

**APAGS 2007 Convention Programs**  
APA Annual Convention  
August 17-20, 2007  
San Francisco, CA

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**Thursday, August 16<sup>th</sup>**

**Membership Program**

**11-12:50pm** ♦ **Hilton San Francisco Hotel, Continental Ballroom 5**

Description

*This training is designed to instruct APAGS members how to provide informational APAGS presentations to help recruit new APAGS members and retain existing members. Participants will be treated to lunch and will receive a free gift from APAGS. Advance registration required: Please e-mail Heather Dade, [hdade@apa.org](mailto:hdade@apa.org) if you wish to attend this session.*

**Ambassador Training**

**1-2:50pm** ♦ **Hilton San Francisco Hotel, Continental Ballroom 5**

Presenters: Donald Knight, MA, APAGS Convention Committee (Chair)  
Kathleen Donnelly, BS, APAGS Convention Committee (Co-Chair)  
Heather Dade, BA, Projects and Communications Associate, APAGS  
Marina Field, MA, APAGS Convention Committee Chair  
Brian Hall, MA, APAGS Convention Committee Incoming Chair  
Ruth Lieu, MBA, APAGS Convention Committee

Description

*APAGS Ambassadors are required to attend this training in order to receive important information regarding their role at Convention. To learn more about the APAGS Ambassador Program, please visit: [www.apa.org/apags/convention/homepage.html](http://www.apa.org/apags/convention/homepage.html).*

**Internship Workshop**

**4-8:00pm** ♦ **Hilton San Francisco Hotel, Continental Ballroom 5**

Presenters: Carol Williams-Nickelson, PsyD, Associate Executive Director, APAGS (Chair)  
Mitchell Prinstein, PhD, University of North Carolina  
Greg Keilin, PhD, University of Texas at Austin

Description

*This workshop will offer students tips on finding a psychology internship and guidance on the Association of Psychology Postdoctoral and Internship Centers (APPIC) application and match process. Discussion will include various aspects of the application process such as calculating hours, completing the APPIC uniform application, composing and designing a CV, asking for and evaluating recommendation letter, communicating with supervisors and internship sites, identifying internship/training and career goals, and translating that information into compelling personal essays.*

**Friday, August 17<sup>th</sup>**

**Food For Thought Breakfast**

**7-8:00am Breakfast** ♦ **APAGS Suite**

**8-8:50am Discussion**

Invited Psychologist: David Barlow, PhD

*David H. Barlow received his Ph.D. from the University of Vermont in 1969 and has published over 500 articles and chapters including close to 50 books and clinical manuals, mostly in the area of emotional disorders and clinical research methodology.*

*\*\*\*Limited seats are available for this complimentary breakfast and discussion with a distinguished psychologist. Please sign up at the APAGS Booth to reserve your spot.*

### **Making the Most of the APA Convention: Strategies for Graduate Students**

**9-9:50am ♦ Moscone Center/Room 2007**

Presenters: Marina Field, MA *Chair, APAGS Convention Committee (Chair)*  
Kathleen Donnelly, BS, *APAGS Convention Committee*  
Brian Hall, MA, *APAGS Convention Committee Incoming Chair*  
Donald Knight, MA, *APAGS Convention Committee*  
Ruth Lieu, MBA, *APAGS Convention Committee*

#### Description

*The APA Convention can be an exciting but overwhelming experience. There are numerous symposia, poster sessions, and workshops available to attend. Additionally, there are networking events, social hours, and informal gatherings that compete for conference attendees' attention. This symposium will provide an orientation to APA convention programming. In particular, presenters will provide the audience with an orientation to the general format of convention, offer information on how to select which division and suite programming to attend, and highlight strategies for networking. This presentation will be beneficial for all student attendees but will be particularly helpful to those attending convention for the first time.*

### **Meet the Decision Makers: Internship Panel and Social**

**10-11:50am ♦ San Francisco Marriott Hotel, Yerba Buena Salon 7**

Presenters: Brian Hall, MA, *APAGS Convention Committee Incoming Chair (Chair)*  
Ruth Lieu, MBA, *APAGS Convention Committee (Co-Chair)*  
Greg Keilin, PhD, *The University of Texas at Austin*  
Nadine Kaslow, PhD, *Emory University School of Medicine*  
Steven McCutcheon, PhD, *Chair, APPIC Board of Directors*  
Julie Jenks-Kettmann, MEd, *University of Iowa*

#### Description

*Students have many questions and even some misconceptions about what makes a student an attractive candidate to internship training directors. Students often find that while there are some commonalities in attributes that are valued by training directors, some skills and characteristics are more important than others depending on the type of site to which a student applies. This internship panel and social hour provides an opportunity for graduate students to get their questions answered directly from training directors from various types of sites. The panel will provide another chance outside of the APAGS Pre-Convention Internship Workshop for students to obtain information about the internship process and ask questions germane to specific types of sites and training director styles. In the first hour of this two-hour program, our panel of internship directors, current APPIC Chair, and current APAGS Member-at-Large Education, will present general information about internships and answer student questions. Students are asked to bring questions with them to the panel. Although the first hour will not focus on specific site requirements, the second hour – a social hour for which every internship director listed in the APPIC directory has been invited – will give students the chance to mingle with training directors situated throughout the room in designated areas, to gather information about specific sites.*

### **The Google-PsycINFO Showdown**

**10-10:50am ♦ APAGS Suite**

Presenters: Alexa Minetola, MLIS, *Training Specialist, APA (Chair)*  
Susan B. Hillson, BA., *Manager, Customer Relations, APA (Co-Chair)*

#### Description

*Of course, Google provides quickest way to information, but how do you know if you're getting the best, most complete results possible? And how do you know if you're finding the right full text?*

*Join us for the Google vs. PsycINFO show-down—audience participation welcome! Learn how to increase your search efficiency and save valuable research time. This 1 hour and 50 minute session will examine actual research conducted by an APAGS member, and present a side-by-side comparison of a recent bibliographic search, using Google, Google Scholar, and PsycINFO. The session will look at key factors for search success—refining a search, using keywords, and finding methodologies and tests and measures using both resources. Participants will learn to evaluate search results, and they will gain valuable insights about which resource to use when and why.*

*The first half of this session will examine how the two resources differ. APAGS members will learn when to use each resource and why. The second half will analyze the bibliographic results compiled by a current APAGS member and will look at using search tools to save time and maximize your search results. If you use Google as your starting point for research, you won't want to miss this session!*

### **Psychology Licensure and Certification: What Students Need to Know**

**12-12:50pm ♦ Moscone Center, Room 305**

Presenters: Thomas J. Vaughn, PhD, OSBEP (Chair)  
Barbara Van Horne, PhD, MBA, ASPPB  
Emil R. Rodolfa, PhD, University of California, Davis  
Ted Packard, PhD, American Board of Professional Psychology  
Greg K. Gormanous, PhD, Louisiana State University, Alexandria  
Jason J. Burrow-Sanchez, PhD, University of Utah

#### Description

*This symposium will provide information for students on all areas of preparation for licensure and certification as a psychologist to include changes in state/provincial laws. The presentations will cover licensure and certification requirements of the doctoral program, internship and postdoctoral supervision year, as well as preparation for specialty certification, credentials banking, and licensure mobility. The considerable on-line and hard-copy resources available to students from the Association of State and Provincial Psychology Boards (ASPPB), the Association of Psychology Postdoctoral and Internship Centers (APPIC), the American Board of Professional Psychology (ABPP), and the American Psychological Association (APA), will be presented and discussed in detail. Attending students will gain from the experience of our newly licensed student discussant, and will be encouraged to take part in an "open forum" question and answer session following the completion of the formal presentations.*

#### (1) Overview of Licensure Requirements

*Students need to be aware of the variance in licensure requirements across jurisdictions in the United States and Canada. Often students find that even though their doctoral program has assured that they meet the licensure requirements in the State or Province where they were trained, they have not prepared them to meet the licensure requirements across numerous jurisdictions where they may eventually want or need to practice. This presentation will cover the several "musts" with regard to doctoral program, course work, internship, and postdoctoral supervision that students need to be absolutely certain are clearly evident in the documentation of their training.*

#### (2) The Licensure Process and the Resources of ASPPB

*What do graduate students in psychology need to know about licensure? What are the available resources that will help provide answers to these questions? This presentation will provide an overview of licensure and certification issues important for psychology graduate students, and will focus on information that students need with regard to:*

- a) Determining that their doctoral programs cover the necessary course requirements for licensure as a psychologist in all jurisdictions;*
- b) How to contact Licensing Boards for specific information about licensure requirements;*
- c) The Examination for Professional Practice in Psychology (EPPP);*
- d) State or Provincial Complementary Examinations (Oral and Jurisprudence);*
- e) The importance of banking all credentials (degree, internship, postdoc supervision, EPPP score) with ASPPB;*
- f) Mobility in Professional Psychology - preparing now for career mobility;*
- g) On-line and hard copy resources available from ASPPB.*

*This presentation will provide psychology graduate students an opportunity to examine their preparation for the sequence of events leading to licensure. Variation in state and provincial laws and regulations will be described. Differences in the process of initial licensure and seeking licensure in additional states will be highlighted. Resources developed by the Association of State and Provincial Psychology Boards will be presented. This presentation will provide helpful information to those students who intend to become licensed as a psychologist.*

#### (3) Internship and Postdoctoral Year Requirements for Licensure The Resources of APPIC and APA

*What do interns and postdoctoral fellows need to know about licensure? What are the resources that will help provide answers to these questions? This presentation will provide an overview of licensure issues important for psychology interns and postdoctoral fellows. Specifically, the following topics will be covered:*

- a) APPIC membership requirements and expectations for internships and postdoctoral programs;*
- b) The importance of completing an APA accredited internship and issues of quality assurance with regard to licensure requirements;*
- c) Variation in state and provincial requirements for supervised professional experience in internships and the postdoctoral year;*
- d) Ways to practice without a license to accrue supervised professional experience in the postdoctoral year;*
- e) On-line and hard copy resources to facilitate gathering information about licensure*

