Contents

President's Column ........................................................................................................................... 2
Executive Officer Message .................................................................................................................. 6
Editor's Column & Specialist Submission Guidelines ......................................................................... 8
Historian's Column ............................................................................................................................ 10
Early Career Psychology .................................................................................................................... 12
Council of Presidents of Psychology Specialty Academies (CPPSA) .................................................. 13
Continuing Education Article: How the ABPP Process Supports the Integration of Research and Practice ................................................................................................................................. 14

Board and Academy News

• American Academy of Clinical Health Psychology ................................................................. 18
• American Board of Clinical Health Psychology ........................................................................ 20
• American Academy and Board of Clinical Neuropsychology ................................................ 21
• American Board of Counseling Psychology ............................................................................ 22
• American Academy of Counseling Psychology ........................................................................ 25
• American Board of Couple and Family Psychology ................................................................. 26
• American Board of Geropsychology ......................................................................................... 30
• American Academy and Board of School Psychology ............................................................. 31
Deceased Specialists .......................................................................................................................... 34

Newly Certified Specialists (July 2016 through December 2016) ....................................................... 35

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EXECUTIVE OFFICER
David R. Cox, PhD, ABPP
President’s Column
Michael Tansy, PhD, ABPP

It is my honor to serve you as the 2016-2017 ABPP President. During my tenure, I will strive to engage ABPP’s members to fulfill our mission of increasing consumer protection through the examination and certification of psychologists with demonstrated competency in approved specialty areas in professional psychology.

ABPP is an open, professional, and inclusive organization comprised of nearly 4000 specialists from 15 distinct specialties, many of whom volunteer their time and talent to achieve our mission. In addition to the many hours of volunteer service, ABPP is blessed to have the support of five dedicated Central Office employees. I strongly encourage you to become more involved in every level of ABPP leadership.

Much of my attention since taking office has focused on making improvements in ABPP’s governance. The objective is to update and modernize ABPP. Among the specific areas being addressed are the updating of the online experience; resourcing and recognizing Central Office personnel for their boundless effort; fully engaging Trustees (by facilitating reviews of all ABPP governing documents, policy and procedure manual, financial reports, resourcing and respecting our committee structure); and, enhancing the relationship between ABPP leadership and Central Office personnel. I am also actively promoting ABPP’s relevance within psychology and society, while being flexible, nimble, respectful, and, having fun.

As with any board, leadership continuously changes as elected leaders complete their terms and new leaders are elected. In the past few years, much attention has been given to orienting new leaders to their role by developing training materials for them, and implementing a formal mentoring program. Also, Central Office personnel have reached out to new leaders, and committee chairs have oriented newly elected leaders to committee roles. These combined efforts have resulted in much quicker, meaningful engagement.

Executive Committee, Board of Trustees, Specialty Boards, and Academy Officers

Much of ABPP’s work is accomplished through the efforts of an ever-growing, dedicated group of volunteers who donate many, many hours of their time, energy and talent to our organization. In addition to me, the current ABPP Executive Committee is comprised of John Piacentini, PhD, ABPP, President-Elect; Randy Otto, PhD, ABPP, Past-President; Christina Pietz, PhD, ABPP, Secretary; and Dan Rohe, PhD, ABPP, Treasurer. Each specialty has a representative on the ABPP Board of Trustees and a specialty board comprised of several members. Most specialties also have an associated academy. It is impossible to estimate the number of hours each of us volunteers to ABPP. I am deeply gratified by the caliber, passion, and professionalism of our leadership. I appreciate, respect and am indebted to all of you for your service. Thank you.

Central Office

I deeply appreciate ABPP’s Central Office personnel. For many years, David Cox, PhD, ABPP, Executive Officer (drcox@abpp.org); Nancy McDonald, Assistant Executive Officer (nmcdonald@abpp.org); Lanette Melville, Information Systems, Event Planner, & Marketing Assistant (lanette@abpp.org); Diane Butcher, Information Content Manager (diane@abpp.org); and Kathy Holland, Administrative Assistant (kathy@abpp.org) have organized and executed innumerable tasks on behalf of the Executive Committee, the Board of Trustees, Specialty Boards,
Academies, and Specialists. In addition to carrying out a mountain of routine responsibilities (without missing a beat), each member of Central Office staff was assigned an additional duty in 2016. Each served on one or more Board of Trustees committees, furthering my goal of more fully engaging the combined resources of ABPP leadership and Central Office personnel. I believe this small change has resulted in improved communication and a noticeable increase in ABPP effectiveness and productivity. I continue to appreciate their hard work and dedication. Should you be so inclined, please pass them a kind word at their emails, listed above.

Inter-Organizational Summit on Specialization, Specialties, and Specialty Credentialing
In May and December, David Cox, John Piacentini, and I participated in two Professional Psychology Inter-Organizational Collaborative Summits on Specialization, Specialties and Specialty Credentialing. Both meetings were jointly organized by CoS President, Kevin Arnold, PhD, ABPP; ASPPB CEO, Stephen T. Demers, EdD; and, ABPP EO, David R. Cox, PhD, ABPP. The summits, which were attended by major stakeholders in professional psychology, identified issues associated with specialties, specialization, and specialty credentialing in professional psychology. As a group, we shed light on organizational policies, positions and procedures that either benefit, or create inefficiencies in the shared goals of promoting professional psychology specialization, including ABPP board certification. The summit attendees are committed to reforming policies and practices to improve inter-organizational cooperation within professional psychology specialization. I tip my hat to Drs. Arnold, Cox and Demers for organizing this important initiative, as well as the many attendees, many of whom were ABPP specialists. It is anticipated that there will be a follow up summit in 2017. I will keep you informed of our future progress.

ABPP @ the APA Annual Convention
The American Psychological Association hosted its annual convention August 4-7, 2016. As in past years, ABPP hosted a booth at the convention center, and held its annual Governance Meeting and Convocation. I have attended these activities for many years and can’t recall a better experience.

As President, I was pulled in many directions and was unable to staff the booth as often as in the past. However, when I was there, I noticed many of you assisting Central Office staff. I can’t overstate the importance of specialists volunteering to help staff the ABPP booth at APA. There is a continuous stream of non-board certified psychologists and doctoral students who stop by and ask about ABPP board certification. The value of sharing your personal experience and imparting upon them how meaningful board certification has been for you can’t be measured. For those who were able to help, thank you. For those who couldn’t, please try to carve out time to volunteer at the ABPP booth at APA in the future. It is tremendously important…and fun.

The 2016 ABPP Governance Meeting was held on Saturday, August 6th, 2016. As in past years, the Governance meeting was well attended by members of Central Office, Specialty Board and Academy Presidents, Trustees, and others. A variety of topics led to enlightening discussions. Since the meeting, I have received several very encouraging, positive comments. I appreciate the time each attendee took from their busy schedule to attend, and look forward to seeing many of you next year.

The 69th ABPP Convocation and Social Hour occurred Saturday, August 6th. As in past years, many specialists joined the ABPP leadership in celebrating and recognizing newly board certified specialists and ABPP award recipients. This year, ABPP honored Jeffrey Barnett, PsyD, ABPP, and Christine Courtois, PhD, ABPP, recipients of the ABPP Distinguished Service and Contributions to the Profession of Psychology Awards for 2015 and 2016,
respectively. Thomas Dowd, PhD, ABPP, was honored as the recipient of the Russell J. Bent Award for Distinguished Service and Contributions to the American Board of Professional Psychology. In addition, Marsheena Murray, PhD, ABPP, received the ABPP Early Career Diversity Award; Brian Feinstein, PhD, received the ABPP Arthur M. Nezu Diversity Dissertation Award; and, Erin Andrews, PsyD, ABPP received the ABPP Early Career Psychologist Service Award. Heather Pederson, PhD, and Rachel Silverman, PsyD received the ABPP Foundation's Kaslow Family Fund Scholarship award. Along with these awards, specialty boards and academies acknowledged specialists who demonstrated exemplary service. The Convocation and Social Hour, one of the best attended ABPP activities, is largely organized by Lanette Melville. I offer my utmost thanks to her and hope you do, too.

8th Annual ABPP Conference and Workshops
May 17-20, 2017, ABPP will host its 8th Annual ABPP Conference and Workshops at the Omni Hotel in San Diego, CA. Psychologists attending the conference and workshops will obtain top-tier, timely and relevant continuing education credits provided by board certified specialists recognized by their respective specialties. The conference and workshops are organized under the auspices of the ABPP Conference and Workshop Advisory Group, a subgroup of the ABPP Board of Trustees. For several years, Lanette Melville has worked with the advisory group to create a workshop series that is highly regarded by attendees. I strongly encourage all specialists, psychologists, students, and other professionals to attend our workshops, and all specialty boards to hold their meetings and examinations at the conference. The ABPP Conference and Workshops is a cost-effective means of obtaining valuable continuing education, while affording specialists the opportunity to develop and renew valued ABPP friendships. Learn more about and register for the 8th Annual ABPP Conference & Workshops at abpp.org.

Maintenance of Certification
From 1947 until December 31, 2014, ABPP diplomates and, later, specialists obtained a lifetime diploma or certificate. Several years ago, the Board of Trustees (BOT) formed a Maintenance of Certification (MOC) Task Force charged with responsibility for developing a means by which board certification would be maintained regularly. In 2014 the BOT approved the MOC Task Force’s MOC model which requires specialists to participate in MOC. Specialists who are board certified before January 1, 2015 may participate in MOC by completing their specialty’s MOC material and having it reviewed by the specialty’s MOC reviewer or by waiving this obligation through a BOT-approved wavier. Specialists who are board certified on or after January 1, 2015 are required to participate in MOC.

Throughout most of 2015 and 2016, David Cox, ABPP Executive Officer, and Diane Butcher, ABPP Information Content Manager, worked with Code-A-Site, a North Carolina-based technology firm, to develop a web-based means for specialists and specialty boards to complete MOC. Currently, most specialty boards have initiated MOC for eligible specialists. Anticipate that you will receive notice from your specialty board when you are due to participate in MOC. If you were board certified before January 1, 2015, you will be asked to participate in MOC by completing your specialty’s MOC process or by waiving the MOC requirement. Specialists who have questions about MOC may contact their specialty board leadership. You may also contact ABPP’s Executive Officer at drcox@abpp.org.

Diversity
The ABPP Diversity Committee, under the leadership of Joel Frost, EdD, ABPP, and Christina Pietz, PhD, ABPP, developed and awarded two diversity-related scholarships - the Arthur Nezu Dissertation Award and the Early Career Psychologist Diversity Award. ABPP’s diversity statement asserts that the organization “works to ensure that it appropriately affiliates with individuals and institutions which provide equal treatment and access to resources and decisions for all community members representing all aspects of individual and cultural diversity. These aspects include, but are not limited to race, ethnicity, gender, age, sexual orientation, disability status, and special populations.”
ABPP is held in high esteem for its dedication to diversity. I anticipate it will continue to be mindful of this important foundational value. Specialists who are interested in promoting diversity within ABPP are encouraged to contact Joel Frost, Diversity Committee Chairperson (drjoelc@comcast.net).

