President's Message

Behavioral Medicine: Looking Forward

Frank Andrasik, University of West Florida

We know from large-scale epidemiological investigations (such as the Epidemiologic Catchment Area, the National Comorbidity Survey and its Replication, and the World Health Organization World Mental Health Survey, to name just a few) that mood disorders, anxiety disorders, and substance-related disorders are highly prevalent and clearly warrant the ongoing attention of cognitive and behavioral clinicians and researchers. Such has been and rightly will continue to be a major focus of our members and the offerings at our annual conferences. In my last column (Andrasik, 2010), I endeavored to shine a light on some areas that I believe may warrant a renewed focus by members of ABCT. I singled out the general field of behavioral medicine, tracing its roots within our society and at large. This column takes yet another look at behavioral medicine, discussing more specific aspects I believe are worthy of further consideration and additional pursuit by our clinicians and researchers.

I begin by examining the 10 leading causes of death in the United States, Canada, and worldwide, drawing upon the most current available data. This information is summarized in Table 1, wherein all ages and both genders have been combined. In this Table, I have calculated the percentage each category represents of the total to facilitate cross-comparisons.

Several things most stand out: (a) in North America (U.S. and Canada) coronary heart disease and cancer account for the vast majority of deaths—indeed, these two conditions alone account for about one-half of all deaths; (b) world-
ERRATA

For Volume 33, Issue 3

p. 45 (Table of Contents): The second author is missing from the Clinical Forum article entitled “Learning Theory Aspects of the Interpersonal Discrimination Exercise in Cognitive Behavioral Analysis System of Psychotherapy.” The correct authors are Peter Neudeck, Dieter Schoepf, and J. Kim Penberthy.


Neuropsychotherapy: Conceptual, empirical and neuroethical issues.
European Archives of Psychiatry and Clinical Neuroscience, 259(Suppl. 2), 173-182.
wide, coronary heart disease remains the number one cause of death, and the Global Burden of Disease 2004 study (available from the World Health Organization) predicts this will remain so for the next 20 years, or through 2030; (c) every condition listed is linked to at least one health risk behavior, with the single behavior of smoking being associated with approximately one-half of the 10 leading causes of death.

The Global Burden of Disease 2004 report projects that smoking will account for about 10% of all deaths worldwide in 2030, increasing from a total number of deaths of 5.4 million in 2004 to about 8.3 million in 2030. This same report predicts the top 5 causes of death worldwide in 2030 will remain basically the same as they are now—coronary heart disease, cerebrovascular disease (stroke), chronic obstructive pulmonary disease, lower respiratory infections (mainly pneumonia), and road traffic accidents. The burdens and costs to society (and the individual) will increase as people live longer with chronic medical conditions. For example, spending on healthcare in the U.S. for 2009 is expected to consume 17.6% of the economy overall since the 1960’s, such expenditures have grown at a faster rate than the gross domestic product. Healthcare expenditures for 2009 is expected to consume 17.6% of the economy overall since the 1960’s, such that the U.S. devotes more of its dollars to healthcare than other developed countries.

Thus, the door is wide open for members in our society to bring their considerable expertise to address these significant health problems. We have the knowledge base to address the health risk behaviors that contribute to these leading causes of death (e.g., stopping smoking; improving diet by reducing intake of sodium and fat while increasing intake of fiber, vitamins, and following dietary guidelines; increasing physical activity; promoting safe behaviors when driving by wearing seatbelts, appointing a designated driver when imbibing; moderating substance use; reducing stress; regulating exposure to sun; adhering to recommended treatments; to name just a few).

The healthcare community in general seems to have a fascination for developing cures and managing the health conditions listed above, and such is true for behavioral medicine. This intense focus on tertiary (and secondary) prevention has come at the expense of primary prevention. Stephen Weiss (1985) long ago illustrated this point in the following fictional account:

This reminds me of the story of the little village by a river in which one day were heard the cries of a drowning man floating down the river. Through heroic effort, the villagers managed to save him. The next day the villagers spotted two more people floating along in similar straits. They too were rescued. Gradually more and more people were discovered floating down the river. The villagers began to devise increasingly innovative means of rescuing them. Specially fitted boats, trained observers, and safety nets were organized—the villagers became increasingly adept at rescuing potential drownees. The numbers continued to increase, however, threatening to overwhelm the resources of the village. Although very proud of their rescue capabilities, the villagers realized they could not continue to cope with the problem with their present systems. Then, and only then, did someone propose, “Why don’t we walk upriver to find out who or what is throwing all these people into the river in the first place?” (p. xi)

The above account, unfortunately, seems almost closer to truth than to fiction. For those persuaded to give behavioral medicine increased attention, I hope this brief column has provided some food for thought (“food” that is high in nutritional content and low in preservatives and filler).

References


Correspondence to Frank Andrasik, Ph.D., University of West Florida, Dept. of Psychology, 11000 University Parkway, Pensacola, FL 32514; fandrasik@uwf.edu

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Clinical Forum

Behavioral Parent Training: Is There an “App” for That?

Deborah J. Jones, University of North Carolina at Chapel Hill, Rex Forehand, University of Vermont, and Laura G. McKee, Jessica Cuellar, and Carlye Kincaid, University of North Carolina at Chapel Hill

It is certainly not true that everyone owns an iPhone (yet!), but rare is the individual who has not heard the commercials with the catchy phrase, “There is an ‘app’ for that.” For many, “apps,” or applications, may be synonymous with the iPhone. So familiar are iPhone applications that a full-page advertisement is now being run in national newspapers with the headline, “Introducing 16 apps that need no introduction.” So, what exactly is an “app”? “Apps” are simply software programs that most recently have become synonymous with those developed for download to a range of smartphones (e.g., Blackberry, iPhone, Droid). “Apps” involve a variety of functions, depending on the particular program, with some more sophisticated than others. For example, there is now an application for tracking packages with an express carrier. Another application allows one to check whether an item is in stock at a popular retailer. Still another application not only gives directions to a ubiquitous coffee shop, but also allows the user to add money to a customized card before arriving. There are literally applications available to manage almost every aspect of one’s life, but what about parenting? . . . Is there an “app” for that?

