



THE MILITARY PSYCHOLOGIST

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Division 19 of the American Psychological Association

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January–December 2017

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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 **January 20**), Summer (submission deadline **May 20**), and Fall (submission deadline **September 20**). Instructions for Contributors appear on the back cover.

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Editor's Column

Joseph Lyons, PhD



Welcome to the Spring Issue of *The Military Psychologist*! If you haven't heard yet, we are on the lookout for the next editor for *The Military Psychologist*. It could be you! We are hoping to have that decision made by Summer 2017, so if you are interested, please contact me, I would be

happy to chat with you about this opportunity. Serving as the editor for *The Military Psychologist* is a great way to support Division 19, and it allows you to stay current on some of the latest and greatest trends within military psychology.

In this issue, we highlight several interesting papers. Dr. DeLeon begins with a paper on some of the trends from Washington. Then, Lyons and colleagues present a paper

showing the interactive effects of trust in one's supervisor and employee engagement in predicting change efficacy. Next, Shawn Schaubel discusses the concept of cognitive heuristics and how they apply to military decision making. The trends section highlights a paper on some of the current trends in evidenced-based care by Pittman and colleagues. The Spotlight on History chronicles the work of Samuel A. Stouffer provided by David Segal. Also, check out the important information shared by our Division 19 committees.

Thank you to all those who contributed to this issue of *The Military Psychologist*.

Happy Reading!

Joseph Lyons, Ph.D.

Editor, *The Military Psychologist*

President's Column

Sally C. Harvey, PhD



One day, while sitting in my office at Fort Bragg, I was offered “an opportunity to excel.” The next thing I knew, I was attending the Survival, Resistance, Evasion and Escape Course at the age of 46. Shortly thereafter, I learned that my next assignment would be to Landstuhl Regional Medical

Center, and flew to Germany with visions of traveling, feasting, and merriment—I arrived on July 12, 2001, and had a tour much different from what I had anticipated. In a similar vein, when Dr. Bob Roland encouraged me to run for president of DIV19, he spoke of the incredible talent, enthusiasm, and accomplishments of our membership, mentioning that the office would serve as the perfect conduit into retirement—and, then, the Hoffman report was released in July 2015. Each of these experiences has had a profound impact upon me, personally and professionally. There have been many long days and sleepless nights, secondary to the attendant challenges, but, if given the choice to sit on the sidelines, I would, once again, choose to wholeheartedly engage.

I began my year as president of our Society for Military Psychology with humility, grateful for the leadership of those who have served before me, the commitment of those currently serving in leadership roles, and the enviable achievements of our members. I am writing this column shortly after returning from both the DIV19 and APA midyear meetings, and was fortunate to serve as the stand-in for COL(R) Larry James, one of our two representatives to the Council of Representatives (CoR). As a direct result of those events, I have revised my presidential initiatives to address the following: (a) active engagement with APA divisions and members in an effort to demystify military psychology, and (b) concerted efforts to solidify the Division 19 community.

I now want to take a few moments to highlight some of the events that led to this decision. This past January, a draft

executive order from the current administration was leaked to the press, speaking to the consideration being given to a return to torture and abuse as acceptable interrogation techniques. The DIV19 presidential trio quickly composed a letter urging the administration to abandon that plan, and posted that document to several APA listservs. Over the course of several weeks, 44 of APA's 54 active divisions endorsed the DIV19 letter in a rare moment of public support—that letter was sent to POTUS as well as the SECDEF, Attorney General, and Director of the CIA and will soon be posted to the our website. As a direct result of this initiative, a number of divisions have asked to collaborate with DIV19 in areas of mutual interest. On the other hand, I had several conversations at the CoR meeting during which misperceptions of both the military and our membership was highlighted, an experience certainly influenced by the fact that only 1% of Americans alive today have ever served in uniform. I am convinced, more than ever, that it will take personal engagement to change this dynamic, to include memberships on APA-level committees, lunchtime conversations during conferences, and publications that reach outside of our community.

During both the elections for APA president and the apportionment ballot, the EXCOM and others waged an aggressive campaign to “get out the vote,” an effort that was successful in ensuring that we retained our second seat on the CoR. During those efforts, I was struck by comments reflecting a sense of disconnection, for some, from our division. To be sure, DIV19 has demonstrated growth in contrast to the vast majority of APA divisions—in addition, our demographics indicate that our membership is also younger—we certainly have a robust student organization, to include 55 organizations at the university level, and a growing presence with international psychologists. Communities, however, gain their strength through connections across the span, be it age, geography, or experience. We have initiated quarterly town halls as one method to encourage connections with leadership,

have robust Facebook and Twitter accounts, have developed a DIV19 discussion listserv in addition to our more “traditional” communication platforms, such as this newsletter. I encourage all of you to connect, engage and discuss! Finally, I urge you to exercise our cherished right to vote in the upcoming DIV19 elections—the office of president-elect and a member-at-large seat are open.

As “due outs” from our midyear meeting, you can expect to see proposed revisions for our bylaws and continued efforts to harness technology to provide benefit to our membership. Using Adobe Connect, one of those areas will be a collegial series highlighting current research in fields of interest; another will focus on CE programs. Please consider both participating and contributing! We are exploring the potential of providing a link to an article published in our journal *Military Psychology* to social media, for ease of access as well as a more public acknowledgment of our division’s interests. Our programming committee has developed a strong program for the APA Convention (3–6) August, to be held in DC—I hope to see many of you there!

This willingness to become involved, to exercise our voice, to stand in harm’s way—figuratively and/or literally—is a

hallmark of our community. Despite the turbulence of the past two years, DIV19 has continued to advance our profession in a multitude of scientific endeavors in clinical, consulting, research, leadership, and education, improving people’s lives, contributing to public safety, and expanding our knowledge base. I am very proud of the manner in which you consistently offer a “hand up” to our members, be they students, affiliates, members, or fellows, irrespective of status, gender, culture, ethnicity or sexual orientation. We have stood tall, continuing to give voice to our commitment to, and exercise of, ethical practice across the spectrum of our practice settings. We understand the concepts of service, duty, loyalty, and responsibility, and translate those values into our daily lives, enriching our profession as a result. Your membership and collective efforts have allowed Division 19 to remain strong and vital within the profession of psychology, and I am privileged to have you as colleagues.

Honored to Serve,

Sally

Sally C. Harvey, PhD

President, Society for Military Psychology

Division 19, American Psychological Association

If You Don't Know Where You Are Going

Pat DeLeon

These are “interesting” times. On January 27, 2017, President Trump issued a national security presidential memorandum: “Policy: To pursue peace through strength, it shall be the policy of the United States to rebuild the U.S. Armed Forces.” He has continued to reaffirm his commitment to repealing the Affordable Care Act. Undoubtedly, victory will eventually be proclaimed. The details, however, will be critical. Does the administration appreciate the strategic importance of a robust international humanitarian presence to national security, the long-term benefits of preventive health care, or the effectiveness of integrated behavioral health care? APA is very fortunate that President Susan McDaniel possessed the vision during her tenure to make a special effort to actively encourage interactions with our international colleagues, as well as to invite Jeff Goodie of the Uniformed Services University of the Health Sciences (USUHS) to cochair her efforts to establish a curriculum for an Interprofessional Seminar on Integrated Primary Care. Colleagues within the VA had the opportunity to engage with her during their 2016 VA Psychology Leadership (AVAPL) conference in San Antonio. Yet, APA still does not have an office of Veterans or Military Affairs.

The fiscal year 2017 National Defense Authorization Act (P.L. 114–328) foreshadows significant change within the military health care system. The conferees: “After careful study and deliberation, the conferees conclude that a single agency [Defense Health Agency] responsible for the administration of all MTFs [military treatment facilities] would best improve and sustain operational medical force readiness and the medical readiness of the Armed Forces, improve beneficiaries’ access to care and the experience of care, improve health outcomes, and lower the total management cost of the military health system. The conferees believe that the current organizational structure of the military health system—essentially three separate health systems each managed by one of the three Services—paralyzes rapid decision-making and stifles innovation in producing a modern health care delivery system that

would better serve all beneficiaries. A streamlined military health system management structure would eliminate redundancy and generate greater efficiency, yielding monetary savings to the Department while leading to true reform of the military health system and improving the experience of care for beneficiaries.”

The law further repealed the statutory specification of general flag officers for various corps specific leadership positions (i.e., two-star rank for the dental and nursing corps and one-star rank for the veterinary corps). The conferees also removed the statutory general officer grade requirement associated with the military surgeon generals. Of particular interest to mental health, the final agreement included a provision that authorized the Secretary to conduct a pilot program to assess the feasibility and advisability of expanding the use of physician assistants (PAs) specializing in psychiatric medicine at medical facilities of the Department of Defense. If the Secretary decides to conduct this pilot program, a report is to be submitted to the Congressional Committees on Armed Services of the Senate and House of Representatives within 90 days of completion of the program.

This January, several faculty and students from our health policy class at USUHS had the opportunity to tour the aircraft carrier USS *George H. W. Bush* (CVN 77), on which psychologist Navy lieutenant Amanda Berg, along with 5,500 Navy colleagues (approximately 80% of whom are less than 25 years old), serves. “Mental health on an aircraft carrier takes psychologists out of the office and onto the deckplates to the heart of human experience. Mental health professionals in these settings are on the front line of preventive medicine and *in vivo* training to enact change and reinforce healthy behaviors. The embedded psychologist becomes an accessible resource for Sailors dealing with stressors as well as leaders seeking ways to enhance the performance of their ‘organization.’ By living and working together around the clock, this nontraditional approach to mental health care breaks down the barriers of seeking help from experts in human behavior, emotions, cognitions, and motivation to promote individual and group development. These nontraditional practices

parallel movements across the field of psychology which is becoming to note the 'value added' by mental health through integration in primary care settings and multidisciplinary teams." Gary VandenBos and I coedit the Division 18 journal *Psychological Services*, and we would love to receive submissions describing similar unique training and service opportunities from our public service colleagues.

During our nation's longest armed conflict, the role and expectations for the National Guard have been dramatically transformed. This was evident in the briefing our class received from U.S. Army major Jamie Cook, chief of Behavioral Health for the Army National Guard and at the Sirius XM radio broadcast "Changing the Culture of Mental Health: It's Time," hosted by Barbara Van Dahlen of *Give an Hour* (who recently received the Secretary of the Army's Public Service Award) featuring Dr. Jill Biden.

"The Biden family is a National Guard family. Eight years ago, our son Beau proudly deployed for a year to Iraq with the Delaware Army National Guard 261st Signal Brigade. . . . When Beau returned home—knowing that Mrs. Obama and I had begun to plan the work eventually known as Joining Forces—he asked that we especially focus on de-stigmatizing and addressing the wounds that could not be seen: such as PTSD and TBI. The length of those wars and multiple deployments had naturally taken its toll. And we needed to address the mental wellbeing of our military upfront with dignity and respect." Replied Van Dahlen, "Any road can take you there." Aloha.

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Engagement and Trust: Implications for Change Efficacy

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Organizations must engage in change initiatives to remain competitive in a world where the rules governing success and organizational demands are constantly being redefined. As such, researchers have postulated a variety of models to aid both leaders and organizational development consultants in fostering effective change (e.g., leadership behaviors, communications processes and information flows, simulation, organizational design interventions; Kotter, 1996; Lyons, Jordan, Faas, & Swindler, 2011; Neilson, Martin, & Powers, 2008). Yet, despite these approaches, there remains little guidance to understand which employees might experience success within a change context.

The current study demonstrates the value of engagement and trust in identifying which employees will respond favorably to the challenge of organizational change. It is expected that the combination of engagement and trust in one's supervisor will shape employees' perceived ability to successfully engage in the change initiative. This supports a recent review by Oreg, Vakola, and Armenakis (2011), which called for increased attention to potential moderating variables within the context of organizational change. Indeed, research has neglected to evaluate the interactive effects of trust in one's supervisor and employee engagement on change-related reaction variables, in this case, change efficacy beliefs.

Per Oreg et al.'s (2011) classification of organizational change variables, prechange antecedents include change recipient characteristics (e.g., traits, coping styles) as well as internal context factors (e.g., job characteristics, internal support structure). Prechange antecedents may operate as resources for employees during an organizational change as these are resources that would be brought into a change situation. The current study focuses on the impact of internal context factors (i.e., prechange antecedents) on cognitive (i.e., change efficacy) and behavioral (i.e., in-

tentions to support the change) reactions. Indeed, Oreg et al. (2011) argue that internal context factors may have the greatest practical utility. In sum, the current study sought to extend the organizational change literature by demonstrating the interdependence of two prechange context factors (employee engagement and trust in one's supervisor) in predicting change-related efficacy beliefs. Engagement and trust may both serve as resources for employees that shape their attitudes and behavior related to the change.

Background and Hypotheses

Conservation of Resources Theory

Conservation of Resources (COR; Hobfoll, 1989) contends that individuals are motivated to protect, acquire, and maintain resources (objects, conditions, personal characteristics, energies) when under stress. Notably, individuals with higher resources may experience a greater tension to protect their resources relative to those with lower resources (Hobfoll, 2001); thus, individuals with higher levels of engagement and trust may be motivated to maintain those resources within the context of an organizational change. As discussed below, high engagement and trust of one's supervisor represent resources that could be perceived by the employees as sources of emotional energy and socioemotional support when forming efficacy-based beliefs relating to the change.

Engagement

Work engagement is defined as the degree of vigor, dedication, and absorption that one experiences while at work (Macey & Schneider, 2008). Employee engagement represents the employee's perceived contribution to the organization and the personal meaning/challenge that they derive from work (Alarcon, Lyons, & Tartaglia, 2010). This energy, sense of meaning, and experience of personal challenge may be viewed by employees as a resource when considering their reactions to organizational change

initiatives. Additionally, participation tactics such as supporting the planning and implementation of the change tends to be an effective way to increase change readiness and acceptance of the change as well as reduce negative emotions and anxiety associated with the change (Amiot, Terry, Jimmieson, & Callan, 2006).