*This presentation will provide interns and postdoctoral fellows an opportunity to examine their preparation for the sequence of events leading to licensure. Licensure requirements for both internship and postdoctoral supervision will be described. Resources developed by the Association of Psychology Postdoctoral and Internship Centers (APPIC) and the American Psychological Association (APA) will be presented. This presentation will provide helpful information for students seeking internships and/or postdoctoral positions.*

#### *(4) Specialty Certification in Professional Psychology*

*The American Board of Professional Psychology (ABPP) serves the public need by examining and certifying psychologists who are competent to deliver high quality services in recognized specialty areas of psychology. The American Board of Professional Psychology was incorporated in 1947 with the support of the American Psychological Association. A Specialty is a defined area in the practice of psychology requiring special competencies above and beyond the broad and general training that characterizes accredited doctoral training programs. Specialty competence is acquired through an organized sequence of formal education, training, and experience that often occurs at the post doctoral level .The eleven ABPP Specialty Boards are: The American Board of Behavioral Psychology Forensic Psychology; Clinical Psychology; Clinical Health Psychology; Clinical Neuropsychology; Counseling Psychology; Family Psychology; Group Psychology; Rehabilitation Psychology; School Psychology and Psychoanalysis Psychology.*

*There are a number of compelling reasons why board certification is a necessary component of professional psychology. First, the exponential growth of psychological knowledge leaves practitioners no alternative but to specialize. Second, the environments in which psychologists work impel us to specialize. Third, the broader professional context in our society reinforces the need for specialization. (e.g., there are 24 specialties recognized by the American Board of Medical Specialties, and upwards of 90% of physicians are board certified.) Fourth, enlightened self-interest mandates that individual psychologists develop specialty skills that subsequently are documented through attainment of specialty certification. Finally, and most important, protecting the public from the ill prepared and from charlatans requires a broad spectrum of personal and professional self-regulatory activities including board certification of specialty competence.*

*Eligibility for board certification requires a doctoral degree in psychology, licensure at the independent practice level, and appropriate educational, training, and experience in the specialty area. The application process includes a review of educational and training credentials, submission of a professional work sample, and passing an oral examination administered by a specialty board. The examination is a collegial process designed to allow the candidate the opportunity to demonstrate the defining competencies required to practice the specialty.*

#### *(5) Licensing I/O and Business Consulting Psychologists*

*I/O and Business Consulting Psychologists are professional psychologists with earned doctoral degrees who are required to be licensed in the majority of states if they practice psychology. Many I/O people incorrectly believe that they are exempt from licensure if they do not represent themselves as psychologists. However, most licensing laws were changed from title laws to practice laws after the 11th Circuit Court of Appeals ruled in 1992 that restricting the title "psychologist" was an unconstitutional burden on speech. Others incorrectly believe they are not required to be licensed if they work solely for an organization. Whether or not an I/O person must be licensed depends upon what the law/regulations say in a given state/province. In short, there is much variability in the manner in which the title and/or the practice of psychology is regulated.*

*What are the advantages of being licensed? If one offers services to individuals, groups, or organizations in a practice state, licensure is required under the law. That is, one should not break the law as APA's Division 10 Task Force stated in its 1993 position paper on I/O licensure issues. One should become licensed in order to be legitimate and credible. This professional identity issue is roughly analogous to the difference between a certified public accountant and a bookkeeper. Unlicensed persons are not psychologists in the majority of states that require licensure. Imagine a non-licensure testifying as an expert in I/O psychology. Multistate practice in I/O is more common than in health-care psychology. Being licensed is a requirement in states that allow temporary practice. Being licensed is also a requirement for a new credential for interjurisdictional practice under development by ASPPB. Also, the Ethical Principles of Psychologists and Code of Conduct does not protect you legally if you are unlicensed.*

### **Mindfulness Break**

#### **12-12:50pm ♦ APAGS Suite**

Instructor: Holly Siprelle, *Director of Staff Initiatives, APA*

#### Description

*The APAGS mindfulness breaks will include guided meditations that can help participants take a mini-vacation during the convention. The breaks may include minor stretches to help with relaxation and mind/body connections, some breathing work, body scans, and guided imagery. Please join us!*

*The mindfulness breaks will be led by Holly Siprelle, an APA employee and registered yoga teacher with the Yoga Alliance and a member of the Integral Yoga Teachers Association. She received her certification from the Satchidananda Ashram in Buckingham, Virginia in 2002. She is currently pursuing her advanced yoga and meditation teacher training at the Kripalu Center for Yoga and Health. She is CPR/First Aid/AED certified. She offers yoga classes in corporate and residential settings for stress reduction and relaxation. She is a reiki master practitioner and teacher; and Holly is a member of the International Labyrinth Society dedicated to the education and celebration of the power of the labyrinth, an ancient form of silent walking meditation and a metaphor for the path of life.*

*Holly also has organized onsite seated upper body massage programs in the corporate environment, and has implemented other wellness programs such as meditation classes and workplace ergonomic assessments. She currently teaches yoga classes and participates in health fairs at various locations in the Washington, D.C. area, and is the Director of Workplace Resilience for the American Psychological Association, where she has worked for the past 18 years*

### **Surviving the Dissertation Process**

#### **2-2:50pm ♦ Moscone Center, Room 304**

Presenters: Donald Knight, MA, *APAGS Convention Committee (Chair)*  
Sharon L. Foster, PhD, *Alliant International University*  
Sandra Graham, PhD, *UCLA*  
Paul J. Silvia, PhD, *University of North Carolina at Greensboro*  
Alan W. Burkar, PhD, *Marquette University*

#### Description

*The doctoral dissertation represents the culmination of a student's doctoral training; however, the process of completing the dissertation can prove daunting for students for various reasons (Rudestam & Newton, 2001). Some students find it difficult to get the process started (e.g., selecting a dissertation chair/committee, settling on a topic, and/or beginning to write), while others find frustration in keeping the process going (i.e., maintaining motivation, managing committee dynamics, etc.). Notwithstanding, the dissertation can prove to be the single-most, difficult task of a doctoral student's training. Fortunately, there is help for the doctoral student who finds him/herself struggling with this process.*

*In this discussion, panelists will share with students the tools essential for negotiating the dissertation process. Areas of emphasis include the how-to's on: developing the dissertation topic, choosing one's dissertation chair and committee, basic components of the dissertation, the writing process, and defending and publishing the definitive work. From their engagement in this discussion, students from various subfields of psychology should leave with an increased awareness of not only the trials and tribulations associated with the dissertation process, but more importantly, the means by which to successfully navigate their respective processes.*

References:

Rudestam, K. E., & Newton, R. R. (2001). *Surviving your dissertation: A comprehensive guide to content and process, 2<sup>nd</sup> ed.* Thousand Oaks, California: Sage Publications.

**Women Supporting Women: Mentoring Between APAGS and Eminent Psychologists**

**3-4:50pm** ♦ **San Francisco Marriott Hotel, Yerba Buena Salon 7**

Presenters: Carol Williams-Nickelson, PsyD, *Associate Executive Director, APAGS (Chair)*  
Kristi S. Van Sickle, PsyD, *Chair, APAGS Committee*  
Amina Mahmood, MA, *Member-at-Large, Diversity Focus, APAGS*  
Nadya A. Fouad, PhD, *University of Wisconsin*  
Rita G. Dudley-Grant, PhD, *Christiansted, VI*  
Carol D. Goodheart, EdD, *APA Board of Directors*  
Gwendolyn P. Keita, PhD, *Executive Director, Public Interest Directorate, APA*  
Renee F. Romero, MA, *Committee Operations and Programs Officer, APAGS*

Description

*Women face difficult challenges in balancing a family or personal life and career, as well as obstacles to merging their identities as psychologists and women. In the process of trying to strike a balance between the roles students currently hold and those they aspire to hold, students often become overwhelmed and overburdened. Students yearn for women mentors who can share their wisdom and experience in managing the multiple demands that compete for a woman's time and attention, while preparing for and moving up the career ladder. Psychology has only recently acknowledged mentoring to be a key factor in the evolution of a psychologists' identity. However, there has been little mention of, and few programs (aside from this annual APAGS event) for mentoring women in ways that help them appropriately integrate personal and professional issues. This program begins with a panel discussion with several eminent psychologists, early career psychologists, and students, and is followed by a social hour designed to connect students with psychologists who are willing to network and offer mentorship.*

**Flying Solo**

**6-6:50pm** ♦ **APAGS Suite**

Chair: Marina Field, MA, *Chair, APAGS Convention Committee (Chair)*

Description

*Are you attending this year's APA Convention alone? Want to meet some new people? Join us for this special social hour designed to connect graduate students who are "flying solo" at Convention. Start off Convention with a bang!*

**Friday Night out with APAGS Social**

**7-9:00pm** ♦ **Jillian's Billiards Bar**

**101 4<sup>th</sup> Street, Suite 170, San Francisco, CA 94103 (Tel. 415.369.6100)**

Ruth Lieu, MBA, *APAGS Convention Committee (Chair)*

Description

*Meet and mingle with other APAGS members at Jillian's, a billiards bar located near the Moscone Convention Center. APAGS will provide refreshments and information on other social events for APAGS members, such as an exciting Treasure Hunt activity that will take place throughout convention.*

**Saturday, August 18<sup>th</sup>**

**Food For Thought Breakfast**

**7-8:00am Breakfast** ♦ **APAGS Suite**

**8-8:50am Discussion**

Invited Psychologist: Janet E. Helms, PhD

*Janet E. Helms is the Augustus Long Professor of Counseling, Developmental and Educational Psychology at Boston College and founding director of the Institute for the Study and Promotion of Race and Culture at Boston College. She is a Fellow in Division 17 (Counseling Psychology) and Division 45 (Ethnic Diversity) of the American Psychological Association (APA) and is a representative to Council, APA's governing body.*

