ABPP To Hold 2009 Convocation In Toronto; Pryzwansky And Simon Are Awardees

The 2009 ABPP Convocation will be held on Saturday, August 8, 2009 from 2:00 PM to 3:50 PM in the Frontenac Room of The Westin Harbour Castle, One Harbour Square, on the lakeside in Toronto, Ontario. Please join us there.

ABPP is delighted to announce that Walter B. Pryzwansky, Ph.D. will receive the Distinguished Service and Contributions to the Profession of Psychology 2009 Award and that Norma Simon, Ed.D. is the recipient of the 2009 Russell J. Bent Award for Distinguished Service and Contributions to ABPP.

A message from the president:
ABPP is Not a “Four-letter” Word

Christine Maguth Nezu, Ph.D., ABPP

As the title of my message implies, I have experienced some surprising and provocative reactions from colleagues when the acronym “ABPP” is mentioned, often similar to what one might expect after dropping a “four-letter” word. In an attempt to understand such reactions, I have discovered that several lingering myths about our organization and board certification continue to persist. Hearing others describe their perceptions and ask questions about ABPP, it seems clear that such myths often partially account for their reaction. As board-certified specialists, we all have a responsibility to continue to dispel and correct these myths with accurate information whenever the opportunity presents itself.

In this final message as President, I would like to focus attention on some of the myths about ABPP and professional board certification, why they tend to periodically re-surface, and how we can all work to reduce them in the future. Although I realize that I am “preaching to the choir” when underscoring the need to reduce these myths (as they serve as barriers to our goals of growth within ABPP), I have come to realize that myths about board certification in general are also destructive to the future of our entire profession. I recently discussed this very issue with individuals who were contemplating applying for board certification in order to provide accurate information to debunk these myths and appealing to their concern about the future of psychology. It’s my hope that this message, by correcting false and ubiquitous certification myths, may be of some help to those of you who continue to educate and mentor your colleagues. Let’s begin with what the myths are and a few “myth-busting facts” that can be offered to refute misinformation when it occurs. Although the list below does not represent all of the myths about ABPP, they are some of the most frequent that I have heard.

Myths about ABPP and Board Certification in Professional Psychology

Myth 1. ABPP is a Largely Academic and Elitist Organization.

Myth-busting facts. The mission of ABPP is to board certify individuals in various psychology specialties. As such, board-certified specialists are first and foremost, competent professionals who are responsible for the delivery of best practices of their specialty. It is true that, in addition to their commitment to providing competent services to the public, some psychologists who hold leadership positions on the various ABPP boards and academies also hold leadership positions in various clinical training or academic institutions. However, this is not elitist, rather, simply attests to their active participation in the growth and improvement of the field. Board-certified specialists are individuals who are interested in promoting competent practice, at all levels of experience, from the full range of professional service settings, and from all theoretical orientations. Since when did the aspiration of competent practice cease signifying responsibility and start signifying elitism?

Myth 2. If one is Licensed, There is No Need for Further Evaluation of His or Her Abilities.

Myth-busting facts. Technically, in order to legally and ethically engage in independent...
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Summer 2009
Winter 2008/2009 Executive Officer report

REMINDER: Please be sure to update your ABPP contact information with the new address and phone numbers.

David R. Cox, Ph.D., ABPP

California State Hospitals request ABPP workshop

In January I had the opportunity to visit with the psychology departments of each of the hospitals in the State of California Department of Mental Health (DMH) in order to present on competency in psychology and the ABPP. The visits arose following a call from a hospital in which it was indicated that many of the psychologists there had an interest in pursuing board certification through ABPP. It turned out that the group was no small lot; 70 some psychologists at that one facility. One discussion led to another and before I knew it ABPP had been asked to present to each of the five hospitals. Across the hospital system, there are some 300+ psychologists, and several reported that the staff size was positioned to increase significantly over the next year or two. Not all of the psychologists were interested, nor ready, to pursue board certification; however many were. Since that visit, ABPP Central Office has seen a number of applications come through, from different hospitals in the DMH system. Perhaps more importantly, the California DMH is setting a standard that perhaps other such systems will follow – encouraging education about, if not pursuit of, board certification through ABPP.

The workshop presented was not solely about ABPP. Rather, it focused on the Culture of Competency in Professional Psychology, with emphasis on the development of competencies as worked on by the various workgroups within and across APA, APPIC, ABPP and other professional organizations. A developmental history was presented, including an outlining of competency areas and the integration of that into ABPP’s model of competency examination. It was well received and, as one might expect of a topic of this nature, could have gone yet more in depth than the two hour time slot that we allotted for each site.

The California state hospitals all house individuals who have been involved in the legal system, yet not all of the psychologists working their view their specialty as forensic psychology. The variety of interests included clinical psychology, forensic psychology, clinical neuropsychology, rehabilitation psychology and cognitive and behavioral psychology. I was particularly impressed with the vision and enthusiasm that the leaders of each group of psychologists had – they were all keenly interested in making sure that their departments got information about advances in psychology, genuinely encouraged staff to attend the workshop provided and asked about return visits in the future to provide similar information to new staff psychologists. This was a dedicated group of psychologists who clearly hold quality service and professionalism in high regard. They are to be commended for their interest in establishing a culture of competence within their settings!

Russian Psychologists Visit ABPP Central Office

ABPP Central Office was one of several sites that psychologists from Russia asked to visit while in the United States learning about licensing, credentialing and professional psychology. The purpose of their trip was to study the system of licensing and certification used in the United States for professional psychologists so that they might implement a similar system in the Russian Federation. As well, they hoped to learn about the educational and training system for psychologists in the United States. The group met with ABPP, APA, ASPPB, the National Register, the State of North Carolina Psychology Licensing Board, the University of North Carolina at Chapel Hill and others.

They visited the ABPP Central Office on March 5, 2009 and I spent several hours talking with them about various aspects of psychology training, licensure and the ABPP board certification process. They were very interested in our models of credentialing and eager to learn. It was interesting to realize how much emphasis we place on maintaining our high standards of quality and consumer protection – almost taking them for granted, while other countries may not even have basic licensure models adequately in place. We have a lot to learn from one another as psychology becomes more globalized.

The visitors from Russia were:

Dr. Sergey Alekseyevich Manichev is the Chair, Department of Ergonomics and Engineering Psychology, School of Psychology, St. Petersburg State University. He holds a Ph.D. with a specialization in Engineering Psychology. He was elected to be the Director General of the newly established National Institute for Certification of Professional Psychologists (its registration is in the process now), St. Petersburg, Russia. He was asked to help establish the National Institute for the Certification of Professional Psychologists and become its Director General, at the request of the General Committee of the Russian Psychology Society. Dr. Manichev graduated from the School of Psychology of St. Petersburg State University where he is currently the Chair of the Department of Ergonomics and Engineering Psychology. He serves as a researcher and consultant in organizational development.

Mrs. Natalia Olegovna Mastinen is the Chief Manager, National Institute for Certification of Professional Psychologists, St. Petersburg, Russia. She has three Specialist degrees (equivalent to U.S. Master’s degree) including degrees in management and psychology. She is responsible for management of the National Institute for Certification of Professional Psychologists. The Institute is just beginning the process registration, and Mrs. Mastinen is responsible for creation of certification policies, principles, and rules. Much of this will be established based on what she and the others learn from their visits with foreign entities such as ABPP. Her role includes cooperative interaction with foreign institutions, representing the National Institution for Certification of Professional Psychologies, and managing the National Institute. Responsible for the day-to-day management of the Institute, her education and experience are in the fields of management and psychology.

Dr. Larisa Aleksandrovna Tsvetkova is the Dean of the School of Psychology at St. Petersburg State University. She holds a Specialist Degree (equal to a Master’s Degree) and Ph.D.

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general practice, this is correct. However, if one considers him- or herself a specialist regarding assessment, treatment, or consultation in any of the recognized specialty areas within professional psychology, there is a growing interest among jurisdictional regulators and third-party payers to look toward board certification, similar to medicine, as a way to credential competent specialty practice. Moreover, our own ethical standards require us to provide services within the boundaries of our competencies. Board certification goes beyond what knowledge we have obtained and extends to how we competently testify to our boundaries of our competencies. Board certification goes beyond what knowledge we have obtained and extends to how we competently testify to our boundaries of our competencies.

Myth 3. I am a Quality Provider and Very Successful. I Don’t Need ABPP to Attract Patients.

Myth-busting facts. ABPP was never intended to be a marketing vehicle by which individuals could attract patients or increase the entrepreneurialism of their practice (although it is a reported additional benefit for some). Rather, when high quality providers (e.g., the very people who subscribe to this myth and accurately self-identify in this way) are recognized through board certification, the process uplifts the entire profession because their practice provides the specialty benchmarks for competent work. One psychologist (who previously subscribed to this myth) recently told me that it was his concern about uplifting the profession during our discussions that sold him on the importance of the board-certification process or if they experienced any fears of how patients or colleagues might react if they did not pass (although the pass rate for individuals taking the exam is high, most all of us have experienced these fears). It is important to consider that many of the most valuable personal learning experiences involve some discomfort. After the first question, the board-certified specialist should then be additionally asked why he or she decided that it was still worth the time, effort, and cost to get board certified. I have never spoken to a specialist who regretted their decision. With regard to concerns about performance, there is much one can do to increase the likelihood of a successful exam experience by seeking information, guidance, and mentorship through the specialty board or academy of interest. More important, ABPP’s value far exceeds the individual sense of accomplishment, the increase in practice mobility, the increase in employment or salary opportunities, and increased protection of the public. Its value is important primarily to the profession of psychology as a whole. I have received emails, letters, and phone calls in the past two years from psychologists who are concerned about the unfair recognition of doctoral-level psychologists compared to their counterparts in medicine. Examples include the lack of fairness in media outlets regarding their refusal to use the title “Dr.” for psychologists and attempts by some segments of the American Medical Association (AMA) to do the same. It is reasonable and justifiable to have these concerns and desire to want to fight for equal professional footing. However, the overwhelming majority of physicians are board certified, whereas the current percentage of qualified psychologists who are board certified is approximately 4%. We will never receive the parity and fairness we seek regarding the media, law-making bodies, insurance carriers, our colleagues in other disciplines, or the public, unless we demonstrate an equal commitment to ensuring competence in our specialty practices.

What we do is important. The easing of human suffering, the improvement of lives and relationships, and improved mental and physical health outcomes require robust and competently delivered therapies. Board certification is a widely accepted means by which to increase confidence in the competence of those who provide such services.

Myth 4. ABPP Does Not Have Value for Me. Indeed, if I Take the Exam, I May be Communicating That I Am Not Competent Until I am Board Certified.