Although unlikely to be highlighted on the famous “There is an ‘app’ for that” commercials, there are many applications that have been developed that are related to the field of behavior therapy. Simply typing “psychology” into the iPhone “App Store” yields hundreds of related applications, ranging from one that assesses the user’s personality to another that aims to boost happiness in times of stress. A more narrow search for “behavior therapy” yields far fewer applications; however, there are still many of relevance, including applications that target the fear of flying, help to better manage time, assist with assertiveness training, and even an application that guides recording automatic thoughts and labeling cognitive errors.

There are also “apps” that focus on issues of relevance to behavioral parent training for child disruptive behaviors. There are less applied applications like the one to help parents assess their own parenting style, an exercise that parallels, although certainly less rigorous, the assessment phase of behavioral parent training. There are also more practical applications, including several designed to guide parents through the use of time-out. When the child’s behavior merits a time-out, the parent can click on the child’s name, which they have previously entered, and the application will tell them how long the time-out should last based on the child’s age (which was also previously entered) and serve as a timer. To our knowledge, there is no available empirical data that would tell us whether such an application was helpful to parents or not. Are parents who use the time-out application more effective with the time-out procedure and, therefore, more likely to stick with it, than parents who do not? Our educated guess is that although the various time-out applications at first glance may seem helpful to parents, they have little impact on parent’s competence in their use of time-out or confidence in carrying out the procedure. That is, the most difficult part of time-out for parents is likely not calculating the number of minutes the time-out should last or even finding a timer. Rather, the more difficult part of time-out for parents is determining whether time-out is the most appropriate consequence to use at a particular time: then, if it is, remembering the time-out sequence, remaining calm but firm during its administration, and utilizing the consequence consistently. These are not simple things for parents to learn and success requires significant in-and-out-of-session practice—a commitment to which the barriers often seem insurmountable to many parents.

Behavioral Parent Training: Engagement and Retention

Years of accumulated data suggest that behavioral parent training, which includes time-out as well as other skills (e.g., rewards, ignoring, giving effective instruction), works—parenting behavior improves and, in turn, child behavior problems decline (see Eyberg, Nelson, & Boggs, 2008; Kazdin, 2000, for reviews). As highlighted elsewhere (Prinz & Sanders, 2007), numerous obstacles preclude many families from accessing empirically supported behavioral parent training programs (e.g., lack of knowledge that such programs exist; limited availability of trained clinicians). Even if a family is referred to a clinician who is trained to offer behavioral parent training, most empirically supported programs are relatively time-intensive, requiring both in- and out-of-session practice, a commitment that may be daunting to many already stressed families (Prinz & Sanders, 2007). The potential burden of this investment cannot be underestimated (Ingoldsby, in press; Prinz & Sanders, 2007) and is a primary challenge to the effectiveness of behavioral parent training. Inadequate engagement in behavioral parent training leads to family attrition, which has been estimated to be more than one-fourth of parents in parent training research (Forehand, Middlebrook, & Rogers, 1983; Sanders, Markie-Dadds, & Tully, 2000). Failure to engage in services also decreases the likelihood that parents who do continue to attend will adequately learn effective parenting skills (e.g., Jensen et al., 1999; Nock & Ferrier, 2005). Parental lack of confidence and competence in the new skills increases the likelihood that both parents and children will return to old patterns of behavior (i.e., the coercive cycle proposed by Patterson; see Granic & Patterson, 2006; McMahon & Forehand, 2003).

So, what are the consequences of parents failing to engage in, and ultimately dropping out of, parent training programs? Many of the children whose parents seek treatment are on the “early starter pathway,” which is associated with the worst prognosis for youth (see McMahon & Forehand, 2003). This pathway is characterized by the onset of relatively less serious conduct problems in the preschool and early childhood years, most notably noncompliance, and progression without treatment to increasingly serious conduct problems (e.g., aggression, stealing, substance use) throughout childhood, adolescence, and adulthood (Calkins & Keane, 2009; Frick &
Danny Wedding, Mary Ann Boyd, Ryan M. Niemiec

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Viding, 2009). Parents play a critical role in the early starter model with regard to how they respond to early noncompliant behaviors and are considered a primary mechanism by which children accelerate along an early starter pathway (McMahon & Forehand). As a consequence, behavioral parent training is a treatment of choice for early starter pathway families (Granic & Patterson, 2006; McMahon & Forehand). If parents fail to engage in, and ultimately drop out of, parent training, children will be at a substantially higher risk for remaining on a pathway to serious conduct problems (e.g., McMahon & Forehand).

### Promoting Engagement and Retention: The Role of Technology

Given the public health importance of treating early starter pathway youth and their families, what strategies have been used to enhance parental engagement and, in turn, increase the likelihood that they will be retained in the program a sufficient length of time to benefit from the skills training? As summarized elsewhere (Ingoldsby, in press), previous strategies include the following: appointment reminders (e.g., Watt, Hoyland, Best, & Dadds, 2007), identifying and overcoming barriers to treatment (e.g., McKay, Stoewe, McCadam, & Gonzales, 1998), monetary incentives (e.g., Heinrichs, 2006), building relationships and addressing resistance prior to therapy (e.g., Szapocznik et al., 1988), family support (e.g., Miller & Prinz, 2003), and motivational techniques (e.g., Nock & Kazdin, 2005; Sterrett, Jones, Zalot, & Shook, in press).

