



THE MILITARY PSYCHOLOGIST

*The Official Newsletter of the Society for Military Psychology
Division 19 of the American Psychological Association
Volume 28 Number 1 Spring 2013*



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 January-December 2013

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

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EDITOR'S COLUMN

LTC MELBA C. STETZ, PH.D.



Aloha! We have great reports and articles in this edition. I first want to thank our new President, COL Rebecca I. Porter, for her great words on the impact that the psychological well-being of our service members and their families has on military psychology. Also, Dr. Garven recently announced

that we have 150 new members!

Now, let's talk about the upcoming American Psychological Association (APA) Annual Convention in my new home, Hawaii. Dr. Landes has great updates on this convention. Hopefully, everyone will be able to visit our great Department of Psychology at the Tripler Army Medical Center. In fact, we just got the Army Provider Level Satisfaction Survey (APPLS) award for customer satisfaction.

Dr. Paniagua tells us that APA approved the following preconvention workshop for continuing education units (sponsored by Division 19): "Virtual Reality and Biofeedback to Improve Behavioral Health Clinical Research" by Dr. M. Stetz, Dr. R. Folen, C. Sousa, and C. Enomoto. This preconvention workshop is currently scheduled for Tuesday, July 30th. With that in mind, applications for APA's Convention Travel Awards for Early Career Professionals from all areas of psychology must be submitted to Ms. Wiggins. Also, as reported by Dr. Gallus in the "Early Career Psychologists Committee Report," we are looking for input on activities for networking-themed events during the APA Convention.

Graduate students should feel free to apply now for an "APA Convention Student Travel Award" sponsored by the APA Science Directorate. Graduate students who are the first author of a poster/talk are eligible to apply for one of this year's grants of \$300 each (deadline is April 1, 2013). APA's Public Interest Government Relations Office is seeking two graduate student interns for the 2013–2014 academic year (deadline

is March 22, 2013). Do not forget to read about how LT Kochanski is passing the student membership torch to David and Jenn Barry and the results of our "Division 19 Student Survey."

The report from Drs. Landes, Lindsey, and COL Porter shows the following aims for the financial investment plan: (1) identifying key initiatives and proposals for priority funding; (2) developing criteria and procedures by which to evaluate funding requests; and (3) compiling a report outlining criteria, procedures, and plans for the Executive Committee (EXCOM). In our Spotlight on History, Dr. Gade shares about the book chapter that he has written with Dr. Rumsey on "Project A." Dr. Langkamer-Ratwani's Spotlight on Research showcases an article by Drs. T. Stetz and yours truly on data about aviation stressors that I collected while deployed. Paul T. Bartone has provided a feature article showing that better screening measures can help prevent alcohol abuse in the military. Also, Michael Sapiro has provided a very interesting feature article on male combat veterans struggling between sanity and sexiness.

Dr. O'Beirne Kelly, Dr. Elmore, and Mr. Vonachen remind us that the 113th Congress is one of the most diverse in recent memory, with record numbers of women; Latinos; and lesbian, gay, bisexual, and transgender (LGBT) legislators elected this past November. They also talk about the budget sequestration and the reorganization of the House and Senate committees with jurisdiction over armed services and veterans' issues. On that note, the Special Issue by Dr. Chan talks about the stigma and negative attitudes within the military related with seeking mental health treatment. Finally, Dr. Annen is announcing that the International Applied Military Psychology Symposium (IAMPS) this year will be in Bern, Switzerland, from May 27th to 31st. The theme is "Preparing for Future Wars—The Role of Psychology."

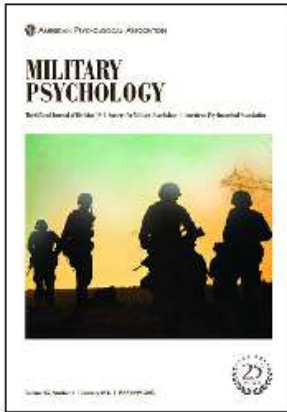
Finally, please, do not forget reading the EXCOM minutes from our August 2012 meeting.

Aloha, and see you in Hawaii!



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The Official Journal of Society for Military Psychology (Division 19 of APA)

Military Psychology seeks to facilitate the scientific development of military psychology by encouraging communication between researchers and practitioners. The domain of military psychology is the conduct of research or practice of psychological principles within a military environment. Published bi-monthly, the journal publishes behavioral science research articles having military applications in the areas of clinical and health psychology, training and human factors, manpower and personnel, social and organizational systems, and testing and measurement.

A SAMPLING OF RECENT ARTICLES FROM *MILITARY PSYCHOLOGY*

Internal Anger and External Expressions of Aggression in OEF/OIF Veterans
Keith D. Renshaw and Natalie S. Kiddie

Cigarette Use, Smoking Cessation, and Quit Intentions Among Active-Duty Military Personnel in Taiwan
Zixue Tai, Sheng-Ping Tao, and Yi-Jing Hung

A Model of Voluntary Turnover in Male Canadian Forces Recruits
Renata Godlewski and Theresa Kline

A Longitudinal Study of Partners of Deployed Personnel From the Netherlands' Armed Forces
Manon Andres, René Moelker, and Joseph Soeters

Assessing the Structural and Psychometric Properties of a New Personality Measure for Use With Military Personnel in the French Armed Forces
Anne Congard, Pascal Antoine, and Pierre-Yves Gilles

Social Support and Coping Adaptability in Initial Military Training
Sarah Overdale and Dianne Gardner

Emotions and Emotion Regulation Among Novice Military Parachutists
Andrew M. Lane, Gordon Bucknall, Paul A. Davis, and Christopher J. Beedie

All new and previously published *Military Psychology* issues are available to subscribers at <http://apa.org/pubs/journals/mil>



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) a curriculum vitae, (3) a copy of the abstract, and (4) an 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, and 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 or annual meeting of the Society. Statements should not exceed one single-spaced, standard 8.5 × 11 in. typewritten page using 12-point font with margins set at 1 in.

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 DECEMBER 1 (EST) or midnight MAY 1 (EST) to Kelly Ervin, Ph.D. (Kelly.s.ervin.civ@mail.mil). List your name and the name of the award on the subject line of your e-mail (e.g., Jane Smith, Div. 19 Travel Award). Award winners will be notified within 30 days.

PRESIDENT'S MESSAGE

REBECCA I. PORTER, PH.D.



This is an important time for psychology in general and military psychology in particular. In the coming months and years, our efforts need to be directed at several facets of our profession. Whether we are spreading the word about the many benefits of military psychology, developing young psychologists' interests in the clinical and research applications of military psychology, or furthering military psychology through research, peer-reviewed publications, and clinical practice, military psychology has a vital role to play. As members of the Society for Military Psychology you are critical components in defining and shaping that role.

First, we need to continue to publicize what we do as military psychologists. In these times of fiscal constraints and diminishing budgets, our continued prominence depends on our membership informing the public, other psychologists, and leaders affiliated with the military about what we do, how we contribute to a healthy military, how we impact advanced research, and, in a broader context, how we influence policymaking decisions. Military psychology has a laudable history of contributing to major decisions that inform our defense policy, personnel selection, and psychological health care. Take every opportunity to remind people of that robust history.

We cannot be content, however, to rest on our past achievements. Rather, we must labor to define the future for successive generations of military psychologists charged with treating our warriors and their families. By mentoring young professionals and encouraging their interest in the field of military psychology, we ensure the compassionate and competent delivery of

psychological health care. This year, we have expanded the number of student representatives to our executive committee—a bold step to develop the bench and advance our collective efforts. Individuals coming into this field represent vibrancy and a renewed spirit that can fuel our advancement and make military psychology an even more integral part of the larger field of psychology.

Perhaps most importantly, we need to maintain focus on the psychological well-being of our nation's service members and their families. The fact that our military is pulling out of overseas contingency operations does not diminish the impact on troops and their families of more than a decade of war, more than a decade of prolonged separations, and more than a decade of continued and repeated sacrifice. As military psychologists, we must sustain our efforts in researching the effects of sustained war on service members and their families—just as clinicians must continue to apply the most rigorously researched, evidence-based practices in restoring and maintaining service members, veterans, and their families. Furthermore, those of us who inform policy decisions must ensure that we provide well considered, empirically based recommendations to leaders and their staffs. If we as members of the Society for Military Psychology champion these three actions, we will continue to make essential contributions not only to military psychology but also to service members, veterans, and their families—and the future of our nation.

In the words of anthropologist and scholar Margaret Mead, “Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.” Please join me as we usher in a new era of previously unimagined possibility.

President, Society for Military Psychology

DIVISION 19 EXECUTIVE COMMITTEE MINUTES FOR 2012

RHETT GRAVES, PH.D.

Meeting date: August 2, 2012. Attendees (in alphabetical order): Nathan Ainspan, Morgan Banks, Paul Bartone, Keith Cooke, Arwin DeCostanza, Armando X. Estrada, Jessica Gallus, Sena Garven, Steve Goldberg, Rhett Graves, Jim E. Griffith, Larry James, Kristen Kochanski, Ann Landes, Janice Laurence, Kathryn T. Lindsey, Freddy Paniagua, Rebecca Porter, Bob Roland, Arlene Saitzyk, and Bill Strickland

Welcome/Introductions/Announcements:

President **Heffner** was unable to attend; past President **Estrada** presided over the meeting. **Estrada** summarized the President's Report, highlighting areas related to the Division's initiatives on travel/research grants, current work on the fellowship and advocacy grants, and changes to the Division's Bylaws to (a) allow for online voting and (b) establish the Continuing Education Committee, Early Career Psychologist's Committee, and the Clinical Practice Committee. **Estrada** also discussed signing the administrative services contract and sought guidance concerning the Hospitality Suite (e.g., use, reimbursement, term limit).

Estrada then introduced **Keith Cooke** of the American Psychological Association (APA) Division Services, who spoke briefly on the services he provides to Division 19. These services include processing membership and renewal, publications assistance (such as editing and laying out division newsletters), as well as marketing recruitment and retention. **Cooke** then discussed the Division Services Booth at the Convention.

Estrada brought up various concerns about problems that have arisen in the reimbursement process. **Cooke** agreed to pass along information on who to contact. Discussion also addressed whether and how Division Treasurers can get credit cards. **Garven** brought up issues surrounding accountability; **Cooke** agreed that it can be difficult to control. **Bartone** expressed appreciation to **Cooke** for what he does for Division 19.

Secretary's Report: **Graves** asked the EXCOM to approve the Meeting Minutes from February 22, 2012. The Minutes were approved.

Treasurer's Report: **Lindsey** reported working with Members-at-Large (**Weber, Ervin, Banks, and Landes**) on the ad hoc Financial Planning Committee, establishing initiatives for Division funding. **Lindsey** also reported closing an inactive Division 19 bank account. Overall, the Division is doing very well financially. Total liabilities and assets were reported to be \$346,065.08; total 2012 year-to-date (YTD) income, \$101,839.12; total YTD expenses, \$8,952.60; net income, \$92,886.52; YTD dues, \$15,327.00; and total royalties from the journal *Military Psychology*, \$86,096.58. **Lindsey** is preparing a proposal for discussion at the Midyear Meeting in 2013 to address various funding items.

