

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

### WINTER 2012: VOLUME 15, ISSUE 1

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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

### MUSINGS OF THE NEW GUY

RICHARD G. HEIMBERG, PH.D., *TEMPLE UNIVERSITY*

Greetings and thank you for the honor of serving as your President. 2011 was a fruitful year, and I learned much as President-Elect, working side-by-side with now Past President Varda Shoham. Many of Varda's goals during her presidency (and the contents of her columns) had to do with the need to redefine clinical science training (and clinical psychology training in general, for that matter), as reflected in her central involvement in the Delaware Project on Clinical Science Training. The Delaware Project, summarized in Varda's column in *Clinical Science, Fall/Winter 2011, 14(3)*, and further detailed in her column in the current issue, was a massive undertaking that brought representatives from several of the National Institutes of Health together with representatives of the clinical psychology training programs that are members of the Academy of Psychological Clinical Science as well as intervention scientists from medical settings, VA centers, and other research institutes, to discuss the nature of clinical science training as we move into the future. I had the privilege to attend as the representative of SSCP. I will not summarize the output of the meeting, as that is best done by Varda, but I want to express my appreciation to her and the many people involved in the organization of the meeting for providing us with a stimulating environment for thinking about the important components of training for intervention science, from the bench of basic research to the efforts in the community to disseminate the treatments we work so hard to develop. It is my understanding that there are a number of products in development or forthcoming from colleagues involved with the Delaware

Project. More on that from Varda as well (or see the Delaware project website at <http://sites.udel.edu/delawareproject/>).

Varda put so much effort into and emphasis on the development of programs that would train our students to be all that they can be. That is a very important pursuit, and I find myself in agreement with the goals and values reflected therein. At the same time, it is important to recognize that the dialogue of the Delaware Project was at the level of models of training and the shape or structure of *training programs*. This is not at all a criticism, just a statement and a recognition of the very important focus of that work. Hand-in-hand with that, we need to pay attention to *the trainees themselves*. That will be one of my points of emphasis during my presidency. This may well come down in many ways to a focus on the importance of mentoring for the best care and feeding for our students.

More about that below, but first, I want to speak to a different point, which I see as quite important as well, and that is the composition of our membership. We appear to have three different constituencies: (1) academic clinical psychologists working at universities, medical schools, or similar institutions (we could call them the "edu group"), students in the programs that are staffed by our colleagues in the first group, and clinical science-oriented colleagues who are in more-or-less practitioner-oriented positions. The latter group is often quite active on SSCPnet, but I came to a startling realization the other day (actually

in a conversation with Varda, who never fails to make you think) that the entirety of the Board of Directors of SSCP, other than the student representatives, comes from the .edu group. If things happen according to the traditional schedule, we will begin consideration of possible nominees for open Board positions in May, there will be a formal call for nominations for open Board positions in June, the official slate of nominees to stand for election will be determined in September, and elections will be held in October. I invite anyone with interest in the governance of SSCP to begin thinking about this well in advance, but I would like to extend a special invitation to those members of SSCP who are not members of the .edu group to give this some serious consideration. We need your voices to be heard.

Now back to the question of mentoring our students to be clinical scientists and, even more than that, *happy* clinical scientists, because happy clinical scientists will be productive clinical scientists. I came away from the Delaware Project meeting both excited and scared about this – excited because there are so many innovative activities going on in the science of clinical psychology, especially I think in the area of dissemination science, but scared because it seems daunting to train our students to do well at all phases of the process. Our colleague and friend from the National Institute on Drug Abuse, Lisa Onken, presented to the Delaware Project audience an elaboration of her well-known stage model for the development of behavioral therapies (which was also featured in Varda's presidential address last May), which now involves six (yes, that's right, six) stages: Stage 0 – Basic Research; Stage I – Intervention Generation/Refinement, Stage II – Efficacy (Research Clinics), Stage III – Efficacy (Community Clinics), Stage IV – Effectiveness, and Stage V – Implementation and Dissemination. These are well considered,

and this is not the place to further evaluate or critique them. There will be much dialogue about the new stage model as we move into the future and it ultimately becomes part of the published literature. These more finely delineated stages do, however, strongly underscore how complex the process of treatment development is and how much we have to teach our students.

