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Cultivating Student Leadership in Professional Psychology

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Professional psychology involves comprehensive training incorporating coursework, clinical experience, research, teaching, and professional development. One critical but often overlooked part of professional development is leadership experience. Developing leadership skills is likely to enhance psychology students' training and professional competence and serve to strengthen the profession as a whole. In this article, we discuss the concept of leadership with a particular focus on the role of leadership and its need in psychology. We also highlight important issues in student leadership, such as professional mentoring and multicultural diversity. We then offer recommendations to enhance student leadership development in professional psychology, including illustrative examples of how these recommendations can take place across graduate, internship, and postdoctoral settings and how leadership outcomes may be measured. Finally, we employ a case study to illustrate our recommendations in the context of a professional organization. Recommendations are broad in scope and may also be utilized to foster student leadership in the context of other psychology subdisciplines (e.g., experimental training programs). Our position is informed by the belief that it is important to conceptualize psychology students as developing leaders for the next generation of socially responsible, service-oriented psychologists.

Keywords: competence, graduate training, leadership, service

Leadership training and experiences are beneficial for individuals' long-term career goals and can substantially influence the development and operation of an organization or professional field (Lester, Hannah, Harms, Vogelgesang, & Avolio, 2011; Posner & Kouzes, 1997). Psychology includes the study of human learning, abilities, decision-making, influence, and translational science; however, there is currently relatively little discussion about the development of leadership within students of professional psychology. The importance of leadership development among psychology students is discussed, and specific recommendations are provided as future directions for training programs and professional

organizations in student leadership development. We refer to psychology students here as all graduate students in professional psychology, including clinical, counseling, and school programs.

Leadership Development as an Important Element of Professional Socialization, Competence, and Advancement

Leadership is thought to have developed out of evolutionary necessity, having proved advantageous "for solving social coordination problems in ancestral environments, including in particular

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the problems of group movement, intragroup peacekeeping, and intergroup competition” (Van Vugt, Hogan, & Kaiser, 2008, p. 182). Social change leadership development has been defined as a “purposeful, collaborative, values-based process that results in positive social change” (Komives & Wagner, 2009, p. xii). In this model, a sense of social responsibility is believed to be what “leads leaders to lead”, that is, the *who* and *why* of leadership. As for *what*, *when*, and *how*, Kaiser, Hogan, and Craig (2008) suggest leadership is a solution to the challenge of group effort that involves contributing for the good of the group and coordinating efforts to meet collective goals. Such goals arise through competition for resources, which drives groups to take positions on specific issues (i.e., advocacy; Kaiser et al., 2008). In their review of more than 20 years of research on leadership and organization performance, Kaiser et al. note that leadership can account for between 14% and 45% of the variance in different metrics of operations functioning. Such findings support leadership as an important, measurable part in an organization’s performance.

Leadership development involves skill acquisition through didactic and experiential learning processes (Day, Fleenor, Atwater, Sturm, & McKee, 2014). Higher education may be ideal for leadership development, as it represents a time when the pursuit of knowledge and service to society is highly encouraged. To this end, the Higher Education Research Institute (HERI, 1996) recommends that colleges and universities adopt the social change leadership model, which imbues students with certain fundamental leadership skills: consciousness of self, congruence, commitment, collaboration, common purpose, confrontation of controversy with civility, and citizenship. These skills are applicable to students of psychology, as psychologists are committed to self-monitoring and ethical practice, ongoing education, professional socialization, respect for diversity, and the use of psychological knowledge for the good of individuals and society (American Psychological Association [APA], 2010). Indeed, leadership roles of psychologists are touched on by various doctoral program, internship, and postdoctoral residence guidelines and mandates set forth by APA (e.g., APA, 2010; APA Office of Program Consultation & Accreditation, 2013).

