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A Bit About Ball State
Grace Yoder, B.A.

After the 2016 APA Conference in Denver, Colorado, Ball State University became the host institution for SAS. Ball State is located in Muncie, Indiana. Here at Ball State, our APA accredited Counseling Psychology Program is located in the Department of Counseling Psychology, Social Psychology and Counseling in the newly developed College of Health. The College of Health focuses on students learning about, from, and with one another in an inter-professional environment. Not only does it include our counseling psychology program but includes: kinesiology, nursing, nutrition and health science, social work, and speech pathology and audiology. The hope is to integrate expertise and discovery across these health-related disciplines. Collaborative teams represent the future of health care, resulting in a more unified, less fragmented system- and better patient care.

“Collaborative teams represent the future of health care”

As students here, we are very fortunate to have a large involvement in APA. Six of our tenured faculty members are APA fellows. This academic year, we have the honor of hosting the Great Lakes Regional Conference.

Our program adheres to the Scientist-Practitioner-Advocate model. The illustration below shows how each of the components taught here overlap with each other, but are also influenced by our focus on social justice.

The components of our model are integrated into the training of our counseling psychology students through a required series of assistantships and classes. More specifically, students all have the opportunity to gain clinical and administrative experience through our Counseling Practicum Clinic, which offers counseling services to community members of Muncie and the surrounding areas. Furthermore, students have the opportunity to teach courses and supervise masters-level students’ clinical work, while receiving supervision and training from experienced faculty in our department.

The mission of our program is to make a significant contribution to the fields of psychology and counseling through research, practice, service, and/or teaching, grounded in social justice and diversity paradigms tied to developmental, systems, holistic, and strength-based theories and strategies. The Department of Counseling Psychology, Social Psychology and Counseling has impacted human-service agencies, schools, and academic settings across Indiana and the rest of the country. We graduate highly skilled professionals in counseling, counseling psychology, and social psychology, all dedicated to helping people improve their quality of life. Our faculty members are also dedicated to advancing the field through research and service activities.

The Ball State Counseling Practicum Clinic is committed to respecting diversity. This commitment is reflected in the types of people we reach out to and by the diversity of our counselors. We hope that this commitment enhances our clients’ experience.

“The Ball State Practicum Clinic is committed to respecting diversity.”

Ball State is pleased to be the host institution for SAS the next three years. If you have more questions about our program please feel free to visit our department’s website at: http://cms.bsu.edu/academics/collegesanddepartments/counselingpsych.
Dear SCP/D17 Student Colleagues,

I want to welcome you warmly and personally to this, the inaugural edition of the SAS Newsletter from Ball State University! This edition is packed with great information and an eye-grabbing layout. I hope you enjoy it as much as I have.

I also want to share with you that your SAS Co-Chairs, Wendy and Brandon, have been working hard since even before the transition to Ball State, to represent you and your interests on the SCP/D17 Executive Board. They represented you at the two-day Board meetings at APA in August and on monthly Board virtual calls since then. In January, they will again speak for student members of the Society at the two-day board meeting that will take place right before the National Multicultural Summit in Portland, OR. If you were there, I know you would be pleased with how they represent you.

Speaking of the National Multicultural Summit, please make every effort to attend this important conference, which SCP/D17 co-sponsors and which only occurs every two years. The Division discuss listserv has provided information from Terri Davis about financial support for students attending. The sign-up details are in my November announcements on the same listserv.

I also want to encourage you to submit proposals for the August, 2017 APA Convention. We would love for you to present your work there so we can hear about it and speak with you about it. If you are not fond of public speaking, one of the most popular ways to present your work is through poster sessions—no public speaking! It is my favorite way of presenting my research because it is relaxed and conversational.

Even if you don’t have a proposal to submit to APA, please make plans now to attend. I don’t know of any better way to connect with the whole Society of Counseling Psychology than to attend APA. There is literally an SCP/D17 event going on every hour of the Convention, well maybe not from 9 pm to 8 am, but all the rest of the time! And our two social hours will give you a chance to meet counseling psychologists and students you want to meet and to catch up with those you already know.

One more conference item: if you can, please join me in Muncie, IN on March 31st and April 1st, 2017 for the Great Lakes Counseling Psychology Conference. I will be giving a talk on April 1st (I know, I know...too ironic) entitled “Counseling Psychology in the Trump Era.” I would love to see you there!

I know for many of us, and this may well include you, these are challenging and difficult times. I urge you to stay optimistic, to stay focused, and to work hard for what you believe in. If I can be of help to you, do not hesitate to reach out to me: heesack@ufl.edu.

Best,

Martin Heesacker
SCP/D17 President
A Letter From Your Co-Chairs

Thank you. Thank you for being a Student Affiliate of Seventeen member (SAS), an ally and supporter of our organization as a member of the Society of Counseling Psychology (SCP), or for simply being interested in who we are as an organization. At Ball State University (BSU), we are honored to serve as the host institution for SAS for the next 3 years and are grateful for this opportunity to tell you a little about who we are as an organization and our hopes for the future.

We would like to begin by expressing our sincerest gratitude to Cleveland State University. Since 2013, Cleveland State represented the organization with class and dignity. They demonstrated a strong commitment to multiculturalism, research, scholarship, ethics, professional development, and advocacy, not to mention giving the organization a voice for social justice and change. On a personal level, the executive board of Cleveland State University welcomed the new executive board at Ball State University with open arms, helping to facilitate the transition to a new host institution. We would like to share our gratitude with Cleveland State University, for their valued contributions to the organization and for their support with the transition.

As the new host institution, we are honored to have the opportunity to serve the members of SAS and continue a proud tradition reaching back to the first host institution, the University of Iowa in 1977. As an organization at large, SAS is a vehicle for enhancing communication between counseling psychologists-in-training and leaders within counseling psychology. Furthermore, SAS seeks to encourage student engagement in both SAS and SCP, as well as promote the professional development of counseling psychologists-in-training. Perhaps most important of all, is SAS’s commitment to cherish and promote diversity and social justice within the organization and Division 17 at large.

We are committed to furthering the mission originally set forth by SCP, and it was with this in mind that we chose our four pillars: the four areas upon which we chose to build our time as host institution for SAS. Through our first pillar, Scholarship, Collaboration, and Engagement we seek to further integrate science and practice by fostering collaboration efforts among students of diverse interests and between students and career professionals in counseling psychology. Through our second pillar, Multiculturalism we aim to support and encourage diversity, while focusing on expanding awareness to multicultural engagement in research and practice. Through our Social Justice and Advocacy pillar we hope to increase awareness of social injustices and promote social justice efforts by future counseling psychologists. Through our final pillar, Prevention and Promotion in mental health, we will focus on the health and well-being of our student members, career professionals, and the community as a whole, by highlighting prevention efforts and encouraging individuals to integrate these practices into their personal and professional lives. In this issue of the newsletter, the chairs of each pillar introduce themselves and share specifics on ways in which they plan to pursue those goals.

