Welcome from the Board President

We are approaching another APA convention, which lets me know that I have now been the President of the Academy for over a year, which is a good time to reflect on where we have come as an organization during this time and where we are going. In my last few columns, I have reported on goals for the coming year and changes that we were making to enhance our Academy. As I reflect on the last year, we have actually come a long way. We have: passed new bylaws which cleaned up several areas of infrastructure; improved and refined our governance infrastructure; added new Board members, including Early Career Psychologists for sustainability and mentoring; stabilized our finances; added special discounts and memberships for those who have retired and for early career psychologists and graduate students to become involved even before obtaining their own diplomates; developed and conducted advanced training workshops in conjunction with other conferences; developed an excellent newsletter that is disseminated to Academy members and others (and will be available at APA); enhanced the mentoring program to help those seeking to become diplomates in couple and family psychology; developed a closer working relationship with the American Board of Couple & Family Psychology (ABCFP) which does the review of credentials and applications as well as the examinations for becoming ABPP in our field; become more active in the other family psychology specialty councils and entities within ABPP and APA as we look to the future of family psychology; enhanced our website; received funding to develop and print a new brochure for the Academy to disseminate; added a significant number of new diplomates who have achieved ABPP status in our field, and now have the largest number of paid Academy members in recent history; and developed a Fellows program for active members of the American Academy of Couple & Family Psychology (AACFP) that is renewable each 1-2 years when dues are paid and CEIs are obtained. The latter allows our diplomates to indicate such a recognition in displaying or reporting their credentials to others.

Whew, that is quite a bit in one year!!! No wonder we are tired! I wish I could take credit for all of the above accomplishments and work that have occurred in the last year or so, but I can’t. It has been a team effort, and it has been my privilege to have an excellent, dedicated, hard-working group of Board members, newsletter editors, and others to help in these efforts. Our work is not done though. In the next year, we plan to focus on and highlight accomplishments and ideas of other Academy members in the newsletter, expand the articles and interviews in it, and make it an important resource for those in our profession. We also plan to focus more on ethical issues in the field, and work with APA and other ethics committees to discuss concerns about mental health professionals working in forensic arenas with situations that involve couples and families but who are not trained nor have expertise in couple or family psychology (see column in this issue on page 12). Increasing the number of advanced training workshops sponsored or co-sponsored by the Academy is another goal. Continuing to encourage people to apply for the diplomat is an ongoing process, and we will continue to refine our mentoring program by having more people in this role. We will continue to work with the ABCFP to refine the process for becoming a diplomat, and to encourage more family psychologists to apply. We are also hoping to clearly frame the field of couple and family psychology to open the discussion of identity issues for those practicing in this field who may not be portraying, identifying, or referring to themselves as family psychologists. Another important goal is to develop a closer relationship with Division 43 of APA (Family Psychology), both in general as well as with more joint efforts at the APA convention and throughout the year. So, we still have a lot to do! However, I am optimistic that with the commitment and efforts of those in leadership positions in Division 43, ABCFP and our AACFP, I will be able to report the above have been achieved in my column at this time next year when I turn over the reign to Michele Harway.

I look forward to meeting some of you at APA, or at another meeting during the year. If you have any questions, or ideas for us to consider, please email me. Thank you for your attention, and have a good convention.

Take Care,

Bob Geffner, Ph.D., ABPP, ABN, President
hgeffner@pacbell.net
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Dear Academy of Couple & Family Psychology members,

It is with great enthusiasm that I welcome you to the third issue of the newsletter! This issue focuses on the history and future of the Academy as well as some exciting interviews with fellow Academy members, Dr. Nadine Kaslow, Dr. Florence Kaslow, and Dr. Susan McDaniel as well as a special article on the process of board certification from the President of the American Board of Couple and Family Psychology, Dr. Thomas Sexton. It also features articles from Dr. Daniel Araoz and our President, Dr. Bob Geffner. In addition, we share some of the exciting events our members are involved in at the upcoming APA convention.

The purpose of this newsletter is to serve as a vehicle for promoting fluent communication among Academy members and to encourage the exchange of ideas between psychologists. As your newsletter editor, I encourage you to submit your articles, photographs, and input to help keep the newsletter entertaining and informative. Please send your material to silverman.rachael@gmail.com and martharuiz26@gmail.com.

The newsletter will continue to be available online on the American Academy of Couple and Family Psychology website: http://www.familypsych.org/. The website address specifically for the newsletter is: http://www.familypsych.org/aacfp/afp_newsletters.html. It is accessible to the public.

Please feel free to offer any suggestions or recommendations for the improvement of the newsletter.

On a personal note, I would like to thank Florence Kaslow, Ph.D., ABPP, Andrew Benjamin, J.D., Ph.D., ABPP, and the co-editor, Martha Ruiz, Psy.D., for their dedication, time, and hard work assisting me with this newsletter. I feel it is an honor to be involved in this prestigious organization and I look forward to continuing my work as your editor.

I hope to see you at the upcoming APA convention! Happy Reading!

Rachael Silverman, Psy.D.
Greetings from the American Board of Couple and Family Psychology!

We would like to inform members of the Academy about our most recent board meeting and activities. We are most congenial and productive board, and have worked diligently to keep current with changes in the field as well as in technology. To this end we have implemented a secure and confidential system for cloud-based access to exam forms and candidate information. No more sending forms via snail mail, or making lots of photocopies – time to come into the 21st century! We are pleased to have had more applicants and candidates in the past two years than in previous years. Please welcome our newest members: Cindy Carlson, Lyn Greenberg, Lien Tien, Corinne Datchi, Don F. Zeidlhack, Beth M. Cooper, and Christen Carson. Current initiatives include: enhancing our presence at the annual ABPP Workshop Series (attending and presenting), creating a uniform process for examiner training, developing and identifying continuing education courses which would assist prospective applicants in obtaining the required training necessary to be eligible for candidacy, re-engaging in the Periodic Review process, diversifying the membership of this board, consideration of various sub-specialties, and establishing procedures which align with the Central Office requirement for Maintenance of Certification. As you can see there is much to accomplish, and I look forward to following in the capable footsteps of our current President, Tom Sexton, as we move into 2015. The Board is always interested to hear your feedback and participation.

Allison Waterworth, Psy.D., ABPP

Our President, Bob Geffner, wrote a grant proposal for $1,000.00 to fund the designing and printing of brochures that will focus upon the highlights of the Academy.

CSPPA awarded the $1,000.00

Thank you, Dr. Geffner!

Division 43 has a new President for 2016!

CONGRATULATIONS,

Anthony L. Chambers, Ph.D., ABPP-CFP!!
Interested in Board Certification?

**Psychologists:** If you are interested in board certification in Couple and Family Psychology, I would encourage you to go to http://www.abpp.org/i4a/pages/index.cfm?pageid=3359 in order to download and review the ABCFP materials.

There are three pathways to demonstrate specialty education, training, and experience, including the Senior Track for individuals with over 15 years of experience who meet specified criteria. Our board is committed to creation of a positive and professional application and examination process. If you decide to pursue board certification, you may have a mentor assigned to assist you through the process, if you so desire.

**Clinicians:** Involved in educating and training psychology students in a predoctoral or postdoctoral venue that includes a Couple and Family Psychology emphasis, we invite you to consider ABCFP board certification.

**Faculty members:** In a doctoral program that includes a Couple and Family Psychology track, we encourage you to consider board certification as a demonstration of your competence in the specialty and as part of your modeling of postdoctoral certification. Finally, we encourage you to enlist your students in the ABPP Early Entry Program (see below).

**Pre-licensure individuals:** Students or recent graduate of a program that included a track or emphasis in Couple and Family Psychology, we encourage you to start the process of progression to-ward board certification through ABPP at a reduced fee. See information on the Early Entry Program at: http://www.abpp.org/i4a/pages/index.cfm?pageID=3299 and start the process now.

We appreciate your interest in board certification in Couple and Family Psychology. Please contact any member of the ABCFP board if you have any questions or concerns about the process. We are happy to respond to your inquiries.

**Bob Geffner, Ph.D., ABPP, ABN**
President, AACFP
bgeffner@pacbell.net
AACFP Board Members 2013-2014

President: Robert Geffner, Ph.D., ABPP, ABN

Past President and Nominations Chair: Lenore Walker, Ed.D., ABPP

President Elect 2014-2015: Michele Harway, Ph.D., ABPP

Consultant to the AABCFP: Florence Kaslow, Ph.D., ABPP

Treasurer: G. Andrew H. Benjamin, J.D., Ph.D., ABPP

Secretary: Cristopher P. Tobey, Ph.D., ABPP

Member at Large: Karen Prager, Ph.D., ABPP

Member at Large: Anthony L. Chambers, Ph.D., ABPP-CFP
Interview with Dr. Sexton: Process of Board Certification

Thomas Sexton, Ph.D., ABPP, is a Diplomat in Couple and Family Psychology, the current American Board of Couple and Family Psychology President, a Fellow of the American Psychological Association, and a deeply respected pioneer in psychotherapy and in the area of family psychology. He is also considered an expert on the process of Board Certification, specifically the process of Board Certification in Couple and Family Psychology. He has been kind enough to share his knowledge and firsthand experience of the board certification process with us. Interview was completed by Rachael Silverman, Psy.D.

RS: What is ABCFP?
TS: ABCFP is a specialty board of the American Board of Professional Psychology representing the practice of Couple and Family Psychology.

RS: Why is board certification important?
TS: Board certification is important because many graduate training programs do not have specializations in Couple and Family Psychology. That means board certification demonstrates specialized training in this specialization of Psychology. If you want to distinguish yourself as a specialty provider and practice at the best level of care, board certification is the vehicle to make yourself stand out and show your skills and abilities. It is certification at the diplomat level that allows you to identify as a specialist through the specialized training you receive as a diplomat. Our responsibility as professionals is to ensure that we are providing the public with the highest level of care and being board certified ensures that you are do this. There are many people that practice without specialized training at the intervention level. It is important for clients to distinguish those who are trained from those who are not.

RS: Why is board certification in Couple and Family Psychology important?
TS: One of the reasons why board certification in couple and family psychology is a specialty in APA is that it has been determined to have its own theoretical model and unique intervention and assessment procedure. A common misunderstanding in family psychology is that a lot of people practice it without realizing that it requires specialized skills, experience, knowledge, and training.

Another reason we have board certification in Couple and Family Psychology is because there is not very much specialized training in graduate school and in post graduate school available. The evidence suggests that providing clients with clinical problems in the family and couples area with specialized family and couple psychologists is best and most effective so in that way being a diplomat protects your clients, promotes specialization, and provides specialized training.

RS: What is the difference between the Board and the Academy?
TS: The Board is different from the Academy. The Academy’s function is promotion and advocacy and the Board’s function is the examination process. The Board is made up of elected diplomats who are elected by board members. The board is always looking for diplomats who are interested in helping craft the exam, promoting the Academy, and wanting to improve and shape the process and advocates who want to keep the specialty alive by running for election for the Board.

The Board and the Academy work together. It is a very collegial process to make sure that the family and couple specialty stays specialized. It is in our best interest to help the clients get the best care and a way to ensure that is by providing clients with a practitioner who has the highest level of certification, which is board certification.
RS: Please provide us with a summary of the board certification process.

TS: There are three routes in board certification to indicate to the profession that you have the specialized skills and training to practice at the highest level with the best of the current practice. The Board’s job is to set standards and administer exams. We have moved to a competency based model, so all of the manuals and materials are competency based. We look for all of these different levels in our certification, so here are the three routes to certification:

1st route is for those with a doctoral degree from a doctoral program with either a major or minor in Couple and Family Psychology and they meet the ABPP generic requirements for our specialty.