Student Affairs Committee: **Kochanski** reported that two students would be presented research awards at the Business Meeting. **Kochanski** also brought up possibility of having a student Facebook page similar to the Division's Facebook page, or to incorporate students into the already existing page. **Estrada** noted that it can be intimidating for students to approach senior folks and that it is important to be sensitive to that. **Bartone** added that a student Facebook page would be a good way to attract students to the Division. **Laurence, Garven, and Gallus** discussed procedures for joining the page. **James** noted that it would need some oversight to monitor content. **Estrada** agreed with **James's** point. **Roland** asked whether we would need a disclaimer. **Garven** and **Estrada** discussed inviting student volunteers to discuss concerns. **Estrada** and **Kochanski** discussed possibility of two student representatives, with one responsible for the Facebook page. **Estrada** recommended that **Kochanski** contact **DeCostanza** to get a link on the Division 19 website, noting also that the website looks great. **Kochanski** also felt that the

student page on the website is great. **Kochanski** also discussed formalizing the process of how the Student Affairs Committee could run. This plan involves three students, each with 2-year tenure. Initially, there would be two students—a senior representative and a junior representative. **Kochanski** reported establishing an October 1, 2012, deadline for applications, with the position beginning January 1, 2013. **Kochanski** requested funding for two students to attend the Midyear and Annual Meetings to cover airfare and hotel. The motion passed. **Roland** noted that it would be nice to have one clinical student and one research student on the Committee. **Kochanski** agreed and will advertise for both. **Lindsey** noted that that is a great idea, but in practice, it may not always work. **Garven** agreed. **Porter** and **Kochanski** discussed how to decide who will be current and who will be elect. The current chair would have a 2-year term; the elect would have a 3-year term. **Kochanski** would like the next student representative in by the Midyear Meeting.

Membership Committee: **Garven** reported 922 current members, with 312 students. **Bartone** asked what size of membership is needed for the Division to qualify for having two representatives to the APA Council. **Garven** will e-mail **Cooke**. **Landes** asked **Garven** how recruitment works; **Garven** described the process. **Estrada**, **James**, and **Garven** discussed fluctuations in membership over the years and the high point of approximately 1,200.

Member-at-Large I: **Banks** asked to push back his report to 0900.

Member-at-Large II: **Ainspan** described his efforts working with the Society for Industrial and Organizational Psychology (SIOP) and Division 18 to assist in transitions from military to civilian employment. **Ainspan** is undertaking a pilot project with 20 SIOP members to train the trainers for the effort in August/early September. SIOP will decide what to do as the project grows. Division 19 is reaching out to service members to help connect to SIOP, as this cannot be done directly through Veterans Affairs (VA). **Porter** suggested that **Ainspan** link up with current Army Surgeon General's effort, if that effort moves forward. **Laurence** and **Ainspan** discussed the time it may

take for the effort to come up to scale, and that there are historical programs that may be tapped for information. **Laurence** agreed to provide information to **Ainspan**. **Landes** described some potential points of connection with the VA. **James** asked what programs are geared to folks with our education level. **Landes** described the Heroes to Hire program.

Steve **Goldberg** arrived.

Journal Report: **Estrada** presented the report and discussed his decision-making process surrounding award of the journal contract, and he compared the various benefits and risks he perceived with each of the bidding vendors, including Taylor & Francis, APA, Sage, Wiley, and Springer. All proposals were evaluated with regard to their potential impact on (1) economic revenues, (2) print and electronic production, (3) penetration and distribution, and (4) growth and impact. All proposals were largely comparable across these criteria, with a few distinctions. The EXCOM discussed options and risks with representatives from APA Legal Counsel (**Jesse Raben**) and APA Journals (**Susan Harris**). **Estrada** will pursue clarification with several of the publishers to clarify economic issues and impact considerations discussed. Follow-up will be conducted by e-mail with the goal of having a tentative agreement in place in or around October 2012.

Member-at-Large II: **Banks** discussed his continued efforts to promote military and operational psychology, incorporating APA into joint training with uniformed operational psychologists. **Banks** also reported assisting in development of new training programs for operational psychologists, and discussed potential collaborative efforts with Division 13. Additional efforts included working to expand the ethical guidance provided in the Psychological Ethics and National Security (PENS) report. **Strickland** added that PENS has upset a lot of people; they are working to consolidate existing policies and to get rid of old policies—result is a two-page document with 18 pages of commentary. Plan is to ask APA to approve the two-page document and to receive the 18 pages of commentary. **Roland**, **Banks**, and **Strickland** discussed the format, intent, and style of the document. **Strickland** noted that the

document needs to be written in the style of policy rather than guidance. **Banks, James, and Strickland** deliberated concerning this point.

Military Psychology Awards Committee: **Estrada** announced the Awardees, which included Chad Morrow (Melton Award); Carrie Kennedy and James Picano (Gersoni Award); Jay Goodwin, Gary Packard, and Tatana Olsen (joint Gersoni Award); Robert Roland (Flanagan Award); Thomas Williams (Nichols Award); and Paul Bartone, Jim Picano, Robert Roland, and Thomas Williams (Uhlener Award).

APA Program Committee: **Landes** announced the location of the Hospitality Suite and other points of interest at the Convention.

Early Career Psychologists: **Gallus** reported that the Committee had two presentations at the Convention. **Gallus** also reported conducting a needs analysis of early career psychologists (ECPs) concerning their networking and mentoring experiences. One goal of the committee is to continue working to involve ECPs in greater numbers, to establish an informal mentoring program, and to work on travel awards.

Division 19 Website: **Estrada** reported that the website is up and can be accessed at <http://www.apadivisions.org/division-19/>.

Continuing Education: **Paniagua** described potential topics for the 2013 Convention in Honolulu.

International Military Psychology: **Bartone** and **Roland** discussed their desire to increase North Atlantic Treaty Organization (NATO) partner interface with Division 19, particularly for Eastern European member nations. It was proposed to invite a NATO partner to the Annual Convention. **Estrada** requested that we discuss the options at the Midyear Meeting and that there may already be a process in place to do this. **Laurence** asked why we are limiting to NATO; **Roland** emphasized that he is focusing on underfunded militaries.

Listserv: **Bartone** described his efforts to attract Division 19 members to the list. **Bartone** requested \$44 to pay Division Services for 2 hr of work at \$22 per hour to produce a list of Division 19 members who are not currently on the list. The motion was approved. The listserv manager will send an e-mail to invite these members to join the list.

WELCOME NEW MEMBERS!

SENA GARVEN, PH.D.

The Society for Military Psychology welcomes the following new Members (M), Fellows (F), International and Professional Affiliates (IA), and Student Affiliates (SA) who have joined since August 1, 2012, through December 31, 2012.

Thanjina Ahmed (SA)	David Glerum (SA)	Erin McInerney-Ernst (M)
Lauren Albinson (SA)	Theresa Goeller (SA)	Joy Mobley (SA)
Patricia Alexander (M)	Stephanie Golden (SA)	Jessica Modrell (SA)
Danielle Allen (SA)	Jennifer Gonzales (SA)	Hani Murad (M)
Becky Aronson (SA)	Ivan Gonzalez (SA)	Paula Muse (SA)
Richard Barker (M)	Dominique Gougis (SA)	Vladimir Nacev (M)
Andrew Beckles (SA)	Edward Green (SA)	Peggy Nave (SA)
Bradley Belsher (M)	Carroll Greene (M)	Robert Nazario Davila (SA)
La-Verne Benjamin (SA)	Catherine Grosberg (SA)	Robi Nelson (SA)
Meredith Blackburn (SA)	Matthew Grumbein (SA)	Katharine Nicodemus (M)
Leah Bougere (SA)	Aurimar Gutierrez (SA)	Keith Noland (M)
Lindsey Bowman (SA)	Nicholas Guzman (M)	Karin Orvis (M)
Joshua Breitstein (M)	Travis Hall (SA)	Marcela Osorio (SA)
Christopher Brown (M)	Erica Harris (M)	Mark Paris (M)
Whitney Brown (M)	Philip Held (SA)	Christina Patton (SA)
Amy Buchanan (SA)	Melanie Hetzel-Riggin (M)	Jennifer Paulson (SA)
Thaiphi Bui (SA)	Richard Hildreth (SA)	Coy Pemberton (SA)
Timothy Burnett (SA)	Michele Hill (M)	Amanda Perkins (SA)
Karsten Byers (SA)	Michelle Hoggins (M)	Jillian Perry (SA)
Amy Cain (SA)	Eddy Hong (SA)	Gregory Petronzi (SA)
Matthew Camporese (SA)	Kim Huynh (SA)	Kirsten Pickering (SA)
Sophia Carter (SA)	Nicoline Jaramillo (SA)	Penny Pierce (M)
Jerold Collis (SA)	Karin Jeffery (SA)	Terry Poe (SA)
Jeffrey Daniels (M)	Jeremy Jinkerson (SA)	Martha Price (M)
Ruth Deaton (SA)	Scott Johnston (M)	Bess Puvathingal (SA)
Silvia DeGirolamo (M)	Nils-Erik Juanto (SA)	Himanshu Rai (M)
Laura Dodson (SA)	Adriana Keller (SA)	Karla Ramirez (M)
Allen Donahue (SA)	Courtney Kelsch (SA)	Sarah Reagan (M)
Kara Douglas (SA)	Lindsey Kirsch-Darrow (SA)	Ariana Rebesco (SA)
Kara Duca (SA)	Kirsten Lancaster (M)	Greg Reger (M)
Tyson Durbin (M)	Amanda Larsen (SA)	Erik Ringdahl (SA)
Joanna Dziura (SA)	Brian Lloyd (SA)	Mark Rolsten (M)
Jacob Eleazer (SA)	Michael Lombardi (SA)	Sharline Rosales (SA)
Elizabeth Farnell (M)	Matthew Love (SA)	Jordan Ross (SA)
Scott Fernelius (SA)	Thomas Lowstuter (SA)	Mye Russell (SA)
Daniela Floyd (SA)	Ian Lynch (SA)	Kalyn Ryll (SA)
Brittney Franks (SA)	Brigid Lynn (SA)	Wesley Sanders (SA)
Rachel Fraser (SA)	Jesse Malott (SA)	Michael Sapiro (SA)
Carrie Frey (SA)	Jessica Martin (M)	David Scheinfeld (SA)
Rae Anne Frey (SA)	Megan McBratney (SA)	Hideki Scherb (SA)
Albert Froling (SA)	Sarah McCreight (SA)	Angela Scott (SA)
Eric Getka (M)	James McGuffin (SA)	Lacey Sharkey (M)

Jennie Sheffield (M)
Cecilia Shermack-Warner (M)
Tiffany Rose Shrode (SA)
Michelle Siegel (SA)
Ronald Simpson (SA)
Jerrell Smith (SA)
Alana Snelling (SA)
Christian Somoza (SA)
James Sorensen (M)
Jaimie Spours (SA)

Ashley Stillman (SA)
Christopher Stone (SA)
Amy Stover (SA)
Gregory Talbott (SA)
Eileen Tam (SA)
Hanna Thomas (SA)
Roxanne Untal (SA)
Lisa Valentine (SA)
Leslie Waite (SA)
Elizabeth Whipple (SA)

Melissa White (SA)
Chase Winterberg (SA)
Julia Wright (SA)
Michelle Yakobson (SA)
Ariela Yasova (SA)
Sara Yearout (SA)
Lauren Young (SA)
George Zeckler (SA)

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.



ALCOHOL ABUSE IN THE MILITARY: PREVENTION THROUGH BETTER SCREENING

BY PAUL T. BARTONE

One of the biggest problems facing U.S. military forces returning from deployment is alcohol abuse. Abuse of alcohol is devastating to individual lives, while driving up health care costs and degrading the readiness of U.S. forces. In addition, alcohol and substance abuse contribute to a range of other negative outcomes, including family violence and suicide. A study currently underway at the National Defense University seeks to improve screening methods for early identification of troops who may be at risk for stress-related alcohol problems. Effective screening is essential in order to target preventive assistance to those who need it most.

