APA CEO

2019

APA

Your Moment is Now

HIGHLIGHTS OF APA MEMBER COMMUNICATIONS

AMERICAN PSYCHOLOGICAL ASSOCIATION

CONTENTS

Impact Your Career Development

How Did You Get That Job?
Hear from a sports psychologist and a virtual reality developer | **Page 10**

The Life-Changing Power of Mentors
10 ways to find a mentor | **Page 18**

Networking with Ease
Learn how to schmooze with the best of them | **Page 20**

How Did You Get That Job?
Learn what it really takes to secure an academic science job | **Page 17**

Impact Your Finances and Funding

6 Surefire Ways to Retire Student Loans
Use some simple smarts to crush those debts | **Page 5**

Snowed Under by Student Loans?
Pros and cons of avalanche and snowball pay-off methods | **Page 6**

Secrets for Securing Grad School Research Funding
Apply early–and often | **Page 9**

Impact Your Practice

APA Member Profile
Richard Ryan and Edward Deci developed the self-determination theory of motivation – and one of the great collaborations of modern psychology | **Page 7**

The Rise of Telepsychology
Are you wireframed for the future? | **Page 13**

APP-Happy
Working to keep science at the center of the mental health technology boom | **Page 14**

Untangling the Effects of Trauma
Psychologists, educators, and institutions are working to be more trauma-informed | **Page 15**

Technology, Mind, and Society Conference
Putting psychology at the center of technology | **Page 11**

Social Robotics and Human Behavior
Robotics pioneer Cynthia Breazeal shares exciting new AI directions | **Page 12**

Impact Your Professional Identity

Cultivating Early-Career Leaders
APA's new leadership academy helps psychologists become skilled leaders | **Page 3**

APA Member Profile
Melissa Tehee is dedicated to bringing more American Indians into psychology | **Page 4**

Supercharge Your Professional Presence
Learn some strategies for transforming LinkedIn into a powerful promo tool | **Page 8**

In Their Own Words
Hear how members leverage APA's toolkit to get ahead | **Page 19**

APA Works for ECPs!
Discover ways membership enhances your career planning, leadership skills, financial literacy, licensure, and more | **Page 21**

APA Fast Facts
You're in good company | **Page 22**



Welcome **APA Members!**

WHAT IS YOUR IMPACT IN THE WORLD? Where can you be a conduit for positive change in your community? How can your work help people?

As a psychologist, these are living questions that weave throughout your life and career.

This publication showcases just a fraction of the insights and information available to help APA members use their expertise to address these questions. Much of it is gleaned from the ever-evolving, members-only content available on the APA website, including webinars, articles, interviews, videos and more.

You'll hear from Nyaka NiiLampti, PhD, a sports psychologist who is working with players in the NFL – and learn tried-and-true ways to retire your student debt. You'll get career tips from an innovative psychologist working in virtual reality and read about member Melissa Tehee's efforts to expand opportunities for Native American psychologists.

The American Psychological Association is home to 117,000 members who share your passion for psychology. Our members are clinicians, teachers, researchers, policymakers, counselors, consultants, innovators and leaders, all united in their commitment to make a positive impact in the world.

I hope you'll continue to be a member of APA, building new competencies through our career and professional development opportunities, forging alliances with other members, using our scientific research to inform your practice – and supporting APA's work in advocating for all of psychology and all psychologists.

It's a big landscape out there, with many social, scientific, health and organizational challenges that psychologists are uniquely qualified to address. APA is here at every step to help you make your greatest impact.
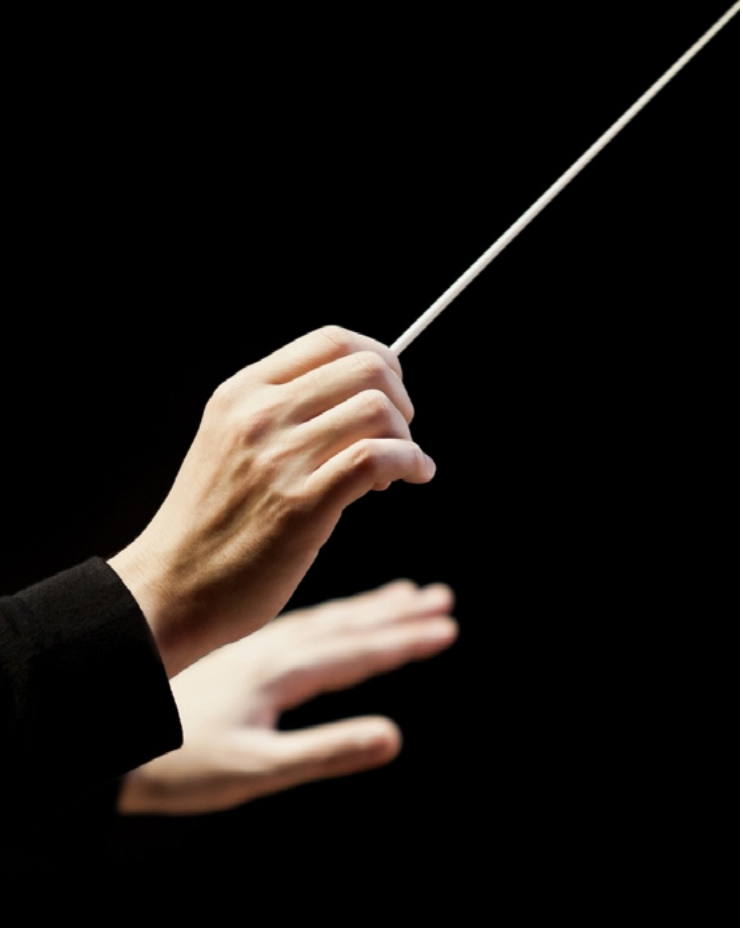
Your moment is now.

Best wishes,



Ian King
Chief Membership Officer

Access all of APA's members-only content.



Cultivating Early-Career Leaders

New training helps psychologists become skilled leaders

MOST EARLY CAREER PSYCHOLOGISTS enter the workforce secure in their training in scientific, academic, and clinical work. But increasingly, psychologists also are in demand as leaders and managers – lending their expertise to new, complex workplaces, including interdisciplinary care teams, technology startups, and as leaders of organizational transformation.

To help psychologists become better, more confident leaders, APA's Office on Early Career Psychologists (OECP) has developed the APA Emerging Leaders in Psychology Academy, a 6-month, webinar-based training that airs live in February 2019.

"Many of us would like to get more training to take psychology with us into these roles," notes Eddy Ameen, PhD, associate executive director of Early Career and Graduate Student Affairs. "It takes a very specific skill set to manage teams and transform an organization."

The biweekly program is organized around 10 live, hour-long webinars, each led by a different expert in leadership. "A majority of the presenters are psychologists who have been in leadership positions for the better part of their careers," says Ameen, "so they can speak about the reality of what our skill sets and current competencies mean in the field."

The modules take participants through a process of self-evaluation and examination of leadership styles, goals, competencies, credentialing, diversity issues, financial management, team-building, and strategic planning, leading to a personalized Leadership Development Plan.

"Participants of the APA Emerging Leaders in Psychology Academy will become part of small, peer-led learning communities -- digital spaces for collaborating on assignments, mentoring, and network building. "People often want a safe space to practice and hone these skills and connect with their peers," notes Ameen.

At the program's end, participants in the full program receive a certificate of completion. APA Emerging Leaders in Psychology Academy costs $99 for APA members; $199 for nonmembers.

Individual workshops also are available on an à la carte basis.

Learn more about APA Emerging Leaders in Psychology Academy.

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From career and professional development tools to the latest information in your subfield, APA continues to enhance the various ways in which your membership serves you. Get another year of access to the exclusive benefits you want, the community you need, and the advocacy you deserve.

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apa.org/renew

AMERICAN PSYCHOLOGICAL ASSOCIATION



APA Member Melissa Tehee

By Delia O'Hara

APA MEMBER Melissa Tehee, PhD, JD, is a proud citizen of the Cherokee Nation and is one of fewer than 300 American Indian psychologists in the United States. She is an assistant professor of psychology at Utah State University (USU) in Logan, and director of the American Indian Support Project (AISP), founded at USU to address the dearth of school psychologists and other mental health professionals on tribal lands.