Myth-busting Facts. Ask any ABPP board-certified psychologist if they ever questioned the board-certification process or if they experienced any fears of how patients or colleagues might react if they did not pass (although the pass rate for individuals taking the exam is high, most all of us have experienced these fears). It is important to consider that many of the most valuable personal learning experiences involve some discomfort. After the first question, the board-certified specialist should then be additionally asked why he or she decided that it was still worth the time, effort, and cost to get board certified. I have never spoken to a specialist who regretted their decision. With regard to concerns about performance, there is much one can do to increase the likelihood of a successful exam experience by seeking information, guidance, and mentorship through the specialty board or academy of interest. More important, ABPP’s value far exceeds the individual sense of accomplishment, the increase in practice mobility, the increase in employment or salary opportunities, and increased protection of the public. Its value is important primarily to the profession of psychology as a whole. I have received emails, letters, and phone calls in the past two years from psychologists who are concerned about the unfair recognition of doctoral-level psychologists compared to their counterparts in medicine. Examples include the lack of fairness in media outlets regarding their refusal to use the title “Dr.” for psychologists and attempts by some segments of the American Medical Association (AMA) to do the same. It is reasonable and justifiable to have these concerns and desire to want to fight for equal professional footing. However, the overwhelming majority of physicians are board certified, whereas the current percentage of qualified psychologists who are board certified is approximately 4%. We will never receive the parity and fairness we seek regarding the media, law-making bodies, insurance carriers, our colleagues in other disciplines, or the public, unless we demonstrate an equal commitment to ensuring competence in our specialty practices.

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Myth 5. ABPP is Only for Expert Practitioners Who Have Been Practicing for Years and Years.

Myth-busting facts. Individuals qualify as candidates for board certification if they have the requisite doctoral training and have an unrestricted license in the jurisdiction in which they practice. Although requisite professional experience varies with specialties, in most cases, this involves approximately three years postdoctoral training (including internship).


Myth-busting facts. I saved this one for last because I hear it so often in academic settings. I usually ask the person perpetuating this set of myths some of the following questions depending upon the particular version of the myth. “Imagine for a moment that you were a student seeking a professional doctoral training program (e.g., psychology, medicine, nursing, etc.), would you seek training from board-certified or non-board-certified professionals in the specialty or discipline with which you are interested? If you were seeking treatment for a significant medical or physical problem, would you want to know that your provider was board-certified as competent and prepared to treat the problem for which you seek help?” And finally, “if you were supporting research to investigate a psychotherapy approach that was aimed at decreasing human suffering, would you want to know that the therapists in the study were competent?”

Of course the answers to any (and all) of these questions is usually a resounding “yes.” Particularly in academic settings that train the next generation of professional psychologists or in-vestigate the next wave of effective psychotherapy treatments, competence is a critical concept. For example, one clear bridge between research and practice is that those conducting clinical research trials in psychotherapy must necessarily be concerned with ensuring the competency of therapists in their studies as an essential aspect of their scientific integrity.

Why Myths Tend to Periodically Resurface

Recently, I read an article in another professional psychology organization’s newsletter, in which that organization was promoting its own credentialing process. Rather than focusing on the benefits to their members regarding their own activities, the author provided false and misleading information about ABPP, referring to it as an “academic certification” (see myth 1), stating that only 1% of psychologists are board certified (false and misleading information), and making statements directly dismissing the value of ABPP board certification. It is disappointing when fellow psychologists behave poorly. More importantly, when our colleagues resort to disseminating information that is at best inaccurate and naive, and at worst, irresponsible and unprofessional, their behavior can be damaging to the profession as a whole.

Despite our training and experience, none of us are immune to fear, or any of the array of personal strategies human beings employ to reduce fears, including avoidance, denial, distraction, rationalization, or even aggressive acts. Many of the myths that persist can be traced back to colleagues’ fears that their competence might be questioned, avoidance of the burden of a fair and objective exam, denial of its importance, distraction from responsibility, rationalization that peer evaluation of competence is not necessary, and in its extreme, aggressive and attacking remarks toward the board certifying body (ABPP). It does not need to be this way. This issue significantly hits the notion of “practicing what we preach” and working together to support and help each other in the inevitable sequence of steps we all recognize as essential to demonstrating competent practice and placing professional psychology on equal footing with other healing disciplines. By doing so, we can reduce the prevalence of these myths and simultaneously help the profession. In order to accomplish this, we will need to reduce our own desires to promote the idea that there are so many competent psychologists out there that should be recognized and identified as such. We will need to do more to help our colleagues confront examination fears in a more effective manner and walk willingly into their board-certification experience. One reason for publishing our first ABPP book this summer was to reach out and make the board certification process more user-friendly, by sharing our experiences, our knowledge, and our collective helpful guidance with the process. We need to be welcoming and encouraging. The challenge, which I have often
heard stated at so many meetings and conferences, is to get psychologists to "stop shooting ourselves in the foot."

How to Stop Shooting Ourselves in the Foot

Rather than allow fears of the oral exam or face the possibility that some our specialty competencies may require continuing education to result in arguments or competitions with each other, how can we appeal to our colleagues to "cease fire" and stop thinking of ABPP as a "four-letter word?" Continued avoidance, denial, rationalization, and attacks may provide some immediate sense of personal control over fear, but it inevitably reduces the value and importance of what our profession can offer.

Imagine how the field could be strengthened if we helped and supported each other to reach the competency standards for practice to which we can mutually agree. More energy would be spent on mentoring, supervision, continuing education, and cross-specialty conferences. To begin this type of activity, we are planning the first-ever, ABPP-wide, continuing education conference in Portland, Oregon July 6-10, 2010 (please mark your calendars and save the date). This conference will disseminate the work of board-certified psychologists across all specialty areas, and allow for cross-specialty integration. It will provide cutting-edge developments and will be open to both board-certified and non-board certified psychologists. I look forward to seeing you all there.

In recent months, I have spoken to many people and organizations in my role as ABPP President in order to disseminate information about board certification, promote the importance of competence in professional psychology, and to invite dialogue regarding how we can best reach the many licensed psychologists for whom board-certification would acknowledge their work and promote the profession. Although I have witnessed an ever growing enthusiasm for these concepts, I continue to experience the barrier of fear in much more constructive ways. It’s essential to help our colleagues overcome the barrier of fear in much more constructive ways. However, in order to do so, they should expect our enthusiastic support, mentorship, and helpful guidance. Although undergoing evaluation may be a bit daunting, it’s the very concept of self-study, continuing education, and dedication to competence that contributes to our organization’s integrity.

Why We Need to Address Maintenance of Board-Certification in the Future

During this same week, I read an editorial by a cardiologist who writes a column for our local newspaper that had as its focus, the board-certification requirements of physician specialists and the more recent requirement of maintenance certification to which all of their 24 member boards agreed to participate. The American Board of Medical Specialties indicates that this maintenance of certification is important because it “assures that the physician is committed to lifelong learning and competency in a specialty and/or subspecialty by requiring measurement of core competency areas established by the association.”

Our own board of trustees began an exploration of the topic of maintenance last December and charged the standards committee to consider various models and processes of continuing education and lifelong learning that provide a means by which ABPP as an organization can maintain the value of board certification.

As part of their preliminary deliberations, the ABPP Board of Trustees recognized that once an individual is board certified, a full re-examination process would not be efficient; rather it would be and unnecessarily burdensome to our specialists, the examining boards, and the overall organization. As an alternative, the Standards Committee is working on the development of a future process by which board certified specialists can earn “recertification credits” through demonstration of their continued dedication to remain current, active, and proficient in the profession. A model such as this acknowledges that the board certified professional has demonstrated their competence, support of the profession, and personal commitment to excellence in the field at the time of their original certification examination process. This model also presumes that, unless otherwise demonstrated through adverse action, this competence can be maintained by daily professionally relevant work responsibilities and activities. Sample activities that might be included will be solicited from current specialists soon; there is announcement regarding plans for the process in this issue of The Specialist. We are eager to hear from all of you as a way of identifying the daily activities and responsibilities that you view as contributing to the maintenance of competence.

In closing, I wish to indicate that it has been a sincere honor and privilege to serve as President of ABPP. I applaud the significant work to which so many people have voluntarily contributed over the past two years. During this time we have tackled challenging issues and further defined our mission. We have significantly increased applications (thanks largely to our early entry application), and initiated several important activities, involving improved board and academy relations, our first published book, a refined values statement, a process for consideration of subspecialties, improved examination process of military personnel, a review of our ethics policies, and a combined marketing/ advertising/ recruitment/ continuing education and conference task force that is planning our first ABPP-wide conference. We have moved our central office to North Carolina and are getting ready to launch our new website as this Specialist issue goes to press. Thank you for allowing me to take part in the leadership of this organization. I was indeed fortunate to have Norma Simon and Al Finch as mentors on the Executive Committee (EC). I am also very thankful to the collective wisdom and dedication of the various members of EC who wrestled with the day-to-day ABPP challenges over the past two years, including former EC members Sandy Koffler and Art Nezu, as well as current EC members Randy Otto, Greg Lee and Nadine Kaslow, and all of the Board of Trustees. With Nadine as the next president, as well as the continued professional, administrative leadership and customer service provided by David Cox and Nancy McDonald, we are indeed in good hands.

My best wishes to all for a wonderful summer.
from the School of Psychology, St. Petersburg State University. As the Dean of the School of Psychology, Dr. Tsvetkova administers it, participates in the management of St. Petersburg State University, and teaches at the School. She is an active participant in the process of establishing the National Institute for the Certification of Professional Psychologies in Russia. She is also the First Vice President of the Russian Psychology Society. Dr. Tsvetkova leads two projects whose goals are to develop preventative measures aimed towards reducing behavioral anomalies. “Preventing Abnormalities in Children’s Neurodevelopment” is a project that has been sponsored by the National Institute of Health of the United States since 2003 and is conducted together with the University of Oklahoma. Another project in which she is involved is dedicated to developing methods for creating programs that promote a healthy lifestyle, prevent diseases, and encourage the student health and safety.

Web Site update

Don’t try to read this!! This is a “mockup” of the new look that we will soon have at the ABPP web site. We are getting there! After a rocky road with a web developer, the ABPP Executive Committee elected to “change horses mid-stream”. This fact appears to be serving us well. We have a new look to our yet-to-be-launched redesign that will be integrated with an association management software package that hold promise for much improvement! We are hoping to have a good portion of the web site ready to view and use by the APA convention. The integrated association management software promises the opportunity for setting up personal logins for each ABPP specialist so that you can provide updates to your contact information when needed, set up online registration for events (such as the ABPP 2010 Convention to be held in Portland July 2010) and avail yourself of other opportunities in the future. With the capabilities of the web and related software we hope to begin implementation of online continuing education opportunities, list-servers and perhaps blogs, and set up portals for communications among Specialty Board reviewers and more. The association management software was selected following discussion with the Association of State and Provincial Psychology Boards (ASPPB), who, thanks to the close and collegial relationship we maintain with them, also kindly lent us their one of their key staff members, Ms. Amy Hilson (Thanks, Amy and ASPPB!) for a few days to help us learn from their experience with the system.

Meeting Attendance and Interorganizational Activity

Many times, I find myself in need of being reminded that many of the day-to-day activities in which I and others engage in on behalf of ABPP are not necessarily something of which you may be aware; yet we may take for granted. Some of this includes participation in many key psychology meetings and conferences that keep ABPP in the forefront of psychology and our colleagues in other organizations. Personally, I find myself having established relationships with people in those organizations that are mutually beneficial which is, of course, one of the desired goals. Moreover, the relationships with many of these high-quality people help keep the organizational work interesting, energized and even fun!

A prime example of that is the above-mentioned interaction with the ASPPB. Our (ABPP’s) relationship with ASPPB is a very strong one and we interact fairly regularly with them on various issues. You may or may not have noticed over the years, but ABPP and ASPPB are most often located proximal to one another at APA Convention; that is not by chance alone! Nancy McDonald of ABPP Central Office and Amy Hilson of ASPPB have a long-standing professional relationship that serves both organizations well, and our relationship with ASPPB has for many years included having a representative attend their board meetings.

