Preface for the Second Edition

Although graduate training in psychology typically offers students opportunities to develop an extraordinary number of skills and to be exposed to the enormous breadth and history of our field, training on how to develop a successful career in psychology is sometimes more difficult to obtain. Of course, there is no single definition of a "successful" career. There are many ways to make a contribution, and many routes to get to each of these varied destinations. Many of the skills common to these routes are not explicitly discussed within doctoral training. Graduate students and early career psychologists often express a need for additional information on practical career issues, such as how to write a grant, teach a class, publish a research manuscript, apply for a postdoctoral fellowship, balance personal and professional demands, or acquire skills necessary to begin a clinical practice, for instance. Students might acquire some of these skills through interactions with their mentor; however, not all mentors have had experiences with each of these professional tasks.

Ten years ago, the first edition of the Portable Mentor was published. With this edition, the Portable Mentor offers updated advice and resources on an even wider variety of topics relevant to professional development. As with the first edition, this volume provides graduate students and early career psychologists comprehensive and practical resources on professional development issues in psychology. "Expert" contributors have been selected; each has demonstrated a strong commitment to training in psychology and may serve as the "field's mentor" in a particular domain of professional development. Thus, with this volume, students have access to the best possible professional development training from the most successful leaders in psychology.

This volume was designed to be comprehensive in scope and practical in use. The book is divided into six sections that cover professional development issues relevant to each stage of early career development in psychology. Chapters review topics relevant to both science- and practice-oriented psychologists, with a specific focus on universal hurdles and professional tasks that are difficult to get information about. Authors have provided bullet-pointed lists, and illustrative examples whenever possible, and lists of additional resources for each topic. Each contributor was asked to provide the kind of specific instruction and suggestions that they would offer their own mentees.

Part I of the book offers two chapters new to this edition of the Portable Mentor. These chapters offer input on the decision to apply to graduate school, as well as specific advice on when and how to apply to doctoral programs in psychology. It is unfortunate that undergraduate institutions do not have information on pre-psychology requirements as thorough as for pre-law or pre-med careers. The information in this section helps to fill this void, and also discusses the types of postbaccalaureate positions and experiences that are available to enhance one's application to doctoral programs.

Part II reviews general, overarching issues that apply to graduate students and to young professionals beginning their careers. The book begins with a discussion of the scientist-practitioner model and guiding principles for developing a career that will have maximal impact on our evolving field. Chapters on cultural competence and ethics offer excellent discussions of topics that can serve as a foundation for decisions made throughout a career in psychology. Each of these chapters reviews issues specifically relevant to students and early career psychologists. This section concludes with a review of difficult challenges and helpful suggestions relevant to the balance between personal and professional lives. New to this edition is a chapter specifically focused on balancing the professional and personal demands inherent to work as a psychologist and a parent.

Part III includes chapters pertaining to career development in research and academic domains. Each chapter addresses a task that is crucial to a successful scientific career, but often not discussed explicitly during graduate training. Chapters on research offer specific steps for reviewing scientific literature and disseminating research findings, in both presentation or publication formats. This section also includes a new chapter with instruction for serving as a peer-reviewer on journal submissions, and a chapter with recommendations for preparing and teaching a course on psychology.

Part IV addresses professional development in the practice domain. An introductory chapter reviews opportunities to gain clinical experience at each stage of training, and offers ideas for the competencies that should be obtained following the completion of each clinical experience. This section also includes a chapter with specific strategies for beginning a successful private practice, including considerations for selecting a specific type of practice and business skills that are needed to manage it. In our experience, students most frequently have questions regarding application processes relevant to training hurdles in professional psychology. Three chapters are therefore included with concrete suggestions regarding the internship and licensure application processes, and information regarding board certification (ABPP) in psychology. Because many early career psychologists are also clinical supervisors, this section offers a new chapter on the challenges inherent in becoming a clinical supervisor.

Not all psychologists are involved in professional service, but those who are often cite strong mentorship and excellent role models as leading reasons for their involvement. For this reason, Part V is dedicated to the development of a professional service career, with chapters that help to explain the importance of professional service within psychology. This section begins with a chapter on the roles served by professional organizations in psychology, and

the range of options for students and early career psychologists to become active in these groups, either as members or governance leaders. This section also includes a discussion of advocacy in psychology with specific ideas on how students and young psychologists can become involved with efforts to solicit support for the needs of our field. Two chapters address the promotion of psychology in the media, offering a vision and example for the successful public education of psychology, and specific guidelines to follow when interacting with a media source.

Part VI addresses professional development issues that are most relevant toward the end of formal graduate training. This section begins with a comprehensive discussion of postdoctoral fellowships in psychology, including different types of positions and practical strategies for the postdoc application process. This section also includes a review of the NIH grant application process and funding mechanisms most relevant to early career psychologists. Two chapters addressing employment issues in psychology are also included in this section. One of these chapters reviews the application process for academic positions, and the other reviews recent data regarding employment trends in psychology and among graduates in psychology.

Overall, it is hoped that this second edition continues to serve as a helpful resource for students, early career psychologists, and teachers of psychology. The book is structured to serve as a text in a professional development workshop series and/or a resource volume that psychologists can refer to throughout their careers. To all who are beginning their careers in psychology, good luck!

Chapel Hill, NC, USA   Mitchell J. Prinstein