So my first question as I came away from the Delaware Project was "How do we give our students experience in all of these stages?" The answer to that is part of what we should hear from in the coming months from the many colleagues who played a role in the Delaware Project. However, I want to take us back a step back, but hopefully not backward, and ask another, related question: "How do we provide opportunities for our students to become skilled clinical intervention scientists knowledgeable in the stages of treatment development from basic research through implementation and dissemination in a way that they can fit it into their schedules?" This question is basically one of arithmetic. In too many of our programs, which are glutted with class requirements, in which students often work 20 hours a week as teaching assistants (a valuable activity, but not necessarily one that furthers their own research training), and in which they may have practicum placements that take up a similar number of hours, it is not until the 60<sup>th</sup> hour of their week that many of our students have the opportunity to turn to research. Some of them have fewer obligations or find their assistantships or fellowships to be more research-friendly, but our students do an absolutely amazing job of being productive in these circumstances. What they do not do so well is stay rested, relaxed, and well fed; they do not maintain balance in their lives. If they do, they are less productive; if they do not, they pay a personal price. My own students would say

I am not so good at this either, and frankly, they are right. But I have chosen my career, and it was a good choice for me. They are faced with that decision every day, and it takes truly exceptional, dedicated, and organized students to strike the balance well, stay happy with their life choice, and remain or become productive in their research. I see all too often the truly exceptional student who has the capacity to be an outstanding researcher choose another path because the path of clinical science intervention research in particular or academic research more generally seems too much of a sacrifice. With my own students, I try to help them to see that there are layers and subtleties in different types of research or academic positions, and I am sure you do the same. However, regardless of our model of training and how it may or may not change as a consequence of very important meetings like the Delaware Project and others that may follow, I want to open the doors to a dialogue that simply asks "How can we best help our students pursue a career in clinical science, regardless of the curriculum, that will make them most likely to stay the course and so do with balance in their lives and positive expectations for the future?" I welcome your responses on SSCPnet. Students too. A good day to all.

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

**BALANCE** as of 1/31/2012:

\$36,176.73

**FINANCIAL HIGHLIGHTS:**

***Expenses:***

credit card server (-\$80.48, -\$124.42),  
SurveyMonkey.com for election (-\$48.00)

***Income:***

Membership Dues Renewals (+\$1,819.00,  
+\$80.00), interest (+\$3.94)

***Pending Expenses:***

Dissertation awards, APS conference dinner  
reimbursement, credit card server, stamps  
for Division 12, dues renewals,  
Distinguished Scientist Award plaque

## PRESIDENTIAL REFLECTIONS

**VARDA SHOHAM, PH.D.**

*UNIVERSITY OF ARIZONA PSYCHOLOGY DEPARTMENT,*

*ON ASSIGNMENT TO THE NATIONAL INSTITUTE OF MENTAL HEALTH*

As my time as your president comes to a close, I would like to take a moment to thank you for the opportunity to serve the organization and to reflect on the year that was. This has been one of the most extraordinary years in my professional and personal life, for reasons too many to elaborate in this brief column.

I wrote the last presidential column on the eve of launching a meeting aimed to redefine training in psychological clinical science. I titled the column "From Regulation to Inspiration", and it was indeed a highly inspiring and productive meeting. You can find details about the Delaware Project's aims, rationale, and approach in *Clinical Science*, 14(3), Fall/Winter, 2011 and at <http://sites.udel.edu/delawareproject/>. The Project is sponsored (and funded) by NIMH, NIDA OBSSR, SAGE, the Academy of Psychological Clinical Science (APCS), and the University of Delaware.

The October 2011 meeting at the University of Delaware included 46 clinical scientists from doctoral, internship, and postdoctoral training programs; treatment researchers, training experts, methodologists from medical schools and research institutes; and 8 representatives from various NIH agencies (NIMH, NHLBI, OBSSR, NIDCR, NCAM). Eighteen University of Delaware faculty and students as well as representatives from APA and APS observed and provided comments on the process.

The meeting had a participatory format, alternating between plenary (full group) and breakout

(work group) sessions. The first plenary set the stage by including two stimulus talks, one by Edna Foa and the other by Bruce Chorpita, accentuating the dialectic tension between internal and external validity in intervention research and training. Day 1 continued with five work groups, organized by treatment-development research stage. The groups discussed stimulus questions across the intervention development spectrum. Stimulus questions distributed before the meeting sharpened the work groups' focus on (a) what clinical scientists of the future should know and be able to do, and (b) how, when, and where to help trainees accomplish this. Another, different set of product-focused questions, emerged from the Day 1 discussions and guided work group activities on Day 2. The meeting ended with the sense that the work has just begun, but that we are well positioned to redefine clinical science training.

