



THE MILITARY PSYCHOLOGIST

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Division 19 of the American Psychological Association

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January–December 2014

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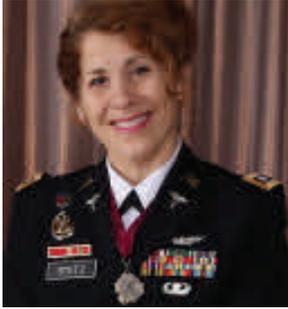
THE MILITARY PSYCHOLOGIST. *The Military Psychologist* is the official newsletter of the Society for Military Psychology, Division 19 of the American Psychological Association. *The Military Psychologist* provides news, reports, and noncommercial information that serves to (1) advance the science and practice of psychology within military organizations; (2) foster professional development of psychologists and other professionals interested in the psychological study of the military through education, research, and training; and (3) support efforts to disseminate and apply scientific knowledge and state of the art advances in areas relevant to military psychology. *The Military Psychologist* is published three times per year: Spring (submission deadline **February 1**), Summer (submission deadline **June 1**), and Fall (submission deadline **October 1**). Instructions for Contributors appear on the back cover.

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Editor's Column

LTC Melba C. Stetz, Ph.D.



Greetings from South Korea!

This is another great edition containing very exciting articles. Starting with the reports, we have the following information to share:

- Our *Division's President* calls for us to focus on the “psychologist development pipeline.” She understands that the future of our field depends on our new generation of psychologists. Therefore, they need our guidance and mentorship for the road ahead.
- *2014 Convention Programming*—Because our meeting will take place in Washington, DC, we hope that the media as well as many military leaders and congressional representatives come to our sessions. We have about 20 proposals for symposiums and 80 proposals for papers or posters. Topics include themes such as PTSD, traumatic brain injury, resilience, sexual harassment, suicide, and the future of military psychology.
- *Welcome New Members*—One hundred and forty-nine new members joined our division during the period of October 1, 2013, to December 31, 2013!
- The *Continuing Education (CE) Committee* reminds us of their mission: the development of needed high-quality CE opportunities. This free service not only helps us have many exciting presentations during the conventions but also fulfills our license requirements. Let's look for their sponsored CE workshops!
- The *Early Career Psychologists (ECP) Committee* has created a LinkedIn page for Division 19 ECPs. This committee wants us to look out for the poster session “Early Career Opportunities in APA Divisions: Get Engaged.” They also remind us to participate in the Travel Awards Programs and to come see what they have prepared for us at our hospitality suite!

- The *Student Affairs Committee* develops leadership positions to be filled only by highly motivated students. There are now 35 new campus representatives serving as ambassadors for military psychology at 26 separate graduation institutions. Please read about their scholarships and grants.
- Announcements—Please do not forget to read this section on call for nominations, achievement awards, grants, internships, meetings, and employment opportunities!

We also received the following great articles:

- *PTSD in the Criminal Justice System*—Even though there has been little research examining veterans in the criminal justice system, approximately 9% of the national prison population is composed of veterans with main symptoms such as hyper-vigilance and hyper-aggression. The author has good recommendations for early intervention before deployment to hostile environments.
- *A Vision for the Future*—We are reminded of the importance of reviewing the Administration's budget and the eventual Armed Services and Appropriations Committee agreements with the White House when it comes to advances such as computerized systems, telehealth, and even young adults joining our force.
- In our *Spotlight on History* column, we are provided with a descriptive history of military aviation psychology, and we are reminded about the importance of aviation medicine to the profession as well as the many contributors such as Lyster, Henmon, Thorndike, Flanagan, and Fitts.
- In our *Spotlight on Research* column, the authors discuss the development of a real-time assessment tool to detect specific stress effects in a team's operational setting. Very novel and interesting!

We are looking forward to your submissions for our Summer edition and to seeing you at the Convention!

President's Message

Kathryn T. Lindsey, Ph.D.



One of the most important things we do as psychologists is to usher in the newest generation of psychologists. Each one of us is responsible for the training, mentoring, and education of students, interns, fellows, and early career psychologists whether we serve as clinicians, researchers, or policymakers, are active duty or civilian, or work in government, academia, or the private sector. We have a responsibility to assist in “opening doors and facilitating transition from doctoral education to first job” as our current American Psychological Association (APA) President, Nadine Kaslow, Ph.D., highlights in her Presidential Initiatives. Dr. Kaslow references the “psychologist development pipeline,” which she defines as “broadly encompassing all components of education and training that contribute to one’s development as a psychologist, from K–12 education to professional development until and beyond retirement.” We in military psychology should capitalize on the APA President’s initiative by carefully exploring the current military psychologist development pipeline. In some respects, the military psychologist pipeline has remained steady, insulated from external pressures. In this time of fiscal challenge, the military continues to have a robust internship program across the services, despite the lack of internship programs nationwide to accommodate an ever-increasing number of students completing doctoral training programs. The Army, Navy, and Air Force continue to assess doctoral students into our internship programs as well as welcoming several direct accession psychologists each year. That said, military psychology faces unique challenges in recruiting in that some graduate students and psychologists may be hesitant to serve for various reasons: fear of deployment, family separation, and lack of career predictability. In the context of an ongoing war that now represents the longest conflict in U.S. history, it remains likely that those completing military training programs will eventually deploy in

harm’s way. It’s essential that we assist those psychologists in making the often stressful transition into military service and mentoring them along the way.

We also must identify and attempt to minimize the barriers that exist in the current environment regarding education and training for all our psychology colleagues, civilian and military. We must actively support and encourage post-doctoral fellowships sponsored by the services and get the word out about these incredible training opportunities. Military psychologists also have an obligation to coordinate, cooperate, and facilitate open communication with our civilian counterparts who work tirelessly in other venues to assist in taking care of our service members, veterans, and family members, whether in the Veterans Affairs, private practice, or through contributing empirical research outcomes relevant to our profession.

Our responsibility does not stop there. After completion of internship, psychologists also must deal with licensure issues if they are clinical, and everyone must deal with finding their first job, as Dr. Kaslow points out. This may not be as much of a challenge for those in uniform, but for our civilian counterparts, it can be an extremely difficult undertaking. Division 19 has maintained an especially strong focus on assisting students and early career psychologists (ECPs) for several years. Specifically, the Student Affairs Committee has done a wonderful job of expanding our outreach efforts to support students interested in military psychology by (a) awarding over \$16,000 to division student affiliates including travel awards and research grants; (b) receiving funding approval for up to five Continuing Education (CE) scholarships to be used at the 2014 convention for students to receive in-depth training in topics related to military psychology; (c) generating interest that resulted in 38 Division 19 student proposals accepted for the 2014 convention program; (d) proposing and organizing a Division 19 Student Chapter Program that launched on January 1, 2014, including 35 campus representatives acting as ambassadors for military psychology at 26 different university programs in clinical or counseling psychology;

and (e) utilizing current popular media avenues to now be on Twitter and LinkedIn. In addition, our ECP committee has made excellent progress and is active in supporting psychologists by (a) developing a Division 19 ECP LinkedIn Group to foster greater communication/networking for ECPs; (b) submitting ECP-related sessions for the APA Conference (including a potential panel session with senior military psychologists); (c) participating in the APA ECP cross-division poster session; (d) continuing funding for ECPs to travel to conferences and present their research; and (e) organizing a host of events in the Division 19 Hospitality Suite at the APA Conference to encourage ECP networking.

Please join me and your fellow psychologists and social scientists in focusing on the “psychologist development

pipeline” of our students and ECPs. Help us to secure the future of our profession in the most profound way possible—to nurture our successors from graduate school through the process of seeking employment and beyond. It is a fact that the Society for Military Psychology has a highly esteemed membership, many of whom are personally engaged in mentoring efforts. I, for one, have had the distinct honor of having been mentored by many of our distinguished military and civilian psychologists, and I thank each and every one of you for your support and guidance. I encourage each of you to become a mentor, participate actively within the Division, support the initiatives of our current APA President, and take the time to personally invest in the most important part of military psychology—its membership.



SOCIETY FOR MILITARY PSYCHOLOGY

Division 19 of the American Psychological Association

Division 19 Annual Awards



The Society for Military Psychology is soliciting nominations for (1) The **Arthur W. Melton Early Achievement Award**, which recognizes early career achievements in military psychology made within 5–10 years of entry into the field; (2) The **Charles S. Gersoni Military Psychology Award**, which recognizes excellence in military psychology in the areas of research, service, product development, and/or administration made by an individual and/or group; (3) The **John C. Flanagan Lifetime Achievement Award**, which recognizes career-long achievements in military psychology; (4) The **Robert S. Nichols Award**, which recognizes excellence in service by uniformed clinical psychologists to military personnel and their families; (5) The **Julius E. Uhlaner Award**, which recognizes outstanding contributions in research on military selection and recruitment; and (6) The **Robert M. Yerkes Award**, which recognizes outstanding contributions to military psychology by a nonpsychologist. Achievements in any of these areas must clearly reflect advancement of the profession of military psychology, improved effectiveness of military psychology systems, or service on behalf of the welfare of military personnel and their families. A nomination package must include (1) a nomination letter describing the qualification of the nominee in no more than 2–3 pages, and (2) a current resume/vita of the nominee. Submit nominations to Rebecca I. Porter (rebecca.porter@us.army.mil) in PDF format no later than **May 30, 2014, midnight (EST)**. Please list the name of the nominee and the award on the subject line of your e-mail (e.g., Jane Smith, Robert M. Yerkes Award). Winners will be notified prior to June 30, 2014, and awards will be presented at the Division 19 Business Meeting at the 2014 APA Convention.

We look forward to your submissions!

Welcome New Members!

Sena Garven, Ph.D.

The Society for Military Psychology welcomes the following 149 new Members (M), Fellows (F), International Affiliates (IA), Professional Affiliates (PA), and Student Affiliates (SA) who have joined since October 1, 2013, through December 31, 2013.

Barbara Adams (M)	Crystal Connors (SA)	John Knorek (M)
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SOCIETY FOR MILITARY PSYCHOLOGY

Division 19 of the American Psychological Association

Member/Affiliate Member Travel Grants



Description: The Society for Military Psychology is pleased to announce the Travel Award Program to support member attendance, participation, and engagement in the Midyear and/or Annual Meeting of the Society for Military Psychology. Several awards of \$750 may be given to individuals to help defray costs of attendance, participation, and engagement in Division activities.

Eligibility: Any Member (e.g., members/associate/fellow) or Affiliate Member (international/professional) of the Society may apply to the travel award program but preference will be given to applicants (a) who are presenting posters and papers or (b) who are engaged in leadership activities within the Society. Special consideration will be given to Early Career Psychologists. Students are not eligible to apply for this award but should apply to the Student Travel Award Program.

Evaluation Criteria: Applicants will be judged based on the following criteria: (1) quality of the request, (2) statement of need for travel support, and (3) relevance to Society strategic goals.

Deadline: Travel awards will be issued up to two times a year. Materials must be submitted electronically in PDF format annually, no later than midnight (EST) **December 1** or midnight (EST) **May 1** to Kelly Ervin, Ph.D., (Kelly.S.Ervin.civ@mail.mil). List your name and the name of the award on the subject line of your e-mail (e.g., Jane Smith, Division 19 Travel Award). Award winners will be notified within 30 days.

Additional instructions and submission requirements can be obtained at <http://www.apadivisions.org/division-19/awards/travel/index.aspx>.

We look forward to your submissions!

Posttraumatic Stress Disorder (PTSD) in the Criminal Justice System

By Brandt A. Smith, M.A.

