

THE CLINICAL PSYCHOLOGIST



A publication of the Society of Clinical Psychology (Division 12, American Psychological Association)

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EDITORIAL

Editor: **Guerda Nicolas, Ph.D.**
University of Miami, Florida
nguerda@miami.edu

Associate Editor: **Roxanne Donovan, Ph.D.**
Kennesaw State University, Georgia
rdonova4@kennesaw.edu


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By David F. Tolin, Ph.D., APBB

PRESIDENT'S COLUMN

Who Knew the Society Did So Much Stuff?

 The key to any successful organization is having a group of people with the talent and know-how that you need, the energy to take action, and a shared vision for what needs to happen. I'm delighted to report that the Society of Clinical Psychology is a great example of what we can do when we all work together, love what we do, and know why we're doing it. I want to use this column to tell you about just some of the great things your colleagues are doing.

The **Membership Committee**, chaired by Dr. Marc Hillbrand, is in the process of developing a series of social hours and professional symposia in order to help link prospective and new members with mid- and late-career members. Their aim is to assist individuals entering the profession make the transition from trainee to professional, and to make SCP their professional "home."

The **Committee on Science and Practice**, chaired by Dr. Evan Forman, is in the process of updating and overhauling our materials on empirically supported treatments (ESTs). In the coming months, our members will be able to access treatment manuals, video demonstrations, manuscripts, and a host of other materials that will help them make ESTs a part of their practice, research, and teaching.

The **Web Subcommittee**, chaired by Dr. Damion Grasso, has recently made sweeping changes to the SCP web page (www.div12.org). They plan to keep fresh content on the site, with blog content changing on a bi-weekly basis, video podcasts changing on a monthly basis, and social media updates that occur on a regular basis. In the near future, you'll also see improvements to our Clinician's Toolkit, and more resources for students and early career psychologists. We're also in the early stages of creating a directory for our clinician members, so that prospective consumers who are interested in a particular EST can find an SCP psychologist in their area who can provide that treatment. If you have a clinical practice, be sure to visit <https://www.surveymonkey.com/s/SCPdirectory> so we can have your information when the directory goes "live."

The **Continuing Education Subcommittee**, chaired by Drs. Deborah Drabick and Jonathan Weinand, is currently developing a CE initiative to begin this summer. Stay tuned for messages from Deborah and Jon—they will be seeking suggestions for speakers or topics.

(Continued on page 2)

President's Column (*continued*)

The **Conference Planning Task Force**, chaired by Dr. Sharon Berry, is in the process of developing a plan for an annual SCP convention. Having our own convention will be a great way to increase participation by students and early career psychologists, help recruit new members, and give our members a place to interact outside the overwhelmingly huge APA convention.

The **Awards Ceremony Task Force**, also chaired by Dr. Sharon Berry (who apparently does not sleep), has

been working to reinvigorate the SCP Awards Ceremony at the APA Convention. This year you'll find that the ceremony has a distinctly celebratory feel (Party on, SCP), with awards, book giveaways, food and drinks, and the ability to rub elbows with luminaries in the field of clinical psychology. Be sure to attend the ceremony on Thursday, August 7 from 6-8 pm in the Renaissance Hotel Ballroom West B in Washington, DC.

Finally, the **Special Interest Group Task Force**,

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Lynn G. Peterson, Administrative Officer (not a Board member):
PO Box 1082, Niwot, CO 80544
Tel.: 303-652-3126
Fax: 303-652-2723
Email: div12apa@comcast.net

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EDITORIAL STAFF

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COLUMN EDITORS

Early Career Column: Cynthia Suveg, Ph.D., University of Georgia

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and Allison N. Ponce, Ph.D., Yale School of Medicine

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Independent Practice and VA New York Harbor Healthcare System

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SECTION UPDATES

2: Michele J. Karel, Ph.D. michele.karel@va.gov
3: Doug Mennin, Ph.D. dmennin@hunter.cuny.edu
4: Elaine Burke, Psy.D. eburke23@hotmail.com
6: Frederick Leong, Ph.D. fleong@msu.edu
7: Marc Hillbrand, Ph.D. marc.hillbrand@po.state.ct.us
8: Sharon Berry, Ph.D. sharon.berry@childrensmn.org
9: Paul Arbisi, Ph.D. arbisi001@umn.edu
10: Natalia Potapova natalia.potapova@email.wsu.edu

GRAPHIC DESIGN

Jason Crowtz



chaired by Natalia Potapova (who, as a graduate student, was particularly courageous to take on this task), is in the process of surveying members to identify which Special Interest Groups (SIGs) would be most beneficial to our members. We hope to send out invitations for the first SIGs soon!

These committees and task forces are the lifeblood of the Society. Their work is what makes SCP such a desirable organization to join, and what makes us renew our memberships year after year. It's an absolute

pleasure to work with them, and they have my sincerest thanks.

On another note, I'd like to mention that our editors for *The Clinical Psychologist*, Drs. Marie-Guerda Nicolas and Roxanne Donovan, will be stepping down after this issue. I know the members join me in thanking them for their hard work and service to the Society.

Want to speak up or get involved? Email me at david.tolin@hhchealth.org or send an email to the listserv at div12apa@lists.apa.org. ☐

Call for Nominations: Editor of *The Clinical Psychologist*

The Society of Clinical Psychology, Division 12 of the American Psychological Association, seeks applications for the position of Editor of *The Clinical Psychologist*. Self-nominations are encouraged, as are nominations of members of underrepresented groups in clinical psychology. Applicants at all stages of career (early, mid, and late) will be considered.

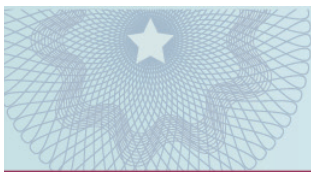
The Clinical Psychologist (TCP) is the primary communication vehicle of the Society. Its purpose is to communicate timely and thought-provoking information on clinical psychology to the members of the Society. There are four issues published annually with 24-36 pages of content each, representing a range of topics. TCP serves to inform the membership about elections, Board decisions, Society initiatives, convention affairs, and events within APA that concern all of us. It also publishes original articles of interest to the field, as well as occasional book reviews. Additionally, it covers the activities of the Society's eight sections, a highly diversified group spanning the field of clinical psychology.

Serving as the Editor will provide excellent opportunities for involvement in Division 12 activities, collaboration with the division's leadership, and use of professional skills. It also may include some involvement with APA more broadly. Applications should describe a vision for TCP and should highlight skills and experiences that are relevant to the role of editor (e.g., organizational and administrative skills, ability to generate and/or solicit content for TCP from members of the Society and leaders in the field).

The editorial appointment will be made for a four-year term, starting in January 2015. There will also be the opportunity to be involved with the two remaining 2014 issues alongside the current editorial team to enhance knowledge transfer. The Editor is responsible for all content, for overseeing the publication's annual budget, and for managing the production of the newsletter. The Editor reports to the Publications Committee of the Society and serves as a non-voting member of the Division 12 Board of Directors. The Editor receives an annual honorarium.

Individuals interested in applying for the position should arrange to have a cover letter, curriculum vitae, one letter of recommendation and the names and contact information of two additional references sent by June 15, 2014.

Nominations and supporting materials should be sent electronically to both: Dr. Jillian Shipherd, Publications Chair, Society of Clinical Psychology, at jillian.shipherd@va.gov and Ms. Lynn Peterson, Division 12 Central Office, at div12apa@comcast.net.



CE WORKSHOPS

AMERICAN PSYCHOLOGICAL ASSOCIATION

2014

AUGUST 6, 2014 • WASHINGTON DC

Cognitive Therapy for Depression: From Action to Insight and Back Again

(This workshop is cosponsored by Division 12 Society of Clinical Psychology.)

CE Credits: 7
Enrollment Limit: 60

Workshop Description

Cognitive therapy posits that the unpleasant affects and problematic behaviors found in depression are the consequence of negative beliefs and maladaptive information processing. This intermediate workshop will focus on strategies to help clients identify those negative beliefs and use their behaviors to test their accuracy. It will consist of case examples and participant role plays supplemented with videotape examples. We will cover basic strategies suitable for less-complicated clients and recently developed strategies suitable for work with more complicated personality disordered clients.

Leader: Steven D. Hollon, PhD, Vanderbilt University

Date: Wednesday, August 6, 2014
Time: 8:00 am - 3:50 pm
Location: Grand Hyatt Washington Hotel, 1000 H Street, NW

Fees:	Advance (4/15-6/30)	Regular (7/1-8/5)	On-Site (8/6-8/10)
Member:	\$220	\$275	\$330
Nonmember:	\$260	\$335	\$410

ENROLLMENT IS NOW OPEN! Visit <http://www.apa.org/convention/ce> or call the CEP Office at 800-374-2721, ext. 5991, option 3.

Continuing Education Statement

This CE workshop is sponsored by the APA Continuing Education Committee (CEC). The CEC has reviewed and approved this workshop to offer CE credits for psychologists. The APA CEC maintains responsibility for the content of the programs.




**CONTINUING
EDUCATION**
IN PSYCHOLOGY



Being Women of Color, Mothers, and Doctorate Students in Clinical Psychology

Jessica Williams, M.S.W., Cherise Abel, M.S., and Jheanett Portobanco, M.S.