Current screening tools used in the Department of Defense Post Deployment Health Assessment (PDHA) are not sufficiently sensitive, failing to identify many at-risk soldiers. These tools, which ask directly about recent drinking behavior, yield many false-negatives because (1) troops tend to minimize or deny drinking problems for fear of negative repercussions; (2) many young troops with a drinking problem fail to recognize it as such; and (3) access to alcohol is restricted in theater, so those prone to alcohol abuse have no problem behavior to report when they return from deployment. Thus, screening tools that rely on direct questions about drinking behaviors may fail to identify many potential problem drinkers. On the other hand, indirect measures, which assess personal factors associated with alcohol risk, are not vulnerable to these same validity problems.

Psychological hardiness is one potential marker for alcohol risk being evaluated in this research. Hardiness is a measurable human trait composed of commitment, control, and challenge that distinguishes people who remain healthy under stress from those who develop various health and performance problems. Hardiness is also strongly linked to avoidance coping style—the tendency to avoid problems in life rather than working to solve them. In the present study, we measured hardiness, avoidance coping, and alcohol use patterns in U.S. National Guard troops recently returned from

deployment to Afghanistan. A companion study looks at the same variables in a large sample of Norwegian defense workers.

Early logistic regression results looking at the first wave of U.S. data show that low hardiness and high avoidance coping predict alcohol abuse for these troops, after controlling for age and combat exposure. Risk of alcohol abuse increases 7% for each 1-point drop in total hardiness levels (range = 10–43). Avoidance coping also independently predicts alcohol abuse, again controlling for age and combat exposure. In these analyses, combat exposure was not a significant predictor of alcohol abuse. These results were cross-validated in a large sample of Norwegian military personnel, where a similar pattern emerged. Future work will test the utility of hardiness and avoidance coping to predict alcohol abuse in U.S. troops over a longer time frame, 7 months after returning from deployment. Results thus far suggest that military alcohol screening programs can be significantly improved by adding brief measures of hardiness and coping style.

Note. COL (Ret.) Paul Bartone (bartonep@ndu.edu) is the principal investigator; Kathleen Jocoy is a research associate. Norwegian collaborators include Jarle Eid, Sigurd Hystad, John Brevik, Jon Christian Laberg, and Bjorn Helge Johnsen—all of the University of Bergen. The project is administered by the Henry M. Jackson Foundation for the Advancement of Military Medicine, with funding provided by the Military Operational Medicine Research Program of the U.S. Army Medical Research and Materiel Command.

More detailed results from the Norwegian portion of the study are available in the following article:

Bartone, P. T., Hystad, S. W., Eid, J., & Brevik, J. I. (2012). Psychological hardiness and coping style as risk/resilience factors for alcohol abuse. *Military Medicine*, 177, 517–524.

SANE OR SEXY: TREATMENT COMPLICATIONS AND GENDER ROLE CONFUSION FOR MALE COMBAT VETERANS SUFFERING FROM IMPOTENCE

BY MICHAEL SAPIRO

I have been working with combat veterans for 2 years as a group, individual, and mindfulness therapist in our Mental Health Outpatient Clinic, the Continuing Care Program, and in the Palliative Care Unit. Among the combat veterans I serve, there is a complex array of experiences in the military theater, personality styles, medical complications, and mental disorders. However, all of the men are plagued by gender role strain, that is, discrepancies between gender role norms and their own personal sense of masculinity, which is further complicated by impotence. There are many evidence-based treatments for combat veterans that target and address distress tolerance, affect regulation, impulse control, anger management, and so forth. One complication of treatment for male combat veterans that is rarely discussed either in the literature or in the clinical realm is how impotence affects a man's self-concept, sense of wholeness, and gender identity in relation to his behavior, therapy goals, and prognosis.

Writing about the various emotional, psychological, and behavioral responses to emasculation and powerlessness are out of the scope of this article, as is discussing other sexual dysfunction disorders. Female veterans' issues of sexuality, gender role identity, and medication compliance are extremely important to address in treatment. However, this article focuses on the unique complications faced by male combat veterans because of impotence. The purpose of this article is to encourage clinicians to consider impotence as more than a secondary medical condition or by-product of psychiatric medication in the mental health treatment of male veterans. Before exploring treatment complications, it is important to understand how the physiological phenomenon of impotence becomes a self-limiting psychological construct.

Readjustment back to civilian life, turning in uniforms and daily disciplined routines, handing in the "license to kill," and "giving up my gun" leaves many of the men feeling powerless, limp,

and soft. That shift in self-concept can emerge behaviorally as maladaptive, compensatory strategies that serve a purpose of regaining a lost sense of power. One veteran confessed to killing cats to feel that sense of potency; some react to small triggers and frustrations as if the outcome is "life or death," and some perpetrate domestic violence. In a mixed group of combat and noncombat veterans on conflict resolution, the words "soften and surrender" arise as potential strategies for dealing with inner tension and interpersonal conflict. These terms always come from noncombat veterans and are immediately dismissed by the combat veterans as clear violations of their military training. Some of the responses to these terms include the following: "There's no room for a soldier to surrender and soften; I would have died if I did that," and "Those words make me think of a limp [phallic member], all soft and powerless." Many of these men also suffer from impotence. They are no longer military personnel with the powerful capabilities of taking life but are now impotent men unable to live up to that constructed image of a man. This can greatly impact their treatment prognosis and medication compliance.

During group psychotherapy, many of the veterans have reported becoming erect when shooting automatic weapons at enemies in the field. They share vignettes that detail their physiological and sexual response to being in combat, and they even become noticeably aroused in session. When the conversations shift to interpersonal intimacy, the fact that they no longer can perform sexually with their spouse triggers shame, sadness, anger, and emotional decompensation that usually end in tears and shaking fists. One patient reported, "I'm no longer a man . . . I work just to survive and now I'm just waiting for the end." Another veteran disclosed, "I can't perform with my wife; she thinks it's her fault, I know it's mine." I generally rely on gender role strain theory to conceptualize the men's experiences of the discrepancy between

perceived gender roles and their actual experience. Much of their thinking is culturally conditioned, and using gender role strain theory helps reconstruct a sense of masculinity where emotional control, anger, power over others, risk taking, being the playboy, and so forth are no longer centralized to a man's sense of masculinity. However, clinicians must meet these men where they are, and in these instances, these men see themselves as impotent, both physiologically and spiritually.

Sixty percent of the male veterans we see in our Outpatient Mental Health clinic are impotent. The etiology of impotence varies: from vascular disease, diabetes, hormone changes, to more psychological origins, for example, "this is the consequence for having cheated on my wife while deployed," or experiencing military sexual trauma. Taking some psychiatric medications, like Risperidone, can result in raised levels of prolactin, increasing the chances of erectile dysfunction. Thiazides and other antihypertension medications, beta-blockers, and a host of antidepressants may cause impotence, among other sexual dysfunctions like anorgasmia. In consultation, a behavioral health psychologist reported that some combat veterans who have handled bodies, held comrades who have died, or perpetrated violence against the enemy at close range cannot tolerate the sounds, smells, and sensations involved in sex, leading to erectile dysfunction. While we as clinicians are figuring out the etiology of our veterans' erectile dysfunctions, the veterans themselves are creating their own medical experiments in hopes of achieving an erection.

One of my patients has been through several treatments for impotence, including the front line medications and the more invasive second line treatments. He reports that none of the treatments have worked, and the injections leave him aching. He confesses to frequently skipping his morning antipsychotic medication in hopes of having an erection. His deep shame for not being able to "be a man and please my wife" becomes more important to him than not hallucinating or dissociating. While his conception of "being a man" is culturally bound and delimiting, his obvious deep-seated emotional distress leaves him

sacrificing his psychological stability. This greatly impacts his ability to work and be in relationships.

Treatments Discussion

Relying on an interdisciplinary team of psychologists, psychiatrists, primary care physicians, and urologists can provide the holistic support that our veterans often need. As complications arise in the course of treatment of mental disorders with medical issues, each team member can offer unique treatment interventions. Some treatments include sexual therapy, psychotherapy, and couples therapy. Other treatment options include medication (Cialis, Viagra, or Lavetra), hormone treatments, penis pumps and vacuums. The more invasive treatment options are injections of Caverject or Edex into the side of the penis or inserting tablets of Muse directly into the urethra. However, what is often missed in treatment is a centralized conceptualization of impotence as it impacts the veteran's self-concept and sense of masculinity.

Many current integrative theories can be relied upon to conceptualize the more behavioral and interpersonal consequences that impotence might have on our male veterans. I present the one I am most familiar with and for which I have seen results. Relational-cultural therapy's (RCT's) main tenant is that people are always striving toward connection, while feeling isolated and chronically disconnected. RCT can help clinicians broaden the veteran's understanding of sexuality and gender role identity to include being attentive, intimate, soft, playful, and nonpenetration driven. For veterans learning to unlearn restrictive gender role norms, there needs to be a relational, cognitive shift where they can attend to the needs of their partners as a strategy for feeling connected and supported at the same time. This is an alternative to holding to the restrictive, one-dimensional schema that "I'm less of a man because I can't penetrate." This requires both the clinician and veteran to focus treatment on learning new skills that transforms intrapsychic isolation into interpersonal relatedness, that is, shifting from self-absorption to other-focused thinking. In therapy, I often focus my interventions with my male veterans who display aggressive behaviors and emotional

restriction with their partners on exploring the possible relationship between anger, shame, and maladaptive behaviors. I wonder out loud how feeling powerless plays out in their relationships. Gender role strain theory formulates that anger and emotional control are two primitive and reactive male responses to conflict. Can the veterans connect their angry behavioral responses to a deeper sense of shame and sadness? The goal of these interventions is not to achieve an erection, of course, but to identify the ways in which impotence impacts their sense of self and their interpersonal strategies for connecting with others.

Another paradigm shift in treatment includes identifying and reconstructing how male veterans relate to sexual activity. If sex is genitally organized, that is, only involves the penis, then issues of masculinity are bound solely to penetration. Therefore, veterans who are unable to become erect are also unable to fulfill their perceived male roles. I have found that most of my patients who are not medication compliant claim that they “would rather be hard, than sane.” Many of the male veterans who complain of losing their libido and their erections report taking medications only occasionally, not taking medications in the morning when they hope to have sex with their partner, and stopping all together in the hopes of achieving an erection. Unfortunately, as seen above, this strategy often leaves the patient disoriented, anxious, hearing voices, or experiencing whatever symptoms the medication reduces. In addition, the patient is still physiologically soft and unable to perform sexually. The role of the clinician then becomes split between offering support for their choice to be sexual over stable, while ensuring reality has been tested. This paradigm shift in treatment includes asking the following: Can male veterans learn to offer, enjoy, and see foreplay, cuddling, kissing, and massages as intimate and arousing? *Sensate focus* is a well-documented treatment in sexual therapy for individuals and couples that focuses almost exclusively on nongenital contact in most

of the stages. Learning about global sensate pleasure and nonpenetration intimacy can retrain our male patients to experience themselves as whole beings not limited by impotence. If male combat veterans are skipping doses of their medications in hopes of achieving an erection and being intimate, it then becomes our responsibility to help them reconstruct their relationship to sexuality and to masculinity.

