I am honored to introduce a brief snap-shot of the current president of Division 17, Tania Israel, PhD. Dr. Israel has been an Associate Professor at the Gevirtz School of Education at the University of California, Santa Barbara, since 2000. The president received her doctorate in counseling psychology from Arizona State University and has a background in human sexuality education (M.S.Ed), women’s studies and psychology (B.A.).

Dr. Israel is both inspiring and approachable, and we are truly fortunate to have her leadership. Her presidential initiative for the year 2010-2011 is —Exploring Privilege. Students interested in learning more about this initiative can find information, resources, and programming available at http://www.div17.org/epstg/index.html. Dr. Rebecca Toporek, chair of the Special Task Group, can also be contacted there.

Excerpt from SCP Newsletter, Summer 2010:
—As a bi-racial, Asian American, bisexual, Jewish, Buddhist feminist, I’ve had ample opportunity to explore multiple aspects of my own oppression. I was a Women’s Studies major and belong to numerous identity-based professional organizations, all of which helped me to develop language, identity, and community related to my target identities. Less well-formed is my sense of how to examine my privilege as a light-skinned, traditionally-gendered (a.k.a., cisgender), able-bodied person who was raised with economic privilege.

—This tendency to focus on oppression rather than privilege is something I’ve observed in our profession, as well as in my own experience. Although oppression and privilege are interrelated, it seems easier to look through the lens of one’s own oppression to see other people’s privilege than it is to examine our own privilege. (Continued on page 2)

This is an exciting time for us at the University at Albany. We recently took the helm for SAS, and we have been determined to hit the ground running! We are grateful to both the Society of Counseling Psychology (SCP), as well as the former SAS Executive Board from the University of North Dakota, for this remarkable opportunity. We are excited to introduce ourselves to the student affiliates of Division 17 and discuss some of the goals and objectives that we would like to implement over the next three years. We are especially proud to announce the four pillars that will guide much of our agenda over the next four years. They are:

1. Scholarship
2. Diversity
3. Professional Development

(Continued on page 3)
INTERVIEW WITH THE PRESIDENT (CONTINUED)

—Of course, there is much work still to be done by focusing on oppression, and I think these conversations will be most effective if we bring exploration of privilege more centrally into our process.

—By exploring privilege, we can understand how systems of inequality have benefitted us and how these unearned advantages affect us as practitioners, researchers, teachers, and professionals. We can also learn how to help our clients, students, and colleagues explore privilege. Ideally, such exploration will move people to become allies and, ultimately, to dismantle systems of inequality that support privilege and oppression. I don’t expect we’ll be able to accomplish all of this during my presidential year, but I hope that together we can move our profession forward on this journey. I anticipate that this will not be an easy process as privilege hides in lack of consciousness and resistance. Exploring privilege may generate feelings of discomfort, guilt, helplessness, and anger. All I ask is that, if you are willing to do so, step into the process with an open mind and open heart.

From the President to SAS members:

Q: What was the most difficult part of your doctoral training, and how did you navigate the challenge?

—There was a moment during my doctoral training when I had a crisis of faith about my career path. I was preparing for my comps, and I started to question whether counseling psychology was the right path. Sure, I enjoyed helping people, but I wondered why hadn’t occurred to me to put my people skills to use as a cruise director. Wouldn’t that be more fun than studying for comps? Fortunately, I lived through my comps and realized that if I were a cruise director, I would have to work while I traveled, which seemed like less fun than traveling for fun during the summers as an academic counseling psychologist. This past summer, I attended the International Congress of Applied Psychology in Australia — a much better way to combine work and travel than organizing beach volleyball for tourists!

—The other very challenging time of my doctoral training was applying for internship. This was in the olden days when each internship had a unique application that had to be sent in via snail mail, and then we had to wait by the phone on internship match day to see what our future held. I found the key to getting through this stressful time was having a back-up plan. As I had already eliminated the cruise director option, I sought out another potential career path. I ended up deciding that if I didn’t get an internship, I would become one of those women who plays pool on ESPN while wearing an evening gown. I admit that this vision was not the result of careful interpretation of career interest inventories, but c’mom, who wouldn’t want that job? As it turns out, I’m pretty bad at pool, so it’s good that I got an internship, but the back-up plan got me through the uncertainty of applying for internship, and I got a new hobby.

Q: Counseling psychology has an increasing overlap with other APA divisions (e.g. LGBT, psychotherapy, development, ethnic minority, social issues, teaching, etc.). What do you see as the unifying core of our professional identities in SCP?

