



THE MILITARY PSYCHOLOGIST

*The Official Newsletter of the Society for Military Psychology
Division 19 of the American Psychological Association
Volume 27 Number 2 Fall 2012*



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January-December 2012

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

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EDITOR'S CORNER

LTC MELBA C. STETZ, PH.D.



Hola! We have great articles and announcements in this edition.

First up is our President's Message, which is contributed by Program Chair Ann Landes. She fills in for Tonia Heffner and provides an excellent summary of the APA

Convention held this past August in Orlando, Florida.

We have minutes from our February 2012 Executive Committee meeting. Check back in the next issue for minutes from the August meeting.

Have a look at the new members listed on page 12 to see if you know the names. We have many new members this year. Be sure to say hello!

We have included updated calls for the Research Grant Program (page 13), Division 19 Annual Awards (page 19), and Student Research and Travel Awards (page 27).

I'm sure you will get much out of the R&D column by W. Anthony Smith and Paul Larson, "Mental Health Treatment Preferences of U.S. Navy Submariners." It provides needed insight into when sailors are likely to seek treatment and what resources they are most likely to use.

In his inaugural History column, Paul Gade provides a timely and fascinating review of the history of the repeal of the Don't Ask Don't Tell law that banned lesbians, gays, bisexuals, and transsexuals from serving openly in the U.S. military. Stay tuned for more from Paul in upcoming issues, including a timeline of important dates for Division 19.

In our Spotlight on Pedagogy column, Thomas Stetz and I write about our own experience

developing a military psychology course at our home campus of Hawaii Pacific University.

Finally, we have Committee Reports -- Financial Planning, Continuing Education, Early Career Psychologists (ECP), and Graduate Student reports. The Financial Planning Committee Report includes changes to our travel and research grant programs. The ECP Report includes results of our June survey. The Graduate Student Report includes photos of our 2012 student award winners at the APA convention. Check out our up and coming Military Psychologists!

Please consider making contributions to the newsletter. The deadline for the next issue is February 1, 2013. Instructions are on the inside back cover.

Following are some of the areas that we like to cover and the names of the current section editors: **Feature Articles**, Armando Estrada; **Research**, Krista Ratwani; **History**, Paul Gade; **Pedagogy**, Steve Truhon; **Early Career Psychologists**, Jessica Gallus; **Graduate Students**, Kristen Kochanski; and **Announcements**, Eric Surface. You can find their contact information on the inside front cover of this issue. Please contact them about submitting something for an upcoming issue!

You can also send your article directly to me by writing to melba.stetz@us.army.mil with a carbon copy to my civilian account (as this is an "Additional Duty") at mcstetz@yahoo.com. Also, please make sure to write "NEWSLETTER" on the subject line of your message when sending your comments and contributions. I want to be able to retrieve them quickly.

Please write to me with your feedback on this issue. It's so important to us that we provide you, our Society members, with useful information. Let me know what you think and what you want to see in the future.

ALOHA! MS.



SOCIETY FOR MILITARY PSYCHOLOGY

Division 19 of the American Psychological Association

Travel Award Program



Description

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

Eligibility

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

Submission Requirements

The submission package must include (1) a brief statement; (2) curriculum vitae; (3) copy of abstract and acceptance letter for poster/paper presentation if applicable. Your statement should describe how you would benefit from a travel grant, how you will use this award to support your attendance to the midyear or annual meeting, and if you will be receiving other funding to help cover your expenses. Applicants should highlight any significant achievements including leadership positions within the Society, APA, other related scholarly or professional organizations (e.g., local, state, national or international psychological associations) and indicate whether this is the first time they will attend and participate in the midyear/annual meeting of the Society. Statements should not exceed one single-spaced, typewritten page using 12 point font using a standard 8.5 X 11 inch page with margins set at 1 inch.

Evaluation Criteria

Applicants will be judged based on the following criteria: (1) Quality of the Request; (2) Statement of Need for Travel Support; and (3) Relevance to Society strategic goals.

Deadline

Travel awards will be issued up to two times a year. Materials must be submitted electronically in pdf format no later than midnight 1 DEC (EST) or midnight 1 MAY (EST) to Kelly Ervin, Ph.D. (Kelly.s.ervin.civ@mail.mil). List your name and the name of the award on the subject line of your email (e.g., Jane Smith, Div 19 Travel Award). Award winners will be notified within 30 days.

PRESIDENT'S MESSAGE

TONIA S. HEFFNER, PH.D.



I want to thank everyone who contributed to the newsletter and to the overall operations of Division 19 over these last few months while I have been otherwise occupied by work demands. As these demands prohibited me from attending the annual convention, Ann Landes, our program chair, agreed to write the message describing our annual meeting. Thank you, Ann, for taking on this additional burden! Division 19 would not be a success without the contributions of all of our volunteers and those willing to step in when others are unavailable.

Energy and excitement abounded at APA 2012. Division 19's stimulating programming, diverse poster presentations, informative business meetings, and engaging social events (social hour, The After Party, and Military Hour) were all well attended. Individuals, both members and nonmembers, helped to create a wonderful experience that included time for learning, networking, and just simple FUN!

This year's programming was a true success on multiple levels, made possible by numerous people dedicated to the future of Division 19 and its mission. Take for starters, Dr. Armando Estrada and Dr. Rebecca Porter, who provided invaluable leadership during the business meeting and awards ceremony. Their presence focused us on the saliency of Military Psychology and the mentoring of its future psychologists. Of course, it didn't hurt to have wonderful Division 19 coffee mugs to give away (Thanks, Armando ☺).

And what would we do without Lt. Kristen Kochanski? A tireless advocate for students, she

was constantly answering questions and encouraging individuals to get more involved. Oh! How about that hospitality suite? *No one told me it had to be "hospitable"!* Hence, I bought next to nothing by way of refreshments. But, no worries, thanks to Dr. Steve Goldberg and his wife, who immediately assessed that I had "no idea" and went to Costco to gather drink and eats.

There are so many more people that played key roles, and I apologize if I have forgotten to mention you. I do hope that I thanked you in person at that moment. I left grateful for the experience, my first year as Division Program Chair. I do not think it was luck; I don't believe in it. What I do believe in is the power of a shared vision and a commitment to community, both of which I witnessed repeatedly amongst our Division 19 family. I was greatly encouraged by what I sensed to be a deep desire to strengthen and grow our organization, in a manner that is forward thinking and inclusive.

On a final note: Preparations for next year's convention--in Hawaii--is starting quite soon. I would like to again ask for any volunteers (no students at this time, unfortunately) to be a reviewer for the proposals. Representatives from various areas of expertise are needed. If you would like to volunteer for something absolutely life changing, please contact me at Div19prog@gmail.com.

Ann Landes
Division 19 Program Chair

DIVISION 19 EXECUTIVE COMMITTEE MINUTES FOR FEBRUARY 22, 2012

RHETT GRAVES, PH.D.

Meeting date: February 22, 2012. Attendees (in alphabetical order): Nathan Ainspan, Morgan Banks, Arwin DeCostanza, Diane Elmore, Armando Estrada, Jessica Gallus, Sena Garven, Rhett Graves, Jim Griffith, Tonia Heffner, Larry James, Irwin Jose, Heather Kelly, Kristen Kochanski, Kate LaPort, Anne Landes, Bob Roland, Mike Rumsey, Bill Strickland, and Eve Weber.

President's Report: Heffner introduced herself as President of Division 19 (as of 1 Jan 2012) and introductions were given around the room. Heffner described her intentions as President to continue Estrada's initiatives and develop executable strategies (1) to raise the visibility of the Division by getting money out in the form of grants and awards for undergraduate/graduate students as well as early, mid, and senior career military psychologists, (2) provide a viable and cost-effective continuing education program, and (3) to encourage increased membership and participation of early career psychologists. Heffner described an objective to obtain EXCOM approval to establish four new committees: Research Grants; Workshop, Advocacy, and Travel Grants; Continuing Education; and Early Career Psychologists. In order to establish these committees, she needed the EXCOM to help determine membership, terms, and guidance for interactions between the committees and operations of the committees, as well as changes to By-Laws associated with forming these committees. Heffner discussed whether Division 19 needs forms of communication beyond the existing listserv, Newsletter, Website, and Facebook page; particular changes to the By-Laws that will allow for online voting; and guidance for the Hospitality Suite, concerning use, reimbursement, and time limits.

Secretary's Report: Graves motioned to have Minutes from the Annual Meeting 2011 approved. Minutes were approved. Graves introduced Dr. Jessica Gallus, who later briefed the EXCOM on the Early Career Psychologists initiative within Division 19.

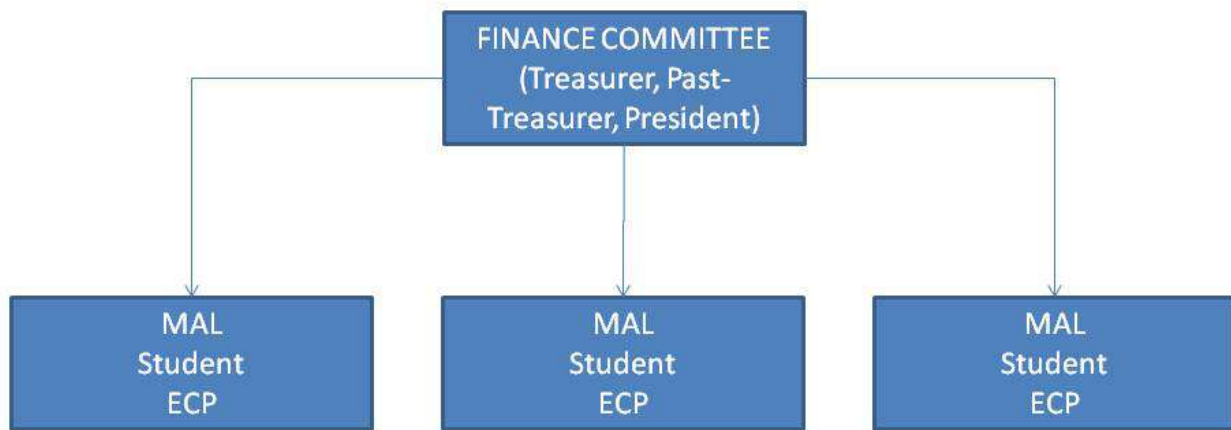
Treasurer's Report: James presented the Treasurer's Report. James reported that the

Division is in good financial solvency, with a total income of \$107,000 and the journal is doing well. After James reported on the balance sheet for the Division, discussion moved to a spending plan including five Division 19 grants and the procedural process by which members can submit requests for funding. On the basis of good financial solvency, Estrada covered the various types of proposed grants that the Division could initiate. Strickland noted that in total the grants would be affordable, given a cost to the Division of approximately \$40,000/year and considering that the Journal brings in approximately \$45,000/year. Heffner asked whether the Division will award the grants each year. The committees proposed to manage the grants were Committee for Research Grants; Workshop, Advocacy, and Travel Grants; Continuing Education Grants; Early Career Psychologists Grants; and Fellowship Grants. The question arose concerning how we will do the review process and establish accountability. Banks asked how someone would use those funds. Strickland noted that Division 19 does not currently require accountability on the Dissertation Grants. Banks asked how the grantee will account for what they are spending on. Garven suggested doling out the grant in increments. Estrada noted the various requirements to track funds and that we are providing funds to help develop military psychologists. Heffner added that we need to refine criteria in order to move forward. James added also that military psychologists working within Government would need to go to JAG to ensure they can legally receive the funding. Landes brought up the issue of taxes. Heffner asked if the grants could be applied to tuition. Estrada noted that additional details are needed before we can act on the grants issue. Discussion continued between Strickland, Heffner, and Banks. Heffner suggested that EXCOM approve

establishment of the committees to continue work. **Roland** agreed on giving issues that require clarification to committees. **Strickland** asked whether the financial planning committee will have oversight. **James** suggested the awards committee. **Estrada** suggested extending the financial planning committee. **Strickland** noted that EXCOM needs to establish who the committees would be working for. **Heffner** suggested the financial awards committee as the overarching committee. **Strickland** noted that we need a financial committee beyond the treasurer—perhaps the treasurer as chair, with past president, etc. **Estrada** suggested treasurer, past president, and members-at-large. **Weber** and **Heffner** discussed the possibility of a permanent finance committee, responsible for different awarding procedures; **Banks** added that the committee needs to have visibility, a financial strategy, and specific procedures for how to issue the monies, and proposed a semi-permanent position to help out the treasurer—the strategy would be handled by a subset of president, president elect, etc. **Strickland**, **Heffner**, and **Roland** discussed APA’s role in helping to manage the awards. **Garven** noted that there may be a role for a selection committee. **Estrada** diagrammed the

possible committee structure as below.

Garven responded that the treasurer should not be involved in decision making about who gets awards. **Estrada** suggested that a change in By-Laws could create a committee that consists of treasurer, past-treasurer, and treasurer elect. **James** noted that this would create a system of checks and balances with the treasurer. **Strickland** noted that when his organization submits a bill to APA, the treasurer approves the expenditure. **Landes** noted that there would be some benefit to on-the-job training with the treasurer elect term. **Estrada** noted that \$39,000 is a lot of documentation to account for to get APA to disperse funds. **Heffner** summarized the options being discussed: terms for the treasurer, a super-committee finance committee, one awards committee or multiple committees or one large committee. **Estrada** suggested forming ad hoc committees to establish a finance committee to oversee the development of these things and bring in the Members-at-Large. **DeCostanza** suggested that we could distribute some of the easier travel awards, etc., and **Garven** added that that gets a system in place. **Heffner** noted that she wants to get out the small grants because that brings



Grants PGM—Research; Fellowship

Travel, Advocacy, Outreach—Travel; Workshop; Advocacy

visibility to the Division. **Estrada** referenced the travel awards program and that it is one that we can begin without too many complications.

