American Psychology-Law Society

AP-LS Student Committee
Minority Affairs Committee

Mentorship: Helping Minority Students Reach Their Fullest Potential

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4 Areas to Discuss

Pt. 1. Discuss the importance of scientific contributions of minority students to the field of psychology-law

Pt. 2. Offer guidance for minority students navigating the field of psychology-law

Pt. 3. Offer guidance to faculty members on mentoring minority students

Pt. 4. Discuss how AP-LS/MAC are working to increase the visibility of minority students within AP-LS
Pt 1. Discuss the importance of scientific contributions of minority students to the field of psychology-law

Students’ involvement in Psychology and Law scholarship is critical!

3 areas to consider:
1. Minorities in Psychology in general.
2. Contributions to Psychology today.
1. Minorities in Psychology.

The history of minorities in Psychology mimics the history of minorities in higher education in general – Under-representation.

Beginning in late 1960s & 1970s, with advent of civil rights, more minorities attend college and enter academia, including Psychology and Law. This involvement changes Questions being asked, theories, and Information being offered.
2. Contributions to Psychology today.

Minority students in Psychology are still under-represented.

## 2016: APA Member Profiles

### Table 1
Demographic Characteristics of APA Members by Membership Type, 2016

<table>
<thead>
<tr>
<th>Race/ethnicity</th>
<th>Associate</th>
<th>Member</th>
<th>Fellow</th>
<th>Total</th>
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</thead>
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<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
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<tr>
<td>American Indian</td>
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<td>.0</td>
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</tr>
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</table>
However, there are efforts to bring more minority students into the field. Dr. Fenn has/will address some of those efforts within Psychology-Law.

Example, Division 8 (SPSP) blog for People of Color. Example, Division 45 (Society for the Psychological Study of Culture, Ethnicity, and Race).

Minority Students shape the direction that Psychology will take to become more relevant and representative of real world behavior.

For example, minority faculty (who were once students) and current minority students tackle questions that push the boundaries of psychological inquiry, particularly with regard to race/ethnicity.

Minority students have a tremendous impact to make in Psychology and Law.

Minority students sometimes have personal experiences that are relevant for people of color in terms of Psychology and Law. This produces a unique vantage point to examine behavior.
Race within the Law

**Law Schools**  
Sweatt v. Painter (1950)

**Lawmakers**

"And I want to tell you, ladies and gentlemen, that there's not enough troops in the Army to force the Southern people to break down segregation and admit the nigger race into our theatres, into our swimming pools, into our homes and into our churches."

That speech was made July 17, 1948, as Strom Thurmond championed his platform of racial segregation. He was in the Senate for 48 years, until 2003 at his death.

**Courthouse**  
Halifax, North Carolina. A drinking fountain on the county courthouse lawn.

**Juries**

**Prisons**

Chain Gangs
Lifetime Likelihood of Imprisonment of U.S. Residents Born in 2001

All Men: 1 in 9
White Men: 1 in 17
Black Men: 1 in 3
Latino Men: 1 in 6

All Women: 1 in 56
White Women: 1 in 111
Black Women: 1 in 18
Latina Women: 1 in 45

Examples of student contributions from my own lab:


Ruiz, Avila, & Willis-Esqueda (2017). Rural and urban Latinos’ coping, psychological dysfunction, and attitudes about law.

Minority students’ participation in APLS highlights the importance of consideration of diversity to others.
The more minority students contribute their expertise to the body of knowledge in Psychology and Law, the more we will achieve a representative understanding of how human behavior operates within a legal context.
Pt 2. Offer guidance for minority students navigating the field of psychology-law

Three Areas of Consideration:

1. Know what you want to do
2. Be aware of possible barriers (both internal and external), and limitations in beliefs and behaviors
3. Introduce yourself to others with similar backgrounds and interests
1. Know what you want to do….and why.

One of the biggest challenges….and one of the biggest joys

Why you become interested in Psychology-Law might carry important information.

A child born to a Black mother in a state like Mississippi... has exactly the same rights as a white baby born to the wealthiest person in the United States. It's not true, but I challenge anyone to say it is not a goal worth working for.

Thurgood Marshall
Knowing what you want to do can help your progress through graduate training and help you prepare for the future.
2. Be aware of possible barriers (both internal and external) and limitations in beliefs and behaviors.

Graduate Training is stressful and consuming.

Think about barriers that might occur.

Internal Barriers – imposter syndrome
lack of discipline
lack of writing time
loneliness

External Barriers – stereotypes
finances
family obligations
Limitations in Beliefs and Behaviors:
Beliefs or behaviors that keep you from reaching your potential.
- failure to reach out to potential colleagues
- excuses for lack of agency (they wouldn’t want me)
3. Introduce yourself to others with similar backgrounds and interests

Seek out other grad students!

Seek out faculty and mentors!