**Early Career Psychologist**
Since January 1, 2015, Veronica Bordes Edgar, PhD, ABPP, has served as the ABPP Board of Trustees Early Career Psychology (ECP) Trustee, and chairperson for the ABPP ECP Committee. In her tenure, Dr. Bordes Edgar has engaged in several activities to promote increased early career psychology board certification and involvement. Most recently, she organized an ECP focus group, awarded an ECP Service Award and hosted the first ECP social event at the ABPP Conference and Workshops in Chicago. Specialists interested in learning more about the ECP Task Force may contact Dr. Bordes Edgar at (veronica.bordesedgar@utsouthwestern.edu).

**Early Entry Option Applicants**
Several years ago, ABPP developed a means by which students and graduates who are not yet licensed may begin the process of becoming board certified. This program, the Early Entry Option (EEO), affords these individuals the opportunity to apply for ABPP board certification at a significantly reduced cost. I encourage all graduate students and pre-licensed graduates to investigate this benefit. Information about the EEO program is available at abpp.org.

**CPPSA**
In 1994, the Council of Presidents of Psychology Specialty Academies (CPPSA) was formed to coordinate the efforts of the various specialty academies and speak with a unified voice on matters of mutual interest. Under the leadership of Jack O’Regan, PhD, ABPP, CPPSA offers specialty boards grants to promote ABPP board certification. Specialists who are interested in increasing their involvement with their academy’s activities are encouraged to contact their academy leadership, or Jared Skillings (JLSkillings6017@gmail.com).

**ABPP Foundation**
In 2010, the American Board of Professional Psychology Foundation (ABPP-F) was established to 1. promote competent specialty practice and specialty board certification; 2. protect the public through providing educational opportunities in the form of scholarships; 3. to provide assistance to training programs; 4. to foster continuing professional development. Under the leadership of chairperson, Florence Kaslow, PhD, ABPP, the Foundation raises funds to support educational programs that promote the importance of board certification in psychology to the general public, and to those in related professions. Specialists who are interested in learning more about the ABPP Foundation may contact Kevin Arnold (kda1757@gmail.com).

**…And Finally**
As previously mentioned, ABPP is primarily a volunteer organization that is, and continues to be open, transparent, and healthy. I hope you join me in my efforts to maintain ABPP as the gold standard of psychology board certification. Never hesitate to contact me, should you find the interest or need (drtansy@michaeltansy.com).

Michael Tansy, PhD, ABPP
President, ABPP Board of Trustees
**Executive Officer Update**

By David R. Cox, PhD, ABPP

I am going to keep my report brief in this issue in order to focus on a larger conceptual theme for ABPP, as opposed to some of the more routine details I often provide in this column.

Part of my work, indeed a large part, is serving as a liaison with other organizations, attending meetings in that capacity, and generally monitoring what is happening in the field with respect to regulatory actions, policy, and organizational activities.

I routinely determine whether to attend the American Psychological Association Council of Representatives (APA COR) meeting, depending on the agenda items and their relevance to ABPP issues. Doing so, reminds me that we are not the only ones with lengthy agenda books at our meetings. The APA COR agenda book was 928 pages this past meeting. Several hundred pages less than some of our recent Board of Trustees (BOT) Meeting Agenda books! What do I make of that fact? Several things – ABPP is a busy organization, and our board members have significant amounts of material to review for each meeting. It reminds me how pleased I am that we no longer print those agenda books! It also reminds me that it is very important that our BOT agenda be populated with issues that matter, and are of sufficient importance, that time be committed to them. Finally, in that spirit, it reminds me to continue to try and focus our work, maximize the time we have together when the board meets, and continuously seek ways to improve our efficiency and efficacy.

Michael Tansy, our current ABPP BOT President, and I have discussed BOT efficiency, efficacy, and productivity many times. Our mutual goal in working together has been to make BOT activities a productive and rewarding time for board representatives, as well as, the organization. There are, admittedly, times when board discussions seem to go on and on, well beyond the time when it might appear that a decision has already been made. There are times when we spend time discussing an issue that may require little or no formal discussion. Such is the nature of the beast; and, is especially true when you have a room full of psychologists! The same happens elsewhere, not just ABPP BOT meetings, to be sure.

Dr. Tansy and I will be working on the agenda for the May BOT meeting in the days and weeks following my writing this. We have both committed to streamlining the material, and providing a concise agenda that can be readily moved forward. By doing so, more time at the meeting will be freed for substantive discussions relative to specialty, specialization and board certification, as has been the focus topic in many recent inter-organizational meetings. I have written previously about this issue, and continue to be excited about the direction and momentum of the field. Additionally, we want time for “organizational self-reflection”, a BOT Periodic Comprehensive Review, so to speak, akin to what our specialty boards undergo every few years. We feel strongly that combining a look at developments throughout the profession, with a thoughtful look at our organization is in order, and will be of great value. Look for updates following our May meeting.
Finally, ABPP continues to work on efficiency and efficacy on the technology front. We are actively working with an outside organization to make a web site transition and build a system that will facilitate the processing of practice sample submissions in an electronic format. On completion, the system will be able to accommodate uploaded electronic-format practice samples (including video) and “send” the material to practice sample coordinators and reviewers in a largely automated fashion. This is something we have been dreaming of for years and the process being underway is exciting.

That said, the process of implementing technology updates is demanding. Central Office staff is spending many hours in reviewing details, testing out technology and working with the programmers on specs – all in addition to their “day job”. I thank them for their dedication, as I do for others, from various specialty boards who assist in helping us think through the needs and mold a new, more efficient and efficacious process!
This issue of The Specialist highlights transitions. Bob Goldberg bids us farewell with his last article as ABPP Historian. Dr. Goldberg’s legacy is unparalleled. As you read his submission, you will quickly realize that much of his history is ABPP history. We will miss him, and wish him all the best. In the last edition, I shared that Fred Wechsler had resigned as Associate Editor of The Specialist. I am pleased to welcome Kristine Kingsley as our new Associate Editor. Dr. Kingsley has already been hard at work on this issue, and we’re excited about her continued contributions as The Specialist moves forward.

During recent meetings of the ABPP Board of Trustee’s Communications Committee, the committee members recommended that a broader range of articles be published. Toward this end, I am asking for your help. In addition to board and academy news, we would like for you to submit feature articles that are of relevance to fellow specialists. Please refer to the submission guidelines below, and forward your articles. Remember, this is a newsletter, not a peer-reviewed publication. We are looking for articles of no more than 2000 words in length that are related to specialization, credentialing, board certification, or the functional and foundational competencies. Perhaps you would like to share an experience in which being board certified proved advantageous. Or, was there a time when your ABPP status proved to be a disadvantage (Hopefully, not!)? Maybe you are a member of a training program that has implemented an innovative approach to providing training in ethics or cultural competence. These are all topics of interest to fellow specialists, and they want to hear from you. Also, don’t be surprised if members of the editorial staff or the Board of Trustees contact you about writing an article on a topic we believe that you have unique insight into or knowledge of.

In keeping with the theme of transitions, I’d like to highlight some of the articles you will find in this edition that address changes in the operations of some of the boards and academies. The American Academy and Board of Clinical Neuropsychology writes of modernizing both the content and process of their examination, as well as, a systematic method to increase diversity in membership. The American Academy of Counseling Psychology shares information from its most recent retreat, in which ideas were generated in the interest of advocating for their specialty, and encouraging board certification. Also in this edition, you will find an article from the American Board of Couple and Family Psychology that provides insights into its initiatives to increase their specialty’s visibility, and to increase board certification among couple and family psychologists. The board is also developing an operational definition of diversity for their examination process. An article by Dr. Joseph Cervantes details this effort.

And, speaking of change, you will notice that this issue of The Specialist does not have “Since You Asked.” This section of the publication proved to be so popular that we are going to publish it separately twice a year. An email message will soon go out, soliciting submissions for “Since You Asked.”
Be on the look-out in the coming weeks for a special anniversary edition of the newsletter. This year ABPP is celebrating its 70th anniversary, and The Specialist is proud to be able to share with you the history and highlights of our esteemed organization.

In the meantime, please enjoy this edition.

**Specialist submission guidelines are as follows:**

- The theme and content of submitted articles should be consistent with ABPP interests and issues: specialization, credentialing, board certification, identification and development of specialty areas, etc., or to the specific interests of ABPP-certified Specialists. Articles with content of more general interest, or unrelated to the above topics, should be submitted elsewhere. Questions regarding suitability for the Specialist and other questions may be directed to the Editor, at thespecialist@abpp.org.

- The BOT, Editor, or Communications Committee may initiate requests for submissions on particular themes and topics, for inclusion in special sections of grouped articles.

- The BOT, Editor, or Communications Committee may solicit or invite contributions from individuals and organizations.

- Submissions may be of any length, but are typically between 5 – 15 pages of word processed text.

- Submissions may be in any manuscript style appropriate to the content. APA Publications Manual style need not be followed.

- Submissions should be made by e-mail attachment in Word to the Editor’s attention at thespecialist@abpp.org. The submission attachment document itself should clearly identify the author(s).

- Article submissions will be subject to review and acceptance or rejection by the Editorial Board. Authors may be asked for revisions based on the review.

Submissions with particularly controversial content may be referred through the Communications Committee to the Executive Officer and the BOT for review.
I first became involved with ABPP in 1986 through the Forensic Board, which had just affiliated under the ABPP umbrella. Late one night, in my private office, the president of the American Board of Forensic Psychology (ABFP) - Bob Howell - called and asked if I wanted to be the Forensic Specialty Representative on the ABPP Midwest Regional Board. I got a few details and pretty quickly agreed, without knowing what I was getting into. Semiannual meetings, together with Regional exams, were held and my first was at the Menninger Foundation. At this meeting, it was obvious that this group, from varied walks of professional life, was operating at a different level from the institution-bound (one university and one VA hospital over the course of 11 years) panels in which I had previously participated. I was hooked. I became particularly close with Russ Bent, later Board of Trustees (BOT) President and Executive Officer. At that time he was still in Ohio, and we shared an interest in photography. Because I had secretarial skills, I was elected Midwest Regional Board Secretary, taking process notes and producing minutes, at which I got reasonably adept.

