

APA



Division 12

# CLINICAL SCIENCE

**Society for the Science of Clinical Psychology**  
Section III of the Division of Clinical Psychology of  
the American Psychological Association

*Developing clinical psychology as an experimental-behavioral science*



## NEWSLETTER

### FALL 2012: VOLUME 15, ISSUE 3

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Articles published in *Clinical Science* represent the views of the authors and not necessarily those of the Society for a Science of Clinical Psychology, the Society of Clinical Psychology, or the American Psychological Association. Submissions representing differing views, comments, and letters to the editor are welcome.

## PRESIDENTIAL COLUMN

### MORE ON MENTORING DOCTORAL STUDENTS FOR CAREERS IN CLINICAL SCIENCE

RICHARD G. HEIMBERG, PH.D., *TEMPLE UNIVERSITY*

Greetings once again. My last column was devoted to the topic of mentoring doctoral students, and I continue on that theme here. In the previous column, I made a number of points, which I summarize before moving forward: (1) mentoring is something that we need to work at; (2) as clinical scientists, we should examine the characteristics of mentoring and the mentoring relationship with all the same tools with which we would examine any intervention meant to produce behavior change; (3) mentoring involves the setting aside of time to think about each of our students, their specific needs at their specific phase of development as clinical scientists, and how each of these needs can be satisfied in the mentoring relationship or in activities sanctioned by the mentor; (4) it is important for the mentor to provide structure for mentoring, helping to shape the student's expectations of the mentoring relationship, while at the same time staying attuned to the student's changing wants and needs; (5) we should be aware of differences between our students and ourselves and try our best to understand and affirm these differences; and (6) a good mentor discerns a student's personal and vocational dream, endorses it as realistic if that is the case, shapes it if it is not, and offers an environment conducive to facilitating this dream.

In reading the literature on mentoring in preparation for my Presidential Address (Heimberg, 2012), I was surprised to learn that not all students in clinical psychology acknowledge having

a mentoring relationship. In a survey of recent graduates from APA-accredited clinical psychology doctoral programs (R. Clark, Harden, & Johnson, 2000), only 66% reported a mentoring relationship, and this percentage tended to be smaller for female students than male students. Importantly, in an earlier study (Cronan-Hillix, Gensheimer, Cronan-Hillix, & Davidson, 1986), survey respondents who reported a mentoring relationship rated their overall satisfaction with their graduate training higher than those who did not report a mentoring relationship. These statistics suggest that there is a significant and meaningful difference between advising and mentoring. Lewis Schlosser of Seton Hall University, who has devoted much of his academic life to the study of these relationships (e.g., Schlosser, Lyons, Talleyrand, Kim, & Johnson, 2011), suggests that advising concerns administrative functions and the facilitation of a student's progress through a program or academic unit. Mentoring relationships may certainly encompass advising functions, but they tend to be more multi-faceted and are more likely to be positively valenced and more likely to concern the facilitation of the student's career trajectory. This all underscores the first point from my previous column – that we may all be advisors, but we have to work to be mentors.

Schlosser et al. (2003) examined students' perceptions of mentoring relationships. Satisfactory mentoring relationships were characterized by (1) more frequent meetings, (2) more research and

career guidance, (3) greater encouragement to participate in conferences, (4) greater likelihood of being introduced to important people in the field, (5) comfort discussing professional concerns, and (6) open discussion of conflict in the relationship. Related to the last point, discussions of conflict were seen as strengthening, rather than endangering, the relationship, suggesting that successful mentors generate an environment of safety in which the student feels free to take risks.

Knox et al. (2006) conducted a similar qualitative study from the faculty's perspective. They came to many of the same conclusions, but added that it was a frequent faculty refrain that they had never received any training in how to mentor. This strongly suggests that we need to mentor our students on how to mentor, rather than allow them to learn, as many of us did, by accident, happenstance, or by the seat of our pants. We can (and many of us do) give students the opportunity to mentor junior students, supervise research assistants, provide counsel to undergraduate students seeking to go to graduate school, chair research meetings for research assistants or more widely in their labs, edit each other's manuscripts (as well as our own!), and supervise undergraduate honors theses or other research projects. Of course, we must mentor them through these activities or they become work-shifting rather than mentoring!

Johnson (2002) believes, as I do, that mentoring activities of the faculty are so important that they should feature prominently in both personnel decisions and accreditation criteria. If so, as a field, we must make sure that we treat mentoring skills as part of the core competencies that we expect of our doctoral students upon graduation. This belief is based on some very interesting associations. Not only is good mentoring associated with greater satisfaction with doctoral training (Cro-

nan-Hillix et al., 1986), but it is also associated with (H. Clark, Murdock, & Koetting, 2009; Johnson, 2002): (1) more timely degree completion, (2) greater confidence and an enhanced sense of professional identity, (3) greater satisfaction with one's career choice, (4) less reported burn-out, stress, and role conflict, and, importantly (5) greater scholarly productivity (e.g., more publications, more of them first authored, more conference presentations). Associations have also been noted between reporting a positive mentoring relationship and benefits at the postdoctoral level. These include, unsurprisingly, a greater willingness to mentor others, but maybe more surprisingly, increased income, more rapid promotion, and increased career satisfaction.

