Advocacy in Changing Times

Read about 5 tips to help you get started on page 16.

Don't forget to catch the announcements starting on page 18.
1. What recommendations do you have for students that have an idea for a prevention program, but have never developed one before?

First look at the literature and examine your community and nearby communities to see if any programs are being implemented. If there are programs out there, then get all information possible about the services, clients, effectiveness, etc. If there are effective programs implemented then perhaps there is no need for your program. It is important to examine need for services before developing a program. One can do this in different ways and look for normative need, expressed need, perceived need (i.e. need surveys), and relative need. Then based on need, one can start program development. Always look into the theoretical and empirical literature about how to best intervene to fulfill the need for a program.

2. What ways have you found most helpful when reaching out to the community with a prevention program idea?

I have my students explore the community and see what is out there. I also have them communicate with program administrators, counselors, and other knowledgeable persons about what they think about the program idea and if they think it is needed. Often persons in the community have good knowledge about pressing issues and need and can help one adjust or modify their program idea. It is always best to engage as many program stakeholders as possible in the program developmental process. In this way you get more diverse perspectives and are in a better position to develop a responsive program.

3. Have you ever had difficulty with community members complete pre and post program evaluation materials? If so, how did you overcome this?

I have not personally delivered any program in the community but my students have. I believe if the assessment (for instance pre-post and follow up) is presented as part of the program package, then it should not be a problem. Also one needs to sell the evaluation idea as the only way to provide valid feedback about the effectiveness of the program. Such evaluation then provides information for program adjustment and improvement. This should not be a difficult selling point.
4. What recommendations do you have for further reading or training on prevention program development?

There are several books out there. In my class I rely on two books mainly: one on program development and another on program evaluation. The first is Designing and managing programs: An effectiveness-based approach, by Kettner, Moroney, and Martin and the second is Program evaluation: Methods and cases studies by Posavac and Carey.

5. Have you ever had a prevention program go poorly? What were the most helpful things you learned from the experience?

I do not. I have not yet heard from my students of a program they developed and later implemented going poorly. The effort my students put into developing programs by doing a thorough problem analysis, informal needs assessment, examining empirically validated intervention methods, and grounding their interventions in theory or theories really should not result in a poor program. Again, involving as many stakeholders in the development is important. For any program, if it goes poorly or worse than expected, one would not know about it if one does not incorporate a formal program evaluation into it. With such evaluation, one has data that may help fixing the problem or changing the program to make it more effective and efficient for the money spent.

6. What do you think are the characteristics of the most effective prevention programs you have created or seen?

The ones that are based on a good foundation (see previous answer) should or have the potential to be effective. Incorporating evaluation will help make it better after the first trial run.

7. How did you first become interested in program evaluation and development?

I have always been interested in prevention and education and have been teaching program development and evaluation since I was hired in 2002.

8. What do you do for your own self-care?

I work out, read, work in my yard in summer, and talk to supportive friends and family. I also try to be mindful. I have not yet learned to meditate, but may see if I can learn that skill.
HELPING GRAD STUDENTS COPE

1. Why did you decide to create a self-care program for graduate students?

From my personal experience and conversations with peers, I knew the importance of self-care in psychologically demanding counseling and psychology graduate programs. Although students in such programs learn and know about many kinds of self-care and I did as well, there was no self-care program offered for graduate students in general or counseling-major students in particular. With the hope for giving my fellow students an opportunity to participate in such a program and for their better adjustment than mine, I wanted to create it.

2. How do you see a self-care program as a prevention program?

Indeed, I see a self-care program as, essentially, a prevention program: if you haven’t been equipped with tools of self-care, you would face many challenges, some of which may cost you too much, and then you may need a therapy, not a prevention program, though the therapy would teach self-care.

3. What was the most difficult part of putting together a program for fellow students?

It was difficult to find adequate experiential activities that address the areas of the stress model on which the program is based: we had to find a bit of novelty which has an empirical base and avoid things that are too well-known. This is because we wanted the participants to be fully engaged in the program: we expected they would lose their interest and not be fully engaged if an activity of the program was a too well-known thing.

