Cleveland State is excited to present our second SAS newsletter. We would like to thank everyone for their contributions and for expressing their support as we transition into this role. It has been quite a learning experience for us. The current issue includes a wide variety of topics related to the field of counseling psychology. We are always excited to hear from our peers and to give voice to students in counseling psychology. Please contact Ashley Oliver and Radinka Jurosevic at newslettercoordinator.sas@gmail.com with any topic ideas or contributions you would like to see in the future newsletters. Thank you for reading! - Ashley Oliver and Radinka Jurosevic
Greetings SAS Members!

We would like to take this opportunity to share with SAS members the goals accomplished by Cleveland State University (CSU) and the future activities planned for all SAS members. We thank UAlbany’s SAS Executive Board for their support and guidance during the transition process.

We thank our Newsletter editors, Ashley Oliver and Radinka Jurosevic, for yet another wonderful newsletter. In this newsletter we have featured an Early Career Professional (ECP), student section representative updates, social justice initiative, and an international student spotlight among other interesting topics. We look forward to receiving your contributions for future SAS newsletters.

Our Membership Co-Chairs, Keelan Quinn and Lindsey Bisgrove, have worked to build a stronger counseling psychology network. We value and recognize the need to strengthen the SAS Membership Network to increase communication between Program Representatives, Regional Coordinators, and the SAS Executive Board. We encourage students and faculty alike to identify students to represent their counseling psychology programs and Division 17 regions. The Website Co-Chairs, Jason Lawrence and Soo-Min Kwak, are working towards updating the existing website by providing student resources to address issues directly related to, and affecting, students and their professional growth. If you have useful information that would be of assistance to students, please contact the Website Co-Chairs (sas.web.coordinator@gmail.com) to have this information shared on the SAS website. Please visit and join our social media pages (Facebook and LinkedIn) to learn about SAS related events and opportunities.

The SAS Awards Committee Co-Chairs, Keelan Quinn and Ashley Oliver, are working closely with our Treasurer, Brian Fitts, to develop various SAS awards. We have announced nominations for SAS awards through the SAS listserv, the SCP listserv, and other social media sites. Brian Fitts has greatly helped SAS through the financial transition and completed the process of disseminating 2012-2013 SAS awards to student recipients.

There are many initiatives planned for the year, and we look forward to implementing them for the benefit of SAS members. We are planning to continue a mentoring program to support diverse students in their professional and personal development. The Mentoring Co-Chairs, Ashley Poklar and Adam Cusner, are excited to be working to support diverse students in their professional and personal development.
The SAS Co-Chairs, Brittan Davis and Sneha Pitre, are pleased to announce that SAS worked closely with the Counseling Psychology Conference Student Subcommittee to host a social at the 2014 Conference. We invited and encouraged students and professionals to attend this event as an opportunity to connect with others in the field. The student reception, co-sponsored by SAS and the Association of Counseling Center Training Agencies (ACCTA), was hosted on Saturday, March 15th.

SAS also sponsored a symposium at the 2014 Counseling Psychology Conference. We would like to thank Dr. Eve Adams from New Mexico State University for serving as discussant. After receiving many stellar proposals, the following three were invited to present in the SAS-Sponsored symposium: Prevention of Violence in Traditionally Marginalized Groups: Preventing Violence among Urban Youth Using Career Development Concepts by Eleanor Castine and Taryn Hargrove Gore, We celebrate ourselves: Preventing violence for rural queer youth with school-based psychoeducation by Douglas Knutson, and The Prevention of Future IPV Examined Through the Comorbidity of PTSD and SUD in Survivors by Sean DeMartino and Tabitha Dunn.

Additionally, we thank the scholars who agreed to participate and mentor students in the co-facilitated roundtables. Through these roundtables, we aimed to minimize the gap between students and established professionals, and to provide students with a unique professional development and networking opportunity. Each professional and student pair served as co-facilitators for one of the nine roundtables. The faculty scholars included Dr. Julie Ancis of Georgia Institute of Technology; Dr. Jean Carter of Washington Counseling Center; Dr. Ruth Fassinger of John F. Kennedy University; Dr. Dorothy Espelage of University of Illinois at Urbana-Champaign; Dr. Myrna Friedlander of University at Albany; Dr. Sharon Horne of University of Massachusetts, Boston; Dr. Roger Worthington of University of Missouri, and Dr. Rebecca Toporek of San Francisco State University.

We would like to acknowledge the support of our Programming Co-Chairs, Irina Bransteter and Lela Pickett. Cleveland State University and SAS co-hosted the 2014 Great Lakes Regional Counseling Psychology Conference on April 11th and 12th, 2014. Video recordings of our invited speakers are available at http://engagedscholarship.csuohio.edu/greatlakes/.

We would like to express our gratitude to SAS’ faculty advisor, Dr. Donna Schultheiss, as her support and mentorship has been crucial to our leadership development. Furthermore, we want to take the time to thank those who have continued to be SAS members, and we strongly encourage students to join SAS if they have not yet done so. We look forward to hearing from SAS members, future SAS members, and program faculty and professionals at div17sas@gmail.com. Please visit SAS at www.div17.org/SAS/.

Sneha Pitre and Brittan Davis
Co-Chairs, SAS
It is my pleasure to deliver a message for the SAS spring newsletter.

We were very excited to bring the SCP conference together this year. I realize that I am an old-timer, and I have attended more than a few conferences in my professional lifetime but for some of YOU, however, this may have been your first time attending the carnival.

I think my first conference, as a graduate student, was the American College Personnel Association conference, in New Orleans. Several of my peers and I drove down from Carbondale, IL, sharing a hotel room. It was quite the learning experience, in most any way you can imagine. All those hours in the car meant learning lots of info about your classmates (okay, sometimes that is just TMI). Same thing with sharing a hotel room with several of your dearest friends. We also had the opportunity to explore New Orleans’ cultural offerings. And, oh, yeah, there was a conference! Most of us gave presentations, and learned what it feels like on the other side of the microphone. A number of us were also involved with governance roles for ACPA, as student members of various commissions and directorates. One of the great things about that particular association is that counseling center training directors and interns on the job hunt often attend, so the social hours are a comfortable way to introduce yourself to people who already are where YOU want to be. In short, the experience of that conference was worth every single penny and the time we had missed from campus. I hope you feel that attending the Atlanta Conference was well worth your time!

Now, on to the Atlanta conference. It is highly unlikely that most of you were in graduate school during the last conference in Chicago in 2008, and certainly not in Houston in 2001, so I hope you attended the 2014 conference.

In fact, some of you probably haven’t even attended the APA national convention yet (I strongly recommend that you do that at least once before you graduate!). So, what was the big deal with a conference that only happens every six or so years? Think of it this way – a counseling psychology conference is like a huge family reunion. We don’t get to see each other often enough, but many of the “family members” you’ve read about over the years were in attendance.
By the end of a social hour, you may have learned something about your professional genealogy, or you may have discovered someone doing research in a similar area to yours. Sometimes it is just nice to hear what other doctoral programs are like (trust me; the grass is NOT always greener on the other side). There were opportunities to hear from past SCP Presidents as well as the President of APA. SCP also had presentations on ethics, training, diversity, and health. I was particularly excited about the opportunity to attend a hosted dinner, at which 9 other “guests” had the chance to spend an evening with a couple of senior counseling psychologists discussing a pre-determined topic.

