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Editor

The Portable Mentor

Expert Guide to a Successful Career in Psychology

Second Edition

Springer

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To teachers and trainees in psychology, to my amazing wife, Tina, and to Samara, and Max, who are helping me to learn everything all over again.

Acknowledgements

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Most importantly, thanks to my mentors, Annette La Greca and Tony Spirito, whose dedicated and selfless mentorship throughout my training served as inspirational examples, and helped me earn the opportunity to share just a little of what I learned from them in this volume.

Thanks to my family and friends, always.

Preface for the Second Edition

Although graduate training in psychology typically offers students opportunities to develop an extraordinary number of skills and to be exposed to the enormous breadth and history of our field, training on how to develop a successful career in psychology is sometimes more difficult to obtain. Of course, there is no single definition of a "successful" career. There are many ways to make a contribution, and many routes to get to each of these varied destinations. Many of the skills common to these routes are not explicitly discussed within doctoral training. Graduate students and early career psychologists often express a need for additional information on practical career issues, such as how to write a grant, teach a class, publish a research manuscript, apply for a postdoctoral fellowship, balance personal and professional demands, or acquire skills necessary to begin a clinical practice, for instance. Students might acquire some of these skills through interactions with their mentor; however, not all mentors have had experiences with each of these professional tasks.

Ten years ago, the first edition of the Portable Mentor was published. With this edition, the Portable Mentor offers updated advice and resources on an even wider variety of topics relevant to professional development. As with the first edition, this volume provides graduate students and early career psychologists comprehensive and practical resources on professional development issues in psychology. "Expert" contributors have been selected; each has demonstrated a strong commitment to training in psychology and may serve as the "field's mentor" in a particular domain of professional development. Thus, with this volume, students have access to the best possible professional development training from the most successful leaders in psychology.

This volume was designed to be comprehensive in scope and practical in use. The book is divided into six sections that cover professional development issues relevant to each stage of early career development in psychology. Chapters review topics relevant to both science- and practice-oriented psychologists, with a specific focus on universal hurdles and professional tasks that are difficult to get information about. Authors have provided bullet-pointed lists, and illustrative examples whenever possible, and lists of additional resources for each topic. Each contributor was asked to provide the kind of specific instruction and suggestions that they would offer their own mentees.

Part I of the book offers two chapters new to this edition of the Portable Mentor. These chapters offer input on the decision to apply to graduate school, as well as specific advice on when and how to apply to doctoral programs in psychology. It is unfortunate that undergraduate institutions do not have information on pre-psychology requirements as thorough as for pre-law or pre-med careers. The information in this section helps to fill this void, and also discusses the types of postbaccalaureate positions and experiences that are available to enhance one's application to doctoral programs.

Part II reviews general, overarching issues that apply to graduate students and to young professionals beginning their careers. The book begins with a discussion of the scientist-practitioner model and guiding principles for developing a career that will have maximal impact on our evolving field. Chapters on cultural competence and ethics offer excellent discussions of topics that can serve as a foundation for decisions made throughout a career in psychology. Each of these chapters reviews issues specifically relevant to students and early career psychologists. This section concludes with a review of difficult challenges and helpful suggestions relevant to the balance between personal and professional lives. New to this edition is a chapter specifically focused on balancing the professional and personal demands inherent to work as a psychologist and a parent.

Part III includes chapters pertaining to career development in research and academic domains. Each chapter addresses a task that is crucial to a successful scientific career, but often not discussed explicitly during graduate training. Chapters on research offer specific steps for reviewing scientific literature and disseminating research findings, in both presentation or publication formats. This section also includes a new chapter with instruction for serving as a peer-reviewer on journal submissions, and a chapter with recommendations for preparing and teaching a course on psychology.

Part IV addresses professional development in the practice domain. An introductory chapter reviews opportunities to gain clinical experience at each stage of training, and offers ideas for the competencies that should be obtained following the completion of each clinical experience. This section also includes a chapter with specific strategies for beginning a successful private practice, including considerations for selecting a specific type of practice and business skills that are needed to manage it. In our experience, students most frequently have questions regarding application processes relevant to training hurdles in professional psychology. Three chapters are therefore included with concrete suggestions regarding the internship and licensure application processes, and information regarding board certification (ABPP) in psychology. Because many early career psychologists are also clinical supervisors, this section offers a new chapter on the challenges inherent in becoming a clinical supervisor.

Not all psychologists are involved in professional service, but those who are often cite strong mentorship and excellent role models as leading reasons for their involvement. For this reason, Part V is dedicated to the development of a professional service career, with chapters that help to explain the importance of professional service within psychology. This section begins with a chapter on the roles served by professional organizations in psychology, and

the range of options for students and early career psychologists to become active in these groups, either as members or governance leaders. This section also includes a discussion of advocacy in psychology with specific ideas on how students and young psychologists can become involved with efforts to solicit support for the needs of our field. Two chapters address the promotion of psychology in the media, offering a vision and example for the successful public education of psychology, and specific guidelines to follow when interacting with a media source.

Part VI addresses professional development issues that are most relevant toward the end of formal graduate training. This section begins with a comprehensive discussion of postdoctoral fellowships in psychology, including different types of positions and practical strategies for the postdoc application process. This section also includes a review of the NIH grant application process and funding mechanisms most relevant to early career psychologists. Two chapters addressing employment issues in psychology are also included in this section. One of these chapters reviews the application process for academic positions, and the other reviews recent data regarding employment trends in psychology and among graduates in psychology.

Overall, it is hoped that this second edition continues to serve as a helpful resource for students, early career psychologists, and teachers of psychology. The book is structured to serve as a text in a professional development workshop series and/or a resource volume that psychologists can refer to throughout their careers. To all who are beginning their careers in psychology, good luck!

Chapel Hill, NC, USA Mitchell J. Prinstein

About the Editor

Mitchell J. Prinstein, Ph.D. is a Bowman and Gordon Gray Distinguished Term Professor and the Director of Clinical Psychology at the University of North Carolina at Chapel Hill. He received his Ph.D. in clinical psychology from the University of Miami and completed his internship and postdoctoral fellowship at the Brown University Clinical Psychology Training Consortium. Mitch's research examines interpersonal models of internalizing symptoms and health risk behaviors among adolescents, with a specific focus on the unique role of peer relationships in the developmental psychopathology of depression and self-injury. He is the PI on several past and active grants from the National Institute of Mental Health, the National Institute of Child and Human Development, and several private foundations. He serves as the Editor for the *Journal of Clinical Child and Adolescent Psychology*, and an editorial board member for several developmental psychopathology journals. Mitch has received several national and university-based awards recognizing his contributions to research (American Psychological Association Society of Clinical Psychology Theodore Blau Early Career Award, Columbia University/Brickell Award for research on suicidality, APA Fellow of the Society of Clinical Child and Adolescent Psychology and the Society of Clinical Psychology), teaching (UNC Chapel Hill Tanner Award for Undergraduate Teaching; Psi Chi Professor of the Year), professional development of graduate students (American Psychological Association of Graduate Students Raymond D. Fowler Award), and undergraduate students (Psychology Club Department Research Mentor Award).

