Specialty Board Certification in Counseling Psychology: The Early Entry Option

Ted Stachowiak, Ph.D., ABPP,
Past President of the American Academy of Counseling Psychology

These days you most likely are feeling good about staying on top of your graduate studies, and looking forward to the day when you finally receive the acknowledgement that says you are done! That accomplishment requires many sacrifices, as you well know. So you may be wondering why this SAS Newsletter has an article about Board Certification. Isn’t that years away? Perhaps you feel that thinking about Board Certification in your future is just not relevant to you now. I hope you read on and come to the conclusion that now is precisely the time to be thinking about Board Certification.

Why ABPP (American Board of Professional Psychology) Certification?

In the Fall 2008 SAS Newsletter, Dr. Jeff Pollard, current President of the American Board of Counseling Psychology, wrote: “. . . ABPP Board Certification is the highest credential available to psychologists in North America. It is the only credential that is attained through demonstration and examination and is the standard recognized within many health professions.” As you move forward in your career post licensure, being Board Certified will make it easy for the public, potential clients and employers to know that you have demonstrated advanced competence in a specialty area of psychology. Currently there are 13 specialty areas.

Continued on page 2

Letter From The Editor

Theresa Magelky, M.A., SAS Newsletter Editor-in-Chief

I am very pleased to present this edition of the SAS newsletter. As you will soon see, it is packed full of interesting and informative contributions on a wide array of topics.

I would sincerely like to thank all who took the time and energy from their busy schedules to write articles. I think you will agree that the newsletter is most intriguing and valuable when you, our readers, share your experiences and ideas.

As UND’s tenure as SAS host institution draws to a close, I would like to thank all of you for your support over the past three years. It has truly been an honor.

Last but not least, I would like to warmly welcome the incoming SAS host institution, the University of Albany, State University of New York, as well as the incoming newsletter staff. I hope you will enjoy your work on the newsletter as much as I have!
ABPP Certification (cont. from page 1)

sial areas. Be proud to know that Counseling Psychology is one of the two original specialties, founded way back in 1947, before licensure existed. A group of forward thinking psychologists got together to come up with a way to demonstrate competence to the public. Psychology was a relatively young profession then. In those pioneering days, the exam lasted three days. They wanted to make sure they got it right. We have benefitted from their ground-breaking work, and as the examination has evolved over six decades, we are able to confidently examine for advanced specialty competence with a much shorter examination. The oral examination today is less than a half day.

Doesn’t Having a License Demonstrate Competence?
Yes, it does, at the entry level. Typically a license indicates that you learned what you needed to know to begin your career. However, perhaps like you, when I need professional help - medical, legal, psychological, I want assurance that a professional’s knowledge and skills are beyond what was needed to get started. To put this in perspective. If you are able to choose between two professionals, one who is Board Certified, and one who isn’t, aren’t you more likely to choose the one who is Board Certified? Most of us are.

Why at This Time?
Perhaps you can agree that being Board Certified is an excellent credential for your professional career and for your clients. “But,” you might be thinking, “why now? I haven’t graduated nor do I have a license!” That is why the Early Entry Option is perfect for you. For $25 you can begin now the process of applying for Board Certification. The current application fee for licensed psychologists is $150. In the future this fee could increase. Anytime I can turn $25 into $150, I am interested. In addition, the American Board of Professional Psychology (ABPP) will serve as your credentials bank. The Early Entry Option is a very good deal. But read on to see how you might be able to make it a better deal.

Involves Your Academic/Training Department
The Student Counseling Service at Texas A&M University is an APA accredited predoctoral internship training site. We also train doctoral level practicum students. We have seven full time psychologists in our center who are Board Certified in the Specialty of Counseling Psychology. Our Director, Dr. Maggie Gartner, is committed to supporting Board Certification and to sponsoring our trainees for the Early Entry Option. In the past two years we have sponsored 21 predoctoral interns, doctoral practicum students, and postdoctoral fellows. Perhaps your academic department would consider sponsoring you and your doctoral student colleagues for the Early Entry Option. A department’s commitment to the future development of competence of its graduates is very likely to be attractive to future Counseling Psychology doctoral applicants who are likewise committed to demonstrating advanced competence.