Engagement relates to the resources identified by Hobfoll (1998) such as: feeling valuable to others, sense of pride in one's self, experiencing challenges routinely, and having a sense of personal meaning. Highly engaged employees are likely motivated to preserve these resources when under stress (Hobfoll, 2001). Thus, it is likely that engaged employees will support organizational change initiatives in an effort to protect their positive work-related resources. More specifically, engaged employees are likely to also perceive that they have the ability to succeed in change initiatives. These individuals will seek to maintain high-quality performance and challenge in their work, despite an organizational change. However, engagement is likely not enough to ensure success within a change environment; we contend one must also experience the right conditions within the workplace to support risk taking and psychological safety (i.e., experience high trust in their supervisors).

Trust

Trust, or an individual's willingness to make him/herself vulnerable to the actions of others with the expectation of positive outcomes (Mayer, Davis, & Schoorman, 1995), is perhaps the most predictive variable of change resistance (Oreg, 2006). Trust is associated with a greater emphasis on team versus individual goals (Dirks, 1999), greater team cohesion (Lyons, Stokes, & Schneider, 2011), more risk-taking behavior (Colquitt, Scott, & LePine, 2007; Serva, Fuller, & Mayer, 2005), and more extrarole behavior (Dirks & Ferrin, 2002). Supporting an organizational change could be characterized as an extrarole behavior. Thus, employees with higher trust in their supervisors may be more likely to take the risk of engaging in the change, may be more likely to put the collective good in front of their own, and may seek to maintain cohesion in the workplace.

As noted above, engaged employees are likely motivated to maintain their resources during a stressful change. One way to protect work-related resources may be to engage in a change initiative. However, this may be particularly

beneficial for engaged employees when they concurrently experience a trusting relationship with their supervisor, as this high engagement may generate the protective motivation to engage in change, and trust may help to foster the optimal conditions to thrive within a change context. In other words, trust may represent a resource that helps to obtain other resources (e.g., social support, concern/understanding from one's supervisor; Hobfoll, 1998). Engaged employees may benefit more in a change context from having supervisors that are highly trusted, and this interactive effect may be most pronounced for reactions variables such as one's perceived ability to successfully handle the demands of the change.

Hypothesis 1: Engagement and trust will interact to predict change efficacy beliefs such that change efficacy will be the highest when engagement and trust of one's supervisor are both high.

Change Efficacy

One method to assess the motivational readiness of employees to support a change is to gauge their *change readiness*, defined as the cognitive precursors that either thwart or support change initiatives (Armenakis, Harris, & Mossholder, 1993). Change readiness predicts employees' intentions and behaviors to support change initiatives (e.g., Holt, Armenakis, Field, & Harris, 2007; Lyons, Swindler, & Offner, 2009). In essence, change readiness may also be a resource within a change context that can motivate actions to preserve and acquire additional resources.

One particularly germane aspect of the Holt et al.'s (2007) change readiness model is the concept of *change efficacy*, or one's perceived ability to handle change in a given situation and to maintain one's job performance despite the change (Wanberg & Banas, 2000). Consistent with COR theory, change efficacy has been linked to greater acceptance of change initiatives (Wanberg & Banas, 2000). Efficacy beliefs (like change efficacy) are thought to be malleable (Chen, Gully, Whiteman, & Kilcullen, 2000). Thus, change efficacy beliefs may be shaped by engagement and trust during a change initiative.

The current study will help to identify which employees may respond to change initiatives favorably. The first year of the change initiative involved an extensive communication campaign to garner employee buy-in and now the "informed" employees were faced with the decision of

whether or not to act on their new guidance. Indeed, organizational tactics to improve change efficacy should be employed following initial vision development actions to better align change management tactics with the readiness of the employees (Levesque, Prochaska, & Prochaska, 1999). Thus, change efficacy may be a fruitful aspect of change readiness on which to focus. As predicted by COR theory, employees with higher efficacy perceptions regarding the change initiative (i.e., higher resources) should evidence greater motivation to protect this resource, which may be manifested through higher intentions to support the change.

Hypothesis 2: Change efficacy will be positively related to behavioral intentions to support the change.

Method

Participants and Procedure

One-hundred civilian and active-duty IT professionals, business managers, and software engineers at a Midwestern U.S. Air Force base were involved in an ongoing organizational assessment targeting progress toward a process and cultural change. This was the second year of a 5-year plan within the organization, and the objectives of the assessment were to examine employee reactions to and attitudes toward a technology change within the organization. An initial message was sent to all civilian and military employees of this organization introducing the assessment. Then, a web link to the assessment was sent via e-mail requesting their voluntary participation. All items were rated using a 6-point response scale.

Participants ($N = 65$; 65% participation rate) were mostly civilian (70%), followed by active-duty Air Force (18%), and active-duty Navy (6%). Participants' average tenure in the organization was 5.48 years. Seven respondents failed to provide complete data for the psychological variables and were therefore removed from further analyses ($N = 58$). Demographics (age, sex, etc.) were not assessed because they did not have a strong link/justification to the larger organizational assessment goals.

Measures

Engagement. An established engagement scale was used to assess employees' perceived contributions to their organization, motivation to contribute, and their experience of challenge in their current work role (Alarcon et al.,

2010; $\alpha = .86$). An example item is, "My work challenges me."

Trust. Trust in one's supervisor was measured with a 4-item scale (Mayer & Davis, 1999; $\alpha = .76$), which assessed the degree to which participants would place themselves in a vulnerable situation in relation to their supervisors. An example item is, "I would be comfortable giving my supervisor a task or problem which was critical to me, even if I could not monitor their actions."

Change efficacy. One item taken from the efficacy subscale of the Holt et al. (2007) change readiness measure was used to assess change efficacy beliefs ("I believe I have the skills to perform effectively in a [insert specific term from the host organization's change initiative] environment."¹). Only one item was used because arguably this single item best represented the concept of change efficacy (i.e., one's beliefs that efforts to engage in a change would be successful). Although not ideal, use of single-item measures is acceptable in some circumstances (i.e., unidimensional construct, purpose transparent to the respondents; Wanous & Hudy, 2001; Wanous, Reichers, & Hudy, 1997).

Behavioral intentions. Four items asked participants about their intentions to support the change initiative (e.g., "I plan to use the [new process] in my daily work," "I have thought about how to incorporate the [new process] into my job"; $\alpha = .86$).

Results

See Table 1 for descriptive statistics and correlations. Hierarchical multiple regression was used to test the interaction of engagement and trust when predicting change efficacy (see Table 2). Step 1 regressed change efficacy onto organizational tenure. Step 2 regressed change efficacy onto engagement and trust. Finally, Step 3 regressed change efficacy onto the interaction of engagement and trust. As shown in Table 2, engagement and trust accounted for 7% of the variance in change efficacy, though this did not reach statistical significance, $F_{change}(2,54) = 2.03$, $p = .14$. The interaction of engagement and trust accounted for an additional 7% of the variance in change efficacy, which was

¹ Specific language associated with the host organization's change initiative was excluded in the current manuscript to protect the identity of the organization.

Table 1

Means, Standard Deviations, and Correlations for All Study Variables

Variable	Mean (SD)	1	2	3
1. Engagement	4.54 (.83)			
2. Trust	4.06 (1.12)	.43**		
3. Efficacy	4.88 (.94)	.23 [†]	.10	
4. Intentions	4.10 (1.05)	.40**	.06	.22 [†]

[†] $p < .10$. ** $p < .01$.

statistically significant, $F_{change}(1,53) = 4.23, p = .04$. Individuals reported higher change efficacy when both engagement and trust were high (see Figure 1). Thus, Hypothesis 1 was supported. There was also some support for Hypothesis 2; individuals' change efficacy beliefs were marginally related to behavioral intentions to support the change initiative.

Discussion

Despite decades of research, fostering effective change within organizations remains an onerous task for organizational leaders and consultants. These challenges are omnipresent within Department of Defense organizations due to dynamic global economic conditions, budgetary variations, and evolving threats from nonstate actors, all of which represent the catalysts for increased emphasis on efficiency and reform. The current study used COR theory as a guiding framework to explore the influence of employee engagement and trust in one's supervisor as antecedents to change efficacy, representing the first study to examine the interactive effects of employee engagement and trust on change efficacy.

In support of Hypothesis 1, engagement and trust interacted to predict change efficacy; change efficacy was the highest for employees who were both highly engaged and who reported higher trust of their supervisors. Work-related energy may serve as a resource that activates protective behaviors/cognitions during a work-related stressor such as a change. Engaged employees likely want to see their organization succeed and they have a desire to contribute to that success (Cartwright & Holmes, 2006; Macey & Schneider, 2008), and this desire may transfer to change scenarios. However, the current data suggest that the benefits of engagement during a change initiative depend on the level of trust held of one's supervisor.

Few studies have examined trust as a moderator within a change context, yet trust appears to be a critical enabling resource that buttresses the benefits of engagement. These results extend prior research that has focused on impact of participation on change acceptance (Amiot et al., 2006). While some researchers have suggested that engagement is similar to job involvement (Macey & Schneider, 2008), the concept of engagement moves beyond the mere participation in a change program and considers the psychological relationship individuals have with their work.

Efficacy perceptions could also be considered resources that motivate action within a change context. Consistent with prior research, it was predicted that change efficacy would be related to higher intentions to support the change, but Hypothesis 2 was only partially supported. Change readiness is multidimensional (Holt et al., 2007), and it is probable that change efficacy is one of several factors (e.g., leadership support, policies and procedures related to the change, individual differences, and the organizational culture of the organization) that influence one's intention to support or resist a change initiative. While the link between change efficacy and intentions was only marginally supported in the current study, there is strong support for a positive relationship between the broader construct of change readiness and support of

Table 2

Multiple Regression With Engagement and Trust as Predictors and Change Efficacy as the Criterion

Criterion	Predictors	β	ΔR^2
Change efficacy	Step 1		.02
	Organizational tenure	.16	
	Step 2		.07
	Organizational tenure	.21	
	Engagement	.23	
	Trust	.07	
	Step 3		.07*
	Organizational tenure	.23	
	Engagement	.32*	
	Trust	.12	
	Engagement \times Trust	.29*	

Note. β = Standardized regression coefficient in final step of model. ΔR^2 = Unique variance explained after each step of the model.

* $p < .05$.

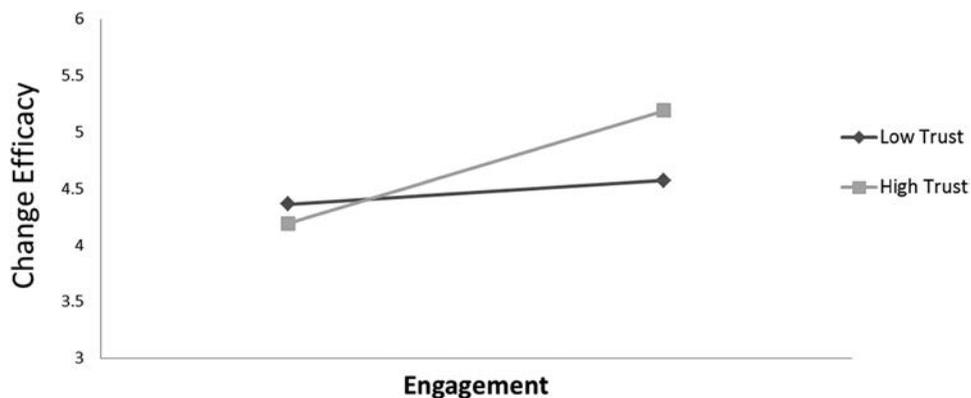


Figure 1. Engagement by trust interaction with change efficacy as the criterion.

change initiatives in prior research (e.g., [Cunningham et al., 2002](#); [Lyons et al., 2009](#)), of which efficacy is but one facet.

Implications

The challenge for organizational leaders during an organizational change is that they must foster a sense of trust among employees while at the same time challenging them with compelling work. We suggest such actions as: (a) educating employees as to how the organizational change relates to them, (b) positioning the employees to contribute to the organizational change, and (c) informing the employees of key events, milestones, and goals related to the change initiative in an honest fashion. These communication elements are consistent with theories of trust that emphasize supervisor ability, benevolence, and integrity ([Mayer et al., 1995](#)) and it is aligned with engagement theory where a sense of contribution is important to employees ([Alarcon et al., 2010](#)). Second, supervisors should actively engage employees in the change process, and, if possible, give them challenging activities related to the change initiative.

Limitations and Future Research

One limitation was the small sample size. However, it is encouraging that an interaction effect was found given the small sample size, as this would be a conservative estimate of the true relationship among the variables. A second limitation was that the data were all self-report. Although some researchers have suggested that common method variance is problematic in organizational research, others have questioned whether this assumption is correct ([Spector, 2006](#)). Third, given the cross-sectional nature of the data, causal inferences around the nature of these variables and the processes through which they emerge are limited.

Nonetheless, the current results should be considered as a seminal—albeit informative—exploration and impetus to spur additional research on the topic (e.g., role of different leadership styles on trust and engagement within a change context, level of leadership, etc.; [Herold, Fedor, Caldwell, & Liu, 2008](#); [Lyons et al., 2009](#)).

Research should also explore the role of trust and engagement within different kinds of organizational changes. For example, trust in senior leadership and self-efficacy may play large roles in organizational changes that are very stressful, highly ambiguous, and directly impact employee's jobs ([Rafferty & Simons, 2006](#)). It is also possible that the role of engagement and trust within a change context will vary over time as the demands on the employees evolve.

