Dear readers, we are thrilled to be presenting the first issue of the SAS newsletter in the year 2015-16! It follows the last APA Convention and features articles based on some of its key events. We were hoping you will soak up some inspiration and thoughtful motivation by reading reflections of Division 17’s award winners, Fellows’ addresses, and one of your Co-Chairs’ attendance at the Convention. With this issue, we welcome our new President, Dr. Lichtenberg, who besides providing encouragement, has also offered valuable insights with regard to the scientific foundations of our field in his commentary. We are also thrilled to be featuring students’ voices that speak of the gift of mentorship; awareness and support for transgender and gender non-conforming individuals; and the importance of conducting research on intersectionality. Taking into perspective your continued professional development and engagement with Division 17 as student members, you may be interested in reading the portion that features different Sections of the division and ways to get involved in them. Finally, please check out the list of awards and scholarships that are exclusively available to graduate students. Please send us your news, questions, and topics that you would like to see addressed in the newsletter to newslettercoordinator.sas@gmail.com. Thank you for reading!

Anil Lalwani, M.S. & Radinka J. Samardzic, M.A.
There are, I think, a host of things about which graduate students in counseling psychology might reasonably be concerned. Generally close to the top of the list of concerns is “the internship imbalance” (more applicants than slots) and worry about whether one will secure an internship. Close on that list is successfully completing “comprehensive” (or qualifying) exams—generally the gateway for internship eligibility. Following these would be, I suspect, landing a professional position “post-internship” (getting a job within the field). The dissertation fits in here too—and although some do encounter a “block” when it comes to the dissertation and may even fail to complete the degree because of it, that number is, I believe, relatively small. Although there is much hanging on the satisfactory defense of the dissertation, it generally doesn’t carry the worry and generate the anxiety of these other degree-related steps.

Each of these steps—comprehensive exams, internship, dissertation, degree completion and professional employment is a sort of end point within the sequence that we call graduate school, and taken in succession, each is a hurdle that needs to be cleared. The concerns are real, and heaven knows I experienced them when I was a student—although to be honest, the internship imbalance really wasn’t an issue back then.

I don’t wish to increase anxiety or add to the concerns you might have about having chosen to pursue a degree in counseling psychology. However, I’d like to share and raise for you an issue that has been troubling me. The issue is the apparent failure of replicability of research findings in psychology. Quite a bit has been written about this lately; it’s been “in the news.” The most recent and well-publicized finding was published in *Science* this past August. Described in the paper by Brian Nosek and colleagues, “Estimating the reproducibility of psychological science,” a team of researchers sought to replicate 100 findings published in three prominent psychology journals. The researchers found that across multiple criteria, independent researchers could replicate less than half of the original findings (Open Science Collaboration, 2015).

The authors pointed out that although this may call into question the validity of some scientific findings in psychology, when attempted replications do not produce the same result, it may also point to the difficulty in conducting effective replications and achieving reproducible results. This is an important point but not an altogether saving grace.

The findings of these researchers is not “new” to psychology and “failure to replicate” need not be a crisis for the field. Indeed as Maxwell, Lau, and Howard (2015) make clear in their recent article in...
(cont’d from p.2) the *American Psychologist*, there may be a variety of methodological and data analytic issues that led to the lack of consistency in findings across studies. But it seems to me that if our research underpinnings cannot be replicated, for whatever reason, this should give us pause.

Counseling psychology—what you are studying and what you will be doing—claims and prides itself to be a “scientist-practitioner” profession. Although there are different takes on just what this means, and the words are sometimes shuffled or substituted to reflect an individual’s or a program’s twist, emphasis or bias (e.g., practitioner-scholar, scholar-practitioner, researcher-practitioner, practitioner-scientist), an underlying belief is that what it is we do as counseling psychologists (and what you are being trained to do) is make practical/translational use of psychological science that is the foundation for our field.

Research matters in what we do; or it should. Doing counseling psychology isn’t “making it up on the fly.” Certainly there are those who cynically argue that our “science” doesn’t provide sufficient information for practice: “I took all those courses. I learned those psychological principles, but they do not tell me exactly what to do in this specific circumstance.” But as Dawes (1995) wrote in a chapter on standards of practice, “It is true that standards do not yield knowledge of exactly what to do—any more than principles of physics and aerodynamics yield knowledge of exactly how to construct airplanes for specific purposes. But aeronautical engineers do not construct airplanes following the common intuition that their wings should flap; they don’t construct airplanes in ways that are inconsistent with principles of physics and aerodynamics…Similarly—I trust (in part as a potential consumer)—practitioners in psychology would not wish to engage in psychotherapy, or present themselves as experts... and then practice in ways inconsistent with our best knowledge of psychological principles” (p. 31).

But what if the scientific foundations of our practices are illusory...or flat out wrong? Think of a principle in counseling psychology that you hold dear and know to be “true” (e.g., a strong therapeutic alliance is critical for a successful counseling outcome). What if this finding was not established in a replication study, or series of studies (although of course it has). What if earlier findings regarding diversity, vocational interests, positive psychology, developmental challenges, etc. upon which we have staked a great deal of our profession failed to replicate? That would be quite a “hit” for us, I suspect, or at least I suspect it should be.

But more significant, I think, would be finding that the science upon which we’re doing what we’re doing is wrong. There is a quote, variously attributed to a president or dean at the University of Chicago when he was addressing a class of incoming students: “Half of what you’ll learn in graduate school will be shown to be either dead wrong or out of date within five years of your graduation; the trouble is that no one can tell you which half.” I don’t know what the shelf-life is of psychological knowledge, but I know there are things I learned as a graduate student that just aren’t so anymore. I’m sure that will be the case for you too. My counsel to you is to remain cognitively flexible and curious, avoid a “hardening of the categories,” and be a life-long learner. As Mark Twain is credited with saying, “It ain’t what you don't know that gets you into trouble. It’s what you know for sure that just ain’t so.”

References


Greetings from Cleveland State University!

We are in our third and final year as the Student Affiliates of Seventeen (SAS) Host Institution and we would like to share some of our accomplishments and endeavors with the SAS membership. Our Board has been working diligently to accomplish tasks and maintain a high level of productivity, which has helped us pursue our goal of creating new opportunities for Counseling Psychology students throughout the Society of Counseling Psychology (SCP).

First of all, we would like to thank Brittan Davis, M.Ed. who completed her two-year term as SAS Co-Chair. Brittan has been an exceptionally important figure in the development and sustainability of SAS at Cleveland State University. She worked tirelessly to ensure that SAS accomplished tasks and found new opportunities for collaboration with students and professionals. We have been fortunate to have her mentorship and we look forward to her presence as Past Co-Chair.

Erica Wiley Whiteman, M.A. has joined Ashley Oliver, M.S. in the role of SAS Co-Chair for the 2015-2016 term, and together we look forward to leading the SAS Board during the third and final year as Host Institution. We would also like to welcome two new SAS Board Members: Brittany Carbaugh, M.A., Membership Chair, and Dean Malec, M.A., Programming Co-Chair and Social Media Chair. Welcome to the Board, Brittany and Dean!

At the 2015 American Psychological Association Annual Convention in Toronto, Canada, SAS sponsored multiple programs for students. Lela Pickett, M.A. and Erica Wiley Whiteman, M.A. designed three different discussion and mentoring sessions to provide students the opportunity to interact with leaders and students in Counseling Psychology on topics of importance in their lives. They were as follows:

- **Difficult Dialogue: Conversations about Privilege, Oppression, and Microaggressions as it relates to the Hoffman Report.** This discussion was led by Rosie Bingham, Ph.D. ..................(cont’d on p.5)
How To Get What You Want Out Of Graduate School: Discussion and Mentoring Hour. This discussion was led by Eddy Ameen, Ph.D. (Assistant Director of APAGS), Jerritt Tucker, M.S. (Iowa State University), Brittan Davis, M.Ed. (Cleveland State University), Ally Sequeira, M.Ed. (Texas Tech University), Douglas Knutson, M.Ed. (Oklahoma State University), and Akilah Reynolds, M.Ed. (University of Houston).

Combining Our Professional and Personal Identities through Work-Life Balance: Discussion and Mentoring Hour. This discussion was led by Anthony Issaco, Ph.D. (Chatham University), Marcy Rowland, Ph.D. (Independent Practice, Hollidaysburg, PA), Traci Callandrillo, Ph.D. (American University), Dominic Scalise, Ph.D. (University of Maryland), Neeta Kantamneni, Ph.D. (University of Nebraska, Lincoln), Erin Ayala, Ph.D. (University of Albany), and Dominika Borowa, M.A. (Texas Tech University).