This is clearly not an exhaustive exploration of the relationship between impotence and treatment complications. Hopefully, this article acts as a drawing board for generating future conversations and discussions on this issue. In future literature, research, and American Psychological Association Division Listservs I would like to see issues of masculinity and sexuality discussed as a primary consideration in the treatment of male combat veterans. Whether we as clinicians discuss these factors or not, the men themselves formulate their self-concept based on these sociocultural constructs of masculinity and sexuality. Their treatment prognosis and medication compliance could very well depend on us addressing these very intimate details with the men we serve. It takes both courage and vulnerability on all our parts to handle such a sensitive topic.

About the Author: Michael Sapiro, M.A., is completing his Psy.D. degree in clinical psychology at John F. Kennedy University. He holds a master’s degree in clinical psychology and a master’s degree in English with an emphasis on feminist and social justice pedagogy. He currently trains at a Veterans Affairs (VA) center working with combat veterans with posttraumatic stress disorder (PTSD), traumatic brain injury (TBI), and severe mental disorders. He sits on the Board of Directors for the Institute of Spirituality and Psychology and presents on clinical applications of mindfulness practices for treating PTSD. He is the cofounder and director of Maitri House Yoga and can be found at maitrihouseyoga.com or mepsapir@yahoo.com.



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 number, and e-mail address.
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, succinctly describe all study procedures, and include status of the human subjects review process (which must be satisfactorily completed with 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 two pages).

(Continued on next page)

Proposal packages should not exceed 15 inclusive pages. **Recommended length for Items 3–6 of the proposal is 5–7 double-spaced, typed pages; for Item 7 of the proposal, 2–3 single-spaced, typed pages; and for Item 8 of the proposal, 1–2 single-spaced, typed pages.** The proposal must use 12-point font with 1-in. (2.54-cm) 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).

Evaluation Criteria

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

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

Deliverables

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

Deadline

Materials must be submitted electronically in PDF format no later than **May 30, 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 e-mail (e.g., Jane Smith, Society for Military Psychology Travel Grant Program). Award winners will be notified prior to June 30, 2013, and will be acknowledged during the Society for Military Psychology Business Meeting at the annual meeting of the American Psychological Association.

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

This addition of the newsletter highlights work conducted to understand the types of stressors faced by aircrew members. Specifically, the relationship between three types of stressors (Administrative Flight, Physical, and War) was examined in relation to four stress responses (Posttraumatic Stress Disorder [PTSD], Depression, Sleepiness, and Nervousness) related to flying. The research described here has important implications for examining how stressors may impact performance.

The Role of In-Flight Administrative, Physical, and War Stressors in Aircrew Psychological Stress: A Preliminary Look

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

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Research Overview

The U.S. military is heavily dependent on helicopters for supporting ground forces in combat as well as to move troops and equipment by air. Nevertheless, behavioral health subject matter experts have noted a dearth of mental health resources deployed within aviation brigades (Mental Health Advisory Team V, 2008). Other than keeping crew members well-rested and alert (e.g., via caffeinated products), efforts to help aviators and crew members deal with flight stressors are limited. Therefore, researchers could greatly help the operational community by identifying the most significant types of flight stressors and then developing ways to keep aircrews at optimal psychophysiological levels during deployments. Factors such as sleep and the cognitive and physical demands of flying and their relationship with flight performance have been popular research topics within the human factors and

aviation community. There has been much less research, however, on the psychological health of flight crews from an occupational stress approach. Within that approach, a stressor can be defined as anything external (Breznitz & Goldberger, 1993) or internal that causes either psychologically or physiologically stress (e.g., tension, discomfort; see McEwen & Mendelson, 1993). Thus, there is little to no research that examines the more mundane aspects of flying as an occupation, such as operational planning, administrative hassles, and their importance in stressor–stress relationships. In addition, the effect of commonly encountered War Stressors, such as seeing dead bodies or knowing someone who has been killed, on aircrews is unknown. The present research aims to fill this void.

Solution and Approach

This research examined three types of stressors (Administrative Flight, Physical, and War) and

their relationship with four stress responses (Depression, Sleepiness, PTSD, and Nervousness). The variables are further explained below in the Measures section. Even though the intent of this study was not to identify the common stressors for all aviators, knowing each stressor's relative importance in the prediction of stress should aid in identifying interventions that can ameliorate immediate stress responses.

To test the stressor–stress relationships, members ($n = 272$) of aviation team (e.g., tactical and medical evacuation) units were surveyed. Only in-aircraft personnel were included in the analysis. That is, no ground or supports on land members were included. Pilots composed the largest portion of respondents ($n = 101$; 37%). Other groups of respondents were crew chief/repairer ($n = 91$; 33%), medic ($n = 22$; 8%), door gunner ($n = 9$; 3%), and other/unspecified ($n = 49$; 18%). The age of the respondents was measured as using a categorical variable: 23% were under 25 years of age ($n = 60$), 54% were between 25 and 34 years of age ($n = 147$), 21% were 35 years of age or older ($n = 58$), and 3% ($n = 7$) were unspecified. Finally, 94% ($n = 256$) were male, 3% were female ($n = 7$), and 3% ($n = 9$) did not declare their gender.

Measures

The questionnaire for this study was composed of both extensively used measures and new, locally created items to explore previously unresearched areas.

Stressors. First, three new stressor measures were developed for this study to assess Administrative Flight Stressors, Physical Stressors, and War Stressors.

1. Administrative Flight Stressors. An experienced Army research psychologist and an experienced combat pilot developed several statements that assessed the Administrative Flight Stressors associated with flying. A standard lead-in question was used: “Since you started your present deployment, how much are the following things bothering you?” The four administrative aspects of combat flying assessed

were “mission planning,” “flight profiles,” “admin (noncombat) flights,” and “nonstandard missions.” Each question was rated on a 5-point scale ranging from 0 (*not at all*) to 4 (*extremely*). The sum of the questions was taken as the measure of flying stressors. The measure demonstrated good internal consistency ($\alpha = .71$).

2. Physical Stressors. The same question stem as with the Administrative Flight Stressors was used to assess the Physical Stressors. The following four physical aspects were assessed: “seats in aircraft,” “noise in the aircraft,” “equipment in the aircraft,” and “equipment on your body.” Each question was rated on the same 5-point scale as the Administrative Flight Stressors, with the sum of the responses representing the measure of Physical Stressors. Internal consistency for this scale was also good ($\alpha = .86$).

3. War Stressors. The third stressor measure developed for this study assessed War Stressors and asked the respondent if he or she experienced five different events since being deployed: “artillery, rocket, or mortar fire”; “know someone killed or injured”; “saw destroyed homes”; “saw dead bodies”; and “working in mined or areas with IEDs [improvised explosive devices].” Those five items could be perceived by a reasonable person to generate stress responses in most individuals. Each item was rated on a Yes/No scale, with “No” being scored as 0, and “Yes” being scored as 1. Cronbach’s alpha for these items was .71.

Stress responses/outcomes. Four stress outcomes were measured in this study (PTSD, Depression, Sleepiness, and Nervousness related to flying). Three out of the four scales used were highly validated through past research, and the fourth was created.

1. Posttraumatic Stress Disorder Checklist (PCL-M). First, the PCL-M (Weathers, Huska, & Keane, 1991), a measure specifically designed for military experiences, was used. The question stem is “In the past month, how much have you been bothered by . . .” and then is followed by 17 items that correspond to the *Diagnostic and Statistical Manual of Mental Disorders* (4th ed.;

DSM-IV; American Psychiatric Association, 1994) symptoms of PTSD (e.g., “Repeated, disturbing memories, thoughts, or images of a stressful military experience” and “Feeling very upset when something reminded you of a stressful military experience”). It is a highly used and validated measure of PTSD (Bliese et al., 2008; Weathers, Litz, Herman, Huska, & Keane, 1993). The items were rated on a 5-point scale ranging from 1 (*not at all*) to 5 (*extremely*), and the internal consistency was .95.

2. Patient Health Questionnaire-9 (PHQ-9). The PHQ-9 (Kroenke & Spitzer, 2002; Kroenke, Spitzer, & Williams, 2009) is a nine-item depression scale that has been extensively used and has been shown to be a reliable and valid measure of depression. Respondents were asked, “Over the past two weeks, how often have you been bothered by any of the following problems?” The listed problems were based directly on the diagnostic criteria for major depressive disorder in the *DSM-IV* (e.g., “Feeling down, depressed, or hopeless”). The internal consistency for this measure was good ($\alpha = .89$).

3. Epworth Sleepiness Scale. The Epworth Sleepiness Scale (Johns, 1991, 1998) is an extensively used measure of daytime sleepiness. A single question lead asks how likely the respondent is to doze off or fall asleep in eight different situations, such as watching TV, lying down in the afternoon, and sitting and talking to someone. The scale uses a 4-point scale ranging from 0 (*no chance of dozing*) to 3 (*high chance of dozing*). Cronbach’s alpha for the scale in this study was .81.

4. Nervousness. Finally, three newly created items were designed to measure Nervousness related to flying. The lead question asked, “Since you started your present deployment, how much are the following things bothering you?”—which was followed by “nervousness before flying,” “nervousness during the flight,” and “nervousness after the flight.” Each question was rated on a 5-point scale ranging from 0 (*not at all*) to 4 (*extremely*), and the internal consistency was good ($\alpha = .82$).

Findings

To determine the relative contribution of each stressor in the prediction of stress responses, four regression analyses were conducted. The results of those analyses are displayed in Table 1. Examination of Table 1 shows that, as a group, the stressors (Administrative Flight Stressors, Physical Stressors, and War Stressors) played a significant role in the prediction of the four examined stress responses (Nervousness related to flying, Sleepiness, Depression, and PTSD). The R^2 values ranged from .26 to .51, indicating that the stressors explained between 26% and 51% of the variance in the stress responses.

Interestingly, Administrative Flight Stressors played the most important role in the prediction of stress in each analysis, as indicated by the large and significant beta weights. The second most important stressor was Physical Stressors. In each analysis, that stressor was statistically significant and also had the second largest beta weight. Finally, War Stressors occasionally played a significant role in the prediction of stress; it was statistically significant in the prediction of Nervousness related to flying and PTSD but not in the other two stress responses (Sleepiness and Depression).

Implications

This study shines light on an underresearched area in the field of aviation psychology. A great deal of research has focused on in-flight stressors and their association with flight performance. However, much less research has focused on psychological health stress/outcomes such as Sleepiness, Depression, PTSD, and Nervousness or the administrative hassles and stressors associated with flying or with War Stressors.

Results demonstrate that both Physical and Administrative Flight Stressors associated with flying are important factors in the prediction of Sleepiness, Depression, PTSD, and Nervousness. As Physical and Administrative Flight Stressors increased, the stress responses worsened. It was also shown that War Stressors were an important factor in predicting Nervousness and PTSD, indicating that increased War Stressors are

Table 1
Regression Results Showing Impact of Stressors on Stress Responses

Stressor type	Nerves	Sleepiness	Depression	PTSD
	β	β	β	β
Administrative Flight	.36*	.22*	.37*	.39*
Physical	.29*	.16*	.25*	.16*
War	.13*	-.06	-.14	.16*
R^2	.33*	.31*	.51*	.26*

Note. PTSD = Posttraumatic Stress Disorder.

* $p < .01$.

positively associated with those two stress responses.

