

**Bulletin of
the Society
for Family
Psychology**

43

TFP

The Family Psychologist

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Celebrating the Diversity of All Couples and Families

Volume 30, No. 1



**Increasing the Visibility and Influence
of Couple and Family
Psychology**

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Editorial Policy *The Family Psychologist*

The Family Psychologist is a triannual publication devoted to news and issues in the delivery of services to individuals, couples and families. Articles pertaining to family psychology and policy are invited.

Authors or publishers may send books for potential review directly to the editors of *The Reference Corner*.

Unless otherwise stated, opinions expressed are those of the authors and do not represent the official position of Division 43.

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Editor's Note:

Heather M. Pederson, Ph.D.



Welcome to the 2014 spring issue of *The Family Psychologist*!

This year we will focus on the presidential theme: increasing the visibility and influence of family psychology in the larger field of psychology. In her president address, Erika Lawrence opens the conversation by highlighting some of her proposed efforts to get our Division recognized and networked within and outside of APA. Following, Vice President of Practice Corinne Datchi offers several ideas for how we can advance our specialty, including the launch of a national couples and family psychology (CFP) directory to publicize CFP practitioners on the Division website, as well as free clinical case consultations on topics relevant to engage our Division and other specialties.

Chiming in with Corinne, Vice President of Research Galena Rhoades discusses how family psychologists can have a voice in the larger arena of psychology. She makes the case that for family psychologists to have influence, researchers need to make their own public statements about the implications of their research findings for policy. Vice President of Education Susan Regas describes how she and the faculty in the Family/child and Couple Clinical Psychology (FACE) program at the

“This issue contains important information about Division 43’s elections, and news from the APA Council.”

California School of Professional Psychology “turn the tables” and engage student therapists to do self-reflection and work on their own emotional and relational functioning. She argues that turning the focus to therapist health and development is crucial if we want to advance couples and family treatment approaches. Vice President of Public Interest and Diversity Joseph Cervantes used his address to suggest that our Division create a subspecialty with competency guidelines in ethnic and cultural diversity, that can be housed as separate or part of the existing Diplomate in Couple and Family Psychology.

For its feature article this issue, TFP had the opportunity to interview authors of the 2nd edition of the book, *Reconcilable Differences*. In “Interview with the Authors,” Andy Christensen, a developer of Integrative Behavioral Couples (IBCT) and his colleague Brian Doss, tell us about their vision of the updated couples self-help book that is based on the IBCT model. The self-help format of an evidence-based couples therapy represents one way that family psychology can become more widely available and popularized, complementary to the presidential theme for the issue.

This issue contains important information about Division 43’s elections, and news from the APA Council. Please review the candidate statements, and expect an email with a unique link to the ballot in mid-April, announcing the opening of the election. The election will run through May 29.



Associate Editor,
Dr. Kendra Campbell.

Kendra was the Society’s Student Representative from 2009 to 2011, and she wrote and edited many columns for the Student Corner during that time. She is currently Assistant Professor of Psychology at the University of Alaska Fairbanks. Her doctorate is from Seattle Pacific University, and she completed a postdoctoral fellowship specializing in primary care psychology at the San Francisco VA Medical Center. Her clinical and research interests focus on family relational issues and integrated healthcare. In her current position, she serves as tenure-track faculty for the University of Alaska’s Clinical-Community Ph.D. program where she teaches, advises, and conducts research under her Family and Preventative Health Lab. As her background suggests, she will be a valuable part of our editorial staff and we are glad to have her.

The Associate Editor position is relatively new to TFP, and is one of four of the editorial staff (others: editor, senior consultant, and assistant editor) whose role is to promote early career psychologists and students’ engagement

This issue is also my first opportunity to serve as Editor of the bulletin, as well as to introduce the new Associate Editor, Dr. Kendra Campbell.

and affiliation in the Division. We work to encourage that ECPs and students of family psychology use the newsletter as a publication venue to highlight issues of special concern in feature articles, to co-author on topics of their choice with Board members in their VP addresses, to review materials for teaching and clinical practice, and to provide information about continuing education.

It is our hope that TFP will continue to be a resource for the members of the Society for Family Psychology as well as a forum for discussion. With this goal in mind, the editorial staff encourages you to submit articles, book reviews, and announcements for the Summer issue of TFP by June 15th. This upcoming issue will include the schedule and objectives of the 2014 APA convention program, and the theme will continue with the exploration of increasing the visibility and influence of family psychology in the larger context of psychology. Authors may send articles and reviews directly to the editor, myself, at pedersonhm@gmail.com.

Warmest regards,
Heather M. Pederson, Ph.D.

President's Address:

Erika Lawrence, Ph.D.

Family Values: Increasing the Visibility and Influence of Division 43



Couple and family psychology is an identity we all share, whether as researchers, educators, practitioners, public policy advocates, or all of the above. Family psychology is relevant to clinical psychologists, counseling psychologists, school psychologists, child clinical and pediatric psychologists, health psychologists, multicultural psychologists, and those who work to end family violence. As your President, my primary goal is to highlight the importance and centrality of couple and family psychology to the larger field of psychology.

Our membership is too large, too passionate, and too productive not to play a larger and more important role in APA. We should be at the table when it comes to lobbying for community resources, educating funding agencies about the importance of families in research and counseling services, and educating APA itself about the central role of family psychology in everything APA values.

Fortunately, the centrality of couple and family psychology to psychology as a whole is becoming increasingly valued in APA.

Last year, one of Past President Donald Bersoff's three initiatives highlighted the importance of the family:

"...ensure that psychologists are in the forefront in providing services to military personnel, veterans and their families..."

Additionally, our current APA President, Nadine Kaslow, is a family psychologist and a past president of our Division. One of her three initiatives is as follows:

"... a task force will be formed to evaluate and communicate the data demonstrating the extent to which psychologists in PC-MHs are 'value added' vis-à-vis enhancing patient and family behavioral and physical health outcomes, enhancing patient and family satisfaction with care..."

Moreover, one of the co-chairs of this Task Force is Anne Kazak, a family psychologist and former Editor of the *Journal of Family Psychology*.

As your President, I am capitalizing on this shift toward recognizing the centrality of family psychology by increasing our visibility and influence both within and outside of APA. In this

column, I introduce some of the efforts I am undertaking to achieve this goal.

1. Increase our Efforts on Key Boards and Committees

One way to increase our visibility is to place our highly respected and accomplished members on key APA Committees and help them win prestigious awards outside of those awarded within our Division. I am establishing a Nominations Committee who will generate a list of standing committees and awards, identify potential nominees, and begin preparing materials in advance. Then, when the calls for nominations are released with short deadlines, we will be ready with our nominations.

2. Establish Sustainable Working Relationships with Members of Key Divisions and Organizations

Our interests overlap tremendously with those of several other APA Divisions as well as with organizations outside of APA (e.g., ABCT Couples SIG, AAMFT, AFTA, IARR). I am in the process

of pairing Division members with other Divisions or organizations to serve as liaisons and help us build bridges with our colleagues. Efforts will start out small, such as by placing announcements about upcoming events and efforts in each other's newsletters, inviting them to participate in our events throughout the year, and holding social gatherings at non-APA conferences.

Similarly, we should be working and communicating regularly with members of key APA boards and committees such as the Board of Professional Affairs, the Board of Educational Affairs, the Board of Scientific Affairs, the Board for the Advancement of Psychology in the Public Interest (BAPPI), and the Committee on Children Youth and Families (CYF). Ultimately, our goal should be to have couple and family psychologists serving on these committees. In the short term, we should be working

closely with Committees and Boards such as BAPPI and CYF to increase funding for research and for causes about which we are passionate.

3. Sharing our Knowledge Year-Round

We have leading experts in the field in our Division and could be sharing our knowledge more regularly. Ruth Morehouse's case consultation series last year was a great example of how we can reach out to others. Moreover, we typically try to share our knowledge during the Convention. This is valuable, but there are many young couple and family psychologists who do not attend the Convention. The Board members and I are establishing a quarterly Webinar series that we will advertise across Divisions and across organizations. My hope is that these webinars can be offered for

free to Division members and, ultimately, provide free CE credits to members. Potential topics include: statistical approaches specific to analyzing couple and family data, funding options for couple and family research, how to write a Specific Aims page of a grant application, workshops on specific types of empirically supported couple and family interventions, how to give a great job talk, how to write a research statement, case consultations, and how to become Board certified as a couple and family psychologist.

These are just a few of the changes taking place within our Division. As your President, I am eager to get to know you and work with you to communicate the importance and centrality of couple and family psychology to the broader discipline of psychology. Let us ensure that our collective voice is heard.

VP Addresses:

Vice-President for Practice:

Corinne Datchi, Ph.D., ABPP

Gaining Recognition for Couple and Family Psychology in Practice Settings

This year's divisional theme and goal is to increase the visibility of couple and family psychology (CFP) in the

broader field of psychology. This theme is an invitation to highlight the contribution of couple and family psychologists to the

psychological understanding of human behaviors and the treatment of clinical problems. It is also an invitation to reflect on



how we, CFP practitioners, contribute to the advancement and recognition of our specialty in diverse clinical settings. In this column, I will identify some of the ways we enhance the visibility of CFP in practice settings, and briefly describe the initiatives I will implement in order to support this goal.

