



# THE MILITARY PSYCHOLOGIST

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*Division 19 of the American Psychological Association*

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January–December 2015

#### DIVISION 19 OFFICERS

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Past President	Kathryn T. Lindsey	O: 410-293-1343/E: kt.lindsey@verizon.net
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	Christopher Murphy	E: spoon6196@yahoo.com
Representative to APA Council	Larry James	O: 937-775-3490/E: larry.james@wright.edu

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Membership	David M. Barry	dmbarry63@gmail.com
Nominations	Thomas J. Williams	Thomas.j.williams1@us.army.mil
Military Psychology (Journal)	Armando Estrada	military.psychology.journal@gmail.com
The Military Psychologist (Newsletter)	Joseph B. Lyons	joseph.lyons.6@us.af.mil
APA Convention Program	Nathan D. Ainspan	Nathan.D.Ainspan.civ@mail.mil
	Rebecca Blais	Rebecca.blais@usu.edu
Clinical Practice	Arlene Saitzyk	arlene.saitzyk@med.navy.mil
Military Psychology History	Paul Gade	paul.gade39@gmail.com
Women and Minorities in the Military	Kelly Ervin	Kelly.s.ervin.civ@mail.mil
International Military Psychology	Robert Roland	Robertr885@aol.com
Website	Arwen DeCostanza	arwen.h.decostanza@us.army.mil
Division 19 Listserv	Paul Bartone	bartonep@ndu.edu
Student Affairs	Angela Legner	alegner@ego.thechicagoschool.edu
	Jennifer Barry	jennbarry@gmail.com
	Kevin O'Leary	koleary@antioch.edu
Reserve Component Affairs	James Griffith	jhgriffith@comcast.net
Early Career Psychologists	Katherine Dondanville	Dondanville@uthsca.edu
Continuing Education	Freddy A. Paniagua	faguapan@aol.com
Paliamentarian	Paul Bartone	bartonep@ndu.edu

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

#### EDITORIAL BOARD OF THE MILITARY PSYCHOLOGIST

Editor in Chief	Joseph B. Lyons	joseph.lyons.6@us.af.mil
APA Account Manager	Mark Winter	mwinter@apa.org
Production Manager	Abimbola Farinde	Abimbola.farinde@outlook.com
Editorial Departments		
Executive Committee	Eric A. Surface	esurface@swa-consulting.com
Membership	David M. Barry	dmbarry63@gmail.com
Feature Articles/Trends	Joseph B. Lyons	joseph.lyons.6@us.af.mil
Spotlight on Research	Krista Ratwani	kratwani@aptima.com
Spotlight on History	Paul Gade	paul.gade39@gmail.com
Continuing Education	Freddy A. Paniagua	faguapan@aol.com
Early Career Psychologists	Katherine Dondanville	Dondanville@uthsca.edu
Student Affairs	Angela Legner	alegner@ego.thechicagoschool.edu
	Jennifer Barry	jennbarry@gmail.com
	Kevin O'Leary	koleary@antioch.edu
APA Program	Nathan D. Ainspan	Nathan.D.Ainspan.civ@mail.mil
	Rebecca Blais	Rebecca.blais@usu.edu
Announcements	Jonathan Frank	jonathan.frank@us.af.mil

## ***Editor's Column***

***Joseph B. Lyons, PhD***



Do you enjoy military psychology topics? Do you yearn for an opportunity to support our brave men and women serving this great country? Are you looking for an opportunity to publish an idea, a research paper, a position paper, or to share your opinion about military psychology topics?

If you answered “yes” to any of these questions, then by all means read on. There are a number of ways you can contribute to *The Military Psychologist*. You can contribute a paper or you can volunteer to be a Section Editor—we are currently seeking Section Editors for the Featured Articles Section as well as the Announcements Section. If you are interested in either of these Section Editor positions please contact me!

We have an exciting set of papers and reports for your reading pleasure in this, the Fall issue of *The Military Psychologist*. So let’s take a snapshot of some of the highlights.

In our Feature Articles, we begin by showcasing our Division 19 Writing Contest winner, Lt Col Mark Staal. Lt Col Staal’s paper discusses the importance of psychologists establishing credibility within operational units. He

goes on to detail a few suggestions for how psychologists may go about fostering this credibility.

In the Trends section, William Schumacher discusses the concepts of Traumatic Brain Injury (TBI) and Post-Traumatic Stress Disorder (PTSD), and he discusses treatment options for PTSD when the individuals also suffer from TBI.

In the Spotlight on History column, Michael Rumsey wrote a tribute to Hubert E. Brogden who was one of the pioneers of research on personnel selection, classification, and utility analysis. I found this to be a very interesting read and a nice historical account of this research area.

In the Early Career Psychologists Report, Katy Dondanville details the results of a survey conducted with the Early Career Psychologists community to examine the needs of Early Career Psychologists. It evaluates the impact of several Division 19 resources on Early Career Psychologists.

Finally, I would like to offer a huge thank you to everyone who contributed to this newsletter!

Happy reading!

## ***Division 19 President's Message***

***Thomas J. Williams, PhD***

### **Military Psychology: Strength, Wisdom, and Virtue in the Face of Chaos and Uncertainty**

Selfishness is not living as one wishes to live, it is asking others to live as one wishes to live.

—Oscar Wilde, *The Soul of Man Under Socialism*

Members of Division 19, Society for Military Psychology, it is with a growing sense of concern for our profession that I share my thoughts with you, in this, my final “President’s Message.” Both our American Psychological Association (APA) leadership and our members are still reeling from the aftermath of the Hoffman Independent Review (IR) and the APA policy to limit psychologists supporting national security. The search has begun for an interim CEO for the APA. The APA critics and dissidents view this as another opportunity to demand our profession “live as they wish to live,” as one in which “only they” define what is right, proper, or ethical. They confront, ridicule, and discount reasoned and thoughtful evidence, attacking and maligning anyone who disagrees with them. The future they promote is contradictory to the very issues they champion: transparency, but only on their terms; openness, but only to their views; progress, but only if our profession withdraws its support to the foundation for the freedoms they too often callously exercise. Their worldview is one which that project and foist on others, motivated by their own mistrust of anyone associated with the Department of Defense or with promoting the national security that that organization helps preserve. They continue to call for APA actions to terminate, deny, or block any contributions by any individual with whom they disagree or suspect of, as yet, uncovered nefarious actions. As I have recently recounted, some of the self-proclaimed dissidents act as if they must “destroy the profession” to save it.

In short, this has gone on too long. The interest of our profession and of APA members is not best served when leaders acquiesce to their every demand or calls for vengeance. Rather, only strong leaders at the very top can

reclaim the mantle of leadership for our profession to guide us through this difficult, challenging, and disappointing time.

It may not come as a surprise to anyone to know that I, as president of Division 19, have been asked numerous times why I have not apologized for the findings of the Hoffman report on behalf of our division. First and foremost, I absolutely see no basis for a collective guilt. Our division has been a leader in reaching out to affirm and maintain the values of the APA, which we have emphasized and exercised through action in support of our APA Ethics Code. It was members of our division who first raised the issues related to interrogations and who then requested ethical parameters. It has been members of our division who continually championed and defended the call for a strong ethical foundation to guide our actions and the actions of all psychologists. If the apology is being sought to demand that our division reaffirm the boundaries that were crossed, then psychology and psychologists, ironically, have always had “boundary issues.” There is a temptation borne of a growing sense of embarrassment that at some point, *we* (our profession) may need to apologize for the embarrassing way *we* (our profession) have handled this conflict. For that, *I will* say “I am sorry.”

Part of our self-reflection must also bring us to question whether psychologists will now find themselves targeted if they seek to advocate for any issue. The nexus for the major “violation of the trust” that many feel is highlighted in the Hoffman IR turns on the issue of what constitutes *cooperation* versus *collusion*. Can anyone serving on an APA task force (TF) ever feel completely comfortable trying to *cooperatively advocate* by educating others on the TF about their organizational demands and seek to create a partnership in an effort to find common ground (which constituted collusion as Hoffman and the critics allege)? It seems many have forgotten the important role (and responsibility) to remain collaborative in both the process and the content of ethical consultation (e.g., Gottlieb, Handelsman, & Knapp, 2013). Within this inte-

grated model for ethics consultation is the need to engage in “mutual problem identification and decision making” (Gottlieb et al., 2013).

Anyone carefully looking at the individual and organizational complexities that were raised by, and addressed in, the Psychological Ethics and National Security (PENS) TF can readily acknowledge that these ethical issues, like most ethical issues, were “inherently dilemmatic and have no clear answers” (p. 312). The complexity of these issues highlights how “ethical decision making can be complicated when decisions involve complex situations, conflicting ideals, vague or nonexistent guidelines, and strong emotions” (Rogerson, Gottlieb, Handelsman, Knapp, & Youngren, 2011, p. 614).

A rational and reasoned stance offers the view that those seeking consultation must always try to ensure that the organizational and ethical issues are appropriately addressed from their perspective. This, in turn, necessitates that they advocate for a complete understanding as part of that collaborative effort. One might say there is a fine (and now confusing) line between *advocating*, *collaborating*, and *colluding*—depending on whether one is “for” or “against” the advocated outcome.

It is easy to see why this is such a difficult issue for psychologists to understand, as well as appreciate the distinction between collusion and cooperation, because they are recognized as less prepared to professionally advocate than other professions (Hill, 2013). This is especially true when considering how Fox (2008) defined advocacy as “the use of political influence to advance the profession through such means as political giving, legislative lobbying, and other active participation in the political decision-making process” (p. 633). As Hill (2013) notes, “Advocacy may simply involve collaborating with others to better meet common goals” (p. 187). We also must recognize that

what one must understand, however, is the manner in which a particular set of shared values interacts with the particular experiences shared by a community of specialists to ensure that most members of the group will ultimately find one set of arguments rather than another decisive. (Kuhn, 1996, p. 200)

Once upon a time, the leadership of our profession recognized that the foundation for psychology rested on its relevancy and scientific foundations for all of society, not

just those now narrowly pursued to advance personal goals. Those leaders understood and shared the values for the importance of psychology in support of national security. We now have louder, darker, and more strident voices whose experiences of suspicion, distrust, and denial have gained expression through policy appeals to distort and then conceptually (and emotionally) group “support to national security” with “support for” torture. They know and clearly understand their primitive, emotional appeals: no one wants to be “for torture.” However, through their repeated pairings, they engage in a process of persuasion to shape the views of others who understandably want to “oppose torture.” The distortion exists, and they know and exploit it.

I think we all need to carefully consider who is owed an apology and who needs to provide one for the resulting stifling of partnerships and progress that now ensues. The current reactionary atmosphere also undermines ethical standards that were once considered and championed “as deliberative approaches to help fulfill . . . professional obligations” (Knapp, Handelsman, Gottlieb, & Vandecreek, 2013). Policies (APA, 2015) that target members of our military and the locations where they can provide services turn the ethics code into a political instrument without clarity or direction for where it is wielded next.

I am hopeful that with the passage of some time, the voices for a “considered and deliberative approach” will drown out the reactionary dissidents. That can only occur with strong, visionary leadership at the top—not by appeasing those who continue to seek revenge and retribution.

To address the issues related to the APA’s values, as part of my presidential initiatives, with the assistance of our Division 19 Executive Committee, shortly after the release of the Hoffman IR, we stood up a Division 19 TF to address, among other things, the following issues: any *objective evidence* of “collusion”; evidence of dependence on government influence for the APA; impact if the APA adopts a policy prohibiting psychologists from participating in interrogation (which of course it now has); recommendations pertaining to the evaluation and recommended changes to APA ethics processes; review of existing Division 19 bylaws and policies to ensure they are anchored in APA core values, including promoting human rights, human welfare, and ethics; assessment of Division 19 membership awareness for the APA’s increased engagement around human rights activities; recommendations for

the adoption of clear procedures for appointing and/or recommending Division 19 members to APA TFs and commissions; recommendations for ethics training as components of our Annual Convention Programming; and how to ensure relevant policies are anchored in APA core values, including promoting human rights, human health and welfare, and ethics. A report from the TF is due by mid-October 2015. A special thanks to Sally Harvey, who will assume the position of president-elect on January 1, 2016, and the TF team she has assembled to bring reason and perspective to this process.

Despite the storm and stress our profession is now embroiled in, our division is strong in both the contributions we make and the valued advancement of our profession by our membership. I will end by expressing my heartfelt thanks to all Division 19 members for the faith and trust you placed in me as your president. Having the true honor of serving as the president is a team effort. The sacrifice and support from our Executive Committee (EXCOM) and committee chairs have been the defining feature that helps us move forward. A special thanks to Kathryn and Ann, past president and president-elect, respectively. Kathryn has served as an amazing mentor and Ann an amazing supporter and champion. A special thanks is also due to Angela Legner, our student leader, and our amazing student leaders throughout the country, as well as Eric Surface and the many others who help bring about the tremendous success of our division. There are many other wise and sagacious souls who have mentored, advised, guided, and supported me: to all I am deeply indebted. And a special thank you to all of you for your trust, support, and confidence you placed in me during my presidential year.

Stay strong and vigilant for ways to promote the multifaceted contributions of military psychology. Thanks to all of you for your continued support.

