

The banner features a teal background with a wavy pattern. On the left side, there are stylized blue and white floral and leaf motifs. The text is centered and reads: AMERICAN PSYCHOLOGICAL ASSOCIATION
**ANNUAL
CONVENTION**
HONOLULU, HAWAII • JULY 31–AUGUST 4, 2013

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Future of SPTA's
Graduate Student
Involvement, Leadership,
and Innovation

Presenters

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Greg Wilson, BA

Andrew Benjamin, PhD, JD

Cochair

Cochair

Paul Ascherman, PhD

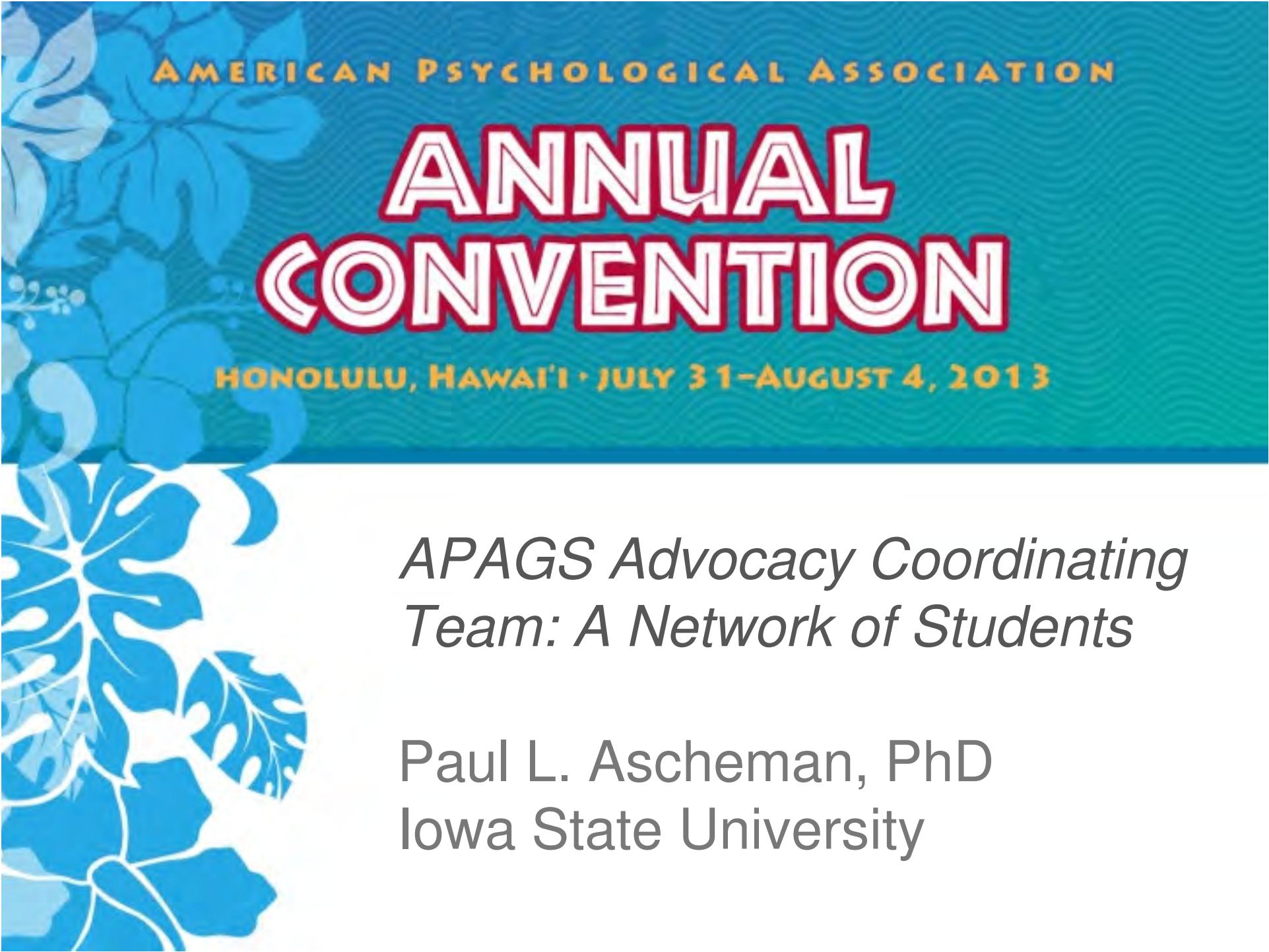
APAGS Advocacy Coordinating Team: A Network of Students

Mike Parent, MS

Front-Line Advocacy: Strategies for Boots-on-the-Ground Students

Sabrina Esbitt, MA

NYPSA Organization of Future Psychologists: A Decade of Student Engagement and Advocacy



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*APAGS Advocacy Coordinating
Team: A Network of Students*

Paul L. Ascherman, PhD
Iowa State University

APAGS Advocacy Coordinating Team: A Network of Students

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WHO WE ARE & WHAT WE DO

ACT is a network of graduate students legislative advocacy and awareness raising on behalf of the science and profession of psychology, in the interest of individuals studying, researching and practicing psychology, and on behalf of individuals who are recipients of psychological services.

ACT MISSION

We empower students to bring their voices to bear on the important issues affecting our discipline and the public health through education, training and advocacy.



APAGS Advocacy Coordinating Team: A Network of Students

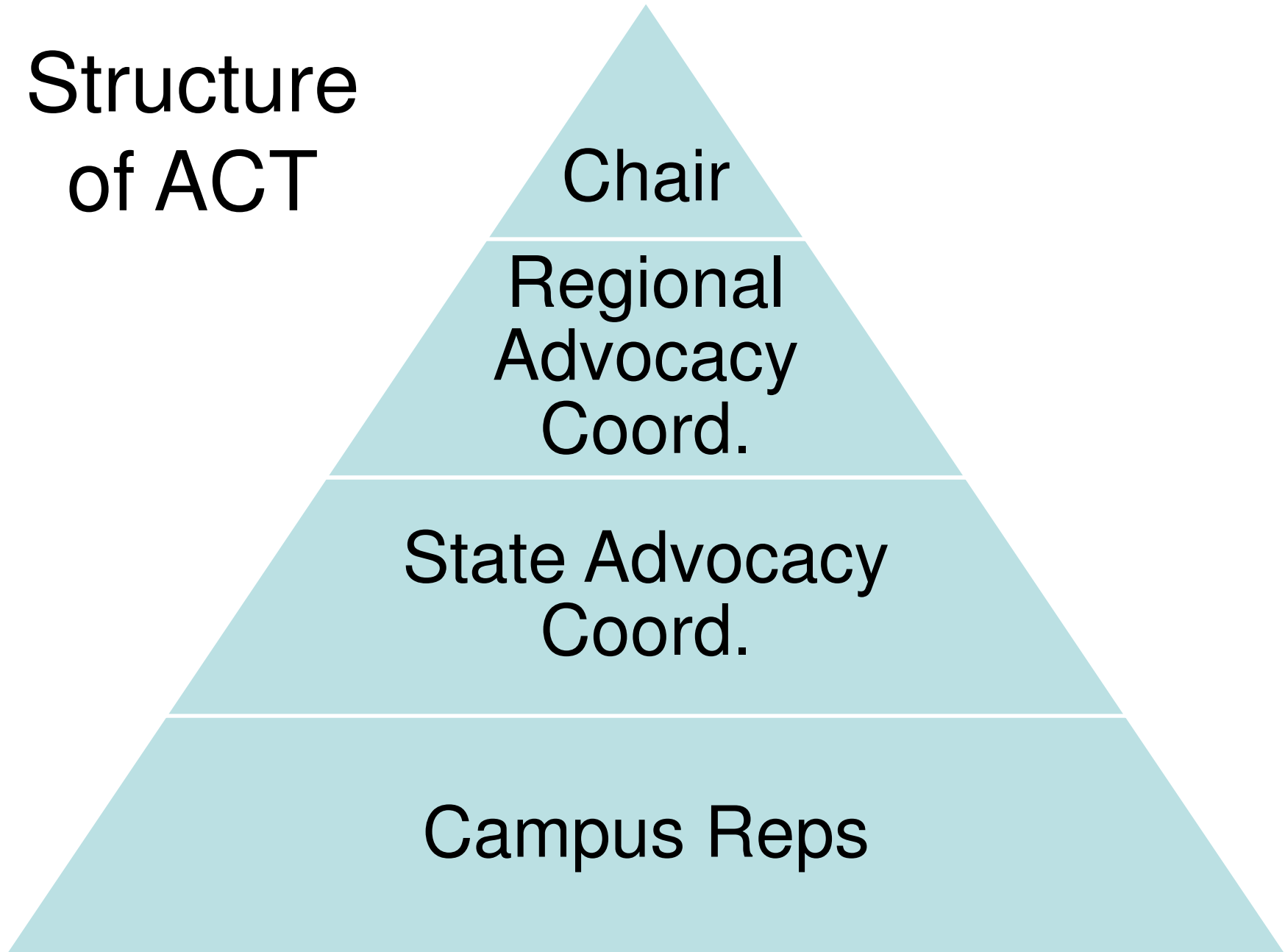
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STRUCTURE & NUMBERS

ACT is comprised of:

- 1 Chair (two-year term)
- 6 Regional Advocacy Coordinators (RACs)
- 57 State Advocacy Coordinators (SACs)
 - Over 200 Campus Representatives (CRs)
 - Cover ~53% of all institutions offering doctoral degrees in psychology