SAS also sponsored a Symposium on Social Identities and Intersectionality: Social Justice Perspectives, which presented students with the opportunity to share their research with other students and psychologists. Presentations included Transforming the Acronym: How the Development of Intersecting Identities is Socially Experienced by Rebecca Shoemaker, M.A., Sarah Rich, B.A., Catherine Coppola, B.S., Rachel Neff, M.A., and Ciera Payne, M.S. (Chatham University); Dynamics in Multicultural Counseling Skill Development: Social Interaction Model by Stephanie Paulk, M.A., and Janet Helms, Ph.D. (Boston College); and Keep On Keeping On: A Qualitative Investigation of Diverse College Student Social Justice Advocates by Pauline Venieris, M.A. (Arizona State University). Rebecca Toporek, Ph.D. (San Francisco State University) who is one of the editors of the Handbook for Social Justice in Counseling Psychology: Leadership, Vision, and Action and The Journal for Social Action in Counseling and Psychology, served as the discussant. It was wonderful to hear from all of our presenters!

The SAS Awards Committee Co-Chairs, Sneha Pitre, M.A. and Brian Fitts, M.A. (Cleveland State University) along with the SAS Awards Review Committee, Stephanie Carrera, M.S. (Iowa State University), Ellie Castine, M.S. (Boston University), Ingrid Hogge, M.A. (Southern Illinois University Carbondale), Tiffany Chang, M.S. (Indiana University Bloomington), and Cecile Gadson, M.A. (University of Tennessee) would like to acknowledge the following SAS Award recipients: Practitioner Award - Caroline Lavelock, M.S. (Virginia Commonwealth University); Travel Award - Christopher Stults, M.S. (New York University); and Social Justice Award - Jenna Brownfield, M.A. (University of Missouri- Kansas City). To congratulate the hard work and distinction of awardees, an awards ceremony was held at the Annual Convention during the SAS Business Meeting and Social Hour.

Furthermore, the SCP Science Advisory Board, which includes Lisa Spanierman, Ph.D. (Arizona State University), Martin Heesacker, Ph.D. (University of Florida), Rachel Navarro Ph.D. (University of North Dakota), Kevin Cokley, Ph.D. (University of Texas at Austin), Meifen Wei, Ph.D. (Iowa State University), and Bryan Kim, Ph.D. (University of Hawai’i at Hilo), along with Past SAS Co-Chair, Brittan Davis, M.Ed. and SAS Awards Committee Co-Chair, Brian Fitts, M.A. (Cleveland State University) would like to acknowledge the SCP Student Science Award recipient: Stacy Ko, M.S.W. (Iowa State University).
(cont’d from p. 5) SAS Mentoring Co-Chairs, Sneha Pitre, M.A. and Ashley Poklar, M.Ed. (Cleveland State University) served as leaders for the SAS E-Mentoring Initiative. This program provides opportunities for mentoring for students from traditionally oppressed and underrepresented groups (e.g., racial, sexual, gender-transgressive, ethnic, ability, and religious minorities) across Counseling Psychology programs. We look forward to updating the SAS membership on the success of the program. If you are interested in being a mentor or mentee, please contact Sneha Pitre, M.A. and Ashley Poklar, M.Ed. At sas.mentoring@gmail.com.

SAS was invited by APAGS to co-host a difficult dialogue series titled Grad Students Talk: Psychology Graduate Students Invested in Social Justice. The series included topics on oppression experienced by people of color within the United States and reflections on the APA Hoffman Report.

Furthermore, the group initiated the “First, Do No Harm” t-shirt campaign at the 2015 American Psychological Association Annual Convention in the wake of the Hoffman Report, which was widely received and recognized by The New York Times, The Chronicle of Higher Education, and distinguished leaders and scholars within the APA. Through this collaboration, SAS students have been recognized as leaders in multicultural issues.

We are grateful for the opportunity to serve the field of Counseling Psychology by representing the student voice within the Society of Counseling Psychology. We appreciate the involvement of students and psychologists as we work to provide opportunities for student engagement!
How did your mentoring relationship begin?

Douglas: I asked Dr. Koch (I know, I could call her Julie, but I prefer a level of professionalism) if she would be my advisor during the second semester of my first year as a doctoral student in Counseling Psychology. As I remember it, she wasn’t on board right away. Dr. Koch is the training director for my program so her hands were pretty full. She doesn’t tend to take people on unless she believes she can meet their needs. In retrospect, I really appreciate the thought she put into it. At the time, I was terrified of hearing “no.” Two weeks later, Dr. Koch was my official advisor, but I think it took a little time before she became my mentor. I’m pretty sure there wasn’t a stark line we crossed into official mentorship, but picking each other was definitely a milestone.

Julie: To completely understand this, you have to know that in our program, students don’t select their permanent advisors until the second semester of their first year. Until then they’re assigned a temporary advisor. However, I remember thinking that I would have a close relationship with Doug way before we made that decision. I remember when he interviewed for our program: He was neatly dressed and tightly wound, with an enthusiastic and eager presentation, and I thought that he and I would probably have similar work styles. In addition, I thought it might be fun to see if he could relax a little bit. However, he was assigned a different temporary advisor, so it wasn’t until later that we solidified a formal working relationship.

Douglas: I love how Dr. Koch makes it sound like it would have been super easy to have her as a mentor. She is in super high demand because she is known for getting things done. That is one of the fun things about a great mentoring relationship. If you’re lucky, you work together so well that, in retrospect, it just seems like you’ve always worked together.

What, if any, bumps did you experience in this relationship over the past couple of years and how did you navigate them?

Douglas: I think one of the greatest challenges has been juggling the many hats that Dr. Koch and I wear. Because of her willingness to maximize my experience and training as a student, we are often: co-therapists, co-authors, co-presenters, co-researchers, and also friends.
While we cannot ignore the power dynamics of the student/professor roles, Dr. Koch is (and will be even more so after graduation) one of my closest, life-long friends. This is one of the reasons I still call Dr. Koch by her last name. It reminds me that, no matter how much fun it can be to work with her, she is still my professor.

Julie: Doug! You cannot say the “F” word (“friends”) when referring to faculty-student relationships! People will freak out. But I will say that Doug and I extend our mentor-mentee relationship outside of the classroom. For example, Doug and I have gone to gay bars together at conferences and we have gone to drag shows together. Some people might freak out about that, but I think we are both adults, we will be colleagues in the future, and it is okay to model appropriate “play” as well as appropriate work. As a mentor, I struggle with how much feedback to give Doug (he wants all the feedback!) because I want to be supportive and let him know how fabulous he is and help him to see areas he might want to think about for future professional development. Nonetheless, I also get concerned about feedback overload.

Douglas: Okay, so maybe not friends with a capital F, but I think there is a degree of friendship or personal connection that often underlies a mentor-mentee relationship. I am not advocating for an erasure of the power differentials and professionalism, but there is a cordial glue that sticks mentors and mentees together. Right?

What are the benefits you have experienced as a result of this mentoring relationship so far?

Douglas: Oh my gosh, where do I start? Dr. Koch never stops giving. That is true in regard to my entire program and it is certainly true for me. Knowing that I desperately want to be a professor, Dr. Koch has offered me a variety of opportunities to work on publications with her. Whenever an opportunity comes her way, she looks for ways to incorporate me so that I can gain experience. What is more, she provides support for the endless number of grants, research projects, proposals, applications, and volunteer roles for which I am constantly churning out materials (many of which require letters of recommendation). Her guidance through these processes is invaluable and I often find myself soaking up her edits and feedback like a sponge.

Julie: The pleasure is all mine. It is a delight to work with a student who is so motivated, bright, and willing to collaborate. The fact that Doug is responsive to email, is well organized (to a fault), and has a strong work ethic is just icing on the cake. I am constantly learning from him as well – he has experiences and a background that have broadened my own outlook and approaches to clients and to research.

Douglas: Haha. These mutual admiration fests happen often. I think positive feedback like this is important in mentorships. While it’s important to address areas for growth, sometimes it is just fun to bask in the successes as well.

What do you feel you brought to the mentoring relationship that was of benefit to your mentor/mentee?

Douglas: I feel like I can be a total goof and I have the ability to see the comedy in life. I think it is important to be open to critique because sometimes a mentor is going to have to provide direction and I try to stay open to that. It may come across as weird, but I really appreciate when Dr. Koch fills one of my proposals with edits...because it communicates that she gave her response a lot of thought and that she cares a lot. I think remaining open to that is one of my primary strengths. I think it is also important that I trust Dr. Koch and that I am a pretty clear communicator. It takes the guess work out of the....(cont’d on p.8)
guidance that she provides and keeps some fun in things even when it is important to get down to business.