The Project's products include: (a) publications, reports, and presentations; (b) web resources for training and networking; and (c) inter-institution collaboration and exchange programs. A higher-order product category, which PCSAS, APCS, SSCP, and APS will hopefully spearhead, involves advocacy for science-friendly policy change (e.g., in accreditation, internship, and licensure requirements).

In the first product category, we plan to include a white paper outlining Project conclusions, recommendations, and exemplifications, disseminable to APCS, SSCP, and to various training councils; a Special Section of an APS journal, including an



overview article and 4-6 invited contributions on specific topics; and presentations or symposia at the 2012 meetings of CUDCP, APCS, and APS, which is detailed below.

The second category includes training tools (syllabi, exercises, etc.) for activities like problem-based learning, exposure to community treatment settings, and mixed-method data collection; scientific tools ranging from intervention fidelity measures to 'dashboard' feedback systems to data analytic innovations; and resource maps for locating on-line seminars, scientifically nimble role models available for mentoring consults, other research and training opportunities, etc.

Finally, in the third product category we envision summer institutes on specialty topics not represented in one's own program and other initiatives that will take shape as we move ahead.

Needless to say, funding for Delaware Project products, and good clinical science training in general, will remain an enduring concern, and we hope to keep Federal agencies such as NIMH, NIDA, OBSSR (and maybe others) engaged in the process of preparing the new generation of clinical scientists and leaders who will not only work to increase the implementability of effective behavioral interventions, but also apply this science by developing and evaluating programs, training and supervising the growing workforce of MA, BA and paraprofessional providers; and by making much needed science-based contribution to mental health policy.

We plan to present some of the Project's products at the SSCP-APCS-sponsored Clinical Science Forum that will take place prior to the APS convention in Chicago on Thursday afternoon, May 24, 2012. The panel, titled "Redefining Clinical Science Training" will include presentations from Lisa Onken of NIDA on "Redefining the Clinical Science Vision", Howard

Berenbaum of the University of Illinois Urbana Champaign on "Redefining Coursework", Bob Levenson of UC Berkeley on "Redefining Practicum", Bruce Chorpita of UCLA on "Redefining Externship", Tim Strauman of Duke University on "Redefining Internship", and Kimberly Hoagwood of Columbia University on "Redefining Postdoctoral Experience". As you can see, we are redefining every milestone in the current training sequence of clinical psychologists, as well as the connections and continuity across the stages of trainee development. I will then lead the panel participants to pull it all together in a discussion entitled "Redefining Training Continuities." We hope you will come and contribute to the discussion.

The Delaware Project has taken much of my time this year, and I'm grateful to Board members for keeping our organization running smoothly and making SSCP an exciting home for clinical scientists. I extend special thanks to the three members who recently rotated off the Board: Tom Ollendick, whose large presidential shoes I had a hard time filling; Becca Brock, our tireless and highly competent student representative; and Bethany Teachman, our Member at Large, whose ideas and good energy have been contagious. Bethany initiated and carried out the SSCP Clinical Scientist Training Initiative that funded three projects in its first year, each having great promise to significantly advance clinical science training. This initiative is ongoing and will continue. Most recently, Bethany teamed us up with APS to develop a new job mentorship program, another good idea that will carry on. Finally, I am delighted that Rick Heimberg – a distinguished clinical scientist and intervention researcher – will take the SSCP helm during these important times for psychological clinical science.

# UPDATE FROM THE STUDENT REPRESENTATIVES

SARA STASIK, *UNIVERSITY OF NOTRE DAME*

KRISTY BENOIT, *VIRGINIA TECH*

As your student representatives, we aim to cultivate a supportive community of research-oriented clinical psychology students. It is also our job to help SSCP better serve student interests. We believe that having open communication between members and ourselves is essential to accomplishing these aims. Accordingly, we wanted to take this opportunity to tell you about our goals for the year and the relevant initiatives we plan on undertaking.

1. **Increase student membership in SSCP.** We currently have about 300 student members, but feel we could do more to reach out to students. We plan on pursuing two initiatives to this end. First, we plan to send out emails to relevant listservs telling subscribers about the benefits of SSCP student membership. We are thinking of targeting organizations such as APS, ABCT, APA, etc.