We couple and family psychologists perform a variety of functions, and the boundary between education, practice, and research does not truly represent our multifaceted involvement in training, clinical and scientific activities. In everyday practice, we serve as consultants, supervisors, and service providers; as such, we have the opportunity to advance the visibility of CFP in clinical settings by bringing to the table our perspective on clinical problems and our knowledge of best CFP practice. We can educate our colleagues about the systemic epistemology of CFP. We can also advocate for systemic treatment approaches and demonstrate the effectiveness of our CFP interventions by assessing and documenting our client outcomes.

Continuing education is critical to best psychological practice and includes keeping abreast of scientific advances in CFP. In the past 30 years, one of the most significant contributions of CFP to the field of professional psychology has been the development and testing of integrative therapy models for specific clinical problems and populations (e.g., Emotionally Focused Couple Therapy, Integrative Behavioral Couple Therapy, Functional Family Therapy). However, training in these evidence-based CFP models requires resources (e.g., time and money) that are not readily available to most psychologists and thus that limit the dissemination

“Interprofessional dialogue and partnerships are the key words of my first year as VP for Practice.”

of CFP science in clinical settings. Today’s challenge is to identify how we can promote the use of empirical knowledge and expand the implementation of evidence-based treatments (EBTs) to a variety of mental health agencies as well as private practice. Practice-research networks (PRNs) provide a framework for transporting EBTs to communities of practice. What are PRNs? And how can the Society support the development of PRNs for the dissemination of CFP science? These are questions I would like to address with Galena Rhoades, VP for Science.

Interprofessional dialogue and partnerships are the key words of my first year as VP for Practice. To increase the visibility of CFP, I will first create opportunities to highlight the unique value of CFP to the practice of psychology. I will engage the members of our Society in interdivisional conversations designed to publicize our specialty and to show the relevance of CFP to other areas of psychology. For example, I will offer a series of free clinical case consultations that will bridge diverse interests in psychology, such as multiculturalism and sex therapy. Racial and cultural diversity, sexual obsessions and compulsions, and couple

relationships are the first topics we will discuss. These consultations will be advertised on the Division listserv. Readings, video clips and other materials derived from the consultations will be posted on the Division’s website as a training resource for clinicians. To increase the visibility of CFP practitioners, the services they provide, and the populations they serve, I will also survey the membership and build a couple and family psychology directory that will be accessible to the public on the Division’s website. Last, I will communicate to the Board of Professional Affairs our Division’s interest in the activities of the Board and will draw attention to CFP’s role in the promotion of mental health.

I invite you, the Society’s members, to join me in my efforts to increase the visibility of CFP practice. Spread the word. Inform one or two colleagues about the activities of the Division. Invite them to participate with you in our free case consultations. Look out for our membership survey and consider sharing information about your clinical practice. And send me comments and questions at corinne.datchi@gmail.com so that we can discuss how to raise awareness of the significance of our role in the profession of psychology.

Vice-President for Education:

Susan Regas, Ph.D.



Turn the Tables and Look Inward

Much needed attention has been placed on the importance and effectiveness of evidence-based couple and family therapy. However, some research suggests that who the therapist is and the therapeutic relationship between the therapist and clients together are as equally predictive as a particular treatment modality in terms of why couples and families succeed or fail (Norcross, 2011). Not only should family psychologists become experts at facilitating change in their clients, but we also need to focus on our own growth, maturity, and relationships.

The faculty (Drs. Bakaly, Caffaro, Doonan, and Regas) in the Family/child and Couple Clinical Psychology (FACE) program at CSPP have grown less interested in “training” family psychologists and more interested in developing and preparing family psychologists. We are diligent about selecting applicants for the graduate program, internship, and post doctoral fellowship based on their interpersonal skills and emotional maturity, as well as their GPA and CV. Preparation of these new family psychologists as well as ongoing training of experienced clinicians must include therapist self-development in addition to theoretical and technical skills. Encouraging family psychologists to work on their emotional functioning, especially in their own families and significant relationships, helps reduce their anxiety, their reactivity and overinvolvement with clients, as well as their misplaced expectations for clients. It makes maintaining collaborative alliance with all family members more possible, even when things get difficult.

FACE alumni are encouraged never to see

themselves as having mastered their trade, and consequently to stop growing. Continuous improvement, lifelong learning, and personal growth are so much more important than getting one’s mandated number of CE units. Just as they did in internship, alumni are encouraged to take a hard look at themselves by periodically reviewing audiotape and videotape of their sessions. Challenging and invigorating workshops that focus on both evidence-based training and evidence-based components of the therapeutic relationship and person of the therapist are of great value. One without the other is incomplete.

In addition, all FACE students are required to participate in their own therapy from any modality: individual, couple, family therapy, or family-of-origin work. Although psychologists sometimes act as if the profession protects them from the stressors of life, we of course have the same issues that our clients do. Psychologists often have a hard time balancing the job of assisting others and helping self. Many of us tend toward caring and focusing on others. We know however, that self-confrontation and self-monitoring occur with great frequency in gifted master therapists (Shovhold & Jennings 2004). The person of the therapist can be the hub of either successful or ineffective psychotherapy. Clinicians’ participation in some form of support or treatment geared toward enhancing both personal functioning as well as professional performance is critically important.

Family psychologists may perfect a model of therapy, but flawlessness of course is not possible in our personal and work lives. In fact, the goal is not to live impeccable lives; rather, it is about our willingness to tolerate the pain and anxiety that come with

really looking at ourselves and our relationships and making the necessary changes. We must be willing to do the hard work that our clients must do. Otherwise, we may not encourage our clients to go to a place we have been unwilling to venture. Not only does this ensure a congruency between the way we live our lives and the way we facilitate growth in our clients, but it also provides a foundation for truly effective therapy. If we want valuable evidence-based approaches to take hold and spread, we must encourage therapist self-confrontation and growth as an ethical necessity. This will make evidence-based approaches both more complete and more appealing.

More likely, these therapists will be able to stay fully invested in their work with clients, cultivate stronger therapeutic relationships, and at the same time facilitate change in their clients.

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Vice-President for Science:

Galena Rhoades, Ph.D.



Lessons on Dissemination and Public Policy

Family psychologists who research the effectiveness of interventions are tasked with playing many roles. First, we often develop interventions ourselves, either by putting into practice what prior research has demonstrated or by modifying or adapting existing programs for different contexts. Second, we then find the resources and contacts to implement studies investigating the effectiveness of these interventions. Third, we work to analyze data from these (typically complicated) studies and write the findings up for publication. Although each of these steps is arduous in its own way, it seems to

me that our training programs can prepare us well for them. It is the fourth step where I believe we need more training: dissemination and public policy. In this column, I focus on the balance psychologists seek to maintain between representing research well, and the dissemination of research findings and interventions.

In the last couple of years, one area of family psychology, couple-based relationship education, has received enormous public attention. Recent articles about two large, federal trials of relationship education, Building Strong Families and Supporting Healthy Marriages, have made the news in

many arenas, from the *American Psychologist* (see volume 67, pages 296-308 and replies in 68, pages 110-112) to magazines such as the *Economist* and newspapers such as the *New York Times*. What makes the news is the controversy surrounding these studies. There is controversy over whether or not these and related programs are working enough or at all, as well as whether or not they are worth the government dollars spent on them. Even broader than the controversy about these two large-scale randomized controlled trials is the controversy over whether or not government should intervene in relationships at all.

There are many other outlets for a debate about these issues and instead of sliding into that debate, I would like to highlight what we can learn from seeing the field of relationship education receive so much attention. We must recognize that our interventions and the studies of their effectiveness can have an impact, not only on who is served and how well, but on policies that may be developed. Of course, we are likely all motivated to be in the field by knowing that we are making a difference, but what is difficult about disseminating interventions or intervention research is that, once the information is made public, these interventions or research findings can be used in ways that are outside our direct

control. Good research training suggests that one should not draw conclusions that are outside the bounds of the findings, and that we shouldn't generalize beyond the sample and we should recognize the need for replication. In practice, however, it seems as though this training may effectively limit our contributions, as others—media, policy makers, even others in our or related fields—will often draw these out-of-bounds conclusions anyway. That is, if we are too tight-lipped about research findings, we may lose control even more.

As scientists, we need to find ways to both produce *and* disseminate good science, rather than leaving the dissemination up to others. We need to find the

means to influence policy in ways that are in line with our interpretations and areas of expertise, rather than allowing others to interpret our findings and implications without our input. We need better models of how to disseminate our interventions and research. The controversies over relationship education have taught me that we, as family psychologists, need to step up. We need to make known our valuable viewpoints. Further, we need to provide training to new psychologists about the best ways to accomplish the goals of both conducting rigorous research and disseminating it appropriately so that it can ultimately have a positive impact on others.