Julie: Oh my gosh, Doug does see the comedy in life. We laugh together a lot! And yes, I do give a lot of feedback, and some students respond to that more openly than others do ... But one thing that I have been able to do with Doug, that I am not always able to do with all of my students, is that I have let down some of my formal “faculty” guard because I trust him. I am still professional, but can also open up and share some of my personal experiences with Doug.

Douglas: Dr. Koch brings up a great point. While we may have an agenda item to address in a meeting, I know I can bring up other challenges or successes I am facing at school or in life in general. Her openness to sharing about life allows me to see what it is like to be a professor firsthand and helps me to balance all aspects of my academic career. This has been invaluable for me as a student.

What do you feel are the most important aspects of a healthy and helpful mentoring relationship

Douglas: I think, as with a relationship of any sort, trust and communication are massively important. The academy is a high pressure, demanding environment, and having someone you can trust with issues, frustrations, concerns, and crises is vital. I think a degree of selflessness is important as well. A successful mentoring relationship relies on the willingness of the mentee and the mentor to involve the other person in their projects, ideas, and in some of the opportunities they are given.

Julie: Yes, I agree with the trust and communication piece. I think mentors allowing themselves to be seen as fallible and as real human beings contributes to the success of a mentoring relationship. Selflessness? I don’t know about that. Sometimes when I ask Doug to help with a project it might even be a little selfish of me because I know he will do a good job and will actually contribute in a constructive way (as opposed to me having to follow up, give reminders, give lots of direction or hand-holding). Also, I see it as part of my job as an advisor to make sure my students have opportunities to develop in the areas that will best prepare them for their careers once they graduate. I’m not sure that is “selfless,” but it does require me to consider the needs of others.

Douglas: Leave it to a selfless person to try to convince you they’re not selfless. This is one of the hallmarks of my work with Dr. Koch. She gives me once-in-a-lifetime opportunities to participate in incredible projects and then thanks me for participating. I’m not sure if this is a characteristic of every mentor, but it sure is nice.

What tips do you have for students who would like to seek out and build healthy and helpful mentoring relationships within the field?

Douglas: I would encourage students to ask for what they need. I think it is all too easy to be timid as a student, but I would not have gotten the opportunity to be mentored by Dr. Koch if I had not asked. I would also encourage students to be willing to work. It takes a lot of energy to sustain a successful mentor/mentee relationship and students should be prepared to work to support and to take full advantage of the mentorship they receive.

Julie: I think that Doug is right – students often are timid or fearful of the power differential. But they need to remember that they are consumers of their education. What they make of it is up to them. Mentors don’t have to be advisors and they don’t have to be within your department or even at your same university! There are often times when I interact with a student I enjoy (for example someone I meet at a conference), and I think “Wow, I would really like to get…….cont’d on p.10
to know that student more,” and I give them a business card, and never hear from them again. Maybe that is because my personal style is off-putting, ha, but I think it is more likely that students feel shy. It is okay to ask a potential mentor: “Would you be willing to occasionally meet with me and give me some guidance about xyz?” or “I have been looking for a mentor, and I think you might be a good fit. Would you be willing to visit a little bit about that possibility?” The worst thing that can happen is that someone will say no because they are too busy—but chances are they will consider it and maybe even give you ideas about other people who might fit with your interests. So my biggest piece of advice is get up some courage and ask.

Douglas: I couldn’t agree more.

**Student Spotlight:**

**Transgender and Gender Nonconforming (TGNC)**

Jayden Thai, M.Ed.
Doctoral Fellow, University of Louisville

Facilitated by Anil Lalwani, M.S.
Doctoral Student, Cleveland State University

What are your thoughts on balancing multiple identities in professional circles and related challenges for TGNC students?

As a queer-identifying, transmasculine, Asian American who is also committed to social justice advocacy, it can be difficult balancing multiple intersecting identities as a full-time Counseling Psychology doctoral student. This is especially true in professional circles where social justice advocacy isn’t always present or even considered. As someone who holds multiple minority identities, I have personally seen and experienced how systems have repeatedly failed my communities. These systems include our mental health system. I am heartbroken whenever I hear about trans youths like Leelah Alcorn or Skylar Lee whose lives ended far too early because our systems failed them—and I am a part of that system. I am also a part of the trans community whom Leelah and Skylar both belonged to, and for our small trans community losing members is like losing family members. It is incredibly frustrating and painful to witness my communities’ struggles and to be limited in the extent of my impact on social change for these communities due to still being a student in academic/professional settings. These settings don’t always allot space for students to grieve and rage for their communities due to constant professionalism and image management.

What are your thoughts on the need for social change and awareness to better serve TGNC individuals in the field? Any successes you have had and can share.

Being part of both the trans and the psychology communities has given me the passion and drive to make meaningful and impactful social changes via trans research, professional trainings, awareness and visibility, as well as being involved in community activism. It has given me unique perspectives and skills to rebuild the trust toward the mental health community among the trans communities, as well as work to better equip the
psychology community to provide trans folks with competent, affirming, and inclusive care. Through this work, I have been very fortunate and privileged to have met and networked with other peers, mentors, and professionals in our field who feel similarly and are also doing meaningful and impactful work that is reshaping our field to better serve the trans community. As a student, I get to learn from and work closely with other youthful students who are just as passionate and vigorous. Together, we are all working to change the system from within. I am extremely proud to be a part of this positive change – as a trans person, a student, and a Counseling Psychologist.

The field of Psychology, including Counseling Psychology, deserves more knowledge about trans communities and gender identities than our current binary understandings that are limited. The trans community deserves better trans competent, affirming, and inclusive mental health services than what have been received. Other Leelahs and Skylars deserve better from us.

Division 17 Fellow Spotlight

Loving Counseling Psychology

Tania Israel, Ph.D.
University of California, Santa Barbara

I hadn’t had the forethought to apply for Fellow status in the Society of Counseling Psychology prior to running for president of the organization. Once I became President-Elect and appointed a third of the Fellowship Committee, I thought it best to avoid any appearance of inappropriate influence and wait until they completed their 3rd-year term to apply. Even though I had already gained Fellow status in Divisions 44 and 35, it meant a great deal to me to become an SCP Fellow, to be recognized by the Division that has been my primary home in APA, to participate in one of the unique rituals of the SCP – the Fellows address. It was the easiest speech I had ever written. I had to submit the title of my Fellows address nine months before the APA Convention, when I would deliver it. I thought it might be easier to come up with a title if I jotted down some notes about the content, and poured the entire speech. The title was obvious: “I love counseling psychology.”

The SCP had already given me ample microphone time at APA – my presidential address allowed me to unpack the concept of privilege; my SAW Woman of the Year Address gave me the opportunity to pay homage to Buffy, the Vampire Slayer. All I had left to say turned out to be a love letter to the field of counseling psychology. I wanted to express appreciation for how I stumbled across counseling psychology, how I got engaged in the SCP, how I have been offered leadership opportunities, how our field helped me align my values and my work, how it gave me a creative outlet, how it helps me reach my potential, how it surrounded me with such wonderful friends, mentors, students, and colleagues. The speech evoked laughter and tears. I was delighted to hear that graduate students in Counseling Psychology found it motivating, uplifting, and inspiring. As I said in my address, my interactions with students assure me that the future of our field is in good hands. My hope for you is that 20 years from now you love counseling psychology as much as I do!
If you are interested in watching Dr. Israel’s Fellow address, please visit the following link: https://youtu.be/XpH3gMeRr_U.

**Reflections of a Muslim Psychologist**

**Saba Rasheed Ali, Ph.D.**  
**University of Iowa**

My intention in my fellow speech was to reflect on the Hoffman report and its implications from my own personal perspective as a Muslim American who happens to be a psychologist. As a long time APA member, after reading the report I felt responsible for the actions of APA leadership. I realize that the vast majority of this very large organization and in particular the SCP are not supportive of any psychologists using torture to gain information. The reactions have been loud and unified against it. Yet, the issues of collusion to allow continued participation in torture among psychologists left me pondering some important issues. As we continue to ponder our role over the next few days, months, and years we need to discuss the Hoffman report and our ethical obligations.

