



THE MILITARY PSYCHOLOGIST

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Division 19 of the American Psychological Association

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January–December 2013

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Editor's Column

LTC Melba C. Stetz, Ph.D.



An-yŏng-ha-se-yo! (“Greetings” in Korean)

I just PCSed to Korea but did not want to miss the deadline to read all these great articles! Thanks for submitting such interesting and important information. In order to just share the gist of what we got and entice you to read it all, I will try to avoid mentioning authors and titles.

Well, as you know, the 2014 APA Annual Convention is going to be held in Washington, DC, from August 7th through August 10th. We hope that all our members can attend. Also, we are in the process of brainstorming early-career-psychologist-related events and symposia and can use everyone’s input. Our collaboration with the APA Convention staff is helping us develop high-quality continuing education opportunities. Please, support this effort by submitting your ideas and participating on D-Day. Some of the deadlines (e.g., symposiums, workshops) start as early as November. Student research grants and travel awards are available.

Following are small bites on the articles in this edition:

- The need for a Gathering Insights Following Trauma (GIFT) program that includes resiliency and empowerment education for women experiencing posttraumatic stress disorder after sexual trauma. As a previously-deployed military woman, I will probably be seen as biased. Nevertheless, this is the type of trail-blazing efforts that actually enhance the existing literature. We still have a ways to go . . . mostly now that we are officially going to places that were only “for men.” I will also be in the lookout for the type of stress (if different or the same) of our colleagues previously experiencing/suffering the “Don’t Ask, Don’t Tell” archaic and draconian rules.

- The article on the Veterans Stand Down reminds us of needed programs where homeless veterans can receive both psychological and physical health services, fostered within a social and reintegrating atmosphere of worth. This is crucial, as these former colleagues risked their lives to keep our flag waving freely but now need our help to go on with their lives with health, self-esteem, efficacy, and dignity.
- The piece about the importance of adopting a “social dynamics” approach for “investigative interviews” was intriguing—an inviting point of view.
- In order to assess the impact of “mutuality” (romantic businessship?) on post-deployment marital adjustment, researchers collected data from both soldiers and their spouses. Yes, love is great . . . but at the end of the day, it won’t pay the bills and it can only make us “so happy” (hope my husband only reads Division 14’s *The Industrial-Organizational Psychologist* [TIP] newsletter this month . . .).
- There is also a good historic article about Raymond Christal, a great contributor to our military psychology field. I for one did not know that he was “the true father of the Big Five!”

Furthermore, our Division 19 President reminds us how hard is to simply describe what each of us do in our common but somewhat diverse “military psychology” field. Maybe this is another opportunity for our new generation to continue helping us translate its importance and carve the path ahead. In fact, this Fall, the Student Affairs Committee will be selecting campus representatives from around the country to serve as ambassadors for military psychology at their institutions. We will also select two Student Research Grant recipients and the 2014 Student Affairs Chair-Select. To follow-up more on what is going on with our Division 19, please read our Announcements section and our Executive Committee report.

Kam-sa-ham-ni-da! (“Thank you” in Korean)

President's Message

Rebecca I. Porter, Ph.D.



I was recently asked to review the explanation of Division 19 activities for the American Psychological Association's (APA's) handbook on ballot apportionment. Members of the Executive Committee and I crafted a couple of options—making sure to capture everything possible in 100 words

or less. It was a little more difficult than it sounds. Here is what we submitted:

Division 19 encourages psychological research and practice relating to military issues and the needs of military personnel, such as selection and classification, adaptability screening, training, performance appraisal, recruitment and retention, individual and group performance enhancement, mental health assessment and promotion, and clinical treatment. Clients include military personnel and their families, veterans, leaders, and policy makers. Members include uniformed and civilian psychologists working in the Departments of Defense and Veterans Affairs, consulting firms, colleges and universities, and private practice. The Division publishes a bimonthly journal (*Military Psychology*) and a triannual newsletter (*The Military Psychologist*) and presents awards at the APA Convention.

I suspect that there are people reading this now who can point to aspects of their own work that are not captured in the brief paragraph above. Indeed, military psychology is a broad field and is written about widely. There are so many facets to *who* military psychologists are and what we do that numerous books have been written on the topic. Here are some volumes that were edited by Division 19 members:

- *Military Psychology, Second Edition: Clinical and Operational Applications*, edited by Carrie H. Kennedy and Eric A. Zillmer

- *The Oxford Handbook of Military Psychology*, edited by Janice H. Laurence and Michael D. Matthews
- *Military Psychologists' Desk Reference*, edited by Bret A. Moore and Jeffrey E. Barnett

There are many more books related to military psychology—the ones above simply represent some that have “military psychology” in the title. These and other volumes and articles articulate the work of our profession. I encourage all of us as members of Division 19 (the Society for Military Psychology) to become familiar with the contents of such work, and here is why:

- As professionals in the field, it is incumbent upon us to be as widely and currently read in our field as possible.
- A broader knowledge of the aspects of military psychology will help us to explain what we do to others who may be interested in collaborating with us or becoming part of the profession.
- A thorough understanding of some of the nuances of military psychology will help us to clarify our varied roles for individuals who do not have adequate information and subsequently attack or ridicule military psychology without basis.
- Familiarity with the authors of our field's literature has the potential to broaden and strengthen our network and thus strengthen the field of military psychology.

This message may not be telling you anything new, but I hope it reminds you to consider reading about our field as part of your professional development and, perhaps more importantly, part of how you can further the understanding and practice of military psychology.

Division 19 Executive Committee 2013 Annual Meeting Minutes

Rhett Graves, Ph.D.

Meeting date: August 1, 2013. Attendees (in alphabetical order): Nathan Ainspan, David Barry, Jennifer Barry, Marianne Ernesto, Armando Estrada, Jessica Gallus, Rhett Graves (Phone), Tonia Heffner, Larry James, Heather Kelly, Kathryn T. Lindsey, Freddy Paniagua, Rebecca Porter, Melba Stetz (Phone), Bill Strickland, Eric Surface, and Kristen Woolley

Welcome/Introductions/Announcements: President **Porter** led the introductions and presided over the meeting.

Council of Representatives: **James** presented the report. He discussed the Good Governance Project and reorganization of the Council. The Council will be more efficient but not larger than it currently is. He also reported that the American Psychological Association (APA) has a deficit this year; there were unanticipated shortages due to lower book sales—Amazon and Barnes and Noble changed their models for inventory.

Continuing Education (CE) Report: **Paniagua** presented the CE report. He reported that the CE pre-convention workshop had to be canceled this year because there were not enough attendees. **D. Barry** asked whether graduate students could attend the CE workshops. **Strickland** noted that the Division can reimburse the student fee for pre-convention workshops. The discussion concerned sponsoring five students to attend the workshop to ensure that it would not be canceled. Paying for just the workshop is approximately \$225. **Heffner** motioned to support five students for the Division 19 pre-convention workshop. The Executive Committee (EXCOM) discussed the motion; the revised motion was to subsidize the workshop fees of five graduate students and five early career psychologists (2 years postdoctorate) to attend the Division 19 Pre-convention CE Workshop. Recipients must be Division 19 members. The recipients would also be eligible for travel award. The motion carried. EXCOM discussed the need to move the submission date for travel award and other award submissions. **Heffner** motioned to review the timeline for annual grants and awards provided by the Division. **Heffner** will lead the review. The

motion carried.

President's Report: **Porter** presented the report. She described how, with her remaining time as President, she would like to work with EXCOM to develop a continuity book. In addition to the continuity book, the Division needs a way to transfer critical knowledge and networks. The document should have annual activities and requirements for EXCOM members and the approximate due dates for critical activities. This would help new EXCOM members know what to expect, when to expect it, and who to ask.

Secretary's Report: **Graves** delivered the report by phone. He motioned to approve the minutes for the Midyear Meeting as submitted. The motion carried. **Graves's** term as Secretary ends in December 2013, and **Dr. Eric Surface** will take over as Division 19 Secretary. **Porter** expressed appreciation for **Graves's** work as Secretary. **Graves** thanked **Porter** and the Division for the learning experience and enjoyable work as Secretary. **Graves** will continue to assist **Surface** as needed to ensure continuity.

Treasurer's Report: **Lindsey** presented the report. She thanked **Estrada** and everyone connected with the Journal for their hard work. The Division is in great shape, largely because of the Journal. She is currently reviewing a new version of the Treasurer's Report. **Porter** noted that while on the topic of the Journal she would like to motion that **Estrada** remain as the editor of *Military Psychology* for an additional 5 years. The motion carried.

APA Department of Defense (DoD) Update: **Kelly** presented the report. **Kelly** represents the APA Science

Directorate, lobbying clinical and research issues for Veterans Affairs (VA)/DoD. Her colleague at APA, **Marianne Ernesto**, covers testing issues for APA. **Ernesto** reported that the update on Standards for Educational and Psychology Assessments was approved on July 31st by the APA Council. Spring 2014 is the target date for publication. **Kelly** also noted that there have been many personnel changes in their office; **Kelly** is the main person for the VA and military. She provided an update to the EXCOM concerning appropriations and authorization bills, APA science policy news, and lobbying concerning travel restrictions. **Kelly** asked for stories about travel restrictions and furlough impact stories to support lobbying to Congress. As an example, **Heffner** reported that she cannot give her talk at the APA Convention because of her current leave and furlough status. **Kelly** also discussed the importance of addressing military sexual trauma. APA is not making a recommendation one way or the other on the bill advocating taking military sexual trauma out of the military justice system; APA does not comment on command structure. Another issue that has come up is that male victims are saying that treatment was housed in women's institutes in VA, and so forth.

Student Affairs Committee: **D. Barry** and **J. Barry** delivered the report. They reported a positive response from students about the increased travel funding and support for students to attend the APA Convention. **D. Barry** noted a discrepancy between student members of the Division ($n = 285$) and the number of subscribers on the student listserv ($n = 411$). He noted that he feels student participation is growing. The taskforce for the Student Chapter of Division 19 is working to increase awareness at the graduate and undergraduate levels across the country. **D. Barry** and **J. Barry** submitted a draft of the results of the taskforce to EXCOM. **D. Barry** described wanting to initiate a Student Chapter Network. **Heffner** asked whether there is a budget outline. In the future, they would like to build in a system of awards and recognition for chapters that go above and beyond. **Porter** motioned to go forward with the plan (described in the

meeting book) unless EXCOM members have any issues over the next 14 days (which should be discussed on the EXCOM listserv). The motion carried.

Member-at-Large (I): Woolley presented the report. She described her work with special operations force assessments and expanding opportunities for women in the military.

Member-at-Large (II): Ainspan delivered the report. He discussed his initiative with Division 14 concerning veteran transition assistance, such as providing resume services. **Ainspan** noted that things are going well and that he intends to expand his activities. He also opened discussion of options for activities at APA 2014—such as visits to museums, military/VA oriented sites, and so forth. He inquired as to interest on the EXCOM concerning planning these types of activities and whether there is potential for funding. **Strickland** noted that we should be careful not to compete with our own program and hospitality suite. **Porter** suggested that maybe we should plan one outing and augment the hospitality suite with senior visitors, and so forth. **Woolley** suggested bringing in a big name invited address. The EXCOM discussed a few options concerning who to invite. One concern was that if we invite a political appointee, then it will need to be coordinated with APA. **D. Barry** suggested the Ceremonial Marine Corps Marching Band on Friday evening as a potential Division 19 event. **Ainspan** said he would send an e-mail to the listserv to start the discussion.

Fellows Committee: No fellows on the EXCOM to vote.

Other Announcements: **Heffner** will present awards at the Business Meeting. **Porter** suggested that the EXCOM should consider allowing for more meeting time at the APA Annual Convention. **Strickland** and **Heffner** discussed meeting time; discussion concerned potentially extending meeting time from 1 hour and 50 minutes to 3 hours.

The meeting ended at 1000.

Welcome New Members!

Sena Garven, Ph.D.

The Society for Military Psychology welcomes the following new Members (M), Fellows (F), International Affiliates (IA), Professional Affiliates (PA), and Student Affiliates (SA) who have joined since May 1, 2013, through September 30, 2013.