I know that this has been an amazing year for conference options, SCP being one! You also had the chance to attend the biannual Cultural Competence Conference at Georgia State University. Another conference in the next few months is the 4th national Psychotherapy with Men conference, June 7, at California State University, Fullerton. This is the only U.S. conference off the top of my head; don’t get me started on the international opportunities. I implore you to seek out a conference of interest to you, and go this year. Graduate students know how to travel inexpensively, and to make the most of their money. [Hint – some conferences will waive the registration fee for a certain number of volunteer hours] It will be worth it folks, I promise you. Graduate school is not simply about attending classes; the best experiences come from outside the classroom.
The Counseling Psychology Program at Cleveland State University was honored to host the 27th annual Great Lakes Regional Counseling Psychology Conference, co-sponsored by SAS. The conference took place on April 11th and 12th, 2014. The theme for this year’s conference was **Building Bridges within the World of Counseling Psychology and Beyond its Borders to Connect Diverse People, Communities, and Concerns: Benefits of Social Justice to All.**

The Great Lakes Regional Counseling Psychology conference has played a unique role in the history of counseling psychology. Through the commendable initiatives proposed by Jim Hurst, Division 17 President-Elect in 1987, the Great Lakes Regional Counseling Psychology Conference commenced, and remains as the only continuing regional conference in the nation.

Cleveland State University was the tenth university to host The Great Lakes Regional Counseling Psychology Conference since its beginning in 1988. Over almost three decades, many students have enjoyed the benefits obtained through presentations, networking, and receiving invaluable mentorship at the conference. As such, The Great Lakes Regional Counseling Psychology Conference continues to uphold one of the main pillars of regional conferences, which entails the socialization and mentorship of students into the profession. In addition, the Great Lakes Regional Counseling Psychology Conference offers a safe and friendly space where current local, state and Midwest regional issues affecting the field can be openly discussed.

This year we were very thrilled to have one of the country’s prominent counseling psychologists, and disaster mental health proponent and volunteer, deliver a Keynote Address.

Sharon L. Bowman, Ph.D., HSPP, LMHC is President of the Society of Counseling Psychology, Division 17 of the American Psychological Association. She is Professor and Chair in the Department of Counseling Psychology and Guidance Services at Ball State University, and also a psychologist in private practice in Muncie, Indiana. She attended Southern Illinois University Carbondale (Ph.D.), The University of Akron (MA), and Ohio State University (BA).
Her internship was completed at the counseling center at the University of Delaware. Dr. Bowman is a Fellow of APA through Divisions 17 and 45 (Society for the Scientific Study of Ethnic Minority Issues). She is a member and past chair of the Indiana State Psychology Board.

Dr. Sharon L. Bowman’s keynote address took place on Saturday, April 12th. Her keynote title was Post-Atlanta Blues: Reviewing the Past, and Considering the Future. What do you look forward to when you have spent the last 15 months focused on the implementation of the field's national counseling conference? Having attended many of the past 26 Great Lakes conferences, and a few of the past national/international conferences, Dr. Bowman reflected on the history of both conferences, and discussed some ideas for our future.

In addition to Dr. Sharon Bowman, we were pleased to have another prominent scholar and Early Career Professional (ECP), Dr. Katharine Hahn Oh, deliver a Keynote Address. By having an ECP as a Keynote, SAS aimed to decrease the gap between students and professionals in the field.

Dr. Katharine Hahn Oh is a psychologist at Oberlin College Counseling Center. She received her Ph.D. in Counseling Psychology from the University of Kentucky in 2010, and completed her pre-doctoral internship at the University of Akron Counseling Center. She uses feminist, relational cultural, and gestalt approaches to therapy, with a particular interest in LGBTQ concerns, Asian and Asian American identity, and interpersonal trauma.

Dr. Katharine Hahn Oh initiated the Oberlin Suicide Prevention Coalition in 2012, with a grant from the Ohio Program for Campus Safety and Mental Health. Her writing and research interests include sense of belonging, vicarious traumatization, and social class.

Dr. Katharine Hahn Oh is interested in enhancing sense of belonging, engagement, and leadership development for psychologists within their professional organizations. She is the current Vice President for Communications for the Society of Counseling Psychology, and serves as the Divisions Representative on the APA Committee on Early Career Psychologists (CECP). Previously, she served as SCP’s ECP Committee Chair and Leadership Academy Co-Chair, Division 35’s Program Chair, and as a member of the APAGS Convention Committee.

She delivered her keynote address on Friday, April 11th. It was titled Purpose, Privilege, Belonging: An Early Career Narrative. Using her own narrative to highlight some essential early career tasks, Dr. Katharine Hahn Oh spoke about the transition from student, to post-doc, and counseling psychologist. She explored how we choose our specific career paths, develop a sense of purpose, and extend our purpose into community and professional service. Attendees learned about some of the pathways to leadership in the Society of Counseling Psychology.
Dr. Katharine Hahn Oh described how the early career years have increased her awareness of privilege and responsibility as a counseling psychologist, and she described her desire to enhance sense of belonging for other early career counseling psychologists.

In addition to her Keynote Address, Dr. Katharine Hahn Oh offered a workshop titled, *Gestalt Therapy: The Cycle of Experience and Contact Styles*. In this brief experiential workshop, participants journeyed through the cycle of experience and explored different styles of resistance. Each didactic portion of the workshop included an experiential exercise to fully engage participants in learning. It began with a brief introduction to the background of Gestalt Theory, and included discussion of two concepts used in Gestalt Therapy: the cycle of experience and contact styles. Dr. Katharine Hahn Oh described how she has applied these concepts in therapy to honor clients’ own distinct understanding and to bring clients’ styles into awareness. Participants explored the parts of the cycle of experience, identifying their own predominant contact styles, and discussed ways of honoring resistance in therapy.

Other exciting events included an invited conversation hour on Vocational Psychology by Dr. Nancy Betz from Ohio State University and Dr. Mark Savickas from Northeastern Ohio Medical University.

The conversation hour titled *Personal experience: Shaping a career direction and a career theory*, took place on Friday, April 11th. Dr. Nancy Betz presented an update on the latest developments in career assessment and suggestions for future research, and Dr. Mark Savickas did the same for career counseling. Together, they discussed contemporary issues and addressed questions from the audience.

Additionally, an invited symposium by Dr. Y. Barry Chung from Indiana University and Dr. James Croteau from Western Michigan University, titled, *Current Issues in LGBT Psychology*, was held on Saturday, April 12th. The authors presented their perspectives on cutting edge issues in LGBT psychology, both how LGBT psychology has changed over the last few decades and important future directions. Topics included perspectives on bisexuality and gender orientation/transgender issues, social construction of both gender and sexual orientation, and the limiting two-box system of gender. Further, the symposium addressed ways in which LGBT psychology has been White-dominated, new perspectives emerging from a more racially inclusive LGBT psychology, movements toward greater cultural awareness, and International perspectives on LGBT psychology.