Vice-President for Public Interest and Diversity:

Joseph M. Cervantes, Ph.D., ABPP

Long Overdue For Specialization in Ethnic and Cultural Diversity within the Family Psychology Diplomate



Since my participation over the past year as Vice President for Public Interest and Diversity, I have become increasingly interested in the arena of cultural and ethnic diversity with respect to dialogue and programming that can be further

interwoven within Division 43. As a Society for Family Psychology, we support the premise that families are complex, interpersonal systems where the interplay of gender, culture/ethnicity, socioeconomic status, sexual orientation, religion and

spirituality, and ableness, are all significant parameters that contextualize the resilience of these social units. There is a unique richness and understanding to the intricacies of family systems as we try to detail the various layers of meaning and interrelated dimensions that help us to intervene effectively in practice. A similar perspective orients a systemic analysis in our research, as we endeavor to become better informed about the broader space that families play within our respective communities.

Our profession has exploded in recent years with regard to various areas of competency highlighting specific guidelines developed by the American Psychological Association on a variety of practice areas: Girls and Women (APA, 2007), Multicultural Education, Training, Research, Practice and Organization Change (APA, 2003), Lesbian, Gay, and Bisexual clients (APA, 2012), Psychological Practice with Older Adults (APA, 2013). These specialty guidelines are intended to provide clinical and consulting direction with regard to primary themes, psychological concerns, and intervention strategies that would be helpful when practicing in any of these areas. It is my belief that this developmental process should now be coupled with the advanced competency requirements that are the core aspect of the Diplomate examination. We are long overdue for the development of either a sub-specialty within our existing Diplomate in Couple and Family Psychology or a Diplomate that is housed within Division 43, and that can advance a more sophisticated knowledge base about ethnic and cultural diversity. While it is true that many of the Diplomate

examinations, most prominently those in Clinical, Counseling, School, and Couple and Family Psychology, provide some expectation of understanding and intervention in this area, I believe that a more in-depth awareness and skill level in this practice arena is of increased significance to our profession, and should subsequently be reflected in advanced competency evaluation.

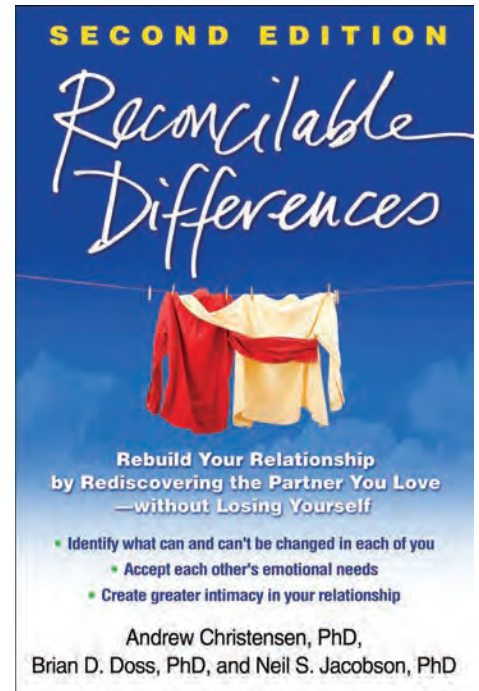
I have a sustained interest in receiving input about helping to establish either a subspecialty or a Diplomate specialization that highlights advanced competence in the area of diversity. Such a practice arena can encompass a broad range of specialized knowledge, skill, and intervention, which can potentially be coupled with the established specialty guidelines that have been steadily developed through task-force groups within the American Psychological Association. I believe it is time for us as a Division and as a discipline to look at this arena more directly and to recognize the changing populations within our communities. Advanced competency, for example, in areas such as culture and ethnicity, sexual orientation, religion and spiritual differences I believe will require further specialization and knowledge to address the multiple forces that are impacting families in each of our respective communities. It is time to acknowledge the significant changes occurring with family systems and implement a new vision of how to think about diversity and the professional expertise to advance a higher level of practice.

Feature :

Prepared by Heather M. Pederson, Ph.D. and Amanda Edwards Stewart, Ph.D.

Interview with the Authors

Dr. Andy Christensen, Professor of Psychology at UCLA and Dr. Brian Doss, Associate Professor of Psychology at the University of Miami, are the authors of the second edition of *Reconcilable Differences*, a couples self-help book that just came out this past Valentine's day. TFP interviewed the authors to learn about their vision behind the book, which is based on Integrative Behavioral Couples Therapy (IBCT), an evidenced-based model originally developed by Dr. Christensen and his late colleague, Dr. Neil Jacobson.



TFP: What prompted you to publish a self-help book?

Andy: The late Neil Jacobson and I developed IBCT and wanted some materials for couples to read as they went through the treatment. In fact, the original *Reconcilable Differences* was used in our clinical trial of IBCT. The reasons for the revision were several. Brian and I wanted to update it and make it more inclusive. Since our clinical trial included only married couples, who at that time were almost exclusively heterosexual, our book was focused on that population. In contrast, our revision is addressed to gay and lesbian couples and unmarried heterosexual couples as well as married heterosexual couples. We also learned more about how to present IBCT through a project that Brian spearheaded

Brian: Andy and I were awarded a grant from the National Institute of Child Health and Human Development to develop a website called OurRelationship.com. The purpose of the grant is to

test whether or not we can help couples with their problems through more of an automated format – part of a larger effort to disseminate IBCT more broadly. The biggest changes to the second edition came out of the work that Andy and I did together trying to translate a lot of the IBCT approaches and wordings to be more widely available and more understood by a wider audience. So that was another impetus of the second edition of *Reconcilable Differences*—was to try to update it with the things that we learned in building the website and pilot testing the website.

Andy: One of the key features that the second edition has that the first edition did not is a number of empirically supported couple evaluation questionnaires along with scoring and interpretative information so that the reader can do some self-evaluations of their own relationship. These questionnaires are also incorporated in the website.



Dr. Andy Christensen, Professor of
Psychology at UCLA



Dr. Brian Doss, Associate Professor of
Psychology at the University of Miami

TFP: Translating a therapy approach to a population-based self-help book can be very challenging, so what did you consider when approaching the challenge or learn from the first edition that helped with the second one?

Andy: It was particularly challenging with Integrative Behavioral Couples Therapy because IBCT, unlike some other approaches, is not a rule-governed kind of approach. We don't give couples a set of rules for how to behave or how to deal with this or that kind of problem. ... "If you need to communicate better, do A, B and C." ... It's very much focused on... partners' emotional sensitivities and how those emotional sensitivities contribute to the heated conflict between them.... And so that was the challenge. In the first edition, as well as in the second edition, we presented many examples of common couple difficulties and tried to help the reader see the perspective of both partners in a particular interaction, conflict or struggle. A key component of IBCT is helping partners develop an understanding of the other partner's position and ultimately have empathy for the other person's position...

Brian: Another way we've tried to [translate IBCT] in the second version is to have couples focus on a single relationship problem, or what we call a "core issue". We wanted to encourage couples to apply a lot of the lessons, and the more general examples that the book provides, to their specific relationship. To do this, we take them step by step through a three-step process. First, we have them answer questionnaires and give them feedback on their answers - generally letting couples know how they relate to other couples. For example, where do they seem to be have bigger problems, versus less severe problems. Second, we help them develop what we are calling the DEEP Understanding, which stands

for Differences, Emotional sensitivities, External stress, and Patterns of communication. Acceptance can come from understanding that the "core issue" have have arises from natural differences from your partner. It can come from understanding that your partner is actually in the same type of emotional pain that you're in. Or it can come from recognizing that the external stress you're under or the way you're trying to talk about the problem is making it worse. So we were trying to attack it from a couple of different angles to make sure that something fit and something felt good for a couple. Finally, we encourage readers to think about concrete changes they can make to improve their relationship.

TFP: The book deals with some topics and processes that might be difficult for a lay couple to address in their relationship. What kinds of couples do you see being able to use this book without the assistance of a trained professional?

Andy: The easy and simple answer to your question is less distressed couples. Less chronically distressed couples are more likely to benefit from the self-help... Most clinical scholars support a stepped care kind of approach where some people can benefit and deal with their problems successfully with a very low-level intensive intervention and some people require much more intensive intervention....

Brian: I completely agree with a stepped care model...I think the book Reconcilable Differences is targeted for couples where acceptance is the primary mechanism of change... From our conceptualization of how relationship distress occurs, an initially small difference or minor irritation becomes more severe over time in part because of couples' unsuccessful efforts to change it. Those failed efforts push people further and further away from each other so

that, at some point, couples stop fighting over the initial problem and become more distressed by the resulting efforts to change each other. ...I think Reconcilable Differences [and IBCT] both do a really good job of refocusing couples on the initial problem – it helps them get unstuck again. ...

TFP: Another question is how IBCT is similar to or different from other empirically supported couples therapies such as Emotionally Focused Couples Therapy (EFT)?

Andy: IBCT has had some interesting parallels with emotion-focused couples therapy but some substantial differences. I think a huge difference has to do with their theoretical bases. EFT is based on an attachment model of relationships, at least the Sue Johnson version of EFT, while the theoretical model behind IBCT is a social learning, behavioral analysis model. And so the theoretical underpinnings are very different. Another difference is in the structure of the approach, with EFT having a more structured, step-by-step approach to intervention. IBCT views partners as having unique genes and social learning histories, so that there is not a step-by-step sequence that we can take all couples through in doing IBCT. Our treatment is dictated by the DEEP analysis we do of the problem and also how the couple responds to the treatment interventions.