*\*\*\*Limited seats are available for this complimentary breakfast and discussion with a distinguished psychologist. Please sign up at the APAGS Booth to reserve your spot.*

### **Salaries in Psychology: Just the Facts**

**8-8:50am ♦ Moscone Center, Rooms 3022 and 3024**

Presenters: Marcos Salazar, MA, *APA Center for Psychology Workforce Analysis & Research (Chair)*  
Ariel Finno, BA, *APA Center for Psychology Workforce Analysis and Research (Co-Chair)*

#### Description

*The most recent national level data on salaries (both starting and eventual) of those trained at the bachelors, masters, and doctoral levels in psychology will be presented. Discussion of these data will include graduate school debt, the impact of larger forces external to psychology (shifting demographics, managed care, and the economy), and offer tips for marketing yourself and succeeding in job searches.*

### **Navigating Practicum Training – Tips for Success**

**2-3:50pm ♦ Moscone Center, Room 302**

Presenters: Michael B Madson, PhD, *The University of Southern Mississippi (Chair)*  
Linda Campbell, PhD, *The University of Georgia*  
Barry A Schreier, PhD, *Purdue University*

#### Description

*Practicum is a vital component of training in professional psychology as students receive the opportunity to enhance the foundational and functional competencies required of them during their professional careers. In other words, the practicum is the time in which students put into practice all that they have learned about becoming a psychologist. Although a critical component of training there is variability in practicum training opportunities and experiences. Thus, it is important for students to remain cognizant about (a) why you are doing practicum, (b) how to understand and utilize all supervision experiences to your advantage, (c) the importance of establishing good self-care habits that will set the stage for healthy habits throughout your career and (d) how practicum relates to future endeavors (e.g., internship and career). Students may face uncertainty about what to expect from a placement, particular site, or supervision and may also be unclear as to how practica can help one develop interests, build relationships, and develop skills that will be useful for securing internships. This panel will discuss the competencies, beyond clinical competencies, needed for practicum success, such as guiding your practicum experience, engaging in supervision, and organizing experiences to appropriately prepare for internship. In order to gain the most from ones practicum experience, a student needs to understand the role practicum plays in her or his development as a psychologist. Therefore, this panel will outline the function of practicum providing an overview of practicum training, competencies, such as assessment, intervention, professionalism, and ethics that students are expected to develop during practicum and how to sync one's training goals with competency development. Further, we will compare and contrast various training environments and how students can tailor their experiences in these various environments to ensure competency development. Finally, suggestions for selecting and securing external practicum sites will be discussed.*

*Clinical supervision is often the most widely used method for assisting practicum students in developing the functional competencies required of a psychologist. Similar to practicum experiences there is wide variability among clinical supervision experiences and clinical supervisors. This variability can be confusing and frustrating for students and can have negative affects on their development in practicum. Thus, this panel will discuss the function of clinical supervision; provide suggestions for students to gain the most from all supervision experiences, manage difficult supervision situations, and to ensure training needs are met through supervision.*

*The relationship between practicum and internship is a crucial factor in the development from graduate student to independently practicing psychologist (Schreier & Cornish, 2005). Practicum is designed to assist students in the development of competencies at an intermediate level (Hatcher & Lassiter, 2004) and thus prepare students for entry into internship. There are ongoing efforts to create greater seamlessness in the competencies between practicum and internship. As such, practicum is partially designed to prepare students to take on the advanced training and competency development of internship. This ideal model, though, is not free from the influences of marketplace factors. There are increasing numbers of graduate schools of psychology and more students being accepted for graduate education than there are internship sites available (APPIC, 2005). It becomes increasingly important then for students to not only be well trained in the necessary competencies to enter internship, but it becomes equally important for students to be knowledgeable on the necessary steps for obtaining an internship. This can include students being knowledgeable about the requirements of internship during practicum so they can make*

*use of their practicum experiences as effectively as possible by knowing how practicum prepares them for internship, such as developing professional skills, interpersonal skills, and professional identity.*

### **Disability Issues in Psychology Not Typically Covered in Graduate Diversity Courses**

**10-10:50am** ♦ APAGS Suite

Presenters: Angela M. Kuemmel, MS, *Nova Southeastern University (Chair)*  
Kara Sheridan, BS, *Nova Southeastern University*  
Jennifer Gibson, PhD, *University of California Davis*  
Arnold V Abels, PhD, *University of Missouri Kansas City*  
Don Daughtry, PhD, *Texas A & M University*

#### Description

*The Americans with Disabilities Act defines a disability as a physical or mental impairment that substantially limits one or more major life activities of an individual. Under this definition, there are nearly 50 million Americans with disabilities which is about 17% of the population. As this constantly growing group seeks mental health services, psychologists can expect to increasingly encounter people with disabilities in their clinical and testing practices, as well as participants in their research projects. Students may experience more contact with people disabilities, the poorest minority group, especially if they are working in a setting with a sliding fee scale. However, gaps in professional training may leave students inept to deal with the challenge of working with clients with disabilities and clients with disabilities may receive ineffective treatment. The goal of this symposium is to fill in the knowledge gap and educate students on the challenges of working with clients with disabilities. The presenters, all psychologists or psychologists in training with physical disabilities will present an inside scoop on disability issues in psychology not typically covered in graduate school diversity classes. The symposium will cover general issues in psychology, as well as issues in clinical practice, testing and research.*

#### (1) Accommodation Issues in Testing and Assessment of People Disabilities

*In order to competently test and assess people with disabilities, psychologists must be aware of how clients' disabilities affect test performance and interpret their scores accordingly. Psychologists must also be aware of reasonable accommodations. A research study found that psychologists are likely to administer the same battery to all students regardless of disability. Another study found that psychologists often interpret test scores as if the client did not have a disability. It is important to possess disability awareness, because it is easy for psychologists to assume that a client is seeking services to address disability issues. If the goal of testing is to measure a client's performance, psychologists must be aware of how motor and sensory impairments affect different assessment measures. In terms of testing accommodations, psychologists must be aware of and comply with the guidelines of the Americans with Disabilities Act. Psychologists must be ready to provide accommodations such as office accessibility, use of computer based visual readers, extended time on written and fine motor tests, sound amplification devices or voice activated software. Test takers may need an interpreter and psychologists must be aware of the dual relationships that family member interpreters may have. Aside from test performance, score interpretation and accommodations, psychologists must also be aware of their own attitudes and biases which can affect the way they judge a client's ability to function. It is very important for psychologists, especially students to understand and possess disability competency in order to serve people with disabilities to the best of their abilities.*

#### (2) The Critical Need for Developing Competence in Working with People with Disabilities

*The reality that people with disabilities comprise the country's largest minority group is not reflected in the training provided for future psychologists or in many cases, the clinical and research actions of currently practicing psychologists. There is a noticeable gap in literature, text books, class curriculums, and exposure to people with disabilities in practicum and internship settings. Although it is mandated by our current ethical code to avoid practicing cross-cultural assessment or treatment without training, the source of this education is at best sporadic and at worst nonexistent. Few recognize this vulnerability because many future psychologists have not yet adopted the conceptualization of disability as an aspect of cultural diversity. Shifting from the view of disability as a medical deficit to an individual difference is essential to provide this population with equitable care. The continued reliance on the medical model of understanding disability is also related to the limited focus of service provision within specialty areas of rehabilitation, forensic, and neuropsychology. It is imperative to recognize that people with disabilities are a heterogeneous population with a shared experience of subtle and overt discrimination. The failure to adequately address this enormously underserved population reaches beyond the confines of our profession as disability is also the most socially overlooked aspect of diversity. For those that do recognize the impact of disability*

on the assessment and treatment of members of this population, many make common mistakes of miscalculating the impact of disability on individuals. Historically people with disabilities have been oppressed by paternalistic treatment and society's many commonly held assumptions and biases about the realities of life with a disability. It is imperative that psychologists recognize their own societal and intellectual power to influence these harmful myths and stereotypes that perpetuate the oppression of such a large sector of our society.

### (3) Disability Issues in Clinical Practice

Students and professionals alike may feel awkward or uncomfortable working with clients with disabilities in a clinical setting. The goal of this presentation is to educate students on important clinical issues to reduce their anxiety and increase their effectiveness in working with people with disabilities. It should not be assumed that the client's disability is their reason for seeking clinical treatment. Psychologists must feel comfortable to address their client's views of their disability. It is very useful for students and psychologists to understand the Disability Identity Model. The goal of the Disability Identity Model is to demonstrate how individuals with disabilities integrate their disability into their identity formation across the lifespan stages. The stages include passive awareness, realization and acceptance. Therapists must examine their own attitudes and biases in order to connect with clients with disabilities and create change. Another very important issue occurs when psychologists do not ask about certain issues, such as sexuality and relationships, because they assume that people with disabilities are unable to achieve sexual intimacy in relationships. People with disabilities are able to lead active and fulfilling lives, including satisfying relationships. Psychologists must be aware of how people with disabilities deal with issues related to sexuality such as self-esteem, body image, contraception, pregnancy and sexual abuse. Psychologists can help clients with disabilities and their partners to increase communication, emotional responsiveness and achieve sexual satisfaction.

### (4) Disability Issues: State of Current Research

Students should be aware of the current disability issues in research, as well as how to include people with disabilities in research samples. Most of the current research is contained in the academic setting, where it is not available for practicing psychologists to put it into use. Research also tends to focus on disability in its medical sense rather than an individual difference and specialty areas tend to focus on very specific perspectives of disability. The current research on disability can offer students an understanding of important issues such as the various models of disability, such as the moral, medical and minority models. Research can also give students a perspective on disability related myths. It is also important for students to include people with disabilities in their research participant pools, especially if they are trying to gather a diverse representative sample. Student researchers should be knowledgeable of how different motor and sensory impairments affect participants with disabilities ability to participate, which may include difficulty reading research materials or difficulty completing a questionnaire. Researchers may also want to keep alternative formats of their research tools on hand and develop sensitivity to website accessibility as well. Researchers may want to consider accommodations to assist participants with disabilities in completing forms, but they must be careful not to compromise confidentiality. Knowledge of these issues will aide students in including people with disabilities in their research projects.