The number of veterans in the criminal justice system has been described as a national crisis (Aprilakis, 2005; Daniel, 2008). Precise numbers of veterans in various stages of the criminal justice are difficult to report, as many states do not collect that information. From information that is available, approximately 9% of the national prison population is composed of veterans (American Corrections Association, 2013). This number is alarming when we consider that only 7% of the U.S. population is veterans (www.va.gov). To bring this into clearer perspective, there are approximately 300,000 veterans from the conflicts in Iraq and Afghanistan who have been diagnosed with PTSD (Tanielian et al., 2008). Daniel (2008) reported a high rate of veterans' contact with the criminal justice system. Forty percent of veterans who suffer from PTSD are noted to have committed a violent crime since their completion of military service. This would be 120,000 criminal acts by veterans with PTSD.

This surge has an apparent link to certain symptoms of PTSD (Hafemeister & Stockey, 2010), specifically hypervigilance and hyper-aggression (Begic, 2001). Though PTSD can be caused by any traumatic event, a meta-analysis revealed that hostility related to PTSD is greater in samples with combat experience compared to other traumatic events (Orth & Wieland, 2006). Other research has shown that veterans with PTSD and subthreshold PTSD endorse aggression in response to social stimuli more than non-PTSD subjects (Jakupcak et al., 2007). Veterans acting out aggressively are likely to end up in the judicial system. Therefore, the judicial system is working to address the specific needs of veterans in this system.

Judge Robert Russell established the first Veterans' Treatment Court to address this problem. These courts are based on the "drug treatment courts" and follow an agenda of addressing the problems that led to the criminal behavior. After the success of Judge Russell's court, other jurisdictions followed suit. By 2012, 27 states had established Veterans' Treatment Courts. Though this growth is encouraging, most jurisdictions do not have a Veterans' Treatment Court, which inhibits a defendant who is a veteran suffering from PTSD from accessing curative and supportive treatments.

There has been little research examining veterans in the criminal justice system. One notable study examined prosecutors' willingness to offer treatment options to veterans with PTSD instead of criminal charges (Wilson, Brodsky, Neal, & Cramer, 2011). This research showed that prosecutors were generally willing to extend curative treatment options over criminal charges to veterans with PTSD. This illustrates that there is some effort to addressing the national crisis. Other research has examined the impact on verdicts when curative options are available to a jury (Smith, 2014). This research showed that there is a "bias toward treatment" for veterans with PTSD when a curative verdict option is available. When the only verdict options were "guilty" or "not guilty," there was a clear guilt-bias. These results demonstrate the need for Veterans' Treatment Courts to address a clear problem in our criminal justice system.

The previously reported prison population demographics point to a serious problem. The bulk of the research on PTSD and crime has identified two of the typical symptoms as particularly problematic. The membership of the Society for Military Psychology, and related associations, are well suited in talent, skill, and motivation to examine veterans as a unique social group that is experiencing serious impediments to reintegrating into civilian society.

Though there are several initiatives (public and private) that are attempting to serve our veterans, the size of the problem is staggering. The establishment of Veterans' Treatment Courts is a strong, positive step to take to remedy the issue. These courts have been established in several jurisdictions. There are still far too many jurisdictions that do not have such a court. We should encourage the development of a Veterans' Treatment Court in all jurisdictions, municipal, state, and federal. The Veterans' Treatment Courts that are currently in operation each works in its own way—there is no central governing practices. Division 19 can aid these courts by initiating a "best practices" study. This will allow the courts to learn from each other and to share their own best practices with other courts. Further, a best practices study would provide a template for other jurisdictions to begin a Veterans' Treatment Court, drawing on the successes and experiences of courts already established.

A Veterans' Justice Initiative would reach across all areas of behavioral science, integrating the best of clinical, applied, and theoretic research. To remedy the growing problem of veterans with PTSD in the criminal justice system, treatment should not wait until after a veteran becomes involved in the criminal justice system. Early intervention, before deployment to hostile environments, would serve as a prophylactic factor in dealing with PTSD. This would require more research to identify personality, social, and professional factors that improve resilience. Postdeployment treatment would enhance this effort by providing the psychological and social support. At the completion of military service, programs designed to fully reintegrate the veteran into civilian life would allow earlier identification of PTSD, and related disorders, so that treatment can begin sooner. Finally, expanding the Veterans' Treatment Courts to all jurisdictions would provide another level of protection and intervention for veterans that are suffering from PTSD.

There are several stages of the military life that warrant intervention to better prepare veterans for what they will experience and to ensure their continued psychological health. Developing programs to aid military families in their support of their family members who serve in the military would aid the strongest social support network that our troops have. Researching and aiding in the development and implementation of training that improve our troops' resiliency as a prophylactic measure to protect them from the long-term, psychological effects of repeated deployments is another area of research that deserves even more attention. Finally, after the military member's service is completed, we need to develop better means to reintegrate that veteran into civilian society. This is necessary so that we will not need Veterans' Treatment Courts in the future. This can be seen as an opportunity for the psychology community to make a strong and positive impact on society. The Society for Military Psychology is the best vehicle to communicate these ideas that combine experimental, applied, and clinical psychological science.

Summary of Recommendations

- Encourage all levels of the criminal justice system to begin collecting demographic information pertaining to the veteran status of inmates.
- Initiate a best practices study on the Veterans' Treatment Courts to provide a mechanism by which current courts can share their practices while learning the best practices of other courts.

- Provide a catalog of practices for new Veterans' Treatment Courts to ease the process of establishing new courts with the best practices available.
- Establish a Veterans' Justice Initiative to study issues of veterans' mental health care predeployment, postdeployment, and after completion of military service.

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A Vision for the Future

By Patrick H. DeLeon, Ph.D., J.D., M.P.H.

For those interested in military health care, it is always informative, if not refreshing, to review the Administration's budget and the eventual Armed Services and Appropriations Committee agreements with the White House. Evolving policy priorities take time, often significantly longer than those on the frontline might expect. Steadily, however, the importance of psychological expertise and the behavioral sciences is being recognized. Last fiscal year, I was impressed by extent to which the Congress and Administration focused on psychology-based issues, including addressing potential suicides by military personnel and developing recovery-oriented innovative treatment initiatives targeting the signature wounds of traumatic brain injuries (TBIs) and posttraumatic stress disorder (PTSD). These provided psychology with exciting opportunities to demonstrate its "value-add" (as Practice Directorate Executive Director Katherine Nordal keeps emphasizing) to the leadership of the Department of Defense (DoD) and Veterans Affairs (VA). President Obama has now signed the Fiscal Year 2014 National Defense Authorization Act and its accompanying Omnibus Appropriations bill. With the late-U.S. Senator Daniel K. Inouye having been involved in their creation, I was pleased that a 1-year extension was authorized for accession and retention bonuses for psychologists, as well as incentive special pay for nurse anesthetists.

It seems not that long ago that Vernon McKenzie, the then-Principal Deputy Assistant Secretary for Health Affairs, followed-up repeated expressions of concern by Senator Daniel K. Inouye regarding the utilization of psychologists within the Military Health Care System. He and his staff recommended the following steps: (1) grant psychology departmental autonomy where the size and staffing of the hospital would justify such action (a concept now followed by the VA); (2) allow a psychologist, when he or she is senior and capable, to be the head of a mental health department;

and (3) improve the promotion opportunities for senior psychologists. One possible approach would be to create a new category or group of present MSc/BSc officers who are involved in direct health care, to include psychology, optometry, podiatry, social work, and audiology.

In 2004, I also recall that the President's Information Technology Advisory Committee recommending to President G. W. Bush the following things for a better health care information infrastructure: (1) electronic health records for all Americans that provide every patient and his or her caregivers the necessary information required for optimal care while reducing costs and administrative overhead; (2) computer-assisted clinical decision support to increase the ability of health care providers to take advantage of state-of-the-art medical knowledge as they make treatment decisions (enabling the practice of evidence-based medicine); (3) computerized provider order entry—such as for tests, medicine, and procedures—both for outpatient care and within the hospital environment; and (4) secure, private, interoperable, electronic health information exchange, including both highly specific standards for capturing new data and tools for capturing non-standard compliant electronic information from legacy systems.

I would strongly suggest that frontline providers appreciate that the ongoing advances in telehealth (or telepsychology) are merely a subset of the Health Information Technology world. Fortunately, the American Psychological Association (APA) appreciates the magnitude of evolving change as reflected in its recently adopted Guidelines for the Practice of Telepsychology—developed in conjunction with the Association of State and Provincial Psychology Boards (ASPPB) and the APA Insurance Trust (APAIT). The DoD authorization statute allows the Secretary of Defense to extend the Transitional Assistance Manage-

ment Program (TAMP) for an additional 180 days for mental health care provided through telemedicine. If extended, the Secretary is to provide the Committees with a report on the rates of utilization of this coverage, the types of mental health care provided, and an analysis of how the Secretary of Defense and the Secretary of Veterans Affairs will coordinate the continuation of care for veterans who are no longer eligible for TAMP. An additional report is required on the use of telemedicine to improve the diagnosis and treatment of PTSD, TBIs, and mental health conditions. Another provision would require the two Secretaries to ensure that the departments' electronic health record systems are interoperable with integrated display of data, or a single electronic health record, and that each complies with national standards and architectural requirements. The provision would require each department to deploy modernized electronic health record software supporting clinicians by no later than December 31, 2016. A report is also required of the VA on its centers of excellence in the prevention, diagnosis, mitigation, treatment, and rehabilitation of TBI, PTSD, and other mental health conditions. Finally, the highly emotional and complex issue of "sexual harassment" has been of considerable Administrative and Congressional concern throughout the Fiscal Year 2014 DoD legislative deliberations.

General Casey once said that the military is getting rid of the notion that if there are no holes in the service member, that meant being ready for duty. Robert Gates added that it was impossible to him to fight the resistance to change both the civilian and the military department's personnel and health care bureaucracy. Accordingly, it is imperative that frontline clinicians continue to provide APA's Heather Kelly with suggestions for substantive policy changes that will make a difference in the lives of military personnel, their families, and our nation's veterans.

Young Adults

The Institute of Medicine (IOM), under the direction of psychologist Kimber Bogard, recently released its workshop summary on *Improving the Health, Safety, and Well-Being of Young Adults*, a unique population

which is relevant to today's military where young adults ages 20–24 make up the largest cohort of both active duty and reserve military personnel. Among active duty officers, 25- to 29-year-olds represent the largest cohort, whereas young adults make up the smallest proportion of the civilian workforce. Young adults in the military face some unique challenges as well as challenges common to all young adults. They are in many ways an overlooked population who are at a significant and pivotal time of life. They have traditionally been expected to achieve an education, employment, financial independence, marriage, and children. Today the achievement of those milestones is much more variable. Young adult years are more fluid and flexible than in the past, and they do not have a single age of majority or rite of passage. They undergo a variety of transitions to adult roles and enhanced autonomy. There are many different paths, although certain patterns in the paths taken are evident. Nowadays, information is not so much passed from elders to youths, as it is transferred horizontally among young adults. Social class distinctions are sharpening, and discrepancies in opportunities and resources are growing. Social mobility and income inequality are increasing trends affecting the lives of young adults. Educational attainment can have a strong effect on the health and well-being of young adults, but the quality of the schooling that adolescents and young adults receive is highly variable. Brain development is continuing in young adults, but this development is not a simple extrapolation of what occurs in adolescence.

The following five themes are needed for the success of parenting young adult children: communication, social support, finances, personal responsibility, and connections to other adults and resources. Consideration should be given to the development of a framework that has a developmental within context orientation. Good parenting of young adults is built on a foundation of communication and contains elements of mutual respect, social support, financial knowledge and assistance, and recognition of changing expectations and relationships. Good parenting faces a number of barriers, from both the perspectives of parents as well as young adults. There is much to learn. Aloha.

Spotlight on Research

Krista Ratwani, Ph.D.

Welcome to the Spotlight on Research column! This column showcases research activities and projects underway in many of the Research Laboratories within the U.S. Department of Defense, partnering organizations, and the academic and practitioner community in military psychology. Research featured in the column includes a wide variety of studies and programs, ranging from preliminary findings on single studies to more substantive summaries of programmatic efforts on targeted research topics. Research described in the column is inclusive of all disciplines relevant to military psychology—spanning the entire spectrum of psychology, including clinical and experimental as well as basic and applied. If you would like your work to be showcased in this column, please contact Krista Ratwani at kratwani@aptima.com or 202-552-6127.

