage in “mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity” (“Community engagement,” Carnegie Foundation, 2014) as relational peers, trainee-faculty, and trainee-staff. Even in the face of divergent perspectives and values based on our varying sociocultural identities and ideologies, I experienced a sense of community because the satisfaction of my needs as a unique cultural being and desire for belongingness were met. I truly hope that you experience such spaces in your training environments, that your internalized culture manifests itself, and that you increasingly experience a state of being “relaxed, relatedness, and release” during your journey as a trainee in counseling psychology.

References
The International Mentoring and Orientation Committee (IMOC) is part of the International Section of APA's Division 17 (Society for Counseling Psychology). The committee was formed in 2007 as a result of the activities of the Special Task Group on Mentoring of International Students in 2005, co-chaired by Drs. Yu-Wei Wang and Oksana Yakushko.

The goals of IMOC are:

1) To establish a network to promote communication and dialogue about issues facing international students in counseling psychology.
2) To mentor international graduate students to promote their professional development and identity as Counseling Psychologists.
3) To organize convention activities specifically tailored to the needs and professional development of international students (e.g., roundtable discussions to introduce the many interest groups in the Society, and convention orientation sessions to present ways to get the most out of convention).

This is a wonderful opportunity for international students to get more involved in the Society and to connect with other international students in our field.

If you are interested in joining IMOC as either a mentor or mentee, please check our Facebook group page at https://www.facebook.com/groups/div17imoc/, or complete our membership survey https://lehigh.co1.qualtrics.com/SE/?SID=SV_dhWQgb53s3TCsT3.

International Section Spotlight

The International Mentoring and Orientation Committee: Providing Professional Mentoring and Support

Elena Yakunina, Ph.D.
University at Buffalo Counseling Services
The number of international students studying in the U.S. continues to rise each year, with more than 800,000 students from more than 180 countries attending U.S. institutions of higher education during the 2012-2013 academic year (Institute of International Education, 2014). Given these trends, colleges and universities are actively working to provide campus services that can facilitate international students’ adjustment to a new culture. International students typically have access to a number of campus resources such as counseling, disability and health services, academic advising, and social leadership and engagement. However, the rate at which international students’ utilize these services varies considerably, possibly due to cultural values and perceived social stigma.

Research suggests that international students are less likely to seek counseling than their U.S.-born counterparts. Yakushko, Davidson, and Sanford-Martens (2008) found that only 1.8 percent of international students sought services at a university counseling center over a five-year period. Similarly, Nilsson, Berkel, Flores, and Lucas (2004) observed that, although international students represented 8 percent of the student body, they constituted only 2.6% percent of counseling center clients. Consistent with these results, Huyn, Quinn, Madon, and Lustig (2007) found that international students were significantly less likely than U.S.-born students to have accessed college counseling in the past or to consider doing so in the future.

International students also appear to underutilize disability services, based on the findings of a pilot qualitative study (Spektor & Luu, 2014). For example, representatives from three of the four surveyed disability services offices reported no interaction with international students with disabilities. The staff at the fourth office noted that international students with disabilities represented only 1.4 percent of all students registered for disability services at their university (Spektor & Luu, 2014). In contrast, across the U.S. international students constitute 4.5 percent of the total U.S. college student population, indicating that international students with disabilities are under-represented in this population (Institute of International Education, 2014). Disability services staff identified legal and financial barriers to receiving formal disability diagnosis and cultural stigma surrounding the meaning of disability as possible reasons for the low visibility of international students seeking such support services (Palombi, 2007).
The presence of cultural stigma has been cited as possible reasons for international students’ underutilization of mental health and disability services. On the other hand, it appears that international students may be more likely to seek medical services, as this appears to carry less cultural stigma. In fact, Ebbin and Blankenship (1986) found that international students were significantly overrepresented as patients at the university health center. In addition, international students in this study were significantly more likely to present with stress-related conditions, such as chest pain, abdominal pain, peptic ulcer, hypertension, and tension headaches than were U.S.-born students. Finally, international students also had an increase in stress-related psychological disorders, such as anxiety, depression, and insomnia. As such, it appears that international students may be more likely to seek medical, rather than mental health or disability services, because seeking medical attention might carry less cultural stigma.