Discussion between **DeCostanza**, **Heffner**, and **Morgan**. **Heffner** noted that EXCOM needs to decide on Grants/Programs and Travel/Advocacy/Outreach. **Weber** asked if there are programs from other divisions that can serve as models. **Heffner** noted that SIOP and Education have some models. **Banks** asked about distinguishing between fellowships and research grants; **Strickland** responded that the candidate would need a Ph.D. for a research grant, but that students could apply for a fellowship. **Estrada** noted that there are a lot of people interested in helping retiring service members, individuals interested in serving military populations, but who are not connected to the Division. **Heffner** argued that the only option at this point is to continue the financial strategy group; **Strickland** added with a focus on travel grants for the Convention first. **Heffner** motioned to continue the financial strategy group. The motion was approved with a focus on awarding travel and small grants.

10 Minute Break

Student Affairs Committee: **Kochanski** presented the report. She reported that the student awards are now on the website and that she has passed along the information **DeCostanza** needed to move forward on the Division 19 website. A total of 8 student awards were given last year, 1 research award and 7 travel awards. There were only 2 submissions for the research award. **Kochanski** asked that the EXCOM approve 10 travel (\$750 each) and 2 research (\$1,500 each) awards (total is \$10,500) to be advertised in the Grad Psych Bulletin. Given the turnover of the student representative position, she recommended a 15 October deadline for student representative applications, with the position to be announced through email, the listserv, and website. The deadline for a decision would be by 30 November. Currently, there are 292 student members in Division 19. She also noted that the Division should consider providing funding for a student representative to travel to the EXCOM meetings, given that she is local to the DC area, but a future student representative may not be. **Estrada** noted that student representatives are funded to attend

EXCOM meetings and the Convention. With Early Career Psychologist Committee responsibilities, it may be useful to have more student representatives on the Student Affairs Committee—this may be a mechanism to include others. **Heffner** reintroduced the issue of travel awards for Student Affairs, and motioned to increase Student Affairs awards, to the requested 2 research awards, and 10 travel awards, a decision to be revisited on a yearly basis. The motion was approved.

Membership Committee: **Garven** reported that membership in the Division continues to grow, and discussed increases and decreases in various categories of membership, with student memberships increasing the most. **Griffith** also noted that he has seen notable increase in interest through the VA.

Members at Large Committee (1): **Banks** presented the report. **Banks** discussed supporting the efforts of the president to develop a web-based communications and discussion methodology for Military Psychologists. He suggested that the Division consider a moderated group Web Log (Blog) that will encourage the discussion of topics relevant to Military Psychology. A moderator would help manage issues related to security. **James** noted that a Blog may miss some senior members. **Estrada** asked whether there was another medium. **Heffner** noted that the current listserv is only for announcements. The discussion turned to a Division 19 facebook page. **Banks** and **DeCostanza** discussed working together on a blog that would have **Banks** as moderator. Another topic that came up was the Division's response to the APA ethics vignettes. **Banks** noted that most of the vignettes do not describe ethical issues, but instead issues related to violations of law, and have questionable training value. **Estrada** supported **Banks** contention noting that Division 19 does need to put forward a position. **Banks** suggested keeping the PENS report, but expanding the ethical guidance. He suggested a formal response, indicating that the vignettes are online for review. **Banks** presented a handout that included the text for a potential official response to the APA ethics vignettes for review.

Members at Large Committee (2): **Ainspan** proposed a joint project between Divisions 14

(SIOP) and Division 19 concerning returning service members, helping them to translate their skills into civilian professions. **Ainspan** requested assistance from Division 19 for suggestions on where to find service members interested in this assistance and on materials (i.e., hand-outs, resources on military life, MOS descriptions, PTSD symptoms) to disseminate to SIOP volunteers. He suggested starting with 10 SIOP volunteers, then expanding to cover more people. **Estrada** noted that this is the nature and intent of advocacy programs. Discussion centered on producing checklists, pamphlets, etc., concerning topics like TBI, PTSD, Warrior in Transition Program, DTAPs classes, Battlemind, etc. **Estrada** suggested sending a message through the listserv to identify volunteers. Discussion moved to formal mentoring programs, the intervention-oriented focus of the program, and the target audience—active duty who are leaving the service. **Garven** also suggested developing a reading list.

APA Council of Representative: Strickland presented the report. He discussed attending August 2011 Council Meeting, chairing the Fall 2011 meeting of the APA Committee on Structure and Function of Council, and participating in conference calls among social justice and national security psychologists attempting to codify APA's various policy statements regarding psychologists' participation in national security interrogations. He reported on the discussions occurring that are related to annulling the PENS report; he suggested the Divisions' position would be to revise PENS to remove conflicting or obsolete information, to annul the old resolutions and roll it into a single document. **Strickland** also noted that Division 19 needs a new council representative, as he is only attending two more meetings.

Research Advocacy/Lobbying: Kelly and **Elmore** discussed a partnership with University of Utah to host a military/VA suicide prevention best practices conference. There was large uniformed turnout for the conference and various policymakers came to a dinner the first night. In addition, there was a members-only roundtable that provided a venue for a 1.5-hour discussion about beliefs and misconceptions about military/veterans. Mental health stigma and the faith-based community was also discussed. APA to partner

with Senator Berkle to talk about suicidality, PTSD, and whether it is a moral issue. House and Veterans Affairs want mental health and other sectors of society to engage. Next, they discussed the Joining Forces Initiative and provided materials to EXCOM that provided an overview of initiatives related to military service members, veterans, and their families. The Joining Forces Initiative is intended to bring together 30 health professions to determine what can be done to support military/veterans with PTSD, TBI, and combating depression. The question arose concerning how APA frames the psychologist's role. **Kelly** moved the discussion to the President's budget, which has increases in some 6.2 funding, but cuts in 6.3 funding. Overall 6.1-6.3 is down, and there is continued emphasis on 6.1, concerning topics related to neuroscience and substance abuse. **Kelly** also discussed a meeting she had with Suzanne Johnson.

Liaison for Reserve and National Guard Affairs: Griffith presented the report. **Griffith** noted that there are concerns about identification, referral, and systematic treatment of conditions. Accessibility of services is a big issue in the National Guard. **James** indicated that he had chaired a special issue on this topic for Military Psychology.

Awards Committee: Estrada presented the report and noted that he had put out the call for awards on the listserv.

APA Program: Landes presented the report. The review process stayed the same as in previous years. There were 14 symposia, but none concerned skills building submissions, a topic she would like to see more of. There were two poster sessions this year, and 28 reviewers participated in selecting the program. **Estrada** and **Heffner** made recommendations about hosting the social hour.

Midyear Meeting: No report presented.

Military Psychology Journal: Estrada presented the report. He is committed to publishing 6 issues per year. In 2010 there were 40 papers published; in 2011, there were 41. The rejection rate for the journal was 85%. John Lipinski was voted on to the editorial board. Discussion turned to royalties; the contract guarantees the Division royalties of

\$45,000/year. **James** brought up the possibility of a military psychology related book series; **Estrada** indicated that he was working on it. **Roland, James, and Estrada** discussed revenue from the publisher. The new publisher will move to a standard size journal 7x10 inches with Vol. 26. Also **Estrada** discussed bidding processes and contract renewal for the journal.

Military Psychology Website: DeCostanza presented the report. She has proceeded with development of the website and APA is working on the website, aiming for a March 12 suspense to go live. She worked out the tabs, solicited content and information from Division 19 members. The goal is to continually add information to the site—like news and events, awards. She is working on the Early Career Psychologists tab, determining content with the ECP Committee. She is working out a process and plan for putting new information up on the website, as well as a solicitation and approval process for what goes on the site. **Estrada** and **Heffner** asked how do we get rid of the old sites. Discussion between **DeCostanza, Garven, Estrada, and Heffner** concerned content for the website, such as posting employment opportunities or links to other sites on which those opportunities are posted. DeCostanza discussed contacting APA to solicit recommendations re content and tabs.

Clinical Practice Committee: Weber presented the report. **Weber** discussed a clinical practice discussion site that provides support to clinicians, regarding care for active duty service members and military families. The current membership on the Division 19 practice discussion site is 599. Discussion topics on the site include: Future of Military Clinical Psychology Group, Treatment recommendations for PTSD, Student research/inquiry/and mentoring, Suicide prevention, Competencies and best practices for effective military psychologists, Instructions updates, DSM V, Calls for paper, posters, etc, position postings, media inquiry, and treatment rapport. **James** noted that the group likely had been sanctioned by Will Wilson. **Heffner** suggested that we provide a link to the group from our website. **Weber** noted that not all posters are Division 19 members; **Strickland** noted that it was a way that Wilson sought to draw new members

into the Division. **James** noted that there are good discussions on the group. **Heffner** argued that if it is sanctioned by Division 19, then we should know what is going on. **Strickland** noted that Division 19 may not have sanctioned it; it's not Division 19, but instead a Military Psychology Google Group. **Estrada** expressed that Division 19 should be supportive of the site and express our support by providing a link. **Weber** noted that there are many lurkers. **Heffner** asked if there was an approval process to join the list. **Estrada** noted that we'd like to hear their concerns to pass back to APA. **DeCostanza** asked **Weber** to send her the link to post on the Division 19 website. To conclude her four year tenure as Clinical Practice Committee Chair, **Weber** asked CDR Arlene Saitzyk to consider accepting the position and to assume Chair position in one year. Saitzyk has accepted.

Continuing Education: Estrada presented the report. He described establishing CE Committee to work on CE program plan for APA 2012 and sponsored a 4 hour pre-convention workshop for the APA meeting in Orlando (with Heidi Kraft). He also sponsored a 2-hour symposium for APA meeting in Orlando with Shannon Johnson, Bret Moore, Heidi Kraft, and Jeff Case. The discussant is Gerry Koocher. **Estrada** opened the discussion to make the Continuing Education Committee a permanent committee within the division by amending the Division's by-laws, proposing that the committee consist of 3 members serving staggered 3-year terms. One new member will be appointed each year. During his or her third year as a member of the committee, that member will serve as chair. The motion was passed to amend the by-laws. **Strickland** noted that this would need to be presented in the Newsletter. **Estrada** described the way ahead to include offering of high-quality preconvention and convention CE-credit workshops and symposia such that military and VA clinical psychologists become accustomed to participating in division-sponsored CEs annually and to pursue additional avenues for delivering high quality CEs, such as through online programs and other mechanisms for deployed or isolated psychologists.

Early Career Psychologists: Gallus presented the report. **Gallus** reported that the Committee organized two submissions for the APA

Conference, including a conversation hour and a poster, and identified five potential activities for promoting engagement and participation of ECPs in Division 19. These included continued participation in the annual APA conference through symposium and poster submissions; proposed development of an information tab on Division 19 website focused on ECP engagement; proposed development of an ECP needs analysis survey assessing ECP perceptions of Division 19 and strategies for recruitment, retention and engagement of ECPs within Division 19; introduction of travel awards to promote ECP engagement in Division 19 activities; and establishment of a permanent committee for ECP within EXCOM. **Graves** motioned to amend the by-laws to make the ECP Committee a permanent committee within Division 19. The motion was approved. Discussion turned to the relative contributions of the ECP committee and travel awards. **Gallus** proposed 5-10 awards be given in the amount of \$750 each for a total of \$3750-\$7500 per year, on a competitive basis and contingent on acceptance of poster/presentation at the APA conference, with special consideration to individuals attending the conference for the first time. **James** noted that smaller facilities may not get funding to support travel to the conference. **Landes** asked how we quantify return on investment for travel awards to ECPs. **Estrada** noted that we should require poster or paper presentation or service on the EXCOM. **Estrada** also noted that a lot of us got involved in military psychology by accident and that a more concerted effort to bring in ECP would be beneficial. Discussion then moved to conducting a needs analysis for ECPs. **Graves** motioned for the

EXCOM to approve \$500 to conduct a needs analysis. The motion was approved.

Fellowship Committee: **Rumsey** reported that there were no fellowship applications this year.

New Business: **Heffner** reported that APA had requested that we change our by-laws to allow online voting and they provided her with the text to include. She motioned to amend the by-laws to include the text allowing online voting; the motion was approved. **Heffner** provided **Graves** an email that included the text to be amended.

Hospitality Suite: **Heffner** recommended a limit of the hospitality suite chair term length, and rules concerning that the room not be obtained more than one day before the conference. Discussion concerned issues of reimbursement for additional days.

Newsletter: **Estrada** reported that the Division Newsletter will be published in March 2012.

New Business: **Estrada** reported on ABPP certification and his intention to convene a study group with James and Banks to educate larger group about ABPP certification.

The EXCOM meeting adjourned at 1453.

WELCOME NEW MEMBERS!

SENA GARVEN, PH.D.

We welcome the following new Members (M) and Student Affiliates (SA) who have joined between March 15, 2012 and APA Convention (August 1, 2012).