The following article details an approach to unobtrusively monitoring team interaction behaviors. The unique approach involves analyzing the communication patterns of team members to pick out key phrases and words related to the cognitive and emotional states of team members. The ultimate goal of the presented research is to assess communication so as to develop real-time interventions that can enhance the effectiveness of teams operating within dynamic environments.

Steeling the Team: Assessing Individual and Team Functioning “At a Distance”

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Research Overview

Real-world teams in military, aviation, space, and other demanding environments operate in a context that is dynamic, complex, and stressful. Teams are exposed to an array of environmental, task, and interpersonal stressors that can negatively impact performance as well as jeopardize the safety and well-being of team members. These demands may result in increased anxiety, negative emotion, distraction, conflict, and loss of team orientation—all of which can compromise mission effectiveness. Steeling or strengthening the team requires the capability to assess the cognitive/emotional state of team members and subsequently target interventions to counter these negative effects. This research describes an approach to dynamically and unobtrusively detect stress and related social, emotional, and cognitive deficits in ongoing team interactions, allowing interventions that mitigate and manage potential decrements in performance to be implemented should the need arise. The overall approach is described, and a use case of a spaceflight team is used to illustrate how ongoing team interactions can be assessed.

Problem to Solve

Considerable research has been conducted to examine the effects of stress on performance and to develop mitigation strategies to overcome these effects. There is also a rich legacy of research on team performance in military field settings, polar settings, submarines, submersibles, and in space (see Berkun, Bialek, Kern, & Yagi, 1962; J. E. Driskell & Olmstead, 1989; Harrison & Connors, 1984; Radloff & Helmreich, 1968).

However, unlike laboratory teams that can be examined “under a microscope,” teams in the real world operate autonomously, apart from direct observation and supervision, and operate in a fluid, dynamic manner to achieve the team’s objective. Therefore, the requirement exists to develop non-obtrusive means of detecting cognitive performance deficits, stress, fatigue, or anxiety in situ without the intrusion of the psychologist’s typical array of questions and questionnaires. One problem with many existing assessment methods is that most require direct observation of behavior or self-assessment by a pen and

paper-type instrument (Brannick, Salas, & Prince, 1997). The requirement to assess individual and team functioning “at a distance” suggests the potential efficacy of a methodology to assess cognitive and emotional states in real-time from ongoing or spontaneous verbal output. In brief, we believe that we can track stress, anxiety, and related cognitive and emotional states in team performance settings via non-obtrusive monitoring of lexical output.

Some political psychologists (see Winter, Hermann, Weintraub, & Walker, 1991) have conducted significant work on the quantitative assessment of leadership “at a distance.” For example, Winter et al. (1991) attempted to assess characteristics such as distrust, power, or affiliation as exhibited by world leaders (typically political or military leaders) by performing content analysis of spontaneous verbal output drawn from interviews or other verbal records. It is interesting to note that in various settings, verbal or textual output has been used extensively to gauge a variety of cognitive, perceptual, and motivational constructs (for a review, see Pennebaker, Mehl, & Niederhoffer, 2003). For example, J. E. Driskell, Salas, and Driskell (2012) were able to assess deception through the analysis of communication between suspected conspirators. Waller and Zimbelman (2003) have observed that the use of these types of textual/verbal materials allow the researcher to identify the “cognitive footprint” of ongoing, internal psychological processes from textual or verbal records.

The goal of the present research is to develop a methodology to assess team members’ cognitive and emotional states “at a distance” through spontaneous verbal output in real-time communications. One product of this research will be an assessment tool to detect cognitive performance deficits, stress, fatigue, and anxiety that will provide an unobtrusive, real-time indicator of individual and team functioning as well as provide guidance for interventions to mitigate performance deficits.

Why Examine Lexical Output?

Lexical analysis refers to a research approach that analyzes speech or text in order to draw inferences regarding the text itself or the speaker’s intentions,

attitudes, or cognitions. Central to this approach is the emphasis on the importance of language as a means to draw inferences regarding the psychological state of the speaker. Recent research has documented the value of lexical analysis approaches in analyzing affect and cognition in real-world communications. For example, Khawaja, Chen, and Marcus (2012) examined the communication output of bushfire management teams to assess cognitive load and other indices of collaborative communications. T. Driskell, Blickensderfer, and Salas (2013) conducted a lexical analysis of dyadic and triadic communication to examine rapport in law enforcement investigative interviews.

The basic premise of this work is that spontaneous verbal output provides a natural and valid indicator of basic cognitive processes (Pennebaker et al., 2003). Natural word use is not prone to the typical limitations of self-report measurements. That is, natural language use is less subject to social desirability bias and can be derived in real-time without interfering with the cognitive processes being measured, and without interrupting team performance. Moreover, natural word use is reliable and consistent across time and context and can be meaningfully measured in individuals and teams (Glesser & Gottschalk, 1959; Mehl & Pennebaker, 2003). However, to date, there have been limited efforts to develop a lexical-based approach to tracking and mitigating cognitive/emotional deficits in team performance.

Solution and Approach

What is needed is a means of extracting valid indicators of the relevant elements of cognitive processes occurring during spaceflight from team members’ spontaneous verbal output. In other words, how can one extract valid operational measures of stress, fatigue, or anxiety? The approach developed in this research is derived from recent developments in the study of associative meaning in linguistics and information science (e.g., Heylighen, 2001; Turney, 2001). Specifically, for any given construct or process, a lexicon of words indicative of that construct or process is developed. The relative prevalence of those words is used as an indicator of the degree to which that construct is engaged/that process is occurring.

The simplest and most straightforward approach would be to employ standard corpora of word association norms (e.g., Palermo & Jenkins, 1964). These word association norms have been derived by soliciting free associations from large samples of participants. For example, when presented with the stimulus word “sickness,” frequent free-associate response words are “ill,” “fever,” and “nausea.” An indicator of the construct of “sickness” in some ongoing interaction would be the relative prevalence in spontaneous verbal output of these high-frequency associate words.

However, there are several difficulties with the standard corpora of word association norms. For example, the largest and most highly cited of these corpora (Palermo & Jenkins, 1964) is now 50 years out of date. Recent research has resulted in alternative approaches to the study of associative meaning by using an Internet-based approach to examine lexical co-occurrence (Bardi, Calogero, & Mullen, 2008). Using readily available Internet search engines, the lexical co-occurrence of any array of words can be defined in terms of conditional probabilities. That is, for any given construct, a lexicon of words most indicative of that construct can be defined by examining the lexical co-occurrence of those words in online usage. In other words, rather than relying on a sample of research participants to indicate which words co-occur in their thoughts, this approach uses the massive lexical corpus of linguistic output on the Internet to determine which words actually co-occur in use. Spence and Owens (1990) have shown that conditional probabilities derived from lexical co-occurrence in Internet websites render results that are highly consonant with the patterns obtained from the standard corpora of word association norms. However, this approach has the advantages of being current, being capable of handling exhaustively large lexicons for scores of different constructs, and of being tailored to any specific language of interest. Once such lexicons are developed, then analysis can be focused on automated tabulation of the relative prevalence of construct- or process-relevant lexicon words as a real-time, unobtrusive indicator of cognitive processes.

Findings

Broadly speaking, the primary problem to be addressed is that the demands or stress of the operational environment may result in cognitive/emotional deficits that are

detrimental to team performance and well-being. We believe that there are a limited number of cognitive, emotional, and social mechanisms through which stress impacts performance. These “Big Five” stress mechanisms include the following: (a) stress increases distraction and decreases attentional focus, (b) stress increases cognitive load and demand on capacity, (c) stress increases negative affect and frustration, (d) stress increases fear and anxiety, and (e) stress increases social impairment. Therefore, a comprehensive operational measurement of stress would require, at a minimum, separate indices of attentional focus, cognitive demand, negative emotion, anxiety, and social impairment.

It may be useful to consider some of the ways that such indicators could be employed. For illustrative purposes, we have conducted a preliminary and limited analysis examining the Apollo 13 flight crew communications, drawn from the Apollo 13 Technical Air-to-Ground Voice Transcription (available from <http://www.jsc.nasa.gov/history/>). We selected samples of flight crew communications from three time periods during this mission. Time 1 was a sample of communication from Day 1 of the mission. Time 2 was a sample of communication taken after the explosion and rupture of oxygen tank number 2 in the service module on Day 2, approximately 56 hr into the mission. This time period is after the point in which Commander (CDR) Jim Lovell uttered the iconic phrase, “Houston, we’ve had a problem.” Time 3 was a sample of communications taken 5 days into the mission on the return.

In the following figures, we present a preliminary analysis of communications from CDR Lovell, Command Module Pilot (CMP) Jack Swigert, and Lunar Module Pilot Fred Haise. For each conversation sample, we used the Linguistic Inquiry and Word Count (LIWC) system as a tool for lexical analysis (Pennebaker, Chung, Ireland, Gonzales, & Booth, 2007). LIWC is a simple word count program that takes text files as input and attempts to match each word to an internal 4,500 word dictionary. Each word is then incremented into one of over 80 preexisting categories, including standard dimensions of linguistic style (e.g., percentage of words in the text that are pronouns, articles, quantifiers, etc.) and word content categories tapping psychological constructs (e.g., positive or negative affect, cognition, and social processes). In the following, we

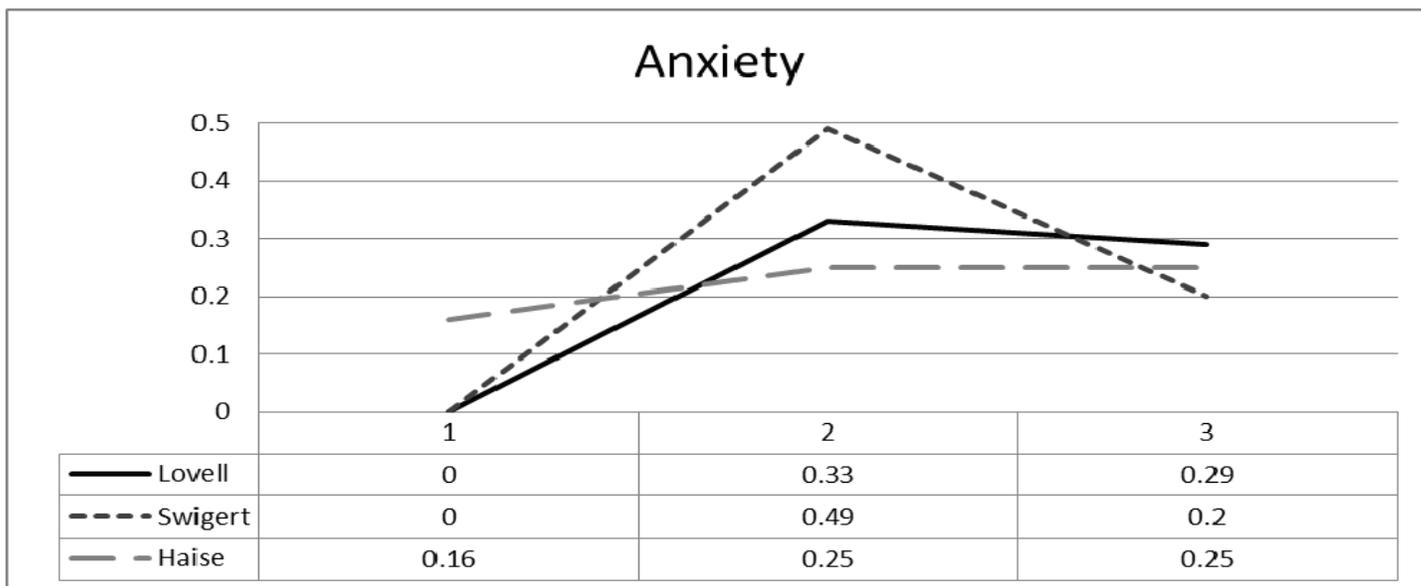


Figure 1. Variation in Anxiety lexicon word prevalence for each crew member over time.

examined the use of positive emotion words and words related to anxiety (for this illustration, we simply used the preexisting default dictionary list of word associates provided by the LIWC program).