American School of Professional Psychology
Argosy University, San Francisco Bay Area

 Being women of color, balancing motherhood and doctoral studies in clinical psychology is a very daunting task. While the rewards of higher education are well documented, the multidimensional factors that arise from the cultural and parental status of women of color, make the successful completion of doctoral programs even more complex. The psychological and physical implications involved in both activities can be harsh and demanding (Springer, Parker, & Leviten-Reid, 2009). Specifically, academics and parenting can be marked by constant self-scrutiny, which could result in feeling it is impossible to complete tasks in both critical areas adequately (Springer et al., 2009). Certainly, parents encounter many issues as graduate students, such as work-life balance struggles, professional relationships with faculty, financial security, flexibility in course work, and career uncertainty (Springer et al., 2009). Being a graduate student and having a child while trying to complete coursework, composition and oral exams, and dissertations introduces new barriers to an overwhelming, difficult, and complex process (Springer et al., 2009). While there is a growing population of women entering and completing graduate school with children, their needs and experiences are not well understood. Further, there is limited literature aimed at women of color graduate students who are parents.

Gender, Race, and Parenthood

According to Spalter-Roth and Kennelly (2004), women have been entering and completing graduate school in record numbers. In addition, Mason (2009) stated the median age for women at doctoral degree completion is 33 years old, which coincides with women's childbearing years. Statistics suggest that 24% of women and 28% of men enrolled in doctoral programs

have dependent children, and 42% of women enrolled in masters programs or first professional degrees have children (Mason). Furthermore, many women who want children tend to have a 'no children allowed' rule or postpone having children in graduate school because of the fear of delaying their progress, and the perceived incompatibility of academia and caregiving (Mason & Ekman, 2007).

To examine the experiences of graduate student mothers, Grenier and Burke (2008) completed a cogenerate ethnography that explored the lived experiences of two White female graduate students with children through McClusky's (1963) Theory of Margin. According to Grenier and Burke, McCusky's theory of margin is relevant to understanding the lives of adults because McClusky focused on the impact of "increasing demands and pressures" of adult learning over time (p. 583). McClusky defined "margin" as the relationship between the "load" (of living) and the "power" (to carry the load) (p.583). Grenier and Burke's research suggests it is particularly challenging to integrate the demands of motherhood with those of graduate student. They suggest that addressing the needs of graduate students with family responsibilities require policies and interventions that are different from those that address traditional student populations.

In relation to women of color, Daniel (2009) found they are faced with additional challenges beyond that of navigating academics and motherhood, such as being perceived by other groups as incompetent and lacking work ethic and interpersonal skills. These perceptions are often portrayed through multimedia outlets and result in covert (rather than overt) racism within academic institutions. Taken together, these data suggest that gender, race, and parenthood could be influential factors for graduate students, particularly mothers of color who stand at the intersection of these factors. As a result, graduate programs who invest in programs and policies for students who are parents should also consider the unique needs of students of color (Romo & Segura, 2010).

Possible Interventions

Although the literature suggests there are many barriers to balancing motherhood and graduate school, the literature and our experiences suggest there are ways to limit the impact of these barriers. As women of color in

the field of clinical psychology, we have labored through pregnancy, delivery, and motherhood, while attempting to maintain coursework, dissertation proposal, and mental health stability. Through this process, we have shared with each other the impact of pregnancy on our personal lives and its effect on our family. We have also shared memories and given advice on how we manage the dual roles of being a mother and graduate student. The process of relying heavily upon the social support system of women has proven to be an effective strategy. For example, women of color are often overlooked in research opportunities critical in academia. The support gained from collaborative efforts with peers and mentors can reduce the isolation and stigma that are otherwise likely to exist (Daniel, 2009). Furthermore, the physical and psychological demands of pregnancy, family, and self-expectations can be moderated by campus cultures. Administrative support for taking maternity leave, having flexible timelines, and facilitating necessary channels of communication is critical. Continued support and understanding will only enhance the outlook and success for mothers of color in doctoral programs and their future career paths.

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To subscribe, contact:
Lynn Peterson, Administrative Officer
Division 12 Central Office, P.O. Box 1082
Niwot, CO 80544-1082, USA
Tel: 303-652-3126 / Fax: 303-652-2723 / E-mail: div12apa@comcast.net



AWARD ANNOUNCEMENT

Guerda Nicolas, Ph.D. and Roxanne Donovan, Ph.D.—Editors

Dr. Katherine M. Iverson, Ph.D. is the recipient of the 2014 Presidential Early Career Award for Scientists and Engineers



About the Award:

The Presidential Early Career Award for Scientists and Engineers (PECASE) is given annually by the US government to scientists and engineers who are making significant contributions to research in the early stages of their careers. More information about this award can be found at <http://www.nsf.gov/od/iaa/activities/pecase/>


Who is Dr. Iverson?:

Dr. Iverson is a clinical psychologist at the Women's Health Sciences Division of the National Center for PTSD at the VA Boston Healthcare System and an Assistant Professor at Boston University School of Medicine. In addition, she is an investigator in the Center for Healthcare Organization and Implementation Research (CHOIR) at the VA Boston Healthcare System. Her research focuses on improving health care delivery for individuals who have experienced trauma, with a special interest in the identification and implementation of best practices of care for women who have experienced intimate partner violence (IPV).

Dr. Iverson received her undergraduate degree from the University of Notre Dame, and her PhD in clinical psychology at the University of Nevada, Reno. She then completed postdoctoral training through a joint Boston University/VA Boston fellowship program, where she specialized in research on post-traumatic stress disorder (PTSD). Her present research includes several interrelated studies that deal with IPV that she is conducting as part of her Department of Veterans Affairs (VA)-funded Career Development Award (CDA). The success of IPV intervention and prevention efforts within any health care setting rests, in part, on clinicians' ability to sensitively, efficiently, and accurately detect IPV as well as connect women to needed mental and social health services. Thus, much of her CDA work has focused on these factors—including: a) examinations of the diagnostic and clinical utility of an IPV screening tool for use with women VA

patients; b) elucidating VA providers' barriers and facilitators to addressing IPV in their practice; c) soliciting women veterans' preferences and recommendations for IPV screening and response practices; and d) development of brief counseling interventions for women who have experienced IPV. Dr. Iverson was recognized with the PECASE for this research, which has provided a foundation for better IPV detection and treatment and has informed emerging VA policy and program development on this important issue.

Dr. Iverson notes that it is an exciting time to be doing this work, "What's exciting is that the USPSTF has recently changed their recommendations about engaging in IPV screening, so the VA is really on the cutting edge of this kind of work. In fact, VA is currently working toward implementing comprehensive services for women who have experienced IPV that are rooted in a

holistic, patient-centered model of care. This includes routine screening and provision of psychosocial counseling, amongst many other services. It is an honor to work within the VA Healthcare System because it values research and is successful in implementing services to ensure that our Nation's Veterans' receive effective and patient-centered care." 

Relevant Websites:

http://www.ptsd.va.gov/about/divisions/womens-health/Katherine_M_Iverson_PhD.asp

<http://profiles.bu.edu/Katherine.Iverson>

<http://www.va.gov/health/NewsFeatures/2013/December/Detecting-Intimate-Partner-Violence.asp>




*Division 12 Member Honored:
Congratulations Dr. Iverson*



Get Connected: Forming Special Interest Groups in SCP


Natalia V. Potapova, M.S.

 The SCP Board is exploring various strategies for engaging and providing value for our membership. Many societies have informal Special Interest Groups, or SIGs, that allow members with similar interests to network and share ideas and resources. SIGs would be much less formal than Society Sections; they would not require Board approval or any particular structure or reporting requirements. SIGs could address a number of SCP members' needs not currently met by the Society or its Sections. Moreover, SIGs would determine their

own organization and governance and would require no additional SCP fees.

SCP President, David Tolin, PhD, convened a task force of Cheryl Boyce, PhD., Michele Karel, PhD., and Natalia Potapova, MS (Chair), and Mark Sobell, PhD, to investigate SIG viability and specify potential SIGs.

We are looking for membership feedback on areas of potential interest. We have sent a very brief survey to the Division listserv, to determine extent of membership interest in a number of potential SIGs and to seek your nomination of other SIG ideas. You may provide your input at this link: <https://www.surveymonkey.com/s/V8JRTS7>

Thank you for your feedback! If you have interest in helping convene/coordinate a SIG, please contact Natalia Potapova, MS (Chair) at natalia.potapova@wsu.edu. 

INSTRUCTIONS FOR ADVERTISING IN THE CLINICAL PSYCHOLOGIST

Want-ads for academic or clinical position openings will be accepted for publishing in the quarterly editions of *The Clinical Psychologist*. Ads will be charged at \$2 per line (approximately 40 characters).

Originating institutions will be billed by the APA Division 12 Central Office. Please send billing name and address, e-mail address, phone number, and advertisement to the editor. E-mail is preferred.

For display advertising rates and more details regarding the advertising policy, please contact the editor.

Please note that the editor and the Publication Committee of Division 12 reserve the right to refuse to publish any advertisement, as per the advertising policy for this publication.

