APAGS Resource Guide for Ethnic Minority Graduate Students

The American Psychological Association of Graduate Students (APAGS)
Committee on Ethnic Minority Affairs (CEMA)

APAGS Resource Guide for Ethnic Minority Graduate Students

Second Edition

APAGS Committee on Ethnic Minority Affairs (CEMA)

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Foreword

Welcome to this wonderful updated resource brought to you by the American Psychological Association of Graduate Students (APAGS). This publication is meant to compile suggestions and ideas for maneuvering and succeeding through the challenging and at times difficult process of earning your doctoral degree and becoming a psychologist. Written by the APAGS Committee on Ethnic Minority Affairs (CEMA), this resource guide is overflowing with helpful strategies and ideas. Some of these suggestions may apply to all graduate students; others are focused on challenges that may be more unique to ethnic minority graduate students.

As the Chief Executive Officer for the American Psychological Association (APA), I am deeply committed to promoting diversity of all types in the organization. I am very pleased to see APAGS produce a second edition of the resource guide, as it further demonstrates a huge commitment to racial and ethnic diversity and the support of underrepresented graduate students. APAGS has a strong history of support for ethnic minority issues, from the first edition of this guide—the Survival Guide for Ethnic Minority Graduate Students—to the Diversity Dissertation Grant, to APAGS-CEMA regional grants offered to programs and groups that aim to train graduate students in topics related to ethnic diversity.

This resource guide is a critical piece of APA's overall commitment to diversity. The APA Commission on Ethnic Minority Recruitment, Retention and Training (CEMRRAT) was established in 1994 as a response to an APA resolution that stated "the recruitment, retention, and training of ethnic minorities in psychology as one of the Association's highest priorities." Graduate students, as part of the educational pipeline that produces doctorates in psychology, were a focus of CEMRRAT.

As a result of that commission, various products were developed with the goal of increasing the educational pipeline of ethnic minority graduate students in psychology. The *Psychology Education and Careers Guidebook Series* was a series of informational brochures targeting high school students, undergraduate psychology majors, students applying to graduate school, and programs aiming to recruit graduate students of color. In addition, APA's Office of Ethnic Minority Affairs and Committee on Women in Psychology produced the booklet *Surviving and Thriving in Academia: A Guide for Women and Ethnic Minorities*. The current resource guide fills the gap in the CEMRRAT materials, between applying for graduate school, and applying for academic positions after graduating with the doctorate. The intent of this resource guide is to make the graduate education process as smooth as possible for ethnic minority students.

I would like to highlight the important topics addressed in the updated guide. Wellness and self-care strategies are important factors to keep in mind throughout your graduate education to keep yourself healthy, centered, and able to face the challenges. The second section discusses specific tasks in graduate school, including research and publishing, teaching, and clinical training. The third section addresses professional development issues, such as mentoring, applying for predoctoral internship, professional issues and

financial planning. The final section focuses on issues that are specific to ethnic minority students, such as dealing with impostor syndrome, racism and microaggressions, and promoting diversity and creating meaningful change.

I hope you find these suggestions helpful! These strategies and resources were developed by your peers! And I encourage you to get involved with APAGS. There are many opportunities for graduate student leadership through APAGS, including ways to connect with other outstanding ethnic minority students and psychologists. Good luck on your journey to become a psychologist!

Norman Anderson, PhD
Chief Executive Officer, American Psychological Association

Introduction to the Resource Guide for Ethnic Minority Graduate Students

In 1999, Dr. Richard Suinn became the first Asian-American and the third ethnic minority President of the American Psychological Association. As President, one of Dr. Suinn's focal initiatives was the promotion of ethnic minority psychologists and graduate students. In line with his vision, mentoring ethnic minority graduate students was of paramount importance. Thus, during the spring of 1999, Dr. Suinn approached the American Psychological Association of Graduate Students (APAGS) and requested our participation in the development of a graduate school survival guide for ethnic and racial minority students. Several APAGS Members at Large enthusiastically agreed to take on this project.

In April 1999, some APAGS committee members began developing the survival guide by soliciting information from ethnic and racial minority graduate students as well as from newly graduated and experienced psychologists who had wisdom to share based on their experiences and the obstacles that they faced during graduate school. Students and professionals from different programs across the nation answered to these simple but meaningful questions: "What is helping (or helped) you survive graduate school?" and "What suggestions or tips do you have for other ethnic and racial minority graduate students?" The suggestions, tips, and strategies proposed by those surveyed were used to outline the different sections of this guide. We believe that this adds to the utility of this guide in meeting the needs of ethnic minority graduate students.

The first version of the survival guide was organized into four sections. *General Issues in Graduate School* described suggestions for mentoring, networking, and managing stress/maintaining a balance in life. *Issues for Ethnic Minority Graduate Students* included strategies for dealing with the impostor syndrome and racism, and for creating meaningful change. *Specific Tasks in Graduate School* provided recommendations for conducting research, teaching, funding, preparing for comprehensive examinations, and dissertation/thesis management. *Preparing for the Future* listed ideas for becoming a clinician, applying for internship, and professional development.

The "Survival Guide" was renamed "Resource Guide" in keeping with other APAGS resource publications. The current Resource Guide is organized under the original four sections of the "Survival Guide", although the content of each section has been revised and updated. This version of the *General Issues in Graduate School* describes suggestions for wellness and self-care. *Specific Tasks in Graduate Schools* addresses three topics: conducting research and publishing, teaching, and clinical training. The section on *Preparing for the Future* provides information on developing mentor-mentee relationships, applying for internship, and developing professionally, including recommendations on creating your CV. It also includes information on financial planning, providing strategies to minimize expenses and student debts. Finally, *Issues for Ethnic Minority Graduate Students* describes suggestions on how to deal with the impostor syndrome, with racism and microaggressions, as well as on how to promote diversity and create meaningful change in the society.

We hope that you will find these recommendations valuable in navigating graduate school whether you are a first year graduate student, an advanced student, or are working on your dissertation, applying for internship, and/or applying for jobs. Although many of the suggestions we offer are not exclusive to ethnic minority graduate students, there are unique concerns specific to this population of students that we have tried to address in greater detail.

The current version of the APAGS Resource Guide for Ethnic Minority Graduate Students compiles contributions made by past APAGS officials and generations of APAGS-CEMA members. We would like to acknowledge *Nabil H. El-Ghoroury (*Member-at-Large, Diversity Focus: 1998-2000), *Diana Salvador (*Member-at-Large, General Focus: 1998-2000), *Roxanne Manning (*Member-at-Large, Practice Focus: 1999-2001) and *Tanya Williamson (*Member-at-Large, Practice Focus: 1997-1999) as well as *Jennifer Fleming (past APAGS staff)*, for the development of the first version of this resource guide. We would also like to thank *Rachel Casas* (APAGS-CEMA Chair: 2006-2008) and CEMA Regional Diversity Coordinators *"Earl" (Erlanger) Turner* (2006-2008), *"Annie" (Arpana) Gupta* (2006-2008), *Chiharu Allen* (2007-2009), *Regina Sherman* (2007-2009), *Innocent Okozi* (2006-2008), and *Maria-Cristina Cruza-Guet* (2007-2009) who initiated the first revision of the original Survival Guide in 2007. In addition, we would like to acknowledge *Nabil H. El-Ghoroury* (current APAGS AED) and *Rachel Casas* (current APAGS Chair-Elect) who wrote the chapter on *Financial Planning*, and *Le Ondra Clark* and *Maria Cristina Cruza-Guet* for their contributions on the chapter on *Conducting Research, Publishing and Presenting*.

The publication of the APAGS Resource Guide for Ethnic Minority Graduate Students would not have been possible without the support of APA presidents, leaders, staff and graduate students. We are particularly grateful to *Dr. Richard Suinn*, who supported the development of the original guide. We would also like to thank APA Chief Executive Officer, *Dr. Norman Anderson,* for his continued support and for writing the *Foreword* to this revised edition of the resource guide. We are also appreciative of the guidance and encouragement received from the past and current APAGS Chairs, *Nadia Hasan* and *Konjit Page*. Equally important, we would like to recognize the contributions of all the graduate students who responded to CEMA past surveys. What is not evident in the guide is the enthusiasm and excitement of those who were eager to selflessly share their personal setbacks and triumphs for the benefit of others. We truly appreciate all of your outstanding ideas and suggestions! Finally and most importantly, we are grateful for the innumerable contributions and support we have received from the past and current APAGS Associate Executive Directors (AED) and staff (Renee Valdez, Heather Dade, Lauren Kohari, and Donald Knight).

We would appreciate your feedback on how useful you find this resource guide Please, send your comments and feedback to apags@apa.org.

Best regards and best wishes in your graduate education!

APAGS-CEMA 2009

1.0 WELLNESS AND SELF CARE

Because graduate school is stressful, it is important to know the signs of stress. Commonly recognized signs of stress include:

- Poor health
- Constant worrying
- Feeling depressed
- Difficulty coping and making decisions
- Being less creative
- Excessive smoking
- Excessive use of alcohol
- Insomnia
- Dissatisfaction at work
- Poor relationships with colleagues
- Focusing on unproductive tasks
- Missing deadlines
- Missing opportunities
- Stopping social activities
- Being irritated and argumentative with family and friends
- Deterioration of personal relationships

The good news is that there are several tips and strategies that you can use to help manage your stress and ease the transition to graduate school.

1.1 Adjusting to Graduate School

Starting graduate school certainly can be a stressful process. It may mean moving to a new part of the country, leaving old friends behind, making new friends, getting used to a new educational system (graduate as opposed to undergraduate education), in addition to numerous other changes and stressors. While all the strategies in this chapter may be helpful when starting school, two specific strategies seem particularly relevant.

1.1.1 Learn about your new community

It may be helpful to go around the town, do some exploring, and to get comfortable with your new home before you start your program. Find out what

resources and extracurricular opportunities exist in your community and ways to get involved. One of the first places to check is on the Internet (school website, Google, or other search engines). Keep an ongoing list of restaurants, stores, museums, movie theaters, and parks that you would like to explore. The Chamber of Commerce often provides maps and descriptions of potential activities and places to go. Some student newspapers or your community's newspapers report an annual survey of "The Best of" places; consider this when learning about your community. Additionally, consider subscribing to racial/ethnic specific publications for specific information about cultural events and organizations in your new community.

1.1.2 Seek out social support

Social support is critical to adjusting to graduate school and maintaining a healthy balance. As a new student it may be helpful to identify existing programs within your department that will help you interface with people who are familiar with the school and community. Some departments have informal or formalized "buddy" programs designed to pair up first year students with advanced students. These can be helpful in the personal and professional orientation of new students to department specific issues and the larger community. For example, at Binghamton University a buddy program has been developed to help new students with such tasks as finding an apartment, locating food restaurants and coffeehouses, and even finding a place to cut your hair. Other schools, such as the Graduate School of Applied and Professional Psychology at Rutgers University provide interpersonal groups for first year students to discuss issues such as how graduate school impacts one's personal life. It should be noted, however, that it may be necessary for you to be proactive in finding and participating in these programs, as many are voluntary.

Social support may be available from the larger university community as well. If you are seeking connections with other racial/ethnic minority students, you might want to identify minority organizations that exist at your school, such as the Black Student Union, Latin American Student Union, or Asian American Student Association. It is important to remember that even though a racial/ethnic minority organization may not exist within your department, it may exist in the larger context of the entire graduate student body.

Within your new community, there may also be alternative sources for social support and connections. Many graduate students find it helpful to build on their existing religious or spiritual interests. Therefore, local churches and religious organizations may be excellent places to seek social support. Local cultural organizations may also provide avenues for developing connections with people in the community.

While expanding your new community, it is important to maintain your connections with your prior communities. For those remaining in the same

geographical area for graduate school, this may be fairly easy. Students who have to move for graduate school may sustain those connections through social networking sites such as Facebook or Twitter.

1.2 Maintain a Balance Between Professional and Personal Life

Some graduate students, especially nontraditional students, play multiple roles and may have dependents in their care. This requires navigating between their academic pursuits, family responsibilities, and their personal life. Thus, maintaining balance in life while in graduate school is critical in the management of stress. *For graduate students, it is important to know your priorities, and to make time for them.* These priorities may include health, significant family relationships, friendships, or favorite hobbies. There are several ways to maintain a healthy balance between school and personal life. One strategy is to get involved in at least one activity that is not department related (e.g. sports team, exercise class, club, volunteering). A second strategy is to devote time for keeping or developing relationships. This allows you to maintain connections with friends and family, particularly those not in school. Participating in extra-curricular activities and connecting with friends and family on a regular basis can help to reenergize and reward you for all of your hard work.

1.3 Consider Personal Counseling or Therapy

As you progress through graduate school, it may become clear that as the stressors of the first year diminish, new stressors emerge. Beginning clinical practicum and seeing clients, conducting thesis and dissertation research, preparing for comprehensive exams, or teaching can all contribute to your level of stress. Sometimes, interacting with other students or some faculty or staff might also be stressful. *Personal counseling or therapy may help you to manage this stress.*

Often, students are not aware that they can obtain counseling or therapy at little or no cost. For example, many schools have counseling centers that provide free or low-cost individual and group psychotherapy to students. In addition, your faculty members and/or supervisors may be able to refer you to local psychotherapists who are willing to treat graduate students at a reduced rate. For students who are planning on becoming therapists, participating in psychotherapy can provide invaluable insight into the process and treatment issues.

For more information on maintaining balance through self care, we strongly recommend the booklet published by APAGS (2006), "Relieving Stress: Self-care Practices for Graduate Students in Psychology." This publication highlights seven domains of self-care and sums up the variety of ways of taking care of self, including physical self-care, emotional self-care, spiritual self-care, intellectual self-care, social self-care, relational self-care, and safety and security self-care.

1.4 Resources and References

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2.0 CONDUCTING RESEARCH, PUBLISHING, AND PRESENTING

Oftentimes, students have both the ability and motivation to engage in research projects but are not aware of guidelines and resources available to them that can make their research process smoother and more productive. In this section, we provide suggestions that can facilitate the initiation and completion of your graduate research endeavors. In addition, we describe guidelines that may assist you in the final stage of a research project: the publication process.

2.1 Tips for Conducting Research

Conducting research is an integral component of graduate school, and is a requirement in all Ph.D. and many Psy.D. programs. Becoming a skilled researcher will help prepare you not only for the dissertation process, but also for your professional practice. Whether you choose to work in academia, in a clinical setting, or in another arena, the skills you learn from conducting research may be beneficial to your future work.

Conducting research can be a rewarding experience. It is often, however, misperceived as an overly difficult task. In part, this misperception stems from the fact that many challenges can arise in developing and pursuing a research idea, including identifying the appropriate line of research, ascertaining the right methodology, gathering financial and other resources, analyzing the data, and writing the final report or manuscript for publication. Nonetheless, there are several strategies, some of which we summarize here, that can be employed to help you develop your research projects and identify and dismantle potential roadblocks.

2.1.1 Consult and collaborate

Maintaining close communication with your advisor/mentor or other faculty regarding your research needs and tasks is of paramount importance. One role of an advisor is to help you explore research ideas and to assist you in the process of converting a selected idea into a feasible project. Keep in mind that your advisor and other faculty members will supervise and evaluate your research initiatives (i.e., thesis, qualifying project, dissertation, etc.). Thus, it may be cost and effort effective to: a) keep them involved from the very beginning; and b) negotiate with each of them your roles and responsibilities.

In addition to faculty, peers are another valuable resource with whom you can consult to develop research ideas. Informal conversations with your peers can help you articulate an idea more fully prior to presenting it to your mentor/advisor. Additionally, peers may have useful suggestions such as where to conduct the study, how to recruit subjects, or where to find resources.

Finally, consulting with professionals who have published or who are conducting research in your line of interest is a helpful strategy. These professionals are often

willing to provide logistical feedback, and may send you preprints or reprints of their current or past investigations.

Most faculty members initiate or run their own investigations, which may provide you with opportunities to collaborate with them individually or as a part of a research team. These types of collaborative efforts can allow you to gain research experience, identify topics of your interest, co-author publications, and/or utilize existing databases for purposes of your own projects. Further, advisors and faculty are typically willing to teach you or guide you through the process of learning methodological and statistical techniques or computer packages to analyze the data. *Do not be afraid to ask for assistance!*

2.1.2 Find funding

Conducting a research project involves a series of resources of different types (i.e., assessment protocols, statistical packages, books, etc.), which can easily exceed a graduate student's budget. The good news is that funding opportunities are often available. *Apply for funding!* Having money to help conduct your research makes the process much easier. APAGS has a number of grants available for masters' and dissertation research, as do numerous divisions of APA.

2.1.3 Identify and utilize human resources

The successful completion of a research project may require collaboration with individuals within and/or outside your department. Obtaining the assistance of undergraduate or other graduate students who are willing to volunteer as research assistants can help you save time and other resources as well as provide you an opportunity to begin adopting the role of mentor. If you opt for this type of help, consider students' references, grades, and experience prior to selecting them. It may also be helpful to recruit some students who are racially and ethnically diverse. By doing so, you may contribute to increase the representation of racially and ethnically diverse individuals in the field of psychology. This will also serve to provide your participants with research assistants who may be similar to them on this socio-cultural variable.

Working in partnership with your advisor and research assistants may not be enough. Consultation with faculty who have expertise in statistics or specific research methodologies (i.e., qualitative methods) is often required. For this reason, use your statistical and methodological courses as an opportunity to build relationships with your instructors and begin discussing with them your research ideas. It is never too early!

2.1.4 Pursue research endeavors that are of interest to you

Projects that reflect topics in which you are personally interested and to which you feel committed tend to be more enjoyable and easier to complete than those in which you are not invested. Thus, *identifying your interests is critical!* Some ways in which you can attain this goal include:

- Join research teams that conduct different types of research
- Register in courses that focus on varied subfields of psychology
- Attend conferences that help you explore a variety of topics
- Read a wide selection of scientific journals
- Keep a journal to track your responses to these recommendations as well as your research interests.

Oftentimes, racially and ethnically diverse students may want to conduct research on issues relevant to diversity or racial and ethnic individuals. If this is what interests you, then pursue it! To do so, identify potential sources for recruiting participants. For instance, student organizations on campus (Chinese Student Association), local community organizations (Urban League, NAACP), churches, and specific schools and neighborhoods may all be helpful places for recruiting diverse participants. Furthermore, it will be helpful to develop positive relationships with leaders from these community organizations.