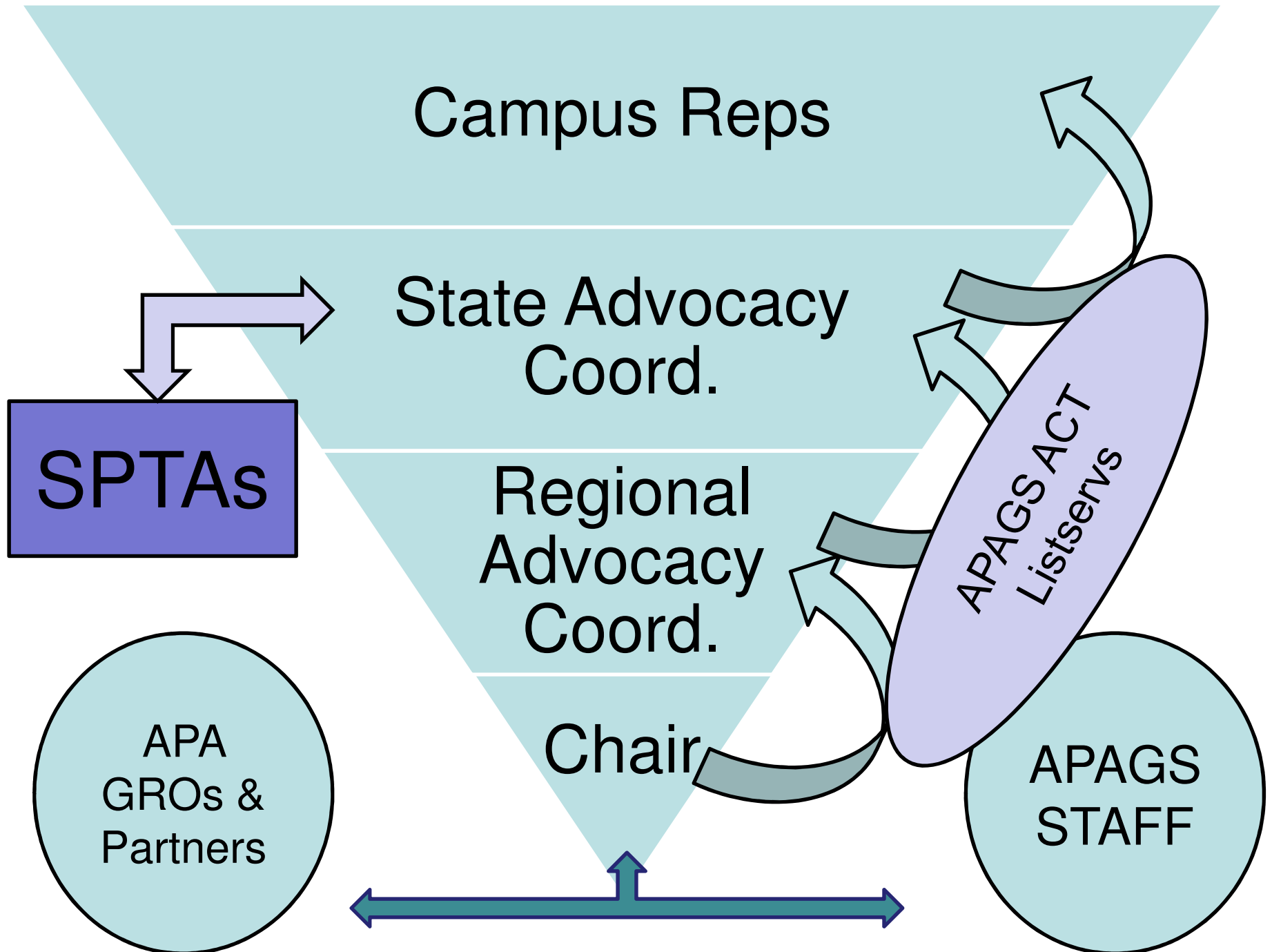
Structure of ACT

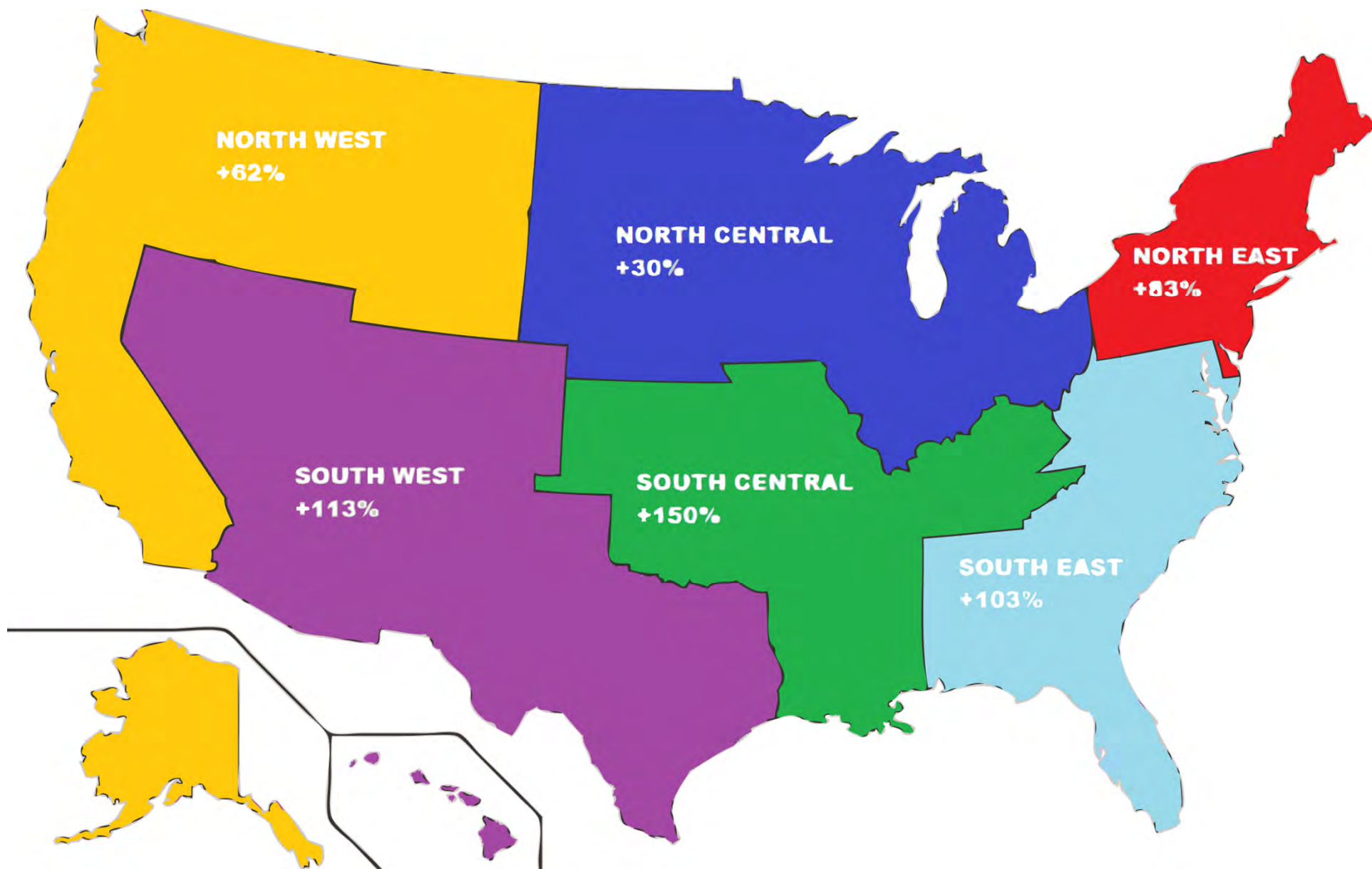


Listen & SPEAK CR ↔ SAC ↔ RAC

ACT relies on multiple feedback loops to improve its responsiveness to matters that concern graduate students and provide opportunities for advocates to shape the future of psychology.







Growth in Campus Network 2012 -2013

OUTGOING ACT MEMBERS

Chair: Paul Ascheman (2011-2013)

Iowa State University, Iowa

NE - Heather Glubo (2011-2013)

Ferkauf Graduate School of Psychology, Yeshiva University, N.Y.

SW - Alice Ann Holland (2011-2013)

University of Texas Southwestern Medical Center, Texas

SC - *Amanda Oerther (2012-2014)

Spalding University, Ky.

NC - Kipp Pietrantonio (2011-2013)

University of North Dakota, N.D.

NW - Emily Ann Voelkel (2012-2014)

University of Houston, Texas

SE - Melinda Williams (2011-2013)

Howard University, Washington, D.C.

INCOMING ACT MEMBERS

Chair: Sabrina Esbitt, M.A.

Yeshiva University

NE - Amanda Mitchell, M. Ed.

University of Louisville

SE - Billy Holcombe, M.A.

Howard University

SC - Amanda Jo Oerther, M.A.

Spalding University

NC - Jeritt Tucker, M.S.

Iowa State University

NW - Pooja Khariwal, M.A.