Tehee is on a mission to support Indian students who are defying the odds to become psychologists. She knows the distances they've traveled, psychically and often physically as well, to come to school.

With a Cherokee grandfather, Tehee grew up in Nebraska and says her family identified strongly with his background. "It was who we were, what I heard about," she says. "I always had a different worldview, a slightly different take on things. That difference was pretty obvious for me."

Her parents divorced, and after that life was often chaotic. The family moved frequently and was even homeless at times. School was a refuge, Tehee says, and she excelled there. The first person in her family to go to college, Tehee eavesdropped in high school on other students talking about applying for college and found out how to apply as well.

According to the latest available data, Indians graduate from college and obtain professional degrees at about half the rate of other Americans, while those aged 25 to 34 are victims of violent crimes at a rate more than 2½ times greater than that of the population as a whole.

Tehee says she always knew she would be a psychologist, but she didn't expect to wind up in academia. "I planned to contract out research projects with tribes," she says. But when she became involved with the Society of Indian Psychologists after completing her undergraduate work and attending several of the society's annual meetings at USU, she found herself drawn to the school and the rugged area around Logan, which she came to love.

In her job with the AISP, Tehee is working hard to bring more Indians into psychology. Doctoral candidates at USU now can get clinical hours by traveling the 80 miles to the Urban Indian Center of Salt Lake City, Utah, to do therapy intake, with Tehee supervising. "This is a big step for the AISP program," she says.

Read the full profile.

Make an IMPACT

Impact Your Field! Join one or more of APA's 54 Divisions and be part of an international network of peers helping to shape your field. **Divisions offer**: Opportunities for graduate students • Grants, mentoring and leadership development for early-career professionals • Specialized sections and interest groups **Plus**, journals and newsletters, networking opportunities, electronic mailing lists, and Division-specific programming at the APA Convention.

Learn more about APA Divisions.

6 Surefire Ways to *Retire* Student Loans

By Bobby Hoyt

1

Get to know your student loans better

Do you know exactly how much student loan debt you have? Do you know the interest rates for each loan? Are they all private? Are they federal? Make a list of all your loans to help you develop a plan.

2

Choose your payoff strategy (avalanche vs. snowball)

Two methods that are hotly debated in the personal finance world are the avalanche and the snowball methods.

Both strategies follow the same line of thinking that you can increase your debt-crushing ability quickly by paying off a loan and applying the amount you would have been paying in minimum payments to the next loan balance.

3

Avoid only making the minimum payment

Try to find extra money in your monthly budget to increase your payment amount. Even small amounts of extra funds applied to your loans can save you thousands of dollars in interest over the life of the loan and make your loans go away sooner.

4

Embrace the idea of having less

The reality is that you'll most likely have to cut back on things that you enjoy if you're looking to pay off your student loans faster. All you really need to do is find peace with having fewer "fancy" things and discovering cheaper alternatives to things that you normally do. It's OK not to keep up with the Joneses. They're broke anyway, right?

5

Earn extra money

At some point you may want to consider developing additional income streams through a side hustle. It gives you the ability to accelerate your debt payoff or gives you some fun money to make the process more bearable.

6

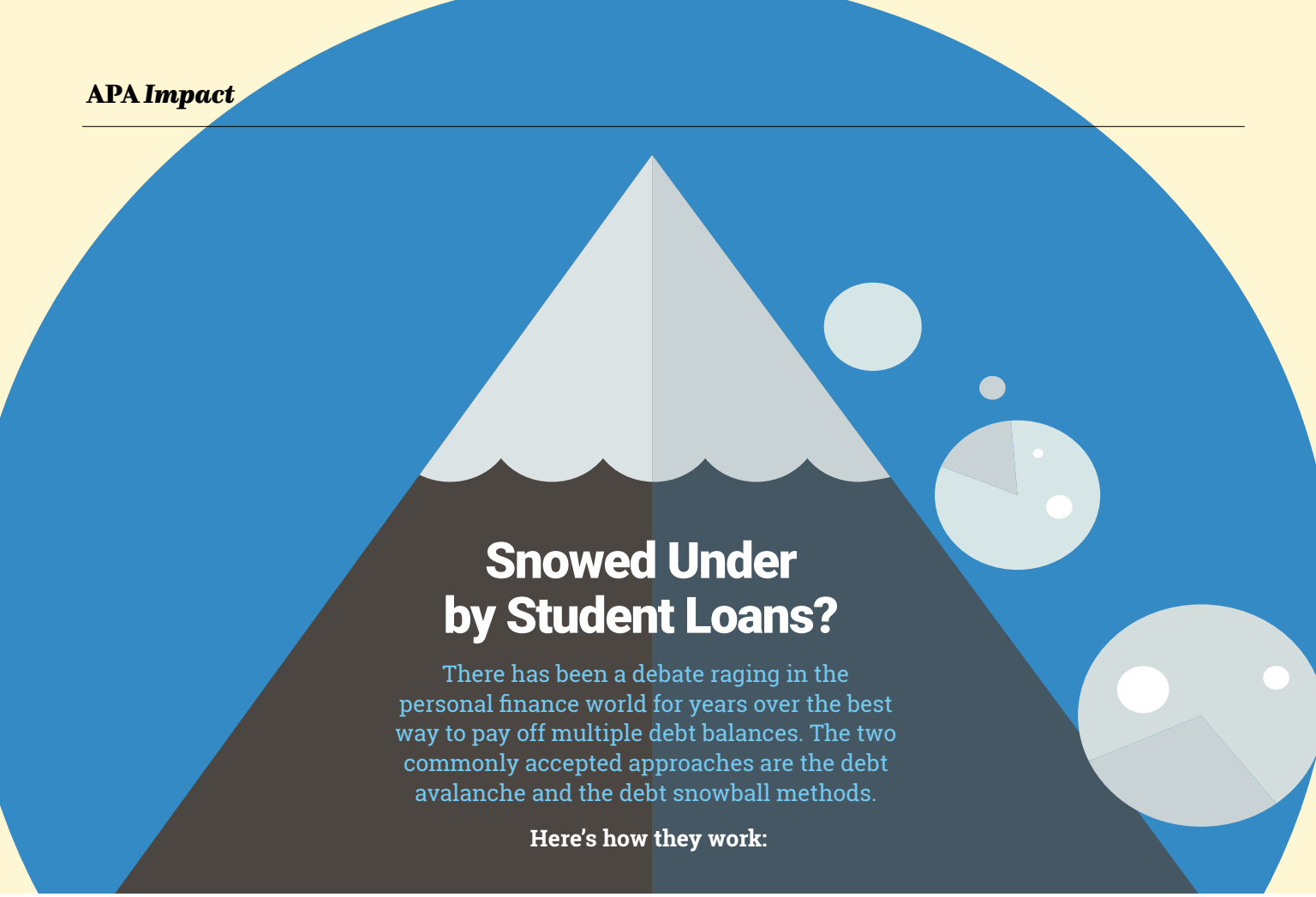
Make an extra payment

If you ever come across money you weren't expecting, consider making an extra payment. That's a powerful way to cut down your debt quickly. Make sure your loan servicer knows you want your extra funds applied to your principle, not your interest, which could be their default assumption.

Read more about retiring your financial debt at:
on.apa.org/finance

Make an IMPACT

Impact Your Finances! Did you know that APA members have free access to IonTuition, a web-based service that helps you manage student loans before, during and after school? **You can:** Do outcomes-based college research • Compare payment options • Consult student loan experts • Expand your financial literacy



Snowed Under by Student Loans?

There has been a debate raging in the personal finance world for years over the best way to pay off multiple debt balances. The two commonly accepted approaches are the debt avalanche and the debt snowball methods.

Here's how they work:

Debt Avalanche

- **How it works:** With this method, you focus on paying off the loan amounts by highest to lowest interest rate. If you're able to stay self-motivated for the long haul, the avalanche method could end up saving you thousands of dollars!
- **First:** All you need to do is list your loans by the highest interest rate to the lowest, regardless of the actual balance of the loans.
- **Next:** Apply your extra payments to the first loan. Once you have closed that one out, combine your extra payment amount with the additional money that you just freed up from the first loan.
- **Finally:** Apply those combined funds to the next loan on the list and repeat as necessary until all of your loans are gone.

