

AUS PSYD NEWSLETTER

THE QUARTERLY NEWSLETTER FOR ANTIOCH
UNIVERSITY SEATTLE, PSYD PROGRAM



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FACULTY PROFILE: DR. CHRIS HEFFNER

Q: Where did you grow up?

I was born in NE Ohio and spent most of my childhood in that area except for a few years in upstate New York and a summer in Mississippi between high school and college. I completed my undergraduate degree at a Friends college in Ohio and then moved to Fort Lauderdale for graduate school. Aside from my internship year in Illinois, I spent the next 15 years in South Florida before moving to Washington State about eight years ago. I have since fallen in love with cloudy and rainy days.

Q: Outside of teaching and the professional realm, what activities do you enjoy?

My husband Shawn and I love to camp and explore the Evergreen State. We started off tent camping with a group of friends when we first moved to Washington and now travel with a pull trailer and our dogs. Our favorite locations so far are by Lake Wenatchee, Mount Baker, and the south side of Mount Rainier.

Traveling is another activity we enjoy. Over the years I have traveled to Canada, Mexico, Bahamas, South Korea, Japan, England, Italy, Germany, Australia, France, Netherlands, Greece, Belgium, and Turkey. Most recently we celebrated our 20th Anniversary by visiting Japan and South Korea and we have plans to tour Italy and Croatia in 2020 to celebrate Shawn's 50th birthday.

I have been snow skiing since I was in high school and it is still my favorite winter sport. Growing up we did more cross-country skiing, especially when we lived in New York, but I prefer downhill skiing. My favorite is Night Skiing at the Summit at Snoqualmie.

FACULTY PROFILE: DR. CHRIS HEFFNER

Q: How did your interest in organizational development begin?

I think my interest in organizational development began when I was a child and enjoyed creating and building things. My father was an engineer and I used to watch him draw blueprints and designs for buildings and factories. I designed my first house when I was 12 (it had a bowling alley in the basement, I was an optimist). I helped my parents design a new house (sans bowling alley) when I was 17 and got to help build it.

When I started college, I declared architecture as my major but soon learned that architecture had a lot to do with wood type, metal strength, and electrical code. I began to realize that my interest in organizational development was less about the physical structure and more about the people. I switched to business as my major and enjoyed it a great deal, especially courses that allowed me to create organizations and work with others to develop products and services. I took several psychology courses and began thinking about organizational psychology as a career.

While my undergraduate externship at a Crisis Center convinced me that clinical psychology was my passion, I continue to enjoy organizational development. A large part of my work as a psychologist has been developing academic programs, post-graduate continuing education, and online learning opportunities. My organizational development focus is currently on the new Positive Psychology Interest and Research Group at Antioch.

Q: What can you pass on about working as a clinical psychologist?

To most people the field of psychology, and especially clinical psychology, conjures up images of Sigmund Freud stroking his beard and psychoanalyzing patients who lay on a chaise lounge free-associating about their mother or their desire to kill their father. To this day if someone discovers I am a psychologist, the first question is nearly always “Do you psychoanalyze everyone you meet?” This question is typically followed by a somewhat more panicked question: “Are you psychoanalyzing me now?”

Those of us in the profession know that we wear many hats and perform many roles under the umbrella of psychologist: therapist, evaluator, expert witness, teacher, consultant, advocate, and supervisor come to mind. My advice to anyone entering or training to enter our profession is to use your skills and knowledge in a way that feels right to you and that brings out the best in you. I’ve been in roles that inspire and motivate me, and I’ve been in roles that left me feeling only exhaustion. Antioch students and faculty inspire me, and I often feel energized at the end of my day.

What do I want to pass on about working as a clinical psychologist? Identify your own strengths and values. Find out what inspires and energizes you. Always be curious. Seligman once said that we flourish most when we use our strengths in the service of something larger than ourselves. That’s the best advice I can pass on. Do that and you will flourish.





FACULTY PROFILE: DR. CHRIS HEFFNER

Q: What led to your decision to pursue graduate degrees?

I enjoy discovery. Learning has always made me happy. This is why I went to graduate school, it's why I returned to graduate school, and it's why I teach in the PsyD program at Antioch. I can't think of a better career for me than one that allows me to keep learning.

Q: What was your dissertation about? What was the process like for you?