Interestingly, Administrative Flight Stressors were consistently the most important factor in the prediction of all of the measured stress responses. The importance of Administrative Flight Stressors to the measured stress responses may be because training is designed to inoculate crew members to stressors such as the physical/environmental conditions and violent war actions. That type of training makes sense, as those types of stressors have immediate importance. It is vital that crew members block out stressors and maintain focus to successfully and safely complete their assigned missions. Administrative Flight Stressors, however, are ignored in current training, and there is no training or acknowledgment of their importance for the psychological health of the aircrew. Thus, an important implication is that commanders may wish to focus attention on Administrative Flight Stressors, as it may improve short-term psychological health, which may ultimately impact mission success and safety.

An alternative explanation, however, is that the flight crews have a culture and ethos of strength, and any admission of problems with Physical and War Stressors would be seen as weakness. As a result, there may be intentional bias in their responses, whereas, on the other hand, the seemingly innocuous Administrative Flight Stressor may have received more accurate responses.

One limitation that deserves greater attention in future research is the longitudinal effects of Administrative Flight Stressors. This research was a one-time cross-sectional study. It could be that Administrative Flight Stressors only have short-term effects on psychological health. While lasting effects are important to examine, the findings from such research would not lessen their short-term importance. Therefore, greater attention should be paid to this type of stressor in the future.

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Point of Contact (POC) Information

For further information about this research effort, please contact the following POCs:

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SPOTLIGHT ON HISTORY

PAUL A. GADE, PH.D.

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

Project A: A Brief History

Paul A. Gade, Ph.D.

George Washington University

First off, I want to encourage members of the Society and others who read this column to contribute to it. Do you have a historical vignette you would like to contribute? If so, please send it to me. Want to do a whole column on a topic? Send that along too. I also want to send a warning to our members that I will be calling on you to contribute to this column. One of the things that I know some of our member can contribute is stories about and/or profiles of your fellow military psychologists or those who don't necessarily identify themselves as military psychologists but nonetheless have made substantial contributions to military psychology. I would like to highlight the accomplishments of psychologists, members of the Society or not, who have made significant contributions to military psychology research, practice, and clinical practice. A good place to start with this might be the psychologists for whom we have named our various awards. I am especially interested in hearing from non-U.S. psychologists about their military psychology histories. I like writing these columns, but this column is for everyone in the Society, and I'll bet many of you have good ideas and/or good stories to tell. So please write to me.

Well, I had hoped to have a good Society historical timeline for this issue of the newsletter, but I am still working on that. One of the things that has occupied my time, in addition to the holidays and becoming a first time grandfather in early January, is a book chapter that Mike Rumsey and I are writing on Project A management as a case study

for a new book on project management that is to be published in 2014. In the course of preparing our manuscript, I thought others might be interested in a brief history of what Project A was, how it came about, and why it is important to military psychology.

As with all historical writing, I think that it is important to ground topics in their historical and social context. You saw that in my last column concerning the Don't Ask Don't Tell repeal. I first set the historical context for Project A's inception and development, describe what the project was about, and then briefly discuss its importance for military psychology. And yes, believe it or not, there was a Project B, but that's another story for another time.

Precursors to Project A

In World War II (WWII), as in World War I (WWI), the U.S. military services needed good selection and classification procedures to replace those that had been developed in WWI by Yerkes and his associates. In October 1940, anticipating the U.S. entry into the war, the Personnel Research Section of the U.S. Army developed the Army General Classification Test (AGCT). During WWII, the AGCT was used successfully to classify more than 12,000,000 soldiers and marines for specialty and officer training that they would probably not have received based solely on knowledge about their education and civilian occupations (Harrell, 1992). For example, the U.S.

Army Air Corps assigned men of higher ability, as indicated by their AGCT scores, to technical skills training (e.g., for jobs of airplane mechanic or bombsight mechanic), even though in civilian life these men may have been truck drivers or barbers (Harrell, 1992).

In the early 1940s, specific mental tests—such as the general Mechanical Aptitude Test, Clerical Speed, Radio Learning, and Automotive Information—were often used to supplement the AGCT to assist in classification (Zeidner & Drucker, 1988). By 1947, 10 of these specific aptitude tests, which later defined the Army Classification Battery (ACB), had been used. But, at the time, the Army was unsure about how to optimize the use of these tests, so the Army began efforts to determine combinations of tests that were valid for different Army Military Occupational Specialties (MOS; Zeidner & Drucker, 1988). The organization of the specific aptitude tests into the Army Aptitude Area System for differential classification was a major innovation for the military personnel system. This multiple aptitude area system markedly increased differential classification precision and efficiency over the single measure provided by the AGCT during WWII.

With the passage of the Selective Service Act in 1948, Congress mandated that the Department of Defense (DoD) develop a selection and classification test to be used by all of the services. Between 1948 and 1950, with substantial contributions from the Navy, Marines, and Air Force, the Army, as executive agent for the DoD, developed the Armed Forces Qualification Test (AFQT), modeled after the AGCT. The test consisted of 100 multiple-choice questions in the following subjects: vocabulary, arithmetic, spatial relations, and mechanical ability. The AFQT was the first selection instrument to be used for the uniform mental screening of recruits and inductees across all the services. In addition to determining the mental qualifications of recruits during the Korean and Vietnam Wars, the AFQT was used to help achieve an equitable distribution of abilities across the services (Maier, 1993).

After the end of the Vietnam War in 1973, the Army transitioned from a draft to an All-Volunteer

Force (AVF; Shields, Hanser, & Campbell, 2001). Also in 1973, the DoD made using the joint AFQT optional, and each of the services used their own batteries for selection and classification between 1973 and 1976, with the Army using a version of the ACB (Maier, 1993). This meant that, at the entrance and examining stations, three separate classification batteries had to be administered, increasing the already enhanced burden caused by the military's transition to the AVF (Maier, 1993). To solve this problem, the DoD called for a new joint service test to be developed. To establish an agreed upon battery for enlistment testing, technical and policy representatives from each service first met in 1974 and began to develop the Armed Services Vocational Aptitude Battery (ASVAB; Maier, 1993).

In 1976, all services began using the ASVAB as a replacement for the individual services' classification batteries (Maier, 1993; Walker & Rumsey, 2001; Zook, 1996). The ASVAB has been updated several times since then, to include making it a computerized adaptive test, but still serves today as the essential military screening and classification tool for all U.S. military services (Zook, 1996). The AFQT score, computed by combining four subtests within the ASVAB, is still used as a general screening device by the services (Campbell, 2001; Maier, 1993; Zook, 1996). However, each service uses a unique set of ASVAB aptitude composites to assign recruits into service jobs.

Unfortunately, the initial calibration of the ASVAB was such that it resulted in a misnormed test. From 1976 until 1980, inflated ASVAB scores resulted in "hundreds of thousands of erroneous personnel decisions during the late 1970s" (Meier, 1993, p. 71). Scale scores were particularly inflated in the below-average range, causing a serious overestimate of the ability of people applying for enlistment. This misnorming first came into light in 1979 and 1980. As a result, 50% of non-prior-service Army recruits were drawn from the bottom 30% of the eligible youth population in contrast to more recent statistics of 60% of recruits coming from the top 50% of the eligible youth population (Shields et al., 2001). Since low-aptitude personnel were admitted into the military in substantial

numbers, troop quality suffered (Laurence & Ramsberger, 1991).

Project A and Building the Career Force

Not surprisingly, Congress became skeptical about the validity of entry test scores in predicting future performance in the military (Shields et al., 2001). In addition, the nation as a whole was also questioning the fairness of civilian employment tests, and in 1978 the Civil Service Commission, the Department of Labor, the Department of Justice, and the Equal Opportunity Commission jointly adopted the *Uniform Guidelines on Employee Selection Procedures* (U.S. General Services Administration, 1978). As a result, Congress issued a mandate, known as the Joint-Service Job Performance Measurement/Enlistment Standards (JPM), that all the military services must demonstrate the validity of the ASVAB as a device for screening its service applicants. Validity was defined as successfully predicting job performance, not just predicting training performance.

Each service was responsible for conducting its own research in response to this mandate. Project A, which was in the planning stages before the Congressional mandate, went well beyond just validating the ASVAB; instead, it was an extensive research program to validate and, perhaps most importantly, to expand U.S. Army personnel selection and classification techniques. Project A quickly became the Army's answer to the JPM requirement. This greatly expanded Army effort became possible, in part, because Major General Maxwell Thurman, then the head of the U. S. Army Recruiting Command and a fast rising star in the Army, pushed for a broader concept of soldier quality, which he continued when he became a Lieutenant General and the Deputy Chief for Army Personnel. Together with Dr. Joyce Shields, then head of Manpower and Personnel Resource Laboratory at the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI), General Thurman pushed the concept of the whole person evaluation, incorporating many diverse characteristics that could influence performance in addition to mental abilities, including psychomotor, spatial, interests, and temperament characteristics. They were successful in convincing

the Army and Congress to undertake and fund the enormous scope of Project A. The project was to require measuring more than 60,000 soldiers in 21 MOS. Project A (1982–1989), along with its follow-up project, Building the Career Force (1989–1995), became one of the most influential projects in the history of selection, classification, and performance research, at least in the United States.

A project of this scope was too large for ARI or any single contractor to undertake, so ARI contracted with the Human Resources Research Organization (HumRRO), the American Institutes for Research, and the Personnel Decisions Research Institute with HumRRO as the lead project integrator and John Campbell as the contractor's chief scientist. Dr. Newell Kent Eaton, Chief of the Selection and Classification Technical Area, was the ARI scientist who had responsibility for managing the project and also served as the Army's chief scientist for the project.

The ultimate goal of Project A and Building the Career Force was to provide the Army with the

greatest possible increase in overall performance and readiness that could be obtained from improving selection and allocation of enlisted personnel. These sequential projects provided an integrated examination of performance measurement, selection and classification methods, and allocation procedures to meet the multiple goals of managing the Army's human supply. (Zook, 1996, p. 14)

Operationally, its main intent was to develop the material needed for

assembling and validating a complete model of a selection and classification system such that the effects of using different kinds of performance criteria, different predictor batteries, different utility distributions for job assignments, and different value judgments about various priorities could be assessed. (Campbell, 1990, p. 238)

The "combined design" of Project A and Building the Career Force followed two major cohorts of soldiers in 21 MOS (new accessions for 1983/1984 and for 1986/1987), from enlistment through their

first and second tours of duty. Thus, it involved two major validation samples, one concurrent and the other longitudinal.

The concurrent sample, from which data were collected in 1985, allowed an early examination of the validity of the ASVAB, as well as a comprehensive battery of project developed experimental tests, to predict job performance for a representative sample of U.S. Army jobs. The longitudinal sample, consisting of well over 45,000 new recruits from whom data were collected from 1986 through 1992, allowed examination of the longitudinal relationship between ASVAB and the new predictors and performance at three stages in an individual's career. It also allowed determination of how accurately current performance predicts subsequent performance both by itself and when combined with predictors administered at the time of selection. (Campbell, Harris, & Knapp, 2001, p. 31)

Not surprisingly, the relationships between certain of the predictors and performance in the concurrent data were stronger than the relationships between predictors and performance in the longitudinal sample, although the nature of the relationships remained constant. In particular, temperament was a better predictor of "will do" performance in concurrent than in the longitudinal validation.

Why Project A Is Important to Military Psychology

Project A and Building the Career Force provided key answers to the following question: What exactly is job performance? Intensive analysis of the huge soldier sample yielded five core common dimensions of performance. Two were proficiency dimensions—Core Technical Proficiency and General Soldiering Proficiency (termed "Can Do" dimensions)—and three were motivational dimensions—Effort and Leadership, Personal Discipline, and Physical Fitness and Bearing (termed "Will Do" dimensions). The concept of Can Do and Will Do dimensions of performance was not new, having been developed during and following WWII attempts to predict combat performance (Zeidner & Drucker, 1988).

