



16

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A dark, textured background, possibly a desk or book cover, featuring a notebook with a pencil, a pair of glasses, and a pen.

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PRESIDENT'S UPDATE

By David Hulac

University of Northern Colorado

As summer vacations start across the US, I've been reflecting on disheartening news out of Uvalde of another tragic murder of children during the school hours. The constant news of gun violence in schools and subsequent inaction on gun legislation leaves me with feelings of despondency. But, our recent



meeting of the Executive Committee left me some hope. Division 16 will be starting an Ad-Hoc committee to explore school safety. This committee is tasked with helping us better understand the nature of school dangers. While these threats include gun violence, we may also explore bullying, sexual and physical assault, classroom and school behavioral management, and supporting kids who may be ostracized and disconnected from schools.

Obviously, this is both a start and a continuation. I do have to remind myself that schools continue to be the safest places for children to be. School psychologists across the nation have worked to support welcoming and well-supervised schools. Threat assessment processes have improved our ability to focus supports on students. We know that we have a long way to go before ways to better improve school safety procedures. I look forward to hearing about your experiences, contributions, and successes. Throughout this process, we will canvass our membership. After all, we not only want to close the research to practice gap, but also the practice to research gap. Yes, there are evidence-based practices that school psychologists



Dr. David Hulac, Division 16 President

can implement, but there are also needs and wisdom that practicing school psychologists have that researchers should spend more time investigating. At Division 16, we hope to serve as that bridge. As always, we appreciate each of you for your membership. But most importantly, we admire the work you all do for kids.



MEET US IN MINNEAPOLIS!

A MESSAGE FROM D16 VICE PRESIDENT OF CONVENTION AND PUBLIC
RELATIONS: JESSICA S. REINHARDT



On behalf of the Convention Planning Committee and Executive Committee, you are invited to the 2022 APA Convention in Minneapolis, Minnesota (August 4-5, 2022). After two years of virtual programming, we are thrilled to offer in-person sessions again.

We have an exciting schedule of sessions addressing diverse topics concerning practice to research and research to practice gaps, antiracism and equity, COVID response and more. This year's D16 programming features: 5 symposia, 6 collaborative symposia, 7 critical conversations, 1 skill building sessions, and packed 4 posters sessions.

The Annual Pearson Scholar Student Poster Competition will continue; top student posters received a blue ribbon special designation and are judged to receive one of four awards from Pearson. I am personally looking forward to gaining Continuing Education credits at one of the seven D16 sessions designated for CEs, and participating in the new Critical Conversation format which is designed to facilitate informed discussions between presenters and attendees.

Check out the complete [D16 Convention Program](#) and be sure to download the APA Convention Mobile App ([Google Play](#), [Apple Store](#)). There are ample opportunities for students, early career professionals, practitioners and friends of school psychology. In the application you can build your personal convention calendar- be sure to browse by Division and star D16 sessions to add to your schedule. Information on [virtual attendance](#) is available at the APA website.

Please join us for the D16 Business Meeting, Presidential Address, and Awards Ceremony on Saturday August 6, 2022 3-4:50 in the Minneapolis Convention Center Level One, Room 101C. This session will be led by D16 President Dr David Hulac. Dr. Hulac's presidential address will focus on practitioner ethics and the responsible practice of school psychology.

For the first time in recent history the D16 Social Hour will be held off-site! Meet us at Union Rooftop (731 Hennepin Avenue), Saturday August 6, 2022 6pm-8pm for food, drinks, a celebration of award winners and the field at large.

Looking forward to spending time with you!

With enthusiasm,
Jessica S. Reinhardt, PhD, NCSP



UPDATE ON THE DIVISION'S ANTIRACISM ACTION

By Samuel Song, Past-President
University of Nevada, Las Vegas

It's been a year since the Division Executive Committee supported my Presidential Initiative on *Antiracism Action* in 2021. This was an outgrowth of the division's leadership on anti-racism in the field (i.e., *School Psychology Unified Anti-Racism Statement and Call to Action*, Vázquez, et al., 2020). There have been some important enhancements to the antiracism work within the division. Much appreciation goes to President David Hulac for his continued support.



An Antiracism Working Group was formed to continue the antiracism work of the division, which is under the President rather than a VP to reflect the division's priority of antiracism work as central to what we do. The working group consists of Drs. Raines, Reinhardt, Ogg, Vázquez, Marie Tanaka, and myself.

The Outstanding Commitment to Anti-Racism Awards were awarded to Dr. Cixin Wang (Committed Professional), Dr. Perna Arora (Emerging Professional), and Karissa Lim (Outstanding Student).