Spalding University

SW - Teri Belkin

Indiana University – Purdue University Indianapolis (IUPUI)



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EXAMPLES OF STUDENT COLLABORATIONS WITH SPTAS

- State Leadership Conference
- Alaska Psychological Association
 - Fifth Fridays
- Iowa Psychological Association
 - State Legislative Breakfast
- Indiana Psychological Association
 - Student involvement in IPA Government Affairs

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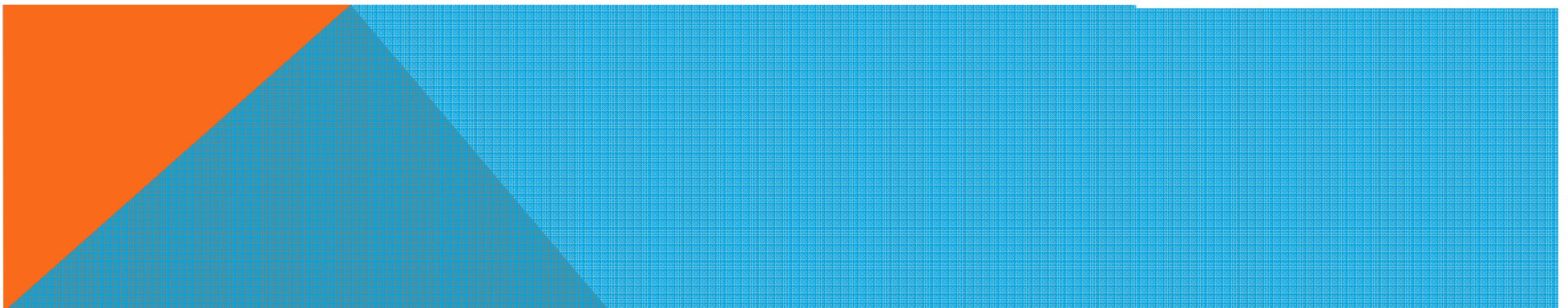
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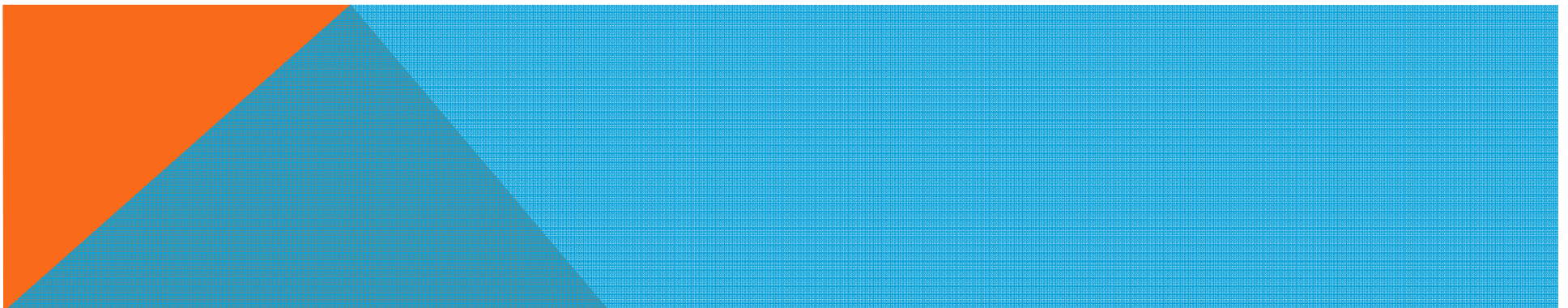
IOWA'S SPTA BREAKFAST

- Iowa's 2012/2013 APAGS ACT advocacy project focused on assisting in the planning, organization, and facilitation of our state psychological association's Advocacy Breakfast.
- This breakfast involved an informal get together with state legislators, psychologists, and graduate students in psychology to advocate for issues relevant to psychologists in Iowa.
- They met over the semester with Iowa Psychological Association's State Advocacy Coordinator, Dr. Greg Febbraro, to discuss how our legislative concerns could be mapped onto IPA's legislative agenda.



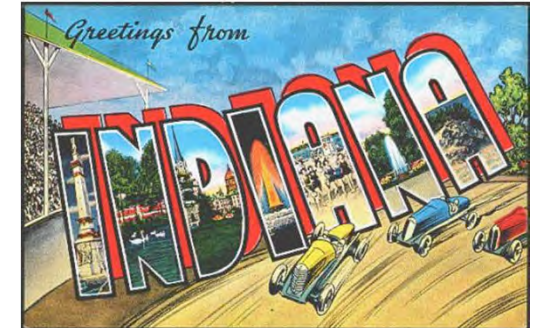
IOWA'S SPTA BREAKFAST

- During the breakfast, they met with between 10-20 legislators and provided detailed information about needs for increased funding and expansion of the Iowa Psychological Internship Program, needed changes in Iowa's psychological licensure laws, and the possibility of prescriptive authority for psychologists.
- Ultimately, a legislative agenda was drawn up, bookmarks created, and information about our agenda and the Advocacy Breakfast sent out to faculty, graduate students, and psychologists across Iowa.



INDIANA CONNECTS TO SPTA

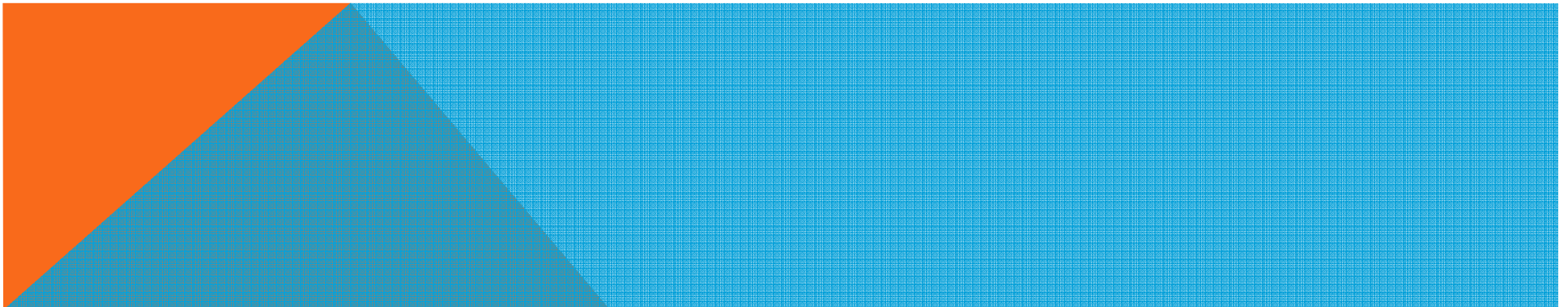
- Teri Belkin, the State Advocacy Coordinator (SAC), learned about the IPA's Government Affairs (GA) committee and aimed to determine whether a collaboration could be developed between the APAGS team and their local GA committee, in order to merge their interests in advocating for psychology-related causes in Indiana.
- Teri connected with the psychologists and members of the committee. The committee graciously invited Teri (IUPUI) and the five APAGS Campus Representatives to attend and participate in phone conferences, to assist in monitoring state bills that pertain to topics relevant to psychologists.



- Emily Dubosh (University of Indianapolis)
- Avital Deskalo (Indiana University- Bloomington)
- April Krowel (Ball State University)
- Samantha Meints-Johnson (IUPUI)
- Jonathan Novi (Indiana State University)

INDIANA CONNECTS TO SPTA

- Beginning in January, APAGS representatives attended GA committee phone calls on a weekly, bi-weekly, or monthly basis, which was dependent on the number and nature of bills to be monitored in a given month.
- As a capstone experience, on May 31st, the graduate students met with Dr. Barbera and Ms. McGuffey at the statehouse in downtown Indianapolis for a tour and to learn more about the legislative process.



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For more information:

www.apa.org/apags/governance/subcommittees/act

The screenshot shows the APA website with the following elements:

- Header:** AMERICAN PSYCHOLOGICAL ASSOCIATION
- Navigation Bar:** About APA, Psychology Topics, Publications, Psychology Help Center, News & Events, Research, Education, Careers, Membership
- Search Bar:** SEARCH [input field] IN APAGS [dropdown] GO [button]
- Breadcrumbs:** Home » APAGS » Get involved with APAGS » APAGS Advocacy Coordinating Team (ACT)
- Left Sidebar:**
 - » APAGS
 - About APAGS
 - Get involved with APAGS
 - APAGS Committee
 - APAGS Subcommittees
 - Join APAGS
 - Programs
 - Resources for Students and Members of APAGS
 - What is APAGS Doing for You?
 - Contact APAGS
- Main Content Area:**
 - Image:** A photograph of the U.S. Capitol building with an American flag in the foreground.
 - Section Header:** APAGS Advocacy Coordinating Team (ACT)
 - Mission Statement:** We empower students to bring their voices to bear on the important issues affecting our discipline and the public health through education, training and advocacy.
 - About ACT:**
 - The Advocacy Coordinating Team (ACT) is a network of graduate students who engage in legislative advocacy and awareness raising on behalf of the science and profession of psychology, in the interest of individuals studying, researching and practicing psychology, and on behalf of individuals who are recipients of psychological services.
 - ACT is comprised of a chair and six regional advocacy coordinators (RACs) who make up the APAGS ACT subcommittee, along with over 50 state advocacy coordinators (SACs), and over 150 campus representatives (CRs) in North America. The chair, RACs and SACs generally serve two-year terms, while campus reps serve one-year terms.
 - ACT trains and mobilizes campus representatives to inform their peers about timely issues in psychology, promote the importance of advocacy as a necessary skill and liaise between APAGS leadership and graduate students across North America.