As the current SAS Co-Chairs, our hope is to increase membership, membership engagement, and to continue to provide a supportive and safe space in which to learn, share, and explore the complex issues that surround many of our communities. First, we will be working to increase our overall membership, by collaborating with counseling psychology programs, training directors, regional representatives, and program representatives. We will also seek feedback regarding the expectations and hopes of our membership and prospective membership for SAS and will use that feedback to shape the organization to best meet those needs. To this end, we will reach out to doctoral, master’s and undergraduate programs in order to engage in dialogue about the potential benefits of membership in a professional organization. Second, we hope to provide opportunities for membership involvement. It is our belief that the more our members are involved in the organization, the stronger our organization will be. Thus, this organization belongs to its members, with the SAS executive board existing for the sole purpose of serving that membership. We are aware that SAS members are a diverse group of individuals, with equally diverse interests and that they are continuously working, learning, and developing in a variety of settings engaging in research, practice, advocacy, and more. Thus, we want to highlight those accomplishments and share them with not only the SAS community, but also with the counseling psychology community as a whole. Finally, we are dedicated to remaining a positive and supportive voice for the victims of social injustice and inequity. In an increasingly complex world full of equally complicated issues, it is more important than ever before, that SAS continues to advocate for our members and the entire community.

So again, we thank you for your support and interest. We are grateful for this opportunity and eager to serve. It will be an exciting journey and we invite you to join us for every single step.

Brandon Millspaugh, M.S., and Wendy Gonzalez-Canal, M.A.
Each host institution, in its application to host Student Affiliates of Seventeen, must identify areas it will focus on during its term. These areas of focus are called pillars, and they will form a foundation for our work during our three years as SAS host. The areas we have identified as essential to our field are: Multiculturalism; Scholarship, Engagement, and Collaboration; Social Justice and Advocacy; and Prevention and Promotion in Mental Health. Learn more about the pillars and our plans for our term as SAS host below.
Pillar I: Scholarship, Engagement, and Collaboration

One of SAS’s main functions is to serve as a starting point for students to become engaged with Counseling Psychology’s main professional organization. Engaging students prior to employment increases the likelihood they will remain professionally involved upon degree completion. As such, one of our pillar’s main objectives is to foster collaborative relationships laterally between students, as well as between students and current professionals. In the interest of growing these relationships, our pillar has several objectives we plan to pursue.

1. Create opportunities within each region for individuals to network in person
2. Continue and expand the E-Mentoring program developed by Cleveland State that seeks to connect students and professionals with minority identities
3. Sponsor a Bridging the Gap Award, which rewards students who take an integrative perspective in their research

Both of us have interests that are well represented by this pillar, but we were drawn to it for different reasons.

Sam: Contrary to popular belief, the SEC Pillar is not the Securities Exchange Commission. The SEC Pillar is composed of Scholarship, Engagement and Collaboration. The unifying theme of the SEC pillar is the need for dynamic teamwork in order to achieve the common goal of establishing a professional identity as a Counseling Psychologist. Engagement and collaboration are two fundamental components of teamwork we hope to address as Pillar Co-Chairs. These two tenets can help organically lead to productive scholarship.

I was drawn to this pillar for a very personal reason. Throughout my professional and academic work, I have always been drawn to working on projects with those whom I feel a connection. A central theme in counseling is process, not content. I believe it is the process of working with those one feels connected to that stimulates interesting and fulfilling work. For this reason, I conceptualize engagement and collaboration as being pivotal to the creation of scholarship. When speaking with Julie, my co-chair, about this article, I mentioned that a fundamental reason I chose to work on this pillar was my excitement to work with her. She humbly and promptly reminded me that she remembers me being quite excited about the work of scholarship, engagement and collaboration as a whole. To me this anecdote highlights the core reason why I am passionate about effectively working with others: it makes the process enjoyable while stimulating new perspectives.

We are social beings. Although this statement is anything but novel, it is evident that we as people can accomplish more when we work together. It follows then that we as a profession can accomplish more when we work together with our colleagues. Thus our mission statement: that through engagement and collaboration we will be more effective scientist practitioners.

Utilizing the SAS Program Representative Network can help us achieve our goal of effective collaboration and engagement. We propose that one school in each region host one networking event per semester open to all SAS affiliates. These events can take various forms. In order to model such an event, Ball State will host the first event in region 4 in conjunction with the Great Lakes Conference, Get in on the Action! Science, Practice and Social Change hosted by the Department of Counseling Psychology, Social Psychology, and Counseling. This event will include a tour of the department, meet-and-greet with faculty and current students and a keynote address. This will be followed by an informal get-together where students can discuss relevant topics and get to know one another. Greater familiarity between students and faculty will enhance the preexisting roundtable
discussions established by Cleveland. Additionally, the opportunity for programs to host SAS events will increase SAS’s visibility on campuses.

While our first proposal addresses in-person networking, we recognize that there are people with marginalized identities located throughout the country, who may not have access to peers or mentors with similar identities. For this reason, we intend to continue and expand Cleveland’s E-mentoring initiative. To increase program engagement, we propose directly contacting faculty at various programs via program representatives to assess participation interest.

Finally, we believe it is important to facilitate not only vertical relationships but also peer-to-peer relationships. Similar to the E-Mentoring system, we plan to work with program representatives to contact students in their program who are interested in developing a relationship with other people with similar minority identities in other programs. This program would be termed the E-Buddy System.

As Co-Chairs of the SEC Pillar, Julie and I are very excited and humbled to have the opportunity to further help forge intercollegiate connections between SAS members. We are very excited to have the opportunity to bring our vision of networking, partnership, and intercollegiate endeavors to the SAS network. It is Julie’s and my hope to create fun networking events aimed at facilitating professional networking and growth for SAS members throughout the country.

Julie: One important manifestation of collaboration is in the integration of science and practice. The draw to the scholarship, engagement, and collaboration pillar, for me, was rooted in my interest in improving integration between science and practice. Indeed, this interest in integration is evidenced in my own research pursuits, which focus primarily around the integration of neuroscientific methods and counseling constructs.

For me, understanding which brain processes underlie particular kinds of problems and how treatment can alter these processes helps me have a better transdiagnostic understanding of the clients I see and the work we do together. Additionally, having an understanding of what works and how can help in the development of integrative counseling approaches that result in long term success for clients. This aspect is also related to my other interest in disordered eating, as these types of problems are often persistent, and individuals suffering are vulnerable to high rates of relapse.

