



Campus Bulletin

American Psychological Association of Graduate Students

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Be Sure to Vote for your New APAGS Leaders!

APAGS is pleased to announce the 2011 slate of candidates for open committee positions! The ballot period for the APAGS 2011 election is April 1st - 30th. During this time, you will be able to go online to read candidates' position statements and cast a vote for your future APAGS leaders. APAGS has an impressive slate of candidates for its three available positions.



In order to vote you must:

- Have paid membership dues within the past two years
- Have a myAPA log-in*

Please be sure that your voice is heard! We encourage all members to vote in this year's election. We have a number of stellar candidates. Please visit the APAGS website (www.apa.org/apags) for more information on how to cast your ballot!

*Can't find your myAPA log-in information? Visit <http://my.apa.org/apa/idm/memberloginsearch.seam> to retrieve your log in information.

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Congratulations to the recent winners of the Basic Psychological Science Grant:

May 2010

Jeffrey Hunger

California State University

Jill Waring

Boston College

December 2010

Nathaniel Lucena

*Washington University in
St. Louis*

Mary Sweeney

Utah State University

This year more APAGS received more than 170 applications for this prestigious grant. The applications received were all high quality and determining the winners was a difficult task for the APAGS Science Committee. We appreciate the large number of applications and encourage those who did not receive the grant this year to apply again in May!

For more information on this grant, please visit:

<http://www.apa.org/about/awards/apags-science.aspx>.

Meet Psychology, the New Science

Michael K. Scullin, MA

Is psychology a science? Ask a group of psychologists this question and you will probably hear some uncomfortable shuffling until someone brave begins to answer: “Well...it depends?” That someone will probably then go into how psychology is an umbrella term that includes an incredible diversity of research and practice subfields. Whether psychology is a science is a tricky question, but an important one to answer. Our reputation is at stake, but so are more important matters such as the insurance of continued federal funding. It is such an important issue that examining psychology’s current standing and future as a science was the topic of the 2010 APA Science Leadership Conference. Read all about it in the Psychological Science Agenda article on the conference: <http://www.apa.org/science/about/psa/2010/12/stem-challenge.aspx>.

4 Things You Can Do to Promote Psychology as a Science

1. Do as scientists do.

Chemists, physicists, and biologists come together through different avenues and psychologists need to be present when they do. I’m talking about general science conferences (e.g., AAAS) and general science journals. Psychological research is greatly under-represented in the high impact journals *Science* and *Nature*, because we do not commonly submit our work. Proceedings of the National Academy of Sciences is also an excellent science outlet and they even have a subsection dedicated to “psychological and cognitive sciences.” The next time you have a project that has broad implications, consider submitting to one of these journals.

2. Take the hard road.

Quantum Physics. Organic Chemistry. Molecular Microbiology. Physicists, chemists, biologists, and pre-med students take hard classes. Educators want these students to learn about complex phenomena and systems that can inform their future research or practice. Not that the run-of-the-mill psychology class is easy, but how many times have you heard (or said yourself) “I don’t want to take that statistics/biopsychology/research methods course because it’s supposed to be really hard.” Taking hard classes, perhaps even those taught in different departments, will make you a more well-rounded psychologist, add tools and unique knowledge to your skill set, and impress upon others that psychologists are serious scientists.

3. Teach your science.

Many of you teach undergraduate classes. I implore you to focus on the scientific methods and underpinnings of what you teach! Include labs when you can and include lectures on physiology and statistics. Doing so will show the next generation of psychologists that our field is rigorous and based on science.

4. Be proud to be a psychologist!

Psychologists go by many names: cognitive scientists, neuroscientists, behavioral scientists, etc. When psychological scientists go by these other names, it makes it is easy for the public and natural sciences to wrongly classify “psychology” as non-scientific. So, the next time someone asks you what you do, tell them about your science and tell them you’re a psychologist!

Committee on Lesbian, Gay, Bisexual and Transgender Affairs (CLGBTC)



Another Great Way to Get Connected!

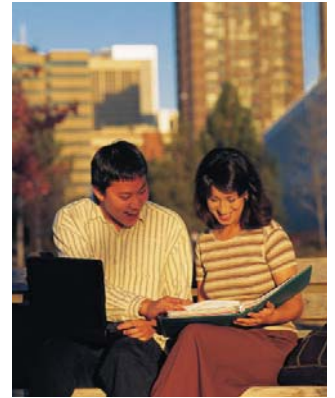
Getting involved with APAGS is another great way to get involved in exciting professional service and meet up-and-coming professionals and established psychologists. APAGS committees seek new members every year, and involvement can bolster your CV and provide new levels of networking potential!