Brian: EFT does a really good job of helping couples develop an understanding of issues around closeness and distance. “I want more intimacy in the relationship and my partner wants less, how do we make sense of that?” In some ways, the adult attachment framework underlying EFT forms a stronger theoretical foundation than does IBCT to understand those types of issues. However, in my experience, if you’re dealing with other types of issues like power or power and control, ...or ‘the scientist and the artist,’ it’s harder to apply an attachment framework for those kinds of issues. There, I think a broader conceptualization that accounts for how couples can polarize around many types of initial differences is more helpful. So I would argue that the IBCT’s framework is broader and can address more types of presenting problems.

TFP: What are you planning in the future for the research and dissemination of IBCT?

Andy: Since 2010 when the US Department of Veteran’s Affairs (VA) adopted IBCT as one of its evidenced based treatments, I have been heavily involved in training VA therapists in IBCT. As part of that effort, we are collecting outcome data and hope to publish some studies on how IBCT works with Veteran couples. Many of these couples present substantial challenges because one of them may have an individual disorder such as PTSD or depression... But Brian can speak more to the dissemination.

Brian: We see both the second edition of Reconcilable Differences and www.OurRelationship.com as important ways to expand the reach of IBCT. Those are both important ways in which we are trying to expand what we can do outside of the therapist’s office. The majority of couples who divorce never seek couples therapy from anybody, whether that be a clergy member or a mental health professional. [It would] be wonderful to see the effectiveness of the book compared to a trial of couple therapy... or nothing at all. It’s an interesting question to me - of the number of people who purchase Reconcilable Differences, how many will actually finish it? I think that is the biggest barrier to self-help of any type--that it really does rely on the self. However, we know from other studies that reading books designed to help people with other problems, such as depression and anxiety, can be helpful. Additionally, our initial results from our web-based program – which includes less than an hour of staff support – indicate that more than 80% of couples complete it and show gains. So, overall I’m optimistic that we can move help for distressed relationships outside of the therapist’s office and into the hands of couples.

Announcement:

TAKE ONE HOUR for

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Become a Family Psychology Fellow

For Outstanding Contributions or Performance in the Field of Family Psychology

Qualification Self Checklist for New Fellows

- ✓ Are you currently active in the field of psychology?
- ✓ Did you earn a Ph.D. from an accredited psychology program?
- ✓ Have you been a member of the Division for over one year?
- ✓ Do you have five years post-doctoral experience?
- ✓ Can you write a convincing statement that identifies your significant contributions to psychology in general and to your specific field in particular?

If you said YES to all five, email us and we will assist throughout the application process.

Qualification Self Checklist for Current Fellows

- ✓ Are you a fellow of another Division?
- ✓ Have you been a member of the Division for over one year?
- ✓ Can you write a convincing statement that identifies your significant contributions to psychology in general and to your specific field in particular?

If you said YES to all three, email us and we will assist throughout the application process.

4 Easy Steps:

Online Application—Resume—Statement—3 Recommenders
(assistance provided in finding 3 Fellows to support your application,
2 who must be Division 43 Fellows)

Deadline: November 30, 2014

Contact: Linda Berg-Cross, Ph.D., ABPP, CBSH,
Fellows Chair for Division 43,
at lindabergcross@gmail.com

Student Corner:

Student Representative: Katie Wischkaemper., Division 43 Student Representative



Where are the Division 43 Students?

By Saimir Thano, Guest Writer

I was born and raised in Albania, a conservative country controlled by communism for more than 50 years. The communist government made a regular practice of instilling fear in those who expressed personal or innovative thoughts into the Albanian psyche. My mother was unbowed: she challenged this ideology by encouraging me to resolve differences through open communication. She remained open-minded in a society where such thinking was discouraged, instilling in me the ability to effectively communicate my own ideas and inspiring me to become a psychologist.

My immigrant experience has uniquely tailored the fabric of my life. I arrived in the United States naively confident in my ability to adapt to a culture that I knew from reading American magazines, viewing '80s action films, and listening to Michael Jackson. My journey was marked by culture shock. I assumed my heritage would be welcomed and embraced; instead, I found myself struggling to be recognized

as Albanian rather than misidentified as Mexican, Italian, Greek, or Iranian. I learned to view these misunderstandings as opportunities to teach others about my cultural roots.

I enrolled in the California School of Professional Psychology because of its longstanding commitment to training multiculturally competent psychologists. I joined a specialized group of students and faculty that trained in the Family/child and Couple emphasis area. Here in L.A., most practicum, internship, and post-doctoral placements provide precious little training and supervision in family and couple therapy, yet survey data suggest that many of these same graduate students become licensed psychologists treating couples and families in their private or community practice (Regas, 2013). I decided to create the Family and Couple Psychology Club and Division 43 Student Club on campus and to date, more than 100 students have joined.

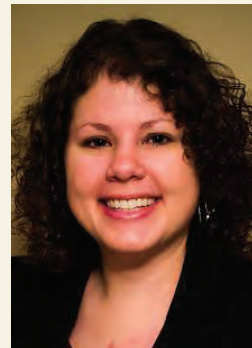
This all leads to the central reason for writing this piece:

How is it possible that so many students are interested in family psychology, yet Division 43 student membership is so low? For the past three years I have been privileged to present at APA's Annual Convention and no more than four students have attended the Division 43 student social hour, while across the hall at the Division 45 student social hour it was standing room only. I discussed the low student turnout with several Division 43 colleagues at the 2013 APA convention in Hawaii with little consensus about how to increase student attendance. There is a strong desire among students to learn more about couples and families and yet few decide to join a division that specifically focuses on family and couple.

In the spirit of collaboration, I humbly offer a few ideas: The process of navigating the website and registering as a Division 43 student member is difficult. How can we expect the number of student members to increase if registration is an obstacle? (1) Let's make it easier to join and access information about Division 43. Furthermore, graduate students are burdened with an increasingly large amount of debt. (2) Let's make student admission to Div. 43 free of charge. (3) Let's provide limited funding for student-led division events on campuses. Finally, (4) Let's make the Div. 43 website the definitive place for obtaining information about family psychology internships and training opportunities.

We, the students, need the support of you, the professionals. I have been privileged to receive the support of the family psychology faculty at CSPP-LA. Their dedication to our professional development has demonstrated the true meaning of mentorship. Students are seeking connection to established professionals in the field of psychology. We have many innovative ideas that could enrich existing family psychology literature and practice. The only way that we can sustain Division 43 and ensure its future is by welcoming and supporting future family psychologists. We are the flowers ready to bloom; all we need is a little nurturing and support.

Introducing Student Representative and Student Corner Editor, Katie Wischkaemper



I am delighted to serve as your Student Representative. I am currently a fourth year graduate student in the Clinical Psychology doctoral program at the University of Tennessee- Knoxville working with Dr. Kristi Gordon. My clinical and research interests involve couple and family health with specific interests in how couples talk about relationship strengths, how couples support each other when living with Type 2 Diabetes, and the function of personal dedication within family subsystems. Please contact me at kwischka@utk.edu if you would like to make a submission to the Student Corner.

President-Elect

Anthony Chambers, Ph.D., ABPP



It is with great humility and honor that I submit this nomination statement to lead the division that is my professional home. I was the 2009 Convention Program Chair, and I served two consecutive terms as Secretary. I've also served on the division's awards, elections, student research, and

newsletter committees.

Background

At The Family Institute at Northwestern University (TFI/NU), I am the Director of our Post-doctoral Fellowship Program in Couple and Family Psychology (CFP), a member of our teaching faculty (teaching research methods) in our MFT program, and the Director of our Couples Therapy Program, where I maintain an active clinical practice of 30-35 couples per week. I completed my Ph.D. in Clinical Psychology at the University of Virginia, and I completed my APA approved internship and residency at Harvard Medical School & Massachusetts General Hospital. I have been involved in several activities devoted to enhancing the scientific knowledge of CFP, which includes being the new Associate Editor of our division's flagship journal, *Couple and Family Psychology: Research and Practice (CFPRP)*. I am also a Director of the Board of Directors for the Family Process Institute as well as a member of *Family Process's* editorial board. I have several publications focused on delineating the best practices in couple therapy. I have also published many articles on African American couples, which will serve as the foundation for one of the first centers in the country that is devoted to treating and studying African American couples, which I am currently creating. My training and professional activities have culminated in being elected a Fellow of Division 43 and being board certified (ABPP) in CFP. I am also on

the Board of Directors and a Fellow of the American Academy of Couple and Family Psychology, which is the organization responsible for promoting board certification in CFP.

Platform

If elected President, I have three primary goals.

1. To position family psychology at the nexus of technology and healthcare. As my friend and colleague Susan McDaniel has championed, healthcare is moving from a provider-centered, biomedical paradigm to a patient-centered, interdisciplinary, biopsychosocial model. Family psychologists are especially well suited to be leaders in shaping this movement. Healthcare reform also involves using technology to facilitate treatment delivery. With the use of iPads and computers, I, along with my colleagues Bill Pinsof, Jay Lebow, and others, have developed a systemically informed, internet based system that provides therapists with real time, empirical data on how their patient system (individual, couple, or family) is progressing throughout treatment. In order to ensure our voice is heard, I will continue our involvement in important health care initiatives such as APA's Interdivisional Healthcare Committee.