While some of these approaches have shown promise for improving the engagement of families, others have yielded fewer, if any, gains (Ingoldsby, in press). Moreover, the programs that show promise largely represent the development of new programs designed to explicitly address the issue of engagement (e.g., Szapocznik’s Strategic Structural Systems Engagement; Nock & Kazdin’s Participation Enhancement Intervention); in contrast, little attention has been given to innovative enhancements for existing behavioral parent training programs. We propose that one particularly innovative approach for moving the field forward is the inclusion of technological enhancements to existing parenting programs.

How can advances in technology help? Alan Kadzin (2008), the former President of the American Psychological Association and ABCT and a well-known researcher in the field of behavioral parent training, noted there is a relatively untapped potential of various telecommunication technologies to enhance the effectiveness of treatments by maintaining connections with clients beyond the walls of the therapy room. Importantly, smartphones integrate the benefits of a wide range of technologies (i.e., telephone, computer, electronic organizer) into a portable and relatively cost-effective hand-held device, allowing users wireless access to phone, e-mail, web, and videos. Users are able to synchronize and transfer information between their smartphones and other technologies (e.g., internet, computers, etc.), send and receive email and text messages, and even send and receive video.

Can technology increase parental engagement in behavioral parent training and, in turn, prevent parent dropout? Self-Determination Theory (SDT; Ryan & Deci, 2000) would suggest that it can. SDT posits that human motivation falls along a continuum. The least self-determined motivation, external motivation (i.e., the propensity to engage in a particular behavior to satisfy an external requirement), falls at one end of the continuum (e.g., court-mandated parenting classes), while the most self-determined motivation, intrinsic motivation (i.e., the tendency to engage in a behavior due to the pleasure of and interest in the behavior itself), falls at the other (e.g., enjoying new parenting skills; Deci & Ryan, 2002; Ryan & Deci, 2000). Importantly, intrinsic motivation is considered the most likely to fulfill the most basic of psychological needs: autonomy (i.e., need for control), competence (i.e., need for effectiveness), and relatedness (i.e., need for relationships). Given that intrinsic (autono-mous) behaviors are most likely to meet individual psychological needs and, in turn, are most likely to be maintained over time, autonomy and support for autonomy have been considered critical to behavior change interventions (e.g., Williams, Lynch, & Glasgow, 2007).

Building upon SDT (Ryan & Deci, 2000), the incorporation of smartphone technology into parent training can potentially enhance engagement and retention in several ways. First, smartphones could afford therapists the opportunity to provide more support to parents by providing intervention options outside of the therapy setting (e.g., home). Therapists could provide additional out-of-session information to the families about the program (e.g., sample skills video to watch on smartphones; text message reminders about skills practice). In addition, families could receive more informed feedback from therapists based on their out-of-session practice of skills (e.g., daily assessments, weekly check-ins, videotaped skills practice). By increasing the family’s relationship with the therapist, as well as the accessibility of the program to the family, smartphones could enhance the parents’ overall positive feelings about the behavioral parent training program. Although initially the smartphone may promote greater reliance on the therapist (i.e., less autonomy), the increased opportunity for connection and practice could afford a means for parents to feel more competent in the use of the new skills both in and out of session and to reach criterion on each of the parenting skills more quickly (i.e., more autonomy) (e.g., Williams et al., 2007). In turn, parents may require fewer sessions to reach criterion on each of the new skills.

Relative to the potential advantages, prior research suggests that incorporating smartphones into existing parent training programs should produce little additional family burden. Estimates of burden are not yet available for behavioral parent training in particular; however, research using cellular phones with other difficult-to-engage groups (e.g., homeless, HIV-infected) suggests a high level of satisfaction, including programs that ask participants to carry phones at all times and to receive calls at random intervals (Collins, Kashdan, & Gollnisch, 2003). In addition, when cellular phones are used, the majority of participants (95%) complete the intervention, again suggesting the burden of the technology is minimal (Aleamagni et al., 1996).

Economic burden must also be considered. It would be remiss to ignore the potential costs (e.g., cost of smartphone, service plan) or practical issues (e.g., service coverage) associated with using smartphones. Importantly, industry estimates suggest that 40 million smartphones or wireless enabled personal data assistants (PDAs) were being used by Americans in 2009 (CTIA, 2009). The increase in smartphone use, occurring at the same time that the sales of cellular phones more generally is on the decline, has been attributed to economics (Lohr, 2009). Smartphones bundle the advantages of other types of technology, affording the user the opportunity to make telephone calls, text, and access the web. Furthermore, most Americans live in areas with multiple wireless service providers (CTIA, 2009). As more of these and other companies provide smartphone options, prices have begun and will continue to drop, leading to more accessibility across income levels. In fact, technology experts
have suggested that the next wave of users will be lower-income consumers because they can acquire the benefits of the Internet without the operating system or cable package required for at-home use of a desktop computer (Noyes, 2007). Thus, in the near future, smartphones may well be an economical and readily available way to promote engagement and retention.

Conclusions

So, back to the question: Is there an “app” for behavioral parent training? The answer currently is “no,” but theory, research, and decreasing costs suggest that will soon change. In anticipation of the decreasing cost and growing use of smartphones, now is the time to begin to capitalize on and to empirically test the utilization of smartphones for enhancing the engagement and retention of families in behavioral parent training programs. Consistent with Kazdin’s (2008) call for more attention to technology innovations, as well as a similar call by the National Institute of Mental Health (2003), we are currently developing the components of an application for the iPhone aimed at increasing the engagement and retention of parents in one well-established behavioral parent training program, Helping the Noncompliant Child (HNC; McMahon & Forehand, 2003).

