



THE MILITARY PSYCHOLOGIST

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January–December 2016

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Editor's Column

Joseph Lyons, PhD



Welcome to the Fall Issue of *The Military Psychologist*! I decided to update my picture—it was time. My kids would say that this picture is more realistic because it shows some gray hair. I'll leave it at that.

We had a significant number of submissions for the Fall Issue—more than we could put into a single issue, which is great; please continue to consider *The Military Psychologist* as an outlet for your papers! In our featured articles we will hear from Carrie H. Kennedy as she discusses board certification for military psychologists. Next, Brigid Mary-Donnell Lynn and Jessica Kelley Morgan report on a study to evaluate

the utility of Amazon's Mechanical Turk (MTurk) to recruit military veterans. The third feature, by LTC Chris Heatherly, focuses on sexual and violence training in the ROTC. The Spotlight on Research provides a look at help-seeking behaviors among airmen in distressed relationships by Gerald W. Talcott. Next, Tim Hoyt gives us a historical view of behavioral health technicians in the Army. Also, check out the important information shared by our Division 19 committees.

Thank you to all those who contributed to this issue of *The Military Psychologist*.

Happy Reading!

President's Column

Ann T. Landes, PhD



Every one of us is part of a story. Even if we know it or not. Even if we want to or not. We are. It comes with sharing space with the living. And from my years on this earth, I have yet to meet someone who does not, inherently, want to be part of a good narrative.

Approximately 5 years ago, after completing a 6-year leadership role with another organization, I began wondering where I would go to next. Endings lead to beginnings—my personal mantra. Not used to stretching too far from my comfort zone, I found myself surprised as what sparked my interest. My inner dialogue went something on the lines of:

How about military psychology?

Hmmm . . . yes . . . maybe?

But, you have limited experience with this population. What could you possibly contribute?

Go ahead, check it out; what would it hurt?

APA 2011, Washington, D.C., peaked around the corner. I looked up Military Psychology and found Division 19's calendar of events. Social hour. Perfect. I can blend in. And most importantly, I can leave when it becomes sorely apparent that I do not fit in. Friday evening approaches. I find the ballroom with no difficulty—I had only to listen for the tantalizing buzz of voices and energetic laughter wafting down the long hall inviting people to join. Upon entering the room, I instantly noticed not the food and drink, though both were impressive (as usual), but rather how every single person appeared to feel as if they belonged—as if they had found this secret harbor within a large and, oftentimes, impersonal convention.

I enter, walk up to a group engaged in lively conversation, and, when there is a lull, introduce myself. They tell me what they like about being part of Division 19, and one of the women says, "You *need* to meet our President, Dr.

Estrada." She points to this individual surrounded by students and a line of students waiting to talk with him. I approach and introduce myself. He proceeds to tell me all about the great things Division 19 is doing, in a way showing me areas in which I could fit in, ways that I can contribute. Later in the year, I would connect with Dr. Tonia Heffner, who invited me to become the next program chair. Of course, I said, "Thank you. Yes!"

And so began a new chapter of my life: The chapter where I find a place to serve, where my contributions are valued, and where I can work on a team with those who share my vision. Because of my faith, I firmly believe that things happen for a reason and life's meaningful moments weave together a cohesive and purpose-filled story of who we are and who we want to become. Creating a meaningful story means getting out of our comfort zone and remaining engaged and responsive to life and those around us.

Good stories, the ones we ponder and that revisit us long after the last sentence is read, are frequently ones that were not, could not have been, written alone. When I attended the Division 19 social, I instantly knew that I wanted to be a part of the organization. I knew because, clearly, here was a community built on narratives of service, leadership, mentorship, and inclusion. Having been active with our organization for the past 5 years, I can honestly say that I have never been disappointed, for my initial assessment was accurate. We are a community that kindles the fire of selfless giving. And we know that our strength lies in the desire to make room at the table for everyone who wants a place. During my presidential year, this became keenly apparent. I was invited to the table years ago and, true to form, I have been supported, encouraged, mentored, and guided all along the way by our stellar leaders and members. I have been changed and have gained greatly by witnessing your dedication to serve our military and veteran population and their families. I am humbled by the membership's trust in me to serve and lead.

Stories that sustain us are dynamic and contain elements of uncertainty and challenge. Our division has a history of

meeting questions head on. It is who we are. From the 1992–2005 controversy that led to the ban of all Department of Defense advertisements within the monitor, specifically ads regarding recruitment of psychologists for the military, to the current day issue of the Hoffman Report, we have been unwavering in our mission. It is during these times that our own narratives are enriched by the stories of others.

During the most recent convention (APA, 2016 in Denver), Division 19 held a meeting with the incoming President, Dr. Puente. Convened in the hospitality suite and attended by approximately 20 people, the meeting was designed to provide a forum for questions about Dr. Puente's plans for his presidential year. It was also a time to discuss our concerns regarding the Hoffman Report, and to learn more about what his plans were to address the current and future concerns that may impact our membership and profession in general. We were all appreciative of the time with Dr. Puente. He shared that Division 19 was the only division with which he chose to meet with at the convention. Toward the end of the 90-min meeting, Dr. Puente said something that made such an impression on me. He said that during this challenging period, Division 19 has been viewed by others as an organization that consistently does things the right way. That was his narrative of us. Simple and true. Powerful: We are an organization that values doing what is right, even when beset with external tales that siren the contrary.

Individuals and societies gain much from stories. They help us to remember the past, give us greater perspective on our current situation and decisions, and inspire and lead us toward the future. By sharing and retelling our stories, we create a more united community. This past year has been replete with chronicles of our division's many successes. Specifically, for the first time in Division 19 history, we secured a second seat onto the Council of Representatives, which will allow us to have a stronger voice on council. The additional representative position is a remarkable achievement considering the fact that, not long ago, Division 19 often had zero seats on Council. We secured a seat on CODAPAR—the Committee on Divi-

sion/APA Relations. This, too, is a boon for our division, as it allows us more opportunity to have representation as an advisory function to the Division Services Office and Chief Executive Officer on the mutual implication and impact of activities of APA and divisions, as well as provide training to division officers, and impact to functional policies and relations between APA and the divisions. The journal continues to do quite well, which ensures that our organization continues to be financially stable, allowing us to provide awards and fund projects that enhance our field of expertise. And, despite a time of shrinking membership within APA, we continue to grow. This is just a small sampling of what we have been able to accomplish together.

The enduring history of our community did not just appear. The leaders and members before us made a collective decision to engage and remain engaged. They constructed a shared vision and kept their eyes focused on the mission. Through their examples of steadfast service and commitment to making this a better place, our predecessors provided us a secure and robust narrative—a collective narrative that we are now a part of and are invited to broaden and deepen.

Moving toward the end of my year as President, I find myself truly grateful. I have thoroughly enjoyed this role and will miss the responsibilities of service and opportunities for connection that accompany it. I am also excited to begin my role as Past-President and to be of assistance to Dr. Sally Harvey, our incoming President. I thank each and every one of you for your support and belief in me, for having honored me with the position of being your President. My hope all along has been that I could contribute something positive to our collective narrative. I know my personal and professional narratives have deepened and broadened because of you all, and for that I am tremendously beholden.

Very Respectfully,

Ann T. Landes, PhD

President

Division 19, Society for Military Psychology

Board Certification for Military Psychologists: A New Option Through the American Board of Police and Public Safety Psychology

Carrie H. Kennedy

Board certification has become increasingly important for clinical psychologists in recent years, and military psychologists in particular are coming to see board certification as a routine stage of professional development. Board certification is the highest recognized professional qualification in the field and provides military psychologists with a credential that is transferable to postmilitary work, enables easier licensure mobility, and results in a regular monetary bonus (Kennedy, 2012). Most importantly, however, it serves to objectively demonstrate professional competence.

The American Psychological Association's (APA's) Ethical Principles and Code of Conduct (APA, 2010) outlines boundaries of competence in Standard 2.01 as well as maintaining competence in Standard 2.03. The prerequisites and board certification processes offered to established psychology specialties ensure competence at a high level, and the new Maintenance of Certification requirements are geared to ensure adequate maintenance of competence. Thus, board certification demonstrates both competence and adherence to the Ethics Code.

Until very recently, military, national security, and operational psychologists have not had a board that emphasizes the unique constructs and populations with which we work. While other boards establish high levels of professional competence in such areas as forensic, clinical, or neuropsychology, there has been no professional equivalent for the specialty skills required by military-specific and national security aspects of practice. Fortunately, recent developments have changed this. In December 2010, the American Board of Professional Psychology (ABPP) provisionally approved the American Board of Police and Public Safety Psychology (ABPPSP) as a specialty board, and in October 2011, ABPPSP officially became the 14th specialty board of ABPP. In 2013, the APA Committee on Recognition of Specialties & Proficiencies in Psychology recognized police and public safety psychology as a specialty.

Does Police and Public Safety Include Military Psychology in General and Operational Psychology in Particular?

Yes. Police and public safety, military, and operational psychology overlap in their societal concern with law enforcement and public safety, and the ABPPSP (2016) identifies as their "four primary domains of practice: assessment, clinical intervention, operational support, and organizational consultation" (p. 4), all of which are standard applications of military and operational psychology.

Do Military and National Security Agencies Fall Under the Province of Police and Public Safety (Particularly Public Safety) for the Purposes of the Board?

Yes. In August 2014, a military psychologist applied for candidacy to ABPPSP. That same month, a reply was received that the application had been tabled until the next ABPPSP board meeting, so that the board could determine whether military psychologists in general fell under the auspices of ABPPSP. In October 2014, the board met and voted to open the doors for military psychologists to apply. In February 2016, a military psychologist became the 71st board-certified Police and Public Safety Psychologist.

What Is Required to Become Board Certified Through ABPPSP?

ABPPSP, like all ABPP boards, requires a doctoral degree from an accredited graduate program, an accredited internship, at least one year of formal postdoctoral training, and licensure. Once these generic requirements have been confirmed, application for candidacy requires verification of formal education, supervision, and experience. These requirements are demonstrated through documentation of at least 100 hours of formal education and supervision in police and public safety psychology through a combination of graduate coursework, continuing education, formal supervision, peer consultation, peer-reviewed publications/dissertation, and/or board certification in another ABPP specialty board or by the Society for Police & Criminal Psychology. The experiential requirement is at

least 3,000 hours in the specialty postlicensure (i.e., 2 years).

Once an individual has been accepted into candidacy, the second step is the practice sample, consisting of a curriculum vitae, a professional self-study statement, and work samples. Upon approval of the practice sample, the final step is the oral board, which focuses on the professional self-study statement, ethical reasoning, and work samples. It is expected that military and operational candidates will be able to compare and contrast the work between police and military/operational populations, and provide legal, ethical, and scientific bases for decisions. A broad understanding of police psychology ethical and governmental/legal dilemmas is highly relevant to both civil and military environments, and can be applied daily in both military and operational practice.

Operational psychology is an emerging area of practice that could be propelled forward through this new means of demonstration of competence, and for traditional military psychologists, it provides an unprecedented opportunity to attain, demonstrate, and maintain critical professional competence. For interested psychologists, the ABPPSP website (<http://www.abpp.org/i4a/pages/index.cfm?>

pageid=3606) provides information related to qualifications, the application process, and a POC for questions.

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Washington State University Army ROTC: Making a Difference to Stop Sexual Assault and Violence

LTC Chris Heatherly

When Americans think of the U.S. Army Reserve Officers' Training Corps (ROTC), they typically imagine camouflage-uniform-clad students marching in neat ranks or conducting marksmanship training on a rifle range or perhaps rappelling outside a university academic building. The ultimate goal of the ROTC, however, is much more than the teaching of tactical skills. Formally, the ROTC's mission is to "recruit, educate, develop, and inspire Senior ROTC Cadets in order to commission officers of character for the Total Army." More simply stated, the ROTC teaches leadership—and that mission begins at the university when students enroll in a military science class. A key aspect of this leadership training is the role the ROTC cadre and cadets play in the prevention of and education about sexual violence.

In the summer of 2014, the Army assigned me as the ROTC Professor of Military Science at Washington State University (WSU) in Pullman, Washington. Within a few days of receiving my assignment orders, President Barack Obama released a list of 55 schools cited for Title IX investigations for sexual assault cases. Recognizing the importance of this announcement, given my new duties as a campus leader and the Army's increasing prioritization of sexual violence prevention, I immediately made sexual violence prevention a cornerstone of my ROTC program. My goal for this new line of effort was simple and straightforward—the ROTC program would lead efforts to improve the safety of WSU students.

It was critical to develop stronger links with the local sexual violence prevention organizations as part of a larger line of effort to more fully integrate the ROTC into the campus and community. For example, I serve on the Pullman city council, the local American Legion baseball committee, the WSU Faculty Senate, the WSU Student Conduct Board system, and the WSU Americans with Disabilities Act (ADA) council. Additionally, we teach in other academic departments, invite outside speakers into our own classrooms, and request local media to attend our events. Our cadets are equally involved, as they participate in every facet of campus and city

life, including the WSU Honors College, the large Greek community, student government, intramural sports, and both on- and off-campus employment.

We began our outreach efforts by introducing ourselves to the leaders of the various campus and community organizations chartered to address sexual violence, such as the WSU Office of Equal Opportunity, the WSU Office of Student Conduct, the WSU Office of Violence Prevention (more commonly known as Green Dot), the various local law enforcement agencies, and a local women's shelter named Alternatives to Violence of the Palouse (ATVP). These initial meetings allowed us to find ways to support their missions and goals while further demonstrating the Army's commitment to Sexual Harassment/Assault Response & Prevention (SHARP). As a result of this outreach, ROTC cadre members now serve on the WSU Green Dot advisory council, the WSU Student Conduct Board, the WSU Student Conduct Appeals Board, and the WSU Student Sexual Misconduct Board. ATVP designated our office as a "safe place" where victims could seek assistance. We routinely encourage cadets to attend Green Dot training, while others volunteer in the campus women's transit program. We built equally strong relationships with the campus police, the Pullman city police, the resident FBI office, the Whitman County Sheriff's Department, and the Whitman County Prosecutor's Office.

The ROTC requested that these same organizations train our cadets to improve their awareness of intervention techniques, available resources, and warning signs of sexual violence to increase their effectiveness as future professional Army officers. Twice each semester, sexual violence prevention experts brief our cadets on topics ranging from campus and Army SHARP policies and locally available resources to reporting options and requirements. Additionally, we involve these organizations in special events, such as our annual WSU Army ROTC Stomp Out Sexual Assault 5K Walk/Run or nominating them to attend key Army events around the United States. We reinforce this training by inviting professional guest speakers, including a former U.S. Army Judge Advocate General

officer and Special Victim Prosecutor who is now a Federal Prosecutor. The cadets found this presentation particularly relevant, as she incorporated actual military court cases to explain the demanding leadership challenges cadets will face as commissioned military officers.

Sexual violence education and prevention is a recurrent theme throughout the academic year. We begin each semester with a leadership lab addressing expected behaviors and duties of ROTC cadets on or off duty. We explain to the cadets that our program forbids hazing, intolerance, sexism, or racism. ROTC cadre members continually reinforce the cadets' role as leaders and the seriousness of the threat facing college students. Furthermore, the cadets themselves provide a peer-led safety brief each Friday focused on their individual and collective responsibilities as future professional soldiers. On occasion, cadet volunteers will discuss their own experiences, which bring a sense of reality and "it could happen to you" to the issue of sexual violence.

Looking outside the ROTC program, our uniformed and civilian cadre members routinely speak with the parents to explain how the Cougar Battalion takes care of their sons and daughters. We explain how new cadets are immediately integrated into the existing unit, our multiple systems of personnel accountability, and the standing offer for parents to contact cadre. We hold several open house events each year during major university functions, such as Mom's Weekend, when families visit campus. Similarly, we contact parents when their son or daughter deserves special recognition for their work in our program.

WSU Army ROTC's SHARP program, however, is much more than education and outreach. We impress upon the cadets the absolute need to immediately report alleged sexual assaults and incidents to the appropriate civil authorities and their chain of command. We work closely with both campus and Army sexual violence survivor support networks to provide immediate and long-term assistance, counseling, and support to victims. Additionally, we conduct follow-up counseling with survivors to gauge their individual recovery progress while empowering victims by assigning duties commiserate with experience and ability.