For more information on how to get involved with APAGS, visit the APAGS website at: www.apa.org/apags.

Take Advantage of Opportunities for Mentorship!

Mike Parent, MS

I began my internship application process this year, and it struck me as I worked through my essays and application materials what an impact my mentors have had on me, through my undergraduate work and graduate training. Their insight and help along the way have been invaluable.



Graduate school can be a stressful time for many students, and finding a mentor can help students to develop their professional identity, get the most out of their training, and network. For LGBT students, mentorship can be especially helpful in learning to navigate complicated waters such as self-disclosure in professional and clinical settings or relationships with peers and supervisors.

I was reviewing Division 44's (Society for the Psychological Study of Lesbian, Gay, Bisexual, and Transgender Issues) recent listserv poll of student members. What was the most consistent message in that survey? Students want more mentorship opportunities—more chances to learn from people farther down the road than them.

APAGS-CLGBTC offers a mentoring program that students can use to find a mentor. But, some students might be reluctant to participate. So, it's important to note other opportunities that students can take advantage of to get mentorship.

If you don't regularly attend Convention, start! The annual APA Convention is one of the best places to meet people in your field and start professional relationships. Attending a social hour hosted by an APA Division is a great way to meet other students and psychologists. There are also breakfast hours where students can meet big names in the field, as well as special networking sessions for first-time attendees. This year's convention promises to provide plenty of opportunities for students to network and meet professionals.

Overwhelmed by the annual Convention? Each year there are dozens of conferences in specialty areas around the country. If you can attend, the smaller scale of these gatherings can give students a chance to meet active professionals in specialty areas and learn more about hot topics in their fields.

In sum, there's no shortage of mentorship opportunities available! I've found my mentorship experiences to be intensely rewarding and am finding even more enjoyment in paying this forward to my own mentees. I hope that anyone interested will take advantage of these amazing opportunities!



New Horizons in Psychology - Primary Care Psychology

Shanda Wells, MA

APA Past President, Dr. James Bray, called primary care psychology “the future of psychology.” Primary care psychology has many names: integrated primary care, collaborative care, and primary care behavioral health. Essentially, primary care psychology incorporates behavioral health into the primary care setting. This means

that primary care psychologists work with primary care medical providers such as physicians, nurse practitioners and physician assistants. Primary care psychologists are often incorporated into the health team, working with other health service workers such as dietitians, nurses, and physical therapists. This occurs in a variety of places including family medicine clinics, community clinics, health maintenance organizations, VA’s or military medical centers.



To find out more about primary care psychology, check out Health Psychology, (Division 38) on apa.org. Division 38 now has a working group dedicated to primary care. This working group is looking for enthusiastic students. If you are interested in joining their listserv, e-mail Shanda at shandawells@gmail.com. Also check out <http://www.integratedprimary-care.com/web%20resources.htm> for information on internships and post-docs in primary care. For those looking for loan repayment, the National Health Service Corps (<http://nhscjobs.hrsa.gov>) has many jobs available for new graduates in primary care psychology.

Historically, psychologists have not worked in primary care settings. However, the expanding fields of health and family psychology began integrating psychologists into primary care settings a few decades ago. This has proven to be a helpful point of access for patients with behavioral health problems. Many patients are treated within the primary care setting by their medical provider and may never meet with a psychologist or any mental health specialist. In fact, 20 – 25% of all patients in primary care present with mental health problems, yet less than half of these patients receive formal mental health care. Primary care psychology has become the bridge between patients and mental health services.

Since there are still only a few programs that incorporate formal, specialized training in primary care psychology, many students receive training in primary care through practica, internships, or post-doctoral positions. As the world of health care changes, so will roles for psychologists working health care. Primary care psychology offers limitless opportunities for students to work in this unique type of fast-paced, interdisciplinary setting.

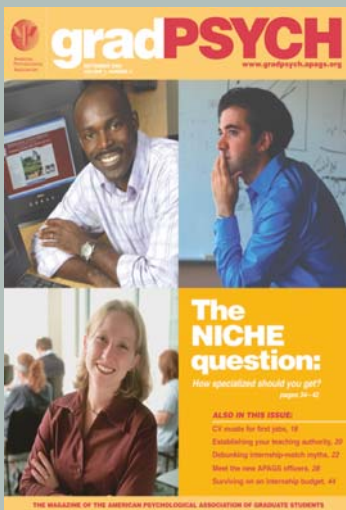
Membership Recruitment and Retention

Not an APAGS Member? Sign up now!