Conclusion

The current study examined the role of engagement and trust as resources within a change context. Engagement and trust interacted to influence change efficacy, which was related to higher behavioral intentions to support organizational change. COR theory provides a useful predictive lens to better understand individuals' behavioral and cognitive reactions to change. Individuals with higher work-related resources such as engagement may be motivated to protect these resources during a change, yet these efforts are most beneficial under conditions of high trust. Clearly both engagement and trust are beneficial resources within a change context.

Participation in the change process by having influence over decisions increases trust in leadership by demonstrating that leadership is willing to take risks based on employees' inputs ([Lines, Selart, Espedal, & Johansen, 2005](#)). Thus, engagement as a resource may promote the

acquisition of trust as a resource. However, if an organizational change is introduced without employee involvement, then employees' change readiness will be low and the fate of the organizational change is to stall or fail (Holt et al., 2007). The topics of engagement, trust, and change efficacy remain burgeoning areas of research providing informative outcomes for both research and practice. Within the framework provided by Oreg et al., (2011), and guided by COR theory (Hobfoll, 1989, 2001), the current study demonstrates that internal context factors can interact and serve as resources when predicting change reactions.

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Heuristic Bias in Cognitive Processing of Everyday Life: A Military Perspective on Postdeployment

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Our brain interprets and processes information from numerous sources in order to reach conclusions. Human thoughts, the cognitive processes that creates intuitive behavioral responses, can occur automatically and accurately, such as martial art defense training needed in dark alleys or they can occur inaccurately due to faulty reasoning, such as being startled by a loud noise and responding angrily at a birthday party. Our brain observes, interprets, chooses and responds to a variety of stimuli to help people navigate their daily lives. For example, what we wear to work or to a ceremony, how we manage the level of trust to a coworker versus a stranger, or if we should take a risk or not. It is fortunate that we have systems to process this information automatically. After all, if we scrutinized every possible decision against every possible outcome, we would not have the time to do anything else. To simplify the conceptualization of the neurocognitive design, the various parts of our brain combine and function as a working process referred to as our mind, the sentient part of our sense of self. Our mind utilizes efficient thinking strategies that are called heuristics. A heuristic is essentially a mental shortcut that helps people make decisions quickly, in their best interest, without having to spend a lot of time researching and analyzing information in each instance (Kahneman, 2011). Unfortunately, sometimes the decisions reached are mistaken or even overtly inappropriate with grave consequences. This article will review heuristics as a bias (Williams, 2010) from the perspective of a military ethos integrating military personnel into civilian life postdeployment.

There are different types of heuristics, each explaining the principles behind why and how people base their decisions. One example is the affect heuristic. The [social] psychologist Paul Slovic developed affect heuristics to explain how “people let their likes and dislikes determine their beliefs about the world” (Kahneman, 2011, p. 103). This heuristic attempts to explain how people quickly assume, a form of accurate conclusions, how what they like in broader scenarios, is a basis for what they will like

in smaller related scenarios. Ironically, this allows for inversion using the same logic. For example, if one’s view of their country-of-origin is intense, identified socioculturally as patriotism, then this inherently infers that other countries are inferior or even evil. Fortunately, the premises derived from any of the heuristics, when confronted by facts, no matter how contradictory to the original paradigm, is not cemented. In such cases, one’s “beliefs, and even [their] emotional attitude, may change (at least a little)” (Kahneman, 2011, p. 103). The challenging clinical component is working with clients to modify both of their cognitive systems. System one is the automatic system, it works fast. It “relies on intuitions, and it can be emotional. Much of the time, it is on automatic pilot” (Sunstein, 2013, p. 6). Conversely, system two is quite “deliberate and reflective . . . It insists on the importance of self-control. It is a planner as well as a doer; it does what it has planned” (p. 6). The two systems function as a heuristic device.

One of the most important aspects of understanding the different heuristics is that they are part of one’s social location and a powerful sense of identity. For example, two people from the same family, neighborhood, parallel socio-cultural backgrounds, unified by their zeitgeist and ortgeist, can still develop alternative heuristics. This is because there are too many variables to measure, and a heuristic can be influenced by their family traditions, culture, social norms, religious beliefs or cumulative personal lived experiences. As such, therapy can be difficult and even counterproductive if a clinician uses simplistic assumptions and compares the strength of similarities instead of actually focusing on differences when sitting with some clients. This is particularly true if civilian therapists attend to military personnel, postdeployment. Absolutely “no civilian or even veteran care provider “who was not there” can ever really know about the military culture and context or life in a military unit, let alone the unique experiences that have crossed that individual” (Litz, 2014, p. 195). In the aforementioned scenario, clinicians must “be mindful of the unique cultural and contextual components associated with the [phenomenology of the warrior

class,] military trauma, and the clinical issues that arise from combat and operational stressors, losses, traumas, and experiences that are morally compromising” (Litz, p. 195). It is for this reason that “service members and veterans are, for good reason, suspicious of therapists who don’t understand the military culture and the amount of work it takes to explain their deployment experiences and the idioms of [their] world” (Litz, p. 195). However, as difficult as it is to find clinicians who are ‘cut from the same stone’ and therefore acceptable to service personnel, it can often be harder to change the heuristics clients are dependent on for saving their life every day. Particularly since, “in the course of intuitive decision making, [military training is indoctrinated in using] mental heuristics to quickly reduce complexity. The use of these heuristics exposes [service personnel] to cognitive biases” (Williams, 2010, p. 41).

Posttraumatic stress disorder (PTSD), from the perspective of a life-threatening military context that triggers an unconditional “fight, flight, or freeze” response, cited in the fifth edition of *The Diagnostic and Statistical Manual of Mental Disorders (DSM-V)*, is “the manifestation of traumatic Pavlovian conditioning and learning” (Litz, 2014, p. 196). As such, clinicians must be aware of military ethos themes and the role and culture-bound ways of construing those experiences that affected outcomes and narratives at the time of exposure to specific haunting war experiences. Clinicians should also be familiar with the way military-identity issues continue to play a part in adaptation to civilian life and shape or constrain recovery and healing. Some of the themes that professionals need to be aware of are that service members are trained to be tough and stoic, value the lives of others in their group more than their own, strive to lead and have loving bonds with leaders, tend to dehumanize the enemy, and likely are full contributing members of a culture that reinforces machismo (and sometimes misogyny), all of which [can] provide advantage in battle (Litz, 2014, p. 196).

Unfortunately, that same hard-wired toughness, stoicism and dehumanization that form heuristic templates service personnel depend on in combat is not enough to reach deeper, intrapersonally or interpersonally, once transplanted into society, postdeployment (Litz, 2014). As one might imagine, a 20-year career or even a 10-year career in the military engrains a behavior and mentality, a strict thought process, that is unique compared to any other careers. One could even posit that, depending on the intensity of combat and exposure

to life-threatening trauma, even a 5-year or 2-year military career can be enough to scar into existence a heuristic template that makes integration into society difficult. In the opinion of Major Blair Williams, United States Army, “exposure to [traumatic] experiences in the past generates stereotypes that are difficult to consciously break. . . we may fall victim to confirmation bias, where we actively pursue only the information that will validate the link between the two events”; thereby perpetuating their heuristic bias that either hinders or self-destructs every day integration into all aspects of society (2010, p. 45).

As posited thus far, the heuristics that service personnel rely on in combat are indoctrinated as part of their life-sustaining training, thought process, and even their identity. The training and unquestioning responses expected become the ‘holy grail’ that troops depend on; and reinforce. This type of thinking, while highly functional in its simplicity for training and regulating troops, is devoid of evolving cognitive process, feelings and behaviors regarding both deeper or larger considerations. For example, consider “deontology, [which] is a moral heuristic for what really matters, and consequences are what really matter” for service personnel (Sunstein, 2013, p. 3). In fact, a “growing body of psychological and neuroscientific research links dual-process theories of cognition with moral reasoning” (Sunstein, 2013, p. 1). Nurturing both cognitive and moral reasoning into a new adaptive heuristic for service personnel could reduce guilt. For example, combat personnel are often “under at least three sets of legal constraints; their country of origin, international law, and the host nation” (Keller & Katsikopoulos, 2016, p. 5). This must create a horrific stress and moral uncertainty when service personnel are confronted by armed civilians, who could also be suicide bombers. Providing field guidelines in the form of “pocket cards do not address some important concerns. The soldiers do not know if they are actually under threat and if so, what the nature and level of that threat is or how to respond” (Keller & Katsikopoulos, p. 5). Regardless of the intensity of the training, troop comradery and patriotic zeal, the idea of having to err on the side of caution, since that predominantly infers personal injury, the dejection of losing a ridge, or becoming a prisoner of war must feel counterintuitive to a soldier’s system one and system two heuristics. The incredible paradigm shift transitioning from combat deployment to civilian life must be disconcerting. Even if

the service personnel only served for two years, there is a fundamental change in the heuristics used in their everyday life. This could explain why so many are corralled into [private] security jobs, corrections and other law enforcement careers. It would be difficult for a soldier trained or engrained in evolutionary survival heuristics for combat focused on end results trying to shift to a civilian paradigm of serving customers wielding a[n opposing] heuristic that is indecisive and picky looking for the cheapest deal. Instead of being confronted with simple decisions, even if they are intense, service personal in society are suddenly forced to navigate numerous superficial, existentially empty, choices presented by companies as “necessary.” Their life goes from having a distinct meaning, a sense of purpose, and striving for excellence to safely trying to find to fit in and to be accepted after their service. Ultimately, civilians are trained for months-and-months, even years, to be transformed into elite service personnel for the many branches of the Armed Forces. However, when it comes to postdeployment, they are flown home within 13 to 18 hours without the same depth or length of preparation. Fundamentally, the reconstruction and transition of heuristics being used by service personnel not only requires extensive time, but also equally specific training.

Understanding the different types of heuristics to better understand how unique clients are, their cognitive, emotional and moral perspective they use as a template, is a quintessential part of being both client-centered and culturally competent. As previously stated, it is critical for clients who are service personnel to know their clinician is either “cut from the same stone” or familiar in the military ethos and idioms. An adaptive thought process is required beyond “psychological heuristic approaches applied to problems of understanding information about health conditions and making informed decisions about treatments. These heuristics [should be] based on knowledge from the psychology of thinking, perception and emotion, and also from social psychology” (Keller & Katsikopoulos, p. 10). The exclusivity of the various warrior classes makes their culture unique and vibrant, but it also makes the transformative shift to civilian life both counterintuitive and even feel foreign.

About the Author

Shawn Schaubel was born in Niagara Falls, Ontario, but moved to British Columbia at 19 years of age to pursue a

career as a fighter pilot. He is retired from the Canadian Armed Forces. Shawn has a BA Honors in both Psychology and Therapeutic Recreation. He uses his wilderness experience and education to design and facilitate culture-based innovations in the outdoors to work with at-risk Aboriginal children and youth. He graduated from the University of British Columbia with a Master’s in Social Work, focusing on Aboriginal Studies and Trauma. Passionate about social justice and working as a trauma specialist, Shawn entered his third year of a PsyD in Clinical Psychology, with great emphasis on picking a dissertation topic. He is working closely with Dr. Mark Russell at Antioch’s Institute of War Stress Injuries, Recovery and Social Justice. Shawn is researching dissertation ideas and how he can contribute to the “warrior class” (military, police, paramedic, firefighters, etc.) in Canada and internationally.

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Practice-Based Implementation Network: Creation and Sustainment of an Enterprise-Wide Implementation Science Initiative for Psychological Health Evidence-Based Practices

Demietrice Pittman, Andrew D. Blatt, and Kate McGraw

“Up to two decades may pass before the findings of original research becomes part of routine clinical practice” (IOM, 2014)

The Department of Defense (DoD) along with the Department of Veterans Affairs (VA) have been an integral part of a young evolving interdisciplinary field of study called Implementation Science (IS). The National Institutes of Health (NIH) defines IS as the “study of methods to promote the integration of research findings and evidence into healthcare policy and practice . . . seeks to understand the behavior of healthcare professionals and other stakeholders as a key variable in the sustainable uptake, adoption, and implementation of evidence-based interventions . . . [with the intent to] investigate and address major bottlenecks (e.g. social, behavioral, economic, management) that impede effective implementation, test new approaches to improve health programming, as well as determine a causal relationship between the intervention and its impact” (NIH, 2016).

In November of 2010, DoD and VA established the Integrated Mental Health Strategy (IMHS) to enhance collaboration between Departments while key mental health service, program, research, and policy gaps across 28 areas of concern were identified and addressed. One of the 28 Strategic Actions (SA), was SA #26 (“Translation of Mental Health Research into Innovative Programs”), which focused on how to more rapidly translate mental health research findings into clinical practice. DoD and VA subject matter experts worked together for four years to examine processes, systems and tools by which mental health research findings were translated into practice within the DoD and VA at that time. The IMHS SA #26 task group then developed plans to establish improved coordination and enhanced collaborative processes to speed up translation of mental health research findings, programs, and policies within and across Departments into clinical practice changes (DoD, 2011). The final report from the IMHS SA #26 task group included a recommendation to the VA/DoD Health Executive Committee (HEC) Psychological Health (PH)/Traumatic Brain Injury

(TBI) Work Group to sustain a mental health practice change implementation network (such as the PBI Network) across VA and DoD health care systems.

In late 2012, the IMHS SA #26 task group developed a pilot (“Establish a PBI Network in Mental Health”), and proposed funding via a two-year VA Joint Incentive Fund (JIF). The PBI Network pilot was funded, implemented and evaluated over a two-year period. It brought together clinicians and clinic leaders at 32 mental health clinics across VA and DoD. The PBI Network pilot structure was then tested through implementation of a selected pilot practice change: use of the Posttraumatic Stress Disorder (PTSD) Checklist (PCL) to monitor PTSD treatment outcomes. The pilot demonstrated that the PBI Network facilitated accelerated sustained practice change in the use of the PCL to monitor PTSD treatment, across both Departments, and served to identify barriers and facilitators to clinician use of evidence-based care at the clinics in the PBI Network. At the conclusion of the test pilot, each participating DoD PBI Network site received a participating clinic outbrief on the overall results of the practice change pilot, as well as their individual clinic’s outcomes. Site Champions and staff continue to receive ongoing implementation science training.