2nd track is for individuals who don’t have that doctoral training in family and couple psychology…this track is for those who gained the competencies through their postdoctoral training. This route is the alternative route; they go through more exams.

3rd track is the senior level option. This track recognizes those in the field for 15 years and who meet all the generic requirements such as the doctoral degree and a strong identity with Couple and Family Psychology.

TS: The difference between the tracks is that we look for competencies differently. We look for different evidence of those competencies depending on the track. For example, for the 3rd track, the senior track, we ask for books and publications relevant to couple and family psychology and for the 1st track, we ask for their coursework in the specialty of area of Couple and Family Psychology.

We look for the candidate to meet competency and evidence that they identify as a Couple and Family psychologist, so it’s all about competency and identity.

RS: Please tell us more about the competencies.

TS: There are two different competencies: Foundational Competency and Functional competency

The Foundational Competency is broken down into 3 parts: identification as a family and couple psychologist; ethical and legal competency; diversity and interpersonal interaction competency

2nd category Foundational Competency: 7 competencies that everyone has to meet

1. Conceptual and scientific
2. Case conceptualization
3. Assessment
4. Intervention
5. Consultation
6. Supervision
7. Teaching

The last 3 (Consultation, Supervision, and Teaching) are only elected if identified as important by the applicant.

RS: What are the three stages of the Board Certification process?

TS: The 3 stages of the Board Certification process:

1. Application of eligibility to central ABPP office – they see if the candidate meets the generic competencies to be ABPP candidate qualified
2. Once the candidate has passed the generic requirements, the Board looks at their materials at 2 levels: screening to see if they have the specific competencies and identities before the candidate goes to the exam
3. The examination conducted by the Board is four hours and requires a presentation by the candidate, an ethical vignette, and an examination of competency in each of the areas, depending on if the candidate is on Track 1 or Track 2. Part of the practice sample is the professional statement and the professional sample. Track 1 or Track 2 provides a video sample (senior track just does written material). There are three people on the committee. There is a procedure on scoring and the candidate receives feedback at the end from the committee on areas the candidate can improve. The oral exam is collegial, respectful and sharing of ideas…it is interaction based. We
We pride ourselves on having a professional committee and on being collegial, cultural, and respectful. This is a learning experience—we provide feedback and help guide the candidate on areas that he or she may need to provide more information.

RS: What if you did not complete your doctoral degree at a program with a major or minor in Couple and Family Psychology, did not receive training at your postdoctoral level in Couple and Family Psychology, and are not at the senior level yet? Are you still eligible?

TS: Yes, of course. That is why we have Track 2; it is called the alternative route. We look for evidence to see the candidate’s competence in the competency areas in other ways. For example, we look to see the series of courses in Couple and Family Psychology area that they’ve completed during their doctoral coursework, we look at what CEU’s they’ve taken, and the supervised experience they received afterwards knowing that they were not in a Couple and Family Psychology specific program. As a Board, we find creative ways given the current environment to help candidates reach this level. A person who identifies as a Couples and Family Psychologist and had supervision in the field will still be able to gain substantial experience and meet the competencies in a non-formal.

RS: Anything else you would like to share with us about the Board Certification process?

TS: We have a mentorship program so every person who completes stage 1 is assigned a mentor and is given the book Specialty Competencies in Couple and Family Psychology (Specialty Competencies in Professional Psychology) written by Mark Stanton and Robert Welsh.

10 BENEFITS OF BOARD CERTIFICATION

1. ABPP Free Records Bank
2. Once you complete the board certification process, you will receive 10 CE credits from the ABPP. In certain states, the ABPP may fulfill additional CE requirements for licensure during the period in which the ABPP was awarded. Please refer to your state laws and regulations for guidance.
3. Board certification is recognized in the APA Membership directory and the National Register of Health Service Providers in Psychology
4. Board certification facilitates license mobility! More than 40 licensing jurisdictions recognize board certification as an endorsement for reciprocity of licensure
5. ABPP reports increasing recognition by the US Public Health Service, US Department of Defense, and US Department of Veterans Affairs for monthly salary benefits and specialty bonuses
6. Insurance companies routinely ask about board certification when applying for inclusion in their networks
7. Reduced fee when you apply as an Early Career Psychologist
8. After joining our affiliated Academy, you are recognized as a Fellow of the American Academy of Couple and Family Psychology when you pay your dues and keep current with CEIs and dues. ABPP members are given access to exclusive online resources for networking and referrals as well as specialty workshops and conferences.
9. You don’t have to come from an APA accredited program at any point in time. Your doctoral degree must have been granted from a regionally accredited institution. If your program was APA accredited, however, it will be easier for the Credentials Committee to ascertain that you have completed the required coursework and internship. Please consult the materials available on the ABPP website in order to determine the general training content that is required before the application can be sent to the Specialty Board office. In some cases, the ABPP Executive Officer will conduct a credentials review on candidates from a non-APA approved program prior to Specialty Board review.
10. Recognition by your peers as reaching the highest level of professional expertise available in our field. Board certification indicates specialty expertise in the area of Couple and Family Psychology! Consumers of mental health services will increasingly ask about board certification, and will seek board certified psychologist online.
A warm welcome to our NEW ABPP Academy of Couples and Family Psychology MEMBERS of 2013!

Lyn R. Greenberg, Ph.D., ABPP

Lyn R. Greenberg, Ph.D., ABPP, specializes in work with court-involved children and families. She provides parenting coordination, consultation, treatment and intervention services to children and families involved with the courts, as well as forensic expert and consultation services to attorneys and training/consultation services to mental health professionals. Specialty areas include assessment of child abuse allegations, child interviewing, and specialized interventions for complex child custody cases, including those involving children with special needs. Dr. Greenberg has written and presented extensively on a variety of issues related to child custody, child abuse, professional ethics, interviewing children, and the professional practice of forensic psychology in child custody and juvenile dependency cases. She enjoys an international reputation for her expertise on treatment of court-involved children and families. She served as the reporter and member of the Association of Family and Conciliation Courts Task Force on Court Involved Therapists, co-edited the Journal of Child Custody special issue on court-involved therapy, and has been recognized by the Society of Family Psychology (Division 43 of the American Psychological Association) for her work. She is a Fellow of Div. 43 of the APA, served as co-chair of the APA-ABA Working Group on Representation and Advocacy, and co-chairs the Family Forensic Special Interest Group in the Society of Family Psychology.

12401 Wilshire Blvd., Suite 303, Los Angeles, CA 90025 – (310) 399-3684 - Fax (310) 399-7154

lyn@lyngreenbergphd.com

AACFP would also like to congratulate,
Cindy Carlson, Ph.D., ABPP!
A warm welcome to our NEW ABPP Academy of Couples and Family Psychology MEMBERS of 2014!

Corrine Datchi, Ph.D., ABPP

Corrine Datchi earned a PhD in Counseling Psychology from Indiana University-Bloomington in 2009. While in graduate school, Corrine received training and supervision from Tom Sexton, PhD, ABPP, and participated in the implementation of Functional Family Therapy in community-based settings. Post graduation, she worked as Research Associate at the Center for Adolescent and Family Studies and participated in family therapy research. She received a grant from the American Psychological Foundation to evaluate the outcomes of FFT with adults on probation and published the results of this study in the journal of the Society for Family Psychology. Corrine is currently Assistant Professor at Seton Hall University and teaches in the Marriage and Family Therapy Program. She is also Vice President for Practice of APA Division 43. Her clinical and scientific goals are to highlight the value of family psychology to criminal justice and promote its applications in diverse correctional systems.

Seton Hall University – 400 South Orange Ave., South Orange, NJ 07079
corinne.datchi@shu.edu

Christen Carson, Ph.D., ABPP

Christen Carson, Ph.D., ABPP is a clinical and forensic psychologist in private practice in Seattle, WA. She received her MA degree from Duquesne University and PhD from Pacifica Graduate Institute. She has dual BA degrees in Psychology and Spanish from Stetson University. She is interested in the application of attachment theory to identification of parental capacities in parenting evaluations, the influences of cultural factors on psychological experiencing, and issues of meaning across the life span. This year she became a Certified Parenting Evaluator by the Parenting Evaluation Training Program, directed by Andrew Benjamin, JD, Ph.D., ABPP. She is a member of APA's Division 43- Society for Family Psychology. Her clinical practice includes individual therapy, couples therapy, family therapy, and cognitive and personality assessment. Her forensic practice is focused on parenting evaluations in family law.

AACFP would also like to congratulate,
Liang Tien, Psy.D., ABPP, Don F. Zeidlhack, Ph.D., ABPP, and Beth M. Cooper, Ph.D., ABPP!
Ethical Issues in the Practice of Couple and Family Psychology

Robert Geffner, Ph.D., ABPP, ABN

Many couple and family psychologists work or consult in the forensic arena, especially in child custody and domestic abuse cases. In these areas, specific training and expertise in family dynamics, trauma, and child development are crucial as well as forensic psychology. It appears that more psychologists and other mental health professionals appear to be getting involved in various capacities in cases in family, civil, juvenile, or criminal courts where child custody, domestic violence, or child abuse, or a combination of any of these, are the focus.

In my more than 30 years of working in these fields, I have seen numerous cases where psychologists, some with diplomas in clinical or forensic psychology, are involved in these types of cases without adequate training or experience in family psychology, trauma, domestic abuse, or child development. This then brings into play ethical practice and possible violations of ethical rules and accepted standards of practice. If a child custody evaluator, for example, is not well trained in the dynamics of domestic violence or child abuse and their traumatic effects, then that increases the likelihood that interpretations of testing data, observations of parents and children, and reviews of collateral records may not be appropriate, which then can lead to incorrect conclusions. This can easily lead to dangerous recommendations that minimize or ignore the dynamics and traumatic effects of child abuse or domestic violence. Since judges often rely on such mental health professionals in reaching their conclusions and their decisions, this becomes even more important.

One serious ethical issue, then, is practicing outside of one's area of expertise. Evaluating and/or testifying in cases where family dynamics, child abuse, or domestic violence are key issues without specific training and expertise in these areas would appear to violate this ethical standards. Too many licensed mental health professionals appear to be doing this nationwide in numerous cases I and others have reviewed and evaluated. However, enforcement of ethical standards in such cases by state boards or other ethics committees hasn’t occurred as often as it perhaps should. If we do not enforce our own ethical standards and codes we will lose our credibility in both the public’s eye as well as in those of judges and attorneys. This appears to be what is happening in that more attorneys, judges, and advocates are stating that mental health professionals should not be allowed in these cases or doing such evaluations. These issues were highlighted in the recent American Psychological Association (APA) – American Bar Association (ABA) conference that occurred a few months ago in Washington, D.C. They are also being played out in courtrooms throughout this country. I have noticed recently that more parents are indeed beginning to understand the dangerousness of childhood custody evaluators and other mental health professionals who are not adequately trained being involved in these complex cases, and filing ethics complaints more frequently.