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## Point of Contact Information

For further information, contact:  
Tom Williams  
[thomas.j.williams1.civ@mail.mil](mailto:thomas.j.williams1.civ@mail.mil)

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## Improving Military Psychologists' Credibility With Combat Units

Lt Col Mark Staal

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*Editor's Note:* Division 19 would like to recognize our 2015 writing contest winner! Lt Col Mark Staal is an Active Duty Air Force Colonel with 20 years of experience. He currently serves as the AFSOC Command Psychologist stationed at AFSOC Headquarters, Hurlburt Field, Florida. His paper, "Improving Military Psychologists' Credibility with Combat Units" provides excellent guidance for clinical and operational psychologists.

**L**ucius Paulus Macedonicus was a Roman General who served during the Third Macedonian War. He was renowned for his military strategy and was an effective commander and statesman. In discussing the nature of military leadership consultation and those who are ideal to advise military commanders, he made the following statement:

*Commanders should be counseled chiefly by persons of known talent, by those who have made the art of war their particular study, and by those who are present at the scene of action, who see the enemy, who see the advantages that occasions offer, and who, like people embarked on the same ship are sharers of the danger.*

—Lucius Paulus Macedonicus, Roman General  
(ca. 168 B.C., Third Macedonian War)

Lucius didn't know it at the time, but he had a lot to say about what attributes and experiences make for a good military psychologist. His insights are as relevant today as they were more than 2,000 years ago.

### Be of Known Talent

Consultants to military commanders must have "the right stuff." In the context of military psychology this means that not all psychologists are necessarily going to be a good fit for integrating into combat units. Those who lack an operational mindset and those who cling too tightly to their moniker of "Dr." and position as "expert" may find it difficult to build rapport with wary operators. Many military psychologists struggle to let go of these elements (to the degree that they build walls separating themselves from those they serve). Many psychologists risk the opposite pitfall, "going native" or falling into the allure of the operational environment in an attempt to fit in and be accepted.

In order to help ensure military psychologists are a "known talent" they should go through whatever screening process and initial training that other unit members complete. In the Special Operations community, this often includes psychological and medical screening, physical fitness tests, and a formal interview by unit leadership. In addition to an independent license, work experience, and maturity, there are a number of training requirements that are often job enhancing, if not required, such as Survival, Evasion, Resistance, and Escape (SERE) training, Aviation or Aeromedical consultation training, and other combat-skills training.

Military psychologists must understand their commander's intent and how to execute that intent through their area of expertise. They must see through the lens of normalcy and not pathology. They are greatly aided by a personality and temperament that lends itself to building rapport with unit mates, and they must have a "thick skin". Although some measure of their position will be recognized, their performance and capabilities will largely determine whether they are successful.

### Be Students of the Art of War

There are a number of opportunities for psychologists to become students of the art of war. Individuals who are driven toward self-improvement, those who identify themselves as military officers before their medical specialty, and those who pursue various military support training courses are likely to make good embedded support elements. In addition to being good military officers, military psychologists must also be students of warfare, the war fighter, and their service and its military components and capacity. Here are some useful questions to ask:

1) What am I reading in order to be a better student of my craft? There are many useful and thought-provoking books relevant to military psychology: Grossman's "*On Combat*" and "*On Killing*," Stouffer's "*The American Soldier*," Keegan's "*The Face of Battle*," or Lord Moran's "*The Anatomy of Courage*".

2) What does my boss read? How about the war fighter I support? I ask every operator I talk with for their top three books. I tell them I'd like to better understand how they think

and how they see the world. What I get back are titles like Pressfield's "*Gates of Fire*," Runciman's "*Fall of Constantinople*," Coll's "*Ghost Wars*," Naylor's "*Not a Good Day to Die*," or Gladwell's "*Outliers*" and "*Tipping Point*."

3) How do I apply my service's core values or codes? How do I balance officership and my professional identity?

### Be Present at the Scene of Action

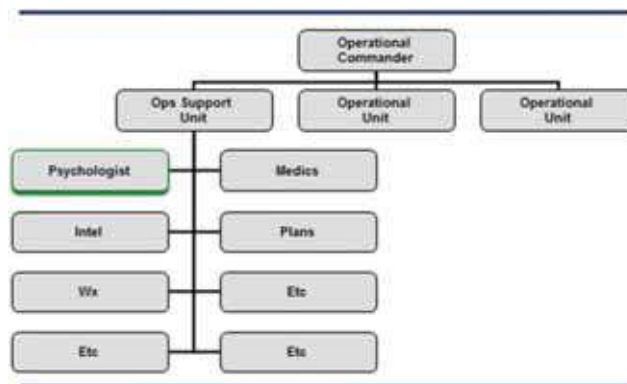
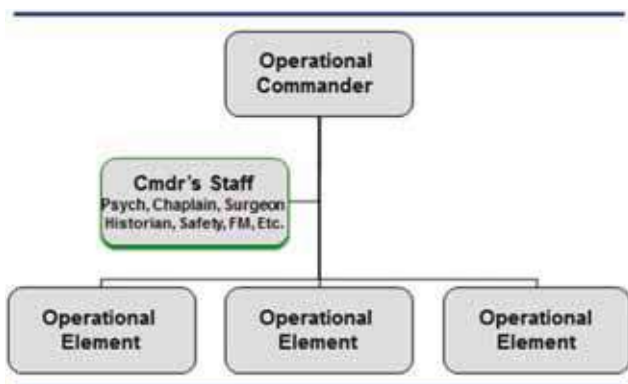
In order to maximize effectiveness one must apply resources strategically. Several models have been tested within the military regarding placement of military psychology assets, and some are better than others when it comes to operational support and integration. Position is important because it directly impacts a psychologist's ability to influence the decision maker, reduce stereotypes, increase access, and support the mission.

### Psychologist as Special Staff to the Commander and Chief of Staff

This is the most common model used within U.S. Special Operations Command (USSOCOM) regarding placement of operational psychologists. The benefits to the model include ready access to the commander and command staff, clear separation from the medical element (e.g., stigma of mental health, access to care, proximity), and greater freedom of movement toward other military elements and mission areas (e.g., intelligence support, organizational assessment, personnel selection).

### Psychologist Assigned to the Operational Support Unit

The benefits of this model are similar to those listed previously; however, this model has the potential to reduce some flexibility and freedom of movement as it unnecessarily adds



a layer of distance between the psychologist and the commander. This distance can be overcome by a clear delineation of the military psychologist's primary responsibilities and duties as an operational support element, as opposed to solely a mechanism of health care provision.

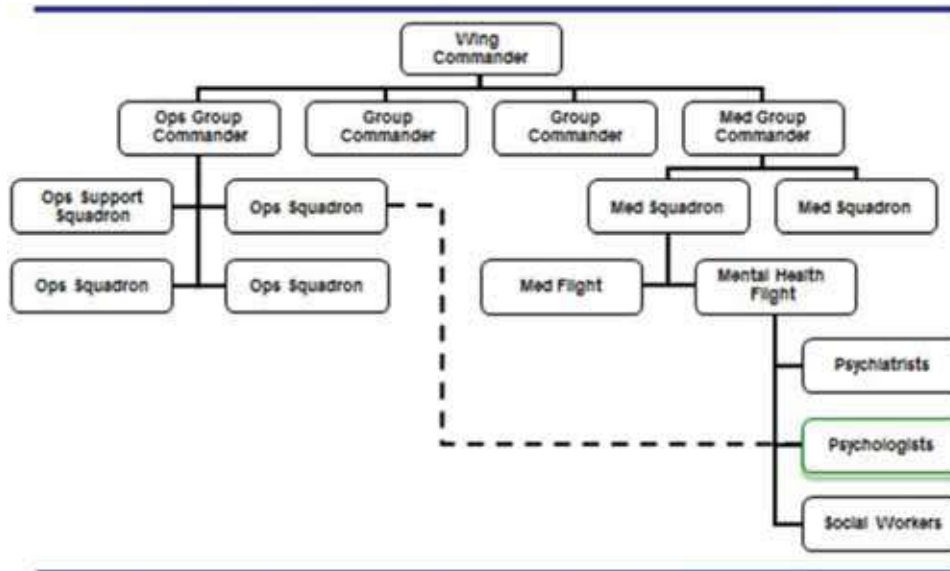
### Traditional Model of Mental Health Care

The traditional model of mental health care in which the psychologist is embedded within a mental health clinic and under medical architecture has proven more challenging. This difficulty comes largely from the overlay of medical service activities required, the medical model of service application, the organizational culture of traditional medicine, and layers of distance between the psychologist (as consultant) and the line commander (as client). This model, although ideal for health care provision, is less desirable for embedded psychology support to combat units.

### See the Enemy and Share the Danger

Hard training, deployments, and a willingness to share in the suffering and the sacrifice is what earns military psychologists their bona fides and credibility. Another part of "seeing the enemy" and "sharing the danger" requires that we understand the enemy and our unit's mission. As a military psychologist, that means becoming a student of COIN (counterinsurgency), CT (counterterrorism), FID (foreign internal defense), as well as friendly and enemy TTPs (tactics, techniques, and procedures), culture, language (to a degree), ideology, and adversary motivation. In preparation for recent conflicts it meant a lot of reading: Patai's "*The Arab Mind*," Nydell's "*Understanding Arabs*," Pickthall's translation of "*the Quran*," Lawrence's "*Revolt in the Desert*," and even "*Islam for Dummies*." It also meant reading books like the Marine Corps' "*Small Wars Manual*," Nagel's "*Learning to Eat Soup with a Knife*," Gurr's "*Why Men Rebel*," and Taber's "*War of the Flea*" (and many more).





Finally, as line commanders have recognized the value of military psychologists, formal training courses have been developed to help support their mission requirements. The current list of military psychology training courses has grown exponentially and includes support training in: SERE, aircraft mishap investigation and prevention, aeromedical consultation, behavioral science consultation to interrogation and detention operations, hostage negotiation consultation, high-reliability personnel selection, traumatic incident response, and so forth.

### Conclusion

There are many more things to say that cannot be captured in a brief article. Although there isn't a formula that guarantees success concerning military psychologists' ability to integrate into combat units, Lucius Paulus left us with a good place to start:

- 1) *Be of known talent,*
- 2) *Be a student of the art of war,*
- 3) *Be present at the scene of action,* and
- 4) *See the enemy and share the danger.*

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#### Point of Contact Information

For further information, please contact:  
Lt Col Mark Staal  
staalm@jdi.socom.mil



## SOCIETY FOR MILITARY PSYCHOLOGY

*Division 19 of the American Psychological Association*

### Call for Fellows Applications



The Fellows Online Application Portal is now open to accept applications for the next cycle of Initial Fellow candidates. The deadline is **February 9, 2016**. Information about the process and the link to the portal can be found on the Fellows webpage at:

<http://www.apa.org/membership/fellows/index.aspx>

Evidence of unusual/extraordinary and outstanding/significant contributions or performance in the field of psychology, with an (inter)national impact on the field or profession of psychology (beyond the local, state, or regional level) is required. A high level of competence or steady and continuing contributions are not sufficient to warrant fellow status. National impact must be demonstrated. D19 POC is Dr. Mike Matthews, Chair of the Fellow's Committee, [lm6270@usma.edu](mailto:lm6270@usma.edu).

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## Toronto—Home of the Hockey Hall of Fame

Pat DeLeon

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**T**he 123rd APA annual convention was exciting and Toronto is a beautiful city. There were a number of interesting symposia highlighting, for example, the unique needs of military families, and the increasing impact of technology on health care and education. A Sunday panel described the difficulties civilian researchers have in accessing military families, primarily because of barriers imposed by the Departments of Defense (DoD) and Veterans Affairs (VA). This reminded me of the Give an Hour event earlier in the year during which the highest levels of health leadership within those two agencies agreed that health care records must possess interoperability if only for “quality of care” reasons—the same policy position endorsed by the Congress and previous Departmental Secretaries—but which still remains unresolved. Why is it that as a nation we continue to tolerate DoD/VA providers maintaining separate silo-based systems? Give an Hour’s keynote speaker—First Lady Michelle Obama—clearly put Wounded Warriors first in her talk and challenged the audience to join their Campaign to Change Direction. Yet, why do the Society for Military Psychology and the VA psychology leadership still not schedule regular meetings or collaborative programs? Their beneficiaries are essentially the same, just at different stages in their life journeys. Accordingly, on several occasions, I was particularly pleased to hear Division 19 President Tom Williams describe the importance of focusing upon the “bigger picture” and psychology’s fundamental mission.

When pioneers Commander John Sexton and Lt. Commander Morgan Sammons graduated from the DoD psychopharmacology training program on June 17, 1994, they created a vision for psychology that very few had ever foreseen. The military “established the legitimacy of a prescription-training program outside of traditional medical school, thus providing a strong answer to the traditional critique from psychiatrists. . . .” The civilian sector has responded and in Toronto, Beth Rom-Rymer described the Illinois Psychological Association’s RxP success, as well as her visionary efforts to engage graduate (and undergraduate) students in their training. Judi Stein-

man’s training program is within a college of pharmacy, as APA Board member Linda Campbell had originally proposed and implemented for three years at the Georgia Psychological Association. Also, Tony Puente provided an historical overview, having served on the original APA Task Force on Psychopharmacology whose 1992 report proffered “the proposed new providers had the potential to dramatically improve patient care and make important new advances in treatment.”

