

APAGS CAMPUS BULLETIN

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2006 APA Convention a HUGE Success!

APAGS would like to thank everyone who attended APAGS-sponsored programs at this year's APA Convention in New Orleans. We would especially like to thank and congratulate the APAGS Convention Committee who worked tirelessly to ensure that APAGS members had the best possible experience!

Graduate students spanning the nation participated in pre-convention and convention workshops covering topics in the following areas: Internship, Licensure, Advocacy, Dissertation, and Supervision to name a few. Convention workshops offered students at all levels of their graduate careers opportunities to network with other students, professionals, licensing board members, and internship/postdoc agency directors. Students also had the opportunity to attend APAGS social events which included a catered social, and a Food Crawl which took students around the French Quarter to sample local cuisines.

More Convention News...

Submit a proposal for the 2007 APA Convention!

The 2006 Convention may have just ended, but it's not too early to begin thinking about presenting at the 2007 Convention which will take place August 2007 in San Francisco. Presenting at Convention will provide you with a valuable experience, including the opportunity to build both personal and professional contacts. All proposals and materials must be received in the APAGS Central office by December 1, 2007 to be considered for acceptance. Visit the APAGS website (www.apa.org/apags) for more information.

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APAGS
The American
Psychological
Association of
Graduate
Students

APAGS Communications Update

DSRN Annual Meeting

The APAGS Division Student Representative Network (DSRN) had its third annual meeting/social hour at the American Psychological Association's 2006 Convention. The meeting was open to all Division Student Representatives and those interested in learning more about student leadership in APA Divisions. The discussion centered on the recently adopted DSRN Mission Statement and Procedural Guidelines, the creation of an award to be given annually to the Division which is the most outstanding in its service to student members, and possible future projects. It was announced that the DSRN Resource Guide will be unveiled on the APAGS website in early 2007. This guide is being created in order to provide students with more information about the DSRN, including a roster containing contact information for each DSRN Member. APAGS and the members of the DSRN wish to extend a big "thank you" to all who attended the meeting and to Mary Brownsberger, outgoing DSRN Rep from Division 22 and Deborah Weber, DSRN Rep from Division 40 for their diligent work in aiding in the creation of the DSRN Mission Statement and Procedural Guidelines.

Be a student leader in an APA Division!

There are 54 APA Divisions and approximately 25 have not yet appointed a current DSRN member. If you are interested in being a "Division's voice" to students this opportunity is for you! For more information and forms for getting connected to the DSRN or for designating a Student Division member, please visit: <http://www.apa.org/apags/getinv/dsrninstructions.html>



Communicate With Fellow Students Via APAGS Listservs

APAGS has a number of listservs that allow you to participate in online discussions with your peers about topics of interest to you such as dissertation work, ethnic minority issues, LGBT concerns, internships, and disabilities.

Join one of our many listservs to participate. Available lists and subscription instructions are available at: www.apa.org/apags/members/listserv.html

GET INVOLVED!!!

APAGS offers members many ways to get involved and stay connected. To obtain a lists of opportunities to become active with APAGS, please visit our website: Visit <http://www.apa.org/apags/getinv/homepage.html> for a list of ways to become active with APAGS!

For More Information:

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APAGS Practice Update

Navigating the ever changing practice landscape.

Interested in practicing psychology? No matter what stage of your graduate program you are in, if you are interested in practicing psychology, the APA and APAGS has tools to help!

Technology in Action:

The APA Practice Portal allows students to access a variety of materials germane to professional practice. For example, the portal has information on the following topics:

- Legislative & Legal Advocacy
- Practice Management
- HIPAA & Regulatory Issues
- Public Education
- States, Provinces, Territories, & Divisions

Additionally, the Practice Portal includes directories to locate psychologists and resources. Check out the APA Practice Portal at www.apapractice.org and register today! As a benefit to APAGS members, all graduate students can register for the APA Practice Portal free.

We Want Your Feedback!

If your career trajectory is consistent with being in professional practice, we want to hear from you!