## **Advocating for Psychology: Why It is Important, How to Get Involved, and the Impact You Can Have 11-11:50am ♦ APAGS Suite**

Presenters: Ruth Lieu, MBA, APAGS Convention Committee (Chair)  
Peter Newbould, Dir. of Congressional & Political Affairs, APA  
Ellen Garrison, PhD, Associate Executive Dir. for Public Interest Policy, APA  
Gilbert Newman, PhD, Dir. of Clinical Training, Wright Institute; Past CPA President  
Lovingly Quitania, MA, CPAGS Chair-Elect, APAGS Regional Advocacy Coordinator-NW

### Description

Every day, decisions are made by Congress and by State Legislatures that impact the ability of psychologists to serve their clients as well as the rights of psychologists as professionals in their field. These decisions impact issues such as prescription rights, insurance reimbursements, patient-psychologist confidentiality, and availability of mental health services in the community. Come here from a distinguished panel of educators, leaders, and advocates for psychologists on why advocacy is critical, how to participate on a state and national level, and how you can contribute to the profession through advocacy.

## **A Forum on Internship Training Issues: Preparation, Developing Competencies, and Supply and Demand 12-12:50pm ♦ APAGS Suite**

Presenters: Marina Field, MA, *Chair, APAGS Convention Committee (Chair)*  
Julie Jenks-Kettemann, MEd, *Member-at-Large, Education Focus, APAGS*  
Greg Keilin, PhD, *APPIC*  
Catherine Grus, PhD, *APA Director for Professional Education and Training.*

#### Description

*Internship is integral to the training of many psychology graduate students. However, as the number of students seeking internship placement has increased, many issues related to the process have arisen. The focus of this program is to provide an open forum to discuss issues related to the entire internship process including: preparation, the development of competencies, and the match process. Most importantly, strategies for advocating change to the current system will be discussed. Come share your views as well as listen to the opinions of others on the most pressing issues related to the internship process.*

#### **Non-Traditional Students—Their Obstacles, Their Strengths**

##### **1-1:50pm ♦ APAGS Suite**

Presenters: Candice C. Conner, MEd, *APAGS Member-at-Large, Communications Focus (Chair)*  
Kristi Sands Van Sickle, PsyD, *Chair, APAGS Committee*  
Ginger Hilley, MEd, *Argosy University*  
Amanda Hook, MBA, *Argosy University*  
Jim Shaw, MBA, *Argosy University*

#### Description

*Earning a graduate degree in psychology is a rewarding yet demanding pursuit that requires a tremendous amount of time, commitment, and “jumping through hoops.” Students who are considered “non-traditional” in terms of age or life experiences (i.e. those who are over thirty-five, coming from previous careers, working full-time, supporting themselves, raising children, caring for elderly parents, tending to personal health issues, etc.) often have significant competing personal demands that add an extra layer of complexity and, at times, psychological stress, to their graduate school experience. However, these students may find that resources and educational expectations are primarily geared towards their younger cohorts who enter graduate school immediately after earning their undergraduate degrees. Non-traditional students have amassed over the years intellectual and emotional strengths, such as experienced judgment, emotional composure, and maturity which are beneficial in their work with their clients. Further, although non-traditional students bring various assets to psychology programs that strive for diversity in order to best serve an increasingly diverse population, many of these students experience age-related bias by faculty and in psychology as a whole.*

*This program will address experiences common to non-traditional graduate students as they mediate personal and professional goals and concerns. Furthermore, it will represent the unique perspectives, strengths, and challenges faced by non-traditional students as they navigate their education and career goals. This panel discussion is intended to stimulate a broader discussion of how non-traditional students can better balance competing demands while advocating for and securing increased respect and support from their programs, the profession, and the American Psychological Association.*

**Ginger Hilley** holds a Master's of Education Degree in Counseling and began working on her doctorate degree after suddenly finding herself a widow with two teenage children to raise. Ms. Hilley had been managing her husband's anesthesia practice before he took his own life. Suddenly, she was without a husband and a source of income. Returning to her life long desire to obtain her doctorate in psychology, she committed to the pursuit while balancing family and work with a personal life. Ms. Hilley has completed most of her course work and is currently in her first year of practicum. She is the founding president of a professional speaking business, does executive coaching, and teaches undergraduate psychology courses. She is most thankful that she has been able to “keep it all together.” Ms. Hilley has a son in college, majoring in Pre-med, and a daughter working on her graduate degree in Art History.

**Amanda Hook's**, MBA experience represents many of the issues faced by non-traditional students. Ms. Hook entered graduate school after spending five years in the investment industry as the Director of Client Service Research for a small cap institutional money manager. Ms. Hook made the decision to switch careers and return to school ten years after obtaining her undergraduate degree. She continues to hold her full-time position while attending classes at night and on weekends in order to support herself and limit the financial burden of her graduate program. She serves as Director of the Student Division of the Texas Psychological Association and the PsyD.

*Representative for the Student Government Association at Argosy University-Dallas. Ms. Hook is dedicated to increasing non-traditional students' awareness of the programs available to them, the potential sacrifices they may encounter, and ways they may prevail over them.*

***Jim Shaw**, MBA, is 48 years old, has worked in telecommunications for 27 years, and has raised four children. During undergraduate school, Mr. Shaw supported himself by working full-time in a Detroit factory. He wanted to immediately pursue his graduate degree in psychology; however, financial reasons hindered his plans, and he began his career in telecommunications. Mr. Shaw earned his Master's in Business Administration and completed several undergraduate psychology courses while attending night classes. He originally planned to apply to traditional Ph.D. programs after he turns 50 and retires from his telecommunications employment; however, he has been able to pursue his dream earlier due to Argosy University opening in Dallas, and he will be retiring and applying for an Internship next year. He is currently employed full-time, works 20 hours a week at his practicum site, and completes course work, while fulfilling his role of "Dad".*

**21<sup>st</sup> Century Browning of America—Implications for Becoming a Psychologist**  
**2-3:50pm ♦ Moscone Center, Rooms 3022 and 3024**

Presenters: Joseph L White, PhD, *University of California (Chair)*  
Sheila J Henderson, PhD, MBA, *John F. Kennedy University, School of Holistic Studies*  
Nancy Lim, BA, *John F. Kennedy University, School of Holistic Studies*

Description

*Dr. Joseph L White is well known as the father of black psychology and for his lifetime commitment to mentoring. In the last decade, Dr. White has observed the changing demographic trends of our nation--the "Browning of America." Many are concerned that the field of psychology may be unprepared to attend to the multicultural needs of this new multicultural population. In response, Dr. White has developed a progressive model for training and retraining psychologists and mental health professionals who are committed to serve this new clientele more effectively. As news about Dr. White's model spread, he has been asked to present this model to universities and mental health clinics around the country. Now, Dr. White would like to bring this model to the APA graduate students.*

*The plan for the workshop is as follows:*

- 1) Dr. White will present an overview of the Browning of America & his model (20 minutes)*
  - A. Conceptual understanding of ethnic ways of being.*
  - B. Behavioral interaction with people of color.*
  - C. Skill building.*
  - D. Interracial dialogue.*
- 2) "Interracial dialogue" in small groups of 8 people (50 minutes).*  
*This is the heart of the session in that this where the students will tend to engage emotionally with each other on issues of race. Each group will appoint a leader to summarize the groups' experiences.*
- 3) At the conclusion of the group sessions, Dr. White will then encourage the group leads to speak, followed by individuals at large to discussing the group experience and to ask any questions that come to mind about emotional issues that came up during the discussion and what they can do to prepare themselves to become multiculturally competent in their own careers. (40 minutes)*

*Dr. White will be the primary facilitator. Sheila Henderson, psychologist, and Nancy Lim, graduate student, will assist in the organization of the workshop.*

**Poster Session: Showcasing Student Research, Practice and Professional Development Issues**

**4-4:50pm ♦ Moscone Center, Halls ABC**

- 1) *Graduate Students Emotional Reactions to Multiple Aspects of Social Support***  
Tiffany A. O'Shaughnessy, BA, Lehigh University; Arnold Spokane, PhD, Lehigh University; Martha C. Cruza-Guet, MS, Lehigh University
- 2) *Stepping Up: Initiating and Operating a Student-Run Clinical Services Organization***  
Jennifer Metheny, MS, University of Oregon; Erica Medlock, MA, University of Oregon

