

# Section 10, Division 12

September 2017 *Graduate Students and Early Career Psychologists* Edition 5, Volume 2

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## Campus Representative Program

### What is the Campus Reps Program?

The Campus Reps Program consists of graduate students (although early career psychologists are also welcome!) interested in promoting the field of Clinical Psychology by disseminating SCP and Section's psychoeducational materials and hosting Section proposed activities on their school campuses and respective psychology programs. Estimated time commitment for this position is 1-3 hours per month.

### Who is eligible to apply to become a campus rep?

Graduate students who are members of Section 10. Early career psychologists are also encouraged to apply if interested in promoting clinical psychology at their workplace. For more information, please contact

Natalia Potapova (Section 10 Representative/Campus Representatives Chair) directly at [natalia.potapova@wsu.edu](mailto:natalia.potapova@wsu.edu).

### Meet our current representatives:

- *Jessica Cowan*, Antioch University of Seattle
- *Alexandra K. Gold*, Boston University
- *Chris Hughes*, Rutgers University
- *Stephanie Kim*, California School of Professional Psychology San Francisco
- *Dr. Mark Reinecke*, Northwestern University
- *Amanda Simmons*, University of Denver
- *Aliza Stein*, University of Texas at Austin
- *Michaela B. Swee*, Temple University
- *Salome Vanwoerden*, University of Houston

To obtain more information about campus reps or to read the members' biographies, visit:

[http://div12sec10.org/?page\\_id=488](http://div12sec10.org/?page_id=488)

## The Survivor's Guide to Clinical Supervision

By: Amanda R. Simmons, M.A.

I have often been told that success in supervision depends on “fit” between supervisor and supervisee. In other words, the arguably most essential component of clinical training is a craps shoot. If compatibility between participants is vital and often neither participant determines the match, professional development for both parties is on shaky ground. Good training relies on “luck of the draw” in an arbitrary matching process.

Ideally, we could describe universally-effective skills for navigating supervision, but unfortunately there are no time-tried truths. If I learned anything, it is there is no singular skill set liable to yield positive results. If personal growth and professional development are the litmus test for achievement, we are left with an inauspicious success to failure ratio.

Rather than becoming demoralized by thwarted expectations of supervision so

good it looks like wizardry, we might try altering the definition of success to something more like *getting through*. Success will become inevitable (for most).

Sometimes this means forfeiting personal goals in deference to needs of the supervisor, or that of the supervisory dyad, if you're lucky.

The Canadian Psychological Association purports “[s]upervisors have an ethical responsibility to pursue available opportunities and resources to continuously improve their ability as supervisors” (2009, p. 2). Or in the words of Uncle Ben, “with great power comes great responsibility” (Raimi, 2002). Unfortunately, supervisees are not in a position to ask superiors to improve their work ethic; far be it for us to question the dedication of our superiors to their craft from the lowly position of green-as-green-can-be trainee.

Far from “a doom and gloom” position, I take a more hopeful view of clinical training, though it may sound cynical to those who fortunate enough to accrue purely successful experiences in

supervision. I once had a supervisor who, in collaborative reflection on my experience with the exam to demonstrate minimal competency, made a remark that I will never forget: “of course you are barely minimally competent! You are minimally competent at playing the game.”

Often, I am told I am overly-idealistic in my expectations of graduate school. In the words of one supervisor, “You keep expecting the people you are learning from to know more than you,” to which I naturally responded, “well, don't they?” We dance a dance of confidence (but not too much, lest we be considered narcissists) with people who may eschew over-reliance (lest we be considered dependent personalities). I'm tired of friends, colleagues and myself fearing the mark of pathology deemed by individuals in power positions because personalities do not mesh. Idealistically, as usual, I expect these people to be the ones to guide navigation of this relational struggle.

So, I created some rules to boost survival rates in clinical supervision:

1) “The first rule of Fight Club is: you do not talk about Fight Club” (Palahniuk, 1996).

While tensions may be high, seeking support elsewhere must only consist of requests for more information, not revelations of why an alternate source of information is necessary. Seek ongoing support for your clients and clinical practice, not corrective action, much less any sort of validation.

