SCOPE:
SCHOLARS **C**OMMITTED TO **O**PPORTUNITIES IN **P**SYCHOLOGICAL **E**DUCATION

Saturday, June 3rd, 2023

Hosted by Auburn University & Loyola University

AMERICAN PSYCHOLOGICAL ASSOCIATION

INTRODUCTIONS

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SCHEDULE OVERVIEW

SCOPE Schedule June, 3 2023	
Time	**Workshop Title**
9:00 AM - 9:45 AM	Introductions, SCOPE Overview, Surveys
9:45 PM - 10:00 AM	Diversity, Equity, and Inclusion in Psychology Presentation
10:00 AM - 11:45 AM	Program Overviews Workshop *Breakout group leaders arrive at 10:45 am CST and conduct ice breaker activity at beginning of breakout group session (new breakout group leaders encouraged to attend at 10 am to watch the program overviews workshop)
11:45 AM - 12:30 PM	CV Workshop
12:30 PM - 1:15 PM	Lunch Break
1:15 PM - 2:15 PM	Personal Statement Workshop
2:15 PM - 3:15 PM	Interview Skills Workshop
3:15 PM – 3:45 PM	Self-Care Workshop and Group Photos *Breakout group leaders dismissed after photos
3:45 PM - 3:50 PM	GRE Presentation
3:50 PM - 4:00 PM	Financial Information Presentation
4:00 PM - 4:30 PM	Surveys

*TAKE BREAKS AS NEEDED AND SAVE QUESTIONS FOR BREAKOUT GROUPS

RESOURCES PROVIDED

- PowerPoint Slides
- Worksheets
- GRE prep book or professional development book
- List of additional resources
- Mentors and breakout group leaders
- Surveys

COMPLETE PRE-PROGRAM SURVEY

- Link is in the chat
- Review consent form and let Dr. Silverstein know if you have questions
- Feel free to turn off your camera while completing the survey
  - Turn your video back on once you've completed the survey

DIVERSITY, EQUITY, AND INCLUSION IN PSYCHOLOGY PRESENTATION
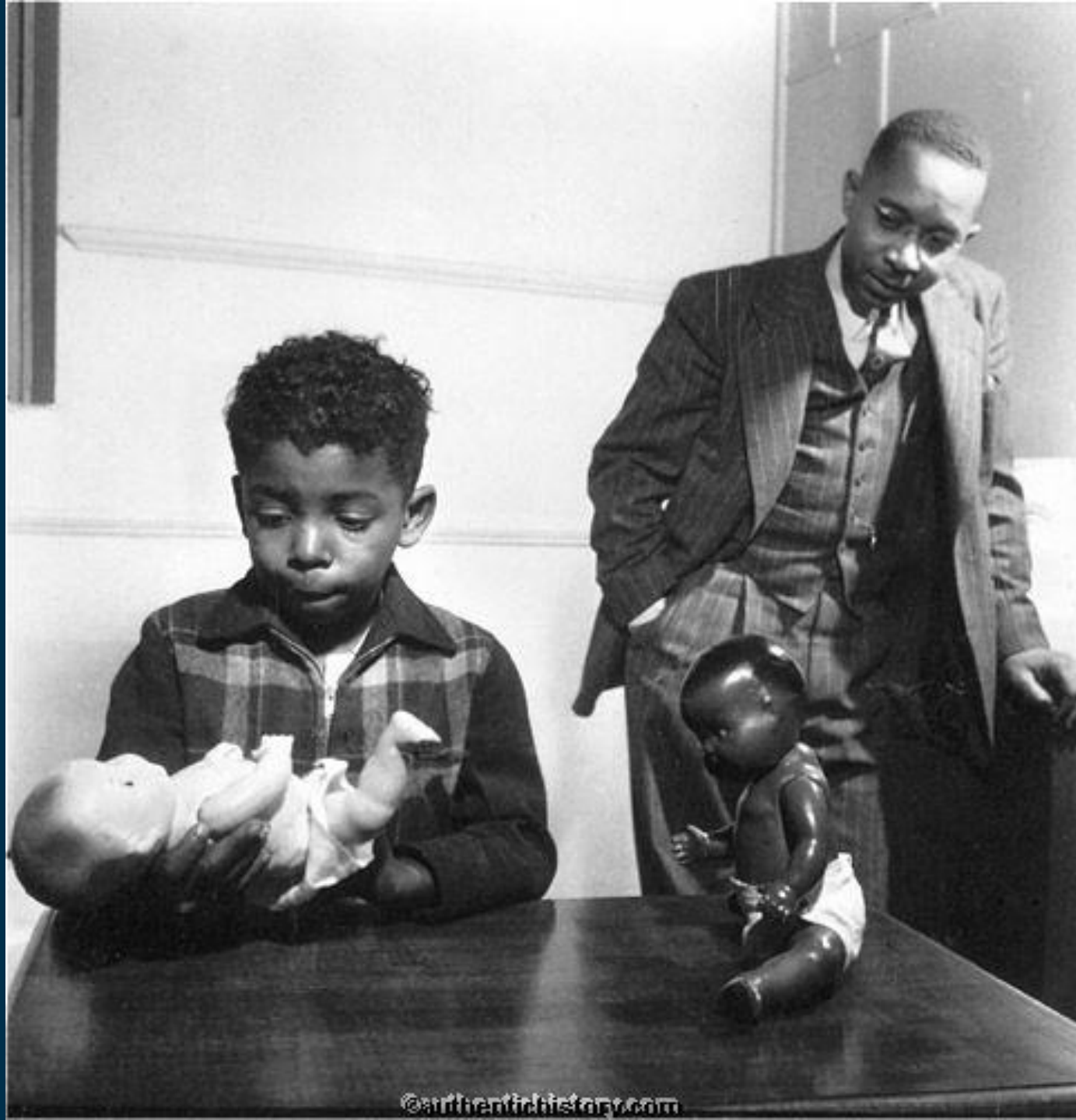
PSYCHOLOGY'S UNIQUE POSITION TO ADDRESS DEI ISSUES

- **Clinical**
  - Direct service provision to underserved populations
  - Creation and implementation of culturally responsive and evidence based treatments
- **Community**
  - Creation and implementation of community and school–based interventions
- **I/O**
  - Consultation for organizations to improve work life
- **Health**
  - Creation and implementation of culturally responsive and evidence based treatments
- **Neuroscience**
  - Exploring how racial inequality impacts brain functioning
  - Neural underpinnings of racial bias

NEED FOR MORE DIVERSITY IN PSYCHOLOGY

Race/Ethnicity	B.S/B.A in Psychology %	PhD in Psychology %	Psych Workforce %	National %
Black/African American	12	8	3	13.4
American Indian/ Alaskan Native	1	1	-	1.3
Asian American	7	6	4	5.9
Hispanic/Latinx	14	11	7	18.5
Multiracial	2	2	-	2.8
White	64	73	83	60.1
Other	-	-	2	-

(American Psychological Association Center for Workforce Studies, 2021; U.S. Census Bureau, 2019)

NEED FOR MORE DIVERSITY IN PSYCHOLOGY

- Behavioral health disparities (Office of Disease Prevention, 2014)
  - Preference for provider cultural/racial match (Lin et al., 2018)
  - Improved care with cultural/racial match
- Teaching and mentoring
  - Mentorship leads to higher levels of:
    - Admission and retention (Clark et al., 2000)
    - Self- efficacy (Hollingsworth et al., 2002)
  - Preference for mentor cultural/racial match (Gardere, 2015)
- Research
  - Racial/ethnic background influences what is studied (i.e., populations, topics, methods used; Medin & Lee, 2012)
  - Dearth of research on racial/ethnic minority individuals (Henrich et al., 2010)

PROBLEMS WITH THE PIPELINE

- Problems with the admissions process and systemic barriers
- Application preparation is key to overcome these problems
  - "Kisses of death" in the application process (Appleby & Appleby, 2006)
    - Damaging Personal Statements
    - Harmful letters of recommendation
    - Lack of Program Information
    - Poor writing skills
    - Misfired attempts to impress

PROGRESS IN THE PIPELINE

- Successful recruitment and retention of racial/ethnic minority students in graduate programs include:
  - Personal contact from faculty
  - Caring support
  - Strong faculty-student mentoring relationships
  - Individualized mentorship beyond professional/academic competencies
  - Mentorship programs
  - Discussions on diversity and racial identity
  - Culturally-informed approach

(Callahan et al., 2018; Carpi et al., 2018; Rogers & Molina, 2006)

PROGRAM OVERVIEWS WORKSHOP

OVERVIEW

- Types of degrees
- Types of programs
- How to evaluate programs
  - Objectively
  - Subjectively
- Research

WHAT COULD YOU DO WITH THESE DEGREES?