In the late ’80s, it was becoming clear to me that the regional boards were rapidly becoming obsolete, and that discrete specialty boards were gaining ascendancy. The hybrid nature of the Midwest Board – specific forensic and clinical neuropsychology reps for the specialties, the other members (s)elected by geographic region – was obvious. I really liked the collegiality of the organization and the broadened systems perspective it gave me of the field. I, thus, started looking around for a way to stay involved once the regional boards were sunsetted. That opportunity presented itself when the editor of The Diplomate, Jane Domke, a Midwest Board member, gave up that post. I immediately threw my hat in the ring since (1) it would be a step farther up to the national level from a regional board; (2) I had the secretarial and word processing/typing skills; and (3) I could take my own photographs – thus being reliant on no-one else but myself to produce an issue. Nominated and supported by Midwest Board President John Jackson, I was appointed to the job by the first female ABPP BOT President Jacqui Goldman in 1990. My intuition was correct, as the regional boards were sunsetted in June 1993 after ABPP effected its historic reorganization into a group of specialty boards under one umbrella in 1992.

For the next twenty years as editor of The Diplomate and The ABPP Specialist I was privileged to listen to and absorb the knowledge and wisdom of several dozen of the field’s most accomplished psychologists. My peak experience was being present at a discussion of the question “what is a specialty?” which followed Howard Kassinove’s presentation of (then) Behavioral Psychology’s petition for recognition as a specialty. The late Manfred Meier persuasively demonstrated that Behavioral Psychology was the only specialty that developed directly from psychology, clinical psychology having sprung from psychiatry, forensic psychology having developed from the law, etc. I deepened my awareness and appreciation for many emerging practice areas as inchoate specialties became better defined, formed their own boards, affiliated with ABPP, and developed an acceptable examination process.

The newsletter editorship also carried the job of Secretary ex officio. I had trained well for that task as Midwest Board secretary. Trading a typewriter for a laptop was the most difficult adjustment I had to make. When the
Board decided to make the Office of Secretary a full voting member of the BOT in 2001, I ran against Nadine Kaslow for the job and, of course, lost. It is never a disgrace to lose an election to Nadine, the better candidate, and one of the finest professionals I have ever met.

Having been the Forensic Specialty Representative to the Midwest Board, it kept me in touch with American Board of Forensic Psychology leadership over the years. In those days, it was a relatively small number of individuals, not many over 100, so it was easy and natural for me to become better known. In 1994, I ran for and won positions on both the ABFP (Member-at-Large) and the American Academy of Forensic Psychology (Secretary-Elect). I chose to fill the ABFP, rather than AAFP position, and eventually became Corresponding Secretary, handling the work sample process. I was persuasive in getting the Board to adopt the procedure of having the same team read the candidate work samples and, if they passed, also conduct the oral examination. This eliminated an awkward procedural conflict in which some examiners would disagree with the passing evaluation given by work sample readers. I served on the ABFP Board through 2000.

The BOT role of Historian evolved gradually. At the beginning of my tenure, the newsletter editorship was an appointed office with no specific term. I was, therefore, attending BOT meetings continually while the other attendees were Members who came and went every four years because they served elected terms. Over time, I became the functional institutional memory for the BOT, since I had been Secretary for 11 years, and had edited the newsletter and attended meetings since 1990. And, indeed, there were often factual details which I knew or recalled of which no Board Member was aware. This was often a very useful function and, over time, I prevented a number of wheels from being re-invented.

At some point in the mid 2000’s, the BOT realized that the Newsletter editorship was the only Board position that had no term limits, and I was sympathetically informed in 2008 that I would complete a final, term – actually my fifth 4-year term! – in 2010. However, the BOT recognized that I had become a source of institutional memory at Board meetings and, furthermore, that I had become interested in the history of professional psychology more generally. Accordingly, the Board graciously created the position of Historian for me in 2008, the second and last term of which I completed in December, 2016.

To conclude, I want to express my gratitude to the organization for having permitted me to serve for thirty years (1986 – 2016) in the above capacities, incalculably contributing to my professional development; and, for having acknowledged my contributions by citing me in 2004 for Distinguished Contributions to ABPP, and with an additional special contributions award in 2010. I am also grateful to ABPP for affording me the opportunity to form and develop so many professional relationships and friendships which I will continue to cherish.
Early Career Psychologists

Veronica Bordes Edgar, PhD, ABPP

2016 was an exciting year for the Early Career Psychologist (ECP) Task Force of the ABPP Board of Trustees. Here are highlights from the year:

- 72 new ECPs were boarded!
- There have been three Board positions added this year for ECPs within Specialty Boards and Academies.
- We conducted two focus groups in the spring that were highlighted in the last edition of The Specialist.
- These focus groups generated much conversation and led to consultation by the ECP Task Force with Specialty Boards.
- We held our first social networking event in conjunction with the ABPP Workshops in Chicago in May, 2016.
  - This year we are anticipating another social event in San Diego during the ABPP Workshops as well as during the annual meeting of APA.
- We also began the ECP Ambassador Program. Currently we have 14 ambassadors representing ten specialties. Ambassadors are asked to promote board certification through local presentations. A total of 17 presentations were completed during 2016.

Other ECP Task Force news

We are still looking for additional ambassadors, particularly from the following specialties:

Clinical Health  
Couple and Family  
Organizational and Business Consulting  
Behavioral and Cognitive  
Counseling  
Forensic

If you are interested in becoming an ambassador, or know of someone who would be well-suited, please contact Dr. Bordes Edgar.

Additionally, we are happy to provide consultation with specialty boards and academies with an interest in the recruitment of ECP applicants.

We look forward to meeting you in San Diego this May!

For any questions, contact Dr. Bordes Edgar at veronica.bordesedgar@utsouthwestern.edu

2015 ECP Task Force Members:
  - Alina Suris, PhD, ABPP  
  - Veronica Bordes Edgar, PhD, ABPP  
  - Chris Dacey, PhD, ABPP  
  - John Piacentini, PhD, ABPP  
  - Jack O’Regan, PhD, ABPP  
  - David Corey, PhD, ABPP  
  - Jared Skillings, PhD, ABPP

Visit us on Facebook ABPP - American Board of Professional Psychology or follow us on Twitter at @getABPP.
The Council of Presidents of Psychology Specialty Academies (CPPSA) meets quarterly to discuss items of interest to all specialties. Nine academy presidents typically meet, reflect, and gather ideas to share with the rest of the members of their academies.

For the third year, CPPSA awarded grants to academies for unique initiatives to increase membership, especially among early current psychologists. Our latest grants illustrate what our academies are doing to attract new specialists.

The Academy of Forensic Psychology has developed an advertisement promoting the benefits of board certification in Neuropsychology (ABCN) which is scheduled to be placed in the Spring and Summer issue of the Psynopsis, Canada’s Psychology Magazine, published by the Canadian Psychological Association. This ad will provide contact information/links for support to become board certified in Clinical Neuropsychology. In addition, a symposium is planned at the Canadian Psychology Association Annual Conference in Toronto (June 2017). The purpose of the symposium is to promote ABPP board certification in general, and more specifically board certification in Clinical Neuropsychology.

The Academy of Group Psychotherapy will be sponsoring open sessions at a national group psychotherapy conference in Houston. The specialty has invited two group psychologists who work with survivors of political torture, both here and abroad, to give a formal presentation.

The Academy of School Psychology received a grant to produce five videos featuring past and current academy officers. Each of the five videos will target a different audience, including current graduate students, Early Career Psychologists, faculty and academic psychologists, clinical practitioners, and senior psychologists.

Given the expenses incurred and the depletion of savings, the grants will end in the spring of 2017. A $10,000 reserve is retained and CPPSA has voted to reintroduce membership dues as of this year.

As part of the consideration of dues, seven academies completed SWOT (Strengths, Weaknesses, Opportunities and Threats) analyses. Building on this model, presidents were engaged in a wide-ranging discussion, suggesting a number of action items. The CPPSA is therefore to initiate the following efforts:

1) To develop and share a website template which could be used by all academies, especially those with limited funding and no website of their own.

2) To promote revenue-generating activities.

3) To introduce activities in order to increase the awareness of board certification among the general population.

4) To improve membership engagement activities.

5) To spread increased diversity and early career representation.

The presidents’ discussion culminated with the decision for the CPPSA’s Executive Committee to develop a list of 5-10 potential action items, which in turn will be distributed to all academy presidents, requesting them to rank order items in terms of importance. A cumulative rank order listing will be presented at the next meeting for further discussion. This discussion should provide direction for CPPSA in 2017.
As is clear from the history of the American Board of Professional Psychology (ABPP), the organization was established to certify that some psychologists have both exceptional knowledge and experience in practice to obtain recognition of being at the highest level of the field. This “respect” was conveyed through the title, Diplomate, now referred as Specialist. Bent, Packard and Goldberg (1999) quote the original planning committee of ABPP who asserted that the states are responsible to certify at the “journeyman” level, while ABPP’s mission was to certify at the top level. To sit for the examination to become a specialist, one needed to exhibit both academic prowess and practical skill. While the mission of the organization shifted when the name of the organization changed, ABPP still serves this important function. An interesting concept to consider is whether a specialty, in this case Couple and Family Psychology (CFP), has established a process by which the integration of systems thinking and clinical psychology provide the perfect laboratory for the integration of research and practice.

Mark Stanton and Robert Welsh (2012) established the clearest definition of CFP. It is a hybrid that takes systems thinking to a different level. The overt interconnection between clinical psychology (as defined by the APA) and family systems thinking creates a separate psychological science. When one individual has doctoral level clinical psychology knowledge and entirely overlays that information with a template of systemic thinking, the best of both fields can be realized. Having a clear knowledge of research methods, assessment, varied theoretical models, supervised practice and a deep appreciation of the individual, becomes more far reaching when combined with an appreciation for multiple systems. For those working as clinicians in the field, the complexity of the cases seen creates a dilemma. The more chaotic and complex the system in treatment, the less likely a single Evidence Based Treatment (EBT) will address the multiple issues. Thus, the integration which exists in CFP makes a precise argument: in complex clinical cases, an Evidence Supported Treatment (EST) perspective is better than a strict adherence to Evidence Based Treatment.

EST is a softer method to confirm that one is being clinically responsible and effective. Rather than relying solely on Random Controlled Trial (RCT) methodology, the EST model allows a clinician to be aware of the extant literature on the population in question; common factors; specific interventions; therapeutic variables (e.g. alliance, empathy…); and, session-by-session outcome evaluation. When working with the contemporary family, the concept of RCT is ill-conceived. There is no question that the field, in general, benefits from EBIs that provide wonderfully clear techniques for narrow concerns and specific populations. At the far end, models such as Emotionally Focused Therapy (Greenberg & Johnson, 1988) and Functional Family Therapy (Sexton, 2011) are focused approaches to good family therapy. Both models are critical to know, but, these models are advancements in the field, not an end point.

