

MAY 2019 | SPRING

# *AUS PsyD Newsletter*

The Quarterly Newsletter for Antioch University Seattle, PsyD Program



## *Inside the Spring Issue:*

Faculty Profile

Spring Community Meetings

Student Internship & Pre-Internship Placements

APA Convention 2019 - Student Presentation Schedule

PsyD Student Research & Interest Groups

Dissertation Defenses

# *Faculty Profile:*

## *Dr. Steve Curtis*

### **Q: Where did you grow up?**

I was born in Bakersfield, California and lived in a very small town (Taft) outside of Bakersfield until the 7th grade. We then moved to Walnut Creek California and we lived there until I graduated high school (Ygnacio Valley High School). I then attended the University of California, Los Angeles (UCLA) and my parents moved to Irvine, California. I remained in Southern California until about the age of 26. At that time, I sold all of my belongings, moved to Alaska, and did commercial fishing for the next three years. Finally, I applied to graduate school and attended Utah State University in Logan, UT where I met my wife of 30 years (Jane). The rest of my history has been quite fun! Our son and daughter are now both at the University of Washington as college students. My son (Keet) is studying Computer Engineering and Math. My daughter (Andalucia) is studying Computer Science and Art. She is heavily involved in animation research and design.

### **Q: How is Antioch different from your last teaching gig?**

#### **How would you characterize it and the PsyD students?**

I was the head of Special Education at Seattle University from 2001 to about 2008. I designed the program there, taught special education courses, and also helped teach courses in the school psychology program. I absolutely loved Seattle University because the atmosphere is very intellectually stimulating and they have a very large emphasis on social justice. I was able to go to Nicaragua with the Jesuits which was quite the experience. At the same time, I felt a bit phony teaching special education. Even though I had many special education courses in my graduate training, my main occupation was not K-12 teaching. My heart was with direct patient care with applied clinical and school psychology. I switched to Antioch in 2008, and kept my clinical practice at Lifespan Psychological Services. At Antioch, I like the emphasis on clinical practice which I enjoy. I do miss the emphasis on children in the schools. But, I cannot have everything. I only intended to work at Antioch for one year. Ten years later, I am still here. Why? I have greatly enjoyed teaching at Antioch. I love the faculty and love the students. It is getting better and better every year. My only worry is that the students are becoming smarter while I am starting my final cognitive decline. Hopefully, tennis will keep my brain intact for a few more years. I would like to start a psychopharmacology program and need all my brain cells to stay alive for a while longer.



## *Faculty Profile: Dr. Steve Curtis*

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

At UCLA, I started out as a computer science major. I was told as a freshman in 1975 by a college counselor that there was no future in software! I tried to do electrical engineering and could not stand it for a number of reasons. I then took a class in atypical child development and fell in love with working with children with autism and other developmental difficulties. Since that time, I have not looked back. I have worked with children with Autism Spectrum Disorder, ADHD, developmental difficulties, etc. most of my career. I still work with children with these “neurodevelopmental” difficulties and I love it.

After I completed my BA in Psychology, I worked at a residential psychiatric hospital for children (Capistrano By The Sea in Dana Point, California). At that time, children could be hospitalized for up to a year and insurance would pay for it. I became the activities director where I took the children/adolescents on trips/activities, including surfing at the local beach. I knew in my undergraduate studies that I wanted to be a psychologist. I was not ready to apply to graduate school until my later 20s after my fishing in Alaska. I finally applied, was accepted, and never looked back!

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

My dissertation was on cognitive-behavioral group treatment of adolescent depression. I screened an entire high school for depression and ran groups for those who were found to be depressed. The treatment was based on the Adolescent Coping with Depression Course by Greg Clarke, PhD. At the time, I was doing something that was cutting edge but I did not realize it. I was testing a course designed to directly teach how to cope with depression which was a novel idea at the time. Doing a treatment study is very hard to do. Lots of things went wrong. I learned that manualized treatment looks good on the surface. In reality, it is very hard to stick with a script. I finished my dissertation in good time. But, I wish that I would have written more about how manualized treatment is really hard to do in clinical practice.



# *Faculty Profile:*

## *Dr. Steve Curtis*

**Q: When/how did you become interested in psychopharmacology?**

**Which aspects of psychopharmacology interest you the most?**

I have spent years evaluating and intervening with children/adolescents with a variety of neurodevelopmental issues. Through this process, I have realized that our prescribers of psychotropic medication are frequently inaccurate, misdiagnose, and treat with the wrong medications. I wanted to be able to assess, diagnose, and fully treat children/adolescents with whom are in my care. As psychologists, we have incredible tools for assessment and diagnosis. We spend years learning how to observe, assess, and change behavior. But, for some reason, our profession has this “inferiority complex” and believe we cannot learn how to prescribe. I believe our profession has the potential to be the best profession of all the mental health professions.

So, in 2010 I began my Postdoctoral Masters in Clinical Psychopharmacology degree at Alliant University, San Francisco. I finished this degree in 2013. It took me about a year to pass the national psychopharmacology examination (PEP). Once this exam was completed, I began my clinical hours in Las Cruces, New Mexico at Memorial Medical Center. Since the spring of 2017, I have been flying back and forth. At Memorial Medical Center, I have worked as a Prescribing Psychologist Intern and working with a variety of children, adolescents, and adults with mental health issues. It is a very diverse population.

