Spring Greetings, readers! We are pleased to introduce the Spring Student Affiliates of Seventeen (SAS) 2015 newsletter! Like our last edition, this newsletter will provide you information regarding developments and concerns that we as graduate students of Counseling Psychology across the country and internationally, may find relevant to our training and interests. In this edition, you will find our president – Dr. Michael Mobley’s thoughts on the importance of educating oneself regarding issues of race in our field. Other topics that you may find useful reading about include information regarding international students applying for internships and attending the upcoming American Psychological Association’s convention in Toronto. There is also a piece on self-care among graduate students in the Division. Please send us your news, questions, and topics that you would like to see addressed in the newsletter to newslettercoordinator.sas@gmail.com. Thank you for reading!

Anil Lalwani, M.S., Radinka Jurosevic, M.A., & Erica Wiley Whiteman, M.A.
The Society of Counseling Psychology has achieved important milestones and benchmarks during the past several months. As President, I am most grateful for the commitment, dedication, and selfless contributions made by all leaders and members who have volunteered. I encourage you to read about such important accomplishments in the March 2015 issue of our SCP Newsletter. You will notice that my SAS column is virtually a duplicate of my SCP President’s column. In both cases, I want to highlight a significant national crisis, which has received increased public attention during the past few years – the senseless killings of Black men and boys and other marginalized individuals in our society.

Under the leadership of Anneliese Singh, as VP for Diversity and Public Interest, and her advisory committee, SCP championed a statement, which addresses Ferguson and Related State Violence towards Black Men and Men of Color in response to the death of Trayvon Martin, Michael Brown, Eric Gardner, Tamir Rice, most recently, Freddie Gray in Baltimore, and many other men and boys, as well as women and girls. In addition, I appreciate the advocacy and social justice efforts enacted by the 2015 NMCS Coordinating Team representing Divisions 17, 35, 44, and 45. In November and December 2014, Summit leaders integrated several programs including a documentary titled, Hands Up: Don’t Shoot Our Youth Movement, to offer an opportunity for our diverse community of psychologists and educators to activate our voice and engage in dialogues about this national crisis. I hope the 2015 NMCS gathering offered a degree of support, comfort, and healing for our SUMMIT community. The Black Lives Matter T-shirts sold during the Summit in Atlanta represented a symbol of visibility, affirmation, and value. Thank you to Anneliese, Theo, lore, and others for organizing this effort.

With our commitment to social justice, it is critical that we, as counseling psychologists, continue to take action against such injustices and the systemic, institutional, and structural forms of racism in our society. The recent U.S. Department of Justice Civil Rights Division’s Report on the Investigation of the Ferguson Police Department “revealed a pattern or practice of unlawful conduct within the Ferguson Police Department that violates the First, Fourth, and Fourteenth Amendments to the United States Constitution, and federal statutory law” (p.1). This report chronicles the injustices committed by the Ferguson Police Department and Municipal Court, which disproportionately affects and limits the life, liberty, and pursuit of happiness of Black residents in Ferguson. Equally, the admission of wrongdoing by the Baltimore Police Department in the death of Freddie Gray underscores the dire need for fundamental reform within law enforcement. Again, how will we as counseling psychologists continue to respond to this national crisis in our American system of justice?
Greetings SAS Members!

As the host institution of SAS, Cleveland State University is pleased to share with our membership our past activities and future initiatives.

Since our Fall 2014 Newsletter, SAS has been busy developing a mentoring program, participating in advocacy efforts regarding race relations in the U.S., helping to create workgroups to address educational issues affecting SCP students, and creating opportunities to engage our membership.

One of our primary goals as Host Institution has been to implement an E-Mentoring program for counseling psychology students with marginalized identities. We recognize that some minority students (e.g., racial, sexual, gender-transgressive, ethnic, religious minorities) do not always have faculty and students with like identities who are accessible within their program, nor do they have the same mentoring experiences and opportunities as their more socially privileged counterparts. Therefore, SAS Mentoring Co-Chairs, Sneha Pitre, M.A. and Ashley Poklar, M.Ed., have steered the SAS E-Mentoring Initiative, which will provide a space to address unique challenges experienced by minority students, as well as the intersection of their personal and professional identities. This E-Mentoring program will focus on students from traditionally oppressed and underrepresented groups across counseling psychology programs.