Submission deadlines for advertising and announcements:

Winter issue: January 3


Spring issue: April 1

Summer issue: July 1

Fall issue: October 1

Skepticism and Credulousness Among Scientist-Practitioner Psychologists

George J. Allen, Ph.D.,
University of Connecticut,
and Allison N. Ponce, Ph.D.,
Yale University Medical School

 Meeting the demands of science and clinical practice entails a perpetual and delicate balance among scientist-practitioner psychologists. Science requires that we take skeptical appraising stances toward real-world events that purport to be facts. We are challenged to determine truth by ruthlessly eliminating “rival alternative hypotheses” (Shadish, Cook, & Campbell, 2002) to our conclusions. Compassionate clinical practice requires more credulousness in

We suspect that clinical psychologists may be at somewhat greater risk for credulous acceptance of others than members of other professions that are less oriented toward helping.

supporting and advocating for those with whom we work. We often have observed tension between the skeptical-credulous polarity in our colleagues and graduate students as they move rapidly from courses in experimental design or meetings with research advisors to their psychotherapeutic responsibilities. With experience, most scientist-practitioners come to meld with increasing seamlessness these two divergent functions into

effective professional activities. The issue of how much to skeptically appraise versus to support, however, always remains a tension that is affected to varying degrees by a host of personological factors and situational influences.

One graphic example of this conflict was offered by Mitchell Prinstein, PhD (2011) who described a Kafkaesque situation in which he was asked to review a journal submission by a “Mitch M. Prinstein, M.D.,”

who also was listed as “Myron M. Prinstein” in contact information about the manuscript. We describe this article in considerably more detail than usual because it sets forth a complicated set of interpersonal transactions.

Reportedly curious about such a close namesake, Mitchell attempted to contact “Mitch” (or “Myron”) who was listed as a research affiliate at another prestigious university. His initial efforts led Mitchell to identify a disturbing number of false “Mitch Myron” identities as well as evidence pointing to fabrication of three journal submissions. These discoveries apparently led him to fear a complicated form of academic identity fraud, which, in turn, raised a substantial number of reputational (e.g., would colleagues mistake the work of one author for the other?) and ethical concerns (e.g., “did I have an ethical duty to report these discrepancies to anyone other than the three journal editors?”, p. 175).

APA ethical standard 1.04 (APA, 2010, p. 4) stipulates that psychologists attempt to resolve ethical violations by first bringing their concerns to the alleged perpetrator. We believe that initiating discussion with others over troublesome actions is a good practice in general. The real Mitchell Prinstein sought out such person-to-person contact, which resulted in a series of increasingly disconcerting phone and e-mail contacts with “Mitch Myron” and phone calls from a post-baccalaureate student who was listed as having published with “Mitch Myron.” In an e-mail, “Mitch Myron” claimed to be a “private practice psychotherapist and psychiatrist...[having] an adjunct position which allows me to publish, write, and include the affiliation on my CV” (p. 177) even though multiple inquiries to the presumed affiliated institutions yielded no evidence that such a person existed.

Mitchell Prinstein ultimately discussed the situation with the senior research advisor of the post-baccalaureate student. The senior advisor initially defended his assistant as being “an extremely talented and trusted member of the lab who had graduated from [a very prestigious university] and received glowing recommendations from several preeminent investigators/colleagues from other universities” (p. 178). Subsequent inquiry by the senior advisor, however, revealed that the assistant’s recommendations had been forged and submitted from a Gmail account. In addition, the assistant had a num-

ber of felony arrests and outstanding arrest warrants and appeared to have been laundering money through laboratory grant accounts.

This tale provides a vivid demonstration of the disconnection between skeptic and credulous that sometimes can occur in our professional lives. We suspect that clinical psychologists may be at somewhat greater risk for credulous acceptance of others than members of other professions that are less oriented toward helping. Clinical psychology impresses us as a compassionate, considerate, and communal profession. We have found colleagues in organizations like CUDCP and APPIC to be extraordinarily helpful in sharing their experiences and expertise and in mentoring less experienced colleagues.

As empathic human beings, we can easily see in others many similarities with our prior (perhaps more struggling) selves. Such perceived similarity has been shown to be a more accurate predictor of interpersonal attraction than actual similarity across interactions of different durations and intimacy levels (Montoya, Horton, & Kirchner, 2008), especially among those who possess strong communal values (Locke, Craig, Baik, & Gohil, 2012). Both perceived attraction and communal tendencies increase the likelihood that we will make “false consensus” errors (i.e., assuming similarities in the absence of corroborating evidence; Marks & Miller, 1987) in our interpersonal judgments.

We have no easy answers to optimally balancing the skeptic-credulous polarity in our professional lives. Too much or too rigorous policing may be experienced by subordinates as an affront to their personal integrity whereas too little invites violations of supervisors’ and colleagues’ trust. We work, however, in an electronic age that does provide increased opportunity for sophisticated ways to engage in identity fraud. Our profession also increasingly relies on self-attestation to identify legal and ethical transgressions. We offer this cautionary tale to promote greater awareness of what may be a collective professional bias toward credulousness.

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- Clinical Psychology of Ethnic Minorities (Section 6)
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- Section of the Association of Medical School Psychologists (Section 8)
- Section on Assessment (Section 9)
- Graduate Students and Early Career Psychologists (Section 10)

To learn more, visit Division 12’s section web page: www.div12.org/division-12-sections

Self-Care and Self-Compassion for Graduate Students

Khashayar Farhadi Langroudi, M.A.

 Self-care is the buzzword that everyone uses, but how do students actually integrate self-care into their busy schedules? We know that self-care is considered an ethical imperative by our profession, so why isn't this topic more readily addressed during our training years? As we are beginning our training, this seems like the optimal time to lay the foundation for creating and maintaining a life of self-compassion, but the reality is that we often procrastinate on self-care activities, even with the best intentions. There seems to never be an optimal time for self-care, so we often experience the 'do-it-tomorrow' phenomenon. The problem is, tomorrow never comes. We do not prioritize self-care, as there are so many important deadlines to meet in graduate school. It seems that meeting these deadlines, be it for an academic assignment or for internship applications, holds the key to our present and future success as budding psychologists. The reality is that without practicing self-compassion through taking better care of ourselves, we cannot keep charging forward with the energy and enthusiasm we need. Despite all the benefits of engaging in self-care activities, we cannot deny the inherent challenges as well. The purpose of this article is not only to acknowledge the benefits and challenges of engaging in self-care, but also hopefully to spark new motivation for integrating self-care into our busy lives.

Self-care as an ethical imperative can facilitate our professional growth. However, there is a myth regarding self-care that seems to create a burden for its future implementation. As graduate students, it is important that we accomplish our desired goals and, at the same time, provide a space for personal growth. However, there seems to be a disconnect between our goals and the means by which we achieve them -- which is ourselves. The bridge between these two is self-care.

Much of the myth surrounding adopting self-care in our daily life is based on our attitudes to self-care. It is common for graduate students to preach to others,

such as our clients, the importance of implementing self-care. But when it comes to us, self-care is seen as the icing on the cake, or not as essential. If you relate to this observation, don't be surprised; recent research in the area of compassion found that the fear of receiving compassion and self-care is common among mental health professionals (Gilbert, 2011).

Misunderstandings regarding self-care and self-compassion create barriers that prevent us from adopting self-care. We might ask ourselves, does adopting self-compassion and self-care make us selfish? Or, how can we differentiate between self-care and self-centeredness? The answers lie in finding the balance between the recognition of the suffering of the self and others, and the determination to relieve this suffering. We need to remember that our individual selves are the foundation for our contributions to society.

The Importance of Self-Care

Respect for the notion of self-care is embedded in Eastern philosophical traditions such as Buddhism, and there, it illustrates itself in meaning of compassion. While the Western definition of compassion is essentially about being compassionate toward others, in the East, compassion is directed toward both self and caring for others. Therefore, it can be said that, from the Eastern perspective, self-care is an act of self-compassion.

Self-care promotes mental hygiene and advances self-value. As an example, remember the last time that you took yourself for a calm walk in the park, or the last time that you reflected on your achievements. Self-care is an essential spirit of acknowledging our professional growth and our commitment to that growth. I invite you to recall a moment when you wanted to complete a project without taking a break, when you spent more time in despair and reflecting on the hardships of doing the project rather than finishing it. There was something missed in that moment, and that was a self-compassionate attitude toward the project.

Self-care can help us to build healthier relationships by attending social events. It also can provide an opportunity to find meaningful tasks to promote professional and personal growth. At its core, self-care allows us to be in charge of our lives and builds a bridge between our ideal self and actual self. But that does not negate the challenges that may impede that growth.


Suggestions for Improving Self-Care

Applying self-care requires us to overcome our common biases and misconceptions associated with the concept of self-care. Here are three suggestions on how to conquer the barriers to self-care you may encounter yourself. First, take time to reflect on the intrinsic and very real value of self-care. Feel free to allow either your emotions or logic to lead you in this examination, depending on your own personality. If you tend to be more logical, you might elect to read articles regarding professional burnout and empathy fatigue. If you are more emotionally driven, reflect on the positive feelings that may be generated by increased attention to self-care. Second, understand that self-care does not promote selfishness but rather, self-actualization and self-compassion. Through self-care, you will expand your tolerance and become more compassionate toward others. And third, be aware that self-care promotes positive mental health. Neff (2003) reported a positive correlation between self-compassionate attitude and positive mental health outcomes.

Finally, there are several ways to implement what we have observed. Initially, find a practice that cen-

ters the self in the moment. An example would be mindfulness practices such as breathing and meditation; art also seems to be a fruitful means of exploring this aspect. Secondly, adopting activities outside the framework of graduate studies, such as joining a hiking or history book club, would be helpful. A third method would be to distance oneself from the immediate emotional response by giving oneself a time to reflect. It would be useful to write one or all of these activities in the student's weekly schedule. It is important to find what works for you personally and make time for it.