ABPP may be the perfect venue to pursue a dialogue between two groups of professionals - those who primarily engage in research and those who primarily engage in therapy. Those who study families, and those who train therapists and/or provide therapy, acknowledge that researchers and mental health professionals have generally done a poor job establishing and fostering ongoing dialogue. Research on family issues is most useful when it changes mistaken beliefs, provides new insights and understanding, or can be practically applied. Mental health professionals need research to create a benchmark in order that family situations may be understood within their broader context. In addition, outcome research can show the effectiveness of certain therapeutic interventions. In
other words, clinical intervention without research findings that offer a point of reference is seen as suspect. In practice, researchers link their findings to basic clinical insights to establish the practical implications of their work. Clinicians pursue credibility by citing relevant research in the field.

One might speculate as to why researchers and mental health professionals do not have more robust, useful interactions. Professional organizations and activities may be partly responsible for such missed opportunities. For example, conferences are considered the flagship meetings that bring together professionals in the field for education about the most recent advances, and they are generally aimed at one population or another. The annual convention for members of the American Psychological Association (APA) is largely dedicated to those who identify primarily as psychologists in academia and/or who engage in psychological research. Only 8 of the 55 divisions of APA attend to the needs of mental health professionals (e.g., Division 12, Clinical Psychology, Division 29, Psychotherapy). Division 43, Family Psychology, is the lone division with a stated goal of bridging science and practice. The flagship organization for family researchers is the National Council for Family Relations (NCFR). This organization is largely dedicated to those from multiple disciplines who share a common interest in family-related research, policy, and practice. Members include those associated with the academy, and those who are practicing professionals within agencies and organizations that provide services to families, including a variety of mental health professionals. These organizations’ conferences are understandably research centered. Although there is a recognition of therapeutic issues (e.g., APA's Division 29 or NCFR's Family Therapy Section), research presentations define these meetings. On the clinical side, the annual conference of the American Association of Marriage and Family Therapy (AAMFT) is dominated by clinically relevant workshops and presentations with a clear deference to any “hard science” support of intervention. The American Family Therapy Academy (AFTA) attempted, without success, to create a merger between research and practice in small regional meetings, but the annual conference remains almost entirely oriented toward clinical practice.

Such organizations and their conferences serve their membership needs appropriately, so our comments are not meant to be disparaging of them. In all truth, we recognize that professionals are not clamoring for the integration of research and mental health practice. We also recognize that effective marketing dictates a great deal about the audience that attends a conference, as well as, the activities and materials in which professional organizations engage. Therefore, such organizations, out of necessity, present offerings that speak to the majority of their membership. The call for integration of research and mental health practice is long standing. The well-known Boulder Conference in 1949 was an early attempt by the field of clinical psychology to suggest a training model that would endorse both science/research and its application to the training of clinical psychologists. Although the scientist-practitioner model offered the hope of integration of research and clinical practice, many institutions remained aligned with one of the ends of this spectrum, with some programs emphasizing research, and others emphasizing hands-on clinical work (Stricker & Trierweiler, 2006). Nevertheless, individuals, such as David Barlow (1981) and George Stricker (1995), suggested solutions to address the scientist-practitioner split. For instance, Barlow (1981) believed that adhering to Cronbach's (1975) “intensive local observation” approach with individual clients would lessen the scientist-practitioner gap by ensuring that research informed clinical practice. Likewise, Stricker (1995) described an ideal model for clinical practice - the local clinical scientist model - as including an emphasis on integration between research and clinical practice, while also emphasizing a mental health professional's ability to conduct her or his own research within the current clinical setting. Thus, Barlow's and Stricker's approaches offered a way for mental health professionals to bridge the gap between science and practice.

Some attempts of integration were also initiated by researchers, but were more targeted. An example of these efforts was the Wingspread Conference on Remarried Families in 1987. Among the invited researchers and practitioners, were many who were noted mental health professionals specializing in work with stepfamilies. The goal of the conference was to develop strategies for linking research and practice to best meet the needs of the growing
population of stepfamilies in America. This meeting resulted in several follow up meetings between researchers and practitioners at NCFR's annual conference. Here, these target groups came together for meaningful discussions.

Calls for integration also came from journals, such as, Family Process; Couple & Family Psychology; Research and Practice; and, the Journal of Couple & Relationship Therapy. These journals sought to publish articles on theory/practice that would inform future research, as well as, research articles that would contribute to meaningful theory and practice.

The stated mission of Couple & Family Psychology is to “provide a mechanism to promote the integration of the science and practice of family psychology” (pg. 1). As useful as it is for mental health practitioners to be familiar with the research literature, the gap between science and practice is large. Beutler, Williams, Wakefield and Entwistle (1995) estimated that only 28% of mental health professionals read the research literature. We believe that if practitioners wish to avoid being pressured to adopt manualized treatments, they would be well served to become steeped in the research findings regarding the populations they treat.

The importance of integrating research and practice is a belief shared by many scholars who primarily identify as either researchers or mental health professionals. When either group creates a model based on integration, the results are exciting and well-received by others in their respective fields. Yet, so little actual interaction exists. Examples of successful models in the 21st century include Emotionally Focused Therapy (Greenberg & Johnson, 1988); Gottman’s (1999) Sound Marital House based on his observational studies at the marriage clinic; Functional Family Therapy (Alexander & Parsons, 1982); and, Multisystemic Family Therapy (Henggeler et al., 1993; Henggeler et al., 1999; Henggeler et al., 1986). All of these models have seamlessly integrated research into their therapeutic approach. It is more common, however, that practice and research remain separate domains that are fraught with uncertainty about how to merge. All too often, research is blamed for not expanding its inclusion criteria to adequately represent “real world populations,” and mental health professionals are perceived as working by instinct rather than relying on research. The Evidence Supported Treatment methodology, when accomplished in a scientific (but not statistical) methodology is the perfect hybrid of research and practice.

The process by which one obtains Specialists status motivates the psychologist to bring the academic into specific connection with one’s clinical practice. It is this method of integration of research and practice that can serve as a model in addressing the field with increasing complexity. Rather than attempting to find a unifying system in which all clinical work can be explained, the scholarly approach, supported by ABPP, is exactly the template necessary in this challenging field.

Note: This is an original article; however, some of the ideas expressed on the integration of research and practice appeared in the book by these same two authors. Browning, S. & Pasley, B.K. (2015). Contemporary families: Translating research into practice. New York, NY: Routledge Press.

References


The Academy of Clinical Health Psychology (ACHP) extends a warm welcome to our sixteen new Fellows: Kathryn Connolly, Jennifer Craft Favazza, Sarah Dewane, Douglas Gibson, Mary Casey Jacob, Elizabeth Jacobs, James Klosky, Afton Koball, Marquisha Lee, Kevin McKay, Cindy Morey, Donald Nicholas, Jordan Rullo, Katrin Seifert, Mona Tiernan and James Tyson. Congratulations on your well-earned achievement!

The Academy also thanks all our Fellows who generously shared their time and expertise as mentors to new board-eligible candidates in 2016: Meghan Corso, Jennifer Craft Favazza, Nicole Frazer, Douglas Gibson, Lisa Kearney, John Kreymer, Marquisha Lee, Don McGearry, Donald Nicholas, Tim Pearman, Jordan Rullo, Paul Schneider, Mona Tiernan, Steven Tovian and Shannon Woller. Mentoring is a core service our Academy provides to promote membership expansion and it is gratifying to see so many of our new Fellows promptly volunteering to mentor and ‘pay it forward.’ Our specialty has experienced significant growth in the past several years and we now have, in addition to our current roster of 199 ACHP Fellows, almost 100 more applicants and candidates in the pipeline! We ask all Fellows to contribute a small amount of their time to assist with this important Academy activity at a critical juncture in our organizational growth.

This past year, the ACHP board identified recruitment of eligible early career psychologists as a major initiative and received a $1,000 grant from the Council of Presidents of Psychology Specialty Academies (CPPSA) to develop scholarships for postdoctoral fellows at the nine current APA-accredited clinical health psychology postdoctoral fellowship programs. Our first three scholarships were awarded to Dr. Antu Schamberger at the John D. Dingell VA Medical Center, Dr. Alisa VanLandignham at Tripler Army Medical Center and Dr. Julia Craner at the Mayo Clinic. The Academy has applied for another $1,000 grant to award scholarships to qualified postdoctoral fellows specializing in clinical health psychology in a wider pool of APPIC-accredited programs.

The ACHP scholarship program is administered by Dr. Nicole Najar, our Early Career Psychologist board representative, who graciously agreed to share her own experience of the board certification process in this Specialist article. Dr. Najar is a Health Behavior Coordinator in Medical Service at Battle Creek VA Medical Center and clinical assistant professor with Western Michigan University School of Medicine.

“Speaking as an Early Career Psychologist (ECP) ending early career and commencing mid-career, I can clearly recall my journey and can speak to the enrichment of board certification. I understand, through experience, the gigantic exhale that occurs when the graduate gauntlet has been run, the license exam is passed and you sign your first, solo, clinical documentation. I also appreciate the new career feelings of somehow being found an imposter or emitting that “new psychologist” smell. For me the thought of applying for board certification as an ECP became the distant future. A future in which I had extra time to easily develop practice samples, endless funds to pay fees and fly for the oral exam, and a perfect oral exam such that those that interviewed me would surely find passing me was the only option.

The time I decided to apply for board certification was a significant departure from my ideal. I was a full time Health Behavior Coordinator with the VA and mother of two children. That basically meant I might show up to work with stickers in various locations on any given day or slide in late to kindergarten events to sit on the floor with my child in professional clothes. My life was full. The choice to apply for board certification became less about the ideal and more about the real. The real fact that I had obtained significant training in Clinical Health Psychology, had obtained a job in my specialty, and was working alongside colleagues that had a professional expectation to be board certified. My decision was also based on my personal thought that I had invested in myself, chosen my passion, and wanted to demonstrate that I had moved from student to professional to specialist.

I wrote in small moments, mostly incoherently, assuming that if I had something down, it was better than nothing. Then I would go to those notes in the larger times reserved for writing and begin to fashion a professional statement and practice samples feeling slight pangs of envy at the photos of friends enjoying dinner together on my
Facebook feed. I say this to highlight that the process requires some personal sacrifice of time, effort, and a bit of ego. When I passed my practice samples and received the list of interviewers and interviewees I was stunned at the caliber of interviewers and fellow candidates. As the first person in my family to attend college, let alone graduate school, what was I doing among them?

This is the axis on which this story turns. I did not realize until later that this process was one of my shedding the imposter and embodying the specialist. It wasn't about knowing everything. I wasn't about perfect practice samples or acing the orals. As a matter of fact, my practice samples were returned for rewrite and my oral exam was full of self-doubt. It was in the moments when the medical team at my facility did a mock board oral exam for me, taking their time to show support. It was in writing up a case and explaining the ways in which I applied Clinical Health Psychology as a specialist. It was in learning that the process helped me to better educate students, stay connected to an advanced community and begin to grow in governance. It was in these ways, and more not listed, that Board Certification in Clinical Health Psychology has created my next level of education.