- * *What information would be beneficial to have as a graduate student to foster a smooth transition from graduate school into practice?*
- * *What training do you feel is necessary to prepare you for practice?*
- * *Have you had positive practice experiences you would like to share with others?*

Please contact your APAGS Member-at-Large, Practice Focus:

Benjamin F. Miller, M.A.

APAGS Member-at-Large, -Practice Focus

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Practice Tip:

Thinking about the intricacies of practice while in graduate school can help mitigate much of the stress and complexity graduates often face while attempting to establish their practice.

During the upcoming year, make a list of several settings that are possible future places of employment. Categorize each setting into a system (e.g. community mental health system, medical center, university counseling center, etc.). Based on the categorization, begin to conceptualize what is necessary for billing, reimbursement, referrals, etc.

APAGS CAN HELP!

Look for future information from APAGS regarding obtaining assistance in professional practice planning.

APAGS Advocacy

How can I become involved with APA's advocacy efforts?

On any given day in Washington, APA's Public Policy Offices (PPO) within the Science, Education, and Public Interest Directorates handle legislative issues ranging from reauthorization of the National Institute of Health, to educational assessment issues in No Child Left Behind legislation, to the Positive Aging Act. Staff does significant work with Capitol Hill offices behind the scenes, but there are many times when the most effective strategy is activating our own APAGS members to become involved.

SCIENCE



Maintaining adequate support for research within federal agencies has been a key issue for psychological scientists. Earlier this summer, APA Science PPO learned from congressional staff that Sen. Kay Bailey Hutchison (R-TX), new Chair of the Senate Commerce Committee's Subcommittee on Science and Space, planned to introduce an

amendment to S. 2802. This amendment would instruct the National Science Foundation (NSF) to assess the degree to which grant proposals contribute to the enhancement of physical science, technology, engineering and mathematics, and to give priority to them largely to the exclusion of other kinds of science.

Science PPO issued a targeted action alert to APA members, asking that those with key representation on the Commerce Committee call and urge their Senators to oppose Sen. Hutchison's amendment and support an alternative amendment by Sen. Frank Lautenberg (D-NJ). Due to a rapid response from over 200 APA members who called their Senators, we heard from Hill staff that a compromise amendment had been drafted, clarifying that in giving priority to some fields of science, no bias or restrictions could be placed on any other fields of science that fall within the agency's mission.

EDUCATION

"I never realized just how important – or how easy – it is to send a message to my Congressman," exclaimed one of the students who participated in the recent APAGS advocacy training session held at the APA convention in New Orleans. APAGS members learned that responding to an APA Public Policy Action Alert asking them to send an email to their Representatives in Congress allowed them to have an impact on federal policy. Using the Garrett Lee Smith Memorial Act (GLSMA), and its provision on suicide prevention on college campuses, (proposed by the APA Education Policy Office, Nina Levitt, EdD, Associate Executive Director for Education Policy and Sheila Forsyth, MA, Education Consultant) demonstrated the ease in which students can engage in grassroots activities on issues of interest to them.

For example, the suicide prevention programs, which are now housed in the Substance Abuse and Mental Health Administration, need to be expanded to include other mental and behavioral health services on college campuses. In order to do that, changes (amendments) need to be made to the law. In addition, increased funding is needed for the programs. Levitt noted that psychology graduate students are in a unique position to tell their Senators and Representative about the unmet mental and behavioral health needs of underserved populations. So, the next time you receive an APA Action Alert, please take a brief few minutes to respond. In the words of former Congresswoman Barbara Jordan: "The stakes are too high for government to be a spectator sport."

APAGS Advocacy

PUBLIC INTEREST

Upcoming opportunities within Public Interest Policy include the APA Public Policy Graduate Student Internship Program and the Society for the Psychological Study of Social Issues (SPSSI) James Marshall Public Policy Scholar Program. The APA graduate student intern will spend one year working on public policy issues on the staff of the Public Policy Office of the American Psychological Association (APA). Applicants must be enrolled in a doctoral program in psychology, in at least the second year of graduate training, and have a strong interest in applying psychological research findings to the development of public policy. For the SPSSI Scholar program, applicants must hold a Ph.D. or Psy.D. and be either members of SPSSI and APA or eligible to be members.