If you are a member of a listserv with student members who you believe might be interested in the benefits of SSCP student membership, and would be willing to post a message on our behalf, please let us know!

2. **Increase the number of student members subscribed to the listserv.** The student listserv functions as a forum for students to discuss career, research, clinical, and policy issues. Despite this being a great resource, only about 100 of our 300 SSCP student members are currently subscribed. We are working to increase subscription in two ways. First, we will be sending a brief email to current SSCP student members outlining the benefits of listserv. Second, we are working with the Division 12 membership committee to ensure that all students who become new SSCP members in the future automatically receive information outlining the benefits of joining the listserv.

If you are a student member and have yet to join the student listserv: Please send a request to Phil Masson at [pcmasson@ucalgary.ca](mailto:pcmasson@ucalgary.ca) to join.

3. **Enhance the utility of the student listserv.** As part of our goal of creating a more active student listserv, we developed the position of listserv facilitator. This year was a great start as we were able to facilitate conversations and distribute relevant information to students about funding, post-docs, etc. Our next step is to get feedback from all of you about activity on the listserv over the past year, so we can assess whether there are things that you would like to see more or less of. Be on the look out for an email asking for your suggestions! Also, after a search for volunteers, we are happy to announce that Evan Kleiman from George Mason University will be taking on this role!

**Evan Kleiman, SSCP Student Listserv Facilitator**

Hello! My name is Evan Kleiman. I earned my undergraduate degree at Temple and I'm currently a 4th year student at George Mason University, where I work with John Riskind. My primary research interests include risk and protective factors in suicide and stress generation. I'm excited to be your new student listserv facilitator! I hope to build upon all of the hard work that's been put into the listserv by fueling discussion on topics important to clinical psychology grad students, like internship and job advice. My goal is to make the listserv a place where graduate students can share their accumulated knowledge.

4. **Develop the student website and SSCP facebook page.** A major goal of ours is to more fully develop the student website and SSCP facebook page so that they include information that is helpful to students. This may entail including announcements and updates that go out over the listserv, and/or providing summaries of funding information and post-docs. We are also looking into Facebook virtual call-ins as a forum for student members to ask questions of professional guest experts on topics of interest. We will be discussing how to best accomplish this goal over the coming months.

**Student Website:**

<http://sites.google.com/site/sscpwebsite/students>

**SSCP Facebook Page:**

<http://www.facebook.com/pages/SSCP/333436279606>

5. **Increase opportunities for interaction between student members.** We would like to make an effort this year to facilitate our student members interacting in-person by sponsoring get-togethers at relevant conferences. We are hoping to be able to do this at one of the major conferences this year: APS, APA, or ABCT. As always, all students are invited to attend the SSCP general meeting, which will take place at APS May 24 - 27.
6. **Address the internship crisis.** We are continuing to serve on an ad hoc internship committee to help address the unfortunate internship crisis. The committee has re-launched a revised version of an initial internship survey, taking into account the new "Phase II" of the match and the thoughtful feedback that we received from the original survey.

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

Sara Stasik: [sstasik@nd.edu](mailto:sstasik@nd.edu)  
Kristy Benoit: [benoit@vt.edu](mailto:benoit@vt.edu)



# CONGRATULATIONS TO THE SSCP DISSERTATION AWARD WINNERS 2011

1. **Thomas Armstrong**, (Advisor: Bunmi Olatunji, Ph.D.), *Vanderbilt University*  
*Title: The Effects of Fear Conditioning on Attentional Bias in Post-Traumatic Stress Disorder: An Eye Tracking Study*

*Abstract:* Pavlovian fear conditioning appears to be implicated in the etiology and maintenance of post-traumatic stress disorder (PTSD). Several studies have documented fear conditioning abnormalities in PTSD, including increased acquisition of fear, as well as failure to extinguish fear. Alternatively, PTSD has been understood through an information-processing approach, which has received broad support across the anxiety disorders. Numerous studies have found an attentional bias towards threat in PTSD, and recent studies suggest that attentional bias could constitute a disease mechanism in anxiety disorders. The proposed research would provide the first direct synthesis of the fear conditioning and information-processing approaches to PTSD, by examining attentional bias as a conditioned response to fear learning. Combat-exposed veterans with and without PTSD will undergo a classical conditioning task with colored squares as the conditioned stimuli (CSs) and a loud scream as the unconditioned stimulus. Eye movements to the CSs will be recorded to index attentional bias, and pupil dilation to the CSs will be recorded to index autonomic arousal, a component of fear. It is hypothesized that veterans with PTSD will show greater acquisition and reduced extinction of both conditioned responses. Further, it is hypothesized that the association between increased fear acquisition and symptoms of PTSD will be partially mediated by increased acquisition of attentional biases for fear cues. The predicted results would advance fear conditioning approaches to PTSD by identifying a novel mediating mechanism that could be directly assessed and targeted for intervention.