- Produce new psychological knowledge (research)
- Clinical practice
- Consulting on psychology-related issues in business, educational, and counseling/health services settings
- Public policy advocacy

Degree Types

PHD

Focus
- Research
- Clinical training (select programs)

Costs/Funding
- Typically provides assistantship–research, teaching, practicum
- Typically pays tuition

Requirements
- Specific coursework
- Research milestones

Timeline
- 5-7 years on average

Career Opportunities
- Academic position
- Full-time research
  - University setting
  - Medical center
- Clinical practice
- Consulting
- Industry

PSYD

Focus
- Clinical training
- Less research focus (vs. PhD)
- Clinical psychology, counseling, or school psychology

Costs/Funding
- Pay out of pocket

Requirements
- Specific coursework
- Clinical practice
- Doctoral project

Timeline
- 5-6 years

Career Opportunities
- Clinical practice
- Academic positions (less common)

MA (ARTS), MS (SCIENCE), EdS (SPECIALIST)

Focus

- Research
- Clinical
- Help demonstrate ability if undergraduate grades are weak

Costs/Funding

- Pay out of pocket
- Some programs may offer some funding

Requirements

- Specific coursework
- Thesis
- Qualifying examination
- Clinical-focused programs will require completing an internship

Timeline

- 2-3 years

Career Opportunities

- Clinical practice
- Research settings

MD (PSYCHIATRY)

Focus
- Medical training
- Specialization during residency
- Research involvement

Costs/Funding
- Pay out of pocket

Requirements
- Specific coursework
- Clinical rotations

Timeline
- Medical training: 4 years
- Residency: 3-7 years
- Fellowship if desired

Career Opportunities
- Medical practice
  - Hospital
  - Private practice
- Academia/Research
  - University setting
  - Medical center

Concentrations

CLINICAL PSYCHOLOGY
(MA, MS, PhD, PsyD)

Focus

- Scientist-practitioner model
- Research (depending on degree/program)
- MA/MS may be a stepping stone to PhD/PsyD

Auburn University offers these degrees

Career Paths

- Practicing clinician in a variety of settings
  - Hospital
  - Private practice
  - Community health center
  - Medical center
- Professor (teaching or research)
- Consulting
- Supervisor to other mental health professionals
- Advocacy
- Administration

COUNSELING PSYCHOLOGY
(MA, MS, PhD, PsyD)

Focus

- Healthy aspects and strengths of clients
- Environment/situational influences (e.g., culture, gender, lifestyle issues)
- Issues of diversity and social justice
- Role of career and work in people's lives
- Master's programs may be titled Mental Health Counseling

Auburn University & Loyola University New Orleans offers these degrees

Career Paths

- Practicing clinician in a variety of settings
  - Hospital
  - Private practice
  - Community health center
- Supervise other mental health professionals
- Professor (research or teaching)
- Research
  - Medical center
  - Industry
- Consulting
- Advocacy
- Administration

SCHOOL PSYCHOLOGY (EdS, PhD)

Focus

- Meet learning and behavioral needs of children and adolescents
- Evaluations for neurodevelopmental disorders in children and adolescents (ADHD, SLD)
- Assistance with individualized education plan development and implementation
- Classroom intervention
- Individual, group, & family therapy
- Work with entire school system

Career Paths

- Public or private schools (elementary to high school)
- Consulting
- Private practice
- Research and teaching
- Advocacy

SOCIAL WORK (MSW, DSW, & PhD)

Focus

- Understanding human development and behavior
- Focus on social, economic, and cultural factors and how they interact
- Social justice, social change, & advocacy
- Work with individuals and families

Auburn University offers these degrees

Career Paths

- Research and teaching
- Outpatient or inpatient behavioral health clinics and hospitals
- Medical settings
- Schools
- Private practice
- Administration & management
- Community & local government
- Social services
- Social policy

HUMAN DEVELOPMENT & FAMILY STUDIES (MA, MS, PhD)

Focus

- Examine how people grow and how they form relationships throughout their lives
- Explore the dynamics between:
  - People within their families
  - Families and the greater world
- Research (non-clinical degree)

Career Paths

- Research and teaching positions

Auburn University offers these degrees

MARRIAGE & FAMILY THERAPY (MS, PhD)

Focus

- Understand relational dynamics in individuals, couples, & families
- Clinically focused

Career Paths

- Outpatient mental health clinics
- Private practice
- Social services

Auburn University offers these degrees

APPLIED BEHAVIOR ANALYSIS (BCBA, PhD)

Focus

- Application of the principles of operant conditioning to modify behavior under varying conditions:
  - Education
  - Autism
  - Developmental disabilities
  - Gerontology
  - Organizational performance management

Career Paths

- Practicing clinician
- Research and teaching
- Consulting
- School systems

Auburn University offers these degrees

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY
(MA, MS, PhD)

Focus

- Organizational culture, design, and structure
- Team dynamics and communication
- Leadership decision-making, politics, conflict, and ethics
- Job satisfaction, organizational commitment, & burnout
- Turnover, absenteeism, & counterproductive work behaviors
- Productivity, task performance, & contextual performance

Career Paths

- Consulting
- Industry
- Research and teaching
- Human resources

Auburn University offers these degrees

SOCIAL PSYCHOLOGY (MA, MS, PhD)

Focus

- Study how social influence, social perception, and social interactions influence individual & group behavior

Career Paths

- Teaching and research
- Government
- Non-profit organizations
- Hospitals
- Social service office

COGNITIVE PSYCHOLOGY (MS, PhD)

Focus

- Study how people acquire, perceive, process, and store information
- Understand how the brain reacts to different stimuli, which may impact health, personality, and/or cognitive functioning

Career Paths

- Research & teaching
- Consulting
- Industry

Auburn University offers these degrees

NEUROSCIENCE (MSc, PhD)

Focus

- Brain functioning
- Molecular and cellular processes
- Genomics
- Nervous system
- Neuroimaging (EEG, fMRI)

Career Paths

- Research & teaching
- Consulting
- Industry

Auburn University offers these degrees

SPORTS PSYCHOLOGY (MA, MS, PhD)

Focus

- Help athletes, service members, & civilians:
  - Achieve goals
  - Enhance performance
  - Cope with the pressures of competition
  - Address performance anxiety
  - Recover from injuries
  - Keep up an exercise regimen
  - Encourage enjoyment of sports

Career Paths

- Teaching and research
- Sports teams
- Private practice
- Consultation

Alternative path to sports psychology:
Degree in clinical or counseling psychology with specialization in sports psychology (additional coursework & practica may be needed)

PSYCHIATRY (MD)

Focus

- Medically trained via medical school
- Less training in therapeutic practice
- High focus on medication*
- Little training in research (unless desired and sought out)
  - Scientist-practitioner model *not* employed

Career Paths

- Medical practice
  - Private practice, hospital, etc.
- Teaching and research (if desired)

* some states have prescription privileges for clinical psychologists with advanced training

ADDITIONAL PROGRAMS

- Psychology Programs
  - Educational
  - Health
  - Community
  - Forensic
  - Neuropsychology
  - Experimental
  - Military
- Other Related Degrees
  - Public Health
  - School Counseling

COMMUNITY PSYCHOLOGY (MS, MA, PHD)

- Theory, research, and practice relevant to enhancing social welfare, community mental health, and prevention.
  - Poverty, substance abuse, violence, school failure
- Intersects with social and clinical psychology as well as sociology and public health.
- Research and teaching positions
- Clinical practice (with additional training/degree)

HEALTH PSYCHOLOGY (MS, MA, PHD)

- Examines relationships between behavioral, cognitive, psychophysiological, social and environmental factors and the establishment, maintenance, and detriment of health
- Integrates psychological and biological research findings in the design of empirically based interventions for the prevention and treatment of illness
- Evaluates physical and psychological status before, during, and after medical and psychological treatment
- Research and teaching positions
- Clinical practice (with additional training/degree)

FORENSIC PSYCHOLOGY (MA, MS, PHD, PSYD)

- Application of psychology & psychological principles to methods, theory, and practice of law
- Involved in jury selection
- Competency to stand trial; evaluation of sanity
- Evaluation of aggravating and mitigating factors during sentencing
- Evaluation of mental illness and intellectual disability
- Competency to be executed
- Typically pursue a clinical psychology degree