My life now finds me as the ECP representative for the Academy of Clinical Health Psychology. In this role I work on scholarships for ECPs that are looking to apply for Clinical Health Psychology (CHP). I am involved in discussions about how to tap into the very ECP group that I represent. Imagine my surprise when I sat at computer, squinting at an email from one of the people that interviewed me for oral exams, asking if I would consider being the American Board of Clinical Health Psychology (ABCHP) Practice Sample Coordinator. After the moment of feeling that there might be a hidden camera in my office passed, I was overwhelmed with a feeling of confidence in having something to provide. This connection will strengthen academy and board relationships while allowing me more access to the internal working of board certification. Among so many benefits, it will provide an opportunity for me to engage with professional specialists and provide assistance along their journey.

Lessons learned have been many, but mostly that attaining board certification at an early career juncture can be rewarding, challenging, and a true stretch to consider oneself as a specialist in psychology. It can also lead to doors you didn't even think to knock on or ways of considering contributions to the field that you hadn't imagined. I hope to meet many of you reading this by helping to facilitate your way through the process and hope you are ready to develop your own story to share.

Concluding Academy updates: As of the beginning of 2017, Dr. Elizabeth Klonoff has assumed the role of ACHP President. Furthermore, during membership elections held by the Academy for the 2017-2018 calendar year, the position for President-Elect/Secretary was announced and awarded to Dr. Lisa Kearney, who received the majority of votes. In accordance with our by-laws, the election results were submitted to the American Board of Clinical Health Psychology (ABCHP) President, Dr. Rick Seime, who formally appointed Dr. Kearney to the position. The Academy congratulates Dr. Kearney and thanks Dr. Sara Rosenquist for running in the election. A special shout-out to board member Dr. Kaki York-Ward for traveling to Dallas to roll out our new ACHP PowerPoint ‘how to’ presentation for psychologists at a children's hospital now requiring specialty board certification for medical staff privileging. Lastly, congratulations to our outgoing Past President, Dr. Jared Skillings, who was honored earlier this year with an ABPP Specialty Board and Academy Award for his dedicated service and contributions to the Academy of Clinical Health Psychology.

**2016 ACHP Board of Directors**

**President:** Lloyd Berg, PhD, ABPP  
**Past President:** Jared Skillings, PhD, ABPP  
**President-Elect/Secretary:** Elizabeth Klonoff, PhD, ABPP  
**Treasurer:** Kaki York-Ward, PhD, ABPP  
**Early Career Psychologist Representative:** Nicole Najar, PsyD, ABPP  
**Member-at-Large/Listserv Manager:** Jeff Matranga, PhD, ABPP  
**Member-at-Large:** Mark Vogel, PhD, ABPP
American Board of Clinical Health Psychology
Richard J. Seime, PhD, ABPP

Leader Spotlight: Anne C. Dobmeyer, PhD, ABPP
CAPT, U.S. Public Health Service

The board of directors of ABCHP intentionally includes both early career psychologists (ECP’s), and more senior clinical health psychologists. For the Summer 2016 issue of The Specialist, one of our ECP board members was featured. For this issue of The Specialist, the spotlight is on one of our more senior leaders - ABCHP immediate Past-President and ABPP Board of Trustee representative, Dr. Anne C. Dobmeyer. She has served our board in various capacities over the years. Moreover, she has served with distinction as a clinical health psychologist and officer in both the U.S. Air Force and U.S. Public Health Service. In recognition of her contributions to the U.S. Public Health Service, Dr. Dobmeyer was the recipient of the 2015 Derek Dunn Memorial Senior Scientist Officer of the Year Award. I asked her to reflect upon how she became a clinical health psychologist, her career path, her mentors, and her perspective about service to ABPP and ABCHP –RJS

RJS: When did you decide to become a clinical health psychologist?
ACD: My initial exposure to clinical health psychology (CHP) occurred during a CHP rotation in my pre-doctoral internship. I enjoyed it, but did not plan to pursue specialization. However, my first position after internship included assisting my supervisor, a clinical health psychologist, with group interventions for weight management and healthy physical activity. My early work also expanded into the integrated primary care arena, where I became more aware of how my effectiveness as an integrated primary care psychologist was affected by my limited knowledge of evidence-based psychosocial interventions for health conditions. These experiences, along with the encouragement of my CHP supervisor, led me to pursue a CHP fellowship to further develop and broaden my skills.

RJS: What training path did you follow, i.e., doctoral, doctoral internship, and postdoctoral?
ACD: I was commissioned in the USAF during my final year of graduate training at Utah State University and completed my doctoral internship at Malcolm Grow Medical Center, Andrews AFB. I remained on staff as a member of the internship training program for several years, with a large focus on integrated primary care, before pursuing additional training in CHP. I completed an APA-accredited CHP post-doctoral fellowship at Wilford Hall Medical Center, Lackland AFB, followed by positions training and teaching interns and other behavioral health providers in the areas of CHP and integrated primary care, first with the Air Force and later (currently) as an officer in the U.S. Public Health Service assigned to the Department of Defense.

RJS: You have just completed your 6-year tenure as ABCHP President-elect, President, and Past President and will continue as BOT Representative. What have you found most fulfilling about leading the Board?
ACD: The most fulfilling aspect has been having the opportunity to work with distinguished clinical health psychologists dedicated to the specialty and to the value of promoting board certification. I learned (and am still learning) much about our specialty, as well as about management and leadership, from this group of colleagues. To top it off, they have made attending board meetings and oral exams fun!

RJS: You have been active with ABCHP for many years, how did it start?
ACD: I began volunteering as a practice sample reviewer within my first year of becoming board certified. Shortly thereafter, the board was looking for a new practice sample review coordinator. I was asked to join the board to fulfill that role. From there, I also became trained as an oral examiner, assisted with revisions of board policies, bylaws, and examination manuals, and eventually ran for the position of president-elect.

RJS: Were there mentors and colleagues who played a role in your having such a commitment to service and leadership with the Board?
ACD: Certainly! In my early years, I was most affected by clinical health psychologists in the USAF, Col (Ret) Wayne Talcott, Lt Col (Ret) Alan Peterson, and Lt Col (Ret) Ann Hryshko-Mullen. Each of them was involved in my CHP training in direct and indirect ways, modeled a commitment to service, and each were strong proponents of CHP fellows pursuing board certification! Once I became involved with the board, the mentorship of Dr. John Robinson, Dr. Larry James, and Dr. John Linton were invaluable as I assumed various roles and responsibilities within ABCHP.
RJS: What are your current areas of responsibility as a clinical health psychologist and U.S. Public Health Service Officer?
ACD: I am assigned to a Department of Defense position within the Defense Health Agency. My primary responsibilities involve supporting the implementation and evaluation of the DoD's primary care behavioral health programs by providing consultation, curriculum development, training, and program evaluation support.

RJS: Can you share some notable experiences or highlights of your career in the U.S. Air Force and U.S. Public Health Service?
ACD: I have loved my career path, partly because it has afforded me so many diverse opportunities. My positions in the USAF and the USPHS have allowed me to pursue a range of clinical, consultative, supervisory, and program development activities. I've loved being able to train others in CHP and integrated primary care, influence DoD policy and manage large programs, remain involved in scholarship and publishing, yet still continue to provide some direct clinical services. Add in, overseas military deployments as well as disaster mental health responses to events ranging from 9/11, hurricanes, the Boston Marathon bombings, to the Ebola crisis in Liberia…it's certainly never been boring!

RJS: Do you have any advice for early career psychologists who want to pursue careers in clinical health psychology?
ACD: Seek out a good CHP mentor (or more than one). Become involved by volunteering with CHP-related organizations, either locally or nationally. Stay aware of current developments in the field through listservs, continuing education opportunities, and commitment to regularly reviewing recent CHP literature.

American Academy and Board of Clinical Neuropsychology
Chris Morrison, PhD, ABPP & Anthony Y. Stringer, PhD, ABPP

Beyond the standard exam and clinical practice issues that consume the time and efforts of all Boards/Academies, the Board and the Academy of Clinical Neuropsychology continue to put a great deal of energy into modernizing our techniques. With regard to the Board, ABCN has engaged in considerable activity around the written exam in order to maintain up-to-date content and process. This last year, ABCN moved the written exam to a new testing center network. They have also partnered with a new test development company while the ABCN written exam content is updated. This new partnership will increase the use of industry-standard psychometric methodology and further enhance the validity of the ABCN examination process.

There has also been a focus on modernization of our process within the context of clinical practice. In the face of new technological advances every day, AACN has specifically developed an initiative oriented toward moving clinical neuropsychological assessment into the future and keeping it relevant in the modern era. To facilitate the process of creating and developing new methods for delivering neuropsychological assessment/intervention services, the 2017 AACN conference will include a Disruptive Technology Pitch Contest. Disruptive technologies are technological innovations that radically change, in some way, how something is done. The AACN Disruptive Technology Pitch Contest will involve a pre-conference submission review process wherein two types of submissions will be ranked. Investigators are encouraged to submit a project idea that either “pushes the boundaries” of how we currently practice, or a project that “shoots for the moon” in terms of introducing radical ideas for using technology and/or resources for neuropsychological assessment or intervention services. Submissions that achieve a high rating during the review process will be presented at the June AACN meeting in a Shark Tank style format. https://theaacn.org/wp-content/uploads/2016/05/AACN-Disruptive-Technology-Pitch-Contest.pdf.

Modernization efforts have also been directed toward the composition of the Academy itself. Specifically, AACN is dedicated to enhancing the rate at which individuals from diverse backgrounds participate in the board certification process. It is absolutely critical that the composition of our membership be expanded to better reflect the diversity of the patient populations we serve. To move toward that goal, our Relevance 2050 Committee (R2050) was formally launched.
at the June 2016 AACN meeting. The name of the committee reflects the goal of ensuring that AACN’s membership is relevant to the overall population in the year 2050. The R2050 Committee is comprised of >50 individuals, many of whom are students, and includes both AACN members, as well as, nonmember consultants. By including individuals who are not AACN members in R2050, we increase communication between groups who are already board certified, and those who are seeking board certification but may be encountering barriers.

Within the R2050 Committee, there is a student pipeline subcommittee oriented toward identifying individuals from diverse backgrounds and specifically providing them with mentorship so that they may make appropriate training choices for board certification eligibility. Such students are often identified via the national network of AACN members who participate in our board certification promotion efforts by giving annual talks at graduate programs that have a neuropsychology component. To encourage student participation in our annual conference, half of the ten student poster awards are specifically dedicated to individuals who are from cultural backgrounds that are underrepresented in the field of neuropsychology.