Volunteer at a local agency

Introduce yourself at APLS conferences to others with similar research or goals

Contact people whose work you admire to collaborate!
Can’t find the answer? Contact someone in APLS Student Committee or a faculty member in Minority Affairs Committee!
Pt. 3. Offer Guidance for Faculty Members Mentoring Minority Students, or Mentoring Cross-Culturally

3 Areas of Consideration:

• 1: Knowing Yourself to Know Your Students
• 2: Setting and Maintaining High Standards
• 3: Fostering a Sense of Belonging

http://interactioninstitute.org/illustrating-equality-vs-equity/
1: Knowing Yourself to Know Your Students

Understanding your own identity and privileges can make you a more effective mentor for minority students, especially if mentoring cross-culturally (Thomas, Willis, & Davis, 2007)

Get to know your student’s identity

– Active listening!
– Do your research to understand individual and societal influences that impact your students!

https://i.imgflip.com/yhrm1.jpg
1: Knowing Yourself... – Encourage a Network of Mentors

Encourage a variety of mentors, and mentorship relationships (peers, community, other professors, on-campus clubs) and reduce micro-managing (Crutch, 2014; Thomas et al., 2007)

Benefits for mentor - help manage time demands, reduces pressure to come up with answers for topics you don’t know much about.

Benefits for mentee – get your needs met by experts!
2: Knowing Yourself to Know your Students

• Making Mistakes – Franchesca Ramsey
• You will make mistakes when mentoring
• Prepare to deal with mistakes with kindness
• An appropriate response is to acknowledge that you hurt the other person, acknowledge your ignorance, and give space to the accuser.

https://www.youtube.com/watch?v=C8xJXKYL8pU
2: Setting and Maintaining High Standards

Use “Wise Criticism” for providing feedback (Cohen et al., 1999; Yeager et al., 2013)

Be aware of implicit bias you may have when providing feedback (example: holding back criticism with certain student)

https://www.whitman.edu/Images/Newsroom/News/Claude-Steele-700.jpg
2: Setting and Maintaining High Standards

• Use transparent hiring of student mentees (Thomas et al., 2007)

• Set expectations with students early in the mentoring relationship. A mentor-mentee contract or intake survey could be useful.
2: Setting and Maintaining High Standards

Consider Course Undergraduate Research Experiences (CURES)- These require students to complete research activities and present or publish their work for course credit.
3: Foster a Sense of Belonging – Why is this Important?

“Sense of belonging” important to address on a social and organizational level.

- Families may not understand motivation for attending college (especially graduate school).
- Students may be the first in their family to attend a 4-year university or graduate school, which means certain familial knowledge or connections may be absent.
- Underrepresented in the field as a whole; fewer role models, mentors, peers.
3: Foster a Sense of Belonging - How to do it?

Good bosses remain alert for symptoms of neurotic imposture in their employees: fear of failure, fear of success, perfectionism, procrastination, and workaholism.

- Quote from de Vries (2005)
3: Foster a Sense of Belonging - How to do it?

- Celebrate student lab accomplishments.
- Create informal activities in your department that encourage student networking (e.g., talent show, international potluck days, etc.).
- Invite families to celebrations, demonstrations, or conferences on campus.
- Discuss the “imposter syndrome” with your students (de Vries, 2005)
- Hold workshops (or webinars!) that communicate the message – “You belong!”
- Use “micro-affirmations” and practice active listening (Powell, Demetriou, & Fisher, 2013).
Most Importantly - Celebrate Diversity and Inclusive Mentoring!

Diverse perspectives enhance research!

You will learn a lot from your students!

https://public-media.interaction-design.org/images/ux-daily/561e900f111a5.jpg
Pt. 4: What is MAC doing?

Four Main Initiatives:

1. Access Path to Psychology and Law Experience (APPLE) Program
2. AP-LS Diversity in Psychology and Law Research Awards
3. Diversity Travel Awards
4. Student Committee Involvement!

New(pending) Initiatives:

1. These Webinars!
2. Creating new MAC review process for conference presentations
3. MAC-sponsored speakers and panels at conferences
1. **Access Path to Psychology and Law Experience (APPLE) Program**

   **Application Due: December 1, 2017**

   **Amount: Up to $3,000 per student for 1-year**

   “The purpose of the Access Path to Psychology and Law Experience (AP) program is to increase diversity within psychology and law by increasing the pipeline of competitive graduate school applicants from groups that currently are underrepresented in the field, including racial and ethnic minorities, first-generation college students, LGBT individuals and physically disabled students.”
2. **AP-LS Diversity in Psychology and Law Research Awards**

**Application Due: TBD***

**Amount:** Up to five mini-grants in the amount of $1,000

“Projects are eligible for consideration for this award if 1) they investigate topics related to psychology, law, diversity, and/or multiculturalism (e.g., research pertaining to psycho-legal issues on race, gender, culture, sexual orientation, etc.) or 2) if the principal investigator is a member of an underrepresented group, including racial and ethnic minorities, first-generation college students, LGBT individuals, and students with physical disabilities.”
3. **Diversity Travel Awards**

**Application Due:** December 16, 2017

**Amount:** The number of awards, in the amount of $250 or $500, will depend on the number of qualified applicants each year.

- “As part of an initiative to increase diversity within AP-LS, the Minority Affairs Committee will provide travel awards to students from underrepresented groups who are presenting research at the American Psychology-Law Society Conference.”
4. Student Committee Involvement!

Contact aplsstudents@gmail.com to find out more!

Benefits: Network and meet new friends, gain service opportunities that enhance your resume, work with other students towards supporting inclusion in the psychology-law field (and beyond!).
New (Pending) Initiatives

– These Webinars!
– Creating new MAC review process for conference presentations
– MAC-sponsored speakers and panels at conferences

To access information and links for MAC-related activities, go here!

http://www.apadivisions.org/division-41/leadership/committees/minority.aspx
What are your questions?