Since December 2014, SAS has collaborated with the APAGS Advocacy Coordinating Team, APAGS Diversity and Education Members-At-Large, Committee for the Advancement of Racial and Ethnic Diversity, and the National Multicultural Conference and Summit Student Planning Committee to develop and implement the difficult dialogue series: Grad Students Talk: Processing Events Including Ferguson and Staten Island. So far, two conference calls have taken place, which have provided a forum for psychology students to discuss and process their reactions to the recent events in Ferguson, Staten Island, Cleveland, and other locations around the United States. Through this collaboration, SCP students have been recognized as leaders on multicultural issues within APAGS, and collectively we have contributed to the creation of a safe-space to facilitate meaningful dialogue about the effects of racism and oppression experienced by people of color.
With the fairly recent Council for Accreditation of Counseling & Related Educational Programs (CACREP) policies that could affect the professional future of SCP students, SAS has partnered with the SCP Vice President for Education and Training, Dr. Marie Miville (Teachers College, Columbia University), and the student leader of the currently unaffiliated student alliance for all counselors, Katy Shaffer, M.A. (University at Albany) to address critical issues related to masters’ level training. Katy Shaffer, along with Dr. Rachael Goodman (George Mason University) and Dr. Jason Gallo (University at Albany) have been working with Dr. Miville to brainstorm ideas to help inform and mobilize students within SCP. The student alliance aims to create a website and listserv, as well as engage social media (Facebook and LinkedIn), to provide information regarding masters’ level training issues including accreditation, a list of professionals who can address student concerns, and a list of activities for student engagement and advocacy (e.g., lobbying, being active in the American Counseling Association, and creating/joining social media campaigns), which promotes collaborative professional opportunities for counseling psychologists involved in masters’ level training of counselors. SAS will distribute the student alliance for all counselors website information when it becomes available.

This past fall, our Programming Chairs, Erica Wiley Whiteman, M.A. and Lela Pickett, M.A., distributed a Call for Proposals for the SAS Symposium at the 2015 APA Convention: Social Identities and Intersectionality: Social Justice Perspectives. We are pleased to announce that we have selected the following three proposals: Transforming the Acronym: How the Development of Intersecting Identities is Socially Experienced by Rebecca Shoemaker, M.A., Sarah Rich, B.A., Catherine Coppola, B.A., Rachel Neff, M.A., and Ciera Payne, M.S. (Chatham University); Dynamics in Multicultural Counseling Skill Development by Stephanie Paulk, M.A. and Janet Helms, Ph.D. (Boston College); and Keep On Keeping On: A Qualitative Investigation of Diverse College Student Social Justice Advocates by Pauline Venieris, M.A. (Arizona State University). We are pleased to announce that Dr. Rebecca Toporek (San Francisco State University) will serve as the discussant for the SAS symposium. Dr. Toporek is one of the editors of the Handbook for Social Justice in Counseling Psychology: Leadership, Vision, and Action and The Journal for Social Action in Counseling and Psychology. Please take note of the diverse topics and presenters for this symposium and be sure to add it to your APA schedules once the program becomes available!

As we approach our third year as the SAS Host Institution, we have developed a Call for Proposals for the next SAS Host Institution for the 2016-2019 term. The Call has been distributed via SAS and SCP listservs and social media, and will have an application deadline of Tuesday, November 3, 2015 by 11:59PM EST. Becoming the next SAS Host Institution provides students with the opportunity to develop leadership skills at the national level, as well as afford students the opportunity to network and establish connections within SAS, SCP, APAGS, and APA. We look forward to selecting the next SAS Host Institution in January 2016!