Through the use of iPhones, we plan to utilize several strategies with parents that have been used in behavioral parent training, as well as other interventions, including the following: to upload printed HNC materials from the manual; to conduct between-session telephone check-ins with parents (e.g., McMahon & Forehand, 2003); to provide parenting skill video demonstrations (e.g., Sanders et al., 2000; Webster-Stratton, 1994); to email and text message reminders regarding skills practice (e.g., Andersson, Strömgren, & Ström, 2002; Celio, Winzelberg, Dev, & Taylor, 2002); and to conduct daily assessments of skills practice (e.g., Fung, Menassis, & Kenny, 2002). In addition, iPhones will provide the opportunity for parents to videotape their daily in-home skills practice for review with the therapist, providing increased opportunity for therapist observation and feedback on progress on each of the skills. Of importance, our aim is not to replace weekly telephone check-ins or face-to-face weekly sessions with the therapist; rather, the iPhone will allow us to integrate the advantages of multiple technologies into one portable device to enhance parental engagement in the program by forging a virtual connection between the parent, the HNC program, and the therapist.

Beyond engaging the participating parent, usually the mother, iPhones also can help to assess and include in treatment other adults and family members (e.g., coparents) assisting the mother with parenting. Given that these coparents are unlikely to attend the intervention sessions (McMahon & Forehand, 2003), we plan to use iPhones to promote their involvement in several ways: to text-message reminders to parents that coparents should be using the skills as well; to gather information on the extent to which coparents are also practicing the skills at home; to encourage mothers to share videos of skills demonstrations with coparents; and ask mothers to videotape coparents’ skills practice.

There are several aims to this initial pilot investigation. First, our goal is to examine the extent to which families who we already know may have difficulty engaging in behavioral parent training utilize the iPhone-enhanced HNC components of treatment.

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Therapists will have a record of whether or not each participating family is completing the daily assessments on the iPhone, as this information will be directly uploaded to a therapist spreadsheet when the family completes the iPhone survey. Families will also be asked to bring their iPhones to session each week, so the therapists will know via a counter embedded in the videos the extent to which the videos have been watched, how many times they have been watched, and whether or not families have videotaped their skills practice. Finally, families will have an opportunity at the end of treatment to complete a consumer satisfaction questionnaire that will assess satisfaction with the iPhone intervention components, as well as recommendations for improvements that would better meet family needs. Asking mothers to videotape their own skills practice using the iPhone may seem like a potential challenge. However, small tripods that have been designed for use with the iPhone are now available and are relatively easy to use, suggesting that once we show parents how to set up the phone and start and stop the video, this may actually be a relatively easy way for them to get informed therapist feedback on their daily skills practice. Importantly, the consumer satisfaction questionnaire, as well as weekly therapist-mother interaction, will provide more definitive information on the feasibility of all aspects of the iPhone intervention components. Our hypothesis, however, is that parents will engage in these relatively brief mini-assessments and interventions, which, coupled with the daily reminders, standard weekly telephone check-in, and standard weekly session, will yield higher levels of engagement throughout the course of treatment, fewer sessions to reach behavioral criterion for each of the HNC skills, and reduction in dropout from the program. Furthermore, we will examine if co-parents (e.g., fathers, grandmothers) of mothers engage more in the HNC treatment program, increasing the likelihood that mothers will feel supported and remain engaged, eventually benefitting their children, as well as identify any obstacles to co-parent engagement in the iPhone intervention components (e.g., watching skills videos, videotaping their own skills practice) that could guide the improvement of the eventual application. Finally, we will conduct cost-effectiveness analyses, which we expect will show that the costs of iPhones will be outweighed by the benefits (e.g., fewer sessions to reach criterion for the acquisition of the parenting skills).

Once the component parts of the application are tested as a package and, assuming their use is supported, and modifications are made consistent with family feedback, the next step will be to develop the “app” that can complement the HNC manual, providing an additional resource for therapists and the families with whom they work. While our focus is on the use of an HNC application to enhance engagement and retention of families in behavioral parent training, the components of the application likely have utility in their own right as well (e.g., streamlined assessment strategies, increased opportunity for therapist observation of skills practice; efficient strategies to remind parents about skills practice). And maybe, someday, one of those commercials will say, “Behavioral parent training . . . there is an ‘app’ for that.”

References


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How Can We Close the Gap Between Clinical Practice and Research?

Marvin R. Goldfried, Stony Brook University

As a graduate student in the late 1950s (!), I was subjected to a schizophrenic experience. The courses on learning, perception, and research methodology clearly spelled out the message that conclusions about behavior and the change process needed to be backed by empirical evidence. By contrast, the clinical courses, involving projective techniques and psychoanalytic therapy, contained “conclusions” not backed by any evidence whatsoever. And all of this was shortly after it was recommended that clinical psychologists should be trained according to the Boulder model, where the goal is to function as both a clinician and researcher. You can imagine my excitement when I learned that Paul Meehl, perhaps the most distinguished empirically minded clinician at the time, was going to visit our program. And if that wasn’t exciting enough, I was invited to be among a small group of graduate students that went to dinner with him. This indeed was a rare treat, especially since I read virtually everything Meehl had written, and had enormous respect for his insights on research, practice, and the philosophy of science. At one point during the evening, someone asked him the question about the extent to which his clinical work was informed by research. Without any hesitation, he replied: “Not at all.”

As someone who was struggling to adopt the identity of scientist-practitioner, I left this memorable dinner disheartened. I don’t think I ever fully recovered. The challenge of how we can close the gap between research and practice has stayed with me for all these years, and because I am attracted to challenges—my experiential colleagues would probably say it’s more “unfinished business”—I have continued to be intrigued with the integration of practice and research. To be sure, the situation is far better than it was in the past. Still, there continues to remain a gap between research and practice. It is in my role as President of the Society of Clinical Psychology, Division 12 of APA, that I have begun an initiative to build a two-way bridge between research and practice—and where the input of you, the reader, is very much needed. More about that later.

Throughout most of my professional career, I have lived in both the clinical and research worlds. Much of my teaching, research, and writing has placed me at the academic end of the spectrum. However, my continued involvement in clinical training and supervision, and my part-time practice of psychotherapy, have all kept me in close touch with clinical reality. I am writing this article now because I believe that, more than ever before, the current demands for accountability need to be addressed from an integrated clinical-research perspective.