Lauren Albinson (SA)
Alex Alvarez (SA)
Jimmy Anderson (M)
Lauren Bailey (SA)
Kay Beaulieu, (M)
Whitney Bliss (SA)
Melissa Boudreau (SA)
Mira Brancu (M)
Laura Briatico (SA)
Seth Bridges (SA)
Claudia Carrera (SA)
Emilie Cattrell (SA)
Alexander Cava (SA)
Donna Cipolla (SA)
Daryl Coulson (SA)
Kelly Coxe (SA)
Gordon Craft (SA)
Lauren DePompeo (SA)
Jessica Dickison (SA)
Jason Duff (M)
Mark Dust (SA)
Amy Fayazrad (SA)
Daniela Floyd (SA)
Gary Ford (M)
Colleen Frasure (SA)
Brenda Gaffney (SA)
Jennifer Galloway (SA)
Michael Gatson (SA)

Philip Gibson (SA)
Agata Gluszek (M)
Janette Hamilton (SA)
Titus Hamlett (SA)
Stacey Hayes (SA)
Victoria Haynes (SA)
Julianne Hellmuth (SA)
Aunjuli Hicks (SA)
Andrew Hodge (M)
Jennifer Huffman (M)
Stephen Hughes (SA)
Angelica Johnson (SA)
Natalie Kiddie (SA)
Michael Krage (M)
Fawn Liebengood (SA)
Ashley Louie (SA)
Ari Lowell (SA)
Larissa Maley (SA)
Merranda Marin (M)
Tyasha McPherson (SA)
Terri Motraghi (M)
Erin Nekvasil (SA)
Casey Nelson (SA)
Cheryl Novas (SA)
Louis Pagano (SA)
Thomas Parsons (M)
Daniel Prendergast (SA)
Jessica Price (SA)

Heather Priest (M)
Janani Raman (SA)
Wendy Rasmussen (SA)
Ian Rivers (M)
Albert Rizzo (SA)
Ashley Robinson (SA)
Aaron Ross (SA)
Tammy Saenz (SA)
Scott Santos (SA)
Charles Sclar (SA)
Scott Smillie (SA)
Adam Smith (SA)
Ana Soper (M)
Matthew Southard (M)
Heather Sterk (M)
Rebeca Susana Bright (SA)
Michael Syndell (M)
Isaac Taitz (SA)
Samantha Thompson (SA)
Norman Tippens, (SA)
Jamie Van Leuven (SA)
Marcus VanSickle (SA)
Scott Waltman (SA)
Valerie Ward (SA)
Angela Whitby (SA)
Edward Wright (M)
Donna Zampi (SA)

FAREWELL TO OUR MEMBERS
“BRIAN’S SONG” BY W. S. SELLMAN, PH.D.

Brian Waters passed away at the age of 73 on March 7, 2012, in Tacoma, Washington.

He is survived by Sandra, his wife of 50 years; three daughters, Tracy, Brianna, and Shonna; and six grandchildren. Born in East Orange, New Jersey, Brian grew up in Trenton and New York City. In 1965, Brian graduated with high honors and a bachelor’s degree in sociology, with minors in mathematics and psychology, from the University of Nebraska. He went on to complete a master’s degree in 1969 in educational research and testing and a doctoral degree in educational evaluation and research design in 1974. Both of these degrees were earned from Florida State University. Brian also found time to earn a MBA degree in management from Southern Illinois University in 1975.

Brian’s professional career spanned over 40 years - 20 years in the U.S. Air Force followed by an additional 24 years at the Human Resources Research Organization (HumRRO). Retiring as a lieutenant colonel, his Air Force assignments included tours as a navigator, rescue controller, research psychologist, and R&D manager. While flying C-130 Hercules over Vietnam, Brian was selected as the Military Airlift Command’s Outstanding Combat Airlift Navigator of the Year for 1971, for his uncanny ability to accurately drop cargo into back country villages and military outposts.

In 1973, Brian traded his navigator’s flight suit for the more mundane life at the Air Force’s personnel and training research establishments. For the next seven years, Brian conducted and managed both flying and technical training research (to include flight simulation, instructional systems development, computer-based instruction, and computer adaptive testing) at the Air Force Human Resources Laboratory. His last Air Force job was director of educational evaluation at the Air Force War College, where in addition to his program evaluation responsibilities, he co-edited a book entitled, *Managing the Air Force*.

Brian came to HumRRO in 1980 as a senior staff scientist, working in the Manpower Program Analysis Division. A year later, he became Associate Director of that division and in 1985 was promoted to program manager of the Recruitment/Manpower Systems Department. At HumRRO Brian specialized in enlisted recruiting and market analysis, personnel selection and job classification, computer adaptive testing, sampling methodology, large-scale survey research, and military manpower analysis. He directed projects for the Office of the Secretary of Defense, the Army Recruiting Command, the Army Research Institute for the Behavioral and Social Sciences, the Office of Naval Research, and the Defense Manpower Data Center, to name just a few.

During his time at HumRRO, Brian made signal contributions to military personnel management. Based on his early work in computer adaptive testing, he assisted the Department of Defense in converting the paper-and-pencil enlistment test to a computer adaptive version administered at military entrance processing stations across the country. He also co-edited a book that documented the policy and research aspects of that development and implementation entitled, *Computer Adaptive Testing: From Inquiry to Operation*, which was published by the American Psychological Association.

Brian was involved in both the 1980 and 1997 Profile of American Youth studies, during which the DoD enlistment test was administered to nationally representative samples of young people to establish contemporary norms and to compare the aptitudes of new recruits with civilian youth. In addition, he worked with the Military Services and the National Academy of Sciences to help design the research and analysis that led to the DoD Recruit Quality Benchmarks model. This model, which quantifies the statistical relationship between measures of recruit quality, recruiting and training costs, and hands-on job performance, is used to develop and defend annual military

recruiting budgets. The model is widely accepted within DoD, the Office of Management and Budget, the Congressional Budget Office, and by Congressional staffers.

Throughout his career, Brian contributed significantly to the American Psychological Association (APA), the American Educational Research Association, the National Council for Measurement in Education, and the International Military Testing Association, through sustained professional service. He served in virtually every leadership position within the Society for Military Psychology (APA's Division 19), to include President, Secretary, Treasurer, and Member-at-Large. The caliber and extent of Brian's contributions resulted in his receiving many honors and awards. As an Air Force psychologist, he was awarded the Air Force Systems Command Certificate of Merit for instructional technology research; he also was recipient of Division 19's Award for Outstanding Contributions to Military Psychology. Brian was an APA and Division 19 Fellow.

In addition to his program management responsibilities at HumRRO, Brian was a prolific researcher. He published scholarly articles in *Applied Psychological Measurement*, *Journal of Educational Research*, *Human Factors*, *Behavioral Research Methods and Instrumentation*, *Educational Technology*, and *Journal of Military Psychology*. Brian also authored book chapters on military enlistment testing, entrance standards and recruit quality, computer adaptive testing, and adaptability screening, and he organized and chaired symposia as well as presented papers at numerous national and international conferences.

Brian also had a life full of active and spirited outside interests – primarily reading, sports, bridge, and golf. Not only did his mathematical skills stand him in good stead for his day job, but they also greatly facilitated his bridge play as well. In 1985, Brian's four-person bridge team won the

National Swiss Team Championship (for intermediate players), beating over 500 other teams in a week-long competition. And of course, the stories of Brian's prowess on the golf course are legend. He was noted for hitting shots that his playing companions had difficulty believing were possible, given the laws of physics. In high school he was on the golf team with the son of Robert Trent Jones, one of America's most famous golf course architects. Watching Bobby Jr. hit golf balls is probably one of the main reasons that Brian joined the Air Force.

For those who had the privilege of knowing Brian, he was incredibly bright yet kind and humble at the same time. A loyal friend, he literally would do anything for anyone. Once during the blizzard of 1982, (in fact the day the Air Florida airliner flew into the 14th Street Bridge) when a woman driving in front of Brian slipped off the steep, snow-covered road and rolled down a hill, Brian immediately rushed down to pull her from the car. Yet, he could also be stubborn when he was convinced he was right – be it bidding a bridge hand or selecting a golf club for a challenging shot. In short, Brian had strong opinions, though occasionally he was known to listen to others and to take advice.

Brian waters touched the lives of a great many people. He had special, personal relationships with each of them, and he cared deeply about their welfare and well-being. He had a ready sense of humor and could laugh equally at himself and at the many ironies of life. Universally respected and widely acclaimed both within and outside the military psychology community, Brian was a true gentleman, who gave freely of his intellect, wisdom, and talents. He filled his life with honor, and he will be remembered with love and respect. His outstanding professional accomplishments and his influence on the field of military psychology will long remain, and he will forever be in the hearts and minds of those who knew him.



SOCIETY FOR MILITARY PSYCHOLOGY
Division 19 of the American Psychological Association
Research Grant Program



Description

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

Eligibility

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

Submission Requirements

Proposals should be concise and convey concepts in simple terms but with sufficient detail to achieve clarity. Proposals should be prepared in accordance with the latest edition of the Publication Manual of the American Psychological Association. All proposals must include the following items:

1. **Cover Sheet**—A cover sheet containing the title of the proposal, investigator's name, address, telephone and e-mail.
2. **Abstract**—An abstract summarizing the proposed research in no more than 100 words.
3. **Introduction Section**—An introduction describing the project purposes, theoretical rationale, and proposed hypotheses or research questions to be investigated. The introduction should summarize existing knowledge on the proposed topic; articulate well stated research questions/hypotheses; identify the contributions of the study; and explain why the contribution is important in advancing the field.
4. **Method Section**—The methodology should provide an adequate description of proposed participants (including relevant demographic and/or military background characteristics); provide accurate and concise information on all measured variables; and succinctly describe all study procedures and include status of human subjects review process (which must be satisfactorily completed and a signed approval letter submitted to the award committee before grant funds can be awarded).
5. **Analytical Strategy Section**—An analytical section describing relevant descriptive and inferential statistical analyses proposed to test hypotheses/research questions. Power analyses must be incorporated into the description of the analyses to ensure that sample size concerns have been planned for in advance.
6. **Significance to the Science of Military Psychology**—A section addressing the implications of the findings or conclusions for the science of military psychology.
7. **Program Plan**—Outlining an overall project plan, defined deliverables, schedule of performance and detailed budget.
8. **Resume**—An abbreviated resume should be included with the proposal (limited to 2 pages).

Proposal packages should not exceed 15 inclusive pages. **Recommended length for items (3) through (6) of the proposal is 5-7 double-spaced, typed pages; for items (7) of the proposal, 2-3 single-spaced, typed pages; and for item (9) of the proposal, 1-2 single-spaced, typed pages.** The proposal must use 12-point font with 1" margins. The proposal must be submitted as a single self-contained document in pdf format, named to indicate the first author (e.g., lastname.pdf).

(Continued on next page)

Evaluation Criteria

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

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

Deliverables

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

Deadline

Materials must be submitted electronically in pdf format no later than 30 MAY 2013, midnight (EST) to Kelly Ervin, Ph.D. (Kelly.S.Ervin.civ@mail.mil). List your name and the name of the award on the subject line of your email (e.g. Jane Smith, Society for Military Psychology Travel Grant Program). Award winners will be notified prior to 30 JUNE 2013 and will be acknowledged during the Society for Military Psychology Business Meeting at the annual meeting of the American Psychological Association.

SPOTLIGHT ON R&D

KRISTA RATWANI, PH.D.

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

This edition of the newsletter highlights work conducted to understand the mental health treatment preferences of Navy submariners. It provides needed insight into when sailors are likely to seek treatment and what resources they are most likely to use to obtain help.

Mental Health Treatment Preferences of U.S. Navy Submariners: The Stigma, Confidentiality, and Risks

**W. Anthony Smithson
Paul Larson**

The Chicago School of Professional Psychology

Research Overview

The intention of this study was to capture the subjective preferences of military members from a previously understudied population (i.e., submariners) for seeking help with coping with stress. Sailors' perceptions were cataloged in order to enhance the understanding of current stigma, barriers to care, and preferences for care in order to establish baseline data on resource preferences within this unique population. These factors may then be used to update policy, general military training, deployment briefings, and supervisor attitudes toward promoting access to the most appropriate level of care.

Problem to Solve

Military populations have advantages when it comes to psychological care, such as potential camaraderie in the workplace, proactive formal training on stress management and suicide, and systemic resources (e.g., financial, legal, and social support) for military members and their

families. The military also has barriers that differ from the mental health processes within civilian populations, such as stigma based on a warrior ethos, varying confidentiality boundaries, and the risk of temporary or permanent removal from duty. Even more distinct differences may exist between military specialty populations. Some of these specialties may have different or more rigorous requirements for personnel screening, fitness for duty, and security clearances. These differences are worthy of exploring, as prior research on these topics (e.g., Hoge et al., 2004) was limited to Army infantry and Marine populations. Access to care and attitudes toward seeking care seem essential to military personnel readiness, especially the personnel who serve in particularly arduous duties. Such military members may be at higher risk of mental health related problems due to the inherent nature of their duties, stress on their families, and continual evaluation of their personnel performance readiness. Increased understanding of a military specialty population may result in

enhanced access to care and overall increased operational and personnel readiness.

Stigma, help-seeking behavior, and barriers to care impact the military population as a whole, but may also present differently among certain military populations. Given that previous research (Bray et al., 2003; Hoge et al., 2004) has shown that formal treatment seeking behavior is low when the need is high and that use of military practitioners is low for those in need, the goal of this research was to examine the types of resources military members actually prefer to utilize. The focus was on identifying the preferences for care and help-seeking history among one military specialty group, active duty U.S. submariners. This group was selected as they likely have distinctive preferences due to unique systemic factors (e.g., additional security clearance, fitness for duty requirements, specialized duties); submariners also represent one group of many potential subgroups where access to care has not been studied.