Practicing out of one’s expertise is just one serious ethical issue that we have noticed. Another important issue is misrepresentation of testing and other data obtained in these types of complex cases. I have seen numerous examples of misrepresentation of testing, other data, or research findings, by mental health professionals who have been practicing 20 or more years, in cases where there have been allegations or even confirmation of domestic violence and/or child abuse. It is apparent that these mental health professionals who may have extensive experience and expertise in clinical or forensic psychology do not have equivalent expertise in the issues noted above. For example, I have seen too many cases where a mental health professional has determined that a parent was not likely a child molester or domestic violence perpetrator based solely on that person’s denials and such testing data as a MMPI and/or a Rorschach. This again appears to be a serious ethical violation, especially since such testing cannot rule out the likelihood of the person being an offender of either domestic or child abuse. It also appears that these evaluators and others who have similar roles in such cases do not necessarily understand how to interview a child who may have been exposed to domestic violence or child abuse, does not know the types of questions to ask these children in nonthreatening or traumatic ways, or how to build sufficient rapport with such children to obtain important information. Yet again without such data they are still concluding definitively that child abuse or domestic violence did not occur. This again would be a serious ethical issue, and the conclusions could place children and adults in dangerous situations for quite some time.

Ensuring that mental health professionals who are involved in cases involving such family dynamics, child abuse or domestic violence in forensic situations have sufficient training and expertise in family psychology, abuse, and forensic psychology is one of the issues that the Academy of Couple and Family Psychology will be focused on over the next year. We hope to work with the APA Ethics Committee, the Association of State Boards of Psychology, the Academy of Forensic Psychology, judicial organizations, ABA Committees, and other relevant professional organizations to look at these issues from an ethical standpoint more carefully. Perhaps if ethical and accepted standards of practice are enforced and publicized we can reduce the involvement of mental health and other professionals who do not have the necessary training and expertise in these complex cases. In addition, perhaps more focus on these ethical issues will encourage more professionals to become adequately trained in these areas if they want to continue in these arenas. For now, it is an important ethical responsibility when such a situation occurs that the professional without this required training either recuses him or herself or obtains consultation from someone who has the expertise if they are referred such a case. I look forward to the day when those involved in such complex cases are all adequately trained so such potential ethical violations are no longer an issue.
The two of us have traveled similar paths, having met in Houston when Susan was a postdoc in family therapy and Nadine was a practicum student in child psychology. Since then, we’ve both: taken on leadership roles in academic health centers (Susan as a Division Chief in Psychiatry and an Associate Chair of Family Medicine, Nadine as Vice Chair of Psychiatry and Behavioral Sciences and Chief Psychologist at Grady Hospital). We both did national leadership training: Nadine following Susan in the HHS Primary Care Policy Fellowship, and Susan following Nadine in the Executive Leadership program for women in Academic Medicine (ELAM). We have both been active for years in APA governance: Nadine is now the President of APA, Susan is on the Board of Directors and running for President. Susan has built a career developing primary care psychology; Nadine has focused on suicide and family violence research, psychology education and training, and family psychology. Both are experienced journal editors. Both have much experience with the internal and external barriers to women in leadership roles of all kinds. Importantly, both Susan and Nadine were trained in systems theory, the implementation of which is invaluable to leadership.

Answering the phone:
“This is Dr. McDaniel.”
“Can I leave a message for Dr McDaniel?”
“No, this is SHE. How can I help you?”

How many of us have had this experience? When we started working in our respective academic health centers in the 80s, there were few women, and we were almost always assumed to be secretaries. How do we move from there to here—an era when many women want to “lean in,” step up to the plate, and provide leadership to their organizations?

Women often have good interpersonal skills and high emotional intelligence. That’s how we were raised. These are VERY helpful in leadership roles. However, there are plenty of other skills we must learn to be good leaders. Many women can come to the work world expecting that, like in their childhood, they will be rewarded for being good girls and not causing trouble. Unfortunately, at least in academic health centers, this behavior often results in taking the woman’s skills for granted rather than developing her abilities and maximizing her contributions.

We will address some of these challenges in this article, starting with assessing the alignment of the system with the woman’s goals, then reviewing issues of power and dependency in leadership, and concluding with conflict management skills. This treatment is only an appetizer in a very rich meal; we hope you will consider some of the references for more in-depth treatment of these subjects.

Alignment

Opportunities for leadership can arise in planful or very unexpected ways. One key consideration is the alignment of the mission, values, and culture of the institution or agency with your own. We find it very useful, as a first task, to write a personal mission statement. Most of us have participated in writing mission statements for our department or organization. Spend 20-30 minutes writing one for yourself. Whenever we’re making difficult decisions about priorities, we return to our personal mission statements and ask what is most important in achieving our personal goals. Not who will we please, or will we be good for the job, but is it in line with what we care about most? Is it how we want to spend our energy, our precious time? Personal mission statements are also useful to read just before going into a difficult meeting. They ground us in our commitments, and help to quell the reactivity so common to our species. They also evolve over time, and are worthy of rewriting annually.

After writing a personal mission statement, the next step is to assess the psychological health of the organization for which you may become a leader (McDaniel, Bogdewic, Holloway & Hepworth, 2008). An understanding of hierarch and systems is invaluable to this assessment. Does our institution have a clear mission and identified goals? How do these match with your own?

More generally, do its leaders communicate clear expectations and responsibilities for its workers? Does it have a mentoring system and foster career success? Are its resources aligned with its stated priorities? Does it conduct formative reviews? Does it acknowledge employee value and contributions? Do leaders have strategies to help individuals who are having difficulty? Does it
afford latitude for employees with changing life events? Does it have fair and systematic mechanisms for dealing with disruptive behavior? Does it reward self-reflection and focus on each person's own contribution to the health or problem of the workplace?

Power and Dependency

Leadership, by definition, means confronting issues of power and dependency. The American Heritage Dictionary lists four definitions of power, the first being “the ability or capacity to act or perform effectively.” This certainly sounds consistent with collaborative care. Not until the 4th definition do we get to “the ability or official capacity to exercise control or authority.” It is this definition that implies domination, and can be problematic for physicians in relation to patients and other team members. The antidote to power as domination is shared power, or caring. Caring consists of being present, listening, demonstrating a willingness to help, and an ability to understand--people talking with each other rather than to each other, interactions based on a foundation of respect and empowerment (McDaniel & Hepworth, 2003). Sometimes that means finding out the behaviors that the other person experiences as respectful or empowering, or reporting on behaviors we appreciate.

The sociology of superordinates tells us that there are predictable feelings and behaviors experienced by those higher in the hierarchy, as well as by those perceived as lower (Goode, 1980). In particular, those higher tend to experience their position in terms of feeling burdened and responsible rather than powerful, blessed or lucky. Those lower can feel that their talents or accomplishments go unrecognized. They can be vulnerable to feeling invisible, unappreciated, disrespected, and eventually, resentful. Understanding these dynamics can help to provide appropriate support to leaders or followers, and move the culture towards one of collaborative respect.

Conflict Management

Competence in conflict management is essential for effective leadership. Effectively managed conflict promotes cooperation and builds healthier and more positive relationships (Coleman, Deutsch, & Marcus, 2014). Conflict management refers to using strategies that facilitate the movement of the parties in conflict toward resolution without escalation or the destruction of relationships. A strong overall approach to conflict management includes an appreciation that conflicts are complex and thus require differential tactics of management based upon the people involved, the situation, and the style of the parties. It entails thoughtful consideration of the myriad sources of conflict (e.g., misunderstandings and miscommunications, fear, failure to establish boundaries, negligence, need to be right, mishandling differences in the past, hidden agendas, and the intention to harm or retaliate). Conflict management efforts must involve a detailed analysis (i.e., scientific approach) of the facts of the situation and attention to the feelings and perceptions of the parties.

The first step to managing a conflict is identifying the critical issues related to the situation, as well as associated organizational, personal, and cultural factors. With regard to the conflict situation, attention needs to be paid to pertinent issues, history of the conflict, primary players, and other stakeholders. Organizational factors to be examined include current policies/objectives, environmental influences, working conditions, and recurring patterns. Examples of personal factors to assess are personal issues, personality styles, usual methods of anger management and conflict resolution, and beliefs about the behaviors of others that trigger intense feelings. Cultural factors to be identified pertain to cultural differences in communication styles and emphasis placed on individualism versus the common good.

The next step is to encourage each party to ask him/herself a series of questions, such as “how does my behavior contribute to the dynamics? What elements of the situation am I able and willing to change? What matters most to me/to the other party in the situation?” If you are a party to the conflict, ask yourself these questions.

Finally, take a clear and direct, but respectful and caring approach to addressing a conflict. Doing this requires focusing only on issues directly germane to the situation. It is critical that you define the situation in terms of a problem that calls for a solution (Fisher, Ury, & Patton, 2011). All parties must acknowledge their feelings in composed manner and listen to and acknowledge the feelings of the other(s). Then ask for specific behavior change and hear the behavior change requests of the other party(ies). This involves being clear about the outcome you want, accepting what you can get, giving up on having to be right, and demonstrating your willingness to hear the other party’s perspective and to work collaboratively. Following this, share what you are willing to do to improve the situation and strive to do your best to make these changes.

In conclusion, women bring many talents to leadership. Like other important decisions in life, it takes courage to “step up to the plate” but it is also a rewarding opportunity to serve. We all need ongoing coaching and feedback regarding challenges related to defining our personal mission; ensuring its alignment with the institution, agency or organization; and managing issues of power, dependency, and conflict. We need your talents in this time of transition!

This article was first published in California Psychological Association magazine summer of 2014. Reprinted with permission.

*Both Drs. McDaniel and Kaslow are Diplomates in Couple and Family Psychology.

Please refer to page 38 for article references
Couple and family psychology (CFP) originally developed from the tradition of family therapy, whose practitioners came from a variety of disciplines, particularly clinical social work. The pioneers who founded the Society of Family Psychology (APA Division 43) envisioned a broader theoretical foundation and application than family therapy that included a systemic framework that could apply to various groups and be implemented in consultation, teaching, research, and clinical practice. The Society mission statement indicates that “Clinical, scientific, educational and public policy perspectives are well represented in the wide range of divisional activities”. Today family psychologists engage in one or more of these areas, and it is one of the hallmarks that distinguishes them from those who do family therapy only. Family psychologists base their practices on intervention science in all its modalities.

Nonetheless, determining the identity of family psychologists is an elusive matter. In reality, only a minority of psychologists engage in CFP activities for most of their professional activities. Those who do are encouraged to identify as family psychologists and to apply for ABPP certification (ABCFP), which is the discipline’s official designation of proficiency in the specialty. As of this writing there are 124 ABCFP diplomates, who are automatically enrolled in the Academy of Family Psychology. Part of the problem is understanding that CFP is a specialty area that requires specific education and clinical training, rather than viewing it as a part of general practice that any psychologist can engage in. Clear standards for competence have been established and widely accepted, and efforts are being made to implement these guidelines in doctoral training programs and in specialty guidelines for the profession (Stanton & Welsh, 2011; Kaslow, Celano, & Stanton, 2005). Those who claim to engage in family activities without meeting one of these four levels of competence are viewed with chagrin by those who acknowledge the uniqueness of the specialty and the competencies required to practice ethically. Unfortunately, practicing without specialty training has become so common that it is rarely challenged by licensing boards, ethics committees, or the general public.

The most recent sweeping development in psychology has been the designation of psychology as a health care profession, positioning it to be a major player in the Affordable Care Act (Bejar, 2013). The designation of the Patient-Centered Medical Home is a natural fit for CFP with its emphases on contextual understanding, diversity, human development, and collaboration. Leading family psychologists such a Nadine Kaslow, Susan McDaniel, Jessica Henderson-Daniel, Celia Falicov, James Bray and others have been working with primary care, pediatrics, family medicine, and other allied health professionals successfully integrating systemic epistemology with essential assessment, prevention, and intervention of a wide range of clinical issues (see Frank, McDaniel, Bray, & Heldring, 2012). From a policy perspective, family psychologists have been at the table as congressional fellows and as participants at the United Nations, the White House, the National Institute of Science, and National Institutes of Mental Health to shape critical policy that affects the health and economy of the nation. Major public health issues are being addressed pertaining to diabetes and obesity, heart disease, dementia, violence, and substance abuse.