Andres Acosta (SA)	Paul Dean (PA)	Rayna Herren (SA)
Reginald Agbley (SA)	Orem Diana (PA)	Linsey Hickey (SA)
Julia Alesbury (SA)	Jennifer DiMauro (SA)	Michele Hirsch (PA)
Curtis Arnett (SA)	Jennifer Dixon (SA)	Brian Hite (SA)
Jessica Badger (SA)	Amy Dreier (M)	Ashley Hoaglin (SA)
Laetitia BaehrReed (SA)	Jason Duff (PA)	Kimberly Holton (SA)
Tanya Bailey (SA)	Jessica Dunham (M)	Jillian Hunsanger (SA)
Donell Barnett (M)	Efrat Eichenbaum (SA)	Luke Jensen (SA)
Sarah Belgrad (SA)	Maria El-Tahch (SA)	Erin Johns (M)
Jeffrey Bergmann (SA)	Chris Enomoto (SA)	Andrew Kenagy (SA)
Arjun Bhalla (SA)	Noah Epstein (SA)	Shane Killarney (SA)
Johann Bisbing (SA)	Kelly Ervin (M)	Seung Kim (IA)
Brittany Bonner (SA)	Michael Escuriex (SA)	India King (SA)
Paula Bonney (SA)	Stephanie Field (SA)	Natasha Kreft (SA)
Ashley Bonton (SA)	Kaleigh Flanagan (SA)	Daniel Krenn (SA)
Richard Brantley (SA)	Sarah Friedman (M)	Anne Kristensen (SA)
Brittney Briggs (SA)	Eleanor Graves (SA)	Gregory Leskin (M)
Timothy Burch (M)	Jennifer Greb (SA)	April Lightsey (M)
Amanda Burke (M)	Stephen Grey (SA)	Ingrid Lim (PA)
Heather Burke (PA)	Rebecca Grier (PA)	Anne Lindqvist (PA)
Catherine Byrem (SA)	John Guldner (SA)	Stephen Lupe (SA)
Lourdes Cancel Rodriguez (SA)	Lori Gulley (M)	Kathryn Macia (SA)
Tara Caradimos (SA)	Kristen Haflett (PA)	Adrienne Manasco (PA)
Matthew Carpenter (SA)	Leslie Hammer (M)	Gerita Martin (SA)
Tracey Casey (SA)	Karen Hansen (SA)	Anita McCrary (SA)
Marcus Cherry (SA)	Karen Harman (PA)	Katelyn McDonald (SA)
Colleen Cleveland (SA)	Paul Harrell (SA)	Susan McGilloway (SA)
Clifford Colpitts (SA)	Kayla Harris (SA)	Angela Merritt (SA)
Leanna Cooper (SA)	Laine Hartwell Shiller (SA)	Kristen Moore (SA)
Charles Cordova (SA)	Michael Harvey (M)	Jessica Morgan (SA)
Ben Cournoyer (SA)	Luke Heibel (SA)	Heather Morris (M)
Teresa Cowan-Christen (M)	Nicholas Henschal (SA)	Rebecca Morris (SA)
Justin Cowie (SA)	Aimee Henson (SA)	Jay Morrison (PA)
Stacie Crawford (SA)	Lori Hermosillo (PA)	Mollie Mulholland (M)

Terri Naughton (PA)
Christine Nautscher-Banter (SA)
Blessing Okoro (SA)
Kevin O'Leary (SA)
Louis Pagano (SA)
Adrienne Panter (SA)
Ross Pastel (PA)
Amanda Perry (SA)
Daniella Pettinari (SA)
Randall Pires (SA)
Mary Porter (PA)
Karolina Przegienda (SA)
Zoe Ray (SA)
Russ Reynolds (M)
Christopher Robinson (PA)
Alex Rodrigues (PA)
Pamela Rodriguez (SA)
Tatiana Rohlfs (M)

Angela Rood (M)
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William Rooney (M)
Ramfis Rosa (SA)
Amy Roth (SA)
Jessica Rowe (SA)
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Nehad Sandozi (SA)
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Sorinthia Varnell (SA)
Kim Walker (SA)
Carrie Webster (SA)
E. Carol Webster (M)
Julie Welch (M)
Krystin Wessner (SA)
Sophia Western (SA)
Wendesia White (SA)
Erica Whiting (SA)
Isis Williams (SA)
Charles Woods (PA)



SOCIETY FOR MILITARY PSYCHOLOGY

Division 19 of the American Psychological Association

Division 19 Annual Award Recipients



The Division 19 Awards Committee (Tonia S. Heffner, Rebecca I. Porter, and Kathryn T. Lindsey) is pleased to announce the recipients of the 2013 Division 19 Awards.

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, has been awarded to **Dr. Greg M. Reger**.

The **Charles S. Gersoni Military Psychology Award**, which recognizes excellence in military psychology in research, service, product development, and/or administration by an individual or group, has been awarded to **Dr. Peter Hancock**.

The **John C. Flanagan Lifetime Achievement Award**, which recognizes career-long achievements in military psychology, has been awarded to **Dr. Robert Bray**.

The **Julius E. Uhlener Award**, which recognizes outstanding contributions in research on military selection and recruitment, has been awarded to **LT COL Mark Staal**.

The **Robert M. Yerkes Award**, which recognizes outstanding contributions to military psychology by a nonpsychologist, has been awarded to **LTG John F. Mulholland**.

The **Robert S. Nichols Award**, which recognizes excellence in service by uniformed clinical psychologists to military personnel and their families, has been awarded to **Dr. (LT COL) James A. Young**.

Congratulations!

Gathering Information in Field Settings: A Social Dynamics Approach

By James E. Driskell and Tripp Driskell

The military has moved from a traditional view of intelligence gathering as the primary responsibility of intelligence specialists to a perspective in which “every soldier is a collector” (Jackson, 2007), where every soldier participates in intelligence gathering as the eyes and ears of the force. For example, Hazlett (2006) has noted that the human collector remains the most deployable and adaptable tool that can be put in the field. Accordingly, good intelligence is built up from the gathering of low-grade or field intelligence that takes place at checkpoints and in the street-level encounters between military personnel and civilians.

There are two consequences of this “every soldier a collector” perspective. First, it emphasizes the gathering of intelligence in situ or in place in the field settings in which military operations occur. In a typical scenario, military personnel may pull a vehicle over at a checkpoint and engage the passengers in a short conversation as to where they have been or what activities they have been involved in, or a soldier may have the opportunity to question family members or persons of interest on a street corner. Second, these brief investigative interviews take place in a social context, which is likely to involve two or more persons of interest. That is, the field interview may take place on a one-on-one basis but is just as likely to include the opportunity to question two witnesses or accomplices or co-conspirators together.

We are reminded of the haunting video image of the two Boston marathon attackers walking together in the crowd prior to the bombing. If an official had reason to engage them at that point, would there be indicators in their responses to questioning that would have lead the interviewer to perhaps detain them for further questioning? In other words, are there unique cues to deception that may be observed between co-conspirators or accomplices? Are there *social* indicators of deception?

Why Is This Question Important?

A primary reason this topic is important is that it relates to the practical requirement for understanding deception at a social level. Many opportunities for intelligence gathering in the field occur at the social or group level. In describing cordon and search operations in Iraq that uncovered an improvised explosive device manufacturing cell, a platoon sergeant stated “I could tell by the two guys standing outside. They didn’t seem right” (Miller, 2005, para. 8). The important question from a scientific standpoint is as follows: *Why* didn’t they seem right? What did they say or do that seemed deceptive? In other words, if you question these two persons jointly regarding their activities, are there characteristics of speech or behavior that are exhibited between the two suspects that indicate deception?

A second reason this topic is important is that we have almost no existing scientific data available to answer this question. Regrettably, research has failed to keep up with changes in intelligence gathering practice. A considerable amount of research over the years has examined the individual act of deception, lying, or giving false information. In a typical study, an individual commits a transgression and then lies to an interviewer whose task is to discern credibility. One significant limitation of this research is that it examines deception as an exclusively individual-level phenomenon. Most of this research has examined the behavior of either a single deceiver (i.e., research to determine the cues exhibited by individuals during deception) or a single observer (i.e., research to assess the cues used by observers to detect deception).

Table 1 illustrates the state of the research literature. Almost all research on deception is represented in Cell A: studies in which an individual commits a transgression and is interviewed individually to determine truth or deception. Cell B is not relevant. In Cell C, there are a

Table 1

Existing Research on Deception

		Focus of observation or interview	
		Individual	Joint
Level of analysis	Individual	A Deception research	B -----
	Joint	C Liars in collusion	D Conspiracy

handful of studies that have been conducted in which two or more persons jointly participate in a transgression, yet they are isolated and interviewed individually. In Cell D, in which two or more persons have jointly participated in a transgression (which we term “conspiracy”) and in which information is obtained by interviewing these persons jointly, research is almost nonexistent.

There are several reasons why this is the case. First, much research on deception has taken place in academic settings in the experimental laboratory, conducted by researchers primarily interested in individual emotions, such as guilt or shame. Second, there is a longstanding tradition within law enforcement to isolate potential suspects as soon as possible prior to interviewing or interrogation. Isolation is carried out to remove the subject from familiar surroundings and people, heighten the stress of interrogation, and increase the subject’s anxiety and incentive to confess. Yet, some have argued that there is an important difference between the law enforcement interrogation and intelligence interviews: The purpose of a law enforcement interrogation is to obtain a confession from a suspect, whereas the purpose of the interview in an intelligence-gathering context is to gather accurate,

useful information from a source.

The result is that we know very little about *social* indicators of deception—unique cues to deception that may occur between co-conspirators or accomplices. The goal of our initial research was to extend the study of deception beyond the analysis of individual deception to situations in which two or more people may be involved in a transgression and in which information may be obtained by interviewing these persons jointly. The theoretical contribution of this research is that it extends existing research that only looks at individual deception by considering deception in a social context.

What did we hope to gain from this perspective? First, although DePaulo et al. (2003) noted that “the looks and sounds of deceit are faint” (p. 104), the looks and sounds of deceit may be stronger in a situation in which one suspected conspirator is in the presence of another. In other words, it is likely that the signs of deception or intent that are evident on an individual basis may be *more* evident when conspirators are in the presence of one another. There is some theoretical basis for predicting that the presence of a co-conspirator may lead to an increase or

escalation in signs of arousal/affect (Mullen, Bryant, & Driskell, 1997).

Second, there may be different types of verbal or nonverbal cues that distinguish between individual deception and conspiracy. For example, gaze may not be a reliable indicator of individual deception when operationalized as the extent of gaze between a suspect and interviewer (see DePaulo et al., 2003). Yet, gaze may be a reliable cue to conspiracy when operationalized as the extent of gaze between two co-conspirators under questioning.

Third, there may be “looks and sounds” of deceit at a group level, such as cues stemming from interaction *between* co-conspirators, that may not be apparent when these persons are interviewed or observed individually. For example, interactive behaviors—such as acknowledgments, back-channel responses, or corrections or repairs of communication—may serve as cues to deception during interaction between suspects, and these potential cues are simply not observable at an individual level of analysis.

Study 1

To test this approach, we conducted an initial study to examine social indicators of deception (J. E. Driskell, Salas, & Driskell, 2012). When people lie, they often concoct a story about an event that did not take place. For example, if you ask two suspects whether they had been in a restricted area, suspects attempting to hide where they had been will be forced to fabricate a story. On the other hand, suspects who are describing truthfully an event that did in fact occur will retrieve a description of this event from memory.

We believe that the key to distinguishing truthful dyads from deceptive dyads is the concept of *transactive memory*. Two people describe an event differently if they had actually performed that event together versus if they did not but are fabricating a story about an event that did not take place.

If you and I share some experience, say that we go on a fishing trip together, we encode memories of that event between us. That is, you store in memory some parts of

the event, and I store some parts. When we are questioned about the event, we recall it also in a joint manner—you recall some information, and I recall some information. Our style of interaction when recalling this jointly experienced event is collaborative—we elaborate each other’s sentences and fill in stories for one another. In short, information that is encoded transactively is retrieved in an interactive manner. This is not as evident when two people recall a story that is fabricated or that did not take place.

We conducted an empirical study in which two police officers/firefighters who had served together as partners took part at a time. In the “truth” conditions, they were asked to simply describe an event or call that they had been on in the recent past. The experimenter conducted an interview with each pair of officers, asking them to describe this event, their actions, their partner’s role, and actions taken to resolve the problem. In the “deception” conditions, the officers were instructed to fabricate a story on the spot that did *not* take place, but to make the story as realistic and believable as possible. We expected that the officers in the truth-telling dyads would be able to draw on shared memory of the actual event they had participated in and would be able to describe this event in an interactive manner. In contrast, deceptive dyads are forced to fabricate an event (an individual-level cognitive task) and are more likely to describe that event from an individual perspective. Results bore this out. In contrast to those in truth-telling dyads, those in deceptive dyads were less likely to conduct back-and-forth exchanges, less likely to look at one another, and less likely to exhibit *synchrony in communication* (the degree to which one member of the dyad exhibits similar behaviors and uses similar linguistic styles as the other member). Moreover, these effects were substantial.