2.1.5 Organization is key!

Organization is critical to successfully completing a research project. It may be useful to keep all your materials in one or a series of binders, so that all the relevant information you need is easily accessible. You may also save all this information in a flash drive or portable hard drive. In your binder, you may want to keep:

- Copies of the different drafts of your research proposal
- An outline of your research project with tentative dates of completion for each section (i.e., a timeline with deadlines)
- Information on your school's IRB; IRB approval
- Key theoretical, empirical and methodological articles and book chapters (i.e., those needed to write the proposal as well as the final manuscript)
- Statistical outputs
- A reference list or bibliography, or preferably an annotated bibliography. An annotated bibliography includes a brief summary (i.e., one or two

sentences) of the content of each article or chapter next to its respective reference.

- A CD or flash drive that contains an electronic copy of all your work. Also, consider e-mailing your project to yourself as an additional way to back-up data, or saving your data with an online backup system, such as carbonite.com.

2.1.6 Pace yourself!

Because research is a process that can take a substantial amount time, it is important to work consistently on a project, even minimally. Working on a daily basis keeps the project in the forefront of your mind, helps you remain focused, and makes the task less overwhelming.

2.2 Publishing Tips

There are many reasons that individuals choose to publish their work. Common reasons include:

- Publications provide an opportunity to communicate one's passion for conducting research
- Publishing is a way to disseminate research findings.
- Publishing can provide an individual with feedback on their work.
- Publishing can help an individual achieve status and recognition in his/her field.
- Publishing can help an individual advance in his/her field (i.e. publishing is often a requisite for promotion and tenure).
- Having an established line of publications in a particular area may help you to apply for funding for your area.

As a student and/or emerging professional, it is salient to view publishing as a vehicle that can help you communicate your interests to the field. What one publishes is a reflection of their scholarship. Therefore, it is important to understand the tenets of publishing.

2.2.1 When to publish?

During graduate school

For those who are planning to have teaching or research careers, publishing research as a student is a good way to help prepare you for the rigors of the tenure track. As a graduate student, getting involved in research teams and conducting early work on one's dissertation will help you embark on the path of publishing your findings. Think of each research opportunity as an opportunity to add to your research portfolio. *Remember, the earlier the better!* As you progress in your program, preliminary or comprehensive examinations, internship applications, and your thesis and dissertation will become central tasks allowing little time for other endeavors. Get an early start on publications!

During a post doctoral fellowship

A post-doctoral (post doc) position is typically about one to three years in length. Many post doc positions are research oriented. A strong portfolio with a consistent line of research can help students determine what type of post doc they will apply for as well as help students attain a post doc position. An attractive candidate knows their research interests and has evidence of their scholarship (often in the form of publications and presentations). The time during a post doc position will allow the student to focus solely on their research and publish their findings. This will make a student an attractive candidate for a teaching, research, and/or clinical position.

2.2.2 Where to publish?

Figuring out where to publish can be an intimidating task. Often, students think solely of the journals in their fields as places to submit manuscripts. As a student, however, you have many options about where you can publish your work. For example, co-authoring is common for students who work on a research team or with an advisor. This apprenticeship model gives the student the opportunity to work closely with the professor and to learn about the process of writing the manuscript and responding to reviewers' comments. Other places to consider are professional newsletters, or magazines. Most professional organizations welcome articles from their members. Look for calls for articles in current magazines and newsletters, or send a note to the editor and inquire about submitting an article.

2.2.3 Characteristics of a good manuscript

Most scientific journals review a high volume of manuscripts and only those articles deemed to be of the highest quality are accepted for publication. To increase your chances of publishing, one needs to be familiar with the guidelines used by reviewers and editors in assessing the quality of a manuscript. Some of these guidelines are included below. Remember that publishing is a process and you may be asked to write and revise several drafts before a manuscript is accepted. *Don't give up if you get a rejection the first time!*

Before submitting a manuscript for review, the following questions should be answered (Cokley, 2008):

- Was the research problem/question stated early in the manuscript?
- Did the author show how the problem is grounded, shaped, and directed by theory?
- Did the author connect the problem to previous work?
- Did the author explicitly state the hypotheses?
- Did the author link the conclusions to the findings?
- Did the author demonstrate how the study has helped to resolve the original problem?
- Did the author discuss the theoretical and practical implications?
- Did the author discuss limitations and areas for future research?

Every individual has their own unique way of expressing ideas. This can be communicated through one's writing. However, it is important to remember that when creating a manuscript, there are guidelines for your writing style. Writing style includes elements of writing such as grammar, formatting, and citations. For psychology disciplines, the APA Publication Manual is the reference for the writing style suggested for manuscripts. Included below are a few tips to consider when approaching your manuscript (Cokley, 2008):

- Use the APA publication manual.
- Abstract – Remember that often, individuals scan the abstract to figure out if your study is relevant to their interests. The abstract should be concise and include the purpose and findings of the study.
- Length – Manuscripts are typically no longer than 30-35 pages
- Tables and Figures – Should be able to stand alone with captions; do not duplicate information in text

2.2.4 Common writing errors

It is important to know the common errors that first time publishers often make. Make it your goal to avoid these. *Overall, pay attention to the details*. If you do not, the reviewers will!

Here is a list of common writing errors noted by Onwuegbuzie and Collins (2007):

- Poorly written title & abstract
- Significant number of grammatical/spelling errors
- Inadequate literature review
- Lack of or poorly written theoretical/conceptual framework
- Poorly written research questions/purpose statement, or no research question/purpose statement when needed
- Method not written clearly enough to understand how the study was conducted
- Significance of study is unclear
- Discussion of findings is too brief
- One or more contradictory statements
- No discussion of limitations
- Characteristics of participants not presented adequately
- Important procedural information missing
- Inadequate information about instrument(s) (e.g., # of items unknown)
- Score reliability not reported
- Incorrectly states that tests are reliable/valid instead of scores
- Insufficient statistical power
- Omitting effect sizes
- Confusing statistical significance with practical/clinical significance
- Lack of adjustment for Type I error (e.g., Bonferroni)
- Analytical errors (e.g., use of incorrect or problematic statistical analyses)
- Omission of one or more important statistics (e.g., degrees of freedom, p-value)

2.2.5 Piecemeal publishing

Often, large amounts of data are collected for research projects. Though multiple studies can be created using different portions of a large data set, avoid the temptation to piecemeal. Piecemeal publishing involves dividing the report of a research project into multiple articles. This practice can be misleading if the individual articles or projects appear to represent independent research projects.

Additionally, this can distort scientific literature, especially in reviews or meta-analyses.

2.2.6 Advice for aspiring authors

As an aspiring author and researcher, Cokley (2008) and Utsey (2008) recommend that you:

- Attend conferences and conventions, and present papers
- Contact editors and volunteer to be a reviewer of articles (ad hoc reviewer)
- Write book reviews for journals and newsletters
- Don't be afraid to contact authors to ask for advice
- Read the current literature
- Review editor/author communications
- Take extra statistics/research methods courses
- Discuss research design/issues with colleagues
- Review manuscripts for colleagues
- Submit manuscripts for publication
- Resubmit manuscripts when invited
- *Write, write, and write some more*

2.3 Presenting Your Research

While publishing is the best-regarded method of disseminating research findings, publishing takes time and not every article submitted is accepted. Presenting your research findings at conferences is a great way to disseminate your research prior to publication, as well as an opportunity to meet colleagues in your life of research who could become future collaborators.

2.3.1 Submitting research for a presentation/poster session

A presentation/poster session provides students with the opportunity to share their completed research, or research-in-progress with peers and professional colleagues. Whether or not you are submitting for a presentation or a poster session, the host organization usually requires a formal submission in order ensure that high quality research is presented. Here are some general guidelines to keep in mind that will help you navigate the submission of a presentation/poster session. It is important to remember that each organization has requirements specific to them; their guidelines and instructions should be your primary source of information.

Some organizations have themes for their conferences and may ask potential presenters to submit on topics related to the broad category for the conference. Additionally, some organizations have multiple areas or divisions that accept submissions. In this case, it is best to find the area or division that most closely relates to your topic. Broad topics related to psychology may include:

- Program evaluation
- Neuropsychology
- Developmental Psychology
- Neuroscience
- Cognitive Science
- Health psychology
- Trauma psychology
- School Psychology
- Community Psychology

Carefully evaluate your materials before submitting and note your options. Usually, your abstract can only be submitted for one area: poster, presentation, or workshop. There may be slight differences in submission requirements depending on the type of presentation you submit.

When preparing a proposal for a poster or a presentation, the abstract is the essential component. You may be asked to provide a short and a long abstract. The short abstract is often included in the conference guide. A call for submissions should inform you of the word limits of your abstract (e.g., 250 words).

Your abstract should include:

- **Title**
  - Choose a title that is reflective of your proposed presentation and catches the attention of readers
  - May be limited to a certain number of characters
  - Organizations usually ask for titles in APA style

- **Subject area**
  - You may be asked to provide key words for your presentation.

- **Objectives**

- If you are submitting for an oral presentation, usually in the form of a lecture or round table format, you may be asked to provide objectives for participants, especially if the session will provide Continuing Education (CE) credits for licensed psychologists. These objectives are concepts, skills, or other points of interest you would like participants to receive as a result of coming to your presentation.
  - An example of a presentation objective is as follows:
    - "Attendees will be able to name one method used to treat clients suffering from Generalized Anxiety Disorder".

- **Methods**
  - You may be asked to delineate what methods you used to collect and/or analyze data (qualitative, quantitative or the mixed-methods approaches).

- **Results**
  - Share the results or preliminary results of your research study
  - Highlight major findings
  - Be brief

- **Conclusion**
  - Summarize your research in two to three sentences.

In addition to your abstract, you will be asked to identify the authors of the poster/presentation. Some conferences/organizations will allow you to have up to seven authors and others three or four authors. Further, you may be asked to identify one primary author and subsequent co-authors. You may be asked for the email addresses of all authors, as well as their curriculum vitae. There is variability in this, so it is best to check the conference's/organization's guidelines.

The trend for proposal submission is heading towards electronic submission. While electronic submission is highly efficient, it is easy to wait until the last minute to submit your proposal. Take note of the due date, as well as the time zone. Whether you are submitting your proposal online or in paper format, it is advised that you compose your proposal well in advance of the deadline.

Even if there is an electronic submission process, prepare your abstract offline, in a word processor document. This will enable you to check your spelling and use "word count". Keep in mind, especially when submitting online, that it is wise not to use character attribute codes, such as bold, italics or underline, because they may look very different to the recipient.

A deadline is often established for presentation/poster submissions. Thus, it is wise to check with the conference/organization to verify submission due dates. A submission for an oral presentation or a workshop may have an earlier due date than a submission for a poster presentation.

There is also a notification date for acceptance or rejection of the submission. Keep in mind that submitting for presentations, whether it be for an oral or poster presentation, is a competitive process. If your presentation is accepted, celebrate! If not, respectfully ask for feedback from reviewers, take their feedback and incorporate it into future submissions for the next year. Furthermore, if you were denied the opportunity to do an oral presentation, ask if your submission might be considered for a poster presentation.

When your proposal is accepted, you are expected to participate at the conference. It is sound professional judgment to consider potential time conflicts with conferences at which you plan to present, and inform the conference organizers immediately if you are unable to participate. For certain organizations, it is acceptable for a co-author to present. However, if you breach your duties and do not show up without giving the proper notice, a penalty that includes not being able to submit or present at a particular conference may occur.

2.3.2 What to bring to a presentation/poster session

Many graduate students have never presented a paper or a poster at a conference before. It helps to be creative and to set yourself apart from the other graduate students. To effectively stand out it takes a little ingenuity, creativity and passion about promoting yourself. Here are some creative ideas of what to bring to your poster or paper presentation.

Business cards

Having professional business cards to provide to individuals interested in your presentation and/or research is essential. Many of the contacts you make may be instrumental in helping you fulfill your professional and/or academic goals. Posters are often a great way to network with colleagues.

Bookmarks

Bookmarks are an innovative and effective way to be remembered. Most of the individuals you meet at professional organizations are voracious readers- your bookmark may come in handy for them. You can type them up in a word processing document, print them, cut them, and have them laminated at your local print shop. It is somewhat expensive, yet a unique way to promote yourself during a poster presentation. Have them handy to pass out to the visitors at your table.

On the front, you might have the following information:

- A graphic that illustrates the topic of your presentation
- A full citation of the poster presentation

- An abstract of the poster presentation

On the back, you might have the following information:

- Your name, along with your degrees
- Graduate program
- Contact information
- A brief description of your research interests
- What you are currently pursuing professionally (post-docs, applying to internship, looking for research opportunities)

Curriculum vitae (CV)

It is helpful to have a 2-page CV available during your poster presentation. Having a CV handy is another method to promote yourself. If a faculty person talks to you at a poster, and this is a person with whom you might like to do a post-doc, you may want to consider giving this potential mentor your CV.

Handouts of the presentation

A handout outlining what your presentation is about is always useful. It informs visitors of what your presentation is addressing, why it is important, and provides insight into the sophistication of your research skills. This handout should be a copy of your poster or presentation slides or an abbreviated version or highlights of your presentation. Visitors may keep a copy and refer to it as a reference or may contact you for additional information on your presentation for future use. Be sure to include references that you used to prepare your presentation, your contact information, and the conference and year in which you presented.

Email contact sheets

If you would like to keep a list of visitors to your presentation, it can be useful to create a contact sheet for those who are interested in keeping in touch with you and/or learning more about your research. If individuals are interested, they will provide their information. If not, do not be offended, not everyone is going to take interest in your research or presentation topic.

A sample sign in sheet could look like this:

[Include topic] Contact Sheet

Name	Affiliation	Number	Email Address	Your Research/Clinical Interests

2.4 Resources and References

Becker, H. S. (1986). *Writing for social scientists: How to start and finish your thesis book, or article*. Chicago: University of Chicago Press.

Cokley, K. (2008, July). *How to publish*. Presentation at the American Psychological Association Minority Fellowship Program Psychology Summer Institute, Washington, DC.

Hailman, J. P., & Strier, K. B. (1997). *Planning, proposing, and presenting science effectively: A guide for graduate students and researchers in the behavioral sciences and biology.* London, United Kingdom: Cambridge University Press.

Onwuegbuzie, A. J., & Collins, K. M. T. (2007). A typology of mixed methods sampling designs in social science research. *The Qualitative Report*, *12*, 281-316.

Stock, M. (1985). *A practical guide to graduate research*. New York: McGraw-Hill.

Utsey, S. (2008, July). *How to publish*. Presentation at the American Psychological Association Minority Fellowship Program Psychology Summer Institute, Washington, DC.

3.0 TEACHING

Many students will have opportunities to teach a course or work as a teaching assistant as part of their doctoral degree requirements. Teaching can often seem overwhelming at first. There are several strategies, however, that can make teaching fun as well as useful for your professional development. Teaching is an experience that is sure to help you grow professionally and personally You may want to consider seeking teaching opportunities outside of your department or university (e.g., community college), if one within your department or university is not available to you, or if you want experience with a different student population.

3.1 Tips for Preparing to Teach

Teaching or serving as a teaching assistant may feel overwhelming to a graduate student early in their careers. Ideally, you'll have time to think about the following suggestions prior to your first teaching assignment

3.1.1 Teach an area of psychology that is of interest to you

When you are excited about your subject material, you translate that excitement into dynamic, interesting lectures and class activities. We have all had teachers who taught the same subject so often that *they* were bored by it. On the other hand, you have probably had instructors who were passionate about their materials, and their enthusiasm was contagious and held your interest.

When you teach a subject, you get to learn it very well. Some students choose to teach a class that gives an introduction to an area of psychology that their department does not specialize in. For example, one student who was interested in multicultural issues in psychology taught an upper level undergraduate seminar in this area. Although her department did not offer any graduate courses in multicultural issues, she was able to gain some knowledge in this area and was able to document her interest and knowledge on her CV. Other students choose to teach an area of psychology that can contribute to their research. If you are interested in child psychology, for instance, teaching developmental psychology is a great way to update your knowledge of child development, and, depending on the level in which the course is taught, may help you to generate new research ideas. Some students also teach introductory psychology courses as a way to prepare for licensure exams.

If it is not possible to teach an area that is related to your specific interest, another idea is to incorporate your interest into that subject area. For example, you might include a section on multicultural issues or incorporate those ideas throughout the course. There are many activities that can be used to incorporate multiculturalism in the class (e.g. demonstrating the importance of valuing differences of opinions and perspectives in the classroom helps students learn to foster independent thinking and engage in difficult dialogues). The importance of discussing

multicultural differences is an important aspect to incorporate in the class regardless of what topic area is taught.

Conversely, if you are asked to teach a class in an area you feel entirely unprepared for, you may have to turn down the opportunity. Your university has a standard to maintain and your students deserve to be taught by someone who is an expert or at least passionate about the subject area.

3.1.2 Work on developing your own pedagogy

Students often struggle to develop a pedagogy (art and science of being a teacher) and teaching style. If your department has a teaching course, take it. Also check to see if your department offers training for teaching assistants (TAs). While a TA training course may not cover some of the deeper pedagogical issues, it will get you thinking about some of the more practical issues surrounding teaching such as grading and attendance. If you feel that the training offered by your department is scant, look outside your department. Many universities offer seminars and trainings in college teaching. Call the provost or director of graduate studies to find out what is available. The school of education at most universities offers courses on developing pedagogy, creating a syllabus, grading, and many others of the nuts and bolts of teaching. Your university may have programs for undergraduates such as the McNair Scholars program or an Equal Opportunity Program (EOP) that may often provide training about pedagogy for their instructors.

3.1.3 Guest lecture

Outside of developing your own teaching style, it may be beneficial to explore the option of guest lecturing to gain teaching experience. If your advisor is responsible for teaching undergraduate courses, inquire about teaching lectures that interest you. Most professors will be glad to extend the opportunity to you. It may also be possible to get additional experience by guest lecturing or giving presentations in the courses you are taking, even though you may not be able to list these experiences as “teaching experience” on your CV. Presenting at workshops and conferences also offers additional valuable experience as well as the confidence that comes with talking about your area of interest or research.

