

Training for non-academic careers Scribe document

Please note and remind yourself frequently: The intent of this document is for it to lead to a public-facing record of your workgroup's activity. By the day of the Summit it will be accessible to anyone at the Summit, and after the Summit it will be turned into a fully public-facing document. This means that although you should take notes however makes sense for you, it will be important to refine the notes to be comprehensible to others.

Guiding Committee: None before Summit

Moderator: Cathi Grus

Scribe: Nicholas Eaton

Describe intended product of the workgroup: Perhaps a web-based hub of people giving brief talks about their careers.

Who is willing to lead on this topic (future efforts at the Summit and beyond):

Main Notes Area

Friday seminar on professional development topics. Trainees said that they wanted to hear about setting up a private practice, digital mental health, careers in industry, etc. Panel discussions with folks employed outside of academia allows for different voices to be platformed, which allows for coverage of innovative positions and ideas. This can produce conversations about social issues that are relevant to psychology that are not discussed frequently. There is a very wide range of possible psychology-adjacent topics, and we are likely unaware of them as academics. Utilizing the alumni network may be helpful.

We have to make things scalable. Personal networking is impactful, but it may solve the problem for only one person.

Our students do not even know what experiences they need to be competitive for alternative career paths. They don't know what questions will be asked in the interviews or what their day to day will look like.

It is important to mentor students such that whatever career path they follow will reflect the core values of clinical science.

Students tend to have a split in their thinking such that they think that people can either be academics or clinicians—they don't know of alternatives.

The narrative is not being controlled by clinical psychologists. The broader conversation is creating the schism of academia vs. practice.

Are there additional experiences in graduate school that would supplement your work and help you achieve your career goals—things that are not research and clinical work?

How do we get the message out to students that behavior change is behavior change, and you could be useful in a wide variety of careers.

Are we not training our students to go into various careers because they don't have the skills, or are we simply not exposing our students to possibilities?

The messaging that we provide to students about non-academic careers by being ignorant about them conveys that we do not support non-academic careers. We need to message to students we accept their choices and support them.

Students do not necessarily "choose" to go into alternative careers; there are very few academic jobs comparatively, and many students who would choose to pursue one if they could, but it isn't feasible. This leads to feelings of failure because they did not achieve their aims or the explicit aims of their advisors.

Many faculty in one program have their own businesses on the side. These faculty got together and held sessions with students about how to write a pitch, how to raise funding, how do you budget, etc.? A skill set or mindset in business can make students more competitive for a variety of jobs. Many of these skills, like budgeting, are not just useful in industry; they are also useful for academics.

Clinical scientists are not molecular botanists: We study humans.

Why don't we have our career centers bring companies to us versus us trying to get our students to companies?

In industry, they are attracted to our students because of their skill sets, but we tend to have our students make CVs about their accomplishments. Our students do not necessarily even realize the skill sets and competencies they have developed.

If we want to move the needle in this country, we may need to embrace capitalism.

Our graduate students do not get training in search engine optimization or how to set up an effective LinkedIn profile.

The people in this room are not the ones who are most capable of training students to go into industry. It is our alumni who have gone into those sorts of positions

Maybe as a program we could have colloquia that focuses on these issues, which would be a form of structural acceptance

Whether our students are happy with where they end up, and whether they have gotten employed in a way that they find fulfilling, perhaps that should be our metric of success or failure. We want people to flourish in their life and career.

Failing your advisor is a major concern that people have.

How do we measure success of clinical science training. If our training model is leading to “too wide” a set of careers, does that mean that our training model is a failure?

What happens to our alumni? How do we leverage those connections? We have folks who work in policy, at NIH, in communication, journalism, tech startups, and so on. We need to find a way to partner with these folks to provide different sorts of mentorship.

These conversations feel productive in this room, but it’s happening among the people who came to this training summit. What about the faculty who are not here? We need to characterize where our faculty stand on this.

Do faculty views of acceptance reflect their lingering instrumental view of students as labor for their own careers.

How do our students hear from other people and programs that are more open to alternative career paths so that they aren’t limited to the local messaging?

There is a gray one of performative mentorship where they claim they are OK with various career outcomes but don’t actually walk the walk.

Summary by Cathi:

- 1) The climate within the academic department needs to provide psychological safety to explore pursuing careers outside of academia.
- 2) We need to be realistic about the lack of availability of academic
- 3) Creating spaces: professional development seminars, bringing in alumni to talk about other jobs that they have had, getting internships, preparing for interviews,, how we build up individual’s capacities for getting jobs outside of academia
- 4) How do we ensure that we do not lose the “clinical” in our clinical science? Also, how do we identify the transferability of our skills to various career paths and how do we convey that to our students?

Parking Lot

The parking lot is for anything that was noted during the group that does not fit well on the topic. You may wish to refer this information to other groups after your group meets.