A similar pattern of underutilization vs. overutilization of certain types of campus services emerges when we consider the two domains: student engagement and academic support resources. Student engagement refers to the extent to which a student involves him or herself in enriching educational practices such as level of academic challenge, interactions with faculty, staff, and students, and participation in extra-curricular learning experiences (Zhao, Kuh, & Carini, 2005). Zhao and colleagues compared international and American students at 317 universities and found that first-year international students were more engaged in the academic aspects of their student experience but allotted less time to socialize and relax than their U.S.-born counterparts. Though not directly tested by Zhao and colleagues, these findings suggest that international students may be more likely to utilize services directly related to their academic success than services related to their social experiences. This hypothesis is consistent with findings from a study conducted at an Australian university, which showed that when offered a support service, 71 percent of sampled international students chose an academic-related service over a social or cultural resource (Fenton-Smith & Michael, 2013).

Given these findings, it appears that U.S. institutions of higher education may need to de-stigmatize certain campus services and to make them more accessible for international students. We offer the following recommendations to facilitate this process.

Counseling and social engagement may be promoted by framing them within an academic success context (i.e., “By effectively managing your stress, you might improve your exam performance” or “The counseling center staff can work with you to identify helpful study strategies”). Similarly, programs that enhance international students’ knowledge about academic norms and culture unique to the U.S. might alleviate stress associated with navigating and adjusting to a new academic culture.

Campus support service staff should make explicit efforts to engage international students by a) partnering with the International Student Services Office, b) marketing in channels readily accessible to international students such as international student listservs and newsletters, and c) attending internationally-themed events (e.g., Lunar New
Year; Diwali Festival, etc.) thereby interacting with international students to increase their familiarity with office personnel. The visibility and steady presence of campus partners across different settings may help develop a more ‘personal’ relationship with this student population, who might typically shy away from utilizing campus services due to the lack of personal connection with these offices.

Finally, in terms of mental health services, it appears that international students might underutilize counseling due to different personal and cultural factors. In the spirit of offering culturally sensitive services from a non-White and Western perspective, it is useful to reframe these services more broadly, perhaps as a consultation. Furthermore, an understanding of the intersection between cultural values and outcomes for psychological help-seeking (Wong, Wang, & Maffini, 2014) is essential to reshape traditional efforts to connect with this student group.

References


Spektor, V., & Luu, L. (2014, March). The Crossroads of citizenship and ability: Implications for providing services to international/immigrant college students with disabilities. Paper presented at the annual meeting of the Association for Women in Psychology, Columbus, OH.


I am a 5th year doctoral candidate in Counseling Psychology at the University of Missouri-Kansas City (UMKC). Currently, I am on internship at the UMKC Counseling Center. It was an honor to be awarded the Donald E. Super Fellowship at the 122nd Annual Convention of the American Psychological Association this past August. The Division 17 student award recognizes outstanding dissertation research pertaining to career development.

My dissertation, titled “Women’s Stem-Related Career Choices: Social Cognitive Longitudinal Perspective,” considers the well-documented gender disparity in science, technology, engineering, and mathematics (STEM) fields. Drawing primarily from Social Cognitive Career Theory, this project aims to build on previous literature by examining differences in career choices made by qualified women across different stages in the education-to-career pathway. The longitudinal nature of this study will allow for a better understanding of the temporal order of variables within a developmental framework. My advisor and training director jointly nominated me for this award and members of my committee provided letters of support for my nomination. I would like to thank the UMKC Counseling and Educational Psychology faculty and specifically recognize my advisor and dissertation chair, Dr. Carolyn Barber, for her ongoing support and mentorship.

As far as the advice I would offer to other graduate students: Time management is critical in graduate school. Writing a dissertation proposal and applying for internship at the same time is very difficult. While it can be done, I do not recommend it! My best advice is to get your proposal done early and ask for support when you need it.
My name is German Cadenas and I am a fourth year doctoral student in Counseling Psychology at Arizona State University. On August 9, 2014, I gave my first presentation at a national convention, a symposium at the American Psychological Association in Washington, DC. I am very thankful to Student Affiliates of Seventeen (SAS) for securing this symposium spot and affording this truly valuable opportunity to graduate students. Due to the popularity, competitiveness, and caliber of national conventions, it can be quite challenging for a psychology student to have the opportunity to give a paper presentation during a symposium. Being a panel member of this symposium, titled “Domestic and International Diversity: Promoting Social Justice through Advocacy,” was a very meaningful professional development opportunity, particularly because of my topic.