—I am a member of various other divisions that reflect my professional interests, but the SCP is my primary home within APA. SCP members share the experience of applied psychology training and an appreciation for the scientist-practitioner model. Beyond this shared experience are shared values, including building on strengths, honoring diversity, and promoting social justice. I have received tremendous support, encouragement, and mentoring within the SCP – this practice of reaching out to one another and creating community demonstrate our values in action within our professional organization.

Q: As an educator, what are you most hopeful about in counseling psychology?

—My students energize, stretch, inspire, and teach me as they build on the foundation of our field and move us forward. My connections with my own and other students make me hopeful about the potential within our field to continue revising, refining, and revolutionizing our work so we can be more effective in creating change.

-Duane G. Khan (interviewer)
We believe that our pillars are representative of core values of counseling psychology, and we look forward to promoting them throughout our tenure as host institution of SAS. Specifically, we aim to provide conference programming which emphasizes all four of these values, including workshops and networking opportunities for our students to enhance their scholarship and professional development.

A major objective of our Executive Board is to serve as a conduit between our student affiliate members and the professional members of the SCP executive board. Our experience at the APA Convention in San Diego was exhilarating and informative. It was exciting for us to attend many Division 17 functions and get a sense of how SCP operates. Having the opportunity to work with professional members of SCP was an honor, and we learned a lot during our time there. Feeling so connected to the leadership of Division 17 during the conference inspired us to share this opportunity with other students. Therefore, the changes and improvements that all members of our Executive Board are working toward will allow more students throughout the country to work with SAS and Division 17.

Specifically, we aim to reach more SAS members, offer opportunities for our members to become more involved, and to provide helpful, informative, and up-to-date information about what is going on in our field. At present, SAS communications only reach approximately 25% of our entire membership. Very soon, we hope to reach every current member of SAS with our news, updates, and involvement opportunities. The Member-ship Coordinators are devoted to producing a complete database of members which will provide opportunities for more direct communication between SAS and student members. Meanwhile, the Network Representative Coordinators are working hard to ensure that we have current student representatives from every counseling psychology program, as well as student representatives on every section committee in Division 17. By creating the structure for more streamlined communication with SAS members throughout the continent, we hope to provide a stronger collective student voice in SCP. Additionally, we look forward to providing more programming, an interactive, up-to-date website (http://div17.org/SAS), and more great newsletters like this one!

In this Newsletter, members of the SAS Executive Board will expand upon some of these topics in greater detail. We are proud to work alongside the dedicated, intelligent, hard-working students who comprise the SAS Executive Board at the University at Albany. Their commitment to the aforementioned goals is what is moving this organization forward. It is our hope that other counseling psychology students will answer their calls for involvement and become a part of the SAS network. The most important part of our role as the Student Affiliates of Seventeen is as a liaison between counseling psychology students and Division 17. We are grateful and humbled to be in such a position, and we look forward to working with Division 17 and the SAS community in the coming years.

Melanie Lantz & Christopher Connacher
SAS Co-Chairs

Your SAS Executive Board and Advisors: (left to right from the back) Dr. Michael Ellis, Christopher Connacher, Duane Khan, Andrew Kerlow-Myers, Erin Ring, Robert Carnicella, Brett Swords, Dr. Myrna Friedlander, Melanie Lantz, Hsin-hua Cathy Lee, I-Ching Grace Hung, Laura Kortz, Alexa Hanus, Ke Fang, and Snehal Kumar
LGBT AFFIRMATIVE PSYCHOTHERAPY AND TRAINING

Mark Mason and Arlene Lev

There is growing consensus on the need for not just bias-free, but culturally affirmative psychotherapy for lesbian, gay, bisexual, and transgender persons (e.g., Biescke, Perez, & DeBord, 2007; Green, 2007; Wilton, 2010). Responsive, culturally affirming psychotherapy may be particularly important for individuals with marginalized and stigmatized identities, such as lesbian, gay, bisexual, and transgender persons (Ritter & Turndrup, 2002). Lesbian, gay, bisexual, transgender, and questioning (LGBTQ) individuals frequently encounter discrimination, prejudice, and heterosexism and homophobia (Herek, 2007, 2009), which contribute to minority stress and, often, internalized heterosexism (Kashubeck-West, Szymanski, & Meyer, 2008; Meyer, 2003). To combat these social factors, therapists must affirm and legitimize all sexual orientations and forms of gender expression. Ethically and morally, all clients have the right to therapy that is free from the experiences of oppression, marginalization, bias, and invisibility. Yet, many practitioners and students lack explicit training in culturally affirmative psychotherapy (Green, 2007); they may be unaware of the unique experiences and needs of LGBTQ clients. This brief article will review definitions of LGBTQ affirmative counseling and highlight supplemental reading for further learning. In addition, we seek to stress the importance of specific training to provide appropriate psychotherapy services with LGBTQ clients.