Absent, however, are explicit requirements that students obtain training and experience in leadership. This omission is unfortunate, as leadership activities enhance student training by fostering professional identity development, communication and organizational skills, and networking with peers, professional colleagues, and potential future employers. Among the research-based lessons for leaders and leader developers is that “leadership development is self-development” (Posner & Kouzes, 1997, p. 8). To the extent that training guidelines are designed to foster students’ professional development, the absence of specific prompts for experiential leadership training is a missed opportunity. As such, the proposal to strongly encourage and support students to complete leadership experiences fits well within the goals of professional psychology and the general provisions of the accreditation and ethical guidelines and provide the necessary support for our suggestion that leadership training is an important part of professional socialization in psychology.

Leadership is consistently cast among elements necessary for competence in professional psychology, and we propose that it be included in psychology’s continued cultivation of a culture of competence (Rubin et al., 2007). Prescriptive models propose that

competence in professional psychology is built on foundational and functional competencies that interface with successive stages of professional development that are ongoing (see Johnson, Barnett, Elman, Forrest, & Kaslow, 2013). In this framework, leadership skills—including support, teamwork, networking, and caring for other professionals—are vital for maintaining competence throughout one’s professional training and practice. Student leaders have opportunities to work with new student and professional contacts, and this exposure to a more diversified professional network increases access to a variety of desirable professional opportunities (e.g., mentoring relationships, professional collaborations, letters of recommendations, employment). Thus, leadership serves as a means toward greater student investment in professional service and advocacy efforts and access to a greater number of wide-ranging professional benefits.

The relevant empirical evidence in this area is limited to opinion surveys of trainees. Taylor and Neimeyer (2009) found that psychology graduate students’ satisfaction with professional-development mentoring significantly differed based on the type of program that the students attended. Experimental students, compared with clinical and counseling students, more often reported that their mentors helped facilitate networking opportunities. Another survey, this one limited primarily to clinical, counseling, and school psychology students and professionals, found that at least 50% of respondents indicated their training would be better if it involved more attention to professional issues and collaboration with non-psychology professionals (Fagan, Ax, Liss, Resnick, & Moody, 2007). From the perspective of students, then, more can be done in terms of professional networking and development. Aside from these few data points, there exists little information concerning psychology trainees’ opinions or involvement in professional development activities related to leadership (e.g., service and advocacy).

Data on actual leadership outcomes are available for students in other fields. One study found that public health students who engaged in local leadership activities reported increased professional-development satisfaction, which was attributable to feelings of having given back to the community and having gained respect from their peers (Thomas, Inniss-Richter, Mata, & Cottrell, 2013). Another study found that training designed to help business students overcome communication apprehension increased their leadership initiative, multicultural appreciation, adaptability, and academic performance (Blume, Baldwin, & Ryan, 2013). Of course, research on students in other disciplines does not necessarily generalize to psychology trainees who have differing academic and professional identities, responsibilities, and opportunities. This highlights the need for further research on leadership training and experiences among psychology trainees specifically.

Leadership and teamwork will become increasingly important as psychologists face anticipated systems and organizational changes (e.g., diminished funding for graduate training and education, health care reform; Belar, 2012). At its inaugural Education Leadership Conference, APA education and training leaders recognized that graduate training should incorporate “active citizenry” (advocacy and engagement; Belar, Nelson, & Wasik, 2003, p. 681), and more recently attended to advocacy at the government level (APA, n.d.). Surely, leadership skills are necessary for success in identifying future goals of the profession and organizing appropriate action.

Recommendations for Cultivating Student Leadership in Professional Psychology

Many professional organizations within psychology actively engage in student leadership development. The APA has student leadership positions in nearly all of its 54 divisions and its directorates, and the American Psychological Association of Graduate Students (APAGS) foster the development of student leaders through student leadership positions, relevant programming, and funding. The American Psychology-Law Society (AP-LS; APA Division 41) in particular has established a tradition of supporting student leadership, under which the AP-LS Student Committee has systematically developed comprehensive and award-winning services and programming for its members (APA, 2014).

Recommendations for developing student leadership garnered from the practices of these exemplary organizations are summarized in Table 1, along with proposed benefits to both students and professionals. Further recommendations are provided regarding developing student leadership through mentorship and graduate training programs, enhancing diversity in student leadership, and cultivating student leadership across a range of settings. We also provide a case study that exemplifies successful application of these recommendations.

