AMERICAN PSYCHOLOGICAL ASSOCIATION

Resource Guide for Psychology Graduate Students of Color
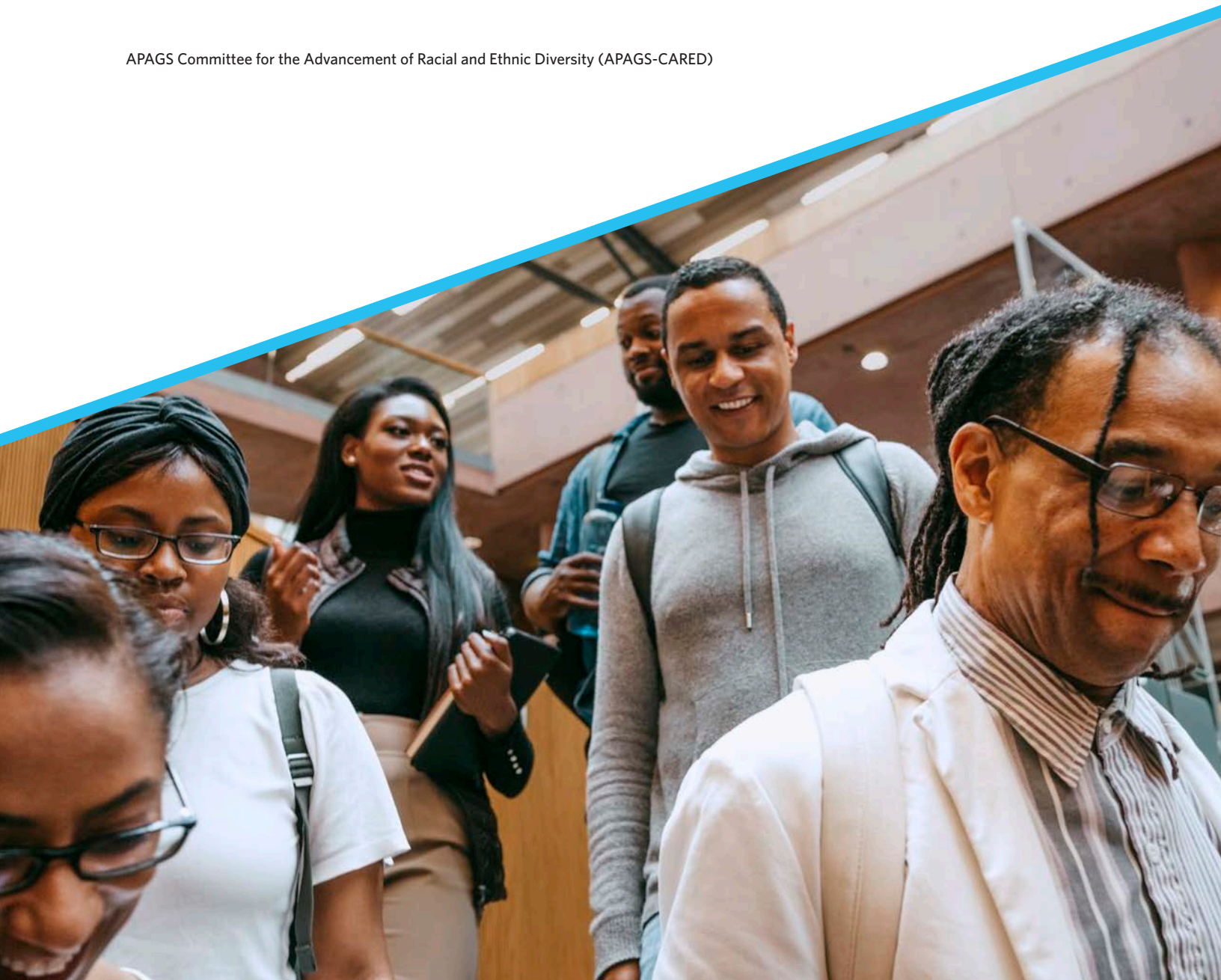
THIRD EDITION

AMERICAN PSYCHOLOGICAL ASSOCIATION
PSYCHOLOGICAL ASSOCIATION

AMERICAN PSYCHOLOGICAL ASSOCIATION OF GRADUATE STUDENTS (APAGS)

Resource Guide for Psychology Graduate Students of Color

THIRD EDITION

APAGS Committee for the Advancement of Racial and Ethnic Diversity (APAGS-CARED)

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Foreword

Welcome to the field of psychology!

As the 2023 APA President and one of the inaugural APA representatives to the United Nations, I am honored to introduce you to this important resource, the *APAGS Resource Guide for Psychology Graduate Students of Color* provided by the American Psychological Association of Graduate Student's Committee for the Advancement of Racial and Ethnic Diversity (APAGS-CARED). Your presence, voice, passion, and innovation are needed in psychology. As you review the resource guide in its entirety, I want to share some insights about the major topics covered in the guide.

First, let me name that your identification as a graduate student of color is vital to the success and progress of our field. We need people at the table with diverse experiences, vantage points, and cultures. You are an asset to the field, and I want to encourage you not to erase, minimize, or apologize for your race, ethnicity, and culture. If you graduate and have lost yourself in search of "professionalism," you will have been robbed. Your identity is a rich resource that can nourish you professionally and personally. Bring all that you are to the table of psychology.

Second, I want to emphasize that your care and wholeness are important. Many people who enter this field hold values that prioritize the care and needs of others. There is a danger in neglecting yourself in the service of others or the field. Self-care is not merely about time management but also about knowing that you are worthy of care. Each of us is worthy of rest, nutritious food, water, exercise, healthy relationships, and nourishing practices. Along with self-care, community care is an important protective factor. Friends, family, mentors, colleagues, supervisors, health care providers, and community members are all a part of your circle. Making time to connect with those in your circle and being willing to ask for help will make this work sustainable and your life expansive.

Third, whether you engage in practice, education, research, or consultation/applied psychology, I hope you will commit to understanding and enacting social justice frameworks in your work. Liberation psychology, intersectional feminist psychology, and other contextual orientations can provide you with theory and strategies for applying psychological science to be an agent of change who is actively and consistently anti-oppression. As you learn more about, and contemplate how you want to decolonize, deconstruct, and eradicate oppression, also consider what you want to build. Envision a society that centers liberation and flourishing and then open yourself to both culturally enriched traditions and innovative new possibilities.

Fourth, I want to encourage you to consider your financial and professional development. People of color and women are often less likely to negotiate salary and other benefits. Please know that you are worthy. You have invested years into your education, and you deserve fair compensation with a quality of life that honors you. Practice talking about money, learning about financial planning, and obtaining multiple streams of income to fund your dreams. In terms of professional development, become active with professional organizations such as APA, APAGS, your state psychological association, the ethnic psychological associations, and APA divisions that align with your interests. Come to meetings and conferences to learn but also to make connections that can turn into lifelong friendships and professional collaborations. Finally, consider expanding your professional identity to include the dissemination of psychological science beyond the academy. You can share knowledge through advocacy, social media, podcasts, and books for the public, among other pathways.

If you ever find yourself struggling with imposter syndrome, feeling incapable or unqualified, know that those feelings did not originate solely within you. We often work in systems and institutions that devalue and underestimate psychologists from historically excluded identities. The truth is that you do belong here so nourish yourself by immersing yourself in individual and community practices that remind you that you are worthy. Bring your full authentic self to psychology, nothing less.

I am glad you are here!

In Solidarity,

Thema Bryant, PhD

2023 APA President

Introduction to the APAGS Resource Guide for Psychology Graduate Students of Color

Supporting psychology graduate students of color continues to be an ongoing priority for APAGS and the larger APA. In April 2021, APA released the Equity, Diversity, and Inclusion (EDI) Framework, which embeds an EDI lens to all aspects of APA's work, including cultivating the field of psychology to be welcoming and engaging. Students of color often face obstacles and roadblocks that others may not face and may have limited resources to help navigate these difficult situations. Consistent with the EDI Framework (2021), the *APAGS Resource Guide for Psychology Graduate Students of Color* was developed to help students of color successfully navigate challenges that may arise during their training and to provide advice and guidance around the things not taught in graduate school.

History of the Resource Guide

In 1999, Dr. Richard Suinn became APA's first Asian American president. As president, one of Dr. Suinn's focal initiatives was the promotion of psychologists and graduate students of color. In line with his vision, mentoring graduate students of color was of paramount importance. Thus, during the spring of 1999, Dr. Suinn approached APAGS and requested our participation in the development of a graduate school survival guide for students of color. Several APAGS members-at-large enthusiastically agreed to take on this project.

In April 1999, the APAGS committee began developing the survival guide by soliciting information from graduate students of color, as well as from newly graduated and experienced psychologists who had wisdom to share based on their experiences and the obstacles they faced during graduate school. Students and professionals from different programs across the nation provided their answers 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 graduate students of color?" The suggestions, tips, and strategies proposed by those surveyed became the frame for the different sections of this guide. We believe this adds to the guide's utility in meeting the needs of this important population.

In 2010, the APAGS Committee for Ethnic Minority Affairs (APAGS-CEMA, now known as the APAGS Committee for the Advancement of Racial and Ethnic Diversity, or APAGS-CARED) reviewed the original guide and found there were several sections of the guide requiring updates and some essential and timely information to add. New topics included self-care, conducting research and publishing, mentoring relationships, applying for internship, managing imposter syndrome, and navigating microaggressions and racism.

In 2022, APAGS-CARED analyzed the guide and, again, felt strongly that it required another revision. Not only is the current state of the field vastly different, but there is a much wider understanding of diversity from a perspective that is intersectional and inclusive. Psychologists have updated knowledge about the current state of the field of psychology, and it is vital to ensure students have the information and resources needed to be successful in their graduate school training experience. Beyond that, in recent years the world has witnessed a variety of racially motivated events (e.g., police-involved murders of Black Americans such as George Floyd, Breyona Taylor, and Tyre Nichols; ongoing attacks against Asian and Asian American people that increased during and after the global pandemic; hatred and segregation of undocumented Latinx people at U.S. borders; ongoing crises of missing and endangered Indigenous peoples; revolts against prejudicial practices that inflict harm on women in Iran; atrocities that have occurred to Palestinians and Arabs; and ongoing attacks to stifle, disrupt, and prevent the creation of civil discourse on the importance of teaching perspectives such as those influenced by critical race theory, and diversity, equity, and inclusion initiatives throughout U.S. institutions of learning) that have affected graduate students of color in various ways. Additionally, people worldwide went through (and continue to deal with) a global pandemic that greatly affects graduate student training and disproportionately affects students of color.

This new version of the guide provides updated literature to speak to the current needs of graduate students as well as programmatic changes, includes new sections on advocacy and activism in graduate student experiences, provides further information on financial opportunities, and includes updated language that is in alignment with the second edition of APA's EDI Inclusive Language Guide (2023). This updated guide also aligns with three pillars of the APA Racial Equity Action Plan (2022).

1. Education: utilizing APA's role in the field and its resources to promote racial equity in educational institutions and to advocate for psychologically safe and inclusive environments through bias mitigation (p. 15).

2. Training of Psychologists: implementing efforts to mitigate the entry to and completion of graduate programs (p. 14).

3. Knowledge Production: ensuring equitable representation of scholars of color in scientific and scholarly leadership positions (p. 11).