As may be more than obvious, I feel very strongly about the role of the mentoring relationship in the development of our students and, because our students are our future, in the development of clinical science. Coming from this position, I have proposed to the SSCP Board of Directors that we establish a mentoring award, and they have given their strong support to this proposal. The Lawrence H. Cohen Outstanding Mentor Award will be given for the first time in 2013 (see <https://sites.google.com/site/sscpwebsite/announcements/newsscpawardlawrencehcohenoutstandingmentoraward> for specific information). Larry Cohen, my friend and roommate in graduate school, passed away on April 1 of this year. He was Professor of Psychology at the University of Delaware and an SSCP member who was known during his career as a strong advocate and mentor to many students in clinical psychology. Although deeply saddened by his passing, I am happy that we can memorialize Larry and his many good works with this award. It is my sincere hope that we can live up to the high standards he set in this arena.

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## SSCP TREASURER'S REPORT

DAVID A. SMITH, PH.D.  
UNIVERSITY OF NOTRE DAME

BALANCE as of 10/31/2012:

\$22,674.52

### FINANCIAL HIGHLIGHTS:

#### Expenses:

Credit card server (-\$15.75, -\$2.25, -\$22.50),  
Stamps for renewal postcards (-\$448.00),  
Renewal postcards (-\$310.00), Central Office  
(Div12) Management Fee (-\$950.00).

#### Income:

Membership dues renewals (+\$300.00,  
+521.50), Interest income (+\$1.92).

#### Pending Expenses:

Dues renewals (+\$80.00), APS poster award  
(-\$100).

### MEMBERSHIP

PAID MEMBERSHIP: 597

STUDENT MEMBERS: 354

NON-STUDENT MEMBERS: 243

DIVISION 12 MEMBERS: 178

APA MEMBERS: 345

## Spotlight at APS 2012



Presented award  
certificates to  
SSCP Dissertation  
Award Winners

(Top Left) Amanda Morrison, Temple University-  
*Attention Bias and Attentional Control in the Development of Social Anxiety Disorder*

(Top Right) Matthew Rouse, Emory University-  
*Agreed*

*Physiological Mediators of Parenting Behaviors in Depressed Mothers*

(Bottom Left) Thomas Armstrong,  
Vanderbilt University-

*The Effects of Fear Conditioning on Attentional Bias in Post-Traumatic Stress Disorder: An Eye Tracking Study*

### Winners of award not present at APS:

Joanna Chango, University of Virginia, *The Neural Mechanisms Underlying Associations between a Lack of Adolescent Social Competencies and Psychological Adjustment in Early Adulthood*

Debra Glick, Suffolk University, *A Comparison of the Effects of Two Interventions for Reducing Academic Procrastination: Acceptance-Based Behavioral Therapy vs. Time Management*

Stephanie Rabin, Drexel University, *The Interaction of Therapist Experiential Avoidance and Extraneous Clinical Information in Predicting Therapist Preference for Exposure Treatment for OCD*

Erin Ward-Ciesielski, University of Washington, *Brief Skills Training for Suicidal Individuals*

# UPDATE FROM THE STUDENT REPRESENTATIVES

SARA STASIK, *UNIVERSITY OF NOTRE DAME*

KRISTY BENOIT, *VIRGINIA TECH*

## The Ever-Sought, Seemingly Elusive Work-Life Balance

**We are delighted to present this piece on work-life balance. Based on the responses we received from graduate students on the SSCP student listserv, it is clear that this is a topic that is relevant to all of us, and that students have developed many innovative and effective ways to create a balance in their busy lives. By sharing the collective wisdom of the SSCP student membership as well as some of the resources we have found helpful, we hope to provide a useful set of tools and information. We look forward to continuing this discussion on the student listserv!**

Perhaps like many of you, I entered graduate school with a somewhat naïve excitement and intense motivation to get started on this academic adventure. Admittedly, I did not spend much a priori time thinking about how I would balance my school commitments and my personal life – in fact, at the time, I probably viewed them as one and the same. Quite quickly, however, I found myself amidst a sea of requirements and deadlines – proposals, defenses, clinical work, writing commitments – and it seemed the line between “work” and “life” became even more blurred, while the need for a distinction had never been more important. Over the past few years, it has been my experience that, the better I am able to balance my work and my personal life, the happier and more effective I am in each. There was a time when I would feel guilty engaging in social activities because I wasn’t working, or would have trouble concentrating on my work because I felt I was neglecting family and friends. Several things have been helpful to me in learning to balance each of these aspects of my life, at both the conceptual and behavioral level. First, I try to schedule several blocks of personal or social time each week and I commit to preserving that time only for the scheduled activity. This allows me to be fully present, without thoughts of the work I “should” be doing. Second, talking to faculty members about their journeys into their careers has been eye-opening and informative. I was encouraged to learn that professionals whom I admire

also face similar work-life challenges and were not afraid to insist on balance in their own lives. Finally, as I did when I entered graduate school, I often do come back to conceptualizing my professional and my personal life as one entity. Indeed, I use both to define myself and enjoy my role in each of these domains. Of course, it is important to delineate time to dedicate to each, but I find that the more fluidity there is between how I think about myself within each domain, the easier it is to define the ways in which I can achieve an acceptable balance for myself. Certainly this is an ongoing challenge for each of us and I wish you all the best in finding your personal balance! ~Sara

**“Work is important, but so is your personal physical/mental health and overall well-being.”**

~ SSCP graduate student

I had a difficult time writing this article because the truth is, I feel that work-life balance is an ongoing struggle for me and there are many times when I feel I have it completely wrong. That being said, when I reflect back on graduate school and now the first few months of internship, I have learned a thing or two about this topic (even if I don’t always practice what I know is best!). I took an amazing grad.