The JIF pilot successfully demonstrated the feasibility of using a PBI Network to:

1. Implement best practices into routine care
2. Recruit field-based clinics and clinicians into practice-change initiatives
3. Identify system-specific barriers and solutions that affect adoption of new practices, prior to more widespread dissemination
4. Promote integration of these efforts in VA and DoD mental health programs

The DoD/VA PBI Network is based on the Promoting Action on Research in Health Service (PARIHS) and the Department of Veterans Affairs Quality Enhancement Research Initiative (QUERI) models. The PBI Network dis-

seminates innovative evidence-based practices (EBPs) to clinicians through clinic specific trainings, and provides ongoing support and facilitation to pilot sites to sustain practice change. The PBI Network increases provider knowledge and accountability, promotes coordination and information sharing and aims to reduce costs by testing practice change initiatives prior to broader dissemination throughout the Military Health System (MHS). The PBI Network also utilizes an online website that serves as both a knowledge repository and a resource to support practice changes, allowing DoD and VA providers to share information, materials and lessons learned.

In March 2016, the DoD Mental Health Work Group (MHWG) approved sustainment of the PBI Network across the MHS, supported by the Deployment Health Clinical Center. The VA has also committed to sustain the PBI Network via the National Center for PTSD. In December 2016, the DoD PBI Network hosted the first annual DoD Psychological Health Practice Change Prioritization Work Group (PCPWG) to systematically review and prioritize current DoD implementation pilot proposals, based on transparent knowledge translation readiness criteria that include mission fit, feasibility and evidence base. The DoD PBI Network PCPWG invited subject matter experts from DoD, VA, Military Research and Materiel Command (MRMC), Walter Reed Army Institute of Research (WRAIR), National Intrepid Center of Excellence (NICoE), Substance Abuse and Mental Health Services Administration (SAMHSA), National Institutes of Health (NIH), Agency for Health care Research and Quality (AHRQ), Center for Deployment Psychology (CDP), and Uniformed Services Health Sciences University (USHSU) to participate in the proposal evaluation and prioritization process. The PCPWG prioritized recommendations for 2017 PBI Network implementation pilots, and presented them to Service Directors of Psychological Health and the DoD MHWG.

In 2017, the PBI Network will also roll out an annual DoD Psychological Health Provider Needs and Preferences Survey to continue collection of Service specific clinician feedback. The PCPWG will then analyze the provider feedback and use it along with surveillance data and

research gap reviews to inform the subsequent PCPWG recommendations to the MHWG. If interested in further information, please contact the Deployment Health Clinical Center at 301-295-7692.

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To Learn More About the PBI Network and Implementation Science Please Visit

- PBI Network Max.gov page (CAC required)
<https://community.max.gov/display/CrossAgency/Practice-Based+Implementation+%28PBI%29+Network>
- NIH Fogarty International Center
<http://www.fic.nih.gov/ResearchTopics/Pages/ImplementationScience.aspx>

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Spotlight on History

Paul A. Gade, PhD

Jessica Martin, Grant Shulman, and I, the history committee, are developing profiles of all of our past presidents. We can use more help in tracking down our living past presidents and helping them to write their profiles for us and for other projects. We also need pictures of our past presidents and people who can research and develop profiles for our past presidents who are no longer living. Good news continues. We have yet another volunteer from the appeal in the last newsletter. She is Laura Bartos, a Navy Ensign as well as a student, who has just joined our committee. I am finding that our students are a great resource for our committee, and I have great expectations for the future leadership of our society.

As always, I welcome new profiles of our important ancestors and other unsolicited history topics. Please feel free to send me your ideas for articles for this column. Several interesting articles have resulted from such unsolicited proposals. For example Tim Hoyt's spotlight article on behavioral health technicians in last fall's newsletter was just such an unsolicited article.

In this edition of the Spotlight on History, we are most fortunate to have a very nicely done profile of Sam Stouffer, author of *The American Soldier* studies during and after World War II, by Dr. David Segal. As most of our members know, David is a member of our society and a prominent military sociologist. Like David, Dr. Stouffer was a sociologist rather than a psychologist who had a tremendous influence on the field of psychology and military psychology in particular. Much of what we know about soldiers in combat and afterward comes from Stouffer's work on attitude measurement in surveys.

—Paul A. Gade, Editor
Spotlight on History

Profile: Samuel A. Stouffer

David R. Segal

Samuel Stouffer's name is not familiar to most contemporary social scientists, but the research program that he organized and directed for the U.S. Army in World War II changed the trajectory of military psychology and served as the foundation of American military sociology. Behavioral science research in the U.S. Army in the early 20th century was focused on aptitudes and morals. The former, concerned with decisions about which men to bring into the Army and to what jobs they should be assigned, was addressed by applying psychometric knowledge to the development of selection and classification tests. Military behavioral



Samuel A. Stouffer
Courtesy of Harvard University Archives
HUP Stouffer, Samuel (1A).

science has remained at the forefront of this field. The latter, concerned with alcohol, prostitution, and sexually transmitted disease, was initially addressed with religious, athletic, and musical programs. Although Col. E.L. Munson, as head of the Morale Section of the War Department's Training and Instruction Branch in World War I, argued for a more quantitative and scientific approach to morale issues, movement in this direction was resisted by senior leaders in the Army. However, this changed slowly over time, and by the early 1940s the Morale Section had evolved into the War Department's Research Branch,

with Col. Munson's son, E.L. Munson, Jr., as one of its military leaders.

Changes within the Army, and more broadly in American society, moved the field in the direction that Col. Munson had charted. Starting late in World War I, there was increased awareness within the Army of strains between enlisted personnel and officers, leading to recognized decreases in morale, and of the relationship between morale and military performance. There were also strains between Regular Army and National Guard personnel, and the latter were to become increasingly important as American involvement in World War II became more likely. In civilian society, the study of industrial organization was growing in psychology and sociology, contributing advances in social surveys and a body of knowledge on management and morale consistent with Munson's views. This was particularly true with regard to approaches to leadership and recognition that service-wide programs might be necessary in this area.

In 1941, the War Department reestablished a Morale Division, which evolved into the Information and Education Division of the U.S. Army Service Forces. One of its four branches was to be the Research Branch, the studies of which were to guide the Information, Education, and Orientation branches. In the summer of 1941, Frederick H. Osborne, chief of the Information and Education Division, persuaded the nongovernmental Social Science Research Council (SSRC), which had been established with support from the Rockefeller Foundation, to sponsor a trip to Washington D.C. by Samuel A. Stouffer (Ryan, 2013). Stouffer was a University of Chicago sociology professor and an expert in survey research and statistics. Thus, the birth of the research branch was funded by soft money. In that era it was common for nongovernmental and philanthropic organizations to sponsor social research. Osborne had the ears of President Franklin D. Roosevelt and Army Chief of Staff George C. Marshall, and these ties were influential in the acceptance of the new program.

During Stouffer's trip to Washington D.C., Osborne arranged for him to be appointed as a consultant to Secretary of War Stimson, who was no fan of survey research. As chair of the Joint Army Navy Committee on Welfare and Recreation, Osborne also invited Stouffer to serve on a subcommittee that would advise the Army on psycholog-

ical factors affecting morale. Thus began the planning process for the Research Branch. Osborne and Stouffer, with the help of colleagues, proceeded to design a survey research organization and convince the Army to accept it. They had General Marshall's strong support and, as a result, Secretary Stimson was not inclined to enforce his ban on surveys.

During the course of World War II, Stouffer and his team conducted more than 200 surveys of Army personnel, collecting data from more than half a million soldiers. The data were transmitted to the Army leadership through briefings and monthly reports, which influenced policy in multiple substantive areas. Generals Eisenhower and Marshall were regular readers of the reports. Major advances in the methods of survey research were also made by the Research Branch. The social survey became institutionalized as a continuing tool for personnel managers in both military and civilian organizations. Thus, by the end of World War II, soldier attitudes and morale had joined aptitudes and morals as major foci of Army behavioral science. After the war, Stouffer and his team, with Carnegie Foundation support, reported their major substantive findings and methodological advances in a four-volume collection of studies in social psychology in World War II, including two volumes on *The American Soldier* (Stouffer et al., 1949a; Stouffer, Suchman, DeVinney, Star, & Williams, 1949b), which have become important reference works in the behavioral sciences.

Samuel A. Stouffer was born in Sac City, Iowa, on June 6, 1900. His father was the publisher of the *Sac City Sun* newspaper. Samuel's high school studies reflected the broad middle class education of the period, including Latin, German, French, English, economics, mathematics, physics, and biology. After graduation he matriculated at Morningside College in Sioux City, majoring in Latin. He then earned an MA in English at Harvard University, and in 1923 he returned to Sac City to take over the newspaper from his father, who had fallen ill. His early experience did not point to a career as a behavioral scientist or a military analyst. However, it endowed him with communication skills that were to serve him well, both in eliciting the commitment of Army leaders to the research program and in communicating the results of the research. His education in mathematics also contributed to his statistical acumen.

While publishing the newspaper, Stouffer encountered sociologist E.A. Ross and may have read Ross's (1908) social psychology textbook. Ross encouraged him to pursue a career in sociology. In 1926, Stouffer sold the newspaper and began graduate study in sociology at the University of Chicago. Chicago was one of the first American universities to be designed as a research university, and its sociology department pioneered empirical research in the discipline. The "Chicago School" was regarded as the premier sociology program in the nation. The university exposed Stouffer to interdisciplinary influences that he carried through his career. One of his most important mentors was L.L. Thurstone, one of the founders of psychometrics. Another was social statistician W.F. Ogburn, a strong advocate of applying scientific methods to sociological research and of the need to apply sociological knowledge to real-world problems. Stouffer's doctoral dissertation on the depression, directed by Ellsworth Faris, sought to demonstrate that statistical analysis of attitudes would yield results at least as valid as the then-common case study method. All of these influences were later to be reflected in the work of the Research Branch, which Stouffer referred to as social engineering, carried out by an interdisciplinary team, and integrating quantitative and qualitative methods through the use of interviews and trained combat observers to complement the surveys taken of Army units.

Stouffer finished his PhD in 1930, and in 1930–1931 he taught statistics at both the University of Wisconsin and Chicago. He spent the 1931–1932 academic year at the University of London doing postdoctoral study in statistics with R.A. Fisher and Karl Pearson, funded by the SSRC. In 1932 he returned as an assistant professor to the University of Wisconsin, where he primarily taught statistics and demography. He was promoted to full professor there in 1934, having received a generous offer of employment outside of academia. In 1935 he returned to the University of Chicago.

Events of the 1930s brought experts on statistics and survey research into the quest for understanding of the Great Depression and other social problems. Two research efforts in which Stouffer became involved were to feed into his Research Branch activities. First, the SSRC commissioned him to direct a research program regarding the effects of the Great Depression on American society. This project resulted in a series of 13 monographs, all with

different authors, and gave Stouffer the experience of coordinating the efforts of a research team. It probably affected the willingness of the SSRC, which had supported his postdoctoral year in London, to provide initial support for the establishment of the Research Branch.

Second, the Carnegie Foundation had funded Swedish economist Gunnar Myrdal's (1944) massive study of race relations in the United States. Myrdal recruited Stouffer to assist him. Myrdal returned to Sweden when Germany invaded that country, and Stouffer completed the project. This may have helped shape Stouffer's concern with race relations in the Army that was reflected in the surveys of the Research Branch. These were among the program's most frequently cited results and had two important spinoffs. They helped shape Frank Capra's film, *The Negro Soldier*, which was part of the producer's Why We Fight propaganda series. The results of the Research Branch's findings on the effects of interaction between Black and White soldiers also served as a basis for Gordon Allport's (1954) "contact hypothesis," published after the war in *The Nature of Prejudice*. This hypothesis suggests that under specified conditions of contact between groups, intergroup prejudices are likely to be reduced. This process has subsequently been cited in work not only on racial integration, but also in ethnic, gender, and sexual orientation integration in the military (Segal, Smith, Segal, & Canuso, 2016).

The conceptual contributions of the Research Branch surveys are many, but two stand worthy of special note. First, the surveys served as a basis for the concept of relative deprivation, used to explain counterintuitive findings such as the higher satisfaction levels of Black soldiers stationed in the South compared with those in the North. It was based on the recognition that soldiers' feelings about their service was rooted in their standards of comparison. Black soldiers in the South compared themselves to Southern Black civilians, who generally were not as well off as soldiers were, whereas Black soldiers in the North compared themselves to Northern Black civilians, who were better off. This concept is still widely used in the behavioral sciences and has served as a basis for theory development in several disciplines (Pettigrew, 2015).

Second, since World War II, and particularly since the advent of the all-volunteer force in 1973, the concept of cohesion has frequently been raised as a reason for

limiting the diversity of the force. Stouffer's Research Branch research has frequently been cited, along with two other World War II research programs, as evidence that cohesion is an important component of combat effectiveness, that social homogeneity in units is an important factor in cohesion, that soldiers prefer to serve with others who are similar to them, and that therefore increasing the social diversity of the force through racial integration, gender integration, or sexual orientation integration of units will undermine cohesion and therefore reduce combat effectiveness. The two other studies cited in support of the importance of cohesion are Shils and Janowitz's (1948) article on the intelligence interrogations of German prisoners of war before their release and Marshall's (1978) afteraction group interviews with infantry companies.