4. What are your recommendations to other students who want to put together a prevention program?

It is important to obtain opinions from someone from your target population in nearly every step of your creation more importantly, after you decide particular activities you are going to use, not hesitating to tailor your program to the group.

5. How do you incorporate self-care into your own life?

I tend to think what I am missing in a current stressful situation and then try to regain important pieces of self-care, such as social connection, emotional coping, and problem-solving.
1. Why did you decide to create a self-care program for graduate students?

We talk about self-care in our classes and with faculty, but we do not really engage in it consistently. It was necessary to provide graduate students with an opportunity to be more intentional with self-care and challenge some of the guilt that we experience when we set our academic tasks aside to engage in relaxing activities. We wanted to create a self-care community for students, where they can support one another through stressful times and learn new coping skills. A lot of counselors in training graduate feeling burned out, we hope that participating in a program like COPE will prevent this.

2. How do you see a self-care program as a prevention program?

The goal of COPE is to equip students with self-care skills to prevent burnout and compassion fatigue. It is best to prevent burnout in advance instead of intervening once a graduate student is already in the early stages of burning out.

3. What was the most difficult part of putting together a program for fellow students?

The most difficult part was to develop a program that appeals to graduate students and can sustain interest. We had to be creative while putting the resources together and encourage our participants to be creative as they interact with COPE to develop a self-care regimen that is effective for them.

4. What are your recommendations to other students who want to put together a prevention program?

It is essential to be passionate about the program you are developing because it keeps you going when it gets difficult to get the program started. Also, conducting a needs assessment is important before you start putting the program resources together. This will help identify if the community you are trying to create a program for actually needs it and would benefit from it. Finally, it was helpful to have a knowledgeable supervisor like Dr. Stefania Aegisdottir to guide us through the process of program development and assessment. So, seek support and encouragement from faculty and experts to develop a strong program.

5. How do you incorporate self-care into your own life?

Self-care does not have to include large and labor intensive activities, even something simple such as a long bath or deep breathing can make a substantial impact. I enjoy cooking Indian food and meditation. These two activities help me relax and wind down after a busy day.
Corie Hess, M.S.
Third Year Doctoral Student, BSU
Prevention and Promotion in Mental Health Pillar Co-Chair

“I hope to work in a school or an integrated care setting with children, adolescents and families. It will come as no surprise that as co-chair of the prevention and promotion pillar I am passionate about prevention and the promotion of positive mental health. I am very interested in program development and evaluation and would love to work with schools to develop programs that promote positive mental health among youth. Recently, I have become more interested in integrated care and would love to work alongside pediatricians to provide mental health care for children and families. Children and adolescents often do not have access to mental health care or do not receive mental health treatment until problems have become severe. I think that as psychologists and pediatricians work more closely together it will be possible to catch the early signs of mental health issues among youth and prevent more serious problems later in life. “

“I love nature and being outside. Some of my favorite things to do are go hiking and kayaking. I lived in California for many years and LOVED exploring the beautiful mountains and being by the ocean. I also enjoy yoga, cooking, DIY projects and crafts, traveling, and spending time with family. My husband and I are currently expecting our first baby in May and I am so excited for lots of quality family time.”
“The best memory that first comes to mind has to do with a time when I was presenting research at a national conference on graduate student training in suicide prevention and intervention. This is a topic I am very passionate about and which had a significant impact on my deciding to pursue a PhD program in the first place. At this conference, I was sharing our findings with a counseling psychologist who seemed very interested. She asked if I could share the data to help with some training competencies she was working on developing. I remember feeling so excited at the prospect of our study contributing to a larger systemic change. I remember thinking: THIS is why I am in grad school! My other best memories involve my incredible cohort who I could never have made it through this program without! I feel so very fortunate to have had such a supportive, thoughtful, intelligent, funny, caring group of people to go through doc school with and we definitely have had a lot of fun together.”

“My worst memories probably all have to do with studying for and taking our comprehensive exams, which in my program we refer to as "prelims." That whole time was very stressful for me. I was living California at the time (my program is in Indiana) because my husband (who is also a Counseling Psychologist) was completing his internship and I moved to be with him for the year. I flew from California to Indiana to take the exam and immediately after completing this three day mental marathon went straight back to the airport to head home. I had a layover in Arizona and our plane had engine problems so I ended up missing my connecting flight and spending about 16 hours overnight in the airport. I have never been so exhausted and frustrated. It was pretty much a nightmare.”