Debt Snowball

- **How it works:** With the snowball method, you pay off the loan with the smallest balance first and then move on to the next highest balance. Interest rates are essentially disregarded, with the idea being that you get wins faster – and stay motivated – by paying off the smaller amount of debt.
- **Caveats:** While the snowball method is certainly a good one and has worked for a lot of borrowers, it's also less efficient and costs the borrower more money in the form of paid interest.
- **Bottom line:** Both strategies work well and follow the same line of thinking that you can increase your debt-crushing ability quickly by paying off a loan and applying the amount you would have been paying in minimum payments to the next loan balance.

Bobby Hoyt is a former high school teacher who paid off $40,000 of student loan debt in a year and a half. He now runs the personal finance site MillennialMoneyMan.com full time, and regularly appears in major media, websites and national publications. *The opinions and advice expressed in this article are those of the author and do not necessarily reflect those held by APA.*

Read more about retiring your financial debt.

The Intrinsic Motivation of *Richard Ryan & Edward Deci*

By Delia O'Hara

IN 1977, two young psychologists at the University of Rochester met and began having conversations that would change their lives – and impact how the rest of us view human motivation.

Richard Ryan, PhD, then a clinical graduate student, and Edward Deci, PhD, an experimental psychologist with a math background, realized that even though they had very different ways of thinking, they had a great deal in common.

Deci had already begun to pique colleagues' interest in motivation with early experiments in the 1970s. Ryan, who had majored in philosophy in college and was on track to be a clinical psychologist, was interested in how people handled change. "Where we came together was in this common interest in autonomy in human motivation and wellness," Ryan says.

It made sense to both of them that people would be willing to do things they wanted to do. But what exactly did that mean? They spent the next decade gathering data to increase understanding of the mechanics of motivation.

So began one of the great collaborations in contemporary psychology. Over the next several decades, APA members Deci and Ryan developed the Self-Determination Theory (SDT) of motivation, which toppled the dominant belief that the best way to get human beings to perform tasks is to reinforce their behavior with rewards. Each of them now has more than 200,000 citations to his credit, putting them in the top ranks for psychologists.

The beginnings of this work are evident in a 1971 study, in which Deci tasked two groups of psychology students with solving a Soma cube puzzle in three different sessions, ostensibly as part of a research project on problem-solving. In the second session, one group was paid for each successfully completed puzzle, while the other group was not. In a third session with the same people, neither group was paid.

When Deci announced that the time was up, and left participants in each of the two rooms alone, members of the group that had been paid for their work tended to drift away from the task to read magazines, while the group that had never been paid was more likely to continue working on the puzzles. Deci concluded that the people who'd been offered money no longer experienced that intrinsic motivation.

Their 1985 book, Intrinsic Motivation and Self-Determination in Human Behavior, was "our first full statement on SDT," Ryan says. "We've always been interested in factors that facilitate or undermine that motivation, and in investigating that, we came on the idea that there are some really basic psychological needs that everybody has, whether they're in the classroom, workplace, or sports field, that help them thrive and have their highest quality motivation. Those basic psychological needs are autonomy, competence and relatedness. That's the theory in a nutshell."

Today, SDT is a meta-theory and it serves as a frame for ongoing studies. Because of the centrality of motivation in human function, Ryan says SDT "covers a lot of the turf of psychology." Brain studies have even shown that "people who feel more autonomous make better decisions," he says.

Read the full story.



Psychologists Richard Ryan, left, and Edward Deci

PHOTO: UNIVERSITY OF ROCHESTER



What's in a Name?

Supercharge Your Professional Presence with LinkedIn

APA'S INSIGHTFUL TRAINING SERIES, *"Supercharge Your Online Presence," shows you how to build an online professional brand – from how to create a compelling website, to developing effective online marketing strategies.*

Here, Daniel Wendler, MA, author of Clicking with Clients: Online Marketing for Private Practice Therapists, *shares tips for boosting your online presence using LinkedIn. Here are some excerpts. Full presentation plays in window.*

■ **Use a professional photo.** The very top of your profile is your photo, and this is something that, unfortunately, a lot of people get wrong. You want the quality to be professional, nothing that is grainy and low resolution. Have good lighting and be dressed … in clothes you would wear to meet a client. Have a professional background without anybody else in the picture. My photo is a picture of me speaking on a stage because I want to establish myself as a speaker.

■ **Add your educational credentials as part of your last name.** If you want your credentials to appear in your name in your LinkedIn profile, you have to add them to your last name. For instance, once I have my doctorate, I will add the PsyD to the end of my last name so that everybody knows that I've earned my doctorate. The other thing that you should be doing as you're setting up your name is creating a custom URL for your profile, something that actually contains your name.

■ **Make your headline work for you.** Usually, by default, [the headline] will say your job title and then your employer. That wastes critical real estate because the headline is not only the first thing that people see when they visit your profile, it's what they see after your name in search results.

You're not required to mention your exact title ... or your employer, so design your headline around your ideal opportunity. What kind of work do I do? What kind of patients do I work with? Am I interested in new jobs or collaboration opportunities?

■ **Write a catchy summary.** Your summary is a chance to give a short biography of yourself. The initial three lines are the most critical, because if you look at somebody's profile, by default, LinkedIn shows [those] first three lines and requires you to click a button to show the rest of it. Put your best, attention-grabbing stuff in the first couple of sentences.

There are two different strategies: The first is to write just a summary of your credentials and accomplishments. The second is to write more of a narrative approach, where you … talk about your passions and strengths and goals. If you're early in your career, or you're unemployed, or for whatever reason you don't have a ton of accomplishments, then it makes sense to do a more narrative summary. If you are way down the road and … you've published a lot of papers, then maybe it makes sense to just list the things you've done.

Access the full webinar series.



Secrets for Securing Grad School Research Funding

Apply Early—and Often

IT'S NO EASY FEAT *to find research money in today's arid funding climate. But there are funding sources that students might not know about — and tapping into them is a great way to impress your advisors and future employers.*

So how do you procure this money?

■ **Start Early** Begin identifying potential grants before you are even eligible to apply, advises APAGS Assistant Director Eddy Ameen, PhD. "That way, you can shape your research pathway so that it crosses a few potential funding streams."

■ **Do Your Research** There are scores of research funding sources for graduate students — as long as you know where to look. For starters, check in with your department and university for internal opportunities.

Also, be sure to ask your school's grant/fellowship office about other grants and fellowships they know of.

The APA, the American Psychological Foundation, and several other affiliated organizations also offer grants. And APA divisions, state psychology associations, and other more specialized organizations have Listservs with excellent potential funding sources.

■ **Follow the Instructions** Every step of the grant process is a test of a student's ability to be detail oriented as a researcher, so it's important to find out as much as you can about the rules of the grants you're after. It's the first litmus test for the people judging your grant – and if you even get your font size wrong, you stand a good chance of having your application in the trash heap.

■ **Reach Out** Make connections with more senior graduate students — particularly those who have received the grant you're applying for. Ask what they did, how soon they started writing their grants, and what they think helped them succeed. Ask them to be part of your review team when it's time to finalize and proof your application.

■ **Get Personal** Your cover letter is your chance to showcase your career as a scientist, and specificity is key.

Avoid vague descriptions about youself, such as, "I have a passion for science," which doesn't give the readers a true sense of who you are and why you're qualified for the award.

■ **Showcase the Fit** In addition to describing who you are as a scientist, your cover letter should convince the reader that your research goals are in line with the grant maker's mission and goals. Describe what you envision in terms of your relationship with the granting institution, why you are a great fit, and how you're to perform this project.

■ **Go Outside Your Field of Study** Make sure you factor in extra time to have your application reviewed by your advisor, other faculty who may have experience with the particular grant, and other graduate students. Consider getting feedback from scholars outside of your area of study, as well.

■ **Don't Give Up** Persistence is key in grant writing and rejection is simply part of the process. Get practice with dealing with 'no,' which is part of building your emotional resilience as a scientist.

Learn more about funding opportunities from APA, state psychological associations, private foundations and government entities.

Excerpt from article that appeared in January 2016 issue of gradPSYCH.

HOW DID YOU GET THAT JOB?

APA Member
Sean Sullivan, PsyD

is a clinician, author, and mental health expert in the development of virtual reality (VR) tools for therapists. He is director of psychology at Limbix, a health-related VR development company.