First, consider the use of these lexical indicators to gauge variations in basic cognitive processes over time. Figure 1 illustrates how the prevalence of Anxiety lexicon words in these samples varied over time. This figure indicates that anxiety peaks for all crew members after the explosion at Time 2 and decreases over time at Time 3. Examining communication at the individual level, Figure 1 indicates that at Time 2, the highest level of anxiety is exhibited by CMP Swigert. These real-time, unobtrusive

indicators of process could be used to capture the topography of individual cognitive processes and cognitive performance deficits in a heretofore unrealized level of precision and specificity.

Second, consider the use of these lexical indicators to gauge convergence (or the lack thereof) over time for multiple crew members. Figure 2 illustrates how the relative prevalence of Negative Emotion lexicon words for the three crew members converge over the course of team collaboration. In this case, the fact that the team itself is experiencing high levels of Negative Emotion may indicate that the optimal strategy for mitigation may be a team-level intervention.

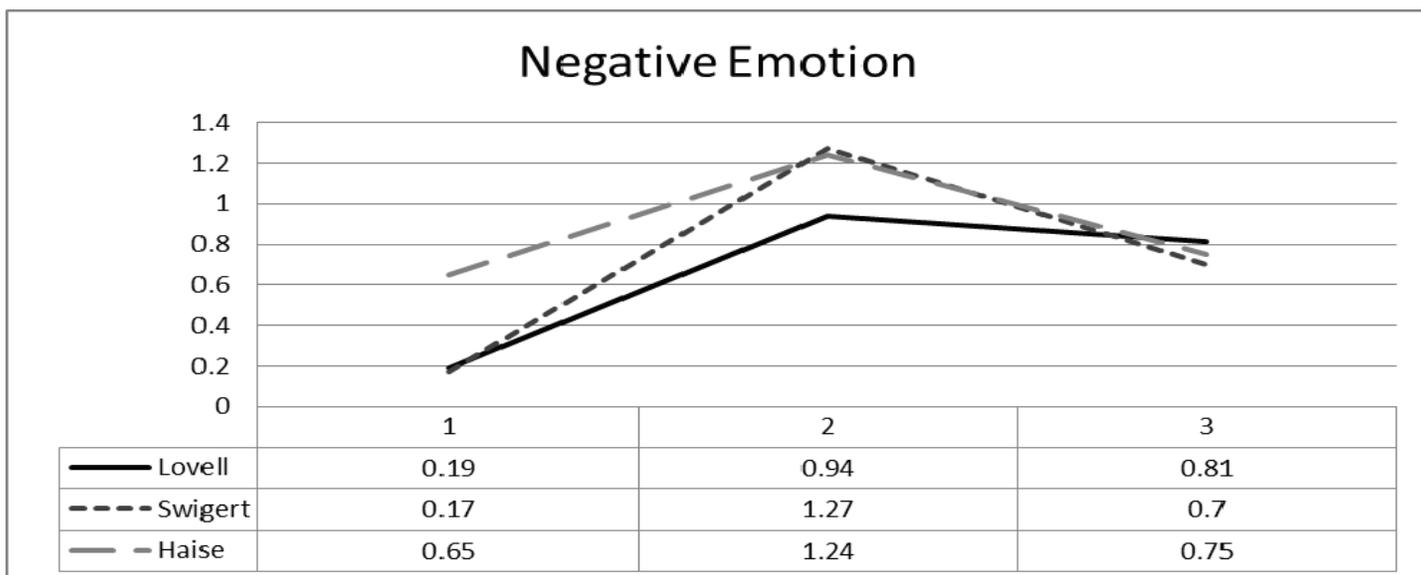


Figure 2. Convergence in Negative Emotion for each crew member over time.

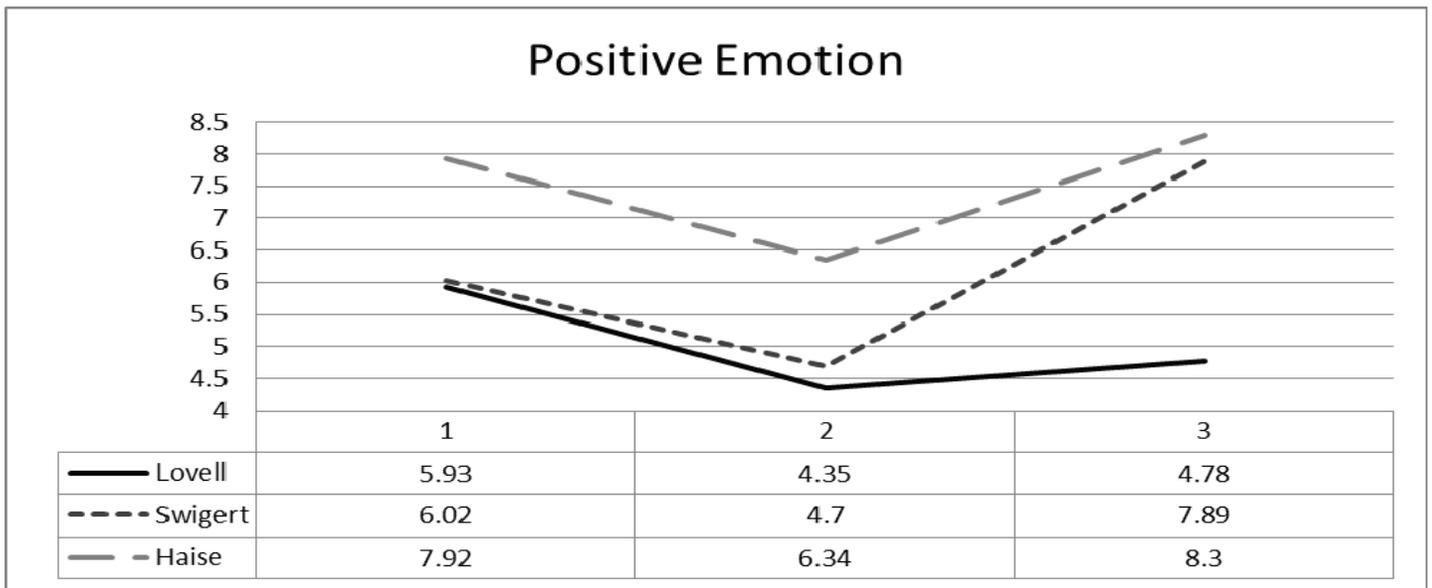


Figure 3. Lack of convergence in Positive Emotion at Time 3.

Alternatively, Figure 3 illustrates how the relative prevalence of Positive Emotion lexicon words for the three crew members fails to converge over time (i.e., CDR Lovell exhibits a distinctly lower level of Positive Emotion at Time 3 relative to the other crew members). In this case, the fact that a single crew member exhibits a lower level of Positive Emotion relative to other crew members suggests that the optimal strategy for mitigation may be an individual-level intervention.

Third, it is interesting to note the pattern of results shown in Figure 4, representing the usage of first person plural pronouns such as “we,” “us,” or “our”

during crew interaction. J. E. Driskell, Salas, and Johnston (1999) found that the proportional usage of first-person plural pronouns correlated with high group-focus or team orientation in Naval decision-making teams. Figure 4 suggests a high level of team orientation and group-oriented communications peaking at the time of the explosion, especially on the part of CDR Lovell (note that we stretched the time periods out in Figure 4 for greater detail; Time Periods 1 and 2 preceded the accident at Time 3, and Time Periods 4 and 5 followed the accident). These types of analyses can provide an unobtrusive yet insightful window into leadership processes.

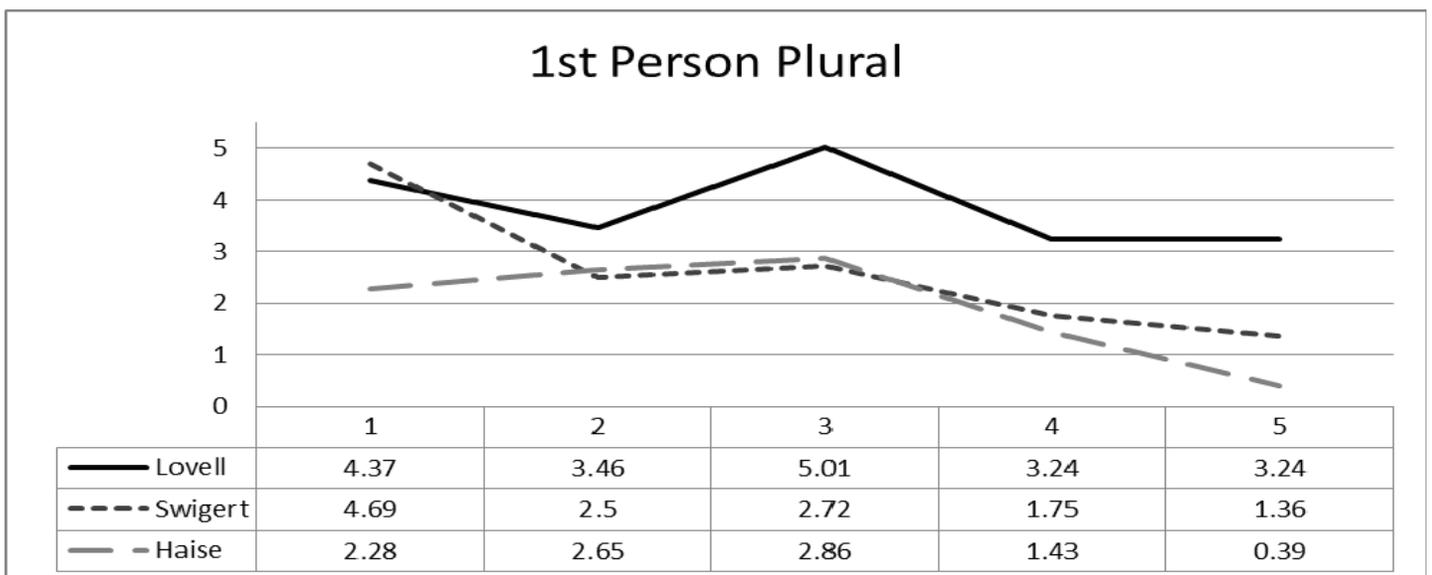


Figure 4. Proportionate use of first person plural pronouns by crew member over time.

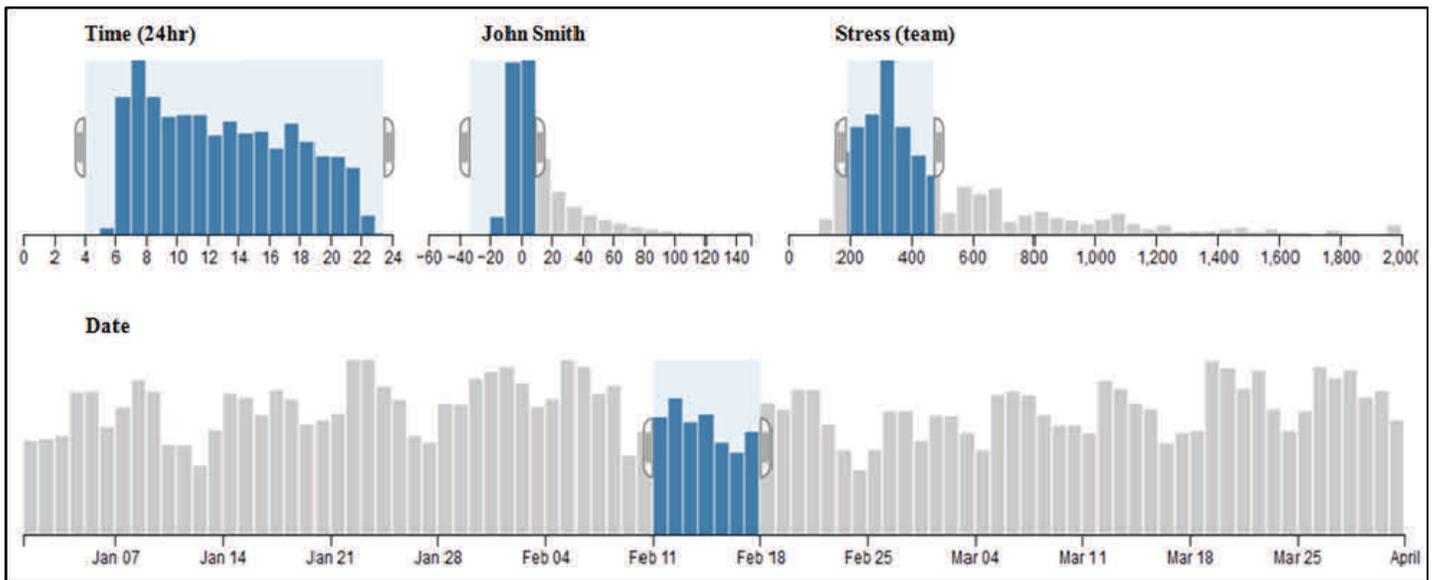


Figure 5. Crew member status visualization tool.