The Anti-racism Action Grants program awarded two grants of \$1500 each to Drs. Stephanie D'Costa, Leverett, Aguilar, and Grant (*Anti-Colonial School Psychology Learning Collaborative*) and Meghan Greene and Drs. Knotek and Chen (*An Equity-Focused Human-Centered Design Approach to Developing a School Connectedness Intervention*). President Hulac has worked to make this grant sustainable by funding it moving forward as a normal EC expense.

The next Unconference is under planning for the end of fall 2022 due to the re-starting of many conferences in-person this summer (e.g., ISPA and APA). We are excited to have this again as the last one was well received. We are looking for people interested in co-leading this effort. If you are interested, please contact Tara Raines, Jessica Reinhardt, or myself.

One challenge that the EC needs to address is the composition of the Antiracism Working Group as it needs to reflect the diversity that we are seeking in our profession and the communities with whom we work. Thus, we cannot afford to only allow current EC members to serve here in the future. Other affiliates of the division need to serve who are students and practitioners.

In closing, I am proud of the work that the EC has begun and-committed to sustain-in the future on Antiracism Action. Keeping the antiracism work center stage (i.e., under the Presidency) rather than an ancillary committee is an essential step forward in antiracism work as a division as well as sustaining the projects with human and financial resources in the future. It appears that we are "walking the talk" of the Unified Antiracism Statement and Call to Action of which we led the development, as a division!

PROFESSIONAL DEVELOPMENT IN QUANTITATIVE METHODS

By Jacqueline M. Caemmerer, University of Connecticut
Daniel B. Hajovsky, Texas A&M University
& Leann V. Smith, Texas A&M University

In a recent survey early career school psychology professionals reported an interest in professional development topics related to methodology and statistics, and they endorsed a preference for receiving information through accessible digital resources (Grapin et al., 2020). This article is in response to this interest. First, a brief overview of commonly used quantitative methods is presented, all of which are frequently used by school psychology researchers (Benson et al., 2020). Second, a list of recommendations for free digital trainings and resources are provided.



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Quantitative Methods Overview

ANOVA/Regression

Analysis of variance (ANOVA), regression, and their extensions are frequently used in school psychology research (Benson et al., 2020). There is significant overlap between ANOVA and regression techniques. The type of variable under study may influence a researcher's analytical choice between ANOVA and regression. ANOVA compares two or more groups (which serve as the independent/predictor variable) on a continuous dependent/outcome variable, whereas predictor variables in regression extend beyond grouping/categorical variables and can also include continuous variables. Regression subsumes ANOVA and can answer the same research questions as ANOVA and others as well (Keith, 2019). Often ANOVA techniques are used in experimental research to compare treatment and control groups, and regression techniques are often used in correlational research that does not involve experimental manipulation. MANOVA is an extension of ANOVA which analyzes multiple outcome variables. Logistic and multinomial logistic regression are extensions of regression in which outcomes are binary or have more than two categories. An example of a binary outcome is graduation, and an outcome with more categories may include three diagnostic classifications. Path analysis is also an extension of regression and allows researchers to examine multiple outcome variables and direct and indirect (mediation) effects among observable, or directly measured, variables (Keith, 2019).

Multilevel Modeling

School psychologists often work with nested or clustered data, such as students nested within classrooms or schools and clients nested within therapists (Peugh, 2010). Multilevel modeling, also referred to as hierarchical linear modeling, accounts for this nesting and non-independence of data. In multilevel modeling coefficients are modeled at more than one level. The influence of group/cluster level variables (i.e., classrooms, schools, or therapists) on individual level variables (i.e., students or clients) are examined. For example, a researcher may use multilevel modeling to examine the influence of school-level and student-level socioeconomic status on school-level and student-level science achievement scores (Keith, 2019). Multilevel modeling is also used with longitudinal data when the same

individual has completed multiple measurements over time. In these longitudinal designs repeated measurements are nested within individuals (Peugh, 2010). Multilevel modeling can be used within a regression or structural equation modeling framework.

