



Academy of Family Psychology Newsletter

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President's Message

By Frank R. Ezzo, Ph.D., ABPP

Now That the World Health Organization has lifted the travel ban to Toronto, the APA Convention is going forward as planned from August 7-10. The SARS situation, however, may still have affected activities planned by the Academy of Family Psychology. Your elected Board has been very busy planning several important marketing and training events during the APA Convention. The first such activity is an Exam Preparation Workshop scheduled for August 7 and 8. Florence Kaslow will be presenting a full day on Theoreti-

Nevertheless, we still have some time to increase the attendance for the Workshop.

A second activity planned by the Academy is a Social Hour on August 8 from 7-9 P.M. in the Division 43 Hospitality Suite. This will give us an opportunity to renew existing friendships, foster new friendships, and market the ABPP in Family Psychology. Spread the word, and hope to see you there.

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cal Orientations and Preparation for Board Certification. Terry Patterson will present a 2 hour segment on Documentation and Assessment in Couple and Family Therapy; followed by a 2 hour presentation by Lenore Walker on Ethical Issues in Family Psychology. Your officers, John Northman and Bill Lax have done an excellent job marketing the Workshop. In spite of their Herculean efforts, the response has not been as anticipated, and SARS may be a component in this less than favorable response.

tant and relevant than ever with Family Psychology now recognized by APA as a specialty. I continue to invite members of the Academy to become involved in their own grass roots marketing efforts to promote board certification in Family Psychology. Remember the marketing "contest" from my last article in the Newsletter. Local and/or regional workshops may provide the best marketing tool. I ask that any members with ideas for workshops, or presentations contact me to further discuss grassroots ef-

forts to market board certification in Family Psychology.

Hope to see you in Toronto.

Editor's Notes

By John Thoburn, Ph.D., ABPP

The big issue is "how can we increase the number of board certified family psychologists?" This question should be preceded by, "why should we want to increase the number of board certified family psychologists?" The more the merrier? Everyone should go through the joy of producing a clinical portfolio? Well, not quite - actually the more diplomates there are, the greater the importance board certification will have on the practice of psychology. The public does not yet have an appreciation for the importance of board certification as a qualification for the practice of psychology. By and large, as far as the public is concerned, the only factors to make sure of when choosing a psychologist are licensure and good standing.

The benefits of board certification are obvious - to those of us who have it: greater ease in becoming impaneled with managed care companies, greater ease with crossover in state licensing, the imprimatur of 'specialist' in a given area in the practice of psychology, the recognition of seniority and experience in the profession, etc. These benefits are not so obvious to the consumer of

(Continued on page 2)

(Continued from page 1)

services, however, and consumer choice, in part, determines professional direction. If the consumer doesn't see a need to go to professionals who are board certified, then the professional will not have a pressing need to become certified. Quite honestly, heightening the felt need among those psychologists who are not yet board certified will require an educated public, putting the pressure of marketplace choice on psychologists to pursue certification.

Those of us who are board certified need to promote ABPP with missionary zeal, not only among our colleagues, but to the

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general public. While heightened awareness and class offerings at APA conferences are useful, there is no substitute for heightened awareness at the local community level, among churches, synagogues, mosques, clinics, practice groups, consumer groups, chambers of commerce, etc. The more people who take the step up to board certification, the greater its meaning will become in the minds of the public. When the public recognizes the importance of board certification and demands it of service practitioners, then there will be a groundswell of support and people will be knocking down the doors of AbFam. You and I

need to promote board certification to friends, family, schools, faith communities and colleagues, until, like licensure; it becomes the standard for public choice.

Update on ABFamP

By Florence Kaslow, Ph.D., ABPP

A lively ABFamP meeting was held in Philadelphia in March. We are all pleased that during the last ABPP fiscal year (August 2001 to August 2002), more family psychologists were awarded Board Certification than has occurred in many years. We would like to congratulate and welcome all of them. They are:

Bodin, Arthur M., Ph.D.
Freeman, Arthur, Ed.D.
Kazak, Anne E., Ph.D.
Levant, Ronald F., Ed.D.
Remer, Rory, Ph.D.
Thoburn, John, Ph.D.
Watson, Maryanne, Ph.D.
Wood, Beatrice L., Ph.D.

We hope for another banner year at the APA Convocation on Saturday, August 9th, 12:00 Noon to 2:00 P.M. at the Fairmount Royal York Hotel in Toronto at the APA Convention. I urge all family diplomates to attend and plan to sit together. Look for Marsali Hansen or me and we'll try to arrange it. Those scheduled to be awarded their Board Certifications at that time are:

Gerson, Mary Joan, Ph.D.
Goldenberg, Irene, Ph.D.
Harway, Michele, Ph.D.
Hoffman, Claudia J., Ed.D.
Strozier, H. Melton, Jr., Ph.D.
Walker, Lenore E.A., Ed.D.