The Link Between Research and Practice

Sociologists and philosophers of science have made an important distinction between the questions to be studied and the methods of studying them. During the initial phase—the context of discovery—we have the “problem finders,” who identify the important research questions that are likely to advance the field (Wilkes, 1979). Once these issues are identified, we move to the verification phase, where the “problem solvers” investigate the empirical status of those phenomena that have been identified by the front-line observers. In the case of particularly successful researchers, we see both these activities occurring within the same individual. An excellent example is Neal Miller, one of the field’s most respected researchers. In a candid commentary on how he approached research problems, he confessed to using his intuition before designing a study with tight or elaborate experimental controls: “During the discovery or exploratory phase . . . I am quite free-wheeling and intuitive—follow hunches, vary procedures, try out wild ideas, and take short-cuts” (Miller, cited in Bergin & Strupp, 1972, p. 348). Only after this does he conduct well-controlled studies to investigate the problem. Thus, his goal at first is to convince himself that the phenomenon exists. Having done that, his goal becomes that of convincing his colleagues.

In considering the relationship between psychotherapy practice and research, I have viewed clinical work as providing us with the context of discovery. Working with clients directly and discussing clinical cases with supervisees not only provides the challenge of translating general research findings to the individual case at hand, but also can afford one the opportunity to witness firsthand the ever-varying parameters of human behavior and the change process. In my own role as therapist, the “problem finder” in me has been able to garner clinical hypotheses that I went on to study under better-controlled research conditions.

In the 1970s, when behavior therapy began to recognize the importance of cognitive factors for understanding and changing human functioning, it was in the clinical setting that such recognition began (Goldfried & Davison, 1976). Specifically, it was the result of practicing behavior therapists experiencing difficulties in using the originally available behavioral interventions that led to the incorporation of more cognitive procedures. Only later did research findings offer confirmation of what originally had been observed clinically.

The scientist-practitioner model is important in that it keeps us honest as clinical researchers. Without an ongoing clinical base, it is all too easy to get caught up in studying research trends and fads than in investigating something that is useful to the practicing clinician.

Building a Two-Way Bridge Between Research and Practice

Since my days as a graduate student, I have held on to the goal of building a bridge between practice and research that can allow for movement in both directions. As stated some years ago, there is an invaluable convergence between research and practice:

The experience and wisdom of the practicing clinician cannot be overlooked. But because these observations are often not clearly articulated . . . [and] . . . may be un-systematic or at times idiosyncratic . . . it is less likely that these insights can add to a reliable body of knowledge. The growing methodological sophistication of the researcher, on the other hand, is in need of significant and . . . [clinically] . . . valid subject material. [In short], our knowledge about what works in therapy must be rooted in clinical observations, but it must also have empirical verification. For the researcher and clinician to ignore the contributions that each has to make is to perpetuate a sys-
Although the current generation of outcome research (i.e., randomized clinical trials) has reached a very high level of methodological sophistication, a number of my empirically oriented colleagues and I have been concerned about the unforeseen implications it may have for clinical practice (e.g., Goldfried & Wolfe, 1996). Because such internal validity is sometimes achieved at the expense of external, clinical validity, our concerns have been that the methodological constraints associated with such research may translate into clinical constraints for the practicing therapist—such as insurance companies limiting the number of sessions to those used in clinical trials.

The idea that clinicians can provide input for researchers often works better in theory than in practice. There unfortunately is a long history of tension between clinicians and researchers, even to the point of outright antagonism. For example, one clinician came to the conclusion that it is only feasible to carry out research in psychotherapy if it is done “in the mechanical way that is so fashionable among many of our colleagues who are too frightened and too inept to establish an interpersonal relationship of the therapeutic variety with the patient” (Lehrer, 1981, p. 42). Many clinical researchers have comparable disdain for practitioners, viewing them as being totally disinterested in research findings and more involved in doing what feels comfortable for them.

For practitioners more favorably disposed to clinical research, an important issue becomes that of time and motivation. This point has been underscored by Borkovec, who has been actively involved in enlisting the cooperation of therapists into a practice-research network (Goldfried, Borkovec, Clarkin, Johnson, & Parry, 1999). The initial motive that many of these practitioners had for participating in the network was a desire to reconnect with their scientific roots. Although that prompted them to join the group initially, Borkovec has acknowledged that their motivation wanes, and more creative methods of keeping them involved are needed (e.g., financial incentives, continuing education credit). Parry, who has been involved in a comparable practice-research network in the United Kingdom, has similarly underscored the difficulty in maintaining ongoing motivation.

There are numerous realistic limitations that simply do not make it feasible for the practitioner to conduct the kind of process and outcome research that currently characterizes the field. The current model of clinical trials necessitates a large number of participants and is often feasible only with external funding and collaboration among several researchers. Even if the practitioner had learned research methodology during his or her training, much of it is likely to have undergone changes and refinements since that time. Psychotherapy process research, which often most closely parallels the clinical interests of practitioners, is often far too labor-intensive to be feasible in a clinical setting where a certain number of contact hours must be met.

However, a way that clinicians can provide an invaluable contribution to the research process is by providing feedback to clinical researchers regarding how well empirically supported or evidence-based interventions work in actual practice. When a drug has been approved by the FDA on the basis of randomized clinical trials, and is subsequently used for treatment, a mechanism exists for providing feedback about how well it fares in the real clinical setting. Thus, practitioners can file incident reports to the FDA when they encounter problems in the use of any given drug in clinical practice. Within the field of psychotherapy, the practitioner can readily provide similar feedback to researchers. One way this can be implemented is within the context of continuing education workshops, which often present advances in treatment based on available research findings. After attending such workshops, clinicians can report their experience as to how well these empirically based procedures work in real clinical settings, and what changes might need to be made and studied in order to enhance their effectiveness.