It is easy to get lost in the organizational issues that plague the Association and forget that there were actual human costs of torture. Our ethics code states: Psychologists do not knowingly engage in behavior that is harassing or demeaning to persons with whom they interact in their work based on factors such as those persons’ age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language or socioeconomic status. Yet all of the detainees at Guantanamo Bay were subjected to both physical abuse as well as cultural and religious humiliation. For many Muslims around the world, Guantanamo Bay is a reflection of how the United States feels about Muslims. Unfortunately, based on the findings of the report from Hoffman and associates, psychologists are now associated (whether rightly or wrongly) with cultural humiliation practices such as desecration of the Qu’ran, denial of religious rights, and other forms of humiliation and dehumanization.

One has to ask themselves: Is being Muslim so synonymous with terrorism that it was that easy to participate in this type of dehumanization? As Tiffany O’Shaughnessy, Ph.D. (San Francisco State University) so eloquently posted to the listserv after reading the Hoffman report: “This is where the othering stems from. It is only through the othering of those ‘terrorists and criminals’ – using a relativism with ‘those’ people that leads one to conclude that the normal or usual rules don’t apply. That it’s not really torture to torture someone who you do not see as equally human.” Tiffany’s words to the listserv articulated the xenophobia that is part and parcel of this whole issue. It was a courageous post because it helped us face the truth that all the men that were tortured were Muslim and most of them of color, and some of them were children. In our conversations about the Hoffman report, it is imperative that we do not lose sight of this. Finally, it is up to us now to engage in an open and respectful debate about the issues of torture, othering and dehumanization, xenophobia, and not rush to quickly resolve this for ourselves and others. It is only by asking the hard questions that we will begin to truly understand what our values are and where we see ourselves going.

**References**

I conduct research on white people, their racial attitudes, and how they develop their interest and commitments as racial justice allies. But, you should know that for nearly half of my life, I didn’t even know I was white. As the first in my immediate family to attend a university, I never envisioned myself as a psychological researcher, and especially not one who studied racism. Now, I couldn’t imagine a more rewarding and meaningful career! Connections with counseling psychologists through various phases of my education set me on a course to conduct research to expose white supremacy and promote racial justice.

After taking 5 years off between undergrad and grad school, I was lucky to have attended Teachers College (TC) for my Master’s training. Dr. Pat Raskin gave me every opportunity to learn and to excel and Dr. Robert Carter’s courses on racism were thought provoking! I earned a “D” on my first big paper in racism and psychotherapy and I was shocked after working so hard. When I met with Dr. Carter to discuss my grade, he asked one simple question: “In this 40-page paper, how many times did you mention race?” The answer was, “Zero!” It became clear that I had been socialized to avoid discussing race. (Now, I can hardly write a sentence without invoking the term). At the same time, I had a rare opportunity to do clinical training with Dr. Ingrid Grieger, a scientist-practitioner in multicultural counseling psychology who shared my values and helped me to apply the scholarship to the clinical setting. It was the integration of science and practice that brought the material to life.

I encourage students to do everything they can to integrate psychological science with their clinical work.

My experiences at TC led me to pursue a doctoral program that featured multicultural issues. Drs. Mary and Puncky Heppner and Dr. Helen Neville were instrumental in my growth as a multicultural researcher. The University of Missouri faculty expressed their overwhelming support for racial justice research and introduced me to some of the most important scholars in multicultural psychology. Again, integrating the scientific literature with clinical practice, I was extremely fortunate to land at The Ohio State University for my pre-doctoral internship with their racially and ethnically diverse staff and commitment to multicultural training. With appropriate levels of challenge and support, I learned to consider potential transformative effects of our empirical research.

The field as a whole is a microcosm of society. Many of our colleagues still subscribe to a cultural deficit model, inadvertently pathologizing people of color and isolating multicultural training in just one course. We need our core courses on ethics and research methods, for example, to deal just as critically with racial and ethnic disparities in society as they do with dual relationships and quantitative methods. We need clinical supervisors who are well trained in culturally responsive practice to bring the scholarship to life for students. We need a radical change to develop a diverse group of the best scientist-practitioners who are equipped to address societal problems in their research and practice.

Although I didn’t have regular contact with many of whom I refer to as the multicultural giants in the field, they had a profound influence on my development. Their theoretical writings and empirical research pushed me to think more critically about my own scholarship. They inspire me every day and make me proud...cont’d on p.14
to call myself a counseling psychologist! I am especially grateful to my colleagues of color for trusting my efforts and helping me to work through my own missteps and fumbles.

In short, we (i.e., White counseling psychologists and trainees) should not expect our colleagues of color to go it alone nor should we assume that we know the best way to forge ahead. We need to work together in solidarity to identify directions for our field that are relevant to diverse communities and promote well-being among the diverse peoples of our society.

The American Psychological Association Annual Convention was held in Toronto, Canada in August 2015. It was a great experience! Thousands of students attended from a variety of countries and interacted with some of the top psychologists in our field. I spent most of my time with Counseling Psychologists, and began my term as Co-Chair of SAS. I learned that the Society of Counseling Psychology is a supportive and kind (and fun!) group of people. I thoroughly enjoyed my five days of working and socializing with Division 17 colleagues. I left feeling inspired and engaged: I know I am definitely part of something big! I was energized and excited to meet so many other graduate students! I saw nametags from programs from all over the country and beyond. Our graduate student colleagues are intelligent, committed, engaged and excited about their work. They love talking about their research, their academic programs, and their practice. They want to be involved.

One of the highlights for me was the SAS sponsored Difficult Dialogues roundtable discussion. The discussion focused on the recent Hoffman Report investigation. We reflected on our own reactions to the report, how APA is handling it, and what we believe would be more helpful to students to help process the situation. Dr. Rosie Bingham, Ph.D. (University of Memphis) had us offer apologies or share apologies that we would have liked to hear. Dr. Jioni Lewis, Ph.D. (University of Tennessee) and Dr. Julia Phillips, Ph.D. (Cleveland State University) shared their perspectives and helped us develop our own. Students discussed what these issues meant in their lives and their training as psychologists. It was a powerful experience. I was overwhelmed, in a very positive way, by the degree of support and encouragement I felt as a student from Early Career Psychologists (ECPs) and senior level psychologists.

Leaders in Counseling Psychology were not just willing to help, but were enthusiastic to help students. They were excited to help facilitate discussions and went out of their way to volunteer to help us with projects. The Executive Board of Division 17 was beyond helpful in guiding us in developing our initiatives in the best possible way. I felt very supported.

Toronto is an exciting city, which made this experience even better. Social hours with SCP, SAS, and other groups were engaging and fun! Great and inexpensive restaurants were within walking distance. One evening a group of us had a casual dinner at a cafe next to the lake...cont’d on p. 15
while we listened to indie music performers. The diversity of people within the city was palpable.

I would encourage you to start planning now to attend APA in Denver in August 2016. If the hotels are too expensive, consider sharing a room with several other students...or check out airbnb! Please consider submitting a poster to present at the SCP/CCPTP Student Poster Session or participating in a Roundtable Discussion. You will be glad you did.

Intersectionality Research

Stephanie Paulk, M.A.
Doctoral Candidate, Boston University

I was given the wonderful opportunity this summer to present at APA in Toronto, thanks to Student Affiliates of Seventeen (SAS). I am in my fourth year at Boston College’s Counseling Psychology program and I have worked for over five years with the Institution for the Study and Promotion of Race and Culture (ISPRC) founded by Dr. Janet Helms. Over the last several years, I have participated in multiple projects led by the ISPRC that focused on facilitating the development of cultural responsiveness and racial identity for counselors in training. As a white woman, I have benefited immensely from being a research team member in the ISPRC. I have grown as a researcher and clinician, particularly in deepening my understanding about the process of racial identity development and the real need for therapists to engage in constant self-reflection to meet the needs of their clients and address systemic oppression.

The summer prior to my presentation, we interviewed doctoral students who had led Counseling Skills labs for Master’s students that focused on talking about race, culture, power and privilege in the context of counselor development. We transcribed the interviews and analyzed the data through Directed Content Analysis, which is a methodology used to validate or extend a theory. Racial Identity Social Interaction Model, developed by Dr. Helms, guided the research question, codes and analysis. We found that the model was a good fit for the data and was very useful for understanding the complicated group dynamics at play and critical intersections to consider when providing culturally responsive group supervision.

I have to say, I was both very excited and very nervous to be afforded the chance to speak during my first time attending APA. Weeks before presenting, I realized, with guidance, how it was going to be impossible to present over 40 slides in 12 minutes. When I arrived at the conference, I found it inspiring to attend sessions that spoke to some of the aims of examining counselor training, specifically Dr. Robert Hatcher’s presentation on “How to Make Creative Use of Competency-Based Education.” Despite my nerves leading into the presentation, I found the SAS representatives, my co-presenters and the discussant, Dr. Rebecca Toporek, extremely supportive and encouraging.

