



UNCATEGORIZED AND DEIDENTIFIED BEST PRACTICES FROM DIVISION STUDENT REPS – AUGUST 2014

Question: “What do you do that you consider a ‘best practice’ that might work well for other divisions, too?”

Answers:

1. Monthly chats with each other
2. "I <3 students!" buttons worn by members during our annual conference to encourage students to approach them for informal student mentoring
3. A Facebook group for student and ECP members, utilizing a popular means of communication and announcements while also creating a space for potential mentoring
4. Don't go it alone. Establish a formal student committee comprised of multiple student officers, or else seek permission to informally utilize one. This will help spread out the work and networking opportunities inherent to professional service.
5. Get students involved widely throughout your division. Volunteer your, your student committees, and other interested students' assistance to other officers and committees throughout your division. It will get everyone plugged in to contribute and network, and it will protect against any false perceptions of student members as an idle, transitory, or undeserving special interest group.
6. Foster comradery among student members. Give it your all in terms of developing interesting and useful student-relevant programming for your division's conference and its APA programming hours. Seek to utilize a division's hotel suite if need be. Advertise all events effectively, provide refreshments, and invite/involve professionals too. In the conference-interim periods, come up with creative ways to foster continued, regular interaction among students (e.g., effective, creative uses of technology, such as interactive webinars and active social media outlets linking to useful content and promoting published student-authored research).
7. As we are “rebuilding”, I have found it helpful to demonstrate the usefulness (assist with initiatives, create content for publications, etc.) and possibilities of a strong student membership for the division. This fosters a culture where students are appreciated and efforts to recruit and providing student membership benefits is a priority.
8. Head up initiatives that are needed for your students without prompting. We created social media pages, worked to start a student-focused newsletter, and we partnered with a division committee to create a mentorship program for students and ECP's. These things were not happening, so I enlisted students to help get these things going. Students responded with enthusiasm to be involved in something important.

9. For our division getting going has only been possible due to the involvement of the students. Not pulling from the same volunteers, getting all students involved, and making events, initiatives, and brainstorming inclusive and less exclusive.
10. Overlapping Student Representative Terms: Each incoming President names a Student Representative to serve a two-year term. Each Student Representative, then, overlaps with the prior Student Representative for a year, and then the subsequent Student Representative. This overlap helps ensure continuity of practices and programming, as the senior Student Rep can guide the other for an entire year.
11. Frequent Communication Between Student Representatives and Student Advisory Board: In large part because we have our Student Reps overlap, we have established and continue to pass along a culture of frequent and regular communication. This pertains to the Student Reps' communication with each other, as well as with our 5-6 member Student Advisory Board (SAB). Because our positions are voluntary and cannot always be our top priority, our frequent communication is critical to maintaining momentum for all of our student initiatives. We have monthly phone calls with our Student Advisory Board and communicate by email, as well; and Student Representatives communicate with each other by phone and email several times a month.
12. Solicitation of Feedback from Student Members: We regularly seek feedback from students regarding our student initiatives, especially our mentoring program (in which undergrads are mentored year round by grad students; we are also launching a parallel program in which grad students will be paired with post docs), and our speed mentoring event at APA each year. The feedback we receive on our ongoing mentoring program allows us to provide helpful resources around mentoring itself as well as content relevant to our students' needs, and individualized support. The feedback we receive on our Speed Mentoring event from both our student mentees and our mentors, all of whom serve on the Div Executive Board, allows us to improve the event year after year.
13. Don't isolate yourself in your role as Student Representative. Make connections with other committee chairs and members, as well as the Division's Executive Committee. This will aid in more open communication and free up potential resources from other Division sources.
14. Make full use of social media platforms. Using social media such as Facebook, Twitter and LinkedIn to promote Division events and programming can instantly increase the reach and visibility of the Division. Marketing is key!
15. Seek out mentors. A more experienced member of the Division is invaluable regarding your navigating the idiosyncrasies of the organization, as well as having someone against whom you can bounce ideas. Ideally, if you have a seat on the Division Board of Directors, it is even better to have a general mentor from the Division in addition to a BOD mentor who specifically assists you in successfully navigating your role as a Board member.
16. We use free, student oriented, student led webinars to get student affiliates more engaged in the division. This year the Student Representatives launched a new webinar series specifically for Div students (with the Student Reps acting as moderators). We asked big name researchers to volunteer an hour of their time for a student webinar. These webinars are meant to be a professional development opportunity with a mentoring component

(especially for students who may not have affirming faculty or advisors at their program). Presenters use 15 - 20 minutes to discuss their research or anything else they feel like sharing about their professional work and then the subsequent 40 minutes is used for students to ask questions. Using "big name" researchers really helps get students interested because of the opportunity to directly ask questions to senior psychologists and researchers in our division's specialty area. These webinars are also being successfully used as an incentive to get more student members to sign up for our division.