Includes access to our ACT directory of student leaders & representatives

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Front-Line Advocacy: Strategies
for Boots-on-the-Ground
Students

Mike C. Parent, M.S.
University of Florida

Front-Line Advocacy: Strategies for Boots-on-the-Ground Students

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The internship crisis

- Internship as a social justice issue
- Strategies for advocacy

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The internship crisis

- The internship crisis has been increasing in severity over the past decade
- Students have increasingly felt disenfranchised and disempowered

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Disempowerment

- “Throughout my graduate training, I had this dark cloud looming – the match deficit grows every year...”
- “This anxiety causes tension between people who should be helping each other learn and succeed and creates a negative climate in our education.”
- “This has also caused great turmoil in my personal life and left me feeling more depressed and defeated than at any other point in time in my adult life.”
- “As a graduate student I felt compelled to do more work in more areas than might have been expected before. It was difficult to balance all these demands and struggle for funding at the same time. I felt that I was unable to live a balanced and healthy life because of these demands.”
- “[The imbalance] created more stress and anxiety during the application and interview process. I felt that I was sometimes encouraged to “settle” for any internship site because a match at a less desirable place [...] was better than no match at all. I felt disappointed in encouragement to adopt that attitude because it was important to me to find an internship that I would enjoy and that would lead to greater career opportunities that match my interests.”

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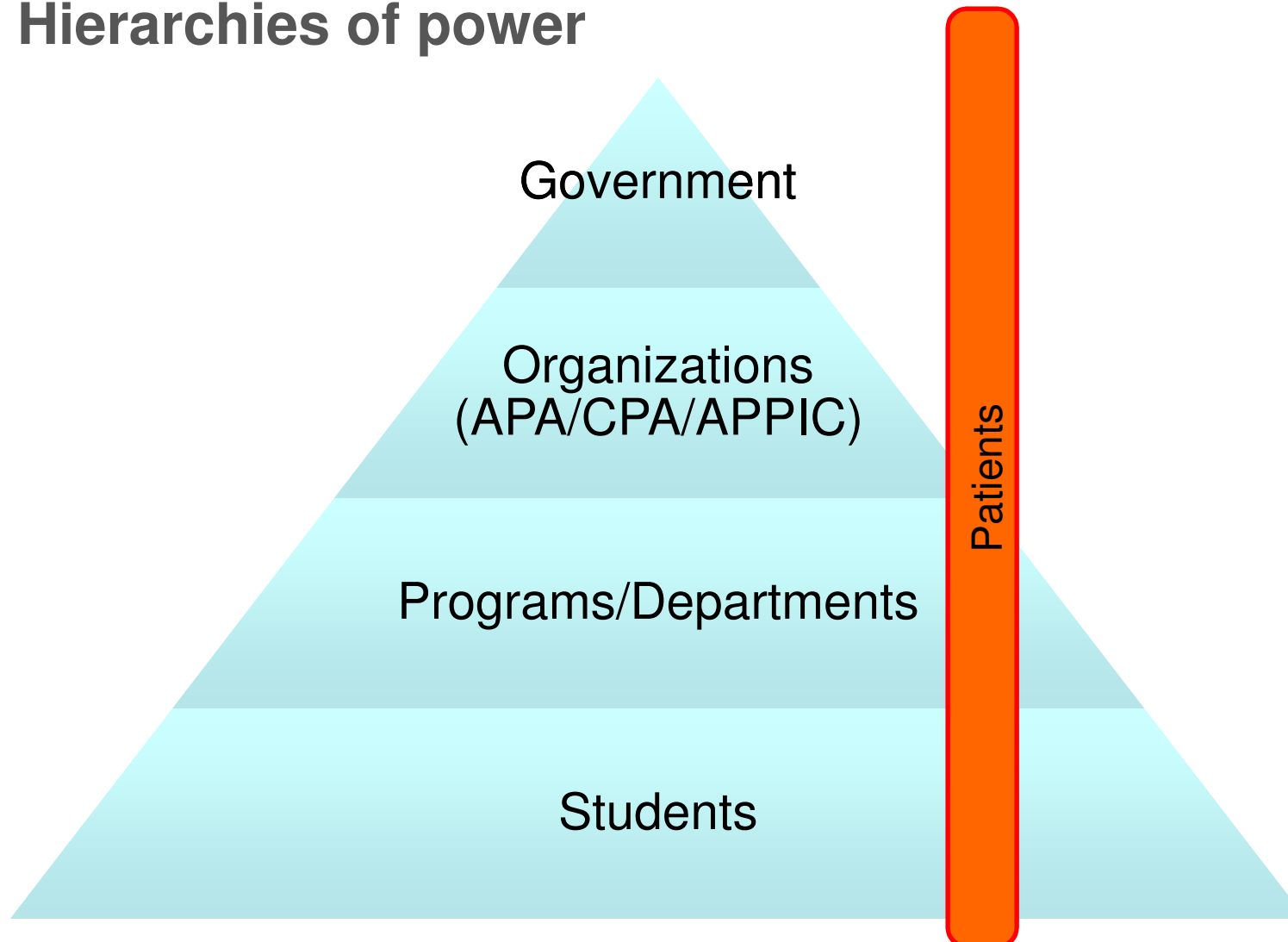
The internship crisis as a social justice issue

- Feminist/postmodern
- Organizational behavior

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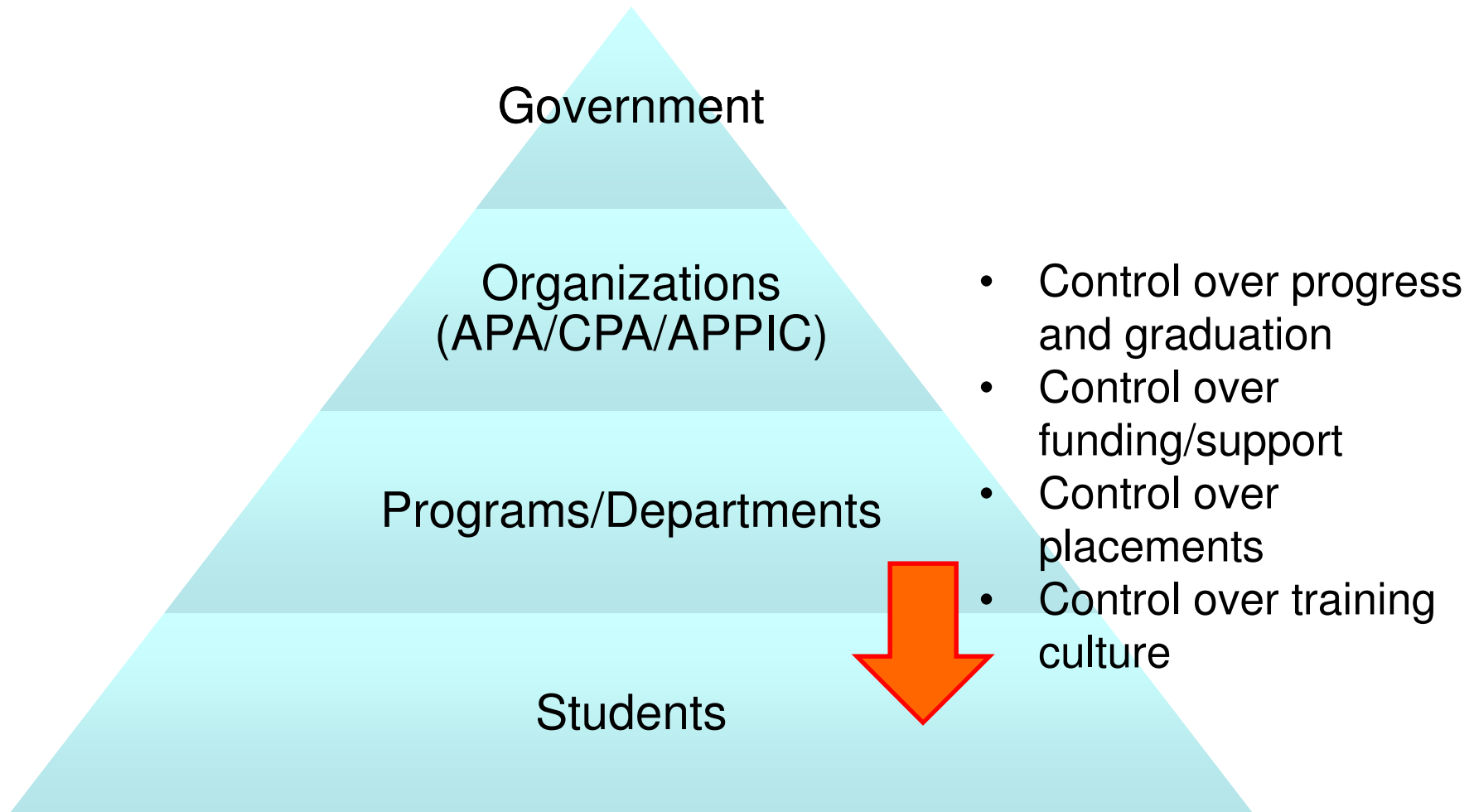
Hierarchies of power