After Enrolling in the Early Entry Option
After you become enrolled in the Early Entry Option, you will receive an invitation from the American Academy of Counseling Psychology to become an Affiliate Member. When you go job hunting, you will be able to include on your Curriculum Vitae that you are in the Early Entry Option to become ABPP Board Certified, a very strong statement about how seriously you take your professional development. You will also be able to state that you are an Affiliate Member of the American Academy of Counseling Psychology. Upon becoming Board Certified, you will be eligible to become a Fellow of the Academy.

Continued on page 3
New SAS Host Named!

At the recent Division 17 mid-winter meeting, the Society for Counseling Psychology affirmed the selection of the University of Albany, State University of New York as the 12th host of the Student Affiliates of 17. Please join in congratulating this group who will take over as SAS host in August 2010.

Students involved in the proposal at Albany include the following: Melanie Lantz, Christopher Connacher, Duane Khan, Robert Carnicella, Erin Ring, Alexa Hanus, Lauren Berger, and Ke Fang. They will be joined by these faculty advisors: Michael Ellis, Ph.D. and Myrna Friedlander, Ph.D.

To find out more about the Counseling Psychology program at Albany, go to: http://www.albany.edu/counseling_psych/

Special thanks go to the other programs who submitted applications. Choosing a new host institution is always a difficult process. The UND SAS team wishes the students and faculty at Albany great success in the coming years.

ABPP Certification (continued from page 2)

What is the Examination Like?
A good place to get information is in Becoming Board Certified by the American Board of Professional Psychology (Oxford University Press, 2009). It contains valuable information, including a chapter on preparing the practice sample that was written by Dr. Charme Davidson, Past President of the American Board of Counseling Psychology, and currently a member of the ABPP Board of Trustees. At www.abpp.org you will find specifics about the current examination process, including a candidate’s manual. As you read through this information, you will discover that the examination for Board Certification is unlike any exam that you have taken before. Candidates for Board Certification participate in the development of a major portion of the examination. Yes, the standards are high. And yes, you will be asked to demonstrate competence to your peers. But you have significant input into the content of the examination, beginning with the preparation of the practice sample. In addition the American Board of Counseling Psychology and the American Academy of Counseling Psychology are committed to the successful attainment of Board Certification of all applicants through mentoring and constructive feedback during the process.

The Early Entry Option is Your Best Option
It is to your advantage to take the first step now toward enhancing your career by enrolling in the Early Entry Option. It is the most cost effective way to get started. You will also be a significant contributor to the overall effort of helping Board Certification become part of the culture of Counseling Psychology, just as it is in other psychology specialties and other professions.

What to do?
Enroll in the Early Entry Option. Ask your academic/training department to sponsor you. Suggest to your department that sponsoring you and future doctoral students in the Early Entry Option is an exceptional way it can demonstrate its commitment to the ongoing development of competence in doctoral students. Encourage and support those faculty who are not Board Certified to become Board Certified. Faculty in your department who are not Board Certified may not be aware of the options they have to become Board Certified. That information and the Early Entry Option application are available at www.abpp.org.

Please email me (Ted@scs.tamu.edu) for whatever additional information might be helpful.
Diversity Challenge 2009:
Top 10 Things I Learned

By Cynthia E. Chen, M.A. & Carlton E. Green, M.A., Boston College

At this year’s 9th Annual Diversity Challenge, over 300 scholars, psychologists, mental health counselors, educators, and students convened at Boston College (Chestnut Hill, MA) to discuss racial and cultural factors in treatment, practice, and policy. Hosted by the Institute for the Study and Promotion of Race and Culture (ISPRC), the Diversity Challenge is a two-day multidisciplinary conference featuring panel discussions, symposia, workshops, structured discussions, poster sessions, and individual presentations.