Enjoy all of these benefits and more when you join APA as a student affiliate. As a graduate student, your APA membership automatically enrolls you in APAGS.

APAGS Benefits:

- Subscriptions to the *American Psychologist*, *Monitor on Psychology*, and *gradPSYCH*;
- A \$10 credit (on top of student discounts) for subscriptions to APA journals;
- Access to listservs and other resources targeted to student interests;
- Eligibility for numerous APAGS awards and grants;
- Access to Professional Liability Insurance for graduate students from the APA Insurance Trust;
- And much more!



Get Connected with APAGS!

Professional development is a critical part of our graduate training. Below are some ideas to help you become more connected to APAGS and APA. Also, don't forget to visit the APAGS website to learn about other resources available to students and members of APAGS:

<http://www.apa.org/apags/resources/index.aspx>.

Join an APA Division!

APA Divisions provide graduate students a home within APA. Most divisions offer students reduced membership rates, scholarships, networking

and leadership experiences, and access to several listservs and publications. Check out what divisions can offer you: <http://www.apa.org/about/division/activities/for-students.aspx>.

Subscribe to an APAGS Listserv!

APAGS listservs offer graduate students an opportunity to communicate with each other and learn about professional development opportunities (e.g., awards, grants, scholarships, conferences). APAGS offers over 10 listservs to members. Don't miss out on opportunities available to you and join one today: <http://www.apa.org/apags/resources/listservs/index.aspx>.

Connect with APAGS on the Web!

In addition to listservs, you can connect with other graduate students by becoming a fan on Facebook (<http://www.facebook.com/APAGradStudents>), Twitter (<http://twitter.com/APAGradStudents>), or join the APAGS LinkedIn group (http://www.linkedin.com/groups?gid=1806668&TRK=HB_side_g).

To join APA, please visit the APA Membership website at: <http://www.apa.org/membership/index.aspx> or call the APA Service Center at: 1-800-374-2721.



You can help by engaging yourself in the community and informing students at all education levels of the advances in psychological basic science. By involving yourself in the education of grade school students, you can help increase public understanding of psychology as a STEM science.

Psychology as a STEM Discipline

Lyra Stein, MS

Psychological knowledge is essential for scientific advancement; however, psychology is currently not recognized as one of the core science, technology, engineering and mathematics (STEM) disciplines. How does this affect you? Because psychology is not currently recognized as a STEM discipline, psychologists and students are ineligible for STEM funding that supports education, training and research. Recognition of psychology as a STEM science will capitalize on resources that will help you as a student and as a psychological scientist.

In November, psychologists gathered in Washington, DC for the American Psychological Association's 2010 Science Leadership Conference. The topic of the conferences was "Enhancing the Status of Psychology as a STEM Discipline." One of the issues discussed at this meeting was the fact that the National Research Council's (NRC) Board on Scientific Education does not include psychology in the K-12 science curriculum. Without recognition as a STEM science, the progress of psychological research is impeded and society does not receive the full benefits of knowledge that psychology can offer. John Dovidio, head of the STEM task force, argued for the need to include psychology in K-12 science curricula as a means to increase public understanding of psychology's methods and contributions. Inclusion in school curricula can help attract students to science who otherwise would not be interested.





Did I Just Hear That? “Where are you from?” “America is a melting pot; I don’t see race.” “That’s so gay!”

Rachel Becker, MA

Many of us have taken social psychology classes where modern day racism, stereotyping, and prejudice are discussed, ostensibly leaving us able to determine instances of discrimination. However, when you hear questions and phrases such as those above, you might be left questioning the speaker’s underlying message. “Am I just being overly sensitive?” You ask yourself. These comments do not clearly decry the speaker as an outright bigot but the undertone makes you feel uncomfortable.

According to Dovidio and Gaertner (2000), racism, heterosexism, and sexism have not decreased over time, but have become more nebulous and difficult to identify. Therefore, these “isms” manifest themselves in microaggressions, or brief exchanges that send denigrating messages to specific individuals because of their group membership (including race, gender, sexual orientation, ability, religion, or class). These “isms” can also be seen in microinequities, or an unconscious pattern where individuals are underrespected and devalued because of their race, gender, or sexual orientation. Microaggressions may be difficult to address because their intent is not as clear as blatant sexism, heterosexism, or racism. However, most of us have witnessed a variety of microaggressions: verbally (“Wow, for a Latina you speak English so well.”), nonverbally (Two men holding hands in a restaurant are stared at.), or environmentally (The absence of university administrators of color).