My dissertation for my PsyD was titled "The detection of malingered psychosis in the criminal population." My goal was to look at how we identified criminal defendants who were malingering or faking psychosis and how tests such as the MMPI could be used as screening instruments for this population. I was able to develop a profile for those adjudicated Not Guilty by Reason of Insanity but lost access to the other half of my population when rules about prison research changed. I learned a lot about psychoses and the legal aspects of mental health but more importantly I learned to be more resilient and flexible. With the help of an understanding chair, I was able to redesign my study to meet program requirements.

My PhD dissertation was titled, "Does perception of quality matter: A study of perceived academic quality and intention to persist." My goal was to better understand the needs of college students and how academic resources could best be used to help ensure student success. I developed an instrument that measured 19 components of academic quality and correlated each with measures of academic success. Results clarified how institutions, often with limited resources, can maximize both academic quality and student success.

FACULTY PROFILE: DR. CHRIS HEFFNER



Q: When did you become interested in positive psychology? Which aspects of positive psychology interest you the most?

My first exposure to concepts associated with positive psychology was as a graduate student. I trained at a Community Mental Health Center and worked specifically with trauma survivors. Much of my work was about building psychological resilience so that work on the trauma and eventual positive change could occur. At that time positive psychology wasn't as clearly organized as it is now and Marty Seligman would not become APA president for another few years. Albert Ellis's REBT and Donald Meichenbaum's Stress Inoculation Training were popular, and I used these approaches with my clients to help them become more resilient.

Resilience and coping became more of a focus during my internship at a University Counseling Center. It was during my second week that I witnessed a client have his first psychotic break after his roommates brought the new freshman to my office. Debriefing with his friends and roommates and talking with his family highlighted the importance of social support (friends, family, and community) in the development of resilience.

After internship, I completed a residency and then stayed on after licensure at a large urban community mental health center. Most of my clients were diagnosed with serious and often chronic mental health issues, schizophrenia and bipolar being the two most common.

I remember the psychiatrist I worked with telling me that because of newer atypical antipsychotics our clients' negative schizophrenic symptoms were giving way to more clear thought and awareness. This was fantastic and it was also changing my role as a clinical psychologist. Rather than maintenance and monitoring, I was frequently working with clients who were dealing with the realization of how their illness had negatively impacted their family and friends. Depression, anxiety, and a lack of coping skills were common among many of these individuals.

I again returned to the concepts of resilience and strengths. I spent a lot of my professional time helping clients identify and improve their interpersonal skills, their self-skills, and their occupational skills. I was doing career counseling with people who were unable to work at all just months prior. I also developed and ran a group for Friends and Families that focused on psychoeducation and building resilience as a family to support those with mental illness.

My time at Antioch has revitalized my passion for positive psychology. I see resilience and grit everyday in students and in the clients they work with. I see it in the faculty who worked so hard to develop a high-quality nationally accredited program. I see it in our community that is dealing with new issues of homelessness and massive amounts of change. My current interests revolve around the concept of resilience and how to maximize grit and flow in order to flourish. I am interested in understanding the autotelic personality, and how we can help our clients achieve a state of well-being. I really enjoy helping people identify their strengths and resources and I learn something about myself in every interaction.



FACULTY PROFILE: DR. CHRIS HEFFNER

Q: How is Antioch different from your last teaching gig? How would you characterize it and the PsyD students?

I have worked at a few different universities both as an adjunct and core faculty. My previous gig was at a hybrid university, which gave me the opportunity to learn about technology and how to utilize it most effectively to help students learn. What I liked best is that hybrid programs give potential students from rural areas access to higher education. To me this is a social justice issue because it spreads access to education to those who have traditionally been overlooked.

What I missed the most, though, was working face-to-face with students on a daily basis. In hybrid programs, interactions between faculty and students occur in bursts. I applied to Antioch as an adjunct over six years ago because I wanted more consistent face-to-face time with students. I wanted to be more involved in student research and clinical supervision. I wanted to really get to know students and work with them toward their professional goals. I feel very at home at Antioch and am fortunate to be able to work with and learn from our students.

Q: What recommendations do you have about navigating a doctorate?

I am reminded of a favorite quote from Calvin Coolidge that begins with, “Nothing in the world can take the place of persistence” and ends with, “Persistence and determination alone are omnipotent.” For me doctoral studies was about being persistent. I connected with a small group of students and we spent most of our first four years taking classes together, studying together, and hanging out, much like the cohort model at Antioch. What I enjoyed most, and perhaps what helped me succeed, was learning from each other and having passionate discussions about mental health, psychology, and how we could help our clients and each other. This kept me motivated and focused.

Angela Duckworth talks about grit as the key to success in any long-term endeavor. Grit is the combination of persistence and passion and like the Coolidge quote, reminds me that being curious, being engaged with others, being flexible, and activating our resources can make a huge difference in our forward movement.