Nationally recognized invited panelists included Teachers College’s Dr. Robert T. Carter, Dr. Martin J. La Roche from Harvard University, Dr. Belle T. Liang of Boston College, University of California-Irvine’s Assistant Vice Chancellor Dr. Thomas Parham, University of Chicago’s Dr. Gina Samuels, Dr. Lewis Z. Schlosser of Seton Hall University, Dr. Karen Suyemoto from University of Massachusetts-Boston, and then-APA presidential candidate Melba T. Vasquez. These panelists shared their perspectives on culturally-responsive treatment and interventions, as well as statistical and research methods for exploring complex racial and cultural identity development. Also of note, a diverse group of high school students from Boston Metro area schools presented two exciting sessions focusing on academic, racial, cultural, and social issues in their lives.

There were over 80 other thought-provoking, challenging, and stimulating presentations integrating racial and cultural factors with treatment, research, and policy at this year’s conference. Diversity Challenge participants appeared to enjoy and benefit from the conference, leaving comments such as: “Excellent conference, full of information, individuals, and ideas that will surely be of benefit in my future work!” “I loved attending this conference and am proud to have been included as a part of it! I found myself rejuvenated after long strings of stimulating conversation!”

The ISPRC hopes to continue to encourage student participation in the conference, as both attendees and presenters. Attending professional conferences enhances the knowledge and skills gained through more traditional educational settings. Student organizers of the Diversity Challenge wanted to share some key ideas and concepts gleaned from this year’s presenters.

Continued on page 5
Diversity Challenge (cont. from page 4)

Top 10 Things I Learned at Diversity Challenge 2009:

- Read original (data) sources. For example, Helms’s (1984) initial conceptualization of racial identity theory has been rarely cited, although it contained seminal ideas (e.g., racial identity implications for same-race counseling dyads) that have been largely ignored. Much of what students and scholars read are secondary or tertiary sources, which are interpretations of the original ideas.

- Racial identity theory is intended for exploring an individual’s racial identity, and not intended for categorizing an entire group.

- Mentoring is critical for future generations of psychologists. Approach and talk to professors and professionals in your subspecialty or area of interest! Many of them are looking for opportunities to mentor the next generation of scholars and researchers. Additionally, promote your own work and events at your institutions. Undergraduate students can benefit from the exposure and mentoring possibilities.

- In order to engage the socially privileged (e.g., men, heterosexuals, White persons) in critical conversations, acknowledge intersectionality and the often overlooked oppression that is associated with some minority groups (e.g., American Jews, White Latino/as).

- Use a combination of qualitative and quantitative research methodologies to gain a richer understanding of racial and ethnic factors in the lives of research participants.

- Be courageous enough to adapt treatment interventions for your clients! With the current pressure to use evidenced-based practices and manualized treatments, it can be too easy to forget about our client’s contextual factors.

- Be aware that therapists are not immune to conscious and unconscious racist, discriminatory thoughts, attitudes, and behaviors, which can have a deleterious impact on the therapeutic connection. Continuing to work on self-awareness and critical-consciousness can help guard against unintentionally harming the therapeutic relationship with our clients.

- There are conceptual and real-life differences between the constructs of race and ethnicity, which are significant for researchers, educators, and mental health professionals.

- Use an emic perspective to identify the positive racial and cultural resources related to populations of interest (e.g., multi-racial families, adolescents of Color).

- Honor your academic mentors!! Thank you, Dr. Helms, for your pioneering work 25 years ago; you have and continue to influence the personal, academic, and professional lives of so many.

The ISPRC looks forward to hosting the 10th Annual Diversity Challenge in October 2010, for which the theme is Race and Culture in Teaching, Training, and Supervision. Individuals interested in presenting should check the ISPRC website to view the Call for Proposals at www.bc.edu/isprc. General information about the conference including pre-registration will also available on the website.
Mark Your Calendars...