I saw the opportunity to be involved with a pillar that focuses on integration of science and practice through collaboration between colleagues as a perfect demonstration of my personal interests. In my experience, the line of communication between researchers and practitioners seems unidirectional, despite the expressed commitment to the scientist-practitioner model in many programs. This one-way communication results in a lack of meaningful empirical work being done on the things that would actually be useful to practitioners and suboptimal integration of empirical data into practice. Sam and I would like to combat the status quo by incentivizing people doing research to consider the mindset of a practitioner while doing so.

To this end, we will be introducing a Bridging the Gap Award, which will be given to students who produce a short video that provides concrete explanations for the relevance of their research to practice settings. We also hope that by increasing engagement and collaboration among student members more generally, we will foster relationships between people who lean more heavily to one side of the scientist-practitioner spectrum. Conversations between passionate individuals can often spark meaningful collaborations.
Pillar II: Multiculturalism

Issues of multiculturalism in psychology have gained attention in recent years, and multiple efforts have been made to increase multicultural education and awareness for students, trainees, and professionals in the field. It is important to address diversity related issues because there is growing interaction and integration between diverse cultures around the world. Globalization has led to the development of a closely knit network of professionals across disciplines. Further, there is a growing need to collaborate with scholars around the world to acquire and expand the existing body of knowledge.

Ideally, focusing on multiculturalism will encourage psychologists and psychologists-in-training to learn and enhance their diversity skills, thereby catering to the needs of minorities in a more comprehensive manner. Therefore, increased and ongoing engagement and dialogue about multicultural issues, and their impact on clients, communities, students, researchers and practitioners is needed. Our pillar seeks to expand multicultural awareness to increased multicultural engagement for students, by connecting, interacting, observing and sharing. Further, we aim to encourage collaboration among scholars pursuing multicultural research.

“Our pillar seeks to expand multicultural awareness to increased multicultural engagement for students, by connecting, interacting, observing, and sharing”

To this end, we plan to facilitate research collaboration across academic settings through networking opportunities at the annual Great Lakes Regional Counseling Psychology Conference. To give students a chance to connect with others conducting similar research, we will host a workshop during the conference to bring together those with similar interests in multicultural research, giving them a forum to connect and discuss potential areas of collaboration.

We also plan to dedicate a section of the SAS website to serve as a collection of multicultural resources for students that will allow for easy access of information, promotion of learning, and provision of a platform to multicultural advocates to address needs of various populations. Additionally, we plan to publish profiles of professionals specifically immersed in multicultural research and practice in the newsletter and website. Also, we hope to develop webinars in which multicultural researchers and practitioners can share their experiences and research.

By increasing the visibility and accessibility of current practitioners and researchers who demonstrate multicultural competence, we hope to provide hands-on, useful information, kindle interest, and provide education on a wide range of multicultural issues. With the goal of promoting dialogue and facilitating student involvement in multicultural affairs, we intend to continue, in collaboration with APAGS, the Difficult Dialogue Series which engages students in discussion about current events related to issues of diversity.

There is growing unrest and discomfort in response to the current political climate in this country. Several unfortunate incidents, such as the refugee crisis, serve as a reminder for the amount of work that is yet to be done to create safe environments for everyone. Therefore, it is crucial to provide students with relevant knowledge and sustainable solutions. Creation of the multicultural pillar represents a call to serve those populations that may be marginalized and/or underserved. Also, it
serves as a symbol of our beliefs of inclusiveness. Most importantly, the pillar is like a light, that provides hope to carry out the intended work. Finally, creation of this pillar provides a platform for diversity advocates to voice their concerns and advance the field of multiculturalism. As diversity advocates ourselves, seeking to contribute, learn and grow, we as the pillar co-chairs would like to share our personal connections to this work within SAS.

My name is Pia Nathani and I am a second-year doctoral student in the counseling psychology program at BSU. I completed my masters in counseling psychology from Christ University, Bangalore, India. Shortly after that, I moved to the United States and began volunteering as a research assistant for Dr. Dorothy Espelage, at UIUC. My research interests include acculturation, cross-cultural research, international research, help-seeking, marginalized population, and micro-expressions. My clinical interests include working with diverse student populations on immigration and adjustment related issues, anxiety, and depression concerns. My career goals are to set up my own private practice. Also, I see myself doing research with an aim to improve accessibility of mental health resources to marginalized populations.

I chose this pillar primarily because I believe there is a need to create awareness and change about the various issues related to diversity in the education arena. While I am grateful to be given this opportunity to create awareness and change, I am humbled learning the scope of work that needs to be done for the promotion of cultural diversity. Another reason why I chose this pillar is because as a woman of color and as an international student in the United States, I witnessed some issues related to diversity, such as acclimating to the educational system in the U.S. I noticed that while these issues strengthen some individuals, it could be particularly challenging for others that don’t have the necessary resources. Therefore, I think it is important to promote an inclusive learning environment and address issues of isolation among diverse cultural groups, so that all students are given a stable and equal platform to thrive.

My name is Elisabeth Nickels and I am a second-year doctoral student in counseling psychology at BSU, with a master's degree in counseling from Columbia University’s Teachers College. My clinical interests include health psychology, chronic illness, anxiety, depression, self-care, mindfulness, strengths, integrated care, psycho-oncology, and LGBTQ issues. My research interests include coping and resilience, purpose, engagement, stress, health behaviors and outcomes, behavioral health interventions, positive psychology, prevention. My career goals include providing clinical treatment and consultation, conducting research and ideally contributing to public policy discussion and implementation, promoting integration of mental health collaborative care into primary care settings.
I chose to be a part of the Multiculturalism pillar for several reasons. As I studied counseling at the master's level, I understood that “multicultural competence” was incredibly important, but I also remember feeling it was somewhat intimidating and elusive. Having a course here and there certainly helps to raise awareness of multicultural issues in counseling, but I always felt I wanted more – more detail, more examples, more concrete tools or strategies for becoming multiculturally competent. The idea felt like a general concept that I was not sure how to implement, or what exactly it looked like in practice. I sensed that my fellow students often shared this feeling. Additionally, I noticed there were certain aspects of diversity that seemed to get more attention than others. Therefore, upon becoming involved in SAS leadership, I chose this pillar because I saw a unique opportunity to continue exploring ways to make multiculturalism and multicultural competence more of a tangible reality for myself and other students of psychology. Within this goal, I am excited to investigate work being done “in the field” on multiple dimensions of identity and diversity, and to share this with SAS.