Conceptualizing performance along these two dimensions led to the task versus context performance distinction; these components are still seen today as key dimensions of job performance (Borman & Motowidlo, 1993). With Project A, the "classic prediction model was born" (Shields et al., 2001, p. 21), and it continues to serve as the dominant prediction model in personnel research, both in the military and in civilian worlds (Campbell, 1990).

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AMERICAN PSYCHOLOGICAL ASSOCIATION

MILITARY PSYCHOLOGY

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The American Psychological Association will begin publishing *Military Psychology* in 2013.

Division 19 members will continue to receive the journal as part of their membership. Articles published in *Military Psychology* will also be available through PsycARTICLES®, the most used full-text database in psychology and one of the most popular databases in all scholarly disciplines and fields. PsycARTICLES is available to a global audience of nearly 3,200 institutions and 60 million potential users.

All new and previously published *Military Psychology* issues are available to subscribers at <http://apa.org/pubs/journals/mil>.

Prospective contributors and subscribers can learn more by visiting <http://www.apa.org/pubs/journals/mil>.

We look forward to your submissions!

AMERICAN PSYCHOLOGICAL ASSOCIATION (APA) MILITARY PSYCHOLOGY NEWS
DIANE ELMORE, PH.D., MPH, APA PUBLIC INTEREST GOVERNMENT RELATIONS OFFICE (DELMORE@APA.ORG)
HEATHER O'BEIRNE-KELLY, PH.D., APA SCIENCE GOVERNMENT RELATIONS OFFICE (HKELLY@APA.ORG)
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APA is committed to supporting military service members, veterans, and their families through training and workforce development, federal advocacy, information dissemination initiatives, and key collaborations. This section highlights some of APA's recent initiatives related to service members, veterans, and their families.

From APA: The New Congress and Veterans' Issues

As the 113th Congress was seated in January, APA's Government Relations staff prepared for the new session and the arrival of more than 95 new members in the U.S. Senate and House of Representatives. The 113th Congress is one of the most diverse in recent memory, with record numbers of women (98); Latinos (31); and lesbian, gay, bisexual, and transgender (LGBT; 7) legislators elected this past November. In terms of military experience, 24 Senators and 88 Representatives have a history of service in the U.S. Army, Navy, Air Force, Marines, Coast Guard, National Guard, and/or Reserves. One member of this year's freshman class is Alan Lowenthal, Ph.D., a former professor of community psychology at California State University, Long Beach, who was elected to California's 47th Congressional district. Rep. Alan Lowenthal joins Rep. Tim Murphy (Republican-PA) and Rep. Judy Chu (Democrat-CA), the only other psychologists currently serving in Congress.

The 113th Congress continues to have split control, with Republicans retaining a majority in the House of Representatives by a 233 to 200 margin (along with two vacancies). Senate Democrats grew their majority to 53 members (plus an additional two registered Independents, who have indicated their preference to caucus with the Democratic Party), and the remaining 45 senators will caucus with the Republican Party. While APA lost some key champions on issues of importance to psychology

and military issues in the last election, the new Congress offers an exciting opportunity to foster new relationships on both sides of the political aisle to further advance the APA military/veterans advocacy agenda.

Of particular interest to Division 19 may be the reorganization of the House and Senate committees with jurisdiction over armed services and veterans' issues, and resulting shifts in programmatic and funding priorities. Many of the members (including those in leadership positions) of the House and Senate Committees on Veterans' Affairs (HVAC and SVAC) are new either to the committee or to Congress itself, as are their staff. In the past several weeks, APA's Heather Kelly and colleagues from a coalition focusing on the Department of Veterans Affairs (VA) research program have been meeting with staff and members of Congress on HVAC and SVAC. What is clear thus far is that most members of the committees list veterans' mental health (typically including posttraumatic stress disorder, traumatic brain injury, and suicide) as a priority for their legislative work in the new congressional session. At the end of this month, APA's Diane Elmore has coordinated a lobby day for the executive committee of the Association of VA Psychologist Leaders, during which they will meet Capitol Hill staff to further discuss these topics and others, such as mental health care staffing and access to treatment within the VA system.

Heather and Diane will also begin meeting with key staff and members of the House and Senate

Armed Services Committees (HASC and SASC) in the coming weeks to discuss their legislative priorities in the new Congress and outline possible areas of collaboration. More in-depth discussions about Fiscal Year 2014 appropriations for defense and VA research portfolios and other psychology-relevant programs will depend on the outcomes of budget negotiations and decisions about funding mechanisms for the remainder of Fiscal Year 2013.

APA's military/veterans team of the Government Relations staff greatly appreciates the input of and collaboration with Division 19 members. Please feel free to contact us at any time to update us on clinical and research issues of importance to the Division, and visit our website (<http://www.apa.org/about/gr/issues/military/index.aspx>) to keep up to date on our APA military/veterans advocacy and other activities.

From APA: Keeping Up With News About the Federal Budget

Sequestration—the provision of the Budget Control Act of 2011 that would enact automatic across-the-board spending cuts if Congress doesn't make progress on deficit reduction—remains a threat to defense and nondefense accounts. APA and other science organizations became active in a coalition to help educate Congress about the consequences of nondefense cuts. It was clear, however, especially to science organizations like APA, that defense and nondefense groups should combine forces. Both sides of the federal budget are facing devastating cuts. Now defense and nondefense groups are working together, urging Congress to support a balanced approach to deficit reduction that does not rely solely on spending cuts. APA Science staffer Patricia Kobor keeps members up to date on federal budget news and relevant APA advocacy through the Federal Budget Blog at <http://www.apa.org/about/gr/science/news/budget.aspx>



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



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

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

The financial health of the Society for Military Psychology has grown stronger with the continuing success of the journal *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 the following:

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 Executive Committee (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 Lindsay, Rebecca Porter, Anne Landis), 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 \$5,000 to \$10,000) for a total of up to \$15,000 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 \$1,000) for a total of up to \$3,000 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 \$7,500 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 predoctoral, doctoral, and postdoctoral level. One award should be considered annually for a total of up to \$10,000 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 the Fall 2012 newsletter for prior EXCOM meeting minutes). The EXCOM approved funding of Recommendation 1 (Research Grant Program—see announcement elsewhere in the newsletter) and Recommendation 3 (Travel Grant Program—see announcement elsewhere in

the newsletter). The EXCOM also recommended continuance of the committee in order to finalize language for the other recommendations proposed. The committee will visit suggestions from the EXCOM and will present a modified plan at the Midyear Meeting in 2013.

Additional information regarding the Financial Planning Committee may be obtained from **Kathryn Lindsey, Ph.D.** (Lindsey@usna.edu) or **Rebecca Porter, Ph.D.** (rebecca.i.porter2.mil@mail.mil; Rebecca.Porter@amedd.army.mil).



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 May 1, 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 A. PANIAGUA, PH.D.

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 (CE) 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 the following:

1. The development of high-quality CE opportunities in association with the American Psychological Association (APA) convention. We are happy to inform that the APA Office of CE in Psychology approved a preconvention workshop sponsored by Division 19. The title of this workshop is “Virtual Reality and Biofeedback to Improve Behavioral Health Clinical Research,” and it will be presented by LTC Melba C. Stetz, Ph.D., Raymond A. Folen, Ph.D., Chelsea L.

Sousa, MS, and Chris M. Enomoto, MBA. This preconvention workshop will be held on Tuesday, July 30, in Honolulu, Hawaii.

2. Develop high-quality CE opportunities in association with APA-accredited providers of CE. This involves the development of partnership with existing providers of professional CE programs.

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 who are available to provide CE workshops to small groups of psychologists when they travel as part of their work.

The CE Committee encourages members of Division 19 to provide ideas concerning ways to implement Objectives 2 and 3. Please send your comments to Freddy A. Paniagua, Ph.D., at faguapan@aol.com.

EARLY CAREER PSYCHOLOGISTS COMMITTEE REPORT

JESSICA GALLUS, PH.D.

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

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

We want to hear from you! Although the American Psychological Association (APA) annual conference is months away, it's never too early to start planning. Based on the early career psychologist (ECP) survey we conducted last summer, we've heard your call for more mentoring/networking opportunities. To that end, we're in the process of creating a few networking-themed events for the APA annual conference and would like your input for the types of activities that you would like to participate in. A few ideas include the following:

- An ECP informal offsite at a local restaurant or bar; this would provide an opportunity for ECPs to meet others who are also early in their career and to discuss potential job opportunities and ECP challenges.

- An ECP meet-with-a-mentor informal mentoring session, providing time for ECPs to meet with senior military psychologists.

We also heard your request for support to attend conferences, so please also be on the lookout for Division 19 ECP funding opportunities for the 2013 APA annual conference. We want to hear from you, so please send us any additional ideas for improving your ECP experience!

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GRADUATE STUDENTS COMMITTEE REPORT

LT KRISTEN KOCHANSKI

DAVID BARRY

JENNIFER BARRY

It is with both some sadness and excitement that I say goodbye to being the Division 19 Student Representative. I have enjoyed being in this position for the past 3 years, and I am very excited to know where our division is headed in regard to student membership.

Starting this year, you will have multiple student representatives to better serve you on the national level. David Barry will be serving from January 2013 to December 2014, and Jennifer Barry (no relation) will be serving from January 2013 to December 2015. David will be the primary point of contact for the 2013 American Psychological Association (APA) Convention's Division 19 student events, and Jennifer will do the same for the 2014 convention in Washington, DC.

David is a 3rd-year clinical psychology doctoral student at Uniformed Services University of the Health Sciences (USUHS) in Bethesda, Maryland—the medical, nursing, and graduate school for active duty military medical professionals. David is a Captain in the Army with 6 years of time in service. Prior to graduate school, he served as an engineer officer with the 4th Infantry Division. From 2008 to 2009, he conducted a 12-month deployment to eastern Baghdad, Iraq, where he led route clearance and construction operations. David plans to serve as an Army Clinical Psychologist upon graduation.

Jennifer is completing her 2nd year of study in the Clinical Psychology program at the American School of Professional Psychology at Argosy University (Washington, DC, Campus). You may remember hearing about Jennifer in our past newsletter. She is the leader and founder of the Military Psychology Interest Group (MPIG), and she actively advocates for student veterans and military dependents on her campus. Jennifer also plans to serve as an Army Clinical Psychologist when she graduates.

I know both David and Jennifer have great plans in mind for the division. I look forward to seeing our division take the next step in supporting our students. It has been a pleasure meeting so many of you, and I wish you all the best of luck in the future.

Sincerely,

Kristen Kochanski

Outgoing Division 19 Student Representative

Greetings,

We are thrilled to take the torch from LT Kochanski and serve as your Division 19 Student Representatives. This is an exciting and important time to study psychology and the military. There are over 22 million veterans currently enrolled in the Veterans Affairs (VA) health care system. Female and minority veterans are accounting for a rising percentage of the total veteran population; the number of Iraq and Afghanistan veterans also continues to rise (National Center for Veterans Analysis and Statistics, 2012; for more information, see

https://www.va.gov/vetdata/Veteran_Population.asp). Among the active duty population, service members will soon be adjusting from the high-op tempo deployment cycle mindset of the past decade to a more garrison- and training-based mission set. Overall, the demands of service members seeking mental health treatment are surpassing the resources available for them. There will be many challenges awaiting the mental health community as we serve those who have served the nation.