To become a member of SAS, students must first become a student member of APA and then join Division 17 as a student affiliate, to automatically become a member of SAS. Join the SAS listserv, SCP listserv, and SAS social media sites for news on upcoming SAS activities during the 2015-2016 academic year.

We look forward to seeing you in Toronto!
I was thrilled to be invited to contribute to the Spring SAS newsletter. Being Chair of the American Psychological Association of Graduate Students (APAGS) highlights how I value leadership and it’s critical part of my professional identity. To share more about myself with you, counseling psychology is a cornerstone of my professional and personal identities. In fact, I am confident that being a trained counseling psychologist has inspired and fostered my aspirations and commitment to assuming this leadership role in APAGS.

When I matriculated in the Counseling Psychology program at the University of Houston, I had very little knowledge about what it meant to identify as a counseling psychologist. I did feel drawn to what I knew at that time (e.g., focuses on multiculturalism and diversity, client assets) and was eager to discover more. It was with this enthusiastic mindset that I attended the 2011 National Multicultural Conference and Summit (NMCS) in Seattle. I was inspired at the conference and met many counseling psychologists that further affirmed my choice to pursue this field. It was also at the NMCS that I visited the APAGS booth and initiated my first leadership role as a Campus Representative. To make a long story short, it was that position that led to further opportunities to advance in APAGS and, ultimately, my election to the Chair role. It all started at a conference well publicized and consistent with the values of counseling psychology.

While navigating the challenges and rewards of leadership, I have reflected on how counseling psychology has shaped my leadership style and career aspirations. Through this reflection, I realized that my identity as a counseling psychologist, approach to leadership, and career aspirations are inextricably tied. The focus of counseling psychology on person-environment...
interactions, assets and positive mental health, social justice and advocacy, multiculturalism and diversity, and mentorship have become both the framework for - and lens through which - I see my varied professional roles and my personal values. In leadership, these themes have helped me to consider interactions among any group of leaders to plan for potential conflicts/barriers. Attempting to capitalize on strengths has been helpful while considering the unique skills and experiences group members bring to a task. It is probably not difficult to imagine how valuing diversity and bringing to the table a variety of voices, perspectives, and backgrounds have positively affected my leadership. Moreover, my training provided me a framework for how to advocate for change, educate others, engage in purposeful dialogue, and pursue social justice efforts. Undoubtedly, these values likely influenced my ambition to pursue leadership in the first place. Reading this list, I have no doubt that the values of counseling psychology, and the mentorship I received along the way, have aided me in my successes and greatly influenced all of my identities.

I am often asked why I devote so much time to leadership, given the demands of graduate school. For me, each leadership experience affirmed the importance of advocacy, organizational membership, and involvement in the future of psychology. The issues facing psychology today will invariably impact and shape the future of the profession and the training of current and future students who may one day be my colleagues. I see it as my responsibility to be involved, think critically, and ask questions. Advocacy and leadership are highly consistent with the tenets of counseling psychology and the unique skill set we bring to the table.

My advice to my peers is to consider how your training in counseling psychology brings a unique set of qualifications to leadership roles. Sell that uniqueness in applications. Leadership is not just in large organizations; it can be a role in your community, university, or a local agency. Start small with something you are passionate about, and see where the journey takes you. Whether you decide to be involved at the national or local level, you can make a huge impact. You gain some things, too. Leadership experiences broaden your understanding of issues facing psychology well beyond academic work and practicum, and provide you with additional opportunities for professional development, networking, mentoring, and constructive feedback. You gain the skills and competencies you may not have acquired until years after obtaining your degree, if ever. Importantly, I have found these experiences lead to rich, meaningful relationships and friendships with psychologists from various disciplines. Counseling psychologists bring much to the table, but we have to be sitting at the table to make a difference.
The National Multicultural Conference and Summit (NMCS) is possibly my favorite conference. Every two years, hundreds of people who are passionate about multiculturalism and social justice come together to share the wonderful work they have been doing and to engage in passionate, difficult dialogue. I had the great pleasure of chairing the Student Planning Committee for the 2015 NMCS in Atlanta, GA, which took place this past January. What a happy excuse to closely collaborate with passionate students and professionals!