Finally, based on the type of data shown in the previous figures, we envision the development of data visualization tools that will allow us to track core variables at an individual and team level over time, as shown in Figure 5.

Although the foregoing indicators of anxiety, emotional state, and team processes are preliminary and tentative, they are plausible elements that might be used to provide real-time assessment of stress and related cognitive deficits during ongoing team interactions from spontaneous verbal output.

Implications

The research describes a methodology to assess cognitive and emotional state “at a distance” through spontaneous verbal output in ongoing team interaction. The goal is to develop a real-time assessment tool to detect specific stress effects in the team operational setting and, ultimately, target countermeasures for ameliorating stress effects. These real-time, unobtrusive indicators of cognitive processes could be used to measure individual cognitive and emotional state without interfering with the process and performance of the team. This approach can be employed to gauge a full complement of constructs relevant to team performance, including stress, fatigue, and anxiety as well as team collaboration processes. Finally, this approach should be applicable to a variety of teams in high-demand environments such as military, space, and aviation settings.

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SOCIETY FOR MILITARY PSYCHOLOGY

Division 19 of the American Psychological Association

Associate Editor Vacancy



The Editorial Team of the Division 19 Newsletter, *The Military Psychologist*, is seeking to fill the Associate Editor position for the **Announcements** section. The Associate Editor will be responsible for receiving and reviewing all submissions to the Announcements section and for providing feedback to the contributors (including accepting or rejecting submissions).

Interested applicants for this position should contact the Editor in Chief (Melba C. Stetz: mcstetz@yahoo.com).

We look forward to hearing from you!

Spotlight on History

Paul A. Gade, Ph.D.

Lieutenant Colonel Mark Staal submitted a very nice brief history of military aviation psychology for this issue of the Spotlight on History. Like me, I'm sure you will find some new and interesting information in it. I suspect many of you also will be reminded of the Air Force's Armstrong Laboratory, named after Harry Armstrong, one of the founding fathers of aviation psychology that Mark discusses. The Armstrong Lab was home to much important groundbreaking behavioral science research by noteworthy military psychologists such as Ray Christal, Malcom Ree, and Pat Kyllonen, among others.

—Paul A. Gade, Editor, Spotlight on History

A Descriptive History of Military Aviation Psychology

Mark A. Staal, Ph.D., ABPP

Lieutenant Colonel, U.S. Air Force

Aviation Medicine

Trying to talk about where military aviation psychology has come from without acknowledging the role of aviation medicine is a bit like describing your new job without mentioning the company or industry that hired you. Taking its cues from both advances in technology as well as events in military history, aviation medicine can be best described as a child of World War I. Much of the development of aviation medicine has tracked the evolution of aviation itself. The first manned lighter-than-air flight was conducted in 1783, and this was followed by the extensive use of balloons for military purposes (typically observation) throughout the 19th century in France (Davis, 1923). These early experiments in manned flight caught the attention of a range of aviation pioneers, including physiologist Paul Bert, meteorologist Gaston Tissandier, and physician John Jeffreys. Their interest seems to have been a mixture of scientific curiosity (e.g., investigating the peculiar effects of altitude) and a desire for adventure. However, it was not until the development of heavier-than-air machines at the turn of the last century that the medical community took a serious interest in those daring to fly. One of the first to do so was a young Army surgeon named Theodore Lyster working during the Spanish–American War. Lyster, retiring after World War I at the rank of Colonel, was

assigned as the first Chief Surgeon, Aviation Section, of the Signal Corps in 1917. As a result of his efforts, he was later promoted in 1930 during his retirement to the rank of Brigadier General and has gone down in history as the “Father of Aviation Medicine.”

In 1911, Lieutenant John P. Kelley became the first medical officer assigned to a flying school for aeromedical support. While little is known of Kelley and his duties at the school, General Henry “Hap” Arnold, who knew Kelley between 1911 and 1913, once described him as an excellent flight surgeon (Jones & Marsh, 2003). While Kelley may have been the first organically assigned medical officer to support fliers, Armstrong (1939) told us that the first medical officer to be placed on flying orders was Major Ralph Greene in 1916. The following year witnessed the coining of the term “flight surgeon,” and in August of 1918, history records the death of the first flight surgeon (Major William Ream). The year 1918 also witnessed the creation of the U.S. Army's Air Service Medical Research Laboratory (Hazelhurst Field, NY). According to Kirby (2001), its first mission was to improve procedures for pilot selection; however, this mission shifted toward training the Army Air Corps' first flying doctors out of necessity. Paton, MacLake, and Hamilton (1918) reviewed the standard aviator selection interview used at Hazelhurst and, in doing so, provided us

with a snapshot of how little has changed in our evaluations over the last century. Although we no longer consider “blotchy” skin and “flabby muscles” as indicative of individuals who are “incapable of exercising good judgment in facing critical situations,” the majority of what we consider positive and negative aircrew attributes are the same (Paton et al., 1918, p. 631). Similar physical screening had taken place among the German and French Air Forces in 1910 and 1917, respectively (Jones & Marsh, 2003).

In 1918, General Pershing, then Commander of the American forces in Europe, requested that specialized aeromedical support officers be sent to aid flying units in the European theater. Thirty-three medical officers were deployed (to include over a dozen newly minted flight surgeons), marking the first known combat deployment of aviation medicine.

Operations were moved in 1926 to San Antonio, Texas, where the School of Aviation Medicine found its home at Brooks Field. Although it was later moved and integrated into pilot training at Randolph, it returned to Brooks in 1958 and was dedicated by President Kennedy on November 21, 1963, in what was to be his final public address outside of Washington, DC. As readers will recall, he was assassinated the following day. During the intervening period between the two world wars, a second facility, designated as the Aeromedical Research Laboratory in 1934, was created at Wright Field, Dayton, Ohio, by Major Malcolm Grow and Captain Harry Armstrong (Armstrong, 1939, 1982). In the interest of cooperation, the lab at Wright Field became dedicated to engineering design, such as protective flight equipment and life support, whereas the Brooks Field site was focused on aviator physiology. During this same period of time, the Navy and the Army developed their own aeromedical programs—located at the Pensacola Naval Air Station, Florida, and Fort Rucker, Alabama, respectively. From 1934 to 1939, Grow served as the Chief Flight Surgeon for the Army Air Corps and was eventually appointed as the Air Force’s first Surgeon General in 1949. Grow and Armstrong (1941) wrote one of the first manuals for pilots emphasizing various preventative measures to preserve their “mental hygiene.” Although not discussed here, similar developments were taking place among the civilian aviation community. In 1926, the Bureau of Air

Commerce was established, becoming the Civil Aeronautics Administration in 1938 (an infant Federal Aviation Administration). Civilian aeromedical standards and training followed and were well-established by the close of World War II. During the years following the war, there were many developments in aviation medicine. Perhaps the most influential individual during this time was Spurgeon Neel. In 1954, then Major Neel was installed as the Air Force’s first Aviation Medical Officer, becoming the first to be placed on flying status. He has been remembered by many in the aerospace medicine industry as the “Father of Aerovac Medicine.”

The History of Military Aviation Psychology

The field of Aviation Psychology grew out of the need to refine and define a more objective and less time-consuming means of selecting candidates for military aviation training. During World War I, the number of pilots needed increased dramatically, and the initial exploratory research into human abilities and traits that predict success in aviation began. In one of the earliest known studies on the subject, Henmon (1919) reviewed the aviation personnel selection research for the Army’s Air Service. Working with Thorndike, he attempted to empirically validate a test battery for selecting pilots and aircrews for training. Following a thorough evaluation of the Army’s personnel selection protocol, Henmon remarked, “The Air Service is certain to become an increasingly significant arm of the military forces . . . The selection of the apt and the elimination of the unfit for flying is, therefore, so important” (p. 109). During World War II, the military selection program—known as the “Pensacola Project”—was initiated, ushering in a new era in aviation psychology. Accordingly, in 1939, some 30+ different psychological instruments were administered to all entering naval flight students to determine which tests were predictive of flight training success. This initiative would later become recognized as the progenitor of the first aviation psychology program. Shortly after the advent of this project, propelled by the war, the Department of the Navy created a new designator—aviation psychologist—for those in uniform engaged in this work. In later portions of 1941, Navy Captain Alan Grinstead was designated as Naval Aviation Psychologist number 1. The Aviation Classification Test and the Bennett Mechanical Comprehension Test had proven their worth as validated predictors of flight training success,

and these two tests became the basis for the Navy's aviator selection program by 1942.

In a parallel move, the Army was also searching for the right psychologist to develop an aviation psychology program. Described as a "practical psychologist," John C. Flanagan was selected for the job and reported to active duty in the summer of 1941. Charged with recruiting other psychologists, Dr. Flanagan was asked to develop the Army Air Corp's program, and, by the end of the war, he had overseen the commissioning of over 150 psychologists. Within its ranks were some of the finest psychologists of the day, including five forthcoming presidents of the American Psychological Association and 11 members of its board of directors. Toward the close of the war, this group of psychologists was involved not only in conducting research regarding the selection and classification of aviators but was also involved in developing training programs and human factors engineering.

During subsequent decades, the focus of aviation psychology research went beyond personnel selection into aircraft flight design, layout of instrument displays, and an examination of the basic tasks of flying. While there were many aviation psychologists that facilitated this movement, perhaps most notable was Paul Fitts. Dr. Fitts was an Air Force psychologist who served from 1941 until 1946, following which time he left the service but remained involved in human factors and aviation psychology (Fitts, 1954). He initially became interested in the study of pilot attention, examining the pilot's visual scan across cockpit controls and instrumentation during approach and landing procedures. This work is considered the earliest application of eye-tracking experimentation and is one of the first examples of applied human engineering studies. In 1945, Fitts was assigned as the first psychology branch director of Wright Field's Aeromedical Laboratory and was charged with coordinating the study of engineering psychology. Arguably, Dr. Fitts's greatest contribution was the extension of information theory to the human perceptual-motor system. He described and modeled the logarithmic relationship between perception and action. More specifically, he quantified the accuracy of human movements in terms of the bandwidth of perception and action (Fitts, 1954). His work, the foundation of what was later to be known as "Fitts's law," framed the speed-accuracy tradeoffs found in purposeful movement—considered by many as one of the most intensively studied

topics in the human-computer interaction literature and one of the most successful formulas used in the history of human factors research.