Contents

Part I Applying to Graduate School

1 Before you Apply to Graduate Programs in Psychology: Knowing When You're Ready, and Gaining Postbaccalaureate Experiences 3
Casey D. Calhoun and Mitchell J. Prinstein

Should I Take Time "Off"? 3
Are You Ready Now? 4
Do You Want to Wait? 4
What Should I Do During My Time Off? 4
Volunteer Positions 5
Research Assistant Positions 6
National/Regional Psychology Conferences 9
Final Remarks 11

2 Deciding to Apply and Successfully Gaining Admission to Graduate Schools in Psychology 13
Mitchell J. Prinstein, Sophie C. Choukas-Bradley, and Karen Guan

Do You Really Want To Be a Psychologist? 13
Careers with a Practice Option 14
The "Clinical Science" Option in Clinical Psychology 19
Research and Clinical Work in Clinical Psychology 19
The Ph.D. Versus the Psy.D. 21
Careers Focusing Exclusively on Science, Without Practitioner Training 22
Deciding Where to Apply 25
Prior to Applying to Doctoral Ph.D. Programs in Psychology 25
When to Apply 25
Taking Time Away from School: Pros 26
Taking Time Away from School: Cons 26
Obtaining Research Experience 26
Obtaining Clinical Experience 28
Applying to Doctoral Ph.D. Programs in Psychology 28
Selecting Potential Schools and Mentors 28
The General GRE 31

The Psychology GRE 32
Contacting Potential Mentors 32
Letters of Recommendation 33
The Personal Statement 33
After Applications Are Submitted 35
How the Admissions Process Works 35
The Interview 37
Scheduling the Interviews 38
What Will Happen During These Interviews? 38
Questions to Ask Potential Advisors 39
Questions to Ask Other Students 39
Talking About Research 40
Other Interviews 42
Other Factors 42

Part II Beginning your Career

3 The Whys and Hows of the Scientific Path in Applied Psychology 47
Steven C. Hayes and Nicholas M. Berens

History of the Scientist–Practitioner Model 49
Doing Research That Makes a Difference 51
The Nature of Science 51
The Knowledge Needed by Practitioners 52
Research of Importance 53
The Practical Role of the Scientist–Practitioner 53
The Scientist–Practitioner in Organized Healthcare Delivery Systems 54
Looking Ahead 54
References 54

4 Advancing Understanding of Cultural Competence, Cultural Sensitivity, and the Effects of Cultural Incompetence 57
Joseph E. Trimble

Overview 58
Culture, Cultural Competence, and Cultural Sensitivity Specifications 59
Cultural Competence and Cultural Sensitivity Defined 62
Becoming Culturally Competent and Sensitive 64
Self-reflection and Ethnocultural Influences 64
Achieving Multicultural Competence in Clinical Practice 65
Achieving Multicultural Competence in Research 67
The Costs Generated by Cultural Incompetence and Insensitivity 76
Summary and Conclusion 77
References 78
Additional Resources 80

5 Developing and Practicing Ethics 81
Kenneth S. Pope

Developing Professional Ethics 82
Start With What We Actually Do 82
Stay Awake, Distrust Quick Answers, and Keep Questioning 83
Know the Ethics Codes: Their Similarities and Differences—But Don't Let Them Replace Critical Thinking, Professional Judgment, and Taking Personal Responsibility 83
Know the Legal Standards But Don't Let Them Replace Critical Thinking, Professional Judgment, and Taking Personal Responsibility 86
Actively Address Fallibility to Prevent Problems 86
When Looking for Ethical Missteps, Start with Ourselves 86
Question What Seems Beyond Questioning 86
Avoiding Ethical Fallacies 87
Conclusion 89
References 89
Additional Resources 89

6 Balancing Career and Family 91
Paula J. Caplan

What Makes It So Difficult 93
What Can Help (Can, Not Will) 94
In Your Head and With Others 94
Change from the Top Down…Or from You 98
References 99
Additional Resources 100

7 Psychologist and Parent: Advice from Professionals in Different Career Tracks 101
Vicki DiLillo, Andrea Hussong, Barbara Kamholz, and Elizabeth Richardson

Editor's Note 101

Part III Your Research/Academic Career

8 Writing a Literature Review 119
Roy F. Baumeister

Narrative and Meta-analytic Reviews 120
Searching the Literature 120
Meta-analysis 121
Narrative Reviews 122
Hypotheses in Advance? 123
The Value of Null Findings 124

Types of Possible Conclusions 125
Common Problems and Errors in Literature Reviews 125
Uncertain Purpose 126
Vague Introduction, Poor Organization 126
Not Enough Information 127
Failing to Connect to Take-Home Message 127
Be Critical! 127
Exceptions and Counterexamples 128
Tell Them Where to Go 129
Matters of Style 129
Conclusion 130
References 131

9 Presenting Your Research 133
Lindsey L. Cohen, Laurie Greco, and Sarah Martin

Reasons for Presenting Research 133
Presentation Venues 133
Types of Presentations 134
Poster Presentations 134
Research Symposia 134
Panel Discussions 135
Workshops 135
The Application Process 135
Preparing and Conducting Presentations 136
Choosing an Appropriate Out fit... 136
Preparing for Poster Presentations 136
Conducting Poster Presentations 137
Preparing for Oral Presentations 137
The Basics 137
What to Bring 138
Critically Evaluate Other Presenters 138
Practice, Practice, Practice 138
Be Familiar and Anticipate 138
Conducting Oral Presentations 139
Using Audio-Visual Enhancements 139
Using Humor and Examples 141
Attending to Other Speakers 141
Answering Questions 142
Conclusion 143
References 143

10 Publishing Your Research 145
Alan E. Kazdin

Preparing a Manuscript for Publication 145
Writing the Article 145
Sections of an Article 147
Questions to Guide Manuscript Preparation 152
Guidelines for Research 152

Selecting a Journal 154
Manuscript Submission and Review 156
Overview of the Journal Review Process 156
You Receive the Reviews 158
Closing Comments 160
References 161
Additional Resources 161

11 How to Write an Effective Journal Article Review 163
Dennis Drotar, Yelena P. Wu, and Jennifer M. Rohan

How to Get Experience and Mentoring in Reviewing Manuscripts for Scientific Journals 163
Overview of the Manuscript Review Process 164
Role of the Editor 164
Role of Reviewers in Manuscript Reviews 164
Guidance for Mentored Reviews 164
Obtain an Orientation to the Review Process 164
Anticipate Logistical and Communication Issues 165
Obtaining Proper Credit for a Mentored Review 165
Specific Guidance for Reviewers 166
Preparing to Review 166
Importance of Timeliness of Reviews 168
Enhancing Quality of Journal Article Reviews: Process Considerations 168
Organizing the Content of a Review 168
Focus Your Review on Key Points 169
How Long Should a Review Be? 169
Describe the Content of Critique Succinctly and Clearly: Number All Speci fi c Points 170
Provide Explicit Suggestions for Key Revisions and a Rationale for Considering Them 170
Indicate Specific Ratings and Recommendations for Editorial Decisions that Reflect Journal Policies 170
Communicate Consistently with Authors and Managing Editors 170
How to Help Editors Manage Difficult Editorial Decisions 171
Conducting an Ethical Review 171
Improving the Quality of Your Reviews 172
Epilogue 172
References 172