The reliability and validity of these latter two studies as bases for restricting diversity in the military has been called into question (Segal & Kestnbaum, 2002). The surveys conducted by Stouffer and his colleagues stand as the best World War II evidence on the nature and importance of cohesion. In policy debates on diversity in the military, the assertion has frequently been made that Stouffer found cohesion to be the single most important factor in motivating soldiers in combat. In discussions regarding gender integration, cohesion has sometimes been rebranded as male bonding, in which female soldiers could not participate. But what did Stouffer and his team really find?

The term *cohesion* does not appear in the index to *The American Soldier* studies. However, reflecting a common World War II research concern with why soldiers fight, many of the Research Branch surveys asked the question, "Generally, in your combat experience, what was most important to you in making you want to keep going and do as well as you could?" The most common response selected by enlisted infantry combat veterans in the European theater was "Ending the Task"; that is, getting the war over and getting home (Stouffer et al. 1949a, pp. 108–109). Thirty-nine percent of these respondents chose this response (as did 14% of infantry officers). Responses reflecting what might be regarded as cohesion, including solidarity with the group (cannot let the other fellows down, sticking together, buddies depending on me, my friends around me), were in fact the second most frequently chosen responses: 14% of enlisted men and 15%

of officers gave such answers. Officers thought that leadership and discipline were the most important factors (19%). Although there is considerable evidence in the Research Branch studies regarding the importance of group solidarity for many soldiers, subsequent recollections of these findings in policy debates markedly exaggerate the actual data.

In addition to conceptual advances, during the war Stouffer and his team developed cutting-edge techniques for the statistical analysis of the massive amounts of survey data derived from what was probably the first large-scale survey program to be conducted using "modern" computational machinery (Stouffer et al., 1950).

After the war, Stouffer left the University of Chicago and joined the faculty at Harvard University, where he founded and directed the Laboratory of Social Relations. He continued to consult with the newly established Department of Defense and other federal agencies. He also conducted a study, funded by the Ford Foundation, of American attitudes toward the Communist Party and toward government attempts to curtail communist activities. This led to Stouffer, a Republican, being caught up in Senator Joseph McCarthy's anticommunist witch hunt. Having been accused of associating with communist subversives, particularly in the Social Relations Department at Harvard, his access to classified information was challenged, potentially restricting his utility to government agencies. Ultimately, after facing down Senator McCarthy in hearings in Boston, at which he was supported by former students who were priests and nuns and who attended in their clerical garb, he was successful both in maintaining his access and in publishing the results of his research, which showed that few Americans knew who Senator McCarthy was, and even fewer were concerned about communism. Most just wanted to get on with their lives (Stouffer, 1955).

Samuel A. Stouffer died in 1960 at 60 years of age. Psychologists and sociologists educated between World War II and the Vietnam War are likely to have been aware of him, and at least know of *The American Soldier* studies and his research on attitudes toward communism—his most frequently cited research in those days. Many younger scholars continue to draw and build upon his work. Concepts such as relative deprivation, reference groups, role conflict, and the contact hypothesis, as well as

advances he made in statistical methods, are part of the behavioral science tool box used by generations of scholars who have never heard of Samuel A. Stouffer (Segal, 2013).

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Continuing Education Committee Report

Freddy A. Paniagua, PhD

CE Committee (in alphabetical order): Nathan D. Ainspan, PhD, Michelle Coombs, PhD, Freddy A. Paniagua, PhD, and Yaron Rabinowitz, PhD

The Continuing Education (CE) Committee is approved by the American Psychological Association (APA) Office of CE Sponsor Approval to provide high-quality CE opportunities to military psychologists. The committee submitted the annual report to this office under the leadership of Dr. Jay Morrison, who served as chair of the committee when the report was prepared. The primary goals of our committee are as follows:

1. Assist in the development of high-quality preconvention CE opportunities for psychologists during the annual convention of the APA, in collaboration with APA's CE Committee.
2. Assist in the development of preconvention continuing education presentations, scheduled prior to the annual convention. The committee is accepting applications for the 2017 convention to be held in Washington, D.C.
3. Help psychologists fulfill their licensure requirements by facilitating the development of in-person CE opportunities year-round that are free of charge. These are intended to benefit all psychologists, but particularly those in remote locations or those who are unable to obtain funding for program attendance due to budgetary restrictions or duty demands.
4. Aid psychologists in developing their unique professional interests further by creating and delivering a CE program.

Applications for new CE programs are welcome from both military and civilian psychologists, provided that the content remains relevant for the military psychology community. The committee particularly encourages continuing education applications from speakers specifically interested in the integration of women into combat roles, sexual identity integration in the military, prescription

privileging, and culturally diversity and ethical issues in military psychology. Those interested in submitting a proposal are encouraged to contact the committee chair, J. Freddy Paniagua, at faguapan@aol.com. The application process is simple and straightforward, and all relevant forms are available at the Division 19 CE website: <http://www.apadivisions.org/division-19/students-careers/continuing-education/index.aspx>.

In addition, the committee has had increased interest in facilitating the development of CE programs delivered virtually, via webinar. Please contact us, and we will be glad to discuss with you ways to hold virtual programming while meeting the reporting requirements of the APA for CE credit. In this context, the committee reviewed and approved the following webinars:

1. Mobile Health Best Practice in Clinical Care, presented by Robert Ciulla, PhD, and Christina Armstrong, PhD, on July 18, 2016
2. In-Uniform Clinical Psychology Webinar, presented by Scott Johnston, PhD, on February 23, 2016
3. Treating Veterans and Their Families in the Community: An Introduction to Veteran Mental Health Issues and Provider Resources, presented by Brenda Campbell, LICSW, and panelists Leashanta Petroski, LICSW, and John Whirley, PhD, on May 13, 2016

The CE Committee also reviewed and approved a preconvention workshop at APA 2017 (Washington, D.C.) submitted by Dr. Larry C. James with emphasis on "Profiling Domestic Radicalized Terrorists." Dr. James reported that this CE activity was not approved by Office of Continuing Education in Psychology (OCEP), and the chair of this committee sent an email to this office in which he expressed his concern that this is the second time a precon-

vention workshop from Division 19 is not approved by the OCEP, despite the fact that both CE activities met all CE requirements established by the Division 19 CE Committee.

The committee wants to thank Dr. Jay Morrison for his brief but significant contributions as the chair of the committee. Dr. Morrison particularly chaired the discussion regarding the revision and approval of the above webinars, and he also was instrumental in promoting these types of CE activities as additional goals of the committee.

I am very pleased to announce the selection of Dr. Michelle Coombs to the Division 19 CE Committee. As observed by Dr. Sally Harvey in an email she sent to

EXCOM members, “Dr. Coombs arrives with an impressive record, having been involved in a range of clinical, research and academic endeavors. Within her current role, as a clinical psychologist within the Behavioral and Social Health Outcomes Program, Dr. Coombs is actively engaged in multidisciplinary approach in caring for military members and their families while, concurrently, utilizing her expertise in evaluations of treatment effectiveness and program development.”

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Membership Committee Report

Alexander P. Wind

As of February 9, 2017, we have 602 members, associates, and affiliates who have joined or renewed their membership for the 2017 year. We finished 2016 with a record number of 1,288 total members. This 7% growth over 2015 continues a several-year trend of yearly membership expansion.

Our continued growth, paired with strong divisional response rate, has allowed Division 19 to retain the second seat at the American Psychological Association Council of Representatives. This means an additional voice advocating for military psychology. In order to keep this seat, we will need to continue to grow, and our members will need to stay active in elections. The more members we have using their apportionment ballots for Division 19, the better we will be able to retain this important seat.

In addition to the listservs, Facebook, and Twitter, we are working to build a website (www.militarypsych.org) for

membership to engage with the Society and other members, learn about the benefits of joining and maintain the membership, and stay informed of matters important to us.

In the coming year, we hope to continue this trend of upward growth. We hope that students will stay on as early career psychologists when they graduate and attract more members from more sources. While technological outreach and emails are useful, the most effective tool is word of mouth. Consider pitching membership to colleagues and friends.

Point of Contact Information

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Early Career Psychologists Committee Report

Adrienne Manasco, PsyD

The Early Career Psychologists (ECP) Committee heartily welcomes Chair-Elect Ryan Landoll, PhD, ABPP. Dr. Landoll is a major in the United States Air Force and currently serves as an assistant professor in the only federal academic health center, the Uniformed Services University of the Health Sciences. We are fortunate he has joined our team and look forward to his contribution. The ECP Committee also extends sincere thanks and bids farewell to Katy Dondanville, PsyD, ABPP. Although Dr. Dondanville has completed her term within the committee, her efforts in fostering the role of early career psychologists within the division endure.

In 2017, the ECP Committee seeks to further strengthen Division 19 ECP membership, leadership, and overall

presence. To that end, we are seeking input from our ECP members. The committee is also seeking volunteers to assist in special projects in the upcoming year and encourage you to contact ECP Committee Chair Adrienne Manasco at adrienne.manasco@gmail.com.

Early Career Psychologist Committee Members: Julie Landry Poole, PsyD, ABPP (Past Chair), Adrienne Manasco, PsyD (Chair), and Ryan Landoll, PhD, ABPP

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Adrienne Manasco

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Student Affairs Committee Report

Nate Tenhundfeld

Happy New Year! As we look toward the rest of 2017, I would be remiss if I didn't take the opportunity to express my most sincere appreciation for the hard work and dedication of Angela Legner to the Student Affairs Committee (SAC) over the past 3 years. Angela's leadership allowed us to grow beyond what I could have dreamed, and her legacy is forever cemented in the countless hours and long nights she spent for our division. While I am selfishly upset that we had to say goodbye to her, I am excited to hear that she will be continuing her work with the division.

As Kevin O'Leary has transitioned to past-chair, I am well aware of the tremendous shoes I have to fill. Luckily, however, we were able to bring on Kelsi Rugo as chair-select. Kelsi is immensely capable and affable, and she has a work ethic that I haven't seen before. Despite all of her other professional obligations, Kelsi quickly established herself as one of our most outstanding campus chapter leaders and was instrumental in any success we had maintaining smooth operation in the division suite last year at the American Psychological Association (APA) conference in Denver. If you have not yet met Kelsi, you will have to take my word that if you are happy with any success Kevin and I have accomplished in our respective times as chair, just wait until Kelsi takes over and puts us both to shame!

In addition to our transition in the SAC, we have been able to bring on several new members to our leadership team. As our beloved Jeremy Jinkerson steps down from his role as virtual project officer (VPO), we have brought in two new VPOs to replace him. Jeremy's tireless effort to ensure the early stages of our webinar program development cannot be overstated, and I think it's a testament to his hard work that we felt obligated to bring on two candidates to take over for him. I am pleased to introduce Afik Faerman and Julienne Shin as our new VPOs! Both Afik and Julienne are incredible testaments to the indescribably talented students we have, and both boast service of their own. Afik is an officer in the Israeli Army, while Julienne served in the Marine Corps. They were both

baptized by fire, so to speak, being asked to pick up from where we left off, without hiccup, and have done so brilliantly. With their help, we plan on bringing even better training opportunities than we ever have before.

The final transition has been the addition of two new regional representatives who will be taking over for Lynnea Vis and myself. Lynnea has served as regional representative for the past 2 years, blazing the trail as we developed the role. Lynnea is an incredibly devoted individual whose motivation to help our community is inspiring. She will be missed on our leadership team, but I am excited to introduce our two new regional representatives: Michelle Koster (who took over for Lynnea and plans on being an active duty psychologist upon graduation) in our central region and Jourdin Watkins (who took over for me and is a Navy HPSP recipient) in our western region. These two will be joining the company of Katie Fry, who also plans ongoing active duty after graduation and has already distinguished herself as an impeccable leader with the upmost investment in our division and students. Together, this trifecta of regional representatives will allow us more direct contact with our students and oversight of the rapidly expanding student chapter network. The scope of the work we ask from our regional representatives is unlike almost any other leadership opportunity afforded to students at any level. It requires organizational and leadership skills that are ever evolving to meet the ever changing needs of our incredible campus representatives. It was important to me that we filled the position with candidates I knew would be self-starters and were up for a professional challenge well above what is normally expected of their peers. It is without reservation that I can proudly state we have that team assembled and are indescribably excited about the future together.

While I could undoubtedly dote on our students enough to fill a book, I'm afraid I do not have the space to do so. For that reason, I will leave you with a brief snapshot to be picked up next quarter as we go roaring toward the convention! Since the 2016 convention, we have added seven

new campus chapters across the country. We have hosted a handful of webinars, secured over \$13,000 in student-specific funding, and have put into action plans to develop a colloquia series, foster research collaborations, establish a national philanthropic activity for our students, and continue to advocate for the needs of our students post-Hoffman. In order to stay up-to-date on all things student related, visit our website at www.division19students.org (and check out our revised leadership page to learn more about our incredible student leaders).

I look forward to our next quarterly update in which I can fill you in on all of the amazing things our students have been up to, but I wanted to take this opportunity to largely introduce our new leadership team, as well as tease what is to come. I welcome the opportunity to talk to each of you and discuss ways in which we can better serve you

and the division. Please do not hesitate to reach out to me at any point (NLT4AU@rams.colostate.edu). As we are on the heels of Presidents' Day, let me leave you with one of my favorite quotes from President Lincoln, which I feel perfectly encapsulates the diversity and excellence we observe in our students: "Whatever you are, be a good one."

Very respectfully,

Nate Tenhundfeld, Chair

Student Affairs Committee

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APA Program Committee Report

Lindsey Monteith and Rebecca Blais

The programming committee would like to thank members of Division 19 for their submissions for the American Psychological Association (APA) conference (<http://www.apa.org/convention/>), which will occur on August 3–6, 2017, in Washington, D.C., at the Walter E. Washington Convention Center. We received many high-quality submissions, exceeding our allotted hours. Approximately 65 reviewers generously donated their time and expertise by reviewing conference submissions. With their input, we were able to accept 17 programs and 59 posters. First authors of submissions have been notified of the status of their submissions. APA is determining the final presentation schedule and will notify presenters of their scheduled dates/times at the end of March. In addition, we are excited to welcome Angela Legner as our suite coordinator for the 2017 convention. In this role, she will be

coordinating the specialized programming that is offered annually in the Division 19 hospitality suite. We look forward to seeing you in August in Washington, D.C.! Thank you.