“There is a quote that I came across recently that I think could have been helpful especially in my first year: "When you feel like giving up, remember why you started." There have been a number of times during this program (especially during the first year) when I thought to myself "there is no way I can do this, I should just quit now!" Remembering my passion and why I decided to pursue Counseling Psychology in the first place helps to keep my focused and excited about reaching my goals. Also, I would tell myself to remember to breathe and to practice more self-care. I struggled for awhile to find balance between work and home life and I think scheduling in/prioritizing self-care and family time has really helped with that.”

“I have always been a little bit intimidated to reach out to professional organizations, even student led ones, because I felt like I didn't necessarily know what to say or how to get involved. My advice would be to reach out to us! We want to hear from you and we want you to be involved. Even if you have no clue in what capacity you might be able to help out send us an e-mail or approach us at a conference and say "Hi, I would love to be more involved in SAS, what can I do?" We would love to hear from you and include you on projects we have in the works! I think by getting involved and getting to know other students in SAS you will have the opportunity to make connections and form professional relationships that will help to support you in meeting your professional goals.”
Rachael Collins, M.A.
Second Year Doctoral Student, BSU
Social Justice Pillar Co-Chair

“I am hoping to start my career in a university counseling center setting, providing counseling services to students, as well as outreach programming and supervision for trainees. After that I am open to career possibilities. I can see myself staying in the UCC setting and becoming more involved with training and administrative roles, and yet I could also see myself maybe moving into private practice. I would like clinical work to be a significant component in my career either way, and I also like the idea of ‘wearing different hats’ and having a variety of roles and responsibilities within clinical practice, supervision, research, and teaching domains. We shall see where the road takes me!”

“Outside of school and work, I enjoy the stereotypical ‘stuff’ like spending quality time with family and friends (and pets – either mine or other people’s), and watching Netflix or movies. I like running and being outside when it’s relatively nice. If I have the time and the money, I really like getting out of town and traveling. My partner, Sam, and I met while we were both doing comedy (he stand up and me improv), so we like to find opportunities to be goofy and laugh together (e.g., stand up or improv shows, listening to podcasts, etc.). I also have an artistic side of myself that doesn’t get as much time or attention as it probably should nowadays (cause grad school...), but I do really enjoy coloring, photography, and being artsy and crafty.”

“Let’s get the worst memory out of the way first. My worst memory in graduate school so far was last semester (i.e., Fall 2016). There was a lot on my plate, a lot of new stuff, responsibilities, and changes, and I was really struggling with ‘imposter syndrome.’ I also was really not taking good care of myself and it took a toll physically, mentally, and emotionally. That was really intense and scary, but thankfully I am feeling much better now. I am actively working on taking better care of myself and feel so grateful to have such supportive people in my life during this graduate school process.”
Okay, now for the fun stuff. One of my favorite memories in graduate school thus far was enrolling in Dr. Stefania Ægisdóttir’s specialized practicum class where we traveled to her home country of Iceland for two and a half weeks. That experience was incredible; it was so wonderful to travel to such a unique and beautiful place like Iceland, and to be first introduced to this place by a native Icelander was very special. My fellow travelers and I were very fortunate to have Dr. Stef organize such an awesome trip. My other favorite memories include spending quality time with my cohort. These folks are very near and dear to me, and I miss hanging out with them more (here’s hoping this will gently remind them we need to all get together soon…pretty pretty please? ). Having these people in my life definitely helps to cope with the stressors of graduate school. Thanks to you, Bro-hort!”

“Oh goodness, where to start. My advice to my earlier self would include: have more adventures, be more selfish, take more risks, and be kinder to myself. Oh, and definitely worry less – it totally wasn’t worth it after all.”

“In order to get the most out of a SAS membership, I would encourage students to try and get directly involved with SAS, or at least let people in SAS know that you want to get more out of your membership. By that I mean, students can become a representative for their respective counseling psychology program, or they can simply reach out to and email us here at Ball State to let us know they’re interested in getting more involved with SAS. It could also be as simple as filling out our surveys or attending conference events to have their voice(s) heard about how SAS can better meet their counseling psychology interests and needs.”
How did you get involved in counseling psychology?