3.1.4 Use your experience as a student to inform your teaching practices

As you develop your teaching style, do not forget to glean from your own experience as a student. What was your favorite class? What did that instructor do that made it your favorite class? Did they offer lots of experiential activities? Was the lecture style interesting? Was the instructor especially accessible? Model the practices that made that class great for you. Even though it may be difficult at first, try to experiment with different teaching styles. Move beyond a strictly lecture mode. If your course topic allows it, try to get students involved in

activities other than lectures. Try using experiments, demonstrations, small group discussion, and large group discussion. Other ways to diversify your course is to incorporate oral presentations in your classes. This type of activity will help teach students how to present their work. Remember, the most effective teachers are the ones who use multiple techniques in the classroom. APA publishes several handbooks with activities and class demonstrations covering almost every topic in psychology. Bottom line: if you have the opportunity to allow alternative modes of teaching - *go for it!*

As a graduate student in psychology, you should be familiar with APA style. When at all possible, encourage your students to write papers using the APA Style Manual. Your students may also find it helpful to learn how to use the library or online library resources. Show them how to look for articles cited in a book, for example, and teach them the importance of reading the article rather than using a secondary citation. Most students appreciate when you teach them about things that would have been helpful to you when you were an undergraduate student.

3.2 Tips for Preparing Your Course

You may want to keep several things in mind when preparing to teach a course. These suggestions may appear simple, but are incredibly helpful.

3.2.1 Plan your course early

Begin planning your course early by gathering all of the materials that you will need, this often includes selecting a textbook, designing the syllabus, selecting activities and writing the lectures. Give yourself a few months more than you think you will need since you will most likely be doing other tasks while you prepare to teach.

3.2.2 Tips for selecting a textbook

The process of selecting a textbook may take a while. The following steps may be helpful:

1. When you decide to teach a course, visit the publisher's website and request an examination copy of the textbook to review. This will give you an opportunity to see if the book covers pertinent topics and is in a format that is easy for the student to comprehend.

2. When choosing a textbook, look for textbooks that include topics and issues related to diversity, even when the course is not specifically on diversity issues.

3. Use the textbook to aid in developing your course syllabus and your teaching presentation; some textbooks come with power point presentations that can be used to supplement your own lectures.

4. At conferences such as APA, you can go to the exhibit hall and review textbooks in person. This is a great way to learn about differences in textbooks.

3.2.3 Tips for writing a syllabus

Review the syllabi and materials of those who taught the class before you

When you write your syllabus, review the syllabi of those who have taught the class before you. Many departments keep a file of syllabi from previous courses. This will help you decide what topics are typically covered, how difficult the course usually is, and how much work is generally assigned. You might also get ideas from perusing previous syllabi.

In addition to getting copies of syllabi, ask if you can borrow notes and lectures from previous instructors. While you will still want to create your own lectures, having access to previous notes will be helpful. Buy a planner just for teaching to keep track of exams, assignments, demonstrations, guest speakers, and class presentations.

Determining the length of the syllabus

Many of us are perplexed by the idea of creating a syllabus. Should the syllabus be long or short? Many suggest that the syllabus be long and include everything pertinent to the course. Remember that the syllabus is a contract between you and your students, and should specify requirements and expectations for each party.

Formatting a syllabus

Ken Bain (2004) suggests creating a "promising syllabus". He explains that this type of syllabus offers students more control over their own education rather than feeling manipulated by the demands of the teacher. There are three components to this type of syllabus:

1. Explanation of the course

2. Activities required by students (e.g. readings, assignments)

3. Collaboration opportunities between the instructor and students

The third section is the most "promising" part of the syllabus as it "begins a conversation about how the teacher and the student would best come to

understand the nature and progress of the student's learning." In other words, this collaborative and on-going relationship with students in determining the grading policy throughout the course and at the end of it is what keeps students involved and invested.

Read the syllabus aloud on the first day of class

Often the syllabus is read aloud on the first day of class. This may seem boring for students. However, reading the syllabus aloud ensures that students have heard the requirements, can ask questions, and it gives instructors the opportunity to elaborate on various points which helps to provide a more in-depth preview of the course.

3.3 Obtain Feedback from Students

Getting feedback, both positive and negative, can be difficult to become accustomed to. However, it is an essential part of becoming a great instructor. Ask your advisor, professors who are well respected in your program, or fellow teaching assistants to watch you lecture and give you constructive feedback. Check with your department and see if your students can fill out evaluations of the class that specifically address your teaching style. Use these data to improve your teaching. These data can also become an important part of your teaching portfolio.

3.4 Create a Teaching Portfolio

Many graduate students want their professional careers to include teaching or faculty positions, but they are not always prepared to apply for these positions. Creating a teaching portfolio will help you to gain access to some of these jobs, but also helps you to prepare and better understand your own style and teaching philosophy.

Creating a portfolio should happen early in the process, while you are still a student. Clearly this is something that most graduate students do not think of with all the other numerous projects and deadlines that are required of them. This should be a working portfolio – one you improve upon throughout your career as a graduate student, as well as into your professional career. A teaching portfolio may be especially important if you want a faculty position at an institution that focuses on teaching, such as a liberal arts or community college.

Here is a list of some of the things that can be included specifically in a teaching portfolio:

- Detailed curriculum vitae
- Statement of teaching philosophy
- Teaching goals, both short and long term.
- Teaching responsibilities

- Efforts to improve teaching abilities, techniques (e.g., workshops)
- Evidence of student learning and teaching evaluations
- Teaching awards and recognition
- Appendices: Would include supporting material (e.g., copies of syllabi, student testaments, etc.)

Your teaching portfolio will become extremely essential when you decide to look for a faculty position after graduation. Note that some items in your portfolio, such as teaching evaluations, must be obtained *while* you are teaching the class.

(Note: For more information on creating a professional portfolio, see Chapter 7 on Professional Development).

3.5 Resources and References

3.5.1 Useful resources (internet)

There are several good resources on the Internet for those interested in teaching psychology. Here are some helpful Internet resources that will help you to learn more about teaching within the field of psychology:

- APA Division 2 – Society for the Teaching of Psychology:
  - http://www.teachpsych.org/
  - http://www.teachpsych.org/news/diversityteach.php (Listserv)
  - www.teachpsych.org/news/psychteacher.php
  - www.teachpsych.org/gsta/gsta.php
- MegaPsych Bookmarks: http://www.tulsa.oklahoma.net/~jnichols/bookmarks.html

3.5.2 Other helpful resources

Subscribe to:

- The *"Chronicle of Higher Education" (http://chronicle.com/)*
- *Teaching of Psychology*: an APA journal with articles aimed at instructors of high school, college, and graduate courses. (http://teachpsych.org/top/topindex.php)

3.5.3 References

Bain, K. (2004). *What the best college teachers do. Cambridge, MA:* Harvard University Press

Benjamin, L. T., Nodine, B. F., Ernst, R. M., Brocker, C. B. (1999). *Activities handbook for the teaching of psychology, Volume 4*. Washington, DC: American Psychological Association.

Hebl, M.R., Brewer, C.L., & Benjamin, L.T. (2000). *Handbook for teaching introductory psychology: Volume II.* Mahwah, NJ: Lawrence Erlbaum Associates.

McKeachie, W. J. (1994). *Teaching tips: Strategies, research and theory for college and university teachers.* Lexington, MA: D. C. Heath and Company.

Sternberg, R. J. (1997). *Teaching introductory psychology: Survival tips from the experts*. Washington, DC: American Psychological Association.

Whittlesey, V. (2001). *Diversity activities for psychology.* Boston, MA: Allyn and Bacon.

4.0 CLINICAL TRAINING

Many of us pursue psychology as a career because we want to contribute and help. In the field of psychology, one way to do this is by becoming a clinician and providing direct treatment to individuals and communities. Providing therapy, however, can be challenging. Many psychology trainees feel anxiety and concern that they are not experienced enough to assist their clients. In this section, we will provide strategies for becoming a clinician by discussing supervision, assessment, and clinical intervention.

4.1 Supervision

Supervision ensures that clinical work is conducted in a competent manner in which ethical standards and professional practices are used to promote and protect the welfare of the client, the profession, and society at large. Building on the strengths and talents of the supervisee, supervision encourages self-efficacy. Here are some common characteristics of supervision:

- A collaborative interpersonal process
- Observation, evaluation, and feedback
- Facilitation of supervisee's self-assessment
- The acquisition of knowledge and skills by instruction, modeling and mutual problem solving.

4.1.1 Types of supervision

There are several different types of supervision that are common in clinical training.

Individual supervision

In clinical settings, trainees are often paired with a primary supervisor who serves as an individual supervisor and is responsible for their clinical cases. On average, trainees meet with this supervisor once per week for one or two hours.

Many graduate programs have specific criteria for who can serve as your individual supervisor throughout your training (e.g., for Doctoral students it must be a licensed doctoral level Psychologist in your state and Master's level students can be supervised by a licensed psychologist or an appropriately credentialed Master's level clinician). Thus, it is important to consult with your program about these requirements.

Group supervision

Group supervision often serves an adjunct to individual supervision, and is often comprised of a group of trainees and facilitated by a Psychologist or another credentialed mental health professional.

4.1.2 Supervision models and media

There are several different methods by which supervision is conducted. Perhaps the most common supervisory method is to verbally recount your client session to your supervisor and to receive feedback from him/her. In addition, there are other, more objective, ways of receiving supervision. Using videotapes or audiotapes, for example, will allow your supervisor to see the interpersonal process between you and your client, as well as your intervention style and skills in real time. Similarly, your supervisor might observe you in session by sitting in on an individual or group session and providing feedback afterwards. Another method of supervision is Live, One-way Mirror Supervision, in which your supervisor sits behind a one-way mirror while you conduct therapy. This model of supervision may include a "bug in the ear", which is a listening device that you as the therapist wear while you conduct session and through which your supervisor can provide in-the-moment feedback. This method might also include a telephone in the therapy room; to provide in-the-moment feedback, the supervisor calls the therapist on the telephone to share information.

4.1.3 Supervisory contract

Many graduate programs require that an agreement or contract be made between the supervisee and supervisor, including dates of commitment, the trainee's weekly time requirements, expectations, and so on. Here are some guidelines for establishing your supervisory agreement (these might be used in formal or informal agreements):

- Scope of practice under supervision
- Length of contract period and number of hours trainee is committing to per week
- Adherence to agency/practice requirements and rules
    - Include specific reference to ethical codes, licensing statutes, and laws
    - Reference to agency/site
- Rules and expectations of supervisee and supervisor
    - Include cancellation, emergencies, coverage, logistics
- Performance Expectations
    - Criteria for successful completion and consequences if not met.

- Goals: set clinical, professional, and personal goals, and discuss them with your supervisor.

Each state has a Board of Psychology, see your state's Board of Psychology rules and regulations to review its supervisory agreement template. Graduate programs often have supervisory contracts already drafted. Consult with your program to learn more about your supervisory contract.

4.1.4 Seek out racial and ethnic minority supervisors

Clients may respond to many different variables and factors, including their therapist's racial/ethnic background. They may be surprised to be assigned a racial/ethnic minority therapist. Similarly, you may find it difficult to work with clients of a certain racial/ethnic background. When situations like this arise, it may be helpful to discuss them with your supervisor. Having a minority supervisor may facilitate this process, because he/she may have experienced similar issues with their own clients, or because you may feel more comfortable discussing these issues with him/her.

Furthermore, supervisors often help supervisees to troubleshoot challenges that arise for supervisees within the training setting (e.g., relationships with staff, policies, etc). Again, having a racial/ethnic minority supervisor may help you to navigate complex relationships or policies, as he/she may have had to navigate similar situations in the organization.

4.1.5 Cross-cultural supervision

In many clinical settings, racial/ethnic minority psychologists are not available to supervise trainees. There may be situations where, in addition to working with racial/ethnic minority supervisor, you may also be working with a majority culture supervisor.

Research in cross-cultural supervision (Leong & Wagner, 1994) suggests that race can have a profound influence on the supervisory process, particularly in terms of trainee's expectations of supervisor characteristics like empathy and respect, and that it can influence a trainee's perception of the supervisor liking him/her. Because of the many dynamics that exist in cross-cultural supervisory relationships, it is important that you have support from people who you feel comfortable and safe enough with to have open dialogues about your experience.

It might be helpful in the beginning of a cross-cultural supervisory relationship to express your hopes and goals for supervision as it relates to identity. In doing this, you might find it useful to discuss with your supervisor the dynamics that exist in the supervisory relationship and ask to include discussions about diverse identities during supervision. There are several resources for supervisors to help them to

facilitate a cross-cultural supervision session.

Here are some articles that might be useful to share with your supervisor; you may also want to read them and discuss them together:

Cook, D. A., & Helms, J. E. (1988). Visible racial/ethnic group supervisees' satisfaction with cross-cultural supervision as predicted by relationship characteristics. *Journal of Counseling Psychology, 35,* 268-274.

D'Andrea, M., & Daniels, J. (1997). Multicultural counseling supervision: Central issues, theoretical considerations, and practical strategies. In D. B. Pope Davis & Coleman, H. L. K. (Eds.), *Multicultural counseling competencies: Assessment, education and training, and supervision* (pp. 290-309). Thousand Oaks, CA: Sage.

Daniels, J., D'Andrea, M. Kyung Kim, B.S. (1999). Assessing the barriers and changes of cross-cultural supervision: A case study. *Counselor Education & Supervision, 38*(3), 191- 205.

Dressel, J., Consoli, A., Kim, B., & Atkinson, D. (2007). Successful and unsuccessful multicultural supervisory behaviors: A delphi poll. *Journal of Multicultural Counseling and Development, 35*(1), 51-64.

Garrett, M., Borders, L., Crutchfield, L., Torres-Rivera, E., Brotherton, D., & Curtis, R. (2001). Multicultural superVISION: A paradigm of cultural responsiveness for supervisors. *Journal of Multicultural Counseling and Development, 29*(2), 147-158.

Toporek, R., Ortega-Villalobos, L., & Pope-Davis, D. (2004). Critical incidents in multicultural supervision: Exploring supervisees' and supervisors' experiences. *Journal of Multicultural Counseling and Development, 32*(2), 66-83.

4.1.6 Discuss issues of race and ethnicity in supervision when necessary

Whether or not you are working with a racial/ethnic minority supervisor or a majority culture supervisor, it is important to discuss issues of race and ethnicity in your conceptualization and treatment of clients during supervision when these issues come up for you.

Supervisors may be unaware of how race/ethnicity can affect the therapeutic relationship. If you are willing to discuss it, however, many supervisors will be able to help you process such issues as they arise. The cross-cultural supervision

resources above, as well as other resources in multiculturally competent therapy, may help you and your supervisor to begin to discuss these issues.

4.2 Working with Ethnic Minority Clients

As a racial/ethnic minority psychology graduate student, you may choose to seek out training experiences working with racial/ethnic minority clients. Even if working with racial/ethnic minority populations is not your primary focus, given our increasingly diverse society, it is probable that you will work with racial/ethnic minority clients. Thus, it is critical that you are familiar with the issues surrounding racial/ethnic minorities and the issues that affect the pursuit of mental health treatment and utilization of services.

4.2.1 Pursue opportunities to provide services to racial/ethnic minority clients

Many racial/ethnic minority graduate students want to help people of their own or other racial/ethnic minority groups. However, racial/ethnic minority clients may not be found in every clinical or counseling setting. They may, however, be found in community settings, such as community mental health centers, non-profit organizations, local hospitals, and/or community colleges. If you are interested in working with racial/ethnic minority clients, request and apply for practicum training experiences that increase the chances of working with this population.

4.2.2 Learn about racial/ethnic minority issues in assessment

When conducting assessments with diverse populations, it is important to consider how their diverse identities and experiences may impact the way that you select, administer, interpret, and clinically apply the assessment. Here are some questions to consider when determining which assessments to use:

- Do the psychological tests that you want to use have norms for a particular racial/ethnic group? Stage of acculturation?
- Are the assessments available in your client's language of origin?
- If a test is available, does your client read, in their language of origin, at a minimum of an 8th grade level (standard on most measures)?
- If a test is only available in English, does your client read English at a minimum of an 8th grade level (standard on most measures)?

4.2.3 Learn about ethnic minority issues in psychotherapy

Similarly, when conducting therapy with diverse populations, it is important to consider how your client's diverse identity may impact their access to treatment, the treatment approach, and the therapeutic relationship. Here are some questions to consider when determining therapeutic approach and intervention:

- Does the treatment you are using for your intervention have specific suggestions for members of different racial/ethnic minority groups?
- How does race/ethnicity and/or other diverse identities affect the efficacy of the therapeutic approach and techniques you are using or considering using?
- How can you increase your awareness of your own worldview and unconscious biases?
- How can you show that you are open to learning about your client's worldview?

4.3 Preparing To Be a Therapist/Clinician

As a trainee, the idea of meeting your first client may be anxiety-provoking. To reduce your anxiety, here are some suggestions you may want to consider prior to your first clinical experiences.

4.3.1 Observe other therapists (students and supervisors)

One of the most effective ways to learn therapy is to watch other psychologists conduct sessions. As a beginning therapist, observing others can be a great way to learn about different styles and the therapeutic relationship. While observing a session, take notes, and consider what you might have said if you were guiding the session. Having an idea about what a psychotherapy session is like may reduce your feelings of anxiety about your initial sessions.

4.3.2 Role play

Another way to prepare yourself as a therapist and familiarize yourself with the process is to role play with classmates. This might be done in a classroom setting with a third person observing and providing feedback, or outside of the classroom setting by using video or audio-tapes of your mock therapy session.

4.3.3 Be kind to yourself

It is very important when preparing to be a therapist that you are kind to yourself and remind yourself that you are learning and that mistakes will happen. Do not beat yourself up. Many of us are afraid to make mistakes while in a therapy session. But mistakes will happen; we may forget to ask a particular question, or we may not implement a technique in the best way. The most important thing is to learn from each session. If we understand that mistakes will happen, then we may be more willing to try a new technique for the first time. Use your training years

to try new things. This is a unique and valuable time in your professional development to learn different strategies from a licensed psychologist; once your training is complete, it is more challenging to get supervision.

4.3.4 Set therapy goals with your client

One specific strategy that may minimize potential mistakes is to define the goals that both you and your client want to reach in an assessment or therapy session. Think of what you want to communicate to the client(s) beforehand. Think about what you hope to accomplish. Then, work collaboratively with your client(s) to address their goals for the session and for treatment. Plan enough time to address these issues within therapy sessions.

