



THE MILITARY PSYCHOLOGIST

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Division 19 of the American Psychological Association

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January – December 2019

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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

Shawna Chee



Welcome to the Summer 2019 Issue of The Military Psychologist (TMP) Newsletter.

This issue highlights the upcoming APA Convention Program, in Chicago, IL on August 8-11, which promises to bring us Division 19 relevant news, research, treatment innovations and opportunities for networking in our Hospitality Suite and Division specific meetings. Be sure to flip ahead to read up on our APA Program Committee Chair, Ryan Landoll, and our Student Affairs Committee Chair,

Jourdin Navarro, reports about why you should attend! All the information is available on the Conference website www.militarypsych.org/apa-convention.html. Just in case you can't make it to APA, the Continuing Education Committee Report has information about where to obtain those much needed continuing education credits, or how you and your organization can become CE Program sponsors.

This issue also includes Division 19 president, Dr. Stephen Bowles, as he gives us a fantastic summary of the work already accomplished on the Strategic Objectives of developing leaders in the Society, building strategic partnerships, promoting military psychology and growing the wealth of the Society and its future. Our Society leadership has been very productive already this year.

The Feature Article explores ways to improve military close-combat training using psychological principles and adding new technology to the training environment to make it more effective and ecologically applicable. The article argues that especially in force-on-force training, more empirical evidence is needed to support cognitive science principles in the training and various

human factors related to the training procedures. The Spotlight on Research article provides us with information about ways we can maintain the financial readiness of our troops, which can ultimately lead to decreased stress and unnecessary financial hardships that can distract from the military mission. Speaking of finances, the Trends Article, by Dr. Carrie Kennedy, details just exactly how military psychologists' base salary rapidly outpaces average civilian salaries, not including the significant tax breaks and other benefits. Be sure to use this information to network at the tri-service recruiting booths certain to be ready for your questions (and applications) at this year's APA convention! Military psychology pays.

The Spotlight on History article, brought to us by Gerald P. Krueger, highlights the life and career of Alphonse Chapanis, who was pivotal in providing human engineering solutions to performance and safety problems for military and civilian organizations. Again, anyone who aims to honor those remarkable early leaders in our profession, please contact Paul Gade (paul.gade39@gmail.com) to contribute to this column.

Be sure to check out the Announcements Section, collated by Christina Hein, highlighting research opportunities, online and in-person CEU trainings and job announcements. Finally, our past-Division 19 presidents, Pat DeLeon and Sally Harvey provide us with individual commentaries about important changes to our community and to set the record straight about our past.

Looking forward to what our APA Convention and Division 19 Society meetings bring to the membership this summer. Continue to send in your program ideas, your research projects, your announcements and any other future opportunities to excel for newsletter readers to benefit from. Submission criteria are included on the back cover. Until the fall issue, take care and I wish you all "blue skies"!

President's Column

Stephen Bowles



Dear Colleagues:

Happy summer everyone, as we are closing in on the midway point of 2019. Thanks to everyone in our Society who has written recommendations for our many nominees for the annual awards, and to the strong candidates running for elected office this year. Let's continue to honor

our members and build our leaders through the opportunities provided by our organization. In the past months, there have been a number of people engaged in my four presidential initiatives: 1) *developing leaders in the society*, 2) *building strategic partners*, 3) *promote Military Psychology*, and 4) *growing the wealth of the society*, as well as our eight strategic objectives and reconciliation effort with the American Psychological Association. (APA).

Developing Leaders in the Society: For developing leaders in our society, we continue to teach students in the nine-month Society Leadership Program, which is in its first year. These 8 students will present their Capstone projects at the APA Convention. Big kudos to Maurice Sipos as the co-chair for this program as he has advanced the curriculum as well as technology platform for the program. Our faculty of Lolita Burrell, Eric Weis, Thomas Britt, and Scott Johnston have all provided tremendous teaching and/or leadership feedback to our young leaders. In addition, I would like to thank the following mentors who dedicated their time to this program: Mark Staal, Tatana Olson, Ryan Landoll, Wyatt Evans, Shawna Chee, Neal Shortland, Bruce Crow, and Sally Harvey. Some of the classes covered in this program are adaptive leadership, strategic planning and communication, teams and boards, diversity and leadership as well as the student journal club. To our members, please reach out to one of our over 30 student chapters throughout the country to see how you might mentor and assist students in these programs!

Building Strategic Partners: Some of our Society Leadership Program student Capstone projects are looking to create engagement with other APA divisions and other organizations on shared efforts. This year we have already re-affirmed our commitment and support to transgender individuals serving in the military, reaffirming our previous statement. The Adler University Regional Symposium Series in Chicago, held May 30-31st, 2019, featured a retired

service member as our keynote speaker offering her personal and professional perspectives about transgender individuals. Our other Keynote speaker was a member of the APA Board of Director who presented on prescribing for psychologists. Additionally, Mark Staal continued to lead the National Security Task Force with our intelligence community partners, defining important practice and ethical areas.

Dr. Nathan Ainspan and Dr. Kristin Saboe have established a partnership with the Society for Industrial and Organizational Psychology (SIOP), Division 14 of APA, in which we provide subject matter experts for SIOP to develop training materials for civilian business leaders to help veterans transitioning from the military to the civilian sector. Talya Bauer, the President of Division 14, and I formally signed a Veterans Transition Initiative memorandum of understanding at the SIOP convention in National Harbor, Maryland on April 6 to begin this strategic partnership. We have established collaborative working relationships with Divisions 17, 29, 35, 40, and 56 as well as 14 in the APA Division 19 Convention programming this year.

Additionally, we have endorsed and are supporting the Association of State and Provincial Psychology Boards (ASPPB) psychological inter-jurisdictional compact (PSYPACT). This is a significant milestone in psychology allowing the practice of telepsychology across state lines, as well as providing a mechanism for oversight of practice. This can be of great help for providers to be able to work with National Guard service members.

Promote Military Psychology: "Leading the Way: Military Psychology" our theme for the year is again demonstrated in the new mini Think Tank pods that have been established. These Think Tanks will better educate, advocate, and inform policy for our Society with the ability to take action on behalf of military psychology. The current mini think tank pods that we have started are coaching and leadership, tele-health, veterans transition, suicide, and assessment and selection with five more in the planning phase. Other Society Leadership Program student Capstone projects are also related to and supporting the Think Tank process. Along with the Think Tanks we can display the many talents of our Society through the Regional Symposia Series and the American Psychological Convention.

The Regional Symposia Series led by Katy Barrs (Chair) along with her team of Ann Landes, Steve Stein, Wyatt Evans, and Michelle Koster did an outstanding job organizing this series. The first ever Regional Symposia Series

was held at RTI in Raleigh, North Carolina on April 4-5. This featured a number of great presentations organized by the Program Chair Jessica Morgan in the research triangle. Some of the nationally recognized research and clinical CE presentations included:

- APA Guidelines for practice with military Service Members, Veterans and their families
- Moral Injury, Spirituality, and Spiritual Care
- Technology Workshop: Mobile Technologies and Wearables
- The Physiology of Positive Psychology: Heart Rate Variability, Posttraumatic Growth and Coping Styles in the Military
- VHA Chaplaincy Suicide Prevention Best Practice
- Getting Upstream with Suicide Prevention
- Better Than Before: Using Integrative Treatments to Improve Daily Functioning After TBI
- Stellate Ganglion Block for Treatment of Posttraumatic Stress Disorder Symptoms
- Mental Health, Stress and Resilience Correlates of Heart Rate Variability Among Military Reservists and First Responders

On May 30-31 Adler University hosted a regional symposium series in Chicago at Adler University. Program Chairs Joseph Troiani and student leader Denise Dailey featured nationally recognized speakers covering topics including:

- Adlerian Psychology and Military History
- Gender, Science, and Service: The Price of Bias in the Armed Forces
- Senior Chief Shannon Kent, U.S. Navy, Memorial Lecture
- The Hoffman Report: The Story Behind the Headlines
- Moral Injury
- The Role of Selection, Assessment, and Development of Elite Military Forces
- Research Consortium: Hines and Jesse Brown VAMC
- Models of Treatment for Substance Use Disorders and Complex PTSD
- Prescription Authority
- Innovative Treatment in PTSD
- Road Home Program/Rush Medical Center:
- Women Warriors: Individual, Social, and Organizational Challenges and Opportunities in Combat and Combat Support Roles
- The Meaning of Work and Mindfulness

This August 8-11th, we have a tremendous APA Convention program led by Ryan Landoll, Hannah Tyler, Angela Legner and many reviewers that will feature a number of nationally recognized military psychology presenters to include the following topics for CE offerings and Division highlighted presentations:

- Doing Harm Ethically: Relevant Situations Across Psychology
- Women Leaders in Military Psychology
- Operational Psychology Support in Aerospace, Military, and National Security Arenas
- Core Competencies in Suicide Risk Assessment
- Mental Health Interventions for Incarcerated Vets: American Red Cross Resiliency Workshops
- Learning from Military Health Podcasts: Find your Voice and Help Beneficiaries Worldwide
- The High Cost of Lower Standards---Enlistment Waivers and the Unintentional Impacts on Unit Readiness
- Continuum of Care in Military Medical & Operational Settings
- Big Data-Driven Insights into Service Member Mental Health
- Developing Comprehensive Health Psychology Services for Rural Vets
- Interpersonal Factors Among Military and Veteran Survivors of Trauma
- Military and Veteran Transitions: Culture, Process, and Assessment
- Early Career Advice for Psychologists Looking for Work in the Department of Defense or Veteran's Affairs
- Wellness Programs Among College Students and US Army
- Intensive Outpatient Programs for Active Duty Service Members
- Combating Avoidance---Military Culture and Intensive Treatment for PTSD

Many thanks to our Division 19 Journal and Newsletter teams as they continue to provide outstanding coverage in promoting and tracking critical events and science for military psychology!

Growing the Wealth of the Society: Michelle Kelly continues her exceptional Championing membership drives to increase our diverse group of members. The ECPs led by Neil Shortland will be providing a one hour grant presentation as well as the ECP mentoring roundtable again this year in our hospitality suite at the APA Convention. The Student Affairs Committee with the leadership of Jourdin Navarro is developing panels on military psychology ethics, careers in military psychology beyond active duty and specializations in military

psychology. They will also conduct one summer webinar on women in the military and a fall webinar on military sexual trauma in military. The new co-Chairs of our International Military Psychology Committee, Maurice Sipos and Kate McGraw, will also host a program in our suite featuring distinguished international military psychologists.

Progress continues to be made on the Society's Eight strategic objectives. Attempts to reconcile with the APA are continuing to be made through promoting the image of the Society through different communication strategies, engaging the ethics task force and the BoD, and showcasing military psychology. Within our Society, we need to continue to further build a climate of

engagement, diversity, intellectual stimulation, well-being, fun, and music. Plan to attend the musical fun scheduled at Adler University on Saturday evening during the APA convention.

Keep making great things happen for Society for Military Psychology. See you in Chicago!

Stephen

Stephen Bowles PhD, ABPP
President, Society of Military Psychology, APA Division 19



SOCIETY FOR MILITARY PSYCHOLOGY

Division 19 of the American Psychological Association

Society for Military Psychology: NEW Website



Check out Division 19 Society for Military Psychology website: www.militarypsych.org

This website will keep you up to date with the Society's goals and progress as well as information on how to join and get involved. The website provides information regarding:

- Information from the leadership
- News and events
- Training, continuing education, and career opportunities
- Awards
- Access to publications—*Military Psychologist* Journal and the online version of *TMP* newsletter
- Membership updates

The Society is dedicated to the advancement of science, improvement of practice and development of leaders, goals that are anchored in an unwavering commitment to ethics and a call to serve. Our community represents the diversity that defines the profession of psychology with our members engaged across the spectrum of the field in the Department of Defense and the Department of Veterans Affairs. Division 19 has continued to demonstrate growth, largely due to our commitment to, and support of, our students and early career professionals.

The Society for Military Psychology encourages research and the application of psychological research to military problems. Members are military psychologists who serve diverse functions in settings including research activities, management, providing mental health services, teaching, consulting, work with Congressional committees, and advising senior military commands. The division presents four annual awards at the APA convention, including the Yerkes Award for contributions to military psychology by a nonpsychologist, plus two student awards, one of which is a travel award. Members receive the quarterly Journal *Military Psychology* and the newsletter *The Military Psychologist*, published three times a year

For specifics, please go to the DIV19 NEW webpage:

<http://www.militarypsych.org>

Best Practices in Force-on-Force Training: Achieving Maximal Benefits from Simulated Ammunition

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Naval Medical Research Unit Dayton and The Henry M. Jackson Foundation for the Advancement of Military Medicine

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Close combat training involves firearms proficiency training, and traditional marksmanship (also known as “flat range” or one-dimensional practice) alone is not sufficient to prepare personnel for combat. Most subject matter experts, including the dozens with whom we have consulted, agree with this position. However, a critical problem comes into focus when trying to support the opening statement; there is shockingly little empirical evidence to support training procedures outside of flat range marksmanship. Subject matter experts and existing military training doctrine insist that operational readiness requires dynamic marksmanship and force-on-force training involving a live opposing force in addition to traditional marksmanship. Unfortunately, this brings additional issues related to facilities, safety, and the difficulty in delivering high quality training. For facilities, well-equipped shoothouses can cost millions of dollars if they are going to incorporate various structural components, including multiple rooms, hallways, and stairs. Utilizing existing, non-modular structures also presents challenges for training when students become quickly acclimated to the floorplan and layout. These challenges are substantial, and do not address the quality of the training provided through the various training procedures.