2. **Joanna Chango**, (Advisor: Joe Allen, Ph.D.), *University of Virginia*  
*Title: The Neural Mechanisms Underlying Associations between a Lack of Adolescent Social Competencies and Psychological Adjustment in Early Adulthood*

*Abstract:* The purpose of the proposed study is to investigate two important domains that lack a strong empirical base: the long-term developmental effects of negative social experiences on internalizing symptoms and interpersonal problems in young adulthood, and the neural mechanisms underlying the link between early negative social experiences and later psychosocial problems. This study integrates neuroscientific and developmental perspectives in order to more fully understand why difficult social experiences in adolescence, such as peer rejection, are crucial to

emotional and psychological health. Research questions will be examined using a diverse community sample of 70 adolescents who have been followed from age 13 to age 25 as part of a larger longitudinal study investigating adolescent development in the context of close relationships. This study is unique because it utilizes multi-reporters, measurements over time, and multi-methods, including assessments of neural activity during social exclusion using fMRI. It is hypothesized that early negative social experiences will predict both 1) increases in young adult internalizing symptoms and close relationship dysfunction, and 2) a heightened affective reactivity to rejection-related distress in young adulthood. It is also expected that 3) a positive concurrent relationship will emerge between neural correlates of social exclusion and young adult psychosocial problems, suggesting that the effects of early negative social experiences are partially mediated through neural activity that underlies affective regulation processes during social exclusion. If hypotheses are supported, results could fill out one piece of a comprehensive picture of social and emotional precursors on young adult adjustment.

3. **Debra Glick**, (Advisor: Susan Orsillo, Ph.D.), *Suffolk University*  
*Title: A comparison of the effects of two interventions for reducing academic procrastination: Acceptance-based behavioral therapy vs. time management*

*Abstract:* Procrastination is common among college students, with estimates that students procrastinate at least 30% of the time. This prevalence is troublesome given that procrastination is associated with lower grades on final papers, final exams, final course grades, and greater health problems. Multiple theories have been proposed as to the causes of procrastination. Researchers have conceptualized it as the result of difficulties with time management, a personality trait, a consequence of anxiety, and a strategy of self-regulation. However, research suggests that none of these theories alone fully accounts for procrastination. Therefore, identification of a common mechanism of these theories that might better account for procrastination is needed. Identifying the core mechanism driving procrastination could potentially enhance interventions aimed at decreasing this behavior. To date, there has been some evidence that time management interventions reduce procrastination. However, these approaches aren't entirely effective, likely because they do not address the difficulties with anxiety and difficulties with self-regulation that also drive procrastination. Cognitive-behavioral approaches that target struggles with anxiety have been developed but the efficacy of these approaches has not been adequately tested. Based on a comprehensive review of the literature, I propose that experiential avoidance, or behavior aimed at avoiding uncomfortable thoughts and feelings, is the common mechanism underlying many theories of procrastination and thus, the core process driving procrastination behavior. The present study has two main goals. First, it will test the theory that experiential avoidance might best account for procrastination. Second, it will test the proposal that an intervention aimed at reducing experiential avoidance will decrease procrastination. Specifically, it will compare an intervention based on a time management model of procrastination with an intervention based on an acceptance-based behavioral (ABBT) model of procrastination.

