

APA



Division 12

CLINICAL SCIENCE

Society for the Science of Clinical Psychology
Section III of the Division of Clinical Psychology of
the American Psychological Association

Developing clinical psychology as an experimental-behavioral science



NEWSLETTER

SPRING 2013: VOLUME 16, ISSUE 2

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TABLE OF CONTENTS

Presidential Column

M. Craske.....2

SSCP Training Grant Winners Accounted.....4

New SSCP Newsletter Editor Announced.....4

Treasurer's Report

D. Smith.....5

Clinical Science Early Career Paths Series I

K. Lindgren.....6

Clinical Science Early Career Paths Series II

K. Crowe.....8

Student Perspectives Series I

T. Kholodkov.....11

Student Perspectives Series II

A. Morrison.....12

Update from the Student Representatives

K. Benoit & V. Smith.....14

Clinical Science Events at APS.....17

Continuing Education Credits Available!!!!

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

PRESIDENTIAL COLUMN

MICHELLE G. CRASKE PH.D.

UNIVERSITY OF CALIFORNIA LOS ANGELES

In my last column, I focused on exciting areas of development across the spectrum of intervention science; from efficacy research with its recent focus on important moderator (for whom does this treatment work) and mediator (why does it work) questions; to translational models that inform the development of novel interventions and optimization of existing treatments; as well as implementation research and recent technological advances that aid implementation of evidence-based treatments with fidelity in real world settings. I ended my column with support for the Delaware Project on Clinical Science Training. This project aims to redefine psychological clinical science training in ways that emphasize continuity across a spectrum of research activities concerned with (a) basic mechanisms of psychopathology and behavior change, (b) intervention generation and refinement, (c) intervention efficacy and effectiveness, and (d) implementation and dissemination. A web-based training resource is under development that will include examples of syllabi and readings for intervention science. It will also include scientific resources, such as therapy competency and adherence scales for particular interventions, as a way of facilitating intervention science research. It is hoped that the web resource will promote cross-program collaborative projects in training in intervention science. Be on the look-out for the announcement of this website and the call for submissions. It could become a major tool for enhancing clinical science training nationwide.

Of course, the mission of the Delaware Project - to enhance training in clinical science - is entirely consistent with the mission of our organization, the Society for a Science of Clinical Psychology. As stated in our bylaws, our mission is to advance scientific inquiry and to foster the systematic application of the principles of behavioral and social processes derived from empirical research in the practice of clinical psychology as a means of furthering knowledge and human welfare. Thus, the goal of SSCP is to affirm and continue to promote the integration of the sci-

entist and the practitioner in training, research, and applied endeavors. Our members represent a diversity of interests and theoretical orientations across clinical psychology. The common bond of the membership is a commitment to empirical research and the ideal that scientific principles should play a role in training, practice, and establishing public policy for health and mental health concerns.

In what ways are we as an organization actively pursuing our mission? I list below our current efforts. First, we award individuals at all stages of career for their contributions to our mission. This includes the Distinguished Scientist Award, in recognition of scholarly contributions to the science of clinical psychology. This year's SSCP Distinguished Scientist Awardee is Dr. Ian Gotlib, from Stanford University. Dr. Gotlib will be presented with his award and will give an award address at the APS meeting in May. Recently, our past president, Richard Heimberg, set an agenda to encourage and support mentoring in the science of clinical psychology. One tangible result of his work is the development of a specific SSCP award for mentorship, known as the Leonard H. Cohen Outstanding Mentor Award. This award will be given each year to an individual who has provided exceptional guidance to clinical psychology graduate students, interns, and/or postdoctoral fellows in clinical psychological science through leadership, role modeling, advising, supervision, instruction, advocacy, and other activities aimed at providing opportunities for scientific growth, professional development, and networking. The first individual to receive this award is Dr. Matthew K. Nock, from the Department of Psychology, Harvard University. Furthermore, we recently developed a new award, the SSCP Early Career Research Award. This award is dedicated to the memory of Susan Nolen-Hoeksema, Chair and Professor of Psychology at Yale University and SSCP member, who was known during her career as an outstanding clinical research scientist and a strong advocate and mentor to many students in clinical psychology. Dr. Nolen-Hoeksema passed

away on January 2, 2013. This award will acknowledge outstanding early career research scientists who have provided exceptional contributions to the science of clinical psychology in one or more content areas. This could include one or more of the following: groundbreaking conceptual or theoretical approaches to a problem, innovative methodological contributions, or highly significant and impactful empirical findings. The first individual to be awarded the SSCP Early Career Research Award will be announced in 2014. We also support student research projects through dissertation awards and student poster awards, with the aim of supporting and encouraging a future line of clinical science scholars. Winners of the SSCP Dissertation Awards and SSCP Poster Awards will be awarded at the APS meeting in May as well.