It was quite the rush to present and after the session ended, I immediately looked forward to my next chance to present on the topic! I would like to thank Dr. Janet Helms, the ISPRC, the faculty and my peers at Boston College, Angelique Paulk, and Jason Thrower for supporting me and SAS for giving me such a rich and growth-promoting opportunity.
Intersectionality refers to “the mutually constitutive relations among social identities” (Shields, 2008, p. 301). Historically, intersectionality originated from Black feminist and womanist theorists, activists, and community organizers (Collins, 1990; Crenshaw, 1993; Davis, 1981; Dill, 1983; hooks, 1990; Hull et al., 1982; Moraga & Anzaldúa, 1981). Research on intersectionality today is more critical than ever before, as there are myriad implications for our work as clinicians and social justice advocates in our increasingly diverse world. First, the study of individuals’ interconnected social groups memberships is an important endeavor given the concrete manifestations of these interlocking identities in systems of institutionalized oppression and discrimination. In other words, studying issues of intersectionality is not merely an abstract endeavor, but one that has multiple consequences for the lives of our students, clients, colleagues, and communities. Intersectionality is not just an ideal to strive for in research and practice. It is a reality and one that needs to be accurately reflected and appropriately honored if our work is to be relevant, applicable, and effective in clinical, academic, and community spaces. Research on intersectionality is increasingly important to understanding diverse individuals’ thoughts, feelings, and behaviors. Incorporating an intersectional lens will directly sharpen the implications of our research and increase the effectiveness of our applications. The more we understand, the better we can serve. Additionally, as researchers we have the power to influence culture. As we utilize intersectional perspectives in all research, we can create a psychological culture where social justice is fundamental rather than an after-thought.

Intersectionality is also incredibly important to our clinical work. One of the greatest supervisors I have had throughout my clinical experience said that most clinically-based questions can be addressed with both: “It depends” and “For whom?” When we ask about whether an intervention is effective, we must answer that it depends on the population we are serving. When we develop programs and treatments, we must keep in mind that the answers we seek are contextually-based. Attending to intersectionality allows clinicians to examine universal and individual needs simultaneously. It reminds us to recognize the impact of our unique, intersecting identities – all of which holistically impact the working alliances we build with our clients. I recall my work with a client of similar ethnic background. I believed that my ability to understand certain cultural nuances would be beneficial to establishing rapport and making therapeutic progress. However, I was confused by the lack of progress toward my clients’ goals and his resistance of my various interventions and interpretations. He ultimately left therapy as I was unable to serve his needs. Through clinical consultation, I recognized my failure to see the impact of my intersecting ethnic and gender identities on our working alliance. Addressing intersectionality begins with understanding the nuances of our own social identities.

At this year’s American Psychological Association’s annual Convention in Toronto,......cont’d on p.17
was honored to both present and receive at various symposia dedicated to bringing interdisciplinary issues to the forefront. I presented the work from my thesis, which is a result of the guidance and mentorship of my co-chairs Dr. Lisa Spanierman and Dr. Carlos Santos. This work highlighted the various factors influencing a diverse group of college students’ social justice engagement. I attended presentations on a myriad of other topics from counselors, academics, and community activists. My specific project and the conference itself capture the essence of intersectionality with interdisciplinary investigation, professional collaborations, and the bringing together of multiple voices and identities with room for all (quite literally as there was space for us all!). To have the impact we crave as researchers, clinicians, and advocates, we should invite intersectionality into our research labs, clinics, community meetings, and other spaces. In reality, it is already there.

References
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Greetings from the Section on Positive Psychology!
The Section has been busy! Here is a summary of some of our activities:
We had a great time at APA and enjoyed many Section-related events and presentations. The Section was represented in a collaborative symposium, “Applications of Positive Psychology with the College Student Population” with presentations from the University Counseling Centers, Vocational Psychology, and Positive Psychology Sections. We also had a roundtable present as part of Division 17 programming. We took care of business at our business meeting, and had some fun at a student social hosted by our Student Representative, Adam Fishel.

Are you a student, interested in Positive Psychology, and looking for a leadership opportunity? Submit your materials (see below) to become a Student Campus Representative! This position was designed for students to coordinate positive psychology involvement at their respective university by recruiting and educating others about the field of positive psychology. Specifically, Student Campus Representatives can get involved by:
1) Assisting with recruitment of......cont’d on p. 18
students at their university (and potentially other local universities) for our Section.

2) Give a short (already established) presentation about the Positive Psychology Section to their department or university’s Counseling Psychology (or Psychology) Student Organization(s).

3) Communicate quarterly with the Positive Psychology Section’s Student Representative.

4) Create a short PowerPoint presentation (10-15 minutes) on a positive psychology oriented topic that includes presenting notes (so other Campus Representatives can use the presentation at their respective university).

If you are interested in applying, please send an email to our Section’s Student Representative, Adam Fishel (adamfishel@gmail.com) with your CV and a brief statement about yourself and your interest in positive psychology. If you would like to nominate someone else, please send his or her contact information to Adam as well.

Section Awards and Featured Members

The winner of this year’s Student Award for Distinguished Contributions to Positive Psychology was Adam Fishel, and the winner of the Shane J. Lopez Award for Professional Contributions in Positive Psychology was Rhea Owens.

Are you an awesome student, doing awesome work in the area of Positive Psychology? The Section highly encourages you to either self-nominate (don’t be shy!) or to nominate another student affiliate by sending an email to Rhea Owens (rhea.owens@ubc.ca) providing the nominee’s contact information. If you choose to nominate yourself or someone else, please do so by March 15th. If you nominate someone else, the Awards Committee will contact the nominee to let her/him know and to encourage her/him to submit application materials. The deadline for submitting application materials is April 30th. Please see our website (http://www.div17pospsych.com/annual-awards/) and look out for an email on the Positive Psychology and Division 17 Listservs for more information about the awards. This past year, the Section has begun to highlight some of its top-notch students and full members. Students highlighted include Shu-Yi Wang (Indiana University Bloomington), Dominika Borowa (Texas Tech University), and Blake Allan (student at the University of Florida, now faculty member at Purdue University). Full members highlighted include Jennifer Teramoto Pedrotti (Cal Poly State University), Jeana Magyar-Moe (University of Wisconsin – Stevens Point), and Michael Scheel (University of Nebraska-Lincoln).

Section Scholarship

Section leaders recently completed editing a two-part special issue on Applications of Positive Psychology in The Counseling Psychologist, which included amazing articles by a number of our Section’s members. The first issue in May included an introductory article including a survey on the use of positive psychology and a follow-up content analysis of positive psychology’s representation in Counseling Psychology journals, an extensive review of foundational positive psychology theories and constructs (available for continuing education credits!), a paper on purpose and meaning in career development, and a paper on a hope group intervention for individuals with chronic pain. The second issue included papers on a comprehensive model of positive psychological assessment, positive family therapy, the implementation of capitalization, and integrating positive psychology into training.

If interested, membership is free! Join by going to: http://www.div17pospsych.squarespace.com/join-the-section/
Ever wonder about the Human Animal Interaction (HAI) Section? What does HAI do?

The Section on Human Animal Interaction: Research & Practice, of Division 17 (Society of Counseling Psychology) is dedicated to professional and scholarly activities that advance the understanding of human-animal interactions as they relate to psychology.

Researchers in this field strive to provide a greater understanding of the ways in which animals figure in our lives and we in theirs, and are dedicated to defining and understanding the reciprocal relationship between the human species and other animal species. These researchers come from a wide array of fields, since as you may have already suspected, the field of human-animal interaction is quite broad. Many disciplines share an interest and passion for HAI including fields like anthropology, veterinary medicine, animal science, humanities, and sociology – in addition to psychology.

What are some specific examples of what HAI focuses on?

What role can animals play in the cognitive, social, and emotional development of children?

Have attitudes toward animals in a variety of contexts changed? What psychological, cultural, and demographic factors are associated with particular attitudes toward animals?

Under what conditions, and for which populations, can animal assisted therapies be effective? What are some of the evidence-based qualitative and quantitative findings and how can these interventions be measured?

How can understanding the characteristics of animal abuse (prevalence, demographic profiles, and associated behaviors) serve to protect animals, children and families, and promote more effective violence intervention strategies/policies/laws?

What is the role of the human-animal bond in empathy development, attachment, reactions to grief and loss, and other developmental passages throughout the lifespan? If and how do nonhuman animal species experience this bond?

Does HAI have a scientific publication?