My paper was titled “Student Advocacy with and on behalf of Undocumented Immigrants in Arizona.” Immigration advocacy is both a professional interest and a very personal passion for me. As a formerly undocumented student, a DREAMer, I know firsthand the impact of oppressive policies on undocumented immigrants’ well-being and career development living in states like Arizona. My paper offered a conceptual framework for psychology graduate students to understand how advocacy competencies can be developed in the context of our educational (i.e. university campuses) and counseling/clinical (i.e. community mental health agencies, college counseling centers) training settings. To that end, I proposed an integrative intervention model based on the Community Counseling Model (Lewis, Lewis, Daniels, & D’Andrea, 2003) and the ACA Advocacy Competencies’ Model (Lewis, Arnold, House, & Toporek, 2002). Additionally, I offered a self-reflection to illustrate how graduate students can act with and on-behalf of the vulnerable populations we serve at the client/student, school/community, and public arena levels.
I described several interventions for supporting fellow undocumented immigrants including providing counseling, advocating for lower tuition and higher financial aid for DREAMers, collaborating with colleagues to host campus events, engaging in systems’ advocacy through university committees, providing public information through media campaigns, and advocating to the U.S. Government for comprehensive immigration reform via local and national student associations.

My motivation for writing this paper was not in any way to present my work as exemplary. On the contrary, I notice that oftentimes, we graduate students tend to think of social justice advocacy work as additional and burdensome to our training needs. I hoped to illustrate with my paper that engaging in social justice can be easy, complementary to our professional skills training, and very meaningful to us and those we serve. I was very pleased by the response of those in attendance at the symposium, and I want to thank SAS.

Challenges in Meeting the Mental Health Need of Urban Asian American Adolescents: Service Provider’s Perspectives

Reflection written by: Ariane Ling, B.A.
New York University

As a field dedicated to multicultural issues in counseling, this commitment must also extend to the scholarship and practice of social justice. To contribute to the social justice research agenda in counseling psychology my mentor, Dr. Sumie Okazaki, fellow doctoral students, Ming-Che Tu and Joanna J. Kim, and I submitted a proposal to this year’s Student Affiliates of Seventeen (SAS) sponsored symposium. It was truly an honor to be selected and to present our research documenting the unmet mental health needs of low income, urban, Asian-American adolescents.

Using an ecological model, our qualitative study sought to identify major mental health needs impacting Asian-American youth and challenges in meeting these needs, as told from the perspective of service providers. We found that while service providers were aware of needs across multiple levels of systems (e.g. family systems issues, documentation status, discrimination), they expressed difficulties in helping adolescents with challenges across these varying levels. Regarding advocacy, service providers suggested mentorship programs and (type of) activities to bring families together. Based on results from our study we recommend using an empowerment approach to increase the capacity of community members and service providers thereby emphasizing their role as agents of social change.

What was most exciting about the symposium was to learn more about the research of my fellow presenters, German Cadenas, MA and Yoshitaro Oba, MA. See their columns in this issue. I found their work to be most inspiring and I truly appreciated their contribution and dedication to social justice in Counseling Psychology. It was also particularly meaningful to receive feedback and comments by our discussant, Dr. Donna Schultheiss. I certainly walked away with much to think about, especially how to implement a social justice agenda in my own practice and to consider issues of validity and reliability when assessing for acculturation and language barriers among diverse populations.

Presenting with SAS was a powerful and positive experience. I would like to thank SAS for the
opportunity to present and for its continued dedication to the professional development of students. A symposium presentation can often be a nerve-racking experience, but with guidance of SAS Co-Chairs Brittan Davis and Sneha Pitre, I felt welcomed and supported by the entire SAS community.

_Campus Resource Self-Efficacy Scale (CRSES) for International Students_

**Reflection written by: Yoshitaro Oba, M.S. University of North Dakota**

This summer I had the opportunity to present my research at APA, as part of the SAS symposium titled “Domestic and International Diversity: Promoting Social Justice through Advocacy.” My research interest focuses on the help seeking behaviors of international students. As an international student, utilizing campus resources helped me adjust to life in the United States and to address the many issues that tend to arise when navigating a new university and learning a new culture. I became interested in studying how international students’ access to campus resources facilitates adjustment to the U.S. However, there is a paucity of research on utilization of campus resources among international students in higher education. My colleague, Ms. Gigi Giordano, and I established a research team to fill this gap, and decided to develop a scale in order to study the relationship between the utilization of campus resources and psychological well-being for international students.

We developed the Campus Resource Self-Efficacy Scale (CRSES). We conducted a literature review, consulted with an expert, and recruited international students for the pilot study through online advertisement. We found the CRSES to be reliable and valid in measuring international students’ self-efficacy to utilize campus resources. This year, we plan to collect additional data to further strengthen the psychometric properties of our scale. It is our goal to use the CRSES to expand international student research in the future, and to assist clinicians and university campus staff in meeting the needs of these students.