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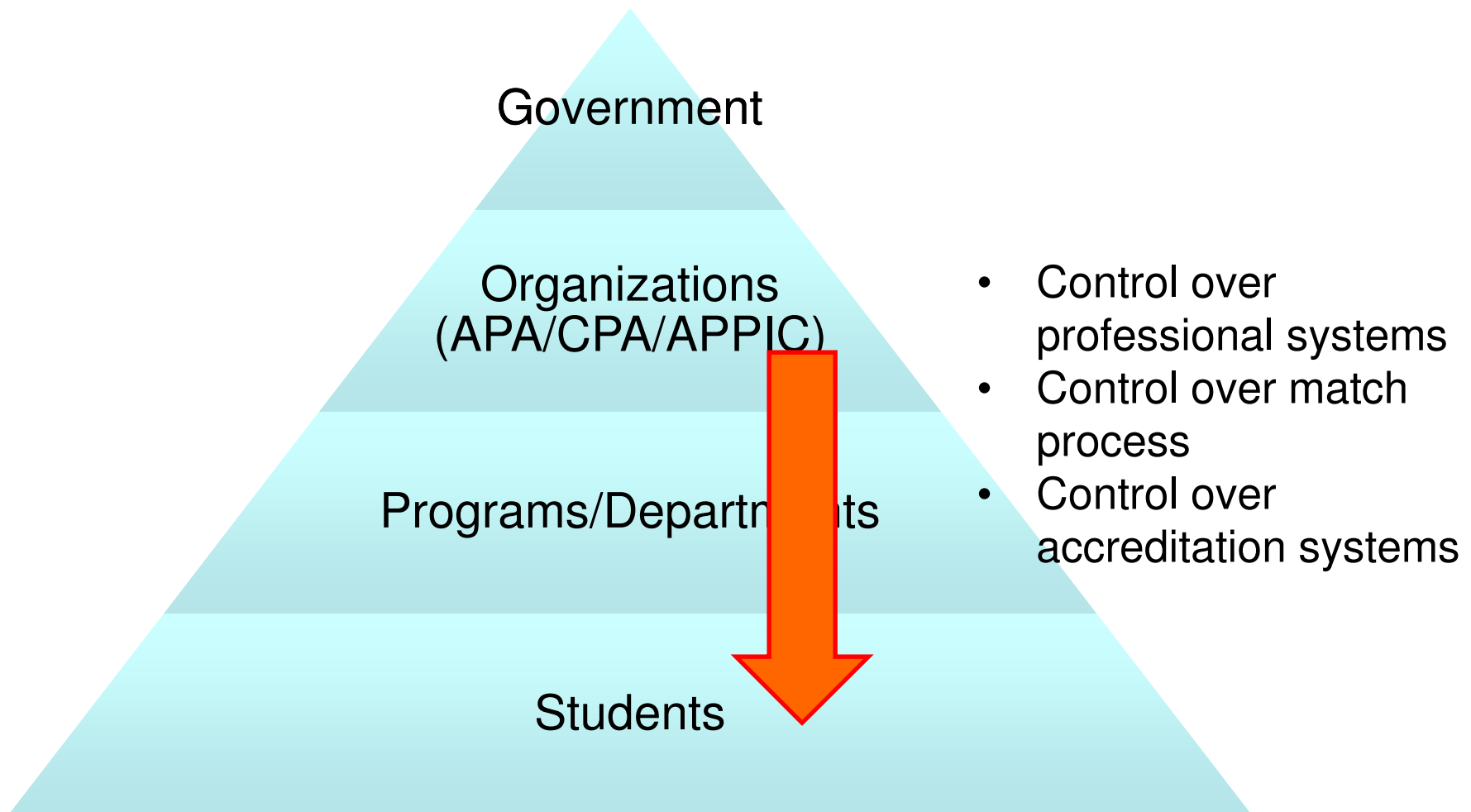
Hierarchies of power



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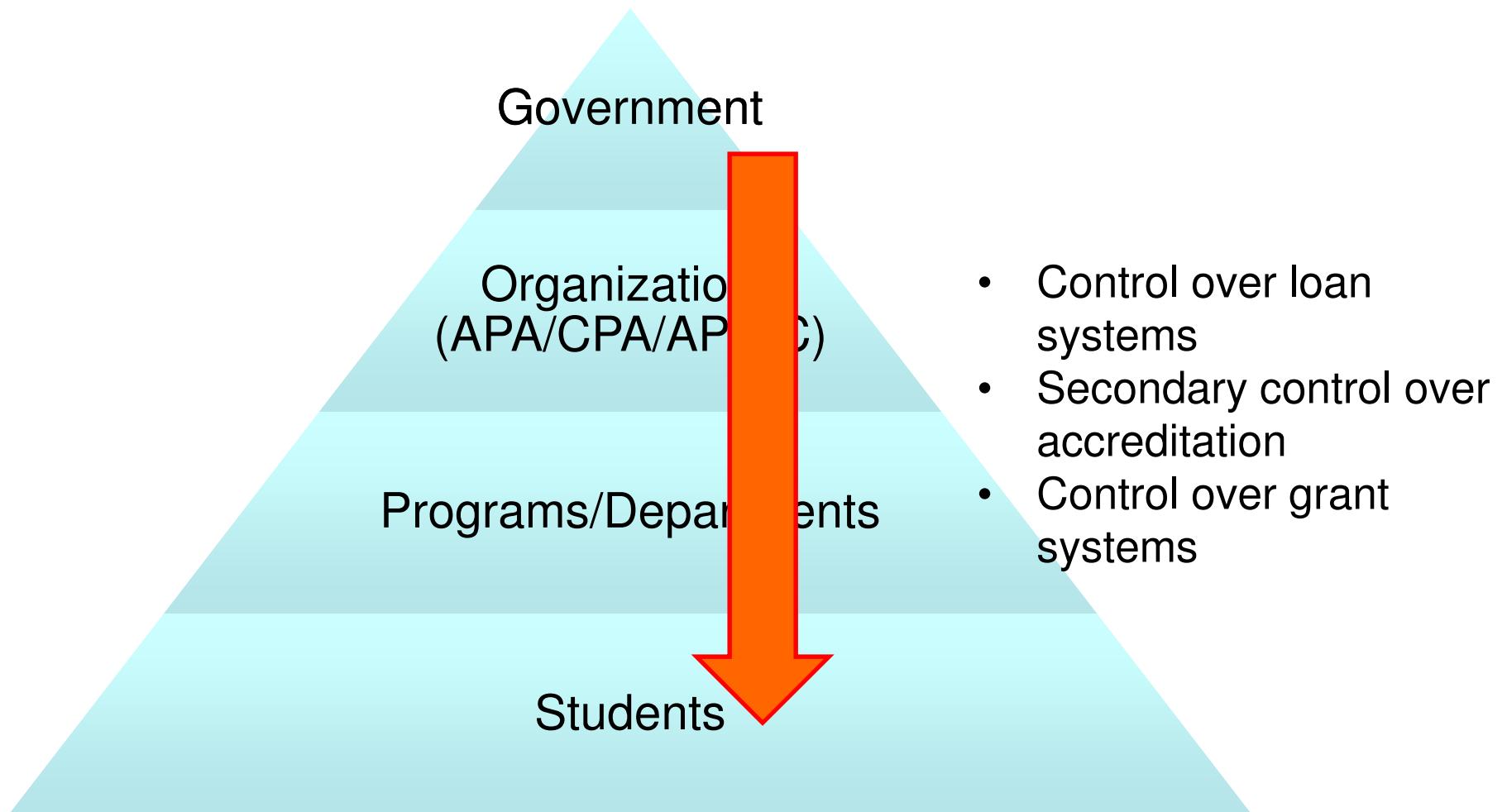
Hierarchies of power



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Hierarchies of power



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Effect of disempowerment (E. S. Geller model)

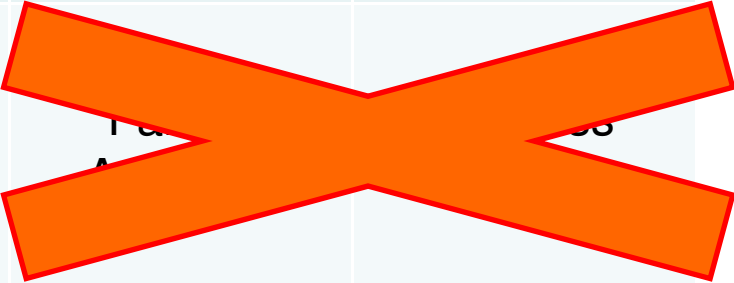
		Do you Seek Success?	
		No	Yes
Do you Avoid Failure?	No	Failure Acceptor	Success Seeker
	Yes	Failure Avoider	Overstriver

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Effect of disempowerment (E. S. Geller model)

		Do you Seek Success?	
		No	Yes
Do you Avoid Failure?	No	Failure Avoider	Failure Seeker
	Yes	Failure Avoider	Overstriver



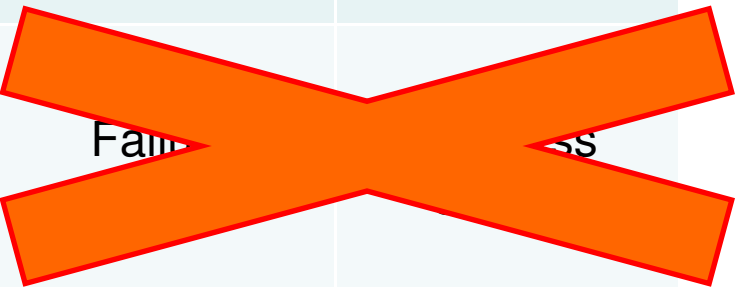
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Effect of disempowerment (E. S. Geller model)

“...failure avoiders have low expectations for success and, thus, avoid challenges. They are unsure of themselves and are overly anxious and pessimistic about the future. They are not self-accountable but are controlled by extrinsic accountability system” (Covington & Roberts, 1994)

		Do you Seek Success?	
		No	Yes
Do you Avoid Failure?	No	Failure Avoider	Overstriver
	Yes	Failure Avoider	Overstriver