4.4 Your Roles and Responsibilities as a Therapist/Clinician

As a psychologist in training, you have certain roles and responsibilities; here are just a few of them:

4.4.1 Develop your own clinical style and theoretical orientation

In every graduate program, you will be exposed to supervisors of different styles and orientations. You may have supervisors who are very directive and others who are more flexible and who encourage the client to be autonomous in therapy settings. You may be exposed to therapists from psychodynamic and psychoanalytic traditions or to others who conceptualize using cognitive-behavioral or family systems orientations. Most clinicians get a sense of the theoretical orientations used in the field, and over time, they identify which theoretical orientation resonates most with them.

There are many ways to gather information about theoretical orientations. Your supervisors likely have an orientation and will use this in the conceptualization of cases during supervision. Your professors are also likely to have an orientation. So too do your peers and colleagues. Talking about theoretical orientation and how it applies to the treatment of an individual, family, or group is a great way to gain clinical understanding of theoretical orientations.

Another effective way to develop your own style is to read books about psychotherapy, and learn about different approaches. As you develop your own style, you will probably become more comfortable with your role as a clinician.

4.4.2 Use evidence based practice in psychology

Evidence based practice in psychology (EBPP) is defined as “the integration of the best available research with clinical expertise in the context of patient characteristics, culture, and preferences”(APA, 2005). By using psychological strategies for which there is empirical support, EBPP hopes to foster effective

psychological practice and promote public health. Combining this research evidence with clinical expertise and patient variables allows for interventions to be tailored to the unique needs of clients. Cultural variables such as ethnicity may be included in guiding treatment choices. For your ethnic minority patients, this could include using relevant cultural constructs to communicate important psychological principles, such as discussing the value of *respeto* (respect) with a Latino parent and then reviewing the importance of reinforcement based strategies for oppositional behavior to improve a child's behavior, and increasing a child's ability to respect their parent's directions.

Learn more about psychological interventions that have significant empirical support at APA's Division 12- Society for Clinical Psychology (http://psychologicaltreatments.org).

4.4.3 Know what it means to be a multiculturally competent therapist

Multicultural counseling competencies (Sue, Arredondo, & McDavis, 1992) were established to help train and provide information to improve the quality of multicultural therapy. Sue et al. purported that to be a multiculturally competent therapist, you must use awareness, knowledge, and skills to:

- Be aware of your own cultural values and biases
- Be aware of your client's worldview
- Use culturally appropriate intervention strategies

This Sue et al. article offers many specific ways, within each of these realms, of becoming a multiculturally competent therapist. Reading this article may be helpful on your journey towards being culturally competent.

4.4.4 Seek consultation

When challenging cases arise and you are not sure how to address the issues, consult with your supervisor for guidance. Situations that require consultation might include dealing with clients' safety, making mandated reports, and managing counter-transference.

4.4.5 Complete clinical responsibilities (reports, notes) on time

As a graduate student, there are so many requirements and projects that we are working on that it is easy to procrastinate when it comes to writing your notes and reports, especially when supervisors and practicum sites do not require notes immediately. It is very important and beneficial, however, to complete your notes and reports as soon as possible. Completing these requirements directly after a session will allow you to recall the details of the session much more easily.

Getting in the practice of completing your notes quickly may also prepare you for internship, when notes may be required in a timely fashion.

Talk with your supervisor about the types of notes required in your training site. In many sites, it is important to know the difference between a "**process note**" and a "**progress note**"; discuss these two types of notes with your supervisor and follow his/her instructions. You are working under your supervisor's license so it is important that you respect the note writing style that he/she requires. This is important from a legal/ethical perspective, so this conversation is important.

4.5 Resources and References

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5.0 MENTOR RELATIONSHIPS

Mentoring is a critical issue for graduate students. An effective mentor can help guide you through the graduate school process, provide support for you when you need it most, or answer questions that you may have about your graduate studies and professional development. A strong relationship between a mentor and a mentee can make graduate school a more enriching experience.

5.1 Consider What You are Looking For in a Mentor Relationship

When beginning a mentoring relationship, it is important for you to identify what you are seeking from that relationship. What are your goals for the mentoring relationship? What are your mentor's goals? What kind of support do you need? For example, do you want a mentor with whom you can comfortably discuss issues of race and discrimination, or a mentor to discuss what courses or clinical, teaching, and/or research experiences to pursue? Once you have identified your goals, clarify them with your mentor. It is also important to work with your mentor to define their expectations of you. With an increased match between the mentor and mentee, the potential exists for an increasingly beneficial relationship.

5.2 Tips for Finding a Mentor

Finding a mentor is critical for personal and professional development. It is not always easy to locate a potential mentor. Here we provide ideas for finding your mentor.

5.2.1 Seek out more than one mentor

It is common, and often recommended, for graduate students to have more than one mentor. Each mentor has his/her own unique perspective as well as strengths and limitations in meeting your needs. For example, your research advisor may be excellent at providing you with support for research projects, but may not have expertise in helping you to make decisions about clinical work. Therefore, it may be worthwhile to identify different mentors for the various components of your training. Having multiple mentors will allow you to borrow from the strengths of each mentor's unique skills.

5.2.2 Look within your department for a mentor

When searching for a mentor, it is often best to start in your graduate institution. Ideally, your advisor will also serve as your mentor. Your advisor may have similar research, clinical, or educational interests. These commonalities may provide a foundation for developing a mentoring relationship. Other faculty in your department, advanced students, and alumni might also serve as mentors. For ethnic minority graduate students, it may be helpful to have a mentor who is also an ethnic minority; such mentors may have particularly useful suggestions for navigating graduate school and the academic climate as a person of a diverse

background. The perspective of an ethnic minority mentor, whether a faculty, student, or alumni may be invaluable.

5.2.3 Look outside of your department for a mentor

Mentors do not have to be from your graduate department, there are several other sources for mentoring. Clinical supervisors from your externships, practica, and clinical placements may be excellent mentors for clinical and non-clinical areas of training. If you are in an applied field, having a mentor who is a clinician may be beneficial because he/she can teach you about the realities of practicing psychology in the current marketplace. Faculty from your undergraduate institution, who helped you get into graduate school, might also serve as mentors. Outside your department, potential mentors may exist in faculty from other departments in your university, or even outside the university (such as churches, local organizations, and/or local businesses).

5.2.4 Consider mentors from around the country

Given today's technology, mentors need not be located in close proximity to you. Through email, the telephone, and other internet communication devices (e.g., Skype) it is possible for you to develop effective mentoring relationships with faculty from other universities/hospitals. When pursuing a long distance relationship, the match between your interests and your mentor's interests may be necessary; a common interest in research and/or clinical work may provide the foundation for developing a well-matched mentoring relationship.

There are many sources for meeting potential mentors. APAGS Committee on Ethnic and Minority Affairs (CEMA), for example, has a nationally-based mentorship program. APA also has numerous divisions and sections that have mentorship programs; other psychological organizations, especially ethnic minority organizations, may be helpful as well.

5.3 Be a Mentor

Because mentoring is so critical in the educational and professional development of students, it is important for you to become a mentor yourself! Undergraduate students, particularly ethnic minority students, often seek mentoring and guidance. As you teach and work with undergraduates, think about providing them with the assistance that you would have found helpful when you were an undergraduate. If you are an advanced graduate student, consider mentoring junior students in your department or at the national level. Starting now to mentor undergraduate and graduate students will help to prepare you for your future as a mentor when you are a psychologist.

5.4 Resources and References

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6.0 APPLYING FOR INTERNSHIP

For those of you in clinical, counseling, and school psychology programs, applying for a pre-doctoral psychology internship can be an exciting, yet overwhelming time. As you begin to look for internships and complete applications, you start to realize that you are near the end of your graduate school career. Often, at this stage, only the internship and the dissertation remain. At the same time, you have undoubtedly heard horror stories about how many students are not placed each year. Do not worry! *Most students will find an internship, and being prepared is one of the best ways to ensure you are one of those students who get matched.*

6.1 Preparing for Internship

While you are in graduate training and before you are applying for grad school (e.g., years 1-3), there are a number of ways to make your internship application process smooth in the future.

6.1.1 Keep track of your experiences

Starting with your first year in graduate school, there are things that you can begin doing that will make the application process smoother. Keep your CV updated by consistently adding new accomplishments (e.g. awards, research team involvement, practicum experiences, volunteer experiences). Keep track of your practicum hours and detailed information such as client demographics (e.g. race, age, gender, sexual orientation) as well as the types of therapy (e.g. Cognitive Behavioral, Motivational Interviewing) and supervision (e.g., individual versus group supervision). Also, keep a list of the assessment tools you use with clients. For each class you take, keep a copy of the syllabus and a short list of any field experience you received from the class. When in doubt, ask the professor or your program director if the field based assignment for a particular class can be counted towards supervised practicum hours.

Go to the APPIC web site (www.appic.org) and download a copy of the APPIC application. Reading the application will familiarize you with the types of information you will need to provide regarding your practicum experiences. You can also document your hours as you collect them using the APPIC forms. *It is much easier to collect information while you are in practicum rather than several years later!* Keep in mind that the templates used in the APPIC application could change over time, so look regularly on the website to make sure your templates are consistent with APPIC's. Some programs have been developed to track clinical training hours.

6.1.2 Strategically plan your experiences to prepare you for internship

As early as the second or third year of your studies, ask around and do some research on the types of internship sites past graduates from your program have

entered. Speak with your advisor and begin thinking about the types of sites you might be interested in applying to. Ask upperclassmen and professors what experiences you should have before applying for internship. For example, if you are interested in working with school-age children and you attend a clinical program that does not have a strong emphasis in children or schools, you may want to seek additional practicum experience in this domain. When searching for practicum sites, always consult with your advisor to receive guidance and mentorship. You do not need to be an expert in every possible category, but having some experience in the setting (e.g., hospitals, university clinics, schools.) and the population (e.g., children, geriatric, athletes) that you are particularly interested in may bolster your CV and provide you with a preview of the settings and populations you are most interested in.

6.1.3 Network at conferences

Many professional organizations such APA have internship fairs and workshops during their annual convention. This is a great opportunity to meet current interns and program staff in a welcoming atmosphere. If you attend these sessions the year before you apply for internship, you get an early feel for what different internship sites are seeking. This is also a great space to get your questions answered. Additionally, talk to students you meet at conferences and ask them questions about sites you are considering. Even if they have not yet begun internship, they may have done a practicum at that site or know someone who works there.

Every year, APAGS holds its annual Pre-Convention Internship Workshop, typically the afternoon before Convention begins. You should consider attending to learn all the up-to-date tips about applying for internship.

6.1.4 Read internship references

Several great sources exist that can help you get started on the internship application process (see the resource section at the end of this chapter). Read them! They can help you conceptualize your needs and training goals and show you how to capitalize on your strengths and diminish the attention paid to your weaknesses. Most of all, they will help you place the internship application process in perspective.

APAGS has a resource that you should consider. *Internships in Psychology: The APAGS Workbook for Writing Successful Applications and Finding the Right Fit* is a workbook written by APAGS alumni that provides very useful information about the internship application process.

6.2 Tips for Making Your List of Internship Sites

As you approach the year you apply for internship, you will need to gather a lot of information about internships. Here are some tips for that year.

6.2.1 Research sites the summer before

Having a list of potential internship sites early on to which you are interested in applying will make the application process smoother. You may want to have a larger list initially and then narrow your choices down as you learn more about the programs and refine your personal goals for your internship year.

6.2.2 Review internship materials early and thoroughly

Almost all APA accredited internship programs can be found through the APPIC search engine (www.appic.org). Additionally, many internship sites have information available on their individual websites. Go to internship websites to read more about different programs, even if you are not applying for internship this year. If you read about internships early, you can get an idea of the type of internship that is appealing to you. By learning about their selection criteria early you can begin to pursue training opportunities that will make you a competitive candidate. For example, if they have certain requirements, such as having had a course on personality assessment, you will have time to arrange for that training.

6.2.3 Use the internet

The Internet can be a great source of information and support. APPIC hosts several listservs that provide information about the matching process, give students a forum to ask questions and commiserate with one another, and notify students of travel discounts and other opportunities. In addition, most internship sites now have their program brochures online. You may find information and social support on social networking sites such as Facebook. Finally, there are several websites that provide strategies to assist you with the application process. See the resource section at the end of this chapter to access helpful resources for preparing for internship.

6.2.4 Call graduates of your program and previous interns

Graduates of your program may now be on the faculty of sites that you are interested in applying to. If so, they know the strengths and weaknesses of both their internship and your program, and can tell you if you would be a good match. They, as well as previous interns, can also give you information about the sites. For example, they can help clarify how many hours you *really* work, the quality of the supervision, and what opportunities are available. In addition, if there are current interns from your program, send them an email and ask if you can set up an informational call. Most interns will be able to provide you with an insider's view of the internship experience.

6.2.5 Apply to a broad range of internships

If it is feasible, avoid limiting yourself geographically. Rather, consider which sites will value the skills and experience you already possess. You may also want to consider looking for sites that offer training in areas that you would like to grow. In addition, consider where the previous students of your program have gone. This may be a good indication of a match between your university training and the opportunities that particular internship sites offer. However, do not let this deter you from applying to a place where no one from your program has yet applied.

6.2.6 Consider where your background will be the most valued

First, determine if you need to be in an environment that is congruent with characteristics unique to you. You may want to give high consideration to places where your racial/ethnic, cultural, or bilingual skills and background will be appreciated and sought. Most places will state that they value these characteristics, but few may actualize their commitment to these characteristics. In order to ascertain if what they publicize is true, utilize informal networks such as racial/ethnic minority interns at the site, and networking at conferences with other ethnic minority students and professionals.

6.2.7 Ask faculty for help

Professors and clinical supervisors in your program or with whom you have met while networking may know someone at an internship site. Ask them for any additional information they can share with you about a prospective site. If your relationship with the faculty member is strong and extensive enough, ask for a letter of recommendation from that faculty member for that particular program.

6.3 Tips for Applying to Internship

The fall of the year that you apply for internship will be busy. Strategies for managing that time are listed below.

6.3.1 Start early

If you start early, you can break the task of applying into manageable pieces. This will help you avoid feeling overwhelmed when you begin to work on internship application tasks in the fall. For example, schedule time for each task that you need to accomplish. Tasks you may want to begin to work on include: getting familiar with the APPIC website, calculating your hours, requesting letters of recommendation, writing essays 1-4, creating your cover letter, and updating your CV.

At the time this resource guide was being written (2009), APPIC has moved to an online application process (AAPI), where all information is submitted to the APPIC website, then forwarded on to internship sites that you designate. Keep in mind that it may take some time to upload all the unique files you will need to create for this process, so start early with uploading information to the AAPI applicant portal. For graduate students in the future, it is important to review the AAPI materials the summer before you apply to know all the details – if the application system changes from that for the 2009-2010 academic year, then the information in this guide will be out of date.

6.3.2 Form an internship working group

It is useful to get together with a few people from your program who are also applying to internship the same year. They can give you feedback on your essays, provide emotional support, practice mock interviews with you, and inform you about sites that you have not considered.

6.3.3 Know the APPIC rules and guidelines

Check out the APPIC website (www.appic.org) and learn the rules and guidelines for the APPIC match process. Also, consider signing up for "Match News" listserv, which you can access through the APPIC website. This online listserv will allow you to get updated information on any changes on the application, site-specific changes, and general statistics about internship applicants and sites. A second APPIC listserv, "Intern Network," promotes active discussion of questions that applicants may have about the process or internship.

6.3.4 Request letters of recommendation and transcripts early

Many sites require between two and four letters of recommendation. Read each internship site's information carefully to help guide you regarding which supervisor or advisor would be the best to request a letter from. Many letter writers need a few weeks to prepare the letters; take this into account as you manage your time. Keep in mind with the 2009 online AAPI, once you enter a recommender's name and information into the system, the system automatically generates a request to the recommender. Wait until you are certain that they will write a letter for you before entering their information.

Here are some materials that your letter writers might find useful:

- Your most up-to-date CV
- A statement of purpose and interests
- List of sites to which you are applying

- A list of topics to highlight in a letter, such as an interesting case they supervised, your clinical experience in multicultural settings, your significant testing experience.

The 2009 online AAPI requires official graduate transcripts of all graduate programs attended. You will only need to send one official copy – AAPI will certify it and forward it to your sites. As this takes time, you should request and send your transcripts well in advance of your first deadlines.

6.4 Tips for Preparing your Application Materials

As with each of the other stages during the internship process, it is important to prepare your application materials early. This will ensure that you have enough time to review your materials and to send them to other people for their feedback. Here are some other tips in preparing your application materials that you may find useful:

- Ask various faculty and mentors to review your materials (e.g., essays, CV, cover letter, etc).
- Tailor your cover letter to each internship site. Speak to your strengths and areas for growth and point to specific opportunities at the internship site that will leverage your strengths while providing you experiences for growth.

The professional development chapter in this guide may also help you to prepare some of your internship materials (e.g., CV, cover letter, etc).

6.5 Alternatives to APPIC match

While many graduate programs highly recommend that their students go through the APPIC match process, remember that it is not the only way to obtain internship experience. Consult with your program director, advisor, or fellow graduate students about the pros and cons of the APPIC match process.

6.6 Resources and References

6.6.1 Internet resources

APPIC: http://www.appic.org/ for general info and to join the APPIC Match News and Intern Network listservs

6.6.2 Print resources

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7.0 PROFESSIONAL DEVELOPMENT

It is easy to forget that all these years of graduate training have a goal in mind - to become a professional and find a job in the field of psychology. Making the transformation from student to professional is filled with many new experiences and learning curves. This section will provide strategies to help you develop as a professional, while you are in graduate school, in order to have a smoother transition from being a student to becoming a professional.

This section will provide tips on how to spend and manage your time. The process of creating professional materials, like a CV and a cover letter, will be reviewed. Additional information on planning for posters and presentations, tips for building a professional network, and the importance of setting goals and planning for your future will be shared.

7.1 Establish Yourself as a Professional

The development of a professional identity is a fluid and necessary component of establishing yourself as a professional. Take advantage of your student status to gain professional experience and to become exposed to the psychology profession early on. Doing this as a student is optimal, because you can begin to develop relationships with people who you will most likely get to know very well on a professional basis. Obtaining your graduate degree is but one part of establishing yourself as a professional. The goal to is to accentuate your academic degree with professional opportunities that display your ability to be a well-rounded individual and professional.