Elizabeth Nickels, M.A., Ed.M.
Pillar III: Social Justice and Advocacy

In creating our vision for being the new SAS host institution, we wanted our foundation to be based on four pillars that were congruent with the Society of Counseling Psychology’s missions and to be relevant to the development and maintenance of our field. Given the saliency of current events and their relation to social justice, we found it necessary to include social justice as a pillar, as a means to better prepare future counseling psychologists by increasing awareness of social injustices and promoting efforts to combat them.

In the past few months, we have been reminded time and again of intolerance, injustice, prejudice, and discrimination that continues to be present in our country and society. We have seen the continued efforts of the Black Lives Matter movement in response to tragedy after tragedy. We have grieved over the loss of precious life in the Orlando nightclub. We have acknowledged frustration and injustice as we notice how the demographics of sexual offenders influence how they are treated in the courtroom and in the media. We have reflected on the privilege and oppression within ourselves and in our work with clients, doing outreach, and being an advocate. It is overwhelming and exhausting. We found ourselves asking, “What can I do? How can I help?” without having good, obvious, concrete answers. Our mission as social justice co-chairs is to provide helpful information on what is being done and what can be done in response to social injustices, as well as to facilitate discussion on how to dialogue about difficult topics and events with people at all levels of status and power.

Social justice is not only a pillar of SAS, but also a long-standing focus in the Counseling Psychology field as a part of the APA and ACA competencies. Throughout our time as SAS host institution, we aim to increase awareness of ongoing social justice efforts and to promote the development of additional efforts by student affiliates. To increase awareness, we will continue the discussion surrounding the promotion of advocacy through the SAS website, newsletter spotlight, SAS listserv, and social media.

In our advanced and technologically savvy society, social media platforms have been widely used to draw attention to various social justice issues. For example, the Black Lives Matter has been a popular topic. We want to engage in relevant and meaningful social justice efforts around Black Lives Matter and other movements, not only in our host institution or localized region, but also with student affiliates across the country. Generally, we hope to do this with by providing education and facilitating conversation around the complexity of the issues being highlighted in recent events, as well as supporting and collaborating on any efforts or events pertaining to social justice and advocacy. As social movements develop and maintain themselves, we also aim to provide strategies to maintain community and self-care, engage in social justice research, and dialogue about it with others who may not share our views.

Specifically, we intend to expand our social media presence across various platforms to promote social justice efforts through videos, discussions, and engaging posts. For example, we plan to implement a campaign where student affiliates take pictures of themselves participating in social justice efforts, which will acknowledge these individuals’ efforts, promote discussions, and increase social media visibility. Our hope through using technology, social media, and the internet is to create connections between individuals and groups, to have a wide variety of voices be heard, and to coordinate efforts to promote justice, inclusion, and equality. At times, this may include local, state, or federal legislative action, which we also plan to acknowledge, discuss, and get involved with.

As pillar co-chairs, we also intend to highlight legislative issues and calls for action, and to foster involvement and collaboration with other advocacy groups (e.g., APAGS ACT). To further promote social justice and legislative issues in the field, we plan to collaborate with the APAGS ACT to continue SAS National Advocacy Day. Much like
SAS, APAGS ACT also has an active presence on campuses across the country, including our own Ball State University. We hope having this access to additional advocacy support can be mutually beneficial as we connect and stand with one another in fighting for various social justice issues.

As a means of recognizing the time and effort involved in social justice and advocacy efforts, we also want to present an award for the most impactful community engagement project each year, and to post photos of regional events and programs on social media. We also intend to facilitate supportive conversations, both online and in person, surrounding topics like becoming an advocate through social media and counseling psychologists’ ethical duties to integrate social justice into their practice and research. Throughout our time as SAS host institution, we also want to encourage students to engage in social justice research as well as practice. We plan to offer special recognition to specific individuals and/or programs that initiate social justice research, and to reward them with acknowledgement of their impactful work at the annual APA conference.

Social justice is an integral part of our unique identities as counseling psychologists. As allies to oppressed individuals, we recognize the many privileges we hold in different areas of our own, individual identities (i.e., unique intersections of heterosexual, cisgender, education, socioeconomic, and white privileges), which impact our understanding and advocacy for marginalized populations. As representatives of this social justice pillar, we also recognize the importance of empowering marginalized and oppressed individuals to have their own voice, and joining with these individuals rather than speaking for them or from above them. Therefore, we aim to seek and welcome feedback on our efforts at all times (we as allies, too, make mistakes and are always learning), and to create a safe space for all individuals to have a voice about their experiences of being social justice allies, as well as their experiences of discrimination and marginalization.
Pillar IV: Prevention and Promotion in Mental Health

Preventing problem behaviors which may contribute to negative mental health outcomes and strengthening adaptive behaviors which support emotional, social, and physical well-being are ideals which set Counseling Psychologists apart from many other applied and research related fields in psychology. Counseling Psychology’s preventative practices are described on the Society of Counseling Psychology Prevention Section website as “… (a) stopping a problem behavior from ever occurring; (b) delaying the onset of a problem behavior; (c) reducing the impact of a problem behavior; (d) strengthening knowledge, attitudes, and behaviors that promote emotional and physical well-being; and (e) promoting institutional, community, and government policies that further physical, social, and emotional well-being (Romano & Hage, 2000).”

Examples of prevention initiatives from the website include:

- Conducting research on risk factors associated with suicide in order to inform suicide prevention initiatives
- Creating a psychoeducational program to prevent bullying behavior in K-12 schools.
- Training counselors to be multiculturally competent so as to reduce incidences of racial microaggressions in cross-racial counseling relationships.
- Advocating for changes in policies and laws that will reduce incidences of domestic violence.

In keeping with the above philosophy, we decided to create a pillar with a specific focus on the areas of prevention and the promotion of positive mental health during our time as host institution for Student Affiliates of Seventeen.

When we discussed the core areas we would designate as pillars as the SAS host institution, several of us with interests in prevention and mental health promotion recognized the importance of these areas not only for the people with whom we work, but also their importance as foundational principles of self-care for counseling psychology graduate students. As such, we as committee chairs would like to briefly share our personal values and stories related to our involvement with this committee.

Craig: In my clinical work, I have seen people struggle with various mental health issues, and I recognized, before I began my graduate degree, that people tend to have poorer outcomes when their smaller problems are left unaddressed for long periods of time or when preventative interventions are not available or implemented when mental or physical health risk factors first appear. The issues that lead to many mental health difficulties could have been avoided altogether. Often when people began medical treatments for some mental health issues, new mental or physical issues would arise, making their personal struggles even more difficult. This led me to my interest in health psychology, and specifically counseling psychology, which emphasized early efforts to reduce struggles with mental health problems.