**The Hoffman Report.** APA’s Past-President Nadine Kaslow and President-Elect Susan McDaniel were inspirational in chairing the Town Hall meeting addressing the Hoffman Report. The number of concerned colleagues who attended was most impressive, as was their genuine enthusiasm for fundamental reform. One might (or might not) agree with the view subsequently expressed in the national media by Anne Speckhard who described the sweeping ban on any involvement by psychologists in national security interrogations as a “knee-jerk” reaction that some members felt was sorely needed to restore APA’s reputation. She reported that in 2006 and 2007, she worked in Iraq with Task Force 134 on a program to challenge ideologically committed Islamic extremists. The idea was to try to engage detainees who had been exposed to, or adhered to, militant jihadi ideology in order to redirect them to other, non-violent solutions. She took extraordinary care to write the highest level of ethical care into her program, instilling in all she trained that prisoners must be treated with respect, care, and dignity and not tricked or mistreated. For her, the ban is simply sidestepping responsibility for what APA failed to do, and still has not done, in regard to those who took part in harsh interrogations or witnessed and abetted “soft” torture or so-called enhanced interrogation techniques. In her view, those psychologists should have been, and should still be, called up on ethics charges and have their APA membership revoked. “Banning involvement in what the government is doing is simply refusing to take a stand for what is right.” At the Toronto Town Hall meeting, the membership was definitely engaged which,

in my judgment, speaks very well for the future of the profession.

**But for the Timing—Providing a Different Perspective.** I was surprised when one of the participants at the Town Hall meeting received a standing ovation after stating he had more than 500 signatures urging APA President Barry Anton to resign. For decades, Barry has been a visionary spokesperson on behalf of our nation’s children and youth. He is a veteran and personally appreciates the many contributions that military and VA psychologists have made to our nation. Returning from the convention, I again carefully reviewed what the Hoffman Report actually said about his participation. I concluded that *if* I had been President in 2015, rather than 2000, there is little question that the same individuals would have been demanding my resignation. Having been involved in APA governance for nearly 25 years, I seriously doubt that I would have acted any differently than our then-APA Recording Secretary.

The Report points out that Barry was involved in the selection of the 2005 PENS Task Force and as Board Liaison, participated in the Task Force meeting—“but was involved substantially less than the others.” From my perspective, he consistently was a voice of reason urging

that all who might be concerned about the underlying issues be respectfully listened to and engaged. For example, when it was proposed that the Board of Directors should adopt the PENS report as policy, he stated: “I’m not sure it can go out as policy without [Council of Representatives] approval. The [Board] can certainly accept the report.” Subsequently, when the Board declared an “emergency”—a step which, in retrospect, all agree was highly unusual—his efforts assured that the entire Board would appreciate the seriousness of their action. Similarly, in response to the 2008 member-driven Petition Resolution, he appropriately informed senior APA staff that “he had been hearing concerns from Council regarding the Board’s instruction that the ballot be accompanied by pro and con statements.” These are thoughtful responses that, in my judgment, were appropriate if not judicious. I sincerely hope that the perspective and clarity of thought demonstrated by Tom Williams will ultimately be embraced by the vast majority of APA. Aloha,

#### **Point of Contact Information**

For further information, please contact:  
Pat DeLeon, former APA President  
patdeleon@verizon.net

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# Understanding TBI-Related Cognitive Impairments, Cognitive Rehabilitation Techniques, and Implications for Evidence-Based Treatment of PTSD

William M. Schumacher

*University of Oregon*

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Improvised explosive devices (IEDs) have been increasingly used in the recent conflicts in Iraq and Afghanistan. From a clinical perspective, the combined physical and psychological effects of IED blast injuries have generated particularly complex challenges for those who treat wounded service members (Sayer et al., 2009). Clinicians attempting to treat PTSD may encounter symptoms of traumatic brain injury (TBI) during treatment, although training in psychology may not adequately prepare clinicians for these issues.

Co-occurring PTSD and TBI complicate treatment because the two syndromes overlap in their clinical presentations and treatment of one can interfere with treatment of the other. Few clinicians have expertise in both conditions, with mental health professionals treating PTSD and speech-language pathologists providing cognitive rehabilitation for TBI. Unless they are part of a treatment team in a hospital setting, these clinicians rarely interact, which can compromise the effectiveness of separately developed treatment plans that fail to take co-occurring symptoms into account. To better inform clinicians whose patients experience co-occurring PTSD and TBI, this article reviews TBI symptomatology, assesses evidence-based cognitive rehabilitation techniques for TBI, and identifies the impact that TBI may have on evidence-based practices (EBPs) for PTSD.

## Symptomatology

A TBI occurs when a sudden trauma damages the brain. The damage can be focalized to one portion of the brain or diffused across multiple brain areas. The myriad of possible injuries include hematomas, contusions, anoxia (a lack of oxygen supply to the brain), and diffuse axonal injury (the sliding of brain tissue due to rotational forces or deceleration), which can lead to ineffective communication between neurons.

The complex and varied injuries that qualify as TBI result in symptom presentations that differ greatly from patient to patient, spanning a wide variety of physical, sensory, cognitive, and psychological symptoms. Physical symptoms include dizziness, headache, vertigo, and nausea; sensory symptoms include blurry vision, poor hand-eye coordination, tinnitus, and changes in smell and/or taste. Physical and sensory symptoms are very difficult to treat and typically only resolve with the passing of time, if ever (National Institute of Neurological Disorders and Stroke [NINDS], 2002).

Moderate to severe TBIs also typically affect cognitive processes, including attention, working memory, short-term memory, long-term memory, and/or executive functioning. Attention difficulties can vary from extreme deficits, such as the inability to focus on a single stimulus for more than a few seconds (focused attention), to relatively minor impairment, such as difficulties in switching rapidly between two tasks (divided attention). Memory problems, however, are the most common cognitive impairment among those with severe TBI (NINDS, 2002). Post-TBI memory impairment can include loss of specific memories (amnesia) as well as difficulty forming new memories. Executive functioning impairments can include difficulties in problem solving, decision making, organizational abilities, planning, and abstract reasoning. Although some of these cognitive impairments diminish or completely resolve over time in cases of mild TBI, many with moderate to severe TBI experience lasting cognitive changes.

TBIs can also generate psychological symptoms that are primary or secondary to the changes in physical, sensory, and cognitive abilities. Symptoms include irritability, anger, frustration, mood swings, confusion, depression, and anxiety. Behavioral issues such as impulsivity, disinhibition, aggression, and drug abuse and/or addiction can develop from the psychological symptoms, although these behavioral changes may also develop based on cognitive impairments.

## **Evidence-Based Cognitive Rehabilitation Techniques**

Organizations such as the Academy of Neurologic Communication Disorders and Sciences, and the American Congress of Rehabilitation Medicine have recently prioritized the identification of effective cognitive rehabilitation methods, leading to a rapid expansion of empirical studies. Cicerone and colleagues (2000, 2005) have completed a series of meta-analyses documenting the growth of EBPs in cognitive rehabilitation. Results from the most recent of this series (Cicerone et al., 2011) have been used to identify EBPs for cognitive rehabilitation in domains affected by TBI.

### **Attention**

Available research shows that a combination of direct attention training and metacognitive training is most effective in remediating attention deficits (Cicerone et al., 2011). Direct attention training, which aims to improve underlying attentional abilities (Cicerone et al., 2000), is typically delivered via computerized programs in which patients complete repetitive drills over a series of sessions that stimulate discrete types of attention, depending on the severity of the impairment.

Metacognitive training improves patients' ability to think about their own thoughts and use that information to improve their thinking and behavior. It enables individuals with TBI-induced attention impairments to evaluate their progress in direct attention training and ensure that they complete the necessary tasks. Used in many areas of cognitive rehabilitation, metacognitive training is covered in more detail in the Executive Functioning section below.

### **Memory**

Research on the cognitive rehabilitation of memory supports the combination of two types of memory strategy training: internal memory strategies and external memory compensations. They can be used in tandem, and both are intended to compensate for memory difficulties rather than restore lost memory abilities. A typical internal memory strategy would train the patient in functional routines to help develop implicit memory of how to complete day-to-day tasks (Sohlberg & Turkstra, 2011). Training first focuses on developing a list of steps necessary to complete the given goal. The therapist must help the patient complete these tasks with as few errors as possible so that the patient can correctly encode the steps. In subsequent ses-

sions, patients practice the steps, using less and less cueing until they can complete all the steps without cueing. Patients also practice the steps at home. Once one routine has been completed and encoded, the hope is that this skill set will be generalized to other similar tasks, and the patient and therapist can move on to the next functional routine of importance to the patient.

Other internal memory techniques include visual imagery-based mnemonic memory strategies, elaboration of learned material, and semantic association (Kaschel et al., 2002; O'Neil-Pirozzi et al., 2010). These strategies help patients integrate disparate pieces of information and improve depth of processing, both of which should enhance later recall (Wilson, 1995). The selection of particular strategies depends on the patient's residual abilities and comfort with the techniques.

External memory strategies can compensate for memory impairments by reinforcing the abilities that the individual retained, replacing tasks necessary for activity completion, and/or providing support to complete a task (LoPresti, Mihailidis, & Kirsch, 2004). Possible external aids range from high-tech devices such as smartphones to low-tech devices such as notebooks, alarm clocks, and calculators. The evolution of the smartphone has been particularly beneficial as an external memory aid because of its ability to perform a variety of functions and act as a "second brain" for those with memory difficulties. Training begins with the same kind of systematic instruction used to train patients in functional routines (as discussed above), but with their external device. For a low-tech device such as a notebook, this presents a very simple set of steps, but for a high-tech device like a smartphone, the set of steps can be quite complicated and require extensive training. Once the patient can reliably use the external aid, the therapist introduces ways in which the patient can use the external aid to complete functional activities.

### **Executive Functioning**

Research indicates that executive function remediation is best accomplished through metacognitive strategy training (Cicerone et al., 2011), which helps patients regulate their own behaviors and alter them if they are not meeting their goals. This is especially important for TBI patients, who are often unaware of their own deficits. They also commonly display relatively rigid patterns of thought and behavior and have difficulty responding to changing de-

mands (Kennedy & Turkstra, 2006). Metacognitive strategy instruction (MSI; Kennedy et al., 2008) is the most widely used technique. MSI practitioners teach patients to monitor their own behavior and effectiveness in reaching goals by (a) choosing an appropriate goal, (b) thinking about the steps needed to attain the goal, (c) planning solutions for challenges that may arise, (d) monitoring progress, and (e) correcting their behavior if needed to optimize progress toward the goal. MSI instruction can address difficulties with problem solving, organization, planning, task persistence, and initiation of activities, all of which can impair progress in any treatment.

Other metacognitive training methods vary on multiple dimensions. Programs similar to MSI train patients to examine their own behaviors through a structured sequence of questions (Levine et al., 2000). Other programs include personal metaphor training (Ylvisaker & Feeney, 2000), in which patients identify a role model and internalize key qualities to “act” like that person, and simply recording one’s perceived accuracy and efficacy in daily functioning to make patients more aware of their performance (Butler et al., 2008). Regardless of modality, metacognitive training has shown positive results in improving functionality in day-to-day tasks and goal achievement, and it has also been found effective in supplementing interventions for attention and memory (Cicerone et al., 2011).

### **Effects of Co-Occurring TBI on Evidence-Based PTSD Treatment**

Co-occurring TBI may affect PTSD treatment in a number of ways. During assessment, it may be difficult to determine which symptoms result from which syndrome. Overlapping symptoms include behavior and mood issues such as disturbed sleep, irritability, difficulty concentrating, anger, impulsivity, and self-destructive or reckless behavior, as well as personality changes such as reduced interest or participation in activities important to the individual and a reduced range of affect. Although these symptoms are all easily identifiable as cause for treatment, choosing an appropriate treatment approach may prove difficult. For example, a patient presenting with impulsivity and self-destructive behavior may be dealing with severe PTSD, so metacognitive training may be ineffective. Conversely, if these are TBI-related symptoms, therapy for PTSD is unlikely to help. Diagnostic issues such as these are best

clarified through an extensive clinical interview or collateral reports if available.

### **Attention**

Impairments in attention can significantly impair a clinician’s ability to treat PTSD using any treatment. If a patient cannot attend to a single stimulus for more than a number of seconds, PTSD treatment is not possible. Milder attentional impairments should allow for modified but still effective treatment. Removing artwork and plants, as well as blocking external noises from outside the therapy environment, can prevent these potential distractors from interrupting therapy sessions. The therapist may need to repeat material often and speak in short, concrete phrases for the patient to hold his or her attention. Too much information can overwhelm those with attention impairments.

### **Memory**

If memory of the traumatic event is impaired due to TBI, any PTSD treatment may be difficult, because all EBPs for PTSD require some elaboration of the traumatic memory. Many researchers have debated whether co-occurring PTSD and TBI is even possible in such cases, arguing that PTSD cannot develop without memory of the traumatic event (King, 2008). The nature of implicit memory, however, suggests that fear responses associated with traumatic events can generate PTSD symptoms without explicit memory. Treatment using prolonged exposure (PE) techniques will be problematic, because PE requires reliving the event based on memories. Imaginal exposure cannot be implemented without memory of the event, although some of the in vivo exposure may still potentially reduce fear-related symptoms. Treatments such as cognitive processing therapy (CPT) and eye movement desensitization reprocessing (EMDR) will likely be more effective for patients with amnesia for the traumatic event, because these treatments rely on patients bringing thoughts and feelings related to the event into awareness, rather than recalling the event itself.

Patients with memory impairments may have trouble retaining content between sessions. If the patient has difficulty forming new memories, the therapist should routinely repeat key information during a session to help the patient encode it into memory. Therapists can also utilize comprehension checks at the end of session to assess the patient’s understanding and retention of important mate-

rial. With memory-impaired patients, CPT and PE treatment will likely progress at a slower pace than usual. EMDR therapy, however, does not necessarily require the patient to remember information from one session to the next, making it a good choice for PTSD treatment with co-occurring memory deficits.