17. We offer travel awards to a handful of students to help offset the costs of traveling to the APA convention. One of the stipulations of the award is that the recipients spend a few hours during convention week volunteering in the suite. This effectively functions to get student affiliates involved in the programming as well as make sure we get enough student volunteers for the week. We find that most students are so appreciative of the funding, that they are very happy to volunteer their time for a few hours.
18. Establish new connections: We have four social networking groups (One currently in development on LinkedIn, and three on Facebook: a general group that is open to any trainee in neuropsychology - whether they are a member or not, one as a support group for internship and fellowship applicants, and one just for leaders of our national network of interest groups to interface and share ideas and support). We also have an active website, listserv, conference programming, conference social events, and our national network of interest groups. Through all of these opportunities, we encourage students to make new friends, network for new colleagues, find mentorship, and in general connect with a growing and supportive community of fellow trainees with a passion for neuropsychology.
19. We encourage members to expand their knowledge base and skill set in the areas of education, training, clinical practice, research and scholarship, and professional issues such as advocacy, leadership, cultural competency, and ethics. Our listserv in particular - which is 1100+ members strong - now includes regular officer- and member-written features which discuss interesting populations and diagnoses from a clinical perspective, "Research Roundup" which features topical research discussions and links to media, "Director's Meeting" which includes interviews with various training directors around the country, and bi-weekly job and student resource digests.
20. We offer leadership opportunities within our national committee (one chair, six officers) and within our national network of interest groups at doctoral programs, each led by one or more student representatives who are guided by a faculty member. We also strongly encourage students become more involved within the profession by having a volunteer program at APA each year, by hosting social events where students can meet and network with upper-level trainees and professionals, and offering regular opportunities for students to contribute to listserv features, newsletter features, and by highlighting a member and an interest group on our website three times per year.
21. Hosting informal "polls" on social media (i.e., Facebook). These range from "How many internship sites did you apply to?" to "What percentage of research do you see yourself doing in 10 years?" and everything in

between. These polls have been awesome for getting to know our student members and for getting them more involved in our division!

22. We conducted a survey in the past year of all of our student members asking about how they use our Division resources, what they know about the benefits of membership, and what they would like to get out of their membership. This has been an absolute GOLDMINE for ideas about our shortcomings, room for growth, and need for more publicity.
23. Attend related conferences of other organizations in order to gain membership. Student Executive Board members volunteer at the national conference in order to recruit new student members.
24. One member of the Student Executive Board (usually the President) attends the Division Executive Committee mid-winter meeting and mid-year meeting (at the APA Convention) as well as the Psychology Leadership Roundtable meeting at another convention.
25. Advocate for student awards through scholarship. We created multiple awards available to students in an effort to promote scholarship. Our efforts have resulted in the creation of Diversity Scholarship awards, as well as a Research Article award and travel grants for those attending the annual convention.
26. The most successful student leaders are those who are able to translate their passions into service. The passion of student leaders directly influences the passion and investment of the students who follow.
27. To increase student membership and involvement, develop and foster a large variety of leadership positions. Leadership positions – no matter the ranking – allow students to feel needed and committed to a mutual cause.
28. Media is primary medium by which to distribute information, communicate, and advertise to your student membership. Ensure that your online presence or “brand” matches the aims and mission of your division. A well-crafted and attractive web presence can exponentially enhance awareness of your division and increase student involvement.
29. “Mentor of the Month” - Solicitation is sent to early career and seasoned professionals within the field of consulting psychology to be mentors. Each month Coordinators will send to the student list serve, the identified mentor’s bio, which will then be posted allowing students the opportunity to pose questions about their career choices, and seek advice. Mentors will change each month and will vary depending on years of experience in consulting psychology and the specific niche of work they may do. Mentors can also pose questions to the students as well. Questions and responses are then posted and archived on listserv and website (for longevity). The coordinator serves as repository to collect questions, solicit feedback from mentor and post to the system.
30. Mid Winter Conference (MWC) Student Networking Lunch – One of the more popular offerings is a luncheon specifically for students sponsored by a seasoned professional consulting psychologist and a recruiter to introduce students to the process of seeking employment within the field. The session is then open to Q & A from the students. As this continues to evolve, we now have students that have recently placed in full time assignments address the group as well.

31. I recently put together a graduate student professional development event that had a good turnout from our division, but also students from other divisions of APA as well (much in thanks to students from this listserv passing it on to their divisions.) I'd like to encourage other division student reps to do more regional networking for students, since many of us cannot afford to travel to our Division conferences, depending on the location, and especially don't have the funds to attend conferences beyond our own division's conference.
32. I've put together some google groups/listservs for students in different metro areas (NYC, DC, Boston, LA, etc.) to be able to sign up for, so that they can connect with each other about regional events, activities, resources, etc. others might be interested in. My hope is that students will use these smaller listservs in a similar way to as what we do with the DSRN listserv -- be able to introduce themselves to other members in their areas, ask each other advice, find study/writing buddies, and other things which they would not typically post requests for on our more professional, large (divisionwide) listserv.
33. Be proactive. As our division student chair, I have been quite surprised at how much you can do in your student role if you are willing to take the initiative -- I've had almost every initiative I've organized be well supported and encouraged by staff and council; the only constraint they have given me is in regards to funding limits. As part of this, get to know your division's office staff well if you have one, and make sure to get on their good side! If they get to know you and respect the work you are doing in your role, they will always be willing to help you out when you need it. They can be a great resource for feedback on ideas/initiatives you want to carry out.
34. Archive all your work (or as much as possible) for future division student leaders. Most divisions seem to have very quick turnover of student leaders (1-2 years max), which makes it hard for there to be any continuity in programming, etc., and many projects end up half-completed. It also does not give the student leader much time to learn about their role and how to maximize their opportunities. Keeping records (e.g., google folder, dropbox, etc.) of old templates for emails, flyers/advertisements, faculty mentor contacts, etc. that student leaders can use and add information to each year will help the next person have a smoother transition.
35. Social hour at convention every year.
36. Student newsletter.
37. Ask to read your division bylaws and handbook!
38. Ask for your division's student membership numbers and trends.

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