A critical step to understanding the effectiveness of our initiatives to improve campus safety is measuring the cadets' internalization, ownership, and implementation of our SHARP program. First, the cadets themselves regularly ask for further SHARP training. Second, our cadets

devote their personal time to volunteer with local sexual violence prevention groups or support WSU's Women's Transit Program. Last fall, the campus paper, *The Daily Evergreen*, ran a feature story highlighting ROTC's SHARP initiatives. I was also asked to speak with my peers from across the 8th ROTC Brigade, responsible for all ROTC cadets from Montana to Guam and Alaska to California, on the success of our program at WSU.

The most direct evidence, however, is the cadets' individual and collective action to stop violence. For example, within days of the fall 2015 semester beginning, a newly arrived freshman cadet spotted a man carrying a gun in a campus dormitory and immediately contacted the authorities. The suspect was later arrested based upon our cadet's training and willingness to act. In a second incident, a sophomore cadet intervened in an apparent domestic violence situation. Unbeknownst to our cadet, the apparent abuse was actually a staged event by WSU Green Dot similar to ABC TV's show "What Would You Do?" Regardless, he immediately and appropriately intervened, again demonstrating the success of our training.

At its core, the ROTC is charged to prepare the future officer leadership of the U.S. Army. I have long believed cadets learn best through the actual experience of serving as leaders both in ROTC and on the campus at large. The training provided through the ROTC ensures that our cadets are prepared to assume their future responsibilities. Based on the advances already made, it is clear that the benefits of Washington State University Army ROTC's sexual violence and education efforts will be felt for years to come. Our cadets are prepared to lead sexual violence prevention and education efforts when they join their Army units as commissioned officers. Additionally, the cadets' training and experience gained at the campus level will pay tremendous dividends in terms of unit morale and cohesion. Their ability to forge a strong team, and positive command climate, will ensure their unit is able to successfully complete its mission.

The opinions expressed in the article are solely those of the author and do not reflect those of the United States government, the Department of Defense, or the United States Army.

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Using Amazon's Mechanical Turk (MTurk) to Recruit Military Veterans: Issues and Suggestions

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Access to the military veteran population for the purposes of research is rightly limited and can be difficult. Amazon's Mechanical Turk (MTurk) provides an avenue of access that exists outside of health care and reduces some of the risks associated with conducting research within the health care context. However, there are different considerations that need to be made, and precautions that should be taken, both in terms of participant protection and the quality of data being collected. A multiphased study was conducted to determine the feasibility of using MTurk as a way to recruit military veterans. In this article, we first provide a brief background of MTurk and suggestions from the civilian literature. We then provide an overview of the present multiphased study and the details of our development of a protocol to use this platform to recruit military veterans. Finally, we outline conclusions and describe future work.

MTurk is a crowdsourcing website designed to assist with task completion, allowing data collection to be framed within the context of an open online marketplace in which MTurk provides the workforce (Buhrmester, Kwang, & Gosling, 2011; Chandler & Shapiro, 2016). Researchers comparing traditional online data collection with MTurk data collection procedures found that MTurk is a time- and cost-effective way to gather high-quality data (Buhrmester et al., 2011; Chandler & Shapiro, 2016; Mason & Suri, 2012). A study examining the use of MTurk in psychology found that MTurk participants are slightly more demographically diverse than standard Internet samples and are significantly more diverse than typical American college samples (Buhrmester et al., 2011). In addition, participants can be recruited rapidly and inexpensively, and realistic compensation rates do not affect data quality (Buhrmester et al., 2011). Recent research suggests that MTurk is a viable source of data, with data quality comparable to or greater than that of more traditional methods (Bartneck, Duenser, Moltchanova, & Zawieska, 2015; Buhrmester et al., 2011; Casler, Bickel, & Hackett, 2013; Chandler & Shapiro, 2016).

Suggestions have been made in the civilian literature for using MTurk to include screening questions that gauge attention, to avoid questions with factual answers, and to consider how individual differences in financial and social domains may influence the results (Goodman, Cryder, & Cheema, 2013).

Present Study

The present multiphased study sought to develop a protocol for the recruitment of military veterans using the MTurk platform. Based on suggestions in previous research, a series of self-screening criteria, veteran status screening questions, and attention gauge questions was developed to assist with verifying veteran status and determining the quality of the data collected (Berinsky, Margolis, & Sances, 2014; Buhrmester et al., 2011). The protocol was developed in two phases. In Phase 1, we conducted a focus group with military veterans to determine appropriate screening questions, and then conducted a study recruiting veteran and nonveteran samples using these screeners (Lynn, 2014). In Phase 2, we built on and adapted the protocol for the recruitment of veterans in another study, and recruited two samples—one with and one without the protocol measures in place (Morgan, 2015).

Protocol Development

Phase 1

Focus group. Nine veterans completed an online survey and four participated in the follow-up focus group. The primary purpose was to discuss the effectiveness of screening and attention gauge questions. Based on the information gathered from the focus group, changes were made before the launch of Study 1.

Initially, there was one question about putting officer ranks in order. During the focus group, a participant expressed concern about enlisted personnel taking offense that enlisted ranks were not included. Therefore, a question to determine which branch of the military the participant served in was included and linked to the enlisted

ranks ordering question, followed by the officer rank question. Participants also expressed concern about missing the veteran status screening questions. A participant who served 20 years in the military missed Question 1 (below). There are various reasons why a veteran may not have attended basic training (for example, if they went to a military academy or did Reserve Officers' Training Corps [ROTC]). This question was kept in the survey, and the decision was made that participants' data were to be removed if they missed three or more of the five veteran status (Berinsky et al., 2014).

Veteran Status Screening Questions

1. What is the acronym for the locations where final physicals are taken prior to shipping off for basic training? (4 letters)
2. What is the acronym for the generic term the military uses for various job fields? (3 letters)
3. Please put these officer ranks in order: (participants were given visual insignia to rank order).
4. Please put these enlisted ranks in order: (contextualized branch-specific question; participants were given visual insignia to rank order)
5. In which state is your basic training base located? (contextualized branch-specific question)

Attention Gauge Questions

6. What was this study about? (instructions asked participants to select "Other" and type in "Decision Making")
7. Please answer "Strongly agree" for this question.

Study 1. A convenience sample of veterans and nonveterans was recruited via MTurk as two different jobs with different parameters set by the requester. The study was designed to reach two specific populations: veterans who have experienced deployments during Operation Enduring Freedom/Operation Iraqi Freedom (OEF/OIF) and a nonveteran comparison group. All participants were MTurk "workers" with an approval rating of at least 98% who had completed at least one other "job." Additionally, the user location was limited to the United States. Veterans were required to have had deployment experience during OEF/OIF, defined as any assignment that led to deployment in support of OEF/OIF. Because of the underrepresentation of females in the military as a whole, this study was limited to only males.

Workers were notified by MTurk of the available Human Intelligence Task (HIT). A HIT is a brief description of the task and includes estimated time required for task completion and compensation rate. The MTurk job description and survey informed consent invited participants to complete an anonymous, voluntary survey about well-being. The use of MTurk allows for anonymity, although the participants were redirected to a survey through Qualtrics for easier informed consent and additional screening. The Qualtrics settings were such that no identifying information (including the users' IP address) was collected. Upon completion of the survey, the participants were given a completion code and redirected back to MTurk to submit task completion and receive compensation.

Upon consent, participants were asked a series of demographic questions to verify whether they met the outlined criteria, as well as questions about military experiences if the participant identified as a veteran. These were force-answered questions but were not used as screening questions (as outlined below in Study 2). These questions were followed by veteran status screening questions, used as a validation check to confirm participants' self-report of veteran status. Based on focus group results, if participants missed three or more of the five veteran status questions, their data were removed. Two questions to gauge attention were included, one at midsurvey and the other close to the end of the survey, to make sure participants were reading the questions. Participants missing multiple attention gauge screener questions are those paying the very least attention to the survey questions and most researchers remove the associated data (Goodman et al., 2013). However, missing one screener question out of several does not necessarily predict quality of data (Berinsky et al., 2014). Therefore, if participants missed both attention gauge screener questions, their data were removed, but the data were kept if participants missed only one. Figure 1 shows the flow of participant recruitment.

Finally, a completion code was located at the end of the survey that participants had to submit via MTurk to receive compensation. The anonymous nature of the survey meant the screener questions could not be a source of rejecting MTurk workers' HITs. However, if they did not provide the correct completion code, their work was rejected and they did not earn compensation. The rejection of work could potentially lower their MTurk approval rating score (a score documenting a workers work his-

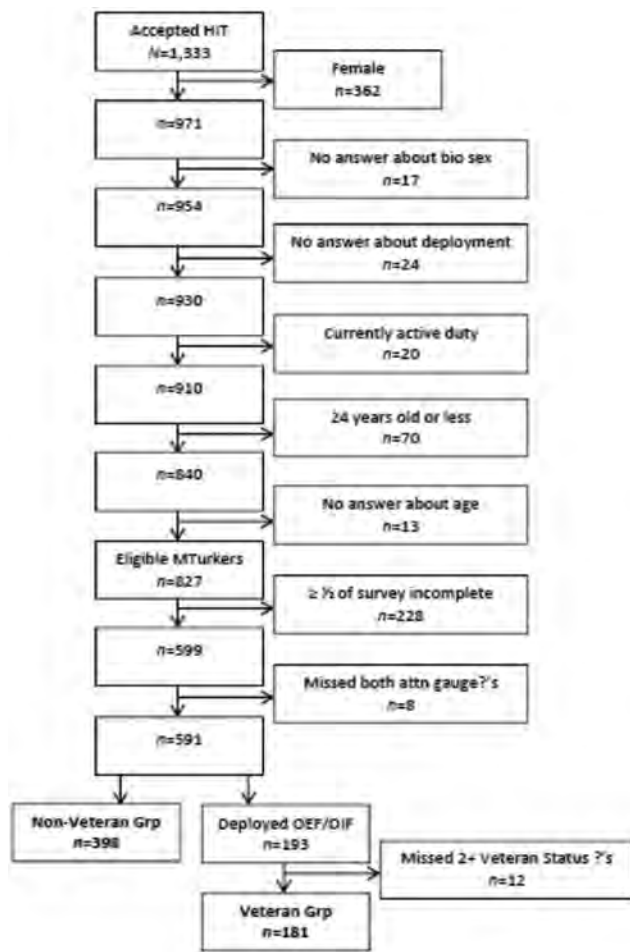


Figure 1. Participant flow through veteran checks. HIT = Human Intelligence Test; bio = biological; Grp = group; OEF/OIF = Operation Enduring Freedom/Operation Iraqi Freedom.

tory). However, MTurk workers are allowed to inquire why their work was not approved. A total of six MTurk participants had their work rejected. None of the workers reached out inquiring about their rejected work.

The mean age of the sample was 34 years (with one 21-year-old veteran and one 73-year-old nonveteran). The majority of participants (82%) were aged 25 to 41 years, reported being non-Hispanic (92%) and European American/White (82%). Fifty-five percent of the participants reported being single and 38% reported being married. The reported locations of military experience were Iraq (41%), Afghanistan (37%), another overseas country (16%), and within the United States (6%). One hundred thirty-five of the military participants (79%) reported their deployment was a combat deployment. The average time served in the military was 7 years, average time since separated from the military was 4 years, and average time since last deployment

was 5 years. The majority of the participants served in the Army (55%), followed by the Air Force (18%) and Marine Corps (15%).

To determine the effectiveness of veteran screening questions, three of the five questions were also asked to the nonveteran sample (ordering military officer rank insignia, answering questions about military occupational specialty [MOS] and military entrance processing station [MEPS]). Pearson chi-square analyses were conducted to test for significant differences in whether the questions were answered correctly or not; results indicated there were significant differences—veterans were more likely to answer the questions correctly: officer rank, $\chi^2(1) = 194.08, p < .01, \Phi = .59$; MOS, $\chi^2(2) = 177.12, p < .01, \Phi = .57$; and MEPS, $\chi^2(2) = 148.37, p < .01, \Phi = .52$. Most veterans answered the questions correctly (66% for officer rank, 84% for MOS, and 83% for MEPS). Most nonveterans did not answer the questions correctly (9% for officer rank, 25% for MOS, and 27.5% for MEPS).

Phase 2

For Phase 2, we completed two separate launches of a survey about adversity to determine the effects of veteran status check questions. For Launch 1, there were no exclusion criteria listed in the HIT, and keywords included “survey,” “military,” and “veteran.” There was also no restriction on IP location. Results indicated that the mean age of participants for Launch 1 (without veteran check questions) was 35.83 ($SD = 10.61$, range = 17–65). The sample was 86% male and 14% female. Participants were predominately European American/Caucasian/White (54%), 35% were Asian, 6% reported being American Indian/Alaska Native, 3% were African American/Black, and 2% were biracial/multiracial. The majority of respondents (92%) were not of Hispanic/Latino ethnicity. Participants accessed the survey at approximately 15 participants per hour. This launch produced an overrepresentation of Asian participants, likely due to the lack of IP address location restriction.

For Launch 2, the same keywords were used. A HIT approval rate of 95% or greater was required, and the number of HITs approved was required to be greater than zero. The final requirement was that the user’s location be in the United States. Several validation questions were included. Perhaps most importantly, participants were given the option at each validation question to respond by

choosing “I am not a veteran” instead of forcing a response. This allowed the majority of nonveterans to self-select out without the researcher having to discard their data. The first question asked respondents to choose which criterion he or she met for veteran status. Options were included based on a definition provided at <https://www.opm.gov/faqs/>. Additionally, participants could select “I am not a veteran.” This changes depending on the criteria to be used, and we allowed everyone who chose “other” to remain in the study. Three validation checks from Study 1 were used (Questions 1, 2, and 5).

Again, each question also included an option of “I am not a veteran.” One attention check (“I have lied a lot on this survey” [true or false]) was also included in the middle of the survey. Figure 2 shows the flow of participant recruitment.

For the participant to receive payment, the participant needed an MTurk validation code obtained at the end of the survey. As people self-select out by not consenting or saying “I am not a veteran,” they simply end the survey. Because those who answer that they are not a veteran receive a “Thank You” screen, no additional data are

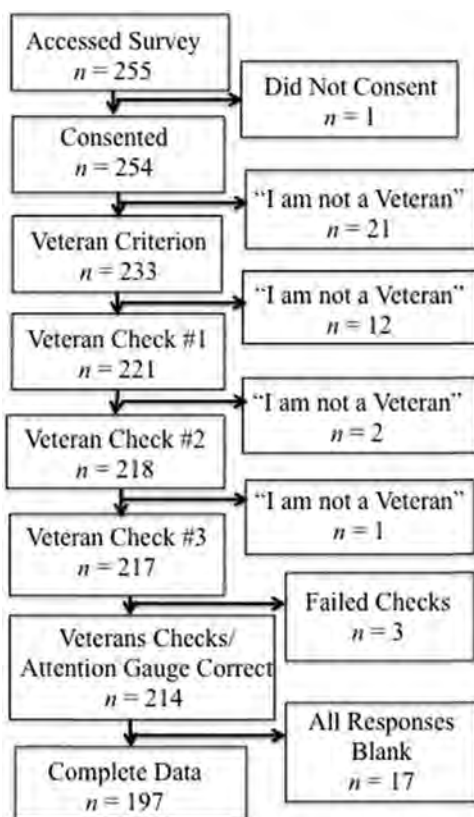


Figure 2. Study 2 participant flow through veteran checks.

collected and there is no need to compensate them or separate these data later. If the participant went through every question, they needed to be compensated, per institutional review board requirements. In this study, we paid 17 people who left all scales blank and only answered questions required for validation.

For Launch 2 (with veteran checks), the mean age of participants was 36.01 years ($SD = 10.94$, range = 21–71). The sample was 69.4% male and 30.6% female, for an overrepresentation of female veterans compared with the national population of veterans (9%; National Center for veteran Analysis & Statistics, 2014). This is not surprising, given that 70% of American “Turkers” are female (Ipeirotis, 2014). Participants were predominately European American/Caucasian/White (82.7%, $n = 163$), while 8.6% ($n = 17$) were African American/Black, 5.1% ($n = 10$) were biracial/multiracial, 2% ($n = 4$) were Asian, one respondent was American Indian/Alaska Native, and one respondent was Native Hawaiian/Pacific Islander. The majority of respondents ($n = 171$, 89.5%) were not Hispanic/Latino, and 10.5% ($n = 20$) reported Hispanic/Latino ethnicity.