- 3) ***Ethnographic Immersion For Cultural Competence: Students' Perspectives***  
Victor Cattolico, MA, John F. Kennedy University; John Garry, MA, John F. Kennedy University; Shauna Keller, MA, John F. Kennedy University; Pearly McGee-Vincent, MA, John F. Kennedy University; Kurt Meyers, MA, John F. Kennedy University; Monique Pierre-Louis, MA, John F. Kennedy University; Brenda Shebank, MA, John F. Kennedy University; Anita Smith, MA, John F. Kennedy University
- 4) ***Cross Cultural Validation of Family-Belonging Scale with Taiwanese Youth***  
Jean C. Tzou, MS, University of Kentucky; Valerie S. Leake, PhD, University of Kentucky
- 5) ***Family Relationships and Coping Strategies: Impact on Cultural Values Conflicts***  
Anju Kaduvetoor, BS, Lehigh University; Arpana G. Inman, PhD, Lehigh University
- 6) ***Recruiting Niche Populations: Challenges and Benefits for the Student Researcher***  
Jennifer Reesman, MA, Gallaudet University; Patrick J. Brice, PhD, Gallaudet University
- 7) ***Experiences and Perceptions of Doctoral Graduate Students: A National Study***  
Harriette E. Wimms, MA, MS, University of Maryland Baltimore County; Kenneth I. Maton, PhD, University of Maryland Baltimore County
- 8) ***Surviving Graduate School: A Case Example of Cohort Collaboration***  
Ryan J. Androsiglio, BA, Fordham University; Bethany D. Aaronson, BS, Fordham University, Vicky Y. Ng, MA, Fordham University
- 9) ***BMI Group Differences in Self-Esteem, Social Comparisons, and Body Image***  
Neila Reeves, BA, Oklahoma State University; Carrie L. Winterowd, PhD, Oklahoma State University; Kaycie M. Hicks, MS, Oklahoma University
- 10) ***Applying for the Predoctoral Internship: Training Program Strategies to Help Students Prepare***  
Michael B. Madson, PhD, University of Southern Mississippi; Jamie D. Aten, PhD, University of Southern Mississippi; Mark M. Leach, PhD, University of Southern Mississippi
- 11) ***Developing a Measure of Power for Romantic Relationships***  
Marion L. Chapman, MEd; M. Carole Pistole, PhD, Purdue University
- 12) ***Exploring Recommendations for Program Policies in Personal Therapy***  
Selby M. Conrad, MA, MS, University of Kansas; Sarah B. Sharma, MS, University of Kansas; Melinda J. Key-Roberts, MS, University of Kansas; Maggie L. Syme, MA, University of Kansas; Daniel Suitor, MA, University of Kansas
- 13) ***Preventing Vicarious Traumatization of Mental Health Therapists: Identifying Protective Practices***  
Richard L. Harrison, MSN, University of British Columbia
- 14) ***Graduate Students: Creating and Implementing Specialty Groups on College Campuses***  
Amy Cavanaugh, MA, Western Michigan University; Julie M. Davis, MA, Western Michigan University
- 15) ***Getting Student Research Funded: An Introduction to Grant Writing***  
Misty D. Hall, MA, University of Denver
- 16) ***Broadening the Academic Environment by Developing a Cultural Immersion Program***  
Kimberlee D. DeRushia, MA, Indiana University of Pennsylvania; Tina M. Rose, BA, Indiana University of Pennsylvania; Jamie E. Brass, MA, Indiana University of Pennsylvania
- 17) ***Training in Child Trauma Psychology: Challenges and Strategies***  
Karen C. Rogers, PhD, Children's Hospital Los Angeles; Catherine Modil, PsyD, Children's Hospital of Los Angeles; Samuel Girguis, PsyD, Children's Hospital Los Angeles; Linda D. Havens, PhD, Children's

Hospital Los Angeles; Blanca Orellana, MA, Children's Hospital Los Angeles; Ediza Garcia, MA, Children's Hospital Los Angeles

**18) IDEA Legislation: Application to Culturally and Linguistically Diverse Students**

Lucy M. Bevil, MA, University of Houston; Dyanna Martinez, MA, University of Houston; Patty Reyes, MA, University of Houston; Mekel Harris, MA, University of Houston; Thomas Kubiszyn, PhD, University of Houston

**19) Why We Pursue Psychology: A Family Systems Perspective of Racial-Ethnic Minorities**

Angela Kang, BA, Fordham University; Eric C. Chen, PhD, Fordham University

**Assessing, Applying and Marketing Your Clinical Skills in Innovative Settings**

**5-5:50pm ♦ Moscone Center, Room 303**

Presenters: David W. Ballard, PsyD, MBA, *APA Practice Directorate (Chair)*  
Carol Williams-Nickelson, PsyD, *Associate Executive Director, APAGS*  
Benjamin F. Miller, MA, *Member-at-Large, Practice Focus, APAGS*

Description

*Developing the requisite knowledge, skills, and abilities to build and maintain a successful psychology practice is the primary theme of this workshop. Through a combination of didactic segments, interactive application of workshop content, and tangible, real world examples, the presenters will review topics essential to practice success, but not typically covered in graduate education and training. Special attention will be given to creative thinking about practice opportunities, strategies for connecting with potential clients, referral sources and employers, and resources available to help participants create thriving careers as a practitioner. Please note: This workshop is part of an ongoing collaboration between APAGS and the APA Practice Organization, in which an annual convention program is offered to provide practice-oriented graduate students and early career psychologists with concrete resources to help them succeed in the changing marketplace.*

(1) Entrepreneurial Skills and Trends for Successful Modern Day Practice

*The assumptions, anxieties and myths about the future of professional practice have varied widely, leaving emerging practitioners uncertain about their future options as practitioners. This increases the importance of students and early career psychologists being prepared to think of themselves as offering a business-related service while developing entrepreneurial skills. This introduction to the workshop will help participants understand the current marketplace and trends. It will also allow participants the opportunity to begin the process of assessing clinical and business skills, thinking creatively about how to expand these skills, how to use existing skills in new ways and in new settings, and how to communicate one's skills and abilities to potential employers or business partners.*

(2) The Business of Practice

*To effectively provide psychological services in an increasingly competitive marketplace, practitioners must learn to apply basic business skills to psychological practice. This section of the program will focus on identifying need areas, evaluating practice opportunities, establishing a competitive advantage, and defining your professional image. Additional topics will include effective and ethical marketing techniques and strategies for connecting with clients and referral sources who could benefit from psychological services.*

(3) Preparing for Practice: A Graduate Student Perspective

*This presentation will focus on how graduate students can prepare for entering practice, specifically, (1) the importance of becoming involved with APAGS; (2) connecting with SPTAs while in graduate school; (3) seeking a mentor in the practice community or a practice oriented faculty member while in graduate school; and (4) selecting a diversity of practica experiences.*

**Sunday, August 19<sup>th</sup>**

**Food For Thought Breakfast**

**7-8:00am Breakfast ♦ APAGS Suite**

**8-8:50am Discussion**

Invited Speaker: TBA

Limited seats are available for this complimentary breakfast and discussion with a distinguished psychologist. Please sign up at the APAGS Booth to reserve your spot.

**Are You Receiving Sufficient Diversity Training?: Accreditation Requirements and Diversity**  
**9-9:50am ♦ Moscone Center, Room 2004**

Presenters: Renee F Romero, MA, *Committee Operations and Programs Officer, APAGS (Chair)*  
Susan Zlotlow, PhD, *Education Directorate/Accreditation, APA*  
Amina Mahmood, BA, *Member-at-Large, Diversity Focus, APAGS*

Description

*It has become ever more evident in our diverse society that the science and practice of psychology must keep up with the developing needs of the individuals who make up that society. It goes beyond mere cultural awareness and sensitivity and must move into the realm of practice and the execution of research and services. Doctoral programs and pre-doctoral internship programs face the growing challenge of creating classroom and practical experiences in which students of psychology are provided the opportunity to engage in hands-on research and counseling with members of the various diverse groups who make up our society. "Multicultural training at internship sites is a critical component in the preparation of doctoral-level psychologists, so the quality of this training is of the utmost importance" (Magyar-Moe, J.L., et al., 2005, p. 446).*

*Currently, according to the Guidelines and Principles for Accreditation of Programs In Professional Psychology (APA, 2005), doctoral training programs are charged and entrusted with the task of establishing their own goals and objectives with regard to implementing "a thoughtful and coherent plan to provide students with relevant knowledge and experiences about the role of cultural and individual diversity in psychological phenomena as they relate to the science and practice of professional psychology" (APA, 2005, p. 16). The lack of consistent and/or standardized criteria necessary for the development and evaluation of a competent multicultural program (i.e., number of diverse clients required, number of hours spent providing services to diverse clients, criteria for appropriate internship sites, etc.) subjectively leaves this process up to faculty (Magyar-Moe, J.L., et al., 2005, p. 447). Due to this lack of standardization, multicultural training is potentially left out of programs should there be a lack of expertise or should time run out at the end of the semester. Students must make it their priority to assure they are well prepared to meet the challenges of a multicultural society.*

*In this symposium, students will:*

- a. explore the realities of multicultural training in their doctoral programs;*
- b. learn how they can assure they are receiving the most thorough multicultural training in their respective programs, and*
- c. leave with specific strategies to become proactive in their own training in the area of multicultural training.*

*American Psychological Association. (2005). Guidelines and Principles for Accreditation of Programs in Professional psychology. Washington, DC: Author.*

*Magyar-Moe, J.L., Edwards, L.M., Rasmussen, H. N., Pedrotti, J. T., Ford, A. I., Peterson, S. E., and Ryder, J. A. (2005). Perceptions of multicultural training in predoctoral internship programs: A survey of interns and training directors. Professional Psychology, 36, 446-450.*

**Making the Most of Your Graduate Research Lab/Team Experience**  
**9-9:50am ♦ APAGS Suite**

Presenters: Brittany N Barber, BA, *Marquette University (Chair)*  
Marisa B Green, BA, *Marquette University*  
Lisa M Edwards, PhD, *Marquette University*  
Rebecca C Mayor, MA, *Marquette University*

Description

*The purpose of this symposium is to provide useful information for graduate students who are interested in joining, or have already joined a research lab/team and want to maximize their lab experience. New research team members can often be confused about their role and they may not understand how they fit into the lab. Graduate students from every area of psychology can thus benefit from this symposium in that it is not specialty area, orientation, or*

university specific. In addition, this symposium is unique in that it offers perspectives from both faculty and graduate students. Specifically, the symposium will address three main areas that the authors believe will be helpful in guiding lab members on any research team: positive characteristics of successful lab members, the “ideal” lab member from a faculty perspective, and applying lab experiences to professional development.