Further evidence of our active attempts to enhance training in and the practice of the science of clinical psychology is our "Clinical Scientist Training Initiative" grant program, initiated by our President-Elect Dr. Bethany Teachman. This program is now in its third year, and involves small (up to \$1500), non-renewable grants for training programs at the predoctoral, internship, or postdoctoral levels to launch new projects or support ongoing initiatives that are designed to more effectively integrate science and practice into their training program. This year's awardees will be announced at the APS meeting in May. This program has funded projects such as the development of technology to monitor clinical outcomes in training clinics and region-wide training programs for empirically-based clinical supervision. Bethany provides more description of these awards in her recent article in the APS Observer.

Furthermore, we are actively involved in enhancing our mission through our scientific research programs at the national conventions of the APA and the APS, and by nominating our members for positions on relevant APA divisions and boards. The question is what more can we do? By aligning with the goals of the Delaware Project, we certainly hope to enhance training in clinical science and dissemination and implementation of clinical science. I would be very interested in input from our membership about ways in which SSCP can further contribute to the mission of training and practice in the science of clinical

psychology.

Reference

Teachman, B. A. (April 2013) Training Grants Encourage Integration of Clinical Science and Practice. APS Observer.

SSCP would like to congratulate the two winners of the 2013 SSCP Clinical Scientist Training Initiative grant program.

The SSCP Training Grant is a non-renewable grant for training programs at the predoctoral, internship, or postdoctoral levels to launch new projects or support ongoing initiatives that are designed to more effectively integrate science and practice into their training program. SSCP would like to thank the judges for reviewing applications and selecting the 2013 winners: Bethany Teachman, Douglas Menin, Matthew Lerner, and Lea Dougherty.

WINNERS

Institution: University of Mississippi Medical Center, Department of Psychiatry and Human Behavior, Division of Psychology. Contact: T. David Elkin, Ph.D., ABPP.

Title: *Integrating Modular Approaches to Evidence-Based Practice in Internship Training*

Institution: University of California, San Diego, Department of Psychiatry. Contact: Emmanuel Espejo, Ph.D.

Title: *Disseminating Evidence-Based Transdiagnostic Anxiety-Focused Group Treatmen*

SSCP TREASURER'S REPORT
DAVID A. SMITH, PH.D.
UNIVERSITY OF NOTRE DAME

BALANCE as of April 24, 2013

\$31,534.40

FINANCIAL HIGHLIGHTS:

EXPENSES: Dissertation Grants (-\$500.00),
Credit Card Server Fee (-\$139.80).

INCOME: Dues renewals (+\$220.00), Interest
income (+\$1.62).

PENDING: Distinguished Scientist Award
Honorarium (-\$1,000.00), Outstanding Men-
tor Award Honorarium (-\$1,000.00), Distin-
guished Scientist Award Plaque (-\$500.00),
Outstanding Mentor Award Plaque (-\$500.00),
Dues renewals (+\$382.50), APS poster award
(-\$100), Credit Card Server Fee (-\$8.80).

NOTES: None.

Announcement: Stewart Shankman (Univer-
sity of Illinois-Chicago) will be replacing David
Smith as SSCP Treasurer this summer. Welcome
Stewart Shankman! David Smith, we are very
grateful to your contribution as treasurer for
SSCP.

SSCP WOULD LIKE TO
WELCOME THE
NEW SSCP NEWSLET-
TER EDITOR:

SARA J. BUFFERD, PH.D.
CALIFORNIA STATE UNIVER-
SITY, SAN MARCOS

DR. SARA BUFFERD WILL BE
TRANSITIONING TO THIS NEW
ROLE IN THE FALL OF 2013.

CLINICAL SCIENCE EARLY CAREER PATHS SERIES I

KRISTEN LINDGREN, PH.D.

ASSISTANT PROFESSOR AND ATTENDING PSYCHOLOGIST
UNIVERSITY OF WASHINGTON

I am honored by the invitation to write for Clinical Science about my career path as a clinical psychologist and scientist. My stops along the way have included graduate study at the University of Washington's (UW) adult clinical program, a predoctoral internship at the Seattle VA, a postdoctoral fellowship at the UW Department of Psychiatry and Behavioral Sciences and the Center for Health and Risk Behavior, a faculty appointment at the University of Richmond, Department of Psychology, and most recently, a faculty appointment at the UW Department of Psychiatry and Behavioral Sciences.