class on “Work-life Balance in Academia” and one of the first things the professor talked about was the “myth” of work-life balance. The idea is that any given snapshot of your life is likely not going to show a perfect balance between the two. When internship applications are due, “work” is going to feel like it’s taking over your existence; when you are in the midst of planning a wedding, “life” is going to figure more prominently in the equation. So don’t be too hard on yourself when things feel out of sync, the idea is that over time you should be working to even out a balance that is constantly changing. The next thing I learned in this class was the “good enough” principle. With everything we have to juggle in graduate school, it is literally impossible to put as much as you would like into every endeavor. So instead of spending 6 hours prepping a lecture when I taught a class the first time, I had to set a limit of 3 hours, tell myself that it was “good enough,” and go to bed so that I was not totally exhausted the next day. The perfectionism that likely helped the majority of us get into graduate school, can actually become the bane of your existence in graduate school. The class also pushed me to think about how I define success in my career AND my personal life. It was a sad realization that I found it very easy to delineate what career success looks like (publications, grants, etc.), but I struggled with the personal side. Once I had given both sides equal attention, I worked on goal setting: listing goals in both my professional and personal life for the semester, year, and next 5 years. Then I learned to create links across these categories, with the idea being that the majority of my work and personal time should be dedicated to short-term goals that will eventually lead to achieving my long-term goals. Finally, I would advise to keep this important issue in mind as you apply for and interview for internships. Ask faculty and current interns how long a typical work week is. Can you write notes and

reports from home? Do interns get together for happy hours? Best of luck in your own work-life balance journey! ~ Kristy

**If you are a student member and want to join the student listserv:**

**1) Compose an email to [listserv@listserv.gmu.edu](mailto:listserv@listserv.gmu.edu)**

**2) Leave the subject box blank**

**3) Enter SUB SSCPSTUDENTS-L first-name lastname in the body of the message - replace firstname and lastname with your name**

**Please send any question to Evan Kleiman at [ekleiman@gmu.edu](mailto:ekleiman@gmu.edu).**

**Student Website:**

**<http://sites.google.com/site/sscpwebsite/students>**

**Don’t forget to “Like” us at:**

**<http://www.facebook.com/pages/SSCP/333436279606>**

## Resources

Student Doctor Network – a nonprofit organization comprised of students in pre-health and health professions, including clinical psychology. This web-based forum allows students to initiate and participate in discussions in their field. Within the Psychology forum, topics such as internship, dissertation, finding a post-doc, and even balancing school and home life have been discussed. Joining is free: <http://studentdoctor.net/>

Lifhack – an online weblog of “life hacks” – or easy tips for productivity and other important areas of life. Each “hack” is a short blog about a topic. Topic categories include productivity, lifestyle, and communication, among others. <http://www.lifhack.org/>

Getting Things Done by David Allen – in this book, David Allen introduces a “work-life management system” that is very intuitive and easy to implement and maintain. This system targets the management of commitments, information, and communication, and allows you greater focus in each area of your life.

Look locally – are there faculty members, practicum supervisors, professionals, or even other graduate students that you admire or who look like they “have it all together”? Consider approaching them to discuss how they manage to achieve success while maintaining a healthy balance with other aspects of their lives. Creating a panel of such individuals who are willing to share their experiences and advice could be an invaluable resource to graduate students.

Mother in Science – 64 Ways to Have It All – this unique document produced in the UK shows that there is no one path to achieving work-life balance when it comes to being a scientist and a mother. Each page consists of a timeline showing the scientist’s research career on one side and important events in her family life on the other. [http://royalsociety.org/uploadedFiles/Royal\\_Society\\_Content/about-us/equality/2011-06-15-Mothers-in-Science.pdf](http://royalsociety.org/uploadedFiles/Royal_Society_Content/about-us/equality/2011-06-15-Mothers-in-Science.pdf)

How to Survive and Thrive in the Mother-Mentor Marathon – this article contains excellent tips on how to balance motherhood and academia, but the principles are applicable to anyone seeking work-life balance. [http://www.cell.com/molecular-cell/fulltext/S1097-2765\(10\)00374-6](http://www.cell.com/molecular-cell/fulltext/S1097-2765(10)00374-6)

Landing a Family-Friendly Post –for those on the market for post-docs and faculty jobs, this article discusses how to assess the work-life balance culture at the institutions at which you interview. There are also tips on how to prepare in advance for taking leave after having a baby. <http://www.the-scientist.com/?articles.view/articleNo/29557>

Negotiating for the Job You Want – most people don’t think of job negotiations as a work-life balance issue, but if you’re able to negotiate for teaching/clinical/service responsibilities, lab space, and start-up money that will allow you to more easily be successful in your new job, your personal life will benefit immensely. Some great NIH tips: [https://www.training.nih.gov/assets/Slides\\_1\\_14\\_10.pdf](https://www.training.nih.gov/assets/Slides_1_14_10.pdf)

## Tips and Tricks from SSCP Student Members to Create a Healthy Work-Life Balance!

### Set a Schedule for Yourself – and Stick to It!

**One student shared how they use scheduling to maintain work-life balance on a regular basis:**

*“Setting a schedule for myself and protecting all of my time equally is crucial. In grad school, I had my classes, TA slots, therapy sessions, meetings, etc. all blocked in to my calendar, but I also added in writing time (so crucial!) and times I planned to attend a yoga class, go jogging, meet friends for a drink... whatever. Once it was in my calendar, barring something emergent or incredibly important coming up, I protected it. That really helped me to budget my time and to find specific times in my day to accomplish my work and to make time to have a life.”*