We hope that you will find this resource guide valuable in navigating graduate school, regardless of where you are in your training. Although many of the suggestions we offer are not exclusive to graduate students of color, there are unique concerns specific to this population of students that we have tried to address in greater detail.

The publication of the *APAGS Resource Guide for Psychology Graduate Students of Color* would not have been possible without the support of current and past APA presidents, leaders, staff, and graduate students. We are particularly grateful to Dr. Suinn, who supported the development of the original guide, and to 2023 APA President Dr. Thema Bryant for her continued support and for writing the foreword to this revised edition. We are also appreciative of the guidance and encouragement received from APAGS Senior Director Wendy R. Williams, PhD, and APAGS staff members Heather Dade and Ritu Verma.

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-CARED 2022 & 2023

General Graduate School Issues

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 mental and physical health (e.g., lack of exercise, low appetite).

- Persistent fatigue.

- Frequent illness or physical symptoms (e.g., headaches, stomachaches).

- Constant worrying.

- Feeling depressed.

- Difficulty concentrating.

- Trouble remembering things.

- 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.

- Inability to be "present" in class, meetings, or clinical encounters.

- Experiencing impatience.

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.

Adjusting to Graduate School

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

Learn About Your New Community.

It may be helpful to go around the town/city, do some explor-ing, and 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 (i.e., 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, especially ones that offer dis-counts for students or free/discounted days. Some cities even have apps for your phone where local activities or events may be listed. The Chamber of Commerce often provides maps and descriptions of potential activities and places to go. Some student newspapers or your community's newspaper may report an annual survey of "The Best of" places; consider this when learning about your community. Additionally, consider subscribing to local racial/ethnic publications for specific information about cultural events and organizations in your new community.

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 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, Binghamton University has a buddy program to help new students with such tasks as finding an apartment, locating food restaurants and coffeehouses, and even finding a place to get a haircut. Other schools, such as the Graduate School of Applied and Professional Psychology at Rutgers University, provide interpersonal groups for first-year stu-dents to discuss issues, such as how graduate school impacts one's personal life. Your program may also have a student organization with a "social chair" who has the responsibility of planning, organizing, and hosting social events to promote unity among students. Please note, 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 racially/ethnically minority students, you might want to identify diversity 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 diversity 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 easier. Students moving away to attend graduate school can help sustain those connections through social networking sites. You can also utilize social media to make new, professional connections. Moreover, social media is a helpful tool to ask for advice, learn how other students are making it through, and share your personal experiences. Of note, if you mention your professional affiliations (e.g., what university/college program you're in), be sure to acknowledge that your thoughts are your own so that you do not run afoul of the policies and positions of those institutions.

Do Not Struggle in Silence.

Your faculty should support your well-being, but they cannot be helpful if they don't know you are struggling. Most faculty are open and have likely experienced the same issues. Speaking to them, or your peers, can help lessen the burden of adjusting on your own. Also, if other students are experiencing the same issues, and your program does not have existing structures to help with adjustment, being vocal about your struggles can be the start of your department or administration addressing concerns as a collective.

Maintaining 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 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., a sports team, an exercise class, volunteering, etc.). This can help you make social connections with people who have no connection to your professional life. They can provide much-needed time away from your duties and responsibilities. It can absolutely be helpful to spend time with your peers and commiserate about your shared experience, but it is also important to spend time with people who do not identify with your role as a graduate student. This way, you are less likely to think about or discuss your work when you are with them.

A second, related strategy is to devote time to keeping or developing relationships. This allows you to maintain connections with friends and family, particularly those not in school. Participating in extracurricular activities and connecting with friends and family on a regular basis can help re-energize and reward you for all your hard work.

Considering 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 practice 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 faculty/staff might also be stressful. Personal counseling or therapy can often help you to manage this stress.

Students may not be 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, members of your community, your peers, your faculty members, and/or your supervisors may be able to refer you to local psychotherapists who are willing to treat graduate students at a reduced rate. Some clinicians offer reduced rates to students because they know, and remember very well, the position you are in. You are in a helping profession, so do not be surprised when you discover professionals who want to help you succeed and feel your best while doing so. Also, for students who are planning on becoming therapists, participating in psychotherapy can provide invaluable insight into the process and treatment of mental health issues. Be mindful that some programs require or heavily endorse your participation in personal counseling or therapy.

Preventing Health Issues

Remember that graduate school is a marathon, not a sprint, and that life goes on while you are working towards that degree. It can be easy to neglect your health needs in the hustle and bustle, but being prepared can help prevent health struggles that interfere with your performance.

Don't Neglect Your Physical Health Needs.

You are likely to be living in a new city or state, away from your long-time care providers. Ask your previous primary care physician to help you find a new one in your new com-

munity and to provide you with any medical records that may be helpful. If possible, ask the same of any specialty doctors from whom you are currently receiving care. Do not put off your annual physical exams either! You may be able to access your necessary health services from on-campus facilities. In some cases, this can include vision care, reproductive health, nutrition resources, and short-term programs for emotional support.

Get Active.

Being physically active can be a great way to prevent health issues and support your academic goals. Look for recreational activities not only on campus (e.g., gyms, pools, etc.) but also in your surrounding community for other/wider/ opportunities. Can you hike, bike, run, attend free yoga in the park, or get involved in your city's roller derby league? Finding a physical activity that promotes stress reduction and physical health is a great option that can help add enjoyment to your graduate school experience.

If You Are Already Struggling

If you are reading this guide while already in the thick of it, the preceding sections can still help. And here are a few more useful, practical tips to address your wellness and self-care.

Small, Sustainable Changes.

Big, sweeping changes to your routine are often distressing and difficult to maintain. Implementing small, sustainable changes makes it easier to manage the bigger, long-term changes. Consider: what is ONE thing you can do this week to support your wellness and self-care? Maybe it's drinking more water, going to bed at a consistent time, or carving out time every day for lunch. Commit to doing that ONE thing for a while before moving on to something else. It can take weeks to build a habit. Give yourself the grace and time it takes.

Accountability.

Next, consider: How will you hold yourself accountable in your commitment to wellness and self-care? Get creative! Maybe it is as simple as setting app limits on your phone to remind you to be more present. It might be asking friends and families to check in with you about your goal or blocking off calendar time to remind you not to schedule professional activities when you should be engaging in recreational activities. It may also be scheduling consistent doctor's appointments weeks or months in advance. Each of us can have the intention to make changes, but without steps to hold ourselves accountable, it is easy to let things go by the wayside, especially if the change is not something done regularly.

Be Okay with "Failing."

Truthfully, you cannot fail at wellness and self-care if you keep trying! There will be days, even weeks, when you decide to ignore your alarms, reminders, or calendar blocks and allow your well-being to take a backseat while you complete tasks. This is normal and can sometimes feel unavoidable. If you are the type to get frustrated when you are not consistent with yourself, take a deep breath and remember that you can return to your wellness and self-care routine. All is not lost, and time off is not a true failure. You have not let yourself down, and you can make a comeback!

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Specific Tasks in Graduate School

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. This section provides suggestions that can facilitate the initiation and completion of your graduate research endeavors. In addition, it describes guidelines to assist you in the final stage of a research project: the publication process.

Tips for Conducting Research

Conducting research is an integral component of graduate school and is a requirement in all PhD and many master-level and PsyD programs. Becoming a skilled researcher will help prepare you not only for the thesis or dissertation process but also for professional practice, if you are a clinician. Whether you choose to work in academia, in a clinical setting, or in another arena, the skills you learn from conducting research will benefit your future work.

Conducting research is a rewarding experience. It is often, however, misperceived as an overly difficult task. In part, this misperception stems from the fact that many challenges may 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 this section summarizes here, to help you develop your research projects and identify and dismantle potential roadblocks.

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 (e.g., thesis, qualifying project, and dissertation). Thus, it may be cost- and effort-effective to keep them involved from the very beginning and 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. Also, 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 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 allow you to gain research experience, identify your topics of 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!

Find Funding.
Conducting a research project involves a series of resources of different types (e.g., assessment protocols, statistical packages, books), which can easily exceed a graduate student's budget. It is entirely possible that your program, department, college, or university provides these resources for free or at a reduced cost. Be sure to ask around before making any purchases! If you find that you do need to spend money, 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 several grants available for master's and dissertation research, as do numerous divisions of the APA and the American Psychological Foundation (APF). You can also reach out to the dean of your department or college about funding opportunities at your place of graduate study. State and private organizations focused on your area of research (e.g., the Society for the Study of School Psychology) also provide dissertation grant awards. Be sure to look for funding opportunities as early as possible so you do not miss any important application deadlines. For additional information on funding opportunities, see Grants, Scholarships, and Fellowships in Subsection 8.7, "Financial Planning: Investing in Yourself," of this resource guide.

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 increasing 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. When bringing other students onto your project, consider what they stand to gain. You may be able to offer them co-authorship or help with their research projects in return. Building a meaningful research network is a great way to build relationships and advance your work.

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 (e.g., 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 your research ideas. It is never too early!

Pursue Research Endeavors That Are of Interest to You.

Projects that reflect topics in which you are personally interested and feel committed to 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 for courses that focus on varied subfields of psychology.

- Attend conferences that help you explore a variety of topics.

- Attend didactic seminars or trainings in your college/ university or larger community.

- Read a wide selection of scientific journals.

- Keep a journal to track your responses to the recommendations listed throughout this resource guide.

- Keep notes about ideas related to your research interests.

Oftentimes, racially and ethnically diverse students may want to conduct research on issues relevant to diversity or racially and ethnically diverse individuals. If this is what interests you, then pursue it! To do so, identify potential sources for recruiting participants. Student organizations on campus (e.g., the Chinese Student Association), local community organizations (e.g., the Urban League and the National Association for the Advancement of Colored People), places of worship, specific schools and neighborhoods, and community mental/behavioral health centers may all be helpful places for recruiting diverse participants. Furthermore, it may be helpful to develop positive relationships with leaders from these community organizations.

Notably, if you are interested in conducting research relevant to diversity or racial and ethnic individuals, yet do not have access to individuals in your program who have experience in that area, do not be afraid to reach out to faculty members in your larger department, college, or university who could serve as research mentors for you. You may also find people in the community (e.g., other institutions) who could help support your research interests.

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 or electronic folders, so that all the relevant information you need is easily accessible. You may also save all this information in a flash drive, portable hard drive, or a secure, university-sanctioned online storage place (e.g., Dropbox, Box, Google Drive, and Microsoft Office OneDrive). In your files, 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 Institutional Review Board (IRB); IRB approval (e.g., upcoming submission deadlines and meeting dates).

- 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.

- Full-text articles (i.e., PDFs) from your reference list.

- An electronic or cloud copy of all your work. Consider emailing 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.

Pace yourself!

Because research is a process that can take a substantial amount of time, it is important to work consistently on a project, even minimally. Working daily keeps the project in the forefront of your mind, helps you remain focused, and makes the task less overwhelming. Try dedicating at least 30 minutes a day to a project while pushing towards your deadlines.

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 their field.

- Publishing can help an individual advance in their field. For example, publishing is often a requirement for promotion and tenure.

- 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 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.