As I have continued my professional learning, I have also come to appreciate the promotion of wellness strategies for workplaces. Because many people spend a great deal of time at work, it is important for me to promote workplaces which respect the physical and mental health needs of their employees. Moreover, mental health professionals and graduate students are at increased risks for burnout and the development of negative mental health symptoms, so implementing effective strategies for self-care and burnout prevention with psychology graduate students is important to me as well. I hope to research ways to continue promoting wellness in the workplace and with graduate students, as well as developing programming and...
Corie: My passion for prevention began when I was an undergraduate student at California State University Northridge and became involved with a peer based suicide prevention program on campus. I saw the positive impact this program had on students and the campus community and knew I wanted to continue with this kind of work. As I looked into opportunities for graduate school, I wanted to find a program that emphasized prevention work. It was during this search that I began to learn more about Counseling Psychology. I discovered that prevention was not only important, but a hallmark of the field of Counseling Psychology and I knew what I wanted to pursue. Now, as a Counseling Psychologist in training, prevention work is infused into the many roles I play. As a researcher, I examine issues related to suicide prevention and the prevention of mental illness stigma. As an educator, I have organized and conducted prevention oriented workshops on topics such as child abuse prevention, interpersonal violence prevention, and suicide prevention for the community. As a therapist, prevention is a central component of the clinical work I do. Early on I became interested in work with youth. Children and adolescents have been identified as a key target population for prevention interventions. I believe if we can teach young people skills early on to promote positive mental health we can prevent problems from developing later in life. In my work as a therapist, I conceptualize clients using a systems perspective. A systems perspective is important to conducting prevention work as it is essential to address the systems outside the individual, which may contribute to the development of risk factors. Finally, as an advocate, I advocate for prevention through serving in leadership positions. I am thrilled for the opportunity to serve as SAS co chair of the prevention and wellness promotion pillar. It is my hope that through my involvement with SAS and serving as co-chair of the prevention and promotion pillar that I can share my passion with others and encourage students to get involved in prevention related activities.

As co-chairs of the Prevention and Promotion Pillar, we will strive to promote the continued expansion of knowledge and practice in prevention and mental health promotion by helping students with these interests connect and network with each other. By facilitating this connection we hope to make it easier to access the exciting prevention research and practice activities already being created across the country by our peers. As such, we have several overarching goals for the next three years.

The first goal is to recognize and promote the exchange of prevention and health promotion resources between students across the country through the SAS website. Our hope with this exchange is for collaboration and readily available resources to further prevention efforts and make them easier to adjust, develop, and implement by other students. We would encourage all students to provide us with information about their prevention research and intervention activities, especially if they are willing to share with other students the ways to use them most effectively. An extension of this goals, for us, is to develop and disseminate a framework for prevention interventions which could be further utilized and researched by other counseling psychology students for their specific needs.

Our second main goal is to promote mental health within our community of graduate students in counseling psychology. We will try to do this in several ways. The first is by encouraging and developing programming geared toward wellness at psychology conferences. Consistent with our aim of making resources available to all students in our division, we will share our programming, along with its successes and failures, on the websites for others to use, or to learn from our experiences. Next, we will attempt to develop an online community which supports wellness among graduate students in a more informal format through social media and online support groups. This might be through encouraging others to share their experiences,
providing information about ways to improve self-care, or linking to resources people can utilize based on their individual needs. Our hope will be for self-care to become an intentional, integral, and individualized part of the lives of our members.

Finally, as with all of our pillars, we aim to provide a way for our peers to see what others are doing and give kudos to those with whom they may not interact otherwise. While we are all working and interacting with peers in our programs regularly, we less often have the opportunity to network outside of our departments and universities. Having a broader network can expand our horizons and encourage more effective collaboration on efforts in prevention. In an effort to encourage participation and expansion of knowledge in the area of prevention, our committee will be giving out awards for exemplary prevention efforts. We will provide our awards to students or group exemplifying prevention in counseling psychology through either research and/or practice. The awards may be used to further research or prevention programming, or for the recipient to utilize for additional self-education in the area of prevention.

We look forward to the next three years as SAS host institution and hope to continue building upon one of the core ideals of Counseling Psychologists: preventing problem behaviors which impact mental health and promoting positive behaviors to improve mental health in our communities.

“Our hope will be for self-care to become an intentional, integral, and individualized part of the lives of our members”
Interviews with the Interns

VA HEALTH CARE CENTER

Sean Jones, M.S., Ed.S, NCC

1) Tell us a bit about your current placement (name, location, job descriptions, hours)

I am a Psychology Intern with Behavioral Health service at the Gulf Coast Veterans Health Care Joint Ambulatory Care Center in Biloxi, Mississippi. We have a total of three rotations, some of which are split. For example, I am currently in a split rotation for neuropsychology and outpatient mental health.

My second rotation is also split between geropsychology and primary care-mental health integration. Our third rotation is tentative at this point, so we have time to change it later during the year if we want. Right now, my third rotation is set for behavioral medicine and administration. This year, we have a total of six interns from both clinical and counseling psychology doctoral programs.

2) Is there anything you wish you would have known about the process before you began interviews?

As a doctoral student, I was very used to working 12-14 hour days, so the thought of working a nine-hour day seemed like a walk in the park. However, my 12-14 hour days during graduate school were broken up into meetings, running across campus to go to class, stopping off for a quick cup of coffee, meeting with clients for a couple of hours, and studying. At internship, it is 9 hours of pure clinical work, five days a week. This sounds easy still. I would know because I thought that myself last year. However, it is a big adjustment. Many of us wanted to pursue our doctorate to be able to wear many hats and keep as many professional doors open as possible. However, for this year, the primary hat you wear is the clinical one, which was an adjustment for me at least. I have found myself pretty emotionally exhausted by the end of the week. I still am working on my dissertation, which is an added stressor.

3) How did you prepare for your interviews? Is there anything you would have changed?

I anticipated performance-based questions as the interview format for VA hospitals, so I reviewed examples to prepare. Even if you are not interviewing at a VA, I would suggest researching performance-based interview questions.

Regardless of your site, you will most likely be asked situational-type questions, so preparing general responses is a good idea. I tried to identify different scenarios over the course of my doctoral career that included: 1. An ethical dilemma, 2. A difficult client case, and 3. A supervisory-related problem.

I also made sure I could readily identify my strengths and weaknesses, along with my short and long-term goals.
Additionally, I also spent a significant amount of time before each interview reviewing the internship sites training model, faculty and faculty/research areas, and various rotations.