The characteristics of successful lab members section will focus on how students can be useful contributors to labs. It will include tips on how to approach faculty members when looking to join a lab, the traits characteristic of a positive lab member, and how a graduate student can demonstrate that he or she will be a productive lab member. The portion on the “ideal” lab member from a faculty perspective will cover both the role of the faculty leader to give students an idea of what to expect from their leaders and also what faculty advisors expect from graduate student lab members. The final section of the symposium will cover how graduate students can make the most of their lab experience in terms of gaining professional development experience and research publication knowledge that can be used in the future. Overall, the symposium will provide an overview, from two different perspectives, on how graduate students can maximize their research team experience.

### (1) Positive Characteristics of Successful Lab Members

This portion of the symposium addresses some of the desirable characteristics a person needs to thrive within a research team. Encompassed in the ability to thrive are one’s own contributions and the gaining of experience and knowledge (Drew & Bingham, 2001; Jerrard & Jerrard, 1998). Lab members should demonstrate positive attributes in each of these core categories: commitment, communication, and flexibility.

Commitment is the desire to be involved, setting aside time, and asserting wholehearted effort (Cambra et al., 1984; Drew & Bingham, 2001; Jerrard & Jerrard, 1998) in weekly meetings, outside readings, data collection, and presentations. Even though the workload depends largely on the research team and the leader’s expectations, being committed to the team requires the team member to be self-motivated, collaborative, and supportive of all team ventures. Commitment should stem from members’ desire for personal growth and motivation, which will demonstrate their dedication to furthering the goals of the team (Symons, 2001).

Communication is another essential skill for lab members (Cambra et al., 1984; Drew & Bingham, 2001). Communicating effectively will be important when contacting a research leader to join a team, conveying personal skills, and asking about the type of work available on the team (Drew & Bingham; Jerrard & Jerrard, 1998; Symons, 2001). Effective communication is also necessary within the team for conveying ideas, providing input, and demonstrating good listening skills (Drew & Bingham; Jerrard & Jerrard).

Finally, flexibility is having the ability to work with a variety of different people in different capacities (Drew & Bingham, 2001). It also involves being willing to do work on personal time, such as reading about the different ways to present research (Prinstein & Patterson, 2003). Being flexible includes taking direction well, following protocol, and making oneself available to the team as much as possible.

### (2) The “Ideal” Lab Member: A Faculty Perspective

Graduate student research lab/team members are integral to creating and maintaining a productive and positive lab environment. While the lab director or faculty member is initially responsible for developing the mission of the lab and recruiting students, the active participation of members helps to sustain a culture of productivity, learning, and professional development. In this portion of the symposium, the faculty perspective of students’ contributions to a research lab/team will be presented, with a focus on the characteristics and behaviors that make the “ideal” lab member. First, the responsibilities of the faculty member/lab director will be reviewed in order to distinguish the role of faculty from student member. Faculty responsibilities include providing a mission statement and goals for the lab, organization, recruiting team members, and ensuring mentorship and beneficial research experiences (Zacks & Roediger, 2004). While students are not always able to exert great control over these aspects of the research lab/team, it is important that they are aware of which aspects are their responsibility and which should be addressed by the director.

In addition, the characteristics of a positive and “ideal” lab member, from a faculty perspective, will be discussed. Specifically, characteristics and behaviors that the graduate student should highlight when being interviewed will be reviewed, such as passion, work ethic, enthusiasm, and career plans (Howard Hughes Medical Institute, 2004). In addition, skills and behaviors that the lab member can show throughout the lab/team experience will be reviewed,

for example the ability to utilize good research practices such as documentation, confidentiality, and record-keeping. Finally, the importance of lab members contributing to the positive, efficient, and productive aspects of the team through attitude, initiative, and commitment will be highlighted.

### (3) Applying Lab Experiences and Learning to Professional Development

This portion of the symposium will describe several ways in which involvement in a research lab can enhance a member's professional development. First, membership in a research lab gives one exposure to the research component of psychology (Mahrer & Gagnon, 1991). It provides students the opportunity to experience first-hand how research relates to other facets of psychology, including the application of scientific findings to clinical practice and teaching.

Second, participation in a research lab teaches future lab leaders how to run their own labs (Mahrer & Gagnon, 1991). Participation in a lab during academic training allows students to develop an understanding of what contributes to the effectiveness of a lab. Gaining experience with different types of labs allows students to develop their own ideas for how they might like to operate their own labs in the future. Research lab members also learn how to work well in groups (Mahrer & Gagnon, 1991). Membership in a lab provides the opportunity to further develop skills essential for working cooperatively with others. The ability to collaborate with colleagues is an essential tool for any type of psychology-related career.

Finally, involvement in a lab helps students to become better researchers. Lab membership allows for involvement in various aspects of the research process, from the preliminary formulation of a research question to the dissemination of findings in publications and at conferences. Even if one chooses a profession that is not directly research-focused, the acquisition of research skills can improve one's candidacy for pre- and post-degree positions, which is why it is also important to keep a detailed documentation of lab-related accomplishments. Gaining a better understanding of what will be expected of students as professionals is a valuable learning experience gained from being on a research team.

### **Where There's a Will, There's a Pay—Graduate Student Funding Opportunities**

**10-11:50am ♦ Moscone Center, Room 3014**

Presenters: Kathleen Donnelly, BS, APAGS Convention Committee (Chair)  
Andrew T. Austin-Dailey, MDiv, MA, Minority Fellowship Program, APA  
Gary C. Hawley, PsyD, South Central Mental Health Counseling Center  
Miriam Kelty, PhD, National Institutes of Health

#### Description

There are few graduate students who describe graduate training as fiscally worry-free, yet financing graduate endeavors including research and professional development expenditures often factor into students' determination of the projects undertaken. Coupled with copious sources for funding and the need for grant writing skills, financing graduate studies and grantsmanship can be overwhelming for students at best. This program convenes panelists to impart information regarding sources of funding including support for psychological research and professional development, minority fellowships, scholarships, and loan repayment programs. Panelists bring expertise for practice and science-related graduate training endeavors including funding information about recognized organizations such as the APA, NIH, and NHSC. In addition to learning funding sources, the audience will be provided with grantsmanship tips including writing applications, what reviewers look for, the procedure if an award is made, and revising applications for reapplying. Attendees have the opportunity to ask questions from the panel and to collect an informative pamphlet. This presentation pays attendees with a wealth of funding and grantsmanship information that may impact and help shape the choices made during the course of graduate training in psychology.

### **International Opportunities for Psychologists and Psychologists-in-Training**

**12 – 1:50pm ♦ Moscone Center, Room 3004**

Presenters: Nadia T Hasan, MA, APAGS Chair-Elect (Chair)  
Frederick T.L. Leong, PhD, Michigan State University (Co-Chair)  
Michael J. Stevens, PhD, Illinois State University  
Thema Bryant-Davis, PhD, California State University, Long Beach  
Raymond D Fowler, PhD, Former APA CEO  
Merry Bullock, PhD, Senior Director, International Affairs, APA

#### Description

*This symposium will discuss opportunities for American psychologists and psychologists-in-training to consider and engage in international activities. Our symposium is consistent with the convention theme of “building bridges and expanding horizons,” and we hope to promote this theme by empowering psychologists and psychologists-in-training to consider engaging in international psychology activities. Four presentations will be provided that will assist psychologists and graduate students in considering, deciding on, and engaging in international opportunities in psychology. The first presentation will use a SWOT analysis to help psychologists and graduate students consider getting involved in international activities. SWOT stands for Strengths and Weaknesses (Internal dimensions) and Opportunities and Threats (External dimensions) and is a commonly used strategic planning tool. The second presenter will describe the International Psychology Information Clearinghouse and its possible uses in informing psychologists and psychologists-in-training of opportunities to engage in international – and interdisciplinary – teaching, research, practice, and public service. The third presentation will discuss APAs involvement in the United Nations and it will highlight the need for psychologists and psychologists-in-training to be aware of research, education, and intervention projects needed on the international level. The final presentation will discuss the globalization movement in psychology and note the importance for psychologists-in-training in pursuing international learning opportunities. More specifically, this presentation will address issues to consider prior to engaging in an international learning experience, the benefits and challenges of pursuing an international learning opportunity, and specific recommendations for engaging in an international learning experience.*

*(1) International Opportunities in Psychology: Using the SWOT Analysis*

*In discussing how psychologists and graduate students can get involved in international activities, I would like to recommend the use of the SWOT analysis. SWOT stands for Strengths and Weaknesses (Internal dimensions) and Opportunities and Threats (External dimensions) and is a commonly used strategic planning tool in organizations. Just as a SWOT analysis is aimed at matching an organization’s resources and capabilities to the competitive environment, it can also be used as an individual career planning tool in matching one’s aptitudes with career objectives. Therefore, I will propose that individuals consider using a SWOT analysis when considering pursuing a career in international psychology. The basic premise is that while contributing to international psychology will be intrinsically rewarding, one should also embark on this aspect of one’s career cautiously since there are costs and benefits involved, especially for graduate students, junior level professionals and faculty.*

*It is no accident that the most active international psychologists are those who are relatively senior and advanced in the field. Both the high cost of travel and the demand to launch a program of research has tended to limit junior psychology faculty’s involvement in international psychology. This presentation will discuss how one would conduct a SWOT analysis in determining whether and to what extent junior psychologists and graduate students should get involved in international psychology. Some examples of an individual’s strengths and weaknesses related to international opportunities will be presented from a career development perspective. In addition, common opportunities and threats in the field of international psychology for junior psychologists and graduate students will also be delineated. Using a SWOT analysis will help an individual identify good fit between one’s strengths and international opportunities (S-O strategies) while recognizing the challenges of personal weaknesses and threats associated with this subfield of psychology (W-T pitfalls).*

*(2) Facilitating International and Interdisciplinary Collaboration: The International Psychology Information Clearinghouse*