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. You can also join other students' thesis and dissertation projects. 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 postdoctoral fellowship.
A postdoctoral (postdoc) position is typically between one and three years in length. Many postdoc positions are research-oriented. A strong portfolio with a consistent line of research can help students determine what type of postdoc they will apply for as well, as help students attain a postdoc 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 postdoc 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.

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.

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. Your research bibliography or reference list may also give you ideas for journals to publish in. Look to the articles you cited to discover which journals are popular in your area of study. Also, many academic publishers (e.g., Elsevier, John Wiley & Sons: Wiley Online, SAGE, and Springer) have online journal finders that can help you find journals that may be the best fit for your work based on your manuscript's title and abstract. Moreover, preparing a "short list" of prospective journals as you start your writing process holds clear benefits. This enables you to format your manuscript closely to the journals' preferences, which can save time and effort down the road. Other options to consider are journals that give special preference to graduate students' work. For example, *Translational Issues in Psychological Science* is a mentoring journal that involves graduate students in all stages of the peer-review process, including serving as the associate editor, coauthors of articles, and reviewers for an issue.

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, you need to be familiar with the guidelines used by reviewers and editors in assessing the quality of a manuscript as well as the specific guidelines of your target journal. 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. Do not give up if you get a rejection the first time! In fact, consider a journal's rejection to be a "revise and resubmit somewhere else!" You can most certainly find a "home" for your hard work even if the first (or second or third!) journal you submit to rejects it.

Before submitting a manuscript for review, ask the following questions:

- Was the research problem/question stated early in the manuscript?

- Did the author show how the problem is grounded, shaped, and directed by theory? (Note: Not all forms of research will be grounded in theory. This work is still legitimate, important, and valuable. But make sure you know which journals value this kind of work and which do not.)

- If the problem or study is not grounded in theory, what was/were the influencing factor(s) to conduct research on it? How will the study inform and improve the field?

- 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 theoretical and practical implications?
- Did the author discuss limitations and areas for future research?

Each individual has their unique way of expressing ideas, and one's writing should communicate this. However, it is important to remember that when creating a manuscript, there are writing style guidelines to follow. Writing style includes elements of writing such as grammar, formatting, and citations. For psychology disciplines, the *Publication Manual of the American Psychological Association* (currently in its seventh edition) is the reference for the writing style suggested for manuscripts. Included below are a few tips to consider when approaching your manuscript:

- Writing Style—Use APA's publication manual.
- Abstract—Remember that readers often scan the abstract to assess 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 to 35 pages, but each journal has different guidelines for how long a manuscript can be. Be sure to look into this when considering which journal might be the best forum to showcase your work.
- Tables and Figures—Should be able to stand alone with captions; do not duplicate information in text.

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:
- Poorly written title and abstract.
- Significant number of grammatical/spelling errors.
- Lack of engagement with or relevance to existing literature.
- Inadequate literature review (e.g., When you arrive at your manuscript aim or your research questions, does your literature review address every component? If not, you may be missing much-needed information for context).
- Lack of, or poorly written, theoretical/conceptual framework. (Note: There are legitimate forms of research that are not yet grounded in theory. If this applies to your work, make sure the journal you submit to will be open to your work.)
- Lack of continuity or flow from point to point or section to section.
- Poorly written research question/purpose statement or the lack of a needed research question/purpose statement.
- Method description 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., number of items).
- Reliability not reported.
- Incorrect statements that tests are reliable/valid.
- Insufficient statistical power.
- Omitting effect sizes.
- Confusing statistical significance with practical/clinical significance.
- Lack of adjustment for Type I error (e.g., Bonferroni correction).
- 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, etc.).

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 publish 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.

Advice for Aspiring Authors.
As an aspiring author and researcher, consider the following advice:
- Attend conferences and conventions and present your papers.

- Contact editors and volunteer to be a reviewer of articles (i.e., an ad hoc reviewer).

- Write book reviews for journals and newsletters.

- Contact authors in your research area to ask for advice about dilemmas you have encountered in your research design, analysis, or interpretation.

- Read the current literature.

- Review editor/author communications to learn what editors require and how to address editorial concerns.

- Take extra statistics or quantitative and qualitative research methods courses.

- Discuss research design/issues with colleagues.

- Review manuscripts for colleagues.

- Serve as a graduate student or research assistant for research-active faculty.

- Collaborate with advanced students on their thesis or dissertation projects.

- Create protected time in your schedule specifically for writing.

- Convert class papers and/or conference presentations into refined work suitable for publication.

- Clarify the purpose of any manuscript you hope to publish.

- Use a detailed outline to keep your manuscripts on track.

- Determine the audience for your work.

- Select one to three target journals whose readerships match your target audience.

- Review what target journals have published in the last five to seven years to determine topic interest.

- Review journals' "author guidelines" early in the writing process.

- Establish authorship early on.

- Know when enough is enough! There comes a time when additional effort only adds incremental value.

- Submit manuscripts for publication.

- Embrace feedback—there will be a lot of it. Long-term academic success implores that you learn to take criticism well!

- Resubmit manuscripts when invited.

- Write, write, and then write some more.

Presenting Your Research

While publishing is only one of the many methods for 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.

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 to 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 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:

- Clinical Psychology.

- Cognitive Science.

- Community Psychology.

- Counseling Psychology.

- Developmental Psychology.

- Health Psychology.

- Neuropsychology.

- Neuroscience.

- Pediatric Psychology.

- Program Evaluation.

- School Psychology.

- Social Psychology.

- Trauma Psychology.

Carefully evaluate your materials before submitting and note your options. Usually, you will only be able to submit your abstract 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 need to provide both a short and a long abstract. The short abstract is often part of 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

- The title you choose should reflect your proposed presentation and catch the attention of readers.

- It may be limited to a certain number of characters.

- Organizations usually ask for titles in APA Style.

Subject area or Index term

- You may be asked to provide keywords for your presentation.

- 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 diagnosed with Generalized Anxiety Disorder."

Methods

- You may be asked to delineate what methods you used to collect and/or analyze data (qualitative, quantitative, or 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, organizers will ask you 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. Other asks may require you to identify one primary author and subsequent co-authors, as well as provide the email addresses of all authors and their

curriculum vitae. There is variability in this, so it is best to check the conference's/organization's guidelines ahead of time.

These days, proposals are typically submitted electronically. 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. It is advised that you compose your proposal well in advance of the deadline.

Even when there is an electronic submission process, prepare your abstract offline in a word processor document or using Google Docs. 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 different to the recipient.

An established deadline is normal 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 then incorporate it into future submissions for the next year. Furthermore, if denied the opportunity to do an oral presentation, ask if your submission might receive consideration for a poster presentation.

When your proposal is accepted, organizers expect you 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 attend. For certain organizations, it is acceptable for a co-author to present, or there may be virtual presentation options. However, if you breach your duties and fail to show up without proper notice, a penalty that includes not being able to submit or present at a particular conference may occur.

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 get a little creative in setting yourself apart from the other graduate students. To effectively stand out takes ingenuity, candor, and passion about promoting your work. Here are some creative ideas of what to bring to your poster or paper presentation. (Note: while having some of the items listed below may be helpful, the authors recognize that purchasing these items may present additional financial barriers for some students; thus, they encourage you to consider what is in your best interest and feels most salient and feasible for you.)

Business cards
Having professional business cards to provide to individuals interested in your presentation and/or research is essential.

You can decide to print physical business cards or share your contact information using electronic business cards via apps on your phone (e.g., the HiHello app). 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 or poster.

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.

- A QR code that links to a copy of your poster, presentation handout, contact information, or social media handles.

On the back, you might have the following information:

Your name, along with your academic degrees.

Graduate program.

Contact information.

A brief description of your research interests.

What you are currently pursuing professionally (e.g., postdocs, applying to internship, looking for research opportunities, etc.).

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 presentation, and this is a person with whom you might like to do a postdoc, 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 is often 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

Resources and References

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Teaching

Many students will have opportunities to teach a course or work as a teaching assistant as a 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 will surely help you grow personally and professionally. 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 unavailable to you, or if you want experience with a different student population.

Tips for Preparing to Teach

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

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, engaging lectures and class activities. Each of us have had teachers who taught the same subject so often that they were bored by it, and their boredom may have negatively impacted our motivation, engagement, interest, and growth as learners. 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 a crucial 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. However, you may feel forced into teaching a class outside of your expertise due to funding constraints or pressure from your advisor or department. Ideally, you would be able to turn down the opportunity and find another alternative, but unfortunately, that is not always an option. In this situation, advocating for materials, resources, trainings, and a teaching mentor or advisor is even more important. Both you and your students deserve to be supported and have your needs met. You may find APA Division 2 (The Society for the Teaching of Psychology) a helpful resource and, more specifically, the Graduate Student Teaching Association (GTSA).

Work on Developing Your Own Pedagogy.
Students often struggle to develop a pedagogy (i.e., the 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. Additionally, some departments may provide access to resources shared and developed by past TAs. If you feel that the training offered by your department is scant, look outside your department. Many universities offer seminars and training in college teaching. Reach out to your university's teaching center (e.g., Center for Excellence in Teaching and Learning), which will likely offer a multitude of resources. Search the course catalog. 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 other 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. Further, other universities and institutions can offer a wealth of knowledge and helpful information. For example, the Association of College and University Educators (ACUE) provides effective teaching frameworks and an inclusive teaching toolkit.

Guest Lecture.
Outside of developing your 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.

Use Your Experience as a Student to Inform Your Teaching Practices.
As you develop your teaching style, do not forget to glean from your 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? Did your instructor create a welcoming space that valued diversity and promoted your sense of belonging? Was the instructor especially accessible and understanding? 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 strict lecture mode to promote learning and community.

Students learn and engage with the material in varying ways. 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 could be to incorporate oral presentations or creative projects in your classes. This type of activity can help teach students how to present their work in an engaging manner. However, remain flexible and understanding of the needs and abilities of each student. Remember, the most effective teachers are the ones who use multiple techniques in and out of the classroom. The primary goal is to teach and assess student knowledge about the course material in a way that makes sense for them rather than what is traditional or most convenient for us. Do not be afraid to mix it up. 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 and assessing knowledge—go for it!

As a graduate student in psychology, you should be familiar with APA Style. When possible, encourage your students to write papers using the current edition of APA's publication manual. Ensure students have access to the manual, and also consider walking them through how to understand and use APA format. Manuals can be confusing, especially when reading them as a novice, and many students are much more successful with formatting after receiving hands-on guidance. 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.

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, yet are incredibly helpful.

Plan Your Course Early.
Begin planning your course early by gathering all the materials that you will need. Often, this 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.

Tips for Selecting a Textbook.
The process of selecting a good 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 is up to date, 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. Read through the textbook thoroughly as some textbooks include poorly written and even offensive or underdeveloped diversity sections.

3. Consider the cost of your selected textbook and other materials (e.g., online access codes to complete assignments). Textbooks and access codes can be expensive, and many students may not be able to afford their class materials. Students deserve to access learning materials without additional, often unexpected, financial hurdles (Langhout et al., 2009).

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

5. 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.

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. As mentioned previously, the ACUE also provides an Inclusive Teaching Practices Toolkit (https://acue.org/toolkits/) that offers guidance on crafting syllabi and other course materials.