References

- Gilbert, P. (2011). Fears of compassion: Development of three self-report measures. *Psychology & Psychotherapy: Theory, Research & Practice*, 84, 239-255.
- Neff, K. D. (2003). The development and validation of a scale to measure self-compassion. *Self & Identity*, 2, 223-250. 

COMING THIS SUMMER

AUGUST 7-10, 2014: APA ANNUAL CONVENTION SOCIETY OF CLINICAL PSYCHOLOGY

Don't miss the American Psychological Association's annual convention in Washington, D.C. this summer! The Society of Clinical Psychology will have sessions for members, students, and Early Career psychologists, as well as eminent psychologists from around the world. Events to take place at the following facilities:

- **Walter E. Washington Convention Center**
- **Grand Hyatt Washington Hotel**
- **Renaissance Washington D.C. Hotel**
- **Washington Marriott Marquis Hotel**



PLUS—save the date for this special event:
On August 6, Dr. Steven Hollon will present a **pre-convention workshop** on the **treatment and prevention of depression.**



SECTION UPDATES

Guerda Nicolas, Ph.D., and Roxanne Donovan, Ph.D.—Editors

Section II: Society of Clinical Geropsychology

Submitted by Michele J. Karel, Ph.D.



The Society of Clinical Geropsychology (SCG) has news in the way of awards, websites, public policy, and APA convention.

Awards

SCG is pleased to announce the winners of our three annual awards:

- M. Powell Lawton Award for Distinguished Contributions to Clinical Geropsychology: **Forrest Scogin, Ph.D.**, Professor, University of Alabama.
- Distinguished Mentorship Award, 2 awardees this year: **Rebecca Allen, Ph.D.**, Professor, University of Alabama, and **Heather Smith, Ph.D.**, Lead Psychologist and Director of Interprofessional Fellowship in Palliative Care, Milwaukee VA Medical Center, and Assistant Professor, Medical College of Wisconsin.
- Student Paper Award: **Jon Gooblar, M.A.**, Washington University. Paper entitled: *The influence of cerebrospinal fluid (CSF) on clinical dementia evaluations* (advisor: Brian Carpenter, Ph.D.)

Updated website

Under the leadership of Dr. Norman O'Rourke, who also serves as SCG Treasurer, the SCG website has had a significant functional and aesthetic update! Links to resources on practice, training, and policy are available. See www.geropsychology.org.

Getting the word out about geropsychology

SCG President Dr. Brian Yochim's presidential initiative is focused on increasing the visibility of the field of clinical geropsychology and SCG. As part of this effort, SCG student representatives, Annie Mueller and Elissa Kozlov, are taking the lead to draft Wikipedia pages for the terms "Clinical Geropsychology" and "Society of Clinical Geropsychology." Content should be on-line within the next few months. Likewise, SCP is working on other social media outlets (e.g., we have presence on Facebook and Twitter).

Public policy

The SCG Public Policy Committee (PPC), co-chaired by Drs. Margaret Norris and Mary Lewis, continues its productive work on behalf of SCG membership and the field. New PPC member Dr. Kelly Carney is spearheading a recent collaboration between geropsychology and the Centers for Medicare & Medicaid Services (CMS) *Partnership to Improve Dementia Care in Nursing Homes* (see <https://www.nhqualitycampaign.org/>). This Partnership is leading the initiative to decrease the inappropriate use of antipsychotic medications among nursing home residents with dementia, and is working to disseminate resources regarding non-pharmacological interventions for challenging behaviors in individuals with dementia. A PPC-sponsored committee is being formed to increase the visibility and contributions of psychologists to this Partnership. The PPC has also recently updated and posted a toolkit with current Medicare Administrative Contractor (MAC) and Local Coverage Determination (LCD) links, available at the SCG website as well as the GeroCentral website (see below).

APA Convention: Convention promises to have many excellent offerings related to geropsychology. Among these will be President Brian Yochim's address, "Emerging from our Infancy: Recent Advances in Clinical Geropsychology and Directors for Growth," on Friday, August 8, 9:00-9:50, and a SCG symposium, "Those Who Can Do, Teach: Competence in Clinical Geropsychology and Geropsychology Supervision." The symposium is co-chaired by Drs. Brian Yochim and Jennifer Moye, and will be held on Saturday, August 9, 10:00-10:50.

And, reminders:

GeroCentral

The "GeroCentral" website is on-line at <http://gerocentral.org/>. GeroCentral is a website clearinghouse of practice and training resources related to psychology practice with older adults.

Geropsychology ABPP

Applications continue to be accepted for ABPP certification in Geropsychology. See the ABPP website, Applicant section, for more information, at www.abpp.org



Section Updates (*continued*)


Section VI: Clinical Psychology of Ethnic Minorities

Submitted by **Melanie M. Domenech Rodríguez, Ph.D.**



Dr. Frederick Leong received the 2013 APA Award for Distinguished Service to Psychological Science. This award recognizes individuals who have made

outstanding contributions to psychological science through their commitment to a culture of service.

Dr. Vincenzo G. Teran has been selected to join the Scholars Program of the Division of Psychoanalysis of the American Psychological Association. The mission of the Scholars Program is to foster and increase awareness and understanding of issues of race and ethnicity and their influence on intrapsychic and interpersonal development. 

COMING THIS SUMMER AT THE APA ANNUAL CONVENTION:

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**Section Award winners will be displayed via Power Point*

Celebrate the Society! Award ceremony at 6 p.m., followed by cocktails and appetizers! Student posters will be on display. Come mingle with SCP Fellows and Past Presidents! **We hope to see you there!**

For more details, contact:

Lynn Peterson

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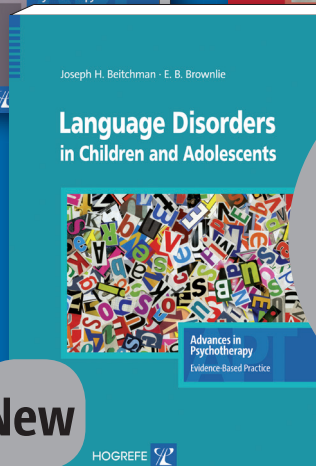
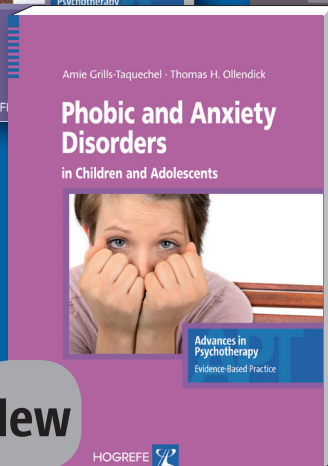
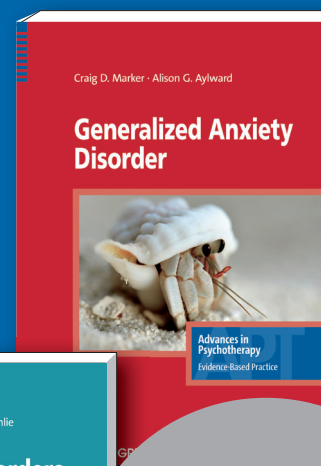
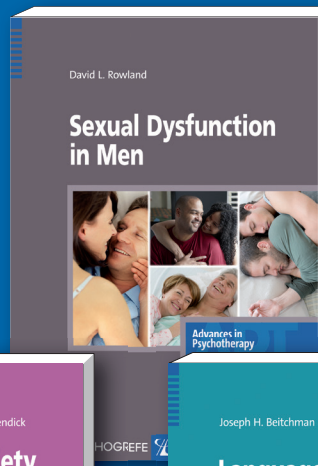
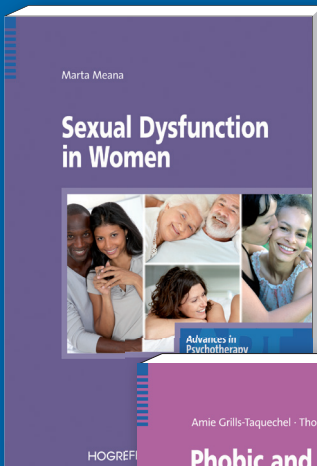
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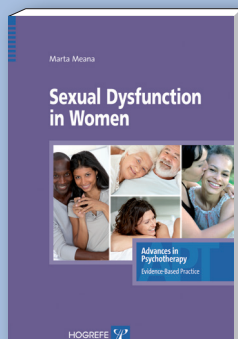
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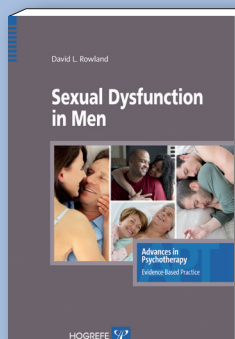
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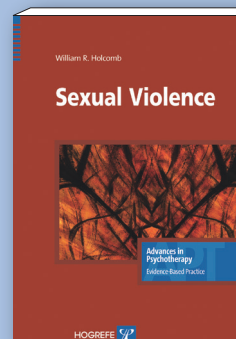
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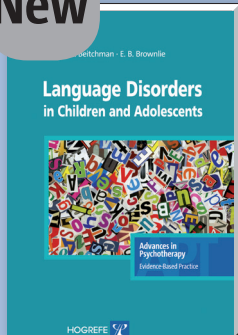
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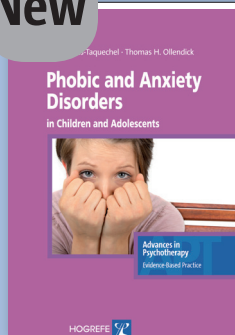