Thus, family psychologists have come out of their silos and expanded their roles as family therapists and become more comprehensive systems theorists, researchers, advocates, and interventionists. The Affordable Care Act has provided a prime opportunity for CFP to integrate seamlessly into the fabric of the nation’s public health. We would be remiss to not prepare ourselves as competently as possible and to position CFP in the midst of this challenging arena. The country is truly beckoning to us, and ABCFP diplomates are particularly suited to heed the call.
Interviews with APA President and Candidate for APA President

Nadine Kaslow, Ph.D., ABPP, current APA President, and Susan McDaniel, Ph.D., ABPP, candidate for APA President, share their experiences as Board Certified Couple and Family Psychologists. In addition, Dr. Kaslow discusses the role her couple and family specialized training has played during her time as APA President and Dr. McDaniel discusses how she believes her specialized training in Couples and Family Psychology will help her as APA President. Interviews were completed by Rachael Silverman, Psy.D., and Martha Ruiz, Psy.D.

Interview with Nadine Kaslow, Ph.D., ABPP

RS: What are your reasons for choosing the Academy of Family and Couples ABPP certification among other board specialties?
NK: I am board certified in three areas: clinical psych, clinical child and adolescent, and couples and family psychology. The reason I chose to pursue board certification in couples and family is because I identified as a couples and family psychologist. I teach a live supervision family therapy seminar, do the family research, and am the Editor of the Journal of Family Psychology. I am the Past President of the Family Process Institute and the Wynne Center for Family Research, as well as the Past President of APA’s Society of Clinical Psychology (Division 12), Society of Family Psychology (Division 43), and Division of Psychotherapy (Division 29), as well as the American Board of Clinical Psychology and the American Board of Professional Psychology.

RS: What is your greatest professional accomplishment as a family psychologist?
NK: Being the editor of the Journal of Family Psychology for the past 6 years.

RS: What are some of the things you have done to distinguish yourself as a family psychologist?
NK: I have a lot of family therapy training from different schools of thought. I have taught a live family supervision seminar for 30 years and I really care about teaching other people about doing family and couple work. I also do family intervention research, family violence research, and family oriented suicide research.

RS: I know that you use many techniques in your work. Could you highlight and describe one or two techniques that you would like to share with others?
NK: Playing with families comes from the experiential perspective of Carl Whitaker, who was one of my supervisors. Freeing families and couples up to play with one another enables them to communicate more effectively with each other. One technique I like is having partners change chairs and take on the role of their partner. It really helps people get an empathic perspective on the other person’s situation.

RS: How would you summarize your philosophy about family psychology?
NK: I self-identify as an integrationist. I integrate multiple theoretical orientations. I am particularly influenced by object relational and attachment theories, family of origin work, structural and cognitive behavioral perspectives, and an experiential/humanistic approach. The family work that I do is guided heavily by cultural, gender, and developmental considerations.

RS: What are three skills every family psychologist should have in order to be an effective and successful family psychologist?
NK: First is knowing how to join with different kinds of families. Second is to know how to get families to talk to one another. Third is being able to have empathy and respect for each person in the family.

RS: How do you educate other young family psychologists on the skills you’ve honed over the years?
NK: I think in terms of focusing on the core competencies (e.g., professionalism, cultural competence, family assessment and intervention) and the associated includes knowledge, skills, attitudes and the integration of the three. It is so important to not only have the knowledge and learn the skills, but also to have a systemically-oriented attitude/perspective. I take a competency-based approach to family psychology to help people to be competent in family psychology. Second, I believe second it is invaluable to do therapy with a colleague in a co-therapy format, either with a supervisor or a colleague and get feedback or be part of a live supervision team so you observe one another (including a supervisor) and learn by feedback and through role modeling. In my supervision with my trainees, I strongly encourage family of origin work and underscore how understanding one’s own family dynamics impacts the work they do as a family psychologist.

RS: How do you stay on the leading edge of your specialty?
NK: I have the advantage of editing the Journal of Family Psychology so I have the chance to read the latest research articles. I do my best to read hot off the press books and attend the latest conferences. For many years I was in peer supervision group focused on not only engaging in couple and family interventions, but also in supervising others in doing the work.
RS: What do you think should be done to educate the family psychologists of tomorrow?

NK: I think that they should be familiar with multiple models of family psychology and encouraged to find a way to flexibly incorporate multiple perspectives. One size does not fit all, I don’t think. Even if you have one dominant orientation, it is important to be able to appreciate others’ perspectives. It is critically important to learn how to work effectively with diverse family types like same sex relationships, blended families, and interfaith relationships...the whole nine yards. I think the more you can work with diverse families the better. It is really nice to have a more senior family therapist to consult with when you are in post doc, internship and beyond. It is better to participate in the work with support. I encourage future generations of family psychologists to secure support in doing the work. Because there is not enough family training, it is important to be assertive to get that specialized training.

RS: Can you describe what you innovative projects you have done and are planning on doing for the field of family psychology during your time as the APA President?

NK: One of my Presidential initiatives relates to patient centered medical health and the unique role family psychologists can play. This initiative emphasizes not only patient-centered care, but also family centered care. That initiative is co-chaired by Anne Kazak, Ph.D., ABPP, who is the past editor of the Journal of Family Psychology and board certified in couple and family psychology, and so I have highlighted the inclusion of families and family diversity types in this project.

Also, my efforts in translating science to the public are very pertinent. As we communicate psychological science to the public, I consider families as part of the public. We must utilize the media in ways that appeal to all members of the family. For example, developing museum exhibits related to psychological science can be created in ways that provide opportunities for families to visit together and to make sense of psychological science together.

RS: How do you think technology can be integrated with traditional family psychology?

NK: There are a lot of ways. We have some interesting mental health apps now and we can create some family oriented apps to help families function more effectively. Apps may be particularly helpful for families when there may not be a psychologist in the area and there is no question that youth in families are very drawn to apps and other forms of social media. We must creatively find ways to use telepsychology more to help support families.

RS: What role should family psychologists play in integrated healthcare?

NK: Family psychologists play an absolutely critical role in integrated healthcare. For healthcare to be integrated it must not just be focused on the whole person, but also must consider the whole person in the larger context of the family and society. Family psychologists need to be front and center when considering collaborative family healthcare.

RS: How has your Board Certification in family and couple psychology helped you in your career and as APA President?

NK: The most major thing it has done is to help me keep front and center the notion of systems and system thinking and to realize that the APA board and the APA governing system and the membership is all a professional family. That comes with all the dynamics of a family and the more I can appreciate the organizational dynamics the more effective I can lead our discipline and serve multiple constituency groups.

RS: What has been your greatest professional accomplishment as the current APA President so far?

NK: I believe my greatest professional accomplishment has been my art and psychology initiative. It truly has enabled me to integrate two of my greatest passions. There is no question that this initiative has resonated with psychologists the most. There are so many creative, accomplished psychologists in the arts...musicians, poets, actors, dancers that have come out of the woodwork. There are articles dedicated to this topic in a recent APA Monitor, which highlights the artistic productions of psychologists, including their engagement in community-based arts. There also are pictures of psychologists’ artwork on the APA website.

RS: What encouraging words or advice do you have for early career family psychologists?

NK: Enjoy the work and be yourself while doing the work. The more you can bring yourself into the therapy room the more effective you can be. Let your families teach you as much as you teach them.
Interview with Susan McDaniel, Ph.D., ABPP

**MR:** What are your reasons for choosing the Family and Couples ABPP certification among other board specialties?

**SM:** I was trained as a clinical psychologist and, as part of my internship and fellowship, I got turned onto family therapy. From that day forward, systems thinking has been part of my approach to health psychology and psychotherapy. I was fortunate to have strong clinical and research training, and to have roles now in administrative, coaching, teaching, clinical work, and consultation, with systemic thinking as the foundation of everything I do.

**MR:** What is your greatest professional accomplishment as a family psychologist?

**SM:** The application of family psychology to health and health care, including the development of medical family therapy and primary care psychology. Secondarily, the application of the family psychology principles to primary care medicine, what we call family oriented primary care.

**MR:** What are some of the things you have done to distinguish yourself as a family psychologist?

**SM:** Developing the aforementioned three fields, applying psychology to many areas of health care for physicians (beyond primary care, e.g. genetic illness), applying a biopsychosocial approach to psychotherapy and psychological interventions, and helping health care teams to function better by applying family systems principles.

**MR:** I know that you use many techniques in your work. Could you highlight and describe one or two techniques that you would like to share with others?

**SM:** What has become important to me is to interweave illness history with other family history and the history of the presenting complaint. Also, making the standard tools of family therapists such as genograms and timelines more useful by including health and illness information. Genograms or timelines become a biopsychosocial not just a psychosocial tool, so the family sees the interaction of physical health and illness and emotional and interpersonal experience.

**MR:** How would you summarize your philosophy about family psychology?

**SM:** I use a biopsychosocial approach to conceptualize patients’ families and other relevant networks. Within that metaframework, I then use apply techniques from transgenerational therapy, narrative therapy, cognitive-behavioral therapy, problem-solving therapy, etc., depending on the needs of the patient and family.

**MR:** What are three skills every family psychologist should have in order to be an effective and successful family psychologist?

**SM:** Collaborative skills: to partner with patients, family members, health professionals, and relevant others in the patient’s network. Systemic thinking: the ability to assess and understand how relationships influence people and vice versa*Deep listening—the ability to hear what’s being said and surface what’s just under what’s being said, to discern the narrative and help the patient and family shape a healthier narrative

**MR:** How do you educate other young family psychologists on the skills you’ve honed over the years?

**SM:** It is important to have a formal curriculum for just psychologists (seminars and live supervision), but also to provide interprofessional seminars (research, cases, etc) and and supervision. It’s important for psychologists to have the opportunity to train on healthcare teams, seeing patients alongside family medicine pediatrics, ob-gyn, and other residents. This forms a foundation on how to work well together in the future.

**MR:** How do you stay on the leading edge of your specialty?

**SM:** Continuing to see patients, teaching, being in a primary care environment where things are changing rapidly, being active in the larger organizations, and my writing. I have certainly learned a lot from graduate students and early career professionals.

**MR:** What do you think should be done to educate the family psychologists of tomorrow?

**SM:** Interprofessional training, to have seminars with people and clinical teams, learning to work as teams while in training. For example, students, interns or postdoctoral students can work with health professionals.
MR: Can you describe what innovative projects you have done and are planning on doing for the field of family psychology during your time as APA President?
SM: I am interested in taking leadership programs a step forward. For example, teaching graduate students in psychology to step up to a plate when a leader is needed. I would like to bring in the leaders of primary care in leadership organizations and other health organizations to review next steps in reducing health disparities and define best practices in integrative care. I’d like APA to think systemically, and develop strong alliances with other health professional organizations.

MR: How do you think technology can be integrated in traditional family psychology?
SM: It is tremendously helpful when family members cannot be present.

MR: What role should family psychologists play in integrated healthcare?
SM: A leadership role, a central role, a defining role. Psychologists can play leadership roles in dealing with complex patient problems, supervising master level clinicians and care managers, improving team functioning, practice improvement projects, program evaluations, research, and leadership coaching.

- Please refer to the American Psychologist May-June 2014 Special Issue titled Competencies for Psychology Practice in Primary Care.

MR: How would board certification in family and couple psychology help you in your career as APA president?
SM: In the campaign, many people take note of candidates that are board certified. From the perspective of other health professionals, it is important that we take responsibility by demonstrating commitment to quality and practice.