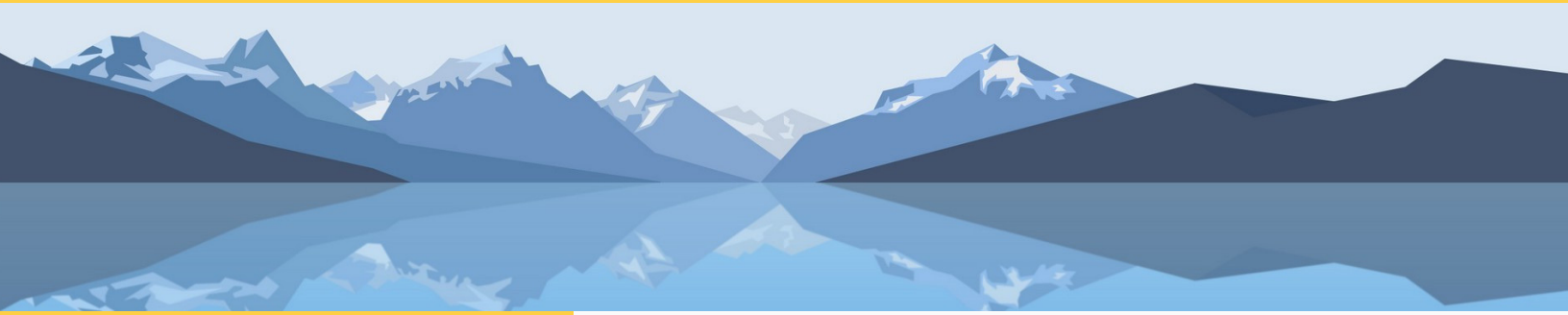
As of 5/4/2019, I now officially am licensed in New Mexico as a Conditional Prescribing Psychologist. I am able to prescribe any medication related to mental health treatment (in collaboration with the patient's MD). I am doing this in New Mexico because New Mexico is one of the five states that allows psychologists to prescribe. Learning how to prescribe is quite enlightening. My assessment skills have been improved remarkably.

**Q: Have you always wanted to work with kids?**

Yes, I have always wanted to work with children and adolescents. Adults are boring. I cannot stand sitting in a chair across from someone who complains the whole time. I'd rather get down on the floor and play or try and talk to a child who is running around the room. I find teenagers really fun in that I can keep up with modern culture. In my graduate studies, I did everything to get out of working with adult clients. I was also trained as a school psychologist along with being trained as a clinical psychologist. During this training, I spent most of my time in the schools or in the local developmental center. My internship was in Child Clinical Psychology at the University of Washington, School of Medicine. I also completed a post-doctoral fellowship doing pediatric neuropsychology with David Breiger, PhD at Children's Hospital in Seattle.







## *Faculty Profile: Dr. Steve Curtis*

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

Obtaining a doctorate in clinical psychology is really cool! It is one of the best degrees out there. We can teach, do clinical work, and consult. Just know that getting a doctorate is about jumping a series of hoops. And, hopefully, something will be learned along the way. Obtaining a doctoral helps you handle these hoops, become a critical thinker, and have a vast amount of knowledge other professions may not have. I recommend to “hang in there” and eventually your degree will come. The degree is well worth the time and expense.

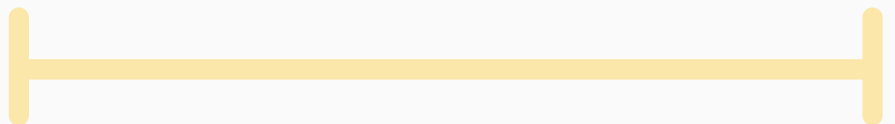
### **Q: What can you pass on about working as a clinical psychologist?**

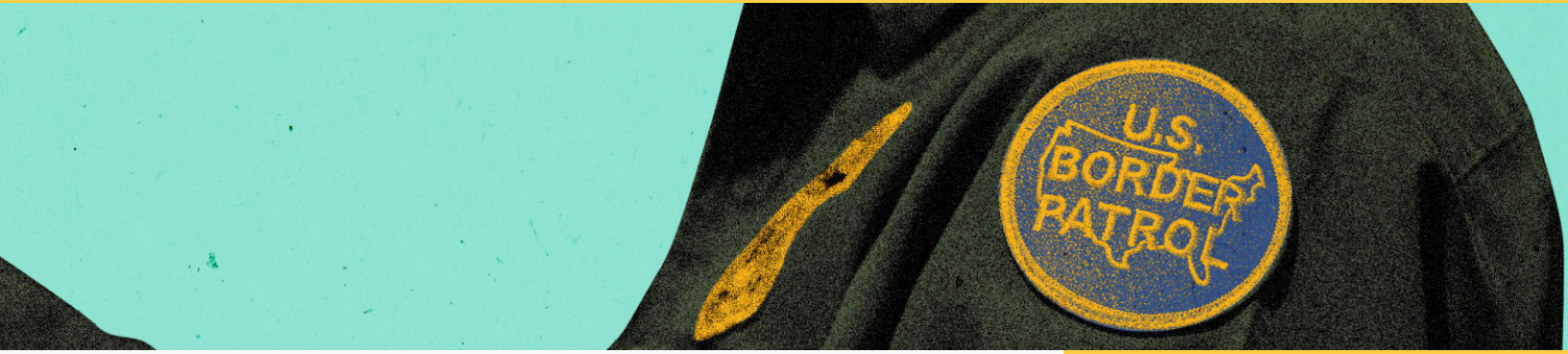
Being a clinical psychologist can be very stressful. It could drive you to drink, do drugs, and hit things. Why is it stressful? Because, the nature of the business is that you are always working with others with problems. Few people go to psychologists who are doing well. Most people go to psychologists because they have a problem. Also, we can become extremely busy and unavailable (because of all our work is being closed doors). On top of this, we may not get the respect that MDs receive. Others may wonder why you are so busy and unavailable.