12 Recommendations for Teaching Psychology 175
William C. Rando and Leonid Rozenblit

Four Steps to Designing a College Course in Psychology 177
Use Student Learning to De fine the Overall Purpose of the Course 177
Get to Know Something About Your Students 178
Get to Know Yourself as a Teacher 179

Develop a Course Plan That Pulls Everything Together 180
Some Practical Considerations in Creating a Course 180
Choose a Textbook That Helps You Teach 180
Be Creative in Your Use of Class Time 181
Design Assignments That Allow Students to Make Better Use of Class Time 181
Use Assessment and Grading to Review Students' Work and Give Them Necessary Feedback 182
Write a Course Syllabus That Establishes a Contract Between You and Your Students 183
Teaching Psychology with Information Technology 184
Why Should I Use Information Technology? 184
When Should I Use Information Technology? 185
How Do I Get Started Using Instructional Technology in My Teaching? 185
Web Resources 185
Introductory vs. Advanced Courses 186
Teaching Introductory Courses in Psychology 186
Teaching Advanced Courses in Psychology 187
Managing and Mentoring Teaching Assistants 188
Conclusion 189
References 189

Part IV Your Career as a Practitioner

13 Gaining Clinical Experience In and After Graduate School 193
Alan D. Katell and Marcy C. Adler

Academic Training Model 193
Evidence-Based Treatment 194
Practicum Training 195
Supervision 196
Clinical Experience During Internship 197
Supervised Postdoctoral Experience 198
Summary 199
References 200
Additional Resources 201
Web Resources 201

14 Training to Begin a Private Practice 203
Jeffrey E. Barnett and Elizabeth Musewicz

Preparation for Private Practice 203
While You Are Still in Graduate School 203
After Obtaining Your Degree 204
After You Enter Practice 204
Is Private Practice For You? 204
Questions to Ask When Considering Joining a Group Practice 206

The Business of Practice 207
Rules of Business Success 208
Consult the Experts 208
Market Your Practice at Every Opportunity 209
Being a Business Person and Entrepreneur 210
Setting Up Your Practice 211
Appendix A: Sample Targeted Follow-Up Letter 213
Appendix B: Sample Letter to Follow-Up a Referral 214
References 214

15 Navigating the Internship Application Process 215
Mitchell J. Prinstein

The Internship Application Process: A Rite of Passage 215
Debunking Myths and Reducing Anxiety 215
The Application Process: How and When to Begin 216
Recording Information 216
Setting Goals 216
The Application Process: Soliciting Materials and Choosing Sites 217
The Application Process: Preparing the Application 218
Letters of Recommendation 218
Curriculum Vitae 219
The AAPI 219
The Essays 220
The Cover Letter 222
The Interview Process 222
Social Skills 223
Enthusiasm 223
Match 224
Thank You Notes 224
Making Your Decisions 224
Conclusion 225
References 225
Additional Resources 225

16 Obtaining a License to Practice Psychology 227
Corey J. Habben

Before You Even Get Started: Looking Ahead 228
General Eligibility Requirements for Licensure: What You Will Need 229
Education 229
Training/Supervised Experience 229
Examinations 229
Considerations of Differences Among State, Provincial, and Territorial Requirements 230
The Examination for Professional Practice in Psychology 230
Studying and Preparing for the EPPP 232
After Licensure: Banking Your Credentials 233
Additional Resources 234

17 Specialty Certification in Professional Psychology 235
Robert D. Hill and Ted Packard

What Is Board Certification in Professional Psychology? 236
Why Is Board Certification Important? 237
What Are the Benefits of Board Certification? 239
How Do I Become Board Certified? 241
What Can I Do Now to Prepare Myself for Board Certification? 242
References 243

18 Becoming a Competent and Ethical Clinical Supervisor 245
Erica H. Wise and Ellen E. Fitzsimmons-Craft

Defining Supervision 245
Taking on Your New Role 246
Social Role Discrimination, Developmental and Theoretical Models of Supervision 246
Parallel Process and Alliance in Supervision 248
Ethical Considerations 249
Multicultural Considerations and Competencies 250
The Process of Learning to Be a Supervisor 250
From the Perspective of a Supervisor in Training (EFC) 250
From the Perspective of the Faculty Supervisor (EHW) 251
References 253

Part V Your Professional Service Career

19 Getting Involved in Professional Organizations: A Gateway to Career Advancement 257
Daniel Dodgen, Raymond D. Fowler, and Carol Williams-Nickelson

Professional Organizations in Psychology 257
National and International Psychological Organizations 258
The Function of Professional Organizations Within Psychology 258
Benefits of Psychological Organizations for Individuals 261
Interaction with Leaders and Potential Mentors 262
Resources 262
Fellowships, Awards, Scholarships, and Grants 262
Benefits of Psychological Organizations to Society 263
National Initiatives 263
Advocacy for Psychological Research and Practice 263
Getting Involved 264
APA: A Case Study 265
Professional Networking 265
APAGS: The American Psychological Association of Graduate Students 266

Involvement in APAGS 266
APAGS and Career Development 267
Conclusions 267
References 267

20 Advocacy: Advancing Psychology and Public Well-Being 269
Christopher W. Loftis

Why Advocate? 269
Societal Rationales 269
Analytical (Scientific) Rationales 270
Political Rationales 270
Overview of Advocacy Process 270
Identify Problems, Pressure Points, and Solutions 270
Frame the Issue, Then Support with Data 271
Identifying Spheres of Influence 272
Process Is Important, But Relationships Are Essential 272
Vision and Persistence 273
A Note on Political Gift Giving 274
Getting Started 275
Partnerships 275
Student Advocacy 275
Policy Relevant Resources 276
APA Government Relations Office (http://www.apa.org/about/gr/index.aspx) 276
Association for the Advancement of Psychology (http://www.aapnet.org/) 276
Directory of State, Provincial and Territorial Psychological Associations (SPTAs) (http://www.apapracticecentral.org/advocacy/state/spta.aspx) 276
Advancing Psychology Education and Training: A Psychologist's Guide to Federal Advocacy (http://www.apa.org/about/gr/advocacy/advocacy-guide.pdf) 276
Advancing the Science: A Psychologist's Guide to Participation in Federal Policymaking (http://www.apa.org/about/gr/advocacy/participate.aspx) 276
Curriculum for Advocacy Training (http://www.apa.org/about/gr/advocacy/sample-curriculum.aspx) 276
Curriculum for Advocacy Training (http://www.apa.org/about/gr/advocacy/sample-curriculum.aspx) 276
Thomas: Legislative Information on the Internet (http://thomas.loc.gov/) 276
FirstGov (http://www.firstgov.gov) 277
FirstGov (http://www.firstgov.gov) 277
How a Federal Bill Becomes Law (http://www.igc.org/acm/acmbill.htm) 277