MR: What encouraging words or advice do you have for early career family psychologists?
SM: Health care needs systems thinkers. This is a terrific time to have real impact on the transformation of our healthcare system. We need your good ideas. Consider a career in health care and train for it.
One Former Leader’s Memories of Academy History
by
Daniel L. Araoz, Ed.D., ABPP, AACFT

It is my professional obligation to share the following thoughts with you. Just retired after 50 years of teaching psychology courses; having obtained a doctorate from Columbia University in family relations in 1969, before family therapy had been generally accepted; a licensed psychologist (Illinois) since 1972; active in the small group that fought for a division on family therapy in APA; in the group that convinced ABPP to have a Family Psychology specialty; one of the founders of the current American Journal of Family Therapy; etc. I have something for you to think about.

The current name of our academy is incomplete. As clinicians, when dealing with couples or families we very often get into their sexuality issues and problems. But we do not call ourselves sex therapists. There is a historical explanation and politics for this. APA accepted a Division of family “Psychology” not therapy because at that time our national association did not want any more “clinical” divisions. Actually those of us who were involved in the founding of Division 43 accepted with difficulty and after much discussion the name of “family psychology.” One of the “parents” of Division 43 was the now extinct “Academy of Marriage and Family Therapy” –which had changed its name to “Academy of Couple, Family and Sex Therapy.” And our own academy, directly dependent on ABPP, to please APA accepted the name “Academy of Family Psychology, Inc.” not mentioning couple and family therapy. With this, the extinct original academy’s intention of having a specialty of sex therapy within the large house of psychology, also expired. There is no reason to deprive psychology from having sex therapy as one of its many specialties. Our Academy could be the official place in the entire profession specializing in sexuality. The link of sex with family is obvious and our members do not need explanations justifying the addition of sexuality in our specialty.

How we incorporate sexuality in our academy and in its name is up to our board to discuss and propose to the membership for approval. I also understand that some of us would feel better if we offer yearly a brief course on sex therapy as a refresher. Another political and ethical issue is whether those who want to have sex therapy as their specialty should go through another exam besides the one we have passed to become AACFP Fellows. On the other hand, for future candidates the current exam could be enriched with issues related to sexuality and sex therapy. Others may want an independent Sex Therapy Board in ABPP.

All these are important issues that we have to decide on once we have agreed to add the controversial word “sex” to the name of our academy.

Daniel L. Araoz, Ed.D., ABPP, AACFT
(Columbia University, 1969), ABPP (Counseling Psych. & Family Psych.), ABPH (Clinical Hypnosis), NAAP (Psychoanalysis), AASECT (Sex Therapy), Fellow Amer. Acad. Counseling Psych, & Amer. Acad. Couples/Fam. Psych; FAPA, NYSPA, Prof. Emeritus (LIU-Post), NCC, NY-LMHC # 000392
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We would like to hear from you!

Please send us your personal reflection regarding Dr. Araoz’s memories or any additional information regarding early academy history. Submit information to our editor, Rachael Silverman, Psy.D., at silverman.rachael@gmail.com. Your reflections will be included in our next issue!
There is a relatively new phenomenon in APA—the advent of some mother-daughter combinations. This is reflected in the Society of Family Psychology (Division 43) and one very special pair in that both are past presidents of the division and are Board Certified in Couple and Family Psychology (as well as several other specialties)—and the other pair are in the process of moving toward this certification. The Academy Board thought it would be quite appropriate to highlight this in a column on Focus on Families. We hope you enjoy these positive Q & A vignettes. Interviews were completed by Martha Ruiz, Psy.D., and Rachael Silverman, Psy.D.

Florence Kaslow, Ph.D., ABPP is President, Kaslow Associates, a coaching and consulting firm, Palm Beach Gardens, Florida, & Distinguished Visiting Professor of Psychology, Florida Institute of Technology. Board Certified in Clinical, Family and Forensic Psychology, she is editor or author of 31 books, 60 plus chapters, and over 190 articles; a Past President of the International Family Therapy Association, International Academy of Family Psychology, Divisions of Family Psychology and Media Psychology of American Psychological Association. She is recipient of many professional awards including: APA Award for Distinguished Contributions to International Advancement of Psychology (2000), American Psychological Foundation Gold Medal Award for Life Achievement in the Practice of Psychology (2008). A sought after speaker, she has lectured in over 50 countries, is a Past Editor of Journal of Marital and Family Therapy, and serves on Editorial Boards of numerous U.S. and foreign journals.

Nadine J. Kaslow, PhD, ABPP is a Professor with tenure, Emory University School of Medicine Department of Psychiatry and Behavioral Sciences; Chief Psychologist, Grady Health System; and Vice Chair of the Department of Psychiatry and Behavioral Sciences. In 2012, she received a Doctorate of Humane Letters from Pepperdine University. She was a Primary Care Public Policy Fellow through the United States Public Health Service, a fellow of the Executive Leadership in Academic Medicine Program, and a Fellow of the Woodruff Leadership Academy. She is the 2014 President of the American Psychological Association (APA) and Editor of the Journal of Family Psychology. Dr. Kaslow is Past President of APA’s Divisions of Clinical Psychology (12), Family Psychology (43), and Psychotherapy (29), as well as the American Board of Clinical Psychology and the American Board of Professional Psychology. She received the 2004 Distinguished Contributions for Education and Training Award from the APA. In 2006, she received a Presidential Citation from the APA, for her efforts to assist displaced interns and postdoctoral fellows in the aftermath of Hurricane Katrina. She is the Former Chair and Board Member Emeritus of the Association of Psychology Postdoctoral and Internship Centers (APPIC) and in 2007 received APPIC’s Award for Excellence in Postdoctoral Training. In 2011, she gave the Dr. Rosalee Weiss Lecture, an honor from the American Psychological Foundation. In 2013, she received Emory University’s highest honor, the Thomas Jefferson Award for service to the community. Also in 2013, she was honored at the Grady Gala with the Inspiring Mentor Award. The recipient of multiple federal and foundation grants, she has published over 280 articles. A member of Rosalynn Carter’s Mental Health Advisory Board, Dr. Kaslow is the psychologist for the Atlanta Ballet and a frequent media guest.

Cynthia Silverman, Psy.D., is a licensed psychologist in private practice in Boca Raton, Florida specializing in the treatment of children, adolescents, couples, and families. In addition, she evaluates learning disabilities and conducts comprehensive educational testing. She graduated from Pratt Institute in New York with her Master’s of Art Therapy and Creativity Development with specialized training in play therapy. Dr. Silverman worked on an inpatient adult acute unit at Brookdale Medical Center and was a creative arts therapy consultant for seven years. She provided treatment to groups of children who experienced loss, trauma, and divorce using creative therapeutic modalities such as sand-play, cognitive behavioral therapy, and role modeling. She was the coordinator of the expressive therapy program in a day hospital setting and supervised graduate students from Lesley College and Pratt Institute. In addition, she was the supervisor of an ongoing group psychotherapy program for psychology interns, psychiatric residents, and the nursing staff before coming to South Florida. Dr. Silverman has presented numerous papers on the subject of symbolism in art therapy. She went on to receive her PsyD from Nova Southeastern University in 1991. She is the Past President of Palm Chapter of the Florida Psychological Association and is currently on the Board of the Florida Psychological Association as the Palm Chapter Representative.

Rachael Silverman, Psy.D., is a licensed psychologist at the South Florida Evaluation and Treatment Center in Florida City, Florida, a forensic mental health hospital. She provides mental health and behavioral treatment and supervises psychology interns and practicum students. In addition, she administers psychological assessments, such as personality inventories, risk assessments, and malingering tests and completes comprehensive Court reports that meet the Department of Children and Families standards. She is qualified as an expert witness and currently serves on many hospital committees including the Trauma Informed Care Committee and Behavior Solutions Task Force Committee. She has provided treatment for couples and families and presented posters at national conferences including the Southeastern Psychological Association. Dr. Silverman graduated from Emory University with her Bachelor of Arts in 2007 and went on to receive her PsyD from Nova Southeastern University in 2012. She was the Student Representative for Palm Chapter of the Florida Psychological Association from 2009 to 2011 and is currently the Early Career Psychologist Member of the Academy of Couple & Family Psychology Board as well as the editor of the Academy of Couple & Family Psychology newsletter.
Interview with Dr. Florence Kaslow:

RS: How has your daughter inspired you professionally?
FK: Nadine is an expert in her professional inclusiveness and ability to take into consideration feedback from a wide variety of sources and allowing consensus to build rather than starting out with conclusions in mind. She has goals and objectives, but she involves as many people as she can in getting absolutely the best and widest array of input and I find this quite awesome. I do some of this, but she has developed that skill way beyond anything I have. Nadine has always been very capable of touching people at all levels. She has a kind of humility and ability to be concerned about various kinds of people and really reach out to them and she gets a tremendous response to it. She has succeeded way beyond what other people predicted was possible in difficult situations.

RS: What trait of yours do you see in your daughter as a professional?
FK: Determination, perseverance, high energy…it’s a combination of all three. It’s an agglomeration of all of that and clarity of thinking about what she wants to accomplish.

RS: What is a special memory of your daughter growing up?
FK: The day of my Ph.D. graduation she asked me “What do we call you? Doctor Mommy or Mommy?” and I said “I’m always mommy first.”

RS: Do you and your daughter share any passions other than psychology?
FK: Family, dance, music, theater, travel and the importance of our friendships. As a whole family, each of us has had the good fortune to make good friends and keep them for a long time. All four of us know how to do that. Also, from the first day I took her to ballet class at age 3, she has shared my love of dance; that was always something that was very special to us together and continues to be.

RS: What things did you do with your daughter when she was growing up that influenced your career?
FK: When I traveled to do workshops in other parts of the world and sought feedback from the children on what they saw in the families they met…seeing their response to learning and being exposed to an international view of the world helped to broaden mine as I saw it simultaneously from a child’s perspective and an adult’s perspective. Also, being able to try out new and different techniques that I learned in workshops on my own family before I used them on my clients such as family sculpting, genogramming, and getting their feedback.

RS: How has your daughter’s career influenced you?
FK: It has made me feel very fortunate that she formed a positive view of my profession and many of the aspects that I was involved in…Teaching, writing, editing, clinical work, research…that’s made me happy and fulfilled in terms of both the mother-daughter bond and the modeling role…enforcing the idea that women can be good mothers and wives and professionals if they can either handle it sequentially or not expecting to have it all, all the time. For me there was a time that worried me, that womanhood.

RS: What personal and professional accomplishments of your daughter’s are you most proud of?
FK: I think she is probably the first person that was President of the ABPP board of trustees and of APA. I am very proud of that. She has successfully combined her love of ballet and has been a consultant to the Atlanta ballet with her dedication to the broad field of psychology. Her life is not totally one sided and immersed in psychology; she has kept the arts as a strong part of her life and she has incorporated the arts as part of psychology as one of her initiatives as President of APA.
RS: What personal and professional accomplishments of yours do you think she is most proud of?
FK: My being the president of two international family organizations and how much I invested in the fields as well as the fact that I am often acknowledged as being one of the main founders of family psychology as a separate field from family psychiatry. She is probably proud of my contributions to establishing relational diagnosis as a domain of diagnosis and proud of how I juggled marriage and career. When I received the APA Lifetime Achievement Award and the Distinguished Contribution Award to International Psychology Award, she was proud and she was very impressed with my earning a Ph.D.; that motivated her.

RS: What has been your daughter’s most powerful and influential message to you as a psychologist?
FK: Trying to be more inclusive of different constituencies.