4. **Amanda S. Morrison**, (Advisor: Richard Heimberg), *Temple University*  
*Title: Attention Bias and Attentional Control in the Development of Social Anxiety Disorder*

*Abstract:* Although several efficacious treatments exist for social anxiety disorder (SAD), relatively little research has been devoted to identify specific mechanisms involved in the etiology of SAD. Given the high prevalence and personal and societal burden associated with a diagnosis of SAD, research is needed to elucidate causal factors at play in the development of SAD in the service of informing innovative prevention programs for at-risk individuals. Theoretical models and empirical research suggest that biased attention toward threat-relevant information is an important factor in the maintenance of SAD. However, relatively little is known about the role of attention bias to threat in the development of SAD. It remains to be seen whether attention biases lead to increases in anxiety. Also, there has been no research on potential moderating factors of this relationship despite suggestion that “control over cognitive processes” may be an important individual difference factor determining the strength of the relationship between attention bias and development of excessive anxiety. Finally, previous studies have shown that attention bias to threat predicts stress reactivity, but these studies have only been conducted in unselected samples rather than with individuals at risk for developing SAD. Thus, the proposed study aims to examine the moderating roles of risk for SAD and attentional control on the relationships between attention bias to threat and (1) psychological and biological social stress reactivity and (2) development of SAD.

5. **Stephanie Rabin**, (Advisor: James Herbert, Ph.D.), *Drexel University*  
*Title: The Interaction of Therapist Experiential Avoidance and Extraneous Clinical Information in Predicting Therapist Preference for Exposure Treatment for OCD*

*Abstract:* Despite the overwhelming evidence that the behavioral components of cognitive-behavior therapies (CBTs) are critical for patient improvement, there remains a wide gap between science and practice in their consistent use. In particular, exposure therapy for anxiety is underused and frequently misunderstood, even among self-proclaimed cognitive-behavior therapists. Some have speculated that this underuse is related to therapist discomfort with and avoidance of the temporary increase in distress that patients often experience, and the secondary distress that this may cause in therapists themselves. Recent studies have begun to examine therapist-related factors that are associated with use of ESTs, but these studies have focused on ESTs as a whole (rather than focusing on specific interventions such as exposure), and have not addressed therapist psychological variables. In addition, there has been a great deal of research about errors and biases in psychodiagnosis and clinician decision-making regarding risk of violence, but there has been little research about factors impacting treatment planning. The proposed study will examine the role of therapists’ experiential avoidance in their use of exposure-based intervention to treat a fictional patient for whom exposure therapy is clearly indicated. In addition, the study will

experimentally manipulate the presence of extraneous information in the patient's presentation, and will test whether this variable interacts with experiential avoidance in predicting clinician preference for exposure therapy. We predict that therapists with higher levels of experiential avoidance will be less likely to endorse the use of exposure-based treatments, particularly when confronted with a clinical presentation that includes extraneous information.

6. **Matthew Rouse**, (Advisor: Sherryl Goodman, Ph.D.), *Emory University*  
*Title: Physiological Mediators of Parenting Behaviors in Depressed Mothers*

*Abstract:* Observational studies have noted qualitative differences in depressed mothers' interactions with their children, when they are compared to well mothers. Given that sensitive parenting is well established as being a major contributor to children's healthy social-emotional and cognitive development, it is essential to understand what contributes to depressed mothers' difficulty in sensitively interacting with their children. This study seeks to explore physiological mediators of the association between maternal depression and parenting behaviors. Using the social engagement system (Porges & Carter, 2011) as our theoretical framework, we plan to examine the two components of the social engagement system – autonomic nervous functioning and neuropeptide functioning – as potential mediators of the association between maternal depression and parenting behaviors. In addition to our theoretical framework, justification for our hypotheses comes from three literatures, which found associations among indices of the following constructs: maternal depression and parenting behaviors, physiology and parenting behaviors, and physiology and depression. We will explore these hypotheses in a sample of 100 community mothers, half with histories of Major Depressive Disorder, and their 6-12 month-old infants. Specific physiological indices include respiratory sinus arrhythmia (RSA), an index of autonomic nervous system functioning, and oxytocin, a nonapeptide that is essential to maternal behaviors and social bonding. These indices will be measured in mothers during one-to-one play with their infants, as well as during and following a mild stressor task. The findings will contribute to knowledge of physiological mechanisms of parenting deficits in depressed mothers, an unexplored topic in the empirical literature.

7. **Erin F. Ward-Ciesielski**, (Advisor: Marsha Linehan, Ph.D.), *University of Washington*  
*Title: Brief Skills Training for Suicidal Individuals*

*Abstract:* A significant percentage of individuals who die by suicide do not seek mental health services in the time preceding their death. This population is underserved and it is unclear what barriers keep them from seeking treatment. In order to begin a line of research aimed at addressing this high-risk population, this proposal rests on the hypothesis that suicidal individuals who are not engaged in treatment prior to attempting suicide experience the same psychopathological difficulties as suicidal individuals who do seek treatment – namely, severe emotion dysregulation. However, these individuals will likely require more creative recruitment strategies and brief interventions. As such, this application proposes to use wide-reaching recruitment efforts throughout the community to locate and enroll individuals who are suicidal but not engaged in treatment.