Four themes emerge when I consider how my career has come together thus far. The first is about finding one's passion. I was exceedingly lucky in having Dr. William (Bill) George as my primary graduate advisor. Bill was an absolutely wonderful match for me as a mentor because he was truly committed to his students developing their own unique research interests about which they were passionate. I can still hear his voice in my ear saying, "You've got to find something that you're passionate about it and study that. That's what going to keep you going when the research gets frustrating." Bill was also extremely generous in his approach to mentoring students. I had strong interests in experimental social and personality psychology and he was supportive of me creating additional mentoring relationships with social and psychology faculty members. His support and overall approach to mentoring students combined to give me the freedom to develop deep expertise in personality and social psychology theories and methods along with expertise in my core discipline of clinical psychology. Although I didn't have the words to describe or label it at the time, that freedom allowed me to develop my experimental psychopathology research program.

The second theme that comes to mind is about practicality and seeing the big picture, -- a theme that may seem odd coming from a person who largely does lab-based experimental work. However, it has been one of the most important lessons I've learned as a researcher and clinician. I am a great appreciator of the detail and elegance of fine-grained experiments, and that world is where I am most comfortable. And, that is also why I benefitted immeasurably from my post-doc mentors, Dr. Debra Kaysen and Dr. Clayton Neighbors, who would pull me down to earth with their (frequent) requests to "Tell me why this matters. How is this going to make people's lives better? What are the practical implications?" By repeatedly asking those questions and insisting on answer, they made my science better and helped me to begin meeting one of my goals of integrating my interests in experimental social cognition with my interests in prevention and treatment of mental health concerns and maladaptive behaviors.

The third theme that has strongly affected my career is taking risks. Two examples come immediately to mind and are related to my first faculty position. When I was on the job market, I took a risk and applied to a liberal arts college, the University of Richmond (UR). I had always loved teaching and mentoring, and UR had a great reputation not only for the quality of its teaching but also for its

commitment to faculty and student research. When I visited, I had a wonderful time and saw numerous ways in which I could thrive there. I was fortunate enough to receive an offer from UR (and to have a supportive spouse who was willing to relocate). I accepted the position even though a more teaching-oriented position was not the typical position for someone coming from a research-intensive grad program and post-doc. I am so glad that I did. I learned how to start my own lab; how to involve undergrad students intensively in research; how to develop undergraduate and graduate-level courses; and how to navigate the faculty world. While on faculty at UR, I also took a risk by agreeing to work with Debra Kaysen on a project adapting Cognitive Processing Therapy (CPT) for community mental health care workers in Iraq. That project literally changed my life. It knocked down all my conceived notions about what kinds of skills and training therapists need to have, what clients are appropriate for cognitive behavioral therapy, and what elements of therapies are and are not essential. It also led to me developing an entirely different set of research and therapy skills and professional relationships.

The final theme that has emerged in my career to date is about willingness to change course. I had a wonderful time at UR, and I also began to realize that I would not be able to balance my research program with my responsibilities as a teacher and as a member of the larger university community. The balance was not right for me, and I was increasingly concerned about sustainability. As a consequence, when an opportunity emerged to return to the UW and the Department of Psychiatry, I accepted and changed the course of my career. I very much miss my colleagues and students at UR, but my position at UW is a better balance for me. I am an active researcher and also spend a portion of my week doing clinical care. My love of teaching remains intact and has been welcomed by my new department. I have been able to contribute to the educational mission of the department by teaching psychiatry residents and psychology interns, and my current students have benefitted from the many lessons that I learned at UR about what does and does not constitute good teaching.

About the Author: Dr. Kristen Lindgren is an Assistant Professor and Attending Psychologist at the University of Washington, Department of Psychiatry & Behavioral Sciences. Her research focuses on implicit cognition and psychopathology.

CLINICAL SCIENCE EARLY CAREER PATHS SERIES II

KELLIE CROWE, PH.D.