Respondents were from all five branches of the military, with the majority being Army veterans (47.7%, $n = 94$), followed by Air Force (19.3%, $n = 38$), Navy (16.2%, $n = 32$), Marines (12.7%, $n = 25$), and Coast Guard (4.1%, $n = 8$). The majority also reported being Active Duty at the time of service (71.9%, $n = 138$), compared with Reserves (19.3%, $n = 37$) and National Guard (8.9%, $n = 17$). Participants accessed the survey at approximately three participants per hour, but this launch produced a much more representative sample of veterans, with the exception of female overrepresentation.

Conclusions

MTurk is a convenient and fast data collection tool and, if proper considerations and precautions are made, can be effective for reaching target populations that have historically been difficult to reach. Researchers looking to use MTurk may need to consider the type of research being conducted; clearly not all research is going to be suited for data collection via MTurk (Chandler & Shapiro, 2016). Some of these considerations may include the risks, the subject matter, the target sample, and how well established the research is in the area of interest. If MTurk is appropriate for a particular research question, there are steps that can be taken to ensure

the target population is being reached and to increase the potential for high-quality data. En masse, the results of our multiphase study suggest that veteran status screening and attention gauge questions may be effective for determining whether or not an MTurk worker is a veteran.

Future research should continue to strengthen the protocol for the use of MTurk for surveying veteran populations. We suggest including several veteran status questions tailored for the target population as well as options to self-select out of the survey. We also suggest including a section after the consent that reads, "I understand that it is illegal to impersonate a veteran for the purpose of obtaining financial gains (e.g., monetary incentives from MTurk)." By using available information and tools on online crowdsourcing, MTurk may provide a cost- and time-effective mechanism for obtaining high-quality data with difficult-to-reach populations.

Additional resources to help with the process of collecting data via Amazon Mechanical Turk are:

- Turk Prime, A Toolkit for Amazon Mechanical Turk, <https://www.turkprime.com/>
- Qualtrics/Amazon Mechanical Turk Innovation Exchange, <https://www.qualtrics.com/innovation-exchange/mturk/>
- "How to link your Qualtrics survey to Amazon Mechanical Turk," <http://brentcurdy.net/qualtrics-tutorials/link/>

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Spotlight on Research

Colleen Varga

Welcome to the Spotlight on Research Column! This column showcases research activities and projects underway in many of the research laboratories within DoD, partnering organizations, and the academic and practitioner community in military psychology. Research featured in the column includes a wide variety of studies and programs, ranging from preliminary findings on single studies to more substantive summaries of programmatic efforts on targeted research topics. Research described in the column is inclusive of all disciplines relevant to military psychology—spanning the entire spectrum of psychology including clinical and experimental, as well as basic and applied. If you would like your work to be showcased in this column, please contact Colleen Varga at colleen.varga.1@us.af.mil

This edition of the newsletter addresses the intersection of help-seeking, individual mental health concerns and relationship problems postdeployment in a sample of U.S. Air Force Security Forces members. This group is at high risk for posttraumatic stress disorder (PTSD), depression, and alcohol problems, and evidence suggests that high rates of relationship problems and dissolution are present after the year-long deployments these members faced. While many psychologists tend to think of couples counseling as a lower-stigma, more approachable avenue to seeking mental health treatment, evidence from this study shows very low rates of help-seeking for relationship problems. Coupled with a historical dearth of resources within the DoD for relationship counseling, the authors offer a potential approach for targeting Airmen with relationship problems as an avenue for reducing both relationship and individual distress.

Help-Seeking Among Airmen in Distressed Relationships: Promoting Relationship Well-Being

Douglas K. Snyder, Christina Balderrama-Durbin, Jeffrey A. Cigrang, G. Wayne Talcott,
Amy M. Smith Slep, and Richard E. Heyman

Editor's Note: The following is an abridged version of the authors' article published in the March 2016 issue of *Psychotherapy*: Snyder, D. K., Balderrama-Durbin, C., Cigrang, J. A., Talcott, G. W., Smith Slep, A. M., & Heyman, R. E. (2016). Help-seeking among airmen in distressed relationships: Promoting relationship well-being. *Psychotherapy, 53*, 1–12. <http://dx.doi.org/10.1037/pst0000045>

Research Overview

Various surveys of service members returning from combat operations in Iraq and Afghanistan have found alarming rates of postdeployment mental health symptoms but low levels of formal help-seeking (Cigrang et al., 2014; Hoge et al., 2004; Kim, Britt, Klocko, Riviere, & Adler, 2011; Osório, Jones, Fertout, & Greenberg, 2013). Paradoxically, service members' anticipation that mental

health help-seeking would lead to stigmatization by peers and supervisors has been shown to be greatest among those most in need of help. Such findings have galvanized researchers and government leaders to focus on stigma as a dominant problem associated with the provision of mental health care to our newest veterans. However, studies directly examining the association between perceived stigma and seeking of mental health services have yielded little evidence to support this hypothesized linkage (Sharp et al., 2015). For example, a handful of cross-sectional studies involving active duty service members (Kehle et al., 2010; Kim et al., 2011; Valenstein et al., 2014) as well as prospective studies of veterans seeking care (Harpaz-Rotem, Rosenheck, Pietrzak, & Southwick, 2014; Hoerster et al., 2012; Rosen et al., 2011) have found stigma to be unrelated to receiving subsequent mental health care.

A large proportion of service members and veterans reporting emotional or behavioral disorders do not seek mental health services for these difficulties. Levels of anticipated stigma for mental health help-seeking do not reliably influence whether active-duty service members or veterans choose to obtain help. Although the association between perceived stigma and help-seeking may be more nuanced—for example, influencing where service members with greater concerns for social stigma may seek help—no studies have addressed this specifically. Level of psychological distress and one's own attitude toward mental health treatment appear to be better potential predictors of help-seeking. And finally, given the comorbidity of individual disorders and intimate partner distress in civilian samples and the association of marital distress with mental health care utilization and response to treatment (Snyder & Whisman, 2004), the influence of relationship distress on patterns of help-seeking in military and veteran populations seems particularly important to examine.

The year was 2008, and the United States Air Force (USAF) had committed personnel from its Security Forces to 1-year deployments to train Iraqi police, a high-risk mission that required patrolling in communities with a high insurgent presence. Anecdotal reports to USAF command following the first detachment of these Security Forces indicated high rates of mental health difficulties during and immediately following deployment. In response to those reports, the USAF command enlisted the assistance of our research group—comprising both military and civilian researchers—to address the following questions: What individual and relationship dysfunctions were Security Forces at greatest risk for incurring during deployment?

Approach and Findings

The Impact of Combat Deployment on Psychological and Relationship Health

Our team followed two consecutive detachments of USAF Security Forces incurring 1-year deployments to Iraq, assessing them across a broad spectrum of individual and relationship health prior to, during (in theater), and 6–9 months following deployment (Cigrang et al., 2014). Our findings revealed substantial deterioration in Airmen's individual and relationship functioning from pre- to postdeployment. Rates of posttraumatic stress disorder (PTSD) at moderate or severe levels increased by more than sixfold from 7% to 47%. Sim-

ilarly, rates of depression at moderate or severe levels increased across deployment from 3% to 29%. Problematic alcohol use—already substantial at predeployment (at 25%)—nearly doubled to 45%. And of the 92 Airmen in a committed relationship prior to deployment, at the 6–9-month follow-up, over half (54%) reported their relationship as significantly distressed, dissolving, or already dissolved, whereas only 25% had reported significant relationship distress at predeployment.

Patterns of Help-Seeking

At each of the three assessments, Airmen were asked whether they had sought any mental health or related counseling services and, if so, for what reasons and from which providers. Overall, at follow-up, 37% of Airmen indicated that they had sought counseling services of some kind since returning from deployment. More importantly, rates of help-seeking increased among Airmen screening positive for mental health problems—reaching 59% for individuals with clinical levels of PTSD, 50% for those with depression, and 42% for those meeting criteria for alcohol misuse (Figure 1).

Nevertheless, many service members needing mental health services were not receiving them—in part because they were not seeking them out. Of those Airmen who sought mental health care, the most common reasons were for deployment-related experiences (22%), depression or anxiety (19%), and anger (19%; Figure 2).

Only a small percentage of partnered participants (4%) sought couples counseling with their partner, although a larger group (11%) sought individual counseling for relationship problems.

We had anticipated that perceived stigma associated with receiving mental health services and negative attitudes toward mental health treatment might be related to subjective distress of specific mental disorders and, hence, adversely impact help-seeking from any source or possibly influence the specific source of services sought. Indeed, both perceived stigma and negative attitudes toward mental health services were positively associated with levels of PTSD symptoms, depression, and alcohol misuse. However, neither perceived stigma nor attitudes toward mental health treatment discriminated between those Airmen who sought mental health services versus those who did not. Moreover, over half of Airmen reporting clinical levels of PTSD, depression, or alcohol misuse sought services from

Help-Seeking for Any Reason

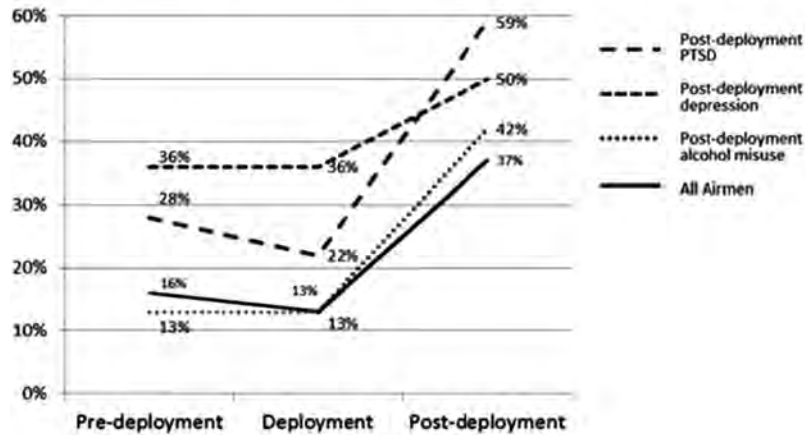


Figure 1. Rates of help-seeking across the deployment cycle for any reason among Airmen reporting clinical levels of posttraumatic stress disorder (PTSD), depression, or alcohol misuse at 6–9 months postdeployment. ADAPT = alcohol/drug abuse prevention and treatment program.

a mental health provider, whereas fewer than 10% sought counseling from a chaplain or military family life consultant, or from Military OneSource or an alcohol/drug abuse prevention and treatment program (ADAPT; Figure 3).

That is, contrary to our hypothesis that higher anticipated stigma might lead to help-seeking from more anonymous providers, there was no significant difference in perceived stigma ratings for Airmen who used specialty mental health services versus those who used other counseling services.

Do Patterns of Help-Seeking Differ for Airmen in Distressed Relationships?

We were especially interested in whether help-seeking patterns would differ for Airmen in committed intimate relationships versus nonpartnered Airmen and, if so, whether those patterns might also vary as a function of relationship quality or couple distress. Several factors contributed to our interests in this regard. First, the majority of service members (70% of officers, and 50% of enlisted personnel) are married, and there is consid-

Post-Deployment Help-Seeking by Type of Problem

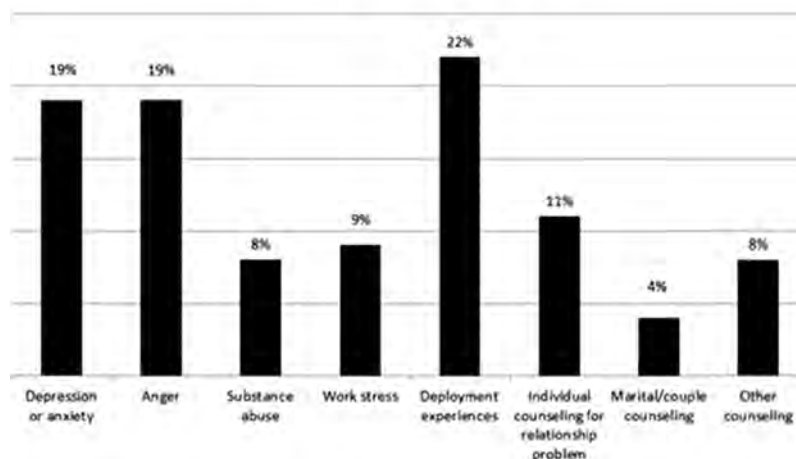


Figure 2. Rates of reported help-seeking at 6–9 months postdeployment by type of problem.

Post-Deployment Help-Seeking by Airmen with PTSD, Depression, or Alcohol Use Disorder

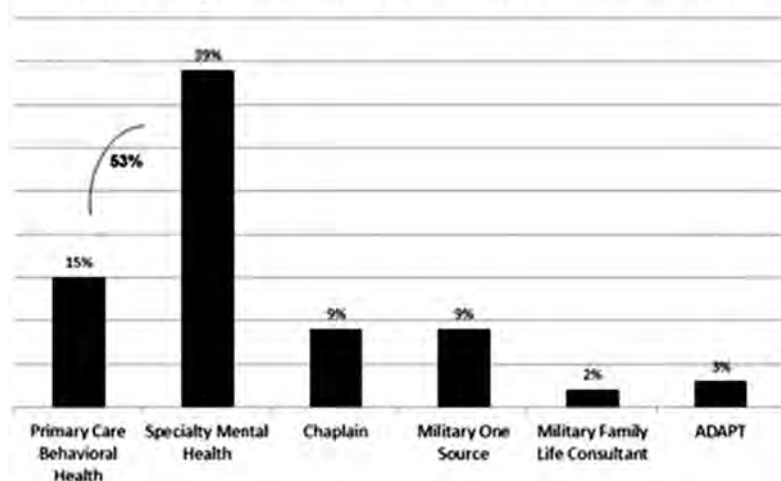


Figure 3. Rates of help-seeking at 6–9 months postdeployment from specific providers by Airmen with posttraumatic stress disorder (PTSD), depression, or alcohol-use disorder. ADAPT = alcohol/drug abuse prevention and treatment program.

erable evidence indicating the adverse impact of mental health problems of returning service members on their intimate partners and relationships (Gewirtz, Polusny, DeGarmo, Khaylis, & Erbes, 2010). Second, multiple studies affirm the association between high levels of intimate partner support and lower levels of PTSD symptoms, and one study (Balderrama-Durbin et al., 2013) suggests that this association is mediated by the partner providing a safe context for the service member's disclosure of painful combat-related experiences. And finally, couple-based interventions have been developed for a broad array of emotional and behavioral disorders confronting service members and veterans—with additional evidence that these couple approaches are more effective than individual treatments when such disorders and relationship distress are comorbid (Snyder & Monson, 2012).

However, in our longitudinal study of USAF Security Forces, both relationship status (partnered vs. nonpartnered) and, for partnered Airmen, relationship quality (distressed vs. nondistressed) were largely unrelated to help-seeking patterns. Moreover, only about one in six Airmen in a distressed intimate relationship actually sought help for relationship problems and, of those, the majority sought help through individual counseling rather than couple counseling.

The Challenge of Promoting Relationship Well-Being

Although various counseling resources exist for service members and veterans with individual emotional and behavioral disorders, resources in both the Department of Defense (DoD) and Veterans Health Administration specifically targeting distressed intimate relationships have historically been scarce. There are numerous reasons for this, but one in particular has been a generalized slowness in the mental health field to recognize the comorbidity of individual and relationship disorders and their recursive effects. The majority of mental health providers in the DoD and VA systems have been trained in individual treatments, and efforts to disseminate evidence-based couple treatments for specific disorders and general relationship distress in those environments comprise a relatively recent phenomenon. Moreover, when active-duty service members or veterans seek services for intimate relationship problems from well-trained couple therapists in the civilian sector, too often those clinicians have little familiarity with unique challenges of military life and reintegration into the family or community following military deployments—and hence their credibility and effectiveness can be compromised.

Implications

It is neither reasonable nor feasible to require that the majority of mental health providers in the DoD or VA

systems become competent in the delivery of intensive couple-based interventions; nor is it likely that a majority of couple and family therapists in the civilian sector will develop in-depth familiarity with the language, culture, and unique challenges of military service across the entire deployment and reintegration cycle. But it is important that a critical mass of providers in both environments become equipped to strengthen and protect the intimate partner relationships of men and women who have served their country. Doing so requires that they become well-versed in basic relationship skills, knowledgeable about military contexts that impact and challenge service members' and veterans' intimate relationships, and competent in disseminating evidence-informed resources for promoting relationship well-being.