For more details on these programs and other congressional fellowships, visit:

<http://www.apa.org/ppo/fellows>.

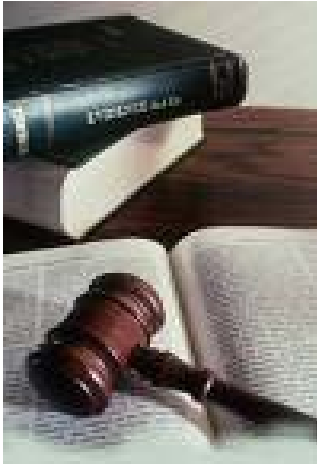
APA Pubic Policy Office

After APA passed a resolution on violent video games at the 2005 Convention in Washington DC, members and staff met with representatives from the video game industry to express their concerns over the current rating system. Jeff McIntyre, APA Senior Legislative and Federal Affairs Officer will be chairing a panel regarding this issue at an upcoming conference in Minneapolis.



The APA Public Policy Office would like to keep you informed on all of our efforts and wants you to become an integral part of our advocacy engine. You can subscribe to our action alerts and become an advocate for psychology at our Action Center: <http://capwiz.com/apapolicy/mlm/signup>. Contact our office during weekday hours with any questions at 202.336.6062 or for more information on these and other initiatives, please visit our website at <http://www.apa.org/ppo>.

APAGS Advocacy



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Psychology has only recently become a part of social decision-making and policy creation. During the 1950s, when Dr. Kenneth B. Clark (1953; 1979) presented his findings regarding the effect of segregation on the esteem and self-worth of young African American children, the use of psychological research to inform legislative and judicial decision-making was unprecedented. The Supreme Court cited Dr. Clark's research as a significant factor in the ultimate decision of *Brown vs. The Board of Education*.... a ruling which has resonated through educational and social policy for over a half century.

Despite dramatic uses of psychological research, like that illustrated above in the dissolution of segregation, there are those that feel that psychologists should remain neutral, or at least removed, from political decision making. Though this "neutrality" perspective is still prevalent, a paradigm shift has occurred wherein psychologists are starting to become more active in using their clinical/research findings to inform policy decisions. These psychologists have discovered why psychological science is beneficial and critical in guiding the creation of sound public policy. In fact, a recent article in *GradPSYCH*, highlights the growing number of graduate programs that are incorporating political advocacy/public policy work into their curriculum (Martin, 2006).

I have been fortunate to be a part of such a program during my predoctoral clinical internship at the Louis de la Parte Florida Mental Health Institute (FMHI) at the University of South Florida and recently traveled to Washington, DC with a fellow FMHI intern as part of an experiential learning activity in policy development. During this DC visit, we attended congressional hearings, met legislative aides, and consulted with a number of psychologists involved in policy research and advocacy. Additionally, we attended a policy briefing, organized by the Congressional Black Caucus, regarding the reauthorization of the Voters' Rights Bill. The visit culminated in the opportunity to attend a "Town Hall" meeting with Illinois Senators Obama and Durbin, during which the Senators answered questions from their constituents regarding federal funding for education and health care. Based on these experiences, we gained invaluable knowledge about legislative decision-making and saw first-hand how psychologists can assist and communicate with policy makers.

The extent to which empirical evidence can impact policy formation is to this point unknown, but the potential role for psychologists is great, if we are willing to heed the call. Whether it's the impact of Head Start, educational funding, the role of mental health within the judicial system, ways to reduce the effect of trauma, reducing health disparities, promoting stronger families...psychological research has a lot to contribute to policy decisions.