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. You may benefit from buying a planner or using an electronic calendar 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. However, long syllabi can be overwhelming for students, and instructors should attend to the neurodiversity needs of students in their classes. It can be helpful to provide an additional briefer document that explicitly outlines all assignments, exams, and other core elements of the class, as well as their locations and due dates listed in chronological order. By providing this document, you can increase the accessibility of your class and even reduce the number of questions you receive about deadlines and expectations.

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 ongoing 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 to you or some of your students. However, reading the syllabus aloud ensures that students have heard the requirements, can ask questions, and gives instructors the opportunity to elaborate on various points, which helps to provide a more in-depth preview of the course. Some students may struggle to come up with important questions on the spot, so be sure to provide the syllabus before the first class to give them time to look over the document in advance.

Obtaining 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.

Instead of waiting until the end of the semester to ask for feedback from students, provide monthly surveys and encourage your students to provide ongoing honest, constructive, and anonymous feedback on your teaching and the effectiveness of the class. While the end-of-semester feedback is incredibly helpful in our improvement for future students, each of us should also want to improve our teaching for the students who are currently learning from us. Many students become discouraged during the semester and feel like their instructors will not change; regularly asking for their advice and making adjustments based on their suggestions goes a long way with students.

Additionally, you can provide students with an anonymous survey about their own expectations, needs, goals, concerns, and worries at the beginning of the semester. Items regarding student concerns can include direct questions about fear of discrimination and negative performance evaluations from instructors, which is not an uncommon experience for marginalized students (Downey & Pribest, 2004). This process can help students become more comfortable with providing feedback to their instructors, and they may share that they feel heard and more connected with you. Hearing their perspectives at the beginning of the semester can also set the tone for the rest of the class. Based on what they share, you could adjust portions of your class or your general approach as their instructor to meet their needs and

expectations more effectively. Additionally, this knowledge may help you remain aware of biases and aim to provide a safe learning environment for your students.

Creating a Teaching Portfolio.

Many graduate students want their professional careers to include teaching or faculty positions, but they do not always prepare well to apply for these positions. Creating a teaching portfolio will help you gain access to some of these jobs, as well as 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. However, there is still time to draft one if you were unaware of its necessity! Clearly, this is something that most graduate students do not think of with all the other numerous projects and deadlines 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 become 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 you may wish to include in a teaching portfolio:

- Detailed CV.

- Statement of teaching philosophy.

- Teaching goals, both short and long term.

- Teaching responsibilities.

- Statement on diversity, equity, and inclusion in teaching practices.

- Efforts to improve teaching abilities, techniques (e.g., workshops).

- Evidence of teaching effectiveness (e.g., teaching evaluations).

- Teaching awards and recognition.

- Other supporting material (e.g., copies of syllabi, example course assignments, 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 Section 7, "Professional Development" of this resource guide).

Look for Practical Advice on Teaching

The Internet offers ready access to valuable information on teaching. The trick is to know where to look.

Interested in learning more about teaching psychology? Here are some helpful places to look.

- Society for the Teaching of Psychology, APA Division 2 (www.teachpsych.org).

- APA: A Career in Teaching and Learning Psychology (https://www.apa.org/education-career/guide/sub-fields/teaching-learning/education-training).

- For incorporating inclusive teaching practices, here are a few key resources to explore.

- ACUE: 10 Inclusive Teaching Practices (https://ced.ncsu.edu/wp-content/uploads/2022/01/Inclusive-Teaching-Practices-Sheet_071020.pdf).

- The Harriet W. Sheridan Center for Teaching and Learning (https://www.brown.edu/sheridan/teaching-learning-resources/inclusive-teaching).

- Dr. Kim Case's "Resources for Your Journey" (https://drkimcase.com/resources/).

- Meanwhile, here are a couple of recommended journals to (if possible) subscribe to.

- *The Chronicle of Higher Education* (http://chronicle.com/).

- *Teaching of Psychology Journal* (https://journals.sagepub.com/home/top).

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Clinical Training

Many of us pursue psychology as a career because of the want to contribute and help others. 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 hold concerns that they do not have enough experience to assist clients. This section provides strategies for becoming a clinician by discussing supervision, assessment, and clinical intervention.

Supervision

Supervision ensures that you conduct clinical work in a competent manner, one that ensures ethical standards and professional practices work 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 and can help clinicians develop greater comfort and autonomy in their pursuit toward independent practice. Here are some common characteristics of supervision:

- A collaborative interpersonal process.

- Observation, evaluation, and feedback.

- Facilitation of supervisee's self-assessment.

- Consultation on case conceptualizations, managing risks, and ethical concerns.

- The acquisition of knowledge and skills through instruction, modeling, and mutual problem-solving.

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 helping manage the supervisee's 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 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 as an adjunct to individual supervision and is often composed of a group of trainees and facilitated by a psychologist or another credentialed mental health professional. During your training, it is common to have group supervision with other students in your program.

Supervision Models and Media.
There are several different methods by which to conduct supervision. Perhaps the most common supervisory method is to verbally recount your client session to your supervisor and to receive feedback from them. 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 or application of theoretical underpinnings in real time. Similarly, your supervisor might observe you in a session by sitting in on an individual or group session and providing feedback afterward. 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 a 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.

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

- Scope of practice under supervision.

- Length of contract period and number of hours trainee is committed to per week.

- Adherence to agency/practice requirements and rules.
  - » Include specific references to ethical codes, licensing statutes, and laws.
  - » Reference to agency/site.

- Rules and expectations of supervisee and supervisor.
  - » Include notice of cancellations, emergencies, coverage, and logistics.

- Performance Expectations.

- » Criteria for successful completion and consequences if not met.
- » Progress towards meeting program training competencies.

- Goals set for clinical, professional, and personal objectives to evaluate with your supervisor.

Each state has a Board of Psychology; see your respective state's board 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.

Seek out Racially and Ethnically Diverse Supervisors.
Clients may respond to many different variables and factors, including their therapist's racial/ethnic background. The assignment of a therapist from a racial/ethnic marginalized background may surprise them. 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 supervisor from a marginalized background may help to facilitate this process as they may have also experienced similar issues with their clients, and it is possible that you may feel more comfortable discussing concerns related to cultural diversity issues with them. See the following section on mentorship for suggestions on finding potential support in other ways should there be a lack of racial diversity in supervisors available to you at your training site.

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

Cross-Cultural Supervision.
In many clinical settings, psychologists of marginalized racial and ethnic backgrounds are not available to supervise trainees. There may be situations where, in addition to working with a racially/ethnically diverse supervisor, you may also be working with a majority culture supervisor.

Research in cross-cultural supervision (Estrada et al., 2004) 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 them. 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 at 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 useful articles to read and also share with your supervisor.

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Discuss Issues of Race and Ethnicity in Supervision When Necessary.
Whether or not you are working with a racial/ethnic minoritized 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 begin to discuss these issues.

Working with Racial and Ethnic Minoritized Clients

As a racial/ethnic minoritized psychology graduate student, you may choose to seek out training experiences working with racial/ethnic minoritized clients. Even if working with racial/ethnic minoritized populations is not your primary focus, given our increasingly diverse society, it is probable that you will work with racial/ethnic minoritized 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.

Pursue Opportunities to Provide Services to Minoritized Clients.

Many racial/ethnic minoritized graduate students want to help people of their own or other racial/ethnic groups. However, racial/ethnic minoritized clients may not exist in every clinical or counseling setting. Yet, you may find them in many community settings, such as community mental health centers, non-profit organizations, local hospitals, and/or community colleges. If you have an interest in working with racial/ethnic minoritized clients, request and apply for practicum training experiences that increase the chances of working with this population.

Learn About Racial/Ethnic Diversity issues in Assessment.

When conducting assessments with diverse populations, it is important to consider how their diverse identities and experiences may impact the way 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 eighth-grade level (the standard on most measures)?
- If a test is only available in English, does your client read English at a minimum of an eighth-grade level (the standard on most measures)?

Learn About Racially and Ethnically Diverse 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 a therapeutic approach and intervention:

- Does the treatment you are using for your intervention have specific suggestions for members of different racial/ethnic minoritized groups?
- How do 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?

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.

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 is 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.

Role Play.

Another way to prepare yourself as a therapist and familiarize yourself with the process is to role play with classmates. This works in a classroom setting with a third person observing and providing feedback, as well as outside of classroom using video or audiotapes of your mock therapy session.

Be Kind to Yourself.

It is 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; you may forget to ask a particular question, or you may not implement a technique in the best way. The most important thing is to learn from each session. If you understand that mistakes will happen, then you 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.

Set Therapy Goals with Your Client.

One specific strategy that may minimize potential mistakes is to define the goals 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.

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.

Develop Your Own Clinical Style and Theoretical Orientation.
In every graduate program, there are supervisors of different styles and orientations. You may have supervisors who are very direct 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 their preferred orientations. So do your peers and colleagues. Talking about them and how each applies to the treatment of an individual, family, or group is a great way to gain a 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.

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 racially and ethnically minoritized clients, this could include using relevant cultural constructs to communicate important psychological principles, such as discussing the value of *respeto* (respect) with a Latinx 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).

Know What It Means to Be a Multiculturally Competent Therapist.
Multicultural counseling competencies (Sue et al., 1992) were established to help train and provide information to improve the quality of multicultural therapy. Sue et al. (1992) 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. (1992) 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 a culturally competent therapist.

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 countertransference.

Complete Clinical Responsibilities (Reports, Notes) on Time.
As a graduate student, there are many requirements and projects that you are working on, and it is easy to procrastinate when it comes to writing your session notes and reports, especially when supervisors and practicum sites do not require notes immediately. It is very important and beneficial, however, to complete your session 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 also prepares you for an internship which may require timely notes.

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 their instructions. You are working under your supervisor's license, so it is important that you respect the note-writing style that they require. This is important from a legal/ethical perspective, so this conversation is important.

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Preparing for the Future

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 and act as a protective factor when other aspects of graduate school might go wrong.

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, identity, 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 understand their expectations of you. With an increased match between the mentor and mentee, the potential exists for an increasingly beneficial and longstanding relationship.

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 who will be a good fit for you. Here, are some ideas for finding your mentor.

Seek out More Than One Mentor.
It is common, and often recommended, for graduate students to have more than one mentor. One person is unlikely to help meet each of your needs. Each mentor has their 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. Your research advisor may also not understand your experiences of discrimination as a member of a marginalized group within the graduate school environment. Additionally, depending on the age gap you have with your advisor or other professional mentors, peer mentors may offer advice that is more relevant to your current academic environment. Positive peer mentorship relationships can also improve academic success, self-confidence, motivation, and sense of belonging, as well as reduce isolation

and stress (Lorenzetti et al., 2019). Therefore, it may be worthwhile to identify different mentors for the various components of your training and identity. Having multiple mentors will allow you to borrow from the strengths of each mentor's unique skills and receive support in multiple areas of your life.

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 identities or 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 racially and ethnically minoritized graduate students, it may be helpful to have a mentor who also identifies as racially or ethnically minoritized; 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 a mentor who shares these aspects of your identity, whether a faculty, student, or alumni may be invaluable.

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, practicum, 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 not an academic may be beneficial because they may be able to teach you about the realities of 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 off campus (e.g., community groups, local organizations, and/or local businesses). You may also find incredible mentors by joining and getting involved in professional organizations such as APA, Ethnic Minority Psychology Associations, or your state psychological association.