It is our belief that the best way to take care of our nation's service members is to start early at the student level. Learning about the military—its various service branches, components, and terminology, and so forth—at the

undergraduate/graduate school level is critical for developing the cultural competence necessary for serving military populations. As Division 19 Student Representatives, our primary goal is to empower you, the student member, to learn more about military service, prepare to work with military populations, and enable others at your programs to do the same.

We have identified four key tasks to meet this goal:

1. Facilitate increased communication and collaboration between Division 19 student members and other members of the division;
2. Provide outstanding, military-relevant programming and resources for student members at the annual American Psychological Association (APA) convention and throughout the year;
3. Enhance the visibility and accessibility of military psychology careers (e.g., clinical training and research opportunities) among graduate and undergraduate programs throughout the United States and the world; and
4. Develop strategies with other Division 19 leaders to boldly embrace the challenges that await military psychologists in the near future.

We cannot complete these tasks alone. We need your assistance, your feedback, and your ideas. Fortunately, you are up to the task, as evidenced by the very strong response to our Division 19 Student Survey that was sent out in January.

Here are some highlights of the survey:

- Division 19 student members are spread across the country (see Figure 1).
- 60% of the respondents are in Ph.D. programs, followed by 25% in Psy.D. programs, 11% in master's-level programs, 5% in undergraduate programs, and 4% in other programs.
- Most student members are earning degrees in clinical psychology, with counseling psychology being the next most frequent.

- Roughly 75% of student members belong to at least one other APA division, with Division 56 (Trauma Psychology), Division 40 (Clinical Neuropsychology), and Division 17 (Society of Counseling Psychology) being the most common.
- Nearly half of the respondents have served or are currently serving in the U.S. military, with service in the Army being the most common, followed by Air Force, Navy, and Marine Corps.
- Travel, lodging, and convention registration costs are your biggest challenges toward APA convention attendance, and grants, stipends, or other opportunities to cover or defray these costs would most likely increase your chances of convention attendance.
- More than half of the respondents are interested in volunteering for Division 19 events at the APA convention and even serve as Division 19 leaders within their undergraduate/graduate programs, cities, and states.

We would like to highlight that last point and commend those who expressed a desire to serve as leaders for military psychology at their institutions. This kind of motivation and commitment will be critical to the success of our division and, ultimately, to the care of our nation's current and former service members. Additionally, please check the Division 19 student website (<http://www.apadivisions.org/division-19/students-careers/index.aspx>) periodically for updates on travel awards, research grants, scholarship opportunities, and resources for clinical training and research.

Stay tuned. Big things are coming for student members of Division 19. We look forward to working with you and continuing Kristen's great precedence in developing a more valuable Division 19 student experience.

Sincerely,

David Barry (david.barry@usuhs.edu)
Jennifer Barry (jennbarry@gmail.com)
Division 19 Student Representatives



Figure 1. Division 19 student member locations in the United States.

**AMERICAN PSYCHOLOGICAL ASSOCIATION (APA) PROGRAM CHAIR REPORT:
‘TIS THE SEASON FOR “WHEWS!” AND “THANKS!”
ANN LANDES, PH.D., DIVISION 19 PROGRAM CHAIR**

Preparation for the 2013 APA Convention has been one exciting adventure. The “season,” as I have come to affectionately call it, began with notification from APA of a much earlier deadline for submissions. This of course translated into a much earlier date for Program Chairs to complete the programming. (*Check—Got it.*) Oh, and a new wrinkle: Each Division received a cut in programming hours. (*OK, I like challenges . . .*) What I was not prepared for was the following:

- 1: due date for submissions pushed back 1 week.
- 2: due date for Program Chairs, *not* pushed back 1 week.
- 3: more than 2× the number of submissions ≥ not enough reviewers. (*Is it hot in here?*)
- 4: contacting Division 19 Membership for more reviewers.
- 5: receiving supportive e-mails from 25 volunteers. (*Oh, I just love Division 19 Members!*)
- 6: receiving submissions forwarded from the Presidential Theme, *after* I completed my programming. (**censored**)
- 7: contacting Division 19 Membership for more reviewers.
- 8: receiving supportive e-mails from so many volunteers. (*Division 19 Members, I salute you!*)
- 9: programming database under construction, 2 days prior to the programming deadline. (Insert me into the baby’s role:
<http://www.youtube.com/watch?v=RP4abiHdQpc>)
- 10: **condensed and modified dates and times for programming**, in order to provide attendees time to “play.” (*Interesting concept*)

Many *whews* later we have our stellar programming, which is summarized at the end of this article. I have to admit that although the logistical issues detailed above were daunting at best, the only dreaded portion of my duties was narrowing the programming. It came down to this: We simply had scores of brilliant submissions but fewer slots. I worked diligently to combine several programs into symposiums and papers into posters as a way to accept as many as possible. In the end, though, hard decisions about cuts were made. It . . . was . . . tough!

Being Program Chair is definitely about persistence, flexibility, and creativity—all of which I am familiar. Most importantly to me, however, is the greater sense of “WE” that I am gaining from my time with Division 19. Every time I have had a need, you all have been there. With each new idea I have proposed—you have sent heartfelt endorsement. My questions and suggestions have been answered and often progressed to even greater ideas for our programming and services at the convention. A powerful community of intelligent, caring individuals—making a difference through service, teaching, research, advocacy, mentoring—that’s Division 19. I am honored to be a part of this great organization, and I want to thank you (yes, again) for making it such a rewarding experience.

I do encourage anyone interested in helping with reviewing and program planning to contact me. *Fresh and krispy* ideas for convention are especially sought after: programming themes, social hour, hospitality suite, networking, and so forth. Please contact me at div19prog@gmail.com.

WARNING: The following schedule *is* subject to change. The dates and times are tentative; APA will have the final say in convention scheduling. Proceed with planning of your trip with due diligence. See you in Hawaii!

DIVISION 19—APA 2013 CONVENTION

PRECONVENTION

M. Stetz et al.	3 credits	Virtual Reality and Biofeedback to Improve Behavioral Health Clinical Research Protocols	Tuesday, 7/30	8:00 a.m.– 11:50 a.m.
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CONVENTION

Novel Psychotherapeutic Approaches for Treatment of Military-Related Psychological Trauma		Wednesday, 7/31	9:00 a.m.– 9:50 a.m.
Veterans' Use of Mental Health Care: Mechanisms of and Barriers to Utilization		Wednesday, 7/31	10:00 a.m.– 10:50 a.m.
Addressing Clinical and Policy Issues Related to Lesbian, Gay, Bisexual, and Transgender (LGBT) Service		Wednesday, 7/31	11:00 a.m.– 12:50 p.m.
Executive Committee (EXCOM) Meeting for Division 19		Thursday, 8/1	8:00 a.m.– 9:50 a.m.
Poster Session I		Thursday, 8/1	10:00 a.m.– 10:50 a.m.
Poster Session II		Thursday, 8/1	11:00 a.m.– 11:50 a.m.
Deployment Stress and Military Families' Health: A Focus on Health-Risk Behaviors and Physiology		Friday, 8/2	8:00 a.m.– 9:50 a.m.
Cognitive and Motivational Measures for Predicting Soldier Performance		Friday, 8/2	9:00 a.m.– 9:50 a.m.
Supporting Our Military Families and Children: Psychology's Role During Reintegration		Friday, 8/2	1:00 p.m.– 1:50 p.m.
Business Meeting for Division 19		Friday, 8/2	2:00 p.m.– 2:50 p.m.
Presidential Address for Division 19		Friday, 8/2	3:00 p.m.– 3:50 p.m.
Social Hour for Division 19		Friday, 8/2	4:00 p.m.– 5:50 p.m.
Differences in Self-Learning Strategies During Career Progression Among Army Noncommissioned Officers		Saturday, 8/3	8:00 a.m.– 8:50 a.m.
Apps, Telehealth, Virtual Reality: Addressing Mental Health Needs of Service Women/Men and Veterans		Saturday, 8/3	10:00 a.m.– 11:50 a.m.
The Status of Behavioral Health Among Active Duty Personnel and the Expanding Network of Supports That Serve Them		Sunday, 8/4	9:00 a.m.– 9:50 a.m.
Fighting Stigma on the Front Lines: Development of a Group-Based Intervention for Enlisted Leadership to Increase Treatment Seeking for Posttraumatic Stress Disorder (PTSD) Among Soldiers		Sunday, 8/4	10:00 a.m.– 10:50 a.m.
Improving Community-Based Service Systems Structures to Reintegrate Returning Wounded Warriors		Sunday, 8/4	11:00 a.m.– 12:50 p.m.

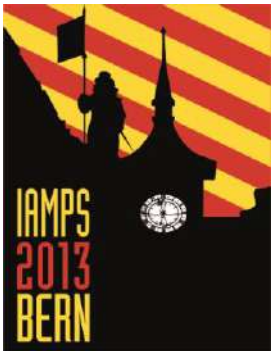
ANNOUNCEMENTS

ERIC SURFACE, PH.D.

International Applied Military Psychology Symposium (IAMPS) 2013

Bern, Switzerland, May 27–31, 2013

This Year's Theme: Preparing for Future Wars—The Role of Psychology



It is my great pleasure to invite you to join us at IAMPS 2013 to be held in Bern, Switzerland, from May 27th to May 31st, 2013.

The nature of armed conflict definitely has changed, and with it the nature of victory and

military success. These tasks demand a modern soldier whose skills and competences go beyond the requirements that his or her colleague had to meet in times past. In particular, the significance of the human dimension in 21st-century warfare has increased, and it may be as decisive a factor in the success of contemporary military operations as kinetic based factors were in conflicts of the previous century. Accordingly, the role of psychology and psychologists, respectively, has gained significant importance. Therefore, the symposium will be a platform for presentations and discussions regarding the relevance of psychological knowledge and insights in current and future armed conflicts.

As the chairman of IAMPS 2013 I would be very much pleased if you could come to Switzerland this spring and contribute to an inspiring conference of high standing. Therefore, we cordially invite you to submit proposals for paper presentations and posters. Contributions from both scientists and practitioners are very welcome as well as contributions that connect a scientific and a practitioner perspective.

Please note the following deadlines:

- Submission of proposals for paper presentations and posters until April 30, 2013.
- Early registration and payment until March 15, 2013.
- Regular registration and payment from March 16, 2013, until May 20, 2013.
- On-site registration and payment from May 27, 2013, until May 28, 2013.

See the following website for registration and paper submissions: www.iamps.info.

Sincerely,
Hubert Annen, Ph.D.
Head of Military Psychology and Military
Pedagogy Studies
Swiss Military Academy at ETH Zurich

Special Issue on Psychological Responses to Challenges Faced by Military Personnel and Their Families

Professional Psychology: Research and Practice will publish a special issue on recent challenges, treatment, and practice issues related to military personnel and their families.

A growing number of military personnel and their families are reporting emotional problems resulting from deployment stress. Serious barriers to accessing quality mental health care for military personnel and their families are prevalent. Stigma and negative attitudes within the military about obtaining mental health treatment often prevent those in need of care from seeking it. Children of military families also suffer from the stressors associated with deployment.

We would especially welcome manuscripts addressing issues including, but not limited to, psychological assessment and interventions of military personnel and their social network; psychological and social challenges faced by military personnel and their families; posttraumatic stress disorder and other trauma issues and treatment; reintegration to family life, college, employment, and communities after deployment; relational and family issues and conflicts; and psychological stresses and problems with depression, suicide, and isolation and alcohol and other substance use and addictions.