Memory impairments can also complicate the out-of-session “homework” assignments required by CPT and PE treatments. Patients with impairments in forming new memories may forget to complete assignments, further delaying the progress of treatment already slowed by trouble retaining content across sessions. If a memory-impaired patient has been trained in either internal or external memory strategies, the PTSD therapist can deploy these tools to help patients complete their homework assignments. Setting up reminders on a smartphone, writing assignments in a notebook, or asking the patient to elaborate or visualize the homework assignment should improve the chances of homework completion. Alternatively, EMDR therapy, which does not require homework assignments, may be a more practical option.

### **Executive Functioning**

Executive functioning impairments likely pose the most difficult of TBI-related cognitive impairments for a PTSD therapist to accommodate. Patients with these symptoms typically cannot self-regulate enough to comply with some therapy protocols, and the resultant delay in symptom reduction and frustration may lead to high dropout rates.

Higher functioning patients with executive impairments may complete homework assignments but do so incorrectly because of their difficulty in monitoring the success of their behaviors. The PTSD therapist should check in with such patients regularly to gauge the success of assignments and therapy as a whole. CPT therapy may be particularly problematic, because it assumes patients can engage in metacognition to examine maladaptive thoughts. Given these considerations, EMDR may be the most practical and effective treatment modality for patients with co-occurring PTSD and executive functioning impairments.

### **Future Directions and Conclusion**

Although the number of service members returning with this constellation of symptoms continues to grow, the empirical literature regarding co-occurring PTSD and TBI

is sparse. The recommendations proffered for treatment of these co-occurring syndromes were informed by the research literatures for PTSD treatment and cognitive rehabilitation for TBI-related impairments; however, they have not been empirically validated. Future research should develop and test specific PTSD and cognitive interventions for individuals with co-occurring PTSD and TBI impairments.

Despite the sparse extant literature base for co-occurring PTSD and TBI, knowledge regarding each of these syndromes has expanded rapidly in the past few decades, providing clinicians with a wealth of information to guide their decision making. Greater understanding and communication between disciplines can continue to improve care for those affected by both syndromes.

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#### Point of Contact Information

For further information, please contact:  
 William M. Schumacher  
 wms@uoregon.edu

## ***Spotlight on History***

***Paul A. Gade, PhD***

Mike Rumsey has written a most engaging profile of Hubert Brogden, a very important military psychologist that few among us know, but who has had a significant and continuing impact on armed forces classification and assignment research and application. My hope is that we will see many more of these profiles of our noteworthy military psychology ancestors in future Spotlight on History columns. A profile of the late Jay Uhlaner is planned for the next issue.

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### **Profiles in Military Psychology**

Michael G. Rumsey, PhD

*Hubert E. Brogden*

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It is now over 100 years since the birth of Hubert E. Brogden in 1913 and over 50 years since his most influential publications. Despite this passage of time, his contributions remain highly relevant to the science and practice of psychology, in general, and military psychology, in particular, in some respects even more so than when they were first communicated. Robert Perloff (1992, p. 263) described him as a person whose “insights and creativity in personnel, personality, and leadership are probably, even today, without parallel.”

Although Brogden’s contributions were indeed diverse, it is in the area of personnel, particularly personnel selection and classification, in which his contributions have proven most significant and long lasting. As much as anyone, he could be considered the father of modern utility analysis. That is, he revolutionized the study of selection and classification by showing how the value of these activities could be quantified. His demonstration that the correlation coefficient could be used as a direct measure of selection efficiency was a groundbreaking revelation. Similarly, he advanced the study of personnel classification by both linking classification to mean predicted performance and by developing a means of calculating this metric that went beyond predictive validity. He developed the idea of

quantifying the benefits of both selection and classification in terms of actual dollars. This allowed not only a comparison between costs and benefits but also a means of combining different criteria on a common scale.

#### **Career History**

Brogden received his doctorate from the University of Illinois in 1939 before embarking on his professional career with a year as instructor at Ohio State University. From there, he moved on to work as a statistician with the Louisiana State Public Health Service from 1942 to 1943, and served with the United States Public Health Service for a year after that. In 1943, he joined the Adjutant General’s Office (Brogden, n.d.) as it worked to support the World War II effort.



**Hubert E. Brogden**

Between 1943 and 1964, Brogden worked in the Personnel Research Branch of the Adjutant General’s Office, a predecessor to what is now the Army Research Institute for the Behavioral and Social Sciences. He served first as a research psychologist, then as a research advisor, and, finally, from 1954 to 1964, as director of research (Brogden, n.d.). It was during this time with the Army that he was most productive, generating numerous significant articles explicating his insights on statistics, personnel

selection and classification, and personality testing. His prominence in statistical theory and research design was such that he was chosen to author the review of research on these topics for the *Annual Review of Psychology* in 1954.

In 1964, Brogden joined the faculty of Purdue University as Professor of Psychology. He continued at this post until his retirement in 1979, when he was given the title of Professor Emeritus. An indication of Purdue's prominence in the field of industrial-organizational psychology is a partial list of those who, besides Brogden, served on its faculty in 1967: Joseph Tiffin, Robert Perloff, William Owens, and Ernest McCormick (Schmitt, n.d.). Yet even among these luminaries, Brogden stood out as an expert in tests and measurements. During his time at Purdue, he never lost his quest for learning. Although other professors could be observed reading novels while proctoring tests, Brogden would read measurement books (S. Sellman, personal communication, September 9, 2015).

Brogden served as an inspiration and guide to numerous students who ultimately became prominent in the field of psychology. Although not by nature a gregarious person, Brogden interacted well with his students. Despite his intimidating intellect, he was personally patient, supportive and nonthreatening, and in one-on-one sessions used examples from his personal experience to elucidate key concepts (S. Sellman, personal communication, September 9, 2015).

In some respects, Hubert's career paralleled that of his older brother, Wilfred. Wilfred helped found the Psychonomic Society (Grant, 1975), and Hubert later served as president of this organization (Brogden, n.d.).

### **Brogden's Approach: Solve the Right Problem**

Brogden's extraordinary career accomplishments were founded on psychometric brilliance and an uncanny ability to formulate theoretical questions in terms relevant to operational problems. He described his approach, with examples, in an article appropriately titled "New Problems for Old Solutions" (Brogden, 1957). In this article, Brogden noted that many apparently intractable problems could be solved if appropriately stated. He observed that commonly used statistical approaches were not necessarily designed for practical issues confronting researchers, and that if these issues were properly articulated, the appropriate solution could be found. Throughout his ca-

reer, he applied this approach to generate solutions that had eluded earlier researchers.

## **Selection Utility**

### **Correlation Coefficient as a Measure of Utility**

Brogden's first major breakthrough in the history of selection utility was his demonstration that the value of a selection tool, or predictor, could be related directly to the correlation between that tool and scores on an outcome measure, or criterion (Brogden, 1946b). This insight superseded earlier approaches that related utility to the amount of variance accounted for by the predictor—that is, the squared correlation coefficient (Hunter & Schmidt, 1982). This development by Brogden not only led to a more accurate method of calculating test utility but also put the value of testing in a more realistic perspective. If the true utility value of a test with a correlation coefficient of .40 were represented by the square of that value, or .16, it would be easy to dismiss that value as trivial, as many critics of testing were disposed to do.

Brogden acknowledged that there were circumstances in which neither the product-moment nor biserial correlation would accurately reflect the value of a test, or what he termed *selective efficiency*. He saw the need for a coefficient with more general applicability, not subject to the same restrictions as conventional correlation metrics, and developed just such a coefficient later in the same year (Brogden, 1949).

### **The Dollar Criterion**

Brogden and Taylor (1950a) took the estimation of utility a step further with the publication of the article "The Dollar Criterion: Applying the Cost Accounting Concept to Criterion Construction." This article addressed the problem of how to combine multiple criteria into a unitary value. If all criteria could be assessed on a single scale, then they could be meaningfully weighted and combined. The article also provided a more tangible measure of the value of testing than was yet available. The scale chosen, the dollar scale, was one that users of tests could easily embrace, at least conceptually. Brogden and Taylor proposed an accounting approach to deriving the dollar value of criterion scores. This was not an approach users found very friendly, so it was not until Schmidt, Hunter, McKenzie and Muldrow (1979) provided a less stringent means

of calculating benefits that the dollar criterion was widely applied.

### **Criterion Bias**

Brogden and Taylor (1950b) continued their examination of criteria in a second major article. They appreciated that a full understanding of criteria required an examination of factors that could lead to faulty or biased criterion measures. They accordingly provided the most thorough and disciplined examination of such factors ever attempted to that point. These included 10 factors divided into four categories: (a) criterion deficiency, (b) criterion contamination, (c) criterion scale unit bias, and (d) criterion distortion. They then offered strategies for dealing with these factors. This article has stood as the foundational treatment of criterion bias in all the years since.

### **Personnel Classification: Fitting People to Jobs**

#### **First Approximations**

In its simplest form, personnel selection involves determining which individuals are best qualified to perform a particular job. When multiple applicants are competing for multiple jobs, the problem of determining the best fit of individuals across all jobs is considered to be one of personnel classification. A number of considerations make the problem of optimal classification a complex one. First, the number of possible matches of individuals to jobs multiplies quickly as the numbers of individuals and jobs increases. Second, each individual matching of an individual to a job affects the best cumulative matching of all remaining individuals to all remaining jobs. That is, each optimal person–job match is not independent of all other person–job matches. Third, the determination of how well the person performs once classified will vary according to the job in which he is placed. The criterion of success for a clerk will be different from that for a bricklayer. In determining where to place an individual, one must have some way of comparing these divergent measures of success. Brogden did not tackle the entire classification problem in his first foray into this arena, but worked toward a solution gradually, beginning with workable segments of the challenge.

First, Brogden tackled the problems of criterion comparability and the interdependence of multiple person–job matches in the article “An Approach to the Problem of Differential Prediction,” in which he considered the prob-

lem of allocating personnel across two jobs (Brogden, 1946a). Here he foreshadowed his later work with Taylor (Brogden & Taylor, 1950a) by proposing the use of a dollar metric as a means of achieving criterion comparability. He then proposed a means of allocating personnel across two jobs, given certain assumptions. He acknowledged the difficulty, especially given the limited computational tools available at the time, of simultaneously solving all person–job matches optimally. Rather, he proposed an iterative procedure, in which the easiest, or most obvious, matches were made first, and the matches needed to fill the remaining positions followed.

Next, in 1951, Brogden focused more directly on the predictors, examining the relative value of a single predictor versus multiple predictors in a multiple job context (Brogden, 1951). Here he demonstrated that multiple uncorrelated predictors could produce a better outcome for the organization even if the combination of multiple predictors added no validity beyond that obtainable with a single predictor. These predictors could be differentially weighted for different jobs, and the result would be a more favorable selection ratio for each job for the organization. The gain from adding an additional predictor diminished as the intercorrelation between the two predictors increased, but at a surprisingly slow rate until the intercorrelations rose above .80.

#### **A Complete Solution**

In 1959, Brogden presented his most polished and complete solution to the classification problem. This solution was not limited to two jobs, as was his first approximation in 1946. He determined that the efficiency of classification could be computed as a function of

- number of jobs,
- percent rejected, and
- validity and intercorrelation of job performance estimates.

Higher efficiency could be achieved with a higher number of jobs, a higher rejection rate, higher validity of the predictors, and lower intercorrelation among the predictors. Notably, Brogden reaffirmed his conclusion from the 1951 article that the “possibility of an efficient differential classification battery is not lost until the intercorrelations of the estimates of job performance are quite high” (e.g., with intercorrelations of .8, efficiency of classification

could still be 45% as high as with zero intercorrelations; Brogden, 1955, p. 189). This observation was critical to later defenses of the use of classification batteries (e.g., Zeidner & Johnson, 1994) against those who argued that the tests in those batteries were so intercorrelated that their classification value was negligible.<sup>1</sup>

### **Brogden's Lasting Influence**

Brogden's contributions served as the foundation for several later major developments in selection and classification. His selection utility work was extended by Cronbach and Gleser (1965), such that the result became known as the Brogden-Cronbach-Gleser model (Russell, Colella, & Bobko, 1993). Its Achilles heel was its cumbersome approach to the problem of estimating the dollar value of performance. When Schmidt et al. (1979) generated a short-cut method for providing this estimate, they "sparked a frenzy of research activity compared to levels seen prior to 1979" (Vance & Colella, 1990).

Brogden's (1959) method of calculating classification efficiency has recently been revived and advanced by Zeidner, Johnson, and their associates, who used it as a foundation for their work on differential assignment theory (Johnson, Zeidner, & Leaman, 1992; Scholarios, Johnson & Zeidner, 1994; Zeidner, Johnson, & Scholarios, 1997; Zeidner & Johnson, 1994; Zeidner, Scholarios, & Johnson, 2003; Zeidner, Johnson, Vladimirsky, & Welton, 2000). Capitalizing on modern computer capacity, these researchers used a multistage simulation-based approach, incorporating multiple samples in a triple cross-validation design, to evaluate classification efficiency under various conditions. Zeidner and Johnson (1994, p. 405) observed that their findings indicated, "classification effects can be much greater than selection effects." They thus refuted those who devalued the use of classification batteries as measuring "nothing much more than *g*" (Zeidner & Johnson, 1994, p. 389). The differential assignment theory research paradigm contributed much to a recent reconfiguration of Army composites used for differential assignment (Greenston, 2002, 2012).