Leadership Mentors and Student Leadership in Training Programs

Mentoring that goes beyond academic advisement improves student leadership development, including mentees' confidence, commitment, and professional development (Campbell, Smith, Dugan, & Komives, 2012; Forehand, 2008; HERI, 1996). Leadership mentoring, specifically, cultivates leadership skills and predicts leadership self-efficacy and performance (Lester et al., 2011; Posner & Kouzes, 1997). The mentorship model also has benefits for mentors, including enhanced job satisfaction and performance, organizational commitment, and career success (Ghosh & Reio, 2013). Clinical psychology students who receive mentorship in graduate school report being more satisfied with their training (Clark, Harden, & Johnson, 2000). Johnson (2002) contends that the APA accreditation guidelines do not emphasize mentoring and are vague with respect to areas for student development beyond teaching, research, and clinical work. The mentor-mentee relationship provides an ideal opportunity for modeling leadership behaviors. Trainees and their mentors can benefit from having students accompany/shadow their mentors at professional conferences, meetings, service commitments, and advocacy engagements.

Beyond individual mentors, training programs are integral for supporting leadership development. At the undergraduate level, student leadership opportunities facilitate student input on important departmental policies (Dunn, McCarthy, Baker, Halonen, & Hill, 2007). At the graduate level, a mentorship model could be implemented in which faculty members are rewarded for their commitment to leadership mentorship and inclusion of students in their leadership activities. As to where graduate students can lead in their graduate programs and universities, examples include informally advising newer students, heading projects and operations within their mentors' labs, participating on departmental committees (e.g., applicant admissions, intradepartmental specialty tracks, faculty searches, colloquium development), and serv-

ing on miscellaneous university committees (e.g., committees representing graduate student interests or diversity). Student accomplishments in leadership could be acknowledged with recognition and awards, and encouraged through travel funds dedicated for leadership activities. Training programs could also offer didactics on leadership and advocacy featuring internal faculty, faculty from external departments (e.g., education and business), the institution's administration, and area and national experts. The question of where to involve graduate students in leadership is the same for students as it is for faculty, whereas mentorship, acknowledgments, requirements, and didactics address the question of how to facilitate student leadership.

Student Leadership and Diversity

The majority of psychology trainees are White and disproportionately female (National Science Foundation, 2013). This has several implications for student leadership development. First, because women constitute an ever-increasing percentage of psychologists and psychology trainees, women will occupy increasingly more administrative and leadership positions. However, the vast majority of high-level academic administrators are White men (Hennessy, 2012), and women are more likely to receive negative evaluations of their competence in male-led organizations (Eagly & Carli, 2003). Researchers have found that women undergraduates who viewed themselves as adept at leadership skills performed better on a leadership task than those who perceived their leadership skills less favorably while in the context of gendered-leadership stereotype threat (Hoyt & Blascovich, 2007). In addition, women primed with images of powerful female leaders showed a significant increase in performance on a public speaking task (Latu, Mast, Lammers, & Bombari, 2013). These findings suggest that providing female psychology students with leadership role models who are women, and otherwise taking steps to increase leadership self-efficacy among female trainees, may be particularly important for organizations and training programs.

Many of the same concerns translate to the current underrepresentation of minorities in leadership positions in training programs/sites and psychological organizations. There often exists a demographic mismatch between psychologists and psychology students and the populations they serve. It is thus vital that trainees from diverse backgrounds be recruited and supported for leadership positions so that the profession can better reach the culturally diverse public. Although the number of individuals from ethnic minority and other cultural backgrounds entering the field is increasing, these individuals are less likely to pursue leadership roles and often are perceived as less effective in their leadership efforts than are their White counterparts (Festekjian, Tram, Murray, Sy, & Huynh, 2014; Knight, Hebl, Foster, & Mannix, 2003). Minority leaders are crucial, however, as they help identify important future directions for psychology that might be overlooked by members of majority groups, including ways to improve limitations or deficits in the field's diversity recruitment and promotion efforts. A study by Dugan, Kodama, and Gebhardt (2012) found that racial or ethnic minority students who reported collective racial esteem were more likely to assume leadership roles. This supports the need for more ethnic minority leadership mentors/models to help foster such esteem. Organizations that focus on diversity in psychology—including the Society for the Psychological Study of