4) Any advice on self-care during this time?

Exercise is a huge form of self-care for me, but so is going to happy hour with my friends. I think maintaining a good balance is key. One thing I realized during this process is that your family and non-psychology friends have no idea what you’re going through. Often when I would try to explain the stress, I would get a response like, “We know you will do great!” While their enthusiastic faith in me was important, it was more helpful to talk to my peers going through the same process. We commiserated together, compared internship interview stories, and then agreed to stop talking about it in order to give ourselves a mental break.

5) What were your interviews like? Any similarities between interviews for your type of site?

While each site is different, I felt the interview process was generally similar across the board. With the VA settings, all of my interviews were in-person, often lasting at least six hours. You would be provided information about the training program itself, meet with different faculty members individually for interviews, and there would be time to ask the current interns questions. Lunch was provided, and oftentimes they had food and coffee available for breakfast. All the sites offered a tour of the facility as well, which I found to be informative and enjoyable.

6) Any weird/unexpected questions you were asked during your interviews?

During one interview, a faculty member asked me to talk about a time when I was with a client and thought, “Man… I really don’t want to do clinical work anymore.” That took me off guard. I definitely had not prepared to answer the question of why I sometimes don’t want to do clinical work! The truth is, we all have had moments like that, and it would be a lie to say we hadn’t. It was a good question in hindsight, but at the time I was taken aback.

7) How did you deal with your anxiety before/during interviews?

Apart from self-care mentioned earlier, it helps me to picture how I will feel after the interview is over. Literally, I spent a large amount of time before, and sometimes during, the interview process picturing how happy I will feel once the interview is over. This is not advice from my professional, almost-psychologist self, but this is definitely something that helped calm me down.

8) Any other words of wisdom for applicants?

Be yourself. This sounds so cliché, but I feel people forget to let their personalities show both during interviews and in professional settings in general. If your interview is an in-person one, it is not uncommon to find other interviewees there with a competitive, knock-others-down kind of attitude. As psychologists-in-training, we are studying the art and science of maintaining healthy interpersonal relationships. Why, then, are other psychology students so quick to forget how important it is to be able to work well with others? I know this may sound a bit tangential on my part, but training faculty want to see your ability to cooperate with your colleagues. My best advice during this process is to be yourself, play well with others, and remember to be transparent with the training faculty when detailing the kind of internship site you want.
Aaron Esche, M.S.

1) Tell us a bit about your current placement (name, location, job descriptions, hours)

I'm currently an Air Force Captain stationed at Wright-Patterson AFB in Dayton, OH. I work in the mental health clinic in the hospital on base (it's called a military treatment facility (MTF)), and my official title is "Clinical Psychology Resident."

I work about 50 hours a week. I was selected to work here through the APPIC match, but I also had to undergo 5 weeks of Air Force officer training in Alabama this past summer in order to be here.

My duties here are plenty, and they depend on the rotation. I'm currently on the Neuropsychology rotation, so I'm seeing active duty service members, their family members, as well as retirees.

I conduct clinical interviews, conduct neuropsych. batteries, and interpret the results (all under strict supervision). I'm also on-call several days of the month to assess any mental health concerns that arise in our emergency department. For this I do comprehensive risk assessments and coordinate care with civilian inpatient facilities, if needed (our base does not have an acute mental health facility).

I also carry a caseload in outpatient mental health counseling, do fitness for duty evaluations, lead briefings in the hospital for other hospital staff, and lead therapy and psychoeducational groups.

2) Is there anything you wish you would have known about the process before you began interviews?

In hindsight I feel like I was pretty adequately prepared for the interview process. Of course, it took completing the interviews to realize I was actually prepared. I don't know if it is possible, but I suppose I would've liked to have a better grasp on how prepared I actually was.

3) How did you prepare for your interviews? Is there anything you would have changed?

I don't know that I would change much for how I prepared. Yes, the applications are a lot of work, but they're kind of a blessing because it helps consolidate your words and feelings. I think writing the essays and meditating on the reasons why I got into this field helped me talk confidently/genuinely at the interviews.

4) Any advice on self-care during this time?

Just keep up the self care, whatever works for you. To me, it felt like just another stage in the grad school process: pretty intense but satisfying if you let it be. I think it's normal and probably a little useful to be anxious. I was most anxious (maybe closer to terrified) about the whole deal at the very outset—when I looked at the list of things ahead of me to do. It's a lot of work, so just put one foot in front of the other, and stop to take breaks when you can.
5) What were your interviews like? Any similarities between interviews for your type of site?

I really enjoyed the interviews, and I really enjoyed traveling to the sites. I got to see so much of the eastern half of the country. I was a little surprised at how much the sites seemed to WANT me to be there interviewing. I only interviewed at Air Force sites and VAs, so there was quite a bit of overlap in how things were conducted across sites. Lots of the same questions were asked by the sites and the interviewees, so really, after the first one I had a pretty good grasp on how things went.

6) Any weird/unexpected questions you were asked during your interviews?

Again, most of the questions were pretty standard. They might be worded in a different way, but they all seemed to be getting after the same information. Many of the sites conducted interviews that were more like conversations. Some of the sites gave us clinical vignettes and asked us to conceptualize and come up with a working diagnosis. Others asked for specific examples/instances that were difficult in training. I suggest preparing for these ahead of time so you can talk about them with some command over the English language.

7) How did you deal with your anxiety before/during interviews?

I don’t think there’s any way to not feel a little anxious walking into an entirely new place where you’re about to be scrutinized. So, it helped me to normalize this anxiety. Everyone else was feeling it too, even if it appeared they weren’t. Everyone.

8) Any other words of wisdom for applicants?

Just be yourself. Yes, you want to be selected, but you’ve also got to work there for at least a year afterward. You wouldn’t be at the interview if someone at the site didn’t think you were capable.

“Just be Yourself”
Rachel German, M.A.

1) Tell us a bit about your current placement (name, location, job descriptions, hours)

I am currently at the APA-Accredited internship with Virginia Beach City Public Schools in Virginia Beach, VA. I work 5 days a week from 8AM-4:30PM. I am assigned two schools (one elementary school and one secondary school) for the school year and two rotations (one each semester).

In my elementary and secondary schools, I am involved in a variety of roles, including Special Education assessment, consultative and collaborative meetings for students with academic and behavioral difficulties, and individual therapy.

My current rotation is with the “Supportive Therapeutic Educational Program” (STEP), which is a therapeutic day school within the public school setting. For this rotation, I see several students with emotional disabilities on a weekly basis for individual and group therapies. My second semester rotation will be with the school system’s Preschool Assessment Center, where I will conduct arena-based assessments with a team, as well as evaluations through a developmental preschool center. On Fridays, we have didactics and group supervision.