Soon thereafter flight simulators were invented for pilot training, and this opened up innumerable opportunities for aviation psychologists to study pilot behavior and performance. During the 1970s, a great deal of the focus concerned mental workload and attempts to define the limits of human information processing in multitask environments (aviation being but one of them). With the advent of on-board computer systems and the glass cockpit of the 21st century, many flying tasks have been automated, which has required a significant shift from actively flying the aircraft to greater pilot monitoring. While the original goal of the many automation changes was to reduce pilot workload and "take them out of the loop," reality has demonstrated that automation also added many human factors issues that had not previously existed. Such by-products of automation include (but are not limited to) complacency and an overreliance on automated systems, resulting skill decline, increased requirements for visual scanning, and greater situational awareness. Concomitantly, with the increased need for concurrent task management and the volume of information processing on the rise, improving selection and training of aircrew has continued to be in great demand.

Each branch of the service currently has among its ranks a cadre of aviation and aeromedically trained psychologists. These officers' duties include aircrew selection and training, human factors engineering and systems design, and aeromedical consultation and aviation medicine (Bowles, 1994; Giles & Lochridge, 1985; King, 1999; King & Lochridge, 1991; Senechal & Traweck, 1988). While making up only a small fraction of the active duty military psychology corps, they provide an invaluable service supporting the aviation operations mission and carrying on a distinguished heritage dating back to the birth of aviation itself.

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Spotlight on Pedagogy

Steve Truhon, Ph.D.

Welcome to the Spotlight on Pedagogy! This section showcases educational activities associated with the teaching of military psychology. Activities showcased will be inclusive of all disciplines relevant to teaching of military psychology—spanning the entire spectrum of psychology, including undergraduate and graduate. If you would like share to showcase any pedagogical activities, contact Stephen Truhon, Ph.D., at truhons@apsu.edu.



Continuing Education Committee Report

Freddy Paniagua, Ph.D., Carrie H. Kennedy, Ph.D., and Jay Morrison, Ph.D.

Continuing Education Committee (in alphabetical order): **Carrie H. Kennedy, Jay Morrison, and Freddy Paniagua**

The Division Continuing Education (CE) Committee was created in the summer of 2010.

The committee is currently co-chaired by Drs. Kennedy and Paniagua and is actively recruiting new members. Interested individuals should contact Dr. Paniagua (faguapan@aol.com) or Dr. Kennedy (carriehillkennedy@gmail.com).

The committee exists to assist military psychologists in finding and providing relevant CE. The committee is approaching this from three directions but is always willing to entertain other ideas from the membership.

The main objectives of the CE Committee of Division 19 include the following:

1. *The development of high-quality CE opportunities in association with the American Psychological Association (APA) Convention.* Since our last report, we are pleased to announce that Division 19 has received 5 years CE sponsor reapproval from the APA CE Committee. The CE Committee wants to alert Division 19 members that CE programs approved by the APA CE Committee may be canceled if such programs do not have enough (registered) participants. In the past, this situation has particularly affected pre-convention CE workshops. The Division 19 Executive Committee discussed this issue during its meeting on August 1, 2013, in Honolulu, Hawaii. To prevent such cancellations in future APA meetings, the following motion was approved: to subsidize the CE workshop fees for

five graduate students and five early career psychologists (at least 2 years postdoctoral) to attend the Division 19 pre-convention CE workshops scheduled at APA annual meetings. In addition, recipients would also be eligible for travel awards; however, they must be Division 19 members to be considered for both awards.

2. *Develop high-quality CE opportunities in association with APA-accredited providers of CE.* This involves the development of partnership with existing providers of professional CE programs. We encourage members of Division 19 to provide ideas to implement this objective.

3. *Facilitate the development of CE opportunities for psychologists who are having problems fulfilling CE requirements for the renewal of their licenses because of sequestration and severe restrictions on military psychologists traveling to conferences.* The denial of conference travel for military providers of all kinds is starting to have an effect. It has been approximately 2 years since conference travel became almost impossible for clinical military psychologists, greatly reducing opportunities for relevant CE. Division 19 continues to work with military psychologists who are able to provide meaningful CE programs at their or other military commands. Application materials are available at <http://www.apadivisions.org/division-19/students-careers/continuing-education/index.aspx>. The Division 19 CE Committee has sponsored four CE workshops in response to this initiative, and we strongly encourage military psychologists to take advantage of this free service.

Early Career Psychologists Committee Report

Jessica Gallus, Ph.D.

Early Career Psychologists Committee (in alphabetical order): Arwen DeCostanza, Dave England, Jessica Gallus, Rhett Graves, Kristen Kochanski, Greg Matos, and Krista Ratwani

The Early Career Psychologists Committee discusses and identifies activities, projects, and programs that promote the engagement and participation of early career professionals.

The Early Career Psychologists Committee has a number of exciting initiatives underway! First, we have just established a LinkedIn page (Military Psychology Early Career Psychologists) for Division 19 early career psychologists (ECPs) to network and learn more about the work of other Division 19 ECPs. Please join the page when you can! Also be on the lookout for information from the Division 19 Student Affairs Committee regarding a series of information sessions they will be offering (and we will be supporting) geared toward getting Division members up to speed on all things military related.

With respect to this year's American Psychological Association (APA) Convention in Washington, DC, there are a number of areas where we are getting involved:

- The APA Committee on Early Career Psychologists is sponsoring a poster session, "Early Career Opportunities in APA Divisions: Get Engaged," where each division has the opportunity to highlight Early Career Psychologist activities and leadership. The Division 19 Early Career Psychologists Committee will be participating in this session in an effort to draw attention to the great work of those ECPs in Division 19 and to exchange ideas for networking and other ECP-related activities. If there's anything in particular you are interested in us highlighting or collecting resources on, please let us know.
- There were many sessions submitted to this year's APA Conference by ECPs, some of which were geared specifically with ECPs in mind (e.g., panel on the careers of senior military psychologists, symposiums on today's most pressing topics in the Department of Defense, etc.).
- This year, members from our Early Career Psychologists Committee will be overseeing the Division 19 hospitality suite at APA. We look forward to seeing you there and will be communicating details on ECP-related conference activities and events as we get closer to August.

As always, we encourage you to take advantage of available opportunities for ECP-related resources through the Division 19 Travel Awards Program. Travel funding to present your military research is available to Division 19 ECPs and is a great means for engaging the broader scientific community about your work!

For more details on these or other Division 19 ECP-related activities, please contact us!

Dr. Jessica Gallus
Dr. Rhett Graves
U.S. Army Research Institute
E-mail: jessica.gallus@gmail.com

Dr. Krista Ratwani
Aptima, Inc.
1726 M. Street, NW (Suite 900)
Washington, DC 20036
E-mail: kratwani@aptima.com

Student Affairs Committee Report

Jennifer Barry, David Barry, and Angela Legner

What an exciting year 2014 is gearing up to be! One of the primary missions of the Student Affairs Committee during 2013 was to create new opportunities for our student members to actively engage in our division. Specifically, we desired to develop leadership positions to be filled by those students whose drive, motivation, and enthusiasm for our field could only be quenched by a call to action. Many of you answered our call, and we are exceedingly proud to celebrate the jumpstart of our new Division 19 Student Chapter Network. At the time of this writing, *we have 35 new Campus Representatives serving as ambassadors for military psychology at 26 separate graduation institutions!* CONGRATS to all our new representatives!!

Adler School of Professional Psychology, Chicago, IL
Elizabeth Bohme
Laura Rauch

American School of Professional Psychology (Argosy University), Washington, DC
Jennifer Barry

Antioch University (New England), Keene, NH
Melissa Boudreau
Kevin O'Leary

Ball State University, Muncie, IN
Ryan Hess
Matthew Jackson

California School of Professional Psychology (Alliant International University), San Diego, CA
Andrew Kingwell
Felicia Pryor
Seth Senecal

Colorado State University, Fort Collins, CO
Nathan Tenhundfeld

Drexel University, Philadelphia, PA
Christopher Diaz

Fielding Graduate University, Santa Barbara, CA
Jeremy Jinkerson

Florida Institute of Technology, Melbourne, FL
Alyssa Garofalo

Florida School of Professional Psychology (Argosy University), Tampa, FL
Robi Nelson

Forest Institute of Professional Psychology, Springfield, MO
Robert Liles

Gallaudet University, Washington, DC
Joanna Dziura

George Fox University, Newburg, OR
Andrew Kenagy
Jessica Modrell

Loyola University Maryland, Baltimore, MD
David Breen
Amy Henninger

North Carolina State University, Raleigh, NC
Jessica Morgan

Nova Southeastern University, Fort Lauderdale, FL
Maria El-Tahch
Casey Straud

Texas A&M University, College Station, TX
Laura Osborne

Texas Tech University, Lubbock, TX
Dominika Borowa

The Catholic University of America, Washington, DC
Jason Spitaletta

The Chicago School of Professional Psychology (DC Campus), Washington, DC
Angela Legner

The University of Tulsa, Tulsa, OK
Ashley Louie
Chase Winterberg

The Wright Institute, Berkeley, CA
Colleen Becket-Davenport

Uniformed Services University of the Health Sciences, Bethesda, MD
Marcus Van Sickle

University of Iowa, Iowa City, IA
Kevin Yeates

University of St. Thomas Graduate School of Professional Psychology, Minneapolis, MN
Anna-Maria Mazy

University of Wisconsin-Milwaukee, Milwaukee, WI
Rae Anne Frey

Curriculum design is currently underway to assist our Division 19 Campus Representatives in developing their subject matter expertise in military culture and psychology, as well as their ability as leaders. Please utilize your Campus Representative(s) as a “boots on the ground” presence for Division 19; their primary job is to function as a communication channel between our members and the Student Affairs Committee. If your school currently has no Representative, please assist us in identifying and outreaching a good candidate! We are happy to discuss the position with any student who is interested in military psychology or who is passionate about serving our nation’s veterans.

Division 19’s Newest Student Affairs Committee Representative

The Student Affairs Committee is “leading from the front” with the addition of a new member to our team as well. *We’d like to officially welcome Ms. Angela Legner*, who began her duties on January 1, 2014, as our Division 19 Student Affairs Chair-Select. Angela brings with her a wealth of leadership experience. She is currently serving as the Student Representative of the District of Columbia Psychological Association and as President of her school’s Military Psychology Student Association, an organization that she founded. Impressively, Angela also continues to serve our country in the Navy Reserves while she completes her doctorate at The Chicago School of Professional Psychology (DC Campus). Please join us in welcoming Angela aboard as she begins her first year with the Student Affairs Committee.

APA Convention 2014—Washington, DC

If you think it’s too early for APA Convention talk, think again! Our Student Affairs Chair is already hard at work planning for an amazing student experience at this year’s convention in Washington, DC. We received excellent, informative feedback from our student members who were able to attend the convention in Hawaii last year, and we are motivated to bring you plenty of student programming and opportunities for low-cost fun in our nation’s capital! That’s right, we said “low-cost.” Make no mistake, the Student Affairs Committee will strive to help make convention attendance as affordable as possible, and we welcome any and all ideas you care to toss our way! Also, please reach out and let us know what kinds of programming you would like to see offered in our hospitality suite, and what you would be interested in doing and seeing around the DC area. Current ideas include a cruise down the Potomac, a little close quarters battle (CQB) training (i.e., airsoft range or paintball), and a Division 19 student barbeque! We look forward to hearing your thoughts and ideas!

Student Awards Information

Each year, Division 19 awards over \$10,000 in grants and scholarships to its student members. Your survey results reflected how important these awards were to your division membership, and we heard you loud and clear. As a result, the Student Affairs Committee successfully lobbied to increase the scope and scale of Student Awards. Some exciting changes include the following:

1. The Student Research Grants, normally \$1,500, now come with an option to receive an additional \$750 in dedicated travel funds to help winners attend the APA Convention.
2. Starting this year, students will be able to apply for up to five “Professional Training Scholarships,” enabling them to attend a Division 19 Continuing Education program at the APA Convention for free.
3. Also new is our Student Membership Raffle! Student members who pay their dues before January 1st of each year will automatically be entered into a raffle to have their membership dues reimbursed. This year’s 10 winners have already had their 2014 dues paid in full!