Promoting Relationship Well-Being in the Military and Veteran Communities

The data affirming the need to preserve and protect the intimate relationships of service members and veterans are compelling. In a recent study, over half (51%) of suicides among active-duty service members were associated with the failure of a marriage or similar intimate relationship, with the majority of those (59%) having failed within the past 30 days (Bush et al., 2013). Among veterans, 42% report struggles in getting along with their spouse or intimate partner, and roughly a third (35%) report experiencing a divorce or separation since their deployment (Sayer et al., 2010).

Mental health counselors, providers across the allied health professions, family life consultants, personnel affiliated with the broad spectrum of family support services, and designated supervisors and other “natural helpers” identified at any point of potential interaction can all be trained to offer “brief conversations” that direct the service member or veteran to evidence-based, self-directed resources or low-intensity consultations. An example of such a brief conversation follows:

Consultant or “natural helper” (CNH): Last week we were talking about problems you were having sleeping, and you said you thought it might be related in part to stress at home.

Service member or veteran (SMV): Yeah, that's not the only reason, but it could be a part.

CNH: Stress with your partner?

SMV: Sometimes.

CNH: Have you and she ever tried to get any help with that—talking with someone or reading anything for advice?

SMV: I do not think we're up for marriage counseling or anything like that.

CNH: Well, that's okay. You may not need it. But would it be all right with you if I shared some information that other couples have found useful in similar situations?

SMV: Sure, that would be fine.

CNH: I've got a couple of short, easy-to-read pamphlets that folks sometimes find helpful. They're based on some specific strategies that often work for couples dealing with various issues—and they offer some step-by-step advice for making some small changes that sometimes can make a big difference.

SMV: What kinds of pamphlets?

CNH: Well, actually, I have a whole set of them—almost 20. But, let's see, I've got one here on “Couples Coping With Stress”—let's take a look. Inside here, it just talks a bit about what stress is, and how it affects relationships. And then over here it lists some simple strategies for supporting each other and doing some problem-solving together.

SMV: Seems pretty basic. Then what?

CNH: Well, sometimes “basic” is good—or good enough. On the back side here, it helps you make an “action plan”—deciding what you'd most like to change, what you could do differently, why that might be worth the effort, and then creating a plan for trying it out and seeing how it works.

SMV: I'd do this on my own?

CNH: Well, probably best if you shared it with your partner, and maybe you could each decide on something you could do on your own that would help reduce the stress for both of you, and see if that makes a difference.

SMV: What if doesn't make any difference at all?

CNH: Well, that's certainly a possibility. But if you want to try it out and then check back in with me in a couple of weeks, we could chat some about how it

went—and see then if you want to revise your strategy and give it another shot.

SMV: I guess it couldn't hurt.

Conclusions

Over 2.6 million members of the U.S. military have deployed in support of Operations Enduring Freedom, Iraqi Freedom, and New Dawn since the Global War on Terrorism began in 2001. As they return home and reintegrate into their families and communities, many of these service members and veterans will struggle with individual mental health problems as well as serious relationship difficulties. Significant numbers of these men and women, however, will not seek appropriate counseling services, even when effective treatments exist alongside adequate resources in the DoD, VA, and civilian communities.

In our own longitudinal work with Airmen experiencing year-long high-risk deployments and high rates of traumatic experiences, we observed significantly increased rates of PTSD, depression, alcohol misuse, and intimate relationship problems up to 6–9 months after returning home. Those experiencing the highest levels of individual distress were more likely to seek counseling services and, in our study, most of those seeking assistance did so from mental health specialists rather than alternative resources potentially lower in anticipated stigmatization. However, many Airmen experiencing significant problems sought no formal assistance of any sort. Help-seeking for relationship difficulties was particularly infrequent, despite well-documented comorbidity of such difficulties with individual mental health disorders.

To meet the diverse needs of these men and women, both prevention and intervention efforts will need to span a range of modalities (e.g., self-guided resources, online programs, phone-based coaching, and face-to-face services) across varying degrees of intensity and a broad spectrum of both formal and informal providers (Sherman, Larsen, & Borden, 2015).

Our own program has emphasized an integrated multi-tiered approach based on evidence-informed relationship interventions that progress in intensity across the continuum of care from self-directed resources, to brief consultations with informal or “natural” helpers, to more systematic brief relationship education modules that can be

implemented by paraprofessionals specifically trained to disseminate these resources.

For full contents the reader is referred to the complete article:

Snyder, D. K., Balderrama-Durbin, C., Cigrang, J. A., Talcott, G. W., Smith Slep, A. M., & Heyman, R. E. (2016). Help-seeking among airmen in distressed relationships: Promoting relationship well-being. *Psychotherapy, 53*, 1–12. <http://dx.doi.org/10.1037/pst0000045>

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Spotlight on History

Paul A. Gade, PhD

I want to thank Joseph Lyons for coming to my rescue by helping me to find members for the history committee. I am happy to say that two people volunteered for the committee as a result. They are: Jessica Martin, a clinical doctoral intern at the Oklahoma City Veteran Affairs Medical Center and Grant Shulman, a doctoral candidate in clinical psychology at the University of Nebraska-Lincoln. My thanks to these busy students for volunteering to help.

Together we will begin developing biographies of each of our past presidents, to include pictures and presidential addresses. As our initial effort, one of us will contact each of the living past presidents to ask them to prepare an autobiography, send us a picture, and where possible a copy of their presidential address. The idea is to develop a file that can be placed on the Society website where people can easily get information about our past leaders and his or her history and accomplishments. Those in the Society who can contribute any information about any of our deceased past presidents or want to write a biography about them should send that information to me.

We have many historical projects that we can accomplish, so there is plenty of room for more help. For example, we still need writers for profiles of important military psychologists in our history.

My thanks to Tim Hoyt who contributed the following very interesting history of behavioral health technicians in the U.S. Army for this issue of the newsletter. I encourage others to submit similar brief historical pieces.

—Paul A. Gade, Editor
Spotlight on History

Historical Utilization of Behavioral Health Technicians in the U.S. Army

Tim Hoyt

One of the unique aspects of U.S. Army behavioral health compared with practice in community or hospital settings is the extensive utilization of enlisted paraprofessionals in the provision of care (Nolan & Cooke, 1970).¹ These technicians act as service extenders for behavioral health providers across a wide range of settings, including hospitals, deployed combat stress control detachments, and embedded behavioral health clinics (e.g., Bey & Smith, 1970; Pincus & Benedek, 1998). Indeed, cyclical trends throughout the decades in retention, access to care, and resource constraints all argue for greater utilization of paraprofessional service extenders in military behavioral health clinics (Carlton, 1979; Holland, 1998).

Accounts of conflicts throughout the 20th century describe the use of paraprofessionals as part of the Army's behavioral health continuum of care. During World War I,

psychiatric hospital corpsmen deployed to the front-line hospitals in France. Salmon (1917) detailed several duties of these psychiatric corpsmen, including assisting with electrotherapy, hydrotherapy, reeducation classes, and managing the forward psychiatric ward. Plans for psychiatric hospitals in the deployed theater included over 100 psychiatric corpsmen, with "a considerable number of those who have had experience in dealing with mental and nervous diseases" (Salmon, 1917, p. 57).

By World War II, discipline-specific technicians had been established for Army Psychiatry, Psychology, and Social

¹ A noted limitation of the current work is its focus on U.S. Army technicians rather than including service members from the Air Force and Navy. Indeed, all of the sister services have utilized behavioral health technicians in similar roles to those described in the current work. This focus was not intended to be exclusionary, and was primarily due to the dearth of published historical literature on technician utilization in military contexts outside the U.S. Army.

Work (Rodeman, Seidenfeld, & Rockmore, 1966). Qualifications for all three types of technician were generally a baccalaureate degree in psychology, although there are several instances of doctoral students or masters-level providers serving as technicians. Psychiatric technicians were part of the nursing staff on inpatient psychiatric wards, analogous to nursing assistants and primarily supervised by the charge nurse. Technicians in these settings typically assisted with water therapies (“wetpack” and “continuous tub”), insulin therapy, and therapeutic recreational activities. Similarly, psychiatric technicians who deployed to combat theaters in Europe and the Pacific served as attendants in front-line psychiatric hospitals, or conducted preventative care outreach in combat divisions. Psychology technicians were typically trained to conduct testing and group therapy in outpatient settings, in many circumstances also carrying a caseload of individual patients. Army social work technicians were first utilized during the middle phase of World War II as part of rehabilitation for patients psychiatrically evacuated from the warzone. All of these paraprofessional activities substantially expanded the provision of behavioral health care during World War II, and led to establishing a dedicated Army training school for behavioral health technicians in 1947 (Rodeman et al., 1966).

Following World War II, a “division mental health” model was established that assigned several psychology or social work technicians with the team of behavioral health providers caring for 12,000–17,000 service members (Glass, 1955; Rock et al., 1995). A group of technicians also accompanied an augmentation team that rotated in operational units outside the hospital to provide behavioral health consultation (Rock et al., 1995). Psychiatric technicians in this model played a significant role during the Korean War providing adjunctive care in forward areas, allowing rapid treatment and high return-to-duty rates (Glass, 1955). Practice by these technicians typically involved one-on-one discussions that facilitated the sharing of guilt, emphasized the role of unit support in coping with stressors, and overall promoting a “duty attitude” among front-line soldiers. The overarching goal of this intervention was to maintain the service member in the unit by emphasizing personal coping skills rather than necessitating medical evacuation.

During this period, behavioral health technicians across specialties also were extensively used in the garrison en-

vironment (see Barritt & Kern, 1955; Hartog, 1967; Simons & Stockton, 1965). Some basic training facilities assigned social work technicians to trainee companies, wherein the technician was part of the daily activities of the trainees (Barritt & Kern, 1955). These technicians also acted as consultants for their respective commanders, conducting intake assessments at the local training companies and then staffing the case with the supervising psychiatrist at the medical facility. This model significantly reduced training losses due to psychiatric conditions (Barritt & Kern, 1955). Simons and Stockton (1965) implemented a training model at their hospital setting that trained social work technicians as group facilitators. This model first trained the social work technicians to be note takers during group sessions, then group cofacilitators, then encouraged technicians to take on their own groups. Supervision by the attending psychiatrist was also provided in a group setting with the other credentialed providers in the clinic, allowing for a venue in which group dynamics could be modeled and trained among all staff. Hartog (1967) subsequently followed Simons and Stockton (1965) as the supervising psychiatrist at this facility, and expanded the technician training program using an “enlisted consultant” model. This model assigned enlisted technicians to specific military units outside the hospital, with technicians receiving all behavioral health referrals from their assigned unit. These consultants would meet directly with the unit leadership to discuss any concerns regarding the referred patient’s duty performance, and then took a detailed history that was staffed with the attending psychiatrist. Thus, although the attending psychiatrist was ultimately responsible for the provision of care, the technician implemented all phases of triage and assessment under minimal supervision. The same technicians then conducted follow-up support sessions and ongoing case care coordination, staffing cases on a routine basis with the attending psychiatrist.

Qualification standards for enlisted behavioral health technicians across specialties also changed during the early phases of the war in Vietnam, with approximately 50% having college degrees and 20% with a high school education or less (Nolan & Cooke, 1970). This change was an adjustment for many officers, who had been used to a bachelor degree or higher level of education for technicians. However, this change is noted by Nolan and Cooke (1970) as improving the potential rapport with fellow

enlisted personnel as “indigenous” members of the enlisted culture. Thus, enlisted behavioral health technicians showed significant value during field training exercises by gauging the overall stress level of a particular unit by participating as part of that unit. This participation allowed the technician to see the behavior of fellow soldiers in the natural environment, and gave an objective context to reported stressors when consulting with the treating providers (Nolan & Cooke, 1970). This echoed previous reports by Rodeman and colleagues (1966), who observed that enlisted technicians more readily establish trust with patients of the same rank, overcoming resistance toward the “authority figure” represented by the licensed provider who may also be a military officer.

During the war in Vietnam, eight psychology or social work technicians were assigned to each division mental health team, usually distributed in pairs to each of four medical companies (Bey & Smith, 1970). The distribution of these assets generally included the placement of a senior technician with a junior technician per medical company, with less distinction between technician specialties in the deployed setting. A psychiatrist and social worker traveled among these medical companies to provide regular supervision, with consultation via radio and telephone conducted on a daily basis. These technicians conducted all initial intake assessments, offered brief counseling to patients, consulted with battalion commanders regarding behavioral health trends, and provided referrals to medical officers for medication management. Through this widespread utilization, these technicians averaged nearly 400 patient contacts per month in front-line clinics (Bey & Smith, 1970). This laid the groundwork for Combat Stress Control clinics in deployed settings.

Supporting Operation Desert Storm, the 528th Medical Detachment deployed to Saudi Arabia as the first Combat Stress unit in a combat theater (Holsenbeck, 1992). This unit included 19 behavioral science technicians (then Military Occupational Specialty 91G) and 10 psychiatry technicians (then Military Occupational Specialty 91F). These personnel conducted early intervention and outreach activities, cofacilitated critical incident debriefing, and were the primary staff for a 5–7 day short-term residential treatment program in the combat theater. The utilization of these enlisted technicians as service extenders significantly reduced psychiatric evacuations (Holsenbeck, 1992). Specifically, these patients were able to remain in

the deployed setting for this short-term treatment program, working primarily with behavioral health technicians, rather than being medically evacuated. Outcomes of this program showed that only 15% of patients referred to the program were ultimately evacuated, whereas all referred patients previously would have been evacuated (Holsenbeck, 1992). During the Balkan conflict, the first active duty Combat Stress Control team included 14 technicians, now in a unified Military Occupational Specialty 91X that did not distinguish between subspecialties, who were distributed among both headquarters activities and clinical rotations (Pincus & Benedek, 1998). These technicians conducted the full array of psychological health interventions while in Bosnia, including conducting outreach education, intake evaluations, and group therapy at the unit’s restoration center. Prevention teams in this setting typically paired two enlisted technicians with two behavioral health officers who provided supervision. The provision of care by technicians at this time was relatively autonomous, primarily relying on the officers to staff initial plans of care, cosign completed chart notes, and address acute risk issues.

The division mental health cell was decentralized during the early phases of the wars in Iraq and Afghanistan as part of the Army’s move toward brigade combat teams (Warner, Appenzeller, Barry, Morton, & Grieger, 2007). Rather than six behavioral health technicians assigned to the three division mental health officers, two technicians generally were assigned to each combat brigade as part of the area support medical company (ASMC). In the ASMC, behavioral health technicians were part of the “low density specialty” platoon, working directly with the behavioral health officer assigned to the combat brigade. Thus, a small team of three (i.e., one officer with two technicians) would have responsibility for the behavioral health care of the entire brigade combat team, under the direction of the division psychiatrist (Warner et al., 2007). Parallel to this, Combat Stress Control detachments providing regional support now included 20 enlisted behavioral health technicians (Department of the Army, 2006). These technicians played significant provision of care roles during Operations Enduring Freedom and Iraqi Freedom. Enlisted technicians accompanied psychologists from Brigade Combat Teams and Combat Stress Control units to Forward Operating Bases in Iraq to provide psychoeducational briefs and “walkabouts” to help identify fellow

service members in need of psychological services (Reger & Moore, 2006). Technicians were also heavily involved in “Battlemind” traumatic event management debriefings, helping to facilitate unit reconstruction and discussion of significant traumas (Jones, Hammond, & Platoni, 2013).

By the later phases of Operations Iraqi Freedom and Enduring Freedom, deployed Combat Stress Control detachments included behavioral health and occupational therapy technicians, with a total of 30 enlisted technicians assigned (Jones, Jones, et al., 2013). In fact, these technicians were included as “behavioral health providers” in theater-level planning models ensuring adequate access to care (Jones, Jones, et al., 2013). By 2012, as many as four enlisted behavioral health technicians also deployed with Army Brigade Combat Teams in Afghanistan, alongside a psychologist and a social worker (Hoyt et al., 2015). These technicians rotated throughout the battlespace in Afghanistan, often bearing the supervised responsibility for the care of up to 500 service members on outlying bases. This responsibility included the maintenance and facilitation of telehealth capabilities in remote areas (Hoyt et al., 2015).