2) Is there anything you wish you would have known about the process before you began interviews?

I know a lot of professors, mentors, and guidebooks emphasize the whole aspect of finding an internship site that “fits,” and I am going to reiterate that. I have found a perfect fit at VBCPS, in both how it matches my career and professional goals and my personality and work style type.

Honestly, I would recommend to trust your gut a lot of the time. Certainly, looking at the qualifications, experiences, and opportunities of each site is important, but I walked out of several interviews (including VBCPS) saying “Yes, definitely. I am so excited!” Those were the sites I felt truly “fit” me.

“Trust your gut”

3) How did you prepare for your interviews? Is there anything you would have changed?

I would spend the nights in the hotels before interviews reviewing the sites’ information and programs as a refresher. Other than that, I really just trusted my training to that point. I can be subject to anxiety (as I imagine everyone is, especially during this process!), so I really tried to just relax and recognize Ball State has provided me a lot of experience, both in the classroom and practical sites, so I just trusted what I knew and tried not to over-think everything.

After each interview site, I took detailed notes on the different aspects of the site, as well as rank it compared to the previous sites I had visited. That way, by the end of the whirlwind month, I had a pretty good idea where I was going to rank my sites. After so many cities and interviews, I didn’t want to blend my impressions of sites or forget aspects of them. Keeping notes definitely helped!

4) Any advice on self-care during this time?

As I mentioned before, just trusting my training and recognizing I wasn’t going to make any huge changes in who I am as a professional through interview preparation was my way of coping.

I just reviewed what I knew, refreshed myself on the sites’ experiences and opportunities, and let myself relax. I also really enjoyed exploring the different cities. I tried to ask hotel concierges, current interns, or other locals for

Interviews with the Interns

ELEMENTARY AND MIDDLE SCHOOLS
restaurant recommendations or things to see. Not only did it help me relax, but I had the chance to see a lot of cities I may never again get to visit!

5) What were your interviews like? Any similarities between interviews for your type of site?

For the most part, interview days were similarly structured. There tended to be one to three different interviews, time with the current interns for questions, and a lunch or breakfast to socialize and get to know the other applicants, interns, and/or psychologists. Some lasted all day and others lasted just a morning or afternoon. The questions they asked varied dependent on what they were seeking and the different rotations/ experiences the site offered.

6) Any weird/unexpected questions you were asked during your interviews?

I can’t really think of any weird or unexpected questions. Most of the sites really wanted to get to know me as a person, not just as a professional. It seems as though they knew my credentials and training through my application, so a lot of the interviews focused on me, my goals, and what I was seeking in an internship.

7) How did you deal with your anxiety before/ during interviews?

One of my professors gave me great advice that (as I mentioned above), I was granted interviews because the sites appreciated my training and credentials. By the time interviews came around, they wanted to see if I am a good fit for their program. Keeping that in mind helped me realize I was also seeing if the sites were a good fit for me, so I just tried to be open and myself.

8) Any other words of wisdom for applicants?

Honestly, (I would have rolled my eyes at this advice last year, because it is definitely a stressful time), just enjoy the experience. You get a month of traveling, focusing on your own goals and objectives for the future, and talking about your passions and interests with intelligent and knowledgeable individuals in the field. It was a, albeit busy and stressful, self-reflective experience where I grew as a person and professional. Good luck!

“Enjoy the experience”
Lauren Pucci, M.A.

1) Tell us a bit about your current placement (name, location, job descriptions, hours)

I matched at University Counseling Services (UCS) at Virginia Commonwealth University (VCU) in Richmond, VA. As a Psychology Intern, I assume many of the roles of their full-time staff, which includes conducting intakes (brief referral and assessment meetings), providing individual therapy, co-leading a weekly process therapy group, participating in outreach, and crisis/on-call work. I have also had the opportunity to co-teach a class on group therapy, which I’ve really enjoyed thus far, and attend weekly training seminars and group supervision. I work from 8am-5pm, Monday-Friday.

2) Is there anything you wish you would have known about the process before you began interviews?

I reached out to several people in my program to hear about their experience with the whole match process – applications to interviews and beyond – and found that to be extremely helpful. Many of them were able to provide me with information, useful tips, or stories that made the process easier for me. I was warned that interviews (or more like interview month!) can be very depleting – both of emotional and financial resources – so I was prepared for that. I took their advice and was intentional about how I scheduled interviews so as to save time for some self-care in between. I tried to avoid scheduling more than two phone/Skype interviews in the same day, but sometimes that was unavoidable. Luckily, my supervisors were supportive and allowed me to take off time from work/practicum, which helped a lot.

3) How did you prepare for your interviews? Is there anything you would have changed?

I prepared for interviews by reviewing the information I had collected about the various internship sites that put them on my list in the first place. What did I like about them that made me apply? What opportunities did I want to learn more about? I also asked people who had been through the process and supervisors about potential interview questions so that I could start to think about my responses. I compiled a list of my important questions, some that I wanted to know of each site and some of which were site specific. Then, at the end of the day, I kind of winged it. It was hard to for me to be fully present and respond genuinely during interviews if I was “too prepared” or rehearsed, if that makes sense.

4) Any advice on self-care during this time?

Do it? At this point, I would hope you have a good idea of what your self-care looks like (even if you don’t engage in it as regularly as you should or want to). Do that. Do what works for you. Yes, you can always try new things, but you can also stick to what you know. Self-care looks different for everyone so it’s less about what you do and more about just doing it. Now, it might change slightly – sometimes my self-care took the form of taking a half-day off from work/practicum and other times it meant indulging in some taco bell from the comfort of my hotel bed while out on interviews – but I was still intentionally engaging it as needed.
5) What were your interviews like? Any similarities between interviews for your type of site?

The vast majority of my interviews were conducted via Skype. They were usually around 45 mins – 1 hr long. I also had a couple phone interviews and sites that offered an on-site, full-day interview option. While traveling adds to the expense, I did appreciate the option for on-site and took advantage of it. I felt like it provided me a much richer picture of the sites I was interested in. Other sites offered an open-house option (not the interview, but supplemental) and that was a really nice option that I took advantage of as well. Many of the sites took a similar approach to the interview and there were definitely some repeated questions. Many times they started with questions for me, some had space to talk about a clinical case, and then space to address my questions at the end. Some also offered the opportunity to just speak with current interns, without senior staff present, and that allowed for more frank discussions about the internship experience at respective sites.