How Did You Get Your Job?

I did my clinical research during grad school on the application of technology to psychology. Then I began to write, and to put my books and chapters into digital video programs online or put them into apps.

I did an app that was based on a book that I had written. And when I was marketing that, I intersected with the CEO of a marketing firm who subsequently founded Limbix five years later. So, we stayed in touch and I was his first call when he decided to start this company.

What Do You Do?

We develop content across the whole range of what's empirically supported for virtual reality right now, which tends to be anxiety-based disorders. The basic content is exposure therapy for social anxiety and phobias.

WATCH VIDEOS

I was hired to be a content matter expert to answer any questions that came up around how psychologists practice in different settings, a psychologist's work flow, and how the product can intersect with therapists directly during their therapy or assessment sessions.

What's On the Horizon?

Health-related virtual reality is becoming a larger segment of the VR business, and mental health is a segment of that. There is really strong empirical support for using virtual-reality exposure therapy to treat anxiety disorders and the outcomes are quite a bit better than what we have seen historically. But it's only recently that VR is at a low enough cost that it's actually usable in psychology practices.



Sean Sullivan, PsyD



Nyaka NiiLampti, PhD

APA Member
Nyaka NiiLampti, PhD

is a sports psychologist who is Director of Player Wellness for the NFL Players Association, the union for professional football. She creates wellness programming for issues such as mental health and peak performance – and helps players navigate policy and programs for substance abuse and performance-enhancing substances.

How Did You Prep For Your Job?

Before this role, I [was] in private practice where I actually worked with active and former NFL players. And I worked in college counseling centers, where I worked with guys who ended up going to the NFL. So, I'm very, very familiar with the culture. And I think that that's probably one of the selling points that made me a strong candidate for this role.

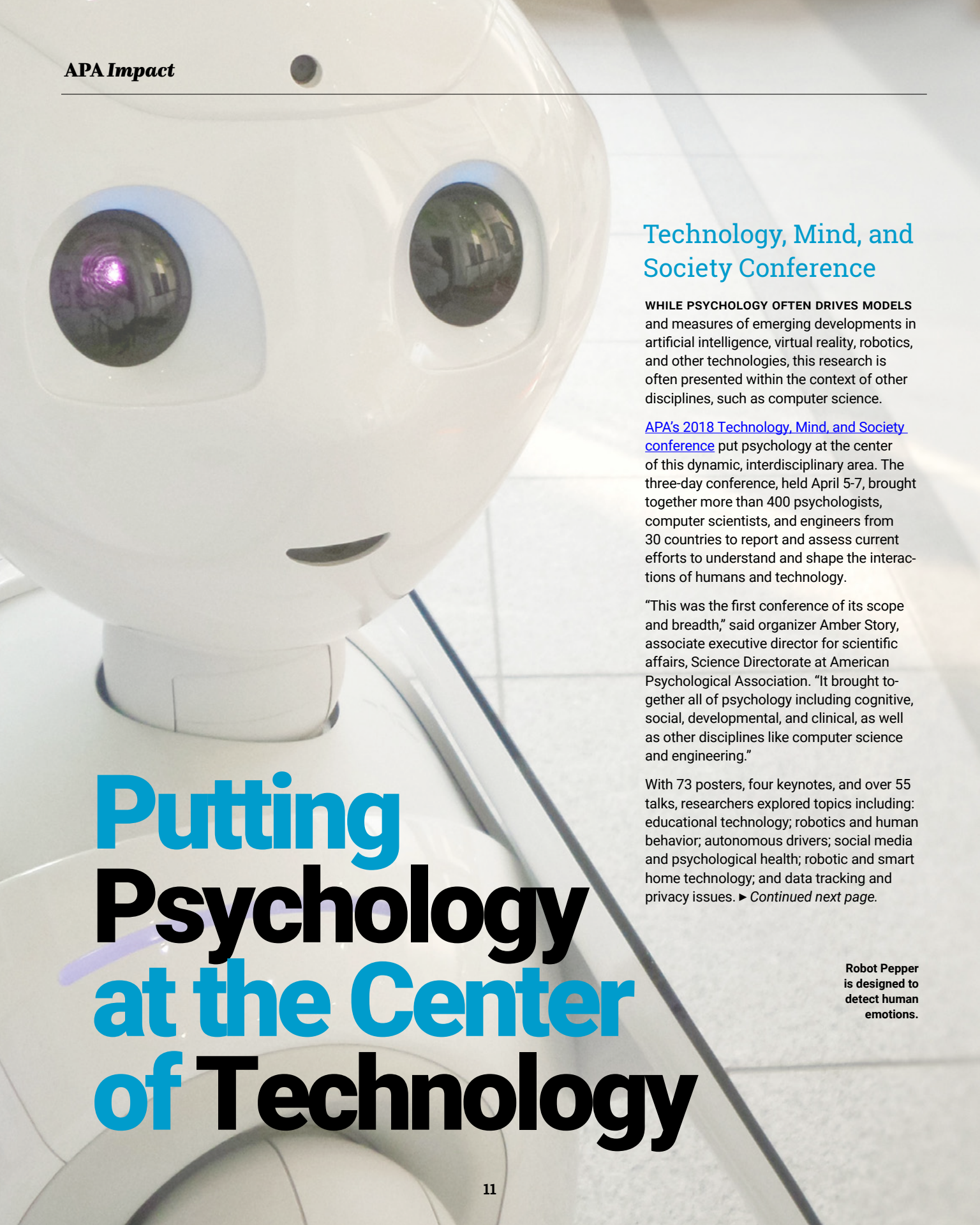
Is the Field Changing?

We are seeing a huge expansion in the professional sports arena….There is a recognition that players and professional athletes need access to psychological services.

On the college level, I'm certainly hearing more and more about positions that are becoming available that are either completely embedded in the athletic departments or are in the counseling center [with] a direct line to athletics.

As we're seeing the mental health needs on college campuses rise, we're also recognizing that the athletic population is not immune to the struggles that the regular student body is experiencing. In some cases, they actually have more difficulty with isolation and the other stressors that they're facing.

Watch video interviews with these and other APA members.



Putting Psychology at the Center of Technology

Technology, Mind, and Society Conference

WHILE PSYCHOLOGY OFTEN DRIVES MODELS and measures of emerging developments in artificial intelligence, virtual reality, robotics, and other technologies, this research is often presented within the context of other disciplines, such as computer science.

APA's 2018 Technology, Mind, and Society conference put psychology at the center of this dynamic, interdisciplinary area. The three-day conference, held April 5-7, brought together more than 400 psychologists, computer scientists, and engineers from 30 countries to report and assess current efforts to understand and shape the interactions of humans and technology.

"This was the first conference of its scope and breadth," said organizer Amber Story, associate executive director for scientific affairs, Science Directorate at American Psychological Association. "It brought together all of psychology including cognitive, social, developmental, and clinical, as well as other disciplines like computer science and engineering."

With 73 posters, four keynotes, and over 55 talks, researchers explored topics including: educational technology; robotics and human behavior; autonomous drivers; social media and psychological health; robotic and smart home technology; and data tracking and privacy issues. ► *Continued next page.*

Robot Pepper is designed to detect human emotions.



Continued from page 11

Some of the biggest buzz surrounded new developments on the social nature of robots and virtual agents – including deployments of social robots in schools, senior-care centers, and the consumer market.

Keynote speaker Cynthia Breazeal of MIT's Media Lab and co-founder of Jibo, Inc., kept audiences enthralled with her talk on "Social Robotics and Human Behavior." She presented videotaped deployments of emotionally aware and responsive robots in real environments — as conversational learning companions in schools, pediatric companions in hospitals, and as household companion robots, including Jibo.

WATCH VIDEOS

"Much of the dialogue [on social robotics] is around the future of work and how these intelligent technologies can help us make better decisions and make us more efficient and make us more produc-tive," said Breazeal. "But I find over time, the question I started asking myself more is: 'Can it actually help us to flourish?'"

The 2019 APA Technology, Mind, and Society conference is slated for October 3-5, 2019 in Washington, DC. Learn more.

EXCERPT

Social Robotics and Human Behavior

Excerpts from a talk by keynote speaker and social robotics pioneer Cynthia Breazeal, associate professor of media arts and sciences at the Massachusetts Institute of Technology.