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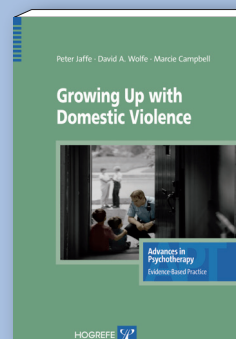
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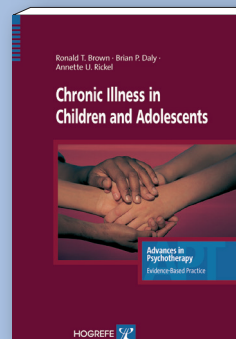
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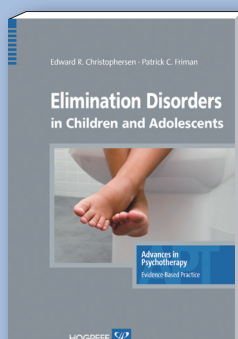


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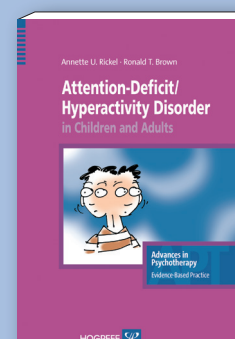
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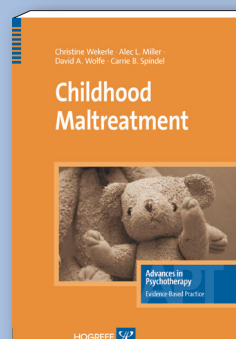
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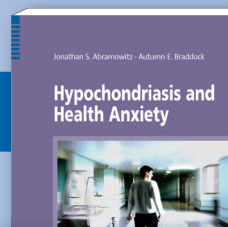
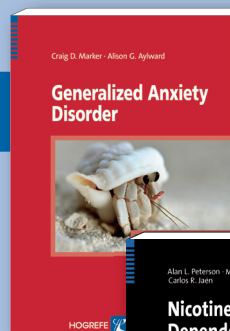
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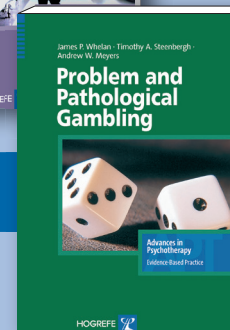
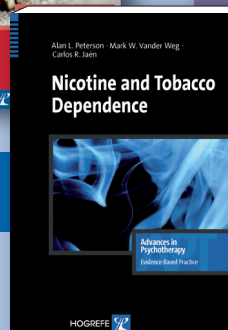
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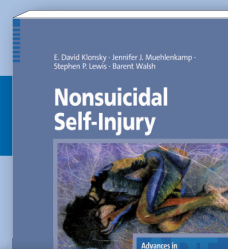
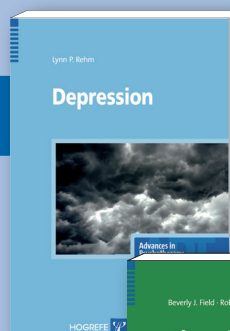
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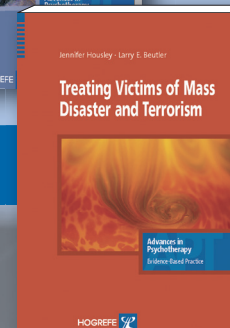
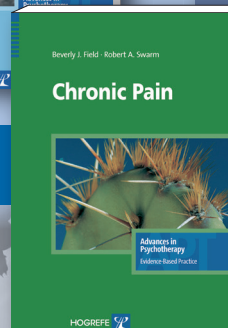
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APA Annual Convention 2014: Division 12 Program Summary

Thursday, August 7, 2014

EVENT / TITLE / PEOPLE	DAY / TIME	FACILITY / ROOM
<p>Symposium (A): Addressing Supervision Process and Outcomes</p> <p><u>Participant/1stAuthor</u></p> <p>Scott Fairhurst, PhD</p> <p>Chun-I Li, PhD</p> <p>Yuying Tsong, PhD</p>	8/07 Thu: 8:00 AM - 8:50 AM	Convention Center Room 102A
<p>Invited Address (A): Psychological Testing in the Era of Health Care Reform: Past, Present, and Future</p> <p><u>Participant/1stAuthor</u></p> <p>Robert Archer, PhD</p>	8/07 Thu: 8:00 AM - 8:50 AM	Convention Center Room 140B
<p>Paper Session (A): Novel Approaches to the Detection and Prevention of Suicide</p> <p><u>Participant/1stAuthor</u></p> <p>Yeunjoo Chung, MA</p> <p>David D. Luxton, PhD, MS</p> <p>Peter C. Britton, PhD</p>	8/07 Thu: 9:00 AM - 9:50 AM	Convention Center Room 206
<p>Invited Address (A): Advances in Training in Assessment of Acute Risk of Violence to Self and Others</p> <p><u>Participant/1stAuthor</u></p> <p>Dale E. McNiel, PhD</p>	8/07 Thu: 10:00 AM - 10:50 AM	Convention Center Room 102B
<p>Presidential Address (A): The Myth of "Just Snapped": A Risk Assessment Overview of the Sandy Hook Elementary School Shooting</p> <p><u>Participant/1stAuthor</u></p> <p>Anders C. Goranson, PsyD</p>	8/07 Thu: 10:00 AM - 10:50 AM	Convention Center Room 146B
<p>Symposium (A): Leadership Panel---Focus on Women in Therapy</p> <p><u>Participant/1stAuthor</u></p> <p>Natalie Porter, PhD</p> <p>Catherine C. Schuman, PhD</p> <p>Elaine A. Burke, PsyD</p> <p>Lynn H. Collins, PhD</p> <p>Kalyani Gopal, PhD</p>	8/07 Thu: 10:00 AM - 11:50 AM	Convention Center Room 156

Division 12 program summary, 2014 (continued)

EVENT / TITLE / PEOPLE	DAY / TIME	FACILITY / ROOM
<p>Paper Session (A): The Psychology of Maximizing Health-Related Outcomes</p> <p><u>Participant/1stAuthor</u></p> <p>Joanna C.M. Cole, PhD</p> <p>Camilo Ruggero, PhD</p> <p>Francesco Pagnini, PhD</p>	8/07 Thu: 11:00 AM - 11:50 AM	Convention Center East Salon F
<p>Business Meeting (B): [Executive Meeting]</p>	8/07 Thu: 11:00 AM - 12:50 PM	Marriott Marquis Washington DC Hotel Gallery Place Room
<p>Invited Address (A): The Case for Combined Gender Norms in Clinical Assessment: Separate Equates but Is Still Not Equal</p> <p><u>Participant/1stAuthor</u></p> <p>Cecil Reynolds, PhD</p>	8/07 Thu: 1:00 PM - 1:50 PM	Convention Center Room 102B
<p>Symposium (A): Research in Graduate School---Why and How Should I Get Involved?</p> <p><u>Participant/1stAuthor</u></p> <p>Caryn R.R. Rodgers, PhD</p> <p>Irving B. Weiner, PhD</p> <p>Susan S. Woodhouse, PhD</p> <p>Cheryl A. Boyce, PhD</p> <p>Rachel Hershenberg, PhD</p> <p>Sarah A. Silverman, MS</p>	8/07 Thu: 1:00 PM - 2:50 PM	Convention Center Room 204C
<p>Paper Session (A): Contemporary Issues in Training and Assessment</p> <p><u>Participant/1stAuthor</u></p> <p>Anthony Scioli, PhD</p> <p>Tarek Kronfli, MA</p> <p>Brian A. Sharpless, PhD, MA</p>	8/07 Thu: 2:00 PM - 2:50 PM	Convention Center Room 156
<p>Paper Session (A): On the Maintenance and Treatment of Psychopathology Among Youth</p> <p><u>Participant/1stAuthor</u></p> <p>Joanna Herres, PhD</p> <p>Rebecca E. Ballinger, PsyD</p> <p>Rebecca E. Ballinger, PsyD</p>	8/07 Thu: 3:00 PM - 3:50 PM	Convention Center East Salon F

Division 12 program summary, 2014 (continued)

EVENT / TITLE / PEOPLE	DAY / TIME	FACILITY / ROOM
Paper Session (A): Mechanisms of Risk and Treatment of Schizophrenia <u>Participant/1stAuthor</u> Kayla K. Gurak, BS, BA Giulia C. Suro, MS Amy Weisman de Mamani, PhD	8/07 Thu: 3:00 PM - 3:50 PM	Convention Center Room 140A
Social Hour (S): and Awards Ceremony	8/07 Thu: 6:00 PM - 7:50 PM	Renaissance Washington DC Hotel Ballroom West B