I joked recently with some colleagues that ABPP and ASPPB needed to share a jet, as we spend so much time traveling to the same locales. I represented ABPP at the recent APPIC meeting in Portland, Oregon, where I co-presented with the Judy Hall of the National Registrar and Emil Rodolf and Carol Webb of ASPPB on credentialing. The following week in Boston at the ASPPB meeting several of us emailed back and forth with others who were not present to decide that it was in everyone’s best interest to cancel the scheduled meeting of the Council of Credentialing Organizations in Professional Psychology, which was scheduled for the next week in Mexico City.

In addition to the APPIC and ASPPB meetings, I attend the APA Committee for the Advancement of Professional Practice (CAPP) meetings, the APA State Leadership Committee (SLC), APA Council of Representatives meeting and the APA Consolidated Meetings (where I primarily focus on the Board of Professional Affairs activities). In addition, ABPP President Christine Nezu has represented us recently at the National Multicultural Conference & Summit in January and presented an invited address to the psychologists at the Behavioral Sleep Medicine Conference in March.

It is our desire for ABPP to be a participant in those areas of psychology where ABPP presence and interaction can be of mutual benefit in advancing the profession and protecting the consumers of psychological specialty services. It is not just me, staff and the Board of Trustees that represent ABPP. Many others also represent ABPP – Dr. Jim Besyner recently was in attendance at a meeting of the Department of Veterans Affairs where ABPP was well represented and Dr. Pat DeLeon apparently encouraged the psychologists in attendance to seek ABPP board certification. No doubt many of you also take your participation in professional meetings somewhat for granted at times. If you know of meetings or groups that you think need to be added to our list (the above is by no means intended to be exhaustive), please let us know. Furthermore, if you are engaged in such activities and being of service to ABPP in some way, however small you may think it is, please let us know!

I hope to see you in Toronto! Have a safe and enjoyable summer!
Thomas Boll, Recipient of the Russell J. Bent Award 2008
The Distinguished Service and Contribution to the American Board of Professional Psychology Award
by Norma Simon, Ed.D., ABPP

I first met Tom Boll in the mid eighties when we were both serving on the APA Board of Professional Affairs. Tom was one of the smartest and most articulate people that I have ever met. I was very pleased, so many years later, to discover that he was serving on the ABPP Board of Directors when I joined that illustrious group. We worked on various committees while on the board and then, when I was elected president-elect; Tom was the president so we, once again, had an opportunity to work closely for four more years. Tom was my mentor and hand holder during my presidency when we had many difficult tasks to complete and even more difficult personality problems to solve. Tom is still one of the most articulate and smartest people that I have ever met. Without Tom’s wisdom and direction, ABPP would not have made the difficult changes that were made in the past ten years. One of Tom’s visions was fulfilled when ABPP was able to have a full time executive director - a hope of his from the time he became a member of the board. Tom also saw that the future for ABPP was in attracting new graduates and changing the image of ABPP from one of a group of old men sitting above on a cloud to a down to earth group of psychologists of all ages and diversity extolling advanced competence in our chosen specialties. Tom spoke for the future.

The award he has been honored with is for all the work that he has done for ABPP and the image of board certification in the field of psychology. Tom’s own career is a testament to the importance of advanced competence and board certification. A little about Tom’s career: Thomas Boll, former President of ABPP from 2001 through 2003, received his doctorate in 1967 from Marquette University. He presently is the Director of the Neuropsychology Institute in Birmingham, Alabama. For 32 years he was a Professor at several universities and medical centers including the University of Washington, the University of Virginia, Chicago Medical School and, for the last 20 of those 32 years, the University of Alabama at Birmingham. He was Professor in the Departments of Psychology, Pediatrics and Neurological Surgery. From 1986 to 2001 he was Director of the Comprehensive Head Injury Center at the UAB Medical Center. He is Board Certified in Clinical Psychology, Clinical Neuropsychology and Clinical Health Psychology. His research investigations in the area of Health and Human Behavior include issues related to heart transplantation, lung transplantation, chronic pediatric illnesses including congenital cytomegalovirus, low birth weight, seizure disorders, learning disabilities and traumatic brain injury. He has written on various aspects of educational and curriculum design for Health Psychology. He has published 7 books including the 3 volume Handbook of Clinical Health Psychology and the Handbook of Clinical Neuropsychology, vol. 1 and 2.

He was the founding chairman of the Department of Medical Psychology at Chicago Medical Center and the first Director of Clinical Training for the Medical Psychology Program at UAB. He was the Chair of the Doctoral Curriculum Committee at the Arden House Conference which set the curriculum for Health Psychology Doctoral training programs. He was a delegate to the Houston Conference which set the requirements for doctoral, internship and post-doctoral training in clinical neuropsychology. He served four terms on the APA Council of Representatives, one term on the APA Board of Directors, two terms on the BOT, one that would be fair and yet efficient. At present, the academies are only directly represented through the CPPSA Chair, who is a de facto member of the BOT. All other BOT seats are filled by specialty board examiners.

Inspired by Nadine Kaslow’s brainstorming process, we considered a number of options, everything from doubling the size of the BOT (to include all the academies) to abolishing the academies and merging them with the boards. What we finally settled on is (in my opinion) both elegant and simple. We called it the “customized plan,” and simply put it allows each specialty to decide its own way of being represented on the BOT. The size of the BOT itself will remain unchanged, with one seat for each specialty. We suspect many specialties will opt to have an open election in which any member of their academy or board can run for a seat on the BOT. Other specialties may elect to maintain the status quo, choosing their BOT representative from the ranks of the examining board. A few may elect to rotate their BOT representatives (one term filled by a board examiner, the next by an academy member, and so on). The method for selecting a BOT representative will be left up to each specialty, which we feel allows for maximum self-determination and allows for more open and equal representation. In addition, by allowing academy members as well as examining board members to run for BOT representative, there may be a greater likelihood of introducing new blood (and new leadership) into ABPP governance.

Will this modification to the BOT change anything? Time will tell.
George Goldman achieved his first ABPP diploma in Clinical Psychology in 1964. Understanding the importance of this certification for the profession and the public, he realized the need for it for psychologists who specialized in psychoanalysis. How he came to this understanding is a fascinating history of the making of a committed psychologist, as well as the establishment of Psychoanalysis in Psychology under ABPP.

George Goldman, a soft spoken gentleman, is remarkable as a psychologist/psychoanalyst devoting close to seventy of his 86 years to psychology. If you wonder how that can be, it is because he knew when he graduated high school at 16 he would become a psychologist. His high school mentor, a psychologist, influenced a decision that has been the foundation of his life and his significant contributions to the profession and its history. This is his journey.

George, as he is so fondly referred to by those who know and love him, was born the first month of 1923 in New York City, the borough of the Bronx. You will note that throughout his life, it was not unusual for him to be among the first. He was the first of two sons of a working class second generation Jewish American family. George speaks proudly of his father’s intellectual achievement as a graduate of a high school and the City College of New York, both schools for the city’s intellectual elite. His mother had a high school education, which was an unusual accomplishment for women of that time. George attributes his family’s early low income, frequent residential moves and the intellectual climate it provided as contributing to his overwhelming desire to use his potential to its fullest and to be settled in one home that he owned for 40 years.

George entered City College of New York as a psychology major soon after his 16th birthday and graduated before he was 20. Even though CCNY was tuition free, it was an economic necessity for him to have a job to remain in college. He was accepted into the Franklin D. Roosevelt-era National Youth Administration (NYA) that paid fifty cents an hour for 30 hours a month. George had the good fortune to be assigned to the then Chair of the Psychology Department, Gardner Murphy, as his NYA assistant. Professor Murphy became his mentor, friend, advisor, and the person who most influenced his early life as a psychologist.

On George’s 20th birthday in 1943 he received a notice to report to the army induction center and after 13 weeks of basic training, he was sent as an infantry replacement to North Africa. From there his tour of duty included the 36th Infantry Division in the Italian campaign where he was then part of the invasion of southern France. George was reassigned after a hand grenade hit his leg. To this day, he remains with difficulty in walking. Nonetheless, when he was well, he was assigned as a medical litter bearer. His army career was highlighted by receiving the Bronze Star, the Purple Heart with Oak Leaf Cluster, the Combat Infantry Badge, five campaign ribbons and an arrowhead for participating in an invasion.

George did not skip a beat. Four months after his honorable discharge from the Army, he entered graduate school at New York University in January 1946 and was awarded a Ph.D. in Clinical Psychology in 1950. George attended graduate school under Public Law 16 (Vocational Rehabilitation for disabled veterans). It enabled him to finish his doctorate. He was one of NYU’s first VA trainees where he was assigned to the Bronx Veterans Administration Hospital. In 1950 when the FDR Veterans Hospital opened, he became their first staff psychologist. George worked on the Women’s Ward as their psychologist. He eventually had all of the patients in group or individual therapy. This work probably influenced his publications on women’s issues and group psychotherapy. He was also at the forefront of the profession because in the 1940’s and 50’s it was controversial for psychologists to conduct psychotherapy.

The years between 1946 when George started graduate school and 1953 were a significant period of his life. He went into full time private practice, was first appointed to be a graduate assistant, an instructor at NYU. At CCNY he was also appointed to be a Fellow and then instructor. Thus, while working at the VA Hospital, he was a full time graduate student, and taught at CCNY and NYU. Of great personal importance during this period, George met and married Belle Hans, the love of his life.

The New York scene for analytic training in the late 1940’s was bleak for psychologists. Psychoanalysis was for the most part a medical specialty. George was part of the development that changed the situation. Psychologists were highly drawn to depth exploration. Responding to them, the William Alanson White Institute started giving non-matriculated students lecture classes in a midtown lecture hall. People like Erich Fromm, Frieda Fromm Reichman, and Harry Stack Sullivan would lecture. Eventually 500 clinical psychologists were taking courses there on a non-matriculated student basis. In 1950 the White Institute started to accept a 10 person class of matriculated students, five psychiatrists and five clinical psychologists. They did not differentiate as to the training, but the psychologists they chose had to have a strong teaching and research background, as well as a strong clinical background. Almost all of the non-matriculated students applied but only five psychologists were chosen for that first class. Some of the names are very familiar to Division 39 members. Bernie Kalinkowitz, Ben Wolstein and George were three of those selected in 1950 and graduated in 1958.

Graduation was difficult to reach. First, the faculty sometimes dropped candidates even after as much as seven years. In addition, during this period, according to George, there was a movement at the White Institute to join the American Psychoanalytic Association, which would not accept psychologists, or an institute that trained them. Therefore, there was also a movement among some faculty to discontinue training psychologists. Clara Thompson and Erich Fromm were strong advocates for psychologists and it did not happen. Over the years, psychologists at the White Institute have gradually gained more power and now have major roles in its administration and conduct. The change is now apparent across the country in psychoanalytic institutes and indeed in the American Psychoanalytic Association. This did not happen easily.
George was co-founder with Gordon F. Derner and Donald S. Milman of the Postdoctoral Program in Psychotherapy and Psychoanalysis, Derner Institute at Adelphi University in 1963. A year later, the Nassau County Neuropsychiatric Society sued George for practicing medicine without a license, and Adelphi for acting as a medical school. The case was won by George and Adelphi in the trial courts. The Nassau County Neuropsychiatric Society brought it first to the New York State Supreme Court, then to the Appellate Division, and finally to the Court of Appeals, the highest court of New York State. The case was won in all three courts. It became a landmark case for psychologists' ability to practice psychotherapy in private practice. George was a champion in securing patients' rights to the full range of services provided by psychologists, just as he was valiant in defending our nation.