Study 2

Viewing deception from a social or group perspective led us to consider another side of the coin: how the “power” of teams may be exploited by using two interviewers in an interview setting. For example, we have the adage that two heads can often be better than one, but it has also been lightheartedly noted that the optimal size for a group is 0.7 persons.

In initially considering this question, we made two observations. First, tandem interviewers are used with some regularity in interviewing suspects in law enforcement settings. Somewhat surprisingly, we were not able to discern any specific rationale for the use of one or two interviewers. Officers questioned stated that it did not depend on any specific factor, such as the severity of the crime, but usually on whether another case officer was present and available for the interview. Second, concern was voiced in the literature that employing two interviewers may have negative consequences, specifically that “three is a crowd” and that it may be “more difficult to establish rapport” (Defense Academy for Credibility Assessment, 2007, pp. 2–12). Moreover, the Department of Defense field manual on intelligence collection cautions that a third person in the communications loop may negatively impact the establishment of rapport (Department of the Army, 2006). Therefore, we conducted an initial study to examine the possible negative effects of a third party on rapport in the investigative interview (T. Driskell, Blickensderfer, & Salas, 2013).

Investigative interview transcripts acquired from state and local police departments in the southeastern United States were used as the source material for this study. We requested that these agencies provide samples of investigative interview transcripts that had been adjudicated and were available in their files. Of the 55 transcripts obtained, 30 were dyadic interviews (a single interviewer and interviewee), and 25 were triadic interviews (two interviewers and an interviewee). We conducted a linguistic analysis of the interview content to examine three components of rapport: (a) mutual attentiveness or verbal immediacy, (b) positivity or positive affect, and (c) coordination or synchrony of interaction. The results indicated that there was no negative impact on rapport attributed to tandem interviewers.

We are currently examining the potentially more interesting question of the advantages offered by the use of teams—two individuals working together—in conducting the investigative interview. We believe that tandem interviewers can benefit from the traditional advantages of teams—the ability to pool resources, exchange information, coordinate actions, catch errors, and share responsibility for decisions. Furthermore, the task of an

investigative interviewer is a demanding one, involving controlling the interview, formulating questions, evaluating responses, monitoring interviewee behavior, and framing follow-up probes, among other tasks, placing a considerable burden on the capacity of the individual interviewer. If two interviewers are employed, the intricacies and demands of the interview can be shared between them, potentially reducing task demand and freeing up cognitive resources. Furthermore, having two interviewers allows each to follow-up on the other’s questions, fill in gaps, and check anomalies or inconsistencies that may not be caught by a single interviewer. In brief, the extensive research on teams would lead us to believe that teams can provide distinct advantages in the investigative interview, although these questions are untested.

Summary

Adopting a social dynamics perspective on the intelligence interview results in several consequences. First, there are unique research questions that arise, as noted above, that are not addressed from an individual-level approach. Although the term “investigative interview” may evoke the mental image of a hard-nosed interrogator on one side of the table and a sweating suspect on the other, in today’s national security environment, information-gathering interviews are also likely to take place in field settings, such as checkpoints, street corners, and daily patrols. However, the predominant research perspective on the investigative interview has been at the individual level, which has resulted in less emphasis on the group dynamics of the interview context and how team-level strategies can enhance information collection in an intelligence interview environment. We propose that the gains that have been achieved from “harnessing the power of the team” in group decision making and other contexts can lead to new strategies and approaches to enhance the intelligence interview.

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SOCIETY FOR MILITARY PSYCHOLOGY

Division 19 of the American Psychological Association

2013 Fellows



The Fellows Committee of the Society for Military Psychology is pleased to announce the induction of our newly elected fellows:

Dr. Nathan Ainspan

Dr. Laurel Hourani

Dr. Rod McCloy

Dr. Doug Snyder

CONGRATULATIONS!

The Results of a Pilot Program Designed for Female Veterans Who Experienced Military Sexual Trauma: The Gaining Insights Following Trauma (GIFT) Program

By Mary Ann S. Callen, Psy.D., Barbara A. Schmidlapp, L.I.C.S.W., and Janine A. Shaw, Ph.D.

Upon successful completion of an evidence-based therapy (EBT) for military sexual trauma (MST), female veterans reported damaged self-concepts and uncertainty about their ability to effectively reintegrate into the family, work, and social community. A flexible, time-specific program called Gathering Insights Following Trauma (GIFT) was modeled on Kohut's self-psychology paradigm and was designed to help the veterans develop a cohesive self and achieve self-actualization through human interaction, education, self-reflection, and group processing. Program topics related to *self-agency* (control over own actions), *self-coherence* (sense of physical wholeness), *self-affectivity* (ability to experience feelings), and *self-history* (continuity with one's own past) encouraged veterans' personal growth and development by addressing *mirroring*, *idealizing*, and *twinsip* needs.

In Kohut's self psychology, the self is considered the nascent core of the individual's personality. The self is influenced by sensations, thoughts, feelings, and attitudes that concern the individual and his or her environment (Banai, Mikulincer, & Shaver, 2005). Self psychology considers the constructs of attachment, self-cohesion, affect regulation, and adjustment as essential for the individual's optimal psychological development and well-being; therefore, it recognizes the intrinsic therapeutic value of understanding, empathy, and attunement (Banai et al., 2005). Self psychology also recognizes the importance of an individual's developmental needs and transferences. These include *mirroring*, or the need for self-object reflections of self-worth and value; *idealizing*, or the need to be close to a safe, calming, comfortable other; and *twinsip*, or the need to feel like others. In the process of addressing the individual's developmental needs, the therapist regularly employs *empathic attunement* (the ability to think and feel the inner experiences of another person) and *transmuting internalization* (the process of internalizing self-regulation functions) as fundamental therapeutic techniques (Rowe & Mac Isaac, 1991).

The foundation for Kohut's self psychology is the "self", a mental organizing system within the individual that manages his/her subjective experiences. The "self" is responsible for the growth and maturation of the individual's personality and plays an integral part in either its healthy development or in the creation of personality or "self" disorders (Banai et al., 2005). In self psychology, normal developmental experiences involve healthy growth established through interactive, interpersonal experiences that include three distinct types of self-object encounters. The first of these self-object encounters involves the interaction with persons who offer joy, approval, and support and who encourage emotional growth. The second involves a connection with powerful others who can be emulated and who provide a model of safety, calm, and comfort. The third self-object experience involves interactions with others who evoke a sense of connection and community. It is the combination of these three essential self-object experiences that provide the framework for a cohesive self-structure (Mitchell & Black, 1995).

Banai et al. (2005) described the cohesive self as a person who possesses a stable, positive, well-integrated set of personal qualities, ambitions, ideals, and values that enable the individual to accomplish desired goals. Thus, the cohesive self is able to exhibit a positive sense of identity, good values, meaning, and permanence. In essence, the cohesive self allows for the self-actualization of the individual's innate talents and acquired skills. Rowe and Mac Isaac (1991) have offered another insightful view that defines the cohesive self as a "well-functioning individual" who has the "capacity for empathic attunement, . . . the curiosity and wish to understand the needs of others, the ability to compromise and to delay satisfying one's own needs [in order] to meet the needs of others" (p. 72). Kohut maintained that a cohesive self has the ability to love with confidence and to be loved without fear of being rejected, to exhibit creativity that enthusiastically allows the individual to realize his/her innate potential, and to possess a genuine sense of humor that allows the individual to

laugh at his/her sense of self-importance. To that end, self psychology focuses on the individual's ability to become a cohesive self, and it also asserts that a healthy sense of self-esteem can be restored through an effective therapeutic alliance between the therapist and the client (Corsini & Wedding, 1989).

Researchers who have investigated the recovery process from complex sexual trauma have suggested that healing proceeds in stages that consider and address the individual's present life stressors, personal problems, and ego functioning (Herman, 1992; Lebowitz, Harvey, & Herman, 1993). These stages emphasize realistic goal setting; strengthen perceptions of safety and stability; and develop coping skills, emotion regulation, and doable self-care regimens within the individual. The ultimate goal for this moving-forward model of recovery is implemented based on the individual's strengths and needs with a flexible client-centered focus. The ultimate goal of these recovery models is in essence the development of what in self psychology is referred to as a *cohesive self*, an individual who has the ability to reconnect with others, engage in meaningful activities, and enjoy life.

Method

In the pilot program, the group participants consisted of female veterans who resided in Appalachia and who had successfully completed an EBT for complex trauma related to posttraumatic stress disorder and MST. Specifically, four veterans, one Black and three White women, met once per week for six instructional/discussion sessions and two progress review meetings. Self-identified needs were requested from the veterans and became the focus of in-session psychoeducation. Individual assessments—the Beck Depression Inventory, Second Edition (BDI–II; Beck, Steer, & Brown, 1996) and the Beck Anxiety Inventory (BAI; Beck & Steer, 1993)—were conducted pre- and postprogram as well as at a 5-month follow-up, and the results revealed an overall decline in the veterans' scores for depression and anxiety. In addition, a final written program evaluation was completed by each veteran who was encouraged to provide personal observations about the program and make recommendations to include or improve future group sessions.

A manualized, 8-week group therapy was developed and given the appellation GIFT. The topics presented during each session were identified as areas of need by the individual participants, and the identified topics reflected the common interests or needs of group members. Psychoeducational talks were obtained from a leader-compiled handbook of potential topics and were presented to the participants in the form of learning modules with printed handouts and practice activities. Interestingly, group-identified topics reflected the self-psychology tenet that the individual innately strives toward growth and development through human interaction. Learning modules focused on specific topics that included the following: understanding the etiology and identification of emotions (*self-affectivity*); assertiveness (*self-agency*); emotion regulation through cognitive and complementary and alternative methods (*self-affectivity* and *self-coherence*); and enhancing self-care skills using physical, intellectual, emotional, social, and spiritual charting (*self-coherence*). The pilot program consisted of a series of group meetings that included three interactional didactic groups, followed by one review/discussion meeting, and three more interactional didactic groups, followed by a final meeting for discussion.

Results

The GIFT program encouraged female veterans to identify areas of perceived needs through self-reflection. The individualized learning modules fostered positive self-concepts, effective interpersonal skills, self-empowerment, and resiliency. Results indicated an overall decline (7.6) in self-reported BDI–II scores (8.5) and BAI scores (6.75). Specifically, a reduction in the pre- and postscores of two self-report measures (the BDI–II and the BAI) demonstrated an overall decline in the veterans' scores. The initial mean BDI–II score was 24.5 (mild range), followed by a mean score of 19 (minimal depression) at the end of the 8 weeks. The mean initial BAI score was 44 (severe range), followed by a drop to a mean score of 34.75 at the end of treatment. Although this score remained in the severe range, it reflected a substantial reduction from the initial scores. Program evaluations provided by the veterans expressed satisfaction, improved self-perceptions, and positive impression about their ability to move forward.

Veterans provided specific feedback about the program that included the following comments: “The program helped me grow”; “The program . . . was totally helpful. Keep the group small, no more than six at a time”; “The lesson on being assertive was very well demonstrated . . . you *do* have to take care of yourself . . . the program gave you guidelines to follow”; and “[The program] will help with other relationships.” The veterans were also able to comfortably share observations about themselves and their peers. They commented on the “smiles and happiness” among the group members and noted that they seemed “more patient.” One veteran proudly observed that the group members appeared to “carry themselves differently” after having completed the program.

Discussion

The pilot group for the GIFT program had a positive impact on all participants. Using veteran-identified learning modules encouraged realistic identification of personal strengths and needs; it fostered self-empowerment and provided a foundation for the development of a cohesive self. The veterans reported that they were extremely satisfied with not only the customized content but also the method of delivery (psychoeducation with group processing). Veterans also reported that the knowledge and skills gained from the program were relevant to personal development and were likely to change their interpersonal communication skills. The GIFT program with its individualized curriculum produced an improvement in each veteran’s sense of self-agency, self-coherence, self-affectivity, and self-history. There are several obvious limitations to this pilot program. The number of participants will certainly influence generalizability, and the small sample was not notably ethnically or racially diverse. The GIFT program was designed to address the stated needs of four female veterans who had experienced posttraumatic stress disorder and MST. In this program, veterans were provided with resiliency and empowerment information to assist them in addressing personal anxiety, depressive thinking, and trepidation about their ability to successfully reintegrate within family, work, or social community. The GIFT program provided each veteran with a “moving-forward” model for recovery and reintegration. In the course of the didactic discussions, it fostered personal growth and responsibility through self-

reflection and processing. The program improved the veterans’ self-efficacy and encouraged them to continue to develop cohesive selves. The core curriculum of the GIFT program can be completely modularized and manualized to ensure consistency of delivery and can be easily individualized, amended, or compressed to address specific needs and relevance for veterans. The program results suggest that identification and individualization of program content can enhance relevance and improve therapeutic outcomes for veterans. The program can be expanded, and additional topic-specific learning modules can be included in the core curriculum. The GIFT program has the potential to effectively enhance the outcomes of EBTs or other exposure therapies for male, female, and LGBTQ veterans who have experienced childhood, sexual, and/or combat trauma.