The NMCS is a heavily student-attended conference, with nearly 300 students attending in 2015 (and just over 450 professionals). The purpose of the Student Planning Committee is to develop student-centered programming and initiatives to better serve student attendees of the NMCS. This year, our student initiatives focused on mentorship, involvement, and advocacy. First, we facilitated the second Breakfast with the Stars mentoring event. Several SCP Stars, including Dr. Iora Dickey, Dr. Franco Dispenza, Dr. Tania Israel, Dr. Kevin Nadal, Dr. Pam Remer, and Dr. Helen Neville joined us to meet with students and share their wisdom. The Student Planning Committee was so grateful for the mentors’ eager willingness to join us at breakfast, and our tables were full with student participants! Many professionals at NMCS were also seen wearing our “I [heart] Students” buttons, a symbol inviting students to talk with them. Second, our committee was active in talking with student attendees about Division involvement opportunities, and we provided students with a resource sheet on the benefits of Division engagement. Finally, in addition to collaborating with the NMCS Coordinators on the community engagement project with CHRIS Kids (an Atlanta
- based organization whose mission is to heal children, strengthen families, and build community), the Student Planning Committee facilitated a well-attended discussion hour entitled “Let’s Talk: What Can We Do In the Wake of Ferguson?” Approximately 35 students joined us over the Friday lunch hour to process reactions to the recent high-profile incidents of violence against Black men, and discuss ideas and challenges related to responding to these events as psychologists-in-training. We are grateful for the rich and meaningful discussion in which participants were willing to engage.

In addition to our primary initiatives, we also worked closely with the NMCS Coordinators to develop a successful social media campaign. During the conference, participants tweeted or Instagrammed their conference photos using #NMCS2015, and those photos were then displayed on screens in the main ballroom. Working with Dr. Michi Fu, the NMCS Coordinator for Division 45, we held a virtual photo booth at the student table that was enjoyed by students and professionals alike! You can still see all of the great photos people shared at http://eventstagr.am/view/national-multicultural-conference-and-summit. It was fun not only to see peoples’ photos, but also to hear conference participants share their meaningful NMCS moments on Twitter.

The initiatives of the Student Planning Committee were a success, as evidenced by the attendance and engagement observed; and these initiatives could not have been a success without the incredible dedication and teamwork of each of our student committee members. I would like to thank Dr. Jameta Barlow, Brittan Davis, Monica Ellis, James Garcia, Daniel Gaztambide, Joya Hampton, Leighna Harrison, Dr. Jasmin Llamas, Emily Lund, Sneha Pitre, Jeffrey Suiter, and Amanda Waters for their hard work as members of the Student Planning Committee. I would also like to thank APAGS for their help and support. Finally, I would like to thank the Coordinators of the 2015 NMCS, Dr. Alfiee Breland-Noble, Dr. Terri Davis, Dr. Michi Fu, and Dr. Vic Muñoz. Without their help and support, the work of the Student Planning Committee would not be possible! Thank you to everyone who helped to make the 2015 NMCS a success. Hope to see you at the next NMCS in 2017!
Working in a university counseling center was not something I planned to do. I went to graduate school to “save the world.” I wanted to work with larger systems and with underserved populations. I imagined counseling center work as solely helping middle-class, 18-22 year olds adjust to college or manage relationship issues – something I didn’t find that interesting.

My early career experiences were in community agencies working with individuals, families and communities with multiple problems. I enjoyed this work and found it fulfilling. However, as I began working in university counseling centers, I discovered that my assumptions about counseling center work were inaccurate and that my professional goals could be met in this setting.