Other events that took place on Saturday, April 12th, included an invited symposium on social justice, by Dr. Sharon Bowman from Ball State University and Dr. Suzette Speight from The University of Akron. Drs. Speight and Bowman discussed social justice as practiced in counseling psychology, and presented some examples of how students have put their personal beliefs into action. Another workshop was held on Saturday by Dr. Cynthia Yamokoski, a psychologist from the Louis Stokes Cleveland VA Medical Center, which focused on issues related to trauma with veterans.
In line with our social justice emphasis, Student Affiliates of Seventeen members collected many needed items for the Domestic Violence & Child Advocacy Center. As stated on their website, “The Mission of Domestic Violence & Child Advocacy Center is to empower individuals, educate the community and advocate for justice to end domestic violence and child abuse.”

Student presentations, including roundtables, posters and symposia, were held on both days of the conference. Conference attendees attended the social event held on Cleveland State University campus following the final poster session from 6 – 7 PM on Friday April 11th, 2014.

The Student Affiliates of Seventeen generously sponsored this event and provided light snacks and refreshments. In addition, another social was held off campus on Friday evening. This was a great opportunity to meet colleagues and socialize. We enjoyed seeing everyone here!

Completed by: Irina Bransteter, M.A.
Great Lakes Conference Steering Committee
Programming Chair
The International Section of Division 17 is a vibrant community of Counseling Psychologists from around the world. Supporting this community, which consists of students, academics, international members, practitioners, and many others, is the common aim to internationalize counseling psychology and incorporate greater levels of global diversity in the field. As the Section continues to promote the internationalization of counseling psychology, its membership and leadership are consistently focused on activities that engage a global community.

The activity of the Section is evident in the development of programming for counseling psychologists and counseling psychology students at both the 2014 Counseling Psychology Conference in Atlanta, and the 122nd American Psychological Association Convention to be held in August, 2014 in Washington, D.C. This March in Atlanta, the Section sponsored five hours of pre-conference programming. Similarly, the Section is sponsoring various programming at the APA Convention in August, including roundtable discussions. In these roundtable sessions, which are co-sponsored by the International and Supervision Sections of Division 17, facilitators will offer an intersectional consideration of diversity in contexts of training. For example, in the roundtable offered by IMOC (the International Mentoring and Orientation Committee), specific needs and issues faced by international students (e.g., visa, cultural adjustment, learning environment, etc.) will be addressed. Moreover, facilitators will be addressing training considerations for international students in counseling psychology.

Pictured: Theodore T. Bartholomew
This attention to student needs is not limited to the Section’s conference programming. The Section’s leadership, including Newsletter Editor Keum-Hyeong Choi, has introduced a Student Forum into the newsletter. For the inaugural Student Forum, Jennifer and Theodore, the Section’s Student Representatives, have embarked on a project exploring the experiences and needs of international students in Counseling Psychology programs. This new Student Forum will serve as an avenue to disseminate the experiences of international trainees. In addition to the Student Forum, the Newsletter offers additional information about counseling psychology, globally.

Membership in the Section offers students the opportunity to interact with others interested in the international scope of Counseling Psychology. Additionally, the Section aims to help international trainees discuss their needs and experiences in Counseling Psychology programs in the United States. Students interested in joining the International Section may visit its website, http://www.internationalcounselingpsychology.org/, where you will find an online membership form, to join (https://sites.google.com/site/intlcounselingpsychology/). Interested students are also encouraged to email the International Section student representatives directly with any questions about membership, involvement, or the Student Forum.

Theodore Bartholomew:
theodore.bartholomew@huskers.unl.edu

Jennifer Chain: jchain@uoregon.edu

Pictured: Jennifer Chain
The Section on College and University Counseling Centers (SCUCC) is an active section of the Division of Counseling Psychology of the American Psychological Association.

My name is Jon Weber, the newly appointed Student Representative of the SCUCC, Division 17 of the APA. I have been a member of Division 17 since April 2013, and I am excited to take this next step of supporting the section and cultivating further student involvement in our work together. I am a 4th year Psy.D. student at Fuller School of Psychology in Pasadena, CA and have had training in a variety of assessment and therapeutic models, with a growing interest in working with adolescents and young adults, particularly in the domain of college and university counseling. Thus far in my work with the SCUCC, I have developed the online application template, allowing individuals to renew their membership status and join as new members via an online portal, rather than having to download, print, and send their application through the mail.

Additionally, I have been and will continue to research other methods to both recruit new members, and inform and involve current members in the Section’s activities. I want to invite you to consider joining the SCUCC section and contributing to our dynamic work with such a critical population of young adults who populate our many colleges and universities.

Why join the section? After talking with Lauren Woolley, Ph.D., the Section Chair, the benefits of becoming involved with this group became clearer. Our Section has many opportunities for student contributions. Every year our Section offers an award to a student, an early career professional, and a psychologist for their outstanding accomplishments in counseling center work (i.e. research, outreach, supervision, clinical work, etc.). SCUCC student members are needed to help select award recipients, so please consider volunteering when you see the call for volunteers in late spring. We also have several “journalistic” volunteer opportunities, such as coordinator of our Facebook page, a lead for posting links and resources for our webpage, and contributing articles to our Section newsletter. There are so many opportunities for professional growth and service!
You might be saying “So much to do, so little time!” However, I would encourage you to consider what an amazing opportunity this is to MAKE CONNECTIONS (which is crucial, especially as professionals just entering the field). There are many opportunities to meet professionals who are established and experienced in the field. Additionally, you will slowly build a network of colleagues who can serve as resources in developing and pursuing your career goals.

If you are still feeling weighted down with work, even after hearing all the aforementioned “I can’t turn this down” opportunities, I encourage you to join and test out the section as a “pilot project.” You might be surprised! At the very least, it will help expand your knowledge of the college and university counseling environment. We have a listserv where students can pose questions to the Section members, which includes students, directors, staff psychologists, and Deans. We also offer a newsletter where students can submit questions about university counseling center work.

I do not have any experience in college and university center counseling, and yet my desire to get involved and put myself out there has provided me the opportunity to meet some great people. If you don’t feel qualified or even know what you want to do in the future, or if the college and university setting is a place where you want to be, then this is the perfect section for you. Additionally, the membership fee is waived for students! This is a great place for you to ask questions, seek resources, make connections, and learn more about your evolving professional future.

Joining SCUCC:
To be eligible to join SCUCC as a Student Affiliate, one must first be a member of APAGS (www.apa.org/apags) or Division 17 SAS (www.div17.org/students//student-affiliates-of-17). Once that’s done, head over to the membership section of the SCUCC website (http://www.div17.org/SCUCC/Membership.html) to become a member. It’s fast, it’s easy, and it is free for students!
The Health Psychology (HP) Section of APA Division 17 is dedicated to the science and practice of counseling psychology in health-related contexts. The purpose of the HP section is to encourage, promote, and facilitate contributions to research, practice, training, and public policy in the fields of health psychology, disease prevention, health education, behavioral medicine, or other related areas. The section attempts to not only promote the valuable contributions afforded by counseling psychologists in these fields, but also attempts to meet the needs of its members through conference programming, networking and mentoring opportunities, advocating for public policy, listserv discussions, and other unique opportunities.