Further, there is a paucity of empirical support for interventions targeting suicidal individuals. Dialectical Behavior Therapy (DBT) is one of the few treatments that have been demonstrated to be effective with a suicidal population and is the only treatment whose effectiveness has been replicated. Previous research has suggested that an abbreviated version of the skills that are taught in DBT skills training have effectively reduced emotion dysregulation in problem drinkers and the format of the proposed intervention is derived from this evidence-based emotion dysregulation intervention. As such, the proposed research is a randomized, controlled trial of a brief, one-time, skills-based intervention targeting difficulties in emotion regulation and distress tolerance compared to a supportive therapy intervention.



## BOARD MEETING MINUTES

### DECEMBER BOARD MEETING MINUTES-ABRIDGED (12/7/2011)

**PARTICIPATING BOARD MEMBERS:** *Varda Shoham (President); Rick Heimberg (President Elect); Dave Smith (Secretary-Treasurer), Bunmi Olatunji and Bethany Teachman (Members at Large); Erika Lawrence (Newsletter Editor).*

- a. ***Selection of the Distinguished Scientist Awardee:*** Candidates were discussed, and the board voted William Pelham the winner.
- b. ***Selecting Student Dissertation Award winners:*** This year, we have received a record 40 submissions. Because of the large number of applications, the board granted the committee permission to award between 5 and 10 awards this year.
- c. Varda agreed to announce the Distinguished Scientist Award and the Student Dissertation Award winners to winners and members.
- d. ***Treasury report was presented by David Smith.*** See Treasurer's report in the Newsletter for more details.
- e. ***External Nominations Committee Update:*** Nomination of Michelle Craske for Women in Psychology Award from APA is in the works, and other award nominations are still pending.
- f. ***Clinical Scientist Training Grant Program Update:*** The January APS Observer featured an article on the Clinical Scientist Training Grant program with a link to the SSCP website, where the updated application will be available. The same committee members who served last year will continue to serve for the coming year (Our thanks to them!). Bethany Teachman is willing to continue to maintaining this program over the next year (Thank you, Bethany!), but we want to discuss whether there is significant interest on the part of one of the new representatives-at-large in leading or being involved in this project.
- g. ***Job Mentorship Program Update:*** Bethany Teachman described the program, in collaboration with APS, which will focus initially on the clinical science realm. She presented a draft of a job mentor form and asked for input from the Board.

## BOARD MEETING MINUTES

### JANUARY BOARD MEETING MINUTES-ABRIDGED (1/19/2012)

**PARTICIPATING BOARD MEMBERS:** Rick Heimberg (*President*), Michelle Craske (*President Elect*), Varda Shoham (*Past President*), Bunmi Olatunji (*Member at Large*), Sherryl Goodman (*Member at Large*), Doug Mennin (*Representative to Div 12*), Erika Lawrence (*Newsletter Editor*), Lea Dougherty (*Newsletter Editor-Elect*)

- a. **Membership Issues were discussed.** The board decided to invite the Membership Chair to participate in board meeting conference calls on an as needed basis. The Membership Committee has been diligent in pursuing non-renewing members. SSCP currently has 616 members. Of these, 252 are professional affiliates, 324 are student affiliates, and 40 are international affiliates.
- b. **External Nominations Committee Update:** The primary aim of the External Nominations Committee is to identify our members that embody this aim and nominate them for APA committees, APA-sponsored keynote-style talks, APA Fellowship Committees, APA Awards, APS Awards, and other positions that may be relevant in the psychological committee. Board members are encouraged to bring awards to the attention of the External Nominations Committee. The committee worked on several tasks during 2011: (a) Providing suggestions to APA for “rising star” recognition, (b) Nomination for the APA Master Lecture and Distinguished Scientist Lecture Programs (in the area of Psychopathology and Treatment), (c) Nominations for the APA Distinguished Scientific Award for Early Career Contribution to Psychology, and (d) Nomination for the Committee on Women in Psychology (CWP) Leadership Award.
- c. **SSCP Student Representatives reviewed their 2011 Initiatives and Progress to Date.** See “Update from the Student Representatives” that is included in the Newsletter for more details. During the 2011 year, the student representative initiatives focused on (a) creating a more active student community and (b) helping SSCP serve student interests. To facilitate this process, they administered a survey to collect reactions from student members and they developed a set of specific initiatives based on the feedback they received. The specific initiatives taken toward them are summarized below.
  - Development of listserv facilitator position
  - Development of student representative handbook
  - Enhancement of website
  - Use of a Facebook page as another communication tool
  - Internship committee/survey