P-T...two letters that have defined my career so far. Who knew that these two random letters would end up following me throughout my career? Starting out, P and T stood for Pat and Terry, my parents. My parents did everything possible for me when I was a child. They took me to every practice, extracurricular and sporting event that was humanly possible for a child. I enjoyed school and without a second thought decided to go to college. I started out my academic career wanting to become a physical therapist (PT). With a background in sports I thought I would be a “shoe-in” for becoming a physical therapist, but I just didn’t enjoy it like I thought I would. I quickly learned that there was not enough chocolate or mountain dew available to get me through anatomy classes. So, as many 18-19 year olds do, I changed my major. Not knowing what I wanted to do next I took a mandatory psychology class...and I was hooked. Unlike the anatomy books that I would find myself waking up on, I was intrigued by the human mind and human behavior. So, I finished my undergrad, my masters, and with some encouragement I went on to get my doctorate. I loved almost every minute of my doctorate. I enjoyed learning with and from others. When it was time for internship I looked through every site listed in the APPIC directory...so many options. I had never worked a “real job” before. I had always worked but my “work” was coaching sports. What did I want to do full time? I wanted a job that allowed me to do clinical care but also get out into the community. I was interested in the health of not only individuals but organizations. That’s when I stumbled upon internships in the Department of Defense.

My brother is an Air Force Academy graduate. I have always admired my brother and the way he was willing to take on challenges that others may not have been willing to take on. I had been to the Academy and had been able to go and spend time with him at various Air Force bases. I felt comfortable with the AF community and thought, Why not apply to the USAF Internship sites and see what happened? I was engaged to a “Native Texan” and the only big road trip we had taken together was to San Antonio a few years earlier and I loved it. So I decided to apply to the Wilford Hall Medical Center psychology internship program in San Antonio. We went for a visit in the winter of 2000 and I was in awe. The faculty were doing amazing things. They told me of all of the opportunities for travel they had as well as the impact they are able to make on both individuals and the Air Force community as a whole. Deployments were rare and were generally to interesting places. I applied and in the Spring of 2001 I learned that I was accepted.

I quickly learned that I have never, nor will I ever, love to run long distances. Nevertheless, I got myself in good enough shape to go to Commissioned Officer Training (COT). As my brother was also an AF officer, he was able to Commission me into the United States Air Force with P and T (Pat and Terry) standing right by our sides. After COT was over, I started internship. PT was now an ever present part of my life...and it now stood for physical training (but on occasion I would need a physical therapist because as I mentioned running is not my thing). The time for internship arrived and I was both an of-

As part of inprocessing into the internship and the USAF we were allowed some time to get our families and household goods settled. Five days after internship began I was doing just that when I received a call that the world had changed. It was September 11, 2001. Oh my goodness, how that changed my young world. I had just joined an Air Force that did good things...and now was being asked to do amazing things! What would happen to the entire faculty? Would my internship still happen? The answers to those questions quickly became evident. The faculty did what they needed to do as both USAF officers and psychologists. Many deployed and some stayed back to make sure we received the training we were promised. The vision that I had of myself as an AF psychologist had just changed.

Despite the internship program being tasked by real world needs I had an amazing year. The variety of training opportunities that I had was unheard of. The level of responsibility that I was preparing to take on was daunting, but exciting. Even though I thought my internship year would never end (doesn't everyone think that thought as an intern?) it did and I was then stationed at my first duty assignment, Randolph AFB TX. My now "Native Texan" husband was in Texas for a few more years, and after finishing my postdoctoral supervision and licensing exams I was a fully credentialed psychologist.

I spent the next 3.5 years serving on active duty and working with amazing people and patients. This was a time for transition not only for me but for everyone in the Air Force. People were being tasked to deploy to combat zones and with that came an increased focus on mental health needs. Not only is deployment difficult for those who deploy, it is also difficult for those who stay behind. So treatment with my patients ran the gamut. I was able to address the needs of those who were deploying, those who had deployed, and those left on station to do the jobs of those who were deployed. But as the saying goes, "All good things must come to an end." My initial service commitment was up and I had to decide whether I wanted to stay in the military or separate. By now I had a young family and had a tough decision to make. I eventually decided to separate from the Air Force and then received a phone call from a previous internship supervisor asking me to come back to work as a civilian at Wilford Hall. Now I could have the best of both worlds. I could keep doing a job that I loved while staying in one place. One of the things that I enjoyed most about being a psychologist in the AF was the variety of activities that I was able to do. I could supervise mental health technicians and administrative staff; treat patients individually, in groups, and in marital therapy; provide briefings to the AF community about mental health related issues; and be a consultant for Commanders for all things mental health related.