Friday, August 8, 2014

EVENT / TITLE / PEOPLE	DAY / TIME	FACILITY / ROOM
Paper Session (A): Assessment and Treatment of Psychopathology in Diverse Settings <u>Participant/1stAuthor</u> Faye M. Weinstein, PhD Marc S. Cottrell, PsyD Richard F. Sethre, PsyD	8/08 Fri: 8:00 AM - 8:50 AM	Convention Center Room 101
Symposium (A): Conceptualization, Evaluation, and Treatment of ADHD in Children, Adolescents, and Young Adults <u>Participant/1stAuthor</u> Leonard F. Koziol, PsyD Samuel T. Gontkovsky, PsyD Robert Nevels, PhD Arthur D. Anastopoulos, PhD	8/08 Fri: 8:00 AM - 8:50 AM	Convention Center Room 144B
Presidential Address (A): Emerging From Our Infancy: Recent Advances in Clinical Geropsychology and Directions for Growth <u>Participant/1stAuthor</u> Brian Yochim, PhD	8/08 Fri: 9:00 AM - 9:50 AM	Convention Center Room 204B
Paper Session (A): Enhancing the Measurement and Effectiveness of Psychotherapy <u>Participant/1stAuthor</u> Sean P. Grant, MS Marilyn S. Cabay, PhD Jonathan M. Adler, PhD	8/08 Fri: 9:00 AM - 9:50 AM	Convention Center Room 209A



Division 12 program summary, 2014 (continued)

EVENT / TITLE / PEOPLE	DAY / TIME	FACILITY / ROOM
Paper Session (A): Contemporary Approaches to Depression and Well-Being <u>Participant/1stAuthor</u> Allison L. Winik, MA Frank Martela, PhD Anna Pinto, PhD	8/08 Fri: 10:00 AM - 10:50 AM	Convention Center East Salon F
Symposium (A): Innovating Clinical Psychology's Role in Integrated Care Within a Public Hospital System <u>Participant/1stAuthor</u> Jessie A. Fontanella, PhD Amber J. Landers, PhD Candice Crawford, PsyD	8/08 Fri: 10:00 AM - 10:50 AM	Convention Center Room 202A
Paper Session (A): New Directions in the Development and Treatment of PTSD <u>Participant/1stAuthor</u> Neeru Madan, MA Lillian A. Polanco-Roman, MA Ibrahim A. Kira, PhD	8/08 Fri: 11:00 AM - 11:50 AM	Convention Center Room 102A
Poster Session (F): Issues in Developmental Psychopathology and Psychopathology in Specific Populations <u>Participant/1stAuthor</u> Alina Feyder, PsyD Joy Zelikovsky, MA Mariann A. Howland, BA Ann C. Johnson, MA Junichi Sato, PhD Tyler R. Virden, BA Marcus Rodriguez, MS Sungwon Choi, PhD Zaiting Yeh, PhD Erin Y. Sakai, MA Matt P. Miceli, AA Julia L. Goldmark, MA	Erin Bateman, MA Julie Norman, MA, BS Erin L. Romanchych, BA Dragana Ostojic, MA Melanie Castillo, MA Stephanie M. Merwin, BA Catherine Pearte, MS Julia S. Feldman Mei-Chuan Wang, PhD, MA Jessica L. Grom Kelsey M. McLaughlin Caitlin Wolford-Clevenger, MS	Melissa McCall, PsyD Amanda G. Benedetto, MA Soumia Cheref, BA Gabrielle J. Nolin, BA Mathieu M. Blanchet, MS Allison T. Santilli, MSW Debra C. O'Connell, BA Christine T. Kozikowski, BA Kammy K. Kwok, MA Kate Touchton-Leonard, BA Phan Y. Hong, PhD Mark E. Johnson, PhD Brittany L. Allen, BA

Division 12 program summary, 2014 (continued)

EVENT / TITLE / PEOPLE	DAY / TIME	FACILITY / ROOM
Skill-Building Session (A): Mindfulness-Based Trauma Treatment---A Clinician's Guide to Practice	8/08 Fri: 4:00 PM - 4:50 PM	Convention Center Room 143B
Invited Address (A): A Moment of Truth: Will Psychology Be at the Margin or the Epicenter of Health Care Transformation? <u>Participant/1stAuthor</u> Darrell Kirch, MD	8/08 Fri: 4:00 PM - 4:50 PM	Convention Center Room 145B
Symposium (A): Adolescence Brain Development to Prevention Policy <u>Participant/1stAuthor</u> Susan L. Anderson, PhD Deborah Yurgelun-Todd, PhD Daniel Romer, PhD	8/08 Fri: 4:00 PM - 5:50 PM	Convention Center Room 143A
Presidential Address (A): Empirically Supported Treatments: What's Working and What's Not <u>Participant/1stAuthor</u> David Tolin, PhD	8/08 Fri: 5:00 PM - 5:50 PM	Convention Center Room 145B

Saturday, August 9, 2014

EVENT / TITLE / PEOPLE	DAY / TIME	FACILITY / ROOM
Symposium (A): Optimizing Mental Health Care Through Ecological Assessment and Feedback <u>Participant/1stAuthor</u> Nidhi Goel, PhD Dana Darney, PhD Lindsay Borden, PhD	8/09 Sat: 8:00 AM - 8:50 AM	Convention Center Room 204B
Symposium (A): Diversity Considerations in the Treatment and Assessment of Suicidal Behavior <u>Participant/1stAuthor</u> Megan S. Chesin, PhD Lillian A. Polanco-Roman, MA Ana Ortin, MA Sadia R. Chaudhury, PhD	8/09 Sat: 8:00 AM - 9:50 AM	Convention Center Room 203



Division 12 program summary, 2014 (continued)

EVENT / TITLE / PEOPLE	DAY / TIME	FACILITY / ROOM
<p>Symposium (A): Introducing the Minnesota Multiphasic Personality Inventory--Adolescent---Restructured Form</p> <p><u>Participant/1stAuthor</u></p> <p>Robert Archer, PhD</p> <p>Auke Tellegen, PhD</p> <p>Richard Handel, PhD</p> <p>Yossef S. Ben-Porath, PhD</p>	8/09 Sat: 9:00 AM - 9:50 AM	Convention Center Room 207B
<p>Symposium (A): Rising Stars in Clinical Science From the Society for a Science of Clinical Psychology</p> <p><u>Participant/1stAuthor</u></p> <p>Joanna Chango, PhD</p> <p>Evan Kleiman, PhD</p> <p>Dylan Gee, PhD</p> <p>Donald Robinaugh, PhD</p>	8/09 Sat: 9:00 AM - 10:50 AM	Convention Center Room 146A
<p>Symposium (A): Those Who Can Do, Teach--Competence in Clinical Geropsychology and Geropsychology Supervision</p> <p><u>Participant/1stAuthor</u></p> <p>J.W. Terri Huh, PhD</p> <p>Stephen R. McCutcheon, PhD</p> <p>Kyle S. Page, PhD</p>	8/09 Sat: 10:00 AM - 10:50 AM	Convention Center East Salon F
<p>Symposium (A): Raising Our Voices---Updates From Ethnic Minority Psychological Associations on the APA Ethics Code</p> <p><u>Participant/1stAuthor</u></p> <p>Liang Tien, PsyD</p> <p>Melinda A. García, PhD</p> <p>Melanie M. Domenech Rodríguez, PhD</p> <p>Linda James Myers, PhD</p>	8/09 Sat: 10:00 AM - 11:50 AM	Convention Center Room 156
<p>Skill-Building Session (A): The Benefits of Having a Clinical Psychologist in the Role of Attending Practitioner</p> <p><u>Participant/1stAuthor</u></p> <p>Jody A. Pahlavan, PsyD</p> <p>Nancy J. Goranson, PsyD</p> <p>Kristin L. Miles, PsyD</p>	8/09 Sat: 11:00 AM - 11:50 AM	Convention Center Room 143C

Division 12 program summary, 2014 (continued)

EVENT / TITLE / PEOPLE	DAY / TIME	FACILITY / ROOM
<p>Symposium (A): Partnerships---The Medicaid 1115 Waiver Program, Training Programs, and Addressing Rural Mental Health</p> <p><u>Participant/1stAuthor</u></p> <p>Carly E. McCord, PhD</p> <p>Martha R. Crowther, PhD, MPH</p>	8/09 Sat: 11:00 AM - 11:50 AM	Convention Center Room 144C
<p>Conversation Hour (A): The Prescriptive Authority Movement for Psychologists Is Fatally Flawed---A Debate</p> <p><u>Participant/1stAuthor</u></p> <p>David F. Tolin, PhD</p> <p>Robert E. McGrath, PhD</p> <p>William Robiner, PhD</p>	8/09 Sat: 11:00 AM - 11:50 AM	Convention Center Room 146A
<p>Invited Address (A): Uses and Abuses of Neuroimaging: Implications for Clinical Psychology</p> <p><u>Participant/1stAuthor</u></p> <p>Scott O. Lilienfeld, PhD</p>	8/09 Sat: 12:00 PM - 12:50 PM	Convention Center Room 145B
<p>Symposium (A): What's the Evidence That Treatments Are Effective for Ethnocultural Groups? Progress and Challenges</p> <p><u>Participant/1stAuthor</u></p> <p>Alfíee Breland-Noble, PhD</p> <p>Guillermo Bernal, PhD</p> <p>Nolan Zane, PhD</p> <p>Beth Boyd, PhD</p>	8/09 Sat: 12:00 PM - 12:50 PM	Convention Center Room 159

BECOME A DIVISION 12 MENTOR

Section 10 (Graduate Students and Early Career Psychologists) has developed a **Clinical Psychology Mentorship program**. This program assists doctoral student members by pairing them with full members of the Society. We need your help. Mentorship is one of the most important professional activities one can engage in. Recall how you benefited from the sage advice of a trusted senior colleague. A

small commitment of your time can be hugely beneficial to the next generation of clinical psychologists.