Simultaneously, George's academic achievements started early and continued. Over the years his publications have been equally impressive, producing fifty articles and seventeen edited books. His favorite remains his first, co-edited with Donald Milman in 1969: Modern Woman: Her Sexuality and Psychology. It is still on Amazon's active list.

George was instrumental in the founding of Division of Psychoanalysis (39). In the late 1940s, he, Bob Lane and Reuben Fine worked together at the Bronx VA Hospital and became friends. When Reuben originated the idea for forming a Division of Psychoanalysis, George and Bob worked with him. It was successfully founded in 1980. During George's tenure as an officer with Division 39 he was their APA Council representative for two terms (1985, 1987-1990), and he headed the International Relations Committee; and he also started the local chapter section for the Division. This background was important in George's understanding, of how to gain ABPP status for psychoanalysis in psychology.

When George became the third president of Division 39 in 1983, he began making overtures to the American Board of Professional Psychology to accept psychoanalysis as a specialty board. Three things were required: APA approval as a specialty, ABPP approval as a specialty, and approval to the ABPP Board that ABPPs adequately would represent psychoanalytic psychologists. Nat Stockhamer and George single-handedly accomplished the first two requirements. The last took thirteen years. George decided to take action.

A serious stumbling block was opposition by academic colleagues who feared a loss of freedom in establishing a national standard. George worked out a plan that was presented to Russell Bent, then the executive officer of ABPP to present to the Board of Trustees. George and Bob Lane would be examined by three respected psychoanalysts. Passing this test, they organized ABPsaP to carry on the work of the new specialty. ABPsaP became a specialty board awarding 55 certificates in 1996. Nat Stockhamer was the first president and George was its secretary. George continued to play a significant role on the board as president and member. He was the National Oral Examination Chairperson throughout his tenure.

George was a member of the Board of Trustees representing ABPsaP on the American Board of Professional Psychology from 2000 until his retirement in 2007. The major focus during his tenure was equalizing the standards of the various specialty boards. He was impressed with the cordial atmosphere of the board and its efficiency. He was always supportive of the work. He became a member of the Communications Committee and the Mobility Task Force. To George's credit he heightened the BOT's awareness of the importance of psychoanalysis as a specialty. One of his colleagues on the BOT commented that “Dr. Goldman has been recognized for his tireless educational and advocacy efforts and accomplishments for psychoanalysis in psychology”. In addition to his active participation in APA Division 39 and ABPP, George has been equally responsible in assuming leadership roles in other APA divisions and professional societies. He served as president, Board Member, and Treasurer of Division 42 (Independent Practice) and also the President of the New York Society of Clinical Psychology.


George is proud to say that he continues to work and is "loving it". His part time practice for the past fourteen years is different than his full time practice of forty-three years. He made house calls to people who are housebound, and whose lives are empty and lonely. He volunteered at the Disabled American Veterans (DAV) office located at the New York City regional office of the VA. He saw veterans with psychological problems and tried to get VA disability awards for those who are eligible. He was the Chairperson of the Mental Health Committee, and on the Executive Committee of “Esclota,” the East Side Council on the Aging, which is an organization of mental health professionals and agencies that specialize in working with older adults.

George and Belle have enjoyed the theater, opera, concerts, and museums and generally living in New York City. They raised three children who are also high achievers (Ira and Carol are MDs and Deberah is a psychologist-psychoanalyst). He is excited about having “a second chance at being a good parent, or at least a good grandparent” with his six grandchildren. He talks about how it is “really great to be with them, playing, talking, advising and loving them”. George reflects that he and Belle have their old friends, not as many, but still enough.

George, trailblazer, fighter, scholar, mentor and friend is always willing to give more than a helping hand. The ABPP specialty of Psychology in Analysis in Psychology is a singular gift to our profession.

THOMAS BOLL, from pg 7
the APA Board of Professional Affairs and one term on the APA Board of Educational Affairs. He was the first chairman of CRSPPP.

For ABPP, Tom was a founding member of the American Board of Clinical Neuropsychology, and, in addition, has served as an examiner for Clinical Neuropsychology and as an examiner and on the Boards of the American Board of Clinical Psychology, and Clinical Health Psychology, which he also helped found. He served on the Board of Trustees of the American Board of Professional Psychology until his election as President-elect in 1999. He served on the Executive Committee as President-Elect, President and Past-President until December, 2005. Tom’s leadership, vision, and administrative ability made Russ Bent’s and the Board of Trustees’ jobs much easier. Because of his organizational ability and his team leadership ABPP moved from an organization run by one person to a far more effective team approach. ABPP owes Tom a huge debt of gratitude. Recognizing him with this prestigious award goes a small distance toward paying that debt.

Summer 2009
Each year, ABPP sends a note to the APA Presidential candidates that includes the following:

"As you know, the American Board of Professional Psychology (ABPP) is an organization that credentials psychologists in specialty areas within psychology. We are providing this opportunity for you to make a statement (and/or alternatively, answer the following questions) to ABPP Specialists regarding your candidacy for APA President. Thanks go to each of you for your willingness to serve APA and the field of psychology.

1. What are your views regarding board certification in psychology?
2. What are your views regarding specialization within psychology?
3. If elected, how can APA and ABPP work together toward improving our field?
4. If elected, how can ABPP help with your presidential agenda?"

The responses from this year's candidates follow, in alphabetical order:

Donald N. Bersoff, Ph.D., J.D., ABPP

I have been asked to respond to four questions from the American Board of Professional Psychology: (1) What are your views regarding board certification in psychology? (2) What are your views regarding specialization within psychology? (3) If elected, how can APA and ABPP work together toward improving our field? and (4) If elected, how can ABPP help with your presidential agenda? I will take the liberty of responding to these four questions as a unified whole.

I have been a proud Diplomate since 1974 when I successfully presented my assessment case of a learning disabled child and survived its oral defense. For the past dozen years I have been asked by the American Academy of Forensic Psychology to present all-day workshops on Ethical Issues in Forensic Psychology to applicants for the Diplomate and those already credentialed. In addition, I have been privileged to be asked to consult with ABPP on some legal issues. So, put me down as an ABPP “groupie.”

But it is not simply because I enjoy professional affiliations and proudly exhibit my credentials that I support the work and dedication of those involved with ABPP. It is because I firmly agree with the Report of the APA Task Force on the Assessment of Competencies in Professional Psychology (October 2006) that psychology has “a responsibility to ensure via education, training, and ongoing life-long assessment that practicing psychologists and future generations of psychologists provide quality and safe psychological services.” But, as the Task Force recognized, professional psychology must not only embrace a culture of competence, “but also a culture of the assessment of competence (emphasis added).” For decades, ABPP has been a leader in the field of doing precisely that. It is the only organization that genuinely requires the demonstration of superior competence by one’s peers.

It is noteworthy that the Task Force consisted of representatives from all of APA’s constituencies—Education, Professional Affairs, Public Interest, Science—and the Commission for the Advancement of Professional Practice. Thus, although the thought of evaluating competence may be threatening to some, the consensus in the field is that American psychology must do what ABPP has done for decades.

One of the Task Force Principles states that there “needs to be collaboration across constituency groups in creating coherence and continuity in strategies for evaluating competencies.” In furtherance of that Principle, the Task Force recommends that there be “a conference on the assessment of competence.” Therefore, in partial response to the third question posed to the candidates, as APA President I would propose and seek funding for such a conference in which ABPP would be invited as an essential and significant participant. It is one of, if not the only, major organization currently assessing competency to practice in thirteen specialty areas past the admission to licensure. As the Task Force recognized, ABPP’s practice sample and oral examination used by its specialty boards “may reflect higher fidelity approaches than those used elsewhere in the profession. [T]hese assessment strategies may tap competence in a manner that reflects actual practice.” ABPP’s model is not the only model, but it has been a long-time leader in the field and I would heartily welcome its integral involvement in a conference on assessment competence.

My views regarding specialization are simple. Although every psychologist should have a broad-based graduate education, as accreditation and licensure standards require, no practitioner can be all things to all patients. Unlike medical licensure that allows physicians to practice generically (including psychiatry), it is essential that our potential clients feel reassured that psychologists who hold themselves out as practicing a specialty, e.g., neuropsychology, forensic psychology, are competent in that specialty. The granting of a Diplomate in a particular specialty assures the client that practitioners who hold themselves out as possessing expertise in particular areas have been assessed as competent in the specialties in which they practice.

There are several ways in which ABPP could help promote my presidential agendas. I have already discussed at length the involvement of ABPP in promoting the assessment along the life-span of professional practice. Second, I would hope that ABPP would advise APA on how to adapt to the rapidly changing nature of professional psychology and the increasing diversity of our clients and students. Finally, in my Candidate Statement published in the June issue of the APA Monitor, I said that my main goal as President would be to advocate for the principle that public policy and the public interest are informed by what psychologists have learned. That goal, in part, implies that to gain (or perhaps regain) the respect of the public regarding American psychology we must work together to promote research and to base our practice on what has shown to be, or holds out significant promise to be effective. ABPP, as a traditional supporter of the bridge between science and practice, will be an invaluable aid in promoting that agenda.
Robert McGrath, Ph.D.

1. What are your views regarding board certification in psychology?
I am a firm believer in the potential for board certification as a means of identifying areas of specialization within the discipline as well as a marker of personal excellence. In fact, I am a member of the group that has been working to develop a proposal for board certification in pharmacotherapy. I have supported this effort because I believe board certification is an important sign of a mature specialty area. Psychology is such a diverse field, and it is growing increasingly diverse over time. Board certification has a key role to play in defining the most important areas of specialization and identifying individuals who demonstrate the core competencies associated with those areas. This is a role that licensing boards are incapable of fulfilling, since their focus is on minimum competence rather than exceptional expertise, so board certification is essential. However, board certification is only successful to the extent that the public is aware of the implications of certification. For this reason I am impressed with the work ABPP has accomplished with the VA and other institutions to acknowledge the benefit of attracting and retaining psychologists with board certification.

2. What are your views regarding specialization within psychology?
As my previous answer indicates, I am supportive of the identification of specialties within psychology. As the diversity of evidence-based techniques in psychology continues to expand, and competition between psychologists and other providers increases, more psychologists will become specialized in the services they offer. This will be particularly true in high-density areas where the size of the market supports the potential for specialization. At the same time, it is important to recognize that for the foreseeable future, the general practitioner will continue to provide the bulk of psychological care, particularly in communities with limited access to providers. These trends are inevitable and are increasingly recognized in our training models.

3. If elected, how can APA and ABPP work together toward improving our field?
These are challenging times for practitioners in psychology. Managed care is exerting tremendous pressure to reduce the quality of care provided, while psychologists are increasingly competing with master’s-level practitioners. It is important to recognize that master’s-level providers fill certain very important niches within the mental health system. However, the survival of the doctoral-level provider depends on the identification of areas of specialization that help justify the additional costs involved. The joint efforts of APA and ABPP to identify areas of specialization within psychology will therefore be an important component of a long-term plan to raise awareness about the value of doctoral-level care.