At the University of Akron, we serve a diverse population with a large percentage of non-traditional and first-generation college students. Many of our students manage multiple roles and many students work to support themselves and their families. Clients seek counseling services to address a variety of issues ranging from less serious (e.g., adjustment issues, stress management, relationship concerns) to more challenging (e.g., severe mood disorders, trauma, self-injury, eating disorders, suicidal thinking) presenting concerns. Moreover, we work with students in a number of modalities and settings. We do personal, career, and academic counseling, conduct preventive outreach, manage crises, and do group work. We present in classrooms and meet with student groups.
As a psychologist in a counseling center, I am part of a university system and help create systemic changes through advocacy, consultation, and outreach. My fellow colleagues and I serve on committees and consult with other staff, faculty, and students on campus. Further, we conduct workshops on topics such as helping distressed students, diversity, and sexual assault. This work helps create an environment where students are better supported to successfully reach their goals.

The Counseling and Testing Center is also a training site, as we have both practicum counselors and pre-doctoral interns working with us. Through conducting training and supervising trainees, I am impacting future generations of psychologists. In addition, having trainees at our site, helps me stay engaged in current theory and research. I continue to learn and grow professionally.

Although working in a university counseling center was not something I thought I would do, I am fulfilling my desire to “save the world” in unexpected ways. The work is interesting and varied. In addition, the opportunity of helping students, especially those from underserved populations, succeed in college meets a social justice value for me. As you continue in your training, you may also want to challenge assumptions you have about the work psychologists do. I encourage you to try different settings and experiences. Sometimes, the “fit” we all seek is found in unexpected places.

The International Mentoring and Orientation Committee

Providing Professional Mentoring and Support

Elena Yakunina, Ph.D.
Staff Psychologist, Counseling Services, University at Buffalo

The International Mentoring and Orientation Committee (IMOC) is part of the International Section of APA's Division 17 (Society for Counseling Psychology).

The goals of IMOC are:

1) To promote communication and dialogue about issues facing international students in counseling psychology. This is a wonderful opportunity for international students to get more involved in the SCP and to connect with other international students in our field.

2) To mentor international graduate students and to promote their professional development and identity as counseling psychologists.

3) To organize convention activities specifically tailored to the needs and professional development of international students.

If you are interested in joining IMOC as either a mentor or mentee, please check our Facebook group page at (https://www.facebook.com/groups/div17imoc/) and/or complete our membership survey (https://lehigh.co1.qualtrics.com/SE/?SID=SV_dhWQgb53s3TCsT3).
Applying for pre-doctoral internships can be an anxiety-provoking process, given the current realities of internship supply-demand imbalance (Baker, McCutcheon, & Keilin, 2007). The process can be even more complex for international applicants, due to cultural and language concerns and compliance with immigration policies (Hasan, Fouad, & Williams-Nickelson, 2008). Many international applicants worry about locating an internship program that is affirming of diversity and offers culturally-sensitive supervision. International students also worry about receiving training that would allow them to serve diverse groups of people both in the United States and in their home countries. International applicants often fear that they would be perceived as less competent during the interview process, especially during phone and Skype interviews. Many may experience a conflict around cultural values of humility versus a United States cultural context of being assertive and promoting oneself to obtain an internship placement.

Although the challenges of applying for internship as an international student are numerous, international students also provide unique opportunities and strengths. Many sites value international applicants’ diverse cultural perspectives, which can enrich and strengthen an agency’s commitment to diversity and social justice. In addition, international applicants also bring the potential to reach out to underserved and marginalized groups, such as clients who represent different aspects of racial, linguistic, and cultural diversity. The key to finding a good match is to locate sites that truly value the strengths of international applicants. Below are some tips on how to do that.

When choosing sites, start with reflecting on your training needs and goals. Ask yourself: What do I need and want to learn? What generalist skills do I still need to develop? Are there any specialty skills or concentration areas I want to develop? Where do I want to work after graduation? Research several internship sites and prepare a list of sites that are...
consistent with your training needs and long-term professional goals.

Consider whether the internship site values diversity and international perspectives. Do they have staff with culturally diverse and international backgrounds? Do their past and current interns represent diverse backgrounds? Do they offer programs and services with a focus on diversity? Have diversity issues been integrated into the training program?