In the past, the facility and safety challenges encountered during close combat training have not received nearly the same level of attention as acquired weapon systems such as aircraft or fighting vehicles. Today, close combat issues are now receiving an unprecedented level of attention with the establishment of the Close Combat Lethality Task Force (CCLTF; Department of Defense [DoD], 2018). The CCLTF focuses on enhancing lethality at squad-level infantry combat formations across the Services rather than through one branch or one weapon system. In addition to focusing on integrated weapon systems, the CCLTF also focuses on human performance because effective combat performance depends upon the human element, which is developed by training, selection, manning, testing, and evaluation of personnel. The latter issues then bring up questions that go beyond safety and costly facilities.

The foremost challenge involves identifying which close combat training procedures are the most effective. There are several reasons that this type of training evaluation is incred-

ibly difficult. First, close combat tactics are sensitive information for operational security reasons, and units cannot make that information public, especially when it involves specific tactics. Even when trying to collaborate or compare training procedures, additional complications arise due to different mission types, unit priorities, commander’s prerogatives, approaches to training, different drills, and different facilities utilized for testing—making direct comparisons almost nonsensical. Still, there are some elements of force-on-force training widely used by military and law enforcement personnel that can be the subject of public discussion. Specifically, tactics-agnostic training strategies can be explored without compromising operational security.

Here the focus will be on the best practices when using non-lethal training ammunition for force-on-force training. The discussion will cover some basic information about non-lethal training ammunition (also known as simulated rounds or simulated ammunition), ways to maximize the training potential, and opportunities for future research and evaluation. Due to the limited amount of empirical data on this topic, much of the information contained will be drawn from discussions with subject matter experts in the field of firearms training as part ongoing research projects under the Office of Naval Research. A key takeaway should be that there are considerable opportunities for research and validation given the all too often anecdotally-driven policy development that occurs around the use of simulated ammunition. For example, identifying new training methods or comparing existing methods through *quantifiable* performance metrics remains a sizeable knowledge gap. This emphasis should be considered throughout the discussion and ultimately addressed by making close combat as much of a future research priority as any other existing focus of military research programs.

Simulated Ammunition: Terminology and Purpose

Simulated ammunition is a term used to describe a variety of non-lethal training ammunition, rubber rounds, or paintballs that can be fired safely from realistic weapons at low velocity (e.g., less than 500 feet per second). The highest level of realism comes with non-lethal training ammunition, which can be fired from service-issued weapons with

only slight modifications. Non-lethal applications allow for training drills where students can execute realistic combat maneuvers against a live adversary without deadly force. A literature review involving the use of simulated ammunition shows these rounds have received relatively little attention from the research community. However, U.S. Armed Forces have used simulated ammunition in training for decades, including the early Special Effects Small Arms Marking System (SESAMS; Bortz, 1998). This system, along with modern product brands such as Simunition® and UTM®, create realistic, but non-lethal experiences where rounds could be fired from service-issued weapons or genuine, but slightly modified specialty weapons. Notwithstanding decades of use, recent efforts are still trying to establish that the rounds effectively provoke a lifelike sense of anxiety under hostile fire (Taverniers & De Boeck, 2014; Taverniers, Smeets, Van Ruyseveldt, Syroit, & von Grumbkow, 2011) and what type of pain or injury should be expected during their use (Biggs & Doubrava, in press). Anxiety in particular is an important issue to investigate because non-lethal training ammunition was developed to mark—not hurt—an opponent in realistic scenarios. Anxiety and pain were not originally among the intended outcomes of simulated ammunition usage, yet they have become central to the value of non-lethal training rounds for force-on-force applications.

This issue becomes a recurring theme when dealing with force-on-force training—instructors and former students know what to expect, but evidence is rooted in anecdotes passed from instructor to student through the experience and rarely, if ever, documented through scientific evaluation. Documentation and evidence are not trivial factors. Without clear safety standards in place or empirical evidence to support procedures, training standards become so unit-specific and inconsistent that it may prompt safety issues. The lack of evidence also creates the problem of developing guidelines for training involving medical risks or expected pain. Current guidelines are limited and rely mostly on manufacturer recommendations. Simulated ammunition causes pain and bruising upon impact, yet there is almost no medical or psychological evidence to support operational procedures that incorporate anxiety as a critical training element with simulated ammunition. Force-on-force training is necessary to prepare service members for combat—if we cannot establish safe and effective boundaries that mimic real combat without the risk of casualty during training, then how are service members expected to perform under combat conditions? Military medical research should become more involved in setting the standards for safe simulated ammunition use in force-on-force training.

Creating Anxiety in Force-on-Force Training: With and Without Simulated Ammunition

Anxiety-based reactions are critical issues in force-on-force training because anxiety due to opposing threat is the key

difference between flat range marksmanship and combat marksmanship. Trainers are well-aware of this point, and as such, they often try to induce stress during training tasks while maintaining proper range safety. Sometimes the opposing force comes in the form of competition, such as head-to-head simulated gunfights with dueling trees of steel targets to push speed and accuracy in marksmanship among trainees (Hoff, 2012). This approach induces competition-style stress and identifies an opposing force even if the two sides are not directly exchanging fire. More complex methods in laboratory studies can induce anxiety by the careful introduction of carbon dioxide (Easey, et. al., 2018; Fluharty, Attwood, & Munafò, 2016) or by using controlled shocks to cause anticipatory anxiety (Cain, Dunsmoor, LaBar, & Mitroff, 2011). These methods are more commonly laboratory-based due to the complexity involved in their administration, which ultimately makes them ill-suited for force-on-force training.

Although effective at inducing anxiety, these methods also do not accomplish the primary goal in the same way as simulated ammunition. According to manufacturers and trainers alike, an important element of non-lethal or simulated ammunition is to introduce the potential for hostile fire and the associated stress response into the training regimen. Head-to-head simulated gunfights introduce competition-style stress, but without the potential of receiving fire or the challenge of shooting at a living and moving adversary. There are also numerous psychological issues in having someone fire a round that will inflict damage, which better depicts combat than any competition setting. It is difficult to recreate scenarios with the same level of precision as laboratory-based experiments, thereby complicating the challenge of controlled empirical measurement. Simulated ammunition remains arguably the best approach to imitate and assess a key element of combat readiness—the ability to perform despite the impending threat of hostile action.

Modifying the Drill to Enhance Accountability

Accountability directly impacts how people encode and process information, making them more vigilant in their evaluations and careful in their judgments (Sinclair, 1995; Tetlock, 1983). In addition to the anticipated stress reaction, simulated ammunition also creates accountability for trainees because the projectiles can provide immediate feedback both physically and visually. These aspects facilitate many teachable moments that are somewhat unique during force-on-force training. The impending threat aspect can expose individual weaknesses by “pressure testing” certain components of proficiency such as weapon handling and tactical composure. The marking characteristics of the projectile allow a much more realistic assessment of the type marksmanship relevant to close quarters combat. The combination of these factors allows the instructor an objective measure of whether or not a student has trained to the appropriate level.

This issue of accountability is where training tools such as blank rounds with no projectile fall short. Although blanks are utilized because they can be nearly as loud as gunfire, there are no consequences to firing these rounds. Weapons will make noise and recoil, but without meaningful consequences such as a need to track where the round lands, there are fewer teachable moments for trainees. Except for a few scenarios, blank rounds are not effective in force-on-force training and better used as props. In actual combat, there are always real consequences to firing a round because an errant shot could strike an ally, harm a civilian, or leave a hostile enemy fully combat capable—all concepts that benefit from holding shooters accountable in training for their actions and must be instilled as early as possible. There is also an intent to cause harm. Whereas many elements of psychology focus on avoiding hostility and aggression (cf. examining forgiveness in attributions of intent and guilt; Adams & Inesi, 2016), force-on-force training is attempting to enhance the lethality of military actions. Using deadly force must become an acceptable course of action when necessary, and this type of training benefits from an environment that demands accountability because errors can be as lethal as the intended action. Marking rounds may be non-lethal, but there is a significant change in the scenario if the shooter knows that firing a shot can potentially harm the opponent—a notable change in non-lethal training rounds versus other ammunition such as paintballs.

Accountability also provides critical teaching for the instructor about a trainee's mindset and competence under duress. Because individuals are more likely to make errors under the threat of receiving fire and experiencing pain, simulated ammunition amplifies the opportunity to evaluate performance under stress in a consistent way. Specifically, individuals could either assume responsibility for their actions—demonstrating personal accountability; or, individuals could blame external factors for their errors—such as gun jams, slipping on bullet casings, mask fogging up, and other reasons. Some factors may be true on a case-by-case basis, but social psychology refers to the general premise as the self-serving bias (Myers & Smith, 2012). The self-serving bias, among similar attribution errors, represents the tendency for individual to attribute favorable outcomes to internal explanations and to attribute unfavorable outcomes to external explanations. Meta-analytic reviews have suggested that self-threat augments these attributional errors (Campbell & Sedikides, 1999), making this component particularly relevant when facing a hostile force. The combination suggests that individuals are likely to misattribute the source of their errors during force-on-force training, and numerous teaching opportunities are likely to develop as instructors have the opportunity to provide an independent evaluation of their performance.

Another training opportunity involves how accountability issues can be distributed either among a team or focused upon an individual. In this sense, force-on-force drills can be divided into two simple categories of team-based training and individual-based training. Team-based training is operationally-oriented as individuals must communicate within the team and move together to succeed. However, individual-based drills have advantages as well. Without teammates to rely upon, there is no one else to share in the responsibility and no choice but to act; in essence, an individual becomes fully and unequivocally accountable for their actions because there are no teammates to rely upon. Additionally, increasing the number of participants in this type of situation can be helpful if trainees become too capable of tracking a single opponent. For example, a 3-man drill forces an individual to track and engage multiple targets, which becomes more challenging and can increase anxiety upon the trainee if they have become accustomed to standard 2-man drills. The important distinction is that 2-man drills provide focused training opportunities where an instructor can focus attention more directly upon individual actions.

Using Protection and Distance to Mitigate Risk and Manipulate Anxiety

Simulated ammunition provides a base component of effective force-on-force training because these rounds are used in realistic training drills against live opponents, induce anxiety during training due to anticipated pain, and create the opportunity to hold shooters accountable for their actions via marking cartridges. Within these training opportunities, however, there are ways to manipulate protective equipment and adapt the training task to different skill sets. For example, when conducting training with experienced military operators, an instructor could reduce the amount of protective gear to the minimum level (e.g., face, throat, & groin protection; Safety & Realism, 2018). Doing so would allow the operator to experience the highest level of physical stimulation and feedback possible during training. Alternatively, an instructor may choose to increase the amount of protective gear (e.g., increase layers of clothing to provide additional padding) and reduce the amount of physical stimulation experienced during the drills. This modified drill would be primarily oriented around novice shooters who are having trouble adapting to a high-fidelity force-on-force environment.

Because different simulated ammunition products have different requirements and performance characteristics, it is critical to understand that there are no published, universally accepted standards for personal protective equipment when using simulated ammunition. However, the major manufacturers of non-lethal training ammunition (UTM, Simunition, etc.) recommend only head, throat, and groin protection as required for their approved

products (cf. Safety & Realism, 2018). Participants could use only this prerequisite equipment and experience a mild amount of pain with bruising and soreness that lasts for days (Biggs & Doubrava, in press). Alternatively, participants could use standard paintballs and associated gear while experiencing virtually no pain with little physical marking beyond the paint itself. So, one approach to reduce anxiety involves increasing the amount of protective gear to provide more padding. Another approach involves utilizing rounds with lesser force that inflict less pain to reduce anxiety. That said, there are still numerous cognitive factors involved which could exacerbate the feelings of anxiety as they may not be as reduced even if the pain sensation is reduced.

Distance is a secondary method to manipulate. The goal is essentially the same—reduce the imposed anxiety by decreasing the pain sensation. In this case, participants are less likely to be hit by simulated rounds if the distance between shooters is increased. Each round is likely to be less painful as well if fired over significantly further distances, although it should be noted that this latter point is based on conjecture and there are no set distances to achieve a lesser pain sensation. Individuals are less likely to be hit by rounds because increased distance progressively increases the skill of the opponent required to land a successful hit. In this sense, the skill of the shooters can be taken into account when determining the proper distance for a drill. The two ideas can also be used in concert for greatest effect, where additional protective gear and further distance are combined to reduce the anxiety and pain sensation for novice shooters having particular trouble adapting to force-on-force training.