- d. ***D12 Representative Update (reported by Doug Mennin):*** The meeting of D12 was held earlier this month in Memphis, TN, under the leadership of D12 President Gayle Beck. Dr. Beck was very interested in trying to modernize the organization. The average membership age is 66, so there is interest in bringing young people on board. In addition, Brandon Gibb and Meredith Coles have put together a strong program for APA. Despite the reduced time, there appears to be a strong science representation at the conference, even outside the specific SSCP program. One thing that came up was an interest from Dr. Beck to have sections push D12 membership along with their membership drives. No decision was made concerning this suggestion.
- e. ***Student Dissertation Awards Update (presented by Erika Lawrence):*** The 2011 Dissertation Awards process is complete. There were 40 submissions, which is a record, and 7 awards were made. The Board discussed and approved the idea that Dissertation Award winners will be invited to the annual meeting of members at APS (Chicago, May 24-27) to receive their certificates. It was suggested that we be in touch with Alan Kraut of APS to see if he would be willing to waive the APS registration fees for the Dissertation Award winners. At the completion of the Board call, Varda Shoham made contact with Alan Kraut and the APS staff, and they agreed to do this. Thanks, Varda (and Alan!).

## II. OLD BUSINESS

- a. ***APA Program for 2012 Update:*** Denise Sloan graciously agreed to serve as Program Chair for the SSCP/APA program this year. She has pulled together a program that will consist of a 50-min invited presentation by Antonette Zeiss entitled “Evidence Based Psychotherapy in the Department of Veterans Affairs: Successes and Challenges” and a 1-hr-50-min symposium entitled “The Art of Clinical Science in Intervention Development: Moving from the Lab to the World Outside.”
- b. ***APS Program for 2012:*** Varda Shoham shared by email the specifics of the Clinical Science Program at APS, including the symposia that SSCP cosponsors with the Academy of Psychological Clinical Science. This program is also listed on the SSCP website with additional links to addresses by William Pelham (Distinguished Scientist Award), Richard Heimberg (Presidential Address), and David Barlow.
- c. SSCP poster competition for APS: Information about the competition is posted on the SSCP website.

- d. ***Update on Clinical Science Training Grant Program (presented by Bethany Teachman).*** We have updated the grant application for 2012 & it is now posted on the SSCP web site (<http://sites.google.com/site/sscpwebsite/announcements/seekingapplicationsfor2ndannualclinicalscientisttraininginitiativegrantprogram>). In addition, we have received some nice publicity for the grant through an article that appeared this month in the APS Observer, which we hope will generate a number of applications. We will plan to send out notices to multiple listservs this month to advertise the grant, and will include a link to the application as well as a link to the APS Observer article. Last year's committee has all kindly agreed to serve again this year, so we are set to review the applications, which are due by **March 31, 2012**.
- e. ***Update on the Job Mentorship Program (presented by Bethany Teachman):*** The joint APS & SSCP committee has been working on developing and revising the website and database materials. We have recently solicited feedback and revised our mentor and mentee forms, and also drafted our invitation materials (to contact prospective mentors and mentees).

### III. NEW BUSINESS

- a. ***Update on the new APS journal, Clinical Psychological Science:*** Alan Kazdin has been appointed as Founding Editor for the journal.
- b. ***Update on Webmaster Position:*** Frank Farach has agreed to continue in the position of SSCP's Webmaster.

### IV. Erika Lawrence, We Thank you!

After 3 years of service, Erika Lawrence has officially stepped down from her position as the Editor of the SSCP Newsletter *Clinical Science*, and Lea Dougherty is now the current Editor. We would like to thank Erika for all her hard work and many hours in preparing the newsletters for SSCP. Erika consistently produced high quality newsletters that were enjoyed and read by many. Thanks Erika!