A good example of how this works in the PsyD program is in our dissertation meeting process. It does a really nice job of bringing like minded individuals together to brainstorm about something everyone in the room is passionate about. I have witnessed so many really good research projects become great research projects through this interpersonal brainstorming process. When a group is in flow, you can literally see it in their faces and their behaviors. The room feels energetic and we all feel inspired. Finding ways to feel energized and inspired can help us overcome obstacles and get through those days (or weeks) when we feel overwhelmed or out of place. My best advice for navigating a doctoral program is to be gritty, use your strengths and resources, and engage with others who share your passion.



UPCOMING CONFERENCES & SUBMISSION DEADLINES

American Psychological Association (APA)

August 8-11, 2019 – Chicago, IL

APA's annual convention will be held in the windy city this year. Over four days more than 1,000 sessions will be featured, during which you can explore compelling psychology topics and scientific research. The submission deadline for this year's convention ended at the beginning of December. However, shoot for December if you'd like to submit a proposal for APA's 2020 annual convention.

Society of Pediatric Psychology (SPPAC) – Division 54

April 4-6, 2019 – New Orleans, LA

The annual conference aims to advance Society of Pediatric Psychology's mission to promote the health and psychological wellbeing of children, youth and their families through science and an evidence-based approach to practice, education, training, advocacy, and consultation. Their theme this year is "Risk and Resilience in Pediatric Psychology: Processes, Mechanisms, and Interventions". The submission deadline for this conference ended on the 1st of October in 2018.

Washington State Psychological Association (WSPA)

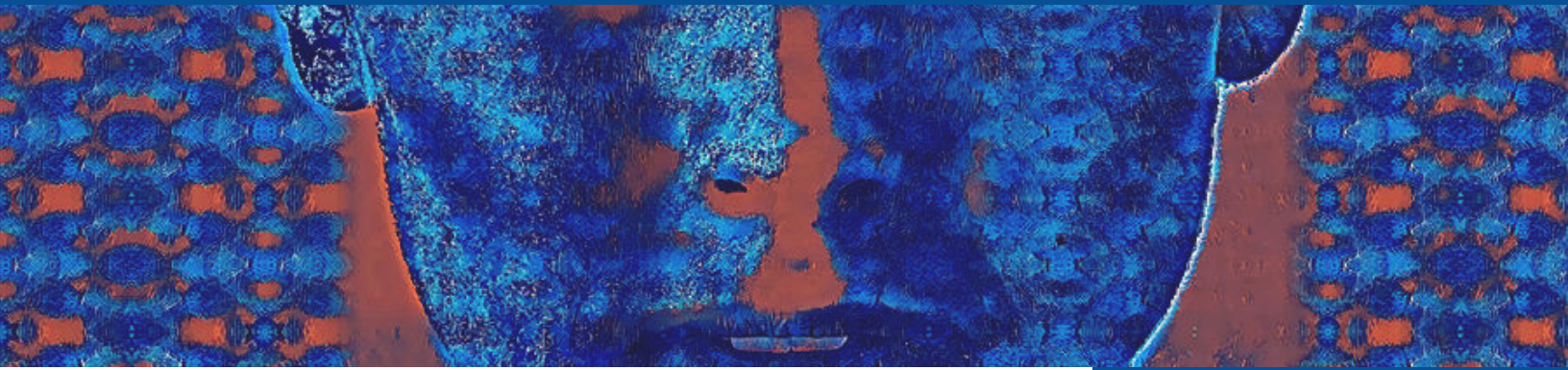
October 11-13, 2019 – Bellevue, WA

The theme for this year's annual convention is to be determined. This three-day convention is a fantastic event for psychologists, other mental health professionals, and students to engage in peer to peer networking. The 2019 proposal deadline for this convention has not been released yet; however, submission deadlines in prior years occurred during the September before convention.

Western Psychological Association (WPA)

April 25-28, 2019 – Pasadena, CA

The Western Psychological Association's 99th annual convention features over 30 distinguished speakers and includes many social events throughout the convention. The proposal submission deadline for the 2019 convention occurred in November of 2018. However, it's never too early to start planning for next year.



UPCOMING CONFERENCES & SUBMISSION DEADLINES

Society for the Psychological Study of Social Issues (SPSSI) – Division 9

June 21-23, 2019 – San Diego, CA

The theme for this year's SPSSI conference is, "Fighting Injustice: The Power of Research, Policy, and Activism in Challenging Times". This theme acknowledges the present challenges and affirms their collective belief in the power of social science research to inform policy and activism that can meet those challenges. While the proposal deadline for 2019 has already passed, if you're planning for next year the submission deadline will likely occur in December.