LGBTQ culturally affirmative psychotherapy is based on certain fundamental concepts, including the idea that homosexuality and transgender identities are not psychopathologies. In other words, lesbian, gay, bisexual, trans, and queer identities represent normal human variations of sexuality and gender expressions. LGBTQ culturally affirmative therapy requires psychotherapists to become sensitized to the roles of heterosexism, homophobia, and transphobia in the psyches of LGBTQ people so they can recognize the difficulties associated with the internalization of homophobia and ongoing challenges of coming out. Indeed, coming out is better understood as a lifelong, continuous process for LGBT individuals (Matthews, 2007). Thus, the unconditional affirmation of LGBTQ people and same-sex relationships by psychotherapists and family therapists is intended to serve as a counterbalance for the negative sociocultural and familial environments within which most LGBTQ people mature and live.

Moreover, LGBTQ culturally affirmative therapists need to have a broader understanding of sex and gender identity development within a cross-cultural context, and to recognize the numerous pathways and outcomes for healthy human psychosexual identity formation. To date, gay affirmative psychotherapy has not yet been fully integrated within the psychological or social work professions; even psychotherapists who profess to be accepting often lack in-depth education on the psychosocial issues and needs of LGBTQ people and may be unaware of countertransferential reactions (see Bernstein, 2000).

LGBTQ culturally affirmative therapy uses diverse theories and techniques available across psychotherapeutic modalities, within a framework that supports the unique developmental processes of LGBTQ people. Historically, —gay affirmativel therapy’s great significance is that it was the first therapeutic movement that acknowledged the harm done to LGBTQ people through heterosexist socialization and institutional homophobia and transphobia (Lev, 2005).

(continued on page 5)
Although psychotherapists need not be LGBTQ themselves, a sensitive, compassionate, and educated stance is necessary for the development of an honest dialogue with LGBTQ clients. Given the power mental health institutions have wielded over the lives of LGBTQ people, it is doubtful that many legal rights—domestic partnership benefits, gay marriage, same-sex adoption—would have been granted to a population deemed mentally ill. Therapists are encouraged to be mindful of the historical legacy of the role of mental health professions to pathologize LGBTQ individuals’ sexual orientations.

In addition, it should be noted that there are still researchers, clinicians, and organizations (e.g., the National Association for the Research and Therapy of Homosexuality [NARTH]) that still view homosexuality as psychopathology and are opposed to gay affirmative psychotherapy models. Despite the lack of evidence supporting conversion therapy (Cramer, Golom, LoPresto, & Kirkley, 2008), such practices continue (Haldeman, 2002), often with significant harm to clients.

Nevertheless, LGBTQ affirmative models of therapy are more accepted today within the mainstream of helping professions, including institutional support from most major professional organizations (e.g., the American Psychological Association, the American Psychiatric Association, and the National Association of Social Workers). These organizations have developed strong policy statements depathologizing homosexuality and supporting same-sex relationships and gay families (e.g., APA, 1998, 2009; APA, 2000; NASW, 2010).

For further training and learning about culturally affirmative LGBTQ psychotherapy, we refer readers to the references included in this article, including the American Psychological Association Division 44’s Committee on Lesbian, Gay, and Bisexual Concerns Joint Task Force, which published Guidelines for Psychotherapy with Lesbian, Gay, and Bisexual Clients (2000) and the Association of Lesbian, Gay, Bisexual, and Transgender Issues in Counseling, developed Competencies for Counseling with Transgender Clients (2009).

Editor’s note: References are available on the SAS website at: http://div17.org/SAS/supplement1.html

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Have you joined the SAS listserv?

We encourage you to do so! We use it to post messages about funding opportunities, volunteer opportunities within Division 17, and other announcements of interest to SAS members. To join, simply send the following command in the body of an email to westil3@uky.edu:

“subscribe div17sas your first name last name”
LETTER FROM THE MEMBERSHIP COMMITTEE

Greetings SAS Members!