Solution and Approach

To investigate this issue, the idea that each resource available to these sailors may have its own unique degree of stigma, confidentiality, and risks that mediate help seeking behavior was evaluated. A list of 10 resources (see Table 1) was created based on a review of the literature and experienced submariner input. The resources were categorized into formal (e.g., military primary care or chain of command), informal (e.g., friends, family, and/or religion), and civilian-based (e.g., civilian mental health). Similar to works with different military populations by Bray et al. (2003) and Hoge et al. (2004), an additional area of inquiry was to observe the rate with which submariners wanted help versus actually sought help.

A survey was created to assess sailors' 1) history of treatment seeking, 2) their preferences for each resource across varying degrees of stress (i.e., mild, moderate, and severe) by ranking them from 1 (most preferred) to 10 (least preferred), and 3) the degree to which stigma, confidentiality, and risks affected their preference to use each resource on respective Likert scales.

Approval for the study was granted by the IRBs of The Chicago School of Professional Psychology and the Office of Naval Research and the Trident Training Facility Kings Bay (TTFKB) commanding officer. All staff and students at TTFKB were eligible to participate and anonymously completed the online survey. Responses to the survey were analyzed for nominal and interval scale frequencies. We were interested in the frequency of resource preferences and used crosstab analysis to observe trends. In addition, the frequencies of risks, stigma, and confidentiality being perceived as factors of resource preferences were determined. Specifically, frequencies were computed for the following variables: demographics; health resource use history; perception of stigma, confidentiality, and risks toward resources; and ranked preference for each resource.

Findings

Twenty-four sailors at TTFKB completed the survey, ranging in age ($M = 35.8$, $SD = 5.91$), rank (E-5 through E-8; O-3 through O-6), and years of service (0-5, 0%; 5-10, 20.8%; 10-15, 29.2%; 15-20, 25.0%; 20-25+, 25%). Questions about their history of treatment seeking behavior revealed that out of those individuals ($n = 4$) who wanted help for distress at some point during their military career, 50% had not sought care due to perceived barriers to care. When sailors were forced to rank their preferences for each resource on the pre-determined list, internet and social media resources and the ombudsman were least preferred, while friends, family, and or religion were most preferred. Meanwhile, most formal military and civilian resources (e.g., chain of command, both military and civilian primary care and mental health, and the chaplain) were ranked neutrally, indicating that these professional resources were neither least or most preferred on average. In addition, these ranked preferences showed almost no change when the degree of distress (i.e., minimal, moderate, and severe distress) varied, suggesting that these sailors may not have seen the need to modify their care resource when the severity of stress becomes worse. Results are displayed in Table 2.

When asked to what degree stigma, confidentiality, and risks affected their

Table 1. List of Resources Available for Seeking Help Rated by Sailors

Resource Category	Resources	Category Definition
Informal	Friends, Family, Religion	Resources not directly related to a military chain of command (CoC) or do not report to a CoC
	Internet or Social Media	
Formal	Chain of Command	Resources outside of one's personal network, available immediately on base, and are accountable to military CoC
	Military Primary Care	
	Military Mental Health	
	Military Chaplain	
	Fleet and Family Support	
	Ombudsman	
Civilian	Civilian Mental Health	Resources potentially accountable to military CoC due to local memorandum of agreement, insurance regulations, local laws, or provider discretion
	Civilian Primary Care	

Table 2. Ranked Stress-Relieving Resource Preference Based on Degree of Stress

Resource	Degree of Stress		
	Minimal	Moderate	Severe
Informal			
Friends, family, religion	2.1(2.6)	2.7(3.4)	2.6(3.1)
Internet or Social Media	7.5(3.3)	8.1(2.8)	7.7(3.2)
Formal			
Chain of Command	5.1(2.9)	4.9(3.0)	5.0(2.7)
Military Primary Care	5.3 (1.7)	5.1(1.7)	4.8(1.9)
Military Mental Health	5.5(2.2)	4.9(1.6)	4.9(2.0)
Military Chaplain	5.0(2.4)	5.0(2.1)	5.0(2.3)
Fleet and Family Support	5.8(2.6)	6.1(2.3)	6.2(2.2)
Ombudsman	7.3(2.5)	7.5(2.3)	7.7(2.3)
Civilian			
Civilian Mental Health	5.5(2.3)	5.4(2.7)	5.3(2.6)
Civilian Primary Care	5.8(2.7)	5.4(3.0)	5.8(3.0)

preferences for care, stigma and risks were observed as the most perceived barriers to care, especially toward utilizing the ombudsman, chain of command, internet and social media resources. This trend was based on the frequency with which sailors reported these resources as having high to moderate risk, perception that their confidential information could or would be disclosed, and frequency of being moderately to very concerned about stigma if they used the resource.

Implications

Barriers to care are significant issues, mediate treatment engagement, and therefore may affect sailors' wellness and operational readiness. Even though this research was based on a small sample, results demonstrate that submariners have preferences for care and strong perceptions about stigma, confidentiality, and risks toward seeking help. To address these heightened concerns, internet and social media resources and ombudsman programs should be modified. Internet resources, such as Military OneSource, may be least attractive to submariners, perhaps because of restricted use due to the personal reliability program (PRP; a program that has additional screening and reporting requirements for those who work with nuclear weapon related systems). While this program was not the focus of the study, it may have factors that mediate help seeking, such as increased risk of suspension from duty and reduced confidentiality when problems arise. Improved perception of the dynamic ombudsman program may include finding ways to improve confidentiality and reduce potential negative factors of the dual relationship, as ombudsmen report to the Commanding Officer but may be friends with many sailors and significant others. Future research directions include examining whether these barriers also vary among branch of service, warfare community, or those in other special duties.

To summarize, submariners have preferred resources for seeking help with distress. They also encounter psychological barriers for seeking help that resembles the non-treatment seeking

features and rates of other military populations. Efforts to reduce distress, improve family and on the job relationships, prevent suicide, and improve overall mental health seem like a parallel mission to enhancing optimal operational readiness. Actions to reduce the barriers to treatment by increasing mental health primary care or routine treatment should continue to be taken, especially in the submarine community.

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POC Information

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SPOTLIGHT ON HISTORY

PAUL A. GADE, PH.D.

Welcome to the Spotlight on History! This column will showcase stories on the history of military psychology. Accounts presented in the column will be inclusive of all areas of military psychology. If you would like share a historical account in this column, please contact Paul Gade, Ph.D., paul.gade39@gmail.com.

Repealing Don't Ask, Don't Tell: A Brief History

Paul A. Gade, Ph.D.¹

George Washington University

When Armando asked me to write this column, he asked me to make the inaugural article a review of the history of the repeal of the Don't Ask Don't Tell (DADT) law that banned lesbians, gays, bisexuals, and transsexuals from serving openly in the U.S. military services. Having been involved the Army's research related to the first presidential attempt to lift the ban on gays and lesbians in 1993-94 and in the Division's early efforts to come together with Division 44 in a united effort to support lifting the ban, I decided to address this history by first comparing and contrasting the similarities and differences between then and now in the three broad areas that I believe made DADT and its eventual repeal possible. These areas are American public opinion, the political environment, and attitudes in the American military services. I will then briefly discuss the similarities and differences in the role that military psychological research and military psychologists played in informing the debates and influencing the decisions about lifting the ban during both the Clinton and Obama administrations.

American Attitudes About Gay and Lesbian Behavior and Gay and Lesbian Military Service Then and Now

One must always consider the potential impact of cultural context when examining historical social change. Life course theory refers to this as grounding things in historical time and place. This is why I chose to begin with a look at differences in the attitudes of Americans about gays and lesbians around 1993 versus their attitudes in 2010 when DADT was repealed. Members of the gay and lesbian community often told me that President Truman's executive order desegregating the U.S. military services in 1948 should serve as a model and rationale for lifting the ban against gay and lesbian service in the military. As the gay and lesbian community saw it, this was a way to liberalize American public opinion about gays and lesbians not only in the military services but also in American society in general. In our 1994 analysis of the experience of lifting bans in foreign militaries in *Out in Force*, David Segal, Ed Johnson, and I showed that in each case where other nations had removed bans on gays and lesbians serving in their country's military, they did so because their culture had become liberalized toward gays and lesbians first and usually new national laws had outlawed such discrimination. In no case was a country's repeal of their ban on gays in the military followed by a liberalization of society toward gays and lesbians. It is interesting to observe that President Clinton failed to remove the U.S. ban on gays in the military in 1993-94 when American society had not yet accepted the idea of gays serving in the U.S. military. As an NBC/*Wall Street Journal* poll showed, only 40%

¹ The views, opinions, and/or findings contained in this article are solely those of the author and should not be construed as an official Department of the Army or Department of Defense position, policy, or decision unless so designated by other official documentation. This work was supported in part by the U.S. Army Research Institute for the Behavioral and Social Sciences under contract number W5J9CQ-11-C-0040.

of the people favored gays and lesbians serving while 52% opposed the idea. This changed in about 10 years as a 2004 CNN/USA Today/Gallup poll showed that 63% of the American people now favored gays and lesbians serving while only 32% now opposed such service. Although we don't have data from the same years about Americans' attitudes about the acceptability of gay and lesbian relations, the chart below shows that the majority of Americans found gay and lesbian relations unacceptable until around 2010-2011, right at the time that President Obama's administration began their successful push to remove the DADT law in favor of allowing gays and lesbians to serve "openly." Gallup poll results of one sort or another have shown a slow but steady liberalization of American society toward Gays and Lesbians since the 1970s. The historical time and place was right for accepting Gays and Lesbians into the U.S. military services and the table was set for the repeal of the DADT law in 2010-2011. (See Figure 1 below.)

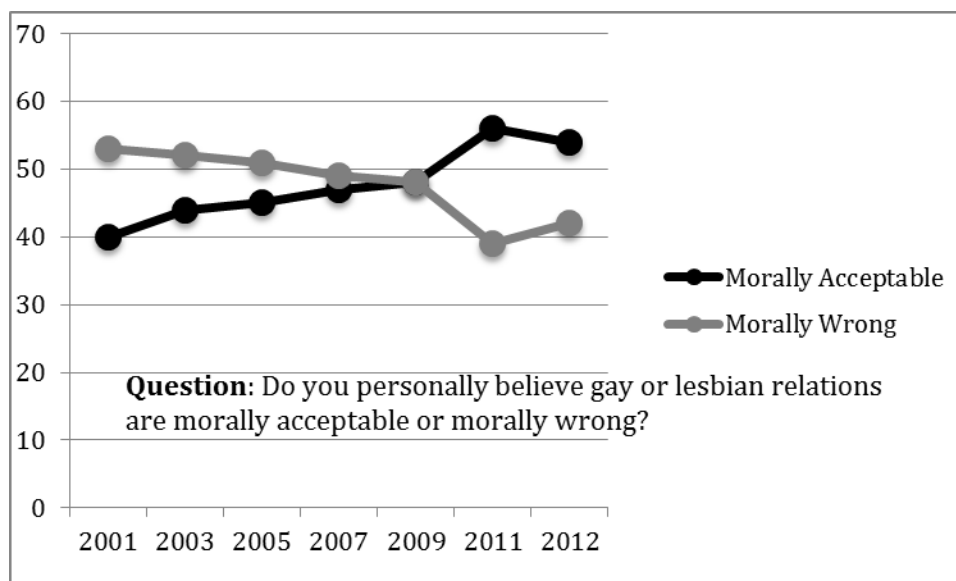
Political Positions Then and Now

In 1993, President Bill Clinton and Secretary of Defense Les Aspin were committed to lifting the ban on gays and lesbians in the military. However, President Clinton encountered strong Congressional opposition to lifting the ban, especially from Senator Sam Nunn (D), the powerful chairman of the Senate Armed Services Committee. This opposition forced President

Clinton into the DADT compromise that was recently repealed. Dr. Charles "Charlie" Moskos, a well-known, politically active military sociologist from Northwestern University and a member of Division 19, told me that he had suggested the DADT compromise to President Clinton and to Senator Nunn. At the very least, Charlie is credited with coining the DADT name--which was originally titled "Don't ask, don't tell, don't pursue" and later as "Don't ask, don't tell, don't pursue, don't harass." In 2010, President Barack Obama and Secretary of Defense Robert Gates and later, Leon Panetta, were also committed to repealing the DADT law. Contrary to the Congressional opposition to lifting the ban under President Clinton, Congress embraced repealing the DADT law when given the opportunity to do so. It is also interesting to note that Senator Nunn reversed his opposition to gay and lesbian service in 2010, stating he did so because "Society has changed and the military has changed."

Attitudes in the U.S. Military Services Then and Now

Although President Clinton's Secretary of Defense was in favor of lifting the ban, in addition to the Congressional opposition, military leaders from all the services, most notably the Chairman of the Joint Chiefs of Staff (JCS) General Colin Powell and later General John Shalikashvili, were very much opposed to it. It is interesting to note that both Generals Powell and Shalikashvili reversed



their opposition to gay and lesbian military service much later. Citing that both the American and military cultures had changed sufficiently to allow this to happen without adversely affecting military retention or performance. Contrast this with the situation during President Obama's administration. The Chairman of the JCS, Admiral Mullen, was fully in favor of repealing DADT and allowing gays and lesbians to serve openly within accepted military decorum. Although there was some grumbling from the brass of the other military services, with the exception of the Marine Corps, most did not oppose repealing DADT with anything like the intensity and solidarity of those who opposed lifting the ban on gay and lesbian service in 1993-1994. Their protests had significantly influenced Congress in its decision not to lift the ban but rather to codify the DADT policy into U.S. law.