Society for Humanistic Psychology – Division 32

March 21-24, 2019 – Corvallis, OR

The Society for Humanistic Psychology's 12th annual conference will be held this March. The theme for this year's conference is, "Embracing our Fear, Courage and Love in Pursuit of a Just Community". Proposals addressing issues in humanistic psychology and psychotherapy were due by November of 2018. However, plan for November of this year if you'd like to submit a proposal for the 2020 conference.

Society for the Teaching of Psychology (STP) – Division 2

October 17-19, 2019 – Denver, CO

STP's 18th Annual Conference on Teaching (ACT) will be held in Denver this year. STP advances understanding of the discipline by promoting excellence in the teaching and learning of psychology. Their annual conference will provide resources and services, access to a collaborative community, and opportunities for professional development. Submissions for ACT 2019 are currently open, the submission deadline will occur on April 19th, 2019.





APPLIED THEORY OF TABLETOP ROLE PLAYING GAMES IN MENTAL HEALTH

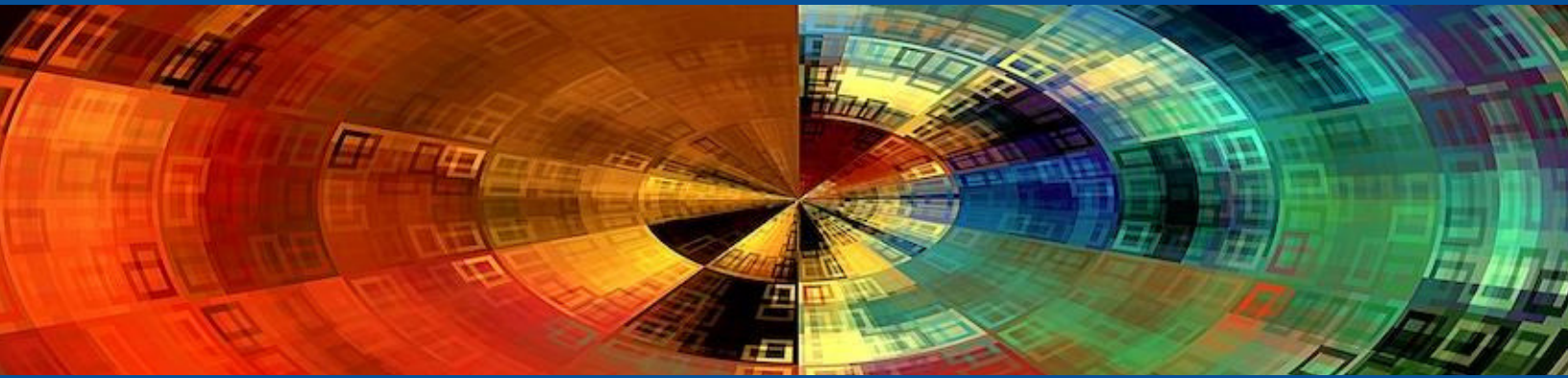
DUNGEONS, DRAGONS, & PSYCHOLOGY

On January 27th, Antioch University hosted the CE event “Dungeons, Dragons, & Psychology Applied Theory of Tabletop Role Playing Games in Mental Health”. Dungeons & Dragons is a structured yet open-ended fantasy tabletop role-playing game (RPG) first developed in 1974.

This special event was led by Dr. Raffael Boccamazzo, Psy.D., a Seattle-based mental health practitioner and Clinical Director of the Take This Project. The Take This Project is a national mental health nonprofit that seeks to inform the gamer community about mental health issues, to reduce the stigma of mental illness at large, and to provide education about mental disorders and mental illness prevention. Dr. Raffael Boccamazzo, Psy.D. is also the lead facilitator for the Dungeons & Dragons social skills program with the Seattle-based Aspiring Youth social skills program.

During this event, attendees were taught how to integrate role playing games (RPGs) in psychological interventions. Attendees also learned about the ethical considerations including confidentiality in multi-participant settings, common therapeutic goals associated with role playing game interventions, how to identify clients that may benefit from such interventions, and cultural considerations for role-playing games related to psychological interventions. Dr. Raffael Boccamazzo, Psy.D. guided attendees through the dynamic, theory-based opportunities for integrating RPGs in clinical work. A total of 46 participants took part in this CE event, including individuals from Texas, Louisiana, and New Jersey.