The HAI Section is proud to support the Human-Animal Interaction Bulletin (HAIB), which is an on-line, peer-reviewed publication devoted to the dissemination of research in the field of the interaction between non-human animals and their human counterparts. HAIB is open access and available here:


How do I get involved?

We invite anyone who is interested in the role of animals in their lives to join our Section and learn more about this dynamic and rapidly growing field of research.
Independent Practice

Mary O’Leary Wiley, Ph.D.
Section Chair

Greetings to all Counseling Psychology graduate students from the Section on Independent Practice of the Society of Counseling Psychology (SCP)!

Why a Section On Independent Practice?

Many years ago, a student confided that it was harder for him to come out as an independent practitioner in his doctoral program than it had been to come out as a gay man. Many students still say the same thing. In our wonderful science-practitioner graduate programs, sometimes faculty members are so passionate about their research that their students’ passion about becoming full-time practitioners gets lost. Or worse yet, students’ interest in independent practice gets demeaned or minimized.

Our Section is comprised of committed Counseling Psychologists who are in independent practice, or who aspire to be. Students are MOST welcome and hold leadership positions in the Section. Membership is free to SCP members or SAS members. Most of our members are full time in independent practice and some are part time. But all are passionate about practice!

How is Independent Practice in Counseling Psychology Different?

It is my strong belief that Counseling Psychology is the best possible training for practicing in independent practice. Personally, I have been in full time practice for over 20 years after having worked as a Staff Psychologist in college and university counseling centers, and then being a counseling center director. In those positions, I focused on a wide range of pathology, a wide range of cultural and ethnic groups, while doing so from a position of respect for the individual and culture...and with a focus on strength and resilience. Guess what? This is exactly what people want in their psychologist!! They might not know it is a Counseling Psychologist that they are looking for, but they like it when they see it. Even when they have very significant emotional concerns.

What skills do you need to be a great independent practitioner?

Most of all, you need to be a great therapist to be a great independent practitioner. If you are in solo or small group practice, your only focus is on helping your clients. Yes, helping your clients! It’s a wonderful position to be in. You spend your professional development time honing your clinical skills, reading about clinical issues (and practice informed research), and engaging in discussions with colleagues about clinical issues and research.

Way less important than being a great therapist is learning to think from a business perspective. I have found that for Counseling Psychologists in independent practice, this is way down on the list. But it is still important. You will need mentoring in deciding where to focus your energies, creating your website, getting on insurance panels, and sharing the news about your practice (also known as marketing). The Section on Independent Practice provides you with a network of Counseling Psychologists who are glad to help!

What are the advantages and disadvantages of Independent Practice?

I suspect every independent practitioner would answer this question a little differently (a survey anyone?). From my vantage point, I would say that the daily challenge of working with a wide variety of clients is intellectually stimulating and deeply satisfying on an emotional level. I see people’s lives transform before my eyes. It is wonderful.
Other advantages are your level of independence, your ability to live wherever you choose, your ability to set your own hours and focus on the areas of practice that match you, and your ability to network with colleagues that truly resonate with the way you practice.

Disadvantages include not having long staff meetings and not spending time writing grants (just kidding!). Really, disadvantages include having to have basic knowledge about billing and insurance. In addition, having to think just a little about being an entrepreneur, that is, what is the best way to provide needed services to the people you would like to help.

Want to Join Us?

Contact our Membership Chair, Chris Stults, who is a graduate student! Email him at christopher.stults@nyu.edu if you would like to join us. Our Section has no membership dues. Be sure to let Chris or me know if you would like a leadership role in the Section!

The Leadership Team of our Section is comprised of students, ECPs and seasoned practitioners. We are working hard on a variety of projects. Jean Carter coordinated two submissions for collaborative programs in Toronto with Divisions 29 (Psychotherapy) and 42 (Independent Practice) that were accepted. Mili Thomas (a student) serves as Student Poster Session Chair. We will be accepting poster proposals for APA Denver on research, case studies or clinical issues. Please consider submitting a proposal to our Section! Erica Whiteman (student) and Marcy Rowland (ECP) are working on podcasts in which eminent Counseling Psychology practitioners are interviewed. These will be available on our soon-to-be-revamped Section website.

Shawn MacDonald continues as our Treasurer, and Jerritt Tucker and James Donaldson (both students) served as our representatives to the Practitioner Engagement STG.

Independent Practice is an excellent career path for Counseling Psychologists. Please join us in implementing our Counseling Psychology values in a practice setting!

**Lesbian, Gay, Bisexual, Transgender Issues**

**Dustin K. Shepler, Ph.D., L.P., H.S.P., Michigan School of Professional Psychology Section Chair**

Hello SAS Members!

I am excited to have this opportunity to connect with you! As an early career psychologist it was not so long ago that I was a member of SAS and subsequently became a Student Representative for SLGBTI. I quickly learned that like many before me, SLGBTI would become my “professional home.”

For those who are learning about SLGBTI for the first time through this newsletter, the Section’s mission is to expand understanding of Lesbian, Gay, Bisexual and Transgender populations among counseling and psychological professionals, students and all those they impact in their roles as clinicians, teachers, consultants and authors.

SLGBTI is known for providing a safe environment for members as it works toward its greater mission. One way that the Section creates this environment is by hosting an annual Cabaret/Dinner during the APA Convention. For the approximately forty students and counseling........cont’d on p. 22
psychologists in attendance, this last year’s dinner was filled with laughter, great food, and lots of opportunities for networking. I look forward to seeing even more students attend this unique event during the 2016 APA Convention.

SAS members can learn more about SLGBTI at our website: http://www.div17.org/slgbt/index.htm. Those interested in becoming members of SLGBTI should contact the membership chair, Ryan Ebersole at: rebersole@albany.edu.

Hope to see you in Denver!

Psychotherapy Science Promotion

Margit Berman, Ph.D., Dartmouth Medical School Section Chair

The Section for the Promotion of Psychotherapy Science met in Toronto at APA for a terrific roundtable discussion entitled “Sharing Wisdom -- Doing Therapy While Doing Research on Therapy.” Expert scientist-practitioners such as Charles Gelso, Terence Tracey, Micki Friedlander, and James Lichtenberg (our Section’s 2015 Lifetime Achievement Award winner) shared ideas with early career professionals, such as our 2015 Student Award winner Xu Li, M.Ed. The conversation was recorded, and our Section plans to write an article summarizing the terrific ideas and challenges shared at this exciting event. In addition, our Section inaugurated a new APA travel award for 2016. Details about the award will be forthcoming, but only Section for the Promotion of Psychotherapy Science members will be eligible, so join now! We would like to increase our membership, and we are looking for students, early career, mid-career, and senior scientist-practitioners with an interest in promoting psychotherapy science and integrating research and practice to join. Membership is free to Division 17 members. Contact our current chair, Margit Berman, at Margit.I.Berman@dartmouth.edu to be added to our listserv.

Society of Vocational Psychology

Ellie Castine, M.S., Doctoral Student, Boston University & Brittan Davis, M.Ed., Doctoral Candidate, Cleveland State University Section Student Representatives

The Society of Vocational Psychology (SVP) is one of the various Sections within Division 17 of the American Psychological Association. The purpose of SVP is to promote optimal functioning for individuals and organizations by means of research and the advancement of vocational knowledge and interventions. Work, including personal care work and market work, plays such a vital role in all of our lives with the average person spending an average of 90,000 hours working in his/her/their lifetime. Needless to say, our career decisions greatly impact our happiness and overall wellbeing.

Unemployment can be detrimental to a person—not only financially, but also psychologically. Therefore, social justice is intricately bound with career development and embedded in the mission of SVP. Vocational Psychology is able to offer a vehicle for marginalized populations to build the skills and resources necessary to overcome barriers. Whether it be around increasing the number of women and individuals of color in STEM careers or multicultural issues, ensuring that Vocational Psychology is utilized in pursuit of social justice is highly valued by the members of SVP. …..cont’d on p.23
We, Ellie Castine (Boston University) and Brittan Davis (Cleveland State University), are the SVP Student Representatives. We are both grateful that we joined SVP, as it has allowed us to meet so many wonderful experts in the field in addition to fellow students with similar interests. Student membership in SVP is not only a fantastic opportunity for students to network with peers and professionals, but also allows you to stay up-to-date on student awards, available leadership positions, and other news relevant to Vocational Psychology.

This year is particularly exciting for SVP because the biennial conference on Integrating Theory, Research, and Practice in Vocational Psychology is being held at Florida State University on May 16-17, 2016. Please visit http://www.svp2016.fsu.edu for more details. We hope to see you in Tallahassee!