2. To facilitate interdivisional collaboration in order to increase the visibility of our Society. Starting this summer, the APA convention is requiring divisions to have interdivisional programming revolving around cross cutting themes. Division 43 should be seen as a leader in forging such collaborations given our proclivity to illuminate interrelationships. This move towards interdivisional programming has the potential to increase our visibility and status within APA, and it can help expand our membership, especially when it comes to diversity. Division 43 has a long history of being committed to social justice. As such, it is

perplexing why we are not seen as a professional home to more psychologists of color who often work with children and families. Thus, I have already spoken with our current VP for Public Interest & Diversity, Jose Cervantes, about ways Division 43 can reach out and collaborate with other divisions committed to diversity, such as 45.

3. To solidify our identity and longevity by increasing our Early Career Psychologists (ECP). Less than 5% of our membership is under the age of 35, and less than 15% of our membership is less than 9 years postdoctoral. I believe this constitutes a crisis. We need to develop an education pipeline

in order to have more students who self-identify as a Family Psychologist. This is why, as Director of our Postdoctoral Fellowship Program at TFI/NU, I have expanded the number of fellows we accept in order to provide more opportunities. I would like to institutionalize a formal mentoring program for graduate students and ECPs, and create more career development programming in our hospitality suite during the convention.

I am forever indebted to Division 43, and it would be the greatest privilege to have your vote as President of our Society, where I promise to work tirelessly on your behalf to further our mission and identity!

Marsali Hansen, Ph.D., ABPP



I appreciate this opportunity to run for president of the Society for Family Psychology (Division 43). I really enjoy catching up with so many of you at the APA Conventions and on the listserv. I am also interested in the comments from you, the members. My first activity with the Division was participation

on the membership committee. I served in many capacities, including the ethics committee and as a reviewer for proposals for conferences. I was elected treasurer and vice president of practice. Simultaneously, I became involved in ABPP, first as a member of our board and then president. I continue to be amazed by the activities of members who bring Family Psychology to other venues. I believe these activities are crucial and would like members to share these relevant commitments.

I have been active on two task forces at APA that contribute to policy development and outreach. The first was as member of the APA Task Force on Serious Mental Illness and Serious Emotional Disturbance in Children; I was a member and subsequent chair of the SED subcommittee. We published an edited volume, an issue of the *Journal of Research and Practice*, and many presentations. The second was as our divisional liaison to the Task Force on Children, Youth, and Families. On both task forces I believed the voice of Family Psychology was crucial. I know many members of our division are active in other capacities within APA as well. I would like to

know more about the impacts we are having. Perhaps we can reach out to others of us who might like to participate.

For ten years, I was director of a training institute for the state of Pennsylvania. Our responsibility was to help improve the skills of all who worked with children with mental health concerns and their families in the public sector. Through this position I participated in activities sponsored by SAMHSA and became active in the Institute for International Mental Health Leadership (IIMHL). Psychologists, family psychologists in particular, were rare in these policy-making activities. Are other family psychologists involved in such programs? One of my products during this time was a set of clinical core competencies. My co-authors included Drs. Carol Anderson, Marian Lindblad-Goldberg, and Diane Marsh, and the parent of a child with mental illness. We created a set of competencies for the workforce that has a fundamental basis in family systems theory. The sharing of these competencies is wide spread. Many of us, as members of Division 43, are participating in such public efforts.

As many of you know, Michele Harway and I collaborate on the assessment and treatment of spouses. We completed a single study, and it strikes me as I look back that we had no idea where this would take us. I think this is true about many of the activities of our members. I would like to increase the feasibility of making our members' professional activities more prominent, and to increase opportunities to share these activities with other members. In particular, I have known many of you throughout my career and am constantly impressed by your professional

activities in and outside of APA. I know how valuable sharing your contributions would be to our membership, particularly to new members.

As a longtime member of the Division, over the years I have focused on increasing the involvement of graduating psychologists in our division. I think we can creatively work toward increasing their involvement, particularly those on internship. I continue to encourage interns, talking to them about how welcome they would be and how we would involve them immediately in the activities of the division. As president of Family ABPP, one of my goals was to help those individuals in the pipeline complete the board

certification process. We were largely successful, most notably because those individuals who are board certified continue to be active. When I work with our graduate students and interns, I think they are “still in the pipeline” until they join the division and take part in divisional activities. I think, individually, we are all working towards that goal. Again, I think by sharing efforts, what we have learned, as well as the multiple activities we are involved in as family psychologists, we can together welcome these individuals and assist them in becoming the next generation of family psychologists.

Treasurer

Steven A. Del Chiaro, Ph.D.



I am truly honored for the nomination for the position of Treasurer for the Society for Family Psychology. I have had the pleasure of being involved with Division 43 since 1999. I have served for two years as the National Student Representative, assisted with the Hospitality Suite at the San Francisco Convention and

served as the Hospitality Suite Coordinator.

I earned a PsyD in Counseling Psychology from the University of San Francisco and have been on the faculty of the Department of Psychology at San Jose State University (SJSU) for the past six years. During this time I have been selected twice to address the psychology students at the annual convocation and received the AS55 Award for Service and Commitment as a faculty member. I advise and monitor the budget for the psychology coalition, which is comprised of the psychology club and Psi Chi. I have recently accepted the position of Associate Director of the Peer Mentor Program and MUSE, which are programs designed for student retention. In addition

to my work at SJSU, I serve as the director for the undergraduate psychology program at John F. Kennedy University at the Campbell Campus and am an Associate Professor. At this branch campus, I am responsible for the day-to-day operations of a psychology completion program. These positions have helped me learn to balance different positions and work with diverse budgets and budgeting issues.

In addition to my work in academia, I am completing the process to be licensed as a psychologist in the state of California and work primarily with sheriff and correctional officers. In this setting, I have found my training and experience in working with the Society for Family Psychology invaluable, as I work mostly with the officers and their families.

If elected to this position, I hope to continue the standards set forth by past treasurers through successful management of the division's finances, keeping accurate records, and making timely reports. One way in which I would complete this is by working with division leaders to develop and adhere to a budget that would support the division, but not deplete its resources. Thank you for your consideration for this honor and opportunity.

Amanda Edwards Stewart, Ph.D.



I am honored to be nominated for the position of Treasurer of Division 43, Society for Family Psychology. I am currently a clinical psychologist for the Department of Defense (DoD), helping create technologies to support Service Members (SMs) and their families access mental

health resources and reduce stigma associated with seeking mental health treatment. This work involves employing and creating innovative technologies and pairing them with empirically supported treatments to be used by military families to improve their overall mental health; whether they are dealing with PTSD, Depression, Substance Abuse, or Anxiety around frequent family relocations. My employer organization creates such technology applications and researches such tools for their effectiveness.

Military families and their relative emotional health is a passion of mine. Specifically, I focus on those individuals that receive emotional injuries due to their service, or the service of their loved one, and now need care. Despite the DoD's heavy campaigning to normalize mental health care, it is still stigmatized and many SMs with unseen injuries still

remain untreated. The military family, in particular, can receive secondary or vicarious injuries due to emotional or behavioral problems that developed in SMs during war. I currently work to reach families that might not otherwise seek care with tools that don't look, on the surface, like tools to assist mental health.

My professional identity is grounded in family psychology. This drives my clinical practice and my research interests. In private practice, I see couples and specialize in relationship problems that stem from past personal trauma. I also work with individuals on the improvement of their interpersonal skills and ability to assert in relationships. In terms of research, I have investigated forgiveness as it relates to a past sexual abuse history, and its impact on current ability to forgive in their primary relationship.

Further, I currently work on *The Family Psychologist* as an Assistant Editor and an editor in the Reference Corner. In the past, I have served as both the Division 43 Program Chair as well as Hospitality Chair. I look forward to the possibility of serving as treasurer of the division. I would bring a fresh perspective to how to engage young and new members to the division, how to use technology to help in this respect, and keep the division within their budget. I ask for your support in elected me to become a part of the Division's leadership team.

Vice-President for Education

Shelley A. Riggs, Ph.D.



The field of family psychology has made enormous strides over the past two decades gaining prominence in psychology as a specialty, largely due to the persistent efforts of many notable leaders in

Division 43. Having enjoyed the incredibly good fortune of receiving training and mentorship from two past presidents of the division, I have been sharing their expertise and wisdom with my own graduate students for the past 13 years. When invited to run for the Vice-President of Education of the Society of Family Psychology, I was honored to be considered

worthy of candidacy for this important position. I am excited by the possibility of channeling my longstanding dedication to family psychology training into a larger national effort. Indeed, fulfilling the immense promise of family psychology will hinge on our ability to improve and expand education at doctoral, internship, post-doctoral and post-licensure levels. I am eager for the opportunity to contribute to that effort and again follow the example of my trainers in broader service to the field of family psychology.