2) Express curiosity, not uncertainty. The minute you convey doubt is the minute the conversation turns from exploratory to antagonistic. People often profess a desire to be challenged in the spirit of growth, but this may not be true in practice. Aspire for your own growth, not that of others, although sometimes that is a happy by-product.

3) Seek support in community. I would not have survived graduate school for this long with my mental health intact were it not for the support of some very special colleagues and mentors. Through finding likeminded others, I found a way to cope with the difficulty of conflict with superiors.

4) Remember your values. While most agree that completing the program is paramount, not everyone appears to agree that quality training is of comparable import. It’s hard to play the game, winning is a moot point without learning the rules.

5) Take in the scenery, but choose your path. Excepting when ethical or legal obligations, much of the time supervisory guidance is offered in the service of fostering our own clinical judgment. This does not mean we always follow suite; but we sure as hell need to look like we’re trying.

6) Humility is key. We are trainees for Skinner’s sake! Much as I tend to get up in arms when I perceive an injustice, I also know that this can be quite off-putting for people whose sole objective is to train me to perceive more, think more flexibly (and maybe talk a bit less).

7) One disappointing interaction need not be representative of the whole relationship. I once had a professor who demonstrated immense professionalism in response to student concerns about discriminatory content in a lecture. He not only

demonstrated grace under fire as a professional, but the kind of person I want to be across other areas of my life.

8) Work within the system to change the system. When all else fails in supervision, keep your head low, and take what you can from the experience. One such thing might be to learn what kind of supervisor you do not want to become and remember that you must get through all the fiery hoops yourself to stand at the finish line and coach someone else on their hangtime.

These relationships are so very important that a difficult one can trigger a loss of faith in the training process as a whole. When I come close to such damaging and painful mindsets, I remind myself of the supervisors who demonstrated such vulnerability, insight and thoughtfulness in their compassionate challenges of my work and their own. These individuals have made all the difference.

*For a detailed reference list, please email [div12sec10@gmail.com](mailto:div12sec10@gmail.com)*

## Section 10's Mission Statement

The purpose of this Section is to help evaluate, organize and institute initiatives to increase the number of graduate students and early career psychologists who transition to full member status, as well as the number of early career psychologists joining the Division for the first time. The Section aims to collaborate in the development and implementation of the recruitment and retention initiatives of the membership

Committee. The Section shall support the development of new mechanisms and the enhancement of existing mechanisms to increase participation of graduate students and early career psychologists in the Division. It shall promote greater awareness of the benefits of Division 12 membership for graduate students and early career psychologists and work to expand those benefits. It shall represent the interests and concerns of graduate students and early career psychologists throughout the

Division. It shall provide a forum for announcements and to promote communication among graduate students and early career psychologists in clinical psychology. The Section will address the unique needs of graduate student and early career psychologists members entering the profession and facing early career challenges in clinical psychology.

Don't forget to check out the Section's podcast, *Emerging Psychologist*, and blog on our website: <http://div12sec10.org>

### Internship and Post-Doc Database

**Section 10 has created a database of early career psychologists who have recently completed their internship and post-docs across the country. If you are currently applying and would like to contact individuals who trained at your sites of interest, please email [div12sec10@gmail.com](mailto:div12sec10@gmail.com).**

### Mentorship Program Update

Recently, the Society of Clinical Psychology (APA Division 12) launched their own mentorship across the lifespan program that encompasses many of the same functions that our own section's mentorship program fulfills. Because of this, we have decided to refer our section's members who are also Division 12 members to apply to their program. To do so, you can visit <http://www.div12.org/mentor-match/> to sign up for their program.

## The Florida Psychological Association (FPA)

Do you live in Florida or attend school in Florida? Then, FPA is right for you.

“Membership in FPA is an investment in your profession, and your future. Through membership in FPA, you have the opportunity to contribute to the development of your profession in many different ways. You will have the ability to network with colleagues throughout the

state, by participating in statewide conventions and local chapter functions.”

Please visit <http://www.flapsych.com/?page=JoinFPA> for more information regarding membership.