"WE TALK ABOUT THE QUALITY OF LIFE, our ability to grow, our ability to maintain our well-being, and age with independence. To me, these are highly impactful areas for artificial intelligence and AI will not achieve its true potential until it can do these sorts of things -- as well as to address our very human selves.

Our ability to collaborate with one another, to empathize and to infer the mental states of others is our intelligence 'superpower,' so to speak. We tend to take it for granted … but these are very hard computational problems for a machine to do and it continues to be quite humbling to try to create machines that can engage with our level of sophistication and nuance.

Social robotics is a feature, it's a capability that can be applied to any kind of robot out there. We want to try to design robots that can really dance with us, that can intuit, that can respond to us in a way that really supports our human experience.

As the field has been evolving, we've been moving from focused laboratory studies into longer-term deployments in the world. We have been engaged in early childhood learning for about five years now, trying to understand … how we can design these technologies to benefit children and their families.

Far too many children start kindergarten behind and it's very, very difficult for them to catch up. We're looking at these technologies as a way to be an early at-home intervention to kind of level the playing field, so all children enter kindergarten ready to learn. These technologies could be designed potentially to be highly scalable, affordable. That's the goal.

When we looked at how young children learn through play, we were actually intrigued about designing a robot to interact more like a peer, a companion. Because, when you see two children learn together, there are moments where you may know more than your friend and you can learn things by actually teaching another.

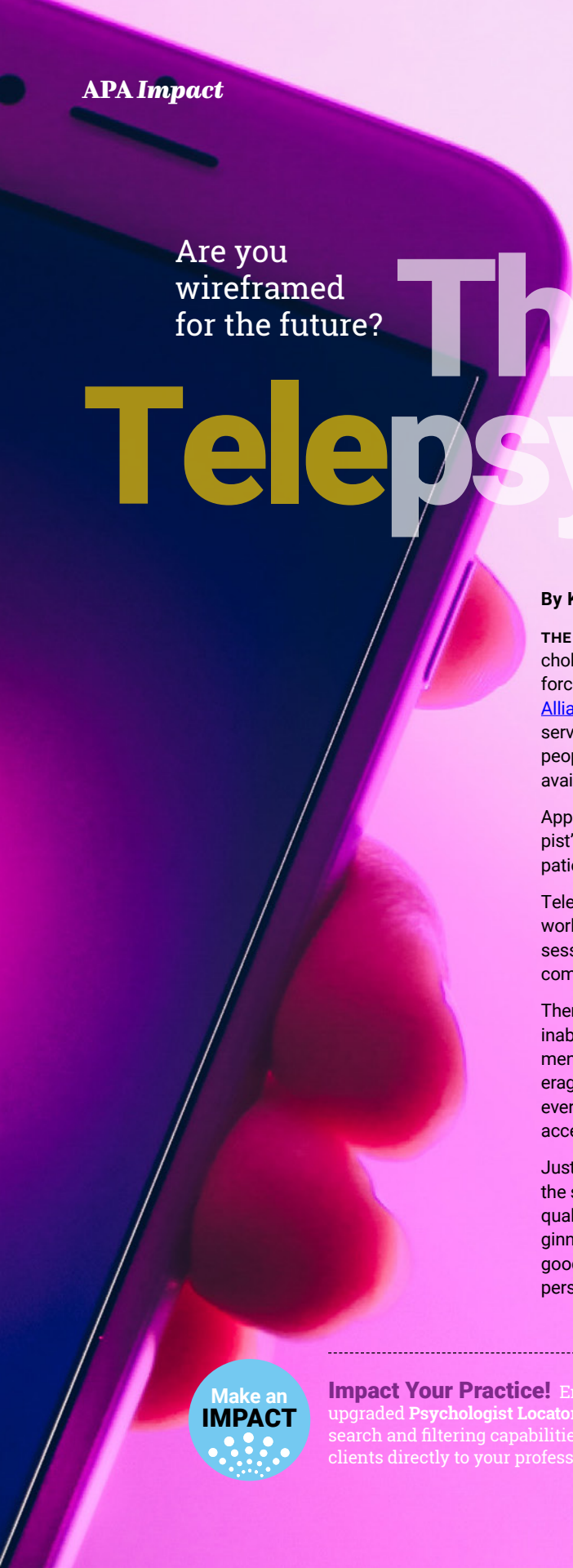
In a three-month deployment, we've been going out to Boston Public Schools with a social robot for weekly sessions … to interact with students from schools with high ESL populations. In a lot of this work, the robot tells a story in a dialogical reading process and then invites the child to tell a story. We record the child's utterances and analyze them for syntactic sophistication. We compare the vocabulary that the robot embeds in its stories and the vocabulary that children are using in stories they retell to the robot.

> "We want to try to design robots that can really dance with us, that can intuit, that can respond to us in a way that really supports our human experience."

The robot is actively learning about the child's knowledge, their oral language sophistication, their vocabulary, as well as their engagement. And we're applying reinforcement learning, which is an active learning process to have the robot try to predict, what is the optimal next personalized story I can tell to this child to maximize their learning outcomes?

There is a growing body of work that is moving towards this relational AI, this AI that can change, that can learn about you, that can adapt with you to try to pull you along an aspirational path. By doing that, it's really engaging these social and emotional mechanisms of how we experience and learn and understand the world."

Breazeal is founder and chief scientist of Jibo Inc., and author of the book *Designing Sociable Robots*.



Are you wireframed for the future?

The Rise of Telepsychology

By Katharine Carter

THE RISE IN TECHNOLOGICAL INNOVATION and online services, such as telepsychology, are occurring as the mental health field experiences a profound workforce shortage, according to Ken Duckworth, Medical Director for the National Alliance on Mental Illness (NAMI). From meditation and de-stressing to referral services and online therapy sessions, telepsychology is not only helping more people access mental health care, it is also an effective way of increasing the availability of care.

Appointments can be scheduled around busy lives; the need to drive to a therapist's office and wait to be seen is eliminated; and there is additional privacy, as patients won't run into anyone they know.

Telepsychology also gives providers a unique "window" into their patient's world. While most people tend to present their best self in person, in an online session, practitioners may see signs they wouldn't have seen if the patient had come to their office.

There are many challenges to telepsychology as well. The biggest barrier is the inability to access or use technology, on both sides. NAMI's past surveys on mental health parity indicate that even though anyone who has telehealth coverage for physical health care is entitled to the same for mental health care, not everyone has coverage that includes telehealth, which could make it difficult to access telepsychology services.

Just a few years ago, there was concern that telepsychology would not offer the same level of care as traditional therapy, similar to the uncertainty of the quality of online education compared with in-person education during its beginnings. But Duckworth notes that this has not been the case: "There is pretty good evidence that therapy is considered as good through technology as it is in person."

Make an IMPACT

Impact Your Practice! Enhance the reach and professionalism of your practice with APA's upgraded **Psychologist Locator**. This exclusive tool – free for APA member practitioners – uses robust search and filtering capabilities, simple navigation, and APA-supported promotion to drive potential clients directly to your professional profile.

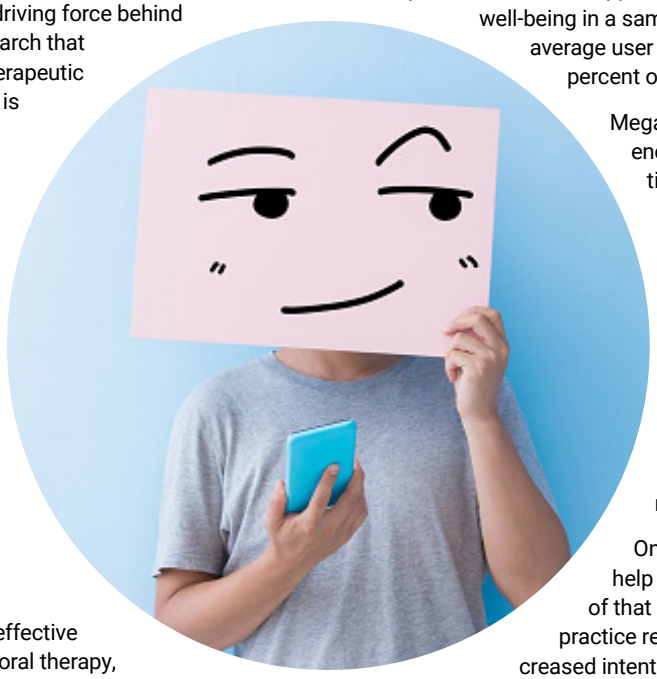
Learn more about APA's Psychologist Locator.