Presenting my research at the SAS symposium gave me a wonderful opportunity to expand my experiences and skills as a professional. Specifically, the SAS symposium helped me increase my confidence presenting research in a professional setting. This presentation helped me to become aware of my growth as a researcher. In addition, I realized how much passion I have for this topic and social justice, which has helped carry me through this project and think of new ways to expand the services provided to international students. The SAS symposium afforded me with a professional development opportunity and helped me to recognize my level of personal investment in this research area.
The essence of the Leadership Academy can be described in one word: Family

Milo Dodson, Ph.D.
Post-Doctoral Fellow, University of California, Irvine

When we all met for the first time during the Division 17 National Conference in Atlanta, GA this past March, I was so impressed by everyone’s accomplishments. I was also subsequently intimidated by the amount of talent and skill in the room. I felt like I had somehow managed to sneak into “the mix” and would soon be ousted. My imposter phenomenon was as ripe as a Georgia peach. However, over the course of the next few days, I was profoundly moved by how everyone, including students, ECPs, AND faculty, were able to connect with each other in genuine ways by basking in our vulnerabilities.

For me, family members are able to show support during our times of need, and I met my Leadership Academy family when I needed them the most. Around the same time as the Division 17 National Conference, I had just happily accepted a Post-Doctoral Fellowship to remain at my internship site, but I still found myself at a crossroads in my professional journey. For the life of me, I could not figure out how to manage others’ expectations and cultural assumptions with my own self-identity and goals. It had been easier for me to acquiesce in my insecurities, than to walk confidently in my training and truth. Thankfully, I did not have to go through this process alone. My tears were dried by the affirmation and validation of my new family members. Additionally, after completing the Fundamental Interpersonal Relations Orientation-Behavior (FIRO-B), I realized that I feel most alive and inspired when I’m able to affectionately collaborate with others to cultivate growth through teamwork, dialogue, and advocacy, in an effort to equitably build a sense of community. I reconnected with a part of myself that I had neglected which reaffirmed my belief and passion for being a service-based leader.

Then, in attending the Annual Convention of the American Psychological Association in Washington, D.C. during August, I was thrilled to be able to reunite with my leadership academy family again. As an initial gathering our family attended the Division 17 Executive Board meeting. While the agenda was being discussed, I remember thinking to myself, “Wow...these are living legends, creating history right before my eyes. They have welcomed me into the family, and I’m sitting so close to them, I could reach out and touch one of them.”

Fortunately, we had also been able to attend a meeting in Atlanta, so I had a sense that this would not have been appropriate.
As various board members shared, my own personal operationalization of leadership solidified itself: A designation to be earned, but not dependent on any particular position. Leaders are change incarnate. Leadership is about doing the work with the people who get the proverbial “it,” and for all intents and purposes, get each other, as well.

Between March and August 2014, we had all been developing individual leadership projects with mentors holding various leadership capacities within the division. I was fortunate enough to work with Dominick Scalise, Jioni Lewis, and Bryana French to eventually create video interviews with esteemed Counseling Psychologists in an effort to discuss the importance of de-stigmatizing mental health and increasing access to services. It was particularly meaningful for me to present my project and receive positive feedback from all of my family members. A few days later, we were able reflect on our Leadership Academy journey during a panel discussion, and I was further amazed by the encouragement we all received from our peers, family members, and pioneers in the field, including Dr. Joseph L. White! The Leadership Academy has helped me become a better scientist, practitioner, and man. I am ready to set the world on fire with compassion, humility, and excellence.

Leadership Academy Reflection

Amber A. Hewitt, Ph.D.
Assistant Professor, University of Akron

My experience as a 2014 ECP Leadership Academy (LA) participant was transformative and empowering. I identified as a servant-leader before the training experience and was somewhat knowledgeable about leadership development. However, the LA faculty shed light on leadership qualities and theory that I was not aware of beforehand. The most eye opening experience was learning the FIRO-B results about my leadership style. It helped me to better understand my leadership strengths and which settings and environments are most conducive to my leadership style.

The opportunity to truly engage with current and future SCP leaders was greatly rewarding. To hear about the leadership trajectories of past SCP presidents, APA presidents, and international psychology leaders afforded me a personal look into their lives and the different pathways that one can commence. Hearing their stories motivated and inspired me to continue on my leadership path. It was also empowering to engage with my LA cohort and hear about their leadership history and their LA project presentations. My LA project mentor, Dr. Michael Mobley, was an invaluable resource to me during my training. He employed a hands-on approach to mentoring and modeled patience, humility, and diplomacy.