2010 Diversity Challenge

The Institute for the Study and Promotion of Race and Culture 2010 Diversity Challenge:
Race and Culture in Teaching, Training, and Supervision

Each year the Institute for the Study and Promotion of Race and Culture addresses a racial or cultural issue that could benefit from a pragmatic, scholarly, or grassroots focus through its Diversity Challenge conference. The theme of the 2010 conference is the examination of race and culture in teaching, training, and supervision. The two-day conference held at Boston College on October 15-16, 2010, includes panel discussion/symposia, workshops, structured discussions, a poster session, and individual presentations by invited experts and selected guests including educators, administrators, researchers, mental health professionals, and community organizations.

Individuals interested in attending the conference should check the ISPRC website at www.bc.edu/isprc.

Information submitted by: Alesha Harris

SAS members would love to see your article submissions! Please send all article submissions, ideas, and announcements to the incoming newsletter staff at The University of Albany, State University of New York.
The Becoming of an “Active” Member

By Minkyeong Shin, Indiana University Bloomington, SERD-SAS Student Liaison

“Are you also an award recipient?” The girl sitting next to me outside of the SERD (Section for Ethnic and Racial Diversity) conference room asked me. “No,” I answered with a nervous and embarrassed smile. Maybe it wasn’t a good idea to come here. I am the only person who isn’t a student representative or an award recipient here. It wouldn’t have been as awkward if there was at least one “ordinary” person like me.

“Conferences are places where you go to socialize with other people. Don’t be afraid of introducing yourself to others and getting to know them. Who knows… you might have a chance to work with one of those people!” Easy to say and do for the experienced.

Pretty easy to do when a conference had a friendly and cozy atmosphere like the Great Lakes conference. Very intimidating to do so at the APA conference! As a first time attendee, I was overwhelmed by the size of the conference and the tremendous number of people who came. I didn’t know where to start. Fortunately, my advisor suggested coming to the Section for Ethnic and Racial Diversity meeting when I expressed my interest in getting involved in Division 17. So there I was, sitting outside of the conference room waiting for the SERD business meeting to end. My thoughts were screaming at me to flee but my body was glued to the spot.

Finally the SERD business meeting was over. While other people eagerly walked in, I slowly got up and forced myself in the room. Upon discovering my advisor smiling face, a sense of relief and comfort swept over me. Being an introvert, having an acquaintance in the room was such help. Everyone first introduced each other and my memory after that is somewhat blurry. The only memories left are positive ones such as how fast the meeting went, what a pleasure it was to actually meet and get more close to the influential figures of the section, and (I know it sounds childish but) how proud I was of myself for finally going through the first step of becoming a more active member of the SERD.

For any “ordinary” student like me, getting involved in the APA seems like a huge responsibility and burden, probably something more fit for “special” students. One student introduced herself at another section that she has been coming to the meeting for several years. However, is this all we student members could do? Couldn’t there be other ways that students could also contribute? From what I know, majority of the members/affiliates in our section, SERD, and other sections are students. It is quite ironic to think that voicing our opinions and thoughts is less meaningful compared to those of professionals simply because we are students; rather we should be aware that it actually counts!! The fact that SAS (Student Affiliates of Division Seventeen) exists, and also that sections within Division 17 set goals and engage in activities to increase communication and connections between the section leaders and students are evidence of the value of student involvement.

Currently, I’m a SERD-SAS liaison and also one of the six associate editors of The Diversity Factor, the SERD newsletter. Along with the two student representatives of our section, the associate editors, are all

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Continued on page 8
SERD (cont. from page 7)

students in different levels in their graduate study and from various cultural backgrounds. Other students get engaged in our section through various activities such as article submissions, sharing ideas, opinions, or announcements with section leaders and/or student representatives, renovating the section website, and gathering information. Regardless of what we do, the most important fact is that we are contributing in various ways to promote social justice and respect for cultural diversity, which is our shared interest. What you can gain from being involved doesn’t stop here. I found that working with or even simply exchanging ideas with professionals and students from outside of my program not only broadens my perspective of research, practice, and profession, but also encourages me to move further beyond my comfort zone to learn to become more like the people who inspire me. I have only been involved in the SERD for about five months and I believe there is still a lot more that could be obtained from this experience.