The R2050 Committee also has a practicing neuropsychologist pipeline that seeks to connect with established neuropsychologists from diverse backgrounds and work with them to identify barriers to the board certification process that they may have encountered. Finally, the R2050 Committee is making efforts to better understand how/when/why (or why not) training directors promote board certification at the graduate level.

In parallel with these AACN initiatives, ABCN is collaborating with the Hispanic Neuropsychology Society to create and administer a survey of Puerto Rican neuropsychologists who are not yet board certified. The ABCN written examination is available at test centers in Puerto Rico, but very few local professionals take the exam. The survey will attempt to identify barriers to board certification among Puerto Rican neuropsychologists. This information will guide ongoing efforts to align our profession with changing U.S. demographics. As a Board and an Academy, we are confident the steps we are taking today will not only keep our field vibrant, innovative, and relevant, but will move us even closer to the day when achievement of board certification is nothing less than a universally expected standard of competence for all practicing neuropsychologists.

**American Board of Counseling Psychology**

*Mary O’Leary Wiley, PhD, ABPP and Sharon Bowman, PhD, ABPP*

The American Board of Counseling Psychology (ABCoP) is one of the original specialties. Established in 1947, the same year the American Board of Professional Psychology (ABPP) was founded, the ABCoP is responsible for establishing criteria related to the definition, education, training, competencies, and examination leading to certification as a specialist in Counseling Psychology. The ABCoP is governed by a board, composed of members certified in Counseling Psychology representing the specialty on a national basis.

**What’s the Difference between the Board and the Academy?**

Many psychologists have asked what the difference is between the American Board of Counseling Psychology and the American Academy of Counseling Psychology. This is a fair question.

The American Board of Counseling Psychology is the group appointed to oversee the examination of candidates for board certification in Counseling Psychology. One analogy might be a state board of psychology responsible for examining candidates for licensure. The members of this Board are appointed by the Board President to approve initial applicant credentials, evaluate candidates’ practice sample submissions, and evaluate candidates during the oral examination.
The American Academy of Counseling Psychology is the professional association for board certified counseling psychologists. Of course we hope that all board certified counseling psychologists will become members of this group! The role of the Academy is to (a) provide information to prospective candidates for board certification in our specialty, (b) provide mentoring to candidates for board certification in our specialty, and (c) advocate for the specialty of Counseling Psychology in a wide variety of ways, including communication with other organizations related to Counseling Psychology. An analogy for the Academy might be a state psychological association, which represents the interests of psychology within each state. Our Academy’s annual dues are $90; by joining and maintaining membership, you will help to strengthen your specialty of Counseling Psychology.

The 2017 American Board of Counseling Psychology members are:

Mary O’Leary Wiley, PhD, ABPP  
*President*  
wiley510@gmail.com

Mary Ann Covey, PhD, ABPP  
*President-elect*  
MCovey@scs.tamu.edu

Sylvia Marotta-Walters, PhD, ABPP  
*Past-President*  
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Adrienne Barna, PhD, ABPP  
*Oral Examination Consultant*  
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Sharon Bowman, PhD, ABPP  
*ABPP MOC Coordinator*  
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Christopher Button, PhD, ABPP  
*Secretary Treasurer*  
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Allison Clark, PhD, ABPP  
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Laura Palmer, PhD, ABPP  
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James Deegear, PhD, ABPP  
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The duties of each of these members will be explained in more detail in future editions of *The Specialist*. 
Welcome to our New Board Members

Joel Foster, PhD, ABPP is Chief, Air Force Deployment Mental Health. He directs the Disaster Mental Health mission for 2,000 providers across 77 installations, and provides oversight to the psychological health research portfolio of $179M. Dr. Foster received his PhD in Counseling Psychology from the University of Kansas in 2002 and was an Assistant Professor before accepting a commission into the USAF. Dr. Foster recently served as the Mental Health Flight Commander and Deputy Squadron Commander, Spangdahlem Air Base, Germany. **Dr. Foster will be serving as the Communications Chair for the American Board of Counseling Psychology**, a newly created role; his term on the Board is from January 1, 2017- December 31, 2019.

Sharon L. Bowman, PhD, HSPP, ABPP is Professor and Chair of the Department of Counseling Psychology, Social Psychology & Counseling at Ball State University in Muncie, Indiana. The Department offers master’s degrees in counseling and in social psychology, along with an APA-accredited doctoral degree in counseling psychology. She is also a psychologist in private practice. Dr. Bowman received her PhD in 1989 from Southern Illinois University at Carbondale. Dr. Bowman is a Past-President of the Society of Counseling Psychology, and currently Chair of the Committee for Division and APA Relations. **Dr. Bowman will be serving as the MOC Coordinator for the American Board of Counseling Psychology**, replacing Dr. Marotta-Walters in this role; her term on the Board is from January 1, 2017- December 31, 2019.

Allison Clark, PhD, ABPP is now a military psychologist stationed at US Naval Hospital Guam, specializing in the treatment of combat stress. She received her PhD in Counseling Psychology from the University of Tennessee and her BS in psychology from Valparaiso University. **Dr. Clark will be serving as the Practice Sample Chair on the American Board of Counseling Psychology**, replacing outgoing Chair, Dr. Derek Bergeron. Her term on the Board is from January 1, 2017- December 31, 2019.
The Board of Directors of the American Academy of Counseling Psychology held a retreat in College Station, TX this past October under the leadership of President James Deegear, PhD, ABPP. We had three days of discussions on how to advocate for the specialty of Counseling Psychology and ways to encourage and mentor those interested in board certification in Counseling Psychology. We agreed that the Academy would work to:

- Increase membership through efforts to reach out to students, early career, mid-career, and seasoned counseling psychologists to pursue board certification
- Increase diversity within the membership
- Develop educational webinars related to board certification and professional issues
- Increase awareness of the relevance and importance of board certification in Counseling Psychology
- Update the website to provide current, relevant information about our specialty area, as well as, highlight member achievements so as to champion the unique gifts our specialty has to offer individuals and communities
- Represent Counseling Psychology to the public and inform stakeholders on professional issues that impact our specialty area and membership
- Partner with other professional organizations to meet these goals and expand our impact

Thank you to the following members of the Board of Directors of the American Academy of Counseling Psychology for their work at the retreat:

James Deegear, PhD, ABPP  
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Mary O’Leary Wiley, PhD, ABPP  
*ex officio, ABCoP President*  
wiley510@gmail.com
The Importance of Board Certification to Individual Psychologists and to the Specialty of Counseling Psychology

Most of our candidates indicate that they are seeking board certification for their own personal sense of accomplishment. Some also indicate that board certification can provide recognition in their place of employment or practice. Many indicate that they are seeking board certification as a statement of alignment with their specialty of Counseling Psychology. A stronger group of board certified specialists makes for a stronger specialty!

As psychologists become more connected with physicians in integrated care settings, board certification becomes critical. There are several steps in training and credentialing as a psychologist that parallel training and credentialing in medicine: a doctoral degree, a license, and then board certification in a specialty.

Please share the word with your colleagues that ABPP applicants who are training directors of APA accredited doctoral programs, internships, and/or postdoctoral programs currently have their application fee waived by ABPP. Also note that ALL candidates who are Members or Fellows of the Society of Counseling Psychology (Division 17 of the American Psychological Association) are eligible to be reimbursed for both their application fee and their practice sample fee following the successful completion and approval of their practice sample. For more information about the latter benefit, contact Mary O’Leary Wiley, PhD, ABPP (wiley510@gmail.com), or Jim Lichtenberg, PhD, ABPP (jlicht@ku.edu).

For more information about the latter benefit, contact Mary O’Leary Wiley, PhD, ABPP (wiley510@gmail.com), or Jim Lichtenberg, PhD, ABPP (jlicht@ku.edu). For more information about board certification in Counseling Psychology, check out www.abpp.org or contact Mary O’Leary Wiley, PhD, ABPP at wiley510@gmail.com.

We look forward to talking with you!

American Board of Couple and Family Psychology

2016: –A Year in Review for Couple and Family
Allison Waterworth, PsyD, ABPP

During 2016, our Board focused on implementing several initiatives to enhance our visibility, and to increase the boarding of fellow couple and family psychologists.

The first initiative was to increase collaboration with our APA Division, Division 43. The current President of Division 43, Anthony Chambers, who is boarded in CFP, has strongly encouraged current and future board members of the division to become boarded as part of their professional identity, and in service to the board and profession.

The second initiative involved contacting VA psychologists who are expert in CFP to encourage them to seek boarding in CFP, given the benefits they may receive in doing so. Boarding permits a pay grade level increase for some VA psychologists.

The third initiative was to improve the number of applicants through a cohort process. With the understanding that groups can serve as containers and reinforcement for action, we are experimenting with this new process, wherein applicants can opt to be part of a cohort. By doing so, applicants are afforded opportunities for more encouragement; peer support and ‘peer pressure’; as well as, for discussion around the challenges of the process.
The final initiative occurred in collaboration with our sister organization, the American Academy of Couple and Family Psychology. This initiative provides new incentives for psychologists and students to become board certified in Couple and Family psychology (please see http://familypsych.org/new-grant-opportunity-available-for-academics-students-and-early-career-psychologists/). Six grants will fund up to $500 to two people in each of the following categories:

- $500 each for two early career psychologists
- $500 each for two academics
- $400 each for two doctoral students who are completing dissertations about couple and family assessment/treatment

Internally, we have focused on developing an operational definition of diversity for the purpose of the examination process. Dr. Joseph Cervantes has led the charge in this effort, and you may read his related article in this edition of The Specialist.

**Diversity and Inclusivity: Proposed Changes in the Couple and Family Psychology Examination Process**

*Joseph M. Cervantes, PhD, ABPP*

A competent understanding of diversity reflecting a more integrated dimension into the board certification examination for Couple and Family Psychology (CFP), has been a point of discussion for the specialty board for some time. As is known by couple and family specialists, the concept of diversity has long been recognized as an aspect of clinical practice with family systems. With a long, involved history of addressing diversity issues in my professional career, I have advocated for the development of a more specialized assessment of diversity within the CFP specialty examination. I compliment the board members not only for the competency and expertise each brings to the dialogue during our board meetings, but also for their support of my efforts in developing a more comprehensive model for addressing diversity issues in our examination process.