As the new membership committee, we would like to highlight the benefits of being a member of SAS. First, your input is greatly valued in considering the direction of SAS and our field. SAS has official voting privileges at SCP meetings, and SAS executive board members are invested in what you have to say as the future leaders of our profession. Additionally, we will provide you with networking opportunities and professional events nationally and in your area through the SAS website (http://www.div17.org/SAS) and listserv. If you have not joined the listserv, we encourage you to do so (instructions at the bottom of page 5)! Finally, all SAS members receive a free subscription to The Counseling Psychologist.

We are also excited to provide you with an overview of our membership initiatives. Our current priority is to organize membership by ensuring that all programs and regions have SAS representation. The SAS network consists of a representative for each counseling psychology program and a regional coordinator for six regions in the nation. If you are interested in a leadership position, please review our current openings on pages 13 and 14, or on the website (http://www.div17.org/SAS/network.html).

Finally, we plan to strengthen our SAS community by facilitating communication between program representatives, regional coordinators, and SAS members. As part of this process, we will provide SAS members with monthly updates regarding major events and current issues in each region. If you know of any upcoming events or important issues and would like to share them with the SAS community, please contact your program representative.

We are looking forward to our work together in the next three years! Please don’t hesitate to contact us if you have any questions, concerns, or feedback.

Have a great year!

Alexa Hanus, Network Coordinator
I-Ching Grace Hung, Network Coordinator
Snehal Kumar, Membership Coordinator
Erin Ring, Membership Coordinator

Take our Mini Membership Survey:
1. What degree are you seeking?
2. Year in program?
3. What SAS benefits do you find most useful?
4. How involved would you like to be with SAS?
5. What are your research and/or clinical interests?
6. What are your career plans following graduation?

It’s quick and easy to let us know about you: http://www.psychdata.com/s.asp?SID=137876
As psychology students, we are often asked to reflect upon our experiences to gain insight into human behavior and how society functions. One part of our lives that has an enormous impact on our day-to-day experiences is also one of the least talked about: Race. Racial inequality is responsible for some of the most severe forms of discrimination that exist today, and yet we feel uncomfortable discussing it… particularly if we are white.

When discussing race, one key to understanding structural inequality is frequently missing. The element I am referring to is that of privilege. Although we often freely admit that some groups face disadvantages in society, we often do not recognize the converse of this equation: some groups benefit from this disparity (Bonilla-Silva, 2006).

As a white student, I have not been forced to actively think about how my racial identity affects my life. Indeed, one of the main tenets of privilege is that the privileged, or oppressor, can remain safely unaware of inequality because they do not experience its negative impacts. The privilege is normalized, and they are not encouraged to question it, as this would threaten the system of inequality.

I consider myself fortunate to have encountered anti-racist teachings within my formal education, but have been surprised by my own defensiveness and that of other students when first learning about these ideas. It is not comfortable to view oneself as an oppressor, and this can have unfortunate outcomes for educators of anti-racist efforts. Boatright-Horowitz and Soeung succinctly explain this phenomenon in the title of their 2009 article,―Teaching White Privilege to White Students Can Mean Saying Good-bye to Positive Student Evaluations‖ They suggest that students’ discomfort viewing themselves as privileged often manifests in negative course feedback to the instructor. This discomfort not only has a negative impact upon the instructor, but also on each individual’s learning process as well.

As students of psychology, we must actively reflect on our own experiences if we hope to understand human behavior and society. As researchers, instructors, therapists, and community members, we must first investigate our own perspective to understand the perspectives of others. Learning and reconstructing our own frame of reference is sometimes a process that brings about feelings of discomfort. When it comes to racism and privilege, perhaps it is precisely this discomfort that lets us know we are truly being challenged and that we are growing as students and as human beings.

By Matthew Worhach

About privilege:
“It is not comfortable to view oneself as an oppressor…”
LETTER FROM THE PROGRAMMING COMMITTEE

With this initial letter, the Programming Committee would like to outline our plan for hosting and promoting programs for SAS members and other counseling psychology students. We would also like to enlist your help in extending the breadth of programs offered and endorsed by the programming committee.

We hope you will find the programming sponsored by SAS over the next three years to meet your needs, as you train to become the future of the profession. As you might expect, many, but not all, the programs and conferences we organize or promote will have some connection to University at Albany’s four pillars (scholarship, professional development, diversity, and social justice/advocacy). Plans for next year’s Poster Session hosted by SAS at the APA Convention will likely incorporate President-Elect Barry Chung’s platform—What is Counseling Psychology. We also look forward to working with Program and Regional SAS Representatives to establish regional events that minimize students’ burden to pay for travel. Please continue to check the SAS website at http://div17.org/SAS, and look for the Spring Newsletter for announcements.