Joining is very easy and not to mention, free! (for more information, visit http://www.div17.org/vocpsych/pages/membership.htm).

Section for the Advancement of Women

Debra Mollen, Ph.D., Texas Woman’s University Section Chair

The Division 17 Section for the Advancement of Women (SAW) welcomes students to join us in our efforts to advance women in the field of Counseling Psychology. We are a diverse group comprised of students, early career professionals, and seasoned counseling psychologists who value feminist processes and the examination of power, multiple oppressions, and multiple privileges. We designate a Student Research Award winner annually, which includes a cash prize in support of student-directed research consistent with SAW's values and mission. In addition, we invite submissions for SAW student research presentations held at the Division 17 SCP/CCPTP Student Poster Session and Social Hour annually at Convention. Other highlights of our Section include a newsletter published three times annually, the selection of the SAW Woman of the Year, multiple opportunities for mentorship, and our yearly champagne breakfast and business meeting at Convention which is open to everyone.

Section for Ethnic and Racial Diversity

Delishia Pittman, Ph.D., The George Washington University Section Chair

Greetings from the Section on Ethnic and Racial Diversity! SERD continues to be committed to bringing together psychologists, students, and affiliates dedicated to advancing psychological science, practice, and training as it relates to ethnic and racial diversity. We are particularly excited to encourage students to become involved in the leadership of SERD. We have several opportunities for students to get involved including Student Representatives, committee, and Associate Editor roles for our newsletter, The Diversity Factor. For more information about getting involved please contact SERD Chair, Dr. Delishia Pittman at dmpittman@gwu.edu.
Health Psychology

Lucia Cavanaugh, B.S., Doctoral Student,
University of Houston
Section Student Representative

The Health Psychology Section is dedicated to the science and practice of counseling psychology in health related contexts. In line with this mission, there have been many exciting updates within our Section in the past year. Our Technologies Workgroup has been working to integrate electronic avenues and social media to enhance current member involvement. Our website development project is also currently underway, with the help of student member Julian Frazier. We had numerous noteworthy presentation offerings at the APA annual Convention in Toronto, including collaborative symposia with other SCP Sections, as well as our Student Poster Award winners:

- Laura R. Marks, M.A.E., & Ayse Ciftci, Ph.D. (Purdue University) *Psychosocial factors that impact sexual behaviors in heterosexual African American college women.*
- Katie Rider, M.A., & Frank Carr, M.A. (Ball State University) *Emotional intelligence among medical doctors: The role of counseling psychologists in emotional intelligence testing.*
- Michael G. Mejia, Robert J. Reese, Ph.D., & Jamie L. Studts, Ph.D. (University of Kentucky) *Attitudes toward telehealth services among rural cancer survivors.*

The HP board members also led a roundtable presentation titled, “To Board or Not To Board: Preparation and Processes for ABPP,” which provided information on the benefits of boarding and the boarding process by three prominent members of American Board of Professional Psychology (ABPP). Lastly, we would like to recognize HP member Dr. Don Nicholas for beginning a three-year term representing our Section on the Clinical Health Psychology Specialty Council. Please look for our upcoming Fall 2015 newsletter for more information on Section events and announcements, or visit our website at http://www.apa.org/divisions/div17/sections/health/Home.html.

Division 17 Awards

Basak Kacar Khamush, M.A.
Doctoral Candidate, Cleveland State University
Donald E. Super Fellowship Award

If I were told several years ago that I was going to be given an award named after Donald E. Super for research related to career development, I would probably doubt that happening. Donald Super represents the first scholar of whose work I was exposed to as an undergraduate student in Turkey. At the time, we were using a text written in Turkish, which explained, in detail, all of the important scholarly contributions to the field. While learning was good, I found myself not enjoying the strong emphasis on stage models and feeling a bit bored as I guess I was not seeing how theory could connect to real life.

Coming to Cleveland State University (CSU) for my Ph.D. definitely had a reforming impact on my interest into career. The strong..cont’d on p. 25
emphasis of the faculty here on career issues and my involvement in research teams stimulated my interest. Two lines of thought I was exposed to in my program greatly contributed to my enthusiasm. One is the emphasis on the embeddedness of work in our lives and relationships and the other is fluidity of identity when contexts change. Part of what made me so interested in these things was perhaps how my own experience as an international student is so clearly reflected in all of these.

All of these led me to a research trajectory related to constructing identity through one’s work. I was deeply interested in finding out how that would play out in lives of people that have more disadvantaged backgrounds and stigmatized identities, such as Muslim immigrant women. I am excited that I was able to clearly articulate this in a research proposal that led me to the Donald E. Super Fellowship Award, which is the first formal recognition of my work. Along the way, I applied to several other scholarships and fellowships, but those did not work out, which made me question my efforts a bit. This award came at a time when several other accomplishments were about to emerge, including completing my internship at The Ohio State Counseling and Consultation Service. The timing of the award is thus very meaningful because I spent the last couple of months on my internship saying out loud that I was going to focus on finishing my dissertation when other interns got other opportunities, including jobs and clinical fellowships. I am deeply thankful to my dissertation chair, Dr. Donna Schultheiss for encouraging me to apply for the award. I am also deeply thankful to my committee including Drs. Anne Galletta, Graham Stead, Julia Phillips, and Helen Liggett, all of whom inscribed in my mind the importance of attending contextual issues to more accurately understand social phenomena.

Stacy Ko, MSW
Doctoral Student, Iowa State University
SCP Student Science Award

I am truly honored to be the recipient of the SCP Student Science Award. As a new graduate student interested in pursuing research endeavors abroad, I was drawn to this award for the specific connection it had with the Student Affiliates of Division 17, thus providing support in the context of my academic roots in Counseling Psychology. With the funds provided by this award, I will take my research to South Korea, where I will examine how a family environment focused on appearance can predict perfectionistic tendencies, body image dissatisfaction, risky appearance management behavior (e.g., extreme dieting, plastic surgery), and suicidal ideation in the Korean college student population. It has long been an aspiration of mine to pursue this important line of research in South Korea, a country where an overwhelming emphasis is placed on physical appearance as a proxy for success and self-worth. It is my hope that with the funds provided by the SCP Student Science Award, I will be able to contribute to the expanding presence of counseling psychology at the international level within an area of research that is very close to my heart.
Blake Allan, Ph.D., Purdue University
Barbara A. Kirk Award

I am honored to have received Division 17’s 2015 Barbara A. Kirk Award, which is an award given in recognition of student-initiated research. I submitted a paper I did with my labmate, Kelsey Autin, and my advisor, Ryan Duffy, called “Examining social class and work meaning within the Psychology of Working Framework.” I was drawn to this award because of its home in counseling psychology and its focus on independent research. For me this award provided some validation of my work. Graduate school can be difficult with many different tasks and responsibilities. At times we cannot see the benefits or quality of our work. This award encouraged me to continue my research and to find ways to make it meaningful. I certainly encourage other graduate students in counseling psychology to apply for this award. I was surprised to receive it, so you may be surprised as well!

Jenna M. Brownfield, M.A.
Doctoral Student, University of Missouri-Kansas City (UMKC) SAS Social Justice Award

I have felt inspired by Counseling Psychology’s dedication to promoting social equity and working as system change agents since I began my Master’s in Counseling at the University of Denver. For me, social justice is not only about the pursuit of awareness-building experiences, but also about applying that awareness to informed action. This pairing of awareness and action has guided my growth as a counseling psychologist and social justice agent. I was completing my first year in Counseling Psychology at the UMKC when a colleague suggested I apply for this award based on my work with the LGBTQ community. I knew doing so would be a competitive process, yet the act of writing a narrative about my social justice work for the application was empowering in and of itself. For me, receiving this honor reaffirms my identity as a member of the LGBTQ community fighting for social equality of fellow LGBTQ individuals, and it demonstrates how these issues are valued on a national level—something that has not always been the case in our field historically. I also feel further empowered to continue working for social justice: sharing knowledge about empowering others, building upon our understanding of diverse identities, and acknowledging kyriarchy. Thank you SAS for presenting me with this award!