A deeper awareness of microaggressions leads us to not only understand why seemingly ambiguous comments may evoke a reaction from us, but also help us identify and combat them. Sue and Constantine (2007) identify twelve themes of microaggressions, including being an alien in one’s own land, ascription of intelligence, color blindness, criminal status, myth of meritocracy, and the pathologizing cultural values. Reflecting on these themes leads us to realize that all of us have been both the perpetrator as well as the target of microaggressions.

While microaggressions may appear invidious, Sue (2010) provides initial steps for overcoming microaggressions. First, begin by familiarizing yourself with the definition of microaggressions. Microaggressions can occur within or outside of consciousness. While overt bias will be easily recognizable, covert bias may occur spontaneously in interpersonal, social, or occupational interactions. Second, become savvy at recognizing microaggressions. Sue’s (2010) themes and taxonomy are helpful tools. This recognition should occur at two levels: during observations between other individuals and when you are one of the individuals involved. To reduce your own perpetuation of microaggressions, focus on self-monitoring, explore the possibility that you may have acted on biases, and control your defensiveness. Finally, work to deconstruct the underlying meaning in microaggressions. Because microaggressions arise from an individual’s worldview, they reflect underlying assumptions and biases that may permeate other beliefs, behaviors, and attitudes.

Part of our mission as budding researchers, practitioners, and academicians is to promote diversity. Microaggressions undermine the well-being of not only our populations of interest, but also our own personal lives. Therefore, an important aspect of our work lies in the ability to actively recognize and address microaggressions when they occur.

References:

Dovidio, J.F. & Gaertner, S.L. (2000). Aversive racism and selective decisions: 1989 and 1999. *Psychological Science*, 11, 319-323.

Sue, D.W. & Constantine, M.G. (2007). Racial microaggressions as instigators to difficult dialogues on race: Implications for student affairs editors and students. *Journal of Student College Personnel*, 26, 136-143.

Sue, D. W. (2010). *Microaggressions in everyday life: Race, gender, and sexual orientation*. Hoboken, NJ: John Wiley & Sons, Inc.



The internship application process is intensive, stressful, and requires an investment of considerable time, energy, and money. The feelings of angst and disappointment that will most likely accompany the news of not being matched is a reasonable and realistic response. Self-care and awareness of your strengths is important whether you match or not. Remember, your future matters to us, and on your behalf, APAGS continues to advocate for students regarding the internship crisis.

For specific information on APAGS' work regarding the internship crisis, please visit <http://www.apa.org/apags/issues/internship.aspx>.

Additional information:
 Internships in Psychology: The APAGS Workbook for Writing Successful Applications and Finding the Right Fit, 2nd Edition
 By Carol Williams-Nickelson, PsyD; Mitchell J. Prinstein, PhD; and W. Gregory Keilin, PhD
<http://www.apa.org/pubs/books/4313021.aspx>

Association of Psychology Postdoctoral and Internship Centers (APPIC) - www.appic.org

Didn't Match? Now What?

Jae Yeon Jeong, PhD, Kimberly Smith, MA

At this time of the year, many graduate students in clinical, counseling, and school psychology experience a mixture of anxiety and excitement as they await the results of the Match. Despite much hard work and time invested into the internship application process, the reality is that there is a shortage of APA-accredited internships compared to the number of applicants. The internship crisis is a multi-faceted problem that is actively being addressed by doctoral training councils, APAGS, APPIC, and the APA. In 2008, these groups convened to discuss steps to ameliorate this crisis. For the full report, please visit the APPIC website.

Regarding the internship Match process, there is "Phase I" where students apply to sites on the APPIC site online, receive interviews, rank preferred sites and obtain a Match with an internship site. For students who do not match, now there is "Phase II" of the APPIC Match for 2011 that replaces the "Clearinghouse". Phase II is geared towards making the process of obtaining an internship more equitable for those students who do not match. Although Phase II is a separate Match from Phase I the application steps are the same, except the Phase II process is expedited.