4. If elected, how can ABPP help with your presidential agenda?
One of my primary goals is to advance psychologists’ involvement in primary care. This is the best approach I can think of for addressing both the shortage of internship sites and the lagging entry-level salaries for practitioners. Given that psychological disorders often follow from, correlate with, contribute to, or interfere with the treatment of or physical disorders, given the degree to which medicine now focuses on the treatment of chronic disorders where lifestyle and behavioral change are integral to treatment, psychologists can play a role in the future of primary care. Thanks to our knowledge of the behavioral and emotional components of medical conditions; our training in diagnosis, assessment, and program evaluation; and increasingly our authority to prescribe medications, psychologists can potentially be the primary behavioral and psychological practitioners in the collaborative healthcare model of the future. ABPP can play an increasingly important role in this process as psychologists become integrated into the medical system, where diplomate status and board certification are particularly prized as evidence of competence.

Ronald H. Rozensky, Ph.D., ABPP

ABPP: 1. What are your views regarding board certification in psychology?
I strongly believe that board certification is important to the field of professional psychology, for each of us who provide services, and to those who seek our care.

I am board certified in both Clinical Psychology and Clinical Health Psychology and consider being board certified as important recognizing competence beyond licensing. This is especially true for those who practice in organized healthcare settings where hospital bylaws require our physician colleagues to be board certified. I would expect board certification for psychologists in those settings as well. I believe psychology is witnessing the growing importance of specialization.

Being an ABPP is so important that, in the advanced psychotherapy seminar I teach each year at the University of Florida, the summative—final examination is a “mini-ABPP exam.” Students present a patient, via a video taped session and diagnostic write-up including literature providing their rationale for treatment. We utilize the outline for the Clinical Psychology ABPP examination as their guide for their presentation. The other students act as the “examiner committee of peers.” Students experience presenting to their peers [throughout the entire course and in the final exam] and become very comfortable in doing so. They also learn how to provide both supervision and constructive feedback as peer examiners via my lecture on competency-based supervision and their experiences during class.

I served on the American Board of the Clinical Psychology and have been an examiner for both clinical and clinical health psychology. When I was in Illinois, we presented a yearly seminar at the state convention on the importance of becoming an ABPP including details on how to apply.

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ABPP: 2. What are your views regarding specialization within psychology?

I believe that specialization is a keystone to the growth of professional psychology and that psychology is maturing and endorsing the importance of having recognized specialties and specialties. At the APA Convention in Toronto this summer I will be presenting a paper on the future of specialization. As organized medicine celebrates its 100th birthday based upon the Flexner Report of 1910, my hope is that when professional psychology approaches its 100th birthday we too will have embraced an overall acceptance and expectation of specialization and board certification as well.

While on APA’s Board of Directors, I was liaison to the Commission on the Recognition of Specialties and Proficiencies in Professional Psychology [CRSPPP]. I then was elected to CRSPPP and am currently Chair-Elect. I feel that those roles are important because of the need for organized psychology to clearly have rules for the recognition of specialties and that APA must take a lead in supporting the evolution of specialties and the peer-review based recognition of specialties.

During my last year on the Board of Directors I spearheaded the funding for the Board of Directors’ Task Force on Taxonomy and have continued the work on taxonomy within CRSPPP as chair of the subgroup of the Commission charged with following up on the Taskforce’s recommendations. We will be bringing forward a taxonomy draft for review by the field that will be sent to CoS and other groups for further discussion. Once adopted, such a taxonomy will further clarify and reinforce the importance of specialty in our education programs and practice.

ABPP: 3. If elected, how can APA and ABPP work together toward improving our field?

I was one of the original co-sponsors of an APA Council of Representatives’ motion [put forward by Dr. Phil Pierce] to recognize ABPP as the means for board certification. While I understand very clearly the legal issues that regarding why such a motion specifically recognizing only ABPP as the named mechanism for board certification has potential restraint of trade implications, I do believe that the Council can work towards recognition of a peer-reviewed examination process for board certification to assure a quality, competency-based examination process and limit the proliferation of vanity boards. While this might be a difficult task to accomplish, with diligent discussion, and leadership supportive of a board certification process, I believe this will happen. I see ABPP, as the historically strong group recognizing specialties, working to help define the process of examination of individual specialists, and informing the discussion within APA on that issue, while CRSPPP maintains its role in recognizing specialties. Both groups can support the need for a quality assurance-based mechanism to recognize board certified specialists. I also see ABPP working with APA on issues such as competency-based education and evidence-based practice such that both are incorporated in the education, credentialing and examination process as APA works towards recognizing the importance of specialization in its overall policies.

ABPP’s program to incorporate board certification into the process of graduate education should be seen as important and supported by the educational community in psychology. Such coordinated work will help improve our field, our services to the public, and the education and career pipeline.

ABPP: 4. If elected, how can ABPP help with your presidential agenda?

My presidential initiatives can be reviewed more fully at www.RozenskyforAPAPresident.com. The overall theme is “Celebrating our Past, Enjoying our Present, and Building Psychology’s Future: Educating Psychologists for Science, Practice and Serving the Public.”

In building our future, I see ABPP having a role in helping the field understand the importance of board certification and specialization in the evolution of practice – an important keystone to a successful future. In our present, I see ABPP reinforcing the importance of competency-based education leading to licensure and specialization. In celebrating our past, I hope ABPP, and all those who are board certified, will support my goal of having all psychologists work together to construct an “online family tree” that will illustrate how we are all related via our education & training and our strong heritage of science upon which practice is built. We must all work together to build the strongest future we can build for Psychology.

ABPP certainly can be helpful to my agenda by supporting me as your next President; a president who is “an ABPP” himself, who values being a specialist, and is directly supportive of the importance of specialization within our field.

Thank you for the opportunity to answer your questions and to discuss my goals and initiatives as APA President.

Melba J.T. Vasquez, Ph.D., ABPP

1. What are your views regarding board certification in psychology?

I obtained my Diplomate in 1989 because I believe it was an important way to evaluate my own demonstrable competence, to affirm the importance of continuing to strive for greater levels of skill beyond licensing, and to communicate to the public that such levels of advanced skill are available. Since that time, I have been an examiner, and have come to understand that if the profession does not strongly support and participate in the service provided by the American Board of Professional Psychology, we allow clients, schools, businesses, organizations, the courts and the public to be victimized by less substantive board certifications via which, virtually anyone can obtain such certification. The Diplomate from the ABPP is a clear way for a psychologist to communicate that s/he has met the standards and competencies in a specialty area. It is a highly valued credential that stands alone in helping to clarify demonstrated competence to the profession, the public and professional entities. ABPP is an important counterbalance to the vanity board certifications that confuse the public and often, members of the profession.

2. What are your views regarding specialization within psychology?

Professional advancements and consumer needs have contributed to the evolution of specialties. Recognition of specialties by ABPP and the APA Commission for Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP) are entities that provide necessary verification of requirements for a recognized specialty. ABPP has provided important leadership to the profession by recognizing 10 new specialties in addition to the three traditional specialties in the past decade.

3. If elected, how can APA and ABPP work together toward improving our field?

APA held a Practice Summit (May, 2009) in
order to identify the future challenges and opportunities of professional practice. The evolving nature of professional practice is influenced by demographic changes, healthcare reform, funding streams, emerging technologies, and advances in the science of our discipline. APA and ABPP can work together on some of these challenges to benefit the profession as well as the consumer. Both organizations are concerned, for example, by the need for increased mobility for interstate practice. Use of technologies to provide services require interstate credentialing, in some cases, and the ABPP is recognized by many licensing jurisdictions for reciprocity. APA and ABPP can also work together to ensure that psychologists demonstrate cultural competency in the delivery of services across practice domains.

4. If elected, how can ABPP help with your presidential agenda?

As APA President-elect, and then as President, I will build on the recommendations and implications of the Practice Summit to sharpen our strategies to ensure the future of psychology practice. ABPP support would be invaluable. We need to better communicate the value of psychological science and services to the public and policy makers. I will work hard to ensure that the Obama administration makes psychology a priority in various areas, including prioritizing behavioral research in research granting agencies, emphasis on the value of psychology training grants, including mental health parity in healthcare reform, closing of the gap in health disparities, and achieving appropriate levels of compensation for services. As APA President I will welcome ABPP support and collaboration on increased attention to diversity issues; strengthened advocacy; and application of psychological science to help with key societal challenges, such as education, health care, businesses and industry, accessibility for people with disabilities, conflict resolution, prejudice and discrimination, and helping those in need.

Thank you for considering my responses to your questions. More information about my views, agenda, qualifications, and leadership is available at www.melbavasquezforapapresident.com, but I would welcome any further questions or discussion on these important topics. I hope ABPP and its Diplomates will consider endorsing my candidacy.

Robert “Bob” H. Woody, Ph.D., Sc.D., J.D., ABPP

1. What are your views regarding board certification in psychology?

For years in my university teaching and seminars, as well as in numerous publications, I have confronted and tried to eliminate the proliferation of “dubious credentials” that create barriers to honorable sources of specialization, such as the ABPP. By letter and appearance, I advocated the quality-control review system for specialty credentials promulgated by the Florida Board of Psychology in Florida Statute 490.0149 [Specialties]; and I have met with other governmental and professional sources trying to extend quality control of certification to all mental health professions. Credentialing is essential for practitioners. The privilege of being deemed a “professional” requires assurance that the practitioner will seek to benefit society—certification signifies that professional peers have confirmed the practitioner’s potential for positive contributions.

2. What are your views regarding specialization within psychology?

With commitment to the scientist-practitioner model, I believe that quality care is enhanced by specialization (including mandatory continuing education). The vast explosion of knowledge and research in psychology underscores the importance of specialization. Practitioners serving the public must be committed to lifelong professional development, and services to clients should be predicted on behavioral science. Competency necessitates translating empirical research into practice, which contributes to superior services. Specialization denotes excellence, as determined authoritatively by professional peers. The foregoing translates into a raison d'être for modern psychology.

3. If elected, how can APA and ABPP work together toward improving our field?

Certainly the two professional associations should be allies in communicating issues, alternatives and recommended objectives to the public, professional caregivers, and commercial health care and governmental sources. With the status confirmed by specialty credentials, such as from ABPP practitioners gain a powerful voice for support of high quality psychological services, which should be available to everyone, everywhere. Consequently, APA and ABPP, individually and jointly, should progress from domestic to global activities. Regardless of cultural identity, everyone deserves the opportunity to have a fulfilling and healthy life. A professional fundamental should be remediation of shortcomings and development of improvements for all people. The welfare and survival of humanity justifies aggressive, but tactful and wise, efforts to create positive conditions in research, educational, social, and political/governmental contexts. The specialists in both professional organizations should be in the vanguard for accomplishing this goal.

4. If elected, how can ABPP help with your presidential agenda?

If elected, I would encourage ABPP to assert its moral philosophy for excellence, including creative ventures to increase its resources for the bettering society and all human service professions. From its creation, ABPP has been the pinnacle for professional psychology—my attaining ABPP Diplomate status in clinical and forensic psychology was a highlight of my career. I have encouraged and mentored other psychologists to seek ABPP certification, knowing that this would enhance their professionalism and, in turn, strengthen APA and psychology overall. My APA presidential agenda will emphasize excellence in service, which entailed commitment to lifelong professional development, reliance on and contributions to the body of scholarly and research information that will preserve hallowed benefits to all people.