With pressures for accountability coming from insurance companies, and with the field making attempts to document empirically supported therapies, there appears to be a renewed opportunity in forming collaboration between researchers and clinicians. Perhaps more than ever before, this climate is more conducive to having clinicians become more actively involved in the research process. Because of the realistic factors that limit practitioners’ ability to conduct the kind of research now done by clinical researchers, their research involvement must take a different form.

What makes this most timely is that the field of psychotherapy can no longer make claims without pointing to evidence that the treatments indeed work. Although pressures for accountability have existed over the past few decades, the emphasis on empirically supported treatments, evidence-based practice, pay for performance, quality assurance, and the existence of practice guidelines have inexorably moved the field of psychotherapy toward accountability.

Providing Clinical Feedback on the Use of Empirically Supported Therapies

As noted above, the Society of Clinical Psychology, Division 12 of the APA, is committed to building a two-way bridge between research and practice. Indeed, this will be the theme of many of the presentations sponsored by the Society at the August 2010 convention in San Diego. Moreover, the Society is establishing a mechanism whereby practicing therapists can report their clinical experiences using empirically supported treatments. This is not only an opportunity for therapists to share their experiences with other therapists, but also can offer information that can encourage researchers to investigate ways of overcoming these limitations. We are starting with the treatment of panic disorder, but will extend our efforts to the treatment of other problems at a later time.

In this initiative, I am fortunate to be working with a group of experienced, motivated, and enthusiastic researchers and practitioners who similarly have had an ongoing dedication to closing the gap between practice and research. Our committee includes Louis G. Castonguay (President of the Society for Psychotherapy Research); Marvin R. Goldfried (Past-President of the Society for Psychotherapy Research and President of Division 12); Jeffrey J. Magnavita (President of Division 29—Psychotherapy); Michelle G. Newman (Associate Editor of Behavior Therapy and psychotherapy researcher with expertise in anxiety disorders); Linda Sobell (Past-President of ABCT and Division 12); and Abraham W. Wolf (Past-President of Division 29). In addition to their motivation and interest, members of this group have had ongoing experience in working to close the gap between practitioners and researchers, such as Castonguay’s role as Co-Chair of the National Research Practice Network; Goldfried’s founding of the journal In Session, which includes research reviews written for the practicing clinician; Magnavita and Newman serving as Guest Editors for this journal; Sobell’s collabora-
tion with therapists in designing a therapy manual and research protocol for the treatment of substance abuse (Sobell, 1996); and Wolf’s professional dedication to fulfilling the model of the scientist-practitioner.

The Society is currently inviting therapists using cognitive-behavior therapy (CBT) in treating panic to share their clinical experiences about those variables they have found to limit the successful reduction of symptomatology. Although research is underway to determine if other therapies can successfully treat panic, CBT is the only approach at present that has adequate empirical support. However, in order to move from an empirically supported therapy to a treatment that works well in practice settings, we need to know more about the clinical experience of therapists who make use of these interventions. By identifying the obstacles to successful treatment, we can then take steps to overcome these shortcomings.

Therapists’ responses, which will be anonymous, will be surveyed, tallied, and then posted on the Division 12 website—with links to other websites. The results of the feedback we receive from clinicians will be disseminated in all relevant professional outlets, in the hope that researchers can investigate ways of overcoming these obstacles.

I invite the reader to participate in this very exciting initiative. The survey is very brief—taking only 10 minutes—and can be found at: www.div12.org/panic.

References

Correspondence to Marvin Goldfried, Ph.D., Department of Psychology, SUNY-Stony Brook, Stony Brook, NY 11794; e-mail: Marvin.goldfried@sunysb.edu

Wanted!

Clinicians’ Feedback on Treating Panic Disorder

Your responses, which will be anonymous, will be tallied with those of other therapists and posted on the Division 12 Web site at a later time. The results of the feedback we receive from clinicians will be provided to researchers, in the hope they can investigate ways of overcoming these obstacles.

www.div12.org/panic

www.wcbct2010.org
wcbct2010@partners.org
Stanley Falls Flat at the IRB

Suzy Bird Gulliver, John W. Klocek, and Laurie E. Steffen, VISN 17 Center of Excellence and Texas A&M Health Sciences Center College of Medicine

Last week, I was delighted to open my mailbox and find therein a manilla envelope addressed to me in the round print letters of my second-grade godchild. After smiling at the treasure in my hands, I opened it to find a gingerbread-shaped one-dimensional fellow accompanied by a letter in the same perfect penmanship as evidenced on the envelope. The letter introduced me to Flat Stanley, and asked that I let Flat Stanley accompany me on my travels for a week or two, take some pictures of the sites we saw, and send him back with the accompanying data. As a clinical researcher, I was completely happy to oblige. Flat Stanley accompanied me to work and to local hot spots. I documented his adventures and was happily preparing him for his return journey when it hit me—this was data. An ethical dilemma ensued as I thought about my obligations as a clinical researcher. I quickly reviewed the information that had accompanied Stanley. Was I to provide consent? What about consent for Stanley? Had an IRB considered these questions?

If I had not done a good job with Flat Stanley, would my godchild suffer a decrease in her academic standing? What would happen to her social status, both real and perceived? Could I suffer guilt or some other unpleasant emotion as a result? I was already experiencing unforeseen anxiety about the results. Data had been collected, but could I still withdraw my participation? What about Flat Stanley? Who was assuring that he was being transported in a safe and secure manner? If he was bent, to whom was that to be reported? Did Stanley understand the potential risks of participation? I reviewed the photographs my postdoc had taken of Flat Stanley and me and realized that they made Flat Stanley look, well, flat. Imagine the potential harm when he got up with all the other little Flat Stanleys and my goddaughter and faced the insults.