Do you remember the shy ordinary girl sitting outside the conference room regretting the commitment she made to attend a section meeting? I can assure you that this “ordinary girl” is glad that she made the first step. If she hadn’t, you’ll know for sure that she wouldn’t have been writing to you to share her experience. Would you be interested in joining her?

The Section on Ethnic and Racial Diversity (SERD) Invites You to Join

SERD is a section of the Society of Counseling Psychology (Division 17) within APA that seeks to actively encourage, promote, and facilitate contributions by Division members and other psychologists in the field of counseling psychology, particularly as they pertain to issues of ethnic and racial diversity. SERD also works to represent the interests of ethnically and racially diverse individuals to the Division within the APA and to external constituencies.

With over 365 members, SERD provides opportunities for students, early career psychologists, and professionals alike. SERD’s involvement within the counseling psychology community has created a welcoming space for individuals to share and work together on diverse issues.

Learn more about SERD and the benefits of being a SERD member by visiting our website: http://www.div17.org/SERD/
To join, simply follow the link below and fill out our membership form: http://www.div17.org/SERD/Membership.html

For questions or other information on SERD membership contact:
Anjuli Amin
Membership Coordinator
Department of Psychology (M/C 6502)
Southern Illinois University
Carbondale, IL 62901
E-mail: amina@siu.edu
When One Door Closes:
Coping with Doctoral Program Phase-Out

By Teri Madura, SAS Representative, The University of Akron

December 7, 2007. I remember the day vividly. A mandatory program meeting was scheduled. Rumors were flying about the possible reasons for the meeting: the hiring of a new faculty member; the status of the program’s application for APA accreditation; or perhaps more opportunities for funding and assistantships. No one expected to learn that the university had decided to phase out our doctoral program for financial reasons.

The week following the provost’s announcement of the “phase-out” was a whirlwind. Both faculty and students were in a state of sadness, confusion, and anger. No one was sure exactly how this decision was made, and it was unclear what the future would hold for those students who were not in a position to transfer. The terms of the phase-out allowed enrolled students to finish the program, however this came with a variety of limitations – lack of resources (bare-bones funding and fewer professors), greater reliance on independent classes, and less student interaction.

For those who were able to transfer, like me, there was a very short window to submit applications. The deadline for many counseling psychology programs was December 15 (one week away!), and some had already passed. The training director was helpful, contacting several regional programs to ask for extensions. Some programs were willing to extend the deadline; some were not. I faced other challenges as well. It would be impossible to take the GREs over again. Thus, the score I obtained over three years ago would have to suffice. I also had to attempt to write coherent essays while still reeling from the recent events. Thankfully, faculty members put in overtime to write recommendation letters on short notice.

Additionally, at the same time we were frantically planning for the future, several of my colleagues and I still felt that an injustice had taken place. We attempted to advocate for ourselves and establish some type of contractual agreement that would ensure the quality of degree completion for those who intended to follow through with the program. Our attempts were met with disregard and indifference. We felt like we were being swept under the carpet.

As for me, one program responded with compassion toward my situation. I was accepted (along with a colleague) into a much larger and well-established APA-accredited program. Not only did the training directors at this program respond with empathy, they also acknowledged the

Continued on page 10

The views expressed in this publication do not necessarily represent the policies of the APA or the Society of Counseling Psychology.
When One Door Closes (continued from page 9)

context of the situation. The transition into the new program was surprisingly smooth. After I got over my initial feelings of “being the outsider”, I began to fully appreciate the opportunities provided to me. Because of this program’s size, there were a number of experiences in both research and clinical settings available to me. The stability of this program allowed students to be students. At my former program, the students held more responsibility for sustaining the program. The social atmosphere was also different. The larger student body allowed individuals to work independently and pursue discrete paths. Overall, this new program was filled with life and a wealth of opportunities.