APP-HAPPY

Using science to fuel mental health technologies

By Katharine Carter

AS TECHNOLOGY IS BEING USED to change how mental health services are offered, psychologists can be found at start-ups, tech firms and companies that run websites and create apps. These psychologists often are the driving force behind the technology – providing the research that ultimately shapes the treatment, therapeutic exercises, or any other content that is available through the product.



Ofer Leidner, co-founder and president of Happify, a tech company that provides emotional support for people through their website and mobile app, works closely with researchers who have studied the delivery of behavioral therapy. "I saw that the tech market was ripe to bring mental health into the tech field – or to merge the two," he says. To do that, he realized he needed to use research to determine what services should be provided by the product.

"We began by identifying the most effective interventions from cognitive behavioral therapy, positive psychology and mindfulness-based stress reduction, and then created a digital delivery framework that allows these interventions to be more accessible, fun and easy to use," he explains.

Even though Leidner is on the technology side of things, he studied outcomes around mental health from the beginning, because he knew that scientific measurement was the best way to determine what services should be provided. Conversely, research sometimes dictates what should not be included.

That's exactly where Acacia Parks, PhD, Happify's chief scientist comes in. She is tasked with finding research that supports the services Happify provides.

"It's my job to say 'no, we can't do that, based on the research that is out there,'" says Parks. Another option is to include the content in an experimental way, with clear communication that it is not yet supported by existing research.

Research also is important in evaluating how well the tool works. The research arm of Happify, Happify Labs, is currently conducting nine studies to verify the effectiveness of its tool.

Their first effectiveness study was published in the *Journal of Medical Internet Research*. It used data from the users and explored whether the app was a good predictor of increased well-being in a sample of users. It found that the average user improved in well-being about 27 percent over eight weeks.

Megan Jones Bell, PhD, is the chief science officer at Headspace, a meditation and mindfulness company that provides meditation techniques online and through an application. "We rely on the general mindfulness research, but also the 16 published studies that prove the efficacy of our product," she says. "Our mission is to improve the health and happiness of the world, and the only way we know if we are achieving this is through research."

One study shows how Headspace can help to reduce aggression. The results of that study found that daily meditation practice reduced aggressive behavior and decreased intent to harm among Headspace users.

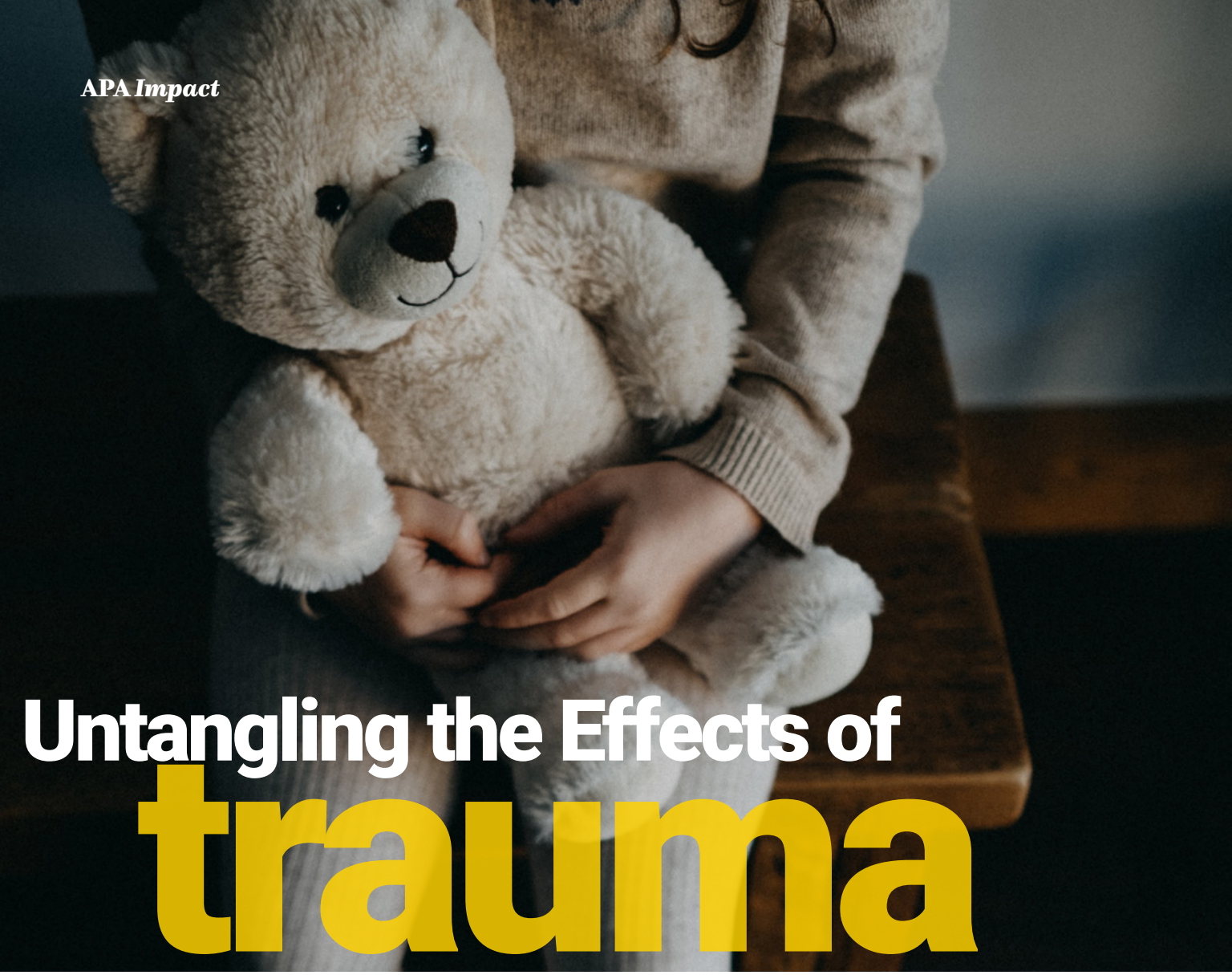
Headspace collaborates with over 35 academic medical centers, and there currently are over 60 clinical studies being conducted by external third-party researchers to scientifically evaluate their approach to meditation, says Bell.

Know Best Practices

Before providing any telemental health services, practitioners should familiarize themselves with relevant guidelines for this practice area, such as those available through the Telebehavioral Health Institute [PDF file]. APA also has guidelines for the practice of telepsychology.

While guidelines do not contain enforceable standards, they represent each profession's consensus statement on telemental health best practices.

Learn more on the APA Member website.



Untangling the Effects of trauma

By Katharine Carter

Building a Trauma-Informed Practice

BETHANY BRAND, PhD, has been a clinical practitioner for 25 years. In her first year of graduate school, she conducted psychological testing on children, and she realized that many of them had been traumatized by maltreatment, abuse, or witnessing violence. When she asked her professors how their psych testing would be altered by their traumatic experiences, nobody knew.

In that moment she became aware of the need for psychologists to be educated on how trauma affects people.

Because the responses to a traumatic experience — such as anger or fear — can seem like a regular display of emotions that are not the result of trauma, it is important to recognize these emotions and behaviors as possible trauma symptoms, without dismissing them as just "moodiness," she says.

The statistics are grim. Sixty percent of adults in the U.S. experience abuse during childhood, and 26 percent of children in the U.S. will witness or experience a traumatic event before they reach four years of age.

The effects of trauma are not always easy to pinpoint. For example, if a traumatized individual also shows signs of depression, that client might be treated for the depression without ever becoming aware that the underlying reason for their depression could be trauma.

Some clients with a history of trauma may have symptoms that are easier to identify than depression, such as clearly recognizable post-traumatic stress disorder (PTSD), Brand points out. But not all people who have been exposed to trauma have PTSD. Other effects include mood disorders, dissociative disorders, and substance abuse disorders.