RS: Anything else you would like to add, Dr. Kaslow?
FK: At the dinner table growing up, Nadine and I would often discuss something that I was teaching and learning and at the other half of the table, my husband and son were discussing something about the stock market and finance. My husband and son were both financial consultants and shared an office when our son finished college. My husband was so supportive of Nadine and me…my son chose his career as my daughter chose mine. There is a symmetry and balance in a family.

Interview with Dr. Nadine Kaslow:

RS: How has your mother inspired you professionally?
NK: She has done that in countless ways. From a young age, she was a role model for women being successful professionals and leaders in integrating personal and professional life. Certainly as I became a professional myself, she supported and encouraged me and my involvement in ABPP, APA, and other professional organizations. She also helped me to think about both the big picture and the details. And she was an excellent model for giving engaging presentations and for mentoring other people.

RS: What trait of yours is most like her as a professional?
NK: Working really hard

RS: What is your favorite childhood memory of your mother?
NK: One favorite memory was when I was little, I think 3, and I wanted to take ballet and I negotiated to do that since I was only supposed to take creative dance. My mother agreed to let me try and got the school to agree…it was me just being independent and her standing up for me and supporting me and my childhood dreams.

RS: Do you and your mother share any passions other than psychology?
NK: We both love dance. We both still take dance classes. We both used take mother-daughter ballet classes. There were some other mothers and daughters who did it because we did it, but it wasn’t meant to be a mother-daughter class. We share a tremendous appreciation for the arts, international cultures, and travel.

RS: What things did you do with your mother when you were growing up that influenced your choice of careers?
NK: There are many ways to answer that question. Let me give two examples. One took place on winter break when she was teaching; I would go with her to the classes that she taught. I developed my preferences for psychology in elementary school when I listened to her lectures in psychology about the different theories and I decided I really liked Freud rather than Skinner and I took my little notes in 2nd grade or 3rd grade. I remember writing…
Super ego = mommy + daddy
Ego = me
Id = my feelings
And I thought that made a lot sense at the time.
The second is she did a lot of traveling and consulting so we had the opportunity to go with her and I learned so much and it was very interesting and stimulating for me. Now as APA president, I have the opportunity to do that myself.

RS: How has your Mom’s career influenced you?
NK: Her career has influenced me by her value on giving back to the professional community, her organizational involvement, her investment in teaching others and learning from others, and her being a theoretical integrationist.

RS: What advice did she give you when you were young that you still use today in your career?
NK: She wrote in my autograph book a quote by Shakespeare “to thine own self be true” when I was in elementary school maybe 4th or 5th grade. She also taught me to embrace and respect diversity. And she also highlighted in countless ways that connecting and forging meaningful and long term relationships and friendships and collegial relationships is invaluable and meaningful.
R5: Describe a special professional experience you have shared with your Mom.
NK: When we got called forward at an APA council meeting because we were the first parent child dyad to be on the council at the same time, when the APA Monitor did an article as both having been president 43, and when the Monitor did an article and video on us as parent and child psychologists. These acknowledgments of us as psychology parents and psychology children have been very special to me. Honoring us both and acknowledging us like you are doing in this article is very meaningful.

R5: Was there a moment in your career that you thought “that was just like mom”?
NK: When I realized I was a very good presenter and I knew my mom was a really good presenter. When I realized I had natural ability at that. Earlier in my career, when I first started giving talks, it came naturally to me and I know it’s something my mom does really well.

R5: What personal and professional accomplishments of your mother’s are you most proud of?
NK: One is her getting a PhD while we were in elementary school and successfully juggling having young children and her being one of the first women and conveying that we still came first. When she won that big APF [American Psychological Foundation] award and I threw her a party and her being acknowledged for her lifetime achievement. The year I got inducted into ABPP in the 2000’s and she got the major ABPP award…that happened at the same convocation. It was my introduction and her more senior acknowledgment.

R5: What personal and professional accomplishments of yours do you think she is most proud of?
NK: When I became APA president and when I got an honorary degree from Pepperdine University. She was also really proud when I won the Emory Thomas Jefferson’s award and the Grady Inspiring mentor award… knowing the places that I worked held me in such high esteem and that I’ve become such an important contributor to these communities.

R5: What has been your mom’s most powerful and influential message to you as a psychologist?
NK: Go for it! You can do it.

R5: Anything else you would like to add, Dr. Kaslow?
NK: It’s not just my relationship with my mom. This is a family affair and everyone has supported each other. My parents created the culture in which my parents’ marriage and my relationship with my brother and each of the bonds within our family have all been really influential. There was just a major article in the Palm Beach Post about my father’s role in D-Day and I was so proud of him that when I just gave a talk to VA psychologists, I introduced myself by talking about how important my dad was during Normandy. My family…we all support each other.

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Interview with Dr. Cynthia Silverman:

MR: How has your daughter inspired you professionally?
C3: Rachael is an extremely compassionate individual. She has the ability to use her “third ear” when listening to another. Rachael uses her whole person and is available both emotionally and logically when connecting. I work every day to be as present-centered as she is in the world.

MR: What trait of yours do you see in your daughter as a professional?
C3: We are both eternal optimists who look at life as brimming with pleasure, opportunities and hope. Rachael has been able to view all types of situations and create positive situations. She has energy, enthusiasm and great tolerance for differences both in herself and in others.

MR: What is a special memory of your daughter growing up?
C3: One special memory out of many was Rachael’s compassion and ability to love her family. From an early age, Rachael was connected to her family, particularly her grandmother and her two brothers. It was always important to Rachael that she actively share, protect and nurture her relationships in the family system.

MR: Do you and your daughter share any passions other than psychology?
C3: We have a special love for animals and a deep commitment and respect for nature. We have had many journeys through the woods and have hiked many mountain trails exploring the wonders of nature. We have a deep bond with all types of animals, rescuing many animals that were previously neglected and abandoned. I believe that we both have allowed ourselves to experience nature, giving us a sense of perspective and strengthening our connections to the world around us.

MR: What things did you do with your daughter when she was growing up that influenced your career?
C3: We traveled to many parts of the world together. In addition, we made reading together a priority. She and I read many stories together about different cultures and different types of families. We always appreciated the times we shared questioning and always thinking about the whys of life. Our time together traveling and reading has nurtured curiosity and surprise about the world around us. I knew when Rachael was in middle school that she wanted to become a psychologist and use her creativity and enthusiasm to work with others.
MR: How has your daughter’s career influenced you?

CS: I was pregnant with Rachael in graduate school and shared with her from day one the joy of learning and becoming. We have been so fortunate to be able to mentor each other in various situations both professionally as well as personally. She is a competent, highly ethical and a level-headed individual who has tremendous compassion and a sense of responsibility to herself and to others. As she has looked to me as a role model, juggling family, friendships as well as professional and personal commitments, I continue to learn from watching Rachael live a balanced life as a professional woman, sister, daughter and good friend to others.

MR: What advice did you give your daughter when she was young that you still use today in your career?

CS: Through the generations, my mother shared with me some of the wonderful advice that I have passed down to Rachael. She advised me that I could do anything that I put my mind to doing. Actions speak louder than words. Always be true to your ethical values. Take the time to listen to your heart. Mostly, find pleasure in everything you do and share that pleasure with others. Contribute to the world around you.

MR: Describe a special professional experience you have shared with your daughter.

CS: When Rachael graduated from her doctoral program, she insisted that I walk beside her onto the stage as she received her diploma from her professors. There we were both in our cap and gowns smiling widely. Rachael let me know in no uncertain terms that her moment would mean so much more if I shared the experience with her, side by side. Words are inadequate to describe her generosity and ability to love. It was one of many special professional moments we have shared together.

MR: Was there a moment in her career that you thought “that was just like me?”

CS: As Rachael journeys through her career, there are many moments when I watch Rachael that bring me back to my own memories of professional experiences that I have had in the past. However, I am also reminded of how similar as well as different we are in the ways that we process and handle situations that arise and in the choices that we make.

MR: What personal and professional accomplishments of your daughter’s are you most proud of?

CS: Rachael is strong, compassionate, fiercely loyal, trustworthy and an ethical leader. She has the ability to think on her feet, laugh at herself and take a responsible role whenever necessary. She also knows how to play and enjoy life to the fullest. She has great passion for the field of psychology and continues to volunteer her time as an early career psychologist. These are just some of the traits that she brings to her professional and personal life. I am so very proud of the person that Rachael is.

Interview with Dr. Rachael Silverman:

MR: How has your mother inspired you professionally?

RS: She has accomplished so much and been able to successfully balance her roles as a mother, daughter, psychologist, and wife. She has never given up on anything even when others told her that she couldn’t do it or that it was impossible…she found a way. She inspires me on so many levels every day.

MR: What trait of yours is most like her as a professional?

RS: My intuition…my perseverance and my compassion for others. When people tell me that something is impossible, I work harder to achieve. She never accepted that something was impossible. I’m the same way.

MR: What is your favorite childhood memory of your mother?

RS: I have so many, but one that comes to mind is our mother-daughter days. When my brothers were born, my mom made sure to make an extra effort to make sure I still knew how important and special I was. We would go once a week to the beach, butterfly world, or on walks around the neighborhood just exploring… and just us. That was our special time for us. That was our girl time together.

MR: Do you and your mother share any passions other than psychology?

RS: We both love animals and nature. We still share a passion for helping animals and are actively involved in charities and wildlife rescue organizations.
MR: What things did you do with your mother when you were growing up that influenced your choice of careers?
RS: When I was a little girl, I remember my mom studying and writing all night for her doctorate. She would give me crayons and paper and ask me to help her with her work. That left an impression on me…I felt important like I was really helping her. She never gave up on anything she wanted. She wanted to be a mother, a wife, and a doctor and she did it.

MR: How has your Mom’s career influenced you?
RS: In so many ways; I can’t even count how many! She works so hard and is always looking for ways to better herself both personally and professionally. She has always taught me that you never stop learning and to stay humble. That’s the kind of psychologist I try to be; I know that I don’t know everything, but I want to experience as much of it as I can and learn from the best so I can provide my patients with the highest level of care possible.

MR: What advice did she give you when you were young that you still use today in your career?
RS: You can do anything you put your mind to and listen to your heart. She always told me to be true to myself.

MR: Describe a special professional experience you have shared with your Mom.
RS: When I graduated from the doctoral program, I requested that my mom walk beside me and hood me since she graduated from the same doctorate program at the same school. It was incredibly special. We were both in our cap and gowns on stage as the school’s first mother-daughter to graduate from the psychology doctoral program.

MR: Was there a moment in your career that you thought “that was just like mom”?
RS: Whenever I get really excited about something related to psychology, I think that’s just like mom. We share a unique passion and enthusiasm for the field. We treasure our bond as mother and daughter and as two professionals in the same field. Also, although we are both different in many ways, we have been told that we both have the ability to convey empathy and compassion.

MR: What personal and professional accomplishments of your mother’s are you most proud of?
RS: Her ability to balance her roles as a mother, wife, and psychologist…she does them all so well and manages to keep them separate and has a passion and love for all of them. I guess one specific professional accomplishment of my mother’s that I am most proud of is her Psy.D. I was probably 5 or 6 years old when she graduated. I remember being allowed to sit on her lap during the ceremony and looking around at all these people who were dressed in their robes and so excited. Then she was called to the stage and handed her doctorate degree; I remember my dad and grandparents crying. It was so special and even though I was so young, the significance of that moment wasn’t lost on me. I remember everyone was so proud of her and I wanted to be just like her. I have always been so proud of her.
I’m proud of strength, courage, and ability to love her children and family unconditionally. She is such an incredible wife and mother. If I’m half the mother she is when I’m a mother, I’ll be happy!