My name is Dylan Corp and I am currently in my fourth year at University at Albany’s Counseling Psychology doctoral program. I came to counseling psychology, strangely enough, through physical therapy. I was interning at a physical therapy wing back in my hometown in Ohio when I was struck by the psychological changes that patients experienced as they recovered. I found it rewarding to speak with them about these changes and seeing their physical and psychological improvement throughout treatment. Counseling psychologically appealed to me specifically because of its strong emphasis on incorporating culture into one’s work and the recognition of the psychological distress that impacts everyone every day.

What are your current research/clinical interests and experience?

I have spent the last few years doing research on clinical supervision, most of it from a supervisee empowerment perspective. This includes projects involving role induction for supervisees and how supervisor guidelines impact supervisees. I just finished co-editing a Special Issue of The Clinical Supervisor that looks at supervisees’ experiences of harmful supervision which I am really proud of. I am most interested in how peers can influence the supervision experience – how the support peers provide can help supervisees handle bad supervision experiences and how peers can influence your perceptions of your supervisor. Other areas of research that I have been involved in or interest me include meaning-making, the role of religion in coping and counseling, and how various types of media are used for coping and can be used for outreach.

What are you career goals?

My long-term career goals remain a mystery to me, which was an acceptable answer when I started this program but becomes more distressing as each year has passed by. I fell in love with teaching a couple years ago, and so I would love to find some stress-free position in academia where I can find new and engaging ways to connect with students and help them learn complex material in comprehensible ways. I don’t think I have the grit to live and breathe research every day, but it is something I love to do and would like to continue in some form. Although I love clinical work and
providing supervision, I recognize I still have a lot to learn (the imposter syndrome remains strong) and would like to experiment more in these domains before I feel confident about a future career as a clinician. To be honest, as a poor graduate student my main career goals are just to not be poor and not be a graduate student any longer.

**What do you like to do in your free time?**

I get by in my program by engaging in as much self-care as I can. In my free time, I would like to say I go hiking and snowboarding and experience the truly beautiful outdoors that surrounds the area of New York I currently live. However, being born in the Midwest, where a glacier came through thousands of years ago and plowed every fun bit of nature to a flat pulp, I learned to spend time inside with friends and board games. I also watch an insane amount of TV, and when I am feeling really nerdy like to recreate the apartments I live in through 3D Modeling software. It’s both more fun and more boring than it sounds.

**My Work with SAS**

**What is your region doing?**

I am really proud to be the Regional Coordinator for Region 6 of SAS. Right now, my region is in the midst of planning several SAS-sponsored events at each program in the region. These events include film screenings, clinical workshops (e.g., working with Trans+ clients), a TED-style conference with experts on clinical work and social advocacy, and experiential discussions groups where students can facilitate conversations on topics important to them. We are excited to be offering students content that they could not get without SAS.

**What and when is your next Region Event?**

As for our region-wide events, we plan on hosting social functions to help students get to know each other better and connect with students from other universities. We are hoping to coordinate these events with local conferences, including Diversity Challenge in Boston in the Fall and the Winter Roundtables in NYC next Spring. For this semester, our hope is to try to plan for APS or another conference in May. Time and location TBD.
How did you get involved in counseling psychology?

Counseling psychology was not something I always knew I wanted to do, it was something I discovered along the way. I started my undergraduate degree with a major in Biology, and through my coursework, I came to love the fields of psychology and sociology. After making these my minor degrees, upon graduation, I realized that psychology was something that piqued my interest the most. Before making the decision to apply to a counseling psychology program, I spent time volunteering in a cognitive psychology laboratory as well as a counseling center. During my time at the counseling center, I became extremely interested in the nature of the work that therapists do, especially the bond they form with clients to facilitate change. When I eventually applied to doctorate programs, I chose counseling psychology because of my strong interest in multiculturalism and social justice issues. A Ph.D. program really gave me the academic challenge and thirst for knowledge that I desired. Over time, I have realized how much counseling psychology as a field, is my calling. Clinically, not only am I energized by the connection to others, I am deeply moved by these connections and challenged by therapeutic work.