Although manuscripts that place an emphasis on empirical research are especially encouraged, we also would welcome articles on these topics that place an emphasis on theoretical approaches as well as an examination of the extant literature in the field. Finally, descriptions of innovative approaches are also welcome. Regardless of the type of article, all articles for the special issue will be expected to have practice implications to the clinical setting. Manuscripts need to be submitted electronically through the Manuscript Submission portal, which may be found at the journal's website:

http://www.jbo.com/jbo3/submissions/dsp_jbo.cfm?confirm=Y&journal_code=pro3

Manuscripts should be sent to the attention of Connie S. Chan, Ph.D., Associate Editor. The deadline for submissions is **May 1, 2013**.

American Psychological Association (APA) 2013 Convention Travel Awards for Early Career Professionals

The Committee on Early Career Psychologists is pleased to announce the travel award program for early career members from all areas of psychology (education, practice, public interest, and science) to attend the 2013 APA Annual Convention in Honolulu, Hawaii, July 31–August 4, at the Hawaii Convention Center. Twenty award recipients will receive \$1,000 to be applied toward their 2013

APA Convention expenses. The program is designed to encourage attendance and increase representation of early career members at this year's APA Convention.

Criteria for applying are as follows: **an APA early career member** (within 7 years receipt of his or her doctorate) and **a first-time convention attendee**. Preference will be given to those whose primary work is in basic psychological science *or* those who will be presenting at the 2013 APA Convention. The submission package must include the following information:

1. Brief statement (maximum one page) about your interest in attending the convention and how you will use this award to support your attendance. Please highlight any significant achievements in your career as well as any leadership positions you have held as an early career psychologist (within APA or other related scholarly or professional organizations, such as state and local psychological associations) and indicate how you believe you would benefit from attending the convention. Also, please include in your statement if your primary work is in basic psychological science, if the 2013 convention will be your first APA convention, and if you will be receiving other funding to help cover your expenses.
2. If you are presenting at the 2013 APA Convention, please include an abstract of your presentation along with the title and the names of co-presenters.
3. Include your Curriculum Vitae (**the year you were awarded a doctorate in psychology should be clearly stated**).

Electronic submission instructions: Please submit all materials in a single Word document. Put your name and the name of the award in the subject line (e.g., Jane Smith, Early Career Travel Award). The deadline for submission of materials

is **March 1, 2013, 11:59 p.m. (EST)**. E-mail all materials to Sonja Wiggins at earlycareer@apa.org. Award winners will be notified in April 2013 and will be acknowledged during the Early Career Social Hour sponsored by the Committee on Early Career Psychologists at the APA Convention on Friday, August 2, 2013.

Virtual Reality and Biofeedback to Improve Behavioral Health Clinical Research Approved for Continuing Education in Psychology (CEP) Credit

The APA Office of Continuing Education in Psychology approved a pre-convention workshop sponsored by Division 19. The title of this workshop is “Virtual Reality and Biofeedback to Improve Behavioral Health Clinical Research,” and it will be presented by Melba C. Stetz, Ph.D., Raymond A. Folen, Ph.D., Chelsea L. Sousa, MS, and Chris M. Enomoto, MBA, all from the Department of Psychology, Tripler Army Medical Center, Honolulu, Hawaii. **This pre-convention workshop will be held on Tuesday, July 30, in Honolulu, Hawaii.**

Psychologists must not only choose the right psychological techniques but also the right technology in help their clients. Cognitive Behavioral Therapy (CBT) is a technique often employed by psychologists to help clients manage their stressors. Similarly, Virtual Reality (VR) can help the CBT’s imagery process by assisting in the reproduction of images (e.g., beach scene or a stressor) in a gradual manner while in a controlled environment. The addition of biofeedback systems to address and manage physiological reactions (e.g., respiration, heart rate variability) has also proven efficacy and is well-received by many clients. Drawing from the fields of psychology, traditional/nontraditional medicine, and engineering and related fields, this program aims to share with the audience some of the history, current research, and practice knowledge that inform the applications of technology in psychological settings.

Learning Objectives:

1. To share highlights in the history of psychological research studies that incorporate technology.
2. To identify the technology (hardware systems and software programs) that is used the most during psychological sessions.
3. To discuss the advantages and disadvantages of the integration of technology in psychological research and clinical sessions.
4. To review ethical considerations and potential adverse events related to this modality (e.g., cybersickness).

Graduate Students—Apply Now for an American Psychological Association (APA) Convention Student Travel Award

The APA Science Directorate is pleased to sponsor its annual travel award competition for graduate students of psychology who will present research at the APA Convention. This year’s Convention will be held July 31–August 4, 2013, in Honolulu, Hawaii.

Graduate students who are the first author of a poster or talk are eligible to apply for one of this year’s grants of \$300 each. Applicants should submit an application form, cover letter, research summary, Curriculum Vitae, and paper/poster acceptance notice.

The deadline for applications to arrive at APA is **April 1, 2013.**

Applications must be mailed. Up to three students from each department of psychology in the United States and Canada may submit applications. If more than three students from a department wish to apply for travel awards, the department must perform an initial screening and forward only three applications. Students enrolled at universities outside of the United States or Canada who will travel to the APA Convention are eligible to apply for grants from the APA International Office but may not apply for this Student Travel Award.

For more information about the APA Convention Student Travel Awards, please visit <http://www.apa.org/about/awards/scidir-stutrav.aspx> or e-mail the Science Directorate at science@apa.org.

**American Psychological Association (APA)
Seeks Applicants for Graduate Student Public
Interest Policy Internships for 2013–2014**

APA's Public Interest Government Relations Office (PI-GRO) is seeking two graduate student interns for the 2013–2014 academic year. Graduate student interns will gain first-hand knowledge of the ways in which psychological research can inform public policy and the roles psychology can play in its formulation and implementation. The graduate student intern will spend 1 year working with PI-GRO staff to influence legislative and regulatory activities impacting populations and issues, such as aging; children, youths, and families; disabilities; ethnic minorities; individuals with HIV/AIDS; lesbian, gay, bisexual, and transgender persons; military, veterans and their families; socioeconomic status; women; as well as social concerns (e.g., media; trauma, violence, and abuse). The intern's activities include participating in legislative and advocacy work, such as assisting in the preparation of testimony and briefing papers and attending congressional hearings and coalition meetings. Applications are due on **March 22, 2013**.

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

Call for Nominations

The Nominations and Elections Committee for the Society for Military Psychology is actively soliciting nominations for the 2013 election for (a) President-Elect, (b) Treasurer, (c) Secretary, and (d) Member-at-Large.

PRESIDENT ELECT—The President-Elect chairs the Nominations and Elections Committee and

oversees the nomination and election process for elected positions within the Executive Committee, and he/she fulfills the duties of the President in the case of absence, death, incapacity, or resignation. The term of the President-Elect shall be 1 year, after which he/she shall serve 1 year as President and 1 year as immediate Past President.

TREASURER—The Treasurer has custody of all funds and properties of the Division, collects any special dues or assessments that may be voted in accordance with the Bylaws, makes disbursements as authorized by the President with the approval of the Executive Committee, and serves as a member of the Executive Committee for a period of 3 years.

SECRETARY—The Secretary is responsible for keeping records of all meetings of the Division, issuing calls and notices of meetings and of nominations of Officers, and corresponding with individuals who request information about the Division and its functions; he/she serves as a member of the Executive Committee for a period of 3 years.

MEMBER-AT-LARGE—Members-at-Large shall represent constituents within the division, act as spokespersons on behalf of these constituents, and perform such duties as may properly be assigned to them by the President with the approval of the Executive Committee of the Division; he/she serves as a member of the Executive Committee for a period of 3 years.

In addition to the duties briefly described above, persons elected to these positions are expected to attend Executive Committee meetings. The Executive Committee meets each year during the American Psychological Association Annual Convention. A second Executive Committee meeting is typically held in early March; this midyear meeting has usually been held in the Washington, DC, metro area. Interested individuals should send nominations to the Chair of the Nominations and Elections Committee, Kathryn Lindsey, via e-mail (Lindsey@usna.edu) no later than **March 15, 2013**. Self-nominations are welcomed!

Tripler's Department of Psychology Gets Award for Customer Satisfaction

The Army Provider Level Satisfaction Survey (APLSS) award is a Commanding General initiated customer service initiative. Awards are crystal apples to display in clinics (see photo below). Three crystal apples are presented quarterly to clinics with the highest combined patient satisfaction scores on the following two survey questions (size based on volume of return):

1. Q13—Courtesy and helpfulness of the staff during this visit.
2. Q15—Cleanliness of the facility you visited.

The winners for 1st Quarter Fiscal Year 2013 (October–December 2012) were as follows:

1. Dermatology (large clinic).
2. Pulmonary (medium clinic).
3. Psychology (small clinic).

The award reads: "Psychology Clinic, OTSG AMEDD Provider Satisfaction OCT–DEC 2012, Staff Courtesy, Helpfulness and Cleanliness of the Facility."



General Dennis Doyle, Commanding General of the Tripler Army Medical Center, gave this award to the Department of Psychology's representatives: LTC Melba C. Stetz, Ph.D. (Chief, Research Psychology) and Raymond A. Folen, Ph.D. (Chief, Department of Psychology).

Military Psychology Is Now Published by the American Psychological Association (APA)

Ms. Sokol-Chang of the APA Journals Department recently confirmed that *Military Psychology* is now published by APA! Published bimonthly, the journal publishes behavioral science research articles having military applications in the areas of clinical and health psychology, training and human factors, manpower and personnel, social and organizational systems, and testing and measurement. Let's send our manuscripts to Dr. Armando X. Estrada (Editor).

Division 19 members will continue to receive the journal as part of their membership. Articles published in *Military Psychology* will also be available through PsycARTICLES, the most used full-text database in psychology and one of the most popular databases in all scholarly disciplines and fields. PsycARTICLES is available to a global audience of nearly 3,200 institutions and 60 million potential users.

All new and previously published *Military Psychology* issues are available to subscribers at <http://apa.org/pubs/journals/mil>.

Prospective contributors and subscribers can learn more by visiting <http://www.apa.org/pubs/journals/mil>.

We look forward to your submissions!

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): _____

Cardholder's billing address: _____

Credit card number: _____ Expiration date: _____

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

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

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

MAIL APPLICATION TO:

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

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

Please DO NOT fax or email credit card information!

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

INSTRUCTIONS FOR CONTRIBUTORS TO *THE MILITARY PSYCHOLOGIST* NEWSLETTER

Please read carefully before sending a submission.

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

Preparation and Submission of Feature Articles and Spotlight Contributions. To inquire about potential contributions, authors may correspond via e-mail with the **Editor in Chief LTC Melba C. Stetz** (melba.stetz@us.army.mil; mcstetz@yahoo.com) or any of the Section Editors: **Feature Articles** (Nathan Ainspan: Division19newsletter@ainspan.com), **Spotlight on Research** (Krista Langkamer-Ratwani: kratwani@aptima.com), **Spotlight on History** (Paul Gade: paul.gade39@gmail.com), and **Spotlight on Pedagogy** (Steve Truhon: truhons@apsu.edu). All items should be submitted in electronic form (Word compatible), not to exceed 3,000 words, and 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. Submission should include a title, author(s) name, telephone number, and e-mail address of the corresponding author to whom communications about the manuscript should be directed. Submissions should include a statement that the material has not been published or is under consideration for publication elsewhere. It will be assumed that the listed authors have approved the manuscript.

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

Review and Selection. Every submission is reviewed and evaluated by 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*.

**American Psychological Association
The Military Psychologist Division 19
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