For me my internship came full circle. Because of the deployment tempo at the time, I was hired to backfill for active duty psychologists at Wilford Hall who were deploying. I was able to run the outpatient mental health clinic rotation, work with basic trainees, and train others to become behavioral health consultants in primary care settings. I had the opportunity to now be the "attending" of almost all of the rotations that I had as an intern. Throughout this time, however, the AF had a growing interest in the treatment of PTSD. I was fortunate enough to receive training from leading experts in Prolonged Exposure, Cognitive Processing Therapy, and Cognitive Behavioral Conjoint Therapy for PTSD. I loved this stuff! Although military mental health providers have always treated PTSD there was now (and continues to be) an increased focus on the diagnosis and treatment. I was fortunate enough to use this training and with the help of my Command and colleagues start the first PTSD clinic in the USAF. There are those two letters again. Just about every conversation that I was having was starting with PTSD. This opportunity was amazing. I was able to continue to work with leading experts in the field

while also providing training and supervision to those who will leave internship and treat the individuals with PTSD for years to come. I was able to use all that I had learned about being an intern, a young officer, and now more “seasoned” clinician in the field of military mental health with focus on a disorder that was affecting not only individuals, but their families and the community as a whole.

As mentioned earlier, one of the things I found the most exciting about working in the military is the various opportunities that arise. You generally don’t have the same job for ever as you move every few years (although some may find this disconcerting). I do not have to move, but am ready to take on a different kind of challenge. As much as I have enjoyed being trained by and working with and for the USAF internship program, it is time for a change. My next venture is still working with the military, but more along the lines of program development. I will miss working with interns. The most rewarding experiences over the last 10 years have been in seeing students grow as both psychologists and officers. There are very few things that I say with certainty, but one thing I have said repeatedly to interns is that completing my USAF internship and active duty time was FOR ME the best professional decision I could have made.

However, behind the scenes of all of these exciting professional opportunities is something even more exciting to me. My husband (who has been on this entire journey with me) and I now have three kids. My new opportunity should be able to provide me more time at home (actually more time running kids to sporting events and extracurricular activities) and more time with my family. In fact, (no kidding) later today I will be heading off to parent teacher conferences (PTC) that happen at schools every year. There are those two letters again.....

About the Author: Dr. Kellie Crowe received her Ph.D. from Oklahoma State University. Dr. Crowe is currently working in clinical training development and lives in San Antonio, Texas.

STUDENT PERSPECTIVES SERIES I

DIVING INTO THE MIND: APPLYING A MINDFULNESS-BASED PSYCHOTHERAPY TO NON-SUICIDAL SELF-INJURY

TATYANA KHOLODKOV
UNIVERSITY OF WYOMING

It is discouraging to read that experts in the field of Non-Suicidal Self-Injury (NSSI) concluded that there is currently no agreed-upon treatment for NSSI. I started studying behaviors defined as NSSI- the deliberate destruction of body-tissue without the intention to commit suicide- as part of my Master's thesis at Old Dominion University. I first encountered the behavior in my clinical work in San Diego, when I spent my first job out of college working 20 hours per week, one-on-one, with a woman with an extensive and visibly obvious history of NSSI. I was most moved by the fact that a person may experience enough distress so as to engage in such a seemingly evolutionary counter-intuitive behavior as hurting themselves. Upon entering graduate school, I immersed myself in the community of professionals and researchers who specialize in these behaviors, and began my own program of research on NSSI.

Two years later, as I was sitting at the Durham VA hospital this summer participating in an "urge-surfing" exercise during the mindfulness portion of our DBT treatment team meeting, I suddenly became inspired by the an idea. Perhaps urges and cravings are not relevant to substance use alone. Could individuals who engage in self-injury learn to manage their desire to engage in the behavior? Digging deeper into to the work of Alan Marlatt's urge surfing, I came across a treatment package known as "Mindfulness-Based Relapse-Prevention." This treatment encompasses several skill-based approaches that a promising comprehensive treatment could offer, founded upon principles from Mindfulness-Based Stress-Reduction, Mindfulness-Based Cognitive Therapy, Marlatt's Relapse-Prevention work, and of course, a solid dose of mindfulness. Backed by a thorough research review and bolstered by faith in the powerful effects of mindfulness resulting from my own practice, MBRP gave me a newfound optimism and ideas began to flow. It was thus that my dissertation-the marriage of MBRP and NSSI- began.

Over the course of the next year, I will be providing MBRP treatment in the standard, eight-week format, tailored for community members and college-students with a recent history of NSSI. In addition to examining pre-and post- treatment changes on a variety of outcomes- including reports on emotion regulation, depression, and urges to engage in NSSI- the treatment group will also be compared to a wait-list control. If found to be feasible and with positive outcomes, this group-based intervention may be a short-term and cost-effective options for treatment of adults who contemplate and engage in NSSI.