Military Psychology's Contribution to the Debate

From the Society for Military Psychology's perspective, the foray of military psychologists into the debate about gays and lesbians in the military began more or less when Divisions 44 and 19 co-sponsored a symposium at the APA annual convention in 1989, chaired by Dick Bloom of Division 19, entitled "Should Lesbians and Gays Be Given Security Clearances by the U.S. Government?" This turned into a debate between Greg Herek (pro), a well-known social psychologist and gay activist, and Theodore Blau (con), a former APA president. The APA's Committee on Lesbian and Gay Concerns (CLGC) raised the issue that DoD's ban on gays and lesbians serving in the military was a violation of APA's nondiscrimination policy and that DoD agencies should be banned from using the APA convention and publications to advertise job openings and internships. A mail-out survey in 1991, conducted under then society president Jarrod Jobe, showed that the majority of our membership said they supported lifting the ban on gay and lesbian service, but opposed the idea of an advertising ban. Despite our society's objections and those of others in APA, the CLGC and Division 44, now known as the Society for the Psychological Study of Lesbian, Gay, Bisexual,

and Transgender Issues, successfully brought the issue to a vote in the APA Council of Representatives. The Council voted overwhelmingly for the ban and it went into effect in January 1993. With the help of the CLGC and APA representative, Clinton Anderson, our society met with representatives from Division 44 in an attempt to come to some joint effort that would allow APA to remove its advertising ban. As part of this process, we conducted a joint workshop on gays and lesbians in the military with Division 44. Although few of either society attended the workshop, it did lead to the frequently cited jointly edited and authored book *Out in Force* that was published by the University of Chicago Press.

For a variety of reasons the issue lay dormant for several years until in 2001, Janice Laurence, the president of Division 19, sent a very important and well-crafted letter to the president of APA, Norine Johnson, urging APA to re-evaluate the ad ban on military services. The letter pointed out the main flaw of the ad ban, which was that it was no longer a DoD policy, but rather a U.S. law that only Congress and the President could change. For this reason, pressuring the military services had been and would continue to be ineffective in repealing the ban on gays and lesbians in the military services. The letter further pointed out that the ad ban was in conflict with several APA goals and might even be a violation of Federal law. The letter closed by reaffirming Division 19's continued support for APA efforts to abolish the Federal law barring gays and lesbians, urging APA to act promptly, and offering Division 19 help not only in taking actions to eliminate the ad ban but also to seek other ways to gain acceptance for gays and lesbians in the military services. This letter got everyone's attention. Later, Hank Taylor, Division 19 president, submitted a draft agenda item to the APA Council of Representatives to suspend the Council rules and lift the advertising ban. As a result, APA president Bob Sternberg created the APA Task Force on Sexual Orientation and Military Service in 2003. Members of Divisions 44 and 19 jointly populated the task force, with Hank Taylor as the chair of the Division 19 contingent. In 2004, the task force issued its recommendations for revamping the APA policy on sexual orientation and military service to include ending

the ban on DoD advertising in APA publications and conventions. The APA Council of Representatives quickly passed the task force's recommendations as a resolution. Out of this very successful joint effort by Divisions 44 and 19 grew a second task force, the Joint Task Force on Sexual Orientation and Military Service, to develop a plan for implementing the recommendations in APA's Policy Statement on Sexual Orientation and Military Service. Once again, Hank Taylor was the Division 19 chairperson for this task force, which issued its final report in 2008.

Military Psychology's Contribution to the Repeal of DADT

During the 1992-1994 time period military psychologists, particularly those at the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) and the Rand Corporation, were actively conducting research to inform the debate about President Clinton's proposed lifting of the ban on gay and lesbian military service. In 1993 at the request of DoD, the scientists at the Rand Corporation conducted a thorough review of the rationale for banning gays and lesbians from military service in the U.S. Unpopular with most of DoD at the time, the "Rand Report" found, after reviewing relevant psychological, sociological, and medical research—to include the experience of foreign military services who had lifted their bans—that there were no compelling reasons why gays and lesbians could not serve in the U.S. military services. At ARI, military psychologists were conducting an in-depth survey of scientists from a variety of foreign military services to see how their respective countries were dealing with or had dealt with the issue of gays and lesbians in their military services. In late 1992, the U.S. Air Force conducted a survey of its service members' attitudes about lifting the ban. The results were highly negative and predicted dire consequences in terms of performance, retention, and disruption if the ban were lifted. As promised, when the Clinton administration took office in 1993, it immediately moved to lift the ban on gays and lesbians serving in the military. In response, the Army and the Marine Corps geared up to do surveys of their respective service members as the Air Force had—but the new Secretary of Defense, Les Aspin,

directed all of the military services not to conduct any surveys of service members about lifting the ban, prohibited the Air Force from releasing its survey results, and in March, contracted with Rand to do a comprehensive review of the potential effects of lifting the ban. Therefore the only officially sanctioned research conducted by any of the U.S. military services was that conducted by ARI to assess the experience of foreign militaries. In early 1993, the General Accounting Office (GAO) also was commissioned by Senator John Warner (R-VA) to study the policies, practices, and experiences of foreign militaries in dealing with gays and lesbians in military service. Like Rand, the GAO and the ARI expanded assessment of the experience of foreign militaries showed that if the U.S. were to lift the ban, it would likely do so with few, if any, negative consequences for military performance, recruiting, retention, or conduct. Unfortunately, any direct impact the Rand, GAO, and ARI research efforts might have had on the resulting decision about lifting the ban was negated by a political compromise: DADT. They all more than likely had an indirect impact on those who crafted and accepted the DADT policy in that they were all well aware of this research. Although the DADT policy said it was only okay for gays and lesbians to serve in the military provided they neither admitted they were gay nor engaged in any homosexual behavior, it did for the first time officially acknowledge that gays and lesbians could and did serve in the U.S. military. In brief, though military psychologists provided much informative research results to decision makers, they had little direct impact on what got decided.

This was not the case with the eventual repeal of DADT in 2011. Military psychologists were very influential in what was accomplished and how it was implemented. President Obama's report of the results of the Comprehensive Review to Congress on December 1, 2010 was not only influenced by military psychologists who were members of the Comprehensive Review Working Group (CRWG) but was written in large part by two members of our society. Contrary to what had occurred in 1993 when the Secretary of Defense banned all service member surveys, the DoD conducted a massive survey of 400,000 service members and 150,000 spouses to find out what their concerns and

behaviors would be if DADT were repealed. The results informed DoD's assessment of whether repealing DADT would likely be disruptive to the military services. In addition to the survey, Secretary Gates also asked Rand to revisit and update its 1993 report.

The CRWG also canvassed foreign military services about their experiences with removing bans on gays and lesbians and updated what Rand and the Army had documented about foreign militaries in 1993. Many militaries such as the United Kingdom and Germany had lifted their bans on gay and lesbian service since the earlier report and had done so without incident. The military service academies, including the Coast Guard Academy, were also invited to submit white papers and all did so. In my opinion, one of the most important CRWG functions was the writing of the report itself. It was the writing team's responsibility to pull together a vast amount of information from such sources as the history of the 1993 attempt to lift the ban, the survey results, the new Rand report, the service academies white papers, and the new assessments of foreign militaries' experiences

into a coherent and effective report that the President could deliver to Congress. Here Division 19 military psychologists were at the forefront.

Chief among them were Gerald "Jay" Goodwin, who was the overall lead writer for the report, and Gary Packard, who was the lead Air Force writer. Based in large part on the recommendations in the report, Congress repealed the DADT law. The repeal was signed into law and went into effect on September 20, 2011.

In my next column, I will provide the Society with a historical timeline of major Division 19 events members can use to familiarize themselves with our history and use to explain to prospective members among others just what Division 19 does and has done.

I welcome any comments and suggestions; especially suggestions for things members would like to see in future columns. I would also like to hear from military psychologists from other countries about the history of military psychology in their countries.



SOCIETY FOR MILITARY PSYCHOLOGY

Division 19 of the American Psychological Association



Division 19 Annual Awards

The Division 19 Awards Committee (Armando X. Estrada, Tonia S. Heffner, Rebecca I. Porter) is pleased to announce the recipients of the 2012 Division 19 Awards.

The **Arthur W. Melton Award for Early Achievement** which recognizes early career achievements in military psychology made within 5-10 years of entry into the field was awarded to **Chad Morrow**.

The **Charles S. Gersoni Award** recognizes excellence in military psychology in research, service, product development, and/or administration by an individual or group. Individual awards were presented to **Carrie H. Kennedy** and **James Picano** and a group award was presented to **Jay Goodwin, Gary Packard** and **Tatana Olson**.

The **Robert S. Nichols Award** which recognizes excellence in service by uniformed clinical psychologists to military personnel and their families was presented to **Thomas Williams**.

The **John C. Flanagan Lifetime Achievement Award** which recognizes career-long achievements in military psychology was presented to **Robert Roland**.

The **Julius E. Uhlener Award** which recognizes outstanding contributions in research on military selection and recruitment was presented to **Paul Bartone, Jim Picano, Robert Roland** and **Thomas Williams**. Congratulations!

SPOTLIGHT ON PEDAGOGY

STEVE TRUHON, PH.D.

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

Developing a “Military Psychology” Undergraduate Course

Thomas A. Stetz, Ph.D., and Melba C. Stetz, Ph.D.

Hawaii Pacific University

We are researchers, I/O psychologists, and professors working in and with the military for many years. However, recently, we noticed that our undergraduate psychology students (our next generation) were not aware of the concept of “Military Psychology.” Therefore, since we teach in the Military Campus Programs for the Hawaii Pacific University, we thought that it would be a good idea to develop an entire course named *Military Psychology*. Below we describe some of our experiences with that effort.

When we first suggested the idea to our university’s Department of Psychology, they were very enthusiastic. That said, in order for a new class to get approved it must have the support of a broader faculty across the university including a university-wide curriculum committee. That involves some paperwork and a formal presentation to the committee. Several individuals told us that not everyone in the university was pro-military, and those individuals also expressed concerns that we might face some opposition. We did have a single individual who made a negative remark about the “military complex” and its role at the university and Hawaii. However, this comment did not negatively affect the support and enthusiasm that we got from the administration and the general faculty. Therefore, we quickly and easily obtained approval to teach the course as an experimental offering. After the first section was completed, the course was easily converted to a permanent course in the curriculum.

To develop the class, we searched the internet for other undergraduate courses in Military Psychology. There was very little out there to draw upon, so we started from scratch. Looking for a textbook was another challenge. There were not many options that were appropriate for an undergraduate survey course. Eventually we found and selected *Military Psychology: Clinical and Operational Applications* (edited by fellow Division 19 members Carrie Kennedy and Eric Zillmer). We essentially followed chapters in this textbook, and added scholarly peer-reviewed articles to enhance themes under discussion.

The Military Psychology course which we developed and implemented is currently completed online. It is structured and delivered in a similar way to other online courses in our institution. In general, students are required to participate in weekly discussions with questions based on the weekly readings. They are also required to make an initial post with a minimum word requirement, including a reference to the textbook, as well as referencing at least two scholarly peer-reviewed articles. Next, students are required to submit at least one reply comment on another student’s post; this step in the course makes a substantial contribution to the discussion. The participation of the instructors via several means (e.g., instructor presence as guiding and challenging) is a key component in making the discussions successful and can set the stage for the entire class. In addition, each week an online multiple-choice test

is given to the students, covering the weekly readings. Even though the tests are unproctored, there is a strict time limit that prevents students from simply looking up every question. Thus, to pass the course students must spend some time studying. Finally, all participants in this Military Psychology online course are required to write a paper with emphasis on one of the topics presented in the textbook and discussed in the course. The paper must be in APA Style and contain sufficient scholarly/academic references supporting its contents.

In terms of preliminary positive outcomes with this course, we have found that students are highly engaged and enthusiastic about the class. Students' contributions also provide meaningful real world experiences in the discussions. In our opinion, the level of effort that students put forth seems to be beyond that we have seen in other classes at the same level; after all most of the students are subject matter experts when it comes

to the military. The result of our approach is that students not only learn about Military Psychology but also develop highly valuable skills that are transferable to other classes (e.g., locate and evaluate information and how to communicate and share that information).

During the first week of every class we survey our students to find out about their backgrounds. Surprisingly, we have found that about half of the students are not even psychology majors! That is, it seems that this course has broad appeal to students in majors such as History, Diplomacy and Military Studies, International Affairs, and Political Science. Creating a course that has a broad student interest and cuts across majors has been important for being able to repeatedly offer the course. With each offering, and students' feedback, we keep modifying the course. We are pleased to be doing our part by educating the next generation of Military Psychologists.



SOCIETY FOR MILITARY PSYCHOLOGY
Division 19 of the American Psychological Association
Division 19 Annual Awards



The Society for Military Psychology is soliciting nominations for (1) The **Arthur W. Melton Early Achievement Award**, which recognizes early career achievements in military psychology made within 5-10 years of entry into the field; (2) The **Charles S. Gersoni Military Psychology Award**, which recognizes excellence in military psychology in the areas of research, service, product development, and/or administration made by an individual and/or group; (3) The **John C. Flanagan Lifetime Achievement Award**, which recognizes career-long achievements in military psychology; (4) The **Robert S. Nichols Award** which recognizes excellence in service by uniformed clinical psychologists to military personnel and their families; (5) **Julius E. Uhlener Award** which recognizes outstanding contributions in research on military selection and recruitment; and (6) The **Robert M. Yerkes Award**, which recognizes outstanding contributions to military psychology by a non-psychologist. Achievements in any of these areas must clearly reflect advancement of the profession of military psychology, improved effectiveness of military psychology systems, or service on behalf of the welfare of military personnel and their families. A nomination package must include (1) a nomination letter describing the qualification of the nominee in no more than 2-3 pages; and (2) a current Resume/Vita of the nominee. Submit nominations to Tonia S. Heffner (tonia.heffner@us.army.mil) in pdf format no later than 30 MAY 2013, midnight (EST). Please list the name of the nominee and the award on the subject line of your email (e.g. Jane Smith, Robert M. Yerkes Award). Winners will be notified prior to 30 JUNE 2013 and awards will be presented at the Division 19 Business Meeting at the 2013 APA Convention.