Consider Mentors from Around the Country.
Given today's technology, mentors need not be in close proximity to you. Through email, the telephone, and other Internet communication devices (e.g., Skype, Teams, Zoom, WebEx, etc.), it is possible for you to develop effective mentoring relationships with faculty from other universities, hospitals, and institutions. 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-CARED, for example, has an internationally based peer mentorship program (the Peer Collaboration Program). APA also has numerous divisions and sections that have mentorship programs; other psychological organizations, especially racial and ethnic diversity organizations, may be helpful as well.

Becoming a Mentor

Because mentoring is so critical in the educational and professional development of students, it is important that you become a mentor yourself! Some high school students, many undergraduate students, and even other graduate-level students, particularly those from marginalized groups, often seek mentoring and guidance. As you teach and work with students across professional levels, think about providing them with the assistance that you would have found helpful if you were in their position. If you are an advanced graduate student, consider mentoring junior students in your department or at the national level. Starting now to mentor high school, undergraduate, and graduate students will help to prepare you for your future as a mentor when you are a psychologist.

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Applying for Internship

For those in clinical, counseling, and school psychology programs, applying for a doctoral 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 a variety of stories about students' experiences applying for internships and matching outcomes. Remember, most students will find an internship, and being prepared is one of the best ways to ensure you feel confident in your application and find the right internship for you.

Preparing for Internship

While you are in graduate training and even before you apply for grad school (e.g., years 1–4), there are a number of ways to make your internship application process smooth in the future.

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, presentations, etc.).

Keep track of your practicum hours, detailed client demographic information (e.g., race, age, gender, sexual orientation, etc.), types of therapy used with clients (e.g., Cognitive Behavioral and Motivational Interviewing), assessment tools used with clients, and supervision (e.g., individual versus group supervision). Keep in mind sites may request deidentified integrative assessment reports you have completed throughout your training. Therefore, it is good practice to obtain permission or approval from your clinical supervisor to save copies of these integrative reports. [Note: de-identification can be as simple as erasing your clients' names, but you should also remove/redact other identifying information (e.g., the school district they attend).]

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 Association of Psychology Postdoctoral and Internship Centers (APPIC) website (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. For example, Time2Track is a paid online application that helps track hours for internships. Time2Track provides student data in a similar format to the AAPIC Application for Psychology Internships (AAPI) portal, and it allows you to link your hours to your application. Time2Track is the required system for internship applicants, but you don't need to purchase a subscription right away (some programs offer a Time2Track subscription as part of your tuition). However, students can choose to track their hours using a variety of resources, including word processing or spreadsheet software programs (e.g., Microsoft Word or Excel). The important thing is to be as detailed as possible, keep up with your hours, and get them signed on a semesterly basis. Of course, the longer you wait to transition to Time2Track, the longer the process will be. Consider consulting with your program director, training director, advisor, faculty, or fellow graduate students about available resources for tracking training hours and/or recommendations.

Strategically Plan Your Experiences to Prepare 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 interviewed at and entered. Speak with your advisor and begin thinking about the types of sites you might be interested in applying to. Ask advanced students and professors what experiences you should have before applying for an internship and for specific internship sites of your interest. 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 on 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 actual experience in the settings (e.g., hospitals, university clinics, schools, etc.) and populations (e.g., children, geriatric, athletes) that you are most interested in helps bolster your CV and provides you with a preview of them. This is all to say, before you get to your application season, consider the "story" you want to tell through your clinical, research, leadership, and even professional development experiences. It can be easy to say "Yes!" to every opportunity you receive but understand it is essential you prioritize the opportunities that specifically help you become the type of psychologist you want to be.

Network at Conferences and within Professional Organizations and Interest Groups.

Many professional organizations, such as APA, have internship fairs, workshops, or programming 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 an internship, you get an early feel for what different internship sites are seeking and learn tips for applying so that you can submit a competitive application. 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 their internships, they may have done a practicum at that site or know someone who works there.

APA divisions—representing the subdisciplines of psychology or divisions with a focus on topical areas, such as aging, racial and ethnic minorities, or trauma—may also have internship panels, webinars, and resources. Consider joining divisions' listservs to receive information about internship events planned for students or contact leadership members to ask regarding the availability of internship resources.

Read Internship References.

Several great sources exist that can help you get started on the internship application process (please 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 put the internship application process in perspective.

Specifically, APAGS has a resource that you should consider. *Internships in Psychology: The APAGS Workbook for Writing Successful Applications and Finding the Right Fit* (Williams-Nickelson et al., 2019) is a workbook written by APAGS alumni providing very useful information about the internship application process.

Tips for Making Your List of Internship Sites

As you approach the year you apply for internship, you will need to gather information about different internship sites. Here are some tips for that year.

Research Sites the Summer Before.

Having a list of potential internship sites early on that you are interested in applying to 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. Some students consider making a spreadsheet with relevant information: site location, interested tracks, salary, benefits, certain training experiences or certifications, application requirements (e.g., number of de-identified reports, hours, etc.). This can help you narrow down your choices

based on your preferences, experiences, and training goals. As you advance in the internship preparation process, receive feedback, and prepare your materials, you can always add or remove internship sites to your list.

Review Internship Materials Early and Thoroughly.

You can find almost all APA-accredited internship programs through the APPIC search engine (www.appic.org). Additionally, many internship sites have information available on their individual websites and brochures. Go to internship websites to read more about different programs, even if you are not applying for an internship this year. If you read about internships early, you can get an idea of the type of internship that appeals 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. Keep in mind that sites add and remove tracks regularly, so what you see in their brochure in the summer may look considerably different during application season. In fact, it's not uncommon to be notified of a site's new track well into the fall semester.

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, communicate 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 professional organizations and social networking sites, such as Facebook, Twitter, and Instagram. 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.

Call Graduates of Your Program and Previous Interns.

Graduates of your program may now be on the faculty at 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, faculty-intern relationship dynamics, 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 can provide you an insider's view of the internship experience.

Apply to a Broad Range of Internships.

If feasible, avoid limiting yourself geographically. Though statistics are on your side, and the vast majority of students match, one of the biggest reasons students do not match is because of geographical limitations and other similar limita-

tions that impact the number of sites to which they apply. 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. Internship sites are well aware of the programs they have accepted students from. However, do not let this deter you from applying to a place where no one from your program has yet applied.

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 valued. Most places will state that they value these characteristics, but few may actualize their commitment to these characteristics. To ascertain if what they publicize is true, utilize informal networks, such as racial and ethnic minoritized interns at the site and via networking at conferences and within professional organizations with other racially and ethnically minoritized students and professionals.

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.

Tips for Applying to an Internship

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

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:

1. Getting familiar with the APPIC website.
2. Calculating your hours.
3. Requesting letters of recommendation.
4. Writing essays (there are four in total at the time of this publication).
5. Creating your cover letters.
6. Updating your CV.

APPIC requires using its AAPI portal to submit your applicant information to the APPIC website, which it then forwards to the internship sites 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 your preparations for uploading information to the AAPI portal. It is important to review the AAPI materials the summer before you apply to know all the details and remember to submit materials by the established deadline. Even if you start in the summer, you will not be able to start uploading materials until mid-September, so try to keep everything organized until that time.

Form an Internship Working Group.
It is useful to create a group chat or get together with a few people from your program who are also applying for 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 you may not have considered.

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 the "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, the "Intern Network," promotes active discussion of questions that applicants may have about the process or internship. Meanwhile, Psych Grad Corner (https:// psychgradcorner.com/) has a blog series on application tips to APPIC internships.

Request Letters of Recommendation and Transcripts Early.
Many sites require between two and four letters of recommendation. Some sites require a letter of recommendation from your academic advisor, who is knowledgeable about your research interests and work. 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. as you manage your time, understand that those you ask may need a few weeks to prepare their letters. Keep in mind with the AAPI portal, once you enter a recommender's name and information into the system (e.g., email), the system automatically generates a request to the recommender. Therefore, wait until you are certain 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.

- A draft of your essays.

- A cover letter for one of the sites you are applying to.

You might make a "packet" of materials to send to your recommenders well before their recommendations need to be submitted. This way, they can give you feedback on your materials and prepare to write a recommendation letter that aligns with your other application materials. Again, these steps help create your "story" and demonstrate the fit between your experiences, training/career goals, and the opportunities available at the sites you're applying to.

The 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.

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 send them to other people for their feedback. Here are a few more tips in preparing your application materials you may find useful:

- Ask various faculty and mentors to review your materials (e.g., essays, CV, cover letter). Take what you need; leave what you do not. At this stage in your training, you should consider feedback to be suggestions. You do not have to include what you do not agree with.

- 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.

- Reach out to other students who went through the internship process for resources. Most students are willing to share tips and advice regarding the internship process!

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

Alternatives to the 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 and how participating or not participating in the APPIC match might affect your progress toward graduation.

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Professional Development

Professional development is important at every stage of your training. Making the transformation from student to professional holds many new experiences and learning curves. This section provides strategies to help you develop as a professional, while you are in graduate school, in order to have a smoother transition into your professional career. In addition, we offer specific strategies for enhancing your training as an advocate. We offer strategies based on a scientist-practitioner-advocate model that may be useful for you to consider as it pertains to professional development activities that can elevate the impact of your work in public policy in other professional domains.

This section reviews the process of creating professional materials such as your CV and cover letter. It also shares 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.

Professional Advocacy

As you consider opportunities for strengthening your professional development, you may wish to consider adding service opportunities in professional advocacy to your list. There is an urgent and growing need for professional and social justice advocacy within the psychological community (Heinowitz et al., 2012). Professional advocacy might include initiatives such as preparing policy briefs, engaging in advocacy visits on Capitol Hill with federal and state legislatures, as well as strategically advocating for change at the local level, whether through your State, Provincial and Territorial Psychological Association (SPTA) or even within your academic institution or program.

APA offers guidance to graduate students interested in becoming involved in advocacy. Recommendations include:

- Subscribe to the APA Psychology Action Network to stay current with issues that APA asks its members to take a stand on (https://www.apaservices.org/advocacy/get-involved).

- Read about APA's positions and legislative work on various issues (https://www.apa.org/advocacy).

- Use APA's advocacy toolkit to learn about legislative issues affecting students and the field, how to develop your skills and competencies as an advocate, and other ways you can get involved (https://www.apa.org/apags/resources/advocacy/toolkit).

- Become an APAGS Leader (https://www.apa.org/apags/governance/join/run/leadership-position) as a member of the APAGS Full Committee, or join one of our subcommittees such as the Advocacy Coordinating Team (https://www.apa.org/apags/governance/subcommittees/act).

- Learn what SPTAs offer; moreover, join your SPTA as a student member (https://www.apa.org/apags/state-provincial-territorial-associations).

Establishing Yourself as a Professional

The development of a professional identity is a fluid and necessary component of establishing yourself in your field. As a student, it is important to gain professional experience and to become exposed to the psychology profession early on. Doing this as a student is optimal. It is your head start on getting to know future colleagues and developing a professional network among the different areas of psychology. Obtaining your graduate degree is just one part of establishing yourself as a professional. The goal 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 deciding which opportunities to participate in, learning to manage your time, and collaborating with others.