You just have to know that our field may not have the glamor as other fields. Most of our work does get showcased in some magazine as an example of helping others. But, we help a tremendous number of people in confidential settings. What we do is extremely valuable. I have never seen a licensed clinical psychologist who is not busy (unless they are really old and done with all of it). We have an amazing profession and I really love that you are all entering the field.

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

I am an avid “addict” tennis player. At any one point in time, I am involved in two or three leagues. For example today (Sunday), I am playing a match at the Amy Yee tennis club at 7:45 pm. I spend much of my weekend time doing this. It keeps me in-shape and healthy. I have learned to love competition. I still am not that good at tennis. At 62 years of age, I think I still have a few years to improve. I spend the rest of the time with Jane and my kids.





## *Motivational Interviewing: A Humanistic Approach to Behavior Change*

Our first community meeting of the quarter featured Douglas M. Kerr, Ph.D. who presented the topic of "Motivational Interviewing: A Humanistic Approach to Behavior Change". This community meeting focused on the ways in which motivational interviewing can be utilized to elicit behavior change and help clients to explore and resolve ambivalence about change. Originally developed for work with problem drinkers, this approach is client centered, evidence-based, and non-directive.

## *Travels with the Self: Interpreting Psychology as Cultural History*

Next, Philip Cushman, Ph.D. discussed his most recent book, which is an extended argument for the place of politics, philosophy, and history in graduate psychology programs. Philip Cushman, Ph.D. returned to Antioch University Seattle for this community meeting and book signing after teaching for several years in the Psy.D. program as a core faculty member. During this discussion, he reviewed the chapters of his book which were composed of either one of his previously published articles or previous APA talks never submitted for publication.

## *Operation Streamline: The Criminalization of Immigration and it's Effects on Society*

At the end of April, Jude Bergkamp, Psy.D. and Kelle Agassiz introduced the topic of "Operation Streamline: The Criminalization of Immigration and it's Effects on Society". During their presentation, they presented their observations of Operation Streamline court proceedings and interviews with defendants in San Diego, as well as an overview of relevant literature. Additionally, they discussed the Amicus Brief they contributed to, which has recently been filed with the Ninth District Court of the United States.

# *Spring Community Meetings*



## *Spring Community Meetings*

### *Treating Racial and Historical Trauma: Clinical Considerations and Practices*

The first community meeting of May, titled "Treating Racial and Historical Trauma: Clinical Considerations and Practices" was presented by Antioch University Seattle Alumni Maureen Nickerson, Psy.D. During this informative presentation, students were exposed to a variety of therapeutic and extra-therapeutic strategies for supporting victims of systemic and interpersonal racism. Maureen Nickerson, Psy.D. also illuminated client protective factors, resiliency and coping, as well as therapist's cultural humility as she unveiled how to situate client distress within the social context of structural racism and historical narratives of oppression.

### *Behavioral (Non-Drug) Treatment for Insomnia Disorder*

Max Hines, Ph.D. presented this informative lecture titled "Behavioral (Non-Drug) Treatment for Insomnia Disorder". During this community meeting, Max Hines, Ph.D. discussed the importance of sleep for good health, as well as the various non-drug treatment options available. In addition to his in-depth discussion, Max Hines, Ph.D. provided students with several useful resources that present pragmatic information for treating insomnia, an issue that is under discussed and under treated.



## ***2019 - 2020***

# ***Internship Placements***

Congratulations to the students who will be starting their internships this year! All seven students that applied were APPIC matched, and four out of the seven matched were APA or CPA (Canadian Psychological Association) Accredited. Also, there are two part-time interns who started in the AUS Clinic in January.