We intend to highlight events and conferences across the U.S. to increase awareness of opportunities to develop professional identities and facilitate students’ connections in the professional field of counseling psychology. We envision one facet of our role, as the programming committee, to be facilitators of communication regarding programs for SAS members and counseling psychology students. This would include organizers of events (students and even faculty members) sending information to the email address listed below for promotion of events. Any information we receive can be added to the list of programs, conferences, and events we hope to post on the SAS website.

Also, if you have a programming idea you want to see at the APA convention, we hope to hear from you! Help us incorporate topics you consider to be relevant to your training and areas of interest. We want to encourage students to send us reviews of their experiences at recent conferences as another way to kindle students’ interest in attending programs and conferences. From personal experience, when I hear a colleague recommend a conference, even if the conference is 11 months away, I am more likely to plan to attend the following year. Also, we may ask to publish your review in the SAS Newsletter! So let us know what programs and conventions had an influence on your development as a counseling psychology student.

Again, we are asking that you send us any information related to programming for current graduate students or students interested in graduate programs for psychology to sas.programming.coordinator@gmail.com. We thank you in advance for your input and encourage you to use our committee as a resource for finding programs to further your training!

Robert Carnicella
Programming Committee Coordinator

Look for our President Elect, Dr. Barry Chung, at next year’s SAS event during the APA convention!

Presenters at the Annual Winter Roundtable at Teacher’s College, Columbia University

View from San Diego, site of the 2010 APA convention
Today’s undergraduate and master’s students are tomorrow’s counseling psychologists. Therefore, professionals, graduate students, and others within counseling psychology must strive to reach out to students who are not yet aware of, or involved in, our field. As Outreach Coordinator for Student Affiliates of Seventeen (SAS), my job is to reach as many prospective counseling psychologists as possible, and inform them about counseling psychology, SCP, and SAS. In particular, connecting with undergraduate students will be my primary focus.

Involving undergraduates in our field is vital. Many undergraduate students are not aware of the importance of counseling psychology and the many benefits that it has to offer. Individuals who may be a perfect fit for the field may not enter it, simply due to a lack of knowledge regarding what counseling psychology is. Therefore, to continue to grow the discipline of counseling psychology, it is important to reach out to undergraduates and involve them at an early stage in their career development.

Primarily, this process will consist of providing education about the field of counseling psychology; undergraduates will be given information regarding what counseling psychology is, and the discipline will be distinguished from other psychology and psychology-related fields. Additionally, in order to assist students with the program selection and the application process, information will be provided regarding how to find a program that is a good fit and how to prepare to apply to a graduate-level psychology program. For example, undergraduates may be assisted in developing a curriculum vitae, personal statement, and other components of a typical application. Hopefully, by reaching out to the undergraduate population in this way, they will benefit from being provided much needed information, while the field of counseling psychology will benefit from attracting more students.

In order to reach out to undergraduate students, we will use several mediums. First, on the SAS website, information on the field of counseling psychology and gaining admission to graduate school will be posted. Additionally, workshops will be developed for use at undergraduate institutions. The task of connecting undergraduate students with counseling psychology, however, must be shared by all. Ways to get involved include assisting in the development of these workshops or facilitating these workshops at your school. Moreover, SAS members can contact their undergraduate institutions and offer to speak with students regarding the field of counseling psychology and/or admission to graduate school in psychology. To become involved at a more intimate level, SAS members could serve as mentors to undergraduate students. Your ideas are also welcomed; please feel free to send an e-mail with your outreach activities, thoughts, and recommendations, at any time (SAS.Outreach.Coordinator@gmail.com). SAS members’ outreach activities and ideas will be highlighted in future Newsletters.

Ultimately, in order to keep the profession of counseling psychology moving forward, it is essential that we all try to connect with as many undergraduate students as possible. Reaching out to undergraduate students, however, need not be formal. For example, even directing undergraduate students to the SAS website could be immensely helpful. So, whether your contribution to the future of counseling psychology is large or small, formal or informal, please get involved! Assisting young adults in choosing meaningful careers can be immensely rewarding, and without your help, our profession cannot continue to grow and thrive.