**Another student described balancing longer work days with work-free weekends:**

*“My trick for maintaining work/life balance is to work 12-14 hour days Monday - Friday. This allows me to have at least one weekend day clear to enjoy time with family and friends. I'd rather have one or two full days free than, say, every day after 5pm. Having the weekend clear allows me to ... spend quality time with important people without feeling rushed. Although it can be grueling to work non-stop from 9am to 11pm Monday through Friday, it allows me to cross a lot off my To Do list so when the weekend rolls around, I'm able to maximize my time and maintain a healthy social life.”*

### Prioritize Self-Care!

**Several students suggested that making sure self-care is #1 on the to-do list is crucial to ensuring a healthy balance.**

*“The most important part of balancing life in graduate school has been to set aside at least an hour every evening for self-care (e.g., running) except in the most dire of circumstances. I also try to set aside the better part of a full day on the weekend for fun non-school-related activities. Doing this makes me feel more whole, keeps me healthy (and therefore more productive in school), and forces me to use my time on work-related projects more efficiently.”*

**Another student sent this suggestion for graduate students:**

*“My advice would be to prioritize self-care at specified periods throughout the week. By “self-care” I mean engaging in activities that you find fun, relaxing/rejuvenating, and that serve as a good distraction from work. My approach this semester has been to set aside (at least) two nights in the week where I schedule in enjoyable activity time and then I honor that time just as much as I'd honor an important work meeting. It's easy to justify doing work instead of a fun activity, but do everything in your power to set your foot down and give yourself permission to have that free time. ... I find that after one of these relaxing nights, I feel refueled and ready to take on my to-do list for the next day.”*

**Being a parent while in graduate school has its own set of unique challenges. Several of you wrote in to share what works for you in balancing the roles of graduate student and parent.**

**Katrina Ostmeyer, a student at Virginia Tech writes:** *"As a mother of a 1 year old, I've learned a lot about this subject in the past. What I've done that is helpful is write down my short-term and long-term professional and personal goals. I then develop a schedule taking both into account (i.e. I need to write 2 pages/day and I need to pick my son up from daycare at a certain time). I then work on that plan for a couple of weeks and re-evaluate. The key is re-evaluation. I have to decide whether my goals are feasible or not and whether they are worth it. For example, I may be meeting my goals but am miserable because I am trying to be super-mom and super-student. I then have to decide what changes need to be made to benefit my career and family while maintaining my sanity and I start the process over again."*

**Another SSCP student member shared the following:** *"The biggest thing that has helped me maintain work/life balance is setting strict boundaries. For the most part, I don't work once my day is over and on the weekends (not possible all of the time, but overall it's possible). The tradeoff is that I strictly adhere to a consistent work schedule, otherwise I would fall way behind. No more procrastinating like in college! Actually I've found that having a family has helped me stick to deadlines and goals better. I know that I have a set amount of time in which to work, and there is no room for procrastination."*

**Anne Zhang, from the University of Iowa, discussed approaching work-life balance from an acceptance and commitment perspective:** *"Over the years, I've become a bit more adept at recognizing the 'felt sense' that comes with 'I have to's.' For example, if I'm pushing myself to the limit with research, I may begin to feel like it's no longer meaningful/enjoyable and I get this sense that work is dull/deadened. Or if I'm seeing too many clients and I don't feel connected, I may begin to blame my clients or resent my clients or just get bored listening to my clients. Or sometimes I'll even be spending time with my significant other, and I'll begin to resent them for taking time away from important work that I need to be doing, just a little bit. These are all little flags that my behavior is rule-governed. That's when I really have to stop and ask myself what's most important right now. Because obviously, both work and life are important, but right now I have to choose which to act on, realizing that there will be opportunities in the future to act on the other value. I will put a time limit on how long I'll work, how much time I'll allot to socializing, how much time I'll allot to time alone, etc. I try to keep in mind that old adage about fitting stones into a jar. A smart person will put the big stones in first, and then pour the little ones in to fill the spaces. But if you put in the little ones first, the big ones will never fit. So it really is an exercise in prioritizing... If I value my friends/partner/work, I'll make time for them. If I don't make time for my friends, then I'm not really valuing them. I guess it's figuring out what my big stones are, what my medium stones are, and what the little stones are... which is tough in and of itself!"*

### *SSCP Student Perspectives I:*

*SSCP has asked the student members to share their experiences in their clinical and research training in clinical science.*

## **From One Student to Another**

### **Self-Efficacy: The Foundation for Work-Life Balance**

**Andrew J. Smith, MA & Claire Blevins, BA**

**Doctoral Students in Clinical Psychology, Psychology Department, Virginia Tech**

Life for graduate students is accompanied by an endless string of stress-inducing obstacles—when we finish overcoming one (Master's thesis), another appears in its place (comprehensive examinations, dissertation, internship, post-doc, finding a job, etc.). With each completed step, expectations, complexity, and stress levels increase, all the while we must balance our own expectations with the expectations of others (e.g., significant others, advisors, the scientific community, family members, our dogs) with sobering implications for our future happiness.

Managing each stressor as it comes along is a difficult process. In stress and coping contexts, epidemiological and within-subjects variability research alike identifies faulty self-regulation as a profound predictor of outcomes and wellbeing (Bandura, 2005; Bandura, Caprara, Barbaranelli, Gerbino, & Pastorelli, 2003; Baumeister, Schmeichel, & Vohs, 2007; Strauman, 2002; Strauman, McCrudden, & Jones, 2010). It seems that building up one's self-regulatory capacity may serve as a foundation for individuals to manage personal functioning in a way that provides both successful outcomes and life balance.