Part of establishing yourself as a professional while you are in graduate school is making thoughtful decisions about which opportunities to participate in, managing your time, being prepared, and collaborating with others.

7.1.1 P-clause

As a graduate student, many opportunities present themselves to you and you may find it difficult to make a decision about what to commit to. It is important to consider what you have time for and what is the best use of your time. If you are not careful, before you know it, you might find yourself in a position where there is too much on your plate and too little time to manage it all. The “p-clause” may help you to decide which of the opportunities that present themselves to you are worth the commitment and will ultimately benefit your personal and professional development.

Pay - does this opportunity pay you for your time?

Publication - does this opportunity give you co-authorship?

Presentation - does this opportunity yield a presentation?

Poster - does this opportunity yield a poster?

Position - does this opportunity put you in a position in which you find personal meaning or enhances your professional development?

Practicum - does this opportunity give you clinical training in line with your goals? (Most graduate programs in clinical, counseling, and community psychology require participation in clinical training. It is a good idea to think about the type of training that most interests you and falls in line with your professional and clinical goals. For instance, if child and adolescent assessment and therapy is your focus, you may apply for practicum experiences related primarily to children and families. If neuropsychology is your focus, you might apply for research and clinical positions that focus on neuropsychology. Similarly, if you are looking for generalist training, you may want to apply for a wide range of clinical experiences.)

7.1.2 Time management

As you know, graduate school takes a tremendous amount of time and there can be many competing demands. With good time management skills you will have more control of your time and your life. Not to mention that you may have less stress, have more energy, and make more progress at school and work. Managing your time will also help you to maintain balance between your work, personal, and family life.

Here are some time management tips that you may find useful:

- Plan what you need to accomplish.
- Prioritize and list your goals and objectives.
- Plan enough time to study.
- Study at the same time every day/week.
- Make use of free hours during school/practicum each day.
- Plan study periods to follow class periods (if possible).
- Space study periods (50-90 minutes per study session with breaks in between).
- Prioritize your relationships (plan for social time).
- Create a pleasant, distraction-free study environment (e.g., the library).
- Leave some unscheduled time (don’t over schedule yourself).

- Allot time for planned recreation, social engagements, church, exercise, etc.

7.1.3 Arrive prepared and actively contribute in meetings

Another way to establish yourself as a professional is to act like one. One way to do this is to arrive to meetings prepared and to actively contribute in them. You will learn more about constructs and topics being discussed, and provide your potential recommenders with evidence of your scholarship and critical thinking skills.

7.1.4 Collaborate with other professionals

Collaborating with other professionals is a great way to establish yourself as a professional. Not only will you have the opportunity to engage with others on a professional level, you will also be building professional relationships that may help you in your future endeavors.

7.2 Professional Materials

Throughout your professional career, you will be asked to provide a record of your achievements and experiences. Having professional material available (CV, letters, etc) in an organized and efficient manner is necessary in every professional setting. By compiling and preparing your professional materials, you will have them "at the ready" for potential training directors, employers, and others.

This section will review the most common professional materials and means of preparing them. However you know your work best, so customize the categories to fit your own professional needs. It is recommended that you update your materials at least once every 4-6 months as you progress as a professional.

7.2.1 Professional portfolio

Depending on your area of interest in psychology, whether it be clinical, research, organizational, counseling, community, or a combination thereof, it is important to establish a professional portfolio.

A professional portfolio is a collection of professional documents (e.g., CV), and work samples (e.g., manuscripts), collected over time, which demonstrate your competence and areas of expertise.

Traditional professional portfolios tend to be in the form of a binder, or another bound book and often have your name typed on the front and on the spine. If you are uncertain as to whether or not you need a traditional professional portfolio, it may be helpful to talk with your advisor. With current electronic resources, it

could be possible to create and electronic portfolio with PDFs of all these documents.

Whether you need a traditional professional portfolio or not, the process of compiling professional documents will prove useful as you apply for positions during graduate school and after.

Professional portfolios often include the following materials:

Section 1	
Category	**Description**
Title page	Include: - Your full name and degree - Current place of employment or graduate program - Current licensure number (when you complete the exam)
Professional Identity Statement	Reflection paper addressing why you want to be the type of psychologist you want to be, include: - Your career goals. - What you consider to be the role and function of a psychologist (specific to your field) - Areas in which you need additional training and support - Your understanding, knowledge, and ability to function as a psychologist (specific to your field)
Curriculum Vitae (CV)	Up to date CV
Current Transcript	Official Transcript
Letters of Recommendation	3- 5 letters of recommendation (signed)
Section 2	
Category	**Description**
Description of your Internship	Include: - The placement site - Dates of the assignment - Setting - Characteristics of the student/client population, common presenting problems, and treatment modalities you used. - Your role Describe: - The larger context and community, including community resources - The population served—age ranges,

	ethnicity/race, gender, sexual orientation, socio-economic status, etc. - Professional personnel/staff and their qualifications / backgrounds - Funding sources as appropriate; i.e. (grants, charitable contributions, etc.) - The program's purpose(s), goals, philosophy, psychological referent - The program emphases re: treatment techniques, diagnostic consultative methods, follow-up procedures employed, and transitional programs utilized, and pertinent therapeutic and psycho-educational approaches utilized the student/client/patient-to-staff ratio, and the enrollment capacity of the program.
Description of your post-doc	Include: - The placement site - Dates of the assignment - Setting - Characteristics of the student/client population, common presenting problems, and treatment modalities you used. - Your role Describe: - The larger context and community, including community resources - The population served—age ranges, ethnicity/race, gender, sexual orientation, socio-economic status, etc. - Professional personnel/staff and their qualifications /backgrounds - Funding sources as appropriate; i.e. (grants, charitable contributions, etc.) - The program's purpose(s), goals, philosophy, psychological referent - The program emphases re: treatment techniques, diagnostic consultative methods, follow-up procedures employed, and transitional programs utilized, and pertinent therapeutic and psycho-educational approaches utilized the student/client/patient-to-staff ratio, and the enrollment capacity of the program.
Case Summaries	3 case summaries that evidence your skills in

	assessment, direct intervention, indirect intervention, and conceptualization. - Provide background and context of the problem. - Identify the problem in observable, measurable terms - Describe the present level of performance/ability vs. the expected level - Provide baseline data - Provide description and analysis of the problem. - Describe assessment methods used - Discuss hypotheses generated - Link problem analysis data with goals for intervention - Provide specific description of the intervention (individual, group, organizational) and steps for implementation. - Discuss collaboration efforts with family, school, community, and other health professionals. - Provide outcome data and a discussion of the results of the intervention - Discuss changes in behavior/skills, relationships, functioning, etc. - Discuss progress toward goals **Important: Remove all identifying information.**
Assessment Work Samples	3 assessment work samples that reflect the assessments used, sound data-based decision-making, and written analysis. **Important: Remove all identifying information to maintain confidentiality.**
Research Summaries	Include research summaries (number will vary depending on the number of research projects you have been involved in). If you were not a Primary Investigator (PI) on a research project, but held an active role on the project, discuss the possibility of including a research summary in your portfolio with the PI.
Grants	List grants received and provide brief descriptions.
Publications	List publications in APA format and the corresponding abstract.
Presentations	List presentations (including paper presentations, workshops, posters) and the corresponding abstract

	as well as the name of the conference/event.
Teaching Experience	List classes you taught with synopsis of the course and course evaluations (if possible).
Other: (Policy, Program Evaluation, Outreach, Advocacy, etc)	Depending on your interests and experiences, you may have other experiences to acknowledge here. You might consider including a program evaluation, a policy initiative, description of outreach efforts and so on.
Section 3	
Category	**Description**
Professional Service	Include any leadership positions held
Professional Training/Development	Include evidence for excellent professional development experiences that reflect your focus in psychology (don't list all of the workshops or conferences you have attended). You might include significant: - activities/events - workshops - conferences
Professional Affiliations	Include psychology or related organizations of which you are affiliated.
Conclusion	A brief summary of your experience
Appendices	The appendices include material not written by you, but which you feel is essential for the reader to understand your portfolio. An example would be a brochure for program in which you worked with children with behavior disorders.

7.2.2 Curriculum vitae (CV)

The words, "curriculum vitae (CV)"are Latin for "course of one's life". The purpose of a CV is to provide a summary of your professional and academic experiences, interests, and achievements.

For many positions, you will be required to submit a CV. CVs can come in different shapes and sizes, but are different than a resume. Your CV should reflect your focus (e.g., science/research, clinical, counseling, etc). If you focus on more than one area, it is a good idea to have a couple of versions of your CV to place emphasis on the area most related to the position for which you are applying. For example, if you have both clinical and research experiences and are applying for a research position, the area following "education" and "awards", might be "research", "grants", then "clinical experiences" followed by other experiences. This would be vice versa if you were applying for a clinical position.

When creating your CV, it can be helpful to make a full-length CV and a 2-page

CV. Most positions that you apply for will ask for a full-length CV. Some grants, however, may ask for a 2-page CV. See the Appendix for examples of a full-length CV and a 2-page CV.

7.2.3 Cover letter

Cover letters are essential when submitting application materials. They are the first impression that a potential employer will have of you. Thus, it is important that they are professional and free of any typographical errors. Cover letters answer questions about you, like: Is this person professional? Is this person attentive to detail (typos, grammar, spelling)? Does this person care enough about this particular job to put together a thoughtful cover letter?

Here are some tips for creating a cover letter:

- At the top of the letter Include:
    - The date
    - The name and full address of the person to whom you are sending the letter

- A "To" or "Dear" statement, even if it is "To whom it may concern"

- In the body of the letter
    - Describe what materials you are including (e.g., "Enclosed please find a copy of my curriculum vitae and letters of recommendation from Drs. X and Y.").
    - Discuss your match/fit with the site- this is key!
    - Highlight your best or certain accomplishments
        - "These experiences have prepared me well for…"
        - "My efforts resulted in a publication on…"

- Include your contact information:
    - Can be at the top
    - Can be the last sentence
    - Can be under your name and signature

- Remember to sign your cover letter.

- After you have finished writing your cover letter, print it out and proof read it, then have someone else proof read it.

7.2.4 Business cards

Some graduate programs encourage students to have business cards with their institution's logo and information. Other graduate programs do not allow this option, but do not discourage individuals from creating their own business card

without the inclusion of the institution's logo. If having a business card is of interest to you, discuss your options with the chair of your program or department.

Use your business card as a tool for people to contact you. You might opt for a traditional business card or a creative business card. To really get someone's attention, you could add a tagline, your website, your research interests, awards, or anything noteworthy that makes you stand out from the hundreds of other graduate psychology students who are in the market for internships, faculty appointments, and post-docs. You might put the information in a format that does not clutter the card (i.e., in bullet points on the back). Be proud of your accomplishments. If you do not promote yourself, no one else will!

7.3 Building a Professional Network

Making human connections is a part of life and a critical part of your development as a professional in the field of psychology (De Janasz & Forret, 2008). With the advent of the Internet and other advanced technologies, the dynamics of networking has changed and it is now easier to connect with others from near and far who share similar interests. Most psychologists have a network of professionals with whom they communicate to remain abreast of the trends in the field, to learn about career opportunities, and to collaborate on projects. Having a network of professionals is essential to career success. Likewise, those psychologists who do have a professional network report greater career satisfaction (Wolff & Moser, 2009). This section will provide ways in which you can build or expand your professional network.

7.3.1 Participate in professional organizations

Membership in professional organizations can be instrumental in propelling your academic and professional career. It offers exposure to unique training and volunteer opportunities that you may be able to add to your CV. Further, professional organizations are essential to your development as a professional, as they offer you experiences that may not be offered within the university setting.

7.3.2 Participate in leadership opportunities

Participating in leadership opportunities in the student groups/sections of a professional organization is also beneficial. Oftentimes, these roles enable you to interact with established psychologists who may become a source of support for you during your academic and professional career. A leadership position allows you to grow and develop as a professional early and amongst other leaders at different stages in their career. Leadership roles will help you to develop the essential tools to work with a wide range of people in diverse settings, even once your training is complete.

7.3.3 Network with other racial and ethnic minority professionals/mentors

Meeting and remaining in touch with other racial and ethnic minority professionals is important in your development as a professional. Racial and ethnic minority graduate students who either have mentors and/or a strong network with other racial and ethnic minority professionals often have higher retention rates in school, increased academic involvement, and usually advance higher in their professional careers as compared to racial and ethnic minorities who do not engage themselves with other racial and ethnic minority professionals (Greenhaus, J. H., Parasuraman, S., & Wormley, W. M., 1990).

7.3.4 Network with fellow students and colleagues at other schools

Meeting and connecting with other students in the field of psychology can be personally and professionally beneficial. It is a great feeling to be able to network and collaborate with others across the country who have similar interests. In addition, you expand your professional network to be inclusive of others within various disciplines in psychology. Taking advantage of the resources and connections available through APAGS, professional conferences, and student organizations at the regional and local university level are some of the best ways to meet like-minded students.

7.3.5 Attend professional conferences

Between coursework, research, teaching assistantships, family, and a social life, it may seem that you have very little time or funding to attend a professional conference. It is important to know, however, that conferences are a great way to see what is currently happening in your area of interest, to meet leaders in the field, and to network. Think of a professional conference as supplemental education and a chance for you to network with colleagues from other universities.

The following will help to explain the importance of attending professional conferences:

Conferences help you to interact with the psychology community

When you attend conferences you will meet people who are interested in the same topics as you so you can discuss important methodologies and advances in research as they relate to your mutual areas of interest. You might also meet influential people in your field who may offer words of advice on how to make the best of your academic experience.

Conferences offer opportunities to present your research

You have the option of submitting a proposal for an oral or poster presentation to share with the larger psychological community. If you are accepted and decide to present, you will learn how to convey your ideas succinctly and knowledgably. These experiences are invaluable and will serve you well when as you progress through your academic career. Plus they are very important when building your CV.

Conferences offer opportunities to participate in volunteer activities

Many professional psychological associations allow students to volunteer to help the conference run smoothly in exchange for full or partial conference registration fee or a place to stay. Remember to look out for notices to apply for volunteer opportunities for organizations you are a member of.

7.3.6 Use electronic sources as a networking tool

The Internet is a powerful networking tool. There are hundreds, if not thousands, of listservs and other online networking tools that allow students to network without geographical limitations. The following are a few online resources that are helpful to graduate students:

Listservs

APA and APAGS have listervs that serve as frontline communication among members. These listservs are comprehensive, and specialized to your interest. Take the time to peruse different listservs and find one that best suits your interests and needs. There are listservs that provide job announcements, postdoctoral information, provide dissertation support and information, and even allow you to connect with people who have the similar specialized interests (LGBT, Racial and Ethnic Minorities, Neuropsychology, etc.).

Professional websites

Some students maintain professional websites that outline their research interests, works in progress, and other relevant information so that potential internship directors and employers can view it.

Social networking

Social networking sites such as Facebook, Linked In and Twitter allow for very simple ways to stay connected with professionals and peers. After meeting someone at a conference, you might ask if you can link to them on your preferred site. Linked In is typically for business purposes, and people vary with how they use Facebook for personal and professional uses.

7.4 Create a Business and Marketing Plan

Part of preparing for the future includes having a sound plan on how you are going to generate income. Creating a sound business and marketing plan is one way to help you clearly articulate your career plans if they include having your own private practice. No matter if you plan to consult on the side or open your own private practice, it is important to create a business plan (Van Hoye & Lievens, 2009). This section introduces you to the basics creating a business and marketing plan. As you read through this section, please keep in mind that sections of the business and/or marketing plan can be modified based upon your needs. Additionally, once these documents are created, they can be updated and changed as necessary.

7.4.1 Tips for creating a business plan

A business plan is a document that describes where you want your business to be within a certain amount of time, usually 3-5 years, and the steps you are going to take to get there. A business plan is essential to starting your own business, even if you will be self-employed on a part time basis. A business plan is one of the first and most important steps you can make that will help establish you as a professional after you complete your education.

Simply, a business plan defines how you will run your business and will include information on daily operations. A complete business plan includes financial projections at least 3-5 years out, as these projections will be used to show potential investors and financial lenders how much money you will need to get your business started.

The following is a description of sections commonly included in a business plan:

Executive summary

This is a summary of your entire business plan, usually written in one page. Think of it as a cover letter. It is usually the first thing people refer to when they look at business plans, so it should be written clearly and succinctly. The executive summary should highlight content that you feel it is important for readers to know.

Description of your practice/company

The practice/company description should include fundamental information such as what type of business you are in, services provided and/or products offered.

Market analysis

This is an overview of your marketing plan, summarized in one page.

Operations

This section describes how you will run your business. Information on the daily operations of the business and potential issues that you may face as a business owner are outlined in this section. You may outline your system for communication (i.e., use of technology) here as well.

Organizational management

This section conveys how the business will be run and by whom. Biographies of those in leadership and other administration positions should be included. An organizational chart that outlines the structural considerations of your business is included in this section.

Evaluation and exit strategy

A sound evaluation and exit strategy demonstrate that you are making feasible organizational plans and decisions. You may choose to outline the specific measurable methods you will use to assess business development. Finally, an exit strategy is a plan to end your business based upon certain situations that you predetermine.

In creating your business plan, it might be helpful to identify the sections of the business plan (above) that you want to include. Ultimately, it is up to you to decide what is and what is not essential in your business plan.

7.4.2 Tips for creating a marketing plan

A marketing plan will help you establish and coordinate your marketing efforts as outlined in your business plan. A marketing plan is especially helpful for graduate students who are less than a year away from graduation and intend to go into private practice for themselves, as it will enable you to assess the market in your particular area of practice. Further, the simple act of creating a marketing plan may help you think of marketing strategies.

To help clarify and demystify the marketing plan, here are some frequently asked questions and answers:

What is a marketing plan?

A marketing plan is a document that specifies information about your company (or potential company) and the services you offer, your marketing goals and objectives, and how you intend to measure your marketing efforts. Everything that you do to bring in business should be included in the plan. If you have done marketing research in your area, which is essentially assessing and stating the need for your services, you should include it in the marketing plan. All costs associated with your marketing efforts should be itemized here as well.