About the author: Tatyana Kholodkov is a doctoral candidate completing her Ph.D. in Clinical Psychology at the University of Wyoming under the supervision of Dr. Carolyn Pepper. Her clinical interests include NSSI, health-risk behaviors, and more broadly problems with emotion regulation, with a specific interest in mindfulness-based psychotherapy.

STUDENT PERSPECTIVES SERIES II

DISSERTATIONS AND GRANT-WRITING: LESSONS LEARNED

AMANDA S. MORRISON
TEMPLE UNIVERSITY

When I started graduate school, I was thrilled for the opportunity to develop study ideas and work on my own projects. However, the idea of a dissertation felt different. I attached greater significance to it, like it needed to be particularly exemplary of my research interests and the research direction I would like to take for the rest of my career. Although I tried to keep in mind the sage advice that “the best dissertation is a done dissertation,” it was important to me that I value the hours I would eventually dedicate to the dissertation. Now being able to look back on my experiences, I would, without a doubt, recommend applying for a grant or fellowship. The perks of being awarded funding for your dissertation are obvious, but perhaps less obvious are the perks that come with the actual preparation of the application. Writing a grant application requires you to start thinking about your dissertation early and with a critical eye, both of which, at least for me, relieved unnecessary stress down the road.

Our program requires that we orally defend a preliminary examination paper and dissertation proposal prior to applying to internship, so students typically begin working on their dissertation ideas during their third or fourth year. When you prepare a grant application, however, you have to begin much earlier than this if you ever hope to have the funding in time to run the study! I planned to spend five years in graduate school, followed by internship, so I figured that applying for a National Research Service Award (NRSA, also known as F31) during the summer after my second year would allow me, if I were fortunate enough to be funded, one to two years of funded research time. Given the late summer NRSA deadline, I planned to start developing some ideas during the spring and work on preparing the grant until August, keeping in mind that I would have to balance the other clinical, research, teaching, and course requirements at the same time. Fortunately, our department offered a seminar in grant-writing during the second semester of my second year. Although I felt overwhelmed by the notion that by the end of the semester I would have to have developed a dissertation idea and written a full draft of an NRSA application, I still consider the decision to take this course one of the best decisions I have made in graduate school for at least three reasons.

First, the grant-writing course made it impossible for me to procrastinate on what initially felt like an overwhelming project. During first and second year, I had not yet quite mastered the art of heeding self-imposed deadlines, but through my twenty-some-odd years of schooling, I had finely tuned the ability to complete large amounts of work for grade-related deadlines (i.e., the type of deadline that would be reflected in permanent ink on my transcript). Assignment deadlines required me to be realistic when I was feeling overly ambitious or perfectionistic. Likewise, the structure of the course naturally segmented a large task into feasible steps. Without the imposition of deadlines, I may have found myself preparing a dissertation proposal (or grant application) at the ninth hour, stressed and unhappy.

Second, the iterative process of receiving and responding to feedback about my ideas helped me to generate a research idea that I was excited to pursue. I had heard plenty of stories about senior students feeling burnt out and having difficulty bringing their dissertations to completion, so I wanted to be excited about answering my dissertation question. In fact, had I not taken the course, I likely would have ended up with a different idea altogether. While I was decently familiar with the research in my primary area of interest, I had struggled during the first few weeks of the semester to hone in on a study idea. Then I started formulating an idea I liked and wrote a couple of grant sections. After presenting these early sections in class, I received feedback from the professor and classmates that the idea might be too narrow to grab the attention of a grant reviewer. I took this feedback under serious consideration and, in the end, decided to pursue a totally different idea. Although this resulted in a decent amount of extra work to re-write those sections of the grant I had already completed, I never looked back on this decision. My second idea was measurably better than the first. The empirical support was more sound, the aims and hypotheses more clear, and the potential implications more important. I also found it to be a more interesting idea, as did my classmates, professor, and advisor. I am nearing the end of data collection right now, nearly three years after the completion of this grant-writing course, and I am still excited to work on my dissertation.

Finally, hopefully unsurprisingly, the grant-writing course improved my ability to prepare a grant application. I had assisted with grant applications as a research assistant, but preparing an application of my own was an entirely different, and sometimes very difficult, experience. The process feels more transparent now, and I feel more confident in my ability to prepare a grant in a post-doctoral or professional position. Whether my application had ultimately been funded or not, I had begun to learn a skill that will make me a more attractive candidate for future positions. Having achieved the funding, being able to be supported to conduct my dissertation research, and learning about the management of a funded project were great additional benefits.