Christopher B. Stults, M.S., L.M.H.C.
New York University, Steinhardt SAS Travel Award

I am thankful to receive the SAS Travel Award. I was particularly excited to attend this year’s APA Annual Convention in Toronto, as I was presenting original research on intimate partner violence among young sexual minority men and its implications for counseling psychologists. Also, as Membership Chair of the Section for the Independent Practice of Counseling Psychology, I participated in important planning meetings for our small but growing Section of Division 17. As a student, attending the Annual Convention can be a costly endeavor. Therefore, I was truly thankful to receive the SAS Travel Award. Also, it was truly a pleasure to meet some of the other SAS members and I look forward to seeing everyone again next year in Denver!
The APA Student Affiliates of Division 17 Practitioner Award is offered to a doctoral student whose practicum experience is marked by breadth and depth of experience, innovative service, and commitment to social justice. If you had asked me four years ago if I could ever see myself applying, let alone winning such an award, I would have laughed! Research was far and away from my comfort zone when I started graduate school, and early steps toward working with clients were clumsy and unnatural.

Over time, especially after developing my own research program integrating positive psychology and counseling, working with clients became more than just a program requirement; it became an area where I felt fulfilled and really wanted to give my best. Thus, I sought out opportunities to get involved in outreach programming, diversity seminars, crisis services, and my favorite, group therapy. With that experience under my belt, I read through the criteria for the Practitioner Award, and thought – hey, this sounds like it could actually be a good fit! I am not sure I can articulate the validation I felt when I received notification that the SAS Awards Committee thought so too.

I was, and still am, so genuinely humbled to have been selected as a sound representation of good clinical practice at the graduate level, and to have had the privilege to work in such dedicated training environments. Graduate school feels like a crucible sometimes, and after the long hours and ceaselessly challenging self-examination that comes with training to work in counseling, this award means more to me than I can say.

Adam Fishel, M.S.
Doctoral Student, University of Memphis
Student Award for Distinguished Contributions for Positive Psychology

I applied for the “Student Award for Distinguished Contributions for Positive Psychology” and was fortunate be named this year’s recipient. This award was presented by the Division 17, Positive Psychology Section. The topic of the award was based on students who have made significant contributions to the science, practice, clinical training, and/or teaching of positive psychology. These contributions may stem from the research behind positive psychology, practice made through direct service to clients, or through teaching or training students in positive psychology. I am grateful to The University of Memphis for allowing me to shape my doctoral training around my interests and for allowing me to be able to follow my passions in Positive Psychology and Health Psychology. Without my advisor’s guidance and flexibility, I would not be able to participate and be involved in research and clinical practice around these interest areas.
I am a third year doctoral student in the Counseling Psychology program at the University of Louisville and I am the recipient of the 2015 LGBT Outstanding Graduate Student Award presented by the Section of Lesbian, Gay, Bisexual, and Transgender Issues of Division 17. It is an award that is offered to one graduate student in Counseling Psychology based on their scholarship, training, practice, and prevention/intervention work. Being nominated for the award by a fellow colleague and having the nomination be supported by my mentor and colleague was not only a surprise to me, but a heartwarming experience as well. As a queer, transgender Vietnamese American, the transgender-related research, clinical practice, and community advocacy work that I do is being done for my transgender community because I personally know the benefits of having these types of resources and the repercussions of the lack of them. I do this work so that other people in my community can receive the competent care that our community deserves. To be nominated by my colleagues and recognized by the SLGBTI of Division 17 not only showed me that my hard work is being noticed, it also showed me that the importance of this work is being recognized.

Xu Li, M.Ed.
Doctoral Student, University of Maryland, College Park
Student Research Award for the Promotion of Psychotherapy Science

I am currently a third year doctoral student in Counseling Psychology at University of Maryland, College Park. I am greatly honored to be the recipient of the 2015 Student Research Award in Division 17 Section for the Promotion of Psychotherapy Science (SPPS). I have long been interested in exploring the process, outcome, and training of psychotherapy, and submitted my work for consideration for this award, which is titled “Errors of Commission and Omission in Novice Group Counseling Trainees’ Knowledge Structures of Group Counseling Situations”. To understand the development of expertise of group counseling, we compared the knowledge maps about group counseling situations of novice group counseling trainees with expert group therapists, and identified subgroups of trainees who share similar patterns of knowledge map structure.

As a new researcher who just entered into this fascinating world of psychotherapy research, this award is a great encouragement for me to further explore the various complicated yet intriguing research questions in psychotherapy. It is my hope that such joint and continued research efforts will help expand counseling practice and training, and promote the integration of psychotherapy research and professional practice, where there has long been a gap.
I am a sixth year doctoral candidate in the Counseling Psychology program at the Pennsylvania State University. I was awarded the Section on the Advancement of Women (SAW) Student Research Award for my dissertation research, entitled “Women’s Perspectives and Experiences in Passionate Friendships.” This qualitative study seeks to develop a theoretical model on how women’s passionate friendships may serve as a unique relational context for women to explore and develop their sexual orientation. I was interested in applying for this award due to my shared values with SAW of making contributions to the field of psychology that promote healthy development of women and further understandings of women across diverse identities. I am honored to be the recipient of this year’s award, as it provides the opportunity to receive recognition and disseminate my research contributions to a broader community of psychologists.

List of APA, APAGS, APF, & Related Awards

FOR STUDENTS ONLY
Division 17 APA Awards Committee
Updated: 9-1-15

Please see the website listed for information regarding the award and its application details

Deadline Date: March 5, 2016
Name of Award: Otto Klineberg Intercultural and International Relations Award
Type of Award: SPSSI
Website: http://www.spssi.org/index.cfm?fuseaction=page.viewpage&pageid=723

Deadline Date: March 1, 2016
Name of Award: Wayne F. Placek Grants
Type of Award: American Psychological Foundation
Website: http://www.apa.org/apf/funding/placek.aspx

Deadline Date: April 1, 2015 (last year’s date, 2016 date TBD)
Name of Award: APAGS Leadership and Convention Travel Award
Type of Award: APAGS
Website: http://www.apa.org/about/awards/apags-leadership.aspx

Deadline Date: April 1, 2016
Name of Award: APA Student Travel Awards
Type of Award: APA, Science Directorate
Website: http://www.apa.org/about/awards/scidir-stutrav.aspx

Deadline Date: April 1, 2016
Name of Award: Ungerleider/Zimbardo Travel Scholarship
Type of Award: APA Science Directorate, American Psychological Foundation

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Deadline Date: May 4, 2016
Name of Award: The Nancy B. Forest and L. Michael Honaker Master's Scholarship for Research in Psychology
Type of Award: APAGS
Website: http://www.apa.org/about/awards/forest-honaker.aspx

Deadline Date: May 4, 2016
Name of Award: The Scott Mesh Honorary Scholarship for Research in Psychology
Type of Award: APAGS
Website: http://www.apa.org/about/awards/apags-mesh.aspx

Deadline Date: May 4, 2016
Name of Award: The David Pilon Scholarship for Training in Professional Psychology
Type of Award: APAGS
Website: http://www.apa.org/about/awards/apags-pilon.aspx

Deadline Date: May 4, 2016
Name of Award: Ellin Bloch and Pierre Ritchie Diversity Dissertation Grant
Type of Award: APAGS
Website: http://www.apa.org/about/awards/apags-divdissert.aspx

Deadline Date: May 4, 2016
Name of Award: APAGS LGBT Dissertation Grant
Type of Award: APAGS
Website: http://www.apa.org/about/awards/apags-lgbt.aspx

Deadline Date: May 4, 2016
Name of Award: The Carol Williams-Nickelson Award for Women's Leadership and Scholarship in Women's Issues
Type of Award: APAGS
Website: http://www.apa.org/about/awards/apags-carol.aspx

Deadline Date: May 15, 2016
Name of Award: Violet and Cyril Franks Scholarship
Type of Award: American Psychological Foundation
Website: http://www.apa.org/apf/funding/franks.aspx

**Summer Deadlines (June – August)**

*Please see the website listed for information regarding the award and its application details*

Deadline Dates: June 1, 2016
Name of Award: The APA/APAGS Award for Distinguished Graduate Student in Professional Psychology
Type of Award: APA Board of Professional Affairs; APAGS
Website: http://www.apa.org/about/awards/grad-profpsyc.aspx

Deadline Date: June 30, 2016
Name of Award: APAGS/Psi Chi Junior Scientist Fellowship
Type of Award: APAGS, Psi Chi
Website: http://www.apa.org/about/awards/apags-psi-chi.aspx
Fall Semester Deadlines (September 2016)

Please see the website listed for information regarding the award and its application details

Deadline Date: September 15, 2016
Name of Award: Early Graduate Student Researcher Awards
Type of Award: APA, Science Directorate
Website: http://www.apa.org/about/awards/scistucoun-earlyre.aspx

Deadline Date: September 15, 2016
Name of Award: APA Dissertation Research Awards
Type of Award: APA, Science Directorate
Website: http://www.apa.org/about/awards/scidir-dissertre.aspx

SAS Board