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Fostering a Sense of Community Among Veterans:

What We Can Learn From the Stand Down

By Jessica Kelley Morgan

At the American Psychological Association's 2013 Annual Convention in Honolulu, Jon Nachison, Ph.D., received a presidential citation for his work on the Veterans Stand Down, a program where he provides psychological and physical health services to homeless veterans. His work has prompted similar events across the country, each taking on its own form based on the needs of the particular community. In North Carolina, the city of Durham recently held its 2013 Bull City Stand Down, where all veterans, male and female, were offered free access to a number of services. Services at the Bull City Stand Down included a free dental clinic, food, clothing, basic medical and legal assistance, housing benefits, educational benefits, haircuts, substance abuse and mental health assistance, job counseling, Veterans Affairs benefits assistance, local health and human services, personal care and supplies, flu shots, mammograms, showers, and entertainment. Although this list is extensive, as a community psychologist, I understand the value beyond these tangibles. Events like these foster a sense of community, a sense of belonging, and social cohesion. It is essential that we see the value in programs like these and the effect that they can have on well-being. Further research will be needed to quantify these effects, and I implore our community to continue to find ways to foster these, as they are vital to the social identity and psychological well-being of those who have served our country.

From an ecological perspective (Kelly, 1966; Trickett, Kelly, & Todd, 1972), we understand that an individual does not live in a vacuum. At times, psychosocial problems in living are as much about the environment as they are about the individual. Further, we must concern ourselves with the person-environment fit. It is critical in examining tension or friction in the lives of veterans that we not resort to victim blaming and instead take a critical look at the community within which they are operating. Seymour Sarason (1974) introduced us to the idea of psychological sense of community and its effects on an individual's well-being. This seems commonsensical to

members of the military, who understand the value of a shared mission and unit cohesion when it comes to efficient and effective operations. What happens to our veterans, then, when they return home?

Attending an event such as the Veterans Stand Down offers an opportunity to return to a space where shared meanings and social cohesion abound. For a brief time, the ecology of the veteran is altered. This is essential and has real implications for the individuals who attend, but it is temporary. Although the Stand Down has an ameliorative effect, we must push for transformation (Nelson & Prilleltensky, 2010). It is imperative that we build competent communities that address the unique needs of military service members, veterans, and their families. It is widely understood that there is a need to bridge the gap between civilians and military. For military psychologists operating in the community, as researchers or clinicians, an acute awareness of the power that we hold to assist in this process is crucial. More projects must be developed to facilitate the development of sense of community, social cohesion, and psychological well-being. The ultimate goal, however, is to create an environment in which we can, once and for all, tell our veterans to "Stand Down."

To find a Stand Down event near you, please visit <http://www.va.gov/homeless/events.asp>.

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SOCIETY FOR MILITARY PSYCHOLOGY

Division 19 of the American Psychological Association

Division 19 Annual Awards



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

We look forward to your submissions!

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 edition of the newsletter highlights work conducted to predict well-being and health in military couples. Specifically, conflict and mutuality were examined in relation to several important marital outcomes, such as depression, marital satisfaction, and somatic complaints. The research described here has important implications for helping military couples positively readjust upon soldier redeployment.

Mutuality and Marital Adjustment, Well-Being, and Health in Military Couples

Jenna L. Baddeley
The University of Texas at Austin

Jefferson A. Singer and Meredith Berry
Connecticut College

Research Overview

Reunion after deployment is a stressful event for military couples. Adaptive processes mediate the effects of personal characteristics and stressful events on marital adjustment (Karney & Crown, 2007). The current study evaluates the roles of conflict and mutuality as adaptive processes in military marriages. Expressive writing (EW) samples from active-duty soldiers and military spouses were coded for mutuality and conflict. Expressions of conflict were more frequent than expressions of mutuality; however, mutuality was generally a stronger predictor than conflict of marital adjustment and individual well-being and health. Results highlight the crucial role of mutuality in post-deployment adjustment.

Problem to Solve

Deploying into combat is a stressor for soldiers and their spouses. Reuniting brings additional stressors, such as

divergent expectations for reunion and renegotiation of routines and responsibilities. Soldiers often return with psychological difficulties (Hoge et al., 2004), which can strain marriages. Relationship problems, in turn, may adversely affect partners' mental health and adjustment.

Despite these stressors, some military marriages remain resilient. Karney and Crown (2007) proposed a model of military marital adjustment, which states that enduring traits (e.g., neuroticism), emergent states (e.g., depression), resources (e.g., finances), and military and nonmilitary experiences (e.g., deployment-related separation; death in the family) impact marital adjustment via a mediating variable: adaptive processes. Adaptive processes in this context are “ways that spouses interact, communicate, resolve problems, provide support, and understand each other” (Karney & Crown, 2007, p. 24). Adaptive processes include couples' understandings of their

relationship, not just observable behavior.

It is important to determine which adaptive processes are most critical to couple and individual health. Research on military couples has suggested that behaviors that promote marital resilience (e.g., communication during deployment; Wiens & Boss, 2006) are important. Yet, actions that make people feel supported and happy in their relationships differ broadly among couples (Lakey & Orehek, 2011). Research has increasingly recognized the importance of mutuality as an adaptive relational process (e.g., Buehlman, Gottman, & Katz, 1992). Singer, Labunko-Messier, Baddeley, and Alea (in press) have defined mutuality as the following:

An understanding within . . . partners that they exist within a larger entity that transcends . . . their individual selves, and entails feelings, cognitions, and behaviors that seek to promote the welfare . . . of the relationship while maintaining a simultaneous awareness of each partner's individual concerns . . . [T]he crucial aspect of mutuality is [that] both partners acknowledge the primacy of their relationship over individual and self-serving choices.

Studies in civilian populations show that mutuality protects marriages in the face of negative events; couples high in mutuality experience better adjustment to illness (Skerrett, 1998), greater marital satisfaction (Genero, Miller, Surrey, & Baldwin, 1992), and lower divorce rates (Buehlman et al., 1992). Wives in high-mutuality couples report less depression (Genero et al., 1992).

Singer et al. (in press) developed the Marital Engagement–Type of Union Scale (ME-ToUS) to measure mutuality. The ME-ToUS is a 10-item Likert scale that addresses mutuality in marital domains, including domestic chores, finances, and sex. The ME-ToUS predicts marital satisfaction incrementally over other measures of marital adjustment. For women, the ME-ToUS predicts self-reported somatic complaints, controlling for marital adjustment (Singer & Labunko Messier, 2009).

Solution and Approach

To assess the impact of mutuality on marital satisfaction, depression, and somatic complaints, data were collected

from soldiers and their spouses after the soldiers' most recent deployments had ended. There were three hypotheses:

- *Hypothesis 1:* Conflict is more frequently mentioned than mutuality across the domains of marital functioning.
- *Hypothesis 2:* Mutuality predicts marital satisfaction, depression, and somatic complaints concurrently and 1 month later, and mutuality is a better predictor than conflict because one might expect conflict to be inevitable in any difficult circumstance.
- *Hypothesis 3:* Mutuality has a greater influence on wives' emotional and physical well-being than on husbands' emotional and physical well-being.

Data for the current study were accounts of active duty military couples' reunions, written by soldiers and their spouses, as well as self-report measures collected at the time of the EW intervention (baseline) and 1 month later (follow-up). The following self-report measures were administered: the Relationship Assessment Scale (Hendrick, 1988) to assess marital satisfaction; the Patient Health Questionnaire (Spitzer, Kroenke, & Williams, 1999) to assess depression; and the Pennebaker Inventory of Limbic Languidness (Pennebaker, 1982) to assess somatic complaints.

These data were collected as part of a larger study testing the efficacy of an EW intervention aimed at improving relationship satisfaction and individual well-being in military couples (Baddeley & Pennebaker, 2011). In the EW intervention, individuals were asked to write about their deepest thoughts and feelings about transitioning from deployment to being reunited at home with their spouse. Participants in the current study were those in the EW condition who had left their writing with the researchers ($n = 102$; 97.1% of the EW group). In 26 couples, both partners did EW. Twenty-six men and 24 women did EW while their spouses did control writing. Most couples (94.1%, $n = 96$) were composed of male soldiers and female spouses that had been married for an average of 7.5 years ($SD = 5.6$) and reunited for an average of 9.4 months ($SD = 2.3$). Participants' mean age was 31.8 years ($SD =$

6.6). Most were White, non-Hispanic (63.7%, $n = 65$), and 34.3% of participants ($n = 35$) had completed college.

To assess the degree of mutuality and conflict within the EW accounts, a coding scheme was developed to rate the two constructs across nine domains of relationship functioning drawn from the ME-ToUS scale and adapted to better fit the experiences of the military population. These domains were (1) daily routine and chores, (2) finances, (3) childrearing, (4) physical intimacy, (5) communication during deployment, (6) communication and emotional intimacy at home, (7) future, (8) extended family, and (9) (in)idelity. See Table 1 for examples.

Mutuality was coded if one or more of the following were present in a given domain: appreciation or affirmation of the partner and/or “we”-ness (agreement, teamwork, or give-and-take conflict resolution). Conflict was coded if one or more of the following were present: criticism or blaming of one partner by the other; disagreements; or disapproval of and/or disengagement from one’s partner. Each essay’s total score for mutuality and for conflict was the number of domains in which mutuality or conflict, respectively, was present. Two independent raters coded nine essays ($\kappa > .8$), and the remaining essays were coded by one rater.

Findings

Hypothesis 1 predicted that participants would express conflict more frequently than mutuality. Wilcoxon signed-ranks tests were used to compare the frequencies of mutuality versus conflict in each relationship domain. Both women and men mentioned conflict significantly more than mutuality regarding routine and chores, finances, and communication at home. Men mentioned conflict significantly more than mutuality regarding physical intimacy and infidelity; women mentioned conflict significantly more than mutuality regarding childrearing. In no domain did women or men mention mutuality more than conflict (see Table 1).

To test Hypotheses 2 and 3, the sample was divided into paired participants (couples in which both partners were included in the current study) and nonpaired participants

(soldiers and spouses whose partner was not included in the current study). To account for nonindependence between partners in the paired sample, multilevel regressions with couple ID as a random intercept were conducted. Analyses for the nonpaired sample were ordinary least squares regressions. For each sample, three regressions examined effects on marital satisfaction, depression, and somatic complaints at baseline, and three examined effects on those same variables at follow-up.

Across two or more independent trials with binary outcomes, a binomial test can determine the likelihood of obtaining a particular number of “successes” across N trials given a known prior probability of success on each trial. In the current study, the trials in the paired sample and the nonpaired sample were statistically independent of each other. Binomial tests were used to assess the likelihood of obtaining either one or two significant results. Given a 5% probability of success ($p < .05$) on one trial, the likelihood of obtaining one success was $p = .098$, or two successes, $p = .003$. Thus, when significant results emerge in only one sample, they should be interpreted with caution. When significant results emerge in both samples, they are likely robust.

Hypothesis 2 predicted that mutuality would be a stronger predictor than conflict of marital satisfaction, depression, and somatic complaints concurrently and at follow-up. Both conflict and mutuality were entered as predictors. As Table 2 shows, the results demonstrated mixed support for the hypothesis, as conflict was a stronger predictor of outcome variables in some cases compared to mutuality. However, higher mutuality was associated with significantly higher concurrent relationship satisfaction in both samples and with significantly (nonpaired sample) or marginally (paired sample) higher follow-up relationship satisfaction. Conflict was associated with lower relationship satisfaction at baseline and follow-up in the nonpaired sample only.

Higher mutuality (but not lower conflict) was associated with lower depression concurrently in both samples and in the nonpaired sample at follow-up. Lower conflict (but not higher mutuality) was associated with lower follow-up depression in the paired sample only.