Identifying Programs

Consider:
- Geographic location
- Authors on publications of interest
- Faculty conducting research of interest
- Colleagues of undergraduate mentors & professors
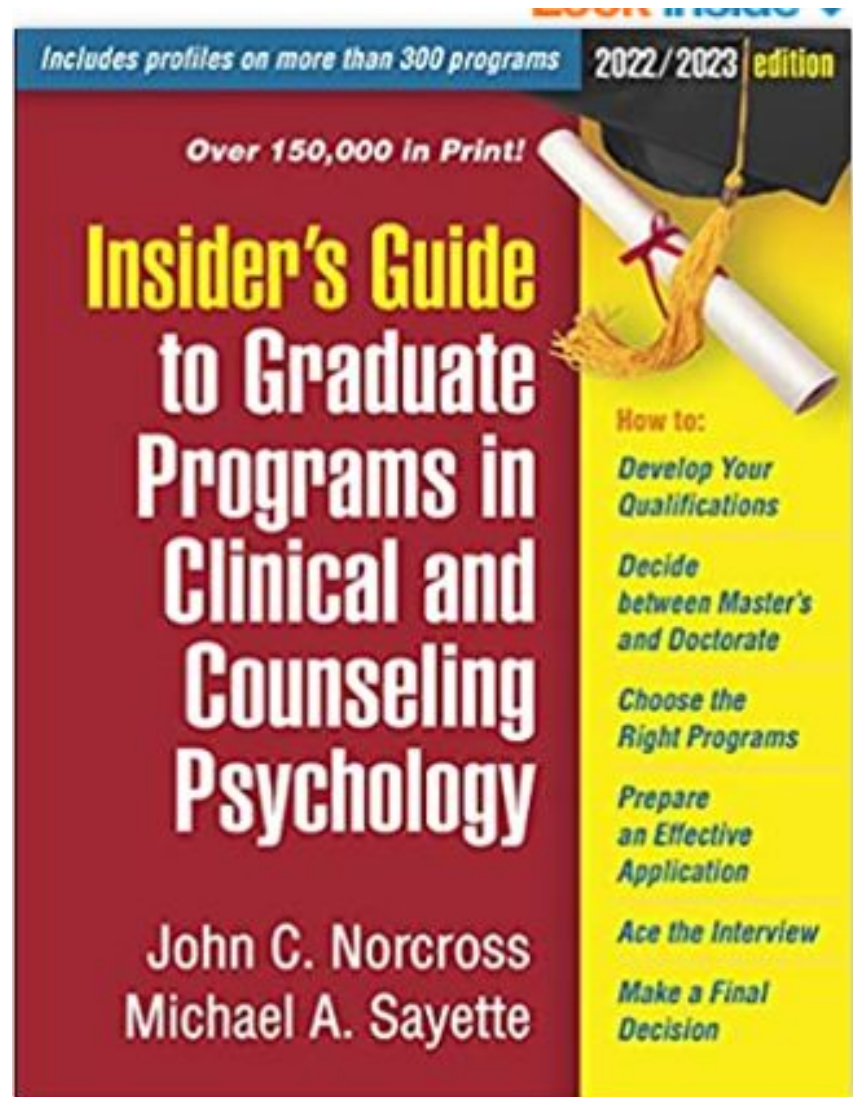
EVALUATING PROGRAMS

- Accreditation
  - Relevant to most disciplines
  - Important measure of *quality training*
  - Protection for the public
  - Required for certain positions
    - VA, Department of Defense
    - Some hospitals
    - Some universities
- Time to Completion
  - Programs required to list time to completion
    - Students entering with a Bachelor's degree
    - Advanced students (e.g., those with a Masters degree)
    - Usual time frame (4-7 years)

EVALUATING PROGRAMS

- Costs
  - Tuition remission
  - Stipends
  - Healthcare (insurance, clinic on campus)
  - University/institution fees or costs
  - Additional estimated fees (e.g., books, travel, etc.)
- Clinical vs. Research focus
  - What are the practicum opportunities
  - Scientist–practitioner vs. Clinical Science
  - Where are graduates employed?
- Internship Match Rates
  - Look for at least over 75%

TIPS

- Work with your mentor
- Create a spreadsheet (see appendix)
- Create a schedule
  - Summer before you intend to apply
    - Create list of programs
    - Begin personal statement and CV editing
  - Fall
  - Applications open in September
  - Applications are typically due late November early December
    - Finalize program list, personal statement, CV

CONTACTING PROFESSORS

- PhD programs only:
  - Check website to see if the professors you are interested in working with is accepting students
    - If it is unclear, email them to ask
- Contact professors who are writing your letters of recommendation the summer before you apply

TAKING TIME OFF AFTER UNDERGRAD

- Taking time off after completing your undergraduate degree is encouraged so you gain more experience
  - Clinical, research, administrative, or advocacy setting
  - Depends on goals and program type

BREAKOUT SESSION

The goal of this breakout session is to decide which type of program is right for you, find some potential programs via a web search, and start to think about what research you are interested in.

Icebreaker activity

- Name
- Where you are from or where you currently live
- What do you enjoy about where you live or what you have learned from living there?
- What is your comfort movie or TV show?

REFLECT

- What interests you?
- Where do you want to work?
- What do you want to do with your degree?
- What does your perfect work day look like?

WHAT DEGREE IS RIGHT FOR ME?

Profession	Applicable degrees
Counselor/therapist	Clinical psychology (MS, MA, PhD, PsyD)
	Counseling psychology (MS, MA, PhD, PsyD)
	Social work (MSW, PhD) (through LSCW license)
	Marriage & family therapy (MS, PhD)
	Psychiatry
"Criminal profiling" (assessments for criminal cases)	Clinical psychology (MS, MA, PhD, PsyD)
Hospitals	Clinical psychology (MS, MA, PhD, PsyD)
	Social work (MSW, PhD) (through LSCW license)
	Counseling psychology (MS, MA, PhD, PsyD)
	Social psychology (MA, MS, PhD)
	Psychiatry
Working with the military	Clinical psychology (MS, MA, PhD, PsyD)
	Industrial/Organizational psychology (MS, MA, PhD)
Corporate consulting	Clinical psychology (MS, MA, PhD, PsyD)
	Counseling psychology (MS, MA, PhD, PsyD)
	Industrial/Organizational psychology (MS, MA, PhD)
	School psychology (EdS, PhD)
	Social work (MSW, PhD) (through LSCW license)
	Applied Behavior Analysis (BCBA, PhD)
	Social psychology (MA, MS, PhD)
	Cognitive psychology (MS, PhD)
	Neuroscience (MS, PhD)
	Sports psychology (MA, MS, PhD)

WHAT DEGREE IS RIGHT FOR ME?

Profession	Applicable degrees
Professor/academia	Clinical psychology (MS, MA, PhD, PsyD)
	Counseling psychology (MS, MA, PhD, PsyD)
	Industrial/Organizational psychology (MS, MA, PhD)
	School psychology (EdS, PhD)
	Social work (MSW, PhD) (through LSCW license)
	Social psychology (MA, MS, PhD)
	Cognitive psychology (MS, PhD)
	Neuroscience (MS, PhD)
	Human development and family studies (MA, MS, PhD)
	Sports psychology (MA, MS, PhD)
Public school counselor	School psychology (EdS, PhD)
	Counseling psychology (MS, MA, PhD, PsyD)
Teacher	School psychology (EdS, PhD)
Lab setting/research	Psychiatry
	Clinical psychology (MS, MA, PhD, PsyD)
	Neuroscience (MS, PhD)
	Human development and family studies (MA, MS, PhD)
	Industrial/Organizational psychology (MS, MA, PhD)
	Social psychology (MA, MS, PhD)
	Cognitive psychology (MS, PhD)
Working with kids with disabilities	School psychology (EdS, PhD)
	Social work (MSW, PhD) (through LSCW license)
	Applied Behavior Analysis (BCBA, PhD)

MATCH

- Based on your interests and future aspirations, list out the programs we discussed today that can help in reaching your goals.
- Why?

PROS OF PROGRAMS

- What are the pros of Masters, PhD, and PsyD programs?

CONS OF PROGRAMS

- What are the cons of Masters, PhD, and PsyD programs?

DECISION

- Which specific program is right for you?
- Why?