National Council for Community Behavioral Healthcare 277
Bazelon Center for Mental Health Law (http://www.bazelon.org/) 277
National Alliance for the Mentally Ill (NAMI) (http://www.nami.org/advocacy.html)..... 277
Kaiser Family Foundation (http://www.kff.org/) 277
References..... 277

21 Public Education of Psychology: An Interview with Philip G. Zimbardo, Ph.D. 279
Philip G. Zimbardo

Psychology and the Media..... 279
Importance of Media Involvement Among Psychologists..... 279
The Future of Psychology in the Media..... 280
Getting Involved..... 283

22 Strategies for Successful Interactions with the News Media..... 293
Rhea K. Farberman

When Journalism Meets Psychology 293
APA Public Affairs Office..... 293
Special Opportunities and Special Problems 294
The Uninformed Reporter..... 295
Fitting Complex Research into a Sound-Bite 295
Patient's Confidentiality..... 295
Public Education vs. "On-Air Therapy" 296
The Challenges and Opportunities of Social Media 296
Why Do the News Media Do the Things They Do?..... 296
How to Level the Playing Field?..... 297
The Preinterview Phase..... 297
Preparing for the Interview 298
During the Interview 299
After the Interview 299
Evaluating Your Performance 299
What to Do When You Are Unhappy With a Story 299
Conclusion 300
References..... 300
Additional Resources..... 300

Part VI Your Career After Graduate School

23 Recommendations for a Postdoctoral Fellowship 303
Amy F. Sato, Valerie Simon, Elissa Jelalian, and Anthony Spirito

Types of Postdoctoral Training 304
Stipends..... 305
Training Emphasis 305

Setting 306
Benefits and Pitfalls of Postdoctoral Training:
Is it Right for You?..... 307
Potential Benefits of Postdoctoral Training 307
Specialty Training..... 308
Professional Licensure..... 308
Professional Development as a Clinical Scientist..... 309
Potential Drawbacks of Postdoctoral Training 309
Postdoctoral Training Versus University Faculty Position?..... 310
Is Postdoctoral Training Right for You? 311
Identifying the Right Postdoctoral Position for You..... 311
Diversity Related Considerations..... 312
Application Procedures and Guidelines..... 312
Evaluating Potential Postdoctoral Opportunities 314
Evaluating Potential Postdoctoral Mentors..... 314
The Final Decision..... 315
Once You Have Accepted a Position 315
What to Expect During Your Postdoctoral Fellowship..... 316
Final Words..... 316
References..... 317

24 Applying for NIH Grants 319
C.W. Lejuez, Elizabeth K. Reynolds, Will M. Aklin, and Christopher Frueh

Introduction..... 319
Developing Your Idea 320
Finding the Right Mechanism for You and Your Idea 320
K Awards..... 320
R Grants 321
K/R Hybrids..... 321
Advantages and Disadvantages of K Awards and R Grants 321
Application Types 322
Preparing Your Application 323
Project Summary..... 324
Aims..... 324
Research Strategy..... 324
Human Subjects 325
Additional 325
Submission and Receipt of Your Application..... 325
The Review Process 326
Core Review Criteria..... 327
Overall Impact/Priority Score 328
Post-review Strategies..... 328
Tips..... 329
Don’t Mess with Father Time 329
Slow Your Roll..... 329

Remember That Reviewers May Control Your Destiny, But They Can't Read Your Mind 330
Name Drop (with a Purpose) 330
Don't Forget Games People (Shouldn't) Play 330
Final Words 331

25 The Job Search 333
Robert J. Sternberg

What Is the "Best Job"? 333
The Variety of Jobs 334
Preparing from "Day 1" 334
Preparing Your Materials 335
The Vita 335
The Personal Statement 335
Letters of Recommendation 336
Publications 336
Finding Out About Job Openings 336
Kinds of Jobs 337
The Job Interview 338
The Job Talk 338
The Conversations 340
The Perspectives of the Search Committee 340
Questions to Ask on a Job Interview 341
Negotiations 341
Conclusions 342
References 342

26 Employment and Trends in Psychology 343
Jessica L. Kohout and William E. Pate II

Demographics 343
New Doctorates 344
Employment Status 344
Employment Settings 345
Employment Setting by Subfield 346
Employment Among Psychologists 346
Employment Status and Patterns 346
Salaries 347
Trends in Employment: Academe 349
Trends in Employment: Health Services 351
Challenges, Opportunities, and Trends 353
Challenges 353
Opportunities 355
Trends 357
Moving Forward 359
Notes 360
References 360

Index 363

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Nicholas M. Berens, Ph.D. is an experienced applied researcher and has published and presented in the areas of core behavioral process related to language and development, the merits of the scientist practitioner model, Relational Frame Theory, Precision Teaching, and program evaluation. He has spent the last 10 years researching and developing the Fit Learning system of instruction, which targets areas such as basic classroom readiness, core processing speed, phonemic awareness, reading fluency, reading comprehension, language-based comprehension, basic and advanced mathematics, grammar, expressive writing, logic, problem solving, and Executive Functioning. He and his team have implemented the system with over 600 children ages 3–18 years old, producing much higher rates of academic progress in gifted children and those with problems such as Asperger's Syndrome and a wide variety of learning disabilities. Dr. Berens has served on the boards of the Standard Celeration Society and the Nevada Association for Behavior Analysis.

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depression and risk-taking behavior. Casey's personal research broadly considers the effects of peer relations and social cognition on adjustment in childhood and adolescence. His primary interests include multi-informant discrepancies, the immediate and delayed effects of social rejection on functioning, and social pain models of rejection.

Paula J. Caplan, Ph.D. is a clinical and research psychologist. She received her A.B. with honors from Radcliffe College of Harvard University, and received her M.A. and Ph.D. in psychology from Duke University. She is currently Fellow at the Women and Public Policy Program at the Kennedy School of Government and Associate at the DuBois Institute, both at Harvard University. She has been a Lecturer at Harvard, teaching Myths of Motherhood; Girls' and Women's Psychological Development over the Lifespan; and Psychology of Sex and Gender. She is former Full Professor of Applied Psychology and Head of the Centre for Women's Studies in Education at the Ontario Institute for Studies in Education, where she also headed the School Psychology and Community Psychology programs, and former Lecturer in Women's Studies and Assistant Professor of Psychiatry at the University of Toronto. She is the author of 11 books, coeditor of one book, and author of dozens of book chapters and articles in scholarly journals, as well as of numerous articles and essays in popular publications. She has given more than 400 invited addresses and invited workshops and done more than 1,000 media interviews.