Students do not have the option of applying directly for internships in Phase II. You must participate in Phase I to have the option of participating in Phase II. At this stage in the process, the news of not being matched can be a devastating blow to one's sense of competence and self-esteem. Though this may be a difficult time emotionally, there are several important factors to consider before determining your next steps. One must decide whether to seek an internship outside of the APPIC Match, participate in Phase II or to apply the following year during the next Match process. All of these options should be thoughtfully considered. Some students have elected to work without being financially compensated. Others have completed non-APA or non-APPIC member internships. In making the decision to apply for the next Match, one must decide whether this is financially feasible. Before you make a decision, here are some factors to consider:

Graduation requirements: *Does the program require completion of an APA-accredited internship? Speak with your Director of Clinical Training and consult the program handbook.*

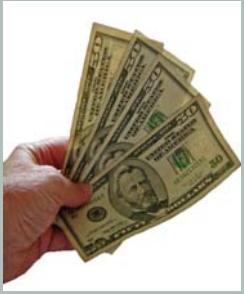
Career goals: *Do you plan to engage in practice, research, or pursue an academic career? Some career options may or may not require completion of an APA-accredited program.*

State licensure requirements: *Licensure requirements vary from state to state and reciprocity is not universal. Plan ahead and thoroughly investigate the education and clinical training requirements. Consult directly with state licensing boards.*

Dissertation: *At what stage are you in completing the dissertation? Could you use this time to complete the dissertation by the time you apply for the next Match?*

Financial: *If you apply for the next Match, will you continue to receive financial aid? Do you need to consider seeking a part-time job or working as a graduate assistant?*

Strengthening your application: *Are there specific areas that you could strengthen? Consult with your DCT and seek feedback from several sources.*



Apply for an APAGS Grant or Award!

APAGS gives away more than \$26,000

each year to fund graduate student research and projects. Be sure to apply for one of these prestigious awards in 2011.

For information on application materials, eligibility and application deadlines, please visit:
<http://www.apa.org/apags/programs/scholarships/index.aspx>



Need Help Getting to Convention?

This year, APAGS would like to help you get to the 2011 APA Convention! APAGS is offering the **Leadership and Convention Travel Award** to 5 outstanding graduate students. The \$500 award will fund Convention registration costs and other travel/Convention-related expenses. The deadline to apply is **April 4th!**

For more information, please visit:
<http://www.apa.org/about/awards/apags-leadership.aspx>



APAGS at the 2011 APA Convention

The 2011 Annual APA Convention will take place this year in Washington, DC. Join leaders in the field at the premier conference for psychologists. APAGS hosts a number of substantive programs and social activities each year geared specifically toward graduate students in psychology.

Concerned about applying for internship? The APAGS Convention Committee has put together a special series for students who are (or soon will be) applying for a psychology internship. These sessions will provide detailed information on all aspects of the application process.

- Internship Workshop Part I (August 5th, 8-9:50am)
- Internship Workshop Part II (August 5th, 10 - 11:50am)
- Conversation Hour with the APPIC Chair (August 6th, 3-3:50pm)
- APAGS Internship Meet and Greet with Training Directors (August 6th, 1-1:50pm)

For more information on any of these sessions, please contact APAGS at (202) 336-6014 or visit the APAGS Convention page:
<http://www.apa.org/apags/programs/convention/index.aspx>.



Get Involved with APAGS at Convention!

Maximize your networking opportunities and get involved with APAGS at Convention by signing up for the APAGS Ambassador Program! APAGS Ambassadors are student volunteers that assist APAGS by monitoring programs and providing helpful information to students at Convention.

For more information and to sign up, visit:
<http://www.apa.org/apags/programs/convention/ambassadors/index.aspx>.

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From left to right: Susan Wilson, MA; Paul Ascheman, MS; Thomas Ottavi, PhD; Carmella Schultes, PhD; Sanford M. Portnoy, PhD; Last person

Congratulations to the Iowa Psychological Association!

The 2011 APAGS Award for Outstanding State, Provincial, or Territorial Psychological Association was presented to the Iowa Psychological Association (IPA) in recognition of promoting graduate student development, involvement, and encouraging joint APAGS/SPTA membership. IPA was received their award at the Awards Luncheon during the APA 2011 State Leadership Conference in Washington, DC. Along with their recognition plaque, IPA will receive \$1500 to support future student-focused activities.

This award would not be possible without the support and financial contributions of the Committee for the Advancement of Professional Practice (CAPP) and APA Division 31 (State, Provincial, and Territorial Psychological Association Affairs).

What is APAGS Doing for YOU?

Check out the APAGS website “What is APAGS Doing for You?” to get information on all of the advocacy activities and resources APAGS has developed to assist graduate students. Topics include graduate student funding, the Internship Crisis, and LGBT issues.

www.apa.org/apags/issues/index.aspx.



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