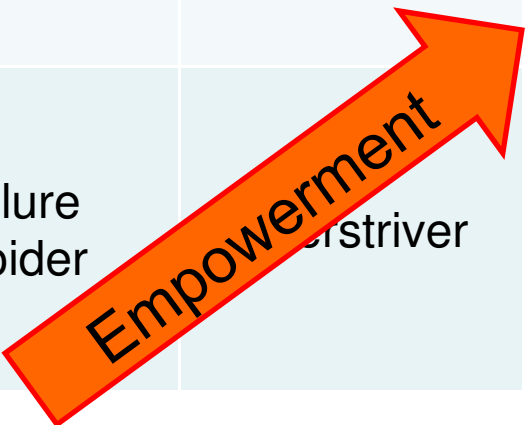


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Disempowerment to empowerment

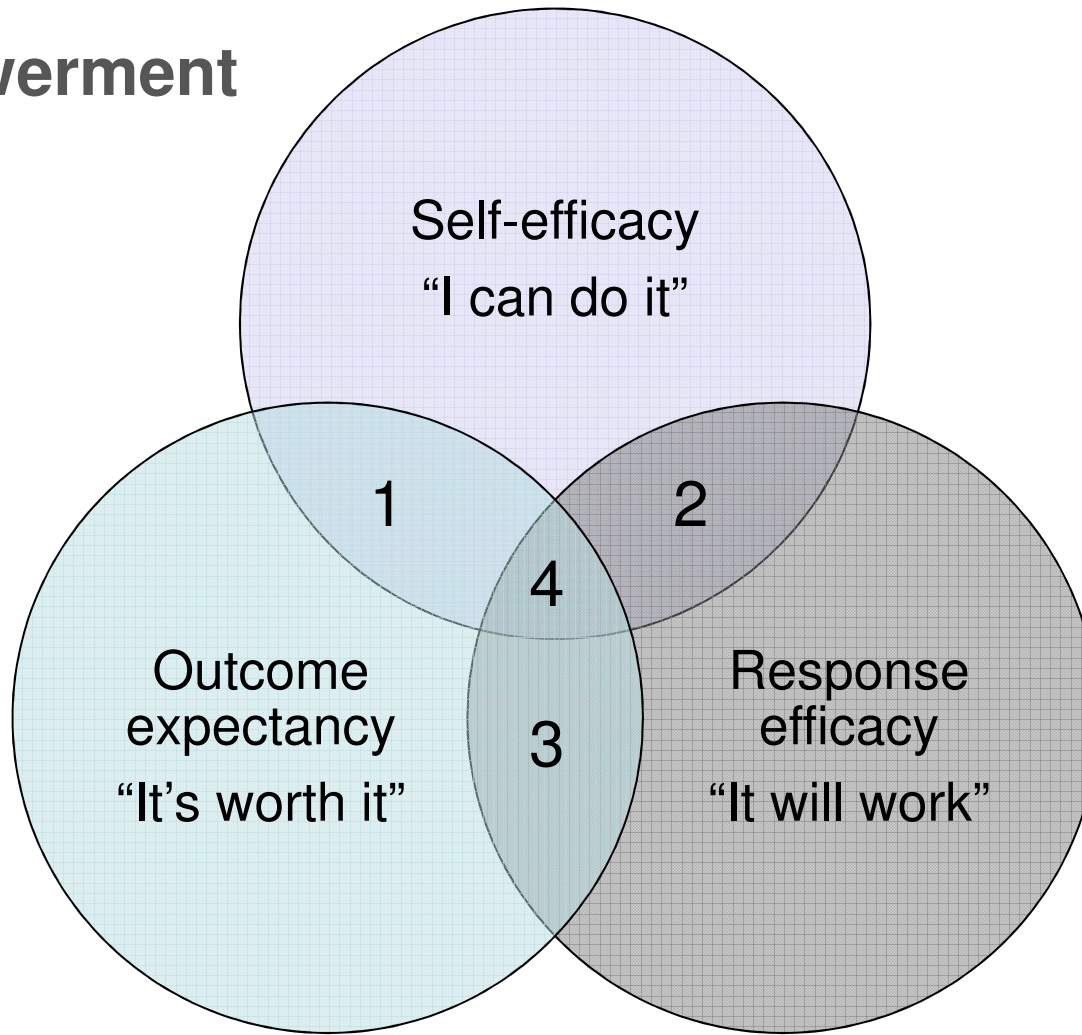
		Do you Seek Success?	
		No	Yes
Do you Avoid Failure?	No	Failure Acceptor	Success Seeker
	Yes	Failure Avoider	Success Striver



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Empowerment



1. I can and want to do it
2. I can do it and it will work
3. I'm motivated to make it work
- 4. I want to make a difference**

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Empowerment

- Conventional
 - Involvement with APAGS
 - New York 22, Internship Working Group
 - Involvement with ASPPB
 - New York internship policy
 - Involvement in divisions
- Unconventional
 - Involvement with outside advocacy/education
 - Involvement and mentorship with Psi Chi
 - Self-initiated new program models (e.g., internships)

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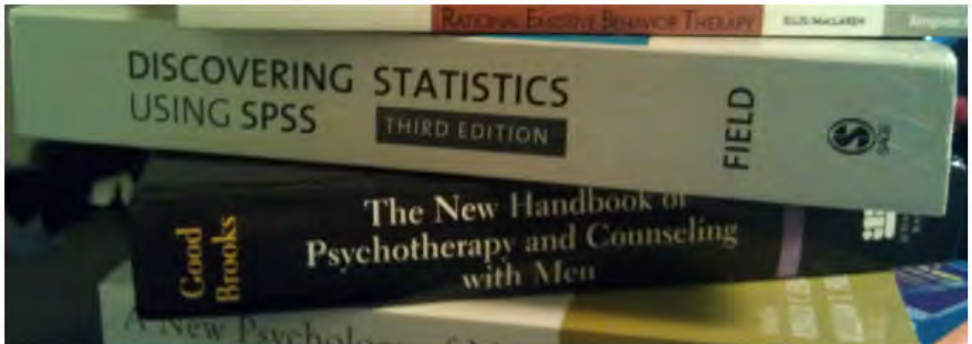
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Example initiative

psychologygradschool.weebly.com

Psychology Graduate School

- Home
- Types of Programs
- What Programs Look For
- Accreditation
- Debt and Income
- Internships
- Choosing a Program - C-20
- Myth Busters!
- Post-doctoral Training
- About us
- Contact us!
- Additional Resources



Welcome!

Welcome to Psychology Graduate School, the premiere online source for applicants to graduate training in psychology to learn more about the application process!

Mission:
The mission of Psychology Graduate School is to equip applicants to graduate school with the information they need to fully understand the process of psychology graduate training. We accomplish this through gathering relevant information to provide to applicants in an easy-to-understand format. We hope students will be able to use this information to identify their own individual needs in evaluating programs. We also hope to develop solutions to current challenges in psychology training by increasing applicants' knowledge and literacy about graduate training in psychology.

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Example initiative

- Undergrad education is a critical component of helping to resolve the internship crisis
 - Research indicates grad school applicants are unaware of realities of the field, including the internship crisis, likely salaries, etc.
- No resource existed to provide grad school applicants with important information about applying to grad school

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Example initiative

- We formed a team through our facebook group, Occupy the Imbalance
PhDs, PsyDs, grad students, ECPs, and experienced professional consultant
- We worked to identify the mission and vision of the site and create material to support this mission
Aligned with organizational behavior literature

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Example initiative

Home

Types of Programs

What Programs Look For

Accreditation

Debt and Income

Internships

Choosing a Program - C-20

Myth Busters!

Post-doctoral Training

About us

Contact us!

Additional Resources



Accreditation

You can learn more about accreditation on the [APA Commission on Accreditation home page](#). Information on this page has been summarized from these resources, provided by the APA.

I. What is accreditation?

Accreditation is a formal process by which institutions (such as a university, college, or professional school) are recognized as legitimate and credible. People granted degrees by accredited institutions are verified to have participated in training that meets some standard set forth by the profession. Medical schools are accredited by the American Medical Association, law schools are accredited by the American Bar Association, and psychology graduate programs in clinical and counseling psychology are accredited by the American Psychological Association (and the Canadian Psychological Association in Canada). No other organization, other than the American Psychological Association, is authorized by the U.S. Department of Education to accredit psychology doctoral training in clinical and counseling psychology (and, in Canada, the CPA). Institutions may hold accreditation from academic bodies to award degrees, but accreditations other than APA/CPA may not be recognized by employers.

This means that APA/CPA accreditation is the minimum standard to which professionals in the field are held—completing training at a program not accredited by the APA/CPA means that the quality of your training cannot be

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Example initiative

Ph.D.
Median = \$ 40,000
Mean = \$ 53,160
S.D. = \$ 58,932

Psy.D. Median = \$ 120,000
Mean = \$ 123,787
S.D. = \$ 70,013

NOTE: Mean debt load for Ph.D. students has increased by \$2,043 (4.0%) since 2008, while Psy.D. students have experienced an increase in debt of \$14,253 (13.0%) in the same time period.

Percent of internship applicants with:

No debt	Ph.D. = 24%	Psy.D. = 8%
Debt <= \$50,000	Ph.D. = 62%	Psy.D. = 16%
Debt >= \$100,000	Ph.D. = 21%	Psy.D. = 70%
Debt >= \$150,000	Ph.D. = 8%	Psy.D. = 38%
Debt >= \$200,000	Ph.D. = 3%	Psy.D. = 17%

III. Income.

It's important to understand the wide variety of incomes that psychologists can make after graduation. Fortunately, the APA collects a lot of data on income for psychologists. The results of their most recent (2009) survey are [here](#). So, for example, the median income for a psychologists starting out in academia (an assistant professor position) in a psychology department was \$57,000. For a psychologist working as a therapist (called "direct human services" in the tables), the median income for someone just starting out is \$57,500.