As I was not given any information as to who to contact with questions or concerns, I decided to take it to my local IRB, confident that it would provide assistance and helpful feedback to assure all subjects could be cared for. It hasn’t met yet, but in its response below the IRB wants documentation about human subjects training for all the second graders and the custodians for the Flat Stanleys.

Aunts, Uncles, Grandparents, Godparents, let this be a warning to you: The apparent simplicity of the contents of that envelope with the neatly rounded print may impose more depth than intended.

Dear Potential Investigator,

Thank you for your inquiry regarding the potential need for review of the Grade 2 project titled “Flat Stanley: A Visual and Textual Record of Recent Travels.” As Chair of the IRB, I am frankly stunned at the implications of what you have presented as having occurred without the careful oversight of the institutions involved and their regulatory boards, oversight committees, and review panels.

In addition to the shocking lack of education regarding the protection of human research participants documented for the investigator of record (your godchild), the principal investigator (the teacher), and the staggeringly large number of additional members of the research team privy to the data (the entire class), there is no evidence to suggest that any of the parties to be involved in the project were actually aware of the potential benefits or complications, nor the potential for social, psychological, economic, or physical risks to participants who were mailed and others “volunteering” to appear with him in pictures. There appears to be a complete lack of any substantive rationale to exposing FS to the risks inherent in traveling across large distances in an envelope handled by the US Postal Service (e.g., unpressurized cargo holds, frequent disregard for “Do Not Fold or Bend” instructions). Neither FS nor any of the other potential participants were informed of alternative image recording modalities that might be chosen instead of photography, alternative methods of data recording, or had any assurance that the data generated would be maintained appropriately in a secure fashion. For example, if a photo featuring FS and an additional participant were to blow away during unsecured transit across campus, that picture might end up in the hands of an employer who recognizes their employee appearing to be enjoying themselves at a Cubs game on a day when they called in “sick” thus resulting in loss of employment, social ostracization, and public revelation of their sporting preferences. Was this potential risk revealed to others appearing in the photos? I suspect not.

Your godchild’s age does not excuse her lack of compliance with regulations governing research. You have done the right thing in bringing this blatant disregard of the Regulations to our attention. We are certain that the interviews to be conducted by the investigatory boards I have contacted regarding this situation will be educational as well. Again, thank you for your diligence and please remember—we are here to help.

Confidentially,
The IRB
Welcome, New Members!

The individuals listed on the pages that follow have recently joined ABCT.
Welcome, New Members

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<th>NEW PROFESSIONAL</th>
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<tr>
<td>Salvatore Alfano Jr.</td>
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Welcome, New Members

(Student members, continued)