I highly recommend students and ECP’s to apply to the Leadership Academy, from those who are already engaged in leadership activities to those who are beginning to become curious about what it takes to be an effective leader. I will always be grateful to the Leadership Academy for helping to shape my identity as a leader and serving as a catalyst for my future career in SCP.
As the first semester of a new academic year comes to an end, it’s a wonderful time to think about life after graduate school. Maybe you are getting close to graduation, applying for internship, or working on your dissertation. These are all important steps to becoming an Early Career Psychologist (ECP). An ECP is a psychologist in the first 10 years of his/her career. This is a critical time period where psychologists are establishing themselves as professionals and sometimes developing a family. I am the Chair of the Early Career Professionals (ECP) Committee of The Society of Counseling Psychology (SCP). The committee consists of nine members who advocate on behalf of new psychologists. We work to create a space for new psychologists to network, learn new skills, and present what they know with others.

We offer travel grants, specialized convention programs, and social/networking opportunities for new psychologists. We are working to enhance the Division environment and create resources so that graduating students are motivated to stay connected and experience the benefits of the Division. If you are a student in your final year of graduate school, I welcome you to check out the ECP webpage (http://www.div17.org/ecps/) and participate in some of the resources that our committee has established.
Join psychologists-in-training and psychologists who are interested in and committed to multicultural psychology at the 2015 National Multicultural Conference and Summit, happening in Atlanta, Georgia from January 14-17th. The Society of Counseling Psychology is one of the four host divisions.

Invited speakers include Dr. Vivian Ota Wang, Program Director at the National Human Genome Research Institute; Dr. Beverly Daniel Tatum, President of Spelman College; and Janet LaBreck, Commissioner of the Rehabilitation Services Administration. Programming includes pre-conference workshops, professional presentations, poster sessions, a film festival, difficult dialogues, and ceremonies celebrating achievements of our rising stars, shining stars, and elders.

For more information about the Summit's history, mission, objectives, location, coordinators, and sponsorship opportunities, visit our website with two addresses: www.multiculturalsummit.org or www.apadivisions.org/multicultural-summit.aspx. Keep returning to the site for upcoming information on registration. Like us on Facebook and follow us on Twitter.

The Summit has a Student Planning Committee, coordinated by Ms. Melanie Lantz (mlantz@albany.edu). We encourage and welcome student volunteers. There is a special community outreach event and there are multiple opportunities to help. See our webpage http://tinyurl.com/2015NMCS-Volunteer-SignUp to learn about opportunities and to volunteer.
SAS Award Winners

Written by: Ashley Oliver, M.S.
Cleveland State University

Travel Award

Ellie Castine, M.S.
Boston University

Ms. Eleanor (Ellie) Castine has recently completed her first year as a doctoral student in Counseling Psychology at Boston University (BU). Ellie’s research has primarily focused on career development and social justice concerns. Since beginning her doctoral studies, she has presented at seven different professional conferences, whereby one of her presentations won the “Best Doctoral Poster Award.” This summer 2014 Ellie attended two consecutive international conferences. At the 28th International Congress of Applied Psychology (ICAP) Conference in Paris, France, she co-presented three papers and two posters! The titles of her ICAP presentations include: “Children's understanding of career choice and attainment: Implications for practice” (Symposium); “The RISE Model: Students’ understandings of the relevance in STEM education to career development” (Poster); “Families’ ability to support their youth with disabilities in preparing for post-school transitions: Strategies and challenges” (Symposium); “Cultural considerations when using the concepts of career choice and attainment model” (Poster); and “Using career narratives to understand processes associated with forming a career identity among adolescent youth” (Symposium). At the 11th Biennial Conference of the Society for Vocational Psychology (SVP) in Coimbra, Portugal, she presented “Using career narratives to compare three models of career identity development: The Search for indicators of becoming career ready.” Given Ellie’s commitment to counseling psychology and her commendable list of conference presentations over the past year, we would like to take this time to congratulate Ellie on winning the SAS Travel Award!

Social Justice Award

Tiffany Chang, M.S.
Indiana University

Ms. Tiffany Chang has recently completed her second year as a doctoral student in Counseling Psychology at Indiana University (IU). Tiffany identifies as second-generation Taiwanese American and uses this
identity to inspire her research and social justice initiatives.