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. 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 below "p-clause" questions can help you decide if an opportunity is worth the commitment and if it will 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 enhance 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.)

Time Management.
Graduate school is rigorous, and you are often faced with many competing demands. Established time management skills will allow you to have more control of your time and ultimately your life. Managing your time will also help you maintain a 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 (do not over-schedule yourself).

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

Arrive Prepared for Meetings.
Another way to establish yourself as a professional is to act like one. One way to do this is to arrive at meetings prepared and ready to actively contribute. You will not only learn more about the constructs and topics discussed, but you can provide your potential recommenders with evidence of your scholarship and critical thinking skills.

Collaborate with Other Professionals.
Collaborating with other professionals is a great way to establish yourself as a professional. This will give you the opportunity to engage with others on a professional level, while potentially building long-term professional relationships.

Professional Materials

Throughout your professional career, you will need to provide a record of your achievements and experiences. Having professional material available (e.g., CV, letters of recommendation, etc.) in an organized and efficient manner is necessary in every professional setting.

This section reviews the most common professional materials and the means of preparing them. It is important to note that these are just guidelines, and you should customize the categories to fit your professional needs. It is good practice to update your materials at least once every four to six months as you progress as a professional.

Professional Portfolio.
Independent of your area of interest in psychology, building and maintaining your professional portfolio is key to your success.

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.

If you are uncertain whether 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 an 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 licensing exam).
Professional Identity Statement	Reflection paper addressing why you want to be a certain type of psychologist, 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	Three to five signed letters of recommendation.
SECTION 2	
Category	**Description**
Description of Internship (if applicable to you)	Include: Placement site. Setting type (e.g., hospital, community clinic, etc.). Characteristics of the student/client population, common presenting problems, and treatment modalities you used. Your role/ responsibilities. Describe: The larger context and community, including community resources. The population served (i.e., age ranges, ethnicity/race, gender, sexual orientation, socio-economic status). 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 emphasis (e.g., treatment techniques, diagnostic consultative methods, follow-up procedures employed, transitional programs utilized, pertinent therapeutic and psycho-educational approaches utilized, the student/client/patient-to-staff ratio, and the enrollment capacity of the program).

Description of Postdoc (if applicable to you)	Include:
	The placement site or lab location.
	Dates of the assignment.
	Setting.
	Characteristics of the student/client population, common presenting problems, and treatment modalities you used or studies/research conducted.
	Your role.
	If applicable, describe:
	The larger context and community, including community resources.
	The population served (e.g., age ranges, ethnicity/race, gender, sexual orientation, socio-economic status).
	Professional personnel/staff and their qualifications /backgrounds.
	Funding sources as appropriate (i.e., grants, charitable contributions).
	The program's purpose(s), goals, philosophy, psychological referent.
	The program emphasis (e.g., treatment techniques, diagnostic consultative methods, follow-up procedures employed, transitional programs utilized, pertinent therapeutic and psycho-educational approaches utilized, the student/client/patient-to-staff ratio, and the enrollment capacity of the program).
Case Summaries (if applicable to you)	Three case summaries that evidence your skills in assessment, direct intervention, indirect intervention, and conceptualization, with details that:
	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 (if applicable to you)	The 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 how many research projects you have worked on). 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 and Development	Include evidence for excellent professional development experiences that reflect your focus in psychology (do not list all the workshops or conferences; instead focus on key ones that demonstrate your pursuit of specific training or skill development). You might include significant: Activities/events shared. Workshops participated in. Conferences attended.
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 a program in which you worked with children with behavior disorders.

Curriculum Vitae (CV).

The words, "curriculum vitae," 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.

CVs are a requirement for many positions. CVs are different from a resume and should reflect your focus (i.e., science/research, clinical, counseling). 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. You would reverse these areas if you were applying for a clinical position.

When creating your CV, it can be helpful to make a full-length CV and a two-page CV. Most positions that you apply for will ask for a full-length CV. Some grants, however, may ask for a two-page CV. See the Appendix for examples of a full-length CV and a two-page CV.

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 to put together a thoughtful cover letter that is tailored to this specific job?"

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 include:
  - » 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 either at the top, as the last sentence, or under your name and signature.

- Remember to sign your cover letter.
- After you have finished writing your cover letter, proofread it, and then have someone else proofread it.

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, yet do not discourage individuals from creating business cards for themselves, without 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 psychology graduate students 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., bullet points on the back). Be proud of your accomplishments. If you do not promote yourself, no one else will!

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 Internet and other advanced technologies, the dynamics of networking have 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 provides ways in which you can build or expand your professional network.

Participate in Professional Organizations.

Membership in professional organizations can be instrumental in propelling your academic and professional career. It offers exposure to unique opportunities that you could add to your CV. Further, professional organizations are essential to your development as a professional; moreover, they can provide you with experiences not found within your university setting.

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 careers. Leadership roles will help you develop essential tools to work with a wide range of people in diverse settings, even once your training is complete.

Network with Other Racial and Ethnic minoritized Professionals.
Meeting and remaining in touch with other racially and ethnically minoritized professionals is vital to your development as a professional. Racial and ethnic minoritized graduate students who either have mentors and/or a strong network with other racial and ethnic minoritized 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 minoritized professionals.

Network with 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, state, and local levels are some of the best ways to meet like-minded students.

Attend Professional Conferences.
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 interested in the same topics and have the opportunity to discuss advances in research as they relate to your mutual areas of interest. You might also meet influential people in your field who may offer solid 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. These experiences are invaluable and will serve you well as you progress through your academic career and 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 a 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.

Use Electronic Sources as a Networking Tool.
The Internet is a powerful networking tool. There are hundreds 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 listservs 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, dissertation support and information, and others that even allow you to connect with people who have similar specialized interests.

See:

- APA Listservs (https://lists.apa.org/cgi-bin/wa. exe?INDEX).
- APAGS Student Listservs (https://www.apa.org/ apags/resources/listservs).

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

Social networking
Social networking sites such as Facebook, LinkedIn, Instagram, and X (formerly known as Twitter) allow students 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. LinkedIn is typically for business purposes, but people vary with how they use Facebook, X, and other social media sites both personally and professionally so consider how you will want to use them (or not) to build your professional network.

Creating a Business and Marketing Plan (if applicable)

Creating a sound business and marketing plan is one way to help you clearly articulate your career plans if they include having your own business (e.g., private practice, consulting

company, etc.). No matter if you plan to consult on the side or open a private practice or other business venture, it is important to create a business plan for how you expect to generate income (Van Hoye & Lievens, 2009). This section introduces you to the basics of creating a business and marketing plan. As you read through it, please keep in mind that you can modify the different parts of the business and/or marketing plan to fit your needs and business focus (e.g., clinical, industrial/organizational, EDI consulting). Additionally, once you have these documents created, you can update and change them as necessary.

Tips for Creating a Business Plan.
A business plan is one of the first and most important steps you can create to help establish yourself as a professional after you complete your education. It documents and describes where you want your business to be within a stated timeframe and the steps you set to get there. A business plan is essential to starting your own business, even if you decide to be self-employed and part-time.

Simply put, a business plan defines how you will run your business and will include information on daily operations. A complete business plan includes financial projections, detailed at least three to five years out, for use by potential investors and financial lenders to see 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 one page in length. Similar to a cover letter, this is 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 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 also choose to outline your system for communication (e.g., use of technology) here as well.

Organizational management
This section conveys how the business will be run and by whom. It should include an organizational chart that outlines the structural considerations of your business and the biographies of those in leadership and other administration positions.

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 on 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.

Tips for Creating a Marketing Plan.
A marketing plan is especially helpful for graduate students who are less than a year away from graduation and intend to go into business or private practice for themselves, as it will enable you to assess the market in your particular area of business or 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. The plan should include everything that you do to bring in business. If you have done marketing research in your area, which is essentially assessing and stating the need for your services, include it in the marketing plan. Itemize here, as well, all costs associated with your marketing efforts.

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 promptly, you are in a better position to receive a loan.

Believing in Yourself

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

Resources and References

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Financial Planning: Investing in Yourself

The socioeconomic impact of attending higher education is growing more profound, and the causes of rising higher education costs are multifaceted and complex. Students and early career psychologists as well as students/professionals of color and from low-SES backgrounds are disproportionately affected by both student loan debt and distress. 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, research identifies disputes over money as a leading complaint among couples who file for divorce.

The financial decisions that we make in graduate school can have lasting impacts on our future. 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 in determining how much of a premium to charge. A history of bad credit often becomes a justification for higher premiums. Similarly, banks and credit unions will examine credit history when deciding whether 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 will likely 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 provides a general overview of some of the ways in which you can prepare for your financial future.

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 and never easy. It requires balancing our personal wants and needs with our financial resources.

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 or roommates is an excellent way to save money while in graduate school. This can 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, which is a community-based living arrangement offering low-cost living to its members. Rent typically includes utilities as well as food, and members agree to complete certain responsibilities to maintain the well-being of the household. For example, the co-op may expect members to prepare a number of meals per month and may assign specific tasks such as grocery shopping or lawn maintenance. There are a number of student co-ops throughout the United States and Canada, with most situated in university communities.

Home Ownership.
Homeownership is both a significant life event and substantial financial commitment. Although buying a home is often not a realistic option for most graduate students, it may be a very viable opportunity for others in less urban areas. Students in doctoral programs, for example, may consider buying a home early in their program, so money that would otherwise go to rent applies toward ownership of their home over several years. Buying a home early may also offer students enough time for the property to appreciate. In some geographic areas, particularly rural areas, buying a home may actually be even less expensive than renting. Some states also offer financial incentives to first-time home buyers, like tax credits. Before buying a home you should consider several factors, such as whether or not your department has guar-

anteed funding for your entire graduate program, the housing market in your geographic location, your future plans with the property (e.g., will you sell or rent your property upon graduating), if you can afford the annual property taxes and insurance(s) (e.g., home, flood, fire), 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).

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 comfort, quality of life, and independence in your "golden years." Many people assume that there will be plenty of time to save for retirement after graduate school, yet they fail to realize that investing now will lead to increased financial security later. The financial phenomenon known as compound interest accounts for this dynamic. Compound interest refers to 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 an 8% rate of return, forty years later at age 65 your money will have grown to $43,449! If you begin investing at age 45 and want to make the same amount by age 65 you would need to invest more than $9,000. To really achieve the benefits of compound 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, each offering unique tax advantages depending upon your needs. You can open an IRA at any bank or credit union and even arrange to make small, monthly contributions to your account. Another important IRA to be aware of is a Simplified Employee Pension 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 different tax benefits.

A 401k plan is another option for investing in your retirement. 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 (e.g., teaching, research, and graduate assistants) may be eligible to contribute to a 401k through their university employer.

Managing Debt and Maintaining Good Credit

Most graduate students in psychology will enter the workforce with a substantial amount of debt, especially graduate students of color and students from low socioeconomic backgrounds. 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 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 for merchants such as retail stores, 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), any defaults or unpaid debts, and the number of credit inquiries within the past two years.

If you have 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 (https://credit.org/cccs/), which is a non-profit organization that offers personal finance education and credit counseling.