Sophie C. Choukas-Bradley, M.A. is a doctoral student in clinical psychology at the University of North Carolina at Chapel Hill. She received her A.B. from Brown University, magna cum laude and with honors in psychology, and her M.A. in clinical psychology from the University of North Carolina. Prior to graduate school, her research focused on the assessment of behavioral changes in children and adolescents at a short-term residential treatment program. In graduate school, her research has focused broadly on adolescents' peer relations and health risk behaviors, including the role of peer status and peer influence in adolescents' sexual behavior, substance use, and weight-related behaviors. Her current research program involves collaborations with researchers in psychology and public health, and focuses on the role of social influences in the development of adolescents' sexual behaviors.

Lindsey L. Cohen, Ph.D. is Associate Professor and Director of Graduate Studies in the Department of Psychology at Georgia State University. Dr. Cohen is an active mentor having supervised three NIH training grantees and currently overseeing a Health and Human Resources training grant, which provides funding for doctoral clinical psychology students to work with disadvantaged populations in pediatric psychology. Dr. Cohen's research in child health psychology focuses on children's acute and chronic pain. Dr. Cohen's research has garnered over $1,000,000 in grant funding and has produced roughly 80 articles and chapters, over 60 national and international oral presentations, and 150 conference posters to date.

Vicki DiLillo, Ph.D. is an Associate Professor at Ohio Wesleyan University. She is a licensed clinical psychologist with research and clinical expertise in health psychology, with a particular emphasis on cardiovascular behavioral medicine. Dr. DiLillo has advanced clinical training in Motivational Interviewing and publishes and presents regularly about the utility of this intervention for enhancing health behaviors among those at risk for cardiovascular disease. Dr. DiLillo maintains an active research laboratory that incorporates undergraduate collaborators and focuses on the investigation of modifiable risk factors for cardiovascular disease. She is a recipient of the Sherwood Dodge Shankland Award, presented annually to one Ohio Wesleyan faculty member in recognition of teaching excellence. Prior to her current position, Dr. DiLillo was on the faculty of the University of Alabama at Birmingham School of Medicine where she served as a Co-Investigator on a number of NIH-funded clinical trials.

Daniel Dodgen, Ph.D. is the Director for At-Risk Individuals, Behavioral Health, and Community Resilience in the Office of the Assistant Secretary for Preparedness and Response at the U.S. Department of Health and Human Services (HHS). His office focuses on ensuring that at-risk individuals, behavioral health, and community resilience are integrated into federal public health and medical preparedness and response activities. Before joining HHS, Dr. Dodgen served as Special Assistant to the CEO and Senior Legislative and Federal Affairs Officer at the American Psychological Association (APA). Before joining APA, Dr. Dodgen was a Fellow with the U.S. House of Representatives Committee on Education. He has served on multiple federal advisory groups and authored numerous articles and book chapters on psychology and public policy. He received the APA 2005 Early Career Award for Contribution to Psychology in the Public Interest. He is a licensed clinical psychologist in the District of Columbia.

Dennis Drotar, Ph.D. is Professor in the Division of Behavioral Medicine and Clinical Psychology and Director of the Center for Adherence Promotion and Self-Management. A nationally recognized leader and teacher, Dr. Drotar is a past president of the Society of Pediatric Psychology (SPP) and Society of Developmental Pediatrics (SDBP) and is currently editor of the Journal of Pediatric Psychology (JPP). Among his many professional honors, Dr. Drotar has received the Distinguished Service Award, and the Martin P. Levin Mentorship Award from SPP. Dr. Drotar' s research focuses on understanding the factors, including interventions that influence psychological outcomes of children and teens with chronic physical illness, including cystic fibrosis, diabetes, asthma, and cancer. He is currently the Principal Investigator of several NIH-funded studies and is the author of more than 200 publications, including several books, such as *Psychological Interventions in Childhood Chronic Illness* (2006).

Rhea K. Farberman, APR is the Executive Director for Public and Member Communications at the American Psychological Association. In her position she directs the association's public affairs and media-relations programs,

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Ellen E. Fitzsimmons-Craft, M.A. is a clinical psychology doctoral student at the University of North Carolina at Chapel Hill who specializes in eating disorders and body image research and treatment. She has received numerous competitive grants, fellowships, and awards throughout her graduate career, including a National Institute of Mental Health (NIMH) Individual National Research Service Award (NRSA) (F31) and an Academy for Eating Disorders (AED) Early Career Investigator Travel Fellowship. Her research on the sociocultural influences on disordered eating has appeared in such journals as *Clinical Psychology Review, International Journal of Eating Disorders*, and *Body Image*.

Raymond D. Fowler, Ph.D. served as the Executive Vice President and Chief Executive Officer (CEO) of the American Psychological Association (APA) since 1989, the longest term any APA CEO has served. As CEO, he was responsible for overseeing both the corporate and professional management of the 155,000-member association and for supervising a staff of 500. He received his Ph.D. from Pennsylvania State University in 1957. He now is retired and living in La Jolla, CA.

B. Christopher Frueh, Ph.D. is a clinical psychologist and a tenured Professor of Psychology and Chair of the Social Sciences Division at the University of Hawaii, Hilo, Hawaii. He is also a McNair Scholar and Director of Clinical Research at The Menninger Clinic, Houston, Texas. His research focuses on clinical trials, epidemiology, and mental health services research relevant to the design and implementation of innovative treatments and mental health service improvements. He has over 200 professional publications, and has been Principal Investigator on 14 federally funded research grants, and Co-Investigator or Mentor on 25 others, including funding from NIMH, Agency for Healthcare Quality and Research, Veterans Affairs, and Department of Defense. His career aim is to improve public sector mental healthcare services for trauma survivors with comorbid psychiatric disorders (posttraumatic stress disorder + substance abuse, depression, schizophrenia) via research and training.

Laurie A. Greco, Ph.D. was a tenure-track faculty member for 5 years and is now directing the chronic pain rehabilitation programs at the Chalmer's P. Wylie VA Ambulatory Care Center in Columbus, OH. In collaboration with colleagues and students, Dr. Greco has published more than 20 articles and book chapters; she has given over 80 conference presentations and has conducted 40 workshops and professional trainings at the national and international level.

Karen Guan, B.A. is a postbaccalaureate research coordinator at the University of North Carolina at Chapel Hill. Under the supervision of Dr. Mitch Prinstein, she manages a longitudinal NIMH-funded study of social stress, depression, and self-injury in adolescent girls. Prior to her current position, she attended Swarthmore College, where she majored in Psychology (minors: Music and English) and completed a senior thesis on a depression prevention program for middle school students. Karen's independent research has focused on risk factors and functional impairment in adolescent depression and self-injury. She has presented her research at national conferences and has contributed to manuscripts for peer-reviewed journals. She is currently applying to graduate school in clinical psychology, where she hopes to study the development and dissemination of evidence-based interventions for adolescent mood disorders.

Corey J. Habben, Psy.D. has been highly involved as a psychologist and advocate for the unique issues of early career psychologists. He has written and presented extensively on early career psychologist and student issues and has represented new psychologists in several capacities within the American Psychological Association (APA). He initially led the task force that recommended the establishment of an APA committee for early career psychologists and previously served as one of APA's then-youngest former division presidents. He also coedited the book *Life After Graduate School in Psychology: Insider's Advice From New Psychologists* with Robert Morgan and Tara Kuther. Dr. Habben is currently senior psychologist in the Department of Psychiatry at Walter Reed National Military Medical Center in Bethesda, MD and has worked at Walter Reed since 2002.