SEARCH

- Complete a google search for three potential programs and discuss what you find as a group.

SCHEDULE

- Discuss schedules/timelines for the application process based on your year in school and career goals
- Breakout group leaders will provide feedback

DETERMINING YOUR RESEARCH INTERESTS

- Generally, what topics are you interested in?

- Have you been exposed to any particularly interesting research in a psychology class, article on the internet, or tv news?

- Which research topics relate to the type of career you want to have?

STUDY EXAMPLES

- Clinical Psychology
  - Racial/Ethnic Disparities in Long-Term Functional Outcomes After Traumatic Brain Injury (Staudenmayer et al., 2007)
- I/O Psychology
  - Racial/Ethnic Bullying: Exploring Links Between Bullying and Racism in the US Workplace (Fox & Stallworth, 2005)
- Experimental Psychology
  - Racial Identification Modulates Default Network Activity for Same and Other Races (Mathur, Harada, & Chiao, 2011)
- Social Psychology
  - Black and Blue: Exploring Racial Bias and Law Enforcement in the Killings of Unarmed Black Male Civilians (Hall, Hall, & Perry, 2016)
- Breakout group leaders: give examples of your research

EVALUATING THE NEED FOR YOUR RESEARCH

- How will this area of research advance the field of psychology?
- Who will this area of research potentially affect?
- How can this area of research inform public policy?
- Has anyone conducted this type of research before?
- How is your research topic unique?

DISCUSSION

- Imagine you get to conduct your study
  - What are some implications of your research?
    - For future research
    - For target population
    - For public policy

BACK TO LARGE GROUP

CV/RESUME WORKSHOP

PURPOSE OF A CV

- Summarize relevant activities and skills
- Highlight accomplishments
- Show that you are a good fit for the organization/institution

LAYOUT AND WRITING STYLE

Formatting

- Length
- Font, font size
  - Easy to read
- Spacing
- Balance
- Date for each activity

Language

- Present vs. past tense
  - "coordinated" vs "coordinate"
  - "conducted" vs "conduct"
- Active verbs
  - "administered"
  - "arranged"
  - "coordinated"
  - "executed"
  - "implemented"
  - "managed"
  - "initiated"

Example CV of a Graduate Student

<div align="center">

Marielle Marie Gomez

████████████████████████

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Education

Present	**Auburn University**, Auburn, Alabama
	Ph.D. in Clinical Psychology
May 2018	**Florida State University**, Tallahassee, Florida
	Bachelor of Science in Psychology, *Magna cum laude*
	Overall GPA: **3.89**/4.00, Psychology GPA: **4.00**/4.00
Summer 2016	**Florida State University International Programs Study Abroad**, London

Awards

President's List, Fall Semester, Florida State University	2016
Dean's List, Spring Semester, Florida State University	2015
President's List, Fall Semester, Florida State University	2014

Publications

Gomez, M.M., Jeon, M.E., Bedford, C., Schmidt, N.B., & Joiner, T.E. (In prep). Network Structure Invariance of Post-Traumatic Stress Disorder by Index Trauma Type in Sexually Assaulted Latinas.

Jeon, M.E., Rogers, M.L., **Gomez, M.M.**, & Joiner, T.E. (In prep). Modeling the Complexity of Hyperarousal in Relation to Suicidal Ideation and Attempts Across Military Personnel and Veterans: A Network Analysis Approach.

*

Example CV of a Graduate Student

Research Positions

2018 - 2022	**Clinical Research Laboratory, Florida State University** (**P.I.**: Thomas Joiner, Ph.D.)

Lab Coordinator. Laboratory for the Study and Prevention of Suicide-Related Conditions and Behaviors and responsibilities in relation to the Military Suicide Research Consortium (MSRC).
- Coordinating efforts of graduate research assistants and routine lab operations
- Managing grant efforts by creating periodic reports and processing grant proposals
- Assisting grants manager with budget management

Research Assistant. Research primarily focuses on studying onset of suicide and how to treat and mitigate suicide risk. Populations include undergraduates, community members, and military personnel.
- Leading and assisting data management and analyses for the preparation of manuscripts
- Administering interview-based suicide risk assessments using standardized protocols
- Mentoring undergraduate research assistants on data management and analyses
- Leading and aiding in various research projects including preparing IRB proposals, recruiting participants, and collecting data

2017 - 2018   **Social Neuroscience Laboratory, Florida State University** (**P.I.**: Elizabeth Hammock, Ph.D.)

Research Assistant. Social neurodevelopmental lab focused on the effects of oxytocin and vasopressin on the development of the neonatal mouse.
- Completed tasks for experiments such as:
  - Genotyping
  - Cutting tissue via Microtome

*

Example CV of a Graduate Student

Grants & Fellowships

Mar. 2021 - 2022   Title: Modeling the Complexity of Hyperarousal in Relation to Suicidal Ideation and Attempts
Across Military Personnel and Veterans: A Network Analysis Approach
Total Funds: $125,000
To: Address the limitations of and build upon previous findings by proposing a network analysis
of the MSRC Common Data Elements to estimate a network model of STBs and hyperarousal.
Role: Co-Investigator (**P.I.**: Michelle Jeon, M.A.)
- Assisting with data management and analyses
- Partaking in the preparation of the subsequent manuscript by contributing to its writing

May - Aug. 2020   Title: A Longitudinal, Pre-Pandemic – Post-Pandemic Assessment of the Mental Health and
General Psychological Functioning of a Large Sample of Young Adults
Total Funds: $20,000
To: Assess effects of the COVID-19 pandemic on suicidal ideation and other correlates in an
undergraduate sample.
Role: Project Manager (**P.I.**: Thomas Joiner, Ph.D.)
- Led the writing and development of the grant proposal and data analytic plan
- Managed institutional review processes and approvals for proposed study
- Compiled and prepared measures to be administered in an online platform
- Contributed to the writing of corresponding manuscripts

2019 – 2022   Title: Increasing Connection to Care Among Military Service Members at Elevated Suicide Risk:
A Randomized Controlled Trial of a Web-Based Intervention
Total Funds: $774,887
To: Introduce an online intervention to military service members at elevated risk to reduce help-

*

Example CV of a Graduate Student

Work & Extracurricular Experience

2015 - 2020	**Downtown Community Church**, *afterschool mentor* Tallahassee, Florida • Mentor elementary- & middle school-age students through the HOPE afterschool program
2017	**PeaceJam**, *mentor* Florida State University, Tallahassee, Florida • Event focused on educating students on ways to promote peace in the world through service projects • Participated in trainings related to service projects and leading student groups • Mentored & led a group of students to educate and encourage them to think of different service projects they can engage in
2016 - 2018	**Realizing Everyone's Need for Emotional Wellness (RENEW)**, *peer educator* Florida State University, Tallahassee, Florida • Organization affiliated with the University Counseling Center focused on educating university students about emotional wellness • Peer educator trained in giving presentations, tabling at university events, and conducting two-on-one meetings with students on various topics including time management, stress management, test anxiety, etc.
Feb. - Dec. 2016	**Trousdell Gymnastics Center**, Tallahassee, Florida Gymnastics Coach • Worked with children ages 3-12 years old two times a week teaching multiple levels of gymnastics • Developed and lead students through circuits to build strength and learn skills
2011- 2014	**The Dance and Gymnastics Academy of Tampa**, Tampa, Florida Gymnastics coach • Worked with children ages 3-12 years old multiple times a week teaching various levels of gymnastics • Developed and lead students through circuits to build strength and learn skills • Communicated with parents about child progress and behavior

Additional Trainings

Dec. 2021	**Causal Inference**, CenterStat.org • Online statistics workshop on causal inference taught by Dr. Doug Steinley

Specialized Skills

• Proficient in R
• Bilingual, fluent in Spanish
• Proficient in Microsoft Office

ENHANCING YOUR CV

- Research Experience
  - Join a lab at your institution as soon as possible
- Clinical Experience
  - Suicide hotline
  - Veterans Affairs
- Post-Bac Experience
  - Apply for a research assistant or project coordinator position at an institution
  - Apply during January of your senior year
- Use on-campus resources to get CV critiqued

BREAKOUT SESSION

The goal of this breakout session is to complete the CV workshop worksheet. If you already have a CV, please open it and make changes during the breakout session.