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 year to account for both regular and periodic expenses. 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 for you to download. 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, look for where you can make small or large cuts to increase the amount you could save. For some students, food is an area in which more money is spent than may be necessary, whereas for others food insecurity may continue to be a problem in need of addressing. If you find yourself spending too much on food, there are a few strategies you may wish to employ. For example, making your lunch rather than buying lunch is one quick and simple way to reduce costs. A second idea is to cut emotional spending, or things you buy that make you feel better. Think about reducing the amount you spend on clothes, streaming services, and other online subscriptions, or even costs towards 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 six months to accrue that money, rather than buying it with a credit card. This strategy applies 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 coffee (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. 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, you may need to take on a side job, such as waiting tables, bartending, or working in a store. Finding a manageable means of making more money that does not interfere with your graduate education can help create a better financial situation for yourself. Just making an extra $100 per month adds up to $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 to 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.

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. Yes, in the traditional sense it is a fund to support you during an unexpected loss of income, but you can also use it for surprise expenses, such as a major car repair. Having an emergency fund helps you stay out of debt when 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/job search (e.g., buying a new suit or travel for interviews) or personal expenses (e.g., saving money to attend a friend's destination wedding). Most people typically put their emergency fund and/or short-term savings account in accounts with fairly easy access, such as a savings account or a short-term certificate of deposit (CD).

A long-term savings account is often for purposes such as retirement. Long-term savings accounts are normally 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 accounts are not typically 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 planning ahead and making mindful choices. By creating money-saving behaviors as a graduate student, you are setting the stage for financial success when you graduate and become a professional.

Student Loans

As is the case for many psychology graduate students of color, you may find yourself in the position of having to take out student loans. There are various types of student loans available to graduate students, such as Direct Unsubsidized Loans, Graduate PLUS loans, and Direct Consolidation Loans. There are key differences between these loans, such as when interest begins to incur, the interest rate offered, and the available loan amount. It is good practice to consult with a loan company (either Federal or private) to discuss the types of loan that you might be eligible for. It is equally important to consider the total amount of debt you have incurred in your educational journey, as some loans have capped limits, which may impact your eligibility for future funding in later years.

Despite the amount in student loans acquired in your educational journey, it is recommended that you research potential opportunities for student loan debt relief. This type of relief offers opportunities such as loan forgiveness, which you may be eligible for based on different criteria. For example, if employed by a U.S. federal, state, local, or tribal government or not-for-profit organization following graduation, you may be eligible for the Public Service Loan Forgiveness Program (PSLF). The PSLF forgives the remaining balance on your direct loans after you make 120 qualifying monthly payments under a qualifying repayment plan while working full-time for a qualifying employer. There are several conditions to meet to qualify for this program, as well as conditions to maintain eligibility. Visit the Federal Student Aid website to learn more about this potential option (https://studentaid.gov/manage-loans/forgiveness-cancellation/public-service). You are also encouraged to research/stay on the lookout for other opportunities for student loan forgiveness or other support-based programs.

Grants, Scholarships, and Fellowships

Other opportunities for financial planning include options to save on educational costs upfront by applying for educational grants, scholarships, and fellowship programs. There are a wide variety of programs available to help support the costs of obtaining a higher education in psychology, however, many of these programs are competitive or may require meeting specific criteria. The APF website is a good starting point for looking into award options and scholarships APF supports (https://www.apa.org/apf/funding/scholarships).

Additionally, APA's Minority Fellowship Program (MFP) may also be an outlet worth exploring. MFP is a highly successful, federally funded training program for ethnic and racial minoritized researchers and service providers. The MFP not only provides financial support, but also professional development activities, and opportunities for professional and personal guidance. There are multiple outlets to become an MFP fellow, through their offering of various programs during and after graduate school, such as the Mental Health and Substance Abuse Services (MHSAS) Doctoral Fellowship, Mental Health and Substance Abuse Services (MHSAS) Postdoctoral Fellowship, and the Services for Transition Age Youth (STAY) Fellowship. APA offers further information about the MFP (https://www.apa.org/pi/mfp).

Resources and References

American Psychological Foundation. https://www.apa.org/apf/funding/scholarships

Consumer Credit Counseling Service. https://credit.org/cccs/

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Issues for Racially and Ethnically Minoritized Graduate Students

Dealing With Impostor Syndrome

Impostor Syndrome is the phenomenon of self-doubt and difficulty internalizing one's accomplishments and appreciating one's abilities. It also involves believing that one's accomplishments or success can be attributed to being lucky, working harder than others, or manipulating other people's impressions, rather than attributing the success to one's genuine ability. Many students begin their graduate career in a state of disbelief. For example, the surprise you feel when accepted into a graduate program. Or the waiting for someone to discover 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 characteristics of imposter syndrome and are not uncommon.

While many students experience these feelings, racially/ethnically minoritized students are particularly vulnerable. Racially/ethnically minoritized 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 their acceptance was the result of affirmative action quotas. Even if you do not directly experience similar events, the belief that racial/ethnic minorities lack academic ability is pervasive in this country. Facing this kind of discrimination can cause you to doubt your abilities.

What to do if You Experience Imposter Syndrome

As mentioned, experiencing imposter syndrome is very common. Consider the information in the following subsections to help manage or critically evaluate these feelings when they arise.

Conduct a Thorough Self-Evaluation.
Accurately understanding your strengths and weaknesses is crucial to developing a positive self-image. 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 Students accepted into a graduate program must meet rigorous academic standards—so remember, the program admittance panel choose you.

Once you have identified your strengths, identify your weaknesses or areas of improvement. What skills would you like to improve or strengthen? Are the identified 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/unreachable standard? Once you have identified your weaknesses, you can make a plan to address them. 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.

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 racial and ethnic minoritized 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.

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. Utilize your resources [e.g., Psychology Today (https://www.psychologytoday.com/us/therapists), university counseling center, advisors, and peers] to find a provider whom you feel comfortable with. It may even be easier for you to discuss these issues if you find a racial/ethnic minoritized therapist. Also, group therapy can be a great source of support. If the counseling center of your institution has a therapeutic group for racial/ethnic minoritized students, consider joining it. This may 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.

Confront Those Who Doubt Your Abilities.
We understand that confronting those who doubt your ability may not fit your personal style; however, some find it empowering to address those who question their presence in graduate school. If certain comment(s) made cause you distress, it might be beneficial to let the person know that the remark(s) were 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 how to do this, consider obtaining some assertiveness training or role-playing a non-defensive response with a trusted peer or professional.

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 minoritized students.

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. The inability of a graduate student to fulfill the unstated obligations associated with institutional ownership leads to lesser involvement and investment of some advisors in a student's academic success. It might also lead to the perception of a 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 vital to address these feelings as soon as they arise. The strategies below may help you to do so.

Break the Cycle of Institutional Ownership.
Institutional ownership, though unreasonable, often becomes a way to measure the level of commitment of advisees. Sometimes, it leads to unhealthy competition between graduate students in the same program, whereby some students are available more than sixty hours per week for their advisor. 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 your advisor.
Increase the number of contacts with your advisor several times during a semester outside the normal contacts, even if you have no pressing issues to discuss. 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 leadership opportunities and positions, even outside your program of study. This strategy can improve the faculty's recognition of student's leadership positions and level of commitment.

Contact other students.
Network with other students 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.

Contact 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 depart-

ment who might be helpful, and with whom you share some common characteristics, such as family or dependent status, gender, race/ethnicity, or nationality. 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.

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Racism and Microaggressions

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, the term race categorizes individuals by phenotypic differences or visual traits (e.g., skin color). Ethnicity, on the other hand, refers to cultural group differences. The term Latinx, for instance, refers to individuals of a myriad of races who share a common language, values, etc., and thus are part of the same ethnic group. Racial/Ethnic minoritized students report experiencing discrimination on the basis of their race and/or ethnicity. This section, however, talks about these forms of discrimination under the same umbrella—racism. Microaggressions are a form of racism.

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 of color are often 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 minoritized, you are automatically interested in issues of diversity. Further, there may be certain individuals who devalue diversity systematically (e.g., professors who assign lower grades to racial or ethnic minoritized students).

What Are Racial/Ethnic 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. Racial microaggressions are acts of everyday racism that take place in daily exchanges. Racial microaggressions hold the following characteristics:

- 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.

- Messages or acts that deny or minimize a race-related discriminatory action directed toward a racially minoritized person (e.g., colorblindness attitudes, dismissal of attack). Racial and ethnic minoritized groups often are told "not to make everything about race," or are shamed for calling out racial microaggressions insinuating they are "too sensitive."

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 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. The "micro" in microaggressions, however, does not refer to how minimal these aggressions can be, instead, it refers to the environment–microsystems where they take place (e.g., everyday conversations, exchanges at home, school, or work). And because these attacks take place in our most common spaces, their frequency is often higher than other forms of racism because racial microaggressions are harder to be recognized and challenged.

Sue et al., (2007) identified a list of common microaggressions, which the guide includes here for purposes of illustration.

- Myth of Meritocracy: Statements that assume 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 that assumes intelligence depends on the racial or ethnic group to which you belong.

- Alien in Own Land: Statements that assume non-White individuals (i.e., Asian Americans, Latinx 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.

Racism and Microaggressions: Real Life Examples

As previously described, racism can come in many different forms. Typically, people 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 minoritized students.

One graduate student was attending a state psychological conference. The student sat down with other professors and students from their program for lunch. The head of the program joined them at the table, and the two began the usual exchange between a fledgling graduate student and seemingly infallible program director. Eventually, after what seemed to be a great talk, the program director got up to grab some dessert. When the professor returned, asked, "No dessert? Oh, that's right, Chinese people don't eat dessert (jokingly)." Although the intent was "good" humor, this generalization about this student's race was upsetting.

Here are a few often heard microaggressive statements:

"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 minoritized 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. Since Sue et.al.'s (2007) contributions to the literature on microaggressions, evidence of the psychological impact from racial/ethnic microaggressions in higher education has increased.

What "Not to Do" When You Experience Racism or Microaggressions

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!

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, see them as normal or justified.

What "to Do" When You Experience Racism or Microaggressions

Sue and colleagues (2019) offer strategies to confront racial and ethnic microaggressions, which include: (a) *Make the invisible, visible* which suggests the need to call out the attack as soon as it is experienced or witnessed; (b) *Disarm the microaggression,* which implies that one should set boundaries around the attack and express one's disagreement with it; (c) *Educate the offender,* which means to take lead in informing the oppressor how their comment, action or behavior is offensive; (d) *Seek external intervention,* which is to find support in others (individual or institutional) when resisting and fighting back microaggressions. We recognize some of these strategies can be more challenging for minoritized students with less power in systems that also perpetuate institutional racism. Thus, we provide additional strategies below.

Consult.
After being discriminated against, you may feel as if you 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 minoritized graduate students (e.g., fellow classmates, APAGS PSYCGRAD and APAEMGS, or APA DIV45_COS Listservs). 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.

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 prepare 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. To prepare yourself, it is important to read about racial and ethnic diverse experiences or talk

with other racial and ethnic minoritized graduate students, professors, or professionals about their experiences with racism and how they have dealt with it. Having a mentor who can empathize and advise you on these difficult and important matters can be tremendously helpful during a trying experience.

Get Social Support.
The previous two recommendations allude 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, etc.). 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 minoritized 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 APAEMGS Listserv and racial and ethnic minority psychological organizations are resources available to you.