Read closely the training program description that each site has posted online. Consider whether the training values and models fit your expectation and whether the training goals meet your needs. Check the sites’ websites directly and review the profile description of training staff members. Be sure that the experiences and expertise areas of the training staff fit your learning goals.

As you prepare internship applications, your cover letter should clearly communicate your training goals and needs and how these fit with specific opportunities at this particular internship site. Communicate very concretely how the internship program will prepare you to be the type of psychologist you want to be in the future. Discuss how the training program fits well with areas of diversity that are important for you.

In your essays, demonstrate awareness of the ways diversity impacts your professional identity and the ways you work with clients. Also, demonstrate awareness of the ways in which culture and social justice issues may impact your client’s presenting concerns. Discuss awareness of personal blind spots and ways in which you have grown personally in terms of your awareness.

With both your culture and theory essays, illustrate your views or framework clearly. Also, demonstrate how you implement your framework in clinical work by using a case example. Consult with other international students or mentors who have gone through this process. Have them read your essays to make sure that you have integrated theory and practice, as well as your multicultural perspective.

As you prepare for the interviews, plan in advance. Review once again the areas of fit between your training goals and the opportunities offered by the training program. Communicate these areas clearly during the interview, also making sure to address areas of diversity or social justice that are important to you.

Find friends to do a role-play of the interview. Be sure not to simply memorize answers. Instead, use your own words to articulate your ideas and thoughts. Prepare for the interview by using the questions in the APAGS Internship Book (Williams-Nickelson, Prinstein, & Keilin, 2013) or other resources. Write down the points you want to communicate. Be sure that you can answer each question within five minutes when practicing.

During the interview, make sure to ask questions that give you further information about the important areas of fit between you and the site. Ask questions about information that cannot be easily gleaned from reviewing the internship website. Feel free to ask more specific questions about ways in which issues of diversity are integrated in the training or about ways in which the agency reaches out to underserved populations. During the interview process it is quite normal to feel nervous and anxious. Be sure to find ways to cope with or...
contain your interview anxiety so that you still communicate clearly your identity, knowledge, and skills.

In ranking your sites, compare your understanding of the training sites and your interview experiences with them including knowledge and impressions gained from conversations with staff and current interns. Based on the outcome of your comparisons, you can rearrange your rank order of sites to reflect your preferences and sense of fit with each internship placement site.

Bring certain realities into your consideration. Consider weather, local cultures, moving expenses, financial issues, status of dissertation progress, etc. Examine if those factors would influence your rank order of sites. Current or previous interns’ experiences could be positive or negative based on their own unique perceptions. Be sure you have information from multiple sources to make your own judgment. Always talk to more than one intern.

Be realistic. The internship year is about learning and most of your time will be at the placement site. Make sure you can see yourself in the sites that you plan to rank. Understand that it’s possible that you may be matched with any site you rank. Be sure that you don’t rank any site you don’t like. Don’t take a risk with this critical capstone experience of psychological training as you complete your doctoral studies.

Although the internship application process can be stressful and exhausting, it is important to remember that each applicant has unique skills and strengths that are valuable and important for internship sites. The key to a successful match is finding an internship site that values your unique strengths and cultural perspectives, while providing you with the opportunities to meet your learning goals. And while issues such as international student status or language fluency may always be in the back of your mind during this process, do not forget that these areas of challenge also carry important aspects of diversity and opportunity for personal and professional growth.

References
Are you an international student planning to attend the 2015 APA Annual Convention in Toronto? Do you feel confused about visa requirements related to traveling to Canada? Here are some general tips to help you with this process:

Check to make sure that your passport, United States visa, and I-20 documents are currently valid and will be valid at the time of your travel to Toronto in August 2015. As a general rule, your passport should be valid for at least six months beyond your intended return date to the United States. This means that your passport should be valid through February 2016. This will ensure that you do not experience any difficulties in re-entering the United States after the Convention is over. Check with your university’s International Student Office to ensure that your passport, United States visa, and I-20 documents are current and valid for travel.