*In keeping with this year’s convention theme of “building bridges and expanding horizons,” I will describe the International Psychology Information Clearinghouse and its possible uses in informing psychologists and psychology students from around the world of opportunities to engage in international – and interdisciplinary – teaching, research, practice, and public service. Currently, the Clearinghouse contains over 300 discrete sources of information classified into 10 categories: 1) General Resources, 2) Career Information and Resources, 3) Opportunities in Academic and Research Settings, 4) Opportunities in Clinical and Service Agencies, 5) Funding for International Research, 6) Funding for Conferences, 7) Support for Travel, 8) Awards in International Psychology, 9) Resources for American Psychology Students, and, 10) Resources for Non-USA Psychologists and Psychology Students. The purpose of the Information Clearinghouse is: 1) To identify, gather, organize, and disseminate information relevant to international psychology; 2) Respond to domestic and foreign inquiries about conferences, education and training in international psychology, employment, licensure, collaborative research, sabbaticals, travel support, and volunteering in the U.S. and abroad; and 3) Direct students, faculty, and practitioners with specific interests in psychological research and training in other countries to appropriate APA*

*Division of International Psychology liaisons. I illustrate how the Information Clearinghouse successfully facilitated bi-directional international collaboration and draw from my own experiences as a Fulbright scholar and visiting professor to the Lucian Blaga University of Sibiu, Romania.*

### (3) The Role of Psychologists and Graduate Students at the UN

*The United Nation (UN) is an international organization established immediately after World War II. It replaced the League of Nations. In 1945, when the UN was founded, there were 51 members; 191 nations are now members of the organization. The UN works for peace and development in many different ways. It engages in a range of activities related to such international concerns as maintaining peace, promoting development, improving health, providing humanitarian assistance, and promoting the global environment. It organizes peace-keeping forces around the world and links with organizations which help countries stabilize and develop their infrastructure. Non-governmental organizations such as the American Psychological Association play a key role at the UN. Non-governmental organizations (NGOs) are not-for-profit, voluntary citizens' groups, which are organized on a local, national or international level to address issues in support of the public good. Task-oriented and made up of people with a common interest, NGOs perform a variety of services and humanitarian functions, bring citizens' concerns to Governments, monitor policy and program implementation, and encourage participation of civil society stakeholders at the community level. They provide analysis and expertise, serve as early warning mechanisms and help monitor and implement international agreements. Some are organized around specific issues, such as human rights, the environment or health. The American Psychological Association is an active NGO at the UN. We are charged with providing education, monitoring, and advocacy. The role of APA representative to the United Nations is time-limited and as a result there are regular position vacancies which are open for psychologists to apply. In addition to serving as a formal APA representative, psychologists and students should also be aware of the need for relevant research, education, and intervention projects.*

### (4) International Learning Opportunities: Recommendations for Graduate Students

*Today's world has become a global community. Given the globalization of work, economies, societies, and human interaction it is essential that psychology graduate students be knowledgeable about international based psychology experiences. This presentation is directed towards graduate students interested in gaining international opportunities in practice, research and teaching. Three main objectives will be addressed. First, various issues to consider prior to engaging in an international learning experience will be discussed. These issues include identifying a country in which one wants to attain the experience, financial costs (including locating funding resources to finance part or all of the experience), appropriate time in one's academic training to engage in the experience, clarifying goals for your learning experience and seeking faculty support for the venture. Second, benefits and challenges of pursuing an international learning opportunity for graduate students will be discussed. Specific benefits include: learning about another culture, learning about your own culture, and gaining job opportunities. Specific challenges include costs, identifying a host country and culture shock. Finally, specific recommendations for engaging in an international learning opportunity during graduate school will be provided. It is hoped that graduate students will gain information about, and feel empowered to engage in an international learning opportunity during their graduate training.*

### **Mindfulness Break**

**12-12:50pm** ♦ APAGS Suite

Instructor: Holly Sipelle, Director of Staff Initiatives, APA

#### Description

*The APAGS mindfulness breaks will include guided meditations that can help participants take a mini-vacation during the convention. The breaks may include minor stretches to help with relaxation and mind/body connections, some breathing work, body scans, and guided imagery. Please join us!*

### **Division Student Representative Network**

**3-3:50pm** ♦ APAGS Suite

Presenters: Candice Conner, MEd, Member-at-Large, Communications Focus, APAGS (Chair)  
Renee Romero, MA, Committee Operations and Programs Officer, APAGS (Co-Chair)

#### Description

*Open meeting for all Division Student Representatives and those interested in learning more about student leadership in Divisions and APAGS.*

## **Advocacy 101: A Comprehensive Introduction to Student Advocacy Efforts**

**4-4:50pm** ♦ APAGS Suite

Presenters: Dawn Brock, MA, APAGS Chair, Advocacy Coordinating Team (Chair)  
Lovingly Quitania, MA, North West Regional Advocacy Coordinator, APAGS-ACT  
Erin Zerth, MA, North Central Regional Advocacy Coordinator, APAGS-ACT

### Description

*The Regional Advocacy Coordinators of APAGS-ACT will provide information to the experienced and novice advocate about student advocacy efforts in the areas of practice and science related psychology public policy. This session also provides students with the opportunity to meet members of the ACT network, ask questions, collaborate on nation-wide efforts, and learn creative ways to disseminate information and get their peers involved. Attendees will also have the opportunity to learn about how to become a member of ACT*

### **Social Hour**

**5 – 6:50pm** ♦ San Francisco Marriot Hotel, Yerba Buena Salons 10 – 12

### Description

*Unwind after a long day of Convention programming by joining us for drinks and refreshments. Mingle with your graduate student peer and APAGS leaders, making new friends while connecting with old friends. All are invited!*

**Monday, August 20<sup>th</sup>**

### **Food For Thought Breakfast**

**7-8:00am Breakfast** ♦ APAGS Suite

**8-8:50am Discussion**

Invited Psychologist: Alan E. Kazdin, PhD, ABPP, APA President-Elect

*Limited seats are available for this complimentary breakfast and discussion with a distinguished psychologist. Please sign up at the APAGS Booth to reserve your spot.*

### **Negotiating Having Children at Different Developmental Stages of Academia**

**9-9:50am** ♦ Moscone Center, Room 303

Presenters: Ann W. Chan, MS, MA, Stanford University (Chair)  
Christine J. Yeh, PhD, University of San Francisco  
Susan Ramirez, BA, Southern Illinois University  
Lisa Suzuki, PhD, New York University

### Description

*“When is the right time to have children?” is a commonly asked question that confronts academic women as they face competing and pressing claims of school, career, family, relationships, and ticking biological clocks. Another frequently asked question is, “How does she do it?” This conversation hour provides the opportunity for attendees to learn from the perspectives of academic women who chose to have children at various stages of their careers. The primary purpose of this conversation hour is to provide a forum for a frank and open discussion of the challenges, joys, and advantages of having children at different stages of the academic journey. The speakers will speak to the physical, psychological, emotional, financial, and professional demands of having a baby while pursuing a career in psychology. This symposium is designed with a developmental perspective in mind: representative graduate students and faculty will provide intimate perspectives about their personal and professional experiences of having children at the pre-dissertation, dissertation, pre-tenure, and post-tenure stages. They will also offer advice, strategies, and tips on balancing early motherhood with a demanding academic career. The overall goal of this conversation hour is to provide a space for honest, open, and heartfelt dialogue about this topic so that women in the field of psychology can be validated and informed about having children in the midst of their academic and professional journeys.*

### (1) Motherhood and Academia: A Graduate Student's Perspective

*Although motherhood in academia is not a unique or unusual pairing, negotiating the two simultaneously can feel like a dialectical process (Ward & Wolf-Wendel, 2004). Why might this be? Is it the person (i.e., one's personal ideology), the situation (e.g., strong social support—to include emotional and instrumental), or the academy that defines a successful partnership? Like most relationships, chances are, it is a combination of these*

ingredients. If so, how do you know when you have attained success and when you have fallen short? Personally, the answer to this question is much more nebulous.

As a mother and graduate student, my definition of success is both static and ongoing. It is static in the sense that each day I communicate to my son that he is loved and adored I have attained success. It is ongoing in that most days I must make decisions that impact how much I time I will devote to expressing to him my love and admiration. In essence, a good number of days involve asking myself, "At this moment, do I need to be a good mother, or a good graduate student?" How I go about making this decision may involve one, or a multitude of factors—a process that varies in degree and intensity.

In contributing to this discussion on motherhood and academia, I will share challenges and lessons learned in negotiating motherhood and graduate school. In doing so, I wish to further engage participants a dialogue on what factors need to be considered, and re-considered, when deciding to pursue motherhood and academia.

### (2) Work/Family Balance at the Dissertation Stage

The demographics of psychology have shifted such that more and more females of childbearing age are entering the field of psychology. Indeed, in 2003, almost 75% of new doctorate recipients were women (APA Research Office, 2003). There has been limited research conducted in the area of pre-tenure academic women having children, however, to my knowledge, no one has yet done a study of women having children at the dissertation stage. Clearly, this issue of having children and being a graduate student in psychology/academia is a significant one to address. This presentation focuses on issues of balancing family and work at the dissertation stage. Attention will be paid to the physical, biological, psychological, social, interpersonal, and vocational stressors and challenges at this particular stage of one's academic career. Using combined theoretical, research, and personal perspectives, this presentation will focus on the five specific challenges (and joys) of having a child at the dissertation stage:

1. Multi-tasking: Completing an independent, large dissertation project while simultaneously going through post-partum recovery, learning to adapt to a baby's idiosyncratic schedule, and mastering new skills of parenting;
2. Role conflict (Marshall & Barnett, 1993): Negotiating personal and professional boundaries (or lack thereof) between work and family (American Association of University Professors, 2001);
3. Adjustment to post-partum marital relationship: Dealing with additional childcare responsibilities in light of stereotyped gender-roles (Hochschild, 1989).
4. Adjustment to a post-partum graduate student/mom identity (Armenti, 2000; Ward & Wolf-Wendel, 2004);
5. "Buffering" (Barnett & Hyde, 2002): Finding meaning and richness in the complementarity of work and family roles.