The tables on the Workforce Studies can be used to help you inform your decisions about graduate school. If you anticipate accruing a lot of debt, it will be important be sure you're planning on entering an area of psychology that has the potential to let you pay back that debt. Financial experts suggest that people should not take on debt in excess of about 36-39% of their income (for an income of \$57,000, this would be about \$20,000). You can see more information on income and debt from online sources, such as bank web pages [here](#), and financial report publications [here](#).

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Example initiative

I. Required Data: Time to Completion

Time to Completion for Students entering the Program with a Bachelor's Degree (if applicable) ¹

Outcome	Year in which Degrees were Conferred														Total
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	
Total number of students with doctoral degree conferred on transcript															0
Mean number of years to complete the program	2														
Median number of years to complete the program															
Time to Degree Ranges	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Students in less than 5 years	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000000
Students in 5 years	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000000
Students in 6 years	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000000
Students in 7 years	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000000
Students in more than 7 years	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000000

1. Programs are required to list time to completion for students entering with a Bachelor's, and for advanced students (e.g., those with a Masters already); these should be two separate tables.
2. Remember stats? Mean and median completion times. These may vary, but should generally stay within the usual time frame for completion (4-7 years, usually). Much longer completion times can be a potential red flag.
3. This area gives more detail on time to completion by year. Here, you can see if a program just had a weaker year or two that threw off averages.

This is an example of these data from a program web site:

Time to Complete the Program (over the past 7 years)

# of Years to Completion	# of Master's Admit Students	% of Master's Admit Students	# of Direct Admit Students	% of Direct Admit Students
Less Than Five	4	40%	0	0%
Five	2	20%	20	47.61%
Six	1	10%	13	30.95%
Seven	3	30%	1	2.38%

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Example initiative

- The identified goal was centralizing critical information about grad school, and giving applicants tools to think through the process carefully and with full knowledge

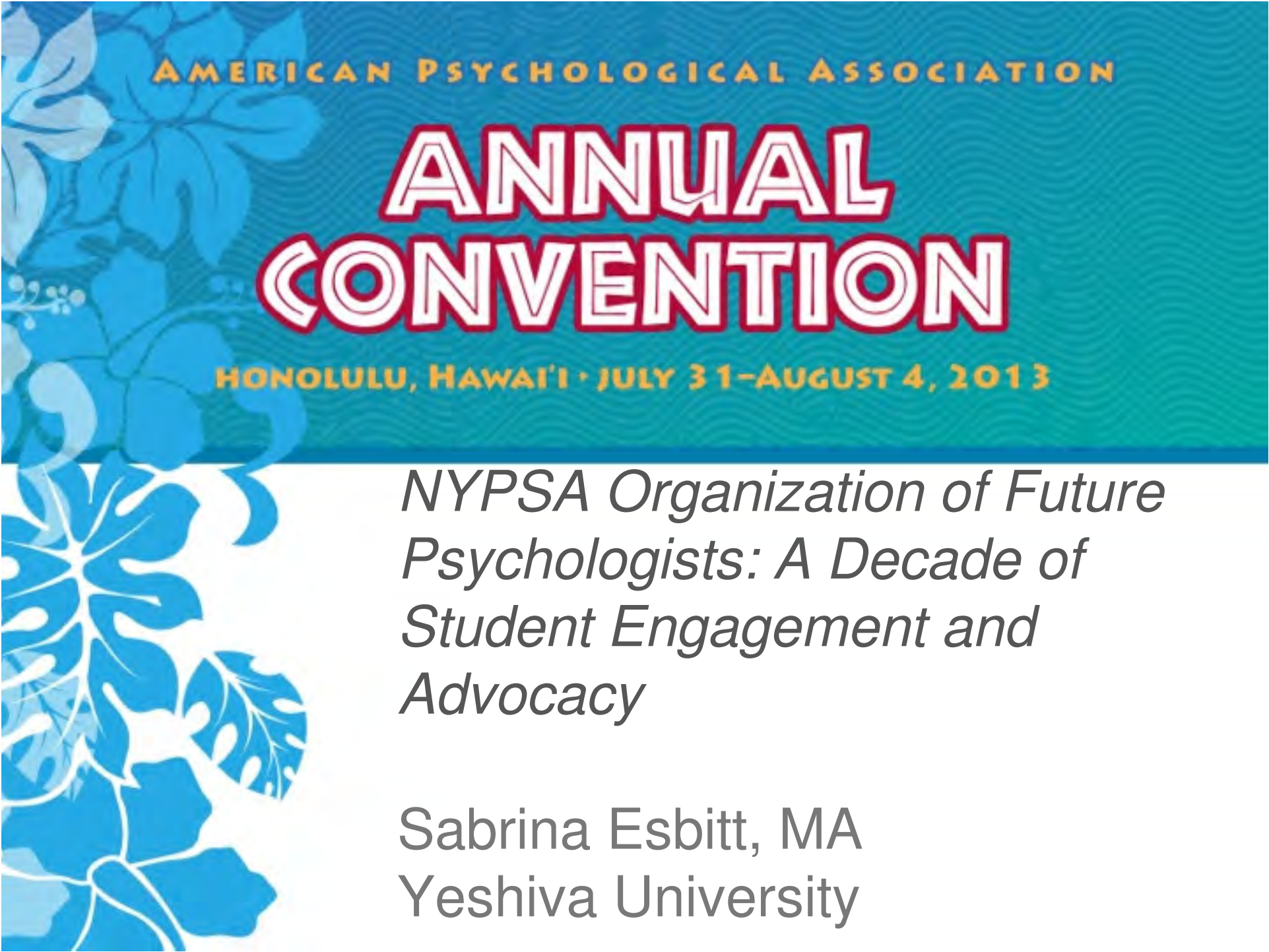
Currently working on adapting the site to a powerpoint presentation that can be given to undergrads

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Moving forward

- The future of the profession, and STPAs, is with students
- The first step in innovation is overcoming the barriers to empowerment and moving toward becoming Success Seekers
- Opportunities exist to improve our profession and training both through traditional systems of power and through external organizations and groups

The banner features a teal background with a wavy pattern. On the left, there are blue floral and leaf motifs. The text is centered and reads: "AMERICAN PSYCHOLOGICAL ASSOCIATION" in yellow, "ANNUAL CONVENTION" in large white letters with a red outline, and "HONOLULU, HAWAII • JULY 31–AUGUST 4, 2013" in yellow.

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HONOLULU, HAWAII • JULY 31–AUGUST 4, 2013

*NYPSA Organization of Future
Psychologists: A Decade of
Student Engagement and
Advocacy*

Sabrina Esbitt, MA
Yeshiva University

AGENDA

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BRIEF OVERVIEW

- NYSPA
 - NOFP/NYSPAGS within NYSPA
- Transitions and Milestones
- New Directions and Challenges



NOFP/NYSPAGS AND NYSPA

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- Founded in 1996
 - The only professional organization for psychology graduate students in New York State
 - Seat/vote on the Council of Representatives of the New York State Psychological Association (NYSPA)
 - Division representation
 - Training and professional events
 - Leadership opportunity
 - Advocacy