Table 1
Recommendations for Developing Student Leadership Within Professional Psychology Organizations

Recommendation	Benefit to students	Benefit to professionals	Examples
1. Involve academicians in the organization	Academicians often utilize a mentorship model, may be vested in student training, and typically have numerous professional service commitments that students can observe or assist with	Academicians often have students whom they can bring into the organization and mentor in service, leadership, and advocacy	<ul style="list-style-type: none"> • APA divisions with interests that naturally speak to educators, researchers, clinicians, and public policy professionals • Special interest committees focused on academic educators and researchers • Development of resources for academics • Establish a student campus representative program with faculty sponsors
2. Delegate to students whenever possible	Provides student with access to professionals and administrative leadership experience	Relieves professionals from service/administrative burdens	<ul style="list-style-type: none"> • Students meaningfully involved in executive or highest governing committee, subcommittees, ad-hoc committees, and miscellaneous organizational or conference administration tasks
3. Formalize student leadership	Students know how to get involved in leadership activities and what their responsibilities are	Student leaders will operate more autonomously and with increased predictability, and will be better prepared for later professional leadership opportunities within the organization	<ul style="list-style-type: none"> • Creation and formal recognition of student service positions and groups • Adoption of formal bylaws governing student leadership
4. Allow students an equal voice in the organization	Student leadership experiences involve real responsibility and gravitas	Decision-making is more likely to reflect the opinions of the entirety of the organization's constituents (i.e., students as well as professionals)	<ul style="list-style-type: none"> • A student leader has a vote on the organization's highest administrative body • Students permitted to vote in membership-wide votes, or on organizational issues that impact them • Involve students in the development of positions statements, white papers, etc. on issues of interest to the public
5. Permit student leaders to self-nominate and self-govern	Students obtain experience in self-advocacy and actual leadership	Students become better prepared to run for leadership positions and lead upon becoming professionals	<ul style="list-style-type: none"> • Students members vote for their student leaders • Students authorized to revise their governing rules and activities for submission to the organization's administration for approval
6. Provide for students to teach each other how to effectively lead and advocate	Students experience what it is like to mentor others in leadership and advocacy	Professionals are freed to do non-mentorship tasks	<ul style="list-style-type: none"> • Creation of committees of student leaders rather than a single student leader position • Utilization of a graduated structure for student leadership positions (e.g., chair-elect, chair, and past chair structure) or required completion of initial service positions (e.g., campus representative or secretary) before certain other service positions (e.g., chair)
7. Support financial management among student leaders	Students learn how to budget, spend, and monitor finite but sufficient funds to accomplish service and advocacy goals	Prepares students for later treasury-related service roles in the organization, and the organization can expect to see profits from their investments (e.g., programming that attracts more student members)	<ul style="list-style-type: none"> • Student leaders furnished with an adequate, continuing operating budget for which they are accountable • Student leaders authorized to invest some of their budgets into communications technologies, such as video conferencing software and online survey platforms
8. Permit students to innovate	Students learn how to brainstorm, set priorities, work as a team, and otherwise see the development process through from start to finish	Organizations profit in the form of valuable end products that required no or minimal professional involvement	<ul style="list-style-type: none"> • Student leaders supported in the development of information resources, webinars, grants and awards, room-share programs, conference programming, social events, etc. • Students authorized to use social media and other Internet outlets and technologies to communicate with their peers
9. Provide students with the support to foster a community	Students learn to look to their peers for camaraderie, assistance, and professional support, just as professionals do	Professional ties and relations among organization members will become stronger over time as students and their longtime collaborator peers transition into professionals	<ul style="list-style-type: none"> • See Nos. 7 and 8

Table 1 (continued)