Pictured: Lucia Cavanagh

Student members can enjoy several benefits by joining the HP section of Division 17. The section provides various opportunities to get involved in the field and participate in section subcommittees. Membership in the section can also facilitate a greater understanding of health psychology and the role that counseling psychologists can play. Lastly, membership allows students to gain access to a vast network of peers and professionals who share similar interests.

Conference programming is centered around the integration of science and practice. The application of interdisciplinary medicine was a major contribution by the Section at the 2014 SCP Conference in Atlanta. Additionally, student-centered programming at the 2014 APA Conference in Washington D.C. will aim to discuss health psychology training and internship opportunities in counseling psychology programs.

Panelists will likely present relevant and tangible ideas for increasing health psychology training in areas such as curriculum, practice and research, as well as provide insight into gaining internship experience in a health-related area.

The Section also provides students with scholarship opportunities to promote and encourage research in health-related areas. The Section’s annual Student Research Award is given each year to a Student Affiliate of Division 17 who has completed a research project on any topic related to counseling and health. An abbreviated version of the winning paper is published in the Section Newsletter, Counseling for Health.

Pictured: Lucia Cavanagh

Student representatives: Lucia Cavanagh B.S. (University of Houston) Erin Sadler, M.A. (Ball State University)
The winner also receives a cash award of $100 and a plaque. Additionally, the Dorothy Booz Black Award is given to encourage and reward outstanding research and practice in Counseling Health Psychology. The monetary award is generously donated by Consulting Psychologists Press, Inc. More information about both these scholarships can be found on the HP Section website.

As student representatives, we encourage all interested or active student members to contact us with any questions, concerns, ideas, or comments. Please contact either Lucia Cavanagh (lcavanagh@uh.edu) or Erin Sadler (elsadler@bsu.edu).

To become a member of the section, simply follow the directions listed on the HP Section website (http://www.apa.org/divisions/div17/sections/health/Home.html).

The University of Florida's Program Update
Submitted by: Irma Campos

The University of Florida’s Counseling Psychology program has exciting updates this semester. One of our students, Brandon Velez, has accepted a job offer at Teacher’s College Columbia University. In addition, doctoral students, Whitney Wall, Julia Roncoroni, and Blake Allan and Professor Carolyn M. Tucker published, “Patients’ Perceived Cultural Sensitivity of Health Care Office Staff and Its Association with Patients’ Health Care Satisfaction and Treatment Adherence” in the Journal of Health Care for the Poor and Underserved. Additionally, Whitney Wall and Irma Campos conducted a Roundtable titled, “The Role of Counseling Psychologists in Addressing Disease and Reducing Health Disparities” at the 2014 Counseling Psychology Conference.
When I first moved from Canada to the United States to pursue my doctoral studies at UAlbany, I knew I wanted to get involved in leadership opportunities in Counseling Psychology, but was at a loss as to how to make it happen. I had been actively involved in national and provincial organizations north of the border, but felt as though breaking through and accessing opportunities in the larger Society of Counseling Psychology was a herculean task. I remember talking to my advisor, Dr. Michael V. Ellis, about my interest in finding ways to get involved, and he told me, “Heidi, they are always looking for passionate and hardworking folks like you, just express your interest, what is the worst that could happen?” In retrospect, he was 100% right, but at the time, I did a mental eye roll—of course, my very established advisor would think it would be that easy, and in response to what the worst case scenario could be, visions of making a fool of myself or getting rejected were all too vivid!

Not one to run away from a challenge (for better or for worse), I decided that reaching out to a fellow student would be an easier and less intimidating way to go about things. I contacted one of the more senior students in my program, Melanie Lantz, former Co-Chair of the Student Affiliates of Seventeen (UAlbany was the SAS host institution at the time), and said something to the effect of “Hey, um, so if there is ever anything you need help with on the executive board, I would be really interested in getting involved.” She quickly replied that she would keep that in mind, and that even though there was nothing official available, the programming committee could use assistance with planning and coordinating some of their events. Before I knew it, I became the SAS programming co-chair, and after several months, there was an opening for the position of Co-Chair on the executive board.

Having had the privilege of serving as the Co-Chair of the Student Affiliates of Seventeen, I now have a much better appreciation for how easy (yes, really!) it is to get involved in the division. Whether it is on a committee, as a hospitality space volunteer, a Special Task Group (STG) or Special Interest Group (SIG) member, professionals are always looking for assistance from committed and enthusiastic students. I have witnessed many students be welcomed with open arms, and many of the them have gone on to serve in other divisional roles. Once you are part of the Division 17 family, you will always be part of the family, if you so choose.

After UAlbany had completed their tenure as host institution, I worried that it would be the end of the line for me. Having gotten to know firsthand how approachable and supportive SCP professionals are, I expressed interest to them in getting involved in other ways, and am delighted to be currently serving as the Leadership Academy Student Faculty Member for the 2014 class. If contacting a professional is too scary to fathom, contact the current SAS executive board at Cleveland State University. I am confident that they will make every effort to find you a role that is personally and professionally meaningful, and feasible based on your time constraints. If an opportunity is not immediately available, do not fret, but do follow-up!

Take home message: if you express interest and enthusiasm, are clear about what you can and cannot do, and follow up, the world, I mean, the Division, is your oyster! So what are you waiting for?!
Tell us about yourself. (Briefly describe your school and internship experiences, anecdotes, words of wisdom, etc.)

I received my MA in Counseling Psychology from Boston College and PhD in Counseling Psychology from Loyola University of Chicago. Both were fine programs with expert faculty and a focused mission on social justice inspired by the Jesuit tradition. I always tell graduate students that my time in graduate school was the best experience of my life that I would never want to do over again! Enjoy the training, learning, and growth as a graduate student, but also know that life is better as a professional.

What are your current work roles and responsibilities?

As an Assistant Professor in multiple graduate psychology programs, I teach, conduct research, engage in service, and mentor students across masters and doctoral programs at Chatham University. I also have a small clinical practice in the community where I see adult clients in individual counseling and conduct psychological evaluations for men studying to be Catholic priests. My clinical and academic work are very complementary and provide for a meaningful professional career.

Please elaborate on the transition from student to professional.

Well, I was ready to graduate, so I was looking forward to the transition! I was lucky to have connected with Division 17’s Early Career Committee early in my transition because I found a small community of colleagues who could offer support, mentoring, and the shared experience. I also entered my new job at Chatham University with three other early career colleagues, which provided additional support. It was like we had our own cohort. It has been great. We are all still at Chatham University five years later and just an office or two away from each other.

What do you feel is the most important aspect of entering the workforce as an early professional? The most difficult?

The most important – I would say two things: 1. Remember that you should still seek out and receive mentoring even though you will be called on to be a mentor more and more to others. 2. Balance – take your weekends back, learn to say “no” in a professional way, and nurture relationships with family and friends.

What advice can you give students who are ending internship and either looking for a post-doctorate or career position?
Practically, make sure you have completed your dissertation and have all of your “ducks in a row” so to speak – good letters of recommendation and references, a polished and tailored CV and cover letters, and a practiced and refined job talk.