Next, please congratulate the following recipients of last Fall's Student Research Grants:

Ben Sawyer

University of Central Florida, Orlando, FL

Katherine Lunsford

Uniformed Services University of the Health Sciences, Bethesda, MD

Stay tuned to the DIV19STUDENT listserv and other social media outlets for more information about grants, awards, and funding opportunities!

Find Us via Your Favorite Social Media Platform!

In an effort to continue our commitment to excellence in the Division 19 student community, the Student Affairs Committee is pleased to announce that we are now on Twitter and LinkedIn! The Division 19 Twitter and LinkedIn groups will provide an online forum for students across the country to discuss military psychology related issues, share ideas, and network with other students. Follow us on Twitter and find us on LinkedIn today! *Let's join forces to make this a meaningful tool for all of our students!*

The Student Affairs Committee is also launching a new website this spring just for Division 19 students! The new website will be a "one stop shop" for our student members to obtain vital information on military psychology related resources including links to various military friendly websites, internship and continuing education information, and training opportunities. Stay tuned for our official launch date!

Follow us on Twitter:

Division19students@div19students

Find us on LinkedIn:

www.linkedin.com/pub/division19-students/8a/a26/28a

In closing, we wish to thank all of you who have proudly represented Division 19 in any capacity, whether as a Campus Representative, past award recipient, or as a volunteer at the Convention or in your community. We are proud to have so many enthusiastic and passionate leaders among us! *Thank you for your service!!!*

Best wishes,

Jennifer Barry, David Barry, and Angela Legner



SOCIETY FOR MILITARY PSYCHOLOGY

Division 19 of the American Psychological Association

Student Travel Awards



The Society for Military Psychology (Division 19) is pleased to announce its offering of the Student Travel Awards. The purpose of the Military Psychology Student Travel Award is to help students interested in military psychology travel to the American Psychological Association's Annual Convention to present their research.

These awards are \$750 each, and graduate as well as undergraduate students are encouraged to apply. Applicants must be enrolled and in good standing in a graduate/undergraduate program in psychology, must be student affiliates of Division 19, and must have an accepted poster/presentation with Division 19. Student Travel Awards will be presented to students whose research reflects excellence in military psychology.

The deadline for entries is **May 1, 2014**. Instructions and application materials can be obtained at <http://www.apadivisions.org/division-19/awards/student/index.aspx>.

We look forward to your submissions!

American Psychological Association (APA) Program Chair Report

Nathan Ainspan, Ph.D., and Ann Landes, Ph.D., Division 19 Program Co-Chairs

2014 Convention Programming—Division 19 Military Psychology

As Program Co-Chairs for the Division of Military Psychology, we are proud to announce Division 19's schedule for the 2014 APA Convention (to be held from August 7–10 in Washington, DC).

Given psychology's—and the nation's—interest in the military and the issues affecting service members and veterans and the fact that the meeting will be held in Washington, DC, we are anticipating a large turnout and increased attention from the media.

A number of our sessions will focus on some of the most important and pressing topics in military psychology, including posttraumatic stress disorder (PTSD) and traumatic brain injury, building resilience in our service members, the effects of sexual harassment and trauma in the military, and working to reduce suicides among veterans and service members. One symposium will feature presentations from some of the highest ranking psychologists in the military to inform us on the latest developments in our field and the future of our profession.

We received many great submissions for symposiums, papers, and posters. The review and decisions process was particularly difficult this year, not just because of all of the great submissions but also because APA reduced each division's allocation of programming hours (to provide more time for interdivisional programming).

Our hospitality suite will host a number of symposiums, career development workshops, and conversation hours running simultaneously with our regular programming. These events will add more than 20 hr of programs throughout the convention. The number and range of the professional development sessions (e.g., career guidance from established researchers and practitioners) are being expanded this year in response to their popularity last year.

Last year's conference in Hawaii featured a number of fun social events and activities, and we are planning more of the same this year. In addition to our usual social hour, we are planning other off-site parties and fun activities.

Here is a listing of the symposiums that will be presented:

- Virtual Reality Goes to War: Advances in the Assessment and Treatment of PTSD
- *DSM-5* PTSD Criteria, Trauma Type, and Co-Morbid Conditions in Veterans
- Military Psychology Today: Senior Psychologist Perspectives
- Crucial Psychological Issues to Assist Military/Veterans Reintegrate as Civilians
- Sexual Trauma and Harassment in the Military
- New Perspectives on Military Recruiting and Training
- What's Next in Resilience Research? Contextual Factors and Unit Resilience
- Emerging Issues in Military Psychology
- Resilience in the Military
- Research on Suicide Among Veterans and Members of the Military
- Psychologists' role in working With Student Veterans and Promoting Academic Success
- PTSD Diagnosis and Treatment Among Veterans and Members of the Military

The following sessions will be held in our Hospitality Suite:

- Developing Psychologists for Military and Federal Service
- Consulting with Service Members: Clinical Tools for Civilian and Early Career Military Psychologists: A Skill Building Workshop

- Ethical Paths to Competency in Military Psychology: Pathways Beyond Uniformed/Military or VA Service: A Conversation Hour
- Psychologists in Military Consulting: Our Roots, Work, and Future
- Successful Careers in Military Psychology: Wisdom Offered by Skilled Professionals
- Working With Veterans and Military Personnel: An Assessment of Professional Competencies
- From Hooah to Om: Mindfulness Practices for a Military Population
- Therapeutic Adventure: A Complementary and Alternative Approach for Veterans and Army Personnel

- Safe and Effective Training in the U.S. Air Force Basic Military Training: Military Training Consult Service

Plus, we will have two separate hours of posters as well as time scheduled for meetings, networking sessions, and social activities.

We are looking forward to seeing all of you in DC for the Convention!

Sincerely,

Nathan D. Ainspan, Ph.D.

Ann Landes, Ph.D.

Program Co-Chairs



SOCIETY FOR MILITARY PSYCHOLOGY

Division 19 of the American Psychological Association

Student Research Grants



The Society for Military Psychology (Division 19) would like to remind members about the important changes to its annual **Military Psychology Student Research Grant** competition. **Student Research Grant applications are now due on October 31st of each year** in order to help fund projects earlier and better accommodate students' schedules.

The Student Research Grant is designed to stimulate, promote, and support cutting-edge research that advances the science of military psychology. The purpose of the Student Research Grant is to assist graduate and undergraduate students of psychology with costs associated with conducting research. Proposals in any area of psychology related to the advancement of military psychology will be considered.

The Student Research Grant award has been increased from \$1,500 to \$2,250, with the additional \$750 dedicated for travel funds to APA Conventions (if needed). Previously, student members who were awarded research grants also had to compete for Student Travel Awards. Although it is Division 19's goal that Student Research Grant award recipients receive the award at the Annual Convention and/or present their findings to Division 19 members, APA Convention attendance is not required.

Student Research Grants will be presented to student member(s) whose research reflects excellence in military psychology. **The deadline for entries is October 31, 2014.** Instructions and application materials can be obtained at <http://www.apadivisions.org/division-19/awards/grant/index.aspx>.

We look forward to your submissions!

Announcements

Eric Surface, Ph.D.

General

LinkedIn Group for Early Career Psychologists

Krista Ratwani and Jessica Gallus have started a LinkedIn Group for early career psychologists (ECPs). This group provides a forum for ECPs interested in military psychology to discuss key issues and ideas. It also provides an opportunity to network with other ECPs. All ECPs (defined as those within 7 years of receipt of their doctoral degrees) are welcome to join. If interested, please find the group on LinkedIn:

<http://www.linkedin.com/groups/Military-Psychology-Early-Career-Psychologists-7447591/about>

Also, remember to pass on the word! The more ECPs we can get to join, the more helpful the tool will be. If you have any questions, please contact Krista Ratwani, Ph.D., Senior Scientist and Associate Director, Advanced Cognitive Training Systems Division, APTIMA (Phone: 202-552-6127; E-mail: kratwani@aptima.com).

Conference and Meetings

19th Annual CyberPsychology, CyberTherapy, and Social Networking Conference (CYPSY19)

June 17–19, 2014—Washington, DC

Website: www.interactivemediainstitute.com/cypsy19

Jointly organized by the Interactive Media Institute, a 501c3 non-profit, in collaboration with the Virtual Reality Medical Institute, Uniformed Services University, and the International Association of CyberPsychology, Training, & Rehabilitation, CYPSY19 is an international networking and sharing platform for researchers, clinicians, policymakers, and funding agents to share and discuss advancements in the growing discipline of advanced technologies and health care. The conference focuses both on how technologies are being used for treatment and training, as well as what the positive and negative effects of technology are. We are also pleased to announce U.S. Congresswoman Grace Napolitano as our

keynote speaker. Congresswoman Napolitano revitalized the Congressional Mental Health Caucus and has hosted congressional briefings on children's mental health, veterans' mental health, and suicide prevention.

Pre-Conference Training: Virtual Reality (VR) Assisted Graded Exposure Therapy in the Treatment of Posttraumatic Stress Disorder (PTSD)

June 17, 2014

Instructor: Dennis Patrick Wood, Ph.D., ABPP CAPT MSC USN—retired clinical psychologist and consultant, Virtual Reality Medical Center, San Diego, CA

This intermediate/advanced workshop trains clinicians to use VR systems and physiological monitoring to facilitate successful exposure-based treatment of PTSD, including combat and civilian in origin. The theory and practice of inducing graded exposure with minimal, moderate, and high arousal and training in arousal control as facets of VR therapy will be the centerpiece of the training. Please visit the website for further details.

IAMPS—The International Applied Military Psychology Symposium

IAMPS is an annual meeting of military psychologists from around the world aimed at identifying and developing best practice procedures concerning the field of applied military psychology. Its main focus is to enable a dialogue among international military psychologists to share the latest applied research advances as well as information on organization-specific procedures and lay the groundwork for collaboration. This process stimulates important research resulting in significant improvements. By uncovering potential synergies, it supports the goal of cost efficiency and also helps to improve interoperability. Therefore, the spotlight of IAMPS is concentrated on a profound exchange of experiences in the field of applied military psychology. IAMPS will be held in Tallin, Estonia, June 16–19, 2014. Learn more at <http://www.iamps.org/>.

Grant Opportunities

Janet Hyde Graduate Student Research Grant

Proposals are being sought for Hyde Graduate Student Research Grants. These grants, each up to \$500, are awarded to doctoral psychology students to support feminist research. The grants are made possible through the generosity of Janet Shibley Hyde, Ph.D. Past recipients of Hyde Graduate Student Research Grants are not eligible to apply. Because the purpose of this award is to facilitate research that otherwise might not be possible, projects that are beyond the data analysis stage are not eligible. All application materials need to be e-mailed to the Hyde Award Co-Chairs by March 15th (for the spring deadline). For more information, send an e-mail to Dr. Olivia Moorehead-Slaughter (MooreheadO@parkschool.org) or Dr. Clare M. Mehta (Mehtac@emmanuel.edu).

Internship Opportunities

APA Seeks Applicants for Graduate Student Public Interest Policy Internships for 2014–2015

APA's Public Interest Government Relations Office (PI-GRO) is seeking two graduate student interns for the 2014–2015 academic year. Graduate student interns will gain first-hand knowledge of the ways in which psychological research can inform public policy and the roles psychology can play in its formulation and implementation. The graduate student intern will spend 1 year working with PI-GRO staff to influence legislative and regulatory activities impacting populations and issues, such as aging; children, youth, and families; disabilities; ethnic minorities; individuals with HIV/AIDS; lesbian, gay, bisexual, and transgender persons; socioeconomic status; women; as well as social concerns (e.g., media; or trauma, violence, and abuse). The intern's activities include participating in legislative and advocacy work, such as assisting in the preparation of testimony and briefing papers and attending congressional hearings and coalition meetings. Applications are due on March 21, 2014.