To determine if you need to apply for a visitor visa for travel to Canada, go to the link below and check whether citizens of your country of origin require a visa. Residents from certain countries (e.g., Republic of Korea) do not require a visa to travel in Canada, whereas others (e.g., India) do. Check the website below for the most updated information, as immigration laws may change over time: http://www.cic.gc.ca/english/visit/visas.asp

If you need a visa to travel to Canada, go to the website below and complete the application survey. Visa processing times vary, but usually take up to several weeks. As such, it is best to apply as early as possible. You should apply for a tourist/visitor visa. You will have the option of applying online or via paper and pencil. To apply online, you will need to have access to a scanner (to scan copies of your materials) and a credit card (to pay the required application fees). Applying online can result in a faster processing of your application: http://www.cic.gc.ca/english/visit/apply-how.asp

After completing the questions on the Canadian Immigration Services (CIC) website above, you will receive a list of support documents you will need to attach to your online application. Typically, the required support documents include some of the following:

- Front pages of your passport
- Pages of your passport reflecting stamps from your past travel history
• Copy of your United States visa and I-20 forms
• Digital photo
• Family information
• Letter explaining your purpose of travel
• Travel itinerary
• Proof of financial means (this could include paycheck stubs, a bank statement showing funds that are at your disposal, a department letter indicating that you are employed as a graduate assistant and your annual salary, or a letter indicating that you received a scholarship/travel award to attend the convention and including the amount of the award)

The sample list above is for information purposes only. Please make sure to follow the individualized list you receive after completing the survey questions on the Canadian Immigration Services (CIC) website, as individual requirements may vary. The APA International Affairs Office can provide a "letter of invitation" that you can attach to your application in support of your purpose for attending the conference. The instructions on how to request such a letter is provided on the link below:

http://www.apa.org/international/resources/convention/index.aspx. Any international attendees may contact the International Affairs Office if they require additional information at international@apa.org. After submitting your application and paying the application fee, check your e-mail regularly for updates. If your application is processed successfully, you will receive an e-mail asking you to mail your passport via a courier service to one of the Canadian Visa Application Centres (VAC) based on your geographic region of residence; carefully follow the instructions for sending your passport to the VAC. You will need to pay an additional passport processing fee, as well as include a courier air bill so that your passport can be safely returned to you. If you run into any problems with this process, please do not hesitate to ask for help from your university’s International Student Office. We hope to see you at our International Section’s 10th Year Anniversary Celebration at the APA Convention in Toronto!

Positive Psychology Section of APA Division 17

Looking for Campus Representatives

Adam Carl Fishel, M.S.
Doctoral Student, University of Memphis

Greetings everyone! I am the Student Representative for the Positive Psychology Section of Division 17. The Positive Psychology Section encourages, promotes, and facilitates contributions to research, teaching, practice, and public interest in positive psychology by Division members. Positive psychology involves an attempt to move toward a more positive and appreciative perspective regarding motives, capacities, and human potentials. Counseling psychology continues to be one of the few disciplines that highlight the values of fostering human capacities, satisfaction, and well-being. The aim of this Section is to explore how
counseling psychology fosters and builds human strengths and well-being and, in pursuing this endeavor, furthers the development of positive psychological science and practice.

I am happy to announce a great opportunity for any student member who is interested in becoming more engaged with this Section. The campus representative program is off and running and Student Campus Representative positions for many universities are still open. The Student Campus Representative position is for individuals who would like to coordinate positive psychology involvement at their respective university by recruiting and educating others about the field of positive psychology.

Specifically, the responsibilities of Student Campus Representatives for the Positive Psychology Section are as follows:

- Assist with recruitment of students at their university (and potentially other local universities) for the Positive Psychology Section
- Give a short (already established) presentation about the Positive Psychology Section to the Campus Representative’s corresponding academic department or the university’s Counseling Psychology (or Psychology) Student Organization(s)
- Communicate quarterly with the Positive Psychology Section’s Student Representative

What if you are not a member of the Positive Psychology Section? No problem, membership is free! Just follow the link (http://www.div17pospsych.squarespace.com/join-the-section/) to join.