**Understanding of Diversity**

The American Psychological Association has long been involved in addressing the theme of diversity issues starting with the first set of guidelines in 1993. I was fortunate enough to have played a role in that first task force, originating in the late 1980s. The guidelines were updated approximately ten years later (APA, 2002), providing a more detailed set of recommended diversity practices. These updated guidelines served as a comprehensive foundation for increased awareness and practice for psychologists. As we now complete the second decade of the new millennium, there have been fundamental changes reflected not only in how we as practitioners view the theme of diversity within human development, but also in understanding the emerging themes of spiritual and sexual diversity. An increased volume of writing in these two areas has further challenged our discipline to broaden our scope and retool attitudes and beliefs about who we are as a community of people across the country. In brief, as psychologists, we are being prompted to understand that individuals have many interrelated identities especially located within race/ethnicity, gender, and sexual and spiritually fluid beliefs. As such, the specialty examination in Couple and Family Psychology, has challenged us to be on the forefront of this evolving understanding of diversity given its commitment to systemic thinking and its foundation in considering the multitude of cultural variations found with couples and families.

The concept of diversity, in the profession of psychology, has come to symbolize an understanding of the following key areas: culture and ethnicity; sexual orientation; gender; age; ableness; religion and spirituality; and, socio-economic status. These are areas that a psychologist who is board certified in Couple and Family Psychology
should be competent to address in his or her professional practice (American Board of Professional Psychology, 2014). It is expected that a psychologist seeking board certification in CFP will be sensitive to, have acknowledge of, and demonstrate intervention skills relative to practice with diverse populations. It is not assumed that ABPP practitioners in this specialty will have achieved mastery in all of the relevant areas of diversity. However, it is expected that these practitioners will be able to implement empirically validated interventions that are informed by knowledge of the impact of these areas of diversity.

The Couple and Family Board has identified a need to enhance the assessment of competence in diversity. It has, therefore, incorporated three elements into the examination process: sophisticated sensitivity (awareness/understanding), equity (right to fair and unbiased care), and competence (empirically based skills). It is expected that a higher standard of care may be achieved with the integration of current information with a more advanced level of competency regarding diversity issues. The development of this standard is significant for those engaging in the examination process, as well as, for those of us serving on the board. The process provides the opportunity for both groups to become more conversant in the language of diversity and to integrate contemporary elements of competency.

**EXPECTATION OF CANDIDATE RELATIVE TO DIVERSITY**

The candidate for the Couple and Family examination is expected to have a refined understanding of diversity. The references for this article include a classification of the primary aspects of diversity as identified by APA along with practice guidelines for each of the areas.

While other references will be provided to candidates for use in preparing for the examination, awareness and understanding of APA's guidelines are deemed to be a foundational requirement.

All candidates for board certification in Couple and Family Psychology are required to demonstrate knowledge about practice with diverse populations. This critical aspect of professional practice may be illustrated in a case video provided as part of the supporting materials submitted with the application, or it may be demonstrated elsewhere in the application process. The competent couple and family psychologist seeks to understand context in the lives of those populations served. A commitment is required to not only address the unique personality and systems that are considered foundational, but also the diverse aspects of background, e.g., practice with Latina/o populations, aging populations, and religious and spiritual groups. Candidates are expected to possess the following elements with regards to practice with diverse populations:

- Awareness base
- Knowledge base
- Practice base
- Integration and understanding of serving diverse populations

Along with the functional competencies listed in the application materials, an understanding of individual and cultural diversity is a foundational competency that is consistent with APA policy and supports our specialty's commitment to this framework. During the examination process, candidates are expected to be queried about their understanding of diversity; how diversity relates to their professional lives; and, how the diverse populations they are serving have impacted theory building, history of intervention, and professional development.

**SOLICITATION OF CASE MATERIAL**

In an effort to obtain relevant clinical case information, couple and family specialists are being solicited to provide one or two cases that reflect an area of diversity in practice. The cases are expected to provide a more realistic base in the examination process, including emerging ethical issues. It is our expectation as a board that the submission
of case material will contribute to a more inclusive understanding of cultural diversity, and lay a baseline for advanced competency in the Couple and Family specialty.

THE EMERGING SPECIALIST IN COUPLE AND FAMILY PSYCHOLOGY

As a result of the proposed changes to the examination process, the Board is anticipating that newly credentialed psychologists will be more skilled with regards to addressing a broader range of clinical and community concerns as we approach the beginning of the next decade. The following elements are deemed critical with regards to competency as couple and family psychologists: increased knowledge of culturally relevant research; updated education, training, and supervision, for graduate students and young professionals on emerging issues in diversity; and, increased skill in managing difficult dialogues around the variety of themes reflected in clinical practice (e.g., meaningful community engagement, issues related to spiritual integrity, new language of sexual diversity). It is not difficult to identify any number of incidents in the recent past in which the interaction of race, sexual orientation and biased assumptions of spiritual beliefs resulted in confusion, misunderstanding, and community violence. The tragedies from these experiences are often aired in the consulting rooms of practicing psychologists, in university classrooms, or to advocates in the community who are sought out for their skills and wisdom. As specialists, we share in the responsibility to know better, and to do better.

It is the expectation of the Couple and Family board that a new examination will emerge that places diversity as a foundation to the examination process, serving as a meaningful experience for both examinees and examiners. This updated process may be a model for other ABPP examining boards that are seeking a greater understanding of the role of diversity in their specialties and a means of enhancing readiness to address the expanded concept of identity at the close of the second decade of this new century.

References


SELECTED RESOURCES

CULTURE AND ETHNICITY

AGEISM

SEXUAL ORIENTATION
The American Board of Geropsychology (ABGERO) pipeline remains robust, and we have been working with Michele Karel (Psychogeriatrics Coordinator of VACO) and Michelle Mlinac (Boston VA Psychology Staff) to promote ABGERO in the VA system. Both colleagues have helped form a group that holds regular teleconference calls among experienced VA psychologists interested in the ABGERO senior option. This collaboration has also led to the development of a telephone consultation network system which aims to match psychologists interested in the ABGERO with experienced geropsychologist mentors who in turn can provide phone supervision. Relatedly, ABGERO members plan to be active in the newly-formed ABPP workgroup whose mission is to promote mutually advantageous dialogue with the VA, ensuring competent practice of psychology within the VA system.

In response to a decline in number of oral examinations conducted this year, the mentorship program is gearing up to prime the ABGERO pipeline and encourage applicants to complete and submit their Practice Samples and ultimately be ready to sit for the orals. We have added one additional ABGERO examiner this year, but at this point the plan is to continue assessments during the annual meetings of APA, the Gerontological Society of America, as well as at the ABPP workshop series. Once the pipeline becomes unplugged, the plan is to develop a cadre of regional examiners; something we are close to but not quite there yet. Furthermore, we are in the process of building our own ABGERO website, under the insightful and experienced guidance of Sue Whitbourne, in hopes of turning this into a major recruitment forum.

In other news, we recently voted to appoint ABGERO secretary Shane Bush as the representative to the Geropsychology Specialty Council, and Michele Mlinac as the representative to the ABPP Primary Care Special Interest Group. In addition, we are currently actively recruiting for an Early Career Psychologist to serve on the board, and have had some excellent candidates so far.

Last but not least, a survey coordinated by ABGERO member Greg Hinrichsen was conducted to identify the (five) foundational core competencies of Geropsychology. Although the survey was not sponsored by ABGERO, we are
still hoping to use the results to begin to tailor CE offerings at the basic 'exposure' level. Findings suggest that there is reasonably good agreement on the five fundational competencies we believe are needed at the ‘exposure’ level of training. The hope is to have the foundational and functional competencies guide geropsychology training at the graduate, internship, post-doctoral and post-licensure levels. The plan is to fill in the taxonomy grid guided by the creative ideas emanating from the two specialty summits sponsored by ABPP, CoS, and ASPPB. Perhaps highly aspirational at this point, but certainly worth the effort to begin thinking in this direction.

American Academy and Board of School Psychology

Sarah Valley-Gray, PsyD ABPP and Judith Kaufman, PhD, ABPP

The American Academy and Board of School Psychology is proud to announce its two newest specialists - Drs. Stephanie Mihalas and Jay Tarnoff. We are delighted to share some background information on each of them.

Dr. Stephanie Mihalas is a licensed, Nationally Certified School Psychologist (NCSP). She is the founder of the “Center for Well-Being: Psychological Services for Children, Youth, and Families” in Los Angeles. Dr. Mihalas practices evidenced-based techniques, and serves children from age two through late adolescence, presenting with a wide range of severe emotional and behavioral symptoms. Also served are children with developmental disabilities, as well as, families experiencing high-conflict due to discord, illness or trauma. Dr. Mihalas has experience in organizational consultation with for- and non-profit organizations. As a school consultant, Dr. Mihalas focuses on teacher training (e.g. enhancement of skill set, increase motivation and decrease burnout), as well as implementation of classroom interventions and school wide policies and procedures to promote positive outcomes in student mental health.

Dr. Mihalas has presented her research at state and national conferences. She routinely publishes in books, magazines, and peer-reviewed journals, and has had a number of radio broadcast appearances.

Dr. Jay Tarnoff is a licensed, NCSP, and Pennsylvania Certified School Psychologist. He conducts comprehensive psychological and educational evaluations for children and adults. During his doctoral training, Dr. Tarnoff completed an internship at Wordsworth Academy in Fort Washington, Pennsylvania, providing assessment and treatment for students with psychiatric illnesses. Upon graduation, Dr. Tarnoff became one of Wordsworth Academy’s school psychologists. In 2011, Dr. Tarnoff accepted a full-time psychologist position with the Haverford Township School District, where he worked until the end of the 2015-2016 academic year. Dr. Tarnoff is currently pursuing an additional certification in neuropsychology at Widener University. He is the proud father of a five-year-old daughter, and a one-year-old son.

Newly Elect President of the Academy!

The results are in! Effective January 1, 2017, Daniel C. Miller, PhD, ABPP, NCSP is president-elect of the American Academy of School Psychology.

Dr. Miller is the Executive Director of the Woodcock Institute for the Advancement of Neurocognitive Research and Applied Practice at Texas Woman’s University (TWU). Prior to his current position, he served for 25 years, until retiring in 2015, as the Department Chair for the TWU Psychology and Philosophy Department. Dr. Miller has been a leader in the field of school psychology for the majority of his career. He was the Founding President of the Texas Association of School Psychologists in 1993. He also served as the Texas delegate to the National Association of School Psychologists (NASP), 1997-2002; Delegate Representative to the NASP Executive Board,
1999-2001; Secretary for the NASP Educational Research and Trust Fund 1999-2001; NASP member of the Interorganizational APA/NASP Committee, 2000-2002; NASP President 2003-2004; and, Secretary of the American Board of Professional School Psychology, 2006-2008. Dr. Miller is an active researcher and author in the area of school neuropsychology. He resides in the lovely piney woods of East Texas with his wife Michie.

**Milestones:**

Congratulations to [Thomas Huberty, PhD](#) on his retirement from Indiana University! Furthermore, Dr. Huberty is stepping down from his position of treasurer of the Academy. The Academy thanks him for his service to the association! His position as treasurer, will be filled by newly boarded fellow, Israel Sarasati, PhD.