As you develop your marketing plan, it is critical to be able to articulate through written and oral communication your products, services, and their benefits; the need for your services; your target audience; and other companies/practices in the surrounding area that offer(s) similar products or services.

When should I prepare a marketing plan?

It is most convenient to prepare your marketing plan as you formulate your business plan. It is a good rule of thumb to update your marketing plan annually, as market forces, demographics, and your service areas may change.

Who reads a marketing plan?

A bank or other lending institution may ask to read the marketing plan. Remember, your marketing plan is a major component of your business plan. If lenders see that you have a viable plan to get business, and thus generate income to repay your loans in a timely manner, you are better positioned to receive a loan.

7.5 Believe in Yourself

Believing in yourself is the initial step in developing as a professional. You know yourself better than anyone, so don't be afraid to try new experiences that may greatly enhance your life. A common mistake that many racial and ethnic minority graduate students make is to unconsciously undervalue themselves. Do not do this. Own your accomplishments and know that you deserve to be where you are today! Believing in yourself will help you to develop into the professional that you want to be.

7.6 Resources and References

De Janasz, S.C., & Forret, M.L. (2008). Learning the art of networking: A critical skill for enhancing social capital and career success. *Journal of Management Education, 32*(5), 629-650.

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Van Hoye, G., & Lievens, F. (2009). Tapping the grapevine: A closer look at word-of-mouth as a recruitment source. *Journal of Applied Psychology, 94*(2), 341-352.

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8.0 FINANCIAL PLANNING: INVESTING IN YOURSELF

Planning for your financial future is one of the most important decisions you will ever make. Starting early can put you on the fast track to financial security and position you for success in both your personal and professional endeavors.

Like education, financial freedom is powerful. While it might be true that money cannot buy happiness, it can open doors of opportunity that would otherwise be farther out of reach. Whether it is through owning a home, starting a business, supporting your immediate or extended family, or traveling around the world, smart money management can provide the flexibility you need to pursue your lifelong dreams. Financial security is also a form of economic independence that can better enable you to help your community, family, and friends.

Learning to responsibly manage your money can also improve your health and relationships. Research has consistently shown a positive association between socioeconomic status and health. Individuals with more economic resources tend to live longer and their quality of life is better. Similarly, married couples who practice responsible financial habits report higher levels of satisfaction in their marriage. In fact, disputes over money have been identified as a leading complaint among couples who have filed for divorce.

The financial decisions that we make in graduate school can have lasting impacts on our futures. For example, an increasing number of employers, including the federal government, may use credit history as a criterion for consideration for potential employment. Candidates with negative credit histories may be viewed as security risks or liabilities for certain positions, especially high-level executive or leadership positions, which tend to involve at least some budgetary responsibilities as part of the job description. Some insurance companies also look at credit history as a way of determining how much of a premium to charge. A history of bad credit can be used as justification for higher premiums. Similarly, banks and credit unions will examine credit history when deciding whether or not to approve an auto, home, or business loan. No matter how you look at it, individuals who have demonstrated responsible financial habits and good credit early on are likely to have more and better opportunities well into the future.

Understanding the basics about finances is the first step toward investing in yourself and your financial future. Developing responsible financial habits are learned skills and creating a financial plan requires knowledge of how to best accomplish your goals. The information that follows is intended to provide a general overview of some of the ways in which you can prepare for your financial future.

8.1 Housing Costs

Housing costs represent a significant expense in almost anyone's budget. Financial experts recommend that housing costs should account for no more than 40% of one's

monthly budget. As graduate students living on small stipends and/or student loans, identifying affordable housing options is critical, but certainly not easy. It requires balancing our personal wants and needs with our financial resources.

8.1.1 Renting

Most graduate students will find themselves renting to meet their housing needs. Renting your own apartment and living alone is likely the most expensive option, and may not be possible in large urban areas where rents are very high. Finding a roommate is an excellent way to save money while in graduate school. This may reduce costs, allow for a better living space, and possibly provide you with social support. Renting a room in a private house is another way to reduce housing expenses, but may come with household rules, such as no overnight guests. A final option is student cooperative (Co-Op) housing a community based living arrangement that offers low cost living for its members. Rent typically includes utilities as well as food and members agree to complete certain responsibilities to maintain the wellbeing of the household. For example, members may be expected to prepare a certain number of meals per month, and they may be assigned specific tasks such as grocery shopping or lawn maintenance. There are a number of student Co-Ops throughout the United States and Canada, the majority of them being situated in university communities.

8.1.2 Home ownership

Home ownership is both a significant life event and substantial financial commitment. Although buying a home may not be a realistic option for most graduate students, it may be a very viable opportunity for others in less urban or smaller areas. Students in doctoral programs, for example, may consider buying a home early in their program so that the money they would otherwise spend in rent can be applied toward ownership of their home over several years. Buying a home early may also allow enough time for the property to appreciate in value. In some geographic areas, particularly those in rural areas, buying a home may actually be even less expensive than renting. Some states also offer financial incentives to first time home buyers, including tax credits. Before buying a home you should consider several factors, such as whether or not your department has guaranteed funding for your entire graduate program, the housing market in your geographic location, your future plans with the property (i.e., will you sell or rent your property upon graduating), if you can afford the annual property taxes, and whether or not you are willing to accept the miscellaneous responsibilities and costs that also accompany home ownership (i.e. snow removal, lawn care, replacing appliances, etc.).

8.2 Retirement Information

Your retirement may literally seem like a lifetime away, but it will be here before you know it. Investing in your retirement now is the best way to ensure that you will live out

your “golden years” with comfort, quality, and independence. Many people assume that there will be plenty of time to save for retirement after graduate school, but what they do not realize is that if they invest their money now, it will actually be worth more later. The financial phenomenon known as compounded interest accounts for this dynamic. Compounded interest refers the fact that once you make an initial investment of a sum of money, called the principal, you begin to accrue interest on it. Over time, you begin to accrue interest on the interest in addition to the principal. For example, if you invest $2,000 at age 25 and assume a modest annual interest rate of 8%, forty years later at age 65 your money will be worth $43,449! If you begin investing at age 45 and wanted to make the same amount by age 65 you would need to invest more than $9,000. To really achieve the benefits of compounded interest, you must reinvest the interest that you earn on the principal. This means that instead of taking the interest that you earn every month, you keep it in your account.

An individual retirement account (IRA) is one option for investing in your future retirement. There are two main types of IRAs, a Traditional and a Roth IRA, and each offer unique tax advantages depending upon your needs. You can open an IRA at any bank or credit union, and you can even arrange for small, monthly contributions to be made to your account. Another important IRA to be aware of is a SEP IRA, which is a type of IRA for those who are self-employed, like a psychologist in private practice. If you are self-employed, you may find it helpful to speak with an accountant or financial advisor to help you determine which IRA is right for you, as certain IRAs have tax benefits.

A 401k plan is another option for investing in your retirement. These types of plans are established by employers for eligible employees to make salary reduction contributions. There are various tax advantages for 401ks. However, 401Ks usually offer an additional benefit - employer matching contributions. In other words, your employer may match the amount that you invest up to a pre-specified limit, which is free money for you! Students employed by universities (as a TA/RA/GA) may be eligible to contribute to a 401k through their university employer.

8.3 Managing Debt and Maintaining Good Credit

Most graduate students in psychology will enter the workforce with a substantial amount of debt. Whether it is debt from student loans or credit cards, how you manage your debt will inevitably affect your financial future. Living with debt can feel like a substantial burden, but remember that some debt is actually necessary. What is most important is how you manage your debt. Paying your bills on time is one way to ensure a positive credit history and a higher credit score. Making payments that exceed your monthly minimum payment will also go a long way toward reducing the amount you owe. It is important to note that just as compounded interest works for you when you invest money, it works against you when you have debt.

Before you open a new credit card account or take out a loan, you should research the competition in order to find the best interest rate and package for your needs. In general,

you want to avoid opening accounts that charge an annual fee and you want to negotiate the lowest interest rate possible. If you ever find yourself in a situation in which you will be unable to make your payments, call your bank or credit card company immediately or consult with a consumer credit counseling organization (see more information below). They are usually willing to work with you to develop payment options that are feasible. Remember that opening a credit card, even one at a store, results in a credit check and a reduced credit score. Factors that affect your credit score include your amount of debt, amount of available credit, your payment history (on time and late), and any defaults or unpaid debts.

If you have a multiple sources of debt you may also consider consolidating your debt into a single account. It may be helpful to consult with the Consumer Credit Counseling Service (http://www.cccservices.com/index.html), which is a non-profit organization that offers personal finance education and credit counseling. They have over 50 local offices around the United States.

8.4 Creating a Budget and Strategies for Saving

When making a budget, it is important to think about what you use your money for. One place to start when creating a budget is to self-monitor your spending. To do this, examine closely how you have spent money over the past three months. Separate your expenses into various categories, such as housing, transportation, food, credit card payments, utilities, phone, entertainment, school/education, and clothing. If you make most of your expenses using a bank account debit/credit card, this information is usually available online and could be downloaded. If your expenses exceed your income, or your income plus loans, then you are spending more than is ideal. If your expenses are less than your income, then you have money that you can set aside for savings. You might even consider adding a "savings" category to the list of expense categories above.

After examining your expenses, you can begin to look at where you can make some small or large cuts to increase the amount you save. For many students, food is an area in which more money is spent than may be necessary. For example, making your lunch rather than buying lunch is one way to reduce costs pretty quickly. A second idea is to cut emotional spending, or things that you purchase to make you feel better. So think about reducing the clothes, CDs/DVDs, or electronic gadgets. A third idea is to plan for larger expenses. For example, if you know you need to buy an interview suit that will cost $300, plan to save $50 each month for 6 months to accrue that money, rather than buying it with a credit card. This strategy can be applied to any large expense that you anticipate, such as attending a major conference, going home for winter or summer break, or purchasing a car. A fourth idea is to allot yourself a certain amount of cash each month for eating out, entertainment or clothing; when the money runs out, there is no more to spend on that area of your expenses. Even small changes may make a meaningful difference. For example, cutting your daily Starbucks mocha (at $4/day) would result in a savings of $20/week, $80/month, and $960/year!

Another way to increase your savings and set aside money for retirement is to increase your income. There may be creative ways of making money on the side, such as tutoring, finding a paid practicum, or selling unused books/items on eBay or Craigslist. For practice oriented students, it may be possible to find psychologists in the community who need psychology assistants to administer and/or score psychological tests to make some additional income. Sometimes, a side job may be needed, such as working as a waiter, bartender, or in a store. Finding manageable means of making more money that does not interfere with your graduate education may help you to create a better financial situation for yourself. Even if you can make an extra $100 per month, this adds up to an extra $1200 over a year.

As graduate students, it is important to establish financial patterns that you can continue to use after you graduate and enter the profession. One recommendation is that you *pay yourself first* by making savings automatic. If you have direct deposit for your income, set aside money into a separate savings account, rather than putting your entire check into your checking account. Even $25 per pay period can add up quickly. If you find yourself tempted to transfer money quickly between your savings and checking account at your bank, consider getting a savings account at a different institution, such as a credit union or another bank. By making it more difficult to access the money, you are making it easier to save. If your employer has retirement benefits, it may be possible for you to set aside money for your long-term savings automatically, and have that reduce your taxable income.

8.5 Savings Plans

Now that you have strategies for creating a budget and saving money, it is important to understand different types of savings plans. One savings plan is an *emergency fund*, or a savings account that holds approximately three to six months worth of your living expenses. An emergency fund is traditionally thought of as a fund to support you if you were to have an unexpected loss of income, but it can also be used for surprise expenses (such as a major car repair). Having an emergency fund will help you to stay out of debt when you are to faced with unpredicted income losses and expenses.

A *short-term savings account* may be useful for saving for expenses that you know are on the horizon. For psychology graduate students, this could include expenses related to internship/post-doc, such as buying a new suit or travel for interviews; or personal expenses, such as saving money to attend a friend's destination wedding. Both the emergency fund and the short-term savings account are typically held in accounts that are fairly easy to access, such as a savings account or a CD account.

A *long-term savings account* is often considered for purposes such as retirement. Long-term savings are often held in higher risk investments, such as stocks, because they are expected to withstand fluctuations in the market based on being long-term. Long-term savings are not typically considered for immediate use; in fact, they are often accompanied by fees if you withdraw your money before the fund matures.

As graduate students, it is amazing how many of us manage to live on such small incomes! But even with small incomes, it *is* possible to save money. By creating money-saving behaviors as a graduate student, you are setting the stage for financial success when you graduate and become a professional.

8.6 Resources and References

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9.0 DEALING WITH IMPOSTOR SYNDROME

The Impostor Syndrome is the phenomenon of self-doubt and unwillingness to internalize one's accomplishments and appreciate one's abilities (Clance, Dingman, Reviere, & Stober, 1995). It also involves believing that one's accomplishments or success can be attributed to being lucky, or working harder than others, or manipulating other people's impressions, rather than attributing the success to one's genuine ability (Clance & Imes, 1978). Many students begin their graduate career in a state of disbelief. You may be surprised that you actually were accepted into a graduate program. You may be waiting for someone to discover that you really do not belong there because you feel as if you are not smart enough, or do not have enough experience. These feelings of insecurity are characteristic of imposter syndrome and are not uncommon. While many students experience these feelings, racial/ethnic minority students are particularly vulnerable. Racial/ethnic minority students have reported that some professors and students in their programs have expressed doubt about their academic abilities. For instance, one student recalled a professor who accused her of plagiarism because her paper was "too good." Other students reported hearing comments from their peers that they were accepted because of affirmative action quotas. Even if you did not directly experience similar events, the belief that racial/ethnic minorities lack academic ability is pervasive in this country. Facing this kind of discrimination may cause you to begin to doubt your own abilities.

9.1 What to do if You Experience the Imposter Syndrome

If you begin to notice that you may be experiencing imposter syndrome, you may want to consider the following suggestions to help manage or critically evaluate those feelings.

9.1.1 Conduct a thorough self-evaluation

Accurately understanding your strengths and weaknesses is crucial to developing a positive self-image. You may be overestimating your weaknesses and underestimating your strengths. You might also be overestimating the strengths of your peers and underestimating their weaknesses. Take the time to identify the reasons why you came to graduate school. Look at your graduate school application – what were the positive qualities portrayed on that application? Find reasons for why you do belong in graduate school. Remember, you were *chosen* to attend your program. *Students who are accepted into a graduate program meet rigorous academic standards, regardless of whether they benefit from an affirmative action program.*

Once you have identified your strengths, identify your weaknesses. What would you like to change about yourself? What is your weakest academic skill? Are these deficits based on a realistic appraisal of what a graduate student at your level of training should be, or are they based on a comparison to an ideal, an unreachable standard? Once you have identified your weaknesses, you can make a plan to address them. Perhaps you can take a writing class. Maybe you need a

math refresher before you take a graduate statistics course. Perhaps you need to re-evaluate whether the study habits that worked during your undergraduate years are applicable to graduate school demands. Maybe, you need to meet with the professor of a course for some tutoring. By examining yourself and making a plan, you move from an often debilitating fear that you do not belong, to a proactive stance that allows you to achieve your best

9.1.2 Seek social support

It is important to recognize that feelings of inferiority are common! Talk to other graduate students about these feelings. You will be surprised to realize that other students feel the same way, including those you may admire. In addition to talking with students, you may want to discuss these feelings with ethnic minority professionals who have completed their graduate training. They may be able to provide you with some perspective. Some students find it hard to complete tasks because they doubt their ability to do so. Talking with people who have completed graduate school can help remind you that there is a light at the end of the tunnel, and that these feelings do not have to interfere.

9.1.3 Seek professional assistance

If these feelings are very intense and lead to procrastination or other concerns, you may want to discuss them with a psychologist. Look for one with whom you feel comfortable. Ask fellow students for referrals to therapists. It may even be easier for you to discuss these issues if you find a racial/ethnic minority therapist. If the counseling center of your institution has a therapeutic group for racial/ethnic minority students, consider joining it. This will help validate your concerns and provide a safe forum to discuss such issues. Additionally, seeing a psychologist can also be of significant professional benefit as well.

9.1.4 Confront those who doubt your abilities

We understand that confronting those who doubt your ability may not fit your personal style and when faced with this situation, it might not be the right time to consider this action. However, some students find it empowering to address those who question their presence in graduate school. Instead of fuming quietly or becoming depressed when someone makes a comment, you might want to let the person know that the remark was inappropriate and hurtful. Do not feel pressured to defend yourself – the burden of proof is not upon you! If you feel this suggestion may be helpful to you, but are unsure of how to do this, consider obtaining some assertiveness training or role-playing a non-defensive response with a trusted peer or professional.

Students with more than one mentor often benefit from having multiple perspectives. A second mentor also helps mitigate dependence on the sponsorship and control of only one faculty member. Students should be encouraged to broaden their network of advisors so that there are other supporters available to

stand up for them. No student should ever leave a program of study because of bad advising. There should be mechanisms, at all levels and in all departments, to protect students, especially racial/ethnic minority students.

9.2 What is Institutional Ownership?

There is a culture of institutional ownership in most graduate schools. Institutional ownership is an unstated and absurd expectation that students committed to their program of study will be readily available to their professors and advisors, even on short notice, without negotiation or complaint (Brennan, 1996; Polson, 2003). The inability of a graduate student to fulfill the unstated obligations associated with institutional ownership leads to lesser involvement and investment of some faculty/advisors/professors in a student's academic success. It might also lead to the perception of lack of commitment of a student, and often leads to some form of isolation and marginalization of the student as well as feeding into the stereotypes held about the student.

It is important to address these feelings as soon as they arise. The strategies below may help you to do so.

9.2.1 Break the cycle of institutional ownership

Institutional ownership, though absurd and unreasonable, is used to measure the level of commitment of advisees. Sometimes, it leads to unhealthy competition between graduate students in the same program, whereby some students spend about sixty hours per week with their advisor (Fogg, 2003; Kerber, 2005). Hansen and Kennedy (1995) observed that some faculty and administrators do not generally acknowledge institutional ownership, and that the inability of some graduate students to fulfill unstated obligations may lead to subtle changes in attention, treatment and lowered expectations towards those students. Hence, it is important to break the cycle of consequences of institutional ownership.