Biographical Information: The views that I have expressed in my responses to the questions posed by ABPP are clearly evident in my career. After earning a PhD degree (Michigan State), I completed a postdoctoral fellowship in clinical psychology at the University of London’s Institute of Psychiatry (Maudsley Hospital) and the two-year certificate in group psychotherapy at the Washington School of Psychiatry. With a commitment to community mental health, I went on to earn the Doctor of Science at the University of Pittsburgh’s Graduate School of Public Health.

Upon being named an ABPP Diplomate in Clinical Psychology, I found myself called upon to do more work in forensic psychology. Thus, I earned a JD and became an ABPP Diplomate in Forensic Psychology. Through the years, I have supported specialization, a frequent theme in some of my publications (thirty-four books and over two hundred articles in professional sources). I have served on the APA Council of Representatives, Ethics Committee, and Division 12 Board of Directors (plus numerous committees in several Divisions). I am a Licensed Psychologist in Florida and Michigan, and a member of the Florida, Michigan, and Nebraska Bars. In addition to my private practice of psychology and law, I am a Professor of Psychology (and former Dean for Graduate Studies and Research) at the University of Nebraska at Omaha.

Summer 2009
The Clinical ABPP Examination: What is a Clinical Psychologist?

by James K. Besyner, Ph.D., ABPP, Chief, Psychology Service, VA North Texas Health Care System

Psychology, including Clinical Psychology, has always prided itself as a discipline which provides its degree holders options to expand their job horizons beyond the clinical setting or the academic classroom. Indeed an emphasis at this year's annual APA Convention in Toronto is "Psychologists in Unusual Careers." In the applied practice world, Clinical Psychology produces a large, if not the largest, proportion of practitioners. In the hospital practice sector, it is common for clinical psychologists to become interdisciplinary program managers, heads or chiefs of psychology departments, or even to take on general hospital administrative roles during the course of their careers. In clinical practice, Clinical Psychologists may come to specialize in Cognitive Behavior Therapy, Psychoanalysis, or, perhaps, Clinical Health Psychology. Clinical Psychology, therefore, may be viewed as basic training for further specialization.

ABPP incorporates 13 specialty boards. It is highly likely that many board certified psychologists in areas such as Clinical Health Psychology, Psychoanalysis, Family Psychology, Clinical Neuropsychology, and Cognitive Behavioral Psychology, to name just a few, received their doctorates in Clinical Psychology. I believe we would all agree that such diversity in practice and career is highly positive for Clinical Psychology. However, this diversity itself poses a problem in answering the question "What is a Clinical Psychologist?"

Like ABPP in general, the Clinical Board is very welcoming to Clinical Psychologists who wish to apply for examination. Both the general ABPP credentials review as well as the Clinical Board credentials review have applied the definition of "Clinical Psychologist" very broadly in promoting candidates through the stages of examination. It is at the actual examination stages (i.e., work sample review, and oral examination) where difficulties may be encountered. Questions arise such as "Although this psychologist received a degree in Clinical Psychology, she is not practicing Clinical Psychology in her current and recent jobs. How do we examine her?"

Or, "This psychologist's job is purely administrative and not particularly related to delivery of psychological services. How do we examine him?"

The Clinical ABPP examination process at the levels of work sample review and oral examination finds the candidate evaluated over nine domains of competence including Assessment and Intervention to name a few of these core competencies. When the candidate's career has diverged greatly from traditional Clinical Psychology practice, examiners have a two-fold task: 1) examine the candidate's knowledge and understanding of how Clinical Psychology relates to, and is incorporated into, their current and recent jobs, and 2) examine the candidates knowledge base (including knowledge of competencies which may not longer be practiced) in Clinical Psychology including current issues in and evidence bases for clinical practice. It is a challenge to the examiners when competencies are well demonstrated in one of these categories and not in the other.

The examination committee and indeed the Clinical Board itself has continued to dialogue the question of "What is a Clinical Psychologist, and what competencies must they be able to demonstrate in order to pass the examination?" In my musings over these questions, I have asked questions such as "How likely would it be for a candidate in Clinical Neuropsychology to pass PSYCHOLOGIST?, pg 20

Mental Health and Neurological Disorders in Sub-Saharan Africa: Kampala, Uganda – August 4-5, 2009

by Paul L. Craig, Ph.D., ABPP-CN • Assoc. Clinical Professor, Dept. of Psychiatry & Behavioral Sciences University of Washington School of Medicine

Since living as an exchange student in the Netherlands when I was 18 years old, I have defined myself as a world citizen. Although some would contend that psychology, in general, and neuropsychology, in particular are relevant only in developed economies, I would contend that our profession has much to offer within both the developed and developing worlds. Similarly, those of us working in the United States and other economically advantaged countries have much to learn regarding the ongoing research and application of scientific knowledge currently extant and planned within developing regions of the world. Collaboration with our colleagues worldwide is increasingly important as our scientific knowledge and profession mature.

In this context, I am writing to the American Board of Professional Psychology about an upcoming conference on "Quality of Care Issues for Mental Health and Neurological Disorders in sub-Saharan Africa," which will be held in Kampala, Uganda on August 4-5, 2009. This international event is a joint project between the Forum on Health and Nutrition of the Uganda National Academy of Sciences and Forum on Neuroscience and Nervous System Disorders of the Institute of Medicine of the U.S. National Academies.

There will be several distinguished scholars and policy makers presenting at this event including Dr. Steve Hyman (Harvard University, USA), Prof Oye Gureje (University of Ibadan, Nigeria), Dr Charles Newton (KEMRI, Kenya), Dr. Vikram Patel (London School of Hygiene and Tropical Medicine, UK), Dr. Harvey Whit-
The ABPP as Professor: The Relevance of One’s Professional Practice to Education
by Alan J. Swope, Ph.D., ABPP, California School of Professional Psychology • Alliant International University

As a professor in a school of professional psychology and an ABPP Diplomate in Clinical Psychology, I have often thought about the relationship between my clinical work and my teaching. It is clear to me that my teaching is greatly enriched by the real-life examples from my practice and that my learning and creativity are stimulated by the unique situations I encounter in practice. I would assume many ABPPs who also teach find this same synergistic reaction between practice and teaching, both enrich the other. However, when it comes to evaluating faculty for promotion or retention, little consideration is given to private practice. It is often demoted to the status of “outside activities,” with the not so subtle admonishment that it not interfere with one’s academic duties. The fact that most education in psychology is conducted in schools of professional psychology is yet another reason for considering the contributions of our private practices. We are preparing students primarily to become practitioners. We provide a valuable mentoring function by familiarizing our students with the real world of practice.

To be fair, it is a challenge to assess the exact value of a private practice as a teacher and to one’s scholarship. Fortunately, there are encouraging signs in academia. Many educational institutions have adopted Ernest Boyer’s Broaderened concept of scholarship. In his Carnegie Foundation bestseller, Scholarship Reconsidered (1990), Boyer expanded the definition of scholarship beyond research and publication to embrace four general forms of scholarship: discovery, integration, application, and teaching. The scholarship of application relates directly to our professional practices. We keep current with psychology’s knowledge base and apply it in practice. Questions arising out of our practice stimulate us to identify, think about, and teach about emerging personal and societal problems. How can we measure this important activity?

Several approaches occur to me. I am sure there are more others can suggest. First, we can emphasize the contributions of our professional practices in the narratives we submit for promotion and contract extension. This exercise will challenge us to document the myriad ways our practices influence us, many of which we will probably articulate for the first time. Second, we can arrange formal and informal colloquia on our campuses to present case vignettes that feature relevant and timely clinical problem areas that students might address in their dissertations. We will then be able to point to these “products” as evidence of the contribution of clinical practice. Third, and most simply, we can suggest revisions to the faculty evaluation forms used by our colleagues and students. We would add items that reflect the faculty member’s ability to bring practice into the classroom and that demonstrate the relevance of practice to other forms of scholarship.

I urge my colleagues that we not let our stimulating and renewing professional practices be relegated to the category of “outside activities.” Instead, let us provide our educational institutions with some metrics to demonstrate how integral our practices are to our teaching and how they serve as a resource for innovation.

DISORDERS, from pg 14

eford (University of Queensland, Australia), and Ms. Florence Baingana (Makerere University, Uganda). This international meeting will focus upon critical issues for sub-Saharan Africa. The aim is to identify and discuss potential programs of action that could be implemented in cost-effective and efficient ways that might improve care of neurological, mental, and substance use disorders. Dialogue at the workshop is intended to emphasize the need for national, evidence-based policies addressing quality of care for these disorders. Key areas of emphasis are to:

• Discuss opportunities that can be used to better ensure continuity of care and sustainability within a country’s health care system;
• Identify resources that are presently available or could be made available, in cost-effective and efficient manners, to aide in implementation of treatments and prevention projects;
• Emphasize the need for national, evidence-based policies addressing quality of care and health care systems for neurological, mental, and substance use disorders;
• Discuss how to facilitate collaborations among a variety of stakeholders, including policy makers and health care professionals.

If you want further information regarding this meeting or wish to register, please visit the following website:
http://www.iom.edu/CMS/3740/35684/59548.aspx

Likewise, you can contact Christian Acemah at the Institute of Medicine, The National Academies in Washington, DC for further information regarding involvement with this meeting. Mr. Acemah’s contact information is:

Christian N. Acemah, Senior Program Associate, Board on Global Health, Board on African Science Academy Development, Institute of Medicine, The National Academies, 500 Fifth Street, N.W., Washington, DC 20001, Phone: 202-334-3378, Fax: 202-334-3861. Email: cacemah@nas.edu

Unfortunately, the dates of this meeting overlap with prepotent commitments that I have preceding the APA Convention in Toronto in my role as APAs Treasurer. Otherwise, I would definitely attend this meeting. I have spent a total of about four weeks in Uganda during two trips completed during 2006 and 2007. The people of Uganda were consistently gracious, friendly, and cordial. For those of you with an adventurous spirit who wish to reach out scientifically and professionally beyond the comforts of home, I think this meeting will provide a unique opportunity to make some great contacts and to explore unique research and professional service opportunities.
American Board of Clinical Neuropsychology

Michael Westerveld, Ph.D., ABPP-CN

The American Board of Clinical Neuropsychology recently awarded its’ 700th diploma at the May oral examinations. We welcome our newest colleagues to ABCN. The continued growth and maturation of neuropsychology as a profession has resulted in record numbers of specialists with a more defined interest in pediatrics. The first meeting of the special interest group was held at the AACN annual meeting in San Diego, CA on Thursday June 18, 2009. Open invitations were sent to all academies through the central office, and future meetings are open to anyone interested in pediatric neuropsychology. Membership in the Pediatric Neuropsychology SIG is open to all ABPP members, and we look forward to seeing our ABPP colleagues from other specialty boards that have an interest in pediatric neuropsychology at future meetings.