UPDATE FROM THE STUDENT REPRESENTATIVES

VICTORIA C. SMITH, UNIVERSITY OF MARYLAND COLLEGE PARK

KRISTY BENOIT, VIRGINIA TECH

As your student representatives, we would like to take this opportunity to update you on a couple of our recent initiatives.

1. In February, in conjunction with our listserv facilitator Rosanna Breaux, we launched a survey to collect feedback from current SSCP student members. Information collected from this survey helped us to identify several initiatives to pursue over the next year. Results of the survey follow, as well as pertinent goals. Many thanks to Rosanna for compiling these results!

Length of membership in SSCP:

Most students were members of SSCP for at least 1 year, with the majority of students being members for either 1-2 years (41%) or 2-3 years (33%). Additionally, 11% of students have been members for 4-5 years, and 7% have been members for more than 5 years. Only 7% of students have been members for less than 1 year.

Professional Organizations SSCP Student Members Belong To:

93% of members of the SSCP Student listserv are members of other professional organizations. The most common professional organizations that students are members of include APA (59%), APS (48%), and ABCT (44%). Other common professional organizations include the Association for Contextual Behavioral Science (ACBS) (11%), the Society for Clinical Psychology (APA Division 12) (22%), the Society for Clinical Child and Adolescent Psychology (APA Division 53) (7%), and the Society for Research in Psychopathology (7%). Overall, students belonged to a wide variety of different organizations – in fact, 19 other organizations were reported in our survey!

Student Listserv Topics that are of interest to SSCP Student Members:

Most students reported that they would be interested in topics related to Student Funding Opportunities (78%), and Articles on Recent Research/Hot Topics (59%). Additionally, many students reported that they would be interested in receiving information about the Internship Application Process (48%), Professional Development Resources (44%), and Information and announcements about post-doc opportunities (30%).

Goal: Based on this feedback, we plan to use the Student Listserv to provide students with more information on funding opportunities, and to send out recently published journal articles that may be of interest to student members. Additionally, we plan to use the Student Listserv to provide information on the internship application process, particularly over the summer, when students are beginning the application process. We also plan to send out professional development resources (e.g., CV or cover letter tips) on a monthly basis, while continuing to provide information on post-doc opportunities.

Student Listserv Events that are of Interest to SSCP Student Members:

Many students reported that they were interested in engaging in a Q&A type of discussion with an organized panel of faculty/professionals (52%). 71% of students would prefer to hold these discussions via the Listserv. The faculty/professionals students were most interested in engaging in discussion with over the Student Listserv included:

- An Internship Site Admissions Director
- Psychologist in a medical setting
- Psychologist in a VA setting
- Recent/Current post-doc
- Recent tenure track hire
- A tenured professor
- Researcher who has gotten an NIH grant
- Tenure track hire who did not do a post-doc
- Director of prominent professional organizations

Goal: Based on this feedback, we are currently planning a Q&A discussion on the topic of internship to take place on the listserv over the summer months. We are aiming to have a few recently matched students, internship site directors, and directors of clinical training. Keep your eyes open for a request for pertinent questions for our panelists!

How comfortable SSCP Student Members feel participating in online discussions:

Based on a 5 point likert scale (1 = not at all comfortable; 5 = extremely comfortable), the majority of members reported feeling “somewhat comfortable” (42%), and most members reported a comfort level between a 2 (23%) and a 4 (19%). 12% of members reported not feeling at all comfortable participating in online discussions, and 1 student member reported feeling extremely comfortable participating in online discussions.

Goal: We would like everyone to use the Student Listserv as a resource in a way that is most comfortable to you. If you are comfortable emailing everyone over the Listserv, great – please know that you are welcome to email the Student Listserv at any point in time (simply send your message to SSCPSTUDENTS-L@metis3.gmu.edu). Alternatively, if you are not as comfortable emailing everyone over the Listserv, this is perfectly fine as well! You are always welcome to respond to emails on an individual basis (i.e., directly to the person posting the email). You are always welcome to contact us on an individual basis as well – we would love to hear from you!

We also wanted to note that based on this feedback, for future Q&A Events, students who are comfortable asking questions to the invited discussant directly over the Listserv will be free to do so; however, students who would prefer to send us their questions beforehand on an individual basis will have the option to do so. Different formats may be used based on the panelists’ preferences.

Frequency SSCP Student Members would prefer to receive emails on the Student Listserv:

Most members of the SSCP Student Listserv would like to receive emails once a week (30%) to a couple of times a week (33%). Almost all members of the SSCP Student listserv would prefer to communicate via the listserv (75%).