EDUCATION

- College
  - List each school you received credit from (including study abroad)
  - Dates attended and expected graduation date if you have not yet graduated
  - GPA (do not list if less than 3.0)
  - Degree received
  - Major and minor

PROFESSIONAL AFFILIATIONS

- Psi Chi
- Student affiliate
  - American Psychological Association
  - Association for Psychological Science
- Positions held

HONORS AND AWARDS

- Grants
- Scholarships
- AP/IB Scholar
- Departmental or collegiate recognitions
- Writing competitions

SERVICE AND OUTREACH

- Volunteer or paid work that involves psychology (not research)
  - Implementing psychological interventions
    - Suicide hotline
    - Give an Hour
  - Volunteering at an event like SCOPE
- Volunteer work not related to psychology
- Working with clients

TEACHING EXPERIENCE

- Volunteer or paid work that involves teaching
  - Tutoring
  - Teaching Assistantship
  - Leading workshops

RESEARCH EXPERIENCE

- Volunteer or paid work that involves research
  - Research assistant
  - Participating in a lab
  - Thesis
  - Running an experiment for an undergraduate class

ADDITIONAL EXPERIENCE

- Jobs that do not fit in the academic category
  - Retail
  - Service industry
  - Childcare (e.g., camp counselor, day care employee)
- Training and other opportunities
  - Being a SCOPE mentee!

EXTRACURRICULAR ACTIVITIES

- Clubs
  - Academic (not related to psychology)
  - Non-academic
- Travel
- Student-led organizations
- Additional info *if* lacking activities
  - Hobbies
  - Musical ability
  - Sports

TECHNICAL AND LANGUAGE SKILLS

- Proficiency in software
  - Statistical software (e.g., SPSS, Mplus, R, SAS, G*Power, Minitab)
  - Research software (e.g., Eprime)
  - Microsoft office
  - Software training
- Proficiency in languages other than English
  - Beginner
  - Conversational
  - Fluent

REFERENCES AND LETTERS OF RECOMMENDATION

- Academic Advisor
- Professor
  - Choose someone you have met
  - Choose someone whose class you received an A
  - Choose someone you trust
  - Ask professors early
- Employer

BACK TO LARGE GROUP

Lunch Break

PERSONAL STATEMENT WORKSHOP

PURPOSE OF THE PERSONAL STATEMENT

- Tell your story
- Expand on major accomplishments you mentioned on your CV
- Highlight how you are an exceptional/one-of-a-kind candidate
- Describe your career goals
- Explain how the program aligns with your career goals

FORMAT

- Narrative rather than description of CV

- Paragraphs with topic sentences

- Pay attention to word count

- Formatting requirements differ from program to program, so read each program's website

EDITING PROCESS

- Writing a personal statement is a long-term process
- Allow enough time to write and re-write multiple drafts
- Ask mentors and colleagues to read and edit your personal statement
  - Expect many edits
  - Do not take edits personally

BREAKOUT SESSION

The goal of this breakout session is to brainstorm content for your personal statement.

TELL YOUR STORY

- Narrative rather than description of your CV
  - Begin and end with a personal story about your relevant experience
  - Explain how you became interested in the field of research or clinical population
- Your personality, motivation, passion, and perseverance should shine through your writing

MAJOR ACCOMPLISHMENTS

- Fully describe your major accomplishments in the field of psychology
- Relate them to the graduate program in any way you can
    - Discuss skills you learned while you were working towards these accomplishments and how these skills relate to clinical/research work you will be doing in graduate school and your future career

ONE-OF-A-KIND CANDIDATE

- What can you add to the program?
  - Personality traits that set you apart
    - Attention to detail
    - Optimism
    - Motivation
  - Experiences that set you apart
    - Research, volunteer, clinical experience
    - Diverse background
  - Interests that set you apart
    - Research, advocacy, or clinical

CAREER GOALS

- Describe your ideal career
- Research career
  - What are your long-term research interests?
  - What populations are you interested in and why?
  - What types of studies do you want to conduct?
- Clinical career
  - What clinical populations would you like serve and why?
  - What types of interventions are you familiar with?
- Mixed career
  - Professor
  - Work at a research institution but see clients as well
- Administrative career
  - Why are you suited for an administrative career?
  - What kind of an institution do you want to work in?

THE PROGRAM AND YOUR CAREER GOALS

- Discuss how the program will prepare you for your desired career
  - Make sure to read the program website to see if the emphasis of the program is research, clinical, or mixed
  - Name three professors you would like to work with
    - How do their interests align with yours?
    - What kind of research would you like to do with them?
    - What could you add to their lab?

BACK TO LARGE GROUP

INTERVIEW SKILLS WORKSHOP

GENERAL INTERVIEW TIPS

What to wear

- Business formal attire (i.e., a suit) to all graduate school interviews
- If name tag is provided, wear it

What programs are looking for

- Fit within the lab you're applying to
- Fit in the program culture
- Enthusiasm for their particular program

Interview day

- Remember you are always being evaluated during the entire event
- Use discretion with what personal information you disclose (i.e., mental health)
  - Consider who you are sharing the information with and when
- You are interviewing the program just as much as they're interviewing you– keep an eye out for "red flags"
- Show confidence in your abilities and what you can bring to the program – you were invited for a reason!
- *Always ask questions* and have them prepared beforehand

GENERAL INTERVIEW TIPS

Virtual interviews

- Consider what your background looks like
- Use proper virtual meeting etiquette (i.e., muting when not speaking, etc.)
- Participate in virtual social events (if possible)
- Make sure visible attire is professional
- Choose a location you will not be interrupted during the event
- When breaks are provided, take them! Turn off your camera, take a moment to look away from screens
- Interact with as many graduate students as you can, considering the limits of virtual meetings

In-person interviews

- Talk to most, if not all, graduate students in the lab you are interviewing for
- Be cognizant of behaviors in casual situations
  - Consider how much you're drinking during social events
- Bring any materials you may need to your interviews (CV, pre-prepared questions, etc.)

EVALUATING PROGRAMS

- Can you see yourself thriving in that program?
- Would you want to have the graduate students you met as your colleagues?
- What is the "culture" of the program?
- What are the demands of the program?
  - Course load, pre-requisites, etc.
- How much support is offered to students?
- Are students happy?
- Did you notice any red flags?
- What is the success rate of students in the program? (i.e., how many obtain licensure, etc.)

GROUP INTERVIEWS

- Some programs will conduct group interviews with multiple applicants
- Group interviews are typically an opportunity for applicants to ask graduate students questions
- Sometimes there is an evaluative component to group interviews
  - Be mindful of how much you are talking– allow space for others
  - Do not "one up" other applicants
  - Be respectful of other applicants

CODE SWITCHING

- Code switching occurs when people alter how they present or express themselves to gain acceptance from others in dominant groups (Crumb et al., 2023)
  - Appearance
  - Speech
  - Behaviors
  - Expressions
- There are mixed opinions on whether code switching is an appropriate strategy
- Regardless, whatever space you navigate there should be room to be your authentic self!

BREAKOUT SESSION

The goal of this breakout session is to practice interviewing. Please choose five questions to practice. Breakout group leaders will provide feedback.

WHAT ARE YOUR STRENGTHS AND WEAKNESSES AS A STUDENT?

WHAT SETS YOU APART FROM OTHER APPLICANTS?

HOW HAS YOUR UNDERGRADUATE BACKGROUND PREPARED YOU FOR OUR PROGRAM?

WHY DID YOU DECIDE TO APPLY TO THIS PROGRAM? HOW DOES IT FIT WITH YOUR RESEARCH INTERESTS AND CAREER GOALS?

TELL ME ABOUT A RESEARCH PROJECT YOU HAVE WORKED ON.

TELL ME ABOUT A PROFESSOR, SUPERVISOR, OR GROUP OF STUDENTS YOU DID NOT WORK WELL WITH AND WHY. HOW DID YOU HANDLE THE SITUATION?

TELL ME ABOUT A MAJOR ACCOMPLISHMENT AND HOW YOU ACHIEVED IT. WHAT WERE THE ROADBLOCKS ALONG THE WAY, AND HOW DID YOU OVERCOME THEM?

WHAT DO YOU HOPE TO ACCOMPLISH DURING YOUR TIME IN GRADUATE SCHOOL?

TELL ME ABOUT A MISTAKE YOU MADE IN AN ACADEMIC OR PROFESSIONAL SETTING AND HOW YOU HANDLED IT.

WHAT DO YOU THINK ARE THE MAJOR TRENDS IN YOUR INTENDED CAREER FIELD NOW?

TELL ME ABOUT YOURSELF.