While things ultimately worked in my situation, it was by no means any easy road. It took an emotional toll on me and tacked additional time onto my education. When I started my doctoral program, never in a million years did I think it would be phased out after I had invested two years of hard work. It really turned my life upside down. As I contemplated writing this article, I realized how important it was for me to bring my experience to other students’ awareness. Psychology doctoral programs close, often times without warning. Four counseling psychology doctoral programs were phased out in 2009 and another two withdrew from APA accreditation (American Psychological Association, 2009). And that does not take into account other psychology specialties (e.g. clinical or Psy.D. programs) or non-accredited programs. In addition, the current economic climate may have a negative effect on the ability of universities to financially support unprofitable doctoral programs.

Students who are currently enrolled in phased-out programs will not only face emotional repercussions, but also the potential impact this can have on future career decisions, such as licensure. It can be difficult to cope with such a major disruption in one’s professional development. Attending a doctoral program is a significant life decision and it takes a great deal of effort and energy to finish. Transferring programs meant that I had to completely rearrange my life. It took me some time to adjust and I owe a great deal of credit to my current university’s faculty. I also looked to family and friends for added support. The best advice I can give to students faced with program phase-outs is to be calm and as optimistic as possible. Take it as an opportunity to diversify your experience and try not to get discouraged. Even if the road you travel is different than you initially expected, it can still lead to the same destination.”
2010 APA Convention
August 12-15, 2010
San Diego, California

This year’s Annual APA Convention will be held in San Diego, California, August 12th to 15th. The convention is a great opportunity to network with other psychologists and psychologists-in-training and learn about important issues in psychology. Wondering how to spend some of your time? The convention has much to offer students, and the community is full of opportunities to experience culture and fun during your non-convention related hours.

APAGS Pre-Convention Internship Workshop

APAGS hosts numerous programs and social activities geared specifically toward graduate students in psychology, including the Pre-Convention Internship Workshop, which will take place on Wednesday, August 11, from 4:00 p.m. to 8:00 p.m. at the San Diego Marriott Hotel.

The APAGS Internship Workshop provides students with tips on securing a psychology internship and offers guidance on the Association of Psychology Postdoctoral and Internship Centers (APPIC) application and match process. The discussion will include numerous aspects of the application process, including: developing a healthy mindset, understanding APPIC’s role and APA Accreditation, calculating hours, completing the online APPIC application, composing and designing a CV, asking for and evaluating recommendation letters, identifying training and career goals, composing personal essays, interviewing successfully, constructing a rank list for the Match, and more.

For more information and to register for this workshop, please visit: http://apa.org/apags/programs/convention/internship-workshop.aspx
APA San Diego 2010

APAGS Funding Series

Representatives from major funding institutions will highlight opportunities for students to fund their research from graduate school through post-dissertation. Loan repayment options for practice-oriented students will also be presented. Session topics include:

- Research Funding Opportunities for Graduate Students and Early Career Psychologists—Thursday, August 12, 12:00 PM – 1:50 PM

- How to Find and Write a Successful Research Grant—Saturday, August 14, 11:00 AM – 12:50 PM

- Financing Your Education: Strategies for Racial/Ethnic Minority Students—Saturday, August 14, 1:00 PM – 1:50 PM

- Funding Opportunities for Practice-Oriented Graduate Students—Sunday, August 15, 10:00 AM – 11:50 AM (APAGS Suite)

- Research Social Hour—Saturday, August 14, 4:00 PM – 5:30 PM (APAGS Suite)

Division 17 Community Engagement Initiative

The Society of Counseling Psychology Engagement (CEC) is again sponsoring a community engagement initiative that will take place on Wednesday, August 11, 2010 from 9am-1pm in San Diego. The goal of the CEC is to enact social justice and advocacy by supporting and promoting the empowerment of underserved individuals, families, and communities in host cities where the American Psychological Association’s annual conventions are held. This year the CEC is partnering with the San Diego Armed Services Family Outreach Program of the YNCA to provide a workshop on suicide prevention and vicarious trauma.