What do you like to do in your free time?

During my free time (do I really have that as a doctoral student?), I enjoy running, doing yoga, and painting. As part of self care, I do these hobbies in order to maintain a work-life balance.

What are your career goals?

I aspire to hold a variety of roles as a counseling psychologist. In particular, I would like to be in a position where I have opportunities to conduct research, treat clients and teach. I feel drawn to both hospital settings working with underserved populations, as well as college counseling centers and working with the diverse issues that college students face.
What are your current research/ clinical interests/ experience?

My research interests are primarily in multicultural identity, particularly bicultural identity, second-generation immigrants, and Muslim American experiences. I am also interested in qualitative research, and have been focusing on utilizing narrative methodology for my dissertation.

Clinically, I am interested in working with populations who have experienced trauma and complex trauma. Currently I work with children who have been exposed to various forms of maltreatment. I am very interested in continuing to work with underserved populations throughout my career, clients presenting with multicultural issues, relationship distress, substance use issues and identity struggles.

My Work with SAS

What (if any) SAS related event is happening at your school?

At my university we will be holding a “SHUTalks” (short for Seton Hall University- Talks) event. This is similar to Ted talks in that we will have a panel of short presentations each representing different sections in division 17. We will be presenting on theory and research in: Human-Animal Interaction, Prevention, Supervision and Training, University Counseling Centers, International Section. This is open to all students and faculty with a particular emphasis on undergraduate students who are interested in the area of counseling psychology.

What kind of SAS related events would you like to see occur?

I would love it if SAS had a get together at APA, as well as somewhere easily accessible to our region (i.e. NYC). Something informal could work, where we spent part of the time discussing goals/ research/future collaborative efforts, as well as just hanging out. I think it would be great if we collaborated on a project to promote awareness of counseling psychology to the general population. Ex. if we shared YouTube channel and filmed speakers from university counseling psych events or we filmed short clips of ourselves talking about an area of counseling psychology. Maybe a forum or a Facebook page?
I did not understand the depth of privilege until I experienced the somber side of being underprivileged. At that moment in my life, I understood and experienced the oppression that marginalized populations encounter regularly. As I grew older, I cultivated a yarning appetite for advocacy. Growing up in an idyllic town, I caught a glimpse of the advantages of having socioeconomic power. It was during my many experiences of being both privileged and underprivileged, oppressed and liberated, that formed my desire to become a social advocate.

During my graduate studies I was granted the opportunity to implement my desire to promote social justice through both my clinical and academic endeavors. I cherish every opportunity granted to demonstrate the values of counseling psychology and exercise advocacy. The most compelling method to evoking change are marches. I have participated in marches in Charlotte, NC, Washington, DC, and at my current place of study—Radford University. During those experiences, I became the voice of the silenced. I represented the black lives murdered, individuals who are oppressed because of their sexual orientation, children who are victims of deteriorating neighborhoods, and women whose rights are being stripped.

Marches promote cohesion among individuals from various backgrounds who share compassion and humanity. Often peaceful marchers are labeled as “riots” which can be a dominating limitation to this method. Falsely labeling a crowd of peaceful and passionate marchers as hostile instills fear and a sense of hopelessness in the participants.

- Kierra Landrum, M. Ed.
TOP 6 REASONS FOR STUDENTS TO JOIN THE SECTION ON PROFESSIONAL PRACTICE

1. Students are encouraged to get involved in leadership roles within the Section. This is an excellent opportunity to develop as a leader in a supportive environment that welcomes student opinions and perspectives.

2. There is an opportunity for mentorship. Many of the leaders and members within the Section are currently in professional practice. Some individuals are early on in their career while others have been established as a practitioner for several decades.

3. Our website provides easy access to current events and information for your convenience. If you want to remain updated on events related to professional practice and other important topics within the field, the website can help you to remain connected and well-informed.

4. You can learn how to develop your identity as a practitioner. Oftentimes, doctoral programs heavily emphasize research and there may not be as much of a focus on practice. Through collaboration and involvement with the Section and its members who are at various stages in their own development, you have the opportunity to develop that aspect of your professional identity.