We are gratified that all of the effort put forth in the last seven years has produced so many quality candidates. Many of them have done extremely well in the oral exams, and this indicates how much our field has progressed and matured. Nonetheless, we need to keep up our efforts if we are to

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reach our goal of a minimum of ten new diplomates per year. With ABPP having decided to extend the period for applications in the Senior track, we can continue to recruit those who have been practicing and teaching more than 15 years.

Both the Family Board and the ABPP Board are now vibrant entities. Both are stressing recruitment of a more diverse cadre of applicants. With credentialing issues very much in the forefront of APA deliberations, ABPP's activities have become all the more significant.

We hope the workshop slated for Toronto, that Drs. Lax, Northman, and Ezzo have worked so diligently to organize, will materialize. So far responses have been slow, but we hope they will pick up, and will be the first of a new series of such exam preparation and CE workshops.

Supervision from an Attachment Perspective

By John Thoburn, Ph.D., ABPP

There has been a fair amount written about psychodynamic supervision (Blocher, 1983; Littrell, Lee-Borden and Lorenz, 1979; Loganbill, Hardy and Delworth, 1982; Watkins, 1992), with much of the attention focused on issues of separation and individuation. I would like to briefly suggest an attachment model for family psychology supervision that focuses on the stages of acquiring a secure base and the practicing period.

One main goal of attachment and overall development is movement from being a care receiver to a care giver, with three main stages or tasks in the attachment process. The first task is acquiring a secure base. In the first year of life, the child seeks to foster a relationship with a care giver who will provide the infant with security, safety and nurturance. The infant, being relatively helpless, seeks a relationship where its primary survival and emotional needs are met.

The second task of attachment is practicing, with a focus in the toddler and latency years on self-organization and self-regulation. Self-organization has to do with the development of a sense of self-identity and self-orientation and a sense of autonomy. Self regulation has to do with the regulation of affect, especially reactive anxiety.

The infant/caregiver relationship is characterized by central moments of infant/care giver interaction through accessing pleasure joy circuitry and through psy-

chobiological attunement as the infant mirrors the care giver's emotional states. The relationship has substantial impact on the developing nervous system of the infant and the development of healthy emotional states.

One major task of psychology supervision is to facilitate supervisee movement from dependency to autonomous functioning (Hess, 1986). While Watkins (1992) has discussed four different types of autonomy/dependency issues for supervisees, I want to suggest three tasks for the supervisor in order to facilitate the supervisee's autonomy. The first task is regulating the relationship in order to foster a sense of secure base for the supervisee. The supervisor fosters nurturance, encouragement and is more directive at this stage, meeting the cognitive, behavioral and emotional needs of the supervisee. The supervisor models non-reactive, non-anxious behavior in relation to the supervisee's case presentations. As the supervisee gains confidence, s/he moves into what developmental theory calls the practicing period, where the supervisor helps her/him to 'think outside the box' and explore ways to practice that particularly resonate with who the supervisee is. It is important for the supervisor to encourage the supervisee's attempts to step out on his/her own, while guiding the therapist in ethical and therapeutic directions. The supervisee will begin to gain a sense of identity as a professional psychologist, and will increase her/his ability to recognize and manage transference/counter transference issues.

The supervisor seeks to facilitate central moments with the supervisee, where the therapist experiences the supervisor's genuine enthusiasm and pleasure in the supervisee's work. The supervisor works to stay attuned

to the therapist, and remains able to anticipate needs and model behavior isomorphic to the client/therapist relationship.

Blocher, D.H. (1983). Toward a cognitive developmental approach to counseling supervision. *The Counseling Psychologist, 11* (1), 27-34.

Hess, A.K. (1986). Growth in supervision: Stages of supervisee and supervisor development. *The Clinical Supervisor, 4*, 51-67.

Littrell, J.M., Lee-Borden, N. & Lorenz, J.A. (1979). A developmental framework for counseling supervision. *Counselor Education and Supervision, 19*, 129-136.

Loganbill, C., Hardy, E. & Delworth, U. (1982). Supervision: A conceptual model, *The Counseling Psychologist, 10* (1), 3-42.

Watkins, C.E., Jr. (1992). Psychotherapy Supervision and the separation-individuation process: Autonomy versus Dependency Issues, *The clini-*

An Open Letter from the Editor

We would like to begin a new column in the AbFam newsletter called 'The Member to Member Spotlight.' We would like to profile you, sharing about yourself:

- 1) Share a topic in which you have expertise
- 2) Share unique aspects of your employment
- 3) Share your path to becoming a family psychologist.



John Thoburn, Ph.D., ABPP
School of Psychology, Family, and Community
Seattle Pacific University
3307 Third Avenue West
Seattle, WA 98119