#### **Self-Efficacy as a Gauge for Self-Regulation**

Social cognitive theory (SCT; Bandura, 1997) provides a common foundation that can help us to understand how we as graduate students might learn to not only get by, but to self-regulate effectively, to thrive, and to achieve work-life balance in each of our unique environments. Human agency, the central tenet of SCT, suggests that we are not simply subject to the whim of uncontrollable forces (e.g., one's clinical advisor, research advisor, and teacher simultaneously demanding all of our effort and talents). Rather, we each have the ability to personally influence our environment (Bandura, 1997). Primary to being a human agent, self-efficacy (belief in the ability to enact behaviors directed towards achieving goals) is posed as a gauge for self-regulatory capacity (Bandura, 1997). Self-efficacy appraisals influence motivational, emotional, and cognitive processes: by increasing confidence in the ability to accomplish a goal, increased effort may be placed into behaviors intended to achieve that goal, thus improving the likelihood of successful achievement.

## **Self-Efficacy Enables Resource Conservation**

Consider the following enabling cascade proposed by Benight and Bandura (2004) for application in stressful contexts: when one has high self-efficacy, he or she (a) appraises environmental stimuli (e.g., a research paper that is due in two weeks) as less threatening, (b) has lower physiological responsiveness based on the stimuli being benign, and (c) less cognitive and emotional preoccupation with physiological arousal. This leaves the individual with more cognitive and emotional resources to actually direct efforts towards efficiently completing a more quality research paper.

## **Self-Efficacy as Situational, but not Independent**

Bandura (1997) refers to self-efficacy as being a situational or contextual construct. One may have high self-efficacy for one situation (e.g., finishing a homework assignment on time) while simultaneously having low self-efficacy for another (e.g., completing a preliminary exam in the allotted time or dealing with a difficult family situation). However, this is not to say that self-efficacy ratings in one domain cannot help to increase another.

We often view our graduate work dichotomously, that is, as separate from our lives, or as if graduate work is our entire life. However, our successes in each domain are interdependent: each one is equally as important to happiness and success. When something “has to give,” it is usually our social relationships and personal care, rather than research or clinical work. However, considering the suggested interdependence of our various efficacy domains, it seems that focus on self-care and balance may improve rather than detract from our professional duties.

## **Self-Efficacy is a Muscle that We Can Build**

Merging with another area of literature, ego-depletion theory and research provides evidence that self-regulatory capacity is a finite resource that can be built or depleted, a process that unfolds through reciprocal interactions among cognitive, emotional, physiological, and environmental factors (Baumeister, Bratslavsky, Muraven, & Tice, 1998; see review by Hagger, Wood, Stiff, & Chatzisarantis, 2010). These findings provide converging evidence for the explanation of self-efficacy as a state-dependent entity. Altogether, this research substantiates the potentially anxiety promoting notion that self-efficacy beliefs are deplete-able and damageable (Benight & Bandura, 2004). However, implicit within the idea that efficacy beliefs are deplete-able, we can approach overcoming obstacles as a building up of our self-efficacy beliefs perhaps in the same way that we build a muscle.

## **How Self-Efficacy Appraisals are Influenced**

Self-efficacy appraisals are altered through four sources of information: enactive mastery experiences,

vicarious modeling, verbal encouragement, and physiological/ affective states. King among them all, mastery experiences are posed as the primary means through which one can improve efficacy beliefs (Bandura, 1997). Thus, despite the increasing expectations and complexities that accompany each successful achievement in graduate school, having successfully completed each obstacle in turn provides feedback that one can achieve future tasks. In line with this logic, it is not only the knowledge accrued through preparation leading to defending a thesis, comprehensive examination, or dissertation—it is primarily the experience of having succeeded that builds upon itself in order to improve our belief in overcoming the next big hurdle.

Other sources that interact to mold self-efficacy include vicarious modeling, verbal encouragement, and appraisals of physiological/ affective states (Bandura, 1997). Watching friends succeed can help us to believe that we can make it through a tough week. Receiving a compliment from a colleague can be just the boost that we need. Finally, if we are (relatively) well-rested, we can better control our emotional states, which may provide yet more feedback to bolster our self-efficacy appraisals.

### **How Does this Relate to Work-Life Balance?**

So, how does this help us to achieve work-life balance? For many, the first year of graduate school can be a nightmarish struggle to learn a new culture, learn how to receive critical feedback, and attempt to answer questions akin to the very natural imposter syndrome (e.g., “Do I belong here? Can I hang with these smart kids?”). There is little we can do about this except to survive! However, as we move through graduate school and our careers, we should allow our successes (i.e., mastery experiences) to inform the next project/paper/client/interpersonal interaction, etc. For those of us who practice clinical work, it is high time that we start taking the advice that we give our therapy clients: to store the compliments from our committees, colleagues, and advisors in our minds (or laptops); to push aside the competitive nature of graduate school and positively attend to peer accomplishments; to purposefully think about the last time that we overcame a big obstacle and succeeded with flying colors. The reciprocal feedback that we get through intentional thought and attention paid to others’ successes may reduce the negative valence associated with whatever obstacle we face at hand, which will in turn lower our physiological response and cognitive preoccupation with that response. Together, this process may conserve more resources that can be directed towards actually writing a much less dreaded paper (lecture, assessment report, progress note, manuscript, personal statement, etc.).