Steven C. Hayes, Ph.D. is Nevada Foundation Professor at the Department of Psychology at the University of Nevada. An author of 34 books and over 470 scientific articles, his career has focused on an analysis of the nature of human language and cognition and the application of this to the understanding and alleviation of human suffering. Dr. Hayes has been President of the Association for Contextual Behavioral Science, and of the Association for Behavioral and Cognitive Therapy. He was the first Secretary-Treasurer of the Association for Psychological Science, which he helped form. In 1992 he was listed by the Institute for Scientific Information as the 30th "highest impact" psychologist in the world. His popular book *Get Out of Your Mind and Into Your Life* was featured in *Time Magazine* and for a time was the number one best selling self-help book in the United States. His work has been recognized by several awards including Lifetime Achievement Award from the Association for Behavioral and Cognitive Therapy.

Robert D. Hill, Ph.D., ABPP has been a professor in the Department of Educational Psychology at the University of Utah since 1988. He has served as the Training Director of the APA Accredited Counseling Psychology Doctoral Program at the University of Utah and he was the Chair of the Department of Educational Psychology from 2000 to 2007. Dr. Hill is a licensed psychologist in the State of Utah and received ABPP board certification in Counseling Psychology in 1995. He is currently an ex-officio member of the Board of Trustees of the American Board of Professional Psychology and the Editor of the ABPP Specialist newsletter. Dr. Hill has published extensively on issues of adult lifespan development and is the author of *Positive Aging: A Guide for Mental Health Professionals and Consumers* published in 2005 by WW Norton. In 2003, Dr. Hill was a Fulbright Scholar in residence at Maastricht University in the Netherlands where he studied issues of psychological adaptation to later life among older adults who were part of the Maastricht Longitudinal Aging Study.

Andrea Hussong, Ph.D. is a Professor of Psychology and the Director of the Center for Developmental Science at the University of North Carolina at Chapel Hill. The aims of her program of research are to understand early-emerging developmental pathways leading to substance use and disorder, developmental outcomes among high-risk youth who have parents with addiction disorders, and the use of innovative methods to advance this substantive research agenda. She has served on NIH/CSR grant review panels and Editorial Boards for journals in addictions, clinical psychology and developmental psychology, and is a fellow in the APA and APS. She is the director of a longstanding NICHD predoctoral and postdoctoral training grant and mentors students and junior faculty across the phases of early career development.

Elissa Jelalian, Ph.D. is an Associate Professor of Psychiatry and Human Behavior and Pediatrics at the Warren Alpert Medical School at Brown University. She currently serves as an Associate Director of the Brown Clinical Psychology Training Consortium and is an active faculty mentor on T32s awarded through both NIMH and NHLBI. Dr. Jelalian has been a research and clinical mentor for more than 15 years and has received local and national recognition for her mentoring accomplishments.

Barbara Kamholz, Ph.D. completed her Ph.D. in clinical psychology at the University of Miami in 1998, her internship at the Boston Consortium in Clinical Psychology, and a postdoctoral fellowship at Brown University. In 2000, she returned to VA Boston Healthcare System (VABHS). Dr. Kamholz's clinical and research interests focus on affect-regulation disorders (including depression, posttraumatic stress disorder, and addiction). She has served as Principal Investigator or Co-Investigator for five federally funded grants, and as a mentor for two VA career development awards. In 2005, Dr. Kamholz cofounded the VABHS Mood and Anxiety Disorders Clinic, where she supervises interns, practicum students, and psychiatry residents. Dr. Kamholz is Associate Director for VABHS Outpatient Mental Health Services, which

provides care for approximately 13,000 Veterans annually across nine sites. She is Assistant Professor of Psychiatry and Psychology at Boston University. When she's not working, Dr. Kamholz enjoys the greater Boston area with her husband and daughter.

Alan D. Katell, Ph.D. earned the Ph.D. in Clinical Psychology at West Virginia University. He is currently Professor of Psychology at Nova Southeastern University in Fort Lauderdale, Florida, where he has served on the faculty for 31 years. He has been the Director of Clinical Training for 20 of those years. His principal areas of interest include eating disorders and associated health psychology issues, compliance enhancement, and coping with physical challenges. He represents Nova Southeastern University on the Council of University Directors of Clinical Psychology, and is a member of APA Divisions 12 and 38. He has also been active in advocacy efforts on behalf of persons with disabilities.

Alan E. Kazdin, Ph.D., ABPP is the John M. Musser Professor of Psychology and Child Psychiatry at Yale University and Director of the Yale Parenting Center, an outpatient treatment service for children and families. At Yale, he has been Chairman of the Psychology Department and Director of the Yale Child Study Center at the School of Medicine. In 2008, he was President of the American Psychological Association. His 680+ publications include 48 books that focus on interventions for children and adolescents, parenting and child rearing, interpersonal violence, and methodology and research design. His awards include Outstanding Lifetime Contributions to Psychology and Distinguished Scientific Award for the Applications of Psychology (American Psychological Association) and the James McKeen Cattell Award (Association for Psychological Science). His work on parenting and child rearing has been featured on NPR, PBS, the BBC, and he has appeared on Good Morning America, ABC News, 20/20, and Dr. Phil.

Jessica L. Kohout, Ph.D. served as a research consultant in Denver, Colorado and subsequently as an associate with a research firm in DC and with the American Psychological Association prior to 1990. Between 1990 and 2011, Dr. Kohout was the director of the Center for Workforce Studies at the American Psychological Association. As well as maintaining chief administrative, supervisory, and budgetary oversight, she authored 18 peer-reviewed articles/chapters, over 60 technical reports/briefs, and gave over 40 presentations at national and regional conferences, workshops, and meetings on the changing demographics, education pipeline, and workforce in psychology and in higher education more generally. Dr. Kohout currently serves as a consultant to Ad Hoc Analytics, LLC in Washington, DC. She has extensive contacts across the higher education community and federal agencies and a broad knowledge of available data and resources. Dr. Kohout received her Ph.D. in 1985 in Sociology from the University of Denver.

C. W. Lejuez, Ph.D. is a professor in the Clinical Psychology Program at the University of Maryland where he is the Founding Director of the Center for Addictions, Personality, and Emotion Research (CAPER). His research is

translational in nature, applying basic psychopathology findings from laboratory settings to the development of novel assessment and treatment strategies in clinical settings. His research spans the clinical domains of addictions, personality pathology, and mood disorders, and he is most interested in the common processes across these conditions. His research has been funded continuously by NIH since 2003, primarily by the National Institute on Drug Abuse (NIDA). He is strongly committed to developing grant-writing skills in trainees and has been the sponsor/cosponsor for over ten NIH-funded individual National Research Service Awards (NRSA) and five minority supplement fellowships. Additionally, he currently codirects an institutional NRSA training grant funded by the NIDA at the intersection of basic science and addictions treatment.