### ***APPIC Internships***

- 2015 - Jessica Cowan - Arizona State University, Tempe, AZ (APA)
- 2015 - Veronica Felstad - University of Washington, Tacoma, WA
- 2015 - Jennifer Gross - Fairfax Behavioral Health Psychiatric Hospital, Kirkland, WA
- 2015 - Leja Wright - Western Washington University, Bellingham, WA
- 2014 - Amber Nipper - Royal Oaks Hospital, National Psychology Training Consortium, Springfield, MO (APA)
- 2014 - Samantha McGee - University of British Columbia Counseling Center, Vancouver, BC (CPA)
- 2013 - Michelle Taylor - Healthpoint, National Psychology Training Consortium, Renton, WA (APA)

### ***AUS Internships - 2 Year***

- 2012 - Elizabeth Schmitz-Binnall - Antioch University Clinic, Seattle, WA
- 2011 - Patricia Hastings - Antioch University Clinic, Seattle, WA





## ***2019-2020 Pre-Internship Placements***

- 2013 - Jennifer Law - DSHS Correctional Facilities/Ray Hendrickson TBD
- 2014 - Claudia David - Ted Judd, Ph.D./Assessments
- 2015 - Fred Wang - Lighthouse Psychological Associates
- 2015 - Chelsea Randall - Lighthouse Psychological Associates
- 2015 - Celia Arauz - Fairfax Behavioral Health
- 2015 - Sara Blessington - Telecare Inpatient Unit
- 2015 - Bonnie Zinn - Madigan Army Medical Center-Residential Program
- 2015 - Calleaghn Kinnamon - New Horizon School
- 2015 - Cesario Larios - Northwest Family Psychology Group
- 2016 - Michelle Babcock - Naval Hospital Bremerton
- 2016 - Maddison Paul - Swedish Medical Group-Ballard
- 2016 - Abi Martin - Naval Hospital Bremerton
- 2016 - Wendy Efird - Residence XII - Dual Diagnosis Residential Site





## ***2019-2020 Pre-Internship Placements***

2016 - Lori Wohler - Madigan Army Medical Center-Child & Family BH

2016 - Emily Bogen - Therapeutic Health Services

2016 - Amber Silverwood - Monroe Correctional Facility

2016 - Lindsay Thomas - Child Study Treatment Center

2016 - Gwendolyn Barnhart - Western State Hospital-HMH

2016 - Sylla Fury - Residence XII - Dual Diagnosis Residential Site

2015 - Liz Keiper - Therapeutic Health Services

2015 - Michelle Balch - Telecare Inpatient Facility

2017 - Marbie Descatamiento - Puget Sound Psychiatric Center

2017 - Kelle Agassiz - Western State Hospital-Admissions

2017 - Stephanie Bowser - Fairfax Behavioral Health Services

2017 - Jennifer DeMella - Swedish Medical Group

2017 - Jasleen Kaur - Therapeutic Health Services





# APA Convention 2019

Chicago, Illinois  
August 8th - August 12th

## *Student Presentation Schedule*

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

Lindsay Olson, Abi Martin, Jude Bergkamp, Psy.D.

Session Type: Poster Session

Division 9: Society for the Psychological Study of Social Issues

Thursday, August 8, 2019 - 11:00-11:50am

Location: McCormick Place Hall F

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

Lindsay Olson, Abi Martin, Jude Bergkamp, Psy.D.

Session Type: Poster Session

Division 2: Society for the Teaching of Psychology

Thursday, August 8, 2019 - 12:00-12:50pm

Location: McCormick Place Hall F

### *Operation Streamline: The Criminalization of Immigration and Its Effects on Society*

Kelle Agassiz & Jude Bergkamp, Psy.D.

Session Title: Culture and Immigration, Session Type: Data-Blitz

Division 9: Society for the Psychological Study of Social Issues

Friday, August 9, 2019 - 11:00-11:50am

Location: McCormick Place Room W191

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

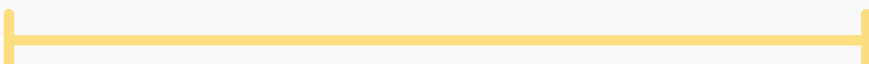
Kelle Agassiz & Jude Bergkamp, Psy.D.

Session Type: Poster Session

Division 45: Society for the Psychological Study of Culture, Ethnicity, and Race

Saturday, August 10, 2019 - 4:00-4:50pm

Location: McCormick Place Hall F



# APA Convention 2019

Chicago, Illinois  
August 8th - August 12th



## *Student Presentation Schedule*

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

Stephanie Bowser, Amber Silverwood, Kelle Agassiz, Jude Bergkamp, Psy.D.

Session Type: Poster Session

Division 9: Society for the Psychological Study of Social Issues

Friday, August 9, 2019 - 12:00-12:50pm

Location: McCormick Place Hall F

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

Dana Waters, Psy.D., ABPP, Jessica Cowan, Gwendolyn Barnhart, Chelsea Randall, Leja Wright, Bonnie Zinn, Lori Woehler

Session Type: Poster Session

Division 56: division of Trauma Psychology

Thursday, August 8, 2019 - 11:00-11:50am

Location: McCormick Place Hall F

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

Gwendolyn Barnhart, Patrick Baker, Sylla Fury, Amber Silverwood

Session Type: Poster Session

Division 33: Intellectual and Developmental Disabilities/Autism Spectrum Disorder