If you would like more information or have any questions, please feel free to e-mail me at adamfishel@gmail.com. If you would like to apply to be a Student Campus Representative, please send me an e-mail with a brief bio and your CV. This is a great opportunity to be more involved and take on a valuable and rewarding leadership role. I look forward to hearing from you!
Erica Wiley Whiteman, M.A., and Anil Lalwani, M.S., began their doctoral program in Counseling Psychology at Cleveland State University in Fall 2014. They began to realize that both their professional and personal lives were moving very quickly. They began discussing ways to balance work and life and decided to reach out to other graduate students by inviting them to share their own approaches to self-care during graduate school. For the following four questions we received responses from Jennifer Chair (University of Oregon), Cecile Gadson (University of Tennessee), Elizabeth Thomas (University of Tennessee), and Jason Ruggieri (University of Tennessee).

Caring for myself means that I take time to enjoy life while letting go of the guilt that comes with putting myself first. It is hard to find moments to slow down and even when I do, there is a nagging feeling that I "should" be doing something more productive or I wouldn't be good enough, smart enough, (fill in the blank) enough for graduate school, for a career in psychology, etc. I think the biggest challenge in caring for myself has been fighting the negative thoughts and doubts about engaging in self-care that originate from the environment, but get deeply internalized. Self-care is about making a conscious decision that is aligned with my feminist multicultural values which suggest that as a woman of color, I deserve to be well cared for, I deserve to come first, I matter.

**Q: What are two reasons why it is cool to have a personal self-care agenda?** (Cecile Gadson, M.A., University of Tennessee)

A: Having a personal self-care agenda keeps me grounded and rewards me for the hard work I have been doing during the school week. Just
Recently I started to work out in the morning with a fellow graduate student who leads a group exercising class. I really have to treat my workout time as classes because getting up at 5am and 6am is definitely hard. I also like to have “me” time at the end of a long week. My “me” time is anything from treating myself to a take-out meal, watching a movie at home, or even going to see a movie. I also like cooking sweet treats and a really great dinner.

Q: What do you do in your free time? How do you plan free time? (Elizabeth Thomas, M.A., University of Tennessee)

There are different levels of self-care I engage in on a daily, weekly or monthly basis.

On a monthly basis, I make sure I schedule myself some alone time. I take time to be by myself shopping, going to a coffee shop and having a vanilla latte with a book not related to school, or some type of pampering, which varies in cost depending on the month.

On a weekly basis, I make sure to attend at least one or two yoga classes and have at least one meal where my significant other and I enjoy each other’s company and do not talk about school, work, or other stressors.

On a daily basis, I make sure to have enough to eat and take breaks in my day to be able to enjoy the food I bring. I try not to eat and work at the same time. I like to use my snacks and lunch as a time to catch up with colleagues and classmates. I make sure to get up and stretch between clients if I am spending the whole day at the counseling center. If I am in class all day, I make sure to get up and leave the classroom during breaks. I also rely on my friends, family, and cohort to keep me accountable when it comes to taking care of myself. If I am not functioning at my best, how can I expect to help others function at theirs? These are just some of the things I do to practice self-care.

Q: How is your self-care nurtured in your mentoring relationships? (Jason Ruggieri, M.S., University of Tennessee)

My advisor has his own ways of decompressing and spending free time, and he openly shares how he makes time for these things. This provides a good example for me, but also illustrates the importance of established professionals continuing their self-care routines and keeping things fresh.

In summary

Each of the students mentioned are maintaining meaningful relationships outside of their graduate program and are staying physically active. They recognize the importance of positive relationships with their significant other, cohort, colleagues, and faculty. And lastly, each of the students are taking the time and energy that is needed for self-care, as it is an essential part of training to be a great Counseling Psychologist.
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.

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Additional Questions?

Please don’t hesitate to contact Lindsey Bisgrove and Sara Nardone
sas.membership.coordinator@gmail.com, your Membership Coordinators, and they will be happy to answer your questions or find someone who can.