Confront Offenders.
Directly addressing the person who offended you may be one of the most crucial 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 they 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 optimal.

- Remain respectful at all times. This will help the dialogue flow smoothly.

- Explain to the person why the comment is offensive and specify how it affects you.

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.

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

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

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.

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 diversity-related issues because of your background. However, if you do choose to pursue interests related to racial and ethnic minorities, understand that your interests may not directly align with the faculty in your department.

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.

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.

Develop All Your Identities.
Develop your other identities. Yes, you are racially/ethnically minoritized, 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.

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 helps 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 discrimina-

tion and/or harassment are a real and viable tool. Generally, there are multiple 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 options for dealing with racism typically found at universities.

General Advice.
Talk to a trusted colleague. This might be a peer, a faculty person, a supervisor, or a friend. They can both provide support and may be able to guide you on what your options are. 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.

Student and/or faculty ombudsperson.
Ombudspersons typically have specialized training and can advise on what options are available and offer support on how to handle the matter in the most efficient, responsible manner possible. Not all institutions have ombudspersons so it is important to know if this option is available at your institution.

When you do seek advice, review the following options:

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 to 15 days. Often, with this sort of complaint, an ombudsperson or university official 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 to 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 or more. 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, an ombudsperson, university official, or their 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 your claim "is" or "is not" 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 or university official will attempt to achieve a resolution to the matter. Methods of achieving a resolution may 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 or university official 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 or university official 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 based on ethnic or racial background is still pervasive within university settings. The good news is that there are several 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!

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Promoting Diversity and Creating Meaningful Change

Many racial/ethnic minoritized 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 minoritized undergraduate and graduate students succeed. It is important to keep in mind that racial/ethnic minoritized students may get involved in too many activities, which may interfere with their ability to complete academic requirements. Therefore, racial/ethnic minoritized graduate students must learn to balance cultivating change with making academic progress.

Getting 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 minoritized students and other diverse groups.

- Represent racial/ethnic diversity interests on student advisory committees.

- Advocate for racial/ethnic minoritized applicants on student admissions or faculty search committees.

- Develop a workshop or presentation series on racial/ethnic diversity concerns and other diversity issues.

- Start a psychology racial/ethnic diversity group.

- 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.

- Check AFP's MFP for applicable fellowships. This program's objective is to increase the knowledge of issues related to racial and ethnic minority mental health and to improve the quality of mental health treatment delivered to ethnic minoritized 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/).

Getting 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 minoritized 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 the Equal Opportunity Program and McNair Scholars Program may provide opportunities for you to serve as a mentor to ethnic minoritized 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.

Getting Involved at the State or National Level

Local and national organizations offer excellent opportunities to promote diversity and create meaningful change. The 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 providing educational and professional resources for minoritized graduate students. Other APA divisions (see Subsection 7.4: "Building a Professional Network") have student representatives. By becoming a student representative, you can advocate for racial/ethnic diversity concerns at the division level. Participating as a student representative in your state, provincial, or territory psychological association is yet another way to promote diverse interests and create meaningful change outside of your department and institution.

Getting 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, houseless 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. Moreover, when choosing any volunteer experience, it should be meaningful for you. Building relationships with community organizations is a "win-all" way of creating valuable change in your community.

Resources and References

American Psychological Association. (2023. June). *Commission on Ethnic Minority Recruitment, Retention, and Training in Psychology Task Force (CEMRRAT2)*. https://www.apa.org/pi/oema/programs/recruitment/commission

Sehgal, R., Saules, K., Young, A., Grey, M. J., Gillem, A. R., Nabors, N. A., ... & Jefferson, S. (2011). Practicing what we know: Multicultural counseling competence among clinical psychology trainees and experienced multicultural psychologists. *Cultural Diversity and Ethnic Minority Psychology*, *17*(1), 1–10. https://doi.org/10.1037/a0021667

Vasquez, M. J., Lott, B., García-Vázquez, E., Grant, S. K., Iwamasa, G. Y., Molina, L. E., Ragsdale, B. L., & Vestal-Dowdy, E. (2006). Personal reflections: Barriers and strategies in increasing diversity in psychology. *American Psychologist*, *61*(2), 157–172. https://doi.org/10.1037/0003-066X.61.2.157

Curriculum Vitae Template

<div align="center">

FIRST NAME LAST NAME, DEGREE

(Preferred pronouns)

University Affiliation

Physical/Mailing Address

Contact Phone Number

Contact Email

</div>

<div align="center">

EDUCATION

</div>

08/22-present	**Doctoral Intern**
	Program Name 1(APA Accredited)
	Program Name 2
	Program Location
	Expected date of completion: Date
2018-present	**Doctoral Candidate in Name of Degree Program**
	Program Name (APA Accredited)
	Program Location
	Dissertation Successfully Defended: Date
	Expected date of graduation: Date
2018	**Master of Science in Name of Degree Program**
	Program Name (APA Accredited)
	Program Location
2015	**Bachelor of Arts in Depress Program (Minor: Program Area)**
	Undergraduate School Name
	Location

<div align="center">

HONORS & AWARDS

</div>

2015-2023	**List your honors and awards.**

CLINICAL EXPERIENCE

8/22-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

9/21-8/22   **Position (e.g., Pre-doctoral Intern; Practicum Student)**

Program Name

Program location

Provide description of clinical work.

Supervisor: Name, Degree

Hours: (number) completed

10/20-8/21   **Position (e.g., Pre-doctoral Intern; Practicum Student)**

Program Name

Program location

Provide description of clinical work.

Supervisor: Name, Degree

Hours: (number) completed

6/19-6/20   **Position (e.g., Pre-doctoral Intern; Practicum Student)**

Program Name

Program location

Provide description of clinical work.

Supervisor: Name, Degree

Hours: (number) completed

6/18-6/19   **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

06/22-present   **Position (e.g., Research Assistant)**

	Program Name
	Program location
	Description
	Supervisor: Name, Degree
3/20-08/21	**Position (e.g., Research Assistant)**
	Program Name
	Program location
	Description
	Supervisor: Name, Degree
8/19-05/20	**Principal Investigator**
	Program Name
	Program Location
	Description of dissertation
	Dissertation Title:
	Dissertation Status: Successfully defended date
	Dissertation Committee: List committee member names.

RESEARCH PUBLICATIONS & PRESENTATIONS

Include publications in APA format

If you have several publications and posters, you may want to separate this into sections such as:

Research Publications

Research Presentations

TEACHING EXPERIENCE

12/22	**Instructor**
	School Name
	Course: *Title/Name*
	Description
05/21	**Instructor**
	School Name
	Course: *Title/Name*
	Description
05/20	**Guest Lecturer**
	School Name
	Course: *Title/Name*

Lecture - Topic

Description

09/18-12/19   **Teaching Assistant**

School Name

Course: *Name*

Description

OUTREACH & EDUCATION

5/22   **In-Service Didactic Facilitator**

Program name

Program location

Description

01/21   **Associate Teacher/Facilitator**

Program name

Program location

Description

GRANTS & AWARDS

Travel Grant, American Psychological Association (APA), Awarded Spring 2023. To present as first author on a poster at the 2023 APA Convention in Boston, Massachusetts.

Dissertation Grant, description of grant.

Workshop Grant, description of grant.

PROFESSIONAL LEADERSHIP

9/22-present   **Title/Position (Committee member, mentor, etc.)**

Program Name

Program Location

Description

9/21-present   **Title/Position**

Program Name

Program Location

Description

PROFESSIONAL TRAINING & DEVELOPMENT

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

About the Current Authors

Terrill O. Taylor, PhD, is a graduate of the Counseling Psychology PhD program at the University of North Dakota. He held an inaugural appointment as Scholar-in-Residence at the Institute for the Study of Race and Culture (ISRC) at Boston College and he is an Assistant Professor of Counseling Psychology at the University of Maryland, College Park. His areas of research focus on issues of race and racism, with specific emphasis on intersectionality, racial disparities in systems of justice, anti-Black racism, and restorative justice. His clinical endeavors center around providing liberation, hope, and healing for justice-involved individuals and others historically shaped by—and who continue to face—systemic oppression and marginalization. Terrill served as Chair of the APAGS-CARED from 2021 to 2023 and was previously a subcommittee member of APAGS-CARED in 2020.

Asia G. Perkins, MS, is a doctoral candidate in the Clinical Psychology program at the University of Connecticut in Storrs, CT. Her current interests revolve around disruptive behavior disorders, dimensions of psychopathy, social competence, ostracism, and racial and ethnic diagnostic disparities. Her dissertation will investigate the relationship between individual dimensions of psychopathy and internalizing symptoms, as well as cue sensitivity and behavioral responses to ostracism. Asia is dedicated to significantly improving graduate training environments for marginalized psychology graduate students. Further, she actively supports high school and undergraduate students from marginalized communities who are considering a psychology-related career.

Georgina J. Sakyi, PhD, is a graduate of the School Psychology PhD program at the University of Houston in Houston, TX. Her clinical and research interests center around health disparities in autism spectrum disorder (ASD) for socioeconomically, culturally, and linguistically diverse (SCLD) families. Her dissertation explores how proxies for "culture" (e.g., race and ethnicity, income, and education) influence parents' perceptions of (1) their children's ASD diagnosis, (2) genetic testing for ASD, and (3) recruitment and retention efforts researchers can take to improve SCLD families' engagement in ASD research. Georgina is also passionate about supporting first-generation and/or minoritized graduate students in psychology as a student representative in her program and subcommittee member of APAGS-CARED.

Adrianna N. Martin, MS, is a doctoral candidate in the Clinical Psychology program at the University of Texas Southwestern Medical Center in Dallas, TX. Her clinical and research interests revolve around cultural factors that influence post-traumatic stress in minority communities and trauma-focused, evidence-based treatments for adult and pediatric populations. Parallel to this, Adrianna studies the effects of health-related institutional betrayal and how this relates to trauma, substance use, and suicide ideation in BIPOC communities. As a subcommittee member of APAGS-CARED, Adrianna is passionate about advocacy for and empowerment of minoritized graduate students in psychology.

Marianna Vasquez, MEd, is a doctoral candidate in the School Psychology Program, Department of Psychological, Health and Learning Sciences (PHLS), in the College of Education at the University of Houston. She was a Center for Mexican American and Latino/a Studies Graduate Fellow at the University of Houston from 2020 to 2022. She is particularly interested in contributing to research focusing on the Latinx community and working with Spanish-speaking and bilingual children, youth, and their families. Through her scientific and applied work, Mariana aims to support the advancement of the Latinx community.

Aldo Barrita, MA, is a doctoral candidate in the Social Psychology program at the University of Nevada, Las Vegas. Aldo is a Mellon Fellow and Barrick Scholar. His research focus includes how different forms of discrimination, primarily microaggressions, psychologically impact individuals from marginalized communities. Specifically, he has a special interest in Latinx and/or LGBTQ+ experiences with microaggressions as well as psychometrics. Aldo serves as APAGS Chair-elect in 2023, member of APAGS-CARED in 2022, Student Chair for APA Division 52 for 2023, and Student Representative for the National Latinx Psychological Association in 2022. His research and leadership aims are to center on marginalized student voices.