Thursday, August 8, 2019 - 3:00-3:50pm

Location: McCormick Place Hall F

### *Animal Assisted Interventions as a Therapeutic Means in Individuals with Autism*

Gwendolyn Barnhart, Wendy Efird, Amber Silverwood, Kenneth Wells

Session Type: Poster Session

Division 32: Society for Humanistic Psychology

Saturday, August 10, 2019 - 3:00-3:50pm

Location: McCormick Place Hall F







# ***AUS PsyD Interest & Research Groups***

*Trauma Interest Group*

*Anger, Aggression, and Irritability Research Group*

*Advanced CBT Skills Training*

*Positive Psychology and Strength-Based  
Interventions*

*The Institute of War Stress Injuries, Recovery, and  
Social Justice*

*Some Other Isms: Speciesism, Carnism, and  
Veganism*

*Social Privilege Research Group*

*Forensic Psychology Research Group*

*Pre and Perinatal Psychology Group*





## *AUS PsyD Interest & Research Groups*

### *Trauma Interest Group*

*Dana Waters, Psy.D. & Bill Heusler, Psy.D.*

#### **DESCRIPTION**

The Trauma Interest Group consists of students with interests in exploring and learning more about the role traumatic events in all their various forms plays in individual development, mental health, groups, social systems, organizations, cultures, and government. The group was established at the behest of students who expressed a desire to obtain access to various research opportunities and knowledge of efficacious treatment approaches as they arise.

#### **SCOPE OF ACTIVITIES**

Develop and execute training opportunities for PsyD students. These training opportunities may be developed and provided by Faculty Liaisons or students with the cooperation of a Faculty Liaison. Additionally, Faculty Liaisons or students with the cooperation of a Faculty Liaison may bring in outside speakers or organizations to provide symposiums for the group or the program or even extended training opportunities (multi-part) on trauma or trauma treatment related topics.

Research groups/teams- research teams concerning a particular topic or category in trauma studies may form at the suggestion or direction by a Faculty Liaison or by students with the guidance of a Faculty Liaison. The purpose, scope, and membership requirements of any research team that is contemplated or developed will at no time inappropriately discriminate against any group or individual based on gender, sexual orientation, gender conformity or nonconformity, socially constructed racial or ethnic affiliation, national origin, disability, age, or other protected class status. The composition of any research team will be determined on a case by case basis under the supervision of a Faculty Liaison or other person of expertise designated by a Faculty Liaison depending on the topic requirements and availability of faculty mentorship and/or guidance. All research team membership requirements that are established are to be based solely on the needs associated with the topic, breadth and depth of the research area or question, nature of the research proposed, extent of work requirements surrounding research design, literature review, data collection, data analysis, interpretation of results, editing, final write up, presentation, and/or publication. All applicable APA ethical guidelines will be adhered to in the conducting of all research, presentation, and/or publication of results. All research sanctioned by the Trauma Interest Group will adhere to the guidelines and rules established by the Antioch University Institutional Review Board (IRB).

Other activities such as workshop or convention attendance may be engaged with the cooperation of the Faculty Liaisons designed to extend knowledge base, provide presentation opportunities, provide networking opportunities, and/or explore other research.

#### **MEETING SCHEDULE**

Quarterly group meeting. A meeting of the group and interested students is generally held at least once per quarter.

# *AUS PsyD Interest & Research Groups*

## *Anger, Aggression, and Irritability Research Group*

*Mike Toohey, Ph.D.*

### **DESCRIPTION**

This research group will involve the examination of the constructs of anger, aggression, and irritability and their cross-cultural differences and similarities. Content will include research creation and implementation (i.e., creating topics, designing study, submitting to IRB, running study, poster presentations).

### **SCOPE OF ACTIVITIES**

Activities include creating topics, writing IRB proposals, designing and implementing studies, conducting statistical analyses, writing poster presentations, and presenting at conferences. Students are provided with the opportunity to take the lead on or learn more about any aspect of a project in which they are interested.

### **MEETING SCHEDULE**

The group will meet for about an hour once a week and individual time working on projects is expected. Group is not meeting during Spring or Summer Quarter.

## *Advanced CBT Skills Training*

*Mike Toohey, Ph.D.*

### **DESCRIPTION**

This will be a weekly, open group in which we will emphasize advanced practice with CBT. Topics will include: Escape and Avoidance, Assertiveness, Problem Solving, Cognitive Restructuring, Exposure, and Relaxation. Meetings will include didactics on a specific technique and role-plays of that technique. The amount of time on each didactic and/or role-play will vary each week.

### **SCOPE OF ACTIVITIES**

Meetings will include lectures and role-plays on the following topics: Escape and Avoidance, Assertiveness, Problem Solving, Cognitive Restructuring, Exposure, and Relaxation. At first, lectures will be provided by the faculty liaison. Eventually, lectures will be led by advanced students.

### **MEETING SCHEDULE**

The group will meet for about an hour once a week. We will not meet during Spring or Summer Quarter.





## *AUS PsyD Interest & Research Groups*

### *Positive Psychology & Strength-Based Interventions*

*Chris Heffner, Ph.D., Psy.D.*

#### **DESCRIPTION**

The mission of this Interest and Research Group is to support opportunities for collaborative learning, research, and skill development related to positive psychology and strength-based psychotherapy, supervision, and consultation.

Positive psychology is the scientific study of strengths that enable communities and individuals to thrive. It is used by the U.S. Army to improve soldier resilience and by schools across the world in Positive Education programs. Seligman's PERMA model, while not an intervention itself, provides a framework for research that is leading to innovative and empirically-supported strength-based programs and interventions.

Strength-based interventions include approaches to psychotherapy, supervision, and consultation that aim to identify and activate positive attributes and resources. They are collaborative and client-centered and build on a trusting and equal relationship. Stemming from post-modern ideas, strength-based interventions tend to endorse cultural relativism and epistemological pluralism and emphasize the importance of language and interpersonal relationships.