NCSPP: DIVERSITY AWARD

The National Council of Schools and Programs of Professional Psychology (NCSPP) is composed of chairs and directors of clinical training (DCTs) and focuses on the practitioner/scholar model. Dr. Jude Bergkamp, Psy.D. was awarded the diversity scholarship to attend the 2019 NCSPP Mid-Winter Conference. The theme for this year was, "Engaging in the Power of Disruption: Leading, Innovating, and Thriving in Our Classrooms, Programs, and Profession". Dr. Jude Bergkamp, Psy.D. stated, "I'm excited and honored to receive the diversity scholarship award and present with many of my mentors in the field on disruptive pedagogy and the incorporation of social justice into Psy.D. curricula."

Q: At the 2019 NCSPP Conference, you presented on disruptive pedagogy. Can you tell readers what that means?

The theme of this year's NCSPP conference was disruptive social justice pedagogy. First, social justice is often conflated with cultural competency/humility. While cultural competency highlights interpersonal differences, social justice acknowledges the associated power and privilege that are delineated by cultural difference. In addition, social justice is not just advocacy, where someone with power helps those without. Social justice is concerned with dismantling the systems of power that keep certain groups from accessing power and resource. The conference explored how we teach social justice in our curriculum and how we are disrupting the status quo.

Q: At the conference you also presented on the incorporation of social justice into Psy.D. curricula. What are some of the things you talked about?

At our annual program retreat in the Fall, I asked faculty to review the curriculum in the sequence in which students progress, so we can assess how we teach social justice and if we're doing so in a cumulative and developmental way. What we discovered is that we are instilling a kind of disruptive dissonance in students at many points during the curriculum. Some examples include teaching how to administer intelligence measures while simultaneously exposing the eugenic origins of these tests. Or, students learn how to accurately provide relevant diagnoses while also critically exploring if the DSM5 is a Western indigenous psychology that risks interpreting cultural and social differences as pathology.

For our presentation, Drs. Heusler, Azlin, and Sakuma, along with myself, introduced how our program attempts to both disrupt and helps to resolve social justice issues in psychology. We covered guiding principles in our program, as well as clinical training, and pragmatic ideas for readings and assignments. We received a lot a great feedback and hope to continue the work in our program, but also in future presentations.

ALUMNI OF THE YEAR AWARD



Dr. Jude Bergkamp, Psy.D.,
speaking at the 2018 AUS
Commencement Ceremony

At the 2018 AUS Commencement Ceremony, Dr. Jude Bergkamp, Psy.D., gave the keynote speech to the graduating class. He was honored with the distinguished alumni award for 2018, in which he was nominated and chosen by a panel. During his speech, Dr. Jude Bergkamp, Psy.D. spoke about social privilege.

When asked about the award and his speech, Dr. Jude Bergkamp, Psy.D. stated, “It starts with all of us working on our own awareness and reconciliation of our own social privilege. Some form of this is needed internally when we have the intention and mission to seek social justice and equity. And yet understand that we in certain identity domains have unearned benefit and advantage. The challenge is to understand how those two things fit together, which needs to happen before we start helping other people. If we start to help others before some internal awareness, that could be detrimental.”

It starts with all of
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APA CONVENTION STUDENT PRESENTATIONS



This August, the American Psychological Association (APA) will be holding their Annual Convention in the windy city of Chicago, Illinois. The convention spans four days between August 8-11, 2019 and will include over 1,000 sessions this year. If you plan to attend, registration opens in April.

Animal Assisted Interventions as a Therapeutic Means in Individuals with Autism

Gwendolyn Barnhart, Wendy Efird, Amber Silverwood, and Kenneth Wells will be presenting a poster for APA Division 32: Society for Humanistic Psychology. Their poster presentation is titled, "Animal Assisted Interventions as a Therapeutic Means in Individuals with Autism".

The Impact of Implicit Bias on Corrections: Using Collaboration to Fill the Research Gap

Stephanie Bowser, Amber Silverwood, Kelle Agassiz, and Dr. Jude Bergkamp, Psy.D., will be presenting a poster for APA Division 9: Society for the Psychological Study of Social Issues (SPSSI). Their poster presentation is titled, "The Impact of Implicit Bias on Corrections: Using Collaboration to Fill the Research Gap". In November, Stephanie, Amber, Kelle, and Dr. Jude Bergkamp presented on the topic of implicit bias in corrections at the Department of Corrections (DOC) headquarters in Olympia, WA. The discussion that followed their presentation with the DOC Diversity Committee helped to develop the ideas included in their poster for APA.