United States Army behavioral health technicians have a rich history of care provision across deployed, hospital, and clinic settings. Indeed, recent Army policy has specified a minimum number of annual direct patient contact hours for technicians, similar to standards for providers (U.S. Army Medical Command, 2015). As military psychologists, it is crucial that we be aware of the history of technician capabilities and impacts to be sure we invest in their training. By doing this, behavioral health technicians can continue to be a significant force multiplier to improve the availability of care for service members.

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Acknowledgment

The opinions or assertions contained herein are the private views of the author and are not to be construed as official or reflecting the views of the U.S. Government, the Defense Health Agency, the Department of the Army, or the Department of Defense. The author certifies that this article has not been published nor is it under consideration for publication elsewhere.

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Membership Committee Report

David M. Barry, PhD

Division 19 Membership Committee Updates

The Division 19 Membership Committee is pleased to announce that our total membership increased for AN-OTHER consecutive dues year! While the final numbers for dues year 2016 are still being finalized by APA, preliminary estimates have our total membership at 1,253.

Think about that number for a second: 1,253. *That number represents an astonishing 32% increase in total membership over the past 4 years.* During a time when other APA divisions and APA as a whole have lost scores of members, Division 19 *has only gotten stronger.* That speaks volumes about our highly motivated Student Affiliates, who represent over 40% of our membership and are poised to continue their memberships as ECPs. That speaks volumes about our Members, who joined or renewed their memberships with both APA and Division 19 and ensured that their voices would be heard in upcoming APA Presidential and Council of Representative apportionment elections. That speaks volumes about our rapidly growing group of Professional Affiliates, whose presence in our organization enhances opportunities for mentorship, outreach, and collaboration.

Let's aim high and keep this upward trend going. Now more than ever, Division 19 needs you and your colleagues to join our team and advance the science and practice of military psychology.

If you join or renew membership with Division 19 between now and December 31, 2016, your dues will be credited for the remainder of the 2016 calendar year and all of the 2017 calendar year. For this reason, the vast majority of people who join and renew membership with Division 19 do so between August and December each year. Student Affiliates who join or renew their membership prior to December 31 are automatically entered into a dues raffle, where 10 free student memberships are up for grabs.

Division 19 Member Announcements

Degrees Earned

John W. Gaddy earned a PhD at the University of the Rockies, Denver, Colorado (Dissertation title: "The Relationship between Authentic Leadership and Resilience in Enlisted Soldiers"). Dr. Gaddy is currently working as Manager, Contractor for the Comprehensive Soldier and Family Fitness Training Center in Fort Stewart, Georgia.

Ryan Hess recently completed his PhD in Counseling Psychology (Health Psychology emphasis) from Ball State University. He has accepted a position as a psychologist at the VA Northern Indiana Health Care System (VANI-HCS).

Sandra M. Thompson, Lieutenant Colonel, U.S. Army retired, graduated from Walden University in July 2016 with her PhD in Organizational Psychology. She is currently serving as a Senior Army Instructor in the JROTC program at Jack Yates High School in Houston, Texas.

Ms. Christin Hein, a doctoral student at the University of Nebraska, Lincoln, obtained her MA in Clinical Psychology in May.

Published Research in Peer-Reviewed Journals

Barry, D. M. & Ettenhofer, M. L. (2016). Assessment of performance validity using embedded saccadic and manual indices on a continuous performance test. *Archives of Clinical Neuropsychology*. Advance online publication.

Bechner, B., & Jinkerson, J. D. (2016). Are moral injury and PTSD distinct syndromes? Conceptual differences and clinical implications. In J.-P. Isbouts (Ed.), *Veteran and family reintegration: Identity, healing, and reconciliation*. CreateSpace Independent Publishing Platform.

Jinkerson, J. D. (2016). Defining and assessing moral injury: A syndrome perspective. *Traumatology*, 22, 122–130. <http://dx.doi.org/10.1037/trm0000069>

Landoll, R. R., Nielsen, M. K., & Waggoner, K. K. (2016). US Air Force Behavioral Health Optimization Program: Team members' satisfaction and barriers to care. *Family Practice*. Advance online publication. <http://dx.doi.org/10.1093/fampra/cmw096>.

Whitehead, S., & Jinkerson, J. D. (2016). The Life Events Questionnaire – Military Spouse Version: Construction and initial validation. In J.-P. Isbouts (Ed.), *Veteran and family reintegration: Identity, healing, and reconciliation*. CreateSpace Independent Publishing Platform.

Kymerli Barker, MA, was selected to present a poster based on her dissertation, "Evaluation of the Use of Psychological Services by Law Enforcement Officers," at the Society for Police and Criminal Psychologists.

Obtained State License to Practice Psychology

Peggy V. Nave, PsyD, received her Florida psychology license in July 2016.

Completed ABPP Board Certification

Brian Lees, PsyD, ABPP, LCDR, US Public Health Service, detailed to Naval Health Clinic Hawaii. Brian received his ABPP in Clinical Psychology in September 2016.

Dr. Eleanor D. Hamilton, PhD, LPC, LMHC, obtained Certification in Brain Spotting, a cutting-edge treatment for trauma. Her current practice is in Texas, where she works with Active Duty, veterans, and their families.

Selected for Leadership Position

Ms. Sheila M. Stanley, currently a Clinical Forensic Psychology Trainee in the College of Psychology at Nova Southeastern University, recently became the president of a student-run organization, Students United for Returning Veterans (SURV), at Nova Southeastern University. Other board members are Robert Campbell (vice president), Emily Matousek (treasurer), and Gabriela Figueras (secretary). Founded in 2008 to serve the counseling needs of returning veterans, the SURV mission has evolved to serve as a community-based advocacy group in South Florida. The SURV raises money for donations to local veterans groups; holds food, toy, and supply drives; and raises awareness to the issues student veterans face. They recently paired with their campus Veterans Resource Center and will be planning an annual "Veterans Week." All SURV members are doctoral and masters-level students

that have an interest in military psychology, and some are veterans themselves!

Promotions, Appointments, and New Jobs

Ryan R. Landoll was promoted to Major in August.

David R. Segal has been appointed to the Army Education Advisory Committee, which is chartered to provide independent advice to the secretary and the chief of staff of the Army on the educational, doctrinal, and research policies and activities of Army educational programs.

CAPT Carrie H. Kennedy, USN, was selected as Director, Deployment Health Clinical Center, Defense Centers of Excellence.

Major Awards or Recognitions

Richard Ievoli, PhD, received the Distinguished Service Award from the Pennsylvania Psychological Association in June 2015. Dr. Ievoli currently works in The Bay Pines, Florida, VA system.

If you would like to be recognized for your accomplishments, please send Michelle Kelley an e-mail at mkelley@odu.edu.

Division 19 Communications Platforms

Are you maximizing your access to communications with Division 19 leaders and members? If you need assistance getting access to one or more of these, please contact Brian Lees at leesbro@hotmail.com

1) Division 19 Announcement-Only Listserv:
DIV19@lists.apa.org

2) Division 19 Announcement-Only Student Listserv:
DIV19STUDENT@lists.apa.org

3) Division 19 Discussion Listserv:
DIV19DISC@lists.apa.org

• **E-mail: leesbro@hotmail.com to "opt in" to our new discussion listserv!**

4) Division 19 Facebook page: APA Division 19 – Military Psychology

5) Division 19 ECP LinkedIn page: APA Division 19 Military Psychology Early Career Psychologists

6) Division 19 Twitter account: @APADiv19

7) Division 19 Student Twitter account: @div19students

8) Division 19 Newsletter: *The Military Psychologist*

9) *Military Psychology* journal

10) APA Convention events

11) Division 19 website:

<http://www.apadivisions.org/division-19/>

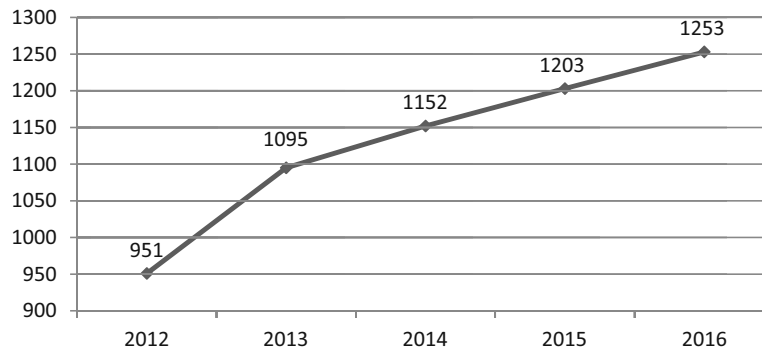
12) Division 19 student website:

<http://www.division19students.org/>

13) Direct e-mail

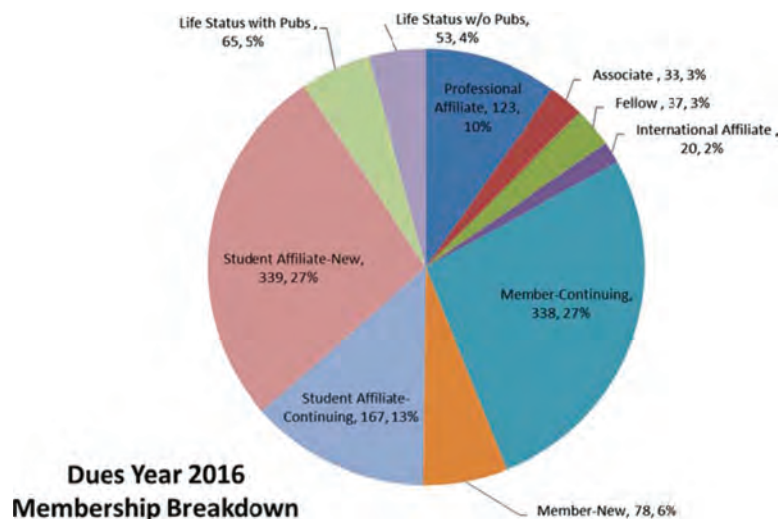
14) Direct mail

Total Division 19 Membership, 2012-2016 Dues Years



Division 19 Membership Breakdown, 2012-2016

	2012	2013	2014	2015	2016
Total Memberships	951	1095	1152	1203	1253
Total Paid Memberships	849	994	1099	1147	1200
Total Life Status (Dues-Exempt) Memberships	102	101	53	56	53
Professional Affiliate	64	81	100	103	123
Associate	17	20	23	21	33
Fellow	35	35	36	40	37
International Affiliate	11	14	15	16	20
Member – Continuing	286	285	313	340	338
Member – New	60	90	76	74	78
Student Affiliate – Continuing	117	129	171	186	167
Student Affiliate – New	209	288	304	307	339
Life Status (Dues Exempt) with Publications	-	56	61	60	65
Life Status (Dues Exempt) without Publications	-	-	53	56	53



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; for nonstudents) or a Student Affiliate (\$10; for graduate and undergraduate students).

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Early Career Psychologists Committee Report

Julie Landry Poole, PsyD, ABPP

Early Career Psychologists Committee Members (*in alphabetical order*): Katy Dondanville, PsyD, ABPP (Past Chair), Julie Landry Poole, PsyD, ABPP (Chair), Adrienne Manasco, PsyD (Chair-Elect)

Early Career Psychologists Committee Mission: “. . . to advance psychology, and in particular military psychology, by maximizing the engagement, utilization, voice and development of early career psychologists within our Division and Society.”

Call for Nominations for Chair-Elect Division 19 Early Career Psychologists Committee

The Society for Military Psychology (Division 19) Early Career Psychologists (ECP) Committee is seeking nominations to fill the Chair-Elect position to begin 1 January 2017. The Committee consists of three members serving staggering 3-year terms, who strive to advance issues of ECP concern within our division. Committee members' benefit from networking/mentorship from senior members of Division 19, and the Chair receives a travel scholarship to attend the annual American Psychological Association (APA) conference.

Responsibilities associated with this rewarding leadership position include participation/attendance at the Division 19 midyear and annual meeting, participation on the division's EXCOM, content submission for the *Military Psychologist*, and oversight of ECP activities (e.g., mentorship match program). These responsibilities are shared among the three committee members.

Eligibility

- Applicants must be within 10 years of degree completion.
- Applicants must be members of Division 19.
- Applicants must be able to commit to the position for three (3) years.

Application Process

Applications for the Chair-Elect position are due by 31 October 2016. The selected Chair-Elect will be notified

by 1 December 2016 and will begin their tenure on 1 January 2017. Self-nominations are accepted and strongly encouraged. E-mail nominations to Julie Landry Poole at julie.m.landrypoole.civ@civ.mil

All candidates should include

- Statement of interest from the nominee
- Current curriculum vitae
- One letter of recommendation

APA Annual Conference

It was a pleasure meeting so many of you in Denver! Adrienne, Katy, and I had the opportunity to mingle with several students, ECPs, and senior members during the social events. It is always rewarding to hear about the unique and diverse work our members are doing and a tangible reminder of the important contributions our Division makes within APA and the field of psychology as a whole. Special thanks to the student and membership committees for their collaboration with the ECP committee on suite programming! We'd also like to express gratitude to the program committee for their hard work and efforts prior to and during the convention.

Mentorship Match Update

We're pleased to announce the Internship Mentorship Match program is still going strong. So far this year, 16 students from Division 19 have been matched with active duty and civilian mentors who offer a range of experience within the Army, Navy, Air Force, VA, and university settings. It's not too late for students seeking a mentor to request one, and as always, we're interested in hearing from any of our members who would like to volunteer. If this is you, please contact Adrienne Manasco at adrienne.manasco@gmail.com.

Point of Contact Information

For further information, please contact:

Julie Landry Poole
julie.m.landrypoole.civ@mail.mil

Student Affairs Committee Report

Kevin O'Leary, MS

Hello, Division 19 Members!

I cannot believe we're already eyeing the end of the year; it has been an incredibly exciting one for the entire Division, and the SAC is no exception! As I begin to transition out of my role as Chair, and Nate Tenhundfeld takes over, I want to take this opportunity to really shine a light on all the incredible things we've been able to accomplish over the past year.

2016 APA Convention

First and foremost, we had another incredible convention, this year in the Mile High City of Denver, Colorado. Seemingly kneeling at the feet of the sprawling Rocky Mountains, Denver offered incredible vistas, unique gathering opportunities, and hospitality that could make even the cloudless blue skies above blush. Despite being a substantial distance to travel for many of our students, we still had a phenomenal turnout, with student members and Campus Representatives from all over the country. We would like to extend a particularly special "thank you" to Aaron Banas, Ben Dickter, Katie Fry, Jeremy Jinkerson, Kelsi Rugo, and Tiffany Urquhart for their help with logistics above and beyond the call of duty!

At the convention, as many of you know, we had some amazing program offerings in our suite, many of which were run by our own students. The diversity of the programming was as exceptional as the product itself; we were able to host well attended sessions that detailed everything from moral injury, to internship, to the role of nonclinical research within the military. Accordingly, we want to extend our sincere appreciation to the many members who participated and who helped make the programs as great as they were. Additionally, we were able to host the first ever session for our student grant award winners to present on their research!

Finally, be it far from us to let the opportunity to go out and have a fun time escape, we experienced much of what Denver had to offer. Students enjoyed everything from outings to local restaurants and brewery tours to hiking in

the great outdoors. The convention was a great week of networking, bonding, and military psychology.



Student Recognition

Next, I want to briefly recognize two students for outstanding service to our community. Both Kelsi Rugo and Katie Fry have independently hosted drives to show our deployed troops that we're thinking of them stateside. Kelsi and her colleagues at Tennessee State University worked to raise money for care packages to be filled and shipped. They successfully raised over \$500, which allowed them to send a taste of home to those far away from it. Katie has helped spearhead a holiday card drive, with the goal of having over 500 handwritten holiday cards to help bring a little festive cheer to those overseas. We are incredibly proud of the work that both Kelsi and Katie are doing, and could not be more thankful that they are working hard in service for those who serve.

Programing

As many of you know, the SAC has been working hard to bring programming to students outside of the annual convention. Since our last newsletter submission at the beginning of the summer, we have hosted six tremendously successful and well attended webinars:

- 10 Reasons Why You Will Not Match to Your Preferred Internship Site and What To Do About It
- Introduction to Veteran Mental Health

- Introduction to Division 19
- Mobile Health Best Practices in Clinical Care
- Successful Preparation for US Army Internships
- How to Get a VA Internship: An Hour With the Leaders in VA Training

These have become our most successful webinars to date, involving up to 91 students! Please let us know if you have ideas for programming

Additionally, we have three more scheduled for the month of October on Leadership Development, How to Get a VA Postdoc, and a Town Hall meeting with Dr. Landes and Dr. Harvey. For any of you who wish you had attended one of our previous webinars, check out our Training and Education section of our Division19Students.org website for recordings and notes of each!