MR: What personal and professional accomplishments of yours do you think she is most proud of?
RS: I think she’s proud of me all the time. I’m just joking, kind of. I think she’s most proud of the woman I’ve become. I try to balance my roles the way she does. I think she’s proud of how I have always put my family first and how protective and loyal I am to those I love. She’s the same way. We joke that she’s a lioness and I’m a lioness in training.

MR: What has been your mom’s most powerful and influential message to you as a psychologist?
RS: Be open-minded, ethical, flexible, compassionate, and tolerant and always value yourself. Also, asking for help is not a sign of weakness; it’s a sign of strength…you can’t help someone who doesn’t want help. And she has always taught me the importance of maintaining a balance through personal, meaningful relationships. I think that’s one of the reasons why I cherish my family and close friends so much. My relationships with them keep me centered, especially as an early career psychologist.
The “two-paycheck couple” is a type of modern family that composes nearly half of all marriages in America (Bureau of Labor Statistics, 2013). The global economy has been experiencing a recession since 2007, putting greater strain on families to work to meet their expenses. For many couples, both partners must work to sustain the family unit. As a result, they experience time strain, pressures related to feeling that one does more of the home-centered tasks, higher levels of stress, and less overall marriage satisfaction (Casper & Bianchi, 2001; Barnett, Gareis & Brennan, 2008).

Spending time together as a couple is important to maintaining a good marriage. Quality time together becomes more difficult to attain when demands of employment are high. Parents in two-paycheck relationships report not having enough time with their children, partners, or to themselves (Nomaguchi, Mikie & Bianchi, 2005; Johnson & Andersen, 2012). These couples often struggle emotionally, financially and personally to meet all their responsibilities. In this environment, anger, lack of sex, and exhaustion are constant companions to the partners in the two-paycheck couple. In this type of relationship, each partner needs to know what he/she desires as an individual and a member of a couple in order to sustain a satisfied, healthy relationship and family unit. Relationships succeed when both members of the couple can understand themselves and each other (Pitta, 2005, 2014).

The AFT Couple Model will enable a two-paycheck couple to negotiate their many roles and responsibilities regarding family, finances, and maintaining an emotional connection. The presenter will review the theories informing the AFT Couple Model, using Bowenian Family Systems Therapy as the “home theory”, and integrating interventions from other theories (cognitive behavioral, psychodynamic, communications and other systems’ theories) (Pitta, 2014). The presentation will include a conceptualization of how this model is utilized to help heal couples in distress. It will also include a review of common factors and core competencies in effective family therapy (AAMFT, 2007; CACREP, 2009; Sprenkle, Davis & Lebow, 2009). Contextual factors such as searching for intimacy, the meaning of trust in couple relationships, and the influence of the power differential between partners will be reviewed (Atwood, 2013; Carlson & Sperry, 2010; Duffy, 2010; Gottman, 2011; Hendrix & Hannah, 2012; Pitta, 2005; Sperry, 2010; and Williams & Knudson-Martin, 2012). The concepts of timing, frequency and types of sessions as informed by staging marital conflict, individual versus joint sessions, and steps in resolving couple conflict will be explored.

“I’ve read Pat’s book and it’s really an interesting and useful contribution to our literature.”
Susan McDaniel, Ph.D., ABPP (fellow Academy Member)
### Saturday, August 9, 2014

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<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
<th>Speaker(s)</th>
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<tr>
<td>9:00 – 10:50 a.m.</td>
<td>Treating Male Sexual Dysfunction: Experience of a Specialist</td>
<td>Convention Center</td>
<td>Joel Block, Ph.D., ABPP</td>
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<td><strong>Meet Dr. Joel Block</strong></td>
<td>Room 140 A</td>
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<td>Joel Block, Ph.D., ABPP, is a senior psychologist on the staff of the North Shore-Long Island Jewish Medical Center and an Assistant Clinical Professor (Psychology/Psychiatry) at the Hofstra North Shore-LIJ Medical School. Dr. Block is a Fellow of Division 43 of the American Psychological Association and for twenty years he was the training supervisor of the Sexuality Center at Long Island-Jewish Medical Center. Dr. Block is the author of over 25 books on Love and Sex, his specialty. Dr. Block has ventured into an application and research area that is very exciting. He has partnered with an emerging couples compatibility company, <em>Instant Chemistry</em> that matches couples based on genetic markers. Dr. Block brings to the partnership that launches in mid-April, a well validated instrument, <em>Celebrated Connections</em> that adds a psycho/social component to the compatibility package. The team plans to publish their findings and perhaps revolutionize couple pairings.</td>
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<td>10:00 – 11:00 a.m.</td>
<td>Discussion with Early Career Psychologist on how to become involved in Board Certification</td>
<td>Division 43 Hospitality Suite</td>
<td>Rachael Silverman, Psy.D.</td>
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| 11:00 – 12:00 a.m. | Process of Board Certification in Couple and Family Psychology – the requirements, process, examination and other issues related to the ABPP in Couple & Family Psychology | Division 43 Hospitality Suite | Robert Geffner, Ph.D. ABPP, ABN
Anthony L. Chambers, Ph.D., ABPP-CFP
Thomas Sexton, Ph.D., ABPP |

### Sunday, August 10, 2014

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<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
<th>Speaker(s)</th>
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<tr>
<td>10:00 – 11:50 a.m.</td>
<td>Symposium: Psychologist Involvement in US Immigration court</td>
<td>Street Level Room 158</td>
<td>Lenore Walker, Ed.D. ABPP &amp; Students</td>
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<tr>
<td>11:00 – 12:50 p.m.</td>
<td>Symposium: Global Violence Twd Women- Interventions &amp; Strategies</td>
<td>Street Level Room 152A</td>
<td>Lenore Walker, Ed.D. ABPP &amp; Students</td>
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<td>TIME</td>
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<td>CHAIR/Participant(s)</td>
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<td>Thursday, August 7th</td>
<td>Evidence-Based Practices in Family Psychotherapy with the Gifted and Talented: A Collaborative Symposium</td>
<td>Alexa Maria Branagan, Jordan Burko, Michelle Nanji</td>
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<td>8:30-9:50</td>
<td>Marital sequelae among strict religious couples following one partner’s change in beliefs</td>
<td>Adam R. Fisher</td>
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<tr>
<td>10:00-10:50</td>
<td>Military Family Psychological Risks and Needs: The Impact of Deployment on Military Couples and Children</td>
<td>Adriana Keller, Howard Lin</td>
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<td>11:00-12:00</td>
<td>Effects of Bipolar Disorder on the Family System</td>
<td>Maren Conway</td>
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<td>12:00-12:50</td>
<td>Speed Mentoring</td>
<td>Galena Rhodes, Tom Sexton, Erika Lawrence, Susan Regas, Corinne Datchi</td>
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<td>12:00-12:50</td>
<td>Case Consultation Workshop</td>
<td>Corinne Datchi and Anthony Chambers</td>
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<td>1:00-2:00</td>
<td>ABCFP Exam</td>
<td>Tom Sexton</td>
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<tr>
<td>2:00-2:50</td>
<td>Developing Intern’s Competencies in Family Therapy Systems and its Application to Latino Families</td>
<td>Dr. Maria del Mar Rivera Castro (needs to be confirmed)</td>
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<tr>
<td>3:00-3:50</td>
<td>How Differentiation Levels Affects Coping: A Case Study Comparison</td>
<td>Dr. Martha Hernandez</td>
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<td>4:00-4:50</td>
<td>Embracing the New Family Norm: What Therapists Need to Know for Effective Treatment</td>
<td>Saimir Thano, Sara Moini</td>
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<td>5:00 – 6:30</td>
<td>Student/ECP Reception</td>
<td>Katie W.</td>
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<tr>
<td>Friday, August 8th</td>
<td>How can Future Mental Health Clinicians Increase Utilization Rates for the Hispanic Population?</td>
<td>Joanne Barba</td>
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<td>8:00-8:50</td>
<td>Scott Pressman</td>
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<td>9:00-9:50</td>
<td>Sex, Anger, Exhaustion And the Two Paycheck Couple: Healed by the Assimilative Family Therapy Model</td>
<td>Patricia Pitta, Ph.D., ABPP</td>
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<td>10:00-11:00</td>
<td>Journal Board Meeting</td>
<td>Tom Sexton</td>
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<td>11:00-12:00</td>
<td>ABCFP Board Meeting</td>
<td>Tom Sexton</td>
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<td>Student/ECP Reception</td>
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<tr>
<td>Saturday, August 9th</td>
<td>Fellows Breakfast</td>
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<td>7:00-8:30</td>
<td>Student/ECP</td>
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<td>1:00-1:50</td>
<td>Treatment of Complex Traumatic Stress from a Systemic Perspective</td>
<td>Shannon V. McHugh, Shannon O’Conner</td>
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<td>2:00-2:50</td>
<td>When automatic emotional processes make you jump: Clues to what is driving reactivity in relationships</td>
<td>Johanna Hart</td>
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<td>3:00-3:50</td>
<td>Examining the Effects of Familismo and Acculturation on Child Maltreatment and Delinquency in Latino Adolescents</td>
<td>Ana Isabel Becerra</td>
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<td>4:00-4:50</td>
<td>Treating a Chinese Couple’s Infidelity: An Emotionally Focused Therapy (EFT) Approach</td>
<td>Shao-Fen Sophia Chang</td>
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<td><strong>Sunday, August 10th</strong></td>
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<td>9:00-9:50</td>
<td>Raising Awareness to the psychosocial changes within romantic relationship dynamics post-bariatric surgery</td>
<td>Selina Mangassarian</td>
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<tr>
<td>10:00-10:50</td>
<td>Adoption of Older or Foster Children: Unique Family Challenges &amp; Effective Interventions</td>
<td>Brittany A. Beyerlein, Aimee L. Robertson</td>
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<tr>
<td>11:00-11:50</td>
<td>Fiction Fueling Therapy: Exploration, Integration, and Transformation through Dramatic Techniques</td>
<td>Michelle Farivar</td>
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How to Get Involved with DIVISION 43?

The summer months generally bring a welcome change of pace. Division 43 is gearing up for APA’s Annual Convention August 7-10 in Washington D.C. If you are wondering how to get involved or how to become more involved as a student member of the Division for Family and Couple Psychology, the APA Annual Convention has numerous opportunities. Of special interest to students, early career professionals (ECP), and long-time members alike, our current Hospitality Chair and former Student Representative, Allison Hill is coordinating the Division 43 Hospitality Suite in the Marriott Hotel (Room # TBA). Each year the Hospitality Suite hosts a number of programs. Two events that students and ECPs will not want to miss are:

1) **Speed Mentoring**: Thursday, August 7 from 1-3pm- with talented mentors including: Galena Rhodes, Tom Sexton, Erika Lawrence, Susan Regas, and Corinne Datchi,

2) **Student Reception**: Friday, August 8 from 5-6:30pm- which your current student representative (Katie Wischkaemper) is hosting.

Meeting other students and professionals from across the country at a similar level or a few steps ahead is an important part of professional development. I encourage each one of our members to stop by the Hospitality Suite (Room # TBA) to learn, participate, and network. I would like to highlight the presentations prepared by student and ECP members:

**Thursday, 8/7**

8:30 - 9:50am  *Evidence-Based Practices in Family Psychotherapy with the Gifted & Talented: A Collaborative Symposium*  
by Alexa Maria Branagan (Zwerling), Jordan Burko, and Michelle Nanji.