For more information, please visit: http://www.div17.org/Temp/2010%20APA%20Community%20Engagement.html
Seeking Interested Mentors and Mentees for SERD Mentoring Program

Are you interested in connecting with ethnically and racially diverse professionals and students in the field of counseling psychology?

Join us in becoming a mentor/mentee as part of the SERD Student/Early Career Professional (ECP) Mentoring Session at APA 2010: San Diego!

The Section on Ethnic and Racial Diversity is seeking interested mentors and mentees to participate in our SERD Student/ECP Mentoring Session. This program is designed to connect graduate students and early career professionals with established researchers and practitioners from a diverse range of career paths.

Here’s how it works:

- We will collect information of mentors/mentees and pair you up based on your listed career interests and mentoring goals;
- Then, you will have the opportunity to interact with others in a small group format (3-5 mentors/mentees with shared interests) as part of the SERD annual Student/ECP Mentoring Session at the 2010 APA conference in San Diego. This event is scheduled to take place on August 14th (Saturday) from 12:00 - 12:50 PM in the Division 17 Hospitality Suite (Hard Rock Hotel);
- From then on, it’s all yours!

How to join us:

If you are interested in participating as mentor/mentee of this program, please answer the following questions:

1) Name
2) Affiliation
3) Number of years in your current affiliation
4) Top three areas of interests with regard to research and/or practice
5) What would you like to get out of a mentoring relationship (mentees)? What are you looking for in a mentee (mentors)?
6) Are you planning to attend the SERD Student/ECP Mentoring Session at APA 2010?
7) Any specific requests you would like us to take into consideration and we pair each mentee with a mentor?

All applications should be emailed directly to Kevin Nadal (knadal@gmail.com) and Qianhui Zhang (zqianhui@siu.edu).
Boston Counseling Students Connect through SAS

By Deirdre T. Brogan and Kim Santora with contributions from Randy Aamot, Alyssa Milot, and Laura Guthridge

During their first year in the Northeastern University’s (NEU) Combined School & Counseling Psychology doctoral program, Randy Aamot and Kim Santora had an idea to create a student-led group to support one another. They envisioned a group that would connect students to other doctoral students and the professional community outside of Northeastern. In conversation with one faculty advisor, Mary Ballou, Ph.D. the idea for collaborating with Boston College’s (BC) Counseling Psychology doctoral program was developed. Dr. Ballou suggested contacting Dr. Mahalik, Ph.D., the training director at BC. Dr. Mahalik put Kim in touch with Deirdre T. Brogan, BC’s Program Representative for Division 17. Deirdre was eager to meet with Kim to help spark interest in Student Affiliates of Division Seventeen (SAS) and share resources across the two schools which are less than 15 minutes away (without Boston traffic).

Over this past summer, Kim and Deirdre met to brainstorm and define the BC-Northeastern collaboration. They discussed the importance of publicizing and attending local events at their respective schools to help students network amongst each other and have fun in the process. Once they developed a mutual understanding and goals, Kim and Deirdre decided to host an event to hear more input from students across different cohort years. Their hope was that students would take on leadership positions for various events over the course of the semester.

For the first event, Kim graciously hosted a pot-luck party at her apartment in September. All first year doctoral students and a representative from each cohort across the schools were invited to attend. In addition to enjoying some home cooked meals and delicious desserts, students shared some events they would be interested in attending and concerning issues, such as transitioning to life in Boston, what classes to take, and having a personal life outside of graduate school.