A Meta-Analysis of Symptological Differences: Exploring the Role Gender Plays in Diagnosing Autism

Gwendolyn Barnhart, Patrick Baker, Sylla Fury, and Amber Silverwood will be presenting a poster for APA Division 33: Intellectual and Developmental Disabilities/Autism Spectrum Disorder. Their poster presentation is titled, "A Meta-Analysis of Symptological Differences: Exploring the Role Gender Plays in Diagnosing Autism".





APA CONVENTION STUDENT PRESENTATIONS

Attachment Loss and Vicarious Trauma: A Descriptive Phenomenological Analysis of Suicidality and Depression in Veterinarians

Dr. Dana Waters, Psy.D., ABPP, Jessica Cowan, Gwendolyn Barnhart, Chelsea Randall, Leja Wright, Bonnie Zinn, and Lori Woehler will be presenting a poster for APA Division 56: Division of Trauma Psychology. Their poster presentation is titled, "Attachment Loss and Vicarious Trauma: A Descriptive Phenomenological Analysis of Suicidality and Depression in Veterinarians".

Researchers conducting this qualitative, phenomenological study sought to ascertain the attributional phenomenon that is contributory to veterinarian suicide. After IRB approval, participant recruitment commenced through an advertisement in a veterinary association's email list via snowball sampling. Participant inclusion criteria included licensure as a doctor of veterinary medicine, practice in the Seattle Metropolitan area, and work in small veterinary practices. Findings indicated that contributory factors to veterinarian depression and suicide were related to attachment loss and vicarious trauma.

Operation Streamline: The Criminalization of Immigration and its Effects on Society

Kelle Agassiz and Dr. Jude Bergkamp, Psy.D. will be presenting a paper presentation for APA Division 9: Society for the Psychological Study of Social Issues (SPSSI). Their paper presentation is titled, "Operation Streamline: The Criminalization of Immigration and its Effects on Society". In this paper, they highlight the detrimental effects that the federal policy of Operation Streamline is having on the criminal justice system with specific implications to a defendant's constitutional rights.

Operation Streamline: The Criminalization of Immigration and Effects on Minority Populations

Kelle Agassiz and Dr. Jude Bergkamp, Psy.D. will also be presenting a poster presentation for APA Division 45: Society for the Psychological Study of Culture, Ethnicity and Race. Their poster presentation is titled, "Operation Streamline: The Criminalization of Immigration and Effects on Minority Populations", and it highlights the deleterious effects that the federal policy of Operation Streamline has on the individual defendants and their families.

APA 2019

APA CONVENTION STUDENT PRESENTATIONS



Catching Up with APA Aspirations: Self-Awareness Within a Social Justice Perspective to Better Serve Our Communities

Abi Martin, Lindsay Olson, and Dr. Jude Bergkamp, Psy.D. will be presenting two poster presentations at the APA Convention this year. They will be presenting a poster for APA Division 9: Society for the Psychological Study of Social Issues (SPSSI). Their presentation is titled, “Catching Up with APA Aspirations: Self-Awareness Within a Social Justice Perspective to Better Serve Our Communities”. Below is a description of their poster presentation:

The APA’s (2017) multicultural guidelines introduce an epistemological shift in psychology, highlighting intersectionality and social justice. Historically, multicultural training has been limited to developing self-awareness within a single-axis framework (Bartoli et al., 2015). Although self-awareness is key to multicultural competence (Bartoli et al., 2015, Benuto et al., 2018, Sue et al., 1992), a single-axis framework ignores intersectional and historical systems of power and privilege (Bartoli et al, 2015, Case, 2013). Researchers have identified a lack of knowledge and awareness of privilege as a core contributor to the current system of oppression (Case, 2013; Johnson, 2018; Tatum, 1992). Thus, in order to realize the APA’s (2017) multicultural aspirations, psychologists must develop self-awareness within an intersectional social justice perspective.

Antioch University Seattle requires students to complete a two-course series which, includes intersectional social justice pedagogy. The objective of the current ongoing study is to measure the influence and impact of this series on students’ multicultural competence and privilege awareness, a social justice construct. The study utilizes a pre/post and mixed-methods design. The implications of this research are for the effective development of self-awareness within an intersectional and social justice perspective to aid doctoral-level psychology students in better serving their clients.