Recommendation	Benefit to students	Benefit to professionals	Examples
10. Implement a hierarchy of leadership positions	Fosters graduated leadership experiences and peer mentorship opportunities	Student leaders obtain more responsibilities (thereby relieving professionals from some) as they develop more experience over the course of graduated service and leadership positions	<ul style="list-style-type: none"> • See No. 6 • See Nos. 1, 2, and 6
11. Allow student leaders to communicate with the organization at large	Increases the profile of student service, leadership, and advocacy among the organization and learn to take into account not just the organization's administration but all of its constituents	The organization at large becomes more familiar with student leadership activities and advocacy issues, as well as student leaders who may soon transition into professional leaders	<ul style="list-style-type: none"> • Student leaders regularly report on their projects and accomplishments in organization newsletters, state-of-the-organization reports • Student leaders authorized to utilize organization e-mail lists and other communication outlets on a reasonable, ad-hoc basis
12. Have student leaders collaborate with student leaders in external organizations	Just as a group can accomplish more than an individual, synchronized groups can accomplish more than a single group; students learn to integrate networks and accomplish tasks through parallel work with other groups	Student collaborations across organizations can facilitate new or enhanced professional collaborations across those same organizations	<ul style="list-style-type: none"> • Student leaders participate in groups like the APAGS Division Student Representative Network (DSRN) • Student leaders advertise or promote relevant news (e.g., events, webinars, grants) or opportunities for student leadership in other organizations • Student leaders plan collaborative programming at relevant conferences
13. Reserve conference space for programming developed by student leaders, and programming on student leadership itself	Increases the profile of student service, leadership, and advocacy efforts; students learn to produce an end product of value to other students and professionals; and students learn to serve, lead, and advocate via traditional didactics	Professionals will likely be impressed by the fresh programming students come up with, the likelihood of which is increased by investing in training students in programming development and effective advocacy	<ul style="list-style-type: none"> • Students encouraged to attend the organization's business meeting • Student-developed programming on topics of interest to students (e.g., early career success, publishing as a student, work-life balance) • Programming hours on leadership opportunities for students in the organization • Programming hours on leadership opportunities for early career professionals
14. Facilitate collaboration between student leaders and other similarly situated leaders, such as early career professionals or professional mentors	Students have access to mentors at different stages of their careers and work on projects of mutual interest and relevance	Professionals at all levels have ready access to assistance from hard-working and motivated students, and also the opportunity to mentor (and to reap the career benefits mentorship imparts)	<ul style="list-style-type: none"> • Mentorship programs and speed networking events to put students in touch with professional mentors • Informational panels developed by students and featuring early career professionals • Student service positions on an early career professionals special interest committee or other like groups • Practice diversity in recruitment of future student leaders (e.g., AP-LS Minority Affairs Committee APPLE Program)
15. Encourage student leaders to fundraise and apply for funding to support their activities	Students learn to become self-supporting in their service and advocacy efforts	Student service will require less investment over time, and professionals may enjoy the fundraising events that students develop	<ul style="list-style-type: none"> • Students leaders encouraged and authorized to apply for grants and awards on behalf of the organization (e.g., APAGS Outstanding APA Division Award, APA Interdivisional Grant Program) • Student fundraising efforts are authorized and promoted, such as running events and apparel sales that are advertised on organization websites, in conference flyers, and at conference registration tables
16. Encourage students to pursue advocacy beyond the organization, and support them in these efforts	Students learn to advocate or lobby on issues relevant to their profession and the guilds with which they are allied	Students who develop strong advocacy skills early in their careers will be more persuasive voices for the organization as they transition into professionals	<ul style="list-style-type: none"> • APA Public Interest Government Relations Office (i.e., Public Interest Policy Internship for Graduate Students) • APAGS Advocacy Coordinating Team • Society for the Psychological Study of Social Issues (e.g., Advocacy Training Day and Policy Workshop)

(table continues)

Table 1 (continued)