At various times over the past three decades, I have taught at the high school, undergraduate, graduate, and post-licensure levels. After earning my doctorate in Counseling Psychology from the University of Texas at Austin, I worked as Assistant Professor at Texas Woman's University for several years, and am now an Associate Professor at the University of North Texas (UNT). I established and direct the UNT Family Attachment Lab (FAL), which conducts research on psychological risk and resilience in relation to attachment and family processes, as well as relational trauma and loss. I recently completed my service as consulting editor for *Training and Education in Professional Psychology*, and currently serve on the editorial boards of both the *Journal of Family Psychology and Couple and Family Psychology: Research and Practice*. Outside of my academic responsibilities, I provide forensic consultation services regarding custody/visitation issues and have volunteered in two Veterans Affairs health systems, providing couples counseling and staff training in evidence-based family interventions for veterans.

Of the many career hats I wear (e.g., teacher, individual/couple/family therapist, clinical trainer/supervisor, theorist, researcher, student research advisor, mentor, forensic consultant, military family advocate), the most central to my professional identity is "educator." I pursue excellence in the classroom, as well as when supervising students in their clinical and research training. Since beginning my university career in 2000, I have supervised the clinical training of over 200 doctoral students and overseen the scientific training of large research teams of undergraduate and graduate students, chairing 40 completed theses or dissertations. When I arrived at UNT, I followed preliminary guidelines set forth by the Committee for Family Specialty in developing a 3-course couple/family therapy sequence, which includes assessment and practicum training and is supported by other related courses. Implemented in

2004, our Child & Family (ChF) elective cluster is now part of the APA Family Specialty Council and meets the Commission for the Recognition of Specialties in Professional Psychology (CRSPP; APA, 2012) criteria for a family "emphasis."

As Division 43's Vice President of Education, I will bring enthusiasm, commitment, collaboration, and a strong work ethic to the position. While there are many worthwhile possibilities, I propose the following objectives as realistic goals for a two-year term:

1. Work with division leadership in identifying and implementing educational initiatives to complement the division president's stated goals.

2. Organize and lead a committee of experienced family psychology trainers in a concerted effort to implement CRSPP's (APA, 2012) recent education and training guidelines as they apply to family psychology training at the doctoral, internship, post-doctoral, and post-licensure stages. Drawing on pertinent literature (e.g., Kaslow, Celano, & Stanton, 2005; Stanton & Harway, 2007), this process will include formalizing family psychology training models, establishing educational curriculum, and identifying specific competencies appropriate to each of the four identified training levels (i.e., exposure, experience, emphasis, major area of study) at all educational stages.

3. Increase training opportunities. In addition to facilitating more CE workshops on evidence-based family practices, we can also promote the development of new graduate, internship, and post-doctoral family psychology training opportunities by disseminating the recommendations of the above committee and providing consultation to faculty and trainers based on those findings.

4. Collaborate with the Division 43 Vice President of Research to generate innovative training methods that incorporate couple/family research at all stages of education. The long-term goals of this initiative is to reduce the science-practice gap in family psychology and produce new family researchers to continue building empirical support for couple/family interventions.

Susan Regas, Ph.D.



I have enjoyed serving as your Vice President for Education and am honored to be invited to run for a second term. I am committed to the mission and promise of family psychology as a fundamental specialty orientation and to the increased influence of Division 43. At

this critical time in the history of Division 43, my primary goals are to improve the training in family psychology doctoral programs, internships, and postdoctoral education, and the continuing education of psychologists. As VP of Education, I have begun several projects to address these goals and would like the opportunity to continue to work on them.

Survey of Programs

In May 2013, I distributed a survey to 357 APA doctoral programs and 464 predoctoral internships and postdoctoral fellowships to assess couple, sex, and family psychology training. I can now identify the programs with strong family psychology emphasis. Consequently, I will be able to provide a forum for having best practices for sustaining, enhancing, and developing family psychology curricula, faculty, and training sites so that family psychologists are better prepared to work in this multicultural/international world.

Survey Results

Some programs provide solid training, but the survey results indicated that most psychologists leave their graduate program and internship with minimal if any coursework and training in couple, sex, and family psychology. We know that many of these psychologists go on to do couple, sex and family therapy without appropriate training. Clearly, we must help strengthen existing family psychology emphases and develop additional programs devoted to training psychologists in rigorous research, intervention, supervision, and teaching steeped in the couple and family psychology specialty. We must provide resources to programs with no family psychology courses.

Requests for Assistance

After getting the survey results, I contacted all faculty and training directors who indicated that they could use assistance from Division 43. Three themes were consistent in the requests from faculty and training directors from both family and individual psychology programs:

1. State of the art materials and resources in an ever-evolving field are needed in order to strengthen doctoral, postgraduate, clinical training, and continuing education courses. These materials must be relevant to researchers and practitioners, as well as professors and students. Soon, our new Division 43 website will be an easy-to-navigate tool for accessing recommended training tapes, books, articles, marketing and practice tools, core and elective course syllabi, teaching assignments, and exercises that I have begun to collect. The Division 43 website must be a continuously updated, collective resource base.

2. Programs want their students and recent graduates to become more involved in APA and especially Division 43. This year, I took responsibility for offering Div. 43 students and ECPs an opportunity to make peer reviewed presentations in the hospitality suite at the convention in DC. Many students have submitted proposals. This is one way to actively engage students and ECPs., chapters, and books

3. The most frequent request was to offer more trainings throughout the country. As a result, I am working diligently so that the Society for Family Psychology can offer a well organized, effective, and comprehensive CE program using both online and traditional educational platforms to deliver information and services. Psychologists today need skills and expertise in various knowledge areas of couple, sex, and family psychology. Soon, we will advertise all CE courses taught by Div. 43 and will provide APA approval for all courses that meet Div. 43 and APA standards. Many of these CE courses will be videotaped and put on the new website so that our members can access them.

In addition to having this past year of experience being the VP for Education, I am uniquely qualified

for this position. I am a Distinguished Professor at the California School of Professional Psychology, where I have been for over 25 years. I have been instrumental in establishing the Family and Couple Clinical Psychology Emphasis, where students learn about human behavior, psychological assessment, and intervention from a systemic perspective. My colleagues and I developed an innovative family psychology training site at the Ronald McDonald House, where I serve as training director. We sup-

port 75 families from all over the world who live together in one house while their seriously ill children receive treatment in local hospitals. In addition, I maintain a private practice dealing with relationship and sexual problems. Within Division 43, I am a Fellow and have been the hospitality suite chair and convention program chair.

Vice-President for Public Interest and Diversity

Joseph M. Cervantes, Ph.D., ABPP



I am seeking the opportunity to be elected for a second term for Vice President for Public Interest and Diversity. My professional commitment to children and families dates back to my graduate school days where a strong conceptual base in families and community mental health were a critical aspect of my learning.

I have aligned with the identity of a family psychologist long before such an identity existed within the APA structure. My practice as a child and family psychologist for over thirty years has refined my clinical sensitivity. I believe that I have developed a seasoned investment in how families have played a salient role in the shaping of society. This shaping has been influenced early in my career in clinical practice with Latina/o families, military families, and American Indian families. As I advanced professionally, this experience served as a relevant building block to teaching life span development with an emphasis on family psychology, and family therapy courses at my university (California State University, Fullerton).

Beyond my membership at APA, which began when I was a graduate student, I have also been involved in the Task Force that helped construct the

first Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Population with the Office of Ethnic Minority Affairs (American Psychological Association, 1993). More recently, I was a board member and subsequently chair of the Committee on Ethnic Minority Affairs (CEMA) (2006-2008), and was President of the National Latina/o Psychological Association (NLPA) from 2007-2009. In addition, I have Fellow status with Division 12 and Division 45, and am a consulting editor for two APA journals: *Couple and Family Psychology: Research and Practice* and *Cultural Diversity and Ethnic Minority Psychology*.

During the first year of my first term as Vice President for Diversity and Public Policy, I have identified an area that I believe has long needed to have further clarification both within Division 43 and within the broader arena of professional psychology. I have begun the dialogue within our division and the Family Academy about potentially developing either a sub-specialty or a diplomate specialization that would focus exclusively on demonstrating professional competency within ethnic and cultural diversity. I believe that our discipline as a practice and science has evolved to become more specialized with regard to populations that require advanced competency (i.e., ethnic and cultural diversity, gay/lesbian, transgendered populations, issues related to religion and spirituality). These are only

some of the newly established practice areas that now require further psychologist expertise and fall under the umbrella of diversity.

I am actively involved in dialogue with board members in Division 43 as well as lobbying with colleagues and friends in other divisions (Division 45) regarding the importance of this specialty diplomate

or subspecialty which I believe should be housed within Division 43, given its conceptual family focus orientation. I hope that you support my re-nomination to continue on with Division 43 as Vice President of Public Interest and Diversity, and I look forward to an involved period of growth within the board.

Shalonda Kelly, Ph.D.



I deeply appreciate the honor of being nominated for the position of Vice President for Public Interest and Diversity within Division 43 of APA. Families sit at the core of our society, and they transmit societal values and goals to their members, while taking care of their needs. A healthy family

contributes to the health and well-being of its members, and thus of society. The task of family psychologists is large; treating issues within the family system involves attending to development, disorder, diversity, ecology, history, and all of the myriad factors that shape both the members' individual well-being and their relationships. Since receiving my dual PhD in clinical psychology-urban studies in 1998 at Michigan State University, training within the child and family track of the clinical psychology program, I have maintained a strong interest in the family system.