APA CONVENTION STUDENT PRESENTATIONS

Catching Up with APA Aspirations: APA Multicultural Guidelines and Congruent Doctoral Curricula

The second poster that will be presented by Abi Martin, Lindsay Olson, and Dr. Jude Bergkamp, Psy.D. has been accepted by APA Division 2: Society for the Teaching of Psychology. Their presentation is titled, “Catching Up with APA Aspirations: APA Multicultural Guidelines and Congruent Doctoral Curricula”. Below is a description of their poster presentation:

The American Psychological Association (APA) recently published new multicultural guidelines (2017); and, psychology programs are ethically responsible for teaching to these guidelines (Bartoli et al., 2015). Scholars suggest multicultural training primarily focus on increasing students’ self-awareness (Atkins et al, 2017, Bartoli et al., 2015; Benuto et al., 2018, Sue et al., 1992) and research has established that self-awareness is key to multicultural competency (Atkins et al., 2017; Bartoli et al, 2015; Benuto et al., 2018, Sue et al, 1992); however, the APA’s multicultural Guideline 5 also encourages psychologists to develop a historical social justice perspective for multicultural competence. Despite the inclusion of Guideline 5, there is a dearth of literature that supports the need to include historical social justice pedagogy in multicultural competence curricula.

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WINTER COMMUNITY MEETINGS

MACHINE LEARNING, ARTIFICIAL INTELLIGENCE, AND PSYCHOTHERAPY

We started the quarter with a community meeting which presented the topic of “Machine Learning, Artificial Intelligence, and Psychotherapy: How Technology Can Assist Therapists in Their Work”. This topic was presented by David Atkins, Ph.D., CEO, a research professor at the University of Washington and Grin Lord, Psy.D., an AUS Psy.D. alumni (class of 2014). During their presentation, they discussed their research and technology development efforts focused on how cutting-edge technology can support and enhance therapist’s work, including tools for automated, performance-based feedback as well as a cloud-based platform to support easy recording, sharing, and searching of therapy sessions.

FORENSIC MENTAL HEALTH PRACTICE

Later in January, Ray Hendrickson, Ph.D., J.D. addressed the topic of “Forensic Mental Health Practice”. During this community meeting, he discussed the various types of forensic evaluations for different areas of forensic practice, common issues in forensic work, contrasts between forensic and clinical practice, and preparation for court testimony.

CLINICAL ORAL EXAMINATION (COE) PREPARATION

The first community meeting of February addressed Clinical Oral Examination (COE) preparation, presented by Chris Heffner, Ph.D., Psy.D. During this community meeting, Dr. Heffner walked students through the COE examination schedule step by step. He also discussed the COE package checklist of needed materials, as well as the COE timeline.





MILITARY PSYCHOLOGY: MY EXPERIENCE AS A MILITARY OFFICER, DOCTORAL INTERN, AND MILITARY PSYCHOLOGIST

At the end of February, Dr. Rachel Satter, Ph.D., a clinical psychologist at Bremerton Naval Hospital presented the community meeting titled, "Military Psychology: My Experience as a Military Officer, Doctoral Intern, and Military Psychologist". Dr. Rachel Satter, Ph.D. spoke to students about her experience completing her internship with the Air Force and the excellent training opportunities she received. She also discussed her experience as both a military officer and a psychologist, including the pros and cons of this path.

SERVING THE MILITARY CLIENT POPULATION AS A CIVILIAN PSYCHOLOGIST

The first community meeting of March was presented by Dr. Jeanette Guillaume-Marshall, Ph.D., a civilian psychologist and clinical supervisor at Bremerton Naval Hospital. This community meeting was titled, "Serving the Military Client Population as a Civilian Psychologist". Dr. Jeanette Guillaume-Marshall, Ph.D. discussed her experience as a civilian psychologist serving a military client population and the common issues encountered in this category of work.

WINTER COMMUNITY MEETINGS



OPERATION STREAMLINE

Operation Streamline began in 2005, with a zero-tolerance approach which permitted the Border Patrol to refer 100 percent of apprehended migrants for prosecution (Lydgate, 2010). Gradually, the process of Operation Streamline has been expanded throughout the U.S.-Mexico border. Under Operation Streamline, migrants who cross the border for the first time are prosecuted for misdemeanor illegal entry and any migrant who has been deported in the past and attempts to reenter can be charged with felony reentry.

With the influx of prosecutions, Streamline defendants appear in court in large groups. As a result of this process, 99 percent of Streamline defendants plead guilty, defense attorneys estimate (Lydgate, 2010).