Recommendation	Benefit to students	Benefit to professionals	Examples
17. Encourage student leaders to recognize and recruit students for future leadership positions	Students gain the perspective of legacy in leadership, learn the importance of leadership development of others, and begin to develop leadership mentorship skills	Organizations will foster continuity of high-quality student leadership, and prepare student leaders to complete higher-level administrative roles in the future	<ul style="list-style-type: none"> • Formal and informal discussion around successful leadership models and skills • Student leaders encouraged to communicate with peers around benefits and qualifications of student leadership within the organization
18. Develop student leadership outcome measures	Students learn to assess and monitor their own effectiveness as leaders	Programs and organizations assess and then strategically implement practices for fostering student leadership	<ul style="list-style-type: none"> • Survey degrees of student involvement • Measure achievement of student leader goals • Conduct program review or comparison with comparable professional organizations that have demonstrated success

Culture, Ethnicity and Race, and the Society for the Psychological Study of Lesbian, Gay, Bisexual and Transgender Issues (APA Divisions 45 and 44, respectively)—are some potential sources of leadership mentors/models for culturally diverse students.

Student Leadership in Different Settings

It can be anticipated that student leadership—and thus leadership training—will look somewhat different across different applied specialties and settings. For instance, for clinical, counseling, and school psychology trainees; or in Veterans Affairs (VA) and academic medical centers, student counseling centers, and primary schools. Each applied specialty, subspecialty, and setting is sure to have its own unique leadership culture, opportunities, and expectations.

Nonetheless, we suggest that the recommendations in Table 1 can be adapted for a variety of applied specialties and settings (e.g., “conference programming” in recommendation #8 can be modified to “university research days,” “internship in-service trainings,” or “postdoctoral service-program development”; collaboration with “other organizations” in recommendation #12 can be modified to “other university departments” or “other healthcare disciplines”). Recall that APA’s divisions represent a range of applied areas of psychology, and those divisions often break down into even more specific sections. We suggest that there are likely more similarities than differences across specialties and settings for student leadership development, and that adapting our recommendations as needed can accommodate most differences. Specialty-area professional guilds are particularly well suited for adapting our recommendations in a manner suitable for their student constituents. Likewise, professors, intradepartmental program heads, and department chairs could adapt our recommendations to foster student development opportunities, all the while encouraging simultaneous involvement in leadership opportunities afforded by professional organizations. Furthermore, internship and postdoctoral sites with rotations closely related to leadership, such as formal rotations in administration and management offered by some VA internships (e.g., VA Medical Center Hampton; U.S. Department of Veterans Affairs, n.d.), could also adapt our recommendations to buttress their focus on program development and evaluation, committee participation, and training and supervision. We also recognize that many of the recommendations made can easily be translated to other specialties in psychology more broadly (i.e., experimental programs).

Evaluating Student Leadership

If training programs intend to incorporate leadership into doctoral curriculum it will be important to identify specific outcomes by which we can determine if leadership competencies have been met. Fouad et al. (2009) provide competency benchmarks for professional psychology for readiness for practicum, internship, and professional practice. Although the authors only address leadership in the context of management administration and direct delivery of services, their approach is an excellent framework for our field to begin to consider leadership as a competency in psychology (i.e., by identifying essential components and behavioral anchors). Related fields have established competencies for leadership practice that we can look to for future development (see Frank, Snell, & Sherbino, 2015). If we mirror our medical professional counterparts, these core competencies may include (a) contributions to the improvement of psychology, (b) engagement in the stewardship of psychological resources and knowledge, and (c) demonstrated leadership in professional practice.

Professional organizations will also be interested in evaluating the success of their student leadership initiatives. Student members can be surveyed about their satisfaction with leadership training and opportunities, and professional members can be surveyed about whether they believe such initiatives have produced tangible benefits for the organization (e.g., useful resources or programming). Another option is to conduct structured comparisons to other professional organizations that have had success with their student leadership initiatives (as indicated via published reports or objective recognition, for instance). Relevant metrics would include the number of student members and student leaders within the organization, the number of student-led initiatives within the organization’s governance and activities, and the number of acknowledgments in the form of awards or grants.

Case Study: The American Psychology–Law Society

The American Psychology–Law Society (APA Division 41; “AP-LS”) has fostered a profound student-focused culture through its commitment to student development and the value it places on contributions by student leaders. An illustrative analysis of AP-LS is provided below, with explicit reference to the recommendations outlined in Table 1, as appropriate.