Table 1

Frequencies of Mutuality and Conflict Reported by Men and Women Across Domains of Marital Life

Marital domain	Examples		Frequencies			
			Mutuality		Conflict	
	Mutuality	Conflict	Men (<i>n</i> = 52)	Women (<i>n</i> = 50)	Men (<i>n</i> = 52)	Women (<i>n</i> = 50)
Routine and chores	“When he returns, it feels like he was never gone; we return to the same routine.”	“Within days I started rearranging the house . . . it made me and my wife drift apart.”	16 (30.8%)	15 (30.0%)	27 (51.9%)*	29 (42.0%)*
Finances	“My wife does a great job [with finances] while I am gone.”	“Our finances are a shambles, and he blames me for it.”	6 (11.5%)	8 (16.0%)	16 (30.8%)*	19 (38.0%)*
Childrearing	“My wife kept the kids informed about where I was and what I was doing. This helped.”	“The kids come to me for everything and [he gets] angry.”	6 (11.5%)	5 (10.0%)	7 (13.5%)	16 (32.0%)*
Physical intimacy	“Almost immediately, we rekindled our physical intimacy.”	“When I got home I wasn’t as attracted to her as before.”	3 (5.8%)	4 (8.0%)	13 (25.0%)*	7 (14.0%)
Communication during deployment	“My wife kept me informed . . . When I returned, I knew what was going on.”	“[The kids and I] spent days or weeks not knowing if [my husband] was alright.”	14 (26.9%)	10 (20.0%)	12 (23.1%)	11 (22.0%)
Communication, emotional intimacy at home	“He has finally started to open up to me.”	“We used to talk all the time . . . now, conversations are sporadic and unrewarding.”	16 (30.8%)	21 (42.0%)	36 (69.2%)*	37 (74.0%)*
Future	“We agreed I won’t reenlist.”	“After the last deployment we considered separating.”	10 (19.2%)	8 (16.0%)	13 (25.0%)	15 (30.0%)
Extended family	“We enjoy visiting her brother and sister-in-law.”	“I put my extended family’s needs before my wife, which caused conflict.”	1 (1.9%)	2 (4.0%)	3 (5.8%)	2 (4.0%)
(In)fidelity	“I trust my wife. I know she would never cheat on me.”	“I know he was involved with someone else over there.”	2 (3.8%)	2 (4.0%)	10 (19.2%)*	5 (10.0%)

Note. Both the paired and nonpaired samples are included in the analyses. Numbers represent the number of participants reporting mutuality or conflict in each domain.

*Indicates significantly more conflict than mutuality for that gender in that domain, $p < .05$.

Higher mutuality marginally predicted lower concurrent somatic complaints in both samples, and lower follow-up somatic complaints in the nonpaired sample. Binomial tests suggest that two results of $p < .073$ are not likely due to chance, $p = .005$. Mutuality was not significantly associated with follow-up somatic complaints in the paired sample; conflict was not significantly associated with somatic complaints concurrently or at follow-up in either sample.

Hypothesis 3 predicted a stronger relationship between mutuality and marital satisfaction, depression, and somatic symptoms for women than for men. Sex, mutuality, conflict, and the interaction of sex and mutuality were predictors. In the non-paired sample, the interaction was

significant only for baseline depression, $B = -1.62$, $t = -2.69$, $p = .010$. In the paired sample, the interaction approached significance in predicting follow-up depression, $B = -1.52$, $t = -2.03$, $p = .054$, and reached significance in predicting follow-up somatic complaints, $B = -2.07$, $t = -2.18$, $p = .041$. In both samples, post hoc analyses assessed the relationship between mutuality and depression, controlling for conflict, separately for men and women. In the nonpaired sample, higher mutuality scores were associated with lower baseline depression for men, $B = -3.24$, $t = -3.60$, $p = .001$, but not for women, $B = 0.20$, $t = 0.25$, $p = .81$. In the paired sample, mutuality predicted lower follow-up depression, $B = -2.74$, $t = -2.25$, $p = .035$, and somatic complaints, $B = -2.85$, $t = -2.06$, $p = .051$, for women, but not for men: $B = -.38$, $t = -0.30$, $p = .77$, and $B = -0.78$, $t = -0.46$, $p = .65$, respectively.

Table 2

Relationship Satisfaction, Depressive Symptoms, and Somatic Symptoms as a Function of Relationship Conflict and Mutuality

Variable	Time	Nonpaired sample ($n = 50$)						Paired ($n = 52$)					
		Conflict			Mutuality			Conflict			Mutuality		
		<i>B</i>	<i>t</i>	<i>p</i>	<i>B</i>	<i>t</i>	<i>p</i>	<i>B</i>	<i>t</i>	<i>p</i>	<i>B</i>	<i>t</i>	<i>p</i>
Relationship satisfaction	Baseline	-2.34	-4.87	<.001	1.90	3.32	.002	-0.39	-0.60	.56	2.45	2.69	.013
	1-month follow-up	-2.26	4.47	<.001	1.89	3.10	.003	-0.71	-1.10	.28	1.79	1.98	.060
Depressive symptoms	Baseline	0.79	1.51	.14	-1.75	-2.73	.009	0.57	0.89	.38	-2.45	-2.64	.014
	1-month follow-up	0.13	0.23	.82	-1.75	-2.58	.013	1.32	2.14	.042	-1.19	-1.36	.18
Somatic symptoms	Baseline	0.66	1.04	.30	-1.43	-1.84	.073	1.07	1.45	.16	-2.05	-1.95	.062
	1 month follow-up	0.05	0.07	.95	-1.85	-1.97	.056	1.02	1.28	.21	-1.39	-1.22	.23

Note. For each sample, results for conflict and mutuality are from regressions that included both as predictors. The *df* for the nonpaired sample is 47 for baseline analyses and 45 for follow-up analyses. The *df* for the paired sample is 24.

Implications

Results demonstrate support for Hypothesis 1 and provide preliminary support for Hypothesis 2. In support of Hypothesis 1, conflict was more frequent than mutuality across multiple relationship domains. Participants mentioned conflict more than mutuality regarding routine and chores, finances, and communication at home, suggesting that conflict is more salient than mutuality for military couples in these important domains. Consistent with gender role expectations, women perceived more conflict about childrearing and men perceived more conflict about physical intimacy and infidelity.

In support of Hypothesis 2, mutuality was a stronger predictor than conflict of marital and individual adjustment across 9 of 12 regression analyses. These findings support other research that has demonstrated the positive impact of mutuality on weathering stressful events (e.g., Skerrett, 1998).

There was mixed support for Hypothesis 3, that is, that mutuality would more strongly predict marital satisfaction and individual well-being in women versus men. The gender difference findings were present only for individual well-being, but not for marital satisfaction, and were inconsistent across the samples; they should therefore be interpreted with caution.

The current study had some limitations, including reliance on subjective accounts (vs. behavior). Additionally, EW may pull for individuals to write about problems rather than providing an objective assessment of events, leading to more frequent conflict expression. Nonetheless, mutuality's predictive value for well-being (above and beyond conflict) signals its potential buffering effect for couples after deployment.

Karney and Crown (2007) argued that adaptive processes are critical buffers in the face of the inevitable stress of post-deployment adjustment. The current study found that mutuality, an adaptive process, had greater importance than conflict for concurrent and prospective well-being in military couples. This first study of mutuality expression by members of military couples points to the

potential of cultivating shared vision and sense of reciprocal responsibility as a means of coping with inevitable struggles and conflicts during marital reunion after deployment. Workshops to help couples strengthen their mutuality may enhance couples' connection and well-being post-deployment.

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Spotlight on Pedagogy

Steve Truhon, Ph.D.

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



Spotlight on History

Paul A. Gade, Ph.D.

Welcome to the Spotlight on History! This is the first in what I hope will be a long series of Profiles in Military Psychology that will appear in this column. Many thanks to Patrick C. Kyllonen for being the first to do a Profile and for doing such a great job of writing this important inaugural Profile of Raymond E. Christal. I welcome your ideas for Profiles and any Profiles you might want to contribute. Please contact me at paul.gade39@gmail.com for more information and for help in preparing any articles you might want to submit to the Spotlight on History column.

Profiles in Military Psychology: Raymond E. Christal

Patrick C. Kyllonen

Educational Testing Service



Raymond E. Christal
Plymouth University, 1994

Raymond E. Christal was a giant in modern military psychology. He made important and lasting contributions to occupational measurement, personality testing (“the true father of the Big Five”), abilities testing, policy capturing, and judgment analysis, as well as cross-national collaborations in testing and measurement. His occupational measurement research was the basis for the Comprehensive Occupational Data Analysis (CODAP) system, which is still used by the U.S. Air Force, other U.S. and international militaries, as well as the civilian sector.

He was the father of the now widely used “Big Five” personality model, based on a study he conducted with Ernest Tupes in the late 1950s on Air Force officer peer reports. He wrote an influential and controversial paper on the use of policy capturing methodology long before

multiple regression modeling was the prediction staple it is today. He developed a number of cognitive abilities testing programs in the U.S. Air Force, still in operation today, and he initiated a major research program, the Learning Abilities Measurement Program (LAMP). Novel at the time, LAMP used an information processing approach to cognitive abilities testing. Research from this program contributed to similar programs throughout the U.S. Department of Defense (e.g., the Army’s Project A and the Navy’s Enhanced Computer Administered Testing [ECAT]), and its influence is still felt in today’s Armed Services Vocational Aptitude Battery (ASVAB) and its research agenda.

He was the U.S. Air Force representative to the Human Resources and Performance group of The Technology Cooperation Program (TTCP). This work led to collaborations with other militaries, was honored with a recognition for his Trait-Self-Description (TSD) battery, was used by several military services (including Canada and Australia), and influenced the development of the U.K.’s British Army Recruit Battery, still in operational use today (Irvine, 2013).

Career History

Born in 1924, Christal served 4 years in the U.S. Navy’s

Pacific Fleet during World War II. He began his career as a military research psychologist in the San Antonio office of the Human Resources Research Organization in 1948 after receiving a bachelor's degree in history and mathematics and a master's degree in psychology from North Texas State University. He then became a civilian psychologist in government service, and over the next 30 years, he rose through the ranks at a series of predecessors to the Air Force Research Lab—Air Force Personnel and Training Research Center, Personnel Research Laboratory, the Human Resources Research Laboratory, and the Armstrong Laboratory.

Christal completed his Ph.D. degree in Educational Psychology in 1958 at the University of Texas, Austin. For his dissertation, he conducted a comprehensive study on the factorial structure of human visual and spatial memory, which was published as a *Psychological Monograph* in 1958. After a productive career spent mostly in the area of abilities testing and occupational analysis, he retired as a GS-15, Step 10, in 1980 for less than a month. There had not even been time for his office to be reassigned when he returned as a reemployed annuitant to pursue his passion for human abilities measurement. Colleagues at the time, such as Bill Phalen, joked that they wanted a refund on the retirement gift they had given him just a few weeks earlier. Nevertheless, he was welcomed back, and over the next 5 years, he established the LAMP research program (which is described in more detail below). In 1985, he left government service altogether. However, again he returned to work on his second passion, personality measurement. This time he worked for several contracting firms, including Universal Energy Systems and Metrica for the next 8 years, until his untimely death in 1995.

During his career, Christal was honored with numerous awards, including the Exceptional Civilian Service Award (Secretary of the Air Force), Meritorious Civilian Service Award (Department of the Air Force), Certificate of Commendation (Commandant of the U.S. Marine Corps), Donald B. Haines Award, Harry H. Greer Award, and Federal Employee of the Year Award (Society for Personnel Administration). He served as the Air Force Representative to the Military Human Resources Technical Panel of TTCP for 5 years, and he was a fellow of

three divisions of the American Psychological Association, including Division 19. He was a member of the American Educational Research Association and was a charter member of the American Psychological Society (now, the Association for Psychological Science). He was the first American to be awarded an Honorary Doctorate of Science Degree from Plymouth University, United Kingdom, in 1994, where he had consulted for the university's Human Assessment Laboratory since 1985.

Occupational Measurement and CODAP

Christal spent the greater part of his career working in the area of occupational measurement developing a system called the CODAP system. Christal's work established the Air Force's Occupational Research division and then the Occupational Measurement Squadron at Randolph Air Force Base. The system was also used in the other U.S. military services and government agencies; the Armed Forces in Canada, Australia, and the United Kingdom; and in the civilian sector. Its main uses included establishing aptitude requirements, preparing a training curriculum, and designing jobs.

The particular form of job analysis Christal developed focused on job attributes rather than on individual attributes and has come to be known as the job task inventory approach. Over his career, Christal developed a system of computer programs for analyzing, organizing, and reporting this information to management and decision makers.

His job analysis data collection system also included an extensive background questionnaire, which addressed such topics as demographic information, job description and location, prior experience, certifications, career goals, and other personal attributes. Hundreds of studies were conducted over a 20+ year period beginning in the late 1950s on how best to collect and report out information. It is beyond the scope of this article to summarize that research (see Christal & Weissmuller, 1988, for a review). However, a couple of findings have general applicability beyond even job analysis. One is the importance for quality data collection of having a multiple-choice as opposed to constructed-response job-task inventory. Constructed response (free text) is used for the initial preparation of the task form, but a multiple-choice version is used for actual

data collection. Multiple-choice eliminates the requirement for otherwise having to determine equivalences between different characterizations and spellings of job tasks. The second finding was that the nine-category time spent scale (from “very small” to “very large” amount) predicted actual time spent better than did direct judgments of time spent.