There are many strength-based interventions that psychologists can utilize in the service of their clients. Positive psychotherapy is a strength-based intervention derived directly from the positive psychology model. Solution-focused interventions are used in therapy, supervision, and consultation and add an action component directing clients toward their desired future. Narrative therapy helps clients separate themselves from their problems. Motivational Interviewing focuses on change and self-determination. Interventions like these are considered evidence-based for a variety of psychological issues and together with positive psychology provide plenty of opportunities for student learning, research, and skill development.

#### **SCOPE OF ACTIVITIES**

While the scope of activities will vary depending on student and faculty interest, they may include discussion groups and guest speakers, collaborative research projects, dissertation research, continuing education, clinical training, advocacy and community outreach, article and book development, as well as other activities aimed at collaborative learning, research, and skill development.

#### **MEETING SCHEDULE**

Meetings will be determined by student and faculty interest but will likely include a few large group meetings per year as well as smaller group meetings focused on specific projects.





*The Institute of War Stress Injuries,  
Recovery, and Social Justice*

## DESCRIPTION

## SCOPE OF ACTIVITIES

Increase awareness and training on understanding the prevalence, nature, causes, prevention, assessment, and treatment of compassion stress injuries amongst helping professionals. Develop and execute training opportunities for PsyD students. These training opportunities may be developed and provided by Faculty Liaisons or students with the cooperation of a Faculty Liaison. Additionally, Faculty Liaisons or students with the cooperation of a Faculty Liaison may bring in outside speakers or organizations to provide symposiums for the group or the program or even extended training opportunities (multi-part) on trauma or trauma treatment related topics.

Quarterly group meeting- A meeting of the group and interested students is generally held at least once per quarter.



## *AUS PsyD Interest & Research Groups*

### *Some Other Isms: Speciesism, Carnism, and Veganism*

*Mike Sakuma, Ph.D.*

#### **DESCRIPTION**

While the traditional "isms" (racism, sexism, ageism, etc.) get much attention in social justice programs, other "isms" reveal important facets of how we behave and see ourselves and others. "Speciesism" coined by ethicist Peter Singer in the 1970s refers to the different valuing of living beings solely on the basis of their species membership. The idea is that many of us discriminate against other species based solely on their these groupings and deny basic rights, including the right to live without pain and suffering. The implicit assumption in this ideology that non-humans all have commodity status to humans by some unexamined process. This justification is hauntingly similar in the history of many of the other 'ism' ideologies. "Carnism" (coined by psychologist Melanie Joy in 2001) broadly refers to the notion that we have many arbitrary, and in some cases, harmful customs and beliefs that are passed down through culture, often without thought. These habits are protected by an array of well-developed psychological defense mechanisms to maintain the behavior and beliefs. There is great resistance and emotion to any challenge to these ideas because of the deep emotional ties to which they connect. (Ethical) Veganism is a broad term that means quite a few things, but can be defined for our purposes as the development of a comprehensive lifestyle that rejects the commodity status of other animals and through 'foot (wallet) voting' protests modern animal "agribusiness" practices.

#### **SCOPE OF ACTIVITIES**

Some initial research ideas include:

- 1) Studying the tipping point between vegetarianism and veganism. (Many people are vegetarian for a long time before they decide to become vegan. The process underlying that change is seemingly important as it reflects a change in beliefs strong enough to radically change one's lifestyle).
- 2) Studying implicit bias in vegans (While vegans might overtly and consciously state that all species are equally important, is it possible that vegans demonstrate deep-seated biases that seem readily apparent in non-vegans?).
- 3) Studying animosity and care towards vegans, including influence of behavior change on family dynamics. (What happens when a member in a system changes their behavior that threatens the practices and beliefs of the family unit, How do other family members react as an aspect of their cultural identity is threatened from within? What happens, for example, at Thanksgiving?)
- 4) Studying the ideas of self-proclaimed animal fanatics and animal lovers, who eat meat (People spend billions of dollars on gifts and toys for their pets. Some stop eating meat because they make a connection between the animals in their home and the animals on their plate. Others do not. A study of what the two groups are telling themselves would be an interesting survey into priorities, defenses and beliefs.
- 5) Studying attachment patterns. We've all heard of "cat people" and "dog people." Might these groupings be related to classic attachment theory and needs for overt signs of affection differentially characteristic of dogs and cats?

#### **MEETING SCHEDULE**

This group will meet as needed, more frequently with active research gathering/discussion. May not meet in Fall Quarter.

## AUS PsyD Interest & Research Groups

### *Social Privilege Research Group*

*Jude Bergkamp, Psy.D.*

#### **DESCRIPTION**

The goal of this research group is the construction of a developmental model of social privilege; awareness to allyship. Social privilege has been defined as unearned benefit and advantage at the cost of others, based on social membership usually ascribed at birth. This research incorporates the use of the ADDRESSING model by past Antioch Seattle faculty, Pamela Hays (2016) to assist individuals in identifying their social location. The resultant developmental model has implications for research, teaching, and psychotherapy practice. The focus of this research closely aligns with the social justice mission of our program.