For more information about the mentorship program, please visit www.div12sec10.org/mentorship.htm, and visit www.div12.org/mentorship to become a mentor today!



Division 12 program summary, 2014 (continued)

EVENT / TITLE / PEOPLE	DAY / TIME	FACILITY / ROOM
Poster Session (F): Issues in Clinical Practice, Training, Psychotherapy, Dissemination, and Implementation	8/09 Sat: 1:00 PM - 1:50 PM	Convention Center Halls D and E
<u>Participant/1stAuthor</u>		
Breanna L. Wilhelmi, BA	Christopher L. Smith, MA	Michael P. Murtagh, PhD
Rebecca L. Resavy, PsyD	Miranda N. Westbrook, MS	Tony Cellucci, PhD
Francesca S. Bahn, BA	Ja'net M. Seward, PsyD	Rebecca Janis
Gabrielle A. Poon, BS	Araks Akopyan, BA	Anthony P. Andrews, MS
Jeffrey A. Knight, PhD	Tessa S. Lundquist, MS	Scott Harcourt, MS
Paula J. Varnado-Sullivan, PhD	Wenceslao Penate, PhD	Nicole J. Peak, PhD
Sarah L. Desmarais, PhD	Jessica Gurley, PhD	Sandy Tadrous, MA
Michael Rollock, PhD	Catherine E. Campbell, PhD	Lillian A. Polanco-Roman, MA
Victoria L. Wekamp, BA	Jeffrey J. Gregg, MS	Shawnalee M. Criss, BA
Brian J. Newton, PsyD	Cortney B. Mauer, MA	
Caitlin M. Nevins, BA	Emmi Scott, MA	
Rachel M. Ranney, BA	David Heilman, MA	
Jennifer R. Wallach, MPH	Yolanda D. Perkins, BS	
Sarah M. Godoy, MA	Sean M. Robinson, MS, MA	
Soyoung Park, BA	Sean Coad, MS	
Symposium (A): Innovative Models With Evidence to Reduce Racial/Ethnic Health Disparities and Risk	8/09 Sat: 1:00 PM - 1:50 PM	Convention Center Room 140A
<u>Participant/1stAuthor</u>		
Gail E. Wyatt, PhD		
Velma McBride Murry, PhD		

Sunday, August 10, 2014

EVENT / TITLE / PEOPLE	DAY / TIME	FACILITY / ROOM
Conversation Hour (A): Transforming Suicide Prevention in Health Care Settings---What Is Zero Suicide?	8/10 Sun: 8:00 AM - 8:50 AM	Convention Center Room 208
Skill-Building Session (A): Introduction to WISC-V Administration, Scoring, Test Model, Reliability, and Validity	8/10 Sun: 8:00 AM - 9:50 AM	Convention Center Room 140A
Skill-Building Session (A): Obsessive Thinking---It's Not Just for OCD Anymore	8/10 Sun: 8:00 AM - 9:50 AM	Convention Center Room 156

Division 12 program summary, 2014 (continued)

EVENT / TITLE / PEOPLE	DAY / TIME	FACILITY / ROOM
Poster Session (F): Current Issues in Psychopathology	8/10 Sun: 9:00 AM - 9:50 AM	Convention Center Halls D and E
<u>Participant/1stAuthor</u>		
Jared S. Link, BS	Erin K. Poindexter, MA	Nicole D. Seligman, BA
Hanjoo Kim, MA	Sandy Tadrous, MA	Catherine A. McGreevy, MA
Prachi Kene, PhD	Heather Kacos, MS	Hillary K. Morin, MEd
Sabrina Stark, BA	Julien Laloyaux, MS	Angela M. Termini, MA
Pauline Levy, BA	Julien Laloyaux, MS	Samantha K. Myhre, BA
Sarah Yassin, BA	Ari B. Deutsch, MA, BA	Michael P. Murtagh, PhD
Katie Herbster, BA	Hui Yu Chan, BA	Jessica A. Ramirez, MS
Stephen P. Joy, PhD	Kelly A. Coleman, BA	Lucas C. Waldburger, BA
Carmen T. Pitti, PhD	Wisaam A. Nubani	David J. Disabato, BA
Scott Perkins, PhD	Ji Sun Lee, BA	Mary E. Duffy
Kristalyn Salters-Pedneault, PhD	Sunkyoung Yoon, BA	Sonia B. Salas, PhD
Marissa A. Pifer	David P. Saunders-Scott, PhD	
Joshua M. Brosvic, BA	Nikaya Becker-Matero, PhD	
Gary M. Brosvic, PhD	Jessica L. Maura, BA	
Christine M. Dacey, PhD	Carolina C. Tauler, BA	
Paper Session (A): Cross-Cultural Considerations in the Assessment and Treatment of Psychopathology	8/10 Sun: 9:00 AM - 9:50 AM	Convention Center Room 103A
<u>Participant/1stAuthor</u>		
Gordon C.N. Hall, PhD, MA		
Marcus Rodriguez, MS		
Camilo Ruggero, PhD		
Skill-Building Session (A): The High Capacity Model of Well-Being and Resilience---A Better Way to Live	8/10 Sun: 10:00 AM - 10:50 AM	Convention Center Room 140A
<u>Participant/1stAuthor</u>		
Raymond D. Barclay, PhD		
Symposium (A): Preparation for Practicum---A Survey of Academic Training Directors	8/10 Sun: 10:00 AM - 11:50 AM	Convention Center Room 144C
<u>Participant/1stAuthor</u>		
Robert L. Hatcher, PhD		
Erica H. Wise, PhD		
Catherine L. Grus, PhD		



Division 12 program summary, 2014 (continued)

EVENT / TITLE / PEOPLE	DAY / TIME	FACILITY / ROOM
<p>Symposium (A): Therapy and Therapist Effects---What Might We Learn From Routine Practice?</p> <p><u>Participant/1stAuthor</u></p> <p>Dianne L. Nielsen, PhD</p> <p>Tyler R. Pedersen, PhD</p> <p>Stevan L. Nielsen, PhD</p>	8/10 Sun: 11:00 AM - 11:50 AM	Convention Center Room 140A
<p>Discussion (A): Townhall on the APA Presidential Opening Doors Summit</p> <p><u>Participant/1stAuthor</u></p> <p>Nadine J. Kaslow, PhD</p>	8/10 Sun: 11:00 AM - 12:50 PM	Convention Center Room 102A
<p>Symposium (A): Training the Competent Psychological Assessor---Changing Educational Nutriments</p> <p><u>Participant/1stAuthor</u></p> <p>Jed Yalof, PhD</p> <p>Radhika Krishnamurthy, PsyD</p> <p>Virginia M. Brabender, PhD</p>	8/10 Sun: 12:00 PM - 12:50 PM	Convention Center Room 143B
<p>Symposium (A): An Integrated Assessment and Administrative Supervision Model---Structure, Process, and Outcomes</p> <p><u>Participant/1stAuthor</u></p> <p>Lauren Nichols, PsyD</p> <p>Seema Saigal, PhD</p> <p>Douglas Whiteside, PhD</p>	8/10 Sun: 12:00 PM - 1:50 PM	Convention Center Room 156
<p>Skill-Building Session (A): Developing Lifelong Resilience---Personal, Professional, and Organizational Strategies</p> <p><u>Participant/1stAuthor</u></p> <p>Mira Brancu, PhD</p> <p>Jennifer J. Runnals, PhD</p>	8/10 Sun: 1:00 PM - 1:50 PM	Convention Center Room 143A
<p>Conversation Hour (A): Cultural Competence---Moving From Buzzword to Practice</p> <p><u>Participant/1stAuthor</u></p> <p>Usha Tummala-Narra, PhD</p>	8/10 Sun: 1:00 PM - 1:50 PM	Convention Center Room 158

Total Number of Sessions = 52



SPECIAL FEATURE

Guerda Nicolas, Ph.D. and Roxanne Donovan, Ph.D.—Editors

APA adopts a more efficient governance system

From the APA Governance Affairs Office

APA's Good Governance Project is working to develop a nimble, responsive governing system.



Over the past several years, the APA Council of Representatives has been working on developing a more nimble, efficient and responsive governing system, as part of the APA Good Governance Project (GGP). This project was an outgrowth of the strategic plan focused on optimizing organizational effectiveness. APA's existing governance system is a 1950s model built for a world where twice-annual meetings were sufficient for conducting the business of the association. The new model, proposed after a thorough assessment with input from many different groups, has three primary goals: nimbleness, strategic alignment across the organization, and increased member engagement. Under this model, members will have a more direct voice in the decision-making process and more opportunities for service.

In February 2014, council voted to begin a three-year trial delegation of authority to the Board of Directors for: financial and budgetary matters; oversight of the CEO; alignment of the budget with the strategic plan; and internally focused policy development. The board composition changes with six member-at-large seats now open to election from and by the general membership, the addition of a public member,

and the guarantee that both a student and early career psychologist voice will be present. Two seats are reserved for members of the Council Leadership Team, to ensure a bridge between the two bodies.