Clarify your values and priorities and how they fit with your next professional step. Is geographic location important to you? How important is salary and other benefits? What do you really want out of your first professional job in the field?

Something that isn’t talked about very often but I think is important, is that it is ok to negotiate with a potential employer after you received the job offer. Again, prioritize what you want from the negotiation because compromises often occur and you likely will not get everything you ask for. Some things are set in stone and non-negotiable (e.g., medical insurance), but in general, salary, research start-up funds, technology, graduate assistants, time off, moving expenses, and professional development funds/opportunities are fair game to discuss. In my experience, it never hurts to ask.

What is your favorite part of your job/professional duties?

It’s hard work and I experience work-related stress just like everyone else, but I love my job and am very satisfied. I feel very grateful to have a job and career in the field of psychology.

A big reason why I feel this way is because I have so many favorite parts to my job. I love the diversity of my roles and how each day is different. I feel like I am using my talents and strengths while still learning and growing. All of that is a privilege and I try not to take it for granted.

What is the most memorable moment from working in the field so far?

I attended a symposium at the American Psychological Association convention in 2007 as a graduate student. The symposium was focused on the psychology of fathers/dads and counseling; the presenters were some of the leaders in the scholarship such as Dr. Chen Oren, who literally wrote the book on Counseling Fathers. At the time, I was working on my dissertation, which was focused on counseling fathers. The presenters did not know me and when I approached them afterwards with a question, my anxiety heightened to the degree that I barely stammered out any semblance of a question.

Fast forward after graduation, my dissertation was published in 2010 in the Journal of the Psychology of Men and Masculinity and shortly thereafter, I received an email from Dr. Oren asking me to be a presenter on a new symposium focused on fatherhood and counseling at the 2011 American Psychological Association convention. Going from anxious, unknown graduate student to co-presenter in four years was a rush that I will never forget.

Any additional advice, tips, or stories you would like to share with the Student Affiliates of Seventeen (regarding school, internships, the first few years of work, etc.)?

Getting involved in professional organizations has been really enriching to me. I belong to Division 17 and Division 51 (Men and Masculinity). I have gained leadership experience, mentoring, and a fantastic network of colleagues through my involvement. Some of the best advice I received as a pre-doctoral intern was “pick a committee, group, SIG, and get involved” and I would just like to pass that great advice forward.
International Student Spotlight
Wenzhen Zhu, M.S., University of North Texas

I am from Jiangle, Fujian Province, China. I earned my bachelor's and master's degree in Psychology from Central China Normal University. In the Master’s program in China, I attended several projects studying cultural factors in psychotherapy and adult attachment theory, which strongly ignited my interests in how culture affects human relationships. I have also completed a two-year counseling practicum in the counseling center, from which I have gained great progress in professional ability and a new level of personal growth through supervision and discussions with peers. The experience in the program developed my career goals of being a researcher and a counselor in the future. Thus, I decided to pursue a doctoral degree in counseling psychology.

I was attracted to studying abroad because of my interest in research investigating cultural factors in relationships. I thought studying and living in a different culture would provide me a unique perspective to observe and study the impact of cultural factors. As a result, I turned in my applications to counseling psychology doctoral programs in the US. Fortunately, I got an offer from University of North Texas, which I think is a fitting place to go because Dr. Chiachih Wang’s research focus is similar to my own. As a result, in August 2013, I moved to Denton, Texas.

It was exciting to begin a brand new life in a totally different place. Everything was new to me – the food, language, people, etc. However, my feelings became mostly negative at the beginning of the first semester, when I realized that studying abroad was much more difficult than I had originally thought. In this environment, particularly with my second language, I found myself incapable of doing the things, of which I had previously felt confident. In class, I was no longer able to fully understand what the professors were talking about, not to mention the struggle to organize my thoughts quickly and express myself effectively, which made me feel dumb and frustrated. The coursework was also overwhelming for me. I found myself needing to spend more time on assignments compared to other students because my reading and writing speed was relatively low. At that time, my confidence had hit bottom. However, I was lucky to have Dr. Wang as my advisor, who was always very supportive during this adjustment process. He tracked my progress every week, talked about my difficulties, and discussed what I could do to overcome them. He also shared his own adjustment experience, as an international student. With his support and encouragement, I realized that what really mattered was not what difficulties I encountered, but my attitude towards them. I began to perceive the adjustment as a learning process instead of feeling self-defeated.
With this attitude, I began to enjoy the challenges more and worked hard to learn and absorb new things. I also learned not to be afraid to make mistakes when speaking English, and to ask for corrections from people. At the end of the first semester, I saw myself making a lot of progress. The adjustment process is still continuing and I know there will probably be more challenges ahead. However, I now have more confidence in my ability to overcome them. Although I am still far away from my career goals, the experience I had this past semester at UNT has already made my life different.

Oklahoma Nursing Facility Policies: Support for LGBTQIQ2 Older Adults


Oklahoma State University

An Oklahoma State University (OSU) team is conducting a state-wide phone survey on nursing home facilities’ policies regarding the rights of LGBTQIQ2 (lesbian, gay, bisexual, transgender, queer, intersex, questioning, two-spirit) individuals and couples. With the fall of the Defense of Marriage Act and 17 states now performing same-sex marriages, the LGBTQIQ2 community is gaining increased rights and recognition. On January 14, 2014 an Oklahoma law banning same-sex marriage was struck down in federal court, but remains under appeal. Even with such winds of change, many remain marginalized, including older adults who identify as LGBTQIQ2. Ageism runs rampant throughout U.S. society and in the LGBTQIQ2 community. LGBTQIQ2 older adults, compared with heterosexual peers, are often socially isolated, fear discrimination from health-care providers, live alone, and don’t have children or close relatives to call upon for help (Jones, 2001). Their overall mental and physical health is also reported to be lower with some evidence suggesting that is due to lack of social support and long-term stigma, harassment, and discrimination (Kertzer, Barber, Schwartz, 2011). When unable to care for themselves, LGBTQIQ2 older adults without living partners or heirs often need to find nursing facilities where they will not face discrimination or harassment. Phyllis Frye, “Grandmother of the Trans Community” and a keynote speaker at the 2013 National Multicultural Conference, illustrated this clearly when she said something like, “If my wife dies before me, I’ll commit suicide rather than go to a nursing home: they only see you from the waist down (she has her male genitals).”
Our team has identified 16 nursing homes (15% out of the 107 called to date) with specific written policies for sexual or gender minority resident protection, which is not yet required in Oklahoma. We will provide information on “safe” facilities via a statewide diverse older adult hotline, staffed by OSU student volunteers, in conjunction with the James R. Neill Equality Center in Tulsa, Oklahoma. With this project, we aim to provide continued advocacy, social support and resources to LGBTQIQ2 older adults and possibly help decrease the ageism of volunteers inside and outside the LGBTQIQ2 community. We encourage counseling psychology students in other states to consider engaging in similar work.