Curiously, Brogden's legacy includes contributions to validity generalization as well as to classification, which focuses on differentiation rather than generalization. In part, his influence on validity generalization stems from his tenure as a Purdue professor. In this capacity, in a discussion with Frank Schmidt, then a student, "he stated

that the military estimates were stable across samples. I asked him why this was not true for civilian estimates, and he said 'sampling error.'" Nine years later, remembering this conversation, "it occurred to me that you could use the sampling-error formula to estimate how much of the observed variance was due to sampling-error variance" ("An Interview With Frank L. Schmidt," 2011, p. 2). Thus was born the inspiration for both validity generalization and meta-analysis.

Brogden's ideas contributed to both validity generalization and meta-analysis in other ways as well. The correlation coefficient, the metric often used for meta-analysis, and hence validity generalization, was defended based on Brogden's (1946b) demonstration of its link to selection utility (Schmidt et al., 1985). Brogden and Taylor's (1950b) examination of criterion bias highlighted the importance of criterion deficiency and contamination in explaining a portion of the variance not accounted for by the validity coefficient (Schmidt, Hunter, Pearlman, & Shane, 1979).

### **Final Thoughts**

It is difficult to fully grasp the impact Brogden had on his field, his peers, and his students. He was truly a giant, both in psychometrics and selection, as well as in the less populated field of personnel classification. For those who knew him, he was as impressive as a person as he was a psychologist. Despite his many achievements, he remained a modest, considerate man. One of his former students (S. Sellman, personal communication, September 9, 2015) recalled being at a party where someone remarked, "Where is Dr. Brogden? I do not see him here." Brogden, sitting at a table nearby, said nothing, presumably not wishing to cause the man embarrassment. One of the man's companions then guided him a few short steps to Brogden's table and said, "I'd like to introduce you to the real Dr. Brogden."

<sup>1</sup> Zeidner and Johnson (1994) contested Jensen's (1986, p. 216) statement that "the rather uniform high *g* loadings of all the subtests [of the Armed Services Vocational Aptitude Battery, a battery of cognitive tests used for selection and classification of military service members] leave too little non-*g* variance to obtain sufficiently reliable or predictively valid differential patterns of the subtest scores for individuals." *g* is a general factor derived from cognitive tests that is typically associated with general intelligence. Later, Murphy (2009, p. 458) stated that "the consistent pattern of positive correlations among ability tests and criteria means that the choice of which tests to use to predict performance in which jobs will not usually have a substantial impact on the validity of a test battery."

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#### Author Note

The author thanks Steve Sellman, who recounted his experiences as a student of Brogden.

#### Point of Contact Information

For further information, please contact:  
 Michael G. Rumsey  
 miker1998@aol.com

#### Additional Selected Readings

- Austin, J. T. (1992). The criterion problem: 1917–1992. *Journal of Applied Psychology, 77*, 836–874.

# ***APA Program Committee Report***

***Rebecca A. Blais***

As many of you know, we enjoyed a very successful convention in Toronto. We thoroughly look forward to another informative convention in Denver this coming August. As we quickly approach convention submission deadlines, the 2014–2015 program committee chairs wish to share information with those who have interest in submitting to the 2016 program.

Below, we highlight information about the Collaborative Programming, General Programming, and specific recommendations for submitting a successful program. Proposal submissions are at an all-time high, and program space is limited. Please read this information to ensure that you are able to submit the best proposal possible. Information about programming can be found here: <http://www.apa.org/convention/convention-proposals.pdf>.

## **Collaborative Programming**

The American Psychological Association (APA) offers Collaborative Programming, which is an effort to join divisions in their shared interest. It is also a way to offer additional programming hours as general convention hours continue to be cut. Collaborative proposals do not require membership to several different divisions, only a shared topic of interest to several divisions. Their submission deadline is October 15, 2015. The Collaborative Program topics include the following: Social Justice in a Multicultural Society; The Circle of Science: Integrating Science, Practice, and Policy; Advancing the Ethics of Psychology: Issues and Solutions; Cannabis: Concerns, Considerations, & Controversies; Targeting the Leading Preventable Causes of Death; Educational & Professional Training Issues in Psychology; and The Future of Psychology: Advancing the Field in a Rapidly Changing World. These themes cut across many of the issues we think about as psychologists with interests in military psychology. As such, we sincerely encourage submissions.

If your submission is not chosen for Collaborative Programming, the submission will be sent back to the lead

division (upon submission, the chair will be asked to identify the leading division).

## **General Programming**

Dr. Ann Landes, President-Elect, thoughtfully developed a series of convention topics. The deadline for general programming is December 1, 2015. Dr. Landes's topics of interest for Denver 2016 include the following: The Inter-generational Impact of war Upon Service Members, Their Families, and Our Communities; Strength-Based Approaches to Promoting Resilience and Hardiness in Our Service Members; Disability of Service Members: Prevalence, Impact, Gender Difference, Coping Skills, Barriers to Seeking Assistance; Female Service Members, Mental Health (MH) Issues and Treatment Specific Issues and Interventions; Protective and Risk Factors for Suicidal Ideation and Attempts Among Military Personnel; and Ways to Integrate Family Involvement to Reduce Harm.

Please note that Division 19 *does not accept* single paper presentations. Paper presentations will be evaluated as possible poster presentations.

## **Specific Recommendations for Submitting a Successful Program**

The number of submissions to Division 19 programming continues to increase. This increase is met with excitement; however, the APA continues to cut all division programming hours so that a more successful convention can be planned. As the competition for program space is ever increasing, the program chairs have developed a list of suggestions for preparing a successful proposal. Please see below for an example of a de-identified abstract that is considered "highly competitive." This abstract is distributed with the permission of the authors. Please consider the following:

1. Proposals will generally be considered only as programs lasting 50 min. If you submit a program lasting longer than 50 min, please assume your time will be cut.



2. Preference will be given to data-driven proposals. If data are forthcoming, that is acceptable. Proposals that describe existing data sets (e.g., data sets that were collected 4 years ago) but do not include findings will not be strongly considered.

3. Proposals for symposia that contain authors from the same lab/institution will not be as competitive as proposals that include a diverse set of presenters.

4. Papers are evaluated as poster submissions.

5. Conversation hours and skill-building sessions are *not* preferable to data-driven symposia. As the APA provides premeeting times, please consider submitting your conversation hours or skill-building session to the APA more generally.

6. Competitive programs will be arranged much like a professional abstract. We encourage authors to include introduction, method, result, and discussion sections.

Poster presentations will be reviewed by at least two reviewers. Symposia will be reviewed by at least three reviewers. Program chairs determine which abstracts are sent out for review. If your abstract does not meet the above criteria, it is possible that it will not be reviewed. Please see the review page to understand how your submission will be evaluated (see sample review form).

### Sample Abstract

#### **Clarifying the Relation of Combat Exposure to Suicide Risk Among Military Personnel: A Meta-Analysis**

Questions persist about the possible role of deployments and combat exposure. Studies to date have yielded mixed conclusions, fueling professional debate and public confusion. In the present study, we conducted a narrative review and meta-analysis of 21 published studies to integrate findings regarding the relationship of deployment-related predictors (i.e., deployment, deployment to a combat zone, combat experience, and exposure to specific combat events) with suicide-related outcomes (i.e., suicide ideation, attempt, and death). Four authors coded the study

data and extracted the necessary information to compute effect sizes. All individual study effect sizes were converted to a common metric,  $r$ . Conventional effect size cutoffs for the correlation coefficient are .10 for small effects, .30 for medium effects, and .50 for large effects (Cohen, 1992). Effect sizes were aggregated within study using the MAc package (Del Re & Hoyt, 2010), using Hunter and Schmidt's (2004) aggregation approach (see Chapter 10, pp. 435–438) and assuming a .50 within-study correlation as recommended by Wampold et al. (1997). We used a random effects meta-analysis using the metafor package (Viechtbauer, 2010, 2014). Effect sizes were weighted by sample size (i.e., the inverse of the effect size variance). However, as three very large studies ( $n > 500,000$ ) were included in the sample, we ran models with and without these studies to assess their impact. Heterogeneity among effect sizes was assessed using the  $I^2$  statistic (Huedo-Medina, Sánchez-Meca, Marín-Martínez, & Botella, 2006), which provided an index of how much true variability in the association of a particular deployment- and suicide-related outcome was present between studies. Across all predictors and outcomes, the combined effect was small and positive,  $r = .08$  [0.03, 0.13], and marked by significant heterogeneity,  $I^2 = 99.9\%$ ,  $Q(20) = 4879.77$ ,  $p < .0001$ . This corresponds to a 25% increased risk for suicide-related outcomes among those who have some type of deployment experience. Studies examining the relationship of exposure to killing and atrocities in particular ( $k = 5$ ) showed the largest combined effect,  $r = .13$  [0.08, 0.17], and less, although still significant, heterogeneity,  $I^2 = 84.4\%$ ,  $Q(4) = 34.96$ ,  $p < .0001$ . This corresponds to a 43% increased risk for suicide-related outcomes among those exposed to killing or atrocity. Results suggest that although deployment itself may not be associated with suicide-related outcomes, exposure to killing and death while deployed is. Implications for research, practice, and prevention are discussed.

Nathan D. Ainspan and Rebecca A. Blais

Convention Program Co-Chairs

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Sample APA review form

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Proposal review sheet

Reviewer:

Submission #:

Title:

Please use the following scale to rate the identified characteristics of this proposal:

1 = Unacceptable      2 = Marginal      3 = Acceptable      4 = Good      5 = Outstanding

\_\_\_\_\_ Importance and interest of the topic to Division 19 members

\_\_\_\_\_ Quality/rigor of theory, research, or practice

\_\_\_\_\_ Contribution to scientific or professional knowledge

\_\_\_\_\_ Coherence and organization of topic and speakers

Overall recommendation for submission (Please circle one)

1                      2                      3                      4                      5  
Definitely reject      Probably reject      Accept if space available      Probably accept      Definitely accept

Recommended as a:

(A paper is an oral presentation. Individually submitted papers/posters are combined with others on the same topic to form a symposium.)

Symposium              Poster                                      Paper

Recommended length (for symposia, workshops, conversations):      50 min                      1 hr 50 min

Recommended for  
hospitality suite:      Yes                                      No

(Primarily for presentations limited in interest to Division 19 members)

Predicted audience size:                      Large (>50)                      Medium (25–50)                      Small (<25)

Comments for the author(s):

Comments to the program chair (these will not be provided to the author(s)):

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# ***Continuing Education Committee Report***

***Freddy A. Paniagua***

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*Continuing Education Committee (in alphabetical order): Nathan D. Ainspan, PhD, Jay Morrison, PhD, Freddy A. Paniagua, PhD, and Yaron Rabinowitz, PhD*

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The main objectives of the CE Committee of Div. Nineteen include the following:

1. The development of high-quality pre-convention CE opportunities at the APA Convention in association with the APA Continuing Education Committee.

2. 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. In order to facilitate the implementation of this objective, the Division 19 CE Committee has 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. This objective has been approved by the APA Office of CE Sponsor Approval (CESA), and the intention is to provide this service free of charge for military psychologists. The 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 wants to alert potential applicants for CE workshop to our committee about the updated version of the *Standard and Criteria for Approval of Sponsors of Continuing Education for Psychologists*, approved by the Council as of August, 2015. These are the standards from CESA our continuing education committee must follow when reviewing proposals submitted for pre-convention CE at either APA annual meetings or CE our committee sponsored outside such meetings. These stan-

dards may be reviewed at <http://www.apa.org/ed/sponsor/resources/approval-standards.pdf>. Division 19 CE Committee strongly advises division members to review those standards before submitting proposals to our committee, and particularly Standards D and E, which deals with curriculum Content and Program Evaluation. Regarding D, our committee encourages CE applications with emphasis on psychological assessment and/or intervention methods with evidence-based empirical support and programs on ethical, legal, statutory, or regulatory policies, and guidelines that impact military psychologists' practice and research. The key issues our committee considers in the case of Standard E is participants' evaluation as to how well each educational objective was achieved, participants' satisfaction with the program, and that there is a method in place to assess participant learning.

The Division 19 CE Committee wants to have a directory of military psychologists who may be interested in being directly contacted by our committee with the goal to develop and deliver CE credits (APA-approved) through workshops sponsored by our committee. Please send your name, email address, and the CE topic you want to develop with technical assistance from our committee to Freddy A. Paniagua at [faguapan@aol.com](mailto:faguapan@aol.com).

## **Point of Contact Information**

For further information, contact:

Freddy A. Paniagua  
[faguapan@aol.com](mailto:faguapan@aol.com)

# Division Membership Report

David M. Barry

**Visit our Membership Website:** <http://www.apadivisions.org/division-19/membership/index.aspx>

You may know that your membership with Division 19 runs from January 1 to December 31 each year. But did you know that similar to “Fiscal Years,” the American Psychological Association (APA) tracks membership in “Dues Years” that begin and end each APA Convention? Based on the past four Dues Years (see figure), it is clear that more and more current and future professionals are joining the premier organization for military psychology. Since Dues Year 2012, Division 19 gained 246 members—an astounding 26% growth rate. It’s no wonder that Division 19 was recently identified as the second fastest growing division in all of APA!