HOW DO YOU MANAGE YOUR TIME WHEN YOU HAVE A LOT ON YOUR PLATE?

HOW DO YOU HANDLE FRUSTRATING OR CHALLENGING SITUATIONS?

WHAT IS A NON-PSYCHOLOGY BOOK OR ARTICLE YOU HAVE READ RECENTLY? WHAT WERE YOUR OPINIONS ON IT?

WRITE A FEW QUESTIONS THAT YOU WOULD ASK A FACULTY MEMBER AND GRADUATE STUDENTS.

- Questions for faculty can be about the program, their field of research, a particular article they wrote, what their mentorship style is, what they look for in a student, etc.
- Questions for graduate students can be about their experiences in the program, what it's like living in the area, what experiences have they had with the mentor, etc.

REMEMBER! *Always have questions prepared!*

BACK TO LARGE GROUP

SELF-CARE WORKSHOP

WHAT IS SELF-CARE?

- Activities and practices that reduce stress and maintain and enhance short- and longer term health and well-being

- Necessary to increase effectiveness and success in professional and personal commitments

POTENTIAL STRESSORS

- Applying to graduate school is frustrating before and after submitting the application
  - Gathering paperwork
  - GRE
  - Submitting application
  - Interview
  - Waiting

- Other areas of life may be affected
  - Relationships
  - School Work
  - Job performance

AIMS OF SELF-CARE

- Taking care of physical and psychological health
- Managing and reducing stress
- Honoring emotional and spiritual needs
- Fostering and sustaining relationships
- Achieving an equilibrium across personal, school, and work lives

ADDITIONAL NOTES ON SELF-CARE

- Critiques of self-care
  - We are not telling you to ignore or minimize the problems in your life/the world
  - The goal of self-care is not so you can have higher levels of productivity
- Potential solutions
  - De-individuation (community engagement) as self-care
  - Advocacy as self-care

BREAKOUT SESSION

The goal of this breakout session is to complete a self-care assessment and develop an effective self-care routine while applying to graduate school and beyond.

SELF-CARE ASSESSMENT

- Using the scale below, rate the following areas in terms of frequency:
- 5 = Frequently
- 4 = Occasionally
- 3 = Rarely
- 2 = Never
- 1 = It never occurred to me

Physical Self-Care

- Eat regularly (e.g. breakfast, lunch and dinner)
- Eat healthy
- Exercise
- Get regular medical care for prevention
- Get medical care when needed
- Take time off when needed
- Get massages
- Dance, swim, walk, run, play sports, sing, or do some other physical activity that is fun
- Get enough sleep
- Wear clothes you like
- Take vacations
- Take day trips or mini-vacations
- Make time away from telephones

SELF-CARE ASSESSMENT

- Using the scale below, rate the following areas in terms of frequency:
- 5 = Frequently
- 4 = Occasionally
- 3 = Rarely
- 2 = Never
- 1 = It never occurred to me

Psychological Self-Care

- Make time for self-reflection
- Have your own personal psychotherapy
- Write in a journal
- Read literature that is unrelated to work
- Do something at which you are not expert or in charge
- Decrease stress in your life
- Let others know different aspects of you
- Notice your inner experience—listen to your thoughts, judgments, beliefs, attitudes, and feelings
- Engage your intelligence in a new area, e.g. go to an art museum, history exhibit, sports event, auction, theater performance
- Practice receiving from others
- Be curious
- Say "no" to extra responsibilities sometimes

SELF-CARE ASSESSMENT

- Using the scale below, rate the following areas in terms of frequency:
- 5 = Frequently
- 4 = Occasionally
- 3 = Rarely
- 2 = Never
- 1 = It never occurred to me

Spiritual Self-Care

- Make time for reflection
- Spend time with nature
- Find a spiritual connection or community
- Be open to inspiration
- Cherish your optimism and hope
- Be aware of nonmaterial aspects of life
- Try at times not to be in charge or the expert
- Be open to not knowing
- Identify what in meaningful to you and notice its place in your life
- Meditate
- Pray
- Sing
- Have experiences of awe
- Contribute to causes in which you believe
- Read inspirational literature (talks, music, etc.)

SELF-CARE ASSESSMENT

- Using the scale below, rate the following areas in terms of frequency:
- 5 = Frequently
- 4 = Occasionally
- 3 = Rarely
- 2 = Never
- 1 = It never occurred to me

Workplace or Professional Self-Care

- Take a break during the workday (e.g. lunch)
- Take time to chat with co-workers
- Make quiet time to complete tasks
- Identify projects or tasks that are exciting and rewarding
- Set limits with your clients and colleagues
- Balance your caseload so that no one day or part of a day is "too much"
- Arrange your work space so it is comfortable and comforting
- Get regular supervision or consultation
- Negotiate for your needs (benefits, pay raise)
- Have a peer support group
- Develop a non-trauma area of professional interest

SELF-CARE ASSESSMENT

- Using the scale below, rate the following areas in terms of frequency:
- 5 = Frequently
- 4 = Occasionally
- 3 = Rarely
- 2 = Never
- 1 = It never occurred to me

Emotional Self-Care

- Spend time with others whose company you enjoy
- Stay in contact with important people in your life
- Give yourself affirmations, praise yourself
- Love yourself
- Re-read favorite books, re-view favorite movies
- Identify comforting activities, objects, people, relationships, places and seek them out
- Allow yourself to cry
- Find things that make you laugh
- Express your outrage in social action, letters and donations, marches, protests
- Play with children

SELF-CARE PLAN

- After completing the self-care assessment, what are some activities or items you can include in your own self-care plan?
- What prevents you from engaging in self-care?
- What are some ways to overcome these barriers?
- Breakout group leaders will share their own self-care strategies

GROUP PHOTO

- Breakout group leaders will take a group photo (screenshot) of their breakout group to commemorate a wonderful day!
  - Feel free to take one serious and one goofy photo ☺
  - Please email the photo to Madison at mwsilver@loyno.edu

BACK TO LARGE GROUP

WHAT IS THE GRE?

Evaluates readiness for graduate school:

- General Test
  - Verbal
  - Quantitative
  - Analytical Writing
- Psychology GRE
  - Not typically required
  - Biological, cognitive, social, developmental, clinical, measurement/methodology/other

Who needs to take the GRE?

- Historically, everyone applying to graduate school needed to take the GRE
- Many programs now dropping GRE requirement
  - Optional or not required
- Check the website of programs you are interested or email program director

PRE-PLANNING

1.)	Check with each school and program you are interested in applying to
2.)	Average score listed on program's website
3.)	Check application deadline for each school

SCHEDULING THE TEST

- Test given year round
- Look online for closest testing site
- Can register online, by phone, or by mail
- Administered on computer
- At testing can choose up to 4 schools to send scores
  - Saves $, free
  - Sending later= $25 per school

- About 2-6 months depending on time you can devote to prep and how much need for improvement

-Typically, take test in late summer or early fall of senior year/ year before you are applying

WHEN TO BEGIN PREPARATIONS

HOW SOON BEFORE THE DEADLINE SHOULD YOU TAKE THE TEST?

- May want to take the GRE multiple times
- Unofficial verbal and quantitative scores given immediately
- Need to send scores to each school
- Test results take 10-15 days to receive

HOW TO PREPARE TO TAKE THE TEST

- Familiarize yourself with format and structure of test

- Take full length practice test in test-like setting

- Assess your individual areas of strength and weakness

- Review relevant math concepts
  - May be helpful to make cheat sheet of math equations you need to remember (e.g., geometry) and memorize in days before test
  - For vocabulary, choose around 75-150 words to study