My goal is to provide prospective moms (and their advisors) real-life and research insights into the experience of juggling motherhood and the dissertation. Participants will leave feeling informed as well as empowered about taking on this dual-role identity in all its complexity and richness.

### (3) Negotiating multiple roles in the tenure process

Definitions of success in academia have tended to focus on professional accomplishments such as publications and external funding and have largely ignored familial contributions to life satisfaction and notions of "achievement." As the academic institution continues to be male dominated, the voices of women who must learn to negotiate multiple roles has been silenced and rarely infused in our educational settings. This conversation hour focuses on managing multiple roles (as mother, professor, etc) before and during the tenure process. Attention is paid to ideological (what are the engrained power structures of academia in terms of gender?), psychological (use of social support networks, developing positive relationships), and logistical (timelines, addressing numerous simultaneous responsibilities) issues. Particular attention is paid to understanding systemic forces contributing to relational tensions and expected gender expectations.

The conversation hour will combine relevant theory and the limited research available on multiple roles among women (e.g. Juliaao, 2004) with practical suggestions and discussion of personal experiences. Although there is not one answer for how to manage various obligations, women must have a space to discuss balancing academic life with relational responsibilities. At present, many women feel the pressure to choose one lifestyle over the other (e.g. tenure or having a family). This conflict is grounded in the patriarchal history under girding the educational

ranking structures. Our goal is to not find answers, but to discuss options and share stories. The idea of “family life” will be discussed from multiple lenses and lifestyles.

#### (4) Having a Child Post Tenure

Looking at my professional resume, one could conclude that my academic trajectory has been playful, strategic, and linear. I began as an assistant professor, then moved up the ranks and became tenured at a research university. What is not as evident from the resume is that I got pregnant the year that I went up for tenure. Research on the maternal experiences of women professors has shown the complex tensions involved in having children in the midst of an academic career (Armenti, 2004). Linking research findings with my personal experiences, I will be addressing the following concerns:

- *Research productivity (Fox, 1995): From the moment my daughter was born, my priorities as a faculty member changed. I no longer do late nights at the office. I hesitate to travel to conferences knowing that I will have to leave her behind. My productivity as a researcher is completely different post-partum and post-tenure.*
- *Work/Family conflict (Grant et. al, 2000): I have internal struggles regarding whether to pursue important career opportunities that will pull me away from my family. I am constantly asking for extensions because something came up and I don't finish my work on time.*
- *Perspective on work (Ward & Wolf-Wendel, 2004): I question the meaningfulness of my work. Will it make a difference in my daughter's life? What will she think of the work that I have done? The birth of my daughter has had a major impact on my priorities and my ideas about the meaning of academic work. I have postponed particular milestones in my career (e.g., applying for full-professorship) since I have not made as many major strides academically as I did earlier in my career. Having a child post-tenure has both benefits and drawbacks that I will discuss in this open forum.*

### **Exploring Cultural Identities in Graduate Training**

**10-10:50am** ♦ APAGS Suite

Presenters: Francis C. Shen, MA, *Southern Illinois University-Carbondale (Chair)*  
Lan-Sze Pang, MA, *Southern Illinois University-Carbondale*  
Rebecca Eldredge, PhD, *University of Houston*  
Vinetha Belur, MA, *Southern Illinois University- Carbondale*

#### Description

*American Psychological Association's Ethical Principles of Psychologists and Code of Conduct (2002) serves as an important foundation for the field in protecting public welfare and ensuring the provision of quality care (Fisher, 2003). With the ever-increasing diversity in the United States, it has become an ethical obligation for psychologists to be multiculturally-sensitive in working with this diverse population. Principle E of the Ethics Code attempts to address this by stipulating that “psychologists [be] aware of and respect cultural, individual, and role differences” (p. 4). However, in respecting various areas of diversity, difficulties may arise when certain areas are perceived as conflicting with others, or when there are differing cultural values on what is considered ethical conduct. For example, how does one respect homosexuality and anti-gay religious beliefs? Or how does one respect patriarchal cultural values and feminism? These conflicts may not only present itself in clinical work, but may also need to be addressed in the personal and professional development of graduate trainees. This is especially the case when graduate students hold personal/cultural values and beliefs that conflict with APA's ethical standards.*

*Given its sensitive nature, resolving these conflicts may be particularly confusing and challenging for graduate students. However, if our field aspires to continue offering multiculturally-sensitive graduate training, it is important to work towards its resolution. Therefore, this symposium will explore conflicting issues of diversity that may surface in graduate training, such as affirming both religion/spirituality and LGBT populations, integrating feminist and traditional cultural values, and examining cultural challenges in the professional development of international students. Presenters will examine the impact that these conflicting diversity issues may have on graduate students' professional development, and the challenges they may encounter in resolving these issues. Recommendations for how students can work towards resolving these conflicts will also be provided.*

#### (1) Cultural Challenges for International Trainees in Professional Development

*Over the last decade, there have been a vast amount of literature on the importance of providing culture-sensitive counseling services to diverse clients (Ponterotto, Casas, Suzuki, & Alexander, 2001; Sue & Sue, 2003). However, there has been a lack of attention on culture-sensitive approaches to the clinical training of diverse*

*student trainees in general and with international trainees in particular. Given that APA ethical standards were developed from U.S. perspectives of professionalism, international students from different cultural backgrounds often encounter unique challenges in negotiating their desire to uphold the APA ethical principles, while at the same time being culturally sensitive to their client's needs and maintaining their own cultural identity.*

*This presentation will discuss some of the struggles that international clinical and counseling psychology trainees face in the development of professionalism, particularly on the role that culture plays in the ethical issues in the areas of practice and supervision. First, presenters will provide personal examples on how their cultural values may come into conflict when dealing with boundary issues, such as gift-giving, personal space, and dual relationships. For example, for international trainees who are active in a small international student community may struggle with avoiding dual relationships with international student clients. Next, ethical dilemmas they have confronted in supervision regarding self-disclosure, the supervisory relationship, and case conceptualization will also be discussed. For example, international students coming from a vertical collectivistic culture may be evaluated as resistant and/or incompetent when asked to self-disclose to their supervisors, who may lack the sensitivity in understanding the discomfort of sharing personal information with people in positions of authority. Finally, recommendations will be provided for international graduate trainees on how to advocate for culturally sensitive components in their ethical decision making within their graduate student programs.*

### (2) Exploring the Complexity of Affirming Both Religious/Spiritual and LGBT Diversities

*This presentation addresses the many ethical dilemmas that may arise in affirming diversity of both religion/spirituality and sexual orientation. These issues are highly sensitive and emotionally charged on both personal and systemic levels, particularly in the recent political and social climate. The many ways in which these two aspects of diversity intersect and intertwine further adds to its complexity. Since these are issues that people in general may have already formed ideas and identities based on previous experiences, it may be particularly difficult for graduate students who enter an environment in which they may need to explore and renegotiate these aspects of their personal, familial, and cultural beliefs with respect to APA's ethical norms and standards. Integrate these personal identities, values, and beliefs into professional identities and navigating complex ethical dilemmas to affirm the importance of both religious and sexual diversity can therefore be particularly challenging.*

*Due to the significance and complexity of addressing this issue, it is essential to provide graduate students with support, encouragement, guidance, and resources for exploring how to address this issue at both a personal and professional level. First, a range of clinical and professional examples will be shared to illustrate the complexity of upholding the professional aspirations of cultural competency in relation to religious and sexual diversity, such as working with clients who voice opinions against LGBT populations in session based upon their religious convictions, working with religious gay clients, or dealing with reactions and assumptions of others when a graduate student self-identifies as religious. Recommendations for graduate students in managing such dilemmas will be provided, such as increasing self-awareness to identify and manage personal biases, maintaining integrity by practicing within one's areas of competency, engaging with the literature, providing informed consent with clients, and utilizing available resources (e.g. supervision, consultation, ethical decision-making methods).*

### (3) How to Negotiate Feminist and Cultural Values in Graduate School

*Ethnic minority females in counseling and clinical graduate training programs who hold the perception that feminism is at odds with their cultural values may experience complex emotional struggles during their graduate training (Espin, 2005). Examples of these emotional struggles include disempowerment, hyper-vigilance, guilt, and anger. While not all of these struggles apply to each and every ethnic minority female in psychology graduate training programs, it may also be likely that most female ethnic minority psychology graduate students will have experienced at least one of these emotional struggles during their graduate school career. Because we believe there to be a high occurrence rate of these types of emotional struggles as a result of the "feminism versus culture" conflict amongst ethnic minority women in graduate school, this presentation will describe ways to merge feminism with cultural values, thereby lessening these struggles.*

*This presentation will first describe the emotional struggles in detail, and then discuss the types of settings and/or situations in which they may appear within a psychology graduate training program. As an example, our own experiences as two Asian Indian female graduate students in a counseling psychology program who struggled to integrate our feminist and cultural selves on both personal and professional levels will be shared. We will go back and target what we believe is the root cause of these struggles, which is the perception – or misperception – that*

*feminism is at odds with, or mutually independent of, cultural values. The forces that contribute to the maintenance of the perceived conflict between feminism and culture and also how the maintenance of this perception may differ amongst ethnic minority women will be examined. Finally, ways to integrate feminist and cultural identities will be explored and recommendations will be provided for graduate students.*

**Ethics Paper Prize**

**11-11:50am ♦ APAGS Suite**

Presenters:        Stephen Behnke, PhD, *Director, APA Ethics Office (Chair)*  
                          Carol Williams-Nickelson, PsyD, *Associate Executive Director, APAGS (Co-Chair)*

Description

*Come join us for this presentation on psychology and ethics from the 2007 winner of the Graduate Student Ethics Prize. All APAGS members are invited to attend.*