Personality Testing and a “True Father” of the Big Five

In the late 1950s and early 1960s, Christal collaborated with Ernest Tupes on a research program for measuring the abilities, including personality, of Air Force pilots for possible use in a pilot selection and classification system. To assess personality, they used a peer-rating approach, being concerned that self-ratings would be too easily and too often faked. The work never resulted in an operational selection battery because there was fear that the validity of peer ratings would be downward biased because some examinees would likely down-rate peers in order to boost their own relative standing. In Christal’s words, “some applicants would stab their mother to be a pilot.”

Nevertheless this work is now universally acknowledged to have established the Big Five factors of personality, and Tupes and Christal have been declared “the true fathers” of the Big Five theory of personality by one of its main proponents, popularizers, and researchers, Lew Goldberg (1993). Tupes and Christal (1961/1992) reported that they could not replicate Cattell’s 16-factor personality model (the famous 16PF) with an Air Force sample. Instead they identified five personality dimensions, which they labeled as follows: surgency (i.e., extroversion), agreeableness, dependability (i.e., conscientiousness), emotional stability, and culture (i.e., openness/intellect). Warren Norman, a visiting University professor at the Air Force lab, replicated their findings with a university sample and published the results (Norman, 1963). Until recently, Norman received most of the credit (over 1,500 citations) for being the father of the Big Five.

Soon after Tupes and Christal’s seminal finding, dimensional analysis of personality became unfashionable due to the influence of Walter Mischel, who emphasized the role of situational over personal factors in governing behavior. The dimensional analysis of personality went into

a dormant period until the late 1980s, when the five-factor structure of personality was rediscovered through the efforts of Digman (1990), Goldberg (1993), McCrae and John (1992), and others. Then in 1992, in a special issue of the *Journal of Personality* devoted to papers on the five-factor model of personality, Christal was invited to have the original 1961 technical report republished in the journal and was delighted to have the work so recognized.

After Christal left government service in 1990 and came back as a contractor, he devoted his efforts to further explorations of personality, examining the interrelationships between life experiences, activity preferences, personality traits, self-image, and measured abilities. This work resulted in the TSD inventory, which was used by the British, Canadian, and Australian Forces through the TTCP (e.g., see Collis & Baruckky, 1999).

As was the case with the original Tupes and Christal report, and more broadly with much of Christal’s work, it was never published in the mainstream scientific literature. Christal’s priority was applications. Although he understood the importance of documenting interesting and important findings, it was not one of his personal priorities. As a case in point, much of what Christal found on personality from his work in the 1990s is documented in the humbly titled (and difficult to find) *R&D Summary Report* (Christal, 1993). Findings include (a) best items—both trait terms and statement items—for measuring the Big Five; (b) the cross-validation method of splitting items into two halves and comparing factor scores as a way of validating the necessity and sufficiency of five dimensions; (c) the finding that negative agreeableness items measure neuroticism better (and therefore defining neuroticism as a negative-pole factor per se); (d) the importance of ability for understanding item content and therefore in the factor structure obtained; (e) the importance of the rating scale per se (Christal experimented with all formats of computer administered rating scales, including slider bars), particularly in governing the frequency of neutral (0 point) and extreme responses; (f) that peer- and self-ratings provide independent information, and that peer ratings change with the length and quality of observation time; and (g) single words are scarce for measuring certain behavioral facets such as culture, scientific curiosity, and helpfulness, which require longer statements for their

measurement.

Policy Capturing, Judgment Analysis, and Clustering Technology

Although it would be inappropriate to characterize Christal as a pure methodologist per se, he contributed to the development of several statistical methods focusing on specific applications, and he is considered the originator (with Bob Bottenberg and Joe Ward) of the methods of policy capturing and judgment analysis (e.g., see Cooksey's, 2011, note on that history.) Policy capturing is the use of multiple regression, primarily, to apprehend the policy of a decision maker. The decision maker could be selecting pilots, for example, and the predictor variables could be whatever pilot attributes (e.g., test scores, eye color, visual acuity, height, athleticism, physical attractiveness) the decision maker would have available to make the decision. Policy capturing analysis finds the variable weights that the decision maker implicitly uses in making a go-no-go decision, for example. Christal (1968) provided a description of the concept and a tutorial of the method in his article, "Selecting a Harem—And Other Applications of the Policy-Capturing Model." According to a personal conversation I had with Christal in about 1985, this article was actually considered for one of the late Senator William Proxmire's "Golden Fleece awards"—an award intended to highlight instances of wasteful government spending. However, a phone call with one of Proxmire's staffers was sufficient to convince the Senator that this was in fact a serious scientific activity.

Judgment analysis—or JAN as Christal, Bottenberg, and Ward originally called it—referred to a technique for clustering judges based on their policies. To go back to the pilot example, if there was a board making the decision, then each board member's policy could be captured (using policy capturing), and then judges with similar policies could be clustered together using JAN techniques. The essential case for this method was presented in Bottenberg and Christal's (1961) report, in which they discussed the necessity of clustering equations for prediction. The idea is that it is not feasible to have separate equations developed to predict each individual's success in every context (interestingly, Schmidt's validity gener-

alization later addressed the same issue, but from the standpoint of lack of evidence that separate equations are necessary). Clustering equations (objectively identifying similar situations) provides a more feasible approach, and the value of the degree of clustering (from many small clusters to a few large ones) can be determined in a cost-benefit analysis. Ward (1963) later generalized this idea in his highly cited (over 7,000 citations) *Journal of the American Statistical Association* article entitled "Hierarchical Grouping to Optimize an Objective Function."

Over the years, these methods were applied to person clustering (a forerunner to today's latent class analyses), jobs clustering to minimize retraining time for transfers, job descriptions to describe a wide variety of jobs with a smaller number of descriptions, and regression equation clustering to identify job clusters. Another application for the methodology and the technology was to establish the present Air Force "Weighted Airman Enlisted Promotion System," which has been operational for several years.

Aptitude Measurement and LAMP

I met Christal when I joined the Air Force Human Resources Laboratory in 1982, shortly after he established LAMP at the Lackland Air Force Base. I worked with him for the next 14 years on ability and personality testing. However, prior to that time and throughout his career, he had been developing abilities testing programs for the Air Force. He was a key contributor to the development of the original Airmen Classification Battery, the first enlisted differential aptitude battery used by the Air Force. It provided the framework for all subsequent enlisted selection and classification test batteries, including today's ASVAB. He developed the first Air Force Officer Qualifying Test. This test and its subsequent forms have been used continuously for selection and classification of all Air Force officer personnel going back to 1957. Christal also developed the Air Force Pilot Instructor Selection Battery, which was used for selecting pilot instructors during the Korean War buildup.

In 1979, Christal established LAMP, a basic research program funded by the Air Force Office of Scientific Research and by the (then) Air Force Human Resources

Laboratory. The program was designed to capitalize on research that had been conducted by the Office of Naval Research on an information processing approach to abilities measurement (led by Marshall J. Farr)—with prominent researchers such as Earl (Buz) Hunt, Robert Sternberg, and Richard Snow—on determining how individuals learn, remember, and process information when acquiring new knowledge and skills. At the time, there were several related programs in the U.S. military, including the Army's Project A and the Navy's ECAT program. Unlike these other programs, LAMP was specifically focused on a comprehensive information-processing-based overhaul of conventional abilities testing. Although LAMP was never implemented, there were many findings and ideas that emerged from the research, such as automatic item generation, that are still being evaluated in current research programs and that have been recommended as research priorities for future research on the ASVAB (Drasgow, Embretson, Kyllonen, & Schmitt, 2006).

TTCP and Cross-National Work

During a 5-year period in which Christal was the Air Force's representative to TTCP, he forged many connections with services in Australia, the United Kingdom, Canada, and New Zealand, as well as the other U.S. services. It was partly through this work, but also other cross-national work he was involved in, that led to the use of occupational analysis methods, including the CODAP system, in those other military services. He also formed a strong collaborative bond with Sidney Irvine and members of his team at Plymouth University, who had been working with the British Ministry of Defence to create a new information-processing abilities battery for U.K. enlistees, the British Army Recruit Battery, currently in operational use. Irvine (2013) has devoted whole chapters in a recent book describing the development of that system to his collaboration with Christal.

Summary

Christal made tremendous contributions to military psychology through his career at Brooks and Lackland Air Force Bases. His contributions were wide ranging, from

methodological to applied, and included occupational analysis, aptitude testing for enlisted personnel and officers, and personality as well as ability assessment. He had a relentless energy and an infectious enthusiasm, and many who spent time with him remarked on how he seemed never to run out of ideas, studies he wished to try out, variables he wanted to investigate, computer programs and statistical analyses he wanted to learn, and his new ways of looking at old problems. It is not surprising then to learn that when Christal passed away in 1995, he was at work in his beloved Air Force lab. He made his mark on military psychology not only through his research but also especially through the operational programs that emerged from it. But, perhaps most importantly, he made a lasting impact through the people he met and influenced, and the people who remember him even today.

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Author Note

The author thanks Sidney Irvine, who provided bibliographic material and the photograph taken when Christal received the Honorary Doctorate of Science Degree from Plymouth University.

Comments and questions may be directly addressed to the author at pkyllonen@ets.org.

Continuing Education Committee Report

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

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

The Division Continuing Education (CE) Committee was created in the summer of 2010. This committee was originally chaired by Brad Johnson, Ph.D.; other members included John Ashburn, W. Brad Johnson, Carrie H. Kennedy, Freddy Paniagua, Randy Reese, and Morgan Sammons.

The CE Committee is pleased to welcome new member, Jay Morrison. LT Morrison is a Navy psychologist currently serving in Guam. The committee is currently co-chaired by Drs. Kennedy and Paniagua and is actively recruiting new members. Interested individuals should contact Dr. Paniagua (faguapan@aol.com) or Dr. Kennedy (carriehillkennedy@gmail.com).

The 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.* The CE Committee received approval from the APA Office of CE in Psychology for a pre-convention workshop scheduled at the 2013 APA Convention in Honolulu. This workshop was entitled "Virtual Reality and Biofeedback to Improve Behavioral Health Clinical Research," authored by LTC Melba C. Stetz, Ph.D., Raymond A. Folen, Ph.D., Chelsea L. Sousa, M.S., and Chris M. Enomoto, M.B.A. This pre-convention workshop was to be held on Tuesday, July 30th. Limited enrollment, however, led to the cancellation of this workshop. During the Division 19 Executive Committee Meeting in Honolulu, Dr. Paniagua informed the committee about this situation, and members suggested developing a mechanism by which students may be reimbursed for their registration to pre-convention workshops scheduled

by the Division 19 CE Committee in future APA meetings.

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. The CE Committee encourages members of Division 19 to provide ideas to implement this objective.

3. *Facilitate the development of CE opportunities for psychologists who are having problems fulfilling CE requirements for the renewal of their licenses because of sequestration and severe restrictions on military psychologists traveling to conferences.* The problem of obtaining timely and relevant CE in the military is no longer faced only by overseas or deployed psychologists; it is adversely affecting all clinical military psychologists. In order to facilitate the implementation of this objective, the CE Committee has created a mechanism for military psychologists who have expertise in various topics to be able to offer CE programs at their commands in conjunction with Division 19. A new section related to proposing CE programs has been included on the Division 19 website detailing the mechanism for the submission of CE programs by military psychologists. The intention is to provide this service free of charge for military psychologists. All CE proposals must include the following: (1) the Division 19 Application Form, (2) the Division 19 Program Evaluation Form, (3) the Division 19 Documentation of Attendance Form, and (4) the speaker's curriculum vitae. These forms and the process to submit CE programs associated with this objective are available at <http://www.apadivisions.org/division-19/students-careers/continuing-education/index.aspx>.