As of May, 2015, AP-LS supported 2,938 total members, including practitioners and academicians from psychology and law

(Recommendation #1) and student affiliates (919, or 31%) from undergraduate and graduate psychology programs and law schools. The affordable student membership offers numerous benefits, including free access to the AP-LS newsletter and official journal, *Law & Human Behavior*; electronic resources, travel awards, research grants, and presentation awards developed specifically for students in law and psychology; and reduced conference registration fees. Students from underrepresented groups and those interested in diversity-related research are actively sought and supported. AP-LS also provides students the opportunity to review manuscripts for *Law & Human Behavior*, enabling students to gain experience providing reviews for the leading journal in the field.

Student members are represented within AP-LS by the Student Committee, a body comprised entirely of peer-elected student leaders (#s 5, 6, 10) that is formally recognized in the Division's bylaws (#3) and supported with a healthy yearly operating budget (#7) to independently develop and maintain student-focused resources and programming (#s 8, 9). Student committee officers work closely together to effectuate their mission, and to sustain the status of the committee from year to year (#s 6, 17). Programming development is further supported through annual fundraisers, in which both student and professional members participate (#s 9, 15), and through external grants and awards (e.g., APAGS Outstanding APA Division Award; 15). So that the Student Committee can meaningfully represent student interests within the Division, the Student Committee Chair is a full voting officer of the AP-LS's highest administrative body (#4). Student members are encouraged to participate in formal and informal initiatives within AP-LS (#2) and allied organizations (e.g., APAGS, APA; #16).

The Student Committee communicates with AP-LS membership through the Division's electronic mailing list; dedicated sections in the Division's triannual newsletter and annual conference program; a network of campus representatives and faculty sponsors; social media websites; and official and unofficial websites (#s 8, 9, 11). The Student Committee also communicates with external groups in discussions about student leadership development (e.g., APAGS Division Student Representative Network) and to collaborate on developing resources and programming of shared interest (e.g., APAGS, other APA divisions, APA Public Interest Government Relations Office, American Bar Association; #s 12, 14, 16). Furthermore, the Student Committee enjoys dedicated programming hours at both the annual AP-LS conference and APA convention, which it uses to provide student-focused panels, professional development opportunities, and networking socials (#s 9, 13). These events are often developed collaboratively with other committees within AP-LS (e.g., committees representing early career professionals or women) and relevant external organizations (e.g., APA Divisions 9, 18, 19, and 40; #s 12, 14). Student- and professional-member leaders within the Division collaboratively assess and reflect on student leadership initiatives twice annually (#18).

There are also several areas of growth through which AP-LS can further develop student leadership. Currently, many of the successes discussed above are accomplished through the informal support of professional and student leaders within AP-LS—particularly those constituting collaboration with external organizations. Formalizing these collaborations and programs within position descriptions and bylaws is an important goal for AP-LS to ensure continued success and further development under the supervision

of future professional and student leaders. Individuals within AP-LS are also interested in developing more active methods to recognize, recruit, and develop future students leaders (#17). This could include programming to promote education and engagement among student members around opportunities for student leadership, and discussions and mentorship between student and professional leaders around developing leadership skills in others. Capitalizing on their successes and fostering a legacy of effective leadership will help ensure that AP-LS and other organizations continue to provide dynamic and effective services for their student members and their profession as a whole.

Conclusion

Related to professional development and competence, student leadership holds benefits for both trainees and the training program/sites and professional organizations that facilitate student leadership. We have provided a number of easily adaptable recommendations to aid training programs/sites and professional organizations in efficiently cultivating sustainable and beneficial student leadership opportunities. In addition, we discussed diversity issues in student leadership and described an example student body within a professional organization that has utilized many of our recommendations to good effect. Student leadership deserves greater attention from researchers, training programs/sites, and professional organizations, especially with respect to measuring student leadership outcomes. It is our hope that students take advantage of existing leadership opportunities, and that our recommendations for enhancing student leadership strengthen the field of professional psychology and result in benefits for students, professionals, organizations, and society alike.

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