ABCN continues to collaborate closely with the academy (AACN) to promote standards for the profession, and support AACN in their development of programs to assist candidates as they prepare for the ABCN examination. The BRAIN (Be Ready for ABPP In Neuropsychology) listserve, where candidates can exchange study materials and preparation ideas, continues to get outstanding reviews from members who complete the examination. The mentoring program, where candidates can seek out and obtain support from ABCN diplomates, has also been a

American Board of Clinical Psychology

Christopher Ebbe, Ph.D., ABPP

The Academy had a successful Board meeting in St. Petersburg May 2, welcoming new Board members Lisa Grossman and Fred Alberts. We are in amicable discussions with ABClinP regarding board/academy relations and are planning a joint training presentation showcasing the expertise of Board Certified Clinical Psychologists.

We have improved our on-line directory and are adding member website links to it when requested. On-line CE offerings are free to members. We have re-instituted providing certificates to Fellows of AAClinP. We are adding an on-line dues payment option using Google Checkout. The next edition of the AAClinP Bulletin is being prepared, with George Kapalka and Rafael Art Javier continuing as co-editors.

Greg J. Lamberty, Ph.D., ABPP

The American Academy of Clinical Neuropsychology Board of Directors would like to welcome Michael Kirkwood, Richard Naugle, and Karen Wills as new Board members who began serving their five year terms at the conclusion of the Board’s winter meeting in February. Deborah Fein, Edward Peck, and Mariellen Fisher, rotated off the Board at the end of the winter meeting. The Academy is grateful for their committed service. As of the spring oral examinations, ABCN has now awarded over 700 diplomas in Clinical Neuropsychology! This continued growth is a testimonial to the efforts of many and the growth trend continues with a full complement of examinees scheduled for the fall oral examination.

The AACN 7th Annual Conference and Workshops was held at the Hard Rock Hotel in San Diego June 17–20. Sandra Koffler was awarded the Distinguished Neuropsychologist of the Year Award for 2009 for her numerous contributions to AACN and the field, and particularly for her exceptional work and commitment to our annual conference. Ida Sue Baron and Robert Heilbronner completed their terms as the pediatric and forensic program coordinators and their efforts are greatly appreciated. As always, the meeting consisted of high quality workshop presentations in pediatric neuropsychology, general adult neuropsychology, and forensic neuropsychology. Gordon Chelune, Rus Bauer, D. J. Williamson and Kira Armstrong presented a lunch seminar on Saving Neuropsychology from Extinction: Demonstrating Cost-Utility through Outcomes Research and the newly established Pediatric Neuropsychology Special Interest Group (PN-SIG) also had its initial meeting.

The AACN Consensus Conference Statement on the Neuropsychological Assessment of Efficiency, Response Bias, and Malingering will be published in an upcoming issue of The Clinical Neuropsychologist. TCN has grown to include eight issues and a larger number of pages than ever before, all without an increase in dues to AACN diplomates and affiliate members. Mark Barisa has authored the latest volume in the AACN/Oxford University Press Workshop Series entitled The Business of Neuropsychology: A Practical Guide. A new book series with Psychology Press has also been initiated and its first offering, The Neuropsychology of Malingering Casebook, edited by Joel Morgan and Jerry Sweet was published in late 2008.

Finally, the American Academy of Clinical Neuropsychology Foundation was incorporated in late 2008. AACNF was incorporated as a 501(c)(3) charitable organization to support the mission and goals of AACN, principally by seeking to fund outcomes research supporting the value of neuropsychological services. The first AACNF Board meeting was held in conjunction with the AACN meeting in San Diego. Information, applications, and links for making contributions can be found on the AACN website (www.theaacn.org).

American Academy of Clinical Neuropsychology

We will begin placing ads in professional publications promoting Board Certification this summer, such as the journals of several APA divisions and several state associations. We are planning an awards program and a donor program and will start an interactive listserv for fellows who choose to participate.
success. Applicants interested in pursuing specialty certification in neuropsychology are encouraged to take advantage of these outstanding resources.

Finally, at the February meeting, the ABCN board of directors thanked several members for outstanding service during their elected terms. Richard Naugle, who served 2 terms as Treasurer, completed his service and rotated off the board. Karen Wills, who served 2 terms as Secretary, also completed her term. Dr. Wills was instrumental in several important activities, including development of orientation procedures for new members, and the development and organization of committee structures and bylaws. Sara Swanson, who served as chair of the practice sample committee and on numerous other committees, also completed her term. Gregory Lee, who served as the ABCN representative to the ABPP Board of Trustees, was elected Secretary of ABPP. Our new BOT representative, Jerry Sweet, brings a wealth of experience with both ABCN and AACN to this new role. The ABCN Board also thanks James Becker for his service. With each cohort of board members rotating off the board, new members are elected and we look forward to the contributions of newly elected board members Joel Morgan, Manfred Greiffenstein, and Rodney Vanderploeg.

American Academy of Counseling Psychology

Ted Stachowiak, Ph.D., ABPP

The Counseling Academy continues to work on identifying ways to promote and support application to and successful completion of Board Certification in the Specialty of Counseling Psychology. Recent efforts have focused on two key groups, training directors and other faculty in Departments of Counseling Psychology, and doctoral students in those Departments.

Through discussions with the Society of Counseling Psychology (Division 17) and the Council of Counseling Psychology Training Programs (CCPTP), growing interest in and appreciation for the importance of Board Certification for preserving Counseling Psychology as its own specialty has resulted in increased applications. We have also begun the process of talking to doctoral students in classes about the importance of Specialty Board Certification to their careers and about how the Early Entry Option can facilitate the path toward Board Certification. One counseling center with an APA accredited predoctoral internship program and a well developed practicum training program (Student Counseling Service, Texas A&M University) has initiated the practice of paying the Early Entry Option fee for these trainees. This is a low cost approach to starting trainees down the road toward Board Certification that can be used by any training program, whether that be an academic department, an agency with practicum trainees or an internship. I was inspired to learn that doctoral students tend to understand the importance of Board Certification.

At a recent meeting of the Association for the Coordination of Counseling Center Clinical Services (ACCCCS), there was discussion about the continuing increase in prevalence and severity of mental health related needs of college and university students. Most counseling centers report that their resources are stretched. The answer is not, in many if not most cases, to look to solving this problem in the traditional way, and that is adding more staff, because resources in mental health are likewise stretched in institutions of higher education. There is seldom only one way to solve complex issues, but perhaps a staff with advanced competency can be a core part of the solution. This concept, I suspect, could add a much needed level of advanced competency to most agencies struggling with inadequate resources.

An important part of demonstrating advanced competency is the ability to translate current scientific knowledge into effective practice. ABPP Specialty Board Certification requires the demonstration of this tie between science and practice. Although may be exceptions, it seems to follow that those with advanced competency are the ones most likely to provide the most effective service in the shortest period of time. This is not to say that Board Certification is the only way to demonstrate advanced competency, but it is one the public is most likely to understand.

After my presentation on ABPP Board Certification to ACCCCS, a member of the audience, whom I know to be a capable and respected psychologist, came up to me and said “I just can’t see myself trying to overcome one more hurdle.” My response was, “The first step is to not see this as a hurdle, but as an investment in your career.” This is the task in changing a culture that perceives Board Certification as a hurdle to seeing it as the next step in the natural development of advanced competence. Together we can do this, one doctoral student, one doctoral class, one faculty member, one colleague, one department, one agency at the time. This is important to the future of Counseling Psychology.

Congratulations to Lewis Schlosser, Ph.D., ABPP for recently becoming Board Certified in the Specialty of Counseling Psychology. Dr. Schlosser is Assistant Professor, Department of Professional Psychology and Family Therapy, Seton Hall University, and Assistant Director, NYC Department of Correction.

We are pleased to announce that John Westefeld, Ph.D., ABPP, President of the Society of Counseling (Division 17) has been elected to receive the Counseling Academy’s Distinguished Service Award for Extraordinary National Leadership in Counseling Psychology Distinguished Achievement Award for Leadership. Dr. Westefeld is Professor, Counseling Psychology Program, University of Iowa.

We are also pleased to announce that Steve Eichel, Ph.D., ABPP, Past President of the American Academy of Counseling Psychology, and President of the Council of Presidents of Psychology Specialty Academies, has been elected to receive the Counseling Academy’s W. James Cossé Distinguished Service Award for Extraordinary Contributions to the Professional Practice of Counseling Psychology. Dr. Eichel is full-time private practice, Adjunct Professor in Arcadia University’s Counseling Psychology Program, and serves on the core faculty of the Villanova University Drug & Alcohol Counseling program. He is Chair of the Psychology and Law Committee of the Delaware Psychological Association, a Professional Member of the Delaware State Board of Examiners of Psychologists, and the Administrative Director for the Delaware Counseling Association.

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APA in Toronto is coming upon us soon. I hope you plan on attending the annual membership meeting of the American Academy of Counseling Psychology and Convocation. More importantly, I hope you will talk to a doctoral student or a colleague about the importance of Board Certification and provide support and encouragement to take the first step by submitting an application.
American Board of Couple of Family Psychology

Frank R. Ezzo, Ph.D., ABPP completed a Self-Study for reaccreditation from APA for an APA approved predoctoral internship in clinical psychology with a child/adolescent/family focus. Dr. Ezzo will be presenting research from a pilot study that involves the development of an actuarial risk assessment inventory for child maltreatment at the International Symposium: Building Safe, Humane, and Responsive Communities for Children and Families. The symposium is sponsored by Clemson University, Institute on Family & Neighborhood Life, the American Orthopsychiatric Association, the International Family Therapy Association, and the International Society for Child Indicators. Dr. Ezzo is also a candidate for President Elect of Division 43, The Society for Family Psychology, of the APA. Dr. Ezzo has also been appointed to an ad hoc Rules Committee for the Ohio State Board of Psychology addressing requirements for admission to the psychology licensing examination.

Michele Harway, Ph.D., ABPP is chair of Antioch University, Santa Barbara (AUSB)'s Psy.D. program in Clinical Psychology with a Family Psychology concentration. She is also a consulting faculty at Fielding Graduate University and has a small private practice in Westlake Village, CA. In addition to being on the ABCFP board, she is chair of the Family Psychology Specialty Council.


American Board of Organizational & Business Consulting Psychology

Dennis Doverspike, Ph.D., ABPP

The Organizational and Business Consulting Psychology (OBCP) Board has been involved in a major publicity and recruitment effort. As part of our initiative, we were a sponsor for the APA Division 13 (Consulting Psychology) Mid-Year Conference in San Diego, California. We were very pleased with the number of inquiries we received at the conference, as well as the positive comments. We felt this was a very positive approach. As part of the sponsorship of the Division 13 Conference, we set up websites on both Facebook and LinkedIn. Our electronic communications efforts were recognized in an article in the Ohio Psychological Association Newsletter. Several Board members also attended the Division 14 (Society of Industrial-Organizational Psychology) Conference in New Orleans, LA, as representatives of OBCP.

One of our OBCP diplomates, Dr. Edgar Schein, has published a new book entitled “Helping: How to offer, give and receive help”, which is available from Berrett/Kohler or online bookstores. The book analyzes the difference between effective and ineffective help across a whole range of human situations. Edgar Schein is widely known for his seminal academic work on organizational development and corporate culture. He is a Sloan Fellows Professor of Management Emeritus and senior lecturer at the MIT Sloan School of Management. The book should be helpful to anyone interested in the psychology of change and helping others. Given how ingrained helping is in our daily lives, it can really be thought of as guide to living.