- Develop effective pacing
  - Time is limited
  - Take quantitative practice tests with online calculator
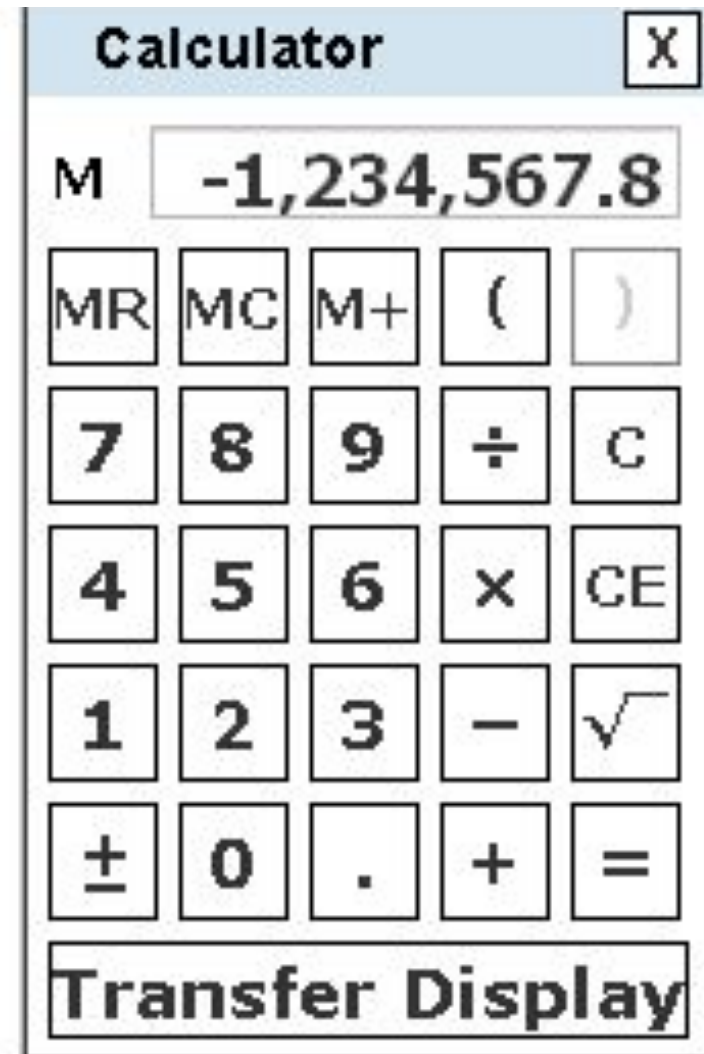
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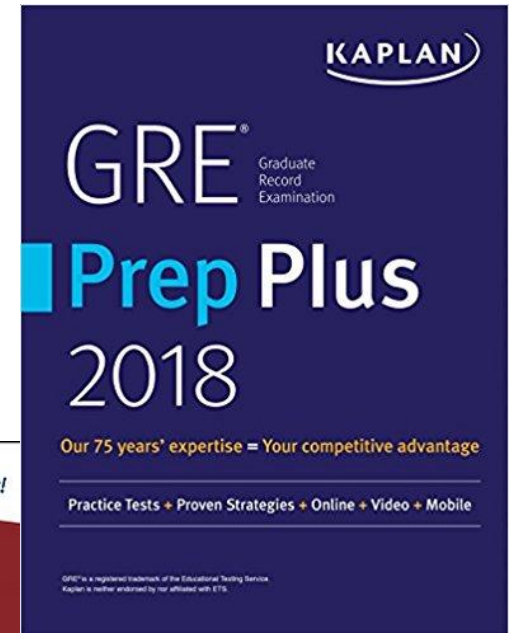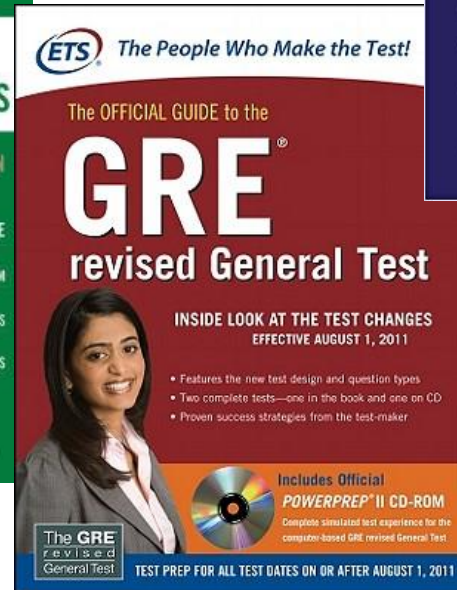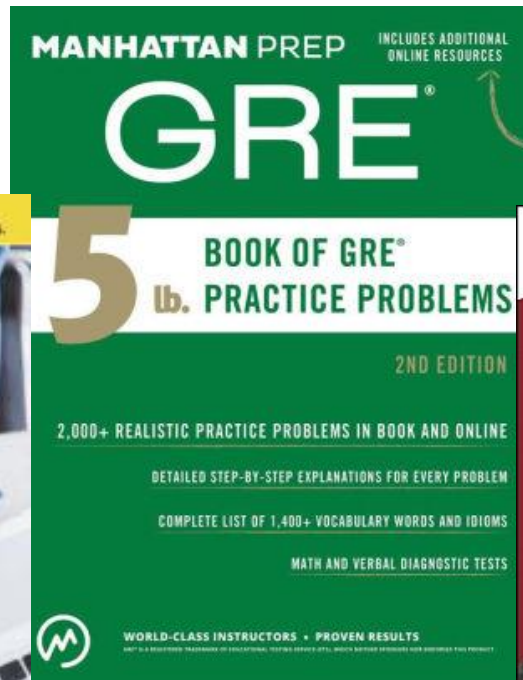
WHAT TO EXPECT ON TEST DAY

- Must have valid ID
  - Strictly enforced
- Items you cannot bring into testing room:
  - Food, drinks, tobacco
  - Cell phone, cameras, other electronic devices

- Photograph taken
- Handwriting sample collected
- Receive a copy of scratch paper
- Testing room has proctor and electronic surveillance

TEST FORMAT

Takes approximately 3 hours, 45 minutes total

| Section	# of questions	Time	Scaled score range
Analytical Writing -1 section, 2 Tasks	Task #1: Analyze an Issue Task #2: Analyze an Argument	30 minutes per task	0-6 points
Verbal Reasoning -2 sections	About 20 per section	30 minutes per section	130-170 points
Quantitative reasoning -2 sections	About 20 per section	35 minutes per section	130-170 points

Breaks: **10 minute break** following 3rd section and a **1 minute break** between the other test sections

- Your score on the first section determines difficulty of second section for verbal and quantitative portions of the test
- Don't spend too much time on one question. Mark and return.
- Learn to guess effectively/eliminate some options
- It is normal to answer several questions incorrectly, even for high scorers.
- Scores are not based solely on the number of questions answered correctly, but rather on the level of difficulty.
- Questions within specific sections are all worth the same points.
- No penalty for guessing – so guess!

COMPUTER TESTING GUIDELINES

- You will be presented with a brief issue statement

- Your task is to present a compelling case for your own position on the issue

- Your STANCE on the issue doesn't affect your score: Agree, Disagree, Both-Depending

- Looking for complexity of thought and understanding and articulate expression of ideas

- Stick to the perspective in your topic sentence

- Give clear examples and explain their meaning –don't assume that the reader understands

ANALYTICAL WRITING: ISSUE TASK
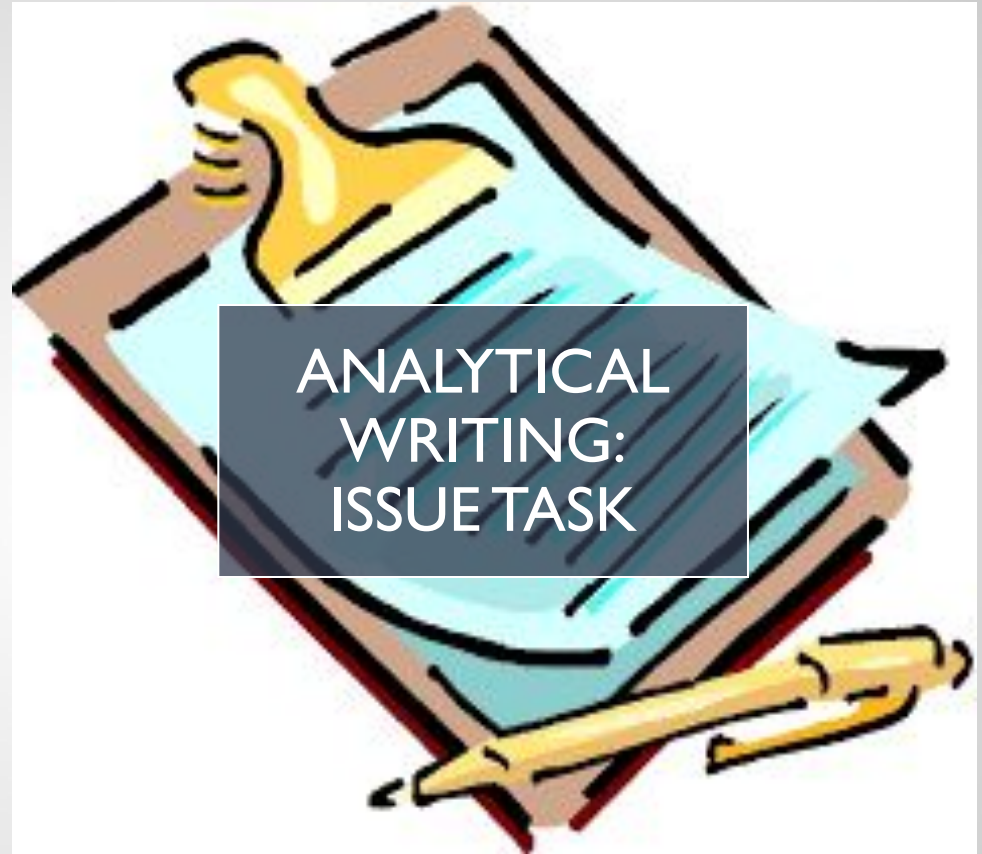
ANALYTICAL WRITING: ANALYZE AN ARGUMENT TASK

1

Given a brief passage in which the author makes a case for some course of action or interpretation of events by presenting claims backed by reasons and evidence