The Division 19 CE Committee has recently started processing applications for worldwide CE provided by military psychologists. Thus far, Division 19 has facilitated four workshops between Florida and Japan! We continue to hone our processes to make things smoother. As you can see, the CE workshops offered thus far are highly relevant for military psychologists, and we continue to seek ways to make obtaining relevant face-to-face CE easier for military psychologists worldwide. A summary of these four workshops is provided below:

- *Psychology and Cinema: Aviation Mental Health*
July 26, 2013, 1 CE hour provided, 20 participants (U.S. psychologists and other U.S. military personnel), Pensacola, Florida
- *Operation Enduring Freedom Deployment Mental Health*
August 1, 2013, 3 CE hours provided, 19 participants (both U.S. and Japanese mental health providers), Yokosuka, Japan
- *Cultural Competence in the Assessment of an Afghan Detainee*
August 2, 2013, 1 CE hour provided, 6 participants (U.S. providers), Yokosuka, Japan
- *Utilizing a Brief Existential Intervention for Combat-Related PTSD at a Forward Operating Base*
August 9, 2013, 1 CE hour provided, 4 participants (U.S. providers), Yokosuka, Japan



SOCIETY FOR MILITARY PSYCHOLOGY

Division 19 of the American Psychological Association

Division 19 Fellows



The Fellows Committee of the Society for Military Psychology is soliciting nominations for Fellowship in Division 19. A nominations package must include (1) a nomination letter describing the qualification of the nominee, (2) a current resume/vita of the nominee, and (3) three letters of endorsement from Division 19 Fellows.

Materials must be submitted via <http://www.apa.org/membership/fellows/index.aspx> no later than December 31, 2013, midnight (EST).

Nominees will be announced during the Division 19 Business Meeting at APA Convention.

We look forward to your submissions!

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.

It's hard to believe that the summer is already behind us, and we're moving fast into cooler weather. Just a few months ago, many members of the Division 19 Early Career Psychologist (ECP) community were in Hawaii, participating in the flurry of activities that take place at the annual American Psychological Association (APA) Convention. Many thanks to all of you who participated in the Division 19 networking and mentoring events and helped make them a success! Given the feedback we've received regarding the usefulness of providing ECPs with these types of experiences, we'll continue to engage ECPs with similar opportunities going forward. We're in the process of brainstorming ECP-related events and symposia for next year's APA Convention, to take place in Washington, DC, and will continue to communicate on this as we have more concrete ideas. Of course, if you have any suggestions, we want to hear them! Finally, we encourage you to take advantage of available resources through the Division 19 Travel Awards Program and will provide reminders of these resources throughout the year.

In addition to continuing to provide forums for ECPs to meet other military psychologists and to engage the broader research community, we're also exploring options for connecting ECPs through social media. We recognize that ECPs likely have unique questions and interests that may not be as relevant to other members of Division 19. To that end, we're exploring different avenues for increasing communication and dialogue among Division 19 ECPs to possibly include an ECP-specific LinkedIn page. If you have additional ideas around this or alternate suggestions, please let us know.

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

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

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

Graduate Students Committee Report

David Barry and Jennifer Barry

Division 19 Student Affiliates,

THANK YOU for making the 2013 American Psychological Association Convention such a huge success. We had a terrific turnout for our events and built some incredible momentum moving forward. We met with some of the leading clinicians and researchers in our field, heard a first-hand account of deployment psychology in action, and identified ways to pursue Department of Defense/Veterans Affairs internships. We even found time to cruise around the ocean in a catamaran!

We greatly appreciate all the people that worked so hard to make the convention memorable, especially the following volunteers who helped with our student events:

- COL Rebecca Porter (Army)
- COL Christopher Robinson (Air Force)
- CAPT Scott Johnston (Navy)
- MAJ Brian O'Leary (Army)
- LCDR Jason Duff (Navy)
- CAPT Jerry Walker (Air Force)
- LT Claudia Rojas (Navy)
- LT David Broderick (Navy)
- LT Kathleen Wipf (Navy)
- Dr. Vladimir Nacev
- Dr. Skip Moe
- Dr. Bill Strickland
- Dr. Nathan D. Ainspan
- Dr. Kelly Ervin
- Dr. Eric Surface
- Dr. Mira Brancu
- Dr. Deanna Beech
- Michael Sapiro

Last but not least, we would like to extend a special THANK YOU to Dr. Ann Landes for coordinating the convention programming and getting the hospitality suite ready for all our socials and student events!

Looking to the Future

The Division 19 student experience is growing leaps and bounds this year. This fall, the Student Affairs Committee will be selecting Division 19 Campus Representatives from around the country to serve as ambassadors for military psychology at their institutions. We will also be selecting two Student Research Grant recipients and the 2014 Student Affairs Chair-Select. Thank you to all the motivated students who applied for these positions and awards.

Lastly, to improve the way we communicate with each other, the Division 19 Student Affairs Committee will create a new website dedicated to student issues this winter. Be on the lookout for it!

As always, keep checking out our posts on the Division 19 Facebook page and our e-mails on the DIV19STUDENT listserv!

Sincerely,



David Barry
Division 19 Student Affairs Chair
div19studentrep@gmail.com



Jennifer Barry
Division 19 Student Affairs Chair-
Select
div19studentrep@gmail.com

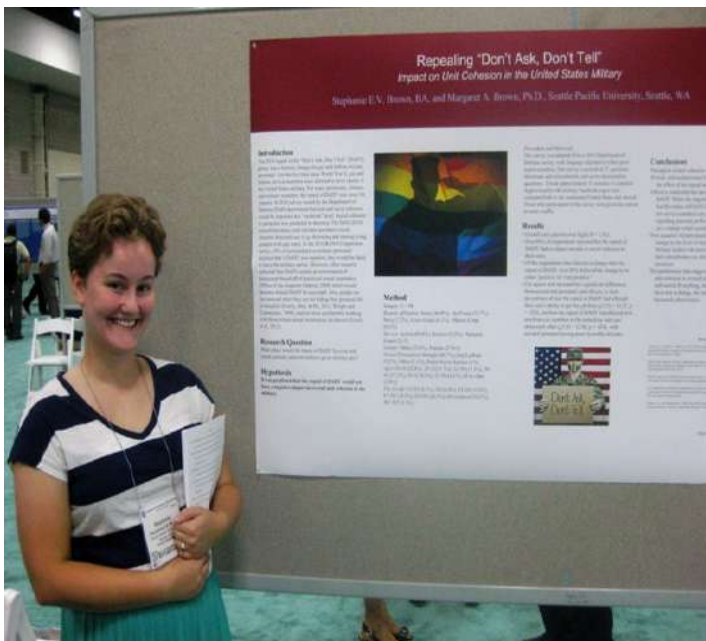
2013 Student Travel Award Winners



Nehad K. Sandozi, *Ball State University*



Matthew S. Jackson, *Ball State University*

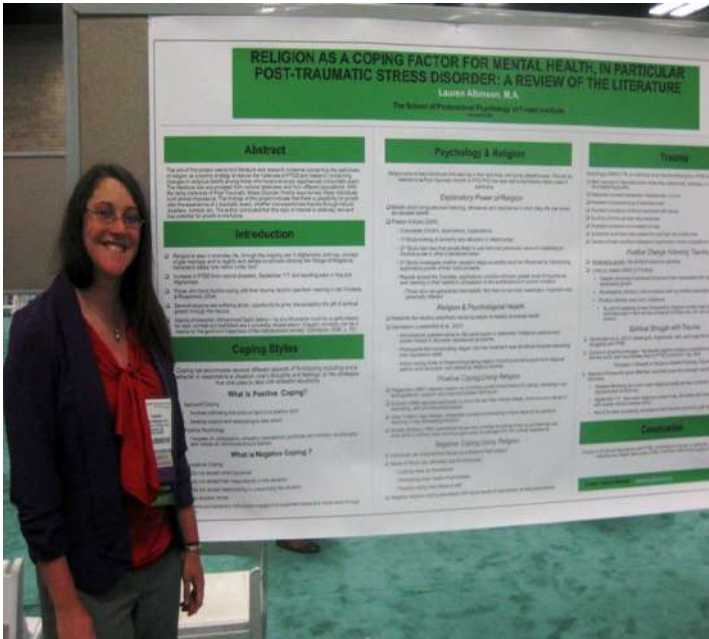


Stephanie E. V. Brown, *Seattle Pacific University*



Ashley M. Griffith, *Iowa State University*

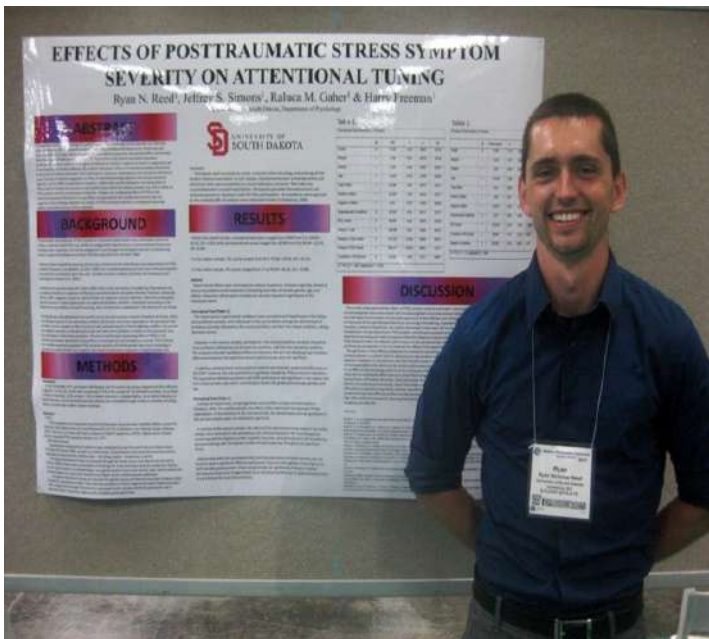
2013 Student Travel Award Winners (Continued)



Lauren F. Albinson, *Forest Institute of Professional Psychology*



Wendy J. Rasmussen, *University of Iowa*



Ryan N. Reed, *University of South Dakota*



Michael P. Sapirio, *JFK University*

2013 Student Travel Award Winners (Continued)



Kathryn J. Holloway, *California School of Professional Psychology*



Catherine M. Caska, *University of Utah*

American Psychological Association (APA) Program Chair Report

Nathan Ainspan, Ph.D., Division 19 Program Co-Chair

The 2014 APA Annual Convention

The 2014 APA Annual Convention is going to be held in Washington, DC, from August 7th through August 10th. We are planning a number of exciting and interesting activities for you and also want your input and ideas so that we can make this convention even more interesting, useful, and even fun.

Submit Proposals for Seminars and Panels

We encourage all members to submit proposals for symposiums, workshops, and other panels for the meeting. The interests of Division 19 cover the gamut in psychology (from clinical to counseling, from human factors to industrial/organizational), so APA's annual meeting is an ideal place to present your work. Tens of thousands of psychologists from other divisions and fields will be in attendance, making the convention the perfect place for psychologists who might not be affiliated with military psychology to learn about your work. In addition to panels that present the latest research and practice ideas, we are also encouraging seminars on professional development, film programs, and papers and posters on all areas of military psychology.

Military psychology has become a major concern of our country, and this is reflected in the interest of APA's membership and its leadership. Because of this interest, our sessions will feature prominently in the convention program and will receive media attention. The location of the meeting in DC will focus more attention to our presentations. For these reasons, we encourage all psychologists with an interest in the military to submit ideas and proposals for consideration to Division 19.

This year APA has a new focus on interdivisional collaborative programs, and we encourage you to reach out to your colleagues in other divisions to create these sessions. APA is encouraging innovative formats that

integrate psychological sciences and practices. If you have ideas but have questions on how to organize a session or want help to reach out to find other presenters, please feel free to contact me. I can be reached at nate@ainspan.com.

The deadlines for submitting proposals are approaching:

- **November 1** is the deadline for interdivisional collaborative proposals. (Note that you will need to seek the participation of your partners from other divisions before you apply.)
- **November 11** is the deadline for continuing education (CE) proposals. (Remember that APA pays the presenters of CE sessions—and offers free CE classes to presenters as well.)
- **December 2** is the deadline for proposals for symposia, skill-building sessions, film festival programs, conversation hours, posters, and papers.

Complete information on the different types of presentations along with the online application is in APA's Call for Convention Proposals: <http://www.apa.org/convention/convention-call.pdf>.

Recommendations for Special Events

In addition to our regular programming, Division 19 is also seeking your input and ideas for special events and other unique programs. We had great success last year in Hawaii with boat cruises, parties, dinners, and career guidance sessions, and we want to expand on these ideas in DC.

We will offer programs that are useful for your career development, will be of interest to you professionally, and will be exciting and fun for you to attend while you are in DC. Some of the ideas that we are discussing include expanding our career development, skills development, and

mentoring sessions. Because we will be in our nation's capital and military headquarters, we are also looking into hosting tours and receptions at DC locations of interest to our members (e.g., the National Intrepid Center of Excellence, the Pentagon, and the military museums in the area) and with military leaders in the area. We know most members attend with their families, so we want to offer programs and trips for families to enjoy. Please let me know your ideas and suggestions of tours, trips, or programs that would be of interest to you, your family, and your career.