Tiffany has helped develop workshops for instructors to encourage greater understanding of cultural factors and barriers international students face in the communication processes. Through preparing for OASIS, Tiffany has become engaged in interdepartmental work with the Office of International Studies to examine data focusing on international student experiences on campus. Tiffany is also involved in the Counseling and Psychological Services (CAPS) where she is the liaison for the Asian Cultural Center. Tiffany has forged national and international connections with leaders of other student organizations to relay information and provide services. For example, after Typhoon Haiyan devastated parts of the Philippines, Tiffany reached out to the Filipino Student Association to inquire how CAPS could support students impacted by the typhoon. Tiffany’s commitment to social justice is evident through both her research and advocacy. Therefore, we would like to take this time to congratulate Tiffany on winning the SAS Social Justice Award and to acknowledge her dedication to social justice and the field of counseling psychology!

Research Award

Ms. Tao Liu has recently completed her second year as a doctoral student in Counseling Psychology at Indiana University (IU). Tao has been working on her research study titled, “Female Asian international students’ experience of sexism, racism, and national discrimination research summary.” Tao’s study examined how several types of discrimination interact with Asian international women’s social identities to predict experiences of loneliness, which in turn, predicts satisfaction with life. This current study addresses three forms of discrimination that Asian international women encounter: sexism, racism, and national discrimination (xenophobia), as well as multiple forms of social identities—gender, racial, and national identities (focusing in particular on participants’ solidarity with in-group members). Tao’s study is the first to examine the simultaneous effects of all three forms of discrimination on international students’ well-being. Controlling for age and length of living in the US, all three types of discrimination were associated with greater perceived loneliness and less life satisfaction among Asian female international students. Tao’s commitment to scholarship within counseling psychology is apparent in her rigorous independent research. Therefore, we would like to take this time to congratulate Tao on winning the SAS Research Award and to recognize her dedication to research and the field of counseling psychology!

Tao Liu, M.A., M.S.
Indiana University
Counseling Psychology Academic Program Updates

Indiana University

Counseling Psychology doctoral students and faculty members actively participated in the 2014 Atlanta Counseling Psychology Conference during March 13-16, 2014. Indiana University’s outstanding students and faculty conducted multiple presentations.

Counseling Psychology doctoral and master’s students and faculty members from Indiana University (IU) were all actively involved in the Great Lakes Regional Counseling Psychology Conference hosted by Cleveland State University during April 11-12, 2014. On March 30, 2014, the diversity co-coordinators of the CPSO, Keino Miller and Jessica David hosted a screening of the film “Dark Girls.” Following the film was a six-member panel discussion consisting primarily of Black women with ties to IU. This panel of women of color and community leaders served to better inform the audience of issues of race as experienced through the lens of Black women. The hope was that this dialogue would provide a better understanding of some of the challenges that Black women face.

In addition to myself, Jessica David and Shujaa Keino Miller, both Indiana University-Bloomington doctoral students served as moderators for the panel discussion. The six-member panelists were as follows: Dr. Chalmer Thompson, Associate Dean for Research and Academic Affairs, Associate Professor, Counseling and Counselor Education, Indiana University-Purdue University Indianapolis; Dr. Nia Aggrey, Adjunct Professor, School of Education, Indiana University-Bloomington; Dr. Stephanie Power-Carter, Director of the Neal-Marshall Black Culture Center and Associate Professor of Literacy, Culture, and Language Education; Professor Jacinda Townsend, Assistant Professor, Department of English, Indiana University-Bloomington; Mattie White, Associate Athletic Director for Student-Athlete Well-Being, Department of Athletics, Indiana University-Bloomington; and Ciemone Rose, Doctoral Student, Counseling Psychology, Indiana University-Bloomington.

IU CPSO Member Accomplishments:
Shu-Yi Wang (International Student Outreach Coordinator) held a weekly support group for international students, organized social events for international students, and created a recruitment flyer to send to potential international students abroad to promote our program. Dr. Barry Chung reviewed and authorized all recruitment materials prior to mailing it to sites abroad.

Daniel “Danny” Goldberg accepted the new dual role position of Master's Student Liaison and Master's Student Representative to the Faculty within the CPSO.
In this dual role Daniel’s responsibilities included attending faculty meetings and advocating for the needs of master’s students. This included advocating for a title change to the master’s degree program in order to facilitate licensure eligibility, requesting workshops for doctoral program/job interviews, recruiting volunteers for special projects, and coordinating social events. This new position is expected to be a valuable connector between the master's and doctoral degree programs. Daniel suggests that in the future, the liaison(s) send out information via the newly created on course site for Master’s students (e.g., events, meetings, CPSO minutes, etc.).