“Florida Psychological Association Graduate Students (FPAGS) is the student arm of FPA and it has a voting seat on the FPA Board of Directors. Membership in FPAGS is offered to doctoral level students in good standing of

APA-accredited programs whose students are eligible to sit for the Florida licensure exam. FPA is committed to supporting our student members through volunteer opportunities, mentoring, and leadership development.”

*Announcement of several new resources on the Division 12 website targeted for prospective and current graduate students in clinical psychology, current students on internship, and early career psychologists.*

The E&T Committee has developed and collected resources focused on:

- 1) Applying to graduate school
- 2) Costs of graduate training
- 3) Financial resources while in graduate school
- 4) Applying for pre-doctoral internships
- 5) Information about postdoctoral fellowships (application/search process, FAQs)
- 6) Strategies for a successfully academic job search/job negotiation
- 7) Information about licensure and board certification, including costs and resources
- 8) Financial planning for early career professionals
- 9) Financial resources (including loan repayment programs) for recent graduates

These resources can be accessed by clicking on the “RESOURCES” main header on the SCP home page (<https://www.div12.org/>) and clicking on “Professional Development.” The committee believes that these resources will help support the success of our students and early career psychologists.

Many thanks to the current E&T Committee for working to gather and develop these resources over the past year: James DeGiovanni, Ph.D., Aaron Fisher, Ph.D., Kristin Long, Ph.D., David Martinez, Ph.D., Teresa Pan, Ph.D., and Lizabeth Roemer, Ph.D.



# NEW POSITION AVAILABLE

PHD OR MASTERS STUDENT

Center for the Human-Animal Bond  
Purdue University



*The College of Veterinary Medicine at Purdue University values, nurtures, and respects all members of its community and ensures an environment of inclusive excellence where all students, faculty, and staff are inspired and empowered to achieve their full potential. Purdue University is an equal opportunity/equal access/affirmative action employer fully committed to achieving a diverse workforce. All individuals, including minorities, women, individuals with disabilities, and protected veterans are encouraged to apply.*

## POSITION

A competitive position is available for a highly motivated and promising individual seeking a Masters or PhD related to the **PSYCHOLOGY OF HUMAN-ANIMAL INTERACTION** with [Dr. Maggie O'Haire](#). The successful applicant will be housed within the Center for the Human-Animal Bond at Purdue University. The research program will focus on the scientific evaluation of **SERVICE DOGS** for military veterans with posttraumatic stress disorder and their families as well as **FACILITY DOGS** in hospitals. The research will be related to **HUMAN** outcomes primarily, rather than the dogs themselves. Thus an interest in pursuing a human psychology focused research degree is essential. The degree title will be an MS or PhD in Human-Animal Interaction.

The successful candidate will be involved in the development of experimental design, data collection, analysis, and scientific writing related to behavioral, psychological, and physiological outcomes of Human-Animal Interaction. The position involves working with collaborators and supervising undergraduate students assisting with the research.

## QUALIFICATIONS

PhD applicants must have completed either a Bachelor's or Master's Degree. Masters applicants must have completed a Bachelor's Degree. Degrees should be in a field relevant to human health or human-animal interaction, including but not limited to: psychology, human development and family studies, public health, communication, education, nursing, or medicine.

## QUALITIES

The ideal candidate should exhibit excellent writing skills. They should also have a high level of organization, professionalism, reliability, interpersonal communication skills, and the ability to work both independently and in a team environment. They should be interested in and motivated to study human psychological outcomes.