#### **SCOPE OF ACTIVITIES**

Explore the literature regarding social privilege within the fields of psychology, sociology, and education. Use qualitative, quantitative, and mixed-method research design towards the construction of a developmental model of social privilege, from awareness to allyship. Integrate current sociopolitical events into the research. Use the emerging results to update clinical psychology curriculum at the graduate level. Participation includes all aspects of research including conceptualization, research design, literature review, data collection, data analysis, presentation/manuscript preparation, debrief and quality improvement.

#### **MEETING SCHEDULE**

Weekly or bi-weekly depending on the stage of research (conceptual, design, literature review, data collection, data analysis, presentation/manuscript preparation).

### *Forensic Psychology Research Group*

*Jude Bergkamp, Psy.D.*

#### **DESCRIPTION**

The goal of this research group is to foster the growing interest in Forensic Psychology within the AUS Psy.D. program. Research projects are open to group interest and consensus. Current projects include a collaboration with the Washington State Department of Corrections to explore the role of implicit bias on prison services including classification, custody, risk, infraction procedure, and health care. Another project is a collaboration with the Federal Defenders of San Diego assisting in the appellate court challenge of Operation Steamline, a federal initiative along the Mexico border in which the government prosecutes all noncitizens who illegally cross into the United States. Specifically, defendants are held in stressful conditions that affect their ability to make a knowing and voluntary plea. Other possible projects include cultural competency in forensic evaluations including competency to stand trial, mental state, parental fitness, fitness for duty, disability, and others.

#### **SCOPE OF ACTIVITIES**

Conceptualize potential projects. Search and summarize current literature. Use qualitative, quantitative, and mixed-method research design. Integrate current sociopolitical events into the research. Participation includes all aspects of research including conceptualization, research design, literature review, data collection, data analysis, presentation/manuscript preparation, debrief and quality improvement.

#### **MEETING SCHEDULE**

Weekly or bi-weekly depending on the stage of research (conceptual, design, literature review, data collection, data analysis, presentation/manuscript preparation.)



# *AUS PsyD Interest & Research Groups*

## *Pre and Perinatal Psychology Group*

*Cheryl Azlin, Psy.D.*

### **DESCRIPTION**

This group is a study and discussion group for those interested in the maternal/prenate dyad and birth trauma. Discussions will include review of articles, journals and recent literature addressing the neurobiology of the maternal/prenate relationship including the impact of positive maternal feelings and intentional relating with the prenat; the impact of stress and hostility on the developing prenat; the impact of relational and birth traumas on the mother, family and the newborn; and the impact of birth trauma on the newborn. Recent research addressing the prenat's consciousness, responsiveness, and capabilities and the impact of this on birth practices and medical treatment of the newborn will be explored. Trauma informed interventions that can be health promoting and preventative for the mother, baby, and expectant family will be studied and discussed. New evidence that epigenetic and neurobiological contributions create prenatal imprints that impact future personality development and physical health into adulthood will be explored. Additionally, we will explore the power of positive and preventative interventions to improve birth outcomes, lessen health disparities, improve family and newborn health, and to contribute to improved socialization and the developing capacity to love.

### **SCOPE OF ACTIVITIES**

Literature review, discussion and generation of ideas, special projects. Creative and special interests will be discussed. Opportunities for participation in conferences with possible poster and speaker presentations. The study of the impact of adverse pre/perinatal experiences on future health. Integration of these concepts with the more traditional fields of developmental, child, and family psychology and infant mental health. Discussion of maternal/fetal/infant healthcare delivery trends in the new era of Primary Care Behavioral Health

### **MEETING SCHEDULE**

Monthly meetings will be scheduled.





# *Dissertation Defenses*



## *Psychologists' Use of a Dog in Psychotherapy: A Therapeutic Exploration*

**Christine Amy Treece.**  
**Defended in March.**

The current fund of literature documents the many benefits of using dogs as adjunct healing agents for both physical and psychological ailments. Despite the ever-growing body of research about dogs as adjunct interventions, there is a meager amount of information available about clinician's experience of bringing their dogs to work with them. This dissertation is an in-depth exploration of six psychologists licensed in the state of Washington who brought their dogs with them to work. Each participant's interview was analyzed using Interpretative Phenomenological Analysis. From their interviews, nine primary themes were identified: Reason for the Acquisition of Dog, Nature of Dog, The Human-Dog Relationship, Interventions, Value of Dog in Therapy, Impact on Dogs, When a Dog is Not Available, Downside of Having a Dog in the Room, and Grief and Loss When Dog is No Longer Available. Responses included differences from existing literature including the multiple rolls the dogs play during the work day, how dogs are affected by attending therapy, specific ways dogs are utilized as therapeutic interventions, and some challenges of bringing a dog to the office daily.