Very respectfully,

Lindsey Monteith, PhD, and Rebecca Blais, PhD

2017 Division 19 Program Chairs

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APA Division 19 Executive Committee, 2016 Annual Meeting Minutes

**Eric A. Surface, PhD
Secretary, 2014–2016**

Attendees (in alphabetical order): Landes*, Harvey*, Williams*, Surface*, Johnston*, Murphy*, Saitzyk*, James*, Kelly, Cooke, Blais, Monteith, Roland, Estrada, Bartone, Lees, Estrada, J. Barry, Legner, O'Leary, Tenhundfeld, Strickland, Ainspan, Kelley, Lindsey, Staal, Garven, Knapp, Wind, and Geisinger

Note: There are nine elected, voting members of the Executive Committee (EXCOM) designated by position. Those individuals listed above who hold an EXCOM position as official voting members are designated with an asterisk.

NOTE: These minutes were approved by a vote of the Division 19 EXCOM at the Midyear Meeting in February 2017 in Alexandria, VA.

Meeting Date: August 4, 2016

Meeting Location: Hyatt Regency Downtown Denver, Denver, CO

Welcome/Introductions/Announcements

President Landes called the meeting to order at 1000, welcomed everyone to Denver, and presided over the meeting. She thanked all the EXCOM members for attending and submitting their reports and thanked Secretary Surface for assembling the meeting book. President Landes mentioned the breakfast with APA President Puente. President Landes mentioned the convention schedule, and Blais made an announcement about events and location changes. President Landes announced and congratulated our new Division 19 and APA Fellow Mike Schwerin. President Landes asked Secretary Surface to conduct the roll call. Upon its completion, President Landes recognized our APA presenters, Heather Kelly and Keith Cooke.

APA Presenters

Cooke discussed the services provided by APA Division Services and talked about the staff people who provide different services. He talked about the items that APA Division Services provide Division 19, such as support for listserv, awards, and membership. Both President Landes and Secretary Surface expressed appreciation for the work

of APA Division Services and specifically the support provided by Cooke. Kelly introduced herself and talked about the work she has been doing related to Department of Defense and Department of Veterans Affairs items. She invited everyone to attend the APA Science Directorate reception. Kelly thanked Division 19 and Division 19 members for providing information so she could more effectively do her job. Kelly provided updates on a number of different items, including defense appropriations, White House Invictus Games, Cohen Clinics, and suicide prevention. President Landes, Kelly, Past President Williams, James, and Ainspan made comments. President Landes expressed appreciation for the work done by Kelly and her support of Division 19.

Informational Reports

Note, for this meeting, each committee and officer, who requested it, was allotted time to provide information items. However, time was limited because of limited total meeting time.

President's Report

President Landes discussed the following topics/items during her report: (1) Division 19 and Hoffman; (2) 2016 APA Convention; (3) increasing Division 19 representation and visibility within APA; (4) membership; (5) by-laws; (6) budget; and (7) mentoring award she is proposing under action items. She mentioned working with EXCOM to address ongoing concerns with IR and its impact on Division 19 Membership. She thanked Past President

Williams, President Elect Harvey, Secretary Surface, and Treasurer Johnston for their collaboration on these items. President Landes thanked the APA Programming Committee and mentioned the Breakfast for APA President Puente in the Division 19 suite. President Landes mentioned our two seats on the APA Council of Representatives, the election our second Representative Kennedy, and our need to work on maintaining our two seats. President Landes mentioned that she appointed Laura Neely to the APA Committee on International Relations in Psychology. President Landes announced Estrada has been named the CODAPAR D19 Liaison for a 3-year term to start in 2017 (2017–2019). President Landes touched on the upcoming APA Presidential Election, mentioning that she developed questions for APA 2017 Presidential candidates, requested responses, and shared with membership. She praised D. Barry and the membership committee for their work. President Landes worked with them on a membership drive and redesign of the D19 Convention badge. The committee has two new members, Wind and Kelley. Kelley made a few comments about events at the convention. President Landes mentioned continuing to work on the by-laws revision with Member-at-Large Saitzyk with the help of President Elect Harvey and Secretary Surface. President Landes mentioned the ongoing budget work by Treasurer Johnston and Member-at-Large Dubenitz, and the travel grant work with Treasurer Johnston and Secretary Surface. Estrada and Secretary Surface made comments about the travel grant.

Nominations and Elections Committee

President Elect Harvey presented the report. Her report focused on (1) results of 2016 election, (2) learning from 2016 election, and (3) planning for 2016 apportionment election.

The 2016 election results were as follows:

- Results of 2016 Division 19 Election
- Terms of Office begin 1 January 2017
- President-Elect: Mark Staal
- Secretary: Nathan Ainspan
- Treasurer: Scott Johnston
- Member-at-Large: Tatana Olson
- Council Representative: Carrie Kennedy

President Elect Harvey announced and congratulated the newly elected EXCOM members. She raised concern about the low voter participation, only 20% of eligible voters. She mentioned that our Bylaws and our voting practices are inconsistent and need to be aligned in the Bylaws revision. In her reports, she stated, “All members of Division 19 were able to vote for each office, save the Council Representative—for that office, students could not cast a vote. The issue of voter eligibility was a source of considerable confusion, as there appears to be discordance between the Division’s by-laws and APA’s standards, underscoring the importance of addressing the proposed revisions in our bylaws, with the goal of both clarity and fairness. The second issue that created some consternation was that eligibility to vote is tied directly to one’s status as a paid member of the Division.”

President Elect Harvey mentioned that the apportionment vote is critical as we must retain our second APA Council of Representatives seat and have the possibility (based on the numbers) of winning a third seat if we can increase voting participation for Division 19. She mentioned the need to aggressively encourage voting.

President Landes, Estrada, O’Leary, Tenhundfeld, President Elect Harvey, and Secretary Surface participated in the discussion.

Awards Committee

Past President Williams announced the Division 19 award and grant winners to the EXCOM, congratulating the winners. He also spoke about the award committee and the nominating process. Estrada commented.

- John C. Flanagan Lifetime Achievement Award – Colonel (Retired) Paul T. Bartone, PhD
- Charles S. Gersoni Military Psychology Award – James Stephenson, Col, USAF; Chad Morrow, Maj, USAF, BSC; Craig Bryan, PsyD, ABPP; Mark Staal, Col, USAF; and Jeremy Haskell, Maj, USAF, BSC
- Arthur W. Melton Early Achievement Award – Katy L. Barrs, PsyD, LP; Rebecca K. Blais, PhD
- Roberts S. Nichols Award – Rose E. Rice, PhD, ABPP
- Julius E. Uhlener Award – Michael G. Rumsey, PhD
- Robert M. Yerkes Award – Lieutenant General (Retired) David H. Huntoon, Jr.

Research Grant Awardees:

- Mallory Lucier-Greer, PhD, LMFT, “Enhancing Leader Development Through Relationships: Applying the Relationships Motivation Theory to Identify Cadet Training Opportunities” (\$5,000)
- Michelle L. Kelley, PhD, “The Development and Preliminary Test of an Instrument to Assess Moral Injury in Combat Veterans” (\$5,000)
- James E. Griffith, PhD, “Description of Army National Guard, 2007–2014 Suicides and Associated Risk Factors” (\$2,500)
- Ann Hergatt Huffman, PhD, and Robert J. Goodman, PhD, “Using Mindfulness Training to Increase Performance in Military Cadets” (\$2,500)

Member/Affiliate Member Travel Grant:

- David M. Barry, PhD

Secretary’s Report

Secretary Surface reported on his activities in support of the Annual meeting and President Landes. From his report, these activities were (1) assisted President Landes in planning, organizing, and conducting 2016 Annual EXCOM meeting 4 Aug; (2) assisted President Landes in planning, organizing, and conducting 2016 Ad Hoc EXCOM Meetings; (3) maintained the Passed Motions List for the Division; and (4) completed the other duties of the office of Secretary or assigned by President Landes. Some of the other duties included assisting President Landes and President Elect Harvey in writing and submitting the Division’s response to the change in the Ethics Codes, working with Treasurer Johnston to craft the EXCOM Travel Grant per President Landes’ guidance, and attending 3 Aug CoR meeting in case needed to represent the Division if James had to recuse himself. Secretary Surface mentioned he already started the transition process with Secretary Elect Ainspan. Secretary Surface mentioned that he has two motions under action items for voting—approve 2016 Midyear Meeting Minutes and approve the updated Passed Motions List, 2014–2016. President Landes expressed appreciation for Surface’s support and work as secretary.

Treasurer’s Report

Treasurer Johnston presented the report on his activities. Note the financials below. He stated that our financial picture is strong. He highlighted several items in the financials, such

as having \$65k in Journal revenue and net income of \$20k. He mentioned that Division has approximately \$400k invested. In his report, Treasurer Johnston discussed reimbursement issues, finalizing asset allocation for investments and cash, developing new systems to minimize negative impact of covering convention expenses, and working on the budget with Member at Large Dubenitz. Treasurer Johnston mentioned W9 needed from winners of grants and awards. President Landes expressed appreciation for his work.

	31 Dec 2014	31 Dec 2015
Assets	565,676	527,941
Income total	94,387	87,826
Dues	20,987	21,799
Royalties	65,549	65,116
Expenses total	74,586	67,636
Convention	28,825	29,989
Awards	28,600	17,250
Admin	8,115	6,582
Div Newsletter		9,485
Net Income	19,801	20,190

Representative to APA Council

Representative James presented his report on the activities of the Council of Representatives. President Landes, President Elect Harvey, and Treasurer Johnston made comments. President Landes expressed appreciation to Representative James.

APA Convention Program Committee

Blais delivered the report. She mentioned several items related to the convention programming, including that the Division was under budget, and she introduced Lindsey Monteith, who was the cochair this year, will serve as the chair next year. President Landes expressed appreciation to Blais and the committee.

Membership Committee

D. Barry submitted the report. Kelley was present to answer questions. The report focused on three items: (1) current membership numbers; (2) expanding Membership Committee—added Michelle Kelley and Alexander Wind—and identified roles and responsibilities; and (3) developed membership campaign for Fall 2016. For example, the committee increased direct outreach efforts to DoD/VA training directors, researchers, current members and improved communi-

cation with members via expanded listserv and social media presence. The membership report is below.

Between 2013–2015, Division 19 posted a 5.8% increase in voting members (Members, Fellows, and Associates) and overall membership grew by 9.9%. By contrast, 48 APA divisions *lost* voting members and declined in overall membership during the same time frame.

Despite significant organizational challenges in Dues Year 2016, our overall membership has increased for a fourth consecutive year. As of June 30, 2016, net gains in Professional Affiliates (+34) and new Student Affiliates (+36) offset losses in renewing Members (–17) and renewing Student Affiliates (–25). The final number of Members, Fellows, and Associates is expected to stay the same or slightly decrease from 2015.

Goals for next year: (1) Obtain 5% increase in new Members and 1–5% increase in renewing Members by encouraging Professional Affiliates and Student Affiliates to become Members; (2) Integrate new APA Membership programs (e.g., new website, new incentives) into our recruitment and retention initiatives; (3) Continue to target ECP and International Affiliate subsets as opportunities for growth; (4) Develop new outreach efforts (i.e., website)

Continuing Education (CE) Committee

Paniagua and Morrison could not attend the meeting. Secretary Surface pointed the attendees to their report, which focused on four items: (1) the development of high-quality and relevant CE opportunities in association with the APA Convention; (2) the development of CE opportunities for military psychologists stationed in locations without routine CE resources; (3) the dissemination

and ease of access to CE program application materials; and (4) the specific efforts on emerging trends in military psychology, specifically education regarding the processes of diversifying the military and role expansions.

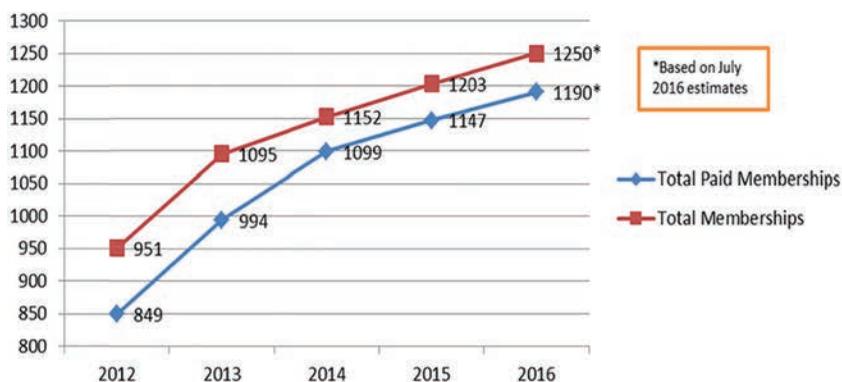
International Military Psychology Committee

Roland presented the report. He asked members to read the report for details. He indicated that the committee appointed a new member to the International committee, Laura Neely. Neely is also serving as the Division 19 representative to APA CIRP – Committee on International Relations in Psychology. Neely attended the APA’s Spring 2016 CIRP meeting and provided a report on Division 19’s international activities. Roland mentioned the motion to the International Committee, submitted to be discussed and voted on under action items. President Landes expressed appreciation for the work of the committee.