Aubrette Kinne (Sport & Performance Psychology Student Interest Group, SPP SIG) reported that the group was up and rolling this year, meeting approximately twelve times throughout the academic year. Those who attended the meetings included both doctoral and master’s level students who are interested in sport psychology and/or are practicing in the field. Topics of the meetings included sharing resources, discussing the trials and triumphs of working in the realm of athletics, preparing for conference presentations, addressing the issues of competent practice and the certification process. The group also served as a source of collegial support system for those working in athletics and those just entering into the field. For the 2014-2015 academic year, the SPP SIG plans to meet bimonthly with one meeting focusing on the applied work of sport psychology and the other discussing research conducted in the field and by group members.

Ciémone Rose (Member-at-Large) reported that the new online practicum/funding database survey was utilized for the first time this past spring 2014. This marks some of the progress that has occurred in the early stages of efforts toward creating a more accessible database for students. Collection efforts will continue and the database will be further populated as more input is received. Greater efforts to publicize the survey will be made once the database is in a fully accessible format. In conjunction with faculty input, the development of an updating and sustaining process will continue into the next academic year. Future CPSO leaders may wish to consider adding this link to the CPSO website above. Shaozhuan Li (SAS Program Representative) attended conference calls with the new SAS membership coordinators, Keelan Quinn and Lindsey Bisgrove at Cleveland State University, throughout the year and presented a brief report about student/faculty achievement in the IU Counseling Psychology program. The IU SAS Program Representative also met with Division 17 Past President, Dr. Barry Chung, for the ‘headlines’ of the program last year. Dr. Chung emphasized the possibility of a creating a counseling minor for undergraduates to increase teaching opportunities available to counseling psychology doctoral students.

The School of Education at Indiana University-Bloomington announced the following award recipients: Lynn Gilman, School of Education Trustee’s Teaching Award; Angela Horn, Outstanding Associate Instructor Award; and Ellen Vaughan, School of Education Award for Excellence in Mentoring. The Counseling Psychology Doctoral Program announced the following Departmental Awards: Olivia Rios, Practicum Student of the Year; Angela Horn, Paul Munger Award; and Jim Richter, Counseling and Educational Psychology Research Fellowship.
Virginia Commonwealth University

There were four first year students starting the program as of August 2014. Three students started their pre-doctoral internships. Several students attended APA in August and presented posters. The VCU Psychology Department is re-starting the graduate student organization “The Society for the Advancement of Psychology,” in which several counseling psychology students are currently members. A total of nine students took prelims this summer. Six students passed initially, and three passed after remediation edits.

Our students had a good deal of success in the work done in their respective labs. In Dr. Suzanne Mazzeo’s lab, two students proposed their theses. There is one book chapter in press, titled “The Integration of Eating Disorders and Obesity Prevention” in the Wiley-Blackwell Handbook of Eating Disorders. They had articles accepted to the *Journal of American College Health, Current Addictions Reports*, and the *Journal of Children and Family Studies*. Students in this lab attended the Eating Disorders Research Society conference, the Academy of Eating Disorders conference, and the American Psychological Association conference. They presented posters at the Eating Disorders Research Society and Academy of Eating Disorders conferences. One of the students was awarded the Elizabeth A. Fries Memorial Scholarship for excellence in cancer control and prevention related research.

In Dr. Worthington’s lab students presented two posters at the American Psychological Association conference. There was one book chapter published titled “The Contributions of Christian Perspectives and Practices to Positive Psychology,” in Religion and Spirituality across Cultures. They also had one article accepted to the *Journal of Counseling Psychology*, titled “Forgiveness-Reconciliation and Communication-Conflict-Resolution Interventions Versus Rested Controls in Early Married Couples.” In Dr. Utsey’s lab there was one article published in the *Journal of Psychology and Developing Societies* titled “Fear of Negative Evaluation as a Mediator of the Relation between Academic Stress, Anxiety and Depression in a Sample of Ghanaian College Students.” Two students proposed their dissertations in this lab, and one received grant funding for their dissertation project.

Ball State

We successfully completed our APA Accreditation site visit in Fall 2013, and learned in May 2014, that “the Commission on Accreditation voted to award accreditation to this program. In so doing, the Commission scheduled the next accreditation site visit to be held in 2020.” In other words, we are now accredited, once again, for the maximum time period of seven years.