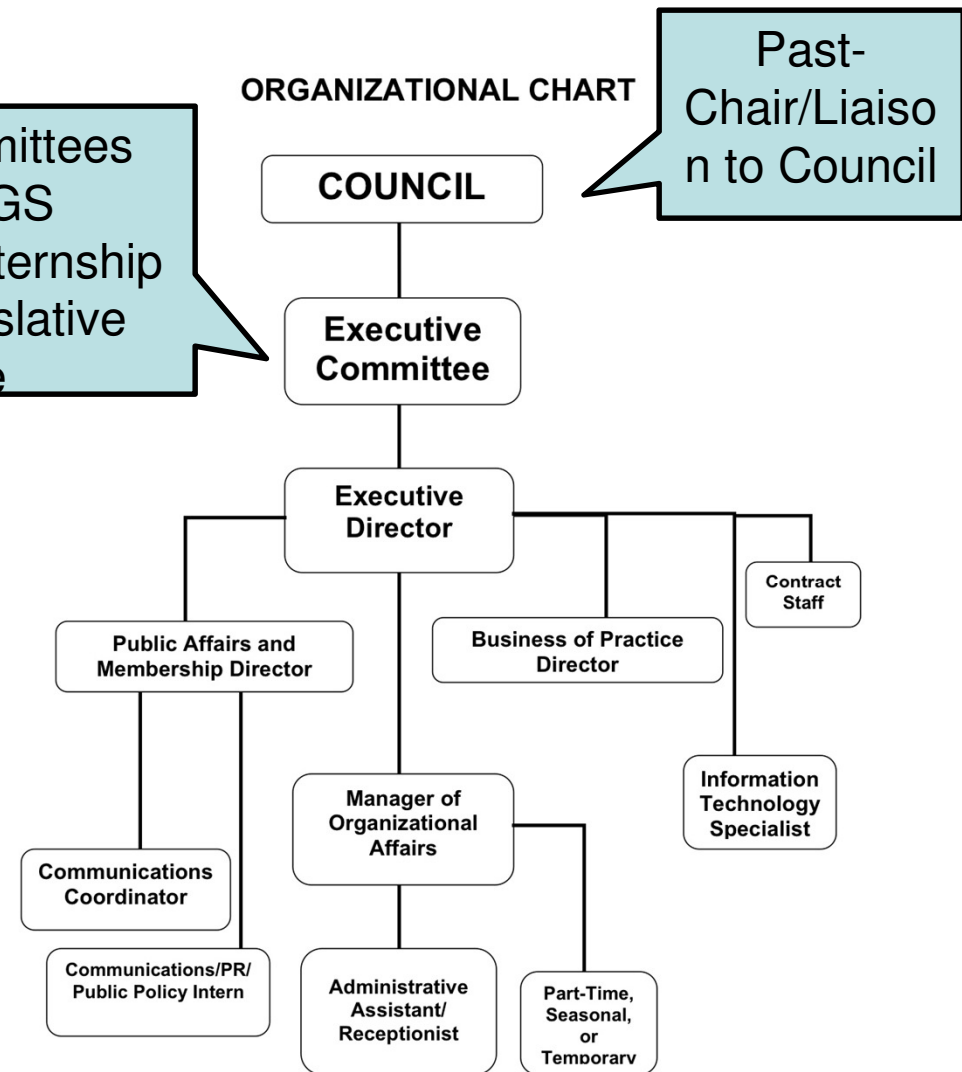
NOFP/NYSPAGS AND NYSPA

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- Past-Chair/Liaison to Council
- Chair
- Chair-Elect
- Campus/Division Liaison
 - Campus Liaisons
 - Division Liaisons
- Advocacy and Training Coordinator
- Secretary

Appointed Committees with NYSPAGS representation: Internship Committee Legislative Committee

ORGANIZATIONAL CHART



Past-Chair/Liaison to Council

TRANSITIONS AND MILESTONES

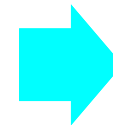
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The New York 22

Public Employees Federation (PEF) vote to reject the contract offered by NY State, 3500 layoffs are planned at the various state psychiatric



09/28/2011: NYS funded interns considered “provisional employees” notified of layoffs



10/03/2011: Collaboration between APA, APAGS, NYSPA, and APPIC.
Letter sent to NYS Gov. Cuomo

- NYSPAGS and ACT reps immediately notified by affected students
 - Termination date is 10/19/2011
- Information disseminated immediately to NYSPA and NOFP listserves

TRANSITIONS AND MILESTONES

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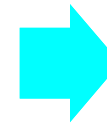
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The New York 22

10/07/2011: APA
Action Alert sent to
8,000 students,
16,000 APPIC
members, and 9,000
NYSPA members



10/25/2011: New York
State Commissioner
of Mental Health
Michael F. Hogan,
PhD announced intern
positions would be
supported



11/04/2011: New
contract signed with
PEF. Governor
Cuomo reinstates NY-
22

TRANSITIONS AND MILESTONES

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This effort
included
MANY
Players. Just
a few:

Students
were key!

– APA

- Cynthia Belar, PhD, Executive Director for Education
- Melba Vasques, PhD, APA President
- Norman Anderson, PhD, APA CEO
- Ellen Garrison, PhD, Senior Policy Advisor

– APAGS

- Nabil El-Ghoroury, Associate Executive Director, PhD
- APAGS ACT CR's

– APPIC

- Eugene D'Angelo, PhD, Chair
- Bob Klepac, Board of Directors

– NYSPA

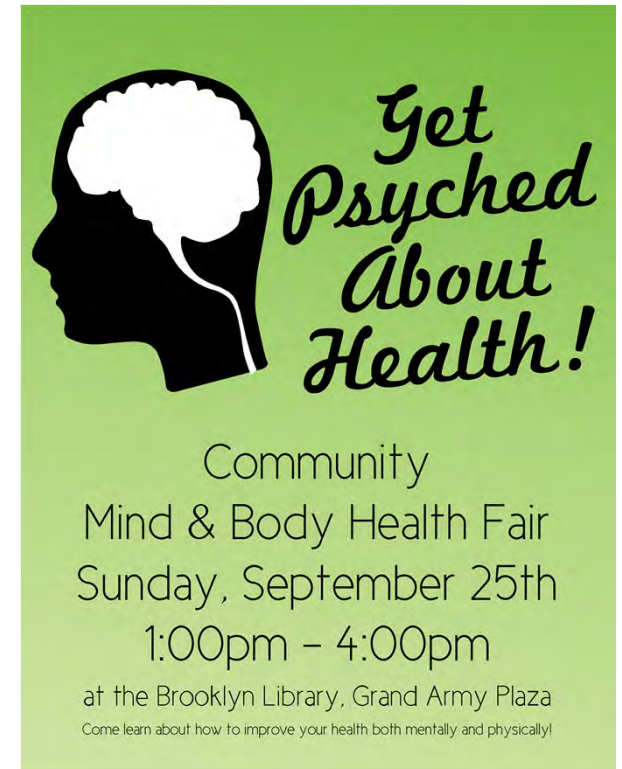
- Tracy Russell, Executive Director
- Dona Rasin-Waters, PhD, President
- June Feder, PhD, Chair, Legislative Committee
 - NYSUT (NYSPA lobbyists)
- Abigail Batchelder, MPH, MA, Chair, NOFP
- Karen Greene, PhD Public Sector Division
- George Northrup, PhD APA Council Representative

TRANSITIONS AND MILESTONES

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OUTREACH

- NYSPA Mind-Body fair
 - Collaborative
 - Graduate student powered
 - Community oriented
 - Professional development
- Lessons learned



TRANSITIONS AND MILESTONES

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INTERNSHIP

- Internship Crisis Committee
- Student lead
- Challenges for student leaders
 - Who are the stakeholders?
 - Risks and rewards
- Lessons learned



NEW DIRECTIONS AND CHALLENGES

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- From NOFP to NYSPAGS
 - Membership questions
- CL Program
- Mentorship
- Internship Crisis Committee 2.0
- Legislative advocacy



NEW DIRECTIONS AND CHALLENGES

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- Challenges Ahead
- How to have a voice without a pocketbook
- Recruitment and retention
- Strategic Planning
- Assessment



Thank You!

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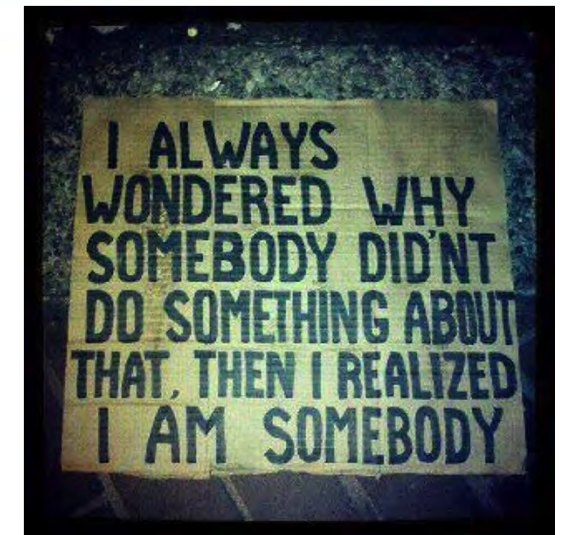
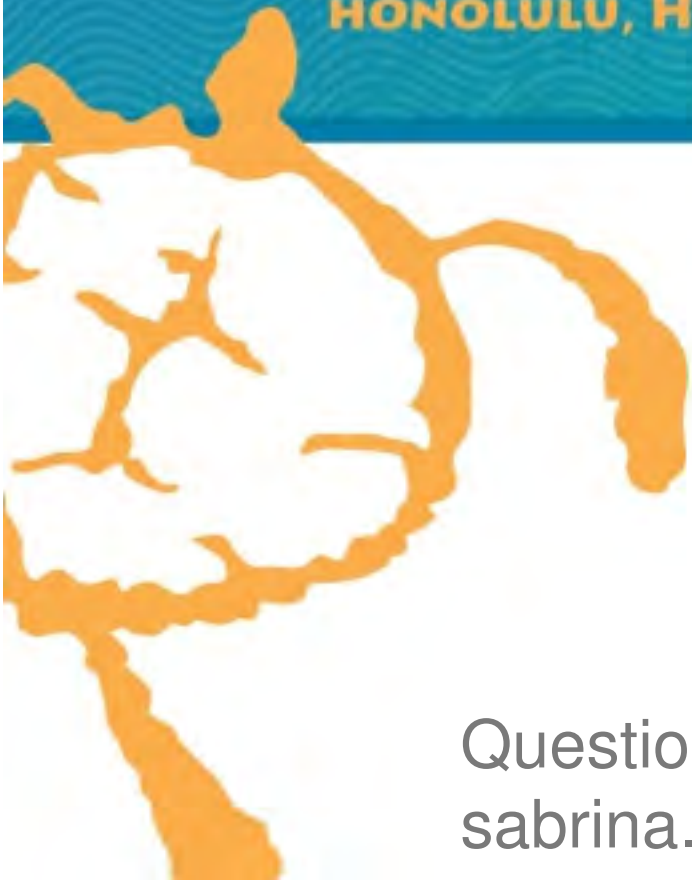
SUMMARY

- Student organizations are student driven
- Local/state issues and national issues
- Advocacy, engagement, and agency
- Students will act if motivated
- Developing a culture of collaboration in a competitive and transient training environment
- Recruiting and retaining a volunteer army is difficult!
- Mentorship is needed

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Questions? Comments? Collaboration? Please!
sabrina.esbitt@gmail.com