Student Affairs Committee

O’Leary presented the report. He mentioned that the committee has one budget item to be considered under action items. He went on to say that Division 19 has 52 campus chapters in 22 states. He mentioned the SAC had hosted four webinars and are planning a leadership webinar series. He mentioned collaboration with other divisions. Tenhundfeld mentioned a 30% increase in Twitter followers and talked about the website and Facebook site. President Landes expressed appreciation for the work of the SAC. The SAC report focused on three items: (1) further develop and strengthen the connections between Division 19 and its students; (2) continue to develop Adobe Connect and the Divisions capacity to deliver programming; and (3) continue to build student leadership structure and training.

Overall Division 19 Membership, 2012-2016



2016 Membership Percentage

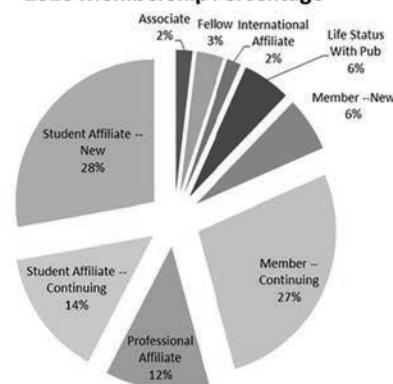


Table 1

Division 19 Membership Totals as of June 30, 2016

	June 2014	June 2015	June 2016	+/-	% Change
Total Memberships	—	1,165	1,207	42	3.6
Total Paid Memberships	1,062	1,109	1,148	39	3.5
Total Life Status (Dues-Exempt) Memberships	—	56	59	3	5.4
Professional Affiliate	101	105	139	34	32.4
Associate	—	21	22	1	4.8
Fellow	36	40	37	-3	-7.5
International Affiliate	15	16	19	3	18.8
Member – Continuing	303	328	311	-17	-5.2
Member – New	71	67	71	4	6.0
Student Affiliate – Continuing	169	191	166	-25	-13.1
Student Affiliate – New	283	283	319	36	12.7
Life Status (Dues Exempt) with Publications	—	58	64	6	10.3

Table 2

Final Dues Year Division 19 Membership Totals, 2012–2015

	2012	2013	2014	2015
Total Memberships	951	1,095	1,152	1,203
Total Paid Memberships	849	994	1,099	1,147
Total Life Status (Dues-Exempt) Memberships	102	101	53	56
Professional Affiliate	64	81	100	103
Associate	17	20	23	21
Fellow	35	35	36	40
International Affiliate	11	14	15	16
Member – Continuing	286	285	313	340
Member – New	60	90	76	74
Student Affiliate – Continuing	117	129	171	186
Student Affiliate – New	209	288	304	307
Life Status (Dues Exempt) with Publications	—	56	61	60
Life Status (Dues Exempt) without Publications	—	—	53	56

Military Psychology Journal Committee

Estrada reported that the journal is doing well. He said they are continuing to reduce the time from submission to acceptance. He mentioned increased acceptances. From his report, “We continue to make significant gains in our ability to publish papers. For 2008 we published 28 papers; for 2009 we published 53 papers; for 2010 we published 40 papers; for 2011 we published 41 papers; for 2012 we published 37 papers; for 2013 we published 53

papers; for 2014 we published 33 papers; for 2015 we published 34 papers; for 2016 we will publish 38 papers. We publish 6 regular issues per year. Long term we seek to optimize the submission-to-publication process so that a manuscript could complete the cycle in 12 months.” Estrada invited members to read the report from the publisher in the meeting book and ask him questions. President Landes expressed appreciation for Estrada’s work on the journal.

Newsletter Committee

Lyons submitted the report, which focused on three items: (1) publishing an impactful newsletter for Division 19; (2) empowering a thriving Newsletter Committee—recruited Colleen Varga for the Spotlight on Research section and Christina Hein for the Announcements section; and (3) encourage and coordinate submissions from Division 19 members, students, and affiliates.

Listserv Committee

Lees presented the report. He manages the Div19 announcement listserv (2,648 subscribers), including sending out announcements and managing individual accounts as requested; the Div19EXcom discussion listserv (69 subscribers), including managing individual accounts (adding, removing members, changing e-mail addresses); the Div19MEMbers only announcement listserv (1,455 subscribers); the Div19DISC listserv (72 subscribers); and the @APADiv19 Twitter account. Bartone made comments. President Landes expressed appreciation for his work.

Military Psychology History Committee

Gade submitted the report. His report focused on three items: (1) continuing to develop Profiles of important military psychologists for the Society newsletter's Spotlight on History Column and for possible display on the website; (2) archiving important Society records in APA Archives; and (3) updating Society History – published history was written more than 16 years ago. Actively recruiting committee members.

Action/Discussion Items

After the informational reports were completed, the action/discussion items were addressed per the new format.

Mentoring Award

Submitted by President Landes. President Landes proposed that the EXCOM create a Mentoring Award, non-monetary, to be awarded annually to an individual who is a D19 member or affiliate. They must prove that they have excelled in the area of mentoring specifically with regard to Military Psychology. Mentoring can be that of ECP or graduate student. Nominations may be made by one person and letters of support from others will be considered in selecting the awardee. Self-nominations will be accepted. Selection will be made by the D19 Awards Committee.

The recipient will receive a plaque of recognition at the annual D19 business meeting at APA. The rationale is that mentoring helps to encourage strengthen our community, as well as increase opportunities for professional development from the mentee-mentor standpoint. A focus on Mentoring will also increase awareness within our Division about the importance of investing in one another and our future. *Motion: Create an annual Division 19 Mentoring Award, nonmonetary, for a member or affiliate who has excelled at mentoring Early Career Psychologists or graduate students related to military psychology. The recipient will receive a plaque of recognition at the annual Division 19 business meeting at APA. Terms as stated above. Motion passed.*

Budget for Division 19 Achievement Awards Plaques for 2017 Awards Process

Submitted by Past President Williams. He proposed that \$1,600 be approved for plaques for the 2017 awards process. There were comments made by Past President Williams, Ainspan, Secretary Surface, and Treasurer Johnston. Secretary Surface offered a friendly amendment for the motion to cover authorizing the spending for 2016 and 2017 as there was not a previous motion for 2016 plaques, which was accepted. *Motion: Approve a budget of \$1,600 per year for Division 19 Achievement Awards Plaques for 2016 and 2017. Motion passed.*

\$500 Travel Stipend to Accompany Yerkes Award Beginning in 2017

Submitted by Past President Williams. The Robert Yerkes Achievement Award is presented annually to a nonpsychologist. While the recipient is honored by the DIV19 award, since they would not normally attend the APA Annual Convention (since they are not a psychologist), this travel stipend would be “made available if requested” to help defer the costs of the recipient’s travel. In other words, if the recipient lives in Washington, D.C. for the 2017 convention, there is no travel cost to defer. Again, this would be “made available” and not just given. It adds to the prestige of the award and may help increase attendance by the recipients. Past President Williams, Ainspan, Blais, President Landes, and Secretary Surface participated in discussion. *Motion: Approve a “made available if requested” \$500 travel stipend to accompany Yerkes Award beginning in 2017. Motion passed.*

Acceptance of Minutes, 2016 Midyear Meeting

Submitted by Secretary Surface. *Motion: The Executive Committee of the Society for Military Psychology accepts the minutes of the February 2016 Midyear EXCOM meeting as presented. Motion passed.*

Acceptance of Updated Passed Motions List

Submitted by Secretary Surface. Treasurer Johnston and President Landes made comments about the importance of maintaining and publishing the list. *Motion: The Executive Committee of the Society for Military Psychology accepts the updated Passed Motion List, 2014–2016 as presented. Motion passed.*

Make International Military Psychology Committee a Standing Committee of Division 19

Submitted by Roland. International military psychology is essential to the vitality and global relevance of Division 19, and also provides important linkages to APA's international psychology programs. International outreach is also a strategic priority for APA as well as Division 19. Division 19's International Military Psychology Committee has served these goals admirably as an ad hoc committee for approximately 15 years, sponsoring a range of activities that increase international involvement and membership in the division. Ad hoc committees are established by the Division 19 President and have a limited life span. By making International Military Psychology a standing committee, we assure its survival and continuity into the future. Roland, Bartone, and Estrada made comments. Bartone mentioned the EXCOM vote is the first step and that a change in the bylaws is also needed. *Motion: Make the International Military Psychology Committee a standing committee of Division 19. Motion passed.*

Division 19 Student Website Renewal

Submitted by O'Leary. The website continues to serve as our primary method for connecting with our students, as well as vessel for disseminating materials and trainings. This is an annual budget item that has been approved for the last several years and will continue to be an asset

whose worth greatly exceeds its cost. Comments by O'Leary and President Landes. *Motion: To Fund the annual renewal for the Division 19 student website for a total of \$88.95. Motion Passed.*

Continue Funding APA Division Services to Manage DIV 19 and DIV19EX Listservs

Submitted by Lees. Comments by Past President Williams and Secretary Surface. *Motion: Continue funding APA Division Services to manage the Div19 and Div19EX listservs, which total \$25/month or \$300 year. Motion passed.*

Funding for DIV19MEM Listserv

Submitted by Lees. Our main listserv for Announcements has many individuals who are nondues paying. The MEM listserv was developed in the case that our leadership needs to send information to members and affiliates only. The Div19MEM listserv requires adding/removing members quarterly if we are to keep it accurate. APA Division Services needs to charge \$100/year. *Motion: Fund APA Division Services to maintain the DIV19MEM listserv for \$100/year. Motion passed.*

Inclusion of Annual Program Committee Chair

Submitted by Blais. Current chair requests that chair/cochair be included in EXCOM meetings that discuss convention activities. Convention chairs have intimate knowledge of APA mandates on conventions and knowledge of convention hotel rules and fees. It would be ideal for convention chairs to be present at EXCOM meetings where decisions for the conference are being made, as to offer input as needed. After a lively discussion, in which Blais, Secretary Surface, Past President Williams, Member-at-Large Saitzyk, Bartone, Knapp, Strickland, President Landes, Estrada, Garven, and Treasurer Johnston made comments, the motion was tabled without vote. *Motion was tabled.*

President Landes provided her closing comments, thanked everyone for participating, thanked Secretary Surface for helping her organize the meeting, and adjourned the meeting at 1150.

Announcements

Christina Hein, MA

Announcement Requests

Please submit any announcement requests for volunteer opportunities, research participant requests, training opportunities, or other requests to Christina Hein at chein9@gmail.com.

General

Join Division 19 on Social media!

- Facebook group: APA Division 19—Military Psychology
- Twitter: @APADiv19, @Div19students
- LinkedIn group for ECPs: APA Division 19—Military Psychology—Early Career Psychologists

Volunteer Opportunities

NASA—Contemporary Lived Experiences of Burnout for U.S. Military Psychologists

NASA Johnson Space Center is looking for volunteers for a 45-day study in the Human Exploration Research Analog (HERA) analog onsite at JSC. This opportunity is open for U.S. citizens and permanent residents. Volunteers will be compensated. Feel free to share with colleagues, students, or anyone who may be interested. Additional information is available at the following site: <https://www.asma.org/news-events/nasa-human-exploration-research-analog>

JSC is seeking healthy nonsmokers ages 30 to 55. Volunteers must pass a JSC physical and psychological assessment to qualify. Subjects must take no medications, have no dietary restrictions, have a BMI of 29 or less, be 74 in. or less in height and have no history of sleepwalking. Volunteers must also have highly technical skills and a Master of Science degree in a science, technology, engineering or math discipline or equivalent years of experience.

E-mail CV or resume to: Jsc-hera@mail.nasa.gov

Interested? Contact Linda Byrd, RN, at 281-483-7284, and Rori Yager, RN, at 281-483-7240.

Research Participation Requests

Experimental Study: Military Decision Making

Neil Shortland, doctoral-level student with the Center for Critical and Major Incident Psychology at the University of Liverpool, is seeking participants (civilian, emergency service, and Armed Forces) for an IRB-approved study titled “Military Decision Making: Choosing Between Least Worst Options.” The purpose of the study is to investigate individual differences in how people (both within, and outside the Armed Forces) make least-worst decisions. This study is the first study of a package of work that seeks to support issues of personnel selection, and training.

The study itself will involve you navigating a series of 16 least-worst scenarios that take place in military, interrogation, police and workplace situations. The study will take 30–45 min and is conducted entirely online. You can take the study at a time and place of your choosing. Anyone who takes part in the study online will be entered into a draw to win one of five \$50 amazon gift cards.

If you would like any more information on the research, what it entails and how we aim to use it to support the United States Armed Forces, please e-mail neil_shortland@uml.edu, or call 978-934-4045.

To take part in this study online please use the URL below: https://livpsych.az1.qualtrics.com/SE/?SID=SV_0xioWJWfGO3Y85v

Women Veterans’ Experiences and Perceptions of Department of Veterans Affairs Health Care

The aim of this proposed study is to inform future VA policies and gender-specific health care practices. Another purpose of the study is to empower a diverse group of women to share their experiences/perceptions as well as suggestions for systemic change.

This research is being conducted by Gretchen Kirk, MA, of the Clinical Psychology Program at Alliant International University in Fresno, California. Jennifer Lovell,

PhD, a Professor at California State University-Monterey Bay and a licensed psychologist, is chairing and overseeing this research.

Criteria for participation: 18 years of age or older, female/woman, veteran who served active duty (or partial active duty) sometime within the years 2001–2014, reside in the United States, not currently serving in the military, and go to the VA for physical and/or mental health care currently or in the past. Participants will be screened after they give consent and thus, may or may not be eligible to continue in the study.

You will be provided with demographic questions used for screening/inclusion, three surveys (patient satisfaction & physical/mental health symptoms), open-ended questions, and a final demographic questionnaire. Two of the three surveys focus on PTSD and depression symptoms, while the other looks at patient satisfaction. Afterward you will be able to enter your email address to be entered into a lottery for a \$25 Visa gift card.