Some strategies for breaking the cycle of consequences of institutional ownership include:

Contact with advisor

Increase the number of contacts with your advisor several times during a semester outside of the normal contacts, even if you have no pressing issues to discuss (Ellis, 2001; Rovaris, 2004). Be creative and assertive in finding ways to stay in frequent contact with your advisors, for example, through emails, phone calls and notes.

Leadership opportunities

Seek out leadership opportunities and positions, even outside your program of study. This strategy can improve faculty's recognition of student's leadership positions and level of commitment.

Contact with other students

Network with other student(s) in your class or department, and especially with those who might share your similar situation. This is one of the best ways to find support in navigating the demands of graduate school (Brus, 2006).

Contact with other faculty/staff in the department

If your advisor is not supportive in a manner that is both comfortable and productive, approach others (e.g., faculty and staff) in the department, or another in a related department who might be helpful, and with whom you share some common characteristics, such as family or dependent status, gender, race/ethnicity, or nationality (Ellis, 2001; Ginorio, 1995, Moody, 2005). These individuals might be able to share with you some specific and useful strategies they employed to deal with the challenges in graduate school that are similar to what you might be facing (Brus, 2006).

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10.0 RACISM AND MICROAGGRESSIONS

In order to successfully navigate the educational system, it is important to understand the definition and implications of race and ethnicity as well as the difference between overt racism and microaggressions. Broadly speaking, race is used to categorize individuals by phenotypic differences or visual traits (i.e., skin color). Ethnicity, on the other hand, refers to cultural group differences. The term Latino/a, for instance, is used to refer to individuals of a myriad of races, but who share a common language, values, etc. and thus are part of the same ethnic group. Racial/Ethnic minority students report experiencing discrimination on the basis of their race and/or their ethnicity. In this section however, we talk about these forms of discrimination under the same umbrella - racism. Microaggressions are a subtype of racism.

10.1 What is Racism?

Racism is a system of oppressive beliefs and behaviors based on the assumption that White (or European American) individuals are superior to other racial (or ethnic groups). Although blatant expressions of racism have become less frequent, racism is still a pervasive phenomenon that can take many forms. Students can be the target of denigrating remarks and jokes. In other cases, students are the subject of generalizations or stereotyping. For instance, some people may assume that because you are a racial or ethnic minority, you are automatically interested in issues of diversity. Further, there may be certain individuals who devalue diversity systematically (i.e., professors who assign lower grades to racial or ethnic minority students).

10.2 What are Microaggressions?

There are other forms of racism and discrimination that are not overt, but that, nonetheless, could be equally and sometimes even more oppressive and damaging than overt racism. These other forms of discrimination are known as microaggressions and can be characterized as follows:

- Behaviors as well as verbal, non-verbal, and even environmental messages, that are subtle, stunning, and automatic or unconscious;
- Discrimination directed toward non-dominant racial or ethnic groups (as well as other traditionally oppressed groups);
- Experiences/Expressions that have a hostile or deprecating connotation; and, thus can have a negative psychological impact on the person(s) who is the target of the microaggressions.

Microaggressions can also be described as subtle insults, racial/ethnic slights, or put downs. Similar to overt forms of racism, they stem from unconscious beliefs in the superiority of White, or dominant, groups and are so embedded in our culture and

language that they form part of the everyday life. Because of their subtlety and common occurrence, microaggressions are oftentimes difficult to identify. It is in this invisibility that the negative power of a microaggression lies.

Sue, Capodilupo, Torino, Bucceri, Holder, Nadal, and Esquilin (2007) identified a list of common microaggressions, which we include here for purposes of illustration.

- Myth of Meritocracy - statements assuming that people of Color either receive unfair benefits (i.e., affirmative action) or do not work hard enough to succeed.
- Criminality Assumption - insinuations that associate criminal behavior with people of Color.
- Denial of Individual Racism - statements denying personal biases
- Color Blindness - comments that negate the existence of power and cultural differences between individuals of White descent and those of ethnic or racial backgrounds.
- Ascription of Intelligence - a statement assuming that intelligence depends on the racial or ethnic group to which you belong.
- Alien in Own Land - statements assuming that non-White individuals (i.e., Asian Americans, Latino-Americans) are not American.
- Second Class Citizen - preferential treatment given to a White person over a person of Color.
- Pathologizing Cultural Values - comments about the superiority of the ways of being and communicating of White individuals.
- Environmental Microaggressions - underrepresentation of people of Color in positive TV/movie roles; overrepresentation of people of Color in negative roles (i.e., criminals); few resources allocated to schools of students of Color, and overabundance of resources in predominantly White schools, etc.

10.3 Racism and Microaggressions: Real Life Examples

As previously described, racism can come in many different forms. Typically we think of the overt, hostile racism and deny subtler forms that may cause us to pause, but do not completely unsettle us. The following are some real life examples of how racism can look in the graduate school setting for ethnic minority students.

One graduate student was attending a state psychological conference. He sat down with

other professors and students from his program for lunch. The head of the program sat down next to him and they began the usual exchange between a fledgling graduate student and his seemingly infallible program director. Eventually, after what seems to be a great talk, the program director gets up to grab some dessert. When he returns he asks, "No dessert? Oh that's right, Chinese people don't eat dessert (jokingly)". Although this was intended to be in good humor, this generalization about this student's race was upsetting.

Here are other microaggressive statements that are often heard:

- "Wow, you are so articulate!"
- "You speak English so well!"
- "Do you eat Sushi/Dog/Rice/Beans/Fried Chicken all the time?"

In addition, fellow students may use slang or colloquialisms that are inherently racist, both intentionally and unintentionally (e.g., "I got gypped."). Another example is that there is an assumption that racial and ethnic minority graduate students only desire to work with racial and ethnic minorities. Racism can take on a wide range of forms. The subtler forms, microaggressions, can sometimes be the most difficult to deal with.

10.4 What Not to Do When You Experience Racism or Microaggressions

10.4.1 Do not ignore your reactions!

If you are bothered by a comment made about your racial or ethnic group, pay attention to your reactions, do not ignore them! The fact that racist comments or microaggressions are so pervasive may make you believe that your feelings (i.e., discontent, discomfort, defensiveness, etc.) are not warranted. They are!

10.4.2 Do not internalize the oppression

It is critical that you acknowledge your reactions to racism, and process them with people who understand you and who can provide you with support. The risk of not doing so is to believe that racism or microaggressions do not exist, or even worse, that they are normal or justified.

10.5 What to Do When You Experience Racism or Microaggressions

10.5.1 Consult

After being discriminated against, we may feel as if we were simply being "too sensitive." Chances are, this is not the case. However, to be certain, it may be beneficial to consult with other ethnic minority graduate students (e.g., fellow classmates, APAGS-EMGS listserv). In addition, you might turn to trusted support groups such as parents, friends, professors, or supervisors who can help

you process the moment, uncover your feelings, and determine the best course of action.

10.5.2 Be prepared

Having an understanding that racism still exists and expresses itself through many forms (e.g., humor, slang, or well-intentioned questions), can help you to be prepared for when it happens. A healthy acceptance and awareness of this fact can protect you from feeling too hurt, which may hinder your development as a professional psychologist (Tinsley-Jones, 2001). To prepare yourself, it is important to read about racial and ethnic minority experiences, or talk with other racial and ethnic minority graduate students, professors, or professionals about their experiences with racism and how they have dealt with it (Hwang & Goto, 2008). Having a mentor who can empathize and advise you on these difficult and important matters can be tremendously helpful during a trying experience.

10.5.3 Get social support

The previous two recommendations have alluded to this suggestion. Surround yourself with people who can really listen, understand, encourage, and even advocate for you when necessary. Not only will they provide much needed interpersonal support, normalization, and understanding, but they can also offer formal ways of dealing with racism in the setting in which it occurred (e.g., graduate program, practicum site). Having a variety of individuals from different walks of life and professions can also be of benefit because they can meet different needs that you may have. For example, at times you may simply need a friend to hear you, a racial and ethnic minority faculty member to advocate for you, or a network of other students who can affirm your experiences and suggest different ways to resolve the issue. Because graduate programs may not have the diverse resources necessary to meet your needs, the APAGS-EMGS listserv and racial and ethnic minority psychological organizations are resources available to you.

10.5.4 Confront offenders

Directly addressing the person who offended you may be one of the most important steps you take in asserting your beliefs about racism and its effects. This is a chance to inform, educate, and have a productive dialogue about the intended or unintended racial comments and your perceptions concerning it. The worst-case scenario about directly speaking to the person who made the racist comment is that they refuse to listen. The best-case scenario is that you increase the person's awareness and they begin to understand why a remark was offensive, and will think before they speak in the future. In either case, you have acted responsibly by sending a message that no one should be treated differently because of their racial and ethnic background. By respectfully and honestly sharing your views, you are helping to shape the

behavior of the offender so that he/she will be more aware when interacting with other racial and ethnic minorities.

The following are suggestions for confronting people who make offensive remarks:

- Be strategic: use your judgment as to the timing and location when speaking with this person. However, keep in mind that addressing the remark sooner, rather than later is most optimal
- Remain respectful at all times: this will help the dialogue flow smoothly
- Specifically explain to the person why the comment is offensive and how it affects you

10.6 Dealing with Racism at Your Institution

Confronting racism on individual and systemic levels takes a lot of courage and fortitude and by doing so you assert your civil rights and are part of positive change. Confronting racism at an institutional level can be challenging. Here are some suggestions that you may find helpful:

10.6.1 Offer support

Uplift and support other ethnic and racial minorities in your program. Remember that there is strength in numbers and the more supportive you are of each other, the better.

10.6.2 Stay in touch

Keep in touch with friends, family and neighbors from your home community. They help to keep you grounded and may be a rich source of support when you need it the most.

10.6.3 Elders as a resource

Look to elders in your family and community for guidance and counseling. They may have first person knowledge of what you are experiencing.

10.6.4 Stay true to your interests

Direct your research plan around issues that are of interest to you. You are not obligated to study racial and ethnic minority related issues because you are one. However, if you do choose to pursue interests related to racial and ethnic

minorities, understand that your interests may not be directly in line with the faculty in your department.

10.6.5 Be self-aware

Self-reflect and learn who you are and what you stand for. Becoming aware of your own personal biases will help you model what cultural sensitivity is.

10.6.6 Stay connected

Participate in diverse activities with diverse groups of people. Isolating yourself does not foster the sort of personal or interpersonal growth that comes with setting a multicultural agenda. If you feel out of place, remind yourself that there is power in your presence.

10.6.7 Develop all of your identities

Develop your other identities. Yes, you are an ethnic minority, but you also have a sexual identity, a gender identity, a class identity, an identity related to ability, and so on. You are also a student, colleague, and a friend with varying interests. You may be a parent, spouse, artist, writer, dancer or musical composer. You are more than what people see (Szymanski & Gupta, 2009).

10.6.8 Be aware of the grievance procedure

Learn grievance procedures at your program. University and employment settings typically have grievance procedures for dealing with racism and other inappropriate behaviors. It can be helpful to know with whom in the administration you can discuss any racist interactions that you may encounter. Some programs have personnel designated specifically to deal with issues such as racism. Grievance procedures for discrimination and/or harassment are a real and viable tool. Generally, there are at least five options to address these issues at the university level. Keep in mind that grievance policies and procedures vary across institutions. Therefore, it is important to consult with your institution if you are considering filing a grievance.

The following are general grievance procedures typically found at universities:

Seek advice

Talk to a trusted colleague. This could be a peer, a faculty person, a supervisor, or a friend.

Speak with a student and/or faculty ombudsperson.

The goal of seeking advice is for students to learn what options are available and to provide support so the matter can be handled in the most efficient, and responsible manner possible. Racial and ethnic minority student associations and faculty members involved in multicultural work may be additional resources to seek out. Speak to people who you trust.

When you do seek advice, the following options may be available (Dobbin & Kelly, 2007):

Option 1: Take no action

You have decided, for reasons personal to you, that the occurrence does not warrant further attention.

Option 2: Handle the situation personally

Upon speaking to the appropriate resources, you decide that the best plan of action is to personally deal with the situation yourself. This may include confronting the offender, attending events despite receiving a message that you are not welcome, or continuing in your program despite receiving reports that you may not succeed.

Option 3: File an informal complaint at the University/Program

Filing an informal complaint could include verbal or written correspondence that you personally express, to the appropriate person/department. Depending on the nature of the incident, this process is usually 10-15 days. Often, with this sort of complaint, the Ombudsperson will investigate the alleged incident through informal channels, such as having an informal discussion with those involved in an attempt to resolve the presenting issue. The role of the Ombudsperson, in this regard, will be to facilitate a respectful dialogue between you and the offending party, ensure that reasonable steps are taken so that the action does not occur again, try and resolve the situation in a mutually agreeable fashion, and offer alternatives should you decide that your grievance is unresolved. If you do not wish to have your identity revealed, you may ask the Ombudsperson to speak to the offending individual on your behalf. With this, please keep in mind that based upon specific details, the offending person may learn of your identity.

Option 4: File a formal complaint with the University/Program

A formal complaint typically cannot be made until an informal resolution process has been conducted. Depending on the nature of the allegation, the formal complaint process takes anywhere from 10-15 days. When a formal complaint is filed against another person in the university, you are usually required to provide a copy of the complaint to the offending individual. When preparing your complaint, be as specific as possible, detailing exactly what the allegation is,

the name of the individual who committed the act, and why it was offensive. Include supporting material and witnesses if available, as this adds strength to your allegation.

Remember to tell the truth and do not embellish, as there will be a thorough formal investigation into your allegations. Additionally, remember that the individual who you are making allegations against has the right to know what the allegation against them is and who made it.

Once you file a formal complaint, the following may ensue:

(a) The person you have made an allegation against may be allowed to file a response.

(b) Your written complaint along with the response will form the basis of a formal investigation. Usually the Ombudsperson and his/her nominee will perform the investigation.

(c) Once the investigation is complete, you will be notified of the status of your claim. You will likely be told that you claim <u>is</u> or <u>is not</u> substantiated.

i) If your claim is NOT substantiated, you will likely be notified that the matter will not be investigated further. The individual who you made the allegations against may be allowed to file a formal complaint outside of the university setting.

ii) If your allegation IS substantiated, the Ombudsperson will attempt to achieve a resolution to the matter. Methods of achieving a resolution include discussing the incident with you and the offending individual through a mediation process. The mediation process usually takes up to one and a half months to complete, depending on the nature of the allegation and the remedies sought.

iii) If the Ombudsperson is able to resolve the matter, and you are satisfied, then the case will be closed and no longer pursued in the University setting.

iv) If the Ombudsperson cannot resolve the matter and feels that all reasonable options have been explored and/or utilized, and if you wish to proceed further, then the complaint may be directed to a person in administration or an external body.

Whether or not you choose to take action, or address a racist occurrence informally or file a formal complaint, remember that dealing with racism and microaggressions is an

ongoing process. Unfortunately, discrimination on the basis of ethnic or racial background is still pervasive within university settings. The good news is that there are a number of strategies that can assist you in dealing with oppressive acts. We hope that you find some of the strategies outlined in this section helpful. Keep in mind that if you have been the target of racial discrimination within your university environment, you are probably not alone!

10.7 *Resources and References*

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11.0 PROMOTING DIVERSITY AND CREATING MEANINGFUL CHANGE

Many racial/ethnic minority graduate students are committed to contributing to society. There are many ways to promote diversity and create meaningful change in your department, community, and other organizations. One way to do this is to develop strategies for helping other racial/ethnic minority undergraduate and graduate students succeed. It is important to keep in mind that racial/ethnic minority students may get involved in too many activities, which may interfere with their ability to complete academic requirements. Therefore, racial/ethnic minority graduate students must learn to balance making change with making academic progress.

11.1 Get Involved Within Your Department

In most departments, there are numerous ways to get involved in creating meaningful change. Here are some ideas of ways you might get involved in your department.

- Create or get involved with an existing multicultural committee designed to address the needs of racial/ethnic minority students and other diverse groups.
- Represent racial/ethnic minority interests on student advisory committees.
- Advocate for racial/ethnic minority applicants on student admissions or faculty search committees.
- Develop a workshop or presentation series on racial/ethnic minority concerns and other diversity issues.
- Start a psychology racial/ethnic minority group, such as the Public Health Association of Minorities
  - PHAM is a collective of Boston University School of Public Health (BUSPH): students committed to increasing the awareness of minority issues by fostering relationships with faculty, alumni, and community health organizations and creating a social support and career network for BUSPH's underrepresented students and alumni. PHAM also provides opportunities for students in various departments to express public health issues of concern to populations of color.
  - http://sph.bu.edu/index.php?option=com_content&task=view&id=549&Itemid=685
- Recruit underrepresented undergraduate research assistants to provide them a glimpse of what graduate school is like.

- Engage in grant writing opportunities to fund diverse initiatives.
  - APAGS-Committee on Ethnic Minority Affairs (CEMA) offers several grants for projects that recruit, retain, and/or enhance the training of ethnic minority psychology graduate students. More information can be found on the APAGS website at http://www.apa.org/about/awards/apags-cema.aspx.
  - The Minority Fellowship Program (MFP): Its objective is to increase the knowledge of issues related to ethnic minority mental health and to improve the quality of mental health treatment delivered to ethnic minority populations. The MFP provides financial support and professional guidance to students pursuing doctoral degrees in psychology and neuroscience. Students can apply for one MFP Fellowship at a time. Therefore, you should take the time to determine which MFP fellowship best suits your needs. Additional information is available on the MFP website: http://www.apa.org/mfp/.

11.2 Get Involved Within Your University or College

There are also ways to advocate for diverse interests and create positive change within your graduate institution; here are some ideas:

- Serve as a student representative on a standing university committee, such as a committee on undergraduate university requirements.
- Join a graduate student organization of your university and advocate for funding for racial/ethnic minority students.
- Develop a mentoring program for undergraduates to help them get into graduate school.
- Provide workshops to university racial/ethnic minority organizations. Programs such as Equal Opportunity Program and McNair Scholars Program may provide opportunities for you to serve as a mentor to ethnic minority undergraduates.
- Volunteer to speak at psychology related meetings about graduate school (e.g., psychology club).

Getting involved in these ways may be excellent opportunities to promote diversity and create change in your university setting.