10-10:50am  *Marital sequelae among strict religious couples following one partner's change in beliefs*  
by Adam R. Fisher

11-11:50am  *Military Family Psychological Risks and Needs: The Impact of Deployment on Military Couples and Children*  
by Adriana Keller and Howard Lin

12-12:50pm  *Effects of Bipolar Disorder on the Family System* by Maren Conway

**Friday, 8/8**

8-8:50am  *How can Future Mental Health Clinicians Increase Utilization Rates for the Hispanic Population?*  
by Joanne Barba

12-12:50pm  *Developing Intern’s competencies in Family Therapy Systems and its application to Latino Families*  
by Dr. Maria del Mar Rivera Castro

1-1:50pm  *How Differentiation Level Affects Coping: A Case Study Comparison* by Dr. Martha Hernandez

2-2:50pm  *Embracing the New Family Norm: What Therapists Need to Know for Effective Treatment*  
by Saimir Thano and Sara Moini
Saturday, 8/9

1-1:50pm  Treatment of Complex Traumatic Stress from a Systemic Perspective  
by Shannon V. McHugh and Shannon O’Conner

2-2:50pm  When automatic emotional processes make you jump: Clues to what is driving reactivity in relationships  
by Johanna Hart

3-3:50pm  Examining the Effects of Familismo and Acculturation on Child Maltreatment and Delinquency in Latino Adolescents  
by Ana Isabel Becerra

Sunday, 8/10

9 - 9:50am  Raising awareness to the psychosocial changes within romantic relationship dynamics post-bariatric surgery  
by Selina Mangassarian

10-10:50am  Adoption of Older or Foster Children: Unique Family Challenges & Effective Interventions  
by Brittany A. Beyerlein, B.A. and Aimee L. Robertson, B.A.

11-11:50am  Fiction Fueling Family Therapy: Exploration, Integration, and Transformation through Dramatic Techniques  
by Michelle Farivar

In closing, the Division is finalizing its new mentorship program. The start date is **August 1, 2014**, and the program will run during the 2014-2015 academic year. I have already heard from many students, and we are putting the finishing touches on the list of mentors. If you are reading about this for the first time, the mission of the mentoring program is to benefit Division 43 members by fostering professional development within our specialty. The program is designed for students and ECPs and will pair each mentee with an established career person. If you are a new student member or want to be more involved, this is an excellent opportunity. Students who have contacted me before July 15 will receive more specific guidelines on **August 1, 2014**. The hope is that participants communicate several times throughout the year. You and your mentor might make arrangements to meet face-to-face in Washington D.C. this August!

Regardless of your participation in the mentoring program, I look forward to meeting many of you during speed mentoring, the student reception, or for any of the Hospitality Suite programs. (Contact Katie Wischkaemper at kwischka@vols.utk.edu with questions or more information.)
TO ALL BOARD
CERTIFIED
SPECIALISTS
You are invited to...

The 67th ABPP Convocation and Social Hour
Saturday, August 9, 2014 • 8:00 a.m.—9:50 a.m.
Renaissance Washington Hotel • Renaissance Ballroom
999 Ninth Street NW • Washington, DC 20001

Speaker—Colonel Hans V. Ritschard, PhD, ABPP
“Reflections on Military Psychology”
2012 recipient of the Distinguished Service & Contributions to the Profession of Psychology Award

Congratulations to our award winners for 2014:
The Russell J. Bent Award for
Distinguished Service & Contributions to the American Board of Professional Psychology
Christine Maguth Nezu PhD, ABPP
Distinguished Service & Contributions to the Profession of Psychology
John E. Lochman PhD, ABPP

Also
Come to the ABPP booth at the APA Convention; Booth #511 Halls D & E
Walter E. Washington Convention Center, 801 Mount Vernon Pl NW
9:00 a.m. — 4:00 p.m. Thursday, August 7th
9:00 a.m.—5:00 p.m. Friday — Saturday, August 8th-9th
9:00 a.m. — 12:00 p.m. Sunday, August 10th

Please RSVP by July 6, 2014 to:
ATTEND@abpp.org
Regrets only to:
NOTATTEND@abpp.org
The National Partnership to End Interpersonal Violence Across the Lifespan (NPEIV) is an overarching network of state, regional, and national multidisciplinary, multicultural organizations, agencies, and coalitions.

**Mission:**
To make the prevention of interpersonal violence a national priority and to encourage healthy relationships by linking science, practice, policy, and advocacy

**Vision:**
To end all types of interpersonal violence, for all people, in all communities, at all stages of life

**Benefits of Attending**

- Collaboration with leaders in state, federal, and national positions
- Access to the IVAT and NPEIV websites and list serves to disseminate information
- Venue for research and best practices, and access to participants nationwide
- Discounted attendance to the IVAT International Conferences
- Access to a wide variety of experts
- Participation in a national effort to impact a major social and public health issue

**For more information about the NPEIV**

**Please contact:**
Jennifer Turfler, NPEIV Assistant
*Institute on Violence, Abuse and Trauma (IVAT)*
at Alliant International University
Phone: 858-527-1860 x 4046
Email: IVATNPEIV@alliant.edu
[www.NPEIV.org](http://www.NPEIV.org)

*IVAT is the Nonprofit Fiscal Agent for the NPEIV*

For those attending the Think Tank in San Diego, we invite you to stay for our 19th International Conference & Summit on Violence, Abuse and Trauma, September 7th – 10th. For more information and to submit your proposal, please go to [www.ivatcenters.org](http://www.ivatcenters.org); program and registration for the International Conference will be available in May, 2014. NPEIV think tank participants receive approximately 50% discount on registration fees.
AFFILIATED TRAININGS 2014

Specialized trainings on September 5 &/or 6, 2014. The Institute on Violence, Abuse & Trauma at Alliant International University partners with various agencies to provide these trainings.

AT 4: Testifying in Criminal, Civil, Family, and Juvenile Court Cases: Ethical, Professional and Practical Techniques

Date/Time: Friday, September 5, 2014 | 9:00 AM – 4:30 PM
Fees: $95 Early Registration by July 31 | $115 by Sept. 1 | $125 After Sept. 1

Presenters: Robert Geffner, Ph.D., ABPP, ABN; Steven Bucky, Ph.D., ABPP; Richard Ducote, J.D., LLM; Alyce LaViolette, M.S.; Viola Vaughan-Eden, Ph.D., LLM

REGISTRATION & INFORMATION: www.IVATCENTERS.org

WORKSHOP DESCRIPTION:

Testifying in court is often a stressful proposition, even for the experienced professional. Yet, professionals from various disciplines regularly do and often under subpoena as a treatment provider, evaluator, or other practitioner. In addition, expert witnesses on various issues in different types of cases are often used. This workshop is a multidisciplinary session focused on the practical aspects of preparing and presenting in court, as well as strategies for navigating the cross examination while maintaining ethical standards. It will address how to manage the expectations of attorneys and judges while operating within your own professional standards and ethics. Examples of testimony in high profile civil, family, and criminal cases are discussed, and mock testimony for participants and presenters are demonstrated.

CE: This training meets the qualifications for up to 6.0 hours of continuing education for MFTs and LCSWs as required by the CA Board of Behavioral Sciences
PRESENTED BY
Institute on Violence, Abuse and Trauma at
Alliant International University

CO-HOSTS
Children’s Institute Inc.
Family Violence & Sexual Assault Institute
National Partnership to End Interpersonal Violence Across the Lifespan

CONFERENCE TRACKS
• Adult Survivors of Maltreatment /Trauma
  • At Risk Youth
  • Child Maltreatment
  • Children Exposed to Violence
• Intimate Partner Violence Offenders
• Intimate Partner Violence Victims/Survivors
  • Legal and Criminal Justice Issues
• Trauma in the Military Personnel, Veterans & Their Families
  • Trauma in General
  • Preventions
• NPEIV National Summit on Interpersonal Violence and Abuse Across the Lifespan

BENEFITS OF ATTENDING
• Comprehensive and cost effective; discounts for groups
• Premiere networking opportunities
• Interdisciplinary approach for child maltreatment, domestic violence, trauma and more
  • Cutting-edge research, intervention techniques, & prevention programs
  • Multicultural perspectives and issues
  • Promoting policy development
• Up to 26.75 hours of Continuing Education credits for most professions
• Evidence-based and promising practices, programs and approaches

CONFERENCE INFORMATION
Institute on Violence, Abuse and Trauma (IVAT)
858-527-1860 x 4030
IVATConf@alliant.edu
www.IVATCenters.org
Robert Geffner, PhD, ABPP, ABN, is Founding President of the Family Violence and Sexual Assault Institute; Founding President of Alliant International University’s (Alliant) Institute on Violence, Abuse and Trauma (IVAT); Clinical Research Professor of Psychology at the California School of Professional Psychology, Alliant, San Diego; licensed psychologist and licensed marriage and family therapist in CA and TX. He is Editor of five internationally disseminated journals and former clinical director of a large private practice mental health clinic in East Texas for over 15 years. He has a Diplomate in Clinical Neuropsychology and in Family Psychology. Dr. Geffner is a Past President of the Trauma Psychology Division of the American Psychological Association, and is currently co-chair of the National Partnership to End Interpersonal Violence Across the Lifespan. He has been a researcher, trainer, practitioner, and consultant for more than 30 years.

Richard Ducote, JD, is an attorney who has specialized in representing abused women and children nationwide for 33 years. His primary focus has been child custody cases in which courts have placed children in the custody of their abusers and have punished the protective parent. He wrote the first law in the country which prohibited the granting of custody to abusive parents. In October, 2005, he was featured in the PBS documentary “Breaking the Silence: Children's Stories” exploring the failure of family courts to protect abused women and children.

Alyce LaViolette, MS, has worked with battered women since 1978, first as an advocate at Women-Shelter in Long Beach, CA and then in private practice. In 1979, she founded Alternatives to Violence in Long Beach, one of the first programs in the country for spouse abusers. She specializes in Anger Management, Domestic Violence Counseling for Survivors and Perpetrators, and Gender Issues. She also provides couples’ counseling. She has co-authored a parenting curriculum for the Administrative Offices of the Court and edited the California Association of Batterer Intervention (CABIP) Program’s Toolbox. She was a founding member and co-chair of the Association of Batterers’ Intervention Programs and CABIP.

Viola Vaughan-Eden, PhD, LCSW, is President of American Professional Society on the Abuse of Children. She is a clinical and forensic social worker who has provided treatment and evaluation services to children and families in Southeastern Virginia for more than 25 years; specializing with victims of trauma, principally sexual abuse. She is the Co-Editor of the Journal of Forensic Social Work. Dr. Vaughan-Eden regularly provides training to local, national, and international multidisciplinary groups of professionals on the psychosocial needs of child abuse victims, as well as consultation and expert witnessing. She is a guest lecturer at several social work and law schools, and was an adjunct professor in the Master of Social Work program at Virginia Commonwealth University.

Steven Bucky, PhD, ABPP is a Distinguished professor, the Director of Professional Training, Chair of the Ethics Committee at the California School of Professional Psychology at Alliant International University. Dr. Bucky has published more than 150 papers and edited the book: The Impact of Alcoholism. Dr. Bucky also maintains a private practice. Dr. Bucky is a consultant to California’s Board of Psychology, Medical Board, Board of Behavioral Sciences, and the Attorney General’s office, has consulted with the District Attorney’s office, the US Attorney’s office, the City Attorney and numerous attorneys. Dr. Bucky is a member of the California Psychological Association’s Ethics Committee, is the EAP Coordinator to the San Diego Padres, is a consultant to the NFL, the San Diego Chargers, and the Athletic Department at San Diego State University.
ARTICLE REFERENCES

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