In October, Laura Guthridge and Alyssa Milot, both of Boston College and James Roehrig of Northeastern University chaired a Pub Night in Brighton, Massachusetts. Students had the opportunity to mingle and learn more about each program’s curricula, practicum experiences, and students’ research interests. There were approximately 15 students in attendance, and many students said that they enjoyed the opportunity to get to know one another in an informal setting. Although the NEU and BC student relationship has only recently begun, its initiators are already looking for ways to strengthen this collaboration. Their goals for the future include starting a regular coffee hour, beginning a book share club, and co-sponsoring an Ecological Conference meeting in the fall of 2010. They are also hopeful that first year and incoming students feel empowered to continue a relationship in future years. Kim Santora (santorakim@gmail.com) and Deirdre Brogan (brogande@bc.edu) welcome any questions or comments about this collaboration.
Oklahoma LEND Program

By Sadie Willmon-Haque, LCSW, University of Oklahoma, Counseling Psychology Program

Being selected as the 2009-2010 in the Oklahoma LEND Leadership Intern in Psychology was a great honor. Oklahoma LEND is an interdisciplinary research leadership education program at the University of Oklahoma Health Sciences Center (OUHSC) funded through a competitive grant from the Maternal and Child Health Bureau. The program focus is the preparation of outstanding health care professionals to assume leadership roles to infants, children and youth with neurodevelopmental disabilities and their families. The program includes 300+ hours of didactic, practicum and research experience. These experiences are facilitated by interdisciplinary faculty from the OUHSC and the community. Emphasis is placed on leadership and advocacy for services and supports that are family-centered/person-centered, culturally competent, interdisciplinary, and inclusive.

As Interns, we complete a team and individual project. My individual project will include writing a factsheet related to American Indian/Alaska Native children and adolescents and neurodevelopmental disabilities for the Indian Country Trauma Center (www.icctc.org). Being part of the LEND program has enriched my understanding of the family perspective and has given me the opportunity to establish relationships with wonderful faculty and students from other disciplines. For more information about LEND nationally, visit the Association of University Centers on Disabilities website: http://www.aucd.org/template/page.cfm?id=6

What is LEND?
Oklahoma LEND is an interdisciplinary leadership education program for health professionals caring for children and youth with disabilities and their families. The LEND program prepares students for leadership roles as professionals with interdisciplinary skills to support community-based partnerships with professional colleagues, clients, and families. It provides interdisciplinary learning experiences for graduate and post-graduate students.

What are LEND’s Goals?
LEND’s goals are to:
Expand interdisciplinary service, re-
search, and leadership knowledge and skills;
Support collaboration with parents and the interdisciplinary provision of family-centered services;
Increase cultural competence in interdisciplinary service provision;
Develop interdisciplinary teaming skills; and build capacity for interdisciplinary community-based health care, education and related services.

What Does LEND Offer?
Mentored learning experiences with interdisciplinary faculty, including family and self advocate faculty, to expand knowledge and skills in interdisciplinary teaming, service provision, research design and leadership;
Hands-on opportunities to learn in community settings from community-based faculty, family, children and adults with developmental disabilities to see interdisciplinary family-centered or consumer-centered services in the real world;
First-person understanding about what cultural competence skills can contribute to work as a professional who will see people from multiethnic communities;
Increased confidence for leadership in interdisciplinary service provision health care, education and related services

What Does LEND Require?
Interdisciplinary education includes a variety of didactic, practicum and research experiences based on the Oklahoma LEND foundational components of family-centered care, interdisciplinary teaming, cultural competency and inclusive practices. Leadership issues include interdisciplinary team dynamics, service delivery systems, child-family advocacy, policy analysis, legislation, legal and ethical issues, local and state resources, funding and statewide systems change. A minimum of forty hours of structured interdisciplinary educational experiences must be completed before a student can qualify for the Oklahoma LEND Interdisciplinary Leadership Program. Students can participate in one of three various program options.

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Stay tuned for the Fall 2010 Edition of the SAS Newsletter, the first edition produced by the incoming SAS Host Institution, the University of Albany, State University of New York!