Structural Equation Modeling

Structural equation modeling (SEM) is a class of techniques used to model the relationships among observed (responses to rating scales, performance measures) and/or unobserved (latent factors) variables (Keith, 2019). SEM includes specific techniques such as confirmatory factor analysis, multiple group modeling, latent profile analysis, and latent growth curve modeling. SEM can also test measurement invariance and determine whether the same construct is being measured across different groups and different time points. Measurement invariance is important to establish if group or longitudinal comparisons are being made (Dimitrov, 2010; Kline, 2013). Furthermore, SEM can include tests of mediation and moderation or longitudinal relationships among variables over time. Unlike typical regression methods that often require a step-by-step iterative analysis approach, SEM allows for the simultaneous analysis of complex relationships among variables. General steps when conducting an SEM analysis include specifying a model, analyzing the relationships among variables, and evaluating model fit. After a model is deemed acceptable, parameter estimates, significance of variable relationships, and percentage of variance explained by variables may be interpreted.

Factor Analysis

Factor analysis is a data reduction technique that aims to determine a more parsimonious set of underlying dimensions (latent factors) that can account for the pattern of relationships among observed variables (i.e., responses to rating scales, performance measures). Within school psychology, factor analysis is commonly used to evaluate the internal factor structure of tests, which provide clinicians necessary structural validity evidence for the interpretation of various standardized scores (AERA, APA, NCME, 2014). Exploratory factor analysis (EFA) and

confirmatory factor analysis (CFA) are the two primary types of factor analysis. EFA generally precedes CFA and is used when developing a new instrument or when there is not a strong underlying theoretical framework or established factor structure to describe the patterns of relationships among observed variables. Conversely, CFA is typically used when testing a theory or testing alternative competing models and then assessing how well the apriori specified model fits the data (Reynolds & Lowe, 2009).

Meta-Analysis

The ability to statistically synthesize data from multiple research studies and quantify the relationship between key constructs provides opportunities for our field's commitment to evidence-based practice (McClain et al., 2021; Spring, 2007). Although often mistaken as an extension of systematic literature reviews, meta-analysis is a research method that begins by systematically reviewing the available research studies within an established criteria, extracting the results from each study within the sample of research studies, then using those aggregated results to quantify the relationship between the key study constructs (Borenstein et al., 2021). For school psychologists, meta-analyses help us more confidently identify effective interventions (i.e., meta-analyses of randomized-controlled trials) and determine for whom and under what conditions these interventions work (i.e., generalizability of findings). The importance of meta-analyses may be most noteworthy for practitioners within the field, given the breadth of information within a published meta-analysis. For those whose access to published research is limited, meta-analyses give the reader an opportunity to have a thorough review of the literature on the topic, as well as a more reliable estimate of the relationships between constructs. Although it is considered one of the more time-intensive research methodologies, meta-analyses will continue to remain an important form of research given its ability to address science's replication crisis (Shrout & Rodgers, 2018), better gauge generalizability (or lack of) of outcomes, and opportunity to offset publication bias (when only significant results get published, leaving a dearth of null results unaccounted for within the literature).



Professional Development Resources

This list of digital resources is not exhaustive but provides a useful starting point for those interested in using free digital resources to develop their quantitative skills.

1. [edX statistics courses](#) offered by a variety of universities. Topics include inferential statistics, regression, and many more.
2. Coursera courses, which include topics such as:
 - a. [Advanced statistics for data science specialization](#) by Brian Caffo.
 - b. [Improving your statistical inferences](#) by Daniel Lakens.
 - c. [Improving your statistical questions](#) by Daniel Lakens.
3. The University of California Los Angeles' [Institute for Digital Research & Education \(IDRE\) website](#) covers a broad range of statistical techniques and provides syntax for various statistical software packages. Search the seminars section for further readings.
4. David Kenny's [website](#) includes topics related to structural equation modeling, multilevel modeling, and many more. Webinars, Power Points, and articles are available.
5. Linda and Bengt Muthen's [Mplus website](#), includes topics related to structural equation modeling, measurement invariance, multilevel modeling, factor analysis, and many more. Short courses, articles, and handouts are available.
6. [Kristopher Preacher's website](#) includes topics related to mediation, moderation, syntax, etc.
7. Self-direct learning on [systematic reviews and meta-analyses](#).
8. The [PRISMA website](#) includes resources for conducting meta-analyses and systematic reviews.
9. Further suggestions for developing your statistical skills were discussed in [a recent blog post](#) by Ethan Van Norman (2020) in the Society for the Study of School Psychology Early Career Forum.
10. For further suggestions for developing your quantitative skills see Benson et al., 2020.

The Division 16 early career professional workgroup is very interested in ideas for future early career corner articles and in partnering with other early career professionals to co-author future papers. Those who are interested should contact us at D16ECP@gmail.com and visit [our website](#) to learn more about the workgroup.