Future Directions

The common thread throughout this discussion is simply that these ideas are based upon best practices and anecdotes. Recent evidence is pushing cognitive science and lethal force training more into empirical evaluations (Biggs, Brockmole & Witt, 2013; Biggs, Cain, & Mitroff, 2015; Hamilton, Lambert, Suss, & Biggs, in press), but especially in force-on-force training, there is little empirical evidence to support cognitive science principles in the training or even various human factors related to the training procedures. Granted, many of the behaviors are developed by close combat experts based on years of field experience, and their approaches do tend to align with solid psychological principles. However, this design methodology leaves a gap regarding continuity and scalability. Another problem with this approach is the difficulty in comparing different training techniques because different facilities, drills and metrics are used during evaluations. Individual training regimens are regularly expensive, high-risk evolutions that introduce enough logistical complications as it is—directly comparing training outcomes is another challenge entirely.

If the Department of Defense is prepared to invest more fully in human performance elements of close combat training, there is a substantial role for integrating high-quality research initiatives. Researchers can offer the operational community the advantage of independent and scientifically rigorous evaluation about the psychological reactions to stress and potentially novel ways to approach training. With increased attention, there is increased need for independent evaluation and statistical analyses, which creates the desire for operators to welcome the research community into their training designs. Force-on-force training with simulated ammunition is merely one area where research, training, and operations can come together to produce larger advancements in operational performance. Ultimately, close combat evaluation is an emerging area of scientific opportunity and greater defense interest that warrants more attention from the military research community in the coming years.

Author Note

The views expressed in this article are those of the authors and do not necessarily reflect the official policy or position of the Department of the Navy, Department of Defense, nor the U.S. Government. LCDR Doubrava and LT Biggs are military service members. This work was prepared as part of their official duties. Title 17 U.S.C. §105 provides that ‘Copyright protection under this title is not available for any work of the United States Government.’ Title 17 U.S.C. §101 defines a U.S. Government work as a work prepared by a military service member or employee of the U.S. Government as part of that person’s official duties. The authors have no financial or non-financial competing interests in this manuscript. This work was supported by the Office of Naval Research (N0001418WX00247).

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Trends Article: How Does Military Psychologist Pay Stack Up Against Civilian Pay?

By Carrie Kennedy

BLUF (Bottom Line Up Front): PRETTY DARN GOOD!

Over the past couple of decades the military has seen regular annual pay raises, designed to close a general military-civilian wage gap. Consequently, this has improved the salaries of all military officers. Currently (CY 2019) a first year psychologist or psychology intern makes \$51,012 annually in basic pay (for the military pay charts, see Table 1) or go here: <https://www.dfas.mil/military-members/payentitlements/Pay-Tables.html>; as a remind-

er, first year psychologists are the rank of O3). On top of basic pay, all service members receive both a food allowance (Basic Allowance for Subsistence or BAS) and a housing allowance (Basic Allowance for Housing or BAH). BAS is the same for all officers, specifically \$3,053 annually, and BAH varies depending on rank, geographic location (i.e., cost of living) and whether or not that psychologist has dependents (for specific BAH rates for specific locations, go to this calculator: <https://www.defensetravel.dod.mil/site/bah.cfm>). As two examples: a

TABLE 1

Monthly Rates of Basic Pay – effective January 1, 2019

Notes located at bottom of page

Less than 2 through Over 8 years Cumulative Years of Service						
<i>Cumulative Years of Service</i>						
Pay Grade (Note 3)	2 or less	Over 2	Over 3	Over 4	Over 6	Over 8
O-10 (Note 4)						
O-9 (Note 4)						
O-8 (Note 4)	10,668.90	11,018.70	11,250.60	11,315.40	11,604.90	12,088.20
O-7 (Note 4)	8,865.30	9,276.90	9,467.70	9,619.20	9,893.40	10,164.60
O-6 (Note 5)	6,722.70	7,385.70	7,870.50	7,870.50	7,900.50	8,239.20
O-5	5,604.30	6,313.50	6,750.00	6,832.50	7,105.50	7,268.40
O-4	4,835.40	5,597.40	5,971.20	6,054.00	6,400.80	6,772.80
O-3 (Note 6)	4,251.60	4,819.20	5,201.40	5,671.50	5,943.60	6,241.50
O-2 (Note 6)	3,673.50	4,183.80	4,818.30	4,981.20	5,083.80	5,083.80
O-1 (Notes 6 & 7)	3,188.40	3,318.90	4,011.90	4,011.90	4,011.90	4,011.90

1. Basic pay rate for Academy Cadets/Midshipmen and ROTC members/applicants is \$1,116.30.
2. The amount of the maximum combat zone tax exclusion in effect for a qualifying month equals the sum of the basic pay for the senior enlisted member (grade E-9) payable (Basic Pay – Enlisted, Note 3) and the amount of hostile fire or imminent danger pay actually payable to the officer for the qualifying month.
3. For rank titles, see Volume 7A Comparable Grades.
4. Basic pay is limited to the rate of basic pay for level II of the Executive Schedule in effect during calendar year 2019, which is \$16,025.10 per month for officers at pay grades O-7 through O-10.
5. Basic pay for pay grades O-6 and below is limited to the rate of basic pay for Level V of the Executive Schedule during calendar year 2019, which is \$12,999.90.
6. O-1, O-2, and O-3 rates do not apply to commissioned officers who have been credited with over 4 years (i.e., at least 4 years and 1 day) of active duty service as an enlisted member or as a warrant officer or as both an enlisted member and a warrant officer.
7. These rates or, when applicable, the O-1E rates in Basic Pay – Officers (O1, O2 and O3) with more than 4 years of creditable service apply during periods of active service while as a DOM student of the USUHS.

first year psychologist or intern going to San Diego, CA will receive \$34,656 BAH if they have no dependents (so \$88,721 total annual income) or \$37,548 if they have dependents (e.g., spouse, child; \$91,613 annual income). That same psychologist or intern in Portsmouth, VA would receive \$20,952 BAH if they have no dependents (\$75,017 annual earnings) and \$23,688 with dependents (\$77,753 annually). It is notable that neither BAS nor BAH is taxed; taxable income is the basic pay (and the specialty pays – read on!).

Wait, Wait, But That's Not All

In addition to the regular salary afforded to all military officers, psychologists can earn a number of special pays. In 2009 given increased demands for military psychologists, a number of special pays and bonuses for clinical psychologists were implemented. Board certification pay was increased to 6K annually. All licensed psychologists (sorry – interns are not eligible for special pays) started receiving a 5K incentive pay annually. Retention bonuses now range from 10K annually (for a 2-year commitment) to 35K annually (for a 6-year commitment). Thus, a first year psychologist, who comes in with a license, is stationed in San Diego, CA and commits to 6 years in the military will make \$126,021 annually, with almost 40K of that not taxable.

No, Seriously, There's More

In addition to decent basic pay and special pay, raises are given routinely. Psychologists are guaranteed a raise at 2 years (\$6,816 annual raise in 2019), 3 years, 4 years and then every 2 years after that. With every promotion comes another raise and a corresponding raise in BAH. Thus, a psychologist with dependents who is stationed in, let's say, Chicago, IL who has been in for 8 years and has earned the rank of O4 (that's a Lieutenant Commander in the Navy or a Major in the Air Force or Army), makes \$81,264 in basic pay, \$3,053 in BAS, and \$34,668 in BAH. That's a total of \$118,985 which does not include incentive pay (add 5K), board certification pay (add 6K) and retention bonuses (add 10K, 15K, 20K or 35K annually depending on the commitment). So yes – that psychologist could be making \$164,985 with only 8 years of experience.

Anything Else?

Why Yes, I'm Glad You Asked. Have I mentioned that military psychologists (all military officers) get free health care for both themselves and their families, funded moves for every duty station change, 30 days of paid leave annually, access to the commissary (groceries cost an average of 30% less than in standard grocery stores), a retirement pension, and can participate in the Thrift Savings Plan which provides a match? Ten years of military service also qualifies people for student loan forgiveness and a number of states have tax breaks for real estate, personal property and/or income.

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So, How Does the Military Stack up Against Civilian Pay for Clinical Psychologists?

A completely nonsystematic Google search revealed that interns are currently receiving about 30K for an annual stipend. So, that's easy math – even in a low cost of living area – military interns are making at least 45K more than the average civilian psychology intern.

For licensed psychologists, according to Lin, Christidis and Stamm (2017), psychologists in professional service positions had a median salary of \$85,000 (the data used were from 2015, so direct comparisons cannot be precisely made between the 2019 military and 2015 civilian salaries). The range was from 60K to 120K (highest earners were self-employed in non-incorporated businesses). So – are military psychologists doing okay compared to civilians?

Simply put, junior (early career) psychologists in the military, who sign up for a retention bonus start earning on the high side of the civilian range in their first year. Military salary rapidly outpaces average civilian salaries, not including the significant tax breaks and other benefits. Some other interesting findings from that salary study: Psy.D.s made 10K less annually than Ph.D.s; women made 11K less than men; and members of ethnic/racial minority groups made 17K less than whites. In the military, we all make the same; there is no such thing as a salary negotiation; and our salaries are the most transparent of any organization (see the links previously provided in this article).

So, if you are flexible, you like staying in good physical shape, getting to live in multiple locales both within the U.S. and overseas sounds exciting and you think working with service members is the best thing there is... the military outshines the civilian remuneration of most psychologists by a lot.

If you have questions about life as a military psychologist or salary questions, recommend that you ask your question on the APA Division 19 – Military Psychology Facebook page. You will get answer from all branches of Service. Or, you can email the following points of contact:

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Reference

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A Preliminary Evaluation of Web-Delivered Financial Readiness Education

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In order to maintain military mission readiness, addressing the fiscal needs of service members and their families is critical. A 2017 report to Congress noted that “financial emergencies or mismanagement can quickly escalate into major financial problems and negatively impact personal and mission readiness” (Department of Defense, 2017, p. 13). A recent Status of Forces Survey indicated that 22% of service members who sought counseling in the past 6 months wanted help with financial problems (Office of People Analytics, 2017). Indeed, service members and their family members may need educational support in a number of financial areas threatening military readiness, including excessive debt, utilization of predatory lending, and low financial literacy (Montegary, 2015). To this end, the primary aim of the current study is to evaluate whether web-delivered financial education information can improve service member financial literacy. Financial literacy is conceptualized as both the knowledge and application of personal finance principles (Huston, 2010).

Financial Challenges among Service Members

One of the primary financial challenges that might be faced by service members is predatory lending. As assessed in a nationwide survey, more than one-third of service members over a five-year period utilized an alternative borrowing method, to include pawn shops, a loan against an auto title, or a payday loan or advance (Financial Industry Regulatory Authority [FINRA], 2013). All of these lending sources belong to a broader category of predatory lending, or financial practices that impose imbalanced repayment terms to borrowers (Graves & Peterson, 2005). Although the Military Lending Act (2006) was passed to specifically protect service members from excessive interest rates, the cap set by this statute remains a 36% annual interest rate.

Utilization of payday loans or excessive interest may be seen by service members as a necessity due to financial hardship or poor credit. Cook (2013) offers that a married Army Specialist (E-4) with two children would be using 95% of his income to meet the IRS standard of expenditure with

“\$175.94 available at the end of the month for paying credit cards, loan payments, or contributing to an emergency fund” (p. 23). Other expenses, such as a cell phone plan or automotive maintenance, can quickly reduce this remaining income. Although employed full time in service to the nation, this same family meets eligibility criteria for supplemental assistance through the Women, Infants, and Children (WIC) program, as well as potential eligibility for Supplemental Nutrition Assistance Program (SNAP) due to income levels (Maldon et al., 2015). The above example may underscore anecdotal evidence that the use of payday lending or predatory loans primarily affects junior service members. However, significant proportions of senior enlisted service members and officers also have made use of predatory loans (Cook, 2013). Note that the predisposition to make use of a predatory loan is not only found in the military context (Santos, Mendes-Da-Silva, & Gonzalez, 2019). What is unique about the military, however, is federal law that ensures that even unscrupulous creditors can be paid via wage garnishment (Indebtedness of Military Personnel, 2008). Thus, service members remain a target of interest for predatory lenders (FINRA, 2013).

Such financial situations can lead to distress in other areas. For example, Cook (2013) further highlights the utilization of predatory lending as a potential driver of suicide. Other research has stressed the importance of considering financial stress both as a suicide driver and as a facet of larger personal and professional difficulties (Goodin et al., 2018). Changes to financial stress levels are often seen in response to global market behavior. An analysis of economic fluctuation and suicides rates from 1928-2007 showed a significant trend for these factors to move in tandem (Luo, Florence, Quispe, Ouyag, & Crosby, 2011). Additionally, financial problems are unlikely to occur in isolation of other ongoing stressors related to employment and home life. Financial difficulties have been linked to increased stress (Meltzer, et al., 2011), deleterious impact on mental health (Jenkins et al, 2008), and increased risk taking behaviors (Moghaddam, Yoon, Dickerson, Kim, & Westermeyer, 2015).