This past spring, CPSY students and faculty were fortunate to attend and participate in the National Counseling Psychology Conference, which only happens once every six years! The conference was held March 13-16, 2014, at the Hilton Hotel in downtown Atlanta, Georgia. The theme of the conference was Counseling Psychology in Action: Future Opportunities and Challenges, with topics embraced in four sub-themes: Training Contexts, Integrated Health Care/Holistic Health, Violence/Trauma, and Domestic and International Diversity.
The conference was one of the presidential initiatives of CPSY’s department chair, Dr. Sharon Bowman, who was President of Division 17 of the American Psychological Association from August 2013 to August 2014. Dr. Bowman has been just a little busy over the past year of her presidency with planning the conference among working on her many other successful presidential initiatives. We are all very proud of her amazing work!

Over eight hundred people attended the conference from across the country and around the world! Dr. Bowman was assisted in the planning of the conference by her steering committee, conference planners, and her graduate assistant at the time, Kerry Smith, whose projects included assisting in the planning of the mentoring dinners, creating a promotional video for the website, and organizing the silent auction. The conference was a huge success, with many attendants complimenting the opportunities for networking, mentorship, and diversity of programming. Ball State represented with over thirty posters, roundtables, symposia, and paper presentations by CPSY faculty, students, and alumni.

This summer marked the 122nd Annual Convention of the APA, which was held in Washington D. C. CPSY faculty, students, and alumni were busy with a wide range of symposiums and presentations. Students presented a wide range of posters, roundtables, symposia and paper presentations.

The following students have received awards from both Ball State, Regional and National Organizations.

Lauren Cunningham (current doctoral student) was awarded the APA Division 19 (Military Psychology) travel award to the 122nd Annual Convention of the American Psychological Association (APA) in Washington D. C.

Lamarra Currie (current doctoral student) won the prestigious APA Minority Fellowship. The APA Minority Fellowship Program is an innovative, comprehensive, and coordinated training, mentoring, and career development program that enhances psychological and behavioral outcomes of ethnic minority communities. It provides financial support, professional development activities, and guidance to promising doctoral students and postdoctoral trainees in an effort to increase the number of ethnic minority professionals in the field and advance our understanding of the life experiences of ethnic minority communities.

Rachael Collins (current master’s student) was chosen to the Campus Representative for the American Psychological Association for Graduate Students (APAGS) Advocacy Coordinating Team (ACT) for 2014-2015.

Ryan Hess (current doctoral student) was awarded the APA Division 19 (Military Psychology) travel award to the 122nd Annual Convention of the APA in Washington D. C.

Gunnar Ingolfsson (current doctoral student) was awarded the Office of Multicultural Affairs Outstanding Supporter of the Year.

TaeSun Kim (current doctoral candidate) accepted a postdoctoral fellowship at the University of California, Berkeley.

April Krowel (current doctoral student) was awarded the APA Division 19 (Military Psychology) travel award to the 122nd Annual Convention of the APA in Washington D. C. She was awarded an ASPIRE Hollis...
grant award. She also received the Bernadette Perham Scholarship, which supports female students who demonstrate academic excellence and leadership. She was awarded State Leader of the Year and the Excellence in State Leadership Award —APAGS Advocacy Coordinating Team, based on the involvement and collaboration with one’s state psychological association. She was appointed Chair of APA Division 17’s (Society for Counseling Psychology) Military Special Interest Group. She is now the Regional Advocacy Coordinator for APAGS Advocacy Coordinating Team. She is now the Student Liaison for Give an Hour.

Emily Mastroianni (current doctoral student) was awarded an ASPIRE Hollis grant award. She was nominated for the Office of Multicultural Affairs Outstanding Multicultural Program award.

Erin Sadler (current doctoral student) was awarded an ASPIRE Hollis grant award.

Kodee Walls (current doctoral student) was awarded an ASPIRE Hollis grant award. He was nominated for the Office of Multicultural Affairs Outstanding Multicultural Program award.
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 2014 with your doctoral degree? Upgrade to free ECP membership!
If so, your 2015 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 2014 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:
To subscribe to the listserv e-mail:
div17discuss@lists.apa.org
Please type SUBSCRIBE DIV17DISCUSS and your name in the subject heading of the e-mail, as in: "SUBSCRIBE DIV17DISCUSS Joe H. Smith". Alternatively, if you want to subscribe anonymously, send the command: "SUBSCRIBE DIV17DISCUSS Anonymous".

Additional Questions?
Please don’t hesitate to contact Lindsey Bisgrove at sas.membership.coordinator@gmail.com, your Membership Coordinator, and she will be happy to answer your questions or find someone who can.