## EXPERIENCE AND SKILLS

We are seeking excellent candidates with a range of skills. Examples may include some or all of the following:

- Research project management
  - Developing and carrying out experimental protocols
  - Participant recruitment, retention, and communication
  - Writing consent forms and telephone scripts
  - Database management of research data and participation
  - Managing IRB and IACUC protocols
  - Telephone calls and in person meetings with research participants
- Psycho-physiology experience (collection, processing, and analysis)
  - Electrodermal activity
  - Salivary Cortisol
  - Daily Actigraphy, Sleep Actigraphy
  - Daily diaries/Ecological Momentary Assessment
- Writing experience
  - IRB and IACUC proposals
  - Peer-reviewed publications
  - Conference abstracts and oral presentations
  - Poster presentations
  - Grant writing
- Software experience
  - Database (e.g. Microsoft Access, RedCap)
  - Statistical (e.g. SPSS)
  - Survey (e.g. Qualtrics)
  - Scheduling (e.g. Google Calendar)

## SALARY AND TIMELINE

The position includes a graduate stipend, partial tuition and fee waiver, and health insurance benefits for two years for a Masters, with the potential of funding for two additional years for a PhD. The position will start in JANUARY or AUGUST 2018 (preferably in January for **Spring 2018**, but flexible). It will be full time with the expectation of graduation within two years (Masters) or four years (PhD).

## APPLICATION PROCEDURE

Interested candidates should send an inquiry to Barbara White at [whiteb@purdue.edu](mailto:whiteb@purdue.edu) and must apply to the [Graduate School](#) through the [Department of Comparative Pathobiology](#). [Click here for more information about the application process.](#)

For this position, you may select to submit the optional additions:

- (1) A sample that showcases the candidate's organizational style (e.g. spreadsheet, excel file, project management document, calendar sample), AND
- (2) A sample that showcases the candidate's scientific writing skills (e.g. manuscript, class assignment, literature review).

Following receipt of these materials, selected short-list candidates will be invited to participate in an interview via Skype or in person. The interview will consist of two components:

- (1) A brief (5-10 minute) presentation by the candidate on a research or relevant project they have worked on, AND
- (2) A standardized set of interview questions.

If you have any questions about the application process, you may email Barbara White at [whiteb@purdue.edu](mailto:whiteb@purdue.edu). If you have any questions about the position, please email Dr. Maggie O'Haire at [maggie.ohaire@gmail.com](mailto:maggie.ohaire@gmail.com) and include your current CV or Resume.

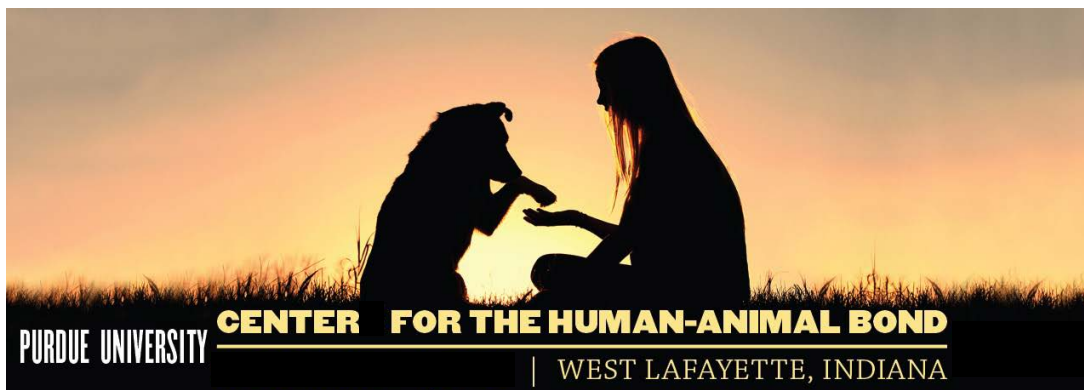
We look forward to receiving your application materials!

#### DEADLINE

Complete applications should be submitted by NOVEMBER 15<sup>th</sup>, 2017.

#### LOCATION

The position will be located in the Center for the Human-Animal Bond in the Department of Comparative Pathobiology, College of Veterinary Medicine, Purdue University in West Lafayette, Indiana. Candidates do NOT need to have expertise or experience in biology or comparative pathobiology. The Department of Comparative Pathobiology is a wonderfully interdisciplinary department that hosts the Center for the Human-Animal Bond, including psychology researchers. A description of its graduate programs can be found here: <https://www.vet.purdue.edu/cpb/graduate-programs.php>



For more information on our research group, go to:

[www.humananimalinteraction.org](http://www.humananimalinteraction.org)