References


Pictured: Colton Brown
The University of Memphis graduate student Diversity Committee is committed to social justice advocacy on University of Memphis’s campus and within the Memphis community. We have successfully built a strong, active committee and are excited to share our process through this newsletter and during a roundtable discussion at the Division 17 Counseling Psychology conference.

Our initial focus in creating a successful and diverse committee was in recruiting members. Being aware that student time is limited and valuable, we took a proactive and detailed approach to our recruitment. Officers worked over the summer to plan a calendar of events in the hopes of generating initial excitement.

We then recruited membership from graduate classes within counseling, social work, and psychology departments at the start of the fall semester. Our committee has monthly meetings where we engage in difficult dialogues and receive training in various diversity and social justice topics including disability and refugee populations. We have provided presentations to an undergraduate freshman diversity seminar on an Introduction to LGBT Persons and an Introduction to Disability and Using Person First Language. We have received training and certification in Safe Zone for LGBT individuals and have engaged in difficult dialogues surrounding our own differences, intersecting identities, and how those differences serve us in our work toward social justice advocacy.
We reached beyond our own university at the request of the Assistant Dean of Multicultural Affairs at a local small liberal arts college. Diversity Committee members led a discussion on the experiences of being a woman of color on a predominantly white campus. After creating a safe space, students discussed the various experiences that made them question their place at the college due to their racial background. For instance, the students discussed issues such as not being "white" or "black enough." In addition, after screening twenty minutes of the film "Miss Representation," the students discussed issues related to being a woman in today’s society, particularly in terms of the unrealistic physical standards that are portrayed in the media. This event provided a place for women of color to broach issues that may have been difficult to discuss otherwise and the women were able to connect and relate on a deep level.

Additionally, the Diversity Committee has reached outside of academia to address a need within our local community. Our academic department this past semester has engaged with community providers working with refugees in Memphis, TN. The project began with a collaborative class assignment in a course focused on domestic social justice issues. The class assignment involved completing a needs assessment. Students researched and interviewed different local organizations about the services they provide to the refugee community. Our committee secretary met with the director of the Refugee Empowerment Program, an organization that provides tutoring and English as a second language (ESL) classes to children and adult refugees. During this meeting, it was apparent that there was a potential for a long term, mutually beneficial relationship between our academic department, the Diversity Committee, and the Refugee Empowerment Program. We have begun to develop a relationship with this organization and multiple projects have resulted from it: including a self-care workshop, a training on trauma symptoms in children, several research projects, volunteer recruitment, and a wellness fair for the refugee community. In the coming semester the Diversity Committee hopes to collaborate with the University of Memphis Graduate Student Association in conducting a food drive to benefit the Refugee Empowerment Program and the individuals it serves.

Dissertation
Nichelle Rothong, M.S.
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Doctoral Candidate, Marquette University

A sensible way to describe the dissertation process to someone outside of the field of psychology is to liken it to a marathon; I believe that those within our field can also appreciate the comparison. Anyone who has run a long-distance race is aware of the physical, mental, and emotional commitment necessary to properly train and prepare for, and eventually run, the race.
The dissertation – the longest race of a PhD program – demands the same dedication, only extended over a period of years rather than months. Like a marathon, the dissertation can be survived with proper preparation, determination, self-care, support from family and friends, and the dedication to endure one of the most challenging endeavors of your life.

Upon reflection, I was one of the lucky ones. As a counseling psychology doctoral student at Marquette University, my advisor and professors talked about the dissertation process early on. Structured research requirements, including a comprehensive literature review of my dissertation area, along with deadlines for completion, were built into my program. At times, such requirements and deadlines were frustrating and anxiety provoking, as it seemed like there was an insurmountable number of hills to climb before approaching the dissertation mountain. However, meeting those smaller and preparatory research requirements, while engaging in meaningful clinical work, fueled my dissertation race by helping me identify an area of interest requiring further investigation and providing me with small victories along the lengthy dissertation course. My dissertation examined the assessment of performance validity during neuropsychological assessment in patients with epilepsy. For me, the most difficult aspect of the dissertation process was starting the proposal. I put off doing so to complete other program requirements, and also because I was not sure how to write one. I eventually sought the wisdom of other doctoral students who had successfully proposed; doing so proved helpful, as they provided me with examples and tips for completion. With newfound knowledge and motivation, I wrote, edited, received feedback, rewrote, re-edited, and successfully proposed my study. Unexpectedly, I did not feel a great sense of accomplishment after my proposal; instead, I dreaded what was unavoidably next: actually doing the dissertation.

The first part of my dissertation involved obtaining Institutional Review Board (IRB) approval from Marquette and the local medical center where I would acquire my data. I would highly recommend gaining experience writing IRB submission protocols prior to your dissertation; I had, and it made preparing my dissertation IRB documents much easier. After gaining IRB approval, I started data collection and analysis. Though my study was a retrospective review, I still had to go through hundreds of charts, determine eligibility, code and enter data, and run analyses. Like many other doctoral students, I greatly underestimated how long this process would take. Word of advice: Anticipate that you will move more slowly than you think, and plan accordingly. Like me, you may be doing these activities while applying for internship and interviewing, working a job and/or practicum, trying to maintain personal relationships and a general sense of health, and planning a major life event like a wedding. It is important to carve out time for all of these activities while also prioritizing your dissertation.
The way I did this was by writing most evenings and weekends for a year. In doing so, I allotted daily time for eating, running, and relaxing with my fiancé and cat. I spent time with friends and family during weekend evening hours and holidays, and otherwise stayed in touch via phone.

After months of hard work collecting and analyzing data, I was ready to write. Another word of wisdom: Writing the Results and Discussion chapters will take longer than expected; doing so will test your focus and resolve, and make you continuously question why you ever decided to get your PhD! You will suddenly be unable to write a sentence without multiple rewrites, and it will literally take you hours to write one paragraph. Your vision may decline due to hours spent staring at a computer screen. You may be unable to recall chunks of time or conversations. All of these phenomena are a normal part of the process. Structuring my approach to the writing process, along with regular breaks and self-care, helped me endure all of these undesirable effects. I wrote most nights and weekends, with the writing process culminating in a one-month writing “staycation” prior to internship. A few months of edits later, I was ready to defend. Two nights before my defense, however, I discovered a minor statistical error that significantly affected my findings. A few expletives later, I gathered myself, notified my committee of the error, and spent the entire night re-running and rewriting most analyses. The next day I rewrote portions of the Discussion, re-did my presentation, prepped for my defense, and flew to Milwaukee, as my committee was understanding of the situation and allowed me to defend as planned.