In turn, time spent efficiently at work may translate into more time that can be utilized for other activities that make our lives personally worthwhile beyond our professional passions. If we can remember that having down-time may increase our productivity later, then perhaps the guilt that follows a night off can be alleviated. Additionally, we can openly seek support from others (e.g., verbal encouragement) who are important to us and, ideally, who know what we are going through (e.g., fellow grad students, a significant other, an old mentor, a current mentor). We can discuss our past effort-contingent successes

and fear associated with upcoming obstacles, all the while actually allowing ourselves to be verbally encouraged. This “kills” several birds with one stone: a) we can build domain-specific self-efficacy for whatever obstacle is being faced, b) by improving self-efficacy, we may improve our efficiency and quality of work through increased cognitive resource availability, and c) through seeking social support, we are actually addressing an important aspect of work-life balance concerns, that is, improving meaningful social relationships that are a key ingredient to a balanced and fulfilling life.

Whereas we have not covered nearly every contingency that may influence efficacy appraisals and thus, work-life balance (e.g., exercise to improve modification/ appraisals of physiological states), mastery experiences and seeking social influence are a good starting point for us all! The bottom line is that no one (especially not these authors!) is qualified to define your ideal work-life balance: your qualifications for work-life balance are unquestionably different from each other person in your environment. We definitely do not have this delicate balance figured out, but we are further along now than we were last semester or last year. Of course we have a hard time taking our own advice, and never come close to perfecting these techniques. Like good graduate students, we can only rely on empirical evidence, make our hypotheses, and test our model. Good luck with yours!

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### *SSCP Student Perspectives II:*

*SSCP has asked student members to share their experiences with the clinical internship process.*

## **Internship Site Selection: Finding a Clinical Science-Oriented Program**

**Matthew Rouse**

**Psychology Intern, Boston Consortium in Clinical Psychology**

**Doctoral candidate, Emory University**

Applying to and securing a predoctoral clinical internship is a stressful process, not helped by the statistics of nearly a quarter of applicants failing to match to an internship site this last application cycle. The hysteria around the “crisis” is enough to engender attitudes of “going wherever I can match,” without much consideration of the training model and orientation of the site. I know I myself succumbed and submitted an additional flurry of applications after applying to my top sites. Needless to say, I didn’t end up matching at any of those sites and I probably would have been better off, certainly financially, if I hadn’t submitted those applications. Having come out of the process with an internship that feels like a great fit, I believe now more than ever that the internship “match” is appropriately named, and that it really comes down to the fit between the internship site and the applicant. Therefore, for students coming from clinical science programs or subscribing to the tenets of clinical science, it is important to apply to clinical science-oriented programs, as those programs will provide training that is consistent with their prior experiences. Following is a list of some tips that I used in helping to figure out which sites were consistent with clinical science and that valued research, and were therefore a good fit for me.

- Go to the Academy for Psychological Clinical Science website. They publish a list of clinical science internship programs <http://acadpsychclinicalscience.org/members/>. This is a great starting place (and where I first got information on my internship site). However, as there are currently only 11 sites on the list, it will probably not constitute the end of your internship search. Even so, reading the descriptions of the programs on this list gave me a frame of reference against which I could compare other sites and assess their degree of clinical science orientation.
- Read the program descriptions thoroughly. Somewhere in the materials, typically towards the beginning, there will be an identification of their training model and orientation. A few will actually identify as clinical science programs, making things easier. However, I also learned that not all clinical science-oriented programs actually use the term “clinical science” and others use terms like scientist-practitioner or Boulder model, so those were key terms I also looked for. Others I ran across, including practitioner-scholar, Vail model, developmental training model, and local clinical scientist model, seemed to emphasize the training of clinicians rather than clinical scientists.

- Look for protected research time. This became the most important criterion for me in selecting sites. Even if it is only a couple of hours per week, the fact that a site allots time for research endeavors at all speaks to the values of the program.
- Think about research match. At those sites where they request that you identify a potential research mentor, this is obviously important. However, considering that many interns transition to post-doctoral fellows at their sites, thinking about where you might fit in at a site could benefit you down the road. Plus, I have found that having someone who shares your research interests, or even just your enthusiasm for clinical science research, serves as a welcome touchstone during the internship year.
- Divorce yourself of the idea of “safety” sites. It’s hard to let go of the notion that some sites are better or more prestigious or more competitive than others. The more you can think about a site in terms of the fit for you, the better the whole process will be. One interviewer at a site for which I was not a good match said to me, “We hardly ever invite candidates with your background to interview here because you never match here.” So true! I had gone against my better judgment in applying to the site, and they had broken their own rule for whom to invite to interview. The result was that we essentially wasted each other’s time. Set your goals for internship and don’t let anxiety deter you from sticking to them.
- Ask lots of questions during the interview. It’s important to determine how the actual experience of the internship lives up to what is described in the materials. From my experiences interviewing, current interns were the most valuable sources of information, reporting that the protected research time was nonexistent or that the emphasis on an evidence base was not as strong as it could have been. This is important information that will help determine where you rank the site, or maybe if you will even rank the site at all.

In sum, I think if your goal is to match at a clinical science-oriented internship site, and your “story” is one of clinical science, then get an internship you shall. If you put the effort into selecting sites that make sense for you and your goals, all while resisting the sway of anxiety, you’ll be pleased with the end result.

## 2012 WINNERS OF THE 2ND ANNUAL CLINICAL SCIENTIST TRAINING INITIATIVE GRANT PROGRAM

The Society for a Science of Clinical Psychology (SSCP) wishes to announce the winners of the second annual "Clinical Scientist Training Initiative" grant program. The selected programs are awarded small (up to \$1500), non-renewable grants for training programs at the predoctoral, internship, or postdoctoral levels to launch new projects or support ongoing initiatives that are designed to more effectively integrate science and practice into their training program.