▶ *Continued next page.*

▸ *Untangling Trauma, continued.*

Survivors of abuse-related traumas, especially those occurring during the developmental years, often do not have skills such as self-soothing or emotional regulation, so practitioners need to focus on stabilizing the client first in these situations.

After becoming trauma-informed herself, Brand is now much more mindful of continuous assessment — and not just in the early phase of treatment. "Session by session, I am watching to see if someone is connected, and watching for cues to see if they disconnect — if they are shutting down," she says.

Clients who do not want to discuss trauma have the right not to, adds Brand. Those clients usually just want their therapist to get them as stable as possible without addressing the trauma, and sometimes they still benefit from the treatment, she points out.

Read the full story.

Creating Trauma-Informed Spaces

TRAUMA-INFORMED SYSTEMS ADVOCATES point to a growing need for businesses, organizations and agencies to incorporate trauma awareness into their organizational cultures — and even into their bricks and mortar.

Any location that is trauma-informed should incorporate an understanding of the impact of trauma and knowledge about trauma into policies, procedures, and practices to resist retraumatization. This is especially vital in facilities like homeless shelters, medical facilities, or office buildings.

In domestic violence shelters, for example, it is important for people to offer locations away from windows, in case people have anxiety about being seen or a fear of being followed by their abusers. A trauma-informed hospital would choose not to use restraints on patients to prevent the retraumatization that can come from feeling captured.

While the odds might be higher of coming into contact with people who are suffering from trauma in medical settings, many nonmedical workplaces would benefit from this kind of training to prepare for possible interactions with trauma survivors.

This might include incorporating seating options where people's backs are to the wall, so they don't have to worry about anyone coming behind them unexpectedly, or placing seats by an exit, so people don't feel trapped.

Learn more at Trauma Informed Care Project.

Complex Trauma in Classrooms

Growing violence in U.S. communities and inside schools is causing heightened anxiety and fear among parents, children and educators. While new school safety measures are being implemented on the federal level, a growing number of mental health providers are being called on to develop programs addressing the psychological trauma inflicted by school violence.

APA recently hosted a webinar on this topic with clinical psychologist Laura McArthur, PhD, who co-directs HEARTS in Colorado – a whole-school, multi-level prevention and intervention program for creating trauma-informed, safe and supportive schools.

Weaving together research from experts in the field of complex trauma, attachment theory, and interpersonal process in therapy, HEARTS aims to give student caregivers the will and the skill to adapt to the daily challenges of working with children impacted by trauma.

Resources and Further Reading

Join APA's Trauma Division (Div. 56) for scientific research, professional and public education, and the exchange of collegial support for professional activities related to traumatic stress. Div. 56 also provides trauma-related trainings at the APA annual conference.




Kimberly Kinzig, PhD

HOW DID YOU GET THAT JOB?

Kimberly Kinzig, PhD

is associate professor of psychological sciences at Purdue University, where she operates a research lab and teaches undergraduate and graduate courses in behavioral neuroscience.

What's the best way to prepare for an academic career in neuroscience?

I think that probably the most important thing is to do solid research. Ask important questions. It used to be that you would do a post-doc for maybe two or three years, but the lengths of those has increased because there are limited job opportunities for faculty. The number of PhDs has outpaced the number of available faculty positions. So, the post-doctoral period is really important for establishing a record that you're a productive person, and that … you're a good scientist.

Learn how to be a writer, how to effectively put proposals together to try to get funding, because funding is a big part of the thing that we do. Also, being able to communicate your research in scientific journals is important.

A lot of people when they go into graduate school for behavioral neuroscience, they've already got a little bit of lab experience, but grad school is the time to learn how to do a lot of different techniques -- from behavioral techniques to molecular techniques – and to hone those skills to be able to use them to address questions that you have.

What is your typical day like?

I spend a fair amount of time preparing and refining lectures, and course material. Then a little bit of time in the classroom, and then in the afternoon I typically work on research, which can include a variety of things. I spend a lot of time working on grant proposals because my research program is expensive, and it requires external funding in order to run at the best level. That requires a lot of time reviewing relevant literature and going through data we have.

What other careers are there for neuroscientists today?

As far as other people with this kind of career … some people take the non-academic route and go into industry, where they're working at places like pharmaceutical companies. What you do in those jobs can vary … but some are very much like what we do in running our labs and conducting research – without the teaching part. And some are very different, where the research is directed by the company rather than by the individual.

Access the full webinar series.



the life-changing power of mentors

By Heather Stringer

SELECTING A MENTOR *can be one of life's most important decisions. It takes many forms, ranging from the formal arrangement between a student and adviser in graduate school to informal relationships people develop throughout their careers.*

Here's how one mid-career psychologist found her mentor and how she is paying it forward by mentoring others.

Marietta Collins, PhD, is associate professor, psychiatry and behavioral sciences, Emory University School of Medicine in Atlanta.


Marietta Collins. PhD

How did you find a mentor?

I was in my third year of graduate school when I applied for a research assistantship with Nadine Kaslow, who worked in psychiatry and behavioral sciences. We shared an interest in providing mental health services for underserved populations, which had not been an emphasis in my clinical psychology program. I hadn't been able to find a mentor, and she was someone I could connect with.

How did your mentor help you succeed?

Nadine believed in me and encouraged me in a way that nobody else ever had. I was an African-American in a predominantly Caucasian field, and she believed there was a place for me not only as an African-American, but also as a researcher focused on underserved populations. She was one of the first non-African-Americans I felt I could talk openly with about race issues.

She also created opportunities for me professionally. When she was writing an NIH grant about pediatric sickle cell disease, Nadine invited me to be part of the process. Once she received funding, I helped with the study. This experience helped me when I went on to write grants of my own.

How are you paying it forward?

I created two graduate-level courses on teaching and a teaching-fellows program. More than 100 graduate students have gone through the program and of those, seven have won national teaching awards.

Overall, I try to involve graduate students in every aspect of my work, and always publish graduate student co-authors. I get so much satisfaction from watching these students succeed, whether it's giving their first lecture, publishing research or landing their first job.

Read more first-person mentoring stories.

10 Ways to Find a Mentor

1. Reach out to a professor.

2. Attend APA's Annual Convention and approach someone with like interests.

3. Assist a researcher involved in a study that interests you.

4. Serve on an APA committee, board or project and network with people in the group.

5. Reach out to a practicing psychologist who has expertise in your specialty.

6. Explore APA resources that offer mentoring at www.apa.org/gradpsych/2005/01/mentor-find.aspx.

7. Know what you need in a mentor and start looking for these qualities in people you meet.

8. Get involved in smaller state or local psychological associations.

9. Approach someone during a field placement while in graduate school.

10. Leave your comfort zone by going outside your own department, especially if you're pursuing interdisciplinary research.

Visit our member Mentor Content section.

Excerpt from article that appeared in June 2016 issue of Monitor on Psychology.

In Their Own Words

APA Testimonials: Members share APA's impact on their lives!



"If you call yourself a psychologist, you should be a member of APA. If you're a student of psychology, you should be a member of APA. It's our professional home and **it is the only organization that speaks for all of psychology** in the United States."

–Thomas Plante, PhD,
APA Fellow,
Professor of Psychology,
Santa Clara University



"From a research perspective, **APA has provided a venue to present and disseminate my research** and to familiarize myself with new, ongoing research in the field. Furthermore, APA's resources, reports, publications, practice guidelines, and standards of care have been an integral base in my clinical practice, assuring that it is evidence-based."

—Sarah Beckwith, PhD,
Clinical Psychology Resident,
Houston VA Medical Center



"Coming to APA for the first time has been a fantastic way for me to network with people in my field and become more informed on up-to-date research regarding evidence-based practices. **It has created such a revival of passion for multicultural psychology,** and it has kept me interested in developing new research ideas."

—Daniel Lattimore,
PhD candidate,
University of Memphis



"Since joining APA, I have been given opportunities to be part of division leadership, advocacy events, professional presentations and mentoring. From helpful Listserv emails, research and calls to action—to social hours at conventions—**APA membership has helped me develop my professional identity** and conceptualization of the discipline of psychology."

—Sharon Malinowski, PsyD,
APA Division 18
Section Chair



NETWORKING WITH EASE

How to schmooze with the best of them

By Rebecca A. Clay

LEARNING HOW TO CONNECT with others gives academic job seekers an edge — and is a foundational skill that psychologists will need throughout their careers.