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USING PSYCHOLOGICAL FIRST AID TO SUPPORT GRADUATE STUDENT MENTAL HEALTH

By Lisa S. Peterson, New Mexico State University
Rachel Stein, University of Colorado Denver

School psychology as a field, including those in higher education settings, have faced unprecedented challenges during the COVID-19 pandemic. Both school psychology trainees and graduate educators alike have been impacted by the stress and trauma of the past year. Psychological First Aid (Brymer et al., 2006) is designed to support individuals who have experienced a stressful or traumatic event. Although Psychological First Aid is typically used following a single acute event, it can also be applied to current chronic challenges. This article will use the principles of Psychological First Aid to illustrate practical ideas for providing support in the higher education context.



Create a Sense of Safety

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The first step in any crisis or traumatic situation is to create a sense of safety. This has been especially important during the pandemic, as many have worried about the physical safety of their loved ones or themselves. While graduate educators cannot speak directly to physical or familiar safety beyond the classroom, it is important that resources are available to address any classroom-based concerns about protocols and procedures in place; educators can also make sure that information from the state or community are shared. There is also concern about the emotional well-being of our students and their families. Often, graduate educators want to help their students when they are struggling emotionally, particularly those in the mental health fields. It is recommended that they provide information on campus or community counseling services, as well as resources that can be shared with friends and family.

In the classroom, there are many ways that instructors can create a safe space for their students. The Teacher Behavior Checklist (Keeley et al., 2012) articulates instructional practices that can promote a feeling of safety, which can be applied to the current circumstances. Graduate educators can:

- Be approachable and personable, so that students feel welcome and respected in the classroom.
- Encourage and care for students by knowing them by name and providing extra support as needed when they are struggling with content.
- Check-in with students at the beginning of each class by letting them share challenges and successes.
- Understand when students have legitimate excuses for missing class or requesting extensions on assignments.
- Allow for flexibility with deadlines or other requirements as needed.

Create Calm

Creating a sense of calm is extremely important during times of stress and turmoil and also overlaps with many principles of effective instruction. Effective teachers create a structured and calm learning environment by being prepared, managing time effectively, and establishing short- and long-term learning goals (Keeley et al., 2012). Many of the steps that graduate educators can take to impart a sense of calm on the classroom may seem intuitive, but can include:

- Using rituals and routines (e.g., warm up activities) to create consistency.
- Providing clear expectations, including using verbal and written communication, and repeating expectations frequently.
- Starting and ending class on time as well as managing learning time within class sessions.
- Maintaining control over the classroom, including intervening if students need redirection.

Create Self and Collective Efficacy

When people are faced with challenges, particularly those outside their control, they often feel unable to cope, or feel that they do not have the skills to persevere. Psychological First Aid emphasizes the importance of creating both self and collective efficacy. While information on creating self-efficacy at the college level is limited, research on school-age children indicates there are four sources that provide information on their abilities and influence their self-efficacy (task performance or enactive mastery, vicarious experiences, verbal persuasion, and physiological states; Margolis & McCabe, 2006). Collective efficacy, or a group's shared belief in its capacity to succeed (Bandura, 1997), is also critical to student success. Graduate educators can address these sources by:

Providing additional support when students' grades are impacted by stress or other challenging situations in order to maintain their confidence that they can master the content.

- Creating an environment where students get to know each other and can identify others who are in similar situations; watching others succeed will help students' confidence that they can succeed as well.
- Giving detailed feedback at every opportunity, both written and verbal, that reflects the educator's knowledge of the student and the types of information that will be most helpful in building their self-efficacy.
- Modeling calm reactions and self-care, and providing resources for these strategies
- Relaying to the whole class the belief in their ability to succeed despite any challenges and pointing out their strengths and skills.

Create Connection

There is ample evidence that connecting with students is an important part of effective instruction in higher education. For instance, Richmond et al. (2016) asked students "what makes a good college teacher?" and connection and acknowledging students as full humans were both responses given. Additionally, many of the characteristics that Keeley and colleagues (2012) documented in the Teacher Behavior Checklist relate to behaviors that effective

teachers engage in to create connection. For instance, the checklist includes building rapport, being accessible, approachable, and understanding. When graduate educators are able to build relationships with students and help students get to know each other they create an environment that helps foster learning. Graduate educators can:

- Use activities at the beginning of the term to get to know students and help students get to know each other.
- Acknowledging that students have responsibilities outside of class, which may include providing reasonable policies about late work or missed class time.
- Providing multiple ways and times to meet or seek additional support.