My defense went much better than I had anticipated. I discussed the new results in the context of my error, and answered questions with the clarity and humility that making such a mistake provided. Amazingly, I passed my defense, and only one substantive edit was required after my committee read my rewritten chapters. I felt a huge sense of relief and accomplishment, and was proud of myself for finishing the race despite falling in the last mile. Based on my experience, here are some tips for completing your dissertation: 1) Do not put off or avoid any aspect of your dissertation. These behaviors will make the dissertation appear more daunting, while providing you with ample time to focus on your insecurities and the ways you perceive that you are not yet ready to start. 2) Get organized. Develop a dissertating routine that involves writing something every day. Odds are high that it will be edited, rewritten, or deleted later, but just get something on paper. 3) Be resourceful. If you are not sure how to run an analysis or interpret a result, consult statistics books, Google it, or meet with a statistics expert. 4) Trust your gut. If you feel like you are not doing something 100% correctly, you may be right. You do not want to discover a mistake two nights before your defense! If you do, you can still complete the dissertation race, though the finish will be more challenging than expected. 5) Schedule regular self-care. Maintaining normalcy in your life during this process is a key to success. 6) Seek support from others running the same race. Doing so will help keep you sane and provide you comfort in knowing that there are others out there as crazy as you are for signing up for this marathon in the first place. 7) Celebrate all mile markers passed (e.g., have dinner with friends after you successfully propose, treat yourself to a massage after inputting all of your data, plan a weekend getaway with your family after your defense). 8) Remember that the best dissertation is a done dissertation.
Now in its 14th year, the Institute for the Study and Promotion of Race and Culture’s (ISPRC) Diversity Challenge remains one of the few psychology conferences focused entirely on race and culture. The ISPRC was founded under the direction of Dr. Janet E. Helms in 2000 with the goals of promoting social justice and addressing societal conflicts associated with race or culture in practice, theory and research, education, business, and society-at large. In the year following, the ISPRC hosted its first annual Diversity Challenge, a response to the lack of attention that race and culture receive in psychology and related fields. Dr. Helms says of the beginning of the Diversity Challenge “... Race and ethnic culture... are rarely recognized as psychological constructs deserving of their own theories, research, and interventions. Nevertheless, race and/or ethnic culture are present in virtually every domain of people's lives, whether they recognize it or not. The Challenge seeks to maintain a focus on race and culture and the ways in which they interact with other sociodemographic factors to affect education, health, mental health, and social policy.”

The first Diversity Challenge theme reflected a concern relevant to its time and still relevant today: “How to Survive Teaching Courses on Race and Culture.” The events of 9/11 had taken place just weeks before the first Challenge, and misunderstandings and misinformation about race and culture resulted in trauma for thousands of Americans. Conversations were often guided by fear and intolerance. This Diversity Challenge theme was inspired by educators’ growing concerns that instruction and discussion on race and culture were often met with resistance. In years since, ISPRC staff have continued to select current, unresolved racial and cultural issues as the focus of the Conference theme. The goal is not only to identify problems, but to share and develop pragmatic solutions that would benefit diverse racial and cultural groups, and societies around the world. The Diversity Challenge has continued as a venue for scholars from a wide variety of disciplines, including not only psychology, but law, medicine, social work, education, and sociology, to join together to discuss concerns and solutions for challenges related to race and culture.

Since its inception, the Diversity Challenge has addressed a wide range of race and culture-related topics. Past Challenges have focused on themes such as race and culture and immigration, trauma, policy, the world of work, violence, gender and sexual orientation.
Most recently, at the 13th annual Challenge, the focus was on health and mental health. In addition to hosting diverse topics, the Conference hosts diverse presenters. Participants are students, professors, researchers, leaders of faith organizations, community activists, and professionals from varied disciplines. Past speakers include Dr. Melba J.T. Vasquez, past president of the American Psychological Association, Tim Wise, anti-racist writer and activist and author of White Like Me: Reflections on Race from a Privileged Son, and Dr. Nancy Boyd Franklin, Professor of Psychology, author, and family therapist. In addition, attendees have come from all over the country and the world, including Japan, Vienna, the Caribbean, Australia, and France.

As in past years, the goal of the conference is to host an interdisciplinary forum where a variety of perspectives can be explored. Attendees will have opportunities to discuss relevant research, assessment, interventions, and social policies, and are invited to do so through workshops, posters, symposia, individual presentations, and structured discussions. The ISPRC and Diversity Challenge Conference Team invite individuals interested in topics surrounding racial or ethnic discrimination to attend and present at this year’s Diversity Challenge. Proposal submission begins in February. We look forward to another great Diversity Challenge Conference and hope to see you there!

The 14th annual Diversity Challenge will be held mid-October 2014 at Boston College. This year’s theme, “Racial or Ethnic Discrimination across the Lifespan,” focuses on the ways in which oppression continues to play out at personal and systemic levels for individuals, families, and communities, as well as in different environmental contexts.
As first year counseling psychology doctoral students at Washington State University, we have come to realize that in order to be successful we must adequately prepare for the struggles that lie ahead. One cultivates the tools that will ultimately propel them into success through balance and building resilience. Although there are many qualities of balance and resiliency that can be accounted for, we will discuss the factors that are specific to our unique journey in this transition.

Positive Outlook, Self-Awareness and Social Intuition

Coming into the program with a bachelor’s degree, I have learned the significance of a balanced life over the many years of work experience as an anesthesia/surgical technician. Some of the balancing qualities that have contributed to my success in my first year include: maintaining a positive outlook, being emotionally and physically self-aware, and being in tune with my surroundings. Our outlook, whether it be positive or negative, affects our emotional being and affect (Davidson, 2012). Living on either end of extremes is not beneficial; in other words, being overly optimistic disregards weak areas that we need to develop, and being overly negative is detrimental to our successes. However, having a positive outlook also serves as a protective factor against stress, is associated with having better physical health, quicker recovery time, and more fulfilling social connections (Wu et al., 2013). In order to have a positive outlook, one needs to acknowledge where their outlook is on that spectrum, and determine how to alter that perception (if needed) in order to get closer to that goal. That could include utilizing cognitive reappraisal (replacing negative thoughts with positive thoughts), humor, or even practicing compassion and gratitude. Furthermore, self-awareness is a vital component that adds to the overall successful experience as a transitioning graduate student.

Being self-aware can be defined as being more cognizant of bodily sensations or being more attentive to emotions and emotional reactivity. In extension, we could also utilize self-awareness through meditation training to help lower stress and enhance our attentional process.
Regardless of the extent to which self-awareness is used, the implication of its practice is beneficial across all domains. I use mindfulness in every moment of my life; from the careful observation of where I am emotionally to my studying techniques. Applying my complete attention during studying through inhibition of random thoughts, has made a significant difference in the time needed for studying. In my opinion, five hours of intermittent and interrupted attention are not as beneficial as two hours of full uninterrupted attentional energy.

Outside of the academic setting, attention to our environment and social cues is a skill that is extremely beneficial. We are consistently in a dynamic social environment that must be interpreted on many complex levels. Social signals such as the tone of voice, body language, and facial expressions can tell various stories depending on how skilled and sensitive an individual is. Being highly sensitive to the environment and picking up these subtle cues is the foundation on which we will develop more in depth clinical skills as counselors or future psychologists. Although this is a brief review of my personal account, we must also be attentive to the factors that contribute to building resilience for the future that graduate school will bring.

Similar to Alicia, I believe balance is key to making it through the struggles of graduate school. You need proper balance between the amount of energy spent on academics, and the amount of energy spent on yourself. Is attending to self-care taking the additional few minutes that you have to socialize with your cohort in between classes? Or is self-care taking time alone and preparing a meal at home for a moment of quiet reflection? No matter what self-care strategy you choose, it is important to dedicate a sufficient amount of time towards your academics, as well as towards care for yourself. Self-care and social support are protective factors that contribute to building resilience. Consequently, I believe the main emphasis in being successful in this transition is building resilience.