Brett Swords, SAS Outreach Coordinator
In mid-October, the Institute for the Study and Promotion of Race and Culture (ISPRC) at Boston College hosted the 10th Annual Diversity Challenge. Nearly 400 scholars, psychologists, educators, supervisors, students, and community activists gathered for the two-day, multidisciplinary conference. At the conference, graduate students and other participants explored a range of concepts and strategies related to this year’s theme: Race and Culture in Teaching, Training, and Supervision.

In an attempt to facilitate conference participants’ understanding of race and culture in education and psychology, faculty, mental health, and graduate student presenters recounted details from their personal teaching and training experiences. For example, Dr. Usha Tummala-Narra (Boston College) reflected on her experiences as a supervisor and supervisee in her invited presentation, The Psychodynamics of Clinical Training on Racial and Cultural Diversity. Notably, Dr. Tummala-Narra shared personal experiences from supervision she received related to her counseling work with Asian-Indian American clients. She discussed how cultural countertransference might derail the supervisory experience when an ethnocentric supervisor minimizes the cultural identities of the supervisee and the client. Additionally, Dr. Tummala-Narra further clarified that the dynamic meaning of racial and cultural issues must continue to be explored in therapy and supervision even when the client, counselor, and supervisor share similar racial and cultural backgrounds. By relating concrete events from her own supervisory experiences, Dr. Tummala-Narra connected with attendees, who were able to link the concepts to their own work. Indeed, conference participants reported that hearing these personal examples made complex topics understandable and accessible. Furthermore, graduate student participants learned of the benefits and challenges related to addressing race and culture in teaching, supervision, and training.

Intersectionality also emerged as a theme from several individual, workshop, and invited presentations. Initially coined as a term in the legal analysis of violence against poor women of Color (Crenshaw, 1994), the concept of intersectionality involves examining individuals’ psychosocial experiences from a dynamic perspective, rather than attending to a single (e.g., race) or dual (e.g., race and gender) identity. Intersectionality emphasizes individual differences among people who are perceived to be similar and links social identities to larger structures of oppression and privilege. Presenters focused on the intersections of several psychosocial identities including race, sexual orientation, spirituality, and immigration status. Discussions on intersectionality highlighted the need for social justice-minded psychologists and educators to consider the influence of psychosocial dynamics on teaching, training, and supervision. Moreover, graduate trainees were urged to develop self-examination skills for understanding how their own privileged and oppressed positions in society will affect their ability to work with increasingly diverse schools, communities, and client populations.

Conference presenters and participants centered on the importance of examining racial and cultural issues relative to the larger institutional systems in which we train and work. Presentations emphasized the significance of understanding the nuances of social systems (e.g., schools, mental health agencies) and creating alliances and strategies for overcoming systemic barriers. For example, Drs. Kamilla L. Venner and Steven P. Verney (University of New Mexi-
How to Survive Discussing Race and Culture in Teaching, Training, and Supervision (continued)

c) outlined the benefits of utilizing the principles and techniques associated with Motivational Interviewing (Miller & Rollnick, 1995) when attempting to facilitate students’ and trainees’ multicultural competence. Oftentimes, in settings where issues such as privilege, power, oppression, and racism are discussed, students, especially those with less developed racial identity attitudes, are perceived as resistant or uninterested. Through the presentation, Motivational Interviewing to Facilitate Student Clinician’s Change in Multicultural Courses, participants learned strategies for assessing students’ motivation for changing and their existing racial and cultural attitudes; reducing resistance associated with students’ anxiety; and inviting students into difficult dialogues. Most importantly, conference attendees learned how the use of motivational interviewing strategies aids in creating non-confrontational and non-judgmental environments that allow students to gain access to their unconscious attitudes about racial and cultural topics. Graduate students interested in social justice must develop skills and perspectives that empower us to intervene at the individual, systemic, and policy levels.