## *Introducing Shame Resilience to Women Who Struggle with Complex Trauma and Substance Abuse*

**Kirsten Robertson.**  
**Defended in March.**

The relationship between shame and trauma has been documented in research beginning as early as the 19th century. Not until the second half of the 20th century did extensive research clearly define both trauma and shame, with the addition of Posttraumatic Stress Disorder (PTSD) as an official diagnosis in the field of mental health. Many researchers and clinicians believe an additional diagnosis should be added to the list of trauma-related mental health diagnoses - one that includes repeated traumatic experiences during childhood. Despite the known relationship between shame and various traumatic experiences, direct shame interventions have yet to find a place in standard therapeutic trauma-specific protocols. By implementing a group therapy curriculum designed by Dr. Brene Brown, based on her Shame Resilience Theory (SRT), this study attempts to empirically support the need for, and benefits of, addressing shame directly in participants who suffer from internalized shame and have experienced traumatic childhood-trauma, also known as complex PTSD. Pre- and post-group measurements were quantitatively analyzed with outcomes confirming initial hypotheses and resulting in significant decreased internalized shame, a decline in trauma-related symptomology, and an inferred increased likelihood to pursue further clinical treatment for trauma-related issues.

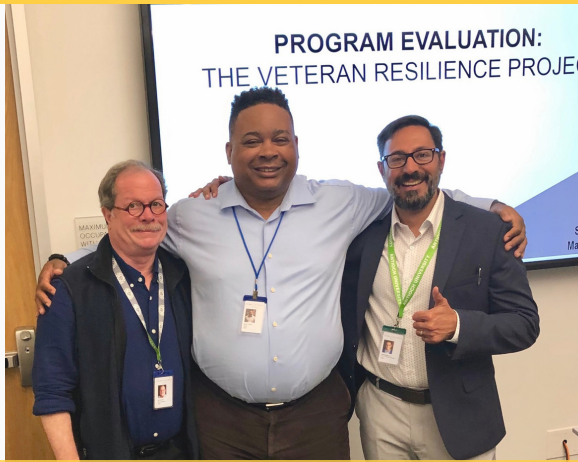
# *Dissertation Defenses*



**Elizabeth Scriven.  
Defended in April.**

## *Discovering Themes: Disability Identity Development as it Pertains to People Born with Spina Bifida*

To date, disability identity development is a highly understudied construct. There are many models of disability, each interpret disability through a specific lens, but do not address the influence of disability on identity development. The few theories of disability identity that do exist have not been widely adopted. In addition, there is a lack of empirical evidence to support them. In addition, these theories do not separate different disability groups. Rather, the theories are applied to a broad heterogeneous group of disability types. This is a problem because each disability type is quite different from the others and therefore each disability requires its own development model. On the surface, alternate models of identity development, such as racial identity development, seem similar to what might be expected in the process of disability development, however as of 2019, no such studies have been conducted. It is the purpose of this project to uncover themes of disability identity development as such themes pertain to people with spina bifida in order to build a framework for understanding the process of identity development in this group. A descriptive phenomenological methodology was used to conduct a thematic analysis of existing literature. A total of 79 articles were reviewed in detail, and common themes and connections were noted. Nine themes of identity development for people with spina bifida emerged. The themes include: (1) employment, (2) family, (3) physical health, (4) psychological and mental health, (5) view of disability, (6) sexuality, (7) impact on others, (8) psychosocial, and (9) transition. Each theme was deemed an essential element in understanding the process of identity development for those with spina bifida. This study was limited by the scope of literature reviewed as well as a lack of first-hand accounts of the identity process. This work is intended to be preliminary and to provide direction for further research.



**Shon Powell.**  
Defended in May.

## *Evaluation of the Veteran Resilience Project*

Posttraumatic Stress Disorder (PTSD) is a daunting concern among the majority of organizations with diverse, or tangential, affiliations to the United States Military and/or its personnel. Unquestionably, the 21 million service-connected individuals, at the time of this writing, (i.e., Active-Duty, Reserve, National Guard, and Veterans) afflicted with this disorder are the catalyst for the intense public and private sector interest and involvement in eradication of this disorder. Prevalence rates of PTSD among this complex classification of persons vary across the relevant literature. Some estimates suggest anywhere from 11 to 20 percent, while other sources indicate that upwards of 40 percent of some military service-connected populations (i.e., those who served in Operation Enduring Freedom [OEF], Operation Iraqi Freedom [OIF], and Operation New Dawn as well as less publicized military actions which have taken place within the same timeframe) demonstrate PTSD or other related mental health disorders. Given the high PTSD prevalence demonstrated among service-connected populations, effective, practical, and accessible treatment of PTSD among this contingent is a primary and salient area of exploration both clinically and empirically. Relevant to this, the Veteran Resilience Project (VRP) of Minnesota utilizes Eye Movement Desensitization and Reprocessing (EMDR) as an intervention to treat veterans with PTSD. Thus, the organization contracted this program evaluator to undertake a program evaluation of their nonprofit organization. The association utilizes Eye Movement Desensitization and Reprocessing (EMDR) as a therapeutic intervention due to their belief that it is the most efficacious treatment for PTSD. Along with the comprehensive evaluation of their program and the establishment of proof of efficacy for their interventions of choice, EMDR, the VRP seeks to increase their capacity through the recruitment of military service-connected clients and retention of treating therapists. Therefore, the achievement of these objects occurs through the implementation program evaluation dissertation, based on both qualitative data (i.e., analyzing accessible collected data from a sample of service-connected clients who had previously utilized services at the VRP). As a part of the program evaluation, the data were used to inform specific recommendations thus refining ameliorative procedures.

# *Dissertation Defenses*