Time to complete survey: 30 min

https://alliant.qualtrics.com/jfe/form/SV_d594uZ91qOdTmCh

The Use of the Ego-Resiliency Scale (ER89-R) in Measuring Resiliency Among Combat Veterans

This research study is to examine factors that may be related to service members' readjustment to civilian life. This study is being conducted by Dr. Matthew Baity and his research team at Alliant International University-CSPP, Sacramento. You will be asked to fill out a set of questionnaires for approximately 15–30 min about yourself and your experience as a service member and as a veteran.

https://alliant.qualtrics.com/jfe/form/SV_8itIEsK93uanEmp

Job Opportunities

Director of Clinical Training, the Chicago School of Professional Psychology (Washington, DC)

Position summary: The Chicago School of Professional Psychology is currently searching for a Director of Clinical Training (DCT) to join our Washington D.C. Campus. The DCT oversees the entire practicum and internship experience for the students in the Clinical Psychology Psy.D. Program. This position collaborates with the other Directors of Applied Professional Practice (APP) across TCS campuses. The DCT acts as a liaison between the

academic program administration and faculty, the training sites, and the students. The start date for this position is May 1, 2017, and consideration of applications will begin immediately.

Qualifications

- A doctoral degree in clinical psychology
- Licensed as a clinical psychologist
- Minimum 2–3 years of professional training experience
- Evidence of strong teaching and academic administration at the postsecondary level
- Ability to successfully manage multiple projects with multiple deadlines

Interested individuals should attach to their application (a) a letter of application; (b) a statement about their administrative experience and areas of specific teaching and/or research expertise; (c) a curriculum vitae; and (d) a list of three references with contact information.

<https://www.nationalregister.org/director-of-clinical-training-washington-dc/>

Staff Psychologist in Chronic Pain Service—VA Maryland Health Care System (Baltimore, MD)

The VA Maryland Health Care System (VAMHCS) is seeking a full-time health psychologist to join the dynamic, interdisciplinary team of the Chronic Pain Service.

The Chronic Pain Clinic employs an interdisciplinary, multimodal approach to pain management that is based on the biopsychosocial model of chronic pain and emphasizes optimal pain control, improved function, and quality of life. The incumbent will provide a combination of specialized assessments and evidence-based treatment services. These services include psychotherapy, behavioral health education, biofeedback, and crisis intervention, using evidence based interventions.

The incumbent is responsible for the delivery of a full range of psychological and substance abuse services for the Neurology Service. Duties include, but are not limited to a range of psychological services including assessment and use of the most appropriate evidence-based psychotherapeutic techniques in providing quality care, involving individual and group psychotherapy, development of individualized treatment recommendations, setting of treatment goals, utilization of specialized approaches with

groups, as well as numerous other skills available to the experienced clinical psychologist. The incumbent will provide therapeutic interventions including: cognitive-behavioral therapy, psychoeducation, biofeedback, relaxation training, and other evidence-based behavioral medicine interventions. S/he will perform diagnostic assessment and behavioral evaluation of patients presenting with difficulties regarding chronic pain and co-occurring mental health and/or substance abuse disorders.

The incumbent provides consultation to the Chronic Pain Service with direct relevance to assessment related to chronic pain and related headache, and/or treatment of the same. Consults with medical center staff on a wide variety of patient care issues and is involved in program evaluation and research activities. The incumbent also participates in developing and maintaining an effective relationship between the Neurology Service and the Mental Health Clinical Center within the VAMHCS.

<https://www.nationalregister.org/staff-psychologist-in-chronic-pain-service-baltimore-md/>

Training Opportunities

National Center for PTSD CAPS-5 Online Training

This course provides instruction on administration and scoring of the CAPS-5, which has been updated to correlate with *DSM-5* diagnostic criteria for PTSD. The course is interactive, and includes video of experts conducting assessments, providing tips and sharing advanced interview skills for using the CAPS-5 in complex and challenging clinical situations.

This training is a collaborative project developed by the National Center for PTSD and the Center for Deployment Psychology.

For additional information regarding this training, please see the link below:

http://www.ptsd.va.gov/professional/continuing_ed/caps5_clinician_training.asp

Expanded Prolonged Exposure Therapy (PE)

The Center for Deployment Psychology (CDP) is offering a half day “refresher” webinar called *Prolonged Exposure Therapy (PE): Putting Techniques into Practice* for both military and civilian mental health providers on 4 April 2017 from 1300 to 1700 East Coast time. Using a Web-based platform called Adobe Connect, the webinar will

feature both an overview of the two-day workshop as well as an expanded review of some treatment techniques. This training is free and includes CEs, and the learning objectives will be:

- Identify several key psychological processes underlying exposure-based therapy.
- Translate theoretical concepts underlying exposure therapy into patient friendly language.
- Describe strategies to address poor or unexpected treatment response to in vivo exposure exercises.
- Identify strategies to address suboptimal engagement during imaginal exposure exercises.

To register, go to: <https://www.eventbrite.com/e/expanded-prolonged-exposure-therapy-training-webinar-registration-26311407127>

An Introduction to the Neurobiology of Traumatic Stress

Recent advances in neuroimaging, biochemistry, and genetics research have paved the way toward a greater understanding of the neurobiology of trauma and stress. As new technologies and methods are discovered and applied to neurobiological work, it becomes increasingly important for individuals interested in treating and studying posttraumatic stress disorder (PTSD) to learn the tools necessary to evaluate the latest research findings. The learning objectives will be:

- Summarize the latest research findings related to neuroimaging, neurohormones, and genetics of traumatic stress.
- Describe advantages and limitations of neurobiological methods.
- Compare and contrast different neuroimaging techniques.
- Apply knowledge and skills acquired to clinical practice.
- <http://www.istss.org/education-research/online-learning/recordings.aspx?pid=AMREC12-07>

Acceptance and Commitment Therapy (ACT) and the Treatment of Trauma: Regaining Self and Values

Acceptance and Commitment Therapy is one of the “third wave” behavioral therapies (Hayes, Follette, & Linehan, 2004) along with others such as dialectical behavior ther-

apy (DBT; Linehan, 1993), and mindfulness based cognitive therapy for depression (MBCT; Segal, Williams, & Teasdale, 2001) that specifically focus on acceptance of internal experience as an alternative to avoidance and they use defusion and/or mindfulness processes to achieve this goal. In ACT, the function of the internal experience is changed rather than the experience itself. The therapeutic work done in ACT is specifically designed to foster acceptance in the service of valued and vital living. We will present the basic theory and application of ACT and explore its adaptation to individual and group, inpatient and outpatient settings, and state of the evidence. Learning objectives will be:

- Cite the basic theory and application of acceptance and commitment therapy.
- Explore ACT to the adaptation of individual and group settings, inpatient and outpatient setting.
- Through case examples, comment on how ACT can enhance the clinical therapeutic process in working with clients who are struggling with traumatic memories.

<http://www.istss.org/education-research/online-learning/recordings.aspx?pid=AMREC08-02>

A United Transdiagnostic Treatment for Emotional Disorders Applied to Combat-Related PTSD

Deepening understanding of the nature of emotional disorders including PTSD reveals that commonalities in etiology and latent structure among these disorders supersedes differences. This suggests new approaches to classification and the possibility of distilling a set of psychological procedures that would comprise a unified intervention for emotional disorders. Based on theory and data emerging from the fields of learning, emotional de-

velopment and regulation, and cognitive science, we identify three fundamental therapeutic components relevant to the treatment of emotional disorders generally. These three components include (a) altering antecedent cognitive reappraisals; (b) preventing emotional avoidance; and (c) facilitating action tendencies not associated with the emotion that is dysregulated.

This treatment takes place in the context of provoking emotional expression (emotional exposure) through situational, internal and somatic (interoceptive cues), as well as through standard mood induction exercises, and differs from patient to patient only in the situational cues and exercises utilized. Theory and rationale and the latest data supporting this new unified transdiagnostic approach are described in the context of sequelae of the trauma of war and resulting combat related PTSD. It is suggested that this unified treatment may represent a more efficient and possibly a more effective strategy in treating emotional disorders, pending further evaluation. Learning objectives will be

- List temperaments and key features that compromise the emotional disorders.
- List the seven modules of the united protocol for emotional disorders.
- Identify a case for combat related PTSD from a unified transdiagnostic perspective.

<http://www.istss.org/education-research/online-learning/recordings.aspx?pid=AMREC09-02>

Point of Contact Information

For further information, please contact:

Christina Hein
chein9@gmail.com



SOCIETY FOR MILITARY PSYCHOLOGY

Division 19 of the American Psychological Association

Call for Award Nominations



The Society for Military Psychology is seeking nominations for several awards:

1. The Arthur W. Melton Early Achievement Award – 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 – 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 – recognizes career long achievements in military psychology.
4. The Robert S. Nichols Award – recognizes excellence in service by uniformed clinical psychologists to military personnel and their families.
5. The Julius E. Uhlaner Award – recognizes outstanding contributions in research on military selection and recruitment.
6. The Robert M. Yerkes Award – recognizes outstanding contributions to military psychology by a non-psychologist.
7. The Military Psychology Distinguished Mentor Award – recognizes exceptional efforts of individuals who invest in the development of psychologists and other professionals interested in the psychological study of the military through service, education, research, teaching, and training. Mentoring can be that of mentees in any level of professional achievement.

Complete award information can be found at <http://www.apadivisions.org/division-19/awards/index.aspx>.

Nominations are due 30 May 2017 (midnight ET) and should include the following: (1) Nomination letter describing the qualifications of the nominee in no more than 2–3 pages; (2) Current resume/vitae of the nominee. Submit nominations to Ann Landes, PhD (alandesdiv19@gmail.com) in PDF format and list the name of the nominee and the award on the subject line of your email (e.g., John Doe, Julius E. Uhlaner Award). Winners will be notified prior to 30 June 2017 and awards will be presented during the Society for Military Psychology Business Meeting at the upcoming APA convention in Washington, DC.



SOCIETY FOR MILITARY PSYCHOLOGY

Division 19 of the American Psychological Association



Position Announcement:

Editor-in-Chief for The Military Psychologist

Are you looking for an opportunity to impact Division 19? The Executive Committee (EXCOM) for APA Division 19 Military Psychology is now accepting applications for the position of Editor-in-Chief for The Military Psychologist. The position is a 3-year term commitment and the applicant must be a current member of Division 19. The applicant should have experience with technical writing, the publication process, and should have a broad awareness and understanding of military psychology.

The position involves the following duties:

- * Responsibility for all content of The Military Psychologist which publishes 3 issues per year.
- * Coordination and review of all contributing committees, reports, and sections for the publication.
- * Reviewing, recruiting, and responding to potential authors and publication related inquiries in a timely fashion.
- * Coordination, editing, and reviewing in conjunction with the APA publisher.
- * Recruitment and maintenance of an effective publication team.
- * Reporting and representing the publication to the Executive Committee as requested.

Interested parties should submit a letter of interest and CV to Dr. Joseph Lyons at joseph.lyons.6@us.af.mil

The EXCOM hopes to have a new Editor appointed by Summer 2017.



SOCIETY FOR MILITARY PSYCHOLOGY

Division 19 of the American Psychological Association



Book Review Invitation:

Drs. Richard Tedeschi and Bret Moore are seeking reviews for their recently released book “The Posttraumatic Growth Workbook: Coming Through Trauma Wiser, Stronger, and More Resilient.” If you are interested in writing a review for the *Military Psychologist* or other outlet please contact them through their website at www.traumaandgrowth.com or at bamoore2010@yahoo.com and they can send you a review copy.

Synopsis of the Book:

People who experience trauma often struggle with its effects, but many men and women have found meaning in their traumatic event and now experience life differently. Written by two psychologists and experts on trauma psychology-including one of the key researchers on posttraumatic growth (PTG)-this unique, evidence-based, step-by-step workbook offers a new model for processing traumatic experiences in order to gain wisdom, strength, and resilience.

There is no denying the psychological and physical costs of trauma, but suffering a traumatic experience does not necessarily mean you’ll develop posttraumatic stress disorder (PTSD) and have to live with its debilitating long-term symptoms. While the process of recovering from trauma is difficult and painful, survivors also experience posttraumatic growth (PTG). And with the right approach to healing, the same challenges that create PTSD can also set the stage for a psychological rebirth.

The Posttraumatic Growth Workbook expands the focus on posttraumatic stress and its related difficulties to include the significant potential for positive growth in the aftermath of trauma. With this guide, you’ll learn more about traumatic experiences and their short- and long-term effects, discover where you are in your own process, explore vulnerability as an important aspect of post-traumatic strength, identify and develop other strengths for coping with-and growing beyond-your trauma, and successfully integrate your experience into your personal story.

Navigating the aftereffects of trauma is a difficult journey, but many people report having a new appreciation for life and feeling even more resilient after working through their traumatic event. Using this powerful, PTG-based workbook, you’ll find it’s possible to come out of your trauma, even stronger and wiser.

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 **January 20**), Summer (submission deadline **May 20**), and Fall (submission deadline **September 20**).

Preparation and Submission of Feature Articles and Spotlight Contributions. All items should be directly submitted to one of the following Section Editors: **Feature Articles** (Maureen Copeskey: coopeskey@gmail.com), **Trends** (Joseph B. Lyons: joseph.lyons.6@us.af.mil), **Spotlight on Research** (Colleen Varga: colleen.varga.1@us.af.mil), and **Spotlight on History** (Paul Gade: paul.gade39@gmail.com). 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 (Joseph B. Lyons: joseph.lyons.6@us.af.mil) 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 Christina Hein (chein9@gmail.com).

Review and Selection. Every submission is reviewed and evaluated by the Section Editor, the Editor in Chief, and American Psychological Association (APA) editorial staff for compliance to the overall guidelines of APA and the newsletter. In some cases, the Editor in Chief may also ask members of the Editorial Board or Executive Committee to 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 Editors 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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