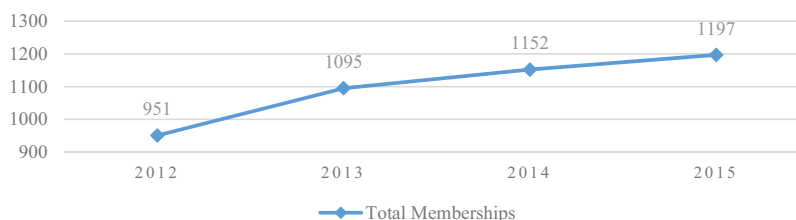
### Let’s Keep This Growth Trend Going!

The vast majority of our members renew their memberships or join Division 19 between September and December of each year. That way, there is no lapse in benefits to division membership. Be on the lookout for e-mails and

letters from APA with links and forms to renew your membership. **Student Affiliates** . . . if you renew your membership before December 31, 2015, you will be automatically entered into a dues raffle where 10 students will have their dues covered for the 2016 calendar year! Do not miss out—renew today and talk to your colleagues about joining Division 19.

### Need to Renew Your Membership? Want to Help a Colleague Join Division 19?

- Simply go to <http://www.apa.org/about/division/join.aspx> and click on the link for Division 19: Military Psychology.
- Enter your APA User ID and password or register for an APA website account.
- Follow the instructions to renew/sign up!
- *Note: Even if you’re not an APA member, you can join Division 19 as a Professional Affiliate (\$30) or a Student Affiliate (\$10 for graduate and undergraduate students).*



# ***Early Career Psychologists Committee Report***

***Katy Dondanville***

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

Division 19 prides itself on our strength of diversity, with members and associates ranging in specialties from Experimental to Clinical to Operational to Organizational and many other disciplines of psychology. This breadth of professionals all invested in military psychology makes our Division unique, creating opportunities and challenges and ensures that our Early Career Psychologist (ECP) have a strong voice and presence within Division affairs.

The following results were drawn from a survey of ECP within Division 19. Surveys were sent out to all Division 19 ECP members through the ECP listserv, LinkedIn page, and Division 19 Facebook page. A primary goal of the survey was to conduct a needs assessment of ECPs with regards to current Division 19 benefits and to identify future areas to develop. As of June 2015, Division 19 had 102 ECP Members and Associates. The current survey included 22 (21.5%) ECP Members and Associates.

Respondents were majority female (73.3%). Forty-seven percent identified their status as active duty, 13% reserves, and 40% civilians without prior military status. Respondents were employed in diverse work settings and reported the following: Military Treatment Facility, University, Private Practice, Private Treatment Center, Embedded Behavioral Health, DCoE, and Research Facilities. Finally, a total of 94% of respondents have a doctoral degree.

Results demonstrate that the majority (90%) of respondents have been with Division 19 for 4 years or less. Further, the majority (75%) of the surveyed Division 19 members intend to renew their membership next year. Before joining Division 19, 70% of respondents were not Division 19 Student Affiliates. Additionally, of those who completed the survey, about 63% consider Division 19 to be their primary division within the APA.

Respondents reported belonging to the following divisions: Society for Industrial and Organizational Psychology (Division 14), Society of Counseling Psychology (Division 17), Applied Experimental and Engineering Psychology (Division 21), Rehabilitation Psychology (Division 22), Clinical

Table 1

*Responses to “How Would You Rate the Following Current Division 19 Membership Benefits?”*

	Poor	Neutral	Good	NA
Military Psychology Journal	0%	5%	95%	0%
The Military Psychologists Newsletter	11%	5%	79%	5%
Division 19 Listserv	5%	37%	58%	0%
Division 19 ECP Listserv	11%	22%	23%	44%
Division 19 Social Media- LinkedIn, Facebook, Twitter	5%	11%	68%	16%
Division 19 Website	26%	21%	37%	16%
Opportunities for networking and collaboration	26%	26%	48%	0%
Eligibility for Division 19 awards	16%	37%	37%	10%
Division 19 Programming at the Annual APA Convention	5%	16%	42%	37%
Participation in Division 19 Governance	5%	32%	37%	26%
Participation in APA Governance	5%	47%	22%	26%

Table 2

*Responses to “How Valuable Would You Rate the Following Potential Division 19 Membership Benefits?”*

	Not valuable	Neutral	Very valuable
Training opportunities (e.g., Webinars, teleconferences) on professional development	6%	0%	94%
Training opportunities on personal development	12%	19%	69%
Training opportunities on work/life balance	19%	12%	60%
More leadership opportunities to get involved in Division 19 leadership	7%	13%	80%
Mentorship programming linking ECPs with more senior Division 19 members	6%	13%	81%
Opportunities to mentor/advise Division 19 students on career, internship, research	6%	19%	75%
Highlighting ECP achievements in newsletter articles	6%	13%	81%
Opportunities for ECPs to write newsletter articles	0%	31%	69%
Local networking events for Division 19 members in your community	19%	12%	69%
Local/Regional Division 19 Chapters	19%	12%	69%

Neuropsychology (Division 40), American Psychology-Law Society (Division 41), Psychologists in Independent Practice (Division 42), Society for Family Psychology (Division 42), Society for the Psychological Study of Lesbian, Gay, Bisexual, and Transgender Issues (Division 44), Exercise and Sport Psychology (Division 47), American Society for the Advancement of Pharmacotherapy (Division 55), and Trauma Psychology (Division 56).

Overall, respondents reported that their affiliation with Division 19 is professionally relevant, providing professional support and networking opportunities alongside prospects for professional development. Respondents reported that their biggest professional challenges as early professionals include lack of mentorship, deficits regarding understanding insurance and billing, barriers with advancement in professional development while balancing work, and insufficiencies in grant writing ability.

The following tables demonstrate opinions regarding current and potential future benefits as members of Division 19.

Overall as seen in Table 1, Division 19 ECPs are positive about the current membership benefits. Areas for potential improvement include Division 19 website and opportunities for networking and collaboration.

As seen in Table 2, Division 19 ECPs find all of the potential membership benefits surveyed to be very valuable. Division 19 ECPs are very interested in training

opportunities on professional and personal development including Webinars or teleconferences. ECPs are also interested in training opportunities on work/life balance.

Regarding mentorship, ECPs are interested in obtaining mentorship from senior Division 19 members and becoming mentors for Division 19 students. ECPs are interested in opportunities to be highlighted in the newsletter along with writing articles for the newsletter. Local networking and the idea of local regional chapters was also considered very valuable.

Thank you to all who responded to the survey. The ECP Committee and Division 19 will use your feedback to improve current benefits and develop new benefits for members.

If you are interested in becoming more involved, please contact:

Katy Dondanville, Psy.D., ABPP  
 Chair, ECP Committee  
 Division 19, Society for Military Psychology  
 American Psychological Association  
 E-mail: dondanville@uthscsa.edu

#### **Point of Contact Information**

For further information, contact:  
 Katy Dondanville  
 dondanville@uthscsa.edu

# ***Student Affairs Committee Report***

***Angela Legner***

My fellow student members, as 2015 draws to a close, I am reminded that fall not only marks the changing of a season, it also signifies a time for all of us to pause, reflect on this past year, give thanks, and make plans for the way ahead. Looking back on all of the Student Affairs Committee achievements this year, I cannot help but think that our tremendous success would not have been possible if it were not for the Division Leadership, as well as my fellow SAC team members. I am very proud of my fellow SAC Chairs, Jennifer Barry and Kevin O’Leary, as well as our Virtual Projects Officer, Jeremy Jinkerson, and our Regional Representatives, Nate Tenhundfeld and Lynnea Vis for all that they were able to accomplish on behalf of our students and Division 19. It was truly an honor to serve with you. I could not have asked for a more dedicated group of individuals, who truly care about the future of this great Division, and the military community. It is because of their exemplary leadership and tireless efforts that we met and far exceeded our stated goals for this year.

## **APA Convention Highlights**

I want to personally thank all of our students who attended this year’s convention in Toronto. The convention was undoubtedly successful because of the hard work and dedication of our student participants. From the impressive research that was presented at the poster sessions, to the large showing of students at our Division-sponsored programs, suite sessions, business meeting, and social events, it was clear that our students continue to play a vital role in the growth of our Division. I was especially grateful for those students who volunteered in our hospitality suite, as we could not have pulled off the suite sessions without their help. The SAC is very fortunate to have such a highly motivated and enthusiastic group of students. Our students truly raised the bar this year in terms of their professionalism, gaining the attention and respect of our division leadership. I would also like to extend a special thank you to the following Executive Committee members who graciously volunteered to serve as panelists for our student programming, and as mentors

during our network lunch in the hospitality suite. The SAC greatly appreciates your willingness to give back to our field by mentoring our students.

- Nathan D. Ainspan, PhD
- Paul Bartone, PhD
- Katy Dondanville, PsyD, ABPP
- Scott L. Johnston, PhD, ABPP, CAPT MSC USN
- Ann Landes, PhD
- Robert Roland, PsyD
- Eric Surface, PhD

In addition, we appreciate the following panelists who helped make our programming special.

- Andrew Blatt, PsyD
- Mary L. Bushnell, PhD
- Melinda Capaldi, PsyD, CPT, U.S.A., MSC
- Hammad S. N’cho, PhD, LT, MSC, USN
- Vladimir Nacev, PhD, ABPP, CDR (Ret), USN
- Kirk Rowe, Lt Col, USAF, BSC
- Ashley Shenberger, PsyD, LT, MSC, USN
- Edward Wright, PhD, ABPP

Lastly, I would also like to express my sincere gratitude to our President, Dr. Tom Williams, as well as our other Executive Committee members for their unwavering support of our students, and commitment to ensuring our future as military psychologists.

## **Virtual Projects**

As promised, the SAC is pleased to announce that we will shortly debut a series of informational webinars designed to provide students with additional information about Division 19, careers in military psychology, training opportunities, and special topics. Some presentations will be live; whereas others will be prerecorded. Our first webinar “Introduction to Division 19 and Military Psychology” will be posted shortly. It will provide an overview of how

to compete for Veterans Affairs/Department of Defense (VA/DoD) training, F. Edward Hebert Armed Forces Health Professions Scholarship Program (HPSP), and military careers. The Introduction webinar also provides advice for volunteerism and growing Campus Chapters. The second scheduled webinar will be "Research in Military Psychology" and is expected to premiere in October 2015. It will include interviews of military and DoD civilian research psychologists. In 2016, CPT David Barry and his cohort of Army psychology interns will bring us "Army Internship Preparation," which will focus on what Army/DoD internship sites look for in candidates. The coming year will likewise bring "Clinical Work in Military Psychology," which will focus on preparation for the unique challenges of the entry years in Active Duty psychology as well as how one's career trajectory may be guided into senior psychologist positions. Future webinar topics include military culture, suicide prevention, telehealth, operational psychology, and How to be a Campus Representative.

### **Student Affairs Committee Changes**

As you may know, the SAC will be undergoing some leadership changes at the end of this year. By the time this newsletter is published, Jenn, Kevin, and I will have selected our newest chair. Although we are excited to welcome our newest member to the SAC family, his or her arrival will be bittersweet, as we will also be bidding a fond farewell to our past chair, Jennifer Barry. I have been very fortunate to have worked with her for the past two years, and consider her the true trailblazer of the SAC. I have never met an individual more dedicated to this field than Jenn Barry. Jenn, you were invaluable to the team, and I truly valued your expert guidance, insight, and most of all, your friendship. I will definitely miss those late phone calls with the "idea fairy." Very fortunately for us, Jenn will continue to play an integral role in the Division 19 community, as she will be serving on the Women and Minorities' Military Committee next year.

Along with the onboarding of our new chair-select, and the departure of Jenn Barry as our past chair, comes my transition out of the chair role. As your chair, I was very fortunate to have met and/or worked with some of the most talented and actively engaged Campus Representatives from across the country. I can honestly say that overseeing the Student Chapter Networks, and collaborat-

ing with our CRs was the highlight of my year. It has been a truly amazing experience to watch our ranks grow and thrive to 39 chapters this year. I am both honored and humbled to have worked with such impressive individuals. Thank you for putting your trust in me as your chair, and for sharing your experiences with me. I cannot wait to hear of your future endeavors in the military psychology field and would consider it a privilege to call you colleagues.

Admittedly, feelings about my transition to the past chair role next year will be mixed, as I thoroughly enjoyed all the responsibilities and the fast-paced nature of the role. However, I am very excited to see Kevin O'Leary take charge in 2016, as I know from working closely with him this past year that he is passionate about this field, genuine, possesses exceptional leadership qualities, and has many great ideas for the future of our SAC. He truly leads by example, and will undoubtedly continue the upward momentum that the SAC and our division has enjoyed these past several years. Please join me in welcoming Kevin to the chair position! I am very fortunate that I will be able to continue working with Kevin as the past chair, and mentoring him and the new chair-select from behind the scenes, as well as overseeing the student awards program.

Thank you all for a phenomenal year! Let us set the bar even higher in 2016!

Angela Legner, M.A., Chair

### **Farewell Message from SAC Past Chair, Jennifer Barry**

Dearest friends and colleagues,

After three years of service on the Student Affairs Committee, it is time for me to say farewell. I must confess to struggling with goodbyes, and this one is particularly bittersweet. Although I am thrilled to keep serving our division through participation on our Women and Minorities in the Military Committee, there is just something so very special about our Division 19 student community. I wish I had the words to describe how much my time on the SAC has meant to me, how much I've grown personally and professionally, or how much my experiences with so many of you have enriched my life. These past few years have been both challenging and immensely rewarding. With an eye toward growth, I fear my tendency has been to focus on what remains to be done, what must be improved, how to plan and execute better next time, whether I did/said enough or too much, and so on. But as



I look back now, what come to mind clearest are the many happy memories and successes we have enjoyed. Here are just a few to share:

- Pitching the D19 Student Chapter Network concept to our division leadership and watching the program flourish in the capable hands of our Regional and Campus Reps!
- Breakfast with the SAC before EXCOM meetings for last minute review and motivation, and celebratory dinner/drinks afterward.
- Speaking of basking in the glow... Booze cruises. (Best new tradition EVER.)
- The annual D19 Social Hour at convention. It's like a family reunion without your cheeks getting pinched.
- The hundreds of hours on the phone with the SAC team, from late-night telecons to passing Dave around on my cell at convention. Love you guys!