One reason a service member may utilize a pawn shop or a payday lender is due to low financial literacy. Huston (2010) describes being financially literate as requiring tacit knowledge of financial practices, as well as the ability to utilize financial tools, such as credit cards, bank loans, or a personal bank account. For an 18-year-old service member, military compensation is potentially the first steady source of income. This is consistent with recent findings that 24% of soldiers report stable pay as a reason for joining the military (Helmus et al., 2018). This report also cited several examples of financial stressors faced by service members, including lack of an established credit history, entering military service with existing loans, or ongoing family expenses. Additionally, military service may have geographically distanced these individuals from their family of origin or community support networks (Department of Defense, 2017).

Enhancing Financial Readiness via Website Content

There are a number of finance-related resources for service members that can be delivered through a variety of means. For example, U.S. Army installations each have a Financial Readiness Program that offers individual and classroom training for budget development, consumer rights, and personal finances (Department of the Army, 2017). Several online platforms also host financial literacy information, such as Military OneSource and Military.com. Scams and businesses that target service members and their families financially are so prevalent that the Federal Trade Commission established an educational website (www.militaryconsumer.gov) that provides educational content on financial wellness specifically to military families. Overall, these programs aim to teach service members and their families how to set savings goals, eliminate debt, invest wisely, and save for emergencies.

Accessing online educational content has been shown to be effective in enhancing financial literacy in populations outside of the military (Bavafa, Liu, & Mukherjee, 2019). Web content offers a number of advantages, as users can access resources at their own pace and engage with content outside of normal working hours (Bush, Bosmajian, Fairall, McCann, & Ciulla, 2011). Online access is often a preference for users; computers and smart phones are the primary means through which service members and military family members access support resources (Office of People Analytics, 2017). As “always-on” content areas and educational materials can be accessed either via home computer or a mobile device, services can be accessed anonymously, potentially reducing the stigma associated with seeking support (Vogel, Wade, & Haake, 2006). Tailoring online educational content to specific groups is important, as un-curated digital approaches to improving financial literacy have shown limited effectiveness (Angel, 2018). However, the utility of such web-based content is unclear, as there have been no formal evaluations of the effect of this education information on ser-

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vice member financial knowledge. The primary aim of the current study is to evaluate whether web-delivered financial education information can improve service member financial literacy.

Method

This study was an exploratory evaluation to determine the potential utility of web-delivered financial education. Participants engaged in a 25-minute facilitated walkthrough of web-delivered financial content on a tablet computer. Participants completed this walkthrough and assessments in a face-to-face setting consistent with established usability practices (Haas, 2019).

Participants

Participants were recruited from a large military installation in the continental United States. The Institutional Review Board at Madigan Army Medical Center approved this study. All website materials were in English and written at approximately a sixth grade reading level. A total of 23 participants were enrolled in the study and received the financial education content. Two participants withdrew from participation (i.e., did not have time to complete the test; called away for another reason). The average age of participants was 27.5 ($SD = 8.1$). Participant characteristics are summarized in Table 1.

Measures

Participants completed a 6-item measure of factual knowledge of financial practices before engaging with the educational content. The financial topics covered content such as setting goals, loans, retirement, and financial planning. Participants responded to the same items after utilizing the content. Three, five-point Likert scale questions also were administered, asking participants about their impression of the website content, if they would recommend the website content to someone else, and if they would use the website content in the future. An open-ended question also was included, which asked participants to identify the most useful piece of information they learned after the facilitated walkthrough of the website content.

Results

Twenty-one participants contributed responses for analysis. A paired-samples *t*-test compared participants' demonstrated financial knowledge before and after the facilitated walkthrough ($n = 21$). There was a significant difference on the knowledge assessment comparing scores before ($M = 2.81$, $SD = 1.08$) and after ($M = 3.76$, $SD = 1.22$) accessing the web content, $t(20) = 2.59$, $p = .018$. About half of the participants ($n = 11$) indicated they might use the website in the future, while over half ($n = 13$) indicated they would make use of the information they learned. The majority of participants ($n = 18$) indicat-

TABLE 1

Sample Characteristics (N=23)

Characteristics	<i>n</i>	%
Sex		
Male	20	87.0
Female	3	13.0
Education		
High School	6	26.1
Some college	8	34.8
2-year degree	5	21.7
4-year degree	3	13.0
Master's degree	1	4.3
Marital status		
Married	12	52.2
Never married	9	39.1
Separated	1	4.3
Divorced	1	4.3
Military Component		
Regular	22	95.7
Reserve	1	4.3
Military Service		
Army	22	95.7
Air Force	1	4.3
Rank		
E1-E4	10	43.5
E5-E9	11	47.8
Officer	2	8.7
Ever deployed to combat zone		
Yes	9	39.1
No	14	60.9

ed they would recommend such a site.

Free response data from 11 participants specifically addressed financial topics as the most helpful piece of information learned. These responses frequently highlighted the importance of learning financial lessons early in one's military career. A number of respondents also reported either their own experiences on the danger of predatory lending, or indicated that this was not a topic area they had considered before accessing the financial content. Service members also highlighted the importance of be-

ing mindful of their spending, and specifically cited the importance of having a budget (see Table 2).

Discussion

Results from this preliminary evaluation show potential for increasing service member financial literacy through web-based educational content. The benefits to guided learning via a web platform seen in this preliminary study were consistent with previous research showing benefits from web-delivered content on financial literacy (Bavafa et al., 2019). A number of respondents in the current study indicated that knowledge on financial topics was one of the most important things they learned from interacting with the website's finance education content. With demonstrated improvements in financial literacy, as well as specific knowledge acquisition in regards to high risk financial behaviors such as predatory lending, a web-based intervention offers a method to widely distribute training and education at a relatively low cost. Indeed, analytics of web traffic from the site for which the content was developed indicate that approximately 10,704 unique visitors access content areas each month (Bush et al., 2011). This is the rough equivalent of two to three entire Army brigades completing training on a topic area without impacting unit training cycles.

It is important to consider the broad impact that financial instability can have on service members and their families. Financial difficulties often intertwine with other social and vocational stressors (Goodin et al., in press). The added stress of excessive debt or defaulting on loans potentially jeopardizes service member's ability to maintain a security clearance, enact family care plans, or quickly mobilize. Web-delivered financial literacy content has strong potential to overcome some of the stigma and negative career impact often cited as reasons for not engaging with support resources in the military.

Limitations

Whereas there were observed improvements in financial literacy, the results of this preliminary study are modest at best, and there are a number of limitations that suggest directions for future research. First, this study considered the financial literacy section of one website only, not financial practices writ large. A more robust study focusing on more granular aspects of financial wellness could further the understanding of financial practices among service members. Additionally, the small sample size restricts the large-scale generalizability of this study's findings. A larger sample would allow more detailed comparison of service members from different career phases. Indeed, differential financial stressors and practices may exist between junior enlisted service members, noncommissioned officers, and officers. Another limitation is the

TABLE 2

Illustrative Quotes

Participant	Free Response
22 year old E-4	“SMART financial plan, cautious spending...things to look out for like high interest rate loans”
22 year old E-4	“Payday loans really surprised me.”
21 year old E-4	“Dangers of payday loans.”
37 year old E-6	“...a lot of soldiers use pay day loans and after deployment is when they are at risk to spend a lot of money.”
31 year old E-5	“Knowledge, wish I was informed 14 years ago as a pvt. I would have bigger savings.”
19 year old E-2	“SMART spending plans; I'm terrible with impulse buying.”
33 year old O-3	“Retirement planning; impulse buying.”

population of this survey, which was comprised predominantly of active duty Army service members. Future research could involve greater representation of the other military services, as well as reserve component service members. In particular, service members in the reserve component may have distinct financial and social circumstances such as unemployment or difficulties accessing resources only available on a military installation.

Increasing financial literacy may simultaneously maintain military readiness and improve the lives of service members and their families. Web-based training provides a potentially cost-effective and distributable method for enhancing the financial literacy of service members. As a website can be accessed remotely and after hours, focused content that aims to educate service members on some of the most risky financial behaviors could complement existing classroom training.

Author Note

The opinions or assertions contained herein are the private views of the authors and are not to be construed as official or reflecting the views of the U.S. Government, the Department of Defense, the Department of the Army, or the Defense Health Agency.

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Web-Based Financial Education Resources for Service Members

Military Onesource provides a good overview of military financial benefits and resources for financial management (<https://www.militaryonesource.mil/financial-legal/personal-finance>). In addition, there is a series of five online courses on money management fundamentals, including developing a spending plan, understanding consumer credit, investing, and meeting financial goals (<https://www.militaryonesource.mil/training-resources/money-matters>).

The non-profit Financial Industry Regulatory Authority has a dedicated portal (<https://www.saveandinvest.org/military>) for service members to receive access to financial education information. Through the portal, service members can learn about finances, credit, and debt; get in touch with a military financial educator; and obtain free FICO credit reports.

In partnership with the Department of Defense, the Federal Trade Commission publishes financial education information for service members and their families (www.militaryconsumer.gov). This site includes actionable articles specific to each phase of military development, from first duty station to deployment and transition. The site also includes a military consumer toolkit.

The personal finance section of Military.com (<https://www.military.com/money/personal-finance>) includes several topics tailored to service member and veteran needs. Topics include credit score tips, common money mistakes, how to utilize the Thrift Savings Plan, and tax-specific information.

Military Onesource has produced a series of podcasts on managing military finances.

<https://www.militaryonesource.mil/training-resources/podcasts/programs-to-help-service-members-stay-financially-fit>

<https://www.militaryonesource.mil/training-resources/podcasts/taking-control-of-your-cash>

<https://www.militaryonesource.mil/training-resources/podcasts/creating-a-spending-plan>

<https://www.militaryonesource.mil/training-resources/podcasts/planning-makes-saving-simple>

<https://www.militaryonesource.mil/training-resources/podcasts/managing-deployment-pay-podcast-for-families>

Spotlight on History

Paul A. Gade, Editor

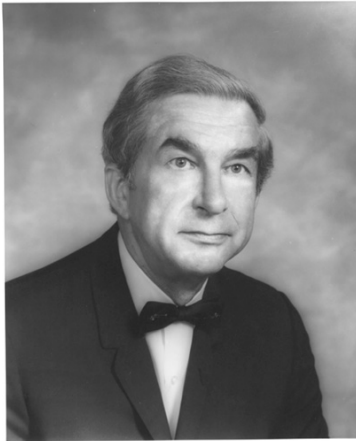
In this issue we have a superb profile of professor Alphonse Chapanis, a true giant in military engineering psychology. This profile of Chapanis by our own Jerry Krueger is a true gem. As Chapanis's former Ph.D. student, Jerry brings a richness of information and a perspective to this profile that could only have come from someone who knew Al as well as Jerry did.

Jerry, a Fellow of APA and the Society for Military Psychology, is a key member of the Society's Fellows Committee where he has served for many years. He was our

president from 1995 to 1996, and in 2015 he received the Society's John C. Flanagan Life-time Achievement Award. Since retiring as a full Colonel and Commander of the U.S. Army Research Institute of Environmental Medicine in 1994, Jerry remains a valuable knowledge resource, mentoring students at the Uniformed Services University and providing human engineering solutions to performance and safety problems for military and civilian organizations

Alphonse Chapanis: Pioneering Military Engineering Psychologist

Gerald P. Krueger



Alphonse Chapanis 1917-2002

Alphonse "Al" Chapanis was best known as one of the founding fathers of engineering psychology, or more commonly: human factors psychology. Less well-known is Chapanis' role as one of America's first important *military research psychologists*. Here I attempt to shed light on that part of his history, and his lasting influence on our multi-faceted field of work.

Al Chapanis received his bachelor's degree in psychology in 1937 from Connecticut College (now UCONN). In his graduate work at Yale, he was trained by a handful of

eminent psychologists including Donald G. Marquis, Clark K. Hull, Robert M. Yerkes, Carl I. Hovland, Arnold Gesell, Walter R. Miles, and Mark May.

As World War II was getting under way, many research psychologists in academia turned their talents toward the war efforts. Professor Walter Miles was doing research for the National Research Council to help the armed forces learn more about dark adaptation and night vision. Miles' research led to the use of red lighting for the preservation of night vision. In the fall of 1942, Miles was instrumental in getting Alphonse Chapanis appointed as the first civilian research psychologist in the Aero Medical Laboratory (AML) at Wright Field near Dayton, Ohio. In February 1943, Chapanis received his Psychology Ph.D. in absentia from Yale. He was immediately commissioned a second lieutenant in the Army Air Corps; and then sent for training in aviation physiology at the U.S. Army School of Aviation Medicine at Randolph Field, Texas.

Chapanis returned to AML in May 1943 to continue doing significant psychological research and application work for the U.S. Army on topics related to human interaction with military equipment.