In addition to creating human connections, it is important that graduate educators help students create connections with the material they are learning. Not only does this help promote learning, but it can also help students contextualize their learning. Students often have an easier time making meaning of topics, particularly difficult topics, when they understand how they will fit into their professional identity and future work. Graduate educators can:

- Use concrete examples and exercises when teaching.
- Provide up to date readings, including popular publications and news media when appropriate.
- Bring current events and practical topics into classroom discussions.
- Share examples from the field, or have students share examples from the field.

Create Hope

It is important that, throughout times of crisis or challenge, people feel hope that things will improve. While graduate educators cannot directly impact the situation, they can find ways to support students in a way that instills hope. Graduate educators can create hope for students by:

- Creating a safe space in which students can feel comfortable sharing their concerns about their future.

- Acknowledging the reality of the situation and the challenges that they face, but also pointing out ways in which things are improving.
- Ensuring that support will be available beyond the time the students complete the course, and relaying this information as soon as it is available.

Conclusion

The Psychological First Aid framework can be an effective tool for supporting students during crises and other challenging times. By the time this article is published the pandemic will hopefully be winding down, but we are continually faced with challenging situations or crises at the local or national level. By keeping these strategies in mind, graduate educators can effectively support students so they become successful school psychologists.

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DIVISION 16 REQUEST FOR WEBINAR PROPOSALS



APA Division 16 invites proposals for webinars to be offered as part of the Division's continuing education offerings. D16 Webinars are an effective way to provide crucial and timely information to a national audience of psychology professionals, in a 60- or 120-minute online format. The webinars provide participants with best practices, research relevant to practice, effective solutions and strategies, and quality resources – with preference given to webinars with a highly practical focus. We particularly encourage experienced speakers who haven't previously delivered a D16 webinar and those from minoritized backgrounds to submit.

Submission deadlines: 09/01 for October webinars; 03/01 for April webinars; 05/01 for July webinars.

[Click here to submit your webinar proposal.](#)



SASP STUDENT CORNER:

HOLD ONTO YOUR PASSION: BRINGING YOUR PERSONALITY INTO YOUR PRACTICE AS A GRADUATE STUDENT

By Ali Manion, University of Denver

“You were all human beings before you decided to be school psychologists.”

Dr. Amy McDiarmid, a professor in my graduate training program, delivered this statement during one of our first sessions in her Professional, Legal, and Ethical Issues course. It was the first quarter of our first year as trainees, the room a mix of Ed.S., Ph.D., and M.A. students. The room tittered with nervous energy, characteristic of a group of anxious first-year students who had yet to even learn one another's names. We were, expectedly, bright-eyed and energetic at this early point in our training, each of us coming from a unique background of beliefs, previous

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experiences, and education. This statement struck me, and has stayed with me as I progressed through the various levels of my doctoral degree. Dr. McDiarmid may not know this, but I am deeply grateful for her emphasis on how essential it is to hold onto one's passions and strengths, especially as a student and an emerging professional. Keeping my passions close at hand has shaped my path, not just as a graduate student, but as a learner, thinker, and psychologist-in-training.

It is not uncommon for those who begin a new training program, graduate level or otherwise, to look at this as a completely new life stage. This is often with good reason, as this can mark a complete change in profession, or a first foray into the professional world. Additionally, graduate school is considered a stage where one's professional identity is being molded (Liddell et al., 2014), suggesting to many that this may be an appropriate time to *start over* and begin to build a new identity around your program and path of study.

While adapting and growing as a professional is surely a healthy component of graduate training, it is essential to hold on to what makes you, authentically you: your passions, your beliefs, and your strengths, perhaps regardless of their perceived relevance to the field of school psychology. As Dr. McDiarmid's comment implicitly suggested, something brought you here; while everyone's paths may look different, anyone who is pursuing an advanced degree likely has a strong conviction as to why. So yes, grow and evolve, and build your professional identity during your training—but, stay true to who you are. At first consideration this may seem obvious, but graduate school is a notoriously stressful place, where even the most self-assured students often experience a loss of identity, or uncertainty about how to bring their previous interests and talents into their current work as a trainee (Mousavi et al., 2018). In my own experience, I found that leaning heavily into my passion has made me a stronger student, practicum trainee, clinician, and researcher. Consider the following themes as you build upon your own existing strengths and interests, while remaining open and malleable in terms of your ideas and training pathways.