Lastly, multiple presenters, including Dr. Nancy Boyd-Franklin (Rutgers University), emphasized the need for graduate training that acknowledges and incorporates the values of the communities that we serve. For instance, Dr. Anderson J. Franklin (Boston College) posed the question, Where Is the Community’s Voice in Our Training? His presentation reminded participants that training programs are culturally encapsulated, thus as students, we may face the dilemma of making our graduate education relevant for the communities we intend to serve. To enhance skills for providing services to diverse communities, Dr. Franklin advocated a —Learning-by-Doing! paradigm, which involves a) making knowledge relevant through working with consumers and their community, b) learning new knowledge and skills by instruction from consumers and their community, and c) developing theory and training grounded in the life circumstances of consumers and their communities. The presence of collaborative training in community settings will not only reduce the likelihood that communities will be exploited or misrepresented, but it will also enhance graduate students’ cultural competence and facilitate community-based un-

Don’t forget to visit Div17.org to find out more about Division 17’s Sections in Ethnic and Racial Diversity as well as Supervision and Training.
SAS Executive Board Meeting Minutes

August 27, 2010

Co-Chair Report (Mel, Chris)
- Shared experiences at APA Convention
- Introduced Div 17 presidents Tania Israel and Barry Chung

Membership Coordinator (Erin)
- Discussed the problem of not having a master list of all SAS members
- Ways to be more accessible and cost-friendly to students were discussed

Information Dissemination (Mel, Chris)
- Discussed ways to disseminate CACREP and ABPP information via website and listserv
- Discussed recruiting advanced doctoral students for Awards and Recognition Committee

Secretary/Historian Report (Ke)
- Will be in contact with Debbie Nolan to discuss record keeping

Web Coordinator (Laura)
- Designing new SAS logo was discussed
- Alexa suggested a logo designer
- All members need to create new SAS-specific e-mail account and send to Laura within a week
- All members send photos (optional) and mini-bio to Laura

Newsletter Editor (Andy, Duane)
- Going over outline for the upcoming newsletter
- Newsletter draft will be sent next week to solicit feedback

Position Recruitment (Mel, Chris)
- New ways to reach early career professionals and psychologists not in the academia
- Ways to advertise and recruit network reps
- Faculty advisor, Dr. Friedlander, volunteers to disseminate the information via CCPTP website.
- Discussing recruiting additional E-Board members

Treasurer (Cathy)
- How to better utilize available funding for programming was discussed
- Discussing budget plans preparation and upcoming submission of the treasure report to the Mid-Winter meeting

September 25, 2010 (continued)

E-Board Position
- All current members voted and welcomed I-Ching Grace Hung, Katy Shaffer and Shehal Kumar to join the E-Board

Outreach Project (Brett)
- Brett completed a PowerPoint about the nature of counseling psychology
- Brett is also working on a PowerPoint about ways to get into different psychology graduate programs

Membership Updates (Erin)
- Emails were sent out to new and renewing members

Web Coordinator (Laura)
- Requesting all members to submit photo and mini-bio by Oct. 1
- Laura showed the results from Google Analytics about our website

Newsletter Editor (Andy, Duane)
- The theme of the upcoming issue, Diversity, Social Justice and Advocacy, was introduced
- Andy requesting members to submit materials by Friday

Network Coordinator (Grace)
- Grace has sent Rep solicitation e-mail to Dr Friedlander to be advertised on CCPTP website
- SAS survey is done and will be posted on Survey Monkey

Programming Coordinator (Bobby)
- Approximate time for the next Diversity Conference was discussed
- Deadline for submitting SAS program proposal to APA was discussed

Treasurer (Cathy)
- Requesting all members to report budget to Cathy by Oct.
- New ideas of fund raising was discussed

Application Review
- All attended members reviewed applications for the Hospitality Suite Committee and the Awards and Recognition Committee and ranked applicants qualifications.

Process Observation
- Discussing having a process observer for each session
- Katy volunteered to take the role at next meeting

The views expressed in this publication do not necessarily represent the policies of the APA or the Society of Counseling Psychology
Getting Involved: Open SAS Positions

SAS Program Representative

PURPOSE:
Provide connection between SAS and each individual counseling psychology program

RESPONSIBILITIES:
- Maintain regular contact (e-mail or phone) with your Regional Coordinator, providing them with:
  - Information that the executive committee should be aware of
  - Updates on the dissemination of information at the program level
  - Feedback on the dissemination process
  - Information on any innovative programming at the program level
  - Updates on SAS membership recruitment
- Consult with the regional coordinator and other program representatives on establishing innovative methods to promote Div 17/SAS with departmental students
- Educate students in her/his program about APA, Div 17, and SAS, the importance of professional involvement, and Div 17/SAS initiatives and activities.
- Disseminate Div 17 and SAS information to students (e.g., conference information, scholarships, and awards)
- Disseminate information about legislative issues affecting the research, training, and practice of counseling psychology to departmental students (e.g., Campus Care and Counseling Act, Mental Health Parity)

SAS Liaison to the American Psychological Association of Graduate Students (APAGS) Division Student Representative Network (SAS-DSRN Liaison).