He was called into action specially to solve visual problems in piloting new types of WW II aircraft. Chapanis himself wrote: "The AML was a medical laboratory located on a base responsible for the design, testing, and speci-

fication of a full gamut of devices and equipment (from sunglasses to aircraft) needed by the Army Air Forces. The primary mission of AML was to ensure that every item of equipment was suitable for and adapted to the personnel who were to use it. Research at the laboratory was at the forefront of physiological and psychological science, investigating phenomena – hypoxia, aeroembolism, high-g forces, explosive decompression, night flying – that at the time were poorly understood.” (Chapanis, 1999).

At Wright Field, Chapanis made substantial progress tackling numerous military aviation challenges, such as:

- Figuring out why pilots and copilots, after landing, frequently retracted the landing gear instead of the landing flaps, leading to runway crashes. Chapanis demonstrated the culprit was a set of identical confusable control knobs – a designer error, not pilot error.
- Identifying the effects of new luminescent materials for cockpits on pilots’ dark adaptation.
- Determining optimal visibility and detectability of emergency flares, including their use in B-24 bomber operations.
- Development of anoxia (hypoxia) demonstration charts for high-altitude indoctrination of flight personnel – especially important because B-17 bombers were not pressurized, flew at over 35,000 feet altitude, and often without supplemental oxygen.
- Determining that optical distortion in the A-30 low level attack bomber’s windscreen, along with noxious gases in the cockpit, made pilots nauseated.
- Resolving other visual distortion problems in the B-25 and B-29 bomber aircraft.
- Incorporating cockpit design recommendations into the Handbook of Instructions for Aircraft Designers.
- Developing a mathematical procedure for integrating visual field limits into a single measure of the size of the cone of vision – which he later put to use in comparing pilots’ fields of view in 11 fighter aircraft of foreign countries; these visual field measures were also used to help limit aircraft runway taxiing accidents.
- Developing/testing various devices for night vision and dark adaptation, including a night vision acuity test for measuring a person’s ability to discriminate forms at very low light levels – adopted by the Armor Forces, and later by the U.S. Army Air Forces in June 1945.

In 1945 the AML sent Chapanis to the Armored Medical Research Lab (AML) at Fort Knox, KY to establish a night vision training program for Army ground forces –

especially tankers. Chapanis’ authoritative articles about vision and visual problems were distributed throughout the Air Force initially as Air Surgeon Bulletins.

Some of Chapanis’ other research work at the AML entailed debunking Russian lab claims that intersensory stimulation such as light muscular exercise, auditory, olfactory, gustatory, thermal, or tactile stimuli could expedite dark adaptation. In 1943-44, Chapanis conducted a series of experiments on dark adaptation, low contrast sensitivity, and form discrimination, at very low light levels, both with and without various forms of intersensory stimulation. He concluded simply: the results of all experiments are completely negative ... none of the stimuli either facilitated or inhibited dark adaptation, contrast sensitivity, or form discrimination at low light levels. Chapanis also did research to debunk a beta-carotene inhaler touted to enhance one’s ability to see at night.

Most of Chapanis’ applied psychological research, and his consulting on equipment design applications, was documented in military technical reports, many of them limited to government distribution. Later, as his career progressed, he published some of his most impactful research findings at AML by integrating them into Handbooks guiding larger research trends in developing the field of engineering psychology. At the rank of an Army Air Corps Captain, Alphonse Chapanis left Wright Field in early June 1946 to join the Johns Hopkins University (JHU) Systems Research Field Laboratory at the Naval Training Facility, Narragansett Bay, RI.

As a side note, a Psychology Branch was established at the AML, Wright Field, in July 1945. Walter F. Grether was one of the first new staff members of the new branch, followed closely by Paul M. Fitts from Ohio State University. This branch, eventually called the U.S. Air Force’s Paul M. Fitts Human Engineering Division, became one of the most successful and foremost human engineering laboratories in the U.S., indeed perhaps in the world. Over recent decades, the “lab” underwent numerous mission and name changes; but its important work continues today as part of the 711th Human Performance Wing within the US Air Force Research Lab at Wright-Patterson AFB, OH. In 1947, the U.S. Army Air Corps became the U.S. Air Force, a separate military service from the U.S. Army.

In January 1945, the U.S. Navy Bureau of Ships requested that the National Defense Research Committee (NDRC) conduct motion-and-time studies of Combat Information Centers (CICs). In turn, NDRC established the Systems Research Field Laboratory, a joint consortium effort involving scientists and engineers at various research labs affiliated with five universities: Harvard, Johns Hopkins, Columbia, Purdue, and New York University. The field laboratory had just gotten underway when WW II ended in August 1945. Between late 1945 and early 1946, Johns Hopkins University acquired the Systems Research Field Lab (SRL) and the Navy transferred it to Baltimore, MD.

Clifford T. Morgan, a research psychologist, was its first director at Hopkins. Chapanis joined the Field Lab in the summer of 1946; in September 1952, Chapanis became joint director along with Wendell R. Garner. After a year away (1953-54) at the Bell Telephone Labs, Chapanis returned to take over as director of the Systems Research Lab from May 1955 – October 1958 when together, ONR and Hopkins terminated the SRL. But, for several decades more, ONR continued to fund Chapanis' psychological research efforts in JHU's Department of Psychology.

In 1946-47, Chapanis teamed with Messrs. Garner and Morgan to offer ten lectures on *Men and Machines: An Introduction to Human Engineering* to postgraduate engineering students at the U.S. Naval Postgraduate School in Annapolis, MD. The success of these cogent lectures prompted the field of study's first textbook entitled: *Applied Experimental Psychology: Human Factors in Engineering Design* (Chapanis, Garner, & Morgan, 1949). That book set the pattern for others to follow. It is noteworthy that in 1957, the newly formed APA Division 21 first took on the same title as the book. Now Div. 21 is known as: The Division of Applied Experimental and Engineering Psychology.

Along the way in his 36-year career at Hopkins, Chapanis continuously did research and consulting for numerous military sponsors. Among them he did such work as: a) chairing conferences on "chart reading under red illumination" for the Navy Medical Research Lab; b) consulting on studies of visual reconnaissance from military aircraft for the Air Force; and c) serving on the Advisory Panel on Psychophysiology for the Office of Naval Research (ONR).

For a decade, from 1953-1963 Chapanis devoted significant energies in the preparation of a *Human Engineering Guide to Equipment Design* (Morgan, Cook, Chapanis, & Lund, 1963) – an ONR directed tri-service joint effort to develop human engineering design standards for military equipment. Chapanis contributed several key chapters, edited and re-wrote those of several other authors, and reviewed/edited all chapters in the Guide. The Guide, for the first time, systematized and organized virtually all human factors knowledge garnered from research labs for the benefit of researchers and equipment designers. Non-military system and consumer product designers followed its dictates as well. For decades, the Guide was held up to be the "bible" of military human engineering design. Under another contract with ONR, Chapanis also directed a Joint Services Steering Committee on a project (1953-56) to generate an extensive and voluminous bibliography of information on human factors in equipment design.

Chapanis had a 36-year run as professor of psychology at the Johns Hopkins University, retiring from the JHU Psychology Department in June 1982. Over those decades, Chapanis had many contractual and grant sponsorships

from U.S. military agencies. Among the most lasting, he enjoyed an almost continuous relationship with U.S. Navy, especially the Office of Naval Research (ONR). From June 1960 to September 1961 Chapanis served as Liaison Scientist in ONR's Branch Office in the US Embassy, London.

In addition to his prolific applied psychological research program at Hopkins, Chapanis over the years served as President of several different professional organizations. He left significant and lasting improvements in each. He was president of APA Div. 21 (1959-60); the Human Factors Society (1963); and the International Ergonomics Association (1976-79).

Among his many awards, in 1973, Chapanis received the APA Div. 21 Franklin V. Taylor Award for outstanding contributions to the field of engineering psychology; he received the APA Distinguished Scientific Award for the Applications of Psychology in 1978 "as a founder of the field of engineering psychology and for his pioneering research leadership over a 35-year period."; and also in 1978, he received the Paul M. Fitts award from the Human Factors and Ergonomics Society for outstanding contributions to human factors education. At Hopkins, Chapanis' cogent lectures on experimental design still make for legend today. His positive and lasting influence on hundreds of undergraduates, dozens of psychology graduate students, and especially the fortunate 30+ students who did their Ph.D. work with him all are testament to his lasting love for students.

Alphonse Chapanis' works and his influence on applied psychology are much more extensive than I have covered here. He published dozens of scientific journal articles, and important textbooks on human factors psychology topics, many of them providing seminal influences on the field. Among other noteworthy books Chapanis published are these: *Research techniques in human engineering* (1959); *Man-machine engineering* (1965); *Ethnic variables in human factors engineering* (1975); and *Human factors in systems engineering* (1996).

Chapanis probably would not have thought of himself as a *military psychologist* per se, certainly not so after his direct involvement in WW II. He considered himself first and foremost an *applied experimental psychologist* who would show us *how to do good research* on a wide diversity of applied problems – particularly those of humans operating complex equipment. It was my intent only to cover some of his extensive works which contributed to applications in military psychology. This he did for several decades. After his passing, I felt privileged to be asked to prepare several tributes to this formidable pioneer (Krueger, 2003 & 2006).

In 1946, Division 19 was formalized by APA as one of its first 19 divisions. Some of us "older members" can recall

that for over a decade or two after WW II most of our Division 19 membership was made up of experimental psychologists who, like A. Chapanis, worked on defense related matters during the WW II years. They did this either in academia, or for military organizations that were retained or sprung up anew after that war. For additional information about the substantial ties between engineering psychology and military psychology, see Krueger (2012).

On a personal note, in the early 1970s, I was an active duty Army officer, who as one of Alphonse Chapanis' JHU graduate students, was working on my own Ph.D. dissertation research (funded by an ONR grant to Chapanis). It thrilled me in 1974 to watch JHU psychology department shop technicians help me build my experimental apparatus, as I witnessed them using sets of equipment upon which were ONR government stickers dating back to 1949-50. ONR always seemed to invest its research money for the long run; a point I have made to them frequently as I reflect on days long gone by.

Alphonse Chapanis certainly influenced me in many positive ways to enhance my lengthy military research psychology career, and to him I am eternally grateful.

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APA Convention Committee Report

Ryan Landoll

Get Ready for #APA2019 and #MilitaryAtAPA2019!

Last summer, I had a chance to walk the streets of DC as the Washington Capitals won the Stanley Cup for the first time in the team's history (I grew up outside DC, so this was a big deal to me). That also happened to be the weekend of the APA Division Program Chairs meeting for the 2019 convention. Well, here we are a year later and I am SO excited for the Convention Program we have in store for you!



First off, when I reflect on how much has been done in the past year, I have to first thank our 2018 Program Chair, Angela Legner, for her mentorship and guidance as I have taken the helm in planning. I also have to thank Hannah Tyler, who has been serving as our Suite Coordinator this year and will be stepping into the role of Program Chair for 2020. Finally, thank you to the Division 19 Executive Committee, our President, Steve Bowles, and the over 40 members of the Division who reviewed submissions that we highlighted last issue. And thank you in advance to our newly formed Convention Support Team, and Rapid Submission Program Reviewers. There is a TON of work that goes into planning the Convention, so I hope you will join us to see the fruits of these impressive efforts!

Why Should I Attend? The APA Convention is the largest single expense for our Division and we fund several student and Early Career awards that include travel funding. This is a commitment to and an investment in you, our members, and for that reason, we hope you will join us for a great weekend in Chicago. ***Not only is it our chance to give back to you, but it is a great opportunity to connect with the division, meet its members and governance.*** And your attendance at APA directly influences the number of hours we are awarded in programming – so the more engaged we are, the more we can offer in future years!

What Should I Do There? Our full conference schedule is available in a glossy 8 page conference reader that is

available on our website (www.militarypsych.org/apa-convention.html). You will see our 19 hours of convention programming with descriptions and headshots of our amazing presenter list. A print version will be available in the Hospitality Suite and all Division programs. But I want to highlight a few unique opportunities:

- Hospitality Suite Q&As – for several of our sessions, we are hosting informal Q&As in the suite following the presentations. This is noted both in the Suite schedule and Presentation description. A great opportunity to network around important topics
- “Wine Down Posters Up” – this year, our Welcome Social will feature both top posters accepted as part of our main conference programming, as well as late breaking research featured as part of our “Rapid Submission” process. Join us from **4-6 PM on Thursday August 8 at the Marriot Grand Horizon Ballroom C**
- Meet your 2020 EXCOM - on Saturday at noon, join President-Elect Eric Surface and meet your 2020 Executive Committee members. This is a great chance to share your ideas for the Division!

How Can I Get Involved? There is still time to join our **Convention Support Team** – these Division members will be at every Division event to ensure you have access to membership information, our conference schedule, and can show your Division pride with our nametag ribbons. They will also be live Tweeting during our convention with #MilitaryAtAPA2019 – feel free to join them! Email rlandoll@alumni.unc.edu if you are interested in joining. Also, take note of our Suite Schedule on Saturday afternoon where a variety of special interest topics in division governance will be discussed and you can join in on the conversation!