What Do You Love? Bridging Your Passion to School Psychology

Before beginning my school psychology training, I worked in school settings for several years, as both a classroom and visual arts teacher in early childhood and elementary settings. Like many who pursue this field, I love schools; they are energetic, complex, and wildly varied systems with each classroom a unique world in and of itself. I also loved the practice of teaching, yet often felt pulled to social-emotional learning and remained endlessly curious about the brain. Even early on in my career, psychology was always in my mind as a possible new career route. Despite my inkling that I may move away from the classroom setting, during my entire time in schools, I knew one thing for certain: I love art. I love teaching art; I love engaging in art; and I love using art therapeutically with children.

My love of art was a core component of my personality long before I became a teacher. This love is surely what allowed me to find art education as a field, and what kick-started my entire career in education—and, thereby, school psychology. When I announced to my school community that I was leaving teaching to pursue a doctorate degree in school psychology, I was met with congratulations but also confusion. Teaching art was my entire professional identity, and people were shocked to learn that I was leaving a job and career that I clearly loved so much.

While it is widely recognized that most early career teachers leave the field due to burn-out (Perrone et al., 2019), I left teaching due to my ongoing curiosity about best practices to reach the needs of school-aged children. Teaching is not an easy job, and though I was not necessarily burned out, I was ready for a shift in the way I supported children and families in the educational setting. I am forever grateful for my years as a teacher, as they were really the catalyst for me to pursue psychology. I left teaching with a distinct hope to carry my passion for art education and art therapy into my training as a school psychologist. As I transitioned into graduate school, I was vocal about my love for this work very early on in my program, and became well-known amongst my peers and professors for my interest in art.

Bringing my love for art with me into my experience as a graduate trainee quickly proved to be a huge advantage, as it allowed me to share my personality in a way that felt authentic in this new and sometimes overwhelming setting. Additionally, holding onto this passion helped me to continue to shape my research agenda, allowing me to make ongoing connections between my interest in art therapy, school psychology, and my own future goals as a researcher and practitioner. It pushed me to create new professional connections, and to seek out additional, unique training opportunities that were relevant to my special interests.

So, to do the same in your path as a graduate student, continue to ask yourself: what do I really love? What brings me joy, and fuels my desire to

pursue this level of training? It is easy to underestimate how much you can bring outside desires and interests into your training, and to forget that these are the aspects that make you stand out, and allow you to share yet shape your professional identity. While I am no longer an art educator, I still look at art as a foundation of who I am professionally, and personally.

Advocating for Passions and Seeking Connections

To most, the connection between visual art and school psychology may seem minimal at best, and I have had to advocate for pursuing this interest numerous times throughout my training. I came into my program prepared to do this with some intentional—and, also, serendipitous—support systems. I selected my program for many reasons, but was especially pulled to it when I learned the department chair had previous training as an art therapist. This was a strong indication that my research interest in art therapy would be respected and well-aligned with faculty needs. Additionally, during my first year I met with numerous faculty members to discuss my background and passion for art, which was encouraged and allowed for new research opportunities specific to art therapy. I was especially thrilled by the inclusion of an art therapy course during my second year in the program—a standalone, special topic course which had never been taught before. While I would never take any credit for helping this class come to life, I do wonder if my well-known passion for art may have stirred up more interest amongst program faculty and students. Regardless, I am fortunate with how things have progressed and aligned.

I feel these experiences and opportunities were partially the result of my own self-advocacy for my passion, but were also the product of evolving faculty research agendas, and simple good timing. I do feel certain that if I had remained quiet about how much I loved art, or if I intentionally hid it or perceived it as a less academic, or as a less school psychology-related interest of mine, most of these amazing opportunities would not have presented themselves. So—speak up! Share your passion



early and often as a graduate trainee, and be honest about your goals and interests, even if they may initially seem unexpected for our field.

By advocating for my passions, I began to open more doors. Faculty began sending me specific training opportunities, articles, or professional connections that they came across that were relevant to art therapy. I began working closely with a member of our research faculty who has a background in art-based research, which has furthered my own research interests and endeavors in ways I could have never imagined. My program faculty encouraged me to continue seeking out these professional connections, and my pool of fellow art therapy-enthusiasts grows each year.

Currently, little is known about school psychology graduate student efficacy, as it is a challenging concept to measure (Lockwood et al., 2017). I feel that being able to stand on my previous training as a general and art educator empowered my own self-efficacy as a graduate

student. I found myself pursuing and creating opportunities, specific to my love for art, at my practicum sites. Building upon this strength allowed me to begin to excel in other areas of practice, and buoyed my confidence when learning novel skills. Continuing to connect to this passion gave me more self-assurance in my growing abilities as a practitioner-in-training, which in turn positively impacted my overall performance as a student.