Programs and Activities for Graduate Students

Graduate students in the division will also have a number of sessions available to them during the convention. Last year the graduate students created a number of fun social activities, and we are working closely with the graduate student leaders to create more programs and sessions this

year for this population. I encourage you to share your ideas with me and with our student affairs committee chairs CPT David Barry or Jennifer Barry at div19studentrep@gmail.com.

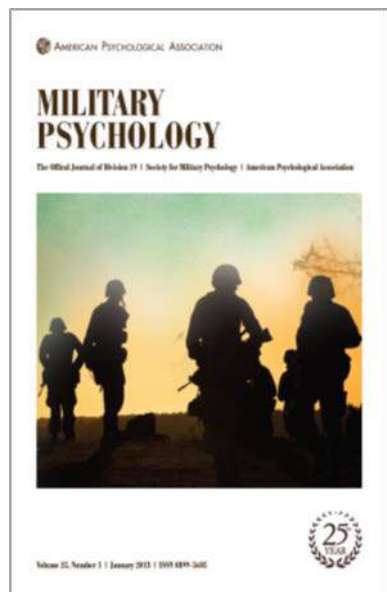
If you are a student and are concerned about the costs of traveling or presenting in DC, please remember that the division has a number of generous student research grants and travel awards available this year. Information about the research grants is at <http://www.apadivisions.org/division-19/awards/grant/index.aspx>, and travel awards information is at <http://www.apadivisions.org/division-19/awards/student/index.aspx>.

We are working hard to make this convention interesting, exciting, and fun for our members. But we need your help and ideas (and session proposals) to make this happen. Please contact me at nate@ainspan.com or by phone at (703) 304-5904.



MILITARY PSYCHOLOGY

*A Journal of the Society for Military Psychology
Division 19 of the American Psychological Association*



The American Psychological Association began publishing the bimonthly journal *Military Psychology* in 2013.

Division 19 members will continue to receive this 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>.

Announcements

Eric Surface, Ph.D.

General

“PTSD Coach” Free Mobile App

The National Center for PTSD (of the U.S. Department of Veterans Affairs) offers a free mobile app: “PTSD Coach,” which is available at <http://www.ptsd.va.gov/public/pages/PTSDcoach.asp> (courtesy of Will Wilson).

The PTSD Coach app provides the following:

- Reliable information on PTSD and treatments that work.
- Tools for screening and tracking your symptoms.
- Convenient, easy-to-use skills to help you handle stress symptoms.
- Direct links to support and help.
- Always with you when you need it.

The International Applied Military Psychology Symposium (IAMPS)

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

Organizations

Join the College on Problems of Drug Dependence (CPDD)

The CPDD is seeking new members. Member-in-Training memberships are inexpensive (\$40), easy to process, and—in addition to other benefits—discount the registration for the annual meeting. Details can be found on the CPDD website at <http://www.cpdd.vcu.edu/Pages/AboutUs/MemberBenefits.html> or contact Dr. Michelle Kelley (mkelley@odu.edu) with questions.

Positions/Jobs/Internships

Industrial-Organizational Psychology Position at Austin Peay State University

The Department of Psychology at Austin Peay State University invites nominations and applications for a full-time, 9-month tenure-track position at the Assistant Professor level in industrial-organizational psychology. This appointment will become effective no later than August 2014. You can learn more about the program by visiting www.apsu.edu/ioprogram.

Typical duties and responsibilities: Significant role in teaching, supervising graduate research and advising graduate students. Teach courses for undergraduate psychology majors in either face-to-face or online format. The teaching load for this position requires the accumulation of 24 teaching load credits in an academic year. A three-credit-hour undergraduate course earns the faculty member three teaching load credits. A three-credit-hour graduate course earns the faculty member four teaching load credits. The number of course preparations rarely exceeds three in any one term.

Required qualifications: A doctorate in industrial-organizational psychology or a closely related field is

required. All but dissertation (ABD) will be considered if all requirements are completed by date of hire, August 2014. Engage in scholarly and creative activities and provide service to the university/community that commensurate with a 12-credit-hour teaching load. Candidate will gain the required skills to teach in an online environment. A background search will be required of the successful candidate. Refer to <http://www.apsu.edu/human-resources/faculty> for more detailed information.

Clinical Psychology Assistant Professor Position at Old Dominion University (ODU)

The Department of Psychology at ODU invites applications for a tenure-track Assistant Professor of Psychology in *clinical psychology* to begin in August 2014. The successful applicant must have a doctoral degree from an American Psychological Association approved clinical psychology program; an active research program; and demonstrated potential for excellence in research, teaching, and grantsmanship. Responsibilities include teaching undergraduate and graduate courses and conducting research in clinical psychology and mentoring M.S. and Ph.D. students in clinical psychology. Preference will be given to candidates with research/teaching interests that complement current faculty research, for example, diversity and health psychology.

ODU's Psychology Department (<http://sci.odu.edu/psychology/>) is in the College of Sciences and includes 25 full-time faculty members, approximately 1,200 undergraduate majors, and 100 students in our graduate programs. At the graduate level, the department participates in the Virginia Consortium Program in Clinical Psychology, a clinical Ph.D. program, offered in conjunction with Eastern Virginia Medical School and Norfolk State University. The department also offers a terminal Master's degree in Experimental Psychology and Ph.D. degrees in Applied Experimental, Human Factors, and Industrial/Organizational Psychology. ODU is located in the Hampton Roads area on the Chesapeake Bay in southeastern Virginia.

To apply, please submit a curriculum vitae, statements on research and teaching, evidence of teaching effectiveness, three letters of reference, and a letter of application to

clinicalpsychologysearch@odu.edu. Applications will be reviewed beginning October 15, 2013, and will continue until the position is filled. ODU is an Affirmative Action/Equal Opportunity employer.

Books

Seeing What Others Don't: The Remarkable Ways We Gain Insights

Gary Klein, Ph.D. (Author)
PublicAffairs Books, 2013

Gary Klein's newest book, *Seeing What Others Don't: The Remarkable Ways We Gain Insights*, continues the string of discoveries he has made about naturalistic decision making. In his 1998 classic, *Sources of Power*, he described how people actually make decisions. In later works, he explored sensemaking and planning, and now he has turned his attention to the nature of insight. He has collected 120 examples of exciting insights, many of which he sprinkles throughout the book. Part I is told like a mystery story, introducing different ways that insights might work and trying to determine which of these "suspects" is responsible. His conclusion will surprise the reader, and it represents a breakthrough in the way we understand insights. Part II shifts gears and examines the reasons why we do not have more insights—the things that get in our way. The most discouraging chapter in this section documents the reasons why organizations discourage insights, and the ways they do it. Part III changes direction again, to explore ways to overcome the barriers described in Part II. Here, Klein discusses ways for individuals, teams, and organizations to do a better job of promoting insights. Part III is also candid about popular tactics that do not make much sense. The book concludes with a discussion of how the forces that drive insights keep us from becoming cognitively rigid.

Military Psychologists' Desk Reference

Bret A. Moore and Jeffrey E. Barnett (Eds.)
Oxford University Press, 2013

The psychological well-being of servicemen and women returning from war is one of the most discussed mental health issues today. Media programs debate the epidemic of posttraumatic stress disorder in veterans and the

potential fallout of an over-burdened veteran mental health system. This public discussion is only a small glimpse into the field of military psychology. One of the most diverse specialties within psychology, it is a sector positioned and equipped to influence such concepts as psychological resilience, consequences of extended family stress, the role of technology in mental healthcare delivery, and how to increase human performance under harsh conditions.

Military Psychologists' Desk Reference is the authoritative guide in the field of military mental health, covering in a clear and concise manner the depth and breadth of this expanding area at a pivotal and relevant time. Moore and Barnett, former military psychologists, bring together the field's top experts to provide targeted reviews of the most salient aspects of military mental health and present them in an easily digestible manner. Chapters cover important topics such as military culture, working with Special Operations Forces, professional issues and ethical challenges, women in combat, posttraumatic stress, anxiety and sleep disorders, psychologists' involvement in interrogations, and how to build and sustain a resilient Force, to name but a few. Authors are a mix of psychologists, psychiatrists, social workers, and chaplains, experts from the Department of Veterans Affairs, prominent academicians, and representatives from other governmental and civilian organizations. This comprehensive resource is a must for every military psychologist as well as for nonmilitary clinicians, researchers, counselors, social workers, educators, and trainees who increasingly need to be familiar with this specialized area of psychology.

Requests for Research Participation

Request for Participants: Social Intensity Syndrome—Looking at the Military as a Culture

Dr. Philip Zimbardo of Stanford University and Sarah Brunskill are conducting a research project that seeks to explore and standardize a measure that evaluates a recently developed conceptual model called the Social Intensity Syndrome (SIS). The research involves surveying (via online) military service members about their social systems, relationships, and health. SIS is a new phenomenon that is being studied within the military population that

addresses their relationship differences between the military personnel and their unit, military friends, family, and significant others. We need more participants to take the survey to ensure that all wars, age groups, and departments within the military are accurately represented. To qualify for the study, you must be over 18 years of age, be a current member or have served in the U.S. military, identify as male, and be able to speak and read English. Participation in this study consists of taking an anonymous online survey that should take approximately 30–45 minutes. Participants will have the opportunity to be entered in a raffle to win a \$200 Amazon gift card. A link to the survey is provided at the end of this announcement. Please feel free to invite people you know who may fit the criteria for this study by passing along the link or sending them to our Facebook site. If you have any questions, please feel free to e-mail the principal investigator, Sarah Brunskill, at sbrunskill@gmail.com. Follow this link to the Survey: www.sites.google.com/site/sisstudy/. You can also access the Survey on our Facebook site: www.facebook.com/SISstudy.

Does Ethnic Identity Mediate the Relationship Between Gender Role Conflict and Depression in Men?

The study purpose is to understand how men view their roles as men in our society. There is not a lot of research on how roles that men take affect them. Participating in this study will help provide information on how the roles men take may, or may not, affect them. To participate, you must be a male between the ages of 18 and 80 and you must be able to read English. If you decide to participate, you will be asked to sign the consent form and complete three separate measures. The survey will be completed online and should take approximately 30 minutes. The researcher expects that any risks, discomforts, or difficulty will be minimal and are believed not likely to occur. If the discomfort becomes a problem, you may discontinue your participation without any negative consequences. All information obtained during this study will be anonymous, and there is no way to link the information you provide with your name. All information obtained online will only be accessed by the researcher. Participants will have a chance to win one of ten \$25.00 Visa gift cards. To learn more, please contact the principle researcher of the study, Desmond Thayer, at 916-307-8857 or

dthayer@alliant.edu. This research is conducted under the direction of Dr. Suni Petersen, Ph.D., faculty at the California School of Professional Psychology, and it has been approved by the Fresno/Sacramento campus Institutional Review Board (#SC04-26-13DT). If you decide to participate, then use the following link to access the survey: <http://tinyurl.com/lpaazaa>.

Relationships Among Military Personnel (RAMP) Army Couples Study

The RAMP project is a University of Colorado Denver study designed to learn more about relationships and psychological health among male Army soldiers and their civilian wives or girlfriends after deployments. The study is Department of Defense funded, and the principal investigator is Elizabeth Allen, Ph.D. (Relationshipstudieslab@ucdenver.edu). We are looking for ways to reach out to Army couples (including Army National Guard or Reserves). We are looking for heterosexual couples where he is/was in the Army (including Army Reserves and Army National Guard) and has a history of recent deployment, and she is a civilian. They can

be married or in a serious long-term relationship. Couples who participate would take an online survey. All couples need to do is go to www.armycouples.com to learn more and sign up. If the couple is selected for the survey, each individual is compensated with a \$50 gift card (so \$100 per couple) for doing the first survey. If the couple completes later surveys, each person would earn a \$75 gift card per survey (so \$150 per couple per survey). We keep participation and all responses confidential, but provide summary findings to the military sponsors. All participants receive a study ID number, which is used to track their data, to avoid having identifying information linked with responses. The study was fully approved by the Colorado Multiple Institution Board on December 14, 2012, with secondary approval by the U. S. Army Medical Research and Materiel Command's (USAMRMC's) Office of Research Protections (ORP) Human Research Protection Office (HRPO). We really need to spread the word about the study and are asking for your help. We have a flyer describing the study, which can be found at www.armycouples.com. We also welcome any suggestions for how to distribute this information to potential participants.



SOCIETY FOR MILITARY PSYCHOLOGY

Division 19 of the American Psychological Association

Student Travel Awards



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

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

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

We look forward to your submissions!

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!

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

INSTRUCTIONS FOR CONTRIBUTORS TO *THE MILITARY PSYCHOLOGIST* NEWSLETTER

Please read carefully before sending a submission.

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

Preparation and Submission of Feature Articles and Spotlight Contributions. 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*.

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