I have also been contemplating the innumerable lessons learned, and how I will continually integrate those into my development as an Army officer and psychologist. Here are some of my favorites:

- You show respect by having high expectations of those you lead. Hold yourself to those same standards. Strive to motivate and inspire those you lead by personal example, and never forget that YOU serve THEM.
- Learn to delegate and resist micromanaging. Ask a trusted colleague to keep you in check!
- Admit mistakes, learn from the experience, and apologize whenever appropriate. Recognize when you need help and be humble enough to ask for it. Being human makes you more approachable (and is generally unavoidable, anyway).
- Be honest with yourself and others about your limitations, but always be striving to improve. Do not get lazy, and do not let fear hold you back from opportunities to challenge yourself and grow. Be sure to ask for honest feedback, especially from those you lead. Leadership development is a lifelong process, same as personal and professional development.
- Identify someone who exemplifies the kind of professional you want to be, ask them to be your mentor, and then do the work to keep that relationship solid. Con-

sider having more than one mentor for different areas of improvement. Division 19 is a perfect place to find incredible mentorship!

To that last point, I'd like to thank those who have provided so much guidance and support these last few years. How I wish I could name you all individually! First, if I have ever done anything right, it is because our fabulous EXCOM members have facilitated it. To our current and past presidents, in particular, your leadership and support have proven invaluable to the SAC as we continue to grow and shape our committee. To Dr. Kathryn Lindsey, it was an honor to be at the helm with you and I miss you already! Armando, you are one of my favorite sounding boards, and my transition to the EXCOM went smoothly entirely because of you. Planning convention was a blast with Dr. Ann Landes, the only person alive to text me before 0500 hrs. and survive to tell the tale because she knew "we're out of booze!" constituted a legit emergency. To perhaps the biggest fans of the Student Chapter Program, COL Bowles and Dr. Bartone, you are as gracious and generous as you are fun, and that is really saying something.

Without a doubt, I would not be pursuing a career in military psychology were it not for Dr. Kris Woolley, who took a call from her tent in the field to talk with some random, curious psychology undergraduate about her career in the Army. I will never forget chatting on the phone with you again, eight years later, en route to my commissioning ceremony. I owe a huge debt of gratitude to Drs. Morgan Banks and Larry James for always being available to me, no matter how busy they are. I couldn't ask for better mentors. You are truly men of character, and it is an honor to stand with you as you have stood by me in my own development. Angela and Kevin, you guys have leapt over the bar we set for you. Thank you for your friendship, your patience, your dedication, and SO much more. I am incredibly proud of all you continue to accomplish, and I know I'm leaving the SAC in great hands. No, he's not my husband and he's not my brother, either. CPT David Barry is, however, the absolute greatest friend and mentor I could have ever wished for. D, I'd follow you through the gates of Hell. Thanks for always having my back and making me look good! Lastly, my nonpsychologist boyfriend and favorite Marine, Mike Melso, has taught me more about leadership, and loving patience, than anyone I know. He has graciously supported me as I donate my

precious little spare time (and his) to our division. In all ways, he has proven that what's important to me is important to him.

To everyone I've neglected to mention, know that you are very special to me. I am so very lucky to be a part of the Division 19 family. Thank you all for sharing this experience with me, and for contributing to my growth as a leader. Most of all, thank you to my fellow students for permitting me to serve and represent you. Please do keep in touch!

Go Army! Beat Navy!

Warmest wishes to all,  
Jenn  
jennbarry@gmail.com

### Point of Contact Information

For further information, contact:  
Angela Legner  
alegner@ego.thechicagoschool.edu



**SOCIETY FOR MILITARY PSYCHOLOGY**  
*Division 19 of the American Psychological Association*  
**Want to contribute to The Military Psychologist?**



The Military Psychologist is currently seeking Section Editors for the Featured Articles section and the Announcements section. The Featured Articles Section Editor is responsible for soliciting, reviewing, and submitting submissions to the Editor for final review and publication. The Features Articles section includes research papers, opinion pieces, or descriptive papers on military psychology topics. The Announcements section pulls together relevant Division 19 material and submits them to the Editor for inclusion in the newsletter. If you are interested in supporting either of these two roles for the Military Psychologist please contact the Editor at [joseph.lyons.6@us.af.mil](mailto:joseph.lyons.6@us.af.mil).

## ***Announcements***

***Jonathan Frank, PsyD***

Welcome to the Announcements section and your chance to spread the word about relevant information you'd like shared with the community. Please take advantage of this resource by e-mailing me at [jonathan.frank@us.af.mil](mailto:jonathan.frank@us.af.mil) with a short write-up of your announcement details.

### **General**

Join Division 19 on social media!

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

The APA Fellows Online Application Portal is now open to accept applications for the next cycle of Initial Fellow candidates. The deadline is February 9, 2016. Information about the process and the link to the portal can be found on the Fellows web page at <http://www.apa.org/membership/fellows/index.aspx>. Evidence of unusual/extraordinary and outstanding/significant contributions or performance in the field of psychology, with an (inter)national impact on the field or profession of psychology (beyond the local, state, or regional level) is required. A high level of competence or steady and continuing contributions are not sufficient to warrant fellow status. National impact must be demonstrated. Division 19 POC is Dr. Mike Matthews, Chair of the Fellow's Committee. Dr. Matthews can be reached at [lm6270@usma.edu](mailto:lm6270@usma.edu).

### **Conference and Meetings**

#### **APA Annual Convention**

The 2016 APA Annual Convention takes place August 4–7 in Denver at the Mile-High City's convention center. APA is currently seeking proposals for individual presentations and sessions for the convention. Deadlines for submission are as follows:

- CE Workshops: Monday, November 9, 2015, 5:00 p.m. ET.
- Division Proposals: Tuesday, December 1, 2015, 5:00 p.m. ET.
- Film Festival: Friday, January 8, 2016, 5:00 p.m. ET.
- Associated Psychological Organization Requests: Monday, January 25, 2016.
- Full details can be found in the APA Call for Convention Proposals document located at <http://apa.org/convention/convention-proposals.pdf>

Please consider submitting a continuing education workshop proposal. The Division 19 Continuing Education (CE) Committee is responsible for coordinating preconvention workshops submitted via Division 19. There are two submission options:

1. Preconvention workshop submissions: These are held one day prior to the convention and are in collaboration with a Division, such as Division 19. Please contact Freddy A. Paniagua at [faguapsn@aol.com](mailto:faguapsn@aol.com) if you would like to submit a preconvention workshop. Division 19 will review the topic, and should the topic be accepted as a potential preconvention CE workshop, you will be asked to submit the workshop via the APA CE Workshop Proposal online platform. There is limited space for preconvention workshops and Division 19 can only submit two workshops to the APA CE Office.

2. Regular Convention workshop submission: These are offered during the convention and are solely sponsored by the APA CE Committee. Individuals may submit a proposal directly through the APA CE Workshop Proposal online platform. You do not have to run the topic by Division 19; simply submit to the CE office.

As a presenter, you will have the opportunity to attend one complementary CE workshop and receive an honorarium of \$175 per instructional hour per workshop.

#### **2016 Consulting Psychology Conference**

The Society of Consulting Psychology, a division of the American Psychological Association, will hold its 24th

annual Consulting Psychology Conference in Orlando, February 3–7, 2016. In addition to strong programming for continuing education—offering 26 concurrent sessions, three keynotes by highly sought-after thought leaders in the field, and 11 outstanding workshops—this conference is also ideal for professional and business networking, the opportunities for which are built into the schedule. The size of this conference makes it much more intimate, giving you access to business leaders, speakers, and colleagues.

The conference is still looking for contributors to present their work during a Friday poster session. This session provides a great opportunity to network, share research, and meet those who are working on similar topics. Interested parties can find more information at the following website: <http://conference2016.societyofconsultingpsychology.org>. The deadline for submissions is November 30, 2015.

### Research Participant Requests

Uniformed Services University of the Health Sciences (USUHS) doctoral student Allison Conforte seeks research participants for an IRB-approved study. The study's purpose is to better understand the connection between military community support, child psychological well-being, and parent psychological well-being. Specifically, the authors are interested in developing a method of measuring perceived military community support and using this measure to determine how perceived community support in the military relates to child and parent psychological well-being. The authors intend to use their findings to inform efforts to optimize the psychological well-being of military family members. Between 260 and 400 parents will complete this study. If you are an Active Duty member or military family member with a child between 2 and 18 years, the authors want to know how supportive your military community is! You are invited to participate in a voluntary, anonymous online survey that will take 20 to 30 minutes to help us better understand military community support and parent/child well-being. The survey can be found at the following link: <https://www.surveymonkey.com/r/milsupport>.

### Employment Opportunities

#### Old Dominion University (Norfolk, VA)

The Department of Psychology at Old Dominion University (Norfolk, VA) seeks to hire two outstanding psychologists (Developmental Psychology, Clinical Psychology)

to begin Fall 2016. For more info, please contact Michelle L. Kelley, PhD, Professor and Assistant Chair, Department of Psychology, at [mkelley@odu.edu](mailto:mkelley@odu.edu).

**The STRONG STAR Research Consortium and the Consortium to Alleviate PTSD** is recruiting a Research Coordinator to support the following projects:

- *Comparing Internet and In-Person Brief Cognitive Behavioral Therapy of Insomnia*. Principal Investigator: Daniel Taylor, PhD Aim: Evaluate in-person and Internet-based forms of cognitive-behavioral therapy for insomnia with a military population. Determine the benefits of these interventions on improvement in sleep as well as on common comorbid conditions such as depression, substance abuse, and PTSD symptoms.
- *The Role of Exercise in the Treatment of PTSD Symptoms*. Principal Investigator: COL Stacey Young-McCaughan, RN, PhD (U.S. Army, Retired). Aim: Explore the role of exercise in the treatment of symptoms of PTSD to see if treatment can be improved with exercise.
- *Treatment of Comorbid Sleep Disorders and PTSD*. Principal Investigator: Daniel Taylor, PhD Aim: Determine if treating both PTSD and sleep disturbances (insomnia and nightmares), with both Cognitive Processing Therapy (CPT) and Cognitive Behavioral Therapy for Insomnia and Nightmares (CBTI&N) results in greater PTSD symptom reduction than CPT only.

#### Experience Required:

BA/BS + 2 years of work experience either research or with military, BA + Master's

Please contact Katy Dondanville, PsyD, ABPP, Director of Research at [Dondanville@uthscsa.edu](mailto:Dondanville@uthscsa.edu) for more information.

#### Booz Allen Hamilton – Operational Psychologist (San Diego, CA and Virginia Beach, VA)

Booz Allen Hamilton is looking for applicants to operational psychology jobs in San Diego and Virginia Beach. The employee will provide technical expertise, guidance, and direct clinical services in the area of operational psychology. Additionally, they will develop, plan, and initiate resiliency programs for preventing and treating behavioral health issues to support all aspects of service

member readiness and resilience. Conduct, administer, and interpret a full spectrum of psychological assessment tools and consult with command personnel; manage relevant process improvement, program validation, and related research; and develop and manage appropriate personnel selection records and filing systems. Assume responsibility for management of referrals and disposition of referrals for behavioral health care and provide professional development and awareness education to leadership and SOF personnel, as requested. Provide crisis response and follow-up care in the event of unit casualties or other serious incidents, function as a liaison between unit personnel and base or community helping professionals or agencies, support the assessment and selection of incoming personnel, and provide feedback to unit leadership on suitability of personnel to serve within certain military organizations or positions, when required. Ensure all deliverables meet professional standards and guidelines defined by the organization's commander or senior operational psychologist. Provide technical expertise, consultation, and direct support in the areas of assessment and selection of personnel, operational support, human performance enhancement, and the provision of clinical services to unit members and maintain credentialing requirements in good standing at a local military treatment facility.

*Basic Qualifications:*

- Two or more years of experience in the independent practice of psychology in the area of the clinical psychology, including in a government setting, such as a DoD or Department of Veterans Affairs (VA) MTF environment within the past 5 years.
- Experience with performing psychological test on a computer, word processing, and database and spreadsheet programs, and producing reports and correspondence
- Experience with training in the assessment and treatment of alcohol and substance abuse conditions, domestic violence, child abuse, posttraumatic stress, mood and anxiety conditions, and family and marital issues
- Experience with psychological assessment, behavioral health, behavioral research, organizational effectiveness literature, operational psychology, performance enhancement and training, and industrial or organizational psychology

- Ability to show completion of an APA-approved internship, residency in clinical psychology, or an internship or residency acceptable to the Office of the Surgeon General, U.S. Army
- Ability to maintain a current license to practice psychology in any one of the 50 states, the District of Columbia, Puerto Rico, or the U.S. Virgin Islands
- Secret clearance
- PhD or PsyD degree in Clinical or Counseling Psychology from an APA-approved psychology program or a program acceptable to the Office of the Surgeon General, U.S. Army
- Basic Cardiac Life Support (BCLS) Certification as certified by the American Heart Association

*Additional Qualifications:*

- Experience with the military or SOF preferred
- Experience in personnel assessment and selection and SOF personnel selection processes
- Experience with training in critical incident or stress trauma interventions
- Experience with postdoctoral training in qualifying as an aerospace psychologist as demonstrated by the completion of USAF or U.S.A. aviation psychology training, including USAFSAM's Air Force's Aviation Mishap Intervention and Prevention course and USASAM's Aeromedical Psychology training course
- Experience with working with physicians and providing medical psychological services preferred
- Possession of excellent oral and written communication skills
- SERE Orientation or Certification through the Joint Personnel Recovery Agency (JPRA)
- See more at <https://www.clearancejobs.com>

**SAVA, LLC – Operational Psychologist (Washington, DC)**

As a licensed psychologist and subject matter expert in the field of Behavioral Assessment and Operational Testing, the employee shall provide consulting services and analytical support.