Dr. Jude Bergkamp, Psy.D., and Kelle Agassiz traveled to San Diego, California this November to better understand how Operation Streamline functions and the impact it has on all aspects of the criminal justice system. In San Diego, California the Department of Homeland Security (DHS) has recently implemented a version of this program. During their trip, they observed Streamline court proceedings, conducted interviews with defendants at various stages of the Streamline process, and conducted interviews with judges and defense attorneys.

They began to notice several themes which arose throughout each of these procedures, including impairment due to confinement conditions, shock and confusion regarding criminal proceedings, and identity incongruence. Interviews conducted with defendants exposed the disturbing reality about the confinement conditions in which these individuals are held during the Streamline process.

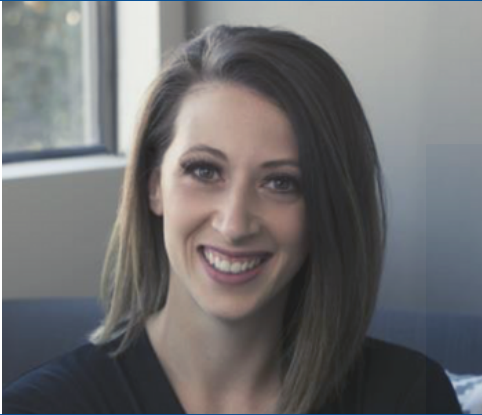


Kelle Agassiz and Dr. Jude Bergkamp, Psy.D., at the office of the Federal Defenders of San Diego in California

A theme that arose during their procedures in San Diego was the shock regarding the criminal proceedings. It was revealed that the majority of these individuals are unaware of this U.S. policy and the extent of the repercussions which result from crossing the border illegally.

Their interviews with defendants exposed another theme which appeared frequently, the experience of being criminally charged and not feeling like a criminal, thus resulting in an identity incongruence.

DISSERTATION DEFENSES



From the Perspective of the School Staff: The Helpful and Hindering Factors of Recovery from a School Crisis

Andria Christine Weiser.

Defended in December.

The impact of a violent event at a high school has an effect that ripples throughout the entire community. The present study sought to review what led teachers and school staff to recover after an unexpected violent event killed two students. The study sought to understand the process of recovery, including the post crisis intervention, response, and factors of personal resiliency, from the perspective of the staff and teachers involved. Enhanced Clinical Incident Technique (ECIT), a robust qualitative research methodology used to study phenomenological constructs in a systematic way, was employed to give voice to the participants and understand the factors that contribute to successful response and recovery. Using ECIT, factors that helped or hindered the participants' ability to cope with and return to work are discussed. The implications for future events and intervention protocol are discussed. Further to this, feedback was shared with the school district so that any follow up efforts could be employed.



Mothering the Aggressive Child

Katja Ermann.

Defended in December.

This qualitative study explores the experience of mothers parenting significantly aggressive children, ages five to 10. Little has been known previously about how women experience this aggression or the social and psychological impacts it has on them. This dissertation highlights the women's understandings to provide a solid basis for theoretical explication using a Constructivist Ground Theory approach. Significant findings include the invisibility and stigma the women feel and the ways in which the experience is similar and dissimilar to other forms of family violence, particularly adolescent-on-parent violence. Differences were found in social stigma between women whose child has a neurodevelopmental disorder and those parenting a child with trauma. Women were found to endorse a narrative that "good mothers" sacrifice even their own safety for their children and use their strong empathy for their children as a source of empowerment. Finally, the relationship of these findings to the literature as well as discussion of their clinical implications of the study results are presented.

DISSERTATION DEFENSES



Avoiding Unhelpful Responses: A Proposed Theoretical Measure of Readiness to Work with Transgender Clients

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Defended in November.

When transgender people most need help, many face hostility and inadequate care from their health providers, including psychologists. This hostility is not surprising given widespread lack of familiarity with transgender issues or perspectives amongst clinicians. Even amongst those who hold the stance of openness to the other, most still have considerable difficulty working with transgender clients. Transgender training efforts vary in quality; some even appear to worsen attitudes towards transgender clients. Given these risks, it is crucial that clinical training directors and supervisors evaluate trainees' abilities to facilitate respectful initial conversations with transgender clients. This project proposed an objective instrument for assessing a mental health clinician, or clinical trainee's ability to discriminate between helpful and unhelpful responses commonly made in the initial clinical encounters with transgender clients. Development of the instrument is grounded in a combination of theoretical and empirical literature on the topic and is synthesized with the personal and professional experiences of the primary researcher as a transgender person and emerging clinician. This study utilized systematic expert review to examine the validity and psychometric properties of this proposed instrument.