Questions? Email rlandoll@alumni.unc.edu or find me on social media (Twitter: @DrLandoll)

See you in Chicago!

Ryan R. Landoll, Ph.D., ABPP

2019 APA Program Chair, Division 19 (Society for Military Psychology)

Past Chair, Early Career Psychology Committee, Division 19 (Society for Military Psychology)

Student Affairs Committee Report

Jourdin Navarro

Another academic year has come and gone, and I want to congratulate all of our students who will be heading off to internship this fall. I also want to send our well wishes to our students who will soon be graduating. Congratulations on this HUGE accomplishment!

Our students are doing some great things within the society through the campus chapter network, society leadership program, and strategic planning. In 2018, we received 22 new applications for campus representatives and have over 35 active chapters across the nation. We also have student representation on nearly every initiative within Division 19. This is an amazing testament to the work ethic and dedication of our student body. Keep up the GREAT work!

I want to encourage all outgoing students to consider getting involved with our growing early career psychology network. Questions about the value of staying involved? Feel free to email our student-ECP liaison Michelle Koster at michelle.koster@my.wheaton.edu

As we look toward the APA Convention, I want to congratulate our award winners for the 2018-2019 year.

First, I'd like to congratulate Afik Faerman and Fernanda De Oliveira on their selection for the 2019 Division 19 Student Research Grant. These students received a \$1500 grant and are also invited to present their research at APA in our Division 19 Suite. Thank you both for your contributions to research in military psychology!

I also want to congratulate our 2019 Division 19 APA Travel Award Winners. We received a higher number of applications than we've received in several years, and recipients were selected from a competitive pool of applicants. These students receive a \$750 award to help cover the cost of travel and lodging to the APA convention. This year, our awardees are: Leslie Darnell, Garret Drake, Ashley Griffith, Judy Jagiello, Leanne Komnick, Michelle Koster, James Park, Josep Razo, Ryan Sever, Ana

Vazquez, Juinell Williams, and Taylor Zurlinden. Congratulations!

For students who will be attending the APA convention, please see the report from our programming committee on the exciting presentations, panels, and socials that are planned for this year! The SAC has also been actively working to plan programming for the convention. Here is a snapshot of what we have planned so far:

- Specialties in Military Psychology Panel
- Ethical Issues in Active Duty Psychology Panel
- Careers in Military Psychology Panel: Beyond Active Duty
- Research in Military Psychology Panel
- Student Leadership Meeting (open to ALL student affiliates)
- SAC Social Event

Check out our website, social media pages, and listserv announcements in the weeks leading up to the convention for most up-to-date information regarding panels, social events, and convention logistics!

I hope to see many of you in Chicago this August. Have a great summer!

Very respectfully,
Jourdin Watkins Navarro, M.A.
Chair, Student Affairs Committee

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Continuing Education Committee Report

Freddy A. Paniagua, Chair

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

The Continuing Education committee is approved by the APA Office of CE Sponsor Approval to provide high-quality CE opportunities to military psychologists. The primary goals of our committee are:

- 1) Assist in the development of high-quality pre-convention CE opportunities for psychologists during the annual convention of the American Psychological Association (APA), in collaboration with APA's Continuing Education Committee.
- 2) Assist in the development of pre-convention continuing education presentations, scheduled prior to the Annual Convention.
- 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.

In 2018, the CE Committee reviewed and approved the following CE applications:

- 1) Conducting a Military Psychosocial for Student Veterans (Sarah Skelton, Ph.D, Texas M&M, Corpus Christi).
- 2) The Assessment and Treatment of Combat-Related PTSD and Comorbid Conditions (Katherine Don-danville, PsyD., ABPP, UT-Health San Antonio, Texas).

Applications for new CE programs are welcome from both military and civilian psychologists, provided that the content remains relevant for the military psychology community. Continuing education applications with emphasis on cultural and ethical issues are particularly welcomed, because these areas required by most U.S. licensing psychology boards for the renewal of the license in psychology. Those interested in submitting a proposal are encouraged to contact the committee chair, Freddy A. Paniagua at faguapan@aol.com.

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Commentary: Transformational Change

Pat DeLeon

The Practice Leadership Conference is always the highlight of my APA year. Once again, Dan Abrahamson and Susie Lazaroff did an outstanding job this spring, with nearly 400 of our colleagues actively participating in Advocacy and Leadership. Jared Skillings' visionary Welcoming Remarks nicely set the stage for the exciting conference. "These are exciting times. We're at the start of a new era for APA and professional psychology. It is an era that offers each and every one of us tremendous opportunities." One of aspects of these conferences which I most appreciate is the wide range of important topics to which the attendees become exposed. From my perspective the Department of Defense (DOD) has two major complementary missions: enhancing national security and fostering humanitarian efforts worldwide. DOD's humanitarian efforts can be considered preventive in nature; and, as such, although extraordinarily important and highly cost-effective in the long-run, they are constantly subject to cost-containment concerns, especially by those emphasizing budgetary priorities. Accordingly, this must become a critical focus for military psychology's leadership. One of our policy seminar speakers at the Uniformed Services University, a former Vietnam War POW, recently commented that the military has many fine managers; however, leadership is different.

To become a successful leader one must understand and honor the past. At this year's conference Gary Howell chaired a workshop addressing psychology's potential for ameliorating today's humanitarian crisis on our Southwest border. Shirley Higuchi and Giselle Hass provide an important global perspective: "Psychologists have long understood how separating family members can exact a long-term toll on children, creating traumas spanning multiple generations." During a February forum on Capitol Hill, Arthur Evans compared the World War II Japanese American incarceration with the plight of immigrants to the United States who have been placed in detention camps while they await their claim for asylum. The incarceration broke up families, which had serious effects on the children as they grew older. That impact is similar to the separation of families at the border, which particularly damages children. "The bond established with a parent is important, particularly early in life. When that attachment is disrupted, children experience anxiety and depression".

Recently Arthur and his wife, and separately my wife and I, visited the site of the former Japanese American camp at Heart Mountain, Wyoming – an experience which affected each of us profoundly. Many things struck us. How can

our government do this? How we can make other people 'the others' is how we can do that. Representative Mark Takano, Chairman of the House Veterans Affairs Committee: "I never thought that my being in Congress and my parents being in internment camps would be so relevant now. The difference between now and 1942 was that no one was speaking out on behalf of the Japanese Americans at that time."

Sam Mihara, a Heart Mountain Foundation board member and incarcerated as a child, said the incarceration devastated his family, including how the incorrect treatment of his grandfather's colon cancer caused him to die prematurely. "In two weeks, I saw him wither away to skin and bones. He was like a Holocaust survivor." Visiting multiple detention camps for immigrants it is clear the children are given a poor diet, lots of bread and pasta and few fresh vegetables and protein. Just as the Japanese American children did, these immigrant children receive the message that they are unwanted, socially rejected, that their human rights are not important, and that they do not deserve any care by the government who should protect them.

Giselle is an immigrant from Central America who has focused her psychological research and clinical work on immigrants and the unjust situations they endure in the United States. She and Shirley have spoken in several forums, including teaching the judges, lawyers and other members of the National Consortium for Racial and Ethnic Fairness in the Courts on the similarities between what happened during World War II and today. One lesson learned is how the incarceration experience has shaped the Japanese Americans in ways that so many are just discovering now, more than 75 years after they and their ancestors were first incarcerated. Silence is the first coping trait; many Japanese Americans felt too much shame to speak about what happened to them. For years, they wanted to be anything than what they were. Some strove so hard to assimilate into white-dominated "American" culture that they lost their sense of identity and community. Others compensated by working so hard that no one could question their place in society. That workaholic often cost them healthy relationships with their families. For some, perfectionism became their path to acceptance. Everything they did had to be better than anyone else lest they lose their place in society. Former Cabinet member Norman Mineta talked about the shame he felt being labeled an "enemy alien" as a child and his determination to show that he was an American as anyone else. The Latino

families and children targeted by our current border and immigration policies face the same fate. Only our memory of the Japanese American incarceration and commitment to social justice can prevent a new round of multigenerational trauma.

The Heart Mountain Wyoming Foundation, chaired by Shirley, runs a very impressive and definitely emotionally moving museum on the site of the Heart Mountain camp, where her parents met as children. The foundation is dedicated to preserving the memory of the incarceration in the hopes that knowledge will prevent it from happening again.

An Exciting Opportunity: On April 3rd, 2017 Idaho became the fifth state to allow prescriptive authority (RxP) for psychologists. Their legislation passed both houses of the legislature without any serious opposition and with only two “nay” votes. “The rules for RxP were created by an advisory board consisting of nominees from the Boards of Psychology, Medicine and Pharmacy. They are in temporary effect until the legislature convenes next winter. A dispute within the legislature has affected all rules, not just ours, and put them in the hands of the Governor’s office. Because of the intense vetting, our lobbyist is confident ours are in no danger. Many members of the Idaho Psychological Association plus our Executive Director, Deb Katz, and lobbyist have worked on the RxP initiative. We are very proud of this premier contribution to psychology and to the deeply underserved people of our state and of the nation.”

Clinical psychologist, Susan Farber reports: “Idaho’s Clinical Psychopharmacology Master’s program is up and running at Idaho State University (ISU). New students now are being accepted for fall entrance. It is the only program in the country where students can obtain a master’s degree after two years that includes pre-degree practicum work. Classes are held on Thursday and Friday. The majority of pre-master’s patient-facing work is done over each summer. Consideration will be given to transferring appropriate work in other programs on a case-by-case basis. The program is being taught in a new facility next to Boise that is one of the most advanced healthcare training facilities in the country. Multi-disciplinary contributions are the norm. For a full Idaho prescribing certificate, students do supervised clinical fellowship work for two years after their didactic training. For further information contact Page Haviland (US Navy Veteran), the ISU program consultant at pagehaviland@gmail.com, or Erik Silk, the program director, at silkeric@isu.edu.

Personally, over the years, I have come to appreciate the uniqueness of the military culture and thus have been very pleased with the extent to which those involved in this particular training initiative clearly embrace this from their own experiences. “From where I stand, the future of our profession – the future of the this association – looks very promising, not in spite of the changes we face, but because of them” [Jared Skillings]. Aloha,

Pat DeLeon, former APA President – Division 19 – May, 2019



SOCIETY FOR MILITARY PSYCHOLOGY

Division 19 of the American Psychological Association

Election Results



We would like to congratulate our newly elected members and thank all the candidates for running for office in the recent Society for Military Psychology election

The following newly elected members will begin their term in 2020:

- Maurice Sipos (President-Elect)
- Angela Legner (Secretary)
- Ryan Landoll (Treasurer)
- Scott Johnston (Member-at-Large)
- Carrie Kennedy (DIV 19 Representative to APA Council)

Commentary: The Hoffman Report: The Story Behind the Headlines

Sally Harvey

This is a story of how a professional organization comprised of psychologists, individuals trained as scientists of human behavior, responded when confronted with sensationalist press reports and internal pressures. This is a tale of intrigue, personalities and hidden agendas, one where the principles of scientific inquiry and fiduciary responsibility were ignored. People who had dedicated their lives to psychology had their careers irreparably damaged as a result of the report and the scope of practice for a specific group of psychologists was curtailed, in unprecedented step. In the report's introduction, Mr. Hoffman acknowledged knowing little about psychology – it is evident that he knew even less about military culture and military processes.

Key points: The infliction of torture evokes a strong visceral response for us all, as it must. Secondly, involvement with torture at any level or the failure to prevent or report torture or abuse is deeply inconsistent with the ethics and values inherent to military service and the profession of psychology.

The story begins in January, 2002, when the first “high value” detainees captured in Afghanistan arrived to a military prison in Guantanamo Bay, Cuba, otherwise known as GTMO. This was a location where interrogations were conducted by the military and intelligence agencies. The conduct of military interrogations is not a by-the-seat-of-your-pants process. There are regulations that govern how interrogators can attempt to obtain information from those who don't wish to provide it. At the time, there was concern that the standard approaches to questioning would not work with members of Al Qaeda, as there was evidence that they had received training in how to resist interrogations. By July 2002, the Central Intelligence Agency, or CIA, had been given authority to use non-standard interrogation techniques based upon rulings made by the Office of Legal Counsel. This department, part of the Department of Justice, provides legal advice to the Executive Branch, at the time the Bush Administration, and these rulings - long since withdrawn - loosened the definition of torture.

This fact is critical: the military operates under the guidance and regulations of the Department of Defense, or DoD. The CIA is a totally separate organization with separate rules.

The CIA had hired two retired Air Force psychologists as contractors to provide training for their agents – both of these individuals had worked with the Survival, Evasion,

Resistance and Escape program, or SERE. SERE came into being following the Korean War and was designed to inoculate military personnel at high risk of capture to better endure the stresses of captivity. The two CIA contractors used reverse engineering of tactics used in SERE training to develop “enhanced interrogation techniques” for use with detainees thought to have valuable intelligence, again relying upon the “redefined” definition of torture. These techniques included waterboarding, stress positions, and sleep deprivation, among other strategies, and both these psychologists were involved in interrogating a small number of detainees. This period was clearly not a shining moment in our history – but it is fact.