I am an Associate Professor at the Graduate School of Applied and Professional Psychology (GSAPP) at Rutgers University. During my 15 ½ years at GSAPP, I have conducted research on my two specialties of couple relationships and racial issues, and written clinically-oriented manuscripts on using an integrated framework to treat couples and families and attend to the diversity-related strengths within them (e.g. Bhagwat, Kelly, & Lambert, 2012; Kelly, Bhagwat, Maynigo, & Moses, 2014; Kelly, Maynigo, Wesley, & Durham, 2013). I have taught courses in Child Psychopathology, Family Treatment of Childhood Disorders, Diversity and Racial Identity, and Behavioral Couple Therapy, and I treat couples and families in my private practice. Together, these professional endeavors are designed to generate interest and competence in treating families and their subsystems.

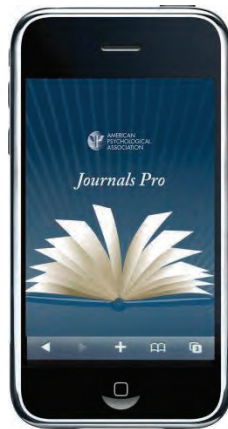
The strength that I could bring to the position of Vice President for Public Interest and Diversity is my background in collaborating with others to create positive cultural infusion, and I believe that I can work successfully within Division 43 to do the same at a national level. At GSAPP, I have been co-chair of the Committee on Diversity for 10 years, along with my colleague, Dr. Nancy Boyd-Franklin. Not only does this role involve much programming within my unit to help all faculty, students, staff and alumni celebrate diversity, but also it involves positive structural change, such as the development of a Multicultural Concentration, and an Annual Cultural Conference that typically reaches over 200 attendees. Most importantly, I have learned how to help GSAPP, Rutgers, and the broader community to collaborate for positive diversity-related growth, using both top-down, and bottom-up methods. Due to these efforts, our program has received the Rutgers Human Dignity Award, and grant funding from the Rutgers Committee to Advance Our Common Purposes (CACP) and from the APA Committee on Ethnic Minority Recruitment, Retention, and Training in Psychology (CEMRRAT). Moreover, I personally received the Rutgers Leader in Diversity Award, and the National Council of Schools and Programs of Professional Psychology (NCSPP) Ethnic Racial Diversity Committee (ERDC) Individual Award.

I am eager for the opportunity to do the important business of Division 43 and while simultaneously working to promote the public interest and diversity at the national level. I have a solid background in working within national psychological organizations, including holding office. I have held membership in APA and Division 45 for a number of years, and I have been a National Program Committee Member for many years as well, as I believe that it is quite important to ensure that APA has the highest quality presentations at its conventions.

I believe that I can contribute more by holding a national office within an APA division. I have held similar offices in the Association for Behavioral and Cognitive Therapies (ABCT), such as Treasurer for the ABCT Couples Special Interest Group (SIG) and Editor of the Couples SIG Newsletter, in addition to my memberships in the African American SIG and on the ABCT National Program Committee. Moreover, I have had memberships in the Association of Black Psychologists, the American Family Therapy Academy, and the Latino Psychological Association of New Jersey.

If I were to be elected for the position, I would strive toward two important goals. First, I would work to find ways to help interested members infuse their research, practice, and teaching with diversity, and second, I would enable ALL members to see themselves within the multifaceted umbrella of diversity. Thanks for the opportunity to seek the honor of working to promote diversity and the public interest within a division that honors, understands, and promotes the mission of family psychologists.

Announcement:



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Council Representative's Report:

Michele Harway, Ph.D., ABPP



APA Council of Representatives February 2014 Meeting Summary

As I did last summer, I wanted to provide context for the summary of the recently completed APA Council of Representatives meeting held in late February. Rhea Farberman, APA's public information officer, provided much of the information which follows my note. The great majority of the Council time and energy was dedicated to covering issues related to changes in the governance structure of the organization. The votes related to governance are summarized in Rhea's article.

Neither of the proposed models for reconstitution of the Council has been approved, and there was quite a lot of jockeying for power. They are understandably upset about the possibility of losing representatives—both proposed models restricted representation to one division or state psychological association—one vote. Some of the divisions (like psychoanalysis) have members who almost exclusively identify with that group. Since members allocate votes from their apportionment ballot to their preferred divisions, single identity groups would fare better than divisions like ours, which draw membership from overlapping divisions, like 12, clinical, or 42, practitioners in private practice, or some of the child divisions. So, we split the membership a great deal more. **I hope we can count on you to give us (Division 43) all 10 of your votes (or as many as you can spare) in the apportionment ballot next summer.**

In any case, this issue of the restructure of Council has been sent back for the organizing group to consider and to make a proposal about what responsibilities would stay with Council and which ones would go with the Board (in addition to some of the fiscal responsibilities). And where all of this ends, I do not know, but I will certainly keep you informed.

From Rhea K. Farberman's report:

At its February meeting, the APA Council of Representatives continued to create a more nimble governance structure and adopted resolutions to advance psychology education and training and the application of the discipline to human welfare. Council's approved the document *Health Service Psychology: Preparing Competent Practitioners*. This first-of-its-kind policy describes the competencies that a psychologist working in a health delivery setting should possess. Such a document is critical to ensuring quality in training and good health services outcomes. Also in the area of psychologists' doctoral education, the council provided funding for APA to create an online application system for psychology graduate programs. The platform will create a centralized system for the submission, processing and review of student applications and faculty recommendations. It is expected to be available in 2015.

Another discussion that council members devoted extensive time to was the ways the Affordable Care Act would affect psychology and psychologists. The council discussed opportunities the act creates for the discipline, as well as ways the law fails to recognize psychology or the contributions it can make to integrated health care.

Council also reviewed and discussed the Good Governance Project (GGP) implementation action plans (see "Good governance" in the February *Monitor*). The action plans approved were:

1. Delegating specific duties, including financial and budget matters and the evaluation of the CEO from the council to the board of directors for a three-year trial period.
2. Creating a new composition for APA's board of directors, including six members drawn from the general membership and elected by members, a public member and a commitment to

have at least one early career psychologist on the board at all times.

3. Creating a Needs Assessment, Slating and Campaigns Committee to conduct annual needs assessment and develop slates for those seats on the board elected by and from the general membership, if such seats are added to a new council structure.
4. Creating a Council Leadership Team. This team's duties will include managing the council's workflow and developing a process by which the council will identify, prioritize and address the major issues facing psychology.

The council considered a number of models, but was unable to reach a consensus on what its structure should be going forward. Instead, council members directed the GGP Implementation Work Group to propose a new structure based on its discussions, to be developed beginning this spring and reviewed by the council at its August meeting. In addition, the council:

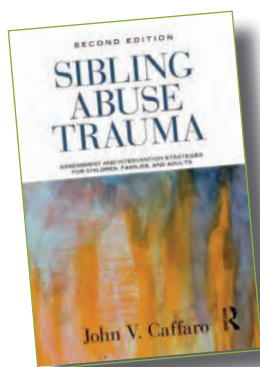
- Adopted as APA policy a new *Resolution on Gun Violence Research and Prevention*.
- Adopted an official definition of early career psychologists as those psychologists within 10 years of earning their doctoral degrees.

- Endorsed a document entitled Multidisciplinary Competencies in the Care of Older Adults at the Completion of the Entry-level Health Professional Degree, developed by the Partnership for Health in Aging, of which APA is a member.
- Received the *Report of the Task Force on Trafficking of Women and Girls*. The report's aim is to raise awareness about human trafficking; enhance research, education and training; and urge psychologists to apply scientific research and expertise to influence public policy and enhance services to survivors of trafficking.
- Approved the revised Principles for the Recognition of Proficiencies in Professional Psychology.
- Received the report Assessing and Evaluating Teacher Preparation Programs.
- Received a report from the association's chief financial officer, indicating that APA expects to finish 2013 with a positive operating margin of more than \$1.8 million. The council also approved a 2014 budget that forecasts a \$1.4 million positive operating margin on revenue of \$111 million and expenses of \$109 million.
- Declined to approve candidacy status for a proposed new APA division, the Society for Technology and Psychology.

Reference Corner:

Amanda Edwards Stewart, Ph.D., Abigail K. Mansfield, Ph.D., Column Editors

If you are interested in serving as a reviewer for the *Reference Corner*, or if you are an author or editor of a new or upcoming book in family psychology, please contact Amanda Edwards Stewart, Ph.D., or Abigail K. Mansfield, Ph.D., Column Editors, at amandaedwardsstewart@gmail.com or abigail.mansfield@gmail.com. Contributors retain a complimentary copy of the book they review.



Caffaro, J. V. (2014). *Sibling Abuse Trauma: Assessment and Intervention Strategies for Children, Families, and Adults. 2nd Edition. Routledge publishing, (362 pages,*

soft cover), \$55.95

Reviewed by Kendra Campbell, Ph.D.