5. The Section provides an opportunity to build professional relationships with individuals who are excited about interacting with students and share similar interests related to professional practice.

6. The Section is inclusive of individuals who have an interest in professional practice. We are not focused solely on independent practitioners but welcome all students who are passionate and excited about entering into professional practice, regardless of the setting or area of focus.

If you are interested in learning more about the Section on Professional Practice or becoming a member at no cost to you, please visit our website at http://www.div17indprac.org/.

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Interest and engagement in our political process has dramatically increased across the U.S. since the last election, and the demand for grassroots advocacy training has grown along with it. Allow me to share a little secret that may eventually put lobbyists such as myself out of a job—being an advocate is easy. You likely already have all the tools you need!

Here are some tips to help you get started.

**Tip 1:** Show up! Take advantage of opportunities to meet your Senator or Representative, visit their in-district offices, or to attend town halls. If you can’t meet face-to-face with your Member of Congress (MOC), spend time with one of their staff members. Congressional staff are young, sharp, and motivated to serve their constituents. They are the eyes and ears of the office and if they care about your issue, chances are they will talk to their boss about it.

**Tip 2:** Share a story. If you’re able to secure a meeting, remember that Members of Congress love a good story. A personal connection to an issue, either in your personal or professional life, can make a huge difference. As a psychologist, you may have both a personal and professional connection to the issue—this is an amazing advantage—in sharing your story, you may also have the opportunity to talk about the underlying research or clinical implications tied to your concerns.

Before you talk to congressional staff, think not only about what you want to communicate, but why. What is your underlying motivation? Share it.

**Tip 3:** Know your issue. Do you know the underlying legislation or funding mechanism tied to your concerns? News and the internet will give you some information, but this is also where your professional association, advocacy organizations, or fellow activists can help.

While at times there is a fair amount of crystal ball-gazing in Washington, the legislative calendar is somewhat predictable—for example, appropriations (funding) activity always ramps up in spring. Government relations offices will know what’s happening, bound to happen, might happen, or definitely will not happen.
**Tip 4:** Talk about it (respectfully). Respectful political discourse has become increasingly difficult, and while social media can be a great way to communicate, it can create problems as well. Before you post, take time to think about your audience. What will your message contribute? Will it change anyone’s mind, or lead to further entrenchment? Is this conversation best had in-person? Likewise, when you call your congressional office, be nice to the tired soul on the end of the line who has to field constituent calls all day. They will listen to your concerns, and take note for the MOC.

**Tip 5:** “All politics is local.” This statement holds true, and represents an opportunity if you want to be a catalyst for change closer to home. Even in Washington D.C., arguably the most political city in the U.S., city council seats go unchallenged for years. State level legislation is another opportunity. Grassroots movements often begin in the states and eventually get attention on the national level. Hot button issues that are stagnant at the national level can move quickly in the states. In recent years, state legislation on firearms, abortion, and campus sexual assault reporting has changed the national discourse on these issues.

For more information on advocating for psychology, please visit APA’s Guide to Advocacy at [www.apa.org/about/gr/advocacy](http://www.apa.org/about/gr/advocacy). While you’re there, please join [APA’s Federal Action Network](http://www.apa.org/about/gr/advocacy) (FAN), an e-mail grassroots network to help interested psychologists advocate for their discipline. APA Government Relations Offices disseminate information and action alerts to FAN members focusing on recent or upcoming federal legislative or regulatory action of concern to psychology.

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Amalia Corby, Senior Legislative and Federal Affairs Officer Interim
Director, Government Relations Office
ANNOUNCEMENTS

The Student Affiliates of Seventeen are working to better meet your needs. In order to do that, we need to know what it is you need. Below is a link to a quick needs assessment, or you may scan the QR code to the left. Please take a few minutes and fill it out for us. Help us help you!

https://bsu.qualtrics.com/jfe/form/

Keep an eye out for the upcoming SAS events at APA 2017. Details to come in the Summer SAS newsletter!

Division 17 section on Positive Psychology $150 Student Research Award! Apply by June 15. For more information check http://www.div17pospsych.com/

Want to get your name out there? Want to share a topic that you are passionate about? Email sas.editor.newsletter@gmail.com to find out what YOU can contribute to the SAS newsletter!