What does this have to do with military psychologists? In June 2002, a military psychologist and psychiatrist were deployed to GTMO to provide clinical treatment for detainees. However, upon their arrival, they learned that the commander had designated them as the first Behavioral Science Consultation Team, or BSCT. The use of psychologists to consult with interrogators was not new – both the Navy and Air Force use psychologists in a similar way during criminal investigations – but this was a new mission for the Army, and certainly a skillset for which the two officers were unprepared. Neither had ever received training in operational psychology nor interrogation support.

So...what do you do when faced with a similar situation? You consult, which is what the psychologist did – he reached back to COL Morgan Banks, a psychologist with Special Forces stationed at Fort Bragg. COL Banks arranged for some specific training, training which eventually became formalized as the BSCT Course, and remained in contact with the young psychologist. The psychologist, under considerable pressure from his Command, did write a joint memo with the psychiatrist identifying several nonstandard interrogation techniques, but they included a page of caveats in which they strongly recommended that use of these same techniques would be counterproductive. Of note, this caveat was stripped from the memo as it worked its way up the chain of command. In November 2002, the Secretary of Defense, Donald Rumsfeld, authorized use of several of the enhanced interrogation techniques for military interrogators, with the exception of waterboarding. However, this decision was not universally accepted and several individuals who had become aware of this program expressed their deep concern to their superiors – one was Dr. Michael Gelles, a psychologist with the Naval Criminal Investigative Ser-

vice, while others included military lawyers and CIA staff psychologists. Weeks later, in January 2003, this authorization was suspended, so the use of enhanced interrogation techniques by military interrogators was no longer approved.

On March 19, 2003, the war on terror expanded to Iraq. Saddam Hussein's regime toppled within a month, leaving the US with thousands of prisoners. The only site available at the time to house these individuals was Abu Grahیب, an already notorious prison. By mid-2003, reports in the press described detainee abuse, abuse that became widely known when the photographs from the prison were published in April, 2004. Clearly, things had gone off the rails. Up to this point, there had never been a psychologist assigned to Abu Grahیب, in any capacity. However, after the news broke, a military psychologist was deployed - COL Larry James - with specific guidance to prevent the abuses from occurring again. His duties included consulting with interrogators in identifying strategies for interviews that did not involve abusive techniques as well the provision of assistance for military police on the humane management of violent detainees.

The military clearly recognized that it had a huge problem on its hands with respect to the treatment and interrogation of detainees. In May 2004, the Commander of U.S. Central Command, which covered both Iraq and Afghanistan, forbade the use of all non-standard interrogation techniques and reiterated the requirements of the Geneva Conventions, which have the power of U.S. Law and forbids the use of torture and abuse. Congress, which oversees the activities and budget for the DoD, immediately called for more investigations - 11 investigations occurred between March 2003 and April 2005. These investigations looked at what had happened at Abu Grahیب, as well as the treatment of detainees in Afghanistan and GTMO. No less than 492 recommendations were made - for the military, these types of recommendations are not aspirational; they are mandates. Training was changed, standards were tightened and explicit guidance was issued regarding the process of interrogation - and the roles for psychologists in that process.

It is important to note that none of these investigations identified a single incident of misconduct on the part of any military psychologist and, in fact several investigations specifically noted the proactive actions taken by psychologists in identifying abuse. However, these investigations did not exonerate all military personnel - there were individuals who were found to have engaged in wrongdoing - some lost rank; some went to prison.

Given the complexity of DoD, decision-making and policy formation depends upon cooperation and collaboration across service components. The process requires multiple reviews, compromise and consensus by subject matter experts, stakeholders and senior leaders - those with stars

on their shoulders. When implementing recommendations that arose from the multiple investigations that had been conducted, two military psychologists, COL Banks and COL Debra Dunivin, did provide their expertise in describing the parameters for psychologists when supporting interrogations, but their roles were that of subject matter experts, not decision-makers. This distinction will become important when talking about Mr. Hoffman's primary conclusions.

The take home point for this chapter is this: by early 2005, DoD had reacted affirmatively in providing strict, clear and unambiguous guidance regarding the process of interrogations and detainee treatment, direction that was consistent with the Geneva Conventions.

APA, like the DoD, is not immune to events playing out in the press - the Abu Grahیب scandal and press reports describing torture, some speaking about the role of psychologists, raised concern at the highest levels of the organization. In February 2005, Dr. Ron Levant, then the President of APA, established a Presidential Task Force on Psychological Ethics and National Security (PENS) to explore this issue in detail. The topic at hand was this: The extent to which the existing APA ethics code provides adequate guidance for psychologists working in national security.

Membership on task forces typically consist of individuals with expertise in the area under discussion, as well as individuals who may hold different opinions. Recommendations were sought across APA for Task Force members. COL Dunivin, who at the time was serving as the BSCT psychologist at GTMO, strongly recommended including COL Banks - this was a logical choice, as Dr. Banks was keenly aware of the challenges involved in the BSCT mission. Dr. Michael Gelles, who had already alerted his superior regarding detainee abuse was also included. At the end of the day, the PENS Task Force consisted of 10 psychologists - 6 of those individuals were subject matter experts in the military and/or national security, while 3 members had experience in international human rights and social justice matters - the chair was a civilian with a background in ethics. None of the military members attended the meeting as authorized representatives of the U.S Government - they were there as military psychologists attempting to gain clarity over ethical guidance.

After several months of correspondence, the group met over a weekend in June 2005. In addition to the members of the task force, several representatives from APA also attended the meeting, to include Dr. Stephen Behnke, the Director of the Ethics Office. Also in attendance was Dr. Russ Newman, who was the Executive Director for Professional Practice at the time - he was as a nonvoting observer and served as a resource person. The group had spirited discussions and a review of the notes from that meeting clearly show a diversity of thoughts and concerns among all the members. This same group produced the PENS

Report, with the members voting unanimously on two occasions to accept the document – no one provided a dissenting statement. The report concluded that the APA Ethics Code was sufficient to guide the actions of psychologists working in the field of national security. It was then reviewed by the Ethics Committee and adopted as policy by the APA BoD. The following month, APA's highest governing body, the Council of Representatives, reviewed and discussed the PENS Report, and adopted 11 motions describing how to carry APA's work in this area forward.

There are twelve statements that make up the PENS Report. Pertinent to this discussion are the first 4:

1. Psychologists do not engage in, direct, support, facilitate or offer training in torture or other cruel, inhuman, or degrading treatment.
2. Psychologists are alert to acts of torture and other cruel, inhuman, or degrading treatment and have an ethical responsibility to report these acts to the appropriate authorities.
3. Psychologists who serve in the role of supporting an interrogation do not use health care related information from an individual's medical record to the detriment of the individual's safety and well-being.
4. Psychologists do not engage in behaviors that violate the laws of the United States, although psychologists may refuse for ethical reasons to follow laws or orders that are unjust or that violate basic principles of human rights.

The PENS Report did not receive a warm reception by all members of APA. Important to this story is the role played by a small number of vocal individuals, whom Mr. Hoffman refers to as "the critics." It is also important to understand the inherent tension that has long existed within APA with respect to military psychology. While the very origins of APA as a scientific discipline owes much to the DoD, beginning with psychologists' assistance to the military during WWI, this relationship has not been without controversy. Prior to the Hoffman Report, the most serious conflict occurred during the Vietnam War when another Division introduced a resolution asking for the abolition of Division 19 (the Society for Military Psychology), based solely upon their opposition to the war. Similar issues arose during the Gulf War, as objections arose regarding the role of psychologists within the military. Another controversy involved the conflict over the ban of gays and lesbians serving in uniform, one that has resurfaced with respect to transgender individuals. Of note, these bans have been initiated by Congress and/or the President, not DoD.

Back to the PENS Report. The critics sought to have the PENS Report rescinded on multiple occasions. In a nutshell, their central objection was that the PENS Report

allowed psychologists to have a role in supporting interrogations. Despite these actions, there was also close collaboration among a number of constituencies in APA, to include members of military psychology, peace psychology and social justice divisions. While these different groups did not always view the issues from the exact same lens, they did find ways to collaborate, working together to establish policy in 2007, 2008 and 2010. However, there remained a contingent, comprised of the critics, who felt that any compromise was unacceptable and they were vocal in their ongoing critique of the Association and its leaders and policies.

In October, 2014 a book titled "Pay Any Price: Greed, Power and Endless War" was published. The author, James Risen, a journalist then working for the New York Times, asserted that APA and DoD had colluded to change its Ethics Code to allow psychologists to engage in torture. This is an important element of the story, as this allegation is demonstrably false. The change to which Mr. Risen referred had been made prior to 9-11 and, therefore, had absolutely nothing to do with the Bush Administration's interrogation policy. The Director of the Ethics Office, Dr. Behnke, had offered to provide Mr. Risen information about APA's ethics policy prior to the book's publication, but Mr. Risen later stated, in an interview, that he had not felt the need to obtain such material. Despite this obvious fallacy, it was nevertheless, this book that caused APA to initiate the "independent" investigation.

On November 12, 2014, the BoD hired Mr. David Hoffman, a former federal prosecutor from the Chicago firm of Sidley Austin, to conduct a "definitive, independent and objective review" of allegations that APA had colluded with the U.S. Government to support torture during the war on terror. Mr. Hoffman was encouraged, by the BoD, to spend time with the critics, and did, in fact, spent considerable time doing just that over the course of the investigation, a fact that certainly raises concern for confirmation bias.

It was estimated that the investigation would take 3 months and cost between \$400,000-\$800,000. At the end of the day, the investigation took over 8 months and by APA's own admission, there had been in the neighborhood of \$7.8M of out-of-pocket expenses paid for the investigation and related expenses.

Mr. Hoffman provided his 542-page report to the BoD on June 27, 2015. On July 2nd, the BoD met with several of the critics. During that meeting, both critics acknowledged that neither had read the entire report, much less absorbed it, but nevertheless they felt confident in providing recommendations, to include a list of people to be fired.

The report was then leaked to the New York Times, which published an article written by Mr. Risen on July 10, 2015 – before even members of the Council of Representatives

had access to the document. Predictably, the report made headlines around the world and there was considerable pressure – perceived and real – for APA to act.

At no point did the BoD express any interest in taking a critical look at the findings; rather the entire report was accepted as fact. There had never been a process by which people named in the report would have an opportunity to respond before the report was disseminated, nor was anyone named in the report sent a draft prior to the report's release in order to meet with the BoD to correct mistakes or affirm or disagree with the findings. It was only after Council members named in the report requested an avenue by which to respond did the BoD create a venue on the APA website – many days after the report appeared in the NY Times and had been covered by national and international media.

One of the many ironies of this story is this: The unsubstantiated allegations leveled against the PENS Task Force in the Hoffman Report – the lack of transparency, the rush to adopt policy without considered judgment, conflicts of interest, communications intentionally kept from APA's highest governing body, the failure to abide by relevant APA policy, and the preoccupation with how APA would appear in the media – were mirrored by APA leaders in their response to the Hoffman Report, itself.

What was Mr. Hoffman's primary conclusion?

Key APA officials, primarily Drs. Behnke and Newman, colluded with important DoD officials - Drs. Banks, Dunivin and James - to have APA issue loose, high-level ethical guidelines - the PENS Report - that did not constrain DoD in any greater fashion than existing DoD interrogation guidelines. As a reminder, the PENS Report clearly, concisely and unambiguously forebids psychologists from any level of participation in torture. In addition, the military had made it explicitly clear, months prior to the meeting of the PENS TF, that abusive interrogations would not be tolerated or condoned.

Mr. Hoffman opined that the collusion between DoD and APA was based upon APA's desire to curry favor with DoD, a term he never defined nor provided any evidence to support. In fact, he acknowledged that there was no grant or contract providing funding for APA from the DoD.

In sum, the report said that: Bad things happened. Bad actors, military psychologists working with APA staff, sought to ensure that bad things could continue to happen, and there was a "substantive risk" that bad things would continue to happen because of "loose" ethical guidelines; and that APA turned a blind eye because it wished to curry favor with DoD. Only the first sentence is fact – abusive interrogations had occurred in the early years of the war. When one looks at the remaining elements of the formula from the context of the actual facts, the rest of the equation falls apart.

The conclusions in the Hoffman Report are based upon an inaccurate understanding of DoD interrogation policies in effect when the PENS TF met in June 2005; an inadequate understanding of how military interrogations are conducted; a misconception of military culture; and a deep bias against military psychology and military psychologists. There are a number of themes throughout the report that underscore Mr. Hoffman's conclusions. They are as follows: Interrogation equates to torture. The military, and by extension, military psychologists, have little, if any, concern for either human rights or ethical behavior. Finally, APA abrogated its concern for ethical practice in its quest for favorable treatment from DoD.