Elizabeth E. Lloyd-Richardson, Ph.D. is an Assistant Professor of Psychology at the University of Massachusetts Dartmouth and an Adjunct Assistant Professor of Psychiatry and Human Behavior at the Warren Alpert Medical School of Brown University. Dr. Lloyd-Richardson is a licensed Clinical Psychologist, trained in the Boulder clinical-researcher model, with specialized training in Health Psychology and adolescent health risk behaviors. She has extensive experience in developing and conducting treatments that promote healthful behaviors in adolescents and young adults, particularly in the areas of weight loss, physical activity, smoking cessation, and non-suicidal self-injury. Dr. Lloyd-Richardson is the recipient of several NIH and foundation research grants and has published over 40 papers and book chapters on these topics. She maintains an active clinical research lab with graduate and undergraduate students, with a particular interest in involving students in meaningful community-based research projects.

Christopher W. Loftis, Ph.D. has more than 15 years of experience in health policy and clinical neuropsychology. As a contractor for the Defense Centers of Excellence for Psychological Health (PH) and Traumatic Brain Injury (TBI), Dr. Loftis managed a team of healthcare professionals to develop and execute a program evaluation framework to improve PH and TBI military programs and procedures. He previously served as Directors of Practice Improvement and State Policy at the National Council for Community Behavioral Healthcare, and as a healthcare analyst at the state and federal levels, including as a APA Congressional Fellow with Senator Ted Kennedy. Dr. Loftis has a doctorate in clinical psychology with a specialization in neuropsychology from the University of Florida and advanced specialty training in pediatric neuropsychology from the Johns Hopkins' Kennedy Krieger Institute. He has been actively engaged in APA, serving as Chair of APAGS and the APA Policy and Planning Board.

Sarah R. Martin, M.A. is a clinical psychology doctoral student at Georgia State University. Sarah earned her Master's degree in Applied Clinical Psychology from Columbia University's Teachers College. Before attending Georgia State University, Sarah was a research associate for the Department of Anesthesiology at the University of California, Irvine where she managed

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Elizabeth Henshaw Musewicz, M.S., LPC is a Licensed Professional Counselor in Pennsylvania, and has 10 years of experience helping children and adolescents, along with their families, cope with anxiety, depression, and the effects of transition and trauma. She has two Masters degrees in clinical psychology, from Loyola College in Maryland and from Philadelphia College of Osteopathic Medicine. She established a private practice in 2004 and now works in both private and group practice settings.

Ted Packard, Ph.D., ABPP is a former President and member of the Board of Trustees of the American Board of Professional Psychology and is a recipient of ABPP's 2005 Annual Award for Distinguished Service and Contributions to the Profession of Psychology. An Emeritus Professor in the Department of Educational Psychology at the University of Utah, he is also a former President of the Association of State and Provincial Licensing Boards and former Chair of APA's Committee on Accreditation and APA's Ethics Committee.

William E. Pate, II, M.A. is a cofounder of Ad Hoc Analytics, a minority- and woman-owned statistical consulting firm, based in Washington, DC, that specializes in program evaluation. Current efforts include federally and state funded projects related to criminal justice, education, and minority issues in higher education. Previously, Mr. Pate was the Assistant Director of the APA Center for Workforce Studies, where he worked for over 10 years. His published work on the psychology workforce and educational pipeline has appeared in *The Counseling Psychologist, Journal of Clinical Psychology in Medical Settings,* and *Professional Psychology: Research and Practice*. Mr. Pate holds an M.A. in Industrial-Organizational Psychology.

Kenneth S. Pope, Ph.D., ABPP, a licensed psychologist in independent practice, received graduate degrees from Harvard and Yale. A diplomate in clinical psychology, he has authored or coauthored over 100 articles and chapters in peer-reviewed scientific and professional journals and books. The most recent of his 12 books is *Ethics in Psychotherapy and Counseling: A Practical Guide, fourth edition* (coauthored with Melba J. T. Vasquez). He received the American Psychological Association (APA) Award for Distinguished Contributions to Public Service; the APA Division 42 Presidential Citation "In Recognition of his Voluntary Contributions, his Generosity of Time, the Sharing of his Caring Spirit [and] his Personal Resources"; the APA Division 44 Citation of Appreciation; and the APA Division 12 Award for Distinguished Professional Contributions to Clinical Psychology. A Fellow of the Association for Psychological Science (APS), he provides free psychology resources at kspope.com and free disability resources at kpope.com.

William C. Rando, Ph.D. is Assistant Dean for Student Affairs and Director of the Graduate Teaching Center at Yale University. He has been researching, writing, and practicing in the field of faculty and professional development for over 25 years. His first article, *Graduate teaching assistants' implicit theories of teaching*, published in 1987, laid the foundation for his later work, which focused on new faculty and the relationship between thought and action in the classroom. After completing an M.A and Ph.D. from Northwestern University, he published, *Learning from Students*, with coauthor Lisa Firing-Lenze. In 1995, he became Director of the Academy for the Art of Teaching at Florida International University where he expanded programs for new faculty and graduate teaching assistants. His recent works, published in 2011, 2010, and 2006, are studies of pedagogical innovation in medical education.

Elizabeth K. Reynolds, Ph.D. is a postdoctoral fellow in the Division of Child and Adolescent Psychiatry at Johns Hopkins University School of Medicine. In July 2011, following the completion of her predoctoral internship at the Brown University Clinical Psychology Training Consortium, she received her Ph.D. in clinical psychology from the University of Maryland, College Park. Her research, which has been funded by a NIDA F31 predoctoral fellowship and a NIDA R36, focuses on social-contextual (e.g., peer influence, parental monitoring) and self-regulatory (e.g., impulsivity, distress tolerance) factors associated with the development and maintenance of risk-taking behaviors in youth.

Jennifer M. Rohan, M.A. is an advanced graduate student in the Clinical Pediatric Health Psychology Doctoral Program at the University of Cincinnati and a graduate research assistant in the Center for Adherence Promotion and Self-Management at Cincinnati Children's Hospital Medical Center. Dr. Dennis Drotar is her primary graduate mentor and research supervisor. She has completed mentored manuscript reviews for the *Journal of Pediatric Psychology* and has authored over ten manuscripts that focus on various applications in pediatric chronic illness. Her research interests focus on treatment adherence and self-management in the context of prospective, descriptive, and intervention studies in pediatric chronic illness, as well as, measurement and statistical modeling of treatment adherence and self-management using advanced statistical procedures that can be applied to longitudinal research designs. With respect to clinical applications, she hopes to utilize her work in adherence and self-management to enhance clinical outcomes of youth with a chronic illness.