6) Any weird/unexpected questions you were asked during your interviews?

Not really? I think a couple of sites started with a random question to kind of break the ice. Those threw me off a little, but other than that I can’t really say they were any weird or completely unexpected questions.

7) How did you deal with your anxiety before/during interviews?

Ha! That’s a good question. I think this is where my social support made a huge difference. My fellow cohort members and I would often get together and talk about our experiences throughout the process and offer support. Other friends were really good at providing good distraction. My supervisors and advisor also often provided words of encouragement and support to help keep it all in perspective.

8) Any other words of wisdom for applicants?

I’m going to get real corny here but just trust the process! Sometimes it feels just so out of your control, and it kind of is to an extent. The most you can do is prepare the best you can, answer questions honestly, ask the questions you need to ask and listen carefully to the answers, and then follow your gut when it comes to ranking. Especially with that last step, you have to rank honestly. Don’t try to work the system or use some kind of strategy based on which sites you think you have a better chance of getting matched. Rank the one you want the most! And, at the end of the day, it’s one year. Yes, ideally you’d match somewhere you want to be, but you also just need to complete internship and move on with your life! I got that last piece of advice from a wise sage, and he was right.

“Rank the one you want the most!”
As Past-Chair of APAGS, I have had the opportunity to engage in a number of conversations with members of ASPPB (The Association of State and Provincial Psychology Board – they are the developers of the EPPP), the APA Board of Directors, the APAGS full committee, the Committee for Early Career Psychologists, and a number of one-on-one conversations with concerned students and ECPs. I have many thoughts, concerns, and ideas related to this additional step toward licensure as a psychologist.

Let me provide a brief background on the development of this additional exam for licensure. A 2002 conference titled, Competencies 2002: Future Directions in Education and Credentialing in Professional Psychology, jump started the discussion within the education and training community on moving psychology into a competency based model. The Standards of Accreditation for our doctoral programs and internships began a process of revisions in 2012 to align with a competency model, which have recently taken effect. In 2010, ASPPB began looking into the development of a competency-based assessment at the licensure level. ASPPB is calling this test EPPP Step 2. For this column I will refer to it as EPPP-2.

The EPPP-2 is currently in production. The examination will be designed to assess the entry-level skills of a psychologist fresh out of graduate school and internship. Individuals associated with ASPPB have communicated to me multiple times that they believe there would be little need to study for this test as one would study for the current knowledge based EPPP. They reiterate that the exam is an assessment of the clinical skills used daily with clients. The test will be computer based and include avatar vignettes of client therapist interactions followed by a set of questions for the test taker. The target release date is sometime in the next 3-4 years as I understand it, and the plan is that an individual could sit for EPPP-2 immediately following a passing score on the knowledge based EPPP.

Many groups and individuals have expressed concerns regarding this new test including cost, sequencing of training/testing, test development, and test preparation. The main concerns from APAGS have been outlined in detail on the APAGS blog, which you can find here: http://www.gradpsychblog.org/thoughts-on-the-eppp-step-2/#.V_5qBvC_47Z.

I do believe this type of test is important for our field; however, I do not agree with the currently proposed implementation plan that places 100% of the burden of this additional examination onto the early career psychologist. I want to be clear that the following ideas on moving forward are completely my own - they are not a specific stance or plan proposed by APAGS or the APA Board of Directors.

I believe the full psychology community can come together to develop a plan to move forward with this new exam in a way that creates shared responsibility, alleviates some financial burden to students and ECPs, and provides key institutional support from doctoral programs. The players that need to come together in developing and implementing a plan include students,
Recognizing there are many moving pieces to creating a shift in our sequence of training that are impossible to tackle in this column, here are my thoughts on some shifts to consider as we move forward.

1. Shift the ability to sit for the knowledge based EPPP to following the completion of course work. This would require taking the state licensing boards out of the process of approving individuals to sit for the exam. Instead, the Director of Clinical Training (DCT) at the doctoral program would provide the appropriate clearance to ASPPB when students have completed necessary coursework and are ready to sit for the exam. This shift could possibly serve as a standardized comprehensive exam for our programs. Students will be in a position to receive financial support through budgeting student loan money to cover the test. Programs could offer an EPPP prep course for credit that could decrease the amount of additional money spent on outside prep courses and materials and would offer students emotional support within their cohort and program.

2. The EPPP-2 could be made available to the student within the final 2 months of internship as long as all requirements for graduation have been met (i.e., dissertation is completed) and the internship training director can sign off that the student is on track for successful completion of their pre-doctoral internship. Again, the student would have financial support through student loans and internship stipend, and would have emotional support through their internship program and cohort. With this shift, following graduation, the early career psychologist would be eligible for licensure in those states that do not require post-doctoral hours or would be in a position to focus completely on their post-doctoral position without the added burden of studying and paying for two licensure exams.

3. State licensing boards would now be responsible for verifying credentials and determining the amount of, if any, post-doctoral hours are required for licensure in their state.

What can you do as students? Begin the dialogue in your program. Ask difficult questions. Read up on the history of the competency movement to understand the issue at hand. Become involved in your state psychology association, even if you are in a state for school that you do not intend to stay in following graduation. Your voice is powerful and I encourage you to use it. In the current system, adoption of the EPPP-2 when it is ready is at the discretion of each individual state board. Getting involved now will allow you to have a hand in how our field moves forward.

There is much work to be done in the coming months and years in regards to this test. APAGS will be dialoguing about it at our fall meeting in November. I would love to hear your thoughts or answer your questions. Feel free to email me at christinejehuapgs@gmail.com.

Christine M. Jehu, PhD
Past-Chair, APAGS
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Hosted by BSU Department of Counseling Psychology, Social Psychology, and Counseling

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For further information: 765-285-8040 cpsygrad@gmail.com

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Sincerely,

Shahana Koslofsky and Ruth Zuniga

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If you have any questions or are interested in scheduling a training, please respond to this email or give me a call at (206) 523-9042 ext. 116.

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May 5, 2017, 9:00am - 4:00pm

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2480 Jonathan Moore Pike
Columbus, Indiana 47201

For more information, go to: http://www.indianacounseling.org/content.aspx?page_id=22&club_id=94517&module_id=167713

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Call for Submissions

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Submissions should be related to the research or assessment process with LGBTQ+ persons, pitfalls or challenges embedded within this work, new ways of thinking about or performing research or assessment with this community, or examples of best practices of this work. Manuscripts should be no more than 20 pages in length including title page, abstract, and references.

Any questions or concerns should be directed to the special issue guest editors at: kgoodric@unm.edu, mmluke@syr.edu, and/or joshua.watson@tamucc.edu.