American Board of Rehabilitation Psychology

Ellen B. Snoxell, Ph.D., ABPP

The American Board of Rehabilitation Psychology and Division 22 sponsored the 11th Annual Conference in Rehabilitation Psychology in Jacksonville from February 26—March 1, 2009. Over 200 psychologists and students attended the workshop, including the debut of the pre-conference Rehabilitation Research workshop. The Board of Rehabilitation Psychology sponsored an informational track for applicants interested in the ABRP process and a track for those who have begun the process. Conference participants filled the rooms for both tracks. The conference also included keynote speakers Dr. Leonard Diller, Dr. Dana Dunn and Dr. Cynthia Belar, concurrent presentations on topics of interest to rehabilitation psychologists, scientific poster sessions, roundtable breakfast sessions and receptions. The 12th Annual Conference will be held in Tucson next February. At the time of submission, ABRP are planning for candidate oral examinations in Seattle in July and in Chicago in November 2009. The grant honoring Mitch Rosenthal that reimburses successful candidates $400 is expected to continue through the November examination date.

American Board and American Academy of School Psychology News

Clifford V. Hatt, Ph.D., ABPP

The American Board of School Psychology (ABSP) and the American Academy of School Psychology (AASP) are pleased to be collaborating on a mentoring project for 2009 to develop training materials and recruit additional mentors. A joint work group, headed by Dr. Shelley Pelletier, current ABSP Director of Mentoring and immediate past president of ABSP; includes Dr. Michael Tansy, current AASP President and former ABSP Director of Mentoring; Dr. Cliff Hatt, current ABSP President; and Dr Tom McKnight, a fellow of AASP.

At present, there are approximately 80 members in the Academy, and of that group, only a handful are actively serving as mentors for over 90% of our applicants. Both the ABSP and AASP would like to acknowledge and express our sincere appreciation for all the time and effort that they have given: David McIntosh, Dan Miller, Jeffrey Miller, and Fred Schrank. As we recruit more applicants for Board certification, it is important to also recruit additional mentors to help guide them through this process.

Our joint work group plans to develop a short video clip (about 30 minutes or so) that would include a discussion with the current ABSP prac-
Five of the six new inductees into the Psychology Academy of the National Academies of Practice this March were ABPP board-certified specialists. They are E. Thomas Dowd, Gregory Price Lee, Barry Nierenberg, M. David Rudd, and David L. Shapiro.

Barnaby Barratt has been appointed Provost of Northcentral University, a private, online institution serving students worldwide. Dr. Barratt has previously taught and held leadership positions at Harvard University, the University of Michigan, Wayne State University, and other institutions. He is a Fellow of the American Psychological Association and has served on the editorial boards of 11 national and international scientific and professional journals.

Last November, Robert J. Ivnik received the 2008 Distinguished Mayo Clinician Award from the Mayo Clinic. Characteristics such as special expertise, compassion, approachability, judgment, and dedication to Mayo values are considerations in making the award. Dr. Ivnik is the first psychologist to receive this award, following 58 physicians and one dentist.

Samantha Carella was the 2008 Florida Psychological Association award recipient for outstanding clinical work in child and adolescent psychology. Dr. Carella also served as the 2008 President for the Dade-Monroe chapter of FPA.

Leon J. Hoffman is the author of two recent articles in The National Psychologist. The article “Financial Free Fall Calls for Soothing Therapy” appears in the January/February 2009 issue and the article “A Call to Arms for Psychotherapists” appears in the March/April 2009 issue.

Alexander Boeringa writes as follows: “I retired from the VA in Houston in 2000, quickly got bored, and in 2001 accepted a teaching job with the University of Maryland’s Europe Division teaching classes to the military and their dependents. In the first six years, I was traveling faculty, lived in six different countries, and taught at about 20 military bases. I really enjoy working with these students and the chance to pass along a little of what I think I have learned over the years. If I have a regret, it is that I did not retire and start doing this sooner. For the last 2 years, I have more or less settled in at the Aviano Air Base in Northern Italy… My sons and other family members have visited but I still miss some of my friends….At some point, I will probably move back to the US; maybe I will start another new career.”
Editor’s Corner: Trajectories

Robt. W. Goldberg, Ph.D., ABPP

I have been Director of Training at the Louis Stokes Cleveland DVA Medical Center now for 27 years and, understandably and thankfully, my concept and approach to the job has evolved over time. Moreover, the beginning of my tenure roughly corresponds to my attaining ABPP board certification. At the outset as DOT, I was concerned with our institution’s individual competitiveness for the ‘best’ applicants. In parallel with this, I was prudently puffed up at having passed two ABPP exams, narcissistic self-aggrandizement having been a prime motivation in attaining board certification. However, as I settled into my job and as I became involved in ABPP governance, I have gradually developed a systems perspective, both on the professional training process and on board certification, and in the connections between them. This is manifested in a wider view of the longitudinal and developmental career trajectories of trainees, not just the internship/residency phase(s) at which I encounter them.

Those of you involved in training programs are probably aware that, beginning with a multiorganizational Competencies Conference in 2002, APA, the Association of Psychology Postdoctoral and Internship Centers (APPIC), and other training groups have been attempting to develop and codify a uniform set of competencies, meant to apply to the entire career path, from the beginning of graduate school, through internship, autonomous practice, postdoctoral training, specialty certification and practice, and later career activity. The major developments in this area are reflected in the 2005 ‘competency cube’ and in the latest version of the ‘APA Benchmarks’ document (accessible on the APA website). ABPP – with our long experience in competency-based conceptualization and evaluation of individuals – has much to contribute to this evolution.

Attaining specialty board certification represents another stage or accomplishment with respect to competency attainment, and stands squarely in that sequence. In our Cleveland VA internship and postdoctoral residency programs, I have come to take a systems perspective: that trainees will have career trajectories that take them through evolutionary identity and professional attainment stages. In our programs, I now try to socialize trainees to the career sequence which will eventually be codified, accustom them to the notion that they probably will be evaluated throughout their careers with respect to competency attainment and maintenance, and that board certification is just another stage in that natural progression. Permitting trainees to view ABPP board certification as an expectable and routine professional hurdle – similar to doctoral oral examinations or licensure examinations – is important to this effort. ABPP’s recently-developed option for students, the Early Application Process, dovetails nicely with this approach. However, graduate school qualifying examinations, the dissertation ‘oral,’ the EPPP, and licensing board oral exams on state law all fail to evaluate exiting interns on clinical case judgment and competency or readiness for autonomous practice.

Recognizing this, and with a new Ohio law (which permits licensure at the time of attaining the doctoral degree, rather than requiring a year of postdoctoral supervision) having been enacted, my internship program is conducting clinical case-based oral final examinations of our interns, using four different competency dimension models. One model set of dimensions is abstracted from the American Board of Clinical Psychology oral examination criteria and requirements (which you may access through the ABPP website). In addition to the primary objective of determining whether or not our interns have attained adequate competency levels, another important aim is to acclimate them and desensitize them to ABPP-style exams so that, when they approach that stage of professional development, it will not be seen as a wall nearly impossible to scale but as a gate to a new phase of professionalism.

In conclusion, the Clinical Board continues to encourage clinical psychologists to apply for board certification regardless of how expanded their jobs or practices have become or how “unusual” they are. We will continue to struggle with our core questions of definition and competencies but will fairly examine candidates with the two foci noted above. It is a tribute to our profession that our colleagues have been able to expand their horizons. Please feel free to share this article with colleagues in “Clinical Psychology” who are wondering if they currently qualify for Clinical ABPP board certification.

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that examination if she does not practice Neuropsychology?” Or, “How likely would it be for a candidate in Psychoanalysis to pass the examination if he does not practice Psychoanalysis?” Perhaps these comparative questions do quite capture the issues associated with examination in such a broad “specialty” as Clinical Psychology. Surely, we would all agree there must be a core set of competencies associated with each of our specialties. If there were no such core competencies, the examination process would be so unstandardized as to pose problems with its fair application.

In conclusion, the Clinical Board continues to encourage clinical psychologists to apply for board certification regardless of how expanded their jobs or practices have become or how “unusual” they are. We will continue to struggle with our core questions of definition and competencies but will fairly examine candidates with the two foci noted above. It is a tribute to our profession that our colleagues have been able to expand their horizons. Please feel free to share this article with colleagues in “Clinical Psychology” who are wondering if they currently qualify for Clinical ABPP board certification.
Newly-certified specialists
November ‘08 – May ‘09

Clinical
Jeffrey M. Benware, Ph.D.
Andrew S Berry, Ph.D., Psy.D.
Charles J. Corliss, Ph.D.
Andrew J. DiSavino, Psy.D.
John Dsurney, Ph.D.
Erin M. Foley, Ph.D.
Jonathan H. Greene, Ph.D.
Thomas Hadjistavropoulos, Ph.D.
Carl E. Isenhart, Psy.D.
Scott L. Johnston, Ph.D.
Katherine S. Jones, Ph.D.
Christopher J. Nicholls, Ph.D.
Mary E. Procidano, Ph.D.
Deborah Coe Silver, Psy.D.
George Steffian, Ph.D.
Richard R. Sternberg, Psy.D.
Mary N. Vieten, Ph.D.
John D.A. Yeaw, Psy.D.
Jeffrey Zimmerman, Ph.D.
Matthew S. Zimmerman, Psy.D.

Clinical Child & Adolescent Psychology
Cindy Nichols Anderson, Ph.D.
Frank R. Ezzo, Ph.D.
Brenda J. Payne, Ph.D.

Clinical Health
Shawna L. Ehlers, Ph.D.
Rene J. McGovern, Ph.D.
Gregory Murrey, Ph.D.
Mark E. Vogel, Ph.D.

Clinical Neuropsychology
Amy A. Alderson, Ph.D.
Ervin S. Batchelor, Ph.D.
Scott D. Bender, Ph.D.

Steven Douglas Bodin, Ph.D.
Dominic A. Carone, Ph.D.
Robert L. Collins, Ph.D.
Amy Kathryn Connery, Psy.D.
Sarah Tomaszewski Farias, Ph.D.
Travis G. Fogel, Ph.D.
Michael R. Greher, Ph.D.
Adelle H. Haber, Ph.D.
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Becoming Board Certified by the American Board of Professional Psychology

Edited by Christine Maguth Nezu, A.J Finch, Jr. and Norma P. Simon

For the past 60 years, the American Board of Professional Psychology (ABPP) has been the premier credentialing agency for psychologists. ABPP is increasingly recognized as a highly valuable standard of specialty competency through the board certification process. For specialty recognition, some jurisdictions require ABPP certification, with more states getting involved each year. Additionally, there is increasing recognition of the importance of the ABPP credential by employers such as hospitals and health service systems, and organizations such as the US Public Health Service, the US Department of Defense, and the Department of Veteran Affairs.

This edited book provides a comprehensive description and hands-on, practical guide for individuals seeking certification from any one of the 13 specialty boards of the American Board of Professional Psychology. The book contains answers to frequent areas of inquiry and questions posed by potential candidates. In addition to providing a brief description of the history and mission of ABPP, the book offers step-by-step information concerning the “where, what, and how” of the board certification process. Finally, never-before offered information is provided, such as what pitfalls to avoid, and how to get further involved in the profession as a board certified psychologist.

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Norma P. Simon, Ed.D., ABPP, is Former President Association of State and Provincial Psychology Boards, Emeritus Director of Training Programs for the New Hope Guild Centers, New York. She also maintained a private practice in New York City for many years.