### 1. Mississippi State University Department of Psychology

Dr. E. Samuel Winer and Dr. Cliff McKinney

Title: *Disseminating and Measuring Empirically Supported Treatments in a Rural Area*

Goals: advance a rural clinic that disseminates empirically-supported treatments to underserved patients. The grant will help to (1) provide an increase in technological and material resources available to the clinic; (2) establish an online patient data repository to monitor treatment change; and (3) conduct a supervisory workshop hosted by an in-house clinical supervision expert. The goal of this project is to continue the transition of the clinic from a site that offers primarily testing services to one that can also offer empirically-supported therapeutic interventions.

### 2. Center for Palliative Care at the James Cancer Hospital and Wexner Medical Center at The Ohio State University

Sharla Wells-Di Gregorio

Title: *Inpatient Psycho-oncology and Palliative Care Distress Screening: Utilizing Technology to Enhance Screening, Intervention, and Outcomes Assessment*

Goals: purchase a tablet PC to 1) improve the efficiency of patient screening and communication of results and recommendations to other medical team members, 2) refine the distress screening measure, and 3) report on outcomes of the interventions. The clinical data that would be captured using electronic distress screening would allow us to better understand the areas of psychological distress experienced by palliative care inpatients and enhance our ability to modify and target psychological interventions to address patient distress.

### 3. University of Rhode Island Department of Psychology

Ellen Flannery-Schroeder

Title: *Enhancing Therapy and Clinical Training Through Evidence-Based Assessment of Psychotherapy Progress and Outcomes: A Three-Pronged Plan*

Goals: 1) To increase graduate student knowledge and understanding of issues related to the empirically-based assessment of psychotherapy progress and outcomes, we will invite one or more experts in

the assessment of therapy progress and outcomes to campus. 2) To identify a group of psychometrically strong and culturally-sensitive assessment measures which meet the needs of the therapists and clients. 3) To develop a database for use in the assessment of treatment progress and outcome useful at both the level of the individual and the group (clinic).

#### **4. Texas A&M University Psychology Clinic & Clinical Psychology Doctoral Program**

Marisol Perez

Title: Marrying Clinical Practice & Research at Training Clinics: Real-Time Feedback on Client Psychotherapy Outcome

Goals: Integrate routine treatment monitoring through evidence-based assessment to track treatment progress and provide real-time feedback to student therapists and their supervisors on client's psychotherapy outcome.

### **Summary and Progress from a 2011 Winner of the 1st Annual Clinical Scientist Training Initiative Grant Program**

#### **Tampa Veterans Affairs Hospital**

Heather Belanger and Glenn Curtis

Title: Provision of Empirically Valid Clinical Supervision

While the psychological services provided have been fairly well researched and empirically established, the clinical supervision we provide to clinical trainees has historically been provided without the benefit of much empirical guidance. The purpose of this project was to develop and evaluate a region-wide training program in competency-based supervision of clinical psychology trainees. The Tampa VA hosted a full day workshop in October of 2011, led by Dr. Carol Falender, an expert in empirically-based supervision, to train our entire region of psychology supervisors in best practices. We also provided Dr. Falender's book, "Clinical Supervision: A Competency-based Approach," to designated 'trainers' from each of the participating sites to ensure the continued application of the training and continued training of new supervisors at each site.

Eight sites participated in the workshop including four regional VA hospitals and the local university. Thus far, the VA sites have implemented various approaches advocated by Dr. Falender (e.g., training contracts) and have established supervision training at their individual sites based on the principles presented. Didactics focused on provision of supervision have been established at each VA based on the 2011 workshop. Additionally, the Gainesville VA has used components of the workshop in their quarterly supervisors' meetings. These data provide evidence that a region-wide training program in competency-based supervision of clinical psychology trainees has been established.

## BOARD MEETING MINUTES

### SEPTEMBER BOARD MEETING MINUTES-ABRIDGED (9/17/2012)

Participating Board Members: Rick Heimberg (President, heimberg@temple.edu), Michelle Craske (President Elect, craske@psych.ucla.edu); Varda Shoham (Past President, varda@u.arizona.edu); Dave Smith (Secretary-Treasurer, david.a.smith.367@nd.edu); Sherryl Goodman (Member at Large, psysg@emory.edu); Doug Mennin (Representative to Div 12, dmennin@hunter.cuny.edu); Lea Dougherty (Newsletter Editor, ldougher@umd.edu); Sara Stasik (Student Representative, sstasik@nd.edu)

Board Members Not Participating in This Meeting: Bunmi Olatunji (Member at Large, olubunmi.o.olatunji@vanderbilt.edu); Kristy Benoit (Student Representative, benoit@vt.edu).

1. New Members of Membership Committee: David Smith (Chair), Ashley Hart (member), Emily Durbin (member), and Kristy Benoit (student representative). Thank you to outgoing and recent Membership committee members including Doug Mennin, Elizabeth Hayden and Sherryl Goodman. Thank you also to Ashley (Pietrefesa) Hart who is transitioning from student representative to a regular member of the Membership Committee

2. External Nominations Committee – Bunmi Olatunji: The Committee is currently working on two nominations for the APA Gold Medal Award for Life Achievement in Psychology. One will be for Edna Foa in the area of application and the other for See Sechrest in the area of science.

3. D12 Representative Report – Doug Mennin

i. By-Laws Changes – Relevant topics for SSCP included discussion of the SCP/DIV12 by-laws revisions that have been spearheaded by Mark Sobell, incoming president Mark, Larry Beutler, and I worked on revisions to the by-laws which were approved by the SCP/DIV12 board and will be sent to the membership for approval.

ii. A particular change that is relevant to SSCP interests was the mentioning of alternative accreditation bodies. PCSAS was mentioned explicitly in the revisions by Mark and me. However, the board voted to use a more general statement that no longer focused solely on APA/COA accreditation but also other national accreditation bodies (but no longer mentioning PCSAS specifically).

iii. APA Convention Division 12 program deflation – The SCP/DIV12 board recognizes the problem of having the Division 12 program getting cut starting in 2014. President Gayle Beck will be dispatching David Tolin and Bunmi Olatunji, two SSCP members, to address this issue more actively.