We look forward to your submissions!

FINANCIAL PLANNING COMMITTEE REPORT

KATHRYN LINDSEY, PH.D.

Financial Planning Committee (in alphabetical order): Ann Landes, Kathryn Lindsey, Rebecca Porter

The financial health of the Society for Military Psychology has grown stronger with the continuing success of the *Journal of Military Psychology*. In 2010, under the directive of past-president Armando Estrada, Ph.D., the Division 19 Financial Planning Committee was established to develop a financial investment plan. The committee was charged with:

1. Identifying key initiatives and proposals for priority funding.
2. Developing criteria and procedures by which to evaluate funding requests.
3. Compiling a report outlining criteria, procedures, and plans for the EXCOM.

A call for proposals was sent to members soliciting input on projects/ideas to be considered for funding via the Division 19 listserv in 2011. Analysis of proposals yielded five types of submissions including (1) Research Grants; (2) Workshop Grants; (3) Travel Grants; (4) Fellowship Grants; and (5) Advocacy Grants. After extensive consultations with Division President Estrada and several formative discussions among members of the Financial Planning Committee (Kathryn Lindsey, Rebecca Porter, Anne Landes), the committee proposed the following recommendations for the way forward:

Recommendation 1: Fund Research Grant Program. The committee recommends the development of a research grant program to fund research by Early Career Psychologists (e.g., less than 7 years post completion of doctoral training), Mid-Career Psychologists (e.g., within 7-14 years post completion of doctoral training), and Senior-Career Psychologists (e.g., 14 years post completion of doctoral training). Three awards should be considered annually for each category (ranging from \$5K to \$10K) for a total of up to \$15K annually.

Recommendation 2: Fund Workshop Grant Program. The committee recommends the

establishment of a workshop development program to support development education and training opportunities within any area of military psychology. Three awards may be considered annually (ranging from \$500 to \$1000) for a total of up to \$3K annually.

Recommendation 3: Fund Travel Grant Program. The committee recommends the development of a travel grant program to support travel to midyear and annual meeting as well as attendance and participation in military psychology related programs and activities. Up to 10 awards should be considered annually, with each award for \$750, for a total of up to \$7500 annually.

Recommendation 4: Fund Fellowship Grant Program. The committee recommends the development of a fellowship grant program to fund education, training and research opportunities for individuals at the pre-doctoral, doctoral, and post-doctoral level. One award should be considered annually for a total of up to \$10K annually.

Recommendation 5: Fund Advocacy Grant Program. The committee recommends the development of an advocacy grant program to fund advocacy efforts in any area related to military psychology. One award should be considered annually for a total of up to \$1,500 annually.

The recommendations were extensively discussed at the Midyear Meeting of the EXCOM in February 2012 (see EXCOM Meeting Minutes elsewhere in the newsletter). The EXCOM approved funding of Recommendation 1 (Research Grant Program—see announcement elsewhere in the newsletter) and Recommendation 3 (Travel Grants Program-- see announcement elsewhere in the newsletter). The EXCOM also recommended continuance of the committee in order to finalize language for other recommendations proposed. The committee will visit suggestions from the EXCOM and will present a modified plan at the Midyear meeting in 2013. We are elaborating on

the execution process for the following funding initiatives: (a) Recommendation 2: Workshop Grant, (b) Recommendation 4: Fellowship Grant, and (c) Recommendation 5: Advocacy Grant. The goal is to have these funding items fully developed and ready for approval and implementation in

March 2013. Additional information regarding the Financial Planning Committee may be obtained from **Kathryn Lindsey, Ph.D.** (Lindsey@usna.edu).



SOCIETY FOR MILITARY PSYCHOLOGY
Division 19 of the American Psychological Association
Student Research & Travel Awards



The Society for Military Psychology (Division 19) is pleased to announce its offering of the Annual Military Psychology Research and Travel Awards competition to recognize the contribution of students in the field of military psychology. Division 19 is dedicated to the promotion of research and its application to military problems. We believe that student contributions to the field of military psychology are valuable in furthering these efforts and should be recognized.

The purpose of the **Military Psychology Student Research Award** is to assist graduate and undergraduate students of psychology with costs associated with conducting research. Proposals in any area of psychology related to the advancement of military psychology will be considered.

The purpose of the **Military Psychology Student Travel Award** is to provide funding for student travel to professional conferences to present their already completed (or work in progress) research. This award is intended to help defray costs to attend the annual conference. Travel award winners must have an accepted poster/presentation with Division 19.

Student Research and Travel Award(s) will be presented to student(s) whose research reflects excellence in military psychology. **The deadline for entries is 1 May 2013.** Instructions and application materials can be obtained at <http://www.apa.org/about/awards/div-19-student.aspx>.

We look forward to your submissions!

CONTINUING EDUCATION COMMITTEE REPORT

FREDDY PANIAGUA, Ph.D., ABPP

Continuing Education Committee (in alphabetical order): John Ashburn, W. Brad Johnson, Carrie H. Kennedy, Freddy Paniagua, Randy Reese, and Morgan Sammons

The Division Continuing Education Committee was created in the summer of 2010. This committee was originally chaired by Brad Johnson, Ph.D.; other members included Carrie Kennedy, Ph.D., Freddy A. Paniagua, Ph.D., Randy Reese, Ph.D., and Morgan Sammons, Ph.D. The committee is currently co-chaired by Drs. Kennedy and Paniagua.

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

- (1) Develop high-quality CE opportunities in association with the American Psychological Association (APA) convention. During the 2012 APA convention in Orlando, Florida, the Division 19 scheduled a pre-convention workshop entitled "Providing Mental HealthCare in and After Combat: Challenges, Rewards, Risks, and Growth. Heidi S. Kraft, Ph.D. led this workshop. In addition, during the same meeting Division 19 scheduled several Continuing Education Sessions (CES). For the APA 2013 meeting in Honolulu, Division 19 submitted a pre-convention led by Melba

C. Stetz, Ph.D., Raymond A. Folen, Ph.D., and Chelsea L. Sousa, M.S., all from the Department of Psychology, Triple Army Medical Center, Honolulu, HI. This workshop will discuss the use of virtual reality and biofeedback to improve behavioral health clinical research protocols with emphasis on the military context.

- (2) Develop high-quality CE opportunities in association with APA-accredited providers of continuing education. This involves the development of partnership with existing providers of professional CE programs.
- (3) Develop high-quality CE opportunities for psychologists who are deployed or serving in remote locations. This involves the development of a network of Division 19 psychologists with expertise in specific areas of military psychology and who are available to provide CE workshops to small groups of psychologists when they travel as part of their work.

EARLY CAREER PSYCHOLOGISTS COMMITTEE REPORT

JESSICA GALLUS, PH.D.

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

The committee discusses and identifies activities, projects and programs that promote the engagement and participation of early career professionals

It's hard to believe that we are well into Fall! We've done quite a bit over the past few months with relation to the Early Career Psychologists (ECP) Committee. In addition to having two sessions for Early Career Psychologists at the annual American Psychological Association (APA) conference, we also launched the Division 19 ECP survey in June 2012. The survey was designed to capture ECP perceptions of Division 19, its associated benefits, and any additional suggestions ECPs had for improving the Division. Some of the main takeaways from the survey are highlighted below:

- Survey results indicate that the majority of ECPs find multiple benefits in being a part of Division 19 with the highest value placed on networking and collaboration opportunities, the *Military Psychology* journal, the Division 19 listserv, and *The Military Psychologist* newsletter.
- Findings also demonstrate that the main professional challenges for ECPs include opportunities to network and develop professional connections, finding quality mentors, maintaining work/life balance, and finding employment.
- When asked what programs, educational opportunities, or other offerings they'd consider important and valuable, and

would use if offered, ECPs suggested that Division 19 focus on the following:

- Increased funding/awards for research, travel
- Assistance with finding employment, job searching
- Networking/mentoring opportunities
- Training for a career in military psychology (e.g., government, academia, publishing)
- Additional conferences (e.g., regional conferences, conferences other than APA)

Thank you very much to those of you who participated and contributed to making this a successful effort. Given the results, ECP Committee members will be brainstorming ways ahead to provide greater benefits to Division 19 ECPs. We want to hear from you, so please send us any additional ideas for improving your ECP experience!

Dr. Jessica Gallus
Dr. Rhett Graves
U.S. Army Research Institute
Div19ECP@gmail.com

Dr. Krista Ratwani
Aptima, Inc.
1726 M. St, NW (Suite 900)
Washington, DC 20036

GRADUATE STUDENT COMMITTEE REPORT

LT KRISTEN KOCHANSKI, DIVISION 19 STUDENT REPRESENTATIVE

What's Happening for Students in Division 19

Webpage

We are very pleased that the Division 19 Students/Careers webpage is now operational. The webpage provides information on student membership benefits, information regarding student awards, and important resources for learning more about how to start a career in military psychology. Please check out the new page at [http://www.apadivisions.org/division-19/students-careers/index.aspx!](http://www.apadivisions.org/division-19/students-careers/index.aspx)

Student Accomplishments

I would like to highlight some tremendous work that is being done for students by students within our division. Please join me in congratulating and thanking Jennifer Barry and Angela Legner for their impressive initiative and dedication to Military Psychology by serving as school representatives and interest group founders for Military Psychology. Please see below for their bios and information about their programs.

Jennifer A. Barry is completing her first year of study in the Clinical Psychology program at the American School of Professional Psychology at Argosy University (DC Campus). She is the leader and founder of the Military Psychology Interest Group (MPIG) and actively advocates for student veterans and dependents on campus. Ms. Barry's research interests include noncoercive investigational interviewing, comorbidity of mild traumatic brain injury (mTBI) and combat-related posttraumatic stress disorder (PTSD), trauma resiliency in special operations forces (SOF), and counterterrorism and counterintelligence applications of operational psychology. She works as a Mental Health/Substance Abuse Counselor for Fairfax County-Falls Church Community Services Board (Fairfax, VA) and plans to serve as an active duty Army Psychologist upon graduation.

The **Military Psychology Interest Group (MPIG)** at the American School of Professional Psychology is a student-run organization dedicated to the study and advancement of military psychology. The MPIG provides students the opportunity to tailor their graduate-level experience for a career working with military populations and their families, whether on active-duty or as a civilian provider. The group also serves an essential "early acculturation" function for students with little or no prior exposure to military culture. MPIG members benefit from military-specific research, presentation, networking, volunteering, and clinical training opportunities, as well as from the invaluable experience shared by student members who are current or prior-service military. Activities include field trips, guest speakers, discussion groups, workshops, and conference attendance.

For more information, please visit our website at <http://milpsychdc.wordpress.com/>, or contact the MPIG's Community Outreach Officer, Katrina Silvera, at mpig.outreach@gmail.com.

Angela E. Legner earned a Master of Arts degree in Forensic Psychology at The Chicago School of Professional Psychology, Chicago, IL in 2010. She is currently finishing her first year in the Clinical Psychology Doctoral Program at The Chicago School of Professional Psychology in Washington, DC and is the President and Founder of the Military Psychology Student Association (MPSA). Upon completion of the doctoral program, she plans to serve as an active duty Navy Psychologist. In addition to school, she is currently serving in the Navy Reserves, and has eight years of service.

The Military Psychology Student Association (MPSA) Mission Statement:

The Military Psychology Student Association (MPSA) is dedicated to promoting student awareness, competence, scholarship, and community engagement in the area of Military Psychology. More specifically, the MPSA raises

awareness of military culture and the role of mental health professionals serving military populations; and it fosters student competence in the field by providing campus lectures, seminars, and workshops. The MPSA promotes military-related research opportunities by gathering campus resources, and it actively engages in volunteer activities with the military community and collaborates with established professional networks.

Past campus events include guest speaker presentations:

- Life as a Company Commander in Support of OIF--Presenter: CPT Michael Jensen, Army National Guard
- The Role of the Military Psychologist--Presenter: CDR Smith, MSC, USN
- Film Screening of When I Came Home: A Documentary to Raise Awareness of Homeless Veterans
- Outreach event with the Fisher House in DC

APA Annual Convention

The 120th Annual APA Convention was held in Orlando, Florida from August 2nd through August 5th. We had a number of student poster presentations, highlighting the fantastic research our students are contributing to the field of Military Psychology. Additionally, it was exciting for me to meet so many talented and interested students eager to be more involved in the Division.

We are also excited to report that we had more student award submissions this year for both the student travel award and the research grant than ever before. The Student Awards Committee awarded a total of 8 student travel awards to assist students with transportation costs to attend the APA Annual Convention.