Changes in Student Affairs Committee (SAC) Leadership

We begin this fall in search for the newest addition to the SAC. While we are excited with our eyes on the horizon, it is with a heavy heart that we say goodbye to Angela Legner. Angela will be finishing up her third year on the SAC, and while we have benefited greatly from her expertise, wisdom, and guidance, she has given us the ability to stand steadfast against the winds of uncertainty and continue forward as she moves on. There is no doubt in my mind, or in the minds of anyone else who has had the opportunity to work with her, that the SAC is better off because of her service and devotion to our common goal.

The tremendous success and growth that we as a student body have realized over the past 3 years, under the direc-

tion of Angela, Jenn, and Dave, has forced us to reconceptualize what the leadership structure will look like under the umbrella of the SAC. While we do not know, for certain, the specifics of our continued growth, it is certain that we have the students to be able to accomplish whatever it is we set our sights on. We will look to develop new, and expand existing, roles in order to allow us to better manage and grow our current student membership, while ensuring that we are able to offer more than ever before. Stay tuned for exciting things just on the horizon.

Finally, in an effort to ease the inherent burden of information dissemination that comes with so much beneficial information to be shared, we have continued to expand our social media presence. While we will continue to share information via our biweekly e-mail blasts, we ask that you follow us on Twitter and Facebook (@Div19Students). We appreciate all of the support and encouragement we have received over the last year from members of all ages and roles, and look forward to continued success, growth, and prosperity in the future.

It has been an honor and a pleasure to serve as the Chair of the Student Affairs Committee. I continue to be proud of our students and blown away by their energy and passion for this field. It is your efforts that have made this year a spectacular success. We are excited to bring new energy and ideas onto the SAC and to see where your work and passion will take us.

Point of Contact Information

For further information, please contact:
Kevin O'Leary, 2016 SAC Chair
koleary@antioch.edu

APA Program Committee Report

Lindsey Monteith and Rebecca Blais

Dear Colleagues,

Thank you for a successful convention in Denver. Your contributions and enthusiasm were apparent in both the general programming and suite programming, which were compelling and well-attended. We look forward to another informative convention in Washington DC next August. As the submission deadlines approach, we would like to take this opportunity to share information with you about submitting to the 2017 program.

Proposal submissions have been at an all-time high and programming hours are limited. Thus, please read the information below, which is intended to facilitate the submission process. More detailed information about programming can also be found here: <http://www.apa.org/convention/proposals.aspx>

Collaborative Programming

APA offers Collaborative Programming, which is an effort to have different divisions provide various perspectives on topics relevant to psychology. It is an excellent way to offer additional programming that does not count toward the individual division's programming hours. Collaborative proposals do not require membership to several different divisions, only that the topic of interest is shared among multiple divisions (ranging from two to seven divisions). The Collaborative Programming submission deadline is *October 14, 2016*. We strongly encourage Collaborative Programming submissions. If your submission is not chosen for Collaborative Programming, the submission will be sent back to the lead division (which the chair of the submission will identify at submission).

Division Proposals

The deadline for division proposals is *December 1, 2016*. The presidential themes will be announced on the

listserv when they are available. Please note that Division 19 does not accept single paper presentations. If received, paper presentations will be evaluated as poster presentations.

Recommendations for Submitting a Successful Program

Although the number of submissions to Division 19 programming has been increasing, APA continues to cut all division programming hours so that a more successful convention can be planned. As the competition for program space increases, please consider the following suggestions for preparing a successful proposal:

- 1) If data are forthcoming, that is acceptable, as long as it is feasible and specified how that data will be collected and analyzed in time for the convention. Proposals that describe existing data sets should include the results.
- 2) Proposals that include a diverse set of presenters are typically more competitive.
- 3) Competitive programs will be arranged much like a professional abstract. We encourage authors to include an introduction, method, result, and discussion section.
- 4) Papers will be evaluated as poster submissions.

Poster presentations will be reviewed by at least two reviewers. Other types of division programming will be reviewed by at least three reviewers. Program Chairs will determine which abstracts are sent out for review. Please e-mail us if you have questions. We look forward to receiving your submissions!

Very respectfully,

Lindsey Monteith and Rebecca Blais

2016–2017 Division 19 Program Chair and Co-Chair

APA Division 19 Executive Committee, 2016 Midyear Meeting Minutes

***Eric A. Surface, PhD
Secretary, 2014–2016***

Attendees: Ann T. Landes*, Sally Harvey*, Thomas J. Williams* (call), Eric A. Surface*, Scott L. Johnston* (call), Katherine A. D. Dondanville (call), Joel Dubenitz*, Christopher Murphy*, Arlene Saitzyk*, Larry James*, Rebecca Blais (call), Jason Duff, Freddy Paniagua (call), Julie Landry-Poole (call), Paul Bartone, Brian Lees (call), Joseph B. Lyons (call), David Barry (call), Paul Gade, Armando Estrada, Jenn Barry, Angela Legner, Kevin O’Leary, Nate Tenhundfeld, and Bill Strickland

Note: There are nine elected, voting members of the Executive Committee (EXCOM) designated by position. Those individuals listed above who hold an EXCOM position as official voting members are designated with an asterisk.

Meeting date: February 17, 2016

Meeting Location: HumRRO, Alexandria, Virginia

Welcome/Introductions/Announcements

President Landes called the meeting to order at 0730 and presided over the meeting. Strickland welcomed everyone to HumRRO and provided information about the facilities. President Landes thanked Strickland and HumRRO for hosting the Division 19 EXCOM meeting. President Landes thanks all the EXCOM members for attending and submitting their reports and thanked Secretary Surface for assembling the meeting book.

President Landes made general comments on several items, including Division 19 receiving second American Psychological Association (APA) Council of Representatives seat, elections, getting members involved in Division 19 leadership and visibility in APA. President-Elect Harvey and Strickland made comments. President Landes asked Surface to go over the new agenda. Surface provided an overview of the new format and agenda. President Landes welcomed the new EXCOM members.

President Landes provided comments on her direction for the Division. She started by praising the Division 19 community and members for their leadership and willingness to serve. She talked about her involvement with Division 19 and her commitment to serving our members. She went on to say that we may be faced with difficult

questions about where we stand in APA. But, remember what our strengths are as a division. Our community is our strength. She mentioned needing to focus on building our community and not be distracted. She mentioned needing to focus on the strategy objectives and on developing a strategic plan, which will make us a stronger community 5–10 years down the road. She discussed the current strategic plan and strategic objectives. Talked about working on a strategic plan. She asked Treasurer Johnston if the division had a budget, to which he reply we do not. She talked about not having a travel policy for the EXCOM and mentioned asking Johnston and Surface to work on a policy before the August meeting. She went on to mention a number of items for the Division to address, such as strategic planning, updating the bylaws, reviewing convention funding, creating a budget, and thinking about new ways of generating revenue. Estrada made a comment supporting alternative sources of revenue and investment planning.

Hoffman Update

Past President Williams started mentioning the Task Force 19 report and thanking Harvey and her team for doing an excellent job. He stated that he sent the report and cover letter to APA Board of Directors (BoD). He went over the contents of the letter and expounded on the Division’s position and the interaction with the BoD. One issue discussed was the banning of psychologists based on

setting instead of behavior and its implications. There were questions and discussion. Dubenitz, Strickland, Johnston, Surface, Estrada, Bartone, Harvey, Landes, and Williams participated in the discussion. Dubenitz motioned that Division 19 seek consultation from an attorney on whether the issue of writing a letter, as Williams specified, to State Government Elected Officials and Entities is permissible for the Division and if we have a legal argument. *Motion: Division 19 will seek consultation from an attorney on whether writing a letter [in regard to the APA resolution banning psychologists from practicing in national security settings as specified by Dr. Williams] to State Government Elected Officials and Entities is permissible and if we have a legal argument to support such a letter. The initial consultation fee is not to exceed \$1,500.00 and Dr. Harvey* will come back to the EXCOM if initial costs will exceed that amount. *Dr. Harvey agreed to take on this item. The motion passed.*

Strategic Objectives and Planning Activity

President Landes led the strategic planning activity. She explained our current strategic objectives and the strategic planning process. She asked the EXCOM to complete a SWOT analysis as a team and explained what a SWOT analysis was. Explained key performance indicators (KPIs) and asked the team to develop 5 and 10 year goals based around KPIs. She asked the EXCOM to look within (S/W—strengthens and weaknesses) the Division and externally (O/T—opportunities and threats). President Landes asked Surface, Duff, J. Barry, D. Barry, Johnston, and Harvey to lead breakout groups corresponding to the current five strategic objectives. The breakout groups met and performed a SWOT analysis for each of the five strategic objectives. The EXCOM came back to together and each group shared the strengths, weaknesses, opportunities, and threats for their objective and some goals. These were collected by President Landes to inform strategy.

Informational Reports

Note that for this meeting each committee and officer was allotted 1 to 10 minutes to provide information items. The goal was to allow all officers and committees to present their activities. In meetings past, action items would take up most of the time and some committees would not get the opportunity to present. This split between information items and action items allows everyone to present some activities to the EXCOM.

President

President Landes discussed the following topics/priorities during her report: (a) updating existing strategic documents to reflect a 5 and 10 year Operational Strategic Plan (short-term and long-term goals); (b) Division 19 and Hoffman Report; (c) bylaws; (d) budget (convention, mid-year, travel policy, awards); (e) increasing membership, community, and member “benefits”; and (f) increasing Division 19 representation/visibility within APA. Harvey, Johnston, Dubenitz, Surface, Strickland, Murphy, and Saitzyk participated in the discussion.

Continuing Education (CE) Committee

Paniagua presented the report. He introduced Jay Morrison as the new committee chair and said he would be helping with the transition. Paniagua mentioned the Division was approved to offer CE credit. The CE committees report focused on several activities: (a) the development of high-quality and relevant CE opportunities in association with the APA Convention; (b) facilitate the development of CE opportunities for military psychologists stationed in locations without routine CE resources; (c) ensure broad dissemination and ease of access to CE program application materials; and (d) focus specific efforts on emerging trends in military psychology, specifically education regarding the processes of diversifying the military and role expansions. President Landes thanked Paniagua for all of his work on the CE committee.

Awards Committee

Past President Williams went over the list of awards and asked the EXCOM to think about deserving individuals to nominate for the awards. He mentioned that a motion on the award processing will be voted on under action items later. He indicated that the Past President summarizes activities of the Division in the Annual Report and submits it to APA in January.

Nominations and Elections Committee

President Elect Harvey presented the report. She mentioned that she had to solicit the membership for nominations for President, Secretary, Treasurer, MAL, and CoR Representative. She listed the current nominees. She said each nominee had been requested to provide a CV and personal statement. She noted appreciation for Armando’s assistance. She stated that the elections are in the APRIL/

MAY timeframe. President Landes made a few comments about the election.

Secretary

Surface reported on his activities in support of the Midyear meeting and President Landes. He mentioned that he has two motions under action items for voting—approve 2015 Annual Meeting Minutes and approve the updated Passed Motions List, 2014—2016. President Landes expressed appreciation for Surface’s support and work as secretary.

Treasurer

Johnston presented the report on his activities as Treasurer. Note the financials below (Table 1). The Division has over \$500k in assets. He said the Division is currently taking in more money than it is spending. He provided an update on investments. The Division invested \$400K in 80% bonds, 20% stocks with 2 years of operating expenses in cash. Johnston commented on the reimbursement issue from the Toronto Annual meeting and the problems with APA policy and foreign currency. He mentioned working on a new travel policy with Surface. He said we need to better manage cash flow for expenses at the convention. He responded to an earlier question that APA doesn’t support Division credit cards. Estrada, Blais and Landes made comments.

Representative to APA Council

James was delayed in transit and was unable to give a report. However, he provided his comments under his action item (see the Action/Discussion Items section).

APA Convention Program Committee

Blais delivered the report. She stated the committee recently completed programming for the 2016 APA confer-

Table 1

	30 Nov 2015 (YTD)	31 Dec 2014
Assets	533,000	565,676
Income total	88,000	94,387
Dues	22,000	20,987
Royalties	65,000	65,549
Expenses total	44,000	74,586
Convention	24,000	28,825
Awards	12,000	28,600
Admin	7,000	8,115
Net Income	44,000	19,801

ence in Denver. We received 21 symposia submissions and 82 poster submissions. Per APA guidelines, we were able to accept 17 hours of symposia programming (including Dr. Landes’ presidential address) and 80 posters each. Our review team consisted of roughly 100 reviewers who provided reviews of three proposals. After a thorough review of their ratings and input from both program chairs, we are delighted to announce that we accepted 16 symposia and 67 posters. We have one panel (thus far) scheduled for the suite. We are also colisted on many programs offered by other divisions. Twenty-three proposals were submitted to our division through collaborative programming. Division 19 was listed as principle division on 7 proposals. One proposal was accepted as part of CP. The number of submissions that we received this year is lower than the number received for last year’s convention in Toronto. We suspect that program submissions decreased due to federal government regulations on conference travel. Several EXCOM members engaged in a conversation about submission quality (e.g., some submissions didn’t have sufficient information) and the need for more reviewers. Landes, Estrada, Surface, Blais, J. Barry, and Tenhundfeld made comments.

Clinical Practice Committee

Duff presented the report. The committee looks to expand our collaboration with early career psychologists to include increased participation in the writing contest and other Division 19 events. The committee plans to update list of active-duty psychologists and their specialties. The committee also plans to revisit/revise both short and long term strategic plans to coordinate with various APA committees and offices in an effort to identify and assess policy issues germane to the Division that should be changed/challenged/discussed. Plan student writing contest and to reach out to ECPs to submit to the writing contest. Enhanced utilization of Facebook page for clinical issues and consultation. Increase involvement in contest. Expand writing contest if successful. Mentioned the committee’s two action items. Landes expressed appreciation.

Early Career Psychologists (ECP) Committee

Landry-Poole presented the report. She indicated the ECP is back to three chairs with distinct roles; Dondanville is the Past Chair and Manasco is Chair Elect. She mentioned a poster they will have in Denver on ECP involvement in Division 19. She mentioned that ECP is partnering with

SAC to provide low-cost CE for ECPs and students. ECP are engaged in a specific way. She wants to expand mentorship program for ECPs. Landes made a comment of support for the committee's work.

International Military Psychology Committee

Bartone presented the report for Roland. Bartone said the international military psychology committee is a real success for the Division. It's an area of interest for APA. APA is interested in developing membership, outreach, and activities. He encouraged everyone to send an email about international contacts. The committee has had a good year, for example, became an organizational member of the IMTA. Dr. Wiskoff represented the Division at IMTA. No cost to Division 19. Now we are an associate member of IMTA and we will have greater visibility and great opportunity for outreach and recruiting. He said there are other international organizations that we want to approach. He said the committee wants to establish awards with EXCOM approval. Bartone mentioned that the committee is working on a number of other action items. Landes expressed appreciation for the committee's work.

Listserv Committee

Lees presented the report. Thanked Bartone for mentoring. Lees manages the Div19 announcement listserv (2,464 subscribers) and Div19EXcom (66 subscribers), including sending out announcements and managing individual accounts. He created the Div19DISCUSSION listserv. This will allow email communication among members and affiliates. Lees will manage content but will not be "screening" emails. Users will be given the rules when they join and violations will be handled via warnings, then removal from the list. He manages the Div19MEMBERS only announcement listserv (1415 subscribers). He mentioned his action item request. Duff, Surface, and Landes made comments. Landes expressed appreciation for his work.

Membership Committee

D. Barry presented the committee's three main items for 2016: (a) Monitor membership trends following APA 2015, (b) Solicit additional members to the Membership Committee, and (c) develop Recruitment and Retention Plan for August-December 2016. What's the Hoffman report on membership trends? Increased membership last

year in August. Predicted some contraction. Modest decline overall. Membership trends since APA 2015:

- Modest overall decline (-32; -4.4%) from last year, mostly from fewer continuing Members (-21; -10.2%) and fewer continuing Student Affiliates (-55; -42.3%)
- Gain in new Student Affiliates (+33; +24.1%)

Hoffman has not significantly impacted members. Just under 1,203 for the year. More people are taking advantage of professional affiliate. Pay \$30. Doesn't contribute to voting members for COR seats. Keep what we have obtained. Need to expand membership committee. Member of SAC on membership. ECP member or senior member-full member. Plan targeted membership campaign. Greatest increase in membership occurs in AUG—NOV. Critical window. Solid plan (Table 2).