Resilience is not a personality trait or an attribute of an individual, rather, it occurs when positive adaptations are made in the face of adversity (Luthar & Cicchetti, 2000). Adversity is unique to everyone, and those struggles one encounters should be appreciated. If a student develops positive adaptations, they will benefit long after completing their education through a more resilient response.
One challenge that has affected me this semester has been battling "Imposter syndrome."
Interestingly, these doubts are also helping me build resilience. I have learned that each struggle must be appreciated, there are lessons to be learned, and skills to be gained. For coal to become a diamond, you need the right amount of pressure. Due to the symptoms of the imposter syndrome, I was overwhelmed with the consistent flow of worry about work that never stops. I learned that to ensure success in class, I must train myself to read and comprehend academic literature, be attentive and take productive notes, and socialize with other individuals. The pitfalls and inner battles that students face lead towards an upward momentum of success because they consistently help to cultivate resilience. With each passing semester and each positive adaptation to adversity in the program, a student will not only learn what is needed to be productive, but they will also be better prepared for the struggles ahead.

Although our experiences are different, they share similar factors that have contributed to our successful transition to counseling psychology doctoral students. Finding balance and building resilience are ideal components that all students should consider on their own path to success in a counseling psychology program. Finding equilibrium is a struggle within itself, but it is necessary as well as beneficial for our future to be competent and inspirational psychologists.

References
Shifting Sands: Where Do Counseling Psychology Graduates Belong?

Maureen K. Keaveny, M.A. and Charlene Kim, M.A.

Doctoral Students, Counseling and Counseling Psychology

Arizona State University

Recent graduates of counseling psychology doctoral programs are now facing difficulties in attaining academic appointments due to the “shifting sands” of the academic landscape. For doctoral students in the counseling psychology field, academic programs geared towards training master’s level counselors have served as avenues to careers within academia without being limited to the 67 APA accredited programs in counseling psychology (APA, 2013). However, with recent changes in faculty qualifications for master’s level program requirements by the Council for Accreditation of Counseling and Related Education Programs (CACREP, 2009), many of these opportunities will hence forth be unavailable to counseling psychology graduates. Although APA accredited counseling psychology programs have explored alternatives to the CACREP accreditation at the master’s level, there is a need for counseling psychology students and graduates to join this conversation as opportunities to work within academia become increasingly limited.

As of July 1, 2013, CACREP (2009) required that newly hired faculty and core faculty hold doctoral degrees in counselor education and supervision. Master’s level graduates of counseling programs now have faculty who share a similar professional identity within the counseling field. While this might create a more defined training framework for master’s level counselors, counseling psychology graduates, who have traditionally held these positions, will now be casualties. As a result, graduates from counseling psychology programs trained in a scientist-practitioner model are finding that opportunities for academia and or research have closed, as they are at a significant disadvantage for faculty positions at CACREP accredited master’s level programs.

Among a list of counseling related career positions advertised in the first two weeks of January (Chronicle of Higher Education, 2014), there were 34 full-time faculty and research-related jobs. Of these, only 11 positions were tenure and non-tenure positions at the assistant professor level for programs with graduate level training.
Among these, six positions require graduates from doctoral programs in counselor education with some requiring degrees from programs specifically accredited by CACREP. For recent graduates from counseling psychology programs that are searching job postings in The Chronicle, they are finding that more than half of the academic jobs that may have once been available to them are now unavailable due to changes in faculty qualifications to maintain CACREP accreditation.

Adding to the challenges for counseling psychology graduates, many master’s level programs require applicants be a licensed psychologist, as well as have the significant research and grant experience necessary to be successful in the current academic job market. Graduates from counseling psychology programs are now being squeezed out of a large swath of the academic job market. Many programs are attempting to address this issue by looking at alternative accreditation to CACREP (e.g., MPCAC, 2011). Important voices missing from this conversation, however, belonging to the students and graduates of counseling psychology programs. As Students Affiliates of Seventeen, we need to not only be aware of how the academic job market is changing, but also begin to explore avenues in which we can act to ensure that we are not left behind, buried in the “shifting sands” of the academic landscape.

References


The Student Affiliates of Seventeen (SAS) Network consists of Counseling Psychology programs throughout the United States and Canada. It was developed by the past host institutions to ensure communication, distribution of information, and to enhance collaboration across programs. With only a few programs without representation, this network includes 93 percent of Counseling Psychology programs nationally!

Each program in the Network has a Program Representative who represents his/her university and distributes information and academic opportunities to all individuals in that program. This Representative also gathers program updates and news about their programs and forwards it to their Regional Coordinator. The Network is divided into six regions, with a Regional Coordinator governing each region.

The Regional Coordinator distributes information to each Representative and also serves as a Representative for his/her own University. The Coordinator receives updates from each university in that region and presents it to SAS Membership Chairs via email and conference calls held throughout the semester.

With this order of operations, the SAS committee is able to receive and distribute information and opportunities from every Counseling Psychology program.

SAS held its first conference call with Regional Coordinators before the end of the Fall 2013 semester. With much enthusiasm, the following program updates and information were received:

- Arizona State University has continued their mentorship program with 4th-5th year students matched with 1st-2nd year students. They also have a doctoral organization that arranges social activities including hiking, mindfulness, and yoga.

- Cleveland State University is continuing to build momentum as the host of SAS and preparing to host the Great Lakes Counseling Psychology Conference.

- New Mexico State University has both a doctoral student organization and mentorship program in place. The organization holds events including community service, film screening for mental health day, and educational outreach.

- University of Denver began holding Brown Bag events this semester. They hope to move toward
incorporating a mentorship program for specific areas of psychology including health and forensics.

-Virginia Commonwealth University has had eight student articles that are either in press or have already been published. Five of these include a SAS member as lead author! The program also had three students propose their dissertation, one defense, and four students applied for internship. Additionally, Dr. Steve Danish retired in November, 2013.

SAS looks to further communication and collaboration between programs. We hope the Network will help build connections and lead to greater opportunity within SAS and beyond. Please refer to http://www.div17.org/SAS/network.html for more information on the Network and to view the roster. Should you attend a university without a Program Representative and are interested in being involved, please email sas.membership.coordinator@gmail.com.

Interested in becoming a SAS Member?

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

**Do you need to renew your membership?**

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

Do you graduate in 2013 with your doctoral degree? Upgrade to free ECP membership!

If so, your 2014 SCP membership is free! It is SCP’s way of congratulating you and welcoming you to Division 17 as an Early Career Professional (ECP). Note that this offer begins for 2013 graduates and is only available for your first year as an ECP.

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

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

To subscribe to the listserv e-mail: div17discuss@lists.apa.org

Please type SUBSCRIBE DIV17DISCUSS and your name in the subject heading of the e-mail, as in: "SUBSCRIBE DIV17DISCUSS Joe H. Smith".

Alternatively, if you want to subscribe anonymously, send the command: "SUBSCRIBE DIV17DISCUSS Anonymous".

**Additional Questions?**

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