*Essential Duties & Responsibilities:*

Provide direct support to headquarters and field elements through the conduct of formal operational/behavioral as-

assessments of confidential sources identifying psychological strengths, weaknesses, and vulnerabilities. Coordinate with mental health professionals, linguists, and subject matter experts. Draft formal written assessments based on detailed reviews of source/case files, on-site briefings of agents/source handlers, and comprehensive operational-clinical interviews of sources. Use the results to make recommendations regarding continued use and/or to assist in the design, implementation, and evaluation of formal operational testing scenarios. Assist the government with the management of projects and associated activities under the Human Intelligence (HUMINT) Program, participate in meetings and briefings, and provide support for specific initiatives. Travel to field offices, off-sites, and other intelligence organizations in support of the HUMINT Program. Be available by telephone or e-mail on a 24/7 basis to provide services regarding the HUMINT source validation operational testing and behavioral assessment topics. Make appropriate recommendations in challenging, ambiguous, or emergency situations to facilitate the gov-

ernment's decision-making process. Serve as an advisor in developing programs to conduct operational testing and behavioral assessment of confidential sources in support of operational testing. Review relevant source and case files, including investigative reports, memoranda, telephone records, surveillance logs, and other investigative reports. Provide support to the government to debrief case agents and source handlers for details regarding source's behavior. Assist in identifying a source's key personality traits, sources of social and professional influence, psychological strengths, and vulnerabilities. Assess a source's integrity and competence in the context of past behavior and current behavior. Provide advice regarding the source's operational utility, capability, and integrity. Integrate knowledge regarding a source's background and personality into a formal written operational/behavioral assessment. Requirements: Active Top Secret clearance, eligible for SCI, and willing to take a polygraph examination.

See more at <https://www.clearancejobs.com>



## SOCIETY FOR MILITARY PSYCHOLOGY

*Division 19 of the American Psychological Association*

### Post-Doc Opportunity



Dr. Brian Baucom and Dr. Craig Bryan, at the University of Utah's Department of Psychology and National Center for Veterans Studies, invite applications for a full-time, postdoctoral fellowship research position. Drs. Baucom and Bryan have an opening for a 12-month federally-funded postdoctoral fellowship; the fellowship may be extended for another 12 months pending the availability of funds. Primary responsibilities will include oversight and coordination of a 3-year, Department of Defense-funded study of behavioral and cognitive predictors of proximal risk for suicide. The study recruits individuals and their romantic partners for participation and conceptualizes romantic relationships as a primary social context for understanding risk and protective factors. Additional responsibilities of the fellowship include analysis of data and preparation of manuscripts from the study. The fellowship will also provide training in a range of areas, including the assessment of suicide and PTSD in the military, romantic relationships, psychophysiology, and advanced statistical modeling of intensively sampled data. Additional information about the National Center for Veterans Studies and its ongoing projects is available online: [www.veterans.utah.edu](http://www.veterans.utah.edu).

Qualified applicants will have earned a PhD, PsyD, or equivalent in Clinical or Counseling Psychology. Additionally, ideal candidates will have a strong background in military mental health, romantic relationships, and/or advanced quantitative methods. Comfort with technology and internet-based data collection is also desirable. Salary and benefits will be commensurate with NIH guidelines concerning years of experience.

The fellowship has a **January, 2016** start date but that is very flexible. Applications will be accepted until position is filled; review of applications will begin in **November, 2015** and continue on a rolling basis. Applications include a vita, three letters of recommendation, and relevant (p)reprints and can be sent to Dr. Baucom at Department of Psychology, 380 S. 1530 E. Room 502, University of Utah, Salt Lake City, UT 84112 (An Equal Opportunity Employer) or ([brian.baucom@psych.utah.edu](mailto:brian.baucom@psych.utah.edu)).

The University of Utah and the Department of Psychology value candidates who have experience working in settings with students from diverse backgrounds and possess a strong commitment to improving access to higher education for historically underrepresented students. The University of Utah is an Equal Opportunity/Affirmative Action employer and educator and its policies prohibit discrimination on the basis of race, national origin, color, sex, sexual orientation, gender identity/expression, religion, age, status as a person with a disability, genetic information, or veteran's status. Minorities, women, veterans, and those with disabilities are strongly encouraged to apply. Veterans' preference is extended to qualified veterans. To inquire further about the University's nondiscrimination and affirmative action policies or to request a reasonable accommodation for a disability in the application process, please contact the following individual who has been designated as the University's Title IX/ADA/Section 504 Coordinator: Director, Office of Equal Opportunity and Affirmative Action, 201 South Presidents Circle, Rm. 135, Salt Lake City, UT 84112, (801) 581-8365, email: [oeo@utah.edu](mailto:oeo@utah.edu).



**SOCIETY FOR MILITARY PSYCHOLOGY**  
*Division 19 of the American Psychological Association*  
**Assistant Professor in Clinical Psychology**



The Department of Psychology at the University of North Florida invites applications for one entry-level, tenure-track Assistant Professor in Clinical Psychology (Position #312340) that will begin August 2016. We are especially interested in candidates with areas of scholarship and applied work that focus on active duty military personnel, veterans, and/or their families, health, or international/multiculturalism. UNF has a strong commitment to achieving excellence through diversity of faculty, administration, staff, and students. The University encourages applications from ethnic and racial minorities, persons with disabilities, and military veterans and spouses as part of our effort to establish faculty of the highest caliber, skilled in teaching and the scholarship of discovery, application, and integration of knowledge. The position will remain open until filled.

All candidates must have a PhD in Psychology or will have this doctorate awarded by **August 10, 2016**. Applicants must have a specialization in Clinical Psychology from an APA-accredited program, and be either licensed or license-eligible in the State of Florida. We seek candidates who have or demonstrate the potential for establishing a record of externally-funded research and publication.

Successful candidates are expected to establish and maintain a productive program of research that holds potential for national recognition; seek external funding; teach undergraduate and graduate courses in psychology, including courses related to the candidate's particular area of expertise (3-3 teaching load); supervise undergraduate research and/or community-based practica and internships; supervise graduate students' theses in our Master's in General Psychology program; and contribute to service in the department, university and profession. Our goal is to attract candidates who demonstrate the ability to work with and engage diverse students, colleagues, research participants and clientele from diverse backgrounds.

UNF is part of Florida's State University System. UNF was recently awarded the Carnegie Foundation "Community Engagement" designation. We are part of the thriving Jacksonville metropolitan area which offers many opportunities for applied research throughout northeast Florida. Our campus is located on a 1000 acre nature preserve, 10 miles from the Atlantic Ocean. Northeast Florida and vicinity is home to six military installations, with a large presence of military personnel, veterans and their families living within our community. For information about UNF and the Department visit <http://www.unf.edu/coas/psychology/>. For more general information about UNF, see <http://www.unf.edu/employment-opportunities/>.

Applicants must complete the one-page application form online at <http://www.unfjobs.org>, and must upload and mail all required documents. Applicants who do not upload and mail all required documentation cannot be considered for the position. Applicants must upload a current CV and Letter of Interest including brief statements of teaching, research, and applied/clinical interests, unofficial graduate transcript(s), and a list of names, addresses, and phone numbers of three (3) references. In addition, three (3) originally signed Letters of Recommendation must be mailed directly to the search committee chair.

Send all documents to the appropriate search committee chair at the following address:

Dr. Gabriel Ybarra  
Chair Search Committee Position #312340 for Clinical Psychology  
University of North Florida  
Department of Psychology 51/3404  
1 UNF Drive  
Jacksonville, FL 32224-2673

Individuals who require reasonable accommodation in order to participate in the application and/or selection process must notify Dr. Lori Lange, department chair, at (904) 620-1638 a minimum of five (5) working days in advance. Please contact [alicia.crystalus@unf.edu](mailto:alicia.crystalus@unf.edu) for general information regarding the positions. UNF is an Equal Opportunity/Equal Access/Affirmative Action institution.





## SOCIETY FOR MILITARY PSYCHOLOGY

*Division 19 of the American Psychological Association*

### Participation Request



Hello,

My name is Brian Van Buren, and I am a doctoral candidate in clinical psychology at Long Island University in Brooklyn, NY. I am writing with a request for participation in the study I am completing for my dissertation, entitled "Experiences During and After Combat." The overarching purpose of the project is to contribute to the emerging literature on the construct of "moral injury" (e.g., Litz et al., 2009) by examining its relationship to several risk and resilience factors for post-deployment mental health.

This online study takes approximately 45-60 minutes and involves the completion of six self-report questionnaires. Participants must have completed at least one deployment as part of Operation Iraqi Freedom, Operation Enduring Freedom, or Operation New Dawn. There are no other inclusion criteria to participate. Some of the questionnaire items ask about things that participants might have experienced or felt while in combat, in addition to asking about present thoughts, feelings, and behaviors. Participants are free to skip any questions that they do not feel comfortable answering, or to stop participation in the study at any time.

As a thank you, participants will be eligible to provide their email addresses into a raffle drawing for a chance to win one of six \$50 Amazon gift cards. All information concerning the raffle drawing will be confidential and de-identified from the questionnaire responses.

Those who are interested in participating can access the study URL here:

[https://liubpsych.co1.qualtrics.com/SE/?SID=SV\\_1M1Eqy2WVRGcxRr](https://liubpsych.co1.qualtrics.com/SE/?SID=SV_1M1Eqy2WVRGcxRr)

This study has been approved by the Long Island University Institutional Review Board (expiration date: **June 15, 2016**). The first page of the URL contains the informed consent form, which participants are asked to read before proceeding to the questionnaires.

Thank you in advance for considering this request. Please contact me with any questions, or if I can provide any additional information. Additionally, please feel free to forward this request for participation to other potentially interested individuals or groups.

Best wishes,

Brian Van Buren, MA  
Doctoral Candidate, Clinical Psychology  
Long Island University, Brooklyn Campus  
brian.vanburen@gmail.com

## Division 19 Membership Application Form

Name: \_\_\_\_\_

Mailing address: \_\_\_\_\_

City, state, postal code, country: \_\_\_\_\_

Work phone: \_\_\_\_\_ Home phone: \_\_\_\_\_

Fax: \_\_\_\_\_ E-mail address: \_\_\_\_\_

APA membership number/category (if applicable): \_\_\_\_\_

Member       Associate       Fellow       Life Status

Student Affiliate       International Affiliate       No Membership in APA

### Division 19 Membership Desired:

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

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

Cardholder name (the name appearing on credit card): \_\_\_\_\_

Cardholder's billing address: \_\_\_\_\_

Credit card number: \_\_\_\_\_ Expiration date: \_\_\_\_\_

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

Daytime phone number and email address (if available): \_\_\_\_\_

Amount to be charged in US Dollars: \_\_\_\_\_ Cardholder signature: \_\_\_\_\_

### MAIL APPLICATION TO:

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

For questions call Keith Cooke at 202-216-7602 or email [kcooke@apa.org](mailto: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.* All items should be directly submitted to one of the following Section Editors: **Feature Articles/Trends** (Joseph B. Lyons: joseph.lyons.6@us.af.mil), **Spotlight on Research** (Krista Ratwani: ratwani@aptima.com), and **Spotlight on History** (Paul Gade: paul.gade39@gmail.com). For example, Feature Articles must be of interest to most Division 19 members; Spotlight on Research submissions must be succinct in nature. If longer, please, consider submitting the article to the Division 19 journal, *Military Psychology* ([military.psychology.journal@gmail.com](mailto:military.psychology.journal@gmail.com)). If articles do not fit into any of these categories, feel free to send the contribution to the Editor in Chief (Joseph B. Lyons: joseph.lyons.6@us.af.mil) for potential inclusion.

Articles must be in electronic form (Word compatible), **must not exceed 3,000 words**, and should be prepared in accordance with the most current edition of the *Publication Manual of the American Psychological Association* (e.g., references/citations). All graphics (including color or black-and-white photos) should be sized close to finish print size, at least 300 dpi resolution, and saved in TIF or EPS formats. Submission should include a title, author(s) name, telephone number, and e-mail address of the corresponding author to whom communications about the manuscript should be directed. Submissions should include a statement that the material has not been published or is under consideration for publication elsewhere. It will be assumed that the listed authors have approved the manuscript.

Preparation of Announcements. Items for the **Announcements** section should be succinct and brief. Calls and announcements (up to 300 words) should include a brief description, contact information, and deadlines. Digital photos are welcome. All announcements should be sent to Jonathan Frank ([jonathan.frank@us.af.mil](mailto:jonathan.frank@us.af.mil)).

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

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