Military Psychology History Committee

Gade reported that he is a committee chair and needs to increase committee membership. He is looking to recruit people and plans to advertise for committee members in the Society newsletter. He needs help from membership and EXCOM to update Society History. It was published 16 years ago. Develop plan and timeline for update. Continues to do profiles of military psychologists for the newsletter. Archive important Society records in APA Archives. Plan to visit APA Archives once a month to archive extant Society records as part of the first few visits, will develop a list of what items I think need to be archived and how to label and store them. Landes expressed appreciation for the work Gade is doing.

Military Psychology Journal Committee

Estrada reported that the journal is in good shape. He said they made some minor changes to processing that are working fine. They are publishing 6 issues a year. He asked folks to volunteer to be reviewers. He said overall things are going well and he encouraged everyone to read his report for more details. He mentioned the action item on notifying the publisher that we plan to compete the journal. Landes offered a comment of appreciation for Estrada's work on the journal.

Newsletter Committee

Lyons presented the report. He mentioned the spring issue deadline is the 29th of February. He plans for the

Table 2

Paid Memberships	Division 19 Membership as of 31 DEC 2014				Division 19 Membership as of 31 DEC 2015				Change from 2014 (%)
	Dues Year 2014		Dues Year 2015		Dues Year 2016		Difference		
	YTD Paid Count	YTD Paid Dollars	YTD Paid Count	YTD Paid Dollars	YTD Paid Count	YTD Paid Dollars			
Professional Affiliate—Continuing	58	1,719.00	Professional Affiliate—Continuing	60	1,785.00	2	3.4		
Associate—Continuing	12	312.00	Associate—Continuing	14	364.00	2	16.7		
Fellow—Continuing	35	910.00	Fellow—Continuing	33	858.00	-2	-5.7		
International Affil—Continuing	11	330.00	International Affil—Continuing	13	390.00	2	18.2		
Life Status With Pub—New	0	.00	Life Status With Pub—New	3	57.00	3			
Life Status With Pub Associate—Continuing	1	18.00	Life Status With Pub Associate—Continuing	0	.00	-1			
Life Status With Pub Fellow—Continuing	17	306.00	Life Status With Pub Fellow—Continuing	16	288.00	-1			
Life Status With Pub Member—Continuing	34	612.00	Life Status With Pub Member—Continuing	29	522.00	-5			
Member—Continuing	205	5,335.00	Member—Continuing	184	4,785.00	-21	-10.2		
Member—New	27	729.00	Member—New	31	837.00	4	14.8		
Student Affiliate—Continuing	130	1,300.00	Student Affiliate—Continuing	75	750.00	-55	-42.3		
Student Affiliate—New	137	1,370.00	Student Affiliate—New	170	1,700.00	33	24.1		
Paid Totals For December 2014	667	\$12,941.00	Paid Totals For December 2015	628	\$12,336.00	-39	-5.8		
Free Memberships	2014 YTD Free Count	Free Memberships	2015 YTD Free Count						
Associate—Continuing	1	Associate—Continuing	0						
Life Status Associate—Continuing	0	Life Status Associate—Continuing	1						
Fellow—Continuing	0	Fellow—Continuing	0						
Life Status Fellow—Continuing	23	Life Status Fellow—Continuing	26			3	13.0		
Life Status Member—Continuing	37	Life Status Member—Continuing	42			5	13.5		
Member—Continuing	3	Member—Continuing	1						
Student Affiliate—New	0	Student Affiliate—New	1						
Free Totals as of December 2014	64	Free Totals For December 2015	71			7	10.9		
Grand Totals For December 2014	731	Grand Totals For December 2015	699			-32	-4.4		

summer issue to have the first profile of a military psychologist. Then, a profile in every issue. New section editor for feature articles. New web based editorial process—works well for traditional papers, such as research papers, but doesn't work as well for all the materials. Things are going well. Email and submission. Get questions. Getting reviewers. Run announcement in the newsletter for journal reviewers. Gade and Landes made comments. Landes expressed appreciation for his work on the newsletter.

Student Affairs Committee

O'Leary presented the report. He mentioned that the committee had had a very productive year under Legner's leadership. He mentioned bringing Tenhundfeld on board as chair elect. He mentioned webinars using Adobe, such as Introduction to Division 19; Hoffman report town hall for students (Williams); and campus representative leadership webinars series. Senior members provide mentoring for campus leader. Helping Division better utilize Adobe. Continue more HBSB applicants. Matched students and ECP for mentoring. APAG visibility. Social justice advocacy group—needs of service members. Forty-five schools with campus chapters. Six new applicants for campus chapters. Landes and Gade made comments. O'Leary mentioned that the SAC has a number of action items for voting later.

Website Committee

Although not present, DeCostanza provided the report. She continues to coordinate with APA, EXCOM, members, Student/ECP, and other committees to provide an active link to Division 19 with continually updated content, particularly targeted at bringing awareness to new Division initiatives. She listed several completed items, such as EXCOM/committee 2016 updates; New President's message updated; CE/student/award information updated; and continual publication updates, including feed to *Military Psychology* and newsletter (focal articles highlighted on homepage carousel). She also posted Division 19 response to Hoffman report, including Task Force report and cover letter from Williams.

Women and Minorities in the Military Committee

J. Barry presented the report for Erwin. She mentioned the committee name change action item (see Action/

Discussion Items section). The committee plans a complete strategic plan and program goals for committee. There is a pending request to convert this Ad Hoc Committee to a Standing Committee and to rename the committee to "Diversity in the Military: Inclusion Without Exception." A strategic plan and program goals are more appropriate for a Standing Committee. If Executive Committee approves request to convert to a Standing Committee and name change, work will resume on developing a strategic plan and program goals.

Action/Discussion Items

After the informational reports were completed, the action/discussion items were addressed per the new format. President Landes asked EXCOM members to provide feedback on the new format.

Discussion of membership trends. Submitted by D. Barry. This was sufficiently covered in D. Barry's informational report. No additional questions or discussion.

Discussion of APA Council New Business Item #23c.

Submitted by James. James provided an update to EXCOM members on Item #23c (pulled) as well as other items of relevance to Division 19. James also spoke about the Division's second CoR position.

Fund APA Division Services to administrate awards process. Submitted by Williams. *MOTION: Division 19 continue to use APA Division Services (POC Keith Cooke) to assist Awards Committee with administrative processing of DIV19 Award nominations and processing for the estimated cost of \$350 with additional costs being paid as needed on an hourly basis. Motion passed.*

Acceptance of Minutes, 2015 Annual Meeting. Submitted by Surface. *Motion: Approve the minutes for the 2015 Annual Meeting as submitted. Motion passed.*

Acceptance of Updated Passed Motions List. Submitted by Surface. *Motion: Approve the Updated, 2014–2015 Division 19 Passed motions list as submitted. Motion passed.* Estrada made a comment about needing to capture motions prior to 2014.

Reauthorize funding for DIV 19 Listservs. Submitted by Lees. Bartone presented for Lees. *Motion: To reauthorize the funding of \$300 per year to APA Division Services to manage DIV 19 Listservs. Motion passed.*

Reimbursement of Dr. Wiskoff for printing (\$58.00). Submitted by Roland. Bartone presented for Roland. Johnston made a comment. *Motion: To reimburse \$58 to Dr. Wiskoff for brochure printing at IMTA in October in Stockholm. Motion passed.*

Fund International Military Psychology Breakfast at 2016 APA Convention for \$500. Submitted by Roland. Bartone indicated that international military psychology breakfast is an outreach to international members and APA and supports a strategic goal. Estrada, Bartone, Blais, Dubenitz, Gade, Harvey, Surface, and Landes participated in the discussion. *Motion: To fund International Military Psychology Breakfast at 2016 APA Convention for up to \$500 in Division Suite. Motion passed.*

Discussion of submitting RFP for new journal publisher. Submitted by Estrada. Estrada initiated a discussion of RFP for journal publisher. Must provide 6 months prior notice to terminate the agreement (ends in 2017). He indicated this is one of the lessons learned from last time. He indicated that if we want to reserve the right to compete, it would be prudent to notify that we want to exercise the right. Estrada recommended notifying them of the intent in 2016. *Motion: To notify APA (the current publisher of Military Psychology) Division 19 is exercising its right to compete the publishing of the journal. Motion passed.*

Change name of “Women and Minorities in the Military” ad hoc committee to a standing committee named as “Diversity in the Military. Inclusion Without Exception.” Submitted by Erwin. J. Barry presented this item on behalf of Erwin. The proposed name was not well received by the EXCOM. An alternative name and motion was suggested. *Motion: To change in division bylaws the Women & Minorities in the Military Ad Hoc Committee to a Standing Committee renamed as “Diversity in the Military.” Motion passed.* Comments were made by Bartone and J. Barry.

Discussion of archiving division documents/records. Submitted by Gade. Gade introduced a discussion about archiving division documents and records. What do we want to archive? Digital or paper archiving or both? Decisions need to be made. Gade will be in discussion with APA archivist and report back. Landes, Surface, Gade, Strickland, Murphy, and J. Barry participated in the discussion.

Reauthorize funding for Clinical Practice Committee writing contest. Submitted by Duff. *Motion: Reauthorize the Clinical Practice Committee writing contest.* Similar to the previous two years, monetary prizes for winners of writing contest will be: \$300 for first place, \$150 for second place, \$50 for third place. Duff, Saitzyk, Landes, Harvey, Estrada, Surface, and J. Barry participated in the discussion. *Motion passed.*

Fund Clinical Practice Committee writing contest for students. Submitted by Duff. *Motion: Authorize a Clinical Practice Committee writing contest for students.* Similar to the two previous contests we will offer monetary prizes for winners of the writing contest, however this will be for Division 19 students only: \$200 for first place, \$100 for second place, \$50 for third place. Comments were made by Surface, Duff, Johnston and Landes. *Motion passed.*

Fund DIV 19 Program at 2016 Convention, not to exceed \$28K. Submitted by Blais. The APA Programming Committee requests funding for the Annual Meeting Program at the APA convention in Denver as follows: (a) Division social hour at the APA convention: \$20,000; (b) EXCOM breakfast: \$900; (c) hospitality suite: \$4,000; and (d) food and drink for hospitality suite: \$1,000. We request a buffer of \$2,000 to cover any unexpected costs. The total amount is \$28K. There was a long discussion about convention expenses, fiscal responsibility, and the need to establish guidelines and a budget. Blais, Landes, Harvey, Dubenitz, James, Johnston, Estrada, Surface, J. Barry, and Murphy participated in the discussion. *The motion was tabled.*

Fund DIV 19 Program Chairs \$2K to attend 2016 Convention. Submitted by Blais. President Landes asked that this be tabled and handled in the forthcoming EXCOM Travel Grant policy that Johnston and Surface would draft under her guidance. Landes, Johnston, Surface, and Blais made comments. *Motion was tabled.*

Discussion issues related to payment of convention fees/expenses. Submitted by Blais. The group discussed the need for a better way for the Division to pay for convention fees and expenses. The committee chairs paid for the expenses on personal credit cards. The large amounts and delays in APA reimbursement created problems. Johnston will look into options to handle paying for

the annual convention expenses. Blais, Landes, Harvey and James participated in the conversation.

Fund the Student Research Grants totaling \$3,000 with \$1,500 for travel to APA as done in the past. Submitted by O'Leary. The SAC requests funding for the Fall, 2016 two Student Research Grants @ \$1,500 each (+ \$750 each for travel to APA). *Motion: To fund two Student Research Grants totaling \$3,000 plus option of \$1,500 for travel to APA Convention with stipulation that committee will come back to EXCOM with SOP on accountability and process.* Estrada, Landes, Gade, Harvey, Surface, Tenhundfeld, Blais, J. Barry, and O'Leary participated in the discussion. *The motion was tabled.* President Landes stated the idea of a grant is good, but more accountability is needed. She asked the SAC to come back with an SOP.

Fund the Student Travel Awards to APA for a total of \$9,000 as done in the past. Submitted by O'Leary. *Motion: To fund the 12 Student Travel Awards to APA at \$750 each for a total of \$9,000. Motion passed.*

Fund the SAC annual awards given at APA in the amount of \$150. Submitted by O'Leary. *Motion: To fund the SAC annual award certificate printing for APA in the amount of \$150. Motion passed.*

Fund the annual student membership dues raffle in the amount of \$100. Submitted by O'Leary. *Motion: To fund the annual student membership dues raffle (10 students) in the amount of \$100 total. Motion passed.*

Fund the Weebly website renewal for the Division 19 student website for a total of \$88.95 as done in the past. Submitted by O'Leary. *Motion: To fund the Weebly website renewal for the Division 19 student website for a total of \$88.95. Motion passed.*

Fund the SAC members' travel to the midyear meeting as done in previous years. Submitted by O'Leary. O'Leary, Surface, Landes, Estrada, J. Barry, and

Harvey participated in the discussion. *Motion: To fund the SAC members' travel to the 2016 Midyear Meeting for a total of \$750. Motion passed.*

Fund the Adobe Connect subscription renewal for a total of \$449.44. Submitted by O'Leary. *Motion: To fund the Adobe Connect subscription renewal for a total of \$449.44. Motion passed.*

Fund the purchase of outreach materials to be awarded to our top performing Campus Chapter not to exceed \$400. Submitted by O'Leary. The SAC requests funding not to exceed \$400 to create Division 19 t-shirts and outreach products to be awarded to the top performing Campus Chapter in 2016. Merchandising. Harvey, O'Leary, Landes, Surface, Tenhundfeld, and D. Barry made comments. *Motion: To fund the purchase of outreach materials to be awarded to our top performing Campus Chapter not to exceed \$400. Motion passed.*

Revisit the addition of the SAC as a standing committee to the bylaws. Submitted by O'Leary. Motion was tabled to a future time as part of the bylaws revision. Strickland and Bartone made comments about the process to change the bylaws and the notification to the membership.

Renew funding for Survey Monkey. Submitted by O'Leary. *Motion: To fund Survey Monkey renewal cost of \$300. Motion passed.*

President Landes led a review of the SWOT analysis results. President Landes provided her closing comments, thanked everyone for participating, and adjourned the meeting at 16:00.

Point of Contact Information

For further information, please contact:

Eric A. Surface

E-mail: esurface@alpssols.com

Announcements

Christina Hein

General

Join Division 19 on Social Media!

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

Nominations for Division 19 Fellow Status

Nominations for Division 19 initial fellow status and for those holding fellow status in other APA divisions are due 15 January 2017. Self-nominations and nominations of deserving members are encouraged. For initial fellow status, the nominee must:

- Possess a doctoral degree;
- Have been a member of Division 19 for at least one year;
- Show active engagement in the advancement of psychology;
- Have 5 years of acceptable postdoctoral experience; and
- Have achieved a record of unusual and outstanding contributions to military psychology

The APA portal to submit nominations is now open and must be completed by 15 January 2017 in order to be considered in this cycle. For more information, please visit <http://www.apa.org/membership/fellows/>, or contact the Division 19 Fellows Committee Chair, Dr. Michael D. Matthews (lm6270@usma.edu).

Research Participant Requests

Contemporary Lived Experiences of Burnout for U.S. Military Psychologists

Walden University doctoral candidate Rui Babilonia is seeking research participants for an IRB-approved study titled “Contemporary Lived Experiences of Burnout for U.S. Military Psychologists.” The purpose of the study is

to explore the phenomenon of burnout in military psychologists based on their perceptions and experiences. Participants must be: current or former active duty military psychologists and must not belong to a vulnerable population, specifically, pregnant women, emotionally incapacitated individuals, and individuals who are in crisis. For the purpose of this study, burnout is defined as the cumulative effect of biological, psychological, and emotional exhaustion resulting from chronic stress experiences that originate chiefly from the work environment and is identified by the dimensions of emotional exhaustion, depersonalization, and decreased self-efficacy.

Study participants will be asked to participate in a teleconference interview for approximately 1 to 1.5 hours. A \$30 Amazon.com gift card will be provided as a gift for full participation in the data collection process required for study completion. Please contact the researchers at your earliest convenience to discuss participation or for questions about the study at rui.babilonia@waldenu.edu or (951) 760–1146. Thank you for your consideration.