APAGS Advocacy

The unfortunate lesson, we discovered, is that psychologists are not as adept as necessary at distilling academic jargon to the critical information that legislators seek to make informed decisions. Across settings and persons we met, that was the consistent message – make research applicable and condense it to one page in written communication. For those of us who remember the efforts it took to reduce a lengthy dissertation to publishable limits, the idea of condensing the research regarding an important topic like the effects of child abuse can seem preposterous. But the time constraints and breadth of information that legislators and their aides must consume is immense. Experts, like psychologists, are relied upon and expected to distill the important facts and present them in an easily digestible format. Thankfully, recent publications from the public policy directorate of the American Psychological Association (APA, 2006) and other professional articles (e.g., Sorenson, Masson, Clark, & Morin, 1998) provide tips for psychologists on how to communicate more effectively with legislators and policymakers.

Call to Action

Many psychologists struggle to overcome barriers to providing effective care for their clients. The social barriers can be formidable to optimal living and psychologists are on the front lines of addressing social problems. That experience is vital to sound policy decisions. As we have been called upon to “give psychology away” let us consider providing the gift to policy makers in order to strive towards a more sustainable social environment. These policy makers need not necessarily be at the national level to have an impact within the community. Often, the local and state governments are forming regulation/policies that affect our clients and our work. One way to become involved in sharing the gift of psychological research to the advocacy process is to contact the local government and inquire about pending issues. Alternately, contacts to the Senators’ or Representatives’ local offices can provide insight into pending legislation that might fall within your area of clinical/research expertise. If so, ask about ways to share your scholarship and experience. By providing an informed voice on behalf of those we serve, our communities can move towards more optimal functioning for all persons.

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APAGS Advocacy

THE APAGS ADVOCACY COORDINATING TEAM (APAGS-ACT)

APAGS-ACT continues to address legislative issues that impact psychology graduate students, our profession, and the recipients of psychological services. APAGS-ACT also coordinates the network of student representatives that serves as the pipeline for information to and from APAGS and the students on your campus.



What is advocacy?

Advocacy is the process of supporting a cause or proposal (Merriam-Webster, 2005). We (graduate students) advocate to advance the profes-

sion and to address mental and behavioral health care needs. We use grassroots networks, like the APAGS-Advocacy Coordinating Team, to exercise our right to advocate on issues that are important to us at individual and professional levels. You can become an advocate by responding to APA ACTION ALERTS that are disseminated by Campus Representatives via this network.

Want to become an advocate?

RESPOND to ACTION ALERTS disseminated by your APAGS-ACT Campus Representative

READ the Advancing Psychology Education and Training: A Psychologist's Guide to Federal Advocacy to learn how to develop and maintain contact with your U.S. Congressmen and advocate for psychology:

<http://www.apa.org/ppo/ppan/advocacyguide.html>

VISIT the websites of the Public Policy Office (<http://www.apa.org/ppo/issues/>) and the Practice Directorate (<http://www.apapractice.org/>) to learn more about legislative issues affecting your profession including the ones listed above.

SUBMIT an Op-Ed letter to your local newspaper about the important role that psychologists play in promoting health and preventing disease (<http://www.apa.org/ppo/issues/eopedrequest.html>)

JOIN the Advocacy Coordinating Team as a Campus Representative or State Advocacy Coordinator

ACT is recruiting high quality, motivated students to serve as Campus Representatives and State Advocacy Coordinators. If you attend graduate school and are interested in assuming a leadership position, please contact the ACT Chair, Dawn Brock, to see if your school or state has a current or upcoming open position.

Dawn M. Brock, MA
Chair, APAGS-ACT
Email: Dawn_Brock@antiochne.edu

APAGS Education Update

Collaboration to Address Competence Benchmarks



The APA Education Directorate and Board of Educational Affairs (BEA), in collaboration with Council of Chairs of Training Councils (CCTC) is convening a 32-member work group for a meeting to be held in September 2006 in Washington, DC. The group is meeting regarding the need for competency benchmarks that are developmental, integrated, and extend throughout the sequence of professional education and training. The group will also address assessment of competence. APAGS will be sending a representative to this group, which hopes to develop a working draft of competence benchmarks by the conclusion of the meeting that will be broadly disseminated for comment.