This change frees council to focus on strategic and emerging issues affecting psychology, and will be engaged in higher level strategic dialogues that inform the development of policy and strategic directions. The work of council will be managed by a new Council Leadership Team, understanding members' wants and needs related to the topics at hand will be an integral element of the deliberation process. In addition to this change in function, council plans to consider a change in its structure this August. The current proposal retains a single seat for each division and state, province, and territory, and adds a handful for member-at-large student and early career representatives. The attributes of the at-large seats will be determined based on an annual needs assessment to determine what would best help create a balanced council.

Other changes include a more efficient triage system, the improved integration of technology, and a formal leadership pipeline and development program. All in all, these changes will allow APA to be more responsive to the needs of its members, to allocate resources more efficiently, and to address emerging issues in a rapidly changing environment head on. Members will have the opportunity to vote on new bylaws language this fall.

For additional information on the implementation of the Good Governance Project, please visit our website or contact Nancy Gordon Moore (nmoores@apa.org), Ph.D., MBA, Executive Director of Governance Affairs. ■■

SOCIAL MEDIA AT THE SOCIETY OF CLINICAL PSYCHOLOGY

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CALL FOR AWARD NOMINATIONS

.....
*Deadline is **November 1, 2014***
.....

The Society of Clinical Psychology invites nominations for its four psychologist awards, three early career awards, and three graduate student awards. These awards recognize distinguished contributions across the broad spectrum of the discipline, including science, practice, education, diversity, service, and their integration. The Society and the American Psychological Foundation encourage applications from individuals who represent diversity in race, ethnicity, gender, age, disability, and sexual orientation.

Nominations must include a CV and at least one letter of endorsement. Self-nominations are permitted and should include at least one external endorsement. Candidates can be simultaneously considered for multiple awards, although a psychologist may receive only one Division 12 award in any given year. No voting members of the Division 12 Board of Directors will be eligible to receive awards from the Division while serving their term. *Nominees must be current members of Division 12.*

Please submit nomination materials electronically to Awards Committee Chair at div12apa@comcast.net. The deadline is November 1st. Inquiries should be directed to the Division 12 Central Office at 303-652-3126 or div12apa@comcast.net

SENIOR AWARDS

Award for Distinguished Scientific Contributions to Clinical Psychology

Honors psychologists who have made distinguished theoretical and/or empirical contributions to clinical psychology throughout their careers.

Florence Halpern Award for Distinguished Professional Contributions to Clinical Psychology

Honors psychologists who have made distinguished advances in psychology leading to the understanding or amelioration of important practical problems, and honors psychologists who have made outstanding contributions to the general profession of clinical psychology.

Stanley Sue Award for Distinguished Contributions to

Diversity in Clinical Psychology

Honors psychologists who have made remarkable contributions to the understanding of human diversity and whose contributions have significant promise for bettering the human condition, overcoming prejudice, and enhancing the quality of life for humankind.

Toy Caldwell-Colbert Award for Distinguished Educator in Clinical Psychology

Honors psychologists who display excellence in mentoring clinical psychology graduate students, interns, postdoctoral fellows, and junior faculty. It will recognize those individuals who have been outstanding in supporting, encouraging and promoting education and training, professional and personal development, and career guidance to junior colleagues.

MID CAREER AWARD

American Psychological Foundation Theodore Millon Award

The American Psychological Foundation (APF) Theodore Millon, PhD Award will be conferred annually to an outstanding mid-career psychologist engaged in advancing the science of personality psychology including the areas of personology, personality theory, personality disorders, and personality measurement. A review panel appointed by APA Division 12 will select the recipient upon approval of the APF Trustees. The recipient will receive \$1,000 and a plaque. Nominees should be no less than eight years and no more than 20 years post doctoral degree.

EARLY CAREER AWARDS

David Shakow Early Career Award for Distinguished Scientific Contributions to Clinical Psychology

Given for contributions to the science clinical psychology by a person who has received the doctorate within the past seven years and who has made noteworthy contributions both to science and to practice. Up to \$500 for travel to the APA Convention is awarded.

Theodore Blau Early Career Award for Distinguished Professional Contributions to Clinical Psychology (given jointly with APF)

Honors a clinical psychologist for professional accomplishments in clinical psychology. Accomplishments may include promoting the practice of clinical psychology through professional service; innovation in service delivery; novel application of applied research methodologies to professional practice; positive impact on health delivery systems; development of creative educational programs for practice; or other novel or creative activities advancing the service of the profession. Nominees should be no more than seven years post doctoral degree. Amount of the award is \$4000.

Samuel M. Turner Early Career Award for Distinguished Contributions to Diversity in Clinical Psychology

This award will be conferred annually to an early career psychologist who has made exemplary contributions to diversity within the field. Such contributions can include research, service, practice, training, or any combination thereof. Nominees should be no more than seven years post doctoral degree.

GRADUATE STUDENT AWARDS

*Recipients of the Division 12 graduate student awards must be matriculated doctoral students in clinical psychology (including predoctoral interns) who are student affiliates of Division 12. Nominations should include a copy of nominee's curriculum vitae and at least one letter of support detailing the nominee's service contributions to the profession and community. Recipients of the awards receive a plaque, a \$200 honorarium contributed jointly by Division 12 and **Journal of Clinical Psychology**, and a complementary two-year subscription to **JCLP**. The Division 12 Education & Training Committee will determine the award recipients.*

Please submit nomination materials electronically to Education & Training Committee Chair, Dr. John Pachankis, at john.pachankis@yale.edu. The deadline is November 1st.

Distinguished Student Research Award in Clinical Psychology

Honors a graduate student in clinical psychology who has made exemplary theoretical or empirical contributions to research in clinical psychology. Clinical research contributions can include quantity, quality, contribution to diversity, and/or innovations in research.

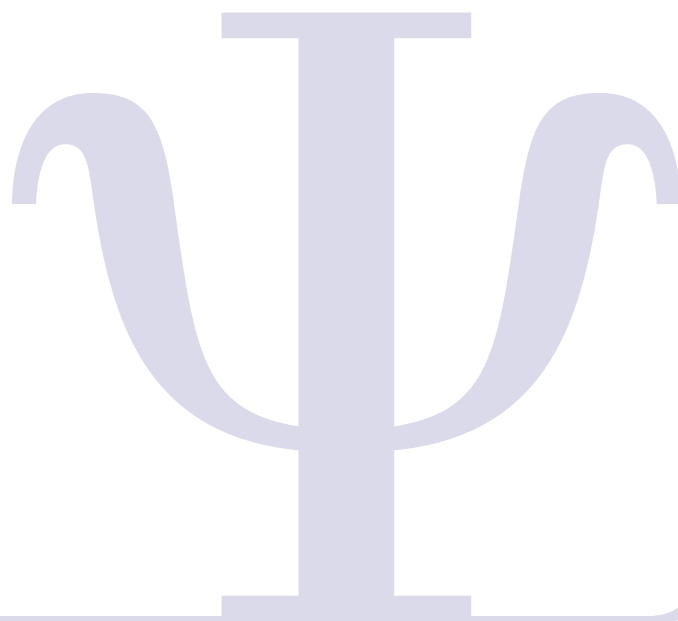
Distinguished Student Practice Award in Clinical Psychology

Honors a graduate student in clinical psychology who has made outstanding clinical practice contributions to the profession. Clinical practice contributions can include breadth and/or depth of practice activities, innovations in service delivery, contribution to diversity, and/or other meritorious contributions.

Distinguished Student Service Award in Clinical Psychology

Honors a graduate student in clinical psychology who has made outstanding service contributions to the profession and community. Service contribution can include development of creative educational programs or other novel activities in the advancement of service, contributions to diversity, working to increase funding for agencies, volunteer time, working on legislation regarding mental health, general mental health advocacy; as initiating outreach to underserved communities or substantive involvement in efforts to do such outreach. ■■

To learn more about the
Society of Clinical Psychology,
visit our web page:
www.div12.org



Instructions to Authors



The Clinical Psychologist is a quarterly publication of the Society of Clinical Psychology (Division 12 of the American Psychological Association). Its purpose is to communicate timely and thought provoking information in the broad domain of clinical psychology to the members of the Division. Topic areas might include issues related to research, clinical practice, training, and public policy. Also included is material related to particular populations of interest to clinical psychologists. Manuscripts may be either solicited or submitted. Examples of submissions include: position papers, conceptual papers, data-based surveys, and letters to the editor. In addition to highlighting areas of interest listed above, *The Clinical Psychologist* includes archival material and official notices from the Divisions and its Sections to the members.

Material to be submitted should conform to the format described in the sixth edition of the Publication Manual of the American Psychological Association (2010). An electronic copy of a submission in Word format should be sent as an attachment to e-mail. Brief manuscripts (e.g., three to six pages) are preferred and manuscripts should generally not exceed 15 pages including references and tables. Letters to the Editor that are intended for publication should generally be no more than 500 words in length and the author should indicate whether a letter is to be considered for possible publication. Note that the Editor must transmit the material to the publisher approximately two months prior to the issue date. Announcements and notices not subject to peer review would be needed prior to that time.

Inquiries and submissions may be made to editor
Guerda Nicolas at: nguerda@miami.edu.

Articles published in *The Clinical Psychologist* represent the views of the authors and not those of the Society of Clinical Psychology or the American Psychological Association. Submissions representing differing views, comments, and letters to the editor are welcome.