Do not be afraid to advocate for what you love, and to bring it whole-heartedly into your work. Of course, be mindful, and do this appropriately; I do not suggest art therapy as a recommendation on every clinical case, or attempt to implement an art-based approach in every counseling session I facilitate. As you continue to evolve as a trainee, you will gain more insight into how to balance your interests and background with your training setting and scope, which is something I am still continuously working on. It has not been perfect every step along the way, but I have found that weaving art as a common thread

through many of my experiences, courses, presentations, and projects has given me a roadmap through my burgeoning professional career. This roadmap is one that I will always follow because it is rooted in what I love.

Staying Passionate, But Keeping Open

When I began my doctoral degree, I knew I was not pursuing training in art therapy, and I stayed realistic about my own expectations for the focus of my work. I now look at art therapy and art-based techniques as a large piece of my professional puzzle, but recognize that they hardly make up my entire identity. I have been open to new opportunities and experiences throughout my training, which have allowed my goals and personal research agenda to evolve in new and exciting directions. If I had stayed completely married to art as my only professional concentration, I would have missed out on unexpected new passion areas, like neuropsychology and traumatic brain injury. Staying open, but still staying true to my foundational skillset and the original interests that led me to the field, has allowed me to take my training into exhilarating new avenues, many of which I never dreamed of discovering.

Overall, I recognize pulling in my personality and my passion has made me a happier and, likely, more engaged graduate student. Yes, I succumb to the usual stress and chaos that comes along with balancing a course workload, practicum placement, and other ongoing obligations, but I feel that each of these responsibilities is fulfilling in their own way. If I came into my program looking at my professional personality as a clean but empty slate, I think I would feel a bit lost and likely less rewarded by my training, and would need to work infinitely harder to find the joy in all elements of a packed schedule.

In closing, for those of you who are striving to pull your own personal interests further to the forefront of your training experience, I recommend the following:

- Hold onto the passions that brought you in the field, yet remain open to new experiences;
- Advocate early and often for your interests;

- Make and nurture strong connections with like-minded faculty, in your program and beyond; and
- Use your passion as a linking theme across all areas of your scholarship: trainings, publications, presentations, and courses.

And remember, you *were* a human being before you decided to be a school psychology graduate student. Lead with your passion and your personality, and your training experience holds the potential to be far more enjoyable and meaningful, thereby making your practice more impactful for the students and families you work with.

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APA COUNCIL OF REPRESENTATIVES

MEETING OVERVIEW: FEBRUARY 25-26, 2022

The Council of Representatives received a comprehensive audit of current anti-racism activities by APA, including policies, practices and procedures aimed at stemming racial inequities and promoting equity, diversity and inclusion. This was the next step in a process detailed in a resolution Council passed in October that accompanied an apology for past racist actions and omissions by APA and the discipline of psychology.

“We are trying to do something the association has not done before,” APA President Frank C. Worrell, PhD, said in introducing the audit. “Eradicating racism is not an easy thing ... so this will take a lot of hard dialogues.”

APA CEO Arthur C. Evans Jr., PhD, noted that APA is engaged in a wide array of racial equity activities but until now, they had not been coordinated. “Our members and our leaders want us to have impact, not just activity,” he said. “This is an organizational commitment that we’ve made.”

The audit opens the door to the next phase of APA’s work in this area: creation of a roadmap of prioritized actions aimed at dismantling racism. Those proposed actions will be presented to the Council in August, as directed in the resolution passed in October 2021.

Other key actions during the Council’s meeting Feb. 25-26 included accepting a report by the Task Force on Climate Change; adopting new standards for the teaching of high school psychology; adopting a policy on population health; reaffirming APA’s support for women’s health, including the right to legal abortion; and eliminating a question on the association’s membership application regarding whether an applicant has been convicted of a felony.

Ukraine

In response to the escalating situation in Ukraine, the Council quickly drafted and passed a motion voicing solidarity with the National Psychological Association of Ukraine, the Ukrainian people, and colleagues in the Eastern European region, as the Ukrainian nation defended itself against military invasion. The vote was 167-0, with one abstention.

Climate Change

The Council received the report of the APA Task Force on Climate Change, “Addressing the Climate Crisis: An Action Plan for Psychologists.” The report calls on the discipline of psychology to strengthen its capacity to address climate change and collaborate with other fields and sectors for maximal impact. The report was received by a vote of 155-6 with one abstention.



Reproductive Rights

The Council adopted a *Resolution for Reproductive Justice: Affirming Abortion Access*, committing the association to continuing to work for and support reproductive justice. This includes helping to preserve the right to legal abortion and supporting equal access to affordable contraception, comprehensive sex education, and freedom from sexual violence for women and child-bearing individuals, with particular emphasis on those from marginalized groups. The measure passed by a vote of 145-14 with five abstentions.