Members of the Council of Chairs of Training Councils (CCTC) are engaged in several projects that are relevant to graduate students. A subgroup of CCTC has developed a document that outlines competencies for students related to practicum training. While the document continues to be refined it is currently being used by members of the Association of Directors of Psychology Training Clinics (ADPTC) to measure student's progress through the practicum sequence. It is hoped that the document will offer doctoral education and training programs guidance in ways to assess students using a competency based model.

Another group that was initially formed as a subgroup of CCTC has been looking at assessment as related to competence problems. This group is working on manuscripts and brief information items to assist training programs in addressing issues of competence in students. Specific topics include having difficult conversations (about competence problems), proper terminology to use, and issues to consider when identifying and developing remediation plans for competence problems. It is hoped that this information will assist programs in dealing with issues of competence in a systematic, fair, and solution focused manner.

For more information, please contact:

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APAGS Education Update

Education and Training

**ARE THERE JOBS THAT
WILL PAY OFF MY
STUDENT LOANS???**



YES!!

Psychologists are eligible providers to work in community sites participating in the

National Health Service Corps (NHSC) Loan Repayment Programs. NHSC sites are located in rural and urban areas and in addition to loan repayment, they offer regionally competitive salaries and provide opportunities for learning, teaching, and clinical work. The loan repayment program repays up to \$50,000 for educational loans in exchange for a two-year service commitment in a regional area where a shortage of health care providers exists. Start looking for post-graduate opportunities now!

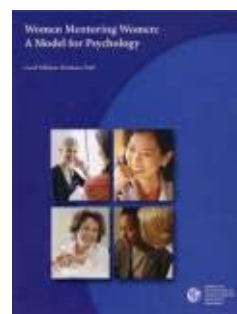
For more information, visit:
<http://nhsc.bhpr.hrsa.gov>

Or call: 1-800-221-9393

*Do you have a
professional
mentor?*



Throughout the training process, students can benefit from having mentors that can help them develop professionally and provide guidance and encouragement. APAGS recently sponsored several convention programs at the APA 2006 Convention on mentoring. Check out your state or provincial psychological association's website for more information on programs they sponsor that offer you the chance to become a mentee.



Women Supporting Women: Mentoring Between APAGS and Eminent Psychologists

Initially shown as part of APAGS' convention programming at the 2006 APA convention in New Orleans, this video presentation discusses the current

and possible mentoring practices of women in psychology. With 75% of APAGS members being women, we are committed to addressing the unique needs and concerns of women students; namely, balance, self-care and mentoring. To view this video, please visit: <http://www.apa.org/apags/>.

APAGS Committee on Ethnic Minority Affairs (APAGS -CEMA)



Don't wait!
Apply for an APAGS-CEMA Grant before
the deadline passes!

APAGS-CEMA awards up to two \$500 grants for each Spring Semester, and up to three \$500 grants each Fall semester for projects that recruit, retain, and/or enhance the training of ethnic minority graduate students. The deadline to submit applications for the 2006 Spring CEMA grants is December 1, 2006.

Be a leader and become active with APAGS-CEMA!

We are now accepting applications for mentors and mentees for our national Peer-Mentoring Program for Ethnic Minority Graduate Students. This program pairs first and second year graduate students with upper level ethnic minority graduate students across the country who will advise them on a range of social and professional issues. This is a phenomenal opportunity to network with a fellow ethnic minority graduate student in Psychology, help a fellow student succeed in their graduate program, and become an active with APAGS CEMA! Contact rachel-casas@uiowa.edu for more information and an application.

Join the APAEMGS listserv

For the latest information concerning ethnic minority issues as they pertain to graduate students in Psychology, why not join the APAGSEMS Listserv? Learn about fellowships, training, and various other opportunities through this unique resource.

To subscribe, send an e-mail to listserv@lists.apa.org with the following message in the body of the e-mail:

SUBSCRIBE <APAEMGS> <firstname> <lastname>
Example: SUBSCRIBE APAGSEMGS Jill Smith