## BOARD MEETING MINUTES CON'T

### SEPTEMBER BOARD MEETING MINUTES-ABRIDGED (9/17/2012)

- iv. Awards – The Board recognizes that more SCP/DIV12 members could be nominated for APA awards and discussed ways that we could encourage more SCP/DIV12 (and by extension SSCP) members to be nominated.
- v. SCP/DIV12 and APA Representative Leadership – Four offices will become available for 2014: (a) President, (b) Secretary, (c) 2 council reps. It will be important for SCP/DIV12 (and by extension, SSCP) members to take note and consider nominations for these posts. They will be posted on the SSCP net.

#### 4. Student Report – Sara Stasik/Kristy Benoit

##### i. Listserv

- a. Has been very slow
- b. We discussed adding an additional listserv facilitator to encourage more postings and information.
- c. We also emailed with Evan Kleiman to discuss frequency of listserv postings and to inquire about his desired length of time in the position. He is open to 1 or 2 years but hopes to be on internship next year.

##### ii. SSCP Student Involvement

- a. We have received several emails from students interested in becoming more involved with SSCP. We contacted the various committees (membership, mentorship, internship, dissertation award. It sounds like only the dissertation award committee is in need of additional help right now.

##### iii. Student Member for Dissertation Award Committee

- a. Peter Norton contacted us regarding a student member for the committee. We have contacted a student who was interested in a time-limited position; we will also post to the listserv/facebook.

##### iv. Newsletter Articles

- a. We have contacted several students to see if they would like to contribute to the newsletter articles Lea is planning: internship crisis, clinical training, dissertation
- b. We will send a request to the listserv/facebook if we do not get interest this way

##### v. Internship

- a. We reached out to the Internship Working Group to see how we could get involved in their efforts. We received an email back from David Sbarra who also copied the Academy President, Howard Berenbaum, but we have had no further updates.

## **BOARD MEETING MINUTES CONT'D**

### ***SEPTEMBER BOARD MEETING MINUTES-ABRIDGED (9/17/2012)***

#### 5. Student Dissertation Awards Committee – Rick Heimberg

- i. New Chair of Committee, Peter Norton of University of Houston
- ii. New Committee Members: Courtney Beard, Trevor Hart, David DiLillo (new student member yet to be identified)
- iii. Award notice posted to SSCPnet and to websites for both students and regular members (application due date 11-16-12)

#### 6. New business

- a. Mentor Award Nomination Notice posted 8-29-12 – applications due 3-1-13
- b. Distinguished Scientist Award Nomination Notice posted 8-29-12
  - i. Selection of DSA Winner should occur on October call
- c. Elections for 2013 SSCP Officers – Varda Shoham
  - i. Slate of candidates for each office: we have two President-elect nominations, two student representative nominations, and two nominations for member-at-large
  - ii. Discussed strategies for filling the Secretary/Treasurer position – Dave Smith will approach two individuals who may be interested in this position
  - iii. Elections should be held in October
- d. Selection of 2013 Program Chair for SSCP/APA – Michelle Craske
  - i. The number of hours allotted has not yet been determined
  - ii. Joanna Arch has agreed to be Program Chair
- e. 2013 meeting of members will be held at APS – Michelle Craske
- f. Discussion of response to APA resolution – the ad hoc committee (Goodman, Craske, Shoham, Smith, and Mennin) will arrange a call, even though there is no person yet elected as Chair of the committee

**New!!!**

# ***Clinical Psychological Science***

A Journal of the Association for Psychological Science

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***Clinical Psychological Science*** is currently seeking research in the following areas, but welcomes submissions in all areas described in the Aims and Scope:

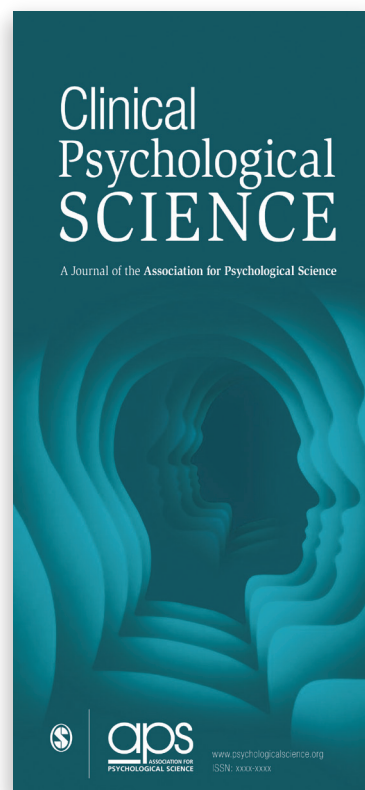
- Basic research on transdiagnosis of psychiatric disorders that focuses on commonalities of risk, protective factors, etiology, and long-term course. Research focused on descriptive and explanatory models to understand onset and course are especially welcome.
- Intervention and services research that directly addresses disparities in mental health. We seek research that provides evidence to address disparities by showing impact on an underserved population in controlled intervention or program evaluation trials.
- Epigenetic influences on adjustment, adaptive functioning, social behavior in human or non-human animals that could be connected to or provide a model for human adjustment.

For Aims and Scope and submission guidelines, go to  
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