**Dr. Sarasti** is a licensed psychologist and a practicing bilingual school psychologist with over ten years of experience. His experience spans across settings to include urban public and parochial schools. Dr. Sarasti holds the National Certified School Psychologist (NCSP) credential, as well as specialty board certification in school psychology by the American Board of Professional Psychology. He completed his Bachelors in Music Performance and Masters of Science in Special Education at Florida International University before obtaining a PhD in School Psychology at Temple University. For the past eight years, he has served as an NCSP reviewer for non-approved school psychology program applicants.

Lastly, Dr. Sarasti will be sending an email regarding annual membership fees for the Academy. Kindly remit payments along with your attestation fees.

Please join us in welcoming our new Early Career representative, [Dr. Edward G. (Ned) Crosby](#). Dr. Crosby earned his degree at Penn State in 2004, where he co-authored articles for the Journal of Psychoeducational Assessment, Psychology in the Schools, and School Psychology International. Upon graduation, Dr. Crosby worked with preschoolers for a regional educational service, while at the same time he developed a pre-doctoral internship in school psychology and supervised interns from Penn State, Indiana University of Pennsylvania, and the University of Wisconsin – Madison. In addition, Dr. Crosby conducted home based evaluations and since 2007 has maintained a private practice.

In 2013, Dr. Crosby joined a nationally-recognized health system, serving children with autism and developmental disabilities. During this time, he presented locally and nationally on newly identified genetic etiologies of neurodevelopmental disorders in children. More recently, Dr. Crosby serves as the Licensed Psychologist Manager for a medium security men’s prison in east central Pennsylvania. He oversees a department of eight psychological services specialists serving an active roster of approximately four hundred men with mental illness. Dr. Crosby became board certified in School Psychology in 2015.

Rotating off the AASP board are past-president [Drs. Linda Caterino & Tony Wu](#).

**Dr. Caterino** has been crucial to the success of both the American Board of School Psychology (ABSP) and the American Academy of School Psychology (AASP). She has held nearly every office on both boards and has served as a mentor and as an examiner for a number of our members. She actively recruits ABPP candidates and regularly shares the significance of board certification at conventions such as the American Psychological Association (APA), the National Association of School Psychology (NASP), and the Council of Directors of School Psychology Programs (CDSPP). Dr. Cateriono’s enthusiasm and commitment to the certification process is infectious and her communication of the importance of becoming boarded is unparalleled. We are truly sad she will no longer be directly serving ABPP School Psychology directly. Dr. Cateriono’s contributions were recognized at the APA convention in August with the 2016 Specialty Board/Academy Awards. She will continue her service to ABPP board certification and was recently re-elected treasurer for the Council of Presidents of Psychology Specialty Academies (CPPSA).

The American Board of School Psychology also thanks [Dr. Tony Wu](#) for his tireless efforts and contributions to the board. He will be sincerely missed.
In other news:

Dr. Shawn Powell was re-elected President of the Board; his new term is effective as of 1/1/2017.

Lastly, Dr. Ronald T. Brown was elected to serve as a member of the Board. Dr. Brown is the Associate Vice Chancellor of the University of North Texas (UNT) System and is responsible for health affairs. Previously, Dr. Brown served as the chief executive officer of the University of North Texas at Dallas. He served as the provost and senior vice president for academic affairs at Wayne State University in Detroit, Michigan where he oversaw a budget of more than $500 million. In the past, Dr. Brown has served as Dean of the College of Health Professions and Social Work as well as Interim Dean of the School of Dentistry at Temple University in Philadelphia, PA. Under his leadership, the college experienced unprecedented growth in enrollment, philanthropy and research funding. He chaired several projects at Temple, including the college’s strategic planning and key hiring initiatives. As part of Temple’s capital campaign team, he raised more than $20 million, including funding for endowed chairs and major scholarship programs. Today, he continues his fund raising activities at the University of North Texas at Dallas. Dr. Brown has held academic positions in public and private institutions including Emory University, the University of Illinois and the University of Adelaide. Additionally, he has provided leadership for a variety of national associations.

Success at our annual reception!

The annual scholarship reception at the American Psychological Association (APA) annual convention last August was a fantastic feat. The Academy received nearly forty applicants for five scholarships. All student nominations were highly accomplished individuals and extremely deserving. Here are the names of the 2016 recipients of which all received scholarships worth $500:

- Crystal Taylor, University of Missouri, Columbia
  Faculty Mentor: Stephen Kilgus, PhD
- Meghan Ray Silva, UM Boston
  Faculty Mentor: Robin Codding, PhD, BCBA
- Sara Gonzalez, University of Nebraska-Lincoln
  Faculty Mentor: Susan Swearer, PhD
- Whitney Kleinert, UM Boston
  Faculty Mentor: Robin Codding, PhD, BCBA
- Kala Taylor, University of Missouri
  Faculty Mentor: Christopher Skinner, PhD

A big thank you to the following sponsoring companies who contributed to the reception and scholarships:

- Houghton Mifflin Harcourt
- Multi-Health Systems (MHS) Assessments
- Psychological Assessment Resources (PAR)
- Taylor & Francis
- Western Psychological Services
Coming soon: Webinars!

A number of activities are occurring to promote board certification in school psychology. In addition, Gene Cash, president-elect of the Academy and Shawn Powell president-elect of the Board are planning a webinar within 2017, to promote board certification. Expenses for a video production pertaining to ABPP are scheduled to be covered by a $1000 grant made out by the Council of Presidents of Psychology Specialty Academies (CPPSA)

The Journal of the American Academy of School Psychology, as well as the Journal of Applied School Psychology (JASP) have announced they will continue to provide an electronic format to members of the Academy. A hard-copy format can be obtained by paying an additional $25 along with your annual fees to the Academy. A bound copy of all issues will be sent at the end of the calendar year.

Congratulations to:

Dr. Roger Kaufman. Dr. Kaufman was recently recognized by The International Society for Performance Improvement (ISPI) for establishing the Roger Kaufman Award for Societal Impact. The purpose of this award is to recognize the continuous achievement of, and the measurable positive societal impact made by an individual or organization.

Recent Publications:

Laurie Zelinger, the Academy’s secretary, recently published a children’s book entitled, “Please Explain Terrorism to Me!” Written from a child’s perspective, the book is intended to provide a resource guide for children ages seven through ten, with developmentally appropriate information on a very difficult topic.

Deceased Specialists

July 1, 2016 through December 31, 2016

Leonard D. Goodstein, PhD, ABPP - Clinical Psychology

Manfred F. Greiffenstein, PhD, ABPP - Clinical Neuropsychology & Forensic Psychology

Merris A. Hollingsworth, PhD, ABPP - Counseling Psychology
Newly Certified Specialists

(July 2016 – December 2016)

Behavioral & Cognitive Psychology
Joanne Diacogiannis, PsyD
Julie R. Hergenrather, PhD
Julianne R. Oliver, PhD
Rebecca E. Sachs, PhD
Jesus A. Salas, PsyD
Craig N. Sawchuk, PhD
Ann M. Steffen, PhD
Michael A. Tompkins, PhD
Monnica Williams, PhD

Clinical Child & Adolescent Psychology
Heather Agazzi, PhD
Laura Bava, PsyD
Abby M. Brewer-Johnson, PsyD
Courtney L. Fleisher, PhD
Kathleen A. Ingman, PhD
David L. Jaquess, PhD
Vanessa K. Jensen, PsyD
Mary E. Rooney, PhD
Daniel A. Waschbusch, PhD
Alison R. Zisser, PhD

Clinical Health Psychology
Elizabeth A. Jacobs, PhD
James Klosky, PhD
Kevin M. McKay, PhD
Katrin Seifert, PsyD
James N. Tyson, PsyD

Clinical Neuropsychology
Stephanie Assuras, PhD
Christopher M. Bailey, PhD
Stacy M. Belkonen, PhD
Jeremy M. Bottoms, PsyD
Lonnie Bradford, PsyD
Phuong M. Chau, PhD
Angeles M. Cheung, PhD
Jacquelynn N. Copeland, PhD
Stephen Correia, PhD
Jennifer Davis, PhD
Christine Durrett, PhD
Lindsey Felix, PhD
Karla M. Felske, PhD
Bradley J. Hallam, PhD
Krista Hanson, PhD
Elizabeth Heideman, PhD
Kelly Janke, PhD
Janice Marceaux, PhD
David F. Marshall, PhD

Clinical Neuropsychology (Cont.)
Tricia Merkley, PhD
Brian Mizuki, PsyD
Darci R. Morgan, PhD
Lawrence H. Pick, PhD
Abigail B. Ryan, PhD
Anna C. Sullivan, PsyD
Nermin Tawadrous, PsyD
Jennifer Wiener, PsyD
Laura L. Wulff, PhD
Adriana N. Yon, PhD
Kevin Young, PhD

Pediatric Clinical Neuropsychology Subspecialty
Andrea R.S. Huebner, PhD
Kelly McNally, PhD
Dalit T. Pulsipher, PhD
Melissa S. Sutcliffe, PhD
Clemente Vega, PsyD

Clinical Psychology
Wende J. Anderson, PsyD
Vivian L. Begali, PsyD
Pamela K. Bird, PsyD
Gregory T. Capriotti, PsyD
Mark R. Evces, PhD
Jennifer M. Harrison, PsyD
David R. Hooper, PhD
Brian L. Lees, PsyD
Jonathan H. Locke, PsyD
Jade N. Logan, PhD
Marlene T. Maron, PhD
Amy K. Mistler, PhD
Nausheen Momen, PhD
Kirk H. Mueller, PhD
Justin J. Orton, PsyD
Laura E. Reardon, PhD
Tiffany Tajiri-White, PsyD
Courtney Worley Carlisle, PhD

Counseling Psychology
Mark E. Beecher, PhD
Lynette H. Bikos, PhD
Joel Foster, PhD
Sunda Friedman TeBockhorst, PhD
Derek Griner, PhD
Karen Tsukada, PhD

Couple & Family Psychology
Nathan Tomcik, PhD

Forensic Psychology
Jeffrey I. Bass, PsyD
Kristina Lloyd, PsyD
Adrienne N. Mack, PsyD
Adam Milz, PhD
Danielle Rynczak, PsyD
Kimberly E. Turner, PhD
Michelle L. Vorwerk, PsyD

Geropsychology
Valerie Abel, PsyD
Max Fuhrmann, PhD
Joleen C. Sussman, PhD

Police & Public Safety Psychology
Michelle Hoy-Watkins, PsyD
Kenyon P. Jordan, PhD

Psychoanalysis
Andrew J. Lagomasino, PsyD

Rehabilitation Psychology
Herb Ames, PhD
Tracy E. Shannon, PsyD

School Psychology
Jay Tarnoff, PhD