Leon Rozenblit, J.D., Ph.D. learned most of what he knows about teaching from Bill Rando at the Yale Graduate Teaching Center, where he helped develop and lead workshops on Teaching with Technology. Leon served as Adjunct Professor at the Yale University Department of Psychology where he has taught graduate and undergraduate statistics courses and Intro Psych. Leon is the Founder and President of Prometheus Research, LLC, where he channels his interests in cognitive psychology, statistics, and information technology into providing innovative solutions that help researchers make better use

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Amy F. Sato, Ph.D. graduated from the University of Wisconsin—Milwaukee in 2009 with a Ph.D. in clinical psychology. She completed her predoctoral internship and NIMH T32 postdoctoral fellowship in pediatric psychology at Brown Medical School. She is currently an Assistant Professor in the Department of Psychology at Kent State University, where she enjoys mentoring graduate and undergraduate students in child clinical psychology. She is an active member of the Society of Pediatric Psychology (APA Division 54), where she previously served as the Student Representative to the Executive Committee and currently coordinates student programming for the Diversity Committee. She also previously served as a predoctoral and postdoctoral representative on the Brown Clinical Psychology Training Consortium Diversity Committee. Her research focuses on the etiology, maintenance, and treatment of child health conditions, particularly pediatric overweight. She has published several peer-reviewed articles and book chapters on adjustment to and coping with child health conditions and has presented her research at national and international conferences.

Valerie Simon, Ph.D. is an Associate Professor at Wayne State University in Detroit, Michigan where she holds a joint appointment in the Department of Psychology and the Merrill Palmer Skillman Institute for Children and Families. Informed by a developmental psychopathology framework, Dr. Simon uses a multi-method approach to peer, romantic, and sexual development among youth with interpersonal risk histories (e.g., child maltreatment, interparental conflict) and mental health problems. Current grant-funded projects examine (1) emergent patterns of romantic and sexual behavior among sexually abused youth; (2) individual differences in strategies for processing experiences of child abuse; and (3) barriers to mental health service utilization among families with recently discovered cases of sexual abuse.

Anthony Spirito, Ph.D., ABPP is Professor of Psychiatry and Human Behavior at the Warren Alpert Medical School at Brown University. He has served as a clinical and research supervisor for both predoctoral interns and postdoctoral fellows for 25 years. In the past he has been the Director of Brown's Clinical Psychology Training Consortium as well as PI on Brown's NIAAA T32 Postdoctoral Research Training grant. He is currently the Director of the Division of Clinical Psychology in the Department of Psychiatry and Human Behavior at Brown.

Robert J. Sternberg, Ph.D. is Provost, Senior Vice President, and Regents Professor of Psychology and Education at Oklahoma State University and Honorary Professor of Psychology at Heidelberg University in Germany. Before going to Oklahoma State, he was Dean of Arts and Sciences at Tufts University,

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Joseph E. Trimble, Ph.D., a former Fellow at Harvard University's Radcliffe Institute for Advanced Study, is a Distinguished University Professor in the Center for Cross-Cultural Research, Department of Psychology, at Western Washington University. Throughout his 35-year career, he focused his efforts on promoting psychological and sociocultural mental health research with indigenous populations, especially American Indians and Alaska Natives. He is the editor or author of 19 books and over 130 journal articles and book chapters. Among 20 honors and awards he is recipient of the Distinguished Elder Award from the National Multicultural Conference and Summit, the Janet E. Helms Award for Mentoring and Scholarship in Professional Psychology from Teachers College, Columbia University, a Presidential Citation from the American Psychological Association for his lifelong devotion to multiculturalism, the Henry Tomes Award for Distinguished Contributions to the Advancement of Ethnic Minority Psychology, and the International Lifetime Achievement Award for Multicultural and Diversity Counseling from OISE at the University of Toronto.

Carol Williams-Nickelson, Psy.D. is the Executive Director of the American Medical Student Association (AMSA) and AMSA Foundation, the oldest and largest independent association for physicians-in-training. She formerly was the Associate Executive Director for the American Psychological Association of Graduate Students (APAGS) following several years of serving in various leadership positions within APAGS, including chairing APAGS. Carol received her M.S. and Psy.D. in psychology from Our Lady of the Lake University in San Antonio, Texas, and completed her doctoral internship at the University of Notre Dame Counseling Center. She has held several university faculty appointments, owned and operated a consulting business and health service organization, and has served on multiple nonprofit, university and governmental boards and committees. Carol had dedicated her career to developing leaders within professional associations to enable them to broadly and effectively influence healthcare. Her professional activities have focused on graduate student advocacy and development; training and clinical supervision; legislative advocacy; leadership; professional development; organizational development; self-care; mentoring; and women's issues.

Erica H. Wise, Ph.D. is Clinical Professor and Director of the Psychology Training Clinic in the Department of Psychology at UNC—Chapel Hill. She teaches doctoral level courses that focus on clinical theory and practice,

ethics, and diversity. She is a primary clinical supervisor in the UNC graduate program and especially enjoys mentoring graduate students as they develop into excellent therapists and begin the process of learning to become supervisors themselves. She is former chair of the APA Ethics Committee and the North Carolina Psychology Board. She writes and presents at state and national professional meetings on ethical and legal issues in clinical psychology. In addition, she is a frequent consultant to both psychologists and attorneys on these issues. Her professional interests include psychotherapy outcome research and self-care in academic and professional practice settings. She strives to incorporate high standards of professional practice and self-care into all of her endeavors.

Yelena P. Wu, Ph.D. is a postdoctoral fellow in the Center for Adherence Promotion and Self-Management at Cincinnati Children's Hospital Medical Center. She completed her doctorate in Clinical Child Psychology and a minor in Quantitative Psychology at the University of Kansas. She has completed mentored manuscript reviews for multiple journals as well as numerous independent reviews for medical and psychology journals. She is on the editorial board of *Professional Psychology: Research and Practice*. Her research focuses on the psychosocial functioning of children with chronic illnesses and their families, including risk and resilience factors influencing functioning and medication adherence, and interventions to improve psychological and physical outcomes in pediatric populations. Her current clinical applications include multidisciplinary collaborations in a pediatric hospital setting, addressing issues such as medical regimen adherence and family adaptation pre- and post-solid organ transplantation.

Philip G. Zimbardo, Ph.D. is one of the world's most distinguished living psychologists, having served as President of the American Psychological Association, designed and narrated the award winning PBS-TV series, Discovering Psychology, and has published more than 50 books and 400 professional and popular articles and chapters. His popular Publications are *Shyness—What Is It? What To Do About It?*, *The Shy Child*, *The Lucifer Effect*, and *The Time Paradox*. A professor emeritus at Stanford University, Dr. Zimbardo has spent 50 years teaching and studying psychology. He received his Ph.D. in Social Psychology from Yale University. During his career his research interests have varied from shyness to time perspective, persuasion, cults, madness, violence, vandalism, political psychology, and evil. He is best known for his controversial Stanford Prison Experiment that highlighted the ease with which ordinary intelligent college students could cross the line between good and evil when caught up in the matrix of situational and system forces. Dr. Zimbardo's current passion is The Heroic Imagination Project (HIP), a nonprofit dedicated to researching heroism and developing education materials based on that research, not only in the United States but also in other parts of the world. HIP believes everyone has the potential to transform the private virtue of compassion into the civic virtue of heroic action, and is dedicated to helping individuals adopt heroic values and express their "heroic imagination" in service to humanity.