PURPOSE
The SAS-DSRN Liaison shall be responsible for establishing and coordinating collaborative communication and relationships between SAS students and APAGS and providing SAS with an avenue in which to continue to advocate for counseling psychology students within the broader field of psychology. The SAS-DSRN Liaison will provide timely information to SAS about relevant issues regarding psychologists in training, continue to foster strong relationships between SAS and APAGS, and work in collaboration with APAGS to provide resources for counseling psychology students.

RESPONSIBILITIES:
- Complete DSRN Representative Notification form (available on website) and return to APAGS (beginning of term)
- Complete the Division Student Involvement Report (available on website) and return to APAGS (beginning of term)
- Subscribe to the APAGS-DSRN listserv, which aims to facilitate the exchange of ideas between and among representatives, APAGS leaders, and APAGS staff
  - Discussion topics may include innovative ways to broadly include students in divisions and APAGS, how APAGS and divisions can co-sponsor lectures, workshops and other programs, developing ideas for joint projects, how to submit substantive articles for publication consideration on the APAGS Website, how divisions can purchase advertising space in the APAGS magazine, gradPSYCH, and many other topics.
  - Representatives are encouraged to post updates on division activities and events to the APAGS-DSRN listserv.
- Post student-relevant information to the SAS Listserv
- Submit material to be posted to the SAS website (to the web coordinator)
- Contribute newsletter articles to SAS newsletter editor
- Report the activities of APAGS back to their peers and divisions
- Complete introductory and periodic surveys to help APAGS assess and address a variety of issues that are important to graduate students in divisions and in APAGS. Improving the participation of students in each division and APAGS, in addition to cultivating student leadership, aids student recruitment efforts
- Biannual DSRN conference calls, the DSRN meeting at the annual APA convention, and other training and planning sessions as the network evolves

QUALIFICATIONS
- Current enrollment and good standing in a doctoral counseling psychology program
- Ability to make a year-long commitment
- Ability to submit monthly reports, newsletter articles, and website information
- Ability to provide effective link between SAS and APAGS
- Interest in serving the professional development needs and interests of counseling psychology students nationally
Getting Involved: Open SAS Positions

SAS Liaison to the Council of Counseling Psychology Training Programs (SAS-CCPTP Liaison)

PURPOSE
The SAS-CCPTP Liaison shall be responsible for establishing and coordinating collaborative communication and relationships between SAS students and the CCPTP and providing SAS with an avenue in which to continue to advocate for counseling psychology students within the field of counseling psychology. The SAS-CCPTP Liaison will provide timely information to SAS about relevant CCPTP issues, continue to foster strong relationships between SAS and CCPTP, and work in collaboration with the CCPTP to provide resources for counseling psychology students.

RESPONSIBILITIES:
- Provide an active connection between SAS students and CCPTP
  - Contact CCPTP Chair and introduce oneself (beginning of academic year)
  - Post an introduction message to the listserv (through the CCPTP Chair)
- Promote SAS membership benefits and disseminate relevant information to CCPTP
- Provide CCPTP with SAS promotional materials to be distributed to counseling psychology students
  - Confirm list of current directors of training (DOTs) and their contact info to ensure accuracy of fall membership drive mailing
  - Complete mailings to DOTs as needed (promotional materials, network representative solicitation, etc...)
- Develop ongoing collaborative strategies and professional development programming between SAS and CCPTP
- Jointly post student-relevant information to SAS and CCPTP Listservs (quarterly basis)
- Submit material to be posted to the SAS website to the web coordinator
- Contribute newsletter articles to SAS newsletter editor
- Attend annual CCPTP Conferences (Mid-Winter Conference and possibly the APA Convention)
  - Prepare informational packet to distribute to DOTs
  - Prepare a brief update during a board meeting
  - Educate DOTs about SAS initiatives
  - Seek resources for SAS: SAS program representatives, interviews, etc...
  - Solicit feedback from DOTs about how SAS is promoted within their departments, what would assist in promoting membership

QUALIFICATIONS
- Current enrollment and good standing in a doctoral counseling psychology program
- Ability to make a year-long commitment
- Ability to submit monthly reports, newsletter articles, and website information
- Ability to provide effective link between SAS and CCPTP
- Interest in serving the professional development needs and interests of counseling psychology students nationally

We want to hear from you!
Please contact us with articles, ideas, and announcements for the SAS Newsletter.
sasnewslettereditor@gmail.com