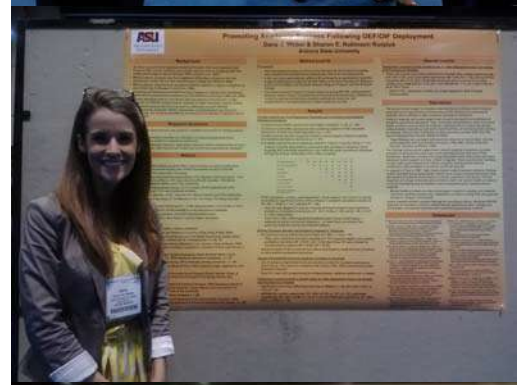
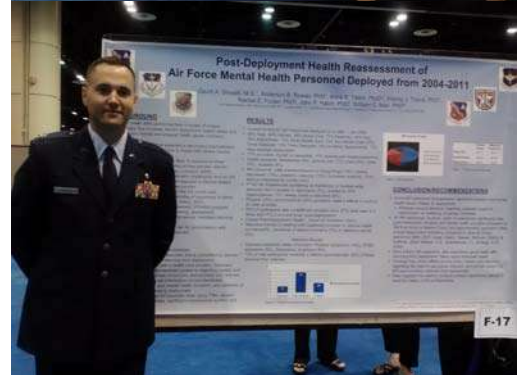
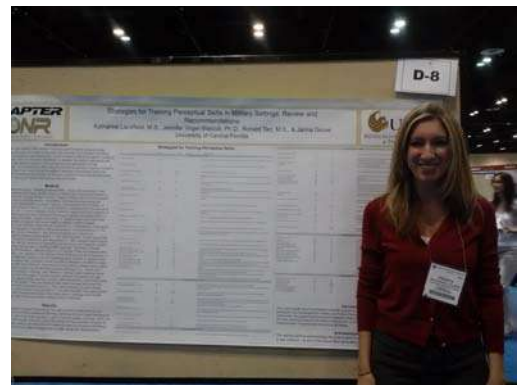
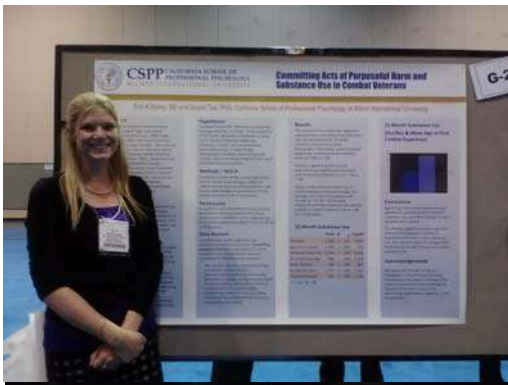
We presented awards to the following students with impressive posters and presentations:

- Ms. Erin K. Bailey: *Committing Acts of Purposeful Harm and Substance*

Use in Combat Veterans and Suicide and Moral Injury among Combat Veterans

- Ms. Marilyn A. Cornish: *Help-Seeking Stigma in the Military: Insights From Military Personnel*
- Mr. Matthew S. Jackson: *Predictors and Protective Factors of Burnout in Military Psychologists and Beliefs About Psychological Services Held by the ROTC Population*
- Ms. Amanda M. Kruszewski: *Crying Wolf, or Feigning "Fine": Honesty in Reporting of Psychological Symptoms in the Military*
- Ms. Katharine Lacefield: *Strategies for Training Perceptual Skills in Military Settings: Review and Recommendations*
- Mr. David S. Schwab: *Post-Deployment Health Reassessment of Air Force Mental Health Personnel Deployed From 2004-2011 and Veterans in Higher Education: The Impact of Hope, Social Support, and Stress on Academic Achievement*
- Ms. Dana J. Weber: *Promoting Academic Success Following OEF/OIF Deployment*
- Ms. Lauren M. Young: *Sexism as a Predictor of Attitudes Toward Women in Combat*

Additionally, the Division is pleased to have awarded two student research awards this year.



Award winners, from left to right, are Erin K. Bailey, Katherine Lacefield, Marilyn A. Cornish, David S. Schwab, Matthew S. Jackson (on the right), Dana J. Weber, Amanda M. Kruszewski, and Lauren M. Young.

Ms. Jessica M. MacIntyre from the Uniformed Services University of the Health Sciences was awarded our student research grant for her proposal entitled *An Ecological Momentary Assessment Study of Emotion Dysregulation in Suicidal and Non-Suicidal Military Psychiatric Inpatients*. Ms. MacIntyre's abstract follows:

Background: Suicide remains a public health concern within the United States military. While a number of suicide risk factors and precipitants (e.g., failed relationships, military legal problems) have been identified, little is known about the role of emotion dysregulation in military suicide. In fact, very few studies have examined the direct relationship between emotion dysregulation and suicidal thoughts and behaviors (STBs) in civilian samples and to date, only one study has examined this topic in a military sample. Recent advances in technology have made it possible to investigate real-time measures of the thoughts, emotions, and behaviors that precede and follow STBs. **Purpose:** The objectives of this study are twofold: (1) to examine the real-time affective experiences of negative emotions (and their shift over time) in relation to suicidal thoughts and behaviors; and (2) to determine typologies of negative affect in a sample of military psychiatric inpatients admitted for suicide versus non-suicide related events. **Method:** Ecological momentary assessment (EMA) will be used to measure emotion dysregulation and STBs in a sample of military psychiatric inpatients with or without a recent history of a suicide attempt. **Data Analytic Plan:** Univariate one-way analysis of variance to identify relationships between negative affect clusters, emotion dysregulation, and STBs will be conducted. A cluster analysis will be performed to identify typologies of negative affect.

Ms. Amber D. Guzman from the American School of Professional Psychology at Argosy University,



Ms. Jessica M. MacIntyre receives her prize.

Washington, DC, was awarded our student research grant for her proposal entitled *Anticipatory Grief in Spouses of Deployed Service Members*. Ms. Guzman's specific aims follow:

Psychological suffering in the spouses of deployed service members is well documented and impacts marriages, families, and service members themselves. Although distress in spouses has been supported in many studies, the literature lacks an organizing theoretical framework to guide research and intervention. Therefore, the following research has two overall aims:

I. The primary aim of this project is to evaluate the psychological suffering in spouses of deployed service members as a grief reaction (i.e., "anticipatory grief"). While the construct of anticipatory grief has existed in the literature for nearly 70 years, writings on the topic to date are

entirely confined to a descriptive and qualitative level. This project has four specific hypotheses related studying anticipatory grief in spouses that derive from contemporary theories of complicated bereavement:

1. levels of ‘grief’ in spouses from deployment separations will be comparable to published norms for spouses experiencing grief from *actual* loss due to death
2. anticipatory grief will be strongly associated with marital distress, and more strongly associated with marital distress than measures of psychological well-being
3. the relationship between anticipatory grief and marital distress will be moderated by insecure attachment
4. the relationship between anticipatory grief and marital distress will be moderated by avoidance coping

Support for the construct of anticipatory grief in spouses would provide a valuable and novel unifying theoretical framework for understanding and managing family problems from deployment separations.

II. A secondary aim of this research is to develop a preliminary questionnaire for anticipatory grief. Items from existing grief measures will be modified and pooled with novel items specifically written for the current study to reflect anticipatory grief. The pooled items will be subjected to preliminary psychometric analysis.

What’s Coming Up for Students in Division 19

Ways to Get Involved in Division 19

As indicated in the student accomplishments section of this newsletter above, some students have started Military Psychology Interest Groups in their schools. Starting an interest group at your school is a great way to contribute to the Division and to Military Psychology. You have the opportunity to keep your interested students up to speed on what’s happening in our division and in military psychology in general. If you are interested in starting a group at your school, please let me know how we can support you in this process.

I’m sad to report that my time as the Division 19 Student Representative will be coming to an end this year. The Society for Military Psychology (Division 19) reserves two positions on the Executive Committee for interested and qualified graduate students to serve as Graduate Student Representatives. Student Representatives are expected to advance issues of concern of student members within our Society. I am thrilled that we have had a number of top students who have been interested and who have since applied for these positions. We expect to make the selections in early November. Stay tuned next fall for your next chance to apply to become a student representative.

Each year Division 19 student membership and activities continue to grow. I am very interested to hear any new programs or ideas you would like to see implemented and hear any ideas of how you would like to be involved.

APA PROGRAM CHAIR REPORT FOR APA 2012 CONVENTION

ANN LANDES, PH.D.

The annual meeting of the American Psychological Association was held on be 2-5 Aug 2012 in Orlando, FLA. Division 19 received a remarkable number of excellent submissions. As Program Chair for Division 19, I would like to thank the following people who served as reviewers for the 2012 APA Division 19 program:

Amy Adler, Ph.D., US Army Medical Research Unit-Europe, Walter Reed Army Institute of Research; **Nathan Ainspan, Ph.D.**, U.S. Army; Jane Arabian, Ph.D., Office of the Secretary of Defense; **Janice Brown, Ph.D.**, RTI International; **Angela Febrarro, Ph.D.**, Defence Research and Development Canada; **Sena Garven, Ph.D.**, U.S. Army Research Institute for the Behavioral and Social Sciences; **Ritu Gill, Ph.D.**, Defence Research and Development Canada; **Greg Goodwin, Ph.D.**, U.S. Army Research Institute for the Behavioral and Social Sciences; **Rhett Graves, Ph.D.**, U.S. Army Research Institute for the Behavioral and Social Sciences; **James Griffith, Ph.D.**, US Army, Research Psychologist; **Randal Henry, Ph.D.**, Department of Veterans Affairs; **Michelle Hill, Ph.D.**, North Georgia State University; **Tara Holton, Ph.D.**, Defence Research and Development Canada; **Jan**

Kennedy, Ph.D., Neuropsychologist/Senior Scientific Director, BAMC; **Becky Lane, Ph.D.**, RTI International; **Jennifer Lee, Ph.D.**, National Defence Ottawa, Ontario, Canada; **Peter Legree, Ph.D.**, U.S. Army Research Institute for the Behavioral and Social Sciences; **Don McCreary, Ph.D.**, Defence Research and Development Canada; **Kimberly Metcalf, Ph.D.**, U.S. Army Research Institute for the Behavioral and Social Sciences; **Donna Pickering, Ph.D.**, Defence Research and Development Canada; Murrey Olmsted, Ph.D., RTI International; **Krista Ratwani, Ph.D.**, Senior Scientist, Aptima, Inc.; **Michael Schwerin, Ph.D.**, Military Personnel Studies Survey Research Division; **Nancy Skopp, Ph.D.**, Research Psychologist & Program Manager Research, Outcomes, Surveillance and Evaluation Division National Center for Telehealth and Technology; **Gerald Sweet, Ph.D.**, Los Angeles Police Department; **Kerry Sudom, Ph.D.**, National Defence Ottawa, Ontario, Canada; **Megan Thompson, Ph.D.**, Defence Research and Development Canada; **Heather Wolters, Ph.D.**, Army Research Institute

If you would like to be a reviewer for the 2013 Program, please contact me at ann.landes@va.gov

ANNOUNCEMENTS

ERIC SURFACE, PH.D.

REQUEST FOR PROPOSALS: THE SCOTT AND PAUL PEARSALL SCHOLARSHIP. APF provides financial support for innovative research and programs that enhance the power of psychology to elevate the human condition and advance human potential both now and in generations to come. Since 1953, APF has supported a broad range of scholarships and grants that use psychology to improve people's lives. APF encourages applications from individuals who represent diversity in race, ethnicity, gender, age, disability, and sexual orientation.

The Scott and Paul Pearsall Scholarship supports graduate work that seeks to increase the public's understanding of the psychological pain and stigma experienced by adults who live with physical disabilities, such as cerebral palsy. APF supports original, innovative research and projects that are part of larger studies.

The Scott and Paul Pearsall Scholarship encourages talented students to orient their careers to understanding the psychological effect of stigma on people with disabilities, develops strategies to improve the public's understanding of the psychological pain and stigma felt by individuals with physical disability, in order to reduce harmful misconceptions, and encourages dissemination of findings to the public, expressly through media.

One \$10,000 scholarship. APF does not allow institutional indirect costs or overhead costs. Applicants may use grant monies for direct administrative costs of their proposed project.

Applicants must be full-time graduate students in good standing at an accredited university and have received IRB approval before funding can be awarded if human participants are involved.

Proposals will be evaluated on conformance with stated program goals and quality of proposed work. Preference will be given to proposals that contain a

plan to disseminate findings to the public, especially through media organizations such as the Entertainment Industry Foundation (EIF) or the Entertainment Industry Council (EIC).

Proposal Requirements: Description of proposed project to include goal, relevant background, target population, methods, anticipated outcomes, plan for disseminating findings to the public. (No more than 5 pages; 1 inch margins, 11 point font), budget (1 page), CV, letter of recommendation from faculty advisor.

Submit a completed application online at <http://forms.apa.org/apf/grants> by December 31, 2012.

Please be advised that APF does not provide feedback to applicants on their proposals.

Please contact Parie Kadir, Program Officer, at pkadir@apa.org with questions.

THE VISN 19 DENVER VAMC MENTAL ILLNESS RESEARCH, EDUCATION & CLINICAL CENTER (MIRECC) is pleased to announce an upcoming opportunity to early career psychologists interested in working with the military/Veteran population. Our Post Doctoral Fellowship program will soon begin its application season for Post Doctoral residency (applications accepted beginning in December 2012 and due by January 5, 2013). The VISN 19 MIRECC fulfills a special mission, to reduce suicidality in the Veteran population, through a combination of direct clinical services, a hospital-wide suicide consultation service, clinical research, development of scientific and educational resources, publications and presentations.

Fellows benefit from an opportunity to work with a training staff national recognized in the fields of suicidality and suicide prevention, traumatic brain injury, military and Veteran populations, and

evidence-based treatments. For more information about our mission, team, and specialties, please visit our website: <http://www.mirecc.va.gov/visnn19/>. Details about our training program, application process, and contact information are also available online: http://www.mirecc.va.gov/visn19/post_doctoral_fellowship_in_clinical_psychology.asp.