This lack of understanding displayed by Mr. Hoffman with respect to military culture, practices, standards and policies was a clear, contributory factor in the report's misunderstandings, mischaracterizations and faulty conclusions. As one example underpinning his argument for collusion, Mr. Hoffman implies that COL Dunivin's career was dependent upon a favorable outcome from the PENS Task Force. As anyone with an understanding of the military knows, if the PENS Report would have restricted or even eliminated the roles of psychologists in interrogation support, COL Dunivin would have just been reassigned – this is exactly what happened to psychologists at GTMO in 2015 after Council passed their resolution.

In addition to the 542-page document, Mr. Hoffman's report contained a number of appendices numbering thousands of pages. Contained within those same appendices are documents that directly counter his primary conclusions, documents that Mr. Hoffman failed to consider, much less analyze. In addition, he elected not to educate himself or seek answers from those with the requisite expertise in key areas, specifically how the military was conducting interrogations by the time the PENS group met, and intentionally omitted and willfully ignored military culture and processes – information that had been offered to him.

In his report, Mr. Hoffman indicated that gathering definitive information from government sources was a time-consuming process. The Division 19 Task Force did not experience this difficulty, finding all the documents used in its analysis through simple Google searches. As just one example, a such search provided the BSCT standard operating procedures in effect at GTMO as of March 28, 2005:

...it is the responsibility of all BSCT personnel to familiarize themselves with and adhere to the Uniformed Code of Military Justice, Geneva Conventions, applicable rules of engagement, local policies, as well as professional ethics and standards of psychological practice.

Given his considerable resources, to include access to subject matter experts, it is unclear how Mr. Hoffman could

not have been aware of relevant DoD policies as those policies existed in June 2005. Rather, the report ignored the corrective actions taken by DoD following the abuses that had occurred and relies, instead, upon various unsubstantiated inferences – “it seems,” “it is possible,” “it is likely” – based upon assumptions that are inconsistent with the actual events. While the Hoffman Report indicates that military psychologists “could have” been involved in abusive military interrogations, the report provides no evidence that military psychologists were involved in abusive interrogations following the PENS Report – because no such evidence exists.

As a direct result of the Hoffman Report, Dr. Behnke was summarily fired. Several other senior APA leaders were “encouraged” to retire. Dr. Newman, who had left APA years before, was forced to resign from his civilian university. Neither Dr. Behnke or Dr. Newman have since found employment. The reputations of the military psychologists involved were destroyed, with their actions compared to that of Dr. Mengele. The reputations of all named in the report have suffered irreparable damage, from former APA presidents to those whose involvement was limited to a weekend meeting in June 2005.

Immediately after the report came out, a number of people who had been interviewed by Mr. Hoffman raised concern, stating that their interviews had been mischaracterized or distorted.

When calls were made to make Mr. Hoffman’s interviews public, APA refused to do so – despite their promises for an open and transparent investigation. One witness vehemently objected to how his interview was recorded in the report and threatened legal action. In response to those objections, Mr. Hoffman issued a corrected report two months later, in September 2015, simply omitting the section which had caused objections.

Despite this revision, the criticism of the report only grew stronger. By November, 2015, two groups had come forward with detailed and extensive accountings of errors in the report. One of those groups was Division 19, whose Presidential Task Force Report provided an in-depth critique of Mr. Hoffman’s work.

By 2016, the APA BoD recognized that the Hoffman Report required review. In a press release dated April 16, 2016, Susan McDaniel, then APA President stated that “The intent of this supplemental review is to consider factual information that has recently come to light and which, in our view, requires further examination in the context of the *Independent Review*... .” She also indicated that this review was driven by the BoD’s fiduciary responsibility to the Association. Unbelievably, the person they hired to conduct that review of Mr. Hoffman’s report was ... Mr. Hoffman himself. After all the criticisms and errors, APA went back to the very person who had written the report in the first place. Why APA would make that choice – one that flies in the face of common sense, much less the scientific method – is unknown. This supplemental report, due on June 8, 2016, has yet to see the light of day.

In February, 2017, the five individuals who have been so grievously impacted by Mr. Hoffman’s investigation and report filed a lawsuit against APA, Mr. Hoffman and Sidley-Austin, his law firm. After repeatedly insisting that Mr. Hoffman was engaged to find the facts, APA is now on record describing the report as Mr. Hoffman’s opinions. APA has repeatedly cited the lawsuit as their rationale for refusing to meet with Division 19 and provide answers to the questions posed in the Division 19 Task Force Report.

Political differences will always exist, but the profession of psychology is diminished when the politics drive the science, rather than science informing the politics.

Mr. Hoffman got it wrong.

Announcements

Christina Hein, Editor

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

APA Division 19 DoD Transgender Policy (Opposing the Transgender Ban) Reissued

On March 12, 2019 the Department of Defense issued the Directive-type Memorandum (DTM)-19-004 - Military Service by Transgender Persons and Persons with Gender Dysphoria. The President of the Society for Military Psychology commissioned a review of the memorandum. The transgender policy directed by this memorandum was reviewed by the Society of Military Psychology Diversity Committee in conjunction with other members of the Society familiar with behavioral health areas and readiness concerns. The Society's Presidential Trio reviewed this group's findings and the memorandum. *The Society's previous statement, opposing the transgender ban, issued on July 28, 2017, has been reissued on April 5, 2019* and can be found at <https://www.militarypsych.org/announcements>.

Four ECU psychology students commissioned into U.S. Air Force over past year. Since last summer, four students in East Carolina University's clinical health psychology doctoral program, have taken the oath and been commissioned into the U.S. Air Force, through the Health Professions Scholarship Program. The HPSP is a service scholarship available to students in the Army, Navy or Air Force. Only five or six applicants nationwide are selected to receive the prestigious award each year, which covers tuition, fees, books, room and board, and a monthly stipend. The full article can be found at [Caution-https://news.ecu.edu/2019/05/20/serving-our-country/](https://news.ecu.edu/2019/05/20/serving-our-country/)

Conferences

American Psychological Association (APA)

Every year APA travels to a premier destination for four immersive days of innovation, learning, and community. In 2019, we're heading to Chicago, a city rich in culture and history. The Windy City captivates more than 50 million visitors each year with its world-class museums, unparalleled dining (and pizza!), breathtaking architecture, relaxing parks, and miles of lakefront

paths and beaches. The conference will be held on 8 - 11 August.

Registration and pricing can be found at: <https://convention.apa.org/attend>

Job Postings

Adler University – Clinical Faculty (Vancouver, BC, Canada)

Clinical Faculty's responsibility in the Division of Community Health Vancouver is to provide clinical supervision across all levels of training to disciplines they are qualified to supervise. Clinical supervision includes evidence-informed psychotherapy (individual, couples, family and group) and triage, assessment, and/or psychological testing. Supervision of students is performed face-to-face, through live observation, and/or tele-supervision when appropriate. Clinical Faculty's responsibility in the Doctor of Psychology in Clinical Psychology will entail teaching two courses per term. Minimum qualifications:

- Doctoral-level degree in APA- or CPA-accredited psychology program
- Active registration as a psychologist

Candidates registered in a province other than BC are welcome to apply with the expectation that they would immediately apply to transfer their registration to the College of Psychologists of BC. For more information, please see www.adler.edu, click on 'Recruiting', and search for 'Clinical Faculty'.

Center for Deployment Psychology Online Training Support Specialist (Rockville, MD)

The Henry Jackson Foundation is seeking an Online Training Support Specialist to support the Center for Deployment Psychology (CDP) activities related to its training and education mission in Bethesda, MD. The Online Training Support Specialist is able to work independently to support online training activities by providing hands-on support and developing tools that help staff, faculty, and customers with their online training experience. This person will have the knowledge, skills and abilities to lead customers in training in virtual world programs and assist faculty with any technical issues which may arise during online training programs in a live, virtual or mixed-reality environment. Requirements:

- Associate's degree in computer related field required, Bachelor's degree preferred.
- 0-2 years computer experience
- Intermediate skills in software packages, including ability to remotely trouble-shoot technical issues

- Expertise or ability to quickly develop expertise in online platforms such as Adobe Connect, Zoom, and Second Life
- Excellent customer service and communication skills

For more information or to apply, please visit <https://deploymentpsych.org/content/jobs>

Training Opportunities

Military Culture Training

This course, provided by the Center for Deployment Psychology, allows the trainee to understand the influence of military culture among health-related behaviors; this will help the provider plan treatment to best help the [https://www.train.org/main/course/1076372/service member of veteran](https://www.train.org/main/course/1076372/service%20member%20of%20veteran). The training is made up of four modules covering Military Culture: Core Competencies for the Healthcare Professionals.

<http://deploymentpsych.org/military-culture>

Assessing Suicidal Behavior in the U.S. Military – Joint Base Lewis-McChord (Tacoma, WA)

The CDP is offering a 2-day evidence-based workshop for Tri-Service military/DoD/GS behavioral health providers (to include civilian contractors) at Madigan Army Medical Center at JBLM on 27 – 28 June 2019. The workshop is free and includes CEs, but any travel or expenses must be self-funded.

Space is limited. To be eligible you must be a Tri-Service military/DoD/GS behavioral health provider (to include civilian contractors). If you are interested in attending this training, please email your request to training@deploymentpsych.org. Please note, you may be asked to submit a letter from your Department Head or Division Chief noting that you are eligible to attend.

Cognitive-Behavioral Conjoint Therapy for PTSD.

PTSD can impact the quality of family and social relationships. Research indicates that some Veterans desire family involvement in their treatment for PTSD due to this impact.

This course, taught by Candice Monson, PhD, provides an overview of Cognitive Behavioral Conjoint Therapy (CBCT) for PTSD, an evidence-based approach for treating PTSD that includes a family member in treatment. The course reviews the therapy sessions of CBCT as well as research findings that support how this treatment can help Veterans with PTSD.

This online course will last approximately one hour and is for those with an intermediate skill level working with PTSD and with CBT. The course may be found here: <https://www.train.org/main/course/1076372/>

Treatment of Comorbid TBI and PTSD: Lessons Learned

Among OEF/OIF Veterans receiving care in VA, it is likely that those with a history of traumatic brain injury (TBI) also have a diagnosis of PTSD.

This course, taught by Rodney Vanderploeg, PhD, ABPP-CN, provides a brief overview of two treatment studies for co-occurring PTSD and TBI: the SCORE Cognitive Rehabilitation Trial and Prolonged Exposure (PE). The author describes factors affecting treatment outcomes and compares the effectiveness of the two approaches.

This online course will last approximately one hour and is for those with an intermediate skill level. The course may be found here: <https://www.train.org/main/course/1072853/>

Online Cognitive Behavioral Therapy for Insomnia (CBT-I) Training via Zoom

The Center for Deployment Psychology (CDP) is offering this training on 30-31 July from 0900 to 1730 Eastern, entitled "Cognitive Behavioral Therapy for Insomnia (CBT-I)." Registration for the course is \$45 and comes with 13.5 CEs.

This two-day workshop provides training in the assessment and treatment of deployment related sleep disturbance with a focus on Cognitive Behavioral Therapy for Insomnia (CBT-I), an evidence-based approach to treating sleep problems. It covers the rates and types of sleep problems identified in the military population, highlights current research findings on this topic, and reviews clinical strategies and interventions. The instructors teach skills for using Stimulus Control and Sleep Restriction to treat insomnia, and Imagery Rehearsal Therapy to address nightmares. Military case examples are incorporated to illustrate key concepts and techniques. Participants are expected to do role-plays in class to practice CBT-I techniques, and they must attend both days in full. Participants MUST have a functioning microphone to attend.

The link to register for this course is: <https://deploymentpsych.org/CBTI-30-July-19>

7th Annual Aviation Psychology Seminar

September 13-15, 2019

Are you a psychologist or neuropsychologist who is interested in learning more about working with aviation personnel or with the Federal Aviation Administration (FAA)? We are pleased to announce the date and location for the 2019 Aviation Psychology Seminar will be at the Embassy Suites by Hilton, Washington DC Convention Center, 900 10th Street NW, Washington, DC.

Highlights:

- * Meeting all day Friday at FAA Headquarters
- * All day Saturday and Sunday at Conference Hotel (Embassy Suites)
- * Earn CE Credits
- * Optional Group Dinners on Friday and Saturday Night

Meeting agenda and registration information will be available at by emailing info@cogres.com or by calling Cognitive Research Corporation at 1-727-897-9000. We look forward to your participation!

INSTRUCTIONS FOR CONTRIBUTORS TO *THE MILITARY PSYCHOLOGIST* NEWSLETTER

Please read carefully before sending a submission.

The Military Psychologist encourages submission 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 submission 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** (Tim Hoyt: timothy.v.hoyt.civ@mail.mil), **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*, at the email address military.psychology.journal@gmail.com. If articles do not meet any of these categories, feel free to send the contribution to the Editor in Chief (Shawwna Chee: shawwna.m.chee.mil@mail.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. reference/citations). All graphics (including color and black-and-white photos) should be sized close to finish print size, at least 300 dpi resolution, and saved in TIF or EPS formats. Submissions should include a title, author(s) name, telephone number, and email address of 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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