11.3 Get Involved at the State or National Level

Local and national organizations offer excellent opportunities to promote diversity and create meaningful change. The American Psychological Association of Graduate Students (APAGS) has several leadership opportunities that would allow you to become involved in meaningful change at the national level. APAGS committees are pivotal in establishing policy and in providing educational and professional resources for minority graduate students. Other APA divisions (see Section 7.3: Building a Professional Network) have student representatives. By becoming a student representative, you can advocate for racial/ethnic minority concerns at the division level. Participating as a student representative in your state's psychological association is yet another way to promote diverse interests and create meaningful change outside of your department and institution.

11.4 Get Involved in Your Community

Finally, another way to create meaningful change is to give back to your community by volunteering. Helping in non-profit organizations, churches, community healthcare centers, boys and girls clubs, soup kitchens, homeless shelters, and youth camps, are just a few ideas of ways that you might be able to give back to your community. You might also consider volunteering as a mentor or advisor in a local school, or helping students with their homework. It is important when choosing volunteer experiences that it will be meaningful for you. Building relationships with community organizations is an important way of creating meaningful change in your community.

11.5 Resources and References

American Psychological Association (APA) Minority Fellowship Program (MFP). Retrieved 1/16/08, from http://www.apa.org/mfp/

Bernal, M. E. (1994). Integration of ethnic minorities into academic psychology: How it has been and how it could be. In E. J. Trickett, R. J. Watts, & E. Birman (Eds.), *Human diversity: Perspectives on people in context* (pp. 404-424). San Francisco: Jossey-Bass.

Commission on Ethnic Minority Recruitment, Retention, and Training in Psychology. (1997). *Visions and tranfsormations: The final report*. Washington, DC: American Psychological Association. Retrieved from http://www.apa.org/pi/oema/visions/

Myers, H. F., Wohlford, P., Guzman, L. P., & Echemendia, R. J. (Eds.). (1991*). Ethnic minority perspectives on clinical training and services in psychology*. Washington, DC: American Psychological Association.

FIRST M. LAST, DEGREE

Address	Phone
number 1	
Address	Phone
number 2	
Address	Email 1
Address	Email 2

EDUCATION

08/08-present	**Pre-doctoral Internship** Program Name 1(APA Accredited) Program Name 2 Program Location Expected date of completion: Date
2006-present	**Doctoral Candidate in Clinical Psychology** Program Name (APA Accredited) Program Location Dissertation Successfully Defended: Date Expected date of graduation: Date
2006	**Master of Science in Clinical Psychology** Program Name (APA Accredited) Program Location
1999	**Bachelor of Arts in English Literature(Minor: History)** Undergraduate School Name Location

HONORS & AWARDS

2004-2005	**List your honors and awards**
1997	**List your honors and awards**

CLINICAL EXPERIENCE

8/08-present	**Position (e.g., Pre-doctoral Intern; Practicum Student)** **Program Name** **Program location** Provide description of clinical work **Clinical Supervisor: Name, degree** **Training Director: Name, degree** **Hours: (number) anticipated**
9/06-8/07	**Position (e.g., Pre-doctoral Intern; Practicum Student)**

Program Name
Program location
Provide description of clinical work
Supervisor: Name, Degree
Hours: (number) completed

10/05-8/06 **Position (e.g., Pre-doctoral Intern; Practicum Student)**
Program Name
Program location
Provide description of clinical work
Supervisor: Name, Degree
Hours: (number) completed

6/04-6/05 **Position (e.g., Pre-doctoral Intern; Practicum Student)**
Program Name
Program location
Provide description of clinical work
Supervisor: Name, Degree
Hours: (number) completed

6/04-6/05 **Position (e.g., Pre-doctoral Intern; Practicum Student)**
Program Name
Program location
Provide description of clinical work
Supervisor: Name, Degree
Hours: (number) completed

RESEARCH EXPERIENCE

06/07-present **Position (e.g., Research Assistant)**
Program Name
Program location
Description
Supervisor: Name, Degree

3/07-08/08 **Position (e.g., Research Assistant)**
Program Name
Program location
Description
Supervisor: Name, Degree

8/06-05/08 **Principal Investigator**
Dissertation in (Clinical, Social, Neuroscience, etc) Psychology
Program Name
Program Location

Description of dissertation

Dissertation Title:

Dissertation Status: Successfully defended date

Dissertation Committee: list committee member names.

11/03-08/05 **Position (e.g., Research Assistant)**
Program Name
Program location
Description
Supervisor: Name, Degree

RESEARCH PUBLICATIONS & POSTERS

Include publications in APA format

(If you have several publications and posters, you may want to separate this section into two: Research Publications,
Research Posters, Research Presentations)

TEACHING EXPERIENCE

10/08-12/08 **Instructor**
School Name
Course: *Title/Name*
Description

08/08 **Instructor**
School Name
Course: *Title/Name*
Description

05/08 **Guest Lecturer**
School Name
Course: *Title/Name*
Lecture - Topic
Description

09/04-12/05 **Teaching Assistant**
School Name
Course: *Name*
Description

OUTREACH & EDUCATION

5/05 **In-Service Didactic Facilitator**
Program name
Program location

Description

01/04 **Associate Teacher/Facilitator**
Program name
Program location
Description

GRANTS

Travel Grant, American Psychological Association (APA), Awarded Spring 2008. To present as first author on a poster at the 2008 APA Convention in Boston, Massachusetts.

Travel Grant, description of grant

Dissertation Grant, description of grant

Travel Grant, description of grant

Workshop Grant, description of grant.

PROFESSIONAL LEADERSHIP

9/08-present **Title/Position (Committee member, mentor, etc)**
Program Name
Program Location
Description

9/08-present **Title/Position**
Program Name
Program Location
Description

10/07-present **Title/Position**
Program Name
Program Location
Description

PROFESSIONAL TRAINING & DEVELOPMENT

06/08 **Description of professional development and training.**

LANGUAGE SKILLS

Conversational in (Include Language)

PROFESSIONAL AFFILIATIONS

American Psychological Association, Student Affiliate
List Divisions.
List Other Affiliations

REFERENCES

Include name of reference (including degree)
Position
Address
Phone number
Email Address

(Always include anyone who is writing a letter of recommendation for you).

FIRST M. LAST, DEGREE

Address	Phone number 1
Address	Phone number 2
Address	Email 1
Address	Email 2

EDUCATION

08/08-present **Pre-doctoral Internship**
Program Name 1(APA Accredited)
Program Location
Expected date of completion: Date

2006-present **Doctoral Candidate in Clinical Psychology**
Program Name (APA Accredited)
Program Location
Dissertation Successfully Defended: Date
Expected date of graduation: Date

2006 **Master of Science in Clinical Psychology**
Program Name (APA Accredited)
Program Location

1999 **Bachelor of Arts in English Literature(Minor: History)**
Undergraduate School Name
Location

HONORS, AWARDS, FELLOWSHIPS AND SCHOLARSHIPS

(Highlight select honors, awards, fellowships and scholarships)

2004-2005 **List your honors and awards**

CLINICAL EXPERIENCE

(Highlight select clinical experience)

8/08-present **Position (e.g., Pre-doctoral Intern; Practicum Student)**
Program Name
Program location
Provide description of clinical work
Clinical Supervisor: Name, degree
Training Director: Name, degree
Hours: (number) anticipated

RESEARCH EXPERIENCE

(Highlight select research experience)

06/07-present **Position (e.g., Research Assistant)**
Program Name
Program location
Description
Supervisor: Name, Degree

3/07-08/08 **Position (e.g., Research Assistant)**
Program Name
Program location
Description
Supervisor: Name, Degree

RESEARCH PUBLICATIONS & POSTERS

Include publications in APA format and highlight select publications and poster presentations.

TEACHING EXPERIENCE

10/08-12/08 **Instructor**
School Name
Course: *Title/Name*
Description

08/08 **Instructor**
School Name
Course: *Title/Name*
Description

GRANTS
(Highlight select grants)

Travel Grant, description of grant

Dissertation Grant, description of grant

PROFESSIONAL LEADERSHIP

9/08-present **Title/Position (Committee member, mentor, etc)**
Program Name
Program Location
Description

LANGUAGE SKILLS

Conversational in (Specify Language)

PROFESSIONAL AFFILIATIONS

American Psychological Association, Student Affiliate
List Divisions if applicable
List Other Affiliations

REFERENCES

References available upon request

ABOUT THE CONTRIBUTORS

Innocent F. Okozi, MA, EdS, is a doctoral student in the counseling psychology program at Seton Hall University, NJ and a psychological intern at the University of Maine Counseling Center, Orono, Maine. His dissertation investigates the impact of attachment to God on the psychological well-being of persons with religious vocation. He is the APAGS liaison to the APA Office of Ethnic Minority Affairs. As Chair of CEMA, he has been working diligently with Central Office staff to maintain the success of the ethnic minority peer mentoring program. He is also engaged in facilitating APAGS collaborative outreach to student affiliate members of APA Division 45, the Association of Black Psychologists, the Asian American Psychological Association, the Society of Indian Psychologists, and the National Latino Psychological Association.

Chiharu S. Allen, PhD, earned her Ph.D. in School Psychology at Texas A&M University. During her predoctoral internship with the Dallas Independent School District, she provided psychological services to ethnic minority students and adjudicated youths. She is particularly enthusiastic about mentoring ethnic minority students and also serves as a Cultural and Linguistic Diversity Ambassador for the National Association of School Psychologists. Her dissertation focused on the effects of natural mentors on academic outcomes among ethnically diverse youths. Allen is devoted to serving the underserved population and plans to continue her clinical work with inner city students and her research on youth resiliency.

M. Cristina Cruza-Guet, MEd, is a pre-doctoral intern at The University of Pennsylvania Counseling Center and a doctoral candidate in counseling psychology at Lehigh University, where she teaches as adjunct faculty. Her clinical and research interests center on multicultural counseling, Hispanic women's mental health, Hispanic social support networks, and eating disorders. She is a recipient of a *National Institute of Mental Health* (NIMH) minority supplement grant and is a fellow of the Harvard Medical School Harris Center for Education and Advocacy in Eating Disorders. Cruza-Guet holds the equivalent of a master's degree in clinical psychology from Pontificia Universidad Católica del Ecuador and a master's degree in counseling and human services from Lehigh University. She is also APAGS Member-at-Large, Communication Focus (2009-2011).

Regina M. Sherman, PsyD, earned her PsyD in Clinical Psychology at the PGSP-Stanford Consortium. She completed her pre-doctoral internship at the University of California, San Diego's Counseling and Psychological Services, and will pursue her post-doctoral fellowship at Emory University Medical Center spending 50% of her time in the treatment of people living with HIV/AIDS, and 50% of her time in the treatment of women recovering from domestic violence. In the summer of 2009, Sherman trained in global mental health and sustainable development in Senegal, Africa. As a Regional Diversity Coordinator for CEMA, Sherman is committed to raising awareness about issues that affect ethnic minority graduate students and promoting environments that help diverse students thrive in higher education.

Brian C. Chao, MA, is a fourth year graduate student in the clinical psychology program at George Fox University located in Newberg, Oregon. He was born and raised in southern California until he moved to pursue his degree. His research interest is in ethnic minorities and spirituality. He is currently pursuing additional training in psychodynamic theory and practice, which he hopes will help him serve ethnic minorities, especially within the Asian American population. Chao hopes to work with APAGS CEMA to increase availability and awareness of resources to support ethnic minority graduate students.

Le Ondra Clark, MS, received her B.S. in Psychology with minors in Quantitative Research and African American Studies from California State Polytechnic University, Pomona. Le Ondra received her M.S. in Community Counseling from the Department of Counseling Psychology at the University of Wisconsin-Madison and she is entering her final year as a Ph.D. candidate in the Department of Counseling Psychology at the University of Wisconsin-Madison. During the 2009-2010 year, she will be completing her psychology internship at the University of Southern California Childrens Hospital Los Angeles. Le Ondra is active in various national organizations and committees. She is the current Chairperson of the Association of Black Psychologists Student Circle board and has also served as the Jegnaship chair (mentorship chair) for the association. As well as her participation on CEMA, she is a student representative for Division 35 (Section on Black Women), an APAGS Campus Representative, and a Substance Abuse and Mental Health Services Fellow of the APA's Minority Fellowship Program. Le Ondra is a licensed professional counselor and treats children, adolescents and families. She has also facilitated culturally specific mental health groups while in Madison. Her research examines the barriers that racial and ethnic minorities encounter when seeking mental health treatment. One of Le Ondra's long-term goals is to work in the public policy arena, as an advocate for the mental health needs of disenfranchised communities.

Kimberly L. Smith, MA, is a doctoral student in clinical psychology, with a specialization in neuropsychology at Pepperdine University. Her research interests include the neuropsychological correlates of trauma, and the role of culture in the expression, diagnosis and therapeutic treatment of neuropsychological disorders. Smith expects to advance the field of psychology to include diverse perspectives for those in leadership, in order to build upon existing framework to set the national practice and research agenda. As a Regional Diversity Coordinator for CEMA, Smith is dedicated to mobilizing and engaging graduate students in meaningful growth towards an increasingly diverse academic and professional environment. She is also the APAGS Member-at-Large, Education Focus (2009-2011).

Rachel Casas is a doctoral student in Clinical Neuropsychology at the University of Iowa, and a psychology intern at the UCLA Semel Institute for Neuroscience and Human Behavior. She is a fellow of both the APA's Diversity Program in Neuroscience and the National Science Foundation's Graduate Research Fellowship Program. Her research focuses on how cultural factors influence brain functioning and cognition. A scientist-activist, Casas is committed to using her research to inform public policy, and she recently spent two months on Capitol Hill as APA Division 9's Dalmas A. Taylor Fellow.

She was the APAGS CEMA Chair (2006-2008) and member of APAGS Executive Committee (2008-2011).

Arpana "Annie" Gupta, MEd, is a doctoral student in the Counseling Psychology program at the University of Tennessee, Knoxville and is an intern at Harvard/MGH. She received a M.Ed. in Counseling from Wake Forest University. Her primary research interests include quantitative research methods such as meta-analysis, structural equation modeling, and factor analysis; and Asian American (AA) psychology, with a specific focus on the following: acculturation, racial identity, stereotype thereat, suicide, health disparities, career, and public policy issues. She is an active member of the profession and has held the following leadership positions: APA Division 45 Student Representative, APAGS-CEMA Regional Diversity Coordinator, and Asian American Psychological Association (AAPA) Board Member and Student Representative. Her hobbies include working out, cooking, dancing, traveling, and painting.

Erlanger Turner, PhD, obtained his M.S. degree and Ph.D. in clinical psychology from Texas A&M University. He obtained his B.S. degree in psychology from Louisiana State University. His primary clinical interests include child-family psychology with a focus on applying behavioral medicine treatments for use with ethnic minority populations. Research interests include health and mental health disparities, academic achievement, child psychopathology, help-seeking attitudes and behaviors, and child mental health services; and he has published articles on those topics.

Nabil Hassan El-Ghoroury, PhD, is a licensed psychologist currently serving as Associate Executive Director of APAGS. His undergraduate training was completed at UCLA, and his graduate training at SUNY Binghamton. As a bilingual psychologist, El-Ghoroury was instrumental in creating a bilingual, interdisciplinary primary care clinic for Latino youth at MetroHealth Medical Center in Cleveland, OH, where he worked prior to APA. His interests include autism, disruptive behavior disorders, Latino health issues, and professional issues in the use of social networking. He was the lead author of the first edition of this Resource Guide while serving as the first APAGS Member-at-Large, Diversity Focus.

Other Contributors to the First Edition of the Resource Guide, "The Survival Guide for Ethnic Minority Graduate Students":

Diana Salvador, PsyD, is a child psychologist working in New Jersey in private practice and as the director of a community based mental health program in a local school. Since graduating in 2002 from Rutgers, Salvador has served as a community based provider in multiple settings with a diverse group of children and families who have limited access to services. She served on APAGS as a Member at Large, General Focus for four years as an advocate for graduate students focusing on balancing professional and personal goals and needs, and was a co-author of the first edition of this resource guide.

Roxanne Manning, Ph.D., is a licensed psychologist currently residing in northern California. She received her undergraduate training at City College of New York and her

doctorate from SUNY Binghamton. She is involved in national and international training of nonviolent communication to therapists, coaches, educators and others. Manning's additional interests include women's issues and health psychology. She was a co-author of the first edition of this Resource Guide while serving as APAGS Member-at-Large, Practice Focus (1999-2001).

Tanya Williamson, Ph.D., is a licensed psychologist currently in private practice in Syracuse, NY. She is also on the staff of the Syracuse VA, working as a health psychologist assisting with pain management in primary care as well as providing geropsychological services. Williamson received her undergraduate training at Michigan State University and her doctorate at SUNY Binghamton. Her current interests include health psychology, LGBT issues, and women's health. In 2007 Williamson received the Sidney Orgel Award for Early Career Psychologists from the New York State Psychological Association. She was a co-author of the first edition of this Resource Guide while serving as APAGS Member-at-Large, Practice Focus (1997-1999).

Ethnic minority graduate students in psychology will find this resource guide to be instrumental as they pursue their graduate education. Written by students for students, the guide offers both useful strategies to make graduate school a more positive experience, and constructive options to deal with the challenging and difficult situations students may encounter. Students in both clinical and research oriented fields will learn helpful ideas to deal with the stressors of graduate school. New pieces to this updated edition include resources and suggestions on financial planning, professional development, and dealing with microaggressions. While this guide is most helpful to ethnic minority students, the mentors of students of color will discover strategies that will enable them to provide better support and encourage their proteges as they become psychologists.

Nabil Hassan El-Ghoroury, Ph.D.
Associate Executive Director
The American Psychological Association of Graduate Students

APAGS is the voice of psychology students within the American Psychological Association (APA) and in the psychology community. With more than 150,000 members, the APA is the world's largest organization dedicated to the science and practice of psychology. For more than a century, the APA has played a vital role in the development of the field by funding and encouraging research, providing professional development opportunities, advocating for psychologists on state and national legislation, and determining and developing standards for psychological research, practice, education, and social and ethical responsibility.

With more than 41,000 members, APAGS is one of the largest constituency groups of the APA, as well as the largest organized group of psychology graduate students worldwide. Similar to the APA, APAGS implements governance initiatives and policies, provides direct member contact and support, develops resources to meet the information and advocacy needs of members, provides leadership opportunities, and offers special convention programming and other distinct training.

For more information, visit the APAGS website at: www.apa.org/apags.

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