SENIOR INVESTIGATIVE/OPERATIONAL PSYCHOLOGIST.

The Senior Investigative/Operation Psychologist will aid federal law enforcement and investigative agencies operating throughout country with seamless criminal and terrorist investigations, and providing counterintelligence services. The goal is to identify, exploit and neutralize criminal, terrorist and intelligence threats. Requirements of the position include: Have expert knowledge of psychological service, practices, principles, and theories, including but not limited to clinical, forensic or CI case work that applies to the resolution of complex criminal violations and/or national security incidents, and application of psychological principals to CI and counterterrorism operations; Have professional knowledge of federal, military, state, and local statutes and regulations pertaining a variety of criminal national security, and CI activities; Have knowledge if intelligence/CI analysis, operations, investigations, collections, operational, tradecraft, and handling of sources/assets; The person must have a Ph.D. from an accredited university, must have completed a residency by the American Psychological Association, must be licensed as a psychologist in at least 1 of the 50 states or the District of Columbia, and should be a Clinical or Counseling Psychologist, an Industrial/Organizational or Organizational Psychologist, a Social Psychologist or a Forensic Psychologist; Have 10 years experience of post-doctoral experience in the field of psychology; Have prior military, law enforcement, national security, intelligence, CI and/or operational training and experience; In particular, the individual must have extensive experience in national security psychology, applying psychological principals to intelligence, CI, and law enforcement investigations and operations; Must have the experience and ability to provide

instruction, training, and mentorship to other operational psychologist and/or to intelligence/law enforcement personnel. Interested applicants should contact Dasha E. Little, CRC, CCM, CDMS, CLCP, LPC (NC), President/CEO, Apogee Solutions, Inc. 501 Independence Parkway Suite 108, Chesapeake, VA 23320, (757) 549-2645 Office, (757) 549-9939 Fax, (757) 574-4229 Mobile, Dasha.little@apogee.us.com; <http://www.apogee.us.com>

CLINICAL PSYCHOLOGISTS. Booz Allen Hamilton has immediate needs for Clinical Psychologists in North Carolina. Perform as a clinical psychologist and provide for component level Preservation of the Force and Family programs in clinical settings at a high standard of quality to mitigate the effects of high operational tempos and co-occurring individual and family stress. Maintain responsibility for the daily operations and long-term program development of the growing Mental Health resources, including operational and clinical psychologists, psychological techs, and licensed clinical social workers and nurse case managers at units. Make recommendation on the allocation of resources to ensure program objectives and commitments are effectively met. Review the status and progress of the Behavioral Program, including conducting program evaluations and statistical analysis of programmatic data and advising leadership on results and recommend changes in strategic focus and policy or procedures, as required and identified. Provide analysis for the development of policy, protocols, and lessons planning, outlining the use of psychological principals that will enhance human performance, mental acumen, and emotional modulation. Primary prevention methods include group and classroom instruction as well as facilitating a culture of positive growth through the increase awareness of cognitive skills. Secondary prevention methods include individual and small group screenings and short-term interventions designed for individuals who may be at risk of developing a more serious disorder. Provide crisis response and follow-up care in the event of unit casualties or other serious incidents and will maintain professional license and credentials to practice independently as a clinical psychologist. This position is located in

Fayetteville, NC. Basic Qualifications include: Knowledge of professional standards and ethics regarding the delivery of clinical or counseling psychology programs; Ability to show completion of an APA-approved internship or residency in clinical or counseling psychology; Ability to present and maintain a current license to practice psychology in any one of the 50 states, The District of Columbia, Puerto Rico, or the US Virgin Islands; Ability to show completion of a post-doctoral in clinical psychology or have completed a minimum of 1 year of supervised experience in clinical or counseling psychology or 2 years of post-doctoral experience within the past 5 years in practice of psychology in the area of clinical or counseling psychology, preferably in a government environment, including DoD or Department of Veterans Affairs MTF; Ability to demonstrated computer literacy sufficient to operate a personal computer using psychological tests, word processing, database and spreadsheet programs, and basic typing skills sufficient to efficiently produce the psychologist's own reports and correspondence; PhD or PsyD degree in Clinical Psychology or Counseling Psychology from an APA-approved psychology program. Will Relocate. This position requires Active Secret or TS/SCI clearance. Interested applicants should contact Holly Bowers at bowers_holly@ne.bah.com

OPERATIONAL PSYCHOLOGISTS. Booz Allen Hamilton has immediate needs for Operational Psychologists in North Carolina. Qualified applicants will provide technical expertise, guidance, and direct clinical services in the area of operational psychology to Special Operations Forces (SOF). Develop, plan, and initiate resiliency programs for preventing and treating behavioral health issues to support all aspects of service member readiness and resilience. Maintain responsibility for the management of referrals and the disposition of referrals for behavioral healthcare. Provide professional development and awareness education to leadership and SOF personnel. Provide crisis response and follow-up care in the event of unit casualties or other serious incidents. Serve as a liaison between unit personnel and base and community, helping professionals and agencies.

Support the assessment and selection of incoming personnel, where required. Supervise clinical, unlicensed providers or trainees. This position is located in Fayetteville, NC. Basic Qualifications include: Experience with organizational effectiveness literature, operational psychology, performance enhancement and training, and industrial and organizational psychology; Knowledge of professional standards and ethics regarding the delivery of clinical or counseling psychology programs; Ability to show completion of an APA-approved internship or residency in clinical or counseling psychology; Ability to present and maintain a current license to practice psychology in any one of the 50 states, The District of Columbia, Puerto Rico, or the US Virgin Islands; Ability to show completion of a post-doctoral in clinical psychology or have completed a minimum of 1 year of supervised experience in clinical or counseling psychology or 2 years post-doctoral experience within the past five (5) years in practice of psychology in the area of clinical or counseling psychology, preferably in a government environment, including DoD or Department of Veterans Affairs MTF; Ability to conduct, administer, and interpret the full spectrum of psychological assessment tools and to consult with command personnel; Ability to conduct baseline and post-event neuropsychological screening, collect and analyze data, and monitor trends in psychological health as directed; Ability to show a mastery of psychological assessment, behavioral health, and behavioral research; PhD or PsyD degree in Clinical Psychology or Counseling Psychology from an APA-approved psychology program. Will Relocate. An Active Secret or TS/SCI clearance is desired but not required. Applicants selected will be subject to a security investigation and may need to meet eligibility requirements for access to classified information. Interested applicants should contact Holly Bowers at bowers_holly@ne.bah.com

LICENSED CLINICAL SOCIAL WORKERS. Booz Allen Hamilton has immediate needs for multiple position for Licensed Clinical Social in North Carolina and one position in DC area. LCSW are responsible for the application of social work procedures and techniques, including interviewing, behavioral assessment, and

evidenced-based therapies, in the evaluation, diagnosis, and treatment of psychological and neuropsychological disorders using the following skills: individual, family and group psychotherapy, couples therapy, alcohol and drug treatment evaluations. Consults with medical personnel, legal authorities, military commanders and school districts as required. <Maintain accurate and current notes in the paper medical records (if created) and electronic medical records of all patients seen, as appropriate, and produces reports of evaluation and/or treatment as required. Participates in military specific training/activities (e.g., security clearances, use of the DoD or service specific clinical practice guidelines, pre-post deployment screening, PTSD, and combat stress) and others as directed. Participates in meetings, professional staff conferences and other appropriate professional activities such as: quality improvement meetings, professional staff meetings, commander's staff meetings, and other meetings required by applicable regulations or as directed. Conducts applied research and clinical investigations in clinical/behavioral health/organizational social work. Provides clinical supervision of unlicensed providers or trainees. Perform the following activities: use validated symptom inventories to assess current symptom severity; assess barriers to treatment adherence and help patient problem-solve solutions to barriers; provide patients with education regarding their mental health condition and treatment regimen; maintain accurate and current notes in the electronic medical records of all patients contacted for review by the managing physician; perform case management functions. Basic Qualifications include: 2+ years of experience in the independent practice of clinical social work in a mental health environment within the past 5 years; Knowledge of professional standards and ethics regarding the delivery of clinical social work services; Ability to maintain a current, unrestricted clinical license to independently practice social work in any one of the 50 states, the District of Columbia, Puerto Rico, or the US Virgin Islands; MS degree in Social Work from a graduate school of social work fully accredited by the Council on Social Work Education (CSWE). Multiple positions in North Carolina and one position in DC area. An active TS or SCI clearance is required for DC role. Will

Relocate. Interested applicants should contact Holly Bowers at bowers_holly@ne.bah.com.

PSYCHIATRIC TECHNICIAN. Booz Allen Hamilton has immediate needs for a Psychiatric Technician in North Carolina. Responsible for assisting with the management and treatment of outpatient behavioral health activities. The Psychiatric Technician is primarily responsible, under the supervision of a licensed psychiatrist, social worker, psychiatric nurse or psychologist, for providing a wide range of behavioral health interventions from prevention to treatment to individuals and who assigns work by defining objectives, priorities, and deadlines, and provides guidance on assignments that do not have clear precedents. Under the supervision of a credentialed provider, conducts intakes, assists with care and treatment of psychiatric, drug and alcohol patients, and counsels clients/patients with personal, behavioral or psychological problems. Accomplishes work on a substantially independent basis, performing a full range of standard and nonstandard work assignments and resolving a variety of non-recurring problems encountered on own initiative. Extensive guidelines are available; however, the contractor must use judgment in locating and selecting the most appropriate guideline for application to the work situation at hand. Observe patients to detect behavior patterns and reports observations to licensed behavioral health staff. Leads prescribed individual or group therapy sessions as part of specific therapeutic procedures under the guidance of a licensed mental health professional. Complete initial intake interviews and completed required forms for new patients on behalf of the licensed mental health provider. Basic Qualification include: Associate degree or commensurate level of training for a psychiatric technician or mental health program assistant. Education requirement may be met by military or comparable training. If military trained, the individual's military occupational specialty must be as a mental health technician / specialist. All psychiatric technicians' training includes a sound foundation / basis to psychology and/or social work and they are well prepared for the types of individuals and potential illnesses that they will likely deal with. This training will also address the basics of conflict management and how

to de-escalate crisis situations and individuals who are agitated, violent or potentially violent and/or suicidal; 3+ years' experience as a psychiatric technician; Experience in intervening, when required, to restrain violent or potential violent or suicidal patients by verbal or physical means as required. This position is located in Fayetteville, NC. Will Relocate. Position requires a TS/SCI clearance. Applicants selected will be subject to a security investigation and may need to meet eligibility requirements for access to classified

information. Interested applicants should contact Holly Bowers at bowers_holly@ne.bah.com.

JOB ANNOUNCEMENT NUMBER: WTEF12201302794796 RESEARCH PSYCHOLOGIST (GS-13). The U.S. Army Research Institute-Fort Hood Research Unit has two openings for Research Psychologists (GS-0180-13). Application process will be open from 30 November 2012 - 14 December 2012. Interested applicants should apply on-line at the site <https://www.usajobs.gov/GetJob/ViewDetails/332452600?share=email>

Division 19 Membership Application Form

Name: _____

Mailing address: _____

City, state, postal code, country: _____

Work phone: _____ Home phone: _____

Fax: _____ Email address: _____

APA membership number/category (if applicable): _____

Member Associate Fellow Life Status

Student Affiliate International Affiliate No Membership in APA

Division 19 Membership Desired:

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

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

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

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Credit card number: _____ Expiration date: _____

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

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

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

MAIL APPLICATION TO:

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

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

Please DO NOT fax or email credit card information!

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

INSTRUCTIONS FOR CONTRIBUTORS

Please read carefully before sending a submission.

The Military Psychologist encourages submissions of news, reports and non commercial information that (1) advances the science and practice of psychology within military organizations; (2) fosters professional development of psychologists and other professionals interested in the psychological study of the military through education, research and training; and (3) supports efforts to disseminate and apply scientific knowledge and state of the art advances in areas relevant to military psychology. Preference is given to submissions that have broad appeal to Division 19 members and are written to be understood by a diverse range of readers.

Preparation and Submission of Contributions. Authors may correspond via email with the **Editor in Chief LTC Melba C. Stetz** (melba.stetz@us.army.mil; mcstetz@yahoo.com) or any of the Section Editor(s): **Feature Articles** (aestrada1@vancouver.wsu.edu), **Spotlight on Research** (kratwani@aptima.com), **Spotlight on History** (paul.gade39@gmail.com), **Spotlight on Pedagogy** (truhons@apsu.edu), **Continuing Education** (faguapan@aol.com), **Early Career Psychologists** (jessica.gallus@us.army.mil), **Grad. Students** (krittenmkochansky@gmail.com), **Announcements** (esurface@swa-consulting.com) to inquire about potential contributions. All items should be submitted in electronic form (Word compatible) to the appropriate section editor (see above) for review and editorial processing. Feature Articles and Spotlight Articles (e.g., Research, History and Pedagogy) must be no longer than 3,000 words and include a title page that lists the author(s) name and the mailing address, phone number, and e-mail address of the corresponding author to whom communications about the manuscript should be directed. Submissions should be prepared in accordance with the most current edition of the *Publication Manual of the American Psychological Association*.

All graphics (including color or black and white photos) should be sized close to finish print size, at least 300 dpi resolution, and saved in TIF or EPS formats. Art and/or graphics must be submitted in camera-ready copy as well for possible scanning.

Included with the submission should be a statement that the material has not been published and is not under consideration for publication elsewhere. It will be assumed that the listed authors have approved the manuscript.

Preparation of Announcements. Items for the announcement sections 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.

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

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