For more information on the internship and application materials please visit the following website: <http://www.apa.org/about/awards/policy-grad.aspx>

Employment Opportunities

University of Oklahoma Health Sciences Center Seeks Psychometrist

The Department of Psychiatry and Behavioral Sciences at

the University of Oklahoma Health Sciences Center is seeking to fill a position for a full-time psychometrist (code: 5677). Please see below for position information. For the full position announcement and details on how to apply, please visit the following website: https://jobs.ou.edu/applicants/jsp/shared/position/JobDetails_css.jsp?postingId=301800

Application Deadline: Open Until Filled

Salary Range: \$37,454–\$50,438

Job Function: The psychometrist will work in the Neuropsychology/Psychological Assessment Laboratory. Duties include administration of psychological, educational, and neuropsychological tests to adults and children 6–18 years of age; scoring of test protocols; and management of the day-to-day operation of the laboratory including scheduling, maintenance of tests, patient records, and lab resources as required under the laboratory faculty. This includes facilitating patient flow through the lab (greeting patients, orienting them to their schedule for the day, handling difficult patients), ordering tests, assisting trainees in the administration and the scoring of tests, and all other aspects of making sure the lab runs smoothly. This may also include attendance at staffing conferences and performing other related tasks as assigned.

Department Preferences: Experience in administration of standardized tests in adults and children. Educational experience in psychological test and measurement, and also experience with standardized test administration procedures. State certification in psychometric or school psychology.

Required Education and Experience: Bachelor's degree in psychology or closely related field.

Required Skills and Proficiencies: Skill and accuracy in administering and scoring neuropsychological and psychological tests. Good organization and management. Excellent ability to establish rapport with patients and their families. Interact professionally with other staff and with students. Ability to teach testing to trainees.

Post-Doctoral Fellowship Opportunity at the University of Houston

Applicants for a 1–2-year post-doctoral fellowship at the University of Houston focused on Stress in Military Families are invited. The position will begin in or around August 2014. The post-doctoral fellow will help coordinate a large,

multi-site study funded by the Department of Defense examining the effects of military deployment on children and families using both biological and psychological measures of stress. Learn more about this study at www.uhmilitaryfamilies.org. Responsibilities include (but are not limited to) data collection and management, recruitment, conducting clinical assessments (sometimes involving travel within the state of Texas), supervising study staff, and interacting with military and industry leaders. The position will offer fellows multiple opportunities for paper authorship, grant writing, and professional presentations and will include direct supervision from a licensed clinical psychologist. Fellows are also encouraged to initiate and carry out relevant research projects of their own. Applicants should have a doctoral degree in psychology from an APA-accredited program, be highly motivated, and have strong oral and written English communication skills. The successful candidate will ideally, but not necessarily, have experience with the military community, strong organizational skills, and the ability to lead and delegate. To apply, please send a cover letter, Curriculum Vitae, one-page statement of research background and interests, two reprints/preprints (or other writing samples), and have three letters of recommendation e-mailed directly to Dr. Candice Alfano at caalfano@uh.edu (Phone: 713-743-8600; Website: www.uh.edu/SACK). Application review will begin immediately and continue until the position is filled.

Learning Opportunities

Online Post-Graduate Certificate Program in Working With Survivors of Violence, Torture, and Trauma (VTT): Offered by the Counseling Psychology Program at the University of Maryland

VTT is a four-course, 12-credit program designed for psychologists and other mental health professionals interested in increasing their knowledge and expertise in working with survivors of violence, torture, and trauma. The courses are designed to meet the needs of busy working professionals. Applications are now being accepted for Fall 2014. For best consideration, apply by March 30th. Find more information at vtt.umd.edu or you can contact Dr. Nazish M. Salahuddin, Academic Director (E-mail: nsalah@umd.edu; Phone: 301-405-4892).

Call for Papers

Military/Veteran Children and Families Open Call for Manuscripts (Deadline: April 30, 2014)

The APA journal, *Psychological Services*, invites submission of manuscripts to be considered for a special issue on military/veteran children and families. Drs. Patti Johnson and Michelle Sherman are the guest editors.

Understanding the complexity of the psychological health needs of our military/veteran children and families and translating evidence-based interventions to address the unique needs of this population is critically important. This special issue is devoted to enhancing the professional knowledge base related to the psychological health needs of this population and what can be done to address those needs within public sector settings. Manuscripts are sought in four primary areas related to understanding and enhancing the psychological functioning of military/veteran children and families: (1) research on the impact of deployment, stresses of military service, and/or the aftermath of war on the psychological adjustment and functioning of military/veteran children and families; (2) identification of critical risk factors and predictors of adjustment, both positive and negative, for children and families in military and veteran populations; (3) investigations that focus on theoretical frameworks related to the psychological adjustment of military/veteran children and families; and (4) information on the translation of evidence-based approaches designed to reduce the effects of military stressors on this population.

Meta-analytic, theoretical-based, and empirical papers are all welcomed for submission. To promote the utility of this special section, all papers submitted must have a clinical application section that outlines the importance of the findings for the health and well-being of public service psychologists.

Please follow the Instructions to Authors information located on the Psychological Services website at <http://www.apa.org/pubs/journals/ser>. Manuscripts must be submitted electronically through the Manuscript Submission Portal as described on the journal's website: http://www.jbo.com/jbo3/submissions/dsp_jbo.cfm?journal_code=ser

Please specify in your cover letter that the submission is intended for the special section and address your letter to Dr. Lisa Kearney, Associate Editor. All papers submitted will be initially screened by the editorial board and then sent out for blind peer review, if evaluated as appropriate for the journal.



SOCIETY FOR MILITARY PSYCHOLOGY

Division 19 of the American Psychological Association

Member/Affiliate Member Research Grants



Description: The Society for Military Psychology is pleased to announce the research grant program to stimulate, promote, and support cutting-edge research that advances the science of military psychology. Individual awards may be given for research within any area military psychology for up to \$5,000, but total funds available for awards given in the research grant program may not exceed \$15,000.

Eligibility: Any Member (e.g., members/associate/fellow) or Affiliate Member (international/professional) of the Society may apply to the research grant program. Applicants must hold a doctoral degree at the time of application. Students are not eligible to apply for this award but should apply to the Student Research Grant Program.

Evaluation Criteria: Proposals will be evaluated by a committee of scientific peers to determine which efforts are of highest quality to merit grant support. The following criteria will be used to evaluate each proposal:

- **Research Approach:** An assessment of the overall quality of the conceptual framework, design, methods, and planned analyses.
- **Relevance:** Does the proposed research address a relevant topic for the science of military psychology?
- **Significance:** Does the proposal address an important problem relevant to both the academic and practitioner membership of the Society for Military Psychology? Will the proposal advance knowledge and practice in a given area?
- **Innovativeness:** Does the proposed research employ novel concepts, approaches, or methods? Does the proposal research have original and innovative aims?
- **Realism:** Likelihood that the project can be completed within 1 year of award date.
- **Appropriateness of Budget:** Is there clear justification and rationale for the expenditure of the award monies? Can the proposed work be accomplished with the funds requested, or is there evidence that additional expenses will be covered by other sources of funding?

Deliverables: All grant award recipients will be required to deliver a final report to the Chair of the Awards Committee within 1 year of the date of the award. It is strongly encouraged that the results of the research be submitted for presentation in Division 19 at the Annual Meeting of the American Psychological Association.

Deadline: Materials must be submitted electronically in PDF format no later than **May 30, 2014, midnight (EST)**, to Kelly Ervin, Ph.D. (Kelly.S.Ervin.civ@mail.mil). List your name and the name of the award on the subject line of your e-mail (e.g., Jane Smith, Society for Military Psychology Research Grant Program). Award winners will be notified prior to June 30, 2014, and will be acknowledged during the Society for Military Psychology Business Meeting at the annual meeting of the American Psychological Association.

Additional instructions and submission requirements can be obtained at <http://www.apadivisions.org/division-19/awards/research/index.aspx>.

We look forward to your submissions!

Division 19 Membership Application Form

Name: _____

Mailing address: _____

City, state, postal code, country: _____

Work phone: _____ Home phone: _____

Fax: _____ E-mail address: _____

APA membership number/category (if applicable): _____

Member Associate Fellow Life Status

Student Affiliate International Affiliate No Membership in APA

Division 19 Membership Desired:

Member/Associate/Fellow (\$27) International Affiliate (\$30) Professional Affiliate (\$30)

Student Affiliate (\$10) Life Status Publication Fee (\$19)

Cardholder name (the name appearing on credit card): _____

Cardholder's billing address: _____

Credit card number: _____ Expiration date: _____

Card type (only MasterCard, Visa, or American Express): _____

Daytime phone number and email address (if available): _____

Amount to be charged in US Dollars: _____ Cardholder signature: _____

MAIL APPLICATION TO:

APA Division 19 Services, ATT Keith Cooke, 750 First Street, NE, Washington, DC 20002-4242

For questions call Keith Cooke at 202-216-7602 or email kcooke@apa.org

Please DO NOT fax or email credit card information!

Online application is available at <http://www.apa.org/about/division/div19.aspx>

INSTRUCTIONS FOR CONTRIBUTORS TO *THE MILITARY PSYCHOLOGIST* NEWSLETTER

Please read carefully before sending a submission.

The Military Psychologist encourages submissions of news, reports, and noncommercial information that (1) advances the science and practice of psychology within military organizations; (2) fosters professional development of psychologists and other professionals interested in the psychological study of the military through education, research, and training; and (3) supports efforts to disseminate and apply scientific knowledge and state of the art advances in areas relevant to military psychology. Preference is given to submissions that have broad appeal to Division 19 members and are written to be understood by a diverse range of readers. *The Military Psychologist* is published three times per year: Spring (submission deadline **February 1**), Summer (submission deadline **June 1**), and Fall (submission deadline **October 1**).

Preparation and Submission of Feature Articles and Spotlight Contributions. All items should be directly submitted to one of the following Section Editors: **Feature Articles** (Nathan Ainspan: Division19newsletter@ainspan.com), **Spotlight on Research** (Krista Ratwani: kratwani@aptima.com), **Spotlight on History** (Paul Gade: paul.gade39@gmail.com), and **Spotlight on Pedagogy** (Steve Truhon: truhons@apsu.edu). For example, Feature Articles must be of interest to most Division 19 members; Spotlight on Research submissions must be succinct in nature. If longer, please, consider submitting the article to the Division 19 journal, *Military Psychology* (military.psychology.journal@gmail.com). If articles do not fit into any of these categories, feel free to send the contribution to the Editor in Chief (Melba C. Stetz: mcstetz@yahoo.com) for potential inclusion.

Articles must be in electronic form (Word compatible), **must not exceed 3,000 words**, and should be prepared in accordance with the most current edition of the *Publication Manual of the American Psychological Association* (e.g., references/citations). All graphics (including color or black and white photos) should be sized close to finish print size, at least 300 dpi resolution, and saved in TIF or EPS formats. Submission should include a title, author(s) name, telephone number, and e-mail address of the corresponding author to whom communications about the manuscript should be directed. Submissions should include a statement that the material has not been published or is under consideration for publication elsewhere. It will be assumed that the listed authors have approved the manuscript.

Preparation of Announcements. Items for the Announcements section should be succinct and brief. Calls and announcements (up to 300 words) should include a brief description, contact information, and deadlines. Digital photos are welcome. All **Announcements** should be sent to Eric Surface (esurface@swa-consulting.com).

Review and Selection. Every submission is reviewed and evaluated by the Section Editor, the Editor in Chief, and Tyler Krupa (APA Senior Editor) for compliance to the overall guidelines of APA and the newsletter. In some cases, the Editor in Chief may ask members of the Editorial Board or Executive Committee to also review the submissions. Submissions well in advance of issue deadlines are appreciated and necessary for unsolicited manuscripts. However, the Editor in Chief and the Section Editor(s) reserve the right to determine the appropriate issue to publish an accepted submission. All items published in *The Military Psychologist* are copyrighted by the *Society for Military Psychology*.

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