Goal: Based on this feedback, we will continue to send out emails at least once per week via the Student Listserv.

Student Involvement in SSCP:

Several students expressed interest in getting more involved in SSCP.

Goal: We have some exciting projects in development which would provide opportunities for students to get involved in the SSCP community, and will announce these as they arise over the Student Listserv. Also, please feel free to contact us – we can try to find something that would be of interest to you. One such project is having current graduate student members provide advice/mentorship to current undergrads. If you are interested as either a graduate or undergraduate student member, please let us know!

SSCP Student Social at APS

If you are attending this year APS conference in Washington, DC we'd love to meet you! We will have a table set up during the poster session and will be handing out free snacks. Please stop by to say hello and grab some food. Also, if you have friends who have not yet discovered all that is great about SSCP student membership, please bring them along. We hope to meet many of you there!

Contact Us!

We would love to hear from you with any suggestions, comments, questions, or concerns regarding SSCP student membership or resources for students.

Kristy Benoit: benoit@vt.edu

Victoria Smith: vsmith@umd.edu

**Society for a Science of Clinical Psychology (SSCP) & the Academy of Psychological Clinical Science (APCS)
Events at the 25th Annual APS Convention
Washington, D.C., USA May 23-26, 2013**

Thursday, May 23

1:30 PM - 3:00 PM

Bruce Cuthbert, Ph.D. (NIMH): “From Revolution to Legislation: The NIMH Research Domain Criteria Project”, Discussants: Bob Krueger & Elaine Walker

Location: Delaware Suite A

CE: 1.5 credits

3:30 PM - 5:00 PM

“Beyond the Guild: Innovative Models to Expand Dissemination Science in Mental Health”, Marc S. Atkins & Kimberly Eaton Hoagwood (Chairs), David Chambers (Discussant), Mary M. McKay, Jenna Watling-Neal, Lawrence Wissow

Location: Delaware Suite A

CE: 1.5 credits

6:00 PM - 8:00 PM

Opening Ceremony - SSCP DSA Award Presentation

Location: Salons 2 & 3

Friday, May 24

8:00 AM - 10:00 AM

Annual Meeting of Members - Hoover room, Mezzanine level

10:00 AM - 11:00 AM

SSCP Poster Session

Judges: Michelle Craske, Richard Heimberg, Sherryl Goodman, Bethany Teachman, Dave Smith, Varda Shoham, James Wood, and Lea Dougherty

3:00 PM - 3:50 PM

SSCP Distinguished Scientist Address: Ian Gotlib, Ph.D. (Stanford) “Understanding and Reducing Risk for Depression”

Location: Washington 5

CE: 1 credit

4:00 PM - 4:50 PM

SSCP Presidential Address: Michelle Craske, Ph.D. (UCLA) “Neurally-based Translational Models for Treatment Optimization”

Location: Washington 5

CE: 1 credit

Saturday, May 25

9:00 AM - 10:20 AM

“Paul Meehl’s Legacy”, Scott Lilienfeld (Chair), Denny Borsboom, Howard Garb, Kenneth Kendler, Bob Krueger

Location: Wilson A

CE: 1.5 credits

10:30 AM - 11:50 AM

“Reflections on Rumination: Honoring Susan Nolen-Hoeksema”, Ed Watkins (Chair), James Gross (Discussant), Katie A. McLaughlin, Louisa A. Michl, Lori M. Hilt, Brian T. Leitzke, Seth D. Pollak, Blair E. Wisco, & Amelia Aldao

Location: Wilson A

CE: 1.5 credits

1:00 PM - 1:50 PM

Kenneth Kendler, M.D. (VCU): “Philosophical Issues in Psychiatry and Clinical Psychology”

Location: Wilson A

2:00 PM - 2:50 PM

Edna Foa, Ph.D. (U. Penn): “Disseminating Evidence-Based Treatments for PTSD within Systems and Across Countries: Can Current Treatments Be Applied to Mass Traumas”

Location: Wilson A

CE: 1 credit

3:00 PM - 3:50 PM

Denny Borsboom, Ph.D. (U Amsterdam): “Network Analysis: An Integrative Approach to Research and Treatment in Psychopathology”

Location: Washington 1

CE: 1 credit

Interested in joining SSCP and becoming one of the many prestigious clinical scientists, researchers, faculty, practicing clinicians, and students? Learn more about membership and SSCP at <https://sites.google.com/site/sscpwebsite/>