Some tried-and-true advice from a range of academic psychologists:

■ **Start early.** Lay the groundwork for your future job hunt when you begin graduate school. Pick a mentor who has good connections, knows the field and is known in the field. The most important factor is a faculty member's publication record: Check Google Scholar to see how often, and how widely, the faculty member is cited in the literature.

■ **Get involved off-campus.** Don't just focus on your graduate studies or your job hunt: Get involved in activities that will help you meet people outside of your department and university.

■ **Become active in APA divisions or APA governance,** which offer volunteer positions that can expose you to some of the biggest names in the field.

■ **Go to conferences.** APA's Annual Convention is a major networking locus and one of its main draws for job seekers is APA psycCareers LIVE, a job-hunting hub that features career-management sessions on such topics as networking, one-on-one career coaching, and booths of employers hoping to recruit psychologists.

APA division happy hours are a great way to make informal contacts or approach leaders in your area of interest — and there also are early-career and American Psychological Association of Graduate Students suites, which offer more intimate venues for networking.

■ **Resist shyness or introversion.** It may be tempting to skip happy hours and other social events at conferences but they're worth the extra effort. Learning to schmooze is an important academic skill. Be ready with a polished "elevator speech" that includes what question your research addresses, why it's interesting and why it's important to the person to whom you're talking.

■ **Build your brand via social media**. Be careful what you post on any social media site, but do use Twitter and other social media platforms to talk about your research and connect with other psychologists and researchers outside of meetings.

■ **Activate your mentors.** Don't be shy about asking your mentors to network on your behalf as you search for a position. It's routine for professors and researchers to have calls with colleagues around the country who are seeking to place graduates in good jobs.

Networking Challenges for Women and Minorities

Among the special networking challenges women and minorities face is the experience of imposter syndrome, says Kevin Nadal, PhD, president of the Asian American Psychological Association.

"Women, people of color and LGBTQ people are often the first in their families or communities to enter academia, and because of that, often there are internalized fears of incompetence or imposter phenomenon," he says.

To build your confidence and your network, get involved early on with such groups as APA's Minority Fellowship Program, LGBTQ Scholars of Color and the Latina Researchers Network. Joining the National Center for Faculty Development and Diversity network is another great way to expose yourself to faculty from universities all over the country.

From several articles appearing in the June 2016 issue of Monitor on Psychology.



How APA Supports Early Career Psychologists

APA recognizes the unique interests and concerns of early career psychologists (ECPs), our fastest growing member cohort. Your voice will help shape the future of the discipline and our association. APA offers you these targeted resources:

1 Career development and access to courses that will continue your learning in the field, including live and VOD professional training seminars, and "How Did You Get That Job?" webinars.

2 Multiple ways to connect with fellow members, like an early career e-mail discussion group.

3 Networking opportunities, including access to membership in 54 APA divisions in your area of interest.

4 Financial planning blog posts, videos, and interactive tools. Articles on work-life fit and family matters.

5 Research and travel grant roundups.

6 Support in creating an Individual Development Plan.

7 Leadership and mentoring opportunities.

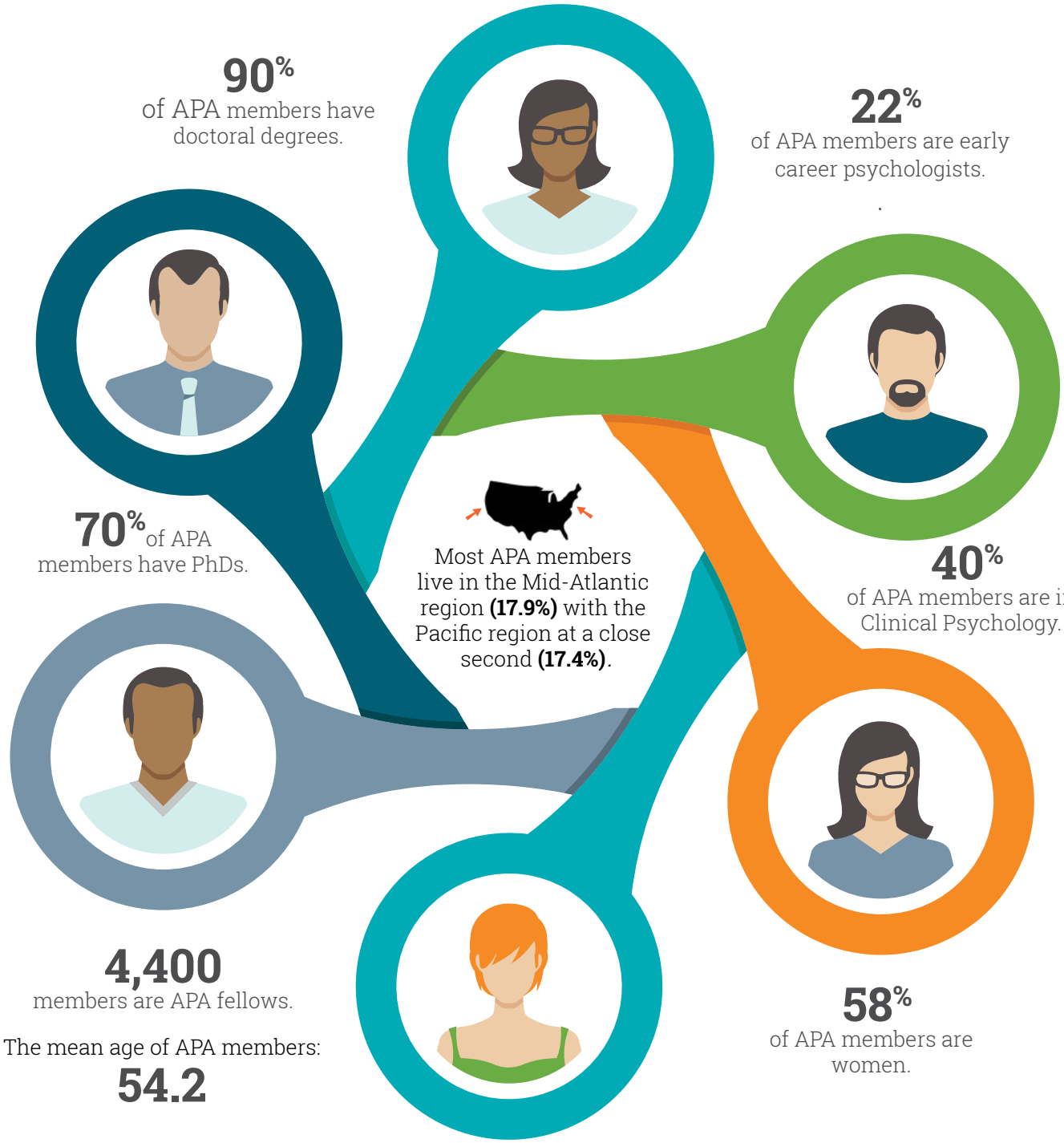
8 Federal advocacy for social justice issues and discipline-specific matters.

We're Diving Deep!

You can find information about these resources and much more on the membership section of APA.org, on.apa.org/members and at on.apa.org/early-career.

Be on the lookout for new, special programming on:

- Ensuring licensure is more accessible upon graduation.
- Expanding leadership development courses and programming.
- Increasing advocacy for the preservation of loan forgiveness programs and traditional career pathways.
- Helping ECPs pursue meaningful careers in new and emerging settings.
- Creating more spaces for ECPs to lend their skills to address social problems.



APA Fast Facts

Source: 2017 APA Directory - Compiled by Center for Workforce Studies

PSYCHOLOGIST LOCATOR
An official product of the American Psychological Association



A Better Way for Patients to Find You

Introducing APA's Upgraded Psychologist Locator

As part of APA's efforts to deliver you more valuable, relevant benefits, we are introducing a newly upgraded Psychologist Locator! This dynamic online tool — exclusively for APA member practitioners — uses robust search and filtering capabilities, simple navigation, and APA-supported promotion to drive potential clients to your professional profile, where they can learn about your areas of expertise, background, treatment options, office hours and more.

To take advantage of this free benefit of your APA membership and enhance the visibility of your practice — create or update your profile today!

For more information, visit: on.apa.org/locator