2

Discuss the logical soundness of the author's case by critically examining the line of reasoning and the use of evidence

3

The instructions will narrow your focus and will be different for each tester

VERBAL REASONING SECTION

Text Completion

- Fill in blanks in 2-3 sentence passage

Sentence Equivalency

- Select the two answer choices that, when used to complete the sentence, fit the meaning of the sentence as a whole and produce completed sentences that are alike in meaning

Reading Comprehension

- Each Reading Comprehension question is based on a passage that may range in length from one paragraph to several paragraphs

QUANTITATIVE REASONING

Covers:

- Arithmetic, algebra, geometry, and data analysis

Excludes:

- Trigonometry, calculus, and higher college-level math

Question formats:

- Multiple choice – one answer
- Multiple choice – one or more answers
- Numeric entry – type correct answer in box
- Quantitative Analysis – compare two quantities.
- Data Interpretation – 2 or more sets of questions concerning a display of data.

WHAT IF YOU DON'T DO WELL?

Repeat test if time, but study intensely first

Can you compensate for your scores in other ways?

- Talk with faculty about possible strategies
- Can your recommenders state that the scores don't reflect your knowledge, etc.?
- Might they call someone in the dept. that they know?

Make sure the other materials you submit are very strong

GPA, personal statement, letters of rec., research experience/presentations, relevant experience, etc.

Ace the interview.

Would submitting an excellent paper you've written help? --- Check to see if this is allowed.

PSYCHOLOGY GRE

-Not required by most graduate programs

-Could be helpful if you do well

-205 multiple-choice questions with 5 response options

-Subscores: biological, cognitive, social, developmental, clinical, measurement/methodology/

other
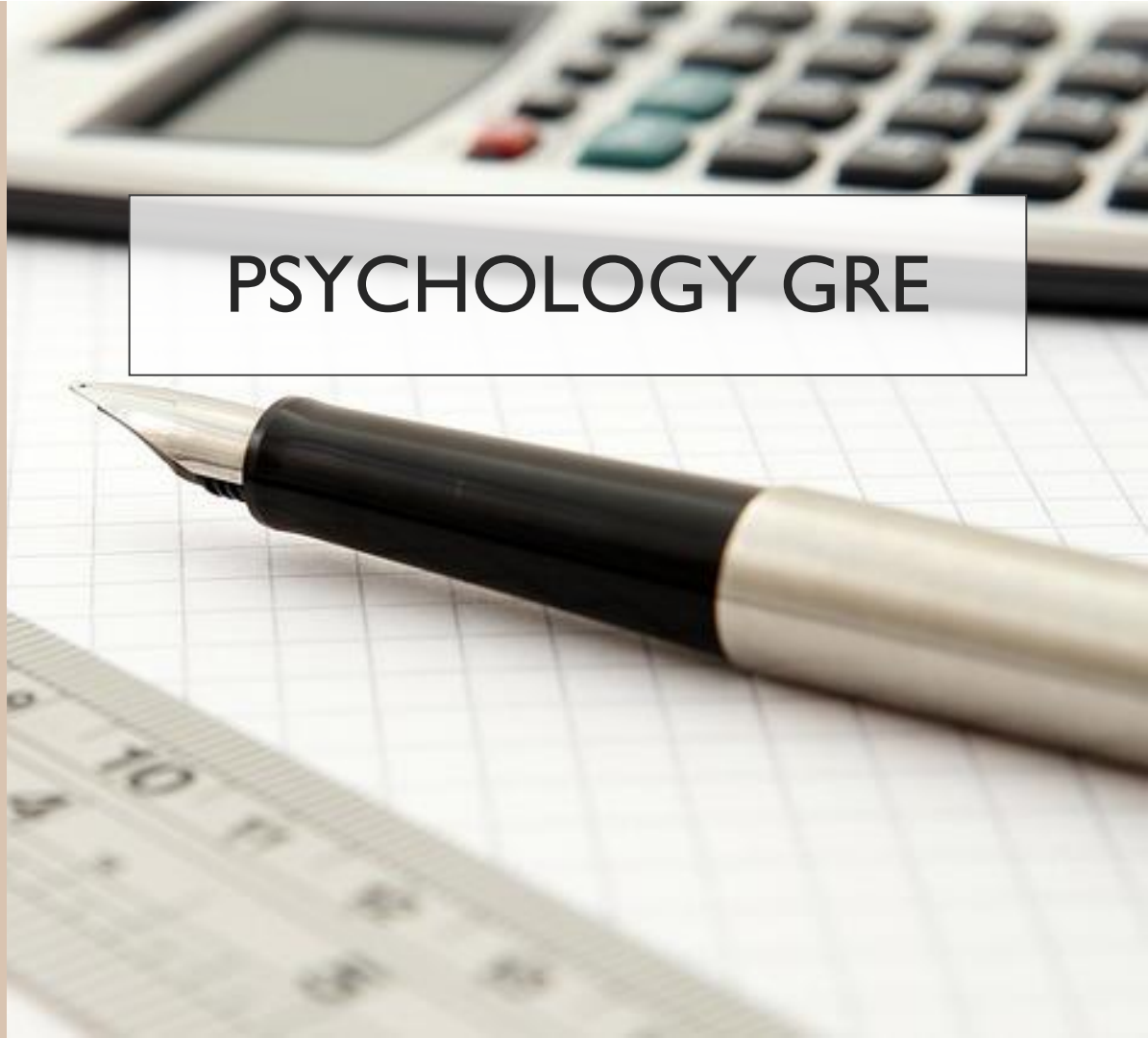
FINANCIAL INFORMATION

GRE FEE REDUCTION

- The GRE costs $220
- Fee reduction vouchers → $100 for GRE General Test and $75 for GRE Subject Test
- Free access to POWERPREP PLUS
  - More information in appendix

FEE REDUCTION FOR GRE CLASSES

- Kaplan offers a Tuition Assistance Program
  - More information provided in appendix
- Eligibility
  - U.S. citizen
  - Enrolled in a U.S. college or university

EFC Score: $1500 or Lower	EFC Score: $1501 - $2500	EFC Score: $2501 - $4000
50% off	40% off	30% off

APPLICATION FEE WAIVERS

- Application fees range between $30-$100
- Contact admissions office for each school you apply to
  - The administrative assistant is the person who normally handles fee waivers
  - Not all schools offer application fee waivers
- Eligibility
  - Similar to GRE fee reduction
  - Currently receiving financial aid of any kind
  - McNair scholars (at some institutions)

APPLICATION FEE WAIVERS

- Application process
  - Scan and email your financial aid package information to the admissions office with any forms they give you
  - Submit your application online
    - Some programs will give you a code to enter if you received an application fee waiver
    - Some programs will have a box you can check if you received a fee waiver
    - Some programs require that you send a check to pay for the application fee– if you received a fee waiver, do not send the check
- Follow up with admissions to make sure your application was processed without an application fee

AUBURN'S POLICIES

- Auburn waives application fees from the following HBCUs:
  - Alabama A&M University
  - Alabama State University
  - Concordia University
  - Miles College
  - Oakwood University
  - Stillman College
  - Talladega College
  - Tuskegee University

MEETING WITH MENTORS

- You will receive your mentor assignment within the next week via email.
- Take a few minutes to jot down any questions you have for your mentor.

POST-PROGRAM SURVEYS

END OF DAY ANNOUNCEMENTS