Population Health

The Council voted 154-6 with three abstentions to pass a policy regarding psychology's role in advancing population health. The measure calls for working within and across diverse systems to advance population health, which focuses on improving the health, health equity, safety, and well-being of entire populations, including individuals within those populations. The policy also advocates for working upstream by promoting prevention and early intervention strategies. It also urges psychologists to enlist and educate a diverse array of community partners.

High School Psychology Standards

The Council voted unanimously to adopt revised *National Standards for High School Psychology Curricula*, with an increased focus on the scientific underpinnings of the field and the importance of incorporating diversity into understanding mental health. The revised standards promote the scientific nature of psychology by making scientific inquiry and research methods the foundation for content

cutting across all units in high school psychology courses, including biological bases for behavior, cognition, development and learning, social and personality, and physical and mental health.

Interrogation of Criminal Suspects

The Council adopted, by a vote of 160-1 with one abstention, an updated resolution regarding the interrogation of criminal suspects. The new measure will strengthen APA's standing as an authoritative voice for psychology by providing more up-to-date scientific evidence on this topic, especially in light of issues related to false confessions.

Poverty and Socioeconomic Status

In recognition of later research into these issues, the Council voted to archive a policy from 2000 and adopt a new resolution recommitting APA to advocate for culturally sensitive and inclusive research that examines the causes and impact of poverty across the lifespan, including structural racism, economic disparities, and related intersectional issues. The new policy was adopted by a vote of 162-0 with two abstentions.

Changes to Membership Policy and Procedures

The Council voted to remove the question on the APA membership form asking if applicants have been convicted of a felony. Proponents of removing the question argued that it was discriminatory, deterred otherwise qualified people from joining the association and needlessly stalled the process of becoming a member. The policy change passed by a vote of 157- 9, with two abstentions.

The Council passed a motion to request APA membership to vote to amend the APA Bylaws to update the mission of the Membership Board and related amendments to the Association Rules.

Additionally, the Council voted to request APA membership vote to amend the APA Bylaws to allow associate members voting privileges after one year of associate membership.

Guidelines Adopted as APA policy

The Council voted unanimously to adopt revised *Guidelines for Assessment and Intervention with Persons with Disabilities*.

The Council also adopted *Guidelines for Child Custody Evaluations in Family Law Proceedings*, which promote ethically informed practice in disputes over decision making, parenting time, and access to children when relationships dissolve. The vote was 162-1 with four abstentions.

The Council adopted revised *Guidelines for Ethical Conduct in the Care and Use of Nonhuman Animals in Research*, which are widely used in the education and training of psychological scientists. The guidelines passed by a vote of 163-0 with one abstention.

And the Council adopted revised *Guidelines for Ethical Conduct of Behavioral Projects Involving Human Participants by High School Students* by a vote of 147-9 with six abstentions.

DIVISION 16 EXECUTIVE COMMITTEE

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AUTHOR'S INSTRUCTIONS & PUBLICATION SCHEDULE

Division 16 of the American Psychological Association publishes *The School Psychologist* as a service to the membership. Three PDF issues are published annually. The purpose of TSP is to provide a vehicle for the rapid dissemination of news and recent advances in practice, policy, and research in the field of school psychology.



Article submissions of 12 double-spaced manuscript pages are preferred. Content of submissions should have a strong applied theme. Empirical pieces conducted in school settings and that highlight practical treatment effects will be prioritized. Other empirical pieces should have a strong research-to-practice linkage. Non-empirical pieces will also be reviewed for possible publication, but are expected to have a strong applied element to them as well. Briefer (up to 5 pages) applied articles, test reviews, and book reviews will also be considered. All submissions should be double-spaced in Times New Roman 12-point font and e-mailed to the Editor. The manuscript should follow APA format and should identify organizational affiliations for all authors on the title page as well as provide contact information for the corresponding author. Authors submitting materials to *The School Psychologist* do so with the understanding that the copyright of published materials shall be assigned exclusively to APA Division 16.

For more information about submissions and/or advertising, please e-mail or write to:

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To be considered in an upcoming issue, please note the following deadlines:

Fall Issue: Approximate publication Date - October 30th; Submission Deadline - August 30th

Spring Issue: Approximate publication Date - February 15th; Submission Deadline - December 15th

Summer Issue: Approximate publication Date - June 15th; Submission Deadline - April 15th