The second edition of *Sibling Abuse Trauma* by John V. Caffaro offers an up-to-date, comprehensive overview of the current research and clinical applications associated with this important yet often overshadowed topic. The current edition includes well-researched sections focused on a) sibling relationship development from childhood through adulthood, b) the nature of sibling-on-sibling physical

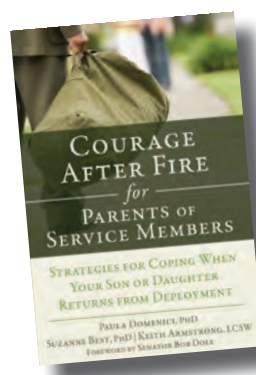
violence and sexual abuse and the resulting trauma sequelae, c) systems-focused clinical best practices including assessment and treatment of sibling abuse trauma across the lifespan, d) suggestions for policy changes, and e) a broad compendium of appendices including assessment and intervention tools. This text offers clinicians working with children, families, and adult trauma survivors a robust toolbox of clinical applications and will likely provide a useful addition to any clinical reference library. Specific updates and contributions to the second edition include a focus on current research and practice trends, which serves to broaden the context from which to understand and address the complexity of sibling abuse and its related clinical issues.

The author has organized the text in a way that provides the reader with a comprehensive understanding of the topic of sibling abuse trauma. First, the overarching systems perspective from which the text is written offers an epistemological basis for understanding the multitude of factors involved with sibling abuse. For example, the author addresses both larger sociological and other macrosystem factors in addition to functional patterns within the family system that may predispose and/or exacerbate the potential for sibling abuse. Additionally, the background section on the research of sibling relationship development provides readers with an anchor point from which to consider the breakdown of abuse patterns, as well as the indicated clinical interventions. Highlights of this section include a succinct, research-based outline of systemic risk (e.g., parents' differential treatment of siblings) and protective factors (e.g., fathers' level of involvement with sons) associated with sibling abuse. Finally, the carefully outlined clinical applications are potentially valuable for clinicians working with this population. Included in the clinical practice section are assessment and intervention tools and strategies for treating children and families, as well as adult survivors of abuse. Specific clinical tools provided in the appendices include *The Sibling Abuse Interview*, *The Sibling Family-of-Origin Exercise*, and a *Semi-Structured Questionnaire, Adult Sibling Abuse Survivor*.

In the clinical practice section, the author includes suggested interview questions for assessing potential sibling abuse patterns. Suggested questions for the sibling victim include those addressing potential fear of the sibling offender, level of assertion in the sibling relationship, assumption of responsibility for the offender's behavior, and psychological maltreatment. Suggested questions for

the sibling offender include addressing acknowledgment of the abuse, capacity to empathize, coercive behavior, and victimization histories. Also included are suggested interview questions for non-abused siblings, parents, and the joint family. The clinical practice section also includes suggested intervention strategies, in which the author discusses clinical best practices and provides an overview for applications of a family treatment approach that incorporates aspects of several evidence-based systemic therapies, including strategic family therapy and structural family therapy, while taking into account careful consideration of the specific presentation and dynamics of the client and client system. In addition to family treatment strategies, the author discusses individual intervention strategies for treating the sibling victim's traumatic stress symptoms in childhood, as well as psychotherapeutic treatment approaches for adult survivors of childhood abuse. The text includes poignant clinical examples to illustrate the assessment and intervention strategies outlined, including sample case transcripts outlining specific clinical interventions. Importantly, cross-cultural perspectives are highlighted for working with individuals and families affected by sibling abuse.

This text is an excellent clinical resource, and is recommended for any clinician working with children and families or adult trauma populations. It is also a resource for those interested in the research behind sibling relationships and trauma, as well as evidenced-based systems practice.



Domenici, P., Best, S., & Armstrong, K. (2013). *Courage after fire for parents of service members: Strategies for coping when your son or daughter returns from deployment*. New Harbinger Publications, (227 pages, soft cover), \$16.95

Reviewed by Michelle D. Sherman, Ph.D.

Courage After Fire for Parents of Service Members: Strategies for Coping When your Son or Daughter

Returns from Deployment by Paula Domenici, Ph.D., Suzanne Best, Ph.D., and Keith Armstrong, LCSW, is a 227-page self-help book written for parents, siblings and friends of military personnel/veterans. The book is organized into seven chapters. Each chapter includes helpful quotations from family members of veterans/military personnel, short didactic sections on the chapter topic, a brief conclusion, and specific chapter tips that summarize the content. Chapters address the following issues: reintegration joys and challenges; professional/vocational/financial concerns; psychological injuries and spiritual struggles; physical injuries; accessing healthcare; strengthening relationships; and self-care as a family member. The text is comprehensive, spanning a wide range of topics in a concise, easy-to-digest manner. The authors sensitively handle issues such as the role of intimate partner violence in the family. The tone of the writing is hopeful, honest, reassuring and comforting; the authors repeatedly express appreciation for the service and sacrifices of both the veteran/military personnel and the family/friends.

Although the title of the book indicates a focus on “parents of service members,” the authors note early on that this resource can be helpful to anyone who cares about the service member. There are few resources for support persons other than partners/wives/husbands, and I commend the authors for appealing to a broad audience. Chapter six addresses the long-neglected populations of ex-partners, siblings, and children of military personnel.

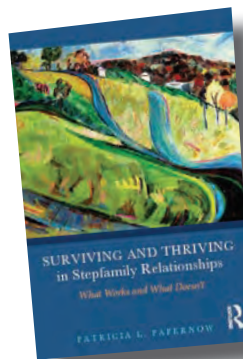
A key strength of this book is the numerous checklists and scripts scattered throughout the text. For example, chapter one helps the reader identify and understand common challenges faced by returning troops after deployment. The authors guide the reader through a series of reflection questions to analyze the problematic behavior, and then provide a script of how the family member may effectively approach the military member about the concern. Specific wording is provided, such as suggesting families say “I’ve noticed that...” and “I’m worried that...” and “I’d like to talk with you more about...” These sample scripts can help family members take a caring, non-threatening manner when approaching their loved one about concerns. Throughout the text, the authors balance open acknowledgment and clear discussion of challenges with a focus on strengths of military personnel and culture that can help families manage the issues.

Future editions of this book may benefit from including additional telehealth or community-based resources. From a researcher perspective, I would also

find it helpful to have more information about the questionnaire the authors created and distributed (e.g., sample size, recruitment method, key findings, etc.), which helped shape the writing of this book.

In sum, the authors do an exceptional job of achieving the mission they describe in their introduction, namely that their words “provide you [the reader with] encouragement, comfort, hope and a sense of community as you help your service member reintegrate after deployment.” (p. 2). This text, along with its predecessor by the same author team (*Courage After Fire: Coping Strategies for Troops Returning from Iraq and Afghanistan and their Families*, 2006), is an excellent source of guidance, support, and hope for military personnel and support persons.

Michelle D. Sherman, Ph.D. is a psychologist and has worked in the VA healthcare system for over 17 years. She is a clinical professor at the University of Oklahoma Health Sciences Center. In her personal life, she writes books for teens whose parents have experienced deployment, trauma/PTSD, or mental illness (www.SeedsofHopeBooks.com).



P. Papernow (2013). *Surviving and Thriving in Stepfamily Relationships: What Works and What Doesn't*. Routledge publishing, (248 pages, soft cover), \$39.95

Reviewed by Abigail K. Mansfield, Ph.D.

Dr. Patricia Papernow’s book, *Surviving and Thriving in Stepfamily Relationships* is a helpful guide for therapists who work in any capacity with stepfamilies. Dr. Papernow carefully outlines common challenges that stepfamilies face, including insider/outsider status for parents and stepparents, loyalty binds for children of all ages, difficulties and losses involved in adjusting to change, and challenges in creating a new family culture. One particularly useful aspect of Dr. Papernow’s book is her emphasis

on working with diverse families, including GLBT families, Latino families, African American families, and older step families. Future work could also include Asian, African, and Middle Eastern families.

What is most striking to me about Dr. Papernow's book is her sensitivity and ability to convey the losses and tensions that commonly arise in stepfamilies. Her insights allow clinicians to understand more fully the grief and challenges that all stepfamilies face as they work toward building trust and intimacy together. For example, she notes that all families develop what she refers to as "middle ground," or common ways of handling activities as mundane as tooth brushing and unloading the dishwasher. Stepfamilies come together with differing previous "middle ground" experiences, and have to create their own new middle ground. This process can be fraught with tension and loss, but it also provides an opportunity for family members to grow closer. Dr. Papernow draws attention to the ways that unspoken expectations and experiences can create tension, and importantly, to the ways that recognizing such tensions can provide an opportunity not only

for smoother functioning, but for family members to understand and know each other better. She dispels many common myths about stepfamilies, including that the process of becoming a stepfamily involves "blending."

Although Dr. Papernow uses an Internal Family Systems Approach to her work with families, her insights and tools can be applied to any approach to family therapy. Our clinic uses the McMaster Approach to evaluating and treating families, and Dr. Papernow's insights can easily be mapped onto our assessment of the six dimensions of family functioning, as well as to ongoing work with families.

Dr. Papernow writes with sensitivity and compassion about the tensions involved in becoming a stepfamily for all involved. She also provides a useful developmental roadmap that can help to orient both families and clinicians to the ground they have covered as well as what lies ahead. Additionally, she includes a tool box of therapeutic strategies on which therapists can draw in their work. This book would be a boon to any clinician who works with stepfamilies in any capacity.