Invitation to Participate in a Survey About Graduate Training in Mental Health

We invite you to complete an anonymous survey of your perceptions and experiences of graduate training in mental health. This survey is a part of a collaborative project between the Department of Psychology at Miami University and the Department of Psychology at Christ University in India. The goal is to use the information to improve graduate training in both countries. This study has been approved as exempt by Miami University IRB (approval no. 02162e). The survey should take about 20 min or more to complete. Your participation in this study is voluntary. If you choose to participate, please go to the relevant web link and complete the survey.

Graduate Student Survey Link < https://miamioh.qualtrics.com/SE/?SID=SV_0pL7OdVaeTXBt3v >

Faculty Teaching in a Graduate Program Survey Link < https://miamioh.qualtrics.com/SE/?SID=SV_5AUtNE8x0ibEG4B >

Practicing Clinician Survey Link < https://miamioh.qualtrics.com/SE/?SID=SV_byewFTdoTyi6BCZ >

We greatly value your time and input, which will be used to generate recommendations for improving graduate level training.

If you have any questions please contact Vaishali Raval, PhD, Department of Psychology, Miami University, e-mail: ravalv@miamioh.edu; phone: 513-529-6209.

Societies

Join the Society for the Improvement of Psychological Science (SIPS)!

A new society was recently formed with the aim of bringing together scholars working together to improve methods and practices in psychological science. The Society for the Improvement of Psychological Science (SIPS) is open to anyone interested in improving psychological research—we welcome people of all subdisciplines, career stages, geographical regions, and levels of expertise with regard to research methods.

Our first meeting in June 2016 had 100 attendees, many of them early career researchers, who worked together to create various projects and voted to officially form a society. We now have over 450 people on our mailing list, and would love to add anyone who is interested in getting involved or wants to be kept in the loop on SIPS projects.

To join our mailing list and view some of our ongoing projects, visit the SIPS website < <http://improvingpsych.org/> >

Finally, the next SIPS meeting will be held July 30 to August 1, 2017, in Charlottesville, Virginia. Sign up for the mailing list < <http://improvingpsych.org/> > to be kept up-to-date about the conference and other SIPS activities.

If you have any questions, please email sips@improvingpsych.org < <mailto:sips@improvingpsych.org> >

Employment Opportunities

University of Texas at Austin Department of Psychology and Institute for Mental Health Research

The Department of Psychology and the Institute for Mental Health Research (IMHR) at the University of Texas at Austin invite applications for a tenure-track faculty position at the rank of Assistant Professor to begin Fall, 2017. We seek a candidate with an outstanding research program in any area related to mental health research.

Application instructions. Interested applicants should submit a letter of application, current curriculum vita, representative scholarly publications, statement of research interests, and a teaching statement to: apply.interfolio.com/36767. Three letters of recommendation can also be sent via the Interfolio website at the previous link. Review of applications will begin October 1, 2016 and will continue until the position has been filled. Proof of conferred degree and a background check will be conducted on the applicant selected. Position funding is pending final budgetary approval. Questions can be directed to the chair of the search committee, Dr. Christopher Beevers at: beevers@utexas.edu

The successful candidate will be expected to develop a strong extramurally funded research program, collaborate with IMHR faculty, teach undergraduate and/or graduate courses, direct graduate research, produce demonstrated evidence of successful research productivity, exhibit a commitment to service, and support and enhance a diverse learning and work environment. Candidates should have a PhD in Psychology or related field, an excellent record of research, and show promise for exemplary teaching at the university level. The IMHR is a newly established academic research unit at the University of Texas at Austin. A unifying theme among IMHR faculty is an interest in how basic behavioral research can be used to understand and treat mental illness and behavioral disorders.

Presbyterian College, Clinton, South Carolina

The Department of Psychology at Presbyterian College invites applications for a tenure-track position in clinical/counseling psychology at the assistant professor level (PhD or PsyD is preferred, but ABD will be considered) beginning Spring 2017. Graduates of American Psychological Association-accredited programs/internships are preferred, but those with commensurate education may be considered. A licensed psychologist or psychologist who is license eligible in the State of South Carolina is also preferred and we will work those who wish to maintain an independent practice in addition to the responsibilities of being a faculty member. A successful candidate for this position will be expected to teach Abnormal Psychology, Theories of Personality, Human Sexuality, Principles and Procedures of Counseling, Group Dynamics, and Internship in Psychology. Depending on department needs, there may also be the opportunity to teach periodic special

topics courses in the candidate's area of expertise. Review of applications will begin immediately and continue until the position is filled.

For more information on this position go to <http://www.presby.edu/about/offices-services/human-resources/job-opportunities/>

Application. Interested individuals should send a letter of application, curriculum vitae, statement of teaching experience and philosophy, college and graduate school transcripts, and three letters of recommendation to Dr. Brooke Spatta, Psychology Search Committee Chair, Presbyterian College, 503 South Broad Street, Clinton, SC, 29325. Electronic submissions are encouraged, and emails should be sent to clinicalpsych@presby.edu

Training Opportunities

The Center for Deployment Psychology

The Center for Deployment Psychology (CDP) provides an array of behavioral health trainings for clinicians who focus on the needs of the military and their loved ones.

Addressing the Psychological Health of Warriors and Their Families is CDP's 1-week training course on deployment-spectrum behavioral health concerns facing the military population. It is offered four times per year in different regions of the country to nonmilitary or civilian licensed mental health providers. This includes psychologists, social workers, psychiatrists, licensed professional counselors, and marriage and family therapists who are actively treating active duty, National Guard or reserve personnel, veterans, or their families or plan to actively treat this population.

General content. Course curriculum is designed to increase clinical competency for treating service members, veterans, and their families with behavioral health problems. Sessions include:

- Ethics
- Military culture and terminology
- Deployment stressors
- Military families
- Depression/suicidal behavior
- Alcohol substance abuse
- Military sexual assault
- Traumatic brain injury

Training goals.

- Examine military culture and how it relates to behavioral health
- Identify deployment-related stressors faced by service members and families
- Review risk/resilience factors associated with deployment and how to screen for psychological problems.
- Identify the prevalence and types of substance use problems in veterans and strategies to address them.
- Illustrate an understanding of risk assessment and interventions for suicidal behavior in military personnel.
- Describe the prevalence and types of sleep problems experienced by military personnel and review evidence-based treatment for insomnia.
- Summarize and apply the skills of prolonged exposure therapy (PE) or cognitive processing therapy (CPT) to treat combat-related PTSD.
- Identify the symptoms and rates of blast-related traumatic brain injury (TBI) and outline TBI tools and resources.

Please direct any questions regarding our 1-week civilian training program to Ms. Genevieve David at oneweektraining@deploymentpsych.org

Workshops

Assessment and Treatment of Sleep Disturbances in Military Populations: Cognitive-Behavioral Therapy for Insomnia (CBT-I)

The Center for Deployment Psychology (CDP) is offering a 2-day evidence-based workshop for Tri-Service military/DoD/GS mental health clinicians including civilian contractors at Hurlburt Field, FL on 6–7 December 2016. The workshop is free and includes CEs.

Space is limited! To be eligible you must be a Tri-Service military/DoD/GS mental health clinician (to include civilian contractors) who provides therapy to service members at a military facility. Participants must attend the full two days to receive CEs; no partial credit will be given.

If you are interested in attending this training, please email your request to: training@deploymentpsych.org. Please note, you may be asked to submit a letter from your

Department Head or Division Chief noting that you are eligible to attend.

Addressing Suicidal Behavior in the U.S. Military

The Center for Deployment Psychology (CDP) is offering a 2-day evidence-based workshop for Tri-Service military/DoD/GS mental health clinicians at 29 Palms, CA on 15–16 February 2017, entitled “Addressing Suicidal Behavior in the U.S. Military: Strategies for Assessment, Crisis Intervention, and Treatment.” The workshop is free and includes CEUs, but any travel or expenses must be self-funded.

Space is limited! To be eligible you must be a Tri-Service military/DoD/GS mental health clinician (to include civil-

ian contractors) who provides therapy to Service members at a military facility. Participants must attend the full two days to receive CEUs; no partial credit will be given.

If you are interested in attending this training, please email your request to: training@deploymentpsych.org. Please note, you may be asked to submit a letter from your Department Head or Division Chief noting that you are eligible to attend.

Point of Contact Information

For further information, please contact:

Christina Hein

E-mail: chein9@gmail.com



SOCIETY FOR MILITARY PSYCHOLOGY

Division 19 of the American Psychological Association

CALL FOR NOMINATIONS FOR CHAIR-ELECT DIVISION 19 EARLY CAREER PSYCHOLOGISTS COMMITTEE



The Society for Military Psychology (Division 19) Early Career Psychologists (ECP) Committee is seeking nominations to fill the Chair-Elect position to begin 1 January 2017. The Committee consists of three members serving staggering 3-year terms, who strive to advance issues of ECP concern within our division. Committee members' benefit from networking/mentorship from senior members of Division 19, and the Chair receives a travel scholarship to attend the annual APA conference.

Responsibilities associated with this rewarding leadership position include participation/attendance at the Division 19 midyear and annual meeting, participation on the division's EXCOM, content submission for the *Military Psychologist*, and oversight of ECP activities (e.g., mentorship match program). These responsibilities are shared among the three committee members.

Eligibility:

1. Applicants must be within 10 years of degree completion.
2. Applicants must be members of Division 19.
3. Applicants must be able to commit to the position for **three (3) years**.

Application process:

Applications for the Chair-Elect position are due by **31 October 2016**. The selected Chair-Elect will be notified by **1 December 2016** and will begin their tenure on **1 January 2017**. Self-nominations are accepted and strongly encouraged.

All candidates should include:

1. Statement of Interest from the Nominee
2. Current Curriculum Vitae
3. One Letter of Recommendation

Send nominations via email to:

Julie Landry Poole, PsyD, ABPP
Chair, ECP Committee
Division 19, Society for Military Psychology
American Psychological Association
julie.m.landrypoole.civ@mail.mil

SOCIETY FOR MILITARY PSYCHOLOGY

Division 19 of the American Psychological Association



2017 APA Military Spouse Employment Collaborative Programming Symposium (Div 17, 19, 35) Samantha Daniel, PhD and Elizabeth Terrazas-Carrillo, PhD (Program Chairs)



Using Research, Programming, and Interventions to Enhance Occupational Wellbeing in Military Spouses

Researchers, clinicians, and Department of Defense leaders continue to recognize the importance of supporting military families in maintaining a ready and resilient military force. An integral part of this process is identifying the unique needs of military spouses and designing programs and interventions to help support them throughout the military member's career. A particular need warranting continued attention is the occupational wellbeing of military spouses given the link between military spouse occupational wellbeing and their emotional wellbeing, family financial wellbeing, marital wellbeing, family unit wellbeing, and support for military members' careers. Utilizing a scientist-practitioner approach, presenters in this program will explore the current state of military spouse occupational wellbeing and then examine various initiatives and interventions that can be used to enhance military spouse occupational wellbeing. The first presentation uses population-based survey data collected by the DoD to examine the current state military spouse employment, including military spouse employment status, barriers to employment, use of support resources, spouse emotional wellbeing, and financial wellbeing. The second presentation explores the current efforts by the DoD and other community support entities to enhance military spouse occupational wellbeing with an eye towards evidence-based programs. The third presentation explores the application of vocational counseling theories and therapeutic techniques to enhance military spouse occupational wellbeing throughout the military family lifecycle, including best practices for psychologists working with military spouses. Finally, the fourth presentation explores the occupational wellbeing of psychologists who are also military spouses by recognizing their unique challenges and exploring efforts to support them throughout their careers. The program chairs will then tie these presentations together by encouraging psychologists to consider the role of military spouse occupational wellbeing in their support of military spouse psychological health and as an integral part of assisting the DoD in maintaining a ready and resilient military force.

Presenters Needed for:

1. Presentation on DoD and community efforts to support military spouse careers

Topics include: review of existing programs available and any data available regarding their use/effectiveness; also review legislation efforts to assist the process as well as a result of DoD efforts (e.g., licensure mobility).

Type of presenter(s) sought: someone affiliated with the DoD programs (e.g., MC&FP), an expert within or outside of DoD who reviews military spouse employment programs/initiatives, and/or an expert within or outside of the DoD who is familiar with DoD/community resources for military spouse employment.

2. Presentation on applying career counseling strategies to military spouses

Topics include: reviewing career counseling developmental theories to assist military spouses throughout the career lifecycle, especially in assessment and career selection, job search strategies, and handling unique employment issues with an aim to boost career satisfaction.

Type of presenter(s) sought: a practicing psychologist who provides vocational counseling to military spouses or an expert in vocational counseling who can make recommendations for military spouses based on prevailing career theories. Could be a practitioner working within the DoD or in communities around military bases who specialize in military spouse/family therapy. Could also be an expert in academia who teaches and researches vocational counseling theories and interventions.



SOCIETY FOR MILITARY PSYCHOLOGY

Division 19 of the American Psychological Association

The Division 19 Clinical Practice Committee Writing Contest for Division 19 Members and Student Affiliates



We are looking for white paper submissions for two different writing contests. The first is for Division 19 Members and the second is for Division 19 Student Affiliates.

A white paper is simply a “government or other authoritative report giving information or proposals on an issue.” A white paper can be viewed as a concise report that informs readers about a complex issue.

Some initial tips include: Be engaging and informative. There are a myriad resources on the web describing how to write a strong white paper.

The monetary prizes for the Clinical Practice Committee writing contest for Division 19 members will be: \$300 for first place, \$150 for second place, \$50 for third place.

The Clinical Practice Committee writing contest for Division 19 Student Affiliates only will offer prizes of \$200 for first place, \$100 for second place, and \$50 for third place.

Winners will be announced on Facebook, in the official Division 19 email and the two winners in each group will have their papers published in Division 19’s newsletter, *The Military Psychologist*.

Judges will consist of members of the Division 19 Officers, the Clinical Practice Committee and the Student Affairs Committee.

The focus of the papers should tie into one or more of Division 19’s Strategic Goals:

Strategic Objective 1.0: Advance the science of military psychology.

- For example, a paper that serves to stimulate, promote and support military psychology research

Strategic Objective 2.0: Advance the practice of military psychology.

- For example, a paper that highlights how we can draw upon Division 19’s various influences, insights, knowledge bases and skill sets to improve the practice of military psychology.

Strategic Objective 3.0: Strengthen engagement and increase participation of members within Division 19.

- For example, a paper that demonstrates how we can continue to enhance our current member involvement and grow our membership.

Strategic Objective 4.0: Develop a strategic investment plan that aligns with and supports current and future divisional objectives.

- For example, a paper that would highlight the benefits of branding ideas or highlight ways to continue to expand our strategic investment plan

Strategic Objective 5.0: Engage in strategic partnering that enhances the division’s ability to meet key strategic goals.

- For example, a paper that would demonstrate how to continue to expand or develop strategic partnerships to include relationships with other APA Divisions, international organizations, or military and defense security organizations.

The reason there are two separate contests is not to “just give the students a chance”, but rather to elicit their unique perspective on our Strategic Objectives.

The official announcement will be September 2016. Papers will be due to the Review Board no later than December 30, 2016. Winners will be announced sometime in January depending on the number of entries.

Last year’s winning paper by Lt. Col. Mark Staal was titled, *Improving Military Psychologists’ Credibility With Combat Units*. LT Col Staal’s paper can be viewed here on page 7:

<http://www.apadivisions.org/division-19/publications/newsletters/military/2015/10/issue.pdf>

Please send papers for the Review Board to LCDR Jason Duff, Clinical Practice Chair at jasonduffusn@gmail.com. In the title of the email please follow this format:

- LCDR Jason Duff Div 19 Member White Paper Submission
- Jane Doe Div 19 Student Affiliate White Paper Submission

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

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** (Maureen Copeskey: copeskey@gmail.com), **Trends** (Joseph B. Lyons: joseph.lyons.6@us.af.mil), **Spotlight on Research** (Colleen Varga: colleen.varga.1@us.af.mil), and **Spotlight on History** (Paul Gade: paul.gade39@gmail.com). For example, Feature Articles must be of interest to most Division 19 members; Spotlight on Research submissions must be succinct in nature. If longer, please, consider submitting the article to the Division 19 journal, *Military Psychology* 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 Christina Hein (chein9@gmail.com).

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

**American Psychological Association
The Military Psychologist Division 19
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