Brenda L. Bratton
Megan Brault
Ashley Braun
Lynn Marie Breckenridge
Jessica Breland
Britni-Lynne Brierly
Simone Brochard
Douglas Marshall Brodman
Maggie Hood Bromberg
Christopher W. Brown
Dana Brown
Linda F. Brown
Caroline Bliss Browne
Aaron Brownelee
Lindsey D. Bruett
Gina Luff Bruns
Bridget Marie Brush
Michelle G. Bubnik
Bianca R. Bucarelli
Nicole E. Buch
Lucy Buchholz
Sarah J. Bujarski
Caitlin Burditt
Shannon Rachel Burgert
Brian Burket
Melissa Burnett
Karen A Burns
Lorna Busch
Kelley Busjaeger
Emily H. Callahan
William A. Campbell
Patricia Campos
Leonardo Caraballo
Erica R. Carlin
Mary Carnesale
Gabrielle S. Carson
Sarah Carter
Cassady Casey
Robert Casselman
Casey Erin Cavanagh
Maria Viral Cedillo
Elizabeth Marie Cedillos
Mark Joseph Celano
Christine Chang-Schneider
Jessica Ann Chen
Robert Chiacio
Lauren Alexis Chilian
Alyssa L. Chimiklis
Sonoko Chinen
Kee-Hong Choi
Kim Chu
Laura Cimini
Jessica Lee Clark
Nickeisha Clarke
Katherine Carolyn Claypoole
Sara E. Clayton
Jordan Alejandro Coello
Kimberly A. Coffey
Anahi D. Collado-Rodriguez
Dan Conybear
Elizabeth Cook
Cathy G. Cooke
Virmarie Correa-Fernandez
Amanda Hauser Costello
Daniel Cox
Cassandra Jessie Crangle
Nicholas Charles Crimacco
Kate Cuno
Gina Curcuru
Christina Dardis
Ellen Van Ingen Darling
Tatiana Davidson
Kyle Davis
Timothy L. Day
Lindsey B. DeBoer
Lindsay Anna Deling
Katherine DellaPorta
Catherine L. Dempsey
Jessica Dere
Sonya S. Deschenes
Daniel Aaron Dickson
Rachael Dillon
Shira Dinar
Eleanor Donegan
Jennifer E. Donnelly
Tanya N. Douleh
Jacquelyn Doxie
Amy Kathryn Drayton
Jessica Dreiffuss
Chris M. Duggan
Otylia Marta Dulnik-Hsu
Stephanie Dunkel
Ilana Dorwin
Sara Jean Dyson
Martha C. Early
Theresa Elizabeth Egan
Marie Ehler
Efrat Eichenbaum
Jennifer E. Elmequist
Laura Ely
Benjamin Emmert-Aronson
Hadassa Engelsohn
Lorena Escoriaza-Socorro
Emmanuel P. Espejo
Flint M. Espil
Nicole M. Evangelista
Laura E. Fabricant
Erin Fallis
Stacey L. Farmer
Samantha G. Farris
Jenimaric Febres
Brian Feinstein
Nicole Feirsen
Elise Nicole Feldman
Thomas Fergus
Candice Festa
Margaret Feuille
Silvia Fiammenghi
Cassie N. Fichter
Yudelki Firpo
Lauren Fisher
Ellen E. Fitzsimmons
Meir Flanbaun
Lauren Beth Flegle
William M. Fulberth
Vish A. Forsythe
Meghan Regina Fortune
Shana Franklin
Tiffany Franco
Rachel D. Freed
Elizabeth Freeman-Bain
Mayo Fujiki
Stephanie Fung
Jami M. Furr
Jessica Lyle Gahr
Nancy K. Gajee
Michelle Lee Gallagher
Colin Jarred Gallagher
Kathryn Gallagher
Sarah K. Galloway
Daniella N. Ganger
Steve C. Garcia
Christie Gardner
Sarah Garnaat
Melissa Garner
Alexander Geboy
Dalia Gefen
Sarah Elizabeth Gilbert
Lisa Hayley Glassman
Jessica Glowacki
Heather Glubo
Amy Goetz
Ashleigh Golden
Catherine M. Golden
Debbie Gomez
Michele Lora Gonen
Ana Maria Gonzalez
Christina LeighAnn Goodwin
Eugenia L. Gorlin
Kaitlyn Rose Gorman
Adam Gottlieb
Aaron John Grace
Troy Grassi
Elisa Grechi
Joshua Robert Greco
Amanda Lea Grodewald
Kathleen Marie Grout
Nicole Nina Grubisic
Kathleen Marie Grout
Patricia A. Gruner
Nicole Nina Grubisic
Kathleen Marie Grout
Amanda Lea Grodewald
Kathleen Marie Grout
Nicole Nina Grubisic
Kathleen Marie Grout
Patricia A. Gruner
Nicole Nina Grubisic
Kathleen Marie Grout
Jenna L. Jebitsch
Deborah Jaspen
Brantley Jarvis
Deborah Jaspen
Jenna L. Jebitsch
Sherlyn Jimenez
Kirsten Elizabeth Jimerson
Brad Joachim
Katie Ann Johanning
David P. Johnson
Megan Jones
Jeremy S Joseph
Ashley Nicole Junghans
Lauren S. Hallion
Karen M. Hamill
Ashley Sienna Hampton
Sonia Handa
Dana Joan Handelsman
Lori Handschuh
Kirsten A. Hanson
Christine Adelaide Hanson
Rob Happich
Erez Harari
Katy Harper
Lisa Harrington
Mark Louis Hatzenbuehler
Katharina Hauner
Christopher G. Hawkey
Kirsten Hawkins
Jillian Haydicky
Veronique Hayek
Jacqueline Hyland Heath
Karim E. Hendricks
Angela Herle
Brooke Hersh
Kyle J. Heston
Stephanie Hicka
Mikaela J. Hildebrandt
Kaitlin Ashley Hill
Atara D. Hillel
Marchion Hinton
Laura Sachi Hiruma
Julia Hitch
Jessica Holdren
Lyda Eugenia Holguin
Lauren J. Holleb
Courtney Alexandra Hopkins
Katie J. Horsley
Elizabeth Ann Howarth
Ashley N. Howell
Maria Howell
Lorena Hsu
Kirsten Hudec
Suzanne Lorraine Huggins
Genna Faith Hymowitz
Genevieve Izzo
Janelle R. Jackiw
Stephanie Jacobs
Anna Jadanova
Danielle Jahn
Urmii B. Jani
Brantley Jarvis
Deborah Jaspen
Jenna L. Jebitsch
Sherlyn Jimenez
Kirsten Elizabeth Jimerson
Brad Joachim
Katie Ann Johanning
David P. Johnson
Megan Jones
Jeremy S Joseph
Ashley Nicole Junghans
Suzanne Lorraine Huggins
Genna Faith Hymowitz
Genevieve Izzo
Janelle R. Jackiw
Stephanie Jacobs
Anna Jadanova
Danielle Jahn
Urmii B. Jani
Brantley Jarvis
Deborah Jaspen
Jenna L. Jebitsch
Sherlyn Jimenez
Kirsten Elizabeth Jimerson
Brad Joachim
Katie Ann Johanning
David P. Johnson
Megan Jones
Jeremy S Joseph
Ashley Nicole Junghans
Welcome, New Members

(Continued)

Aaron W. Kaiser
Ewa Anna Kalicka
Marie Karlsson
Lara Beth Kasoff
Ayelet Kattan
Kelly L. Katuls
Aviva M. Katz
Shaina Jill Katz
Marcia Kearns
Crystal Keath
Quinn Dione Kellerman
Mackenzie Kelly
Chris Kelly
Shian-Ling Keng
Kallianne Kenny
Yelena Khodolenko
Tatyana Khodokov
Marcia B. Kimeldorf
Andre A. King
Sarah C. King
Carissa Kinman
Melinda Victoria Kirschner
Michael B. Klein
Paulo Knapp
Heather Knous-Westfall
Lauren Kochanek
Margaret Fox Koepke
Darryl M. Koif
Julie Kolzet
Daniel Cameron Kopala-Sibley
Aaron Kraus
Nicole Kreiser
Jason Krompinger
Ashley Eve Kronen
Jennie Kuckertz
Lynn Kufner
Elise Gabrielle Kupperman
Katherine G. Kusner
Abbie Kwitel
Beth LaGrange
Lauren Lane-Herman
Danielle Kathleen LaRaia
Nancy Lau
Laura Anna Lauko
Richard Jason Lawrence
Sophie Lazarus
Sarah Beth Lazer
Yuen-Shan Lee
Tiffany Lee
Ember Lee
Angela Lee-Winn
Kristin Lemaster
Yat-Ming Jude Leung
Cheri Alicia Levinson
R. Eric Lewandowski
Erin Lewis Morrarty
Betty Liao
Jason Lillis
Teresa Ann Lillis
Lincoln Lim
Stine Linden-Andersen
Oliver Lindhiem
Ariane Ling
Lindsay Lioerta
Nicole Lippman
Claire Goodwin Lisco
Tannah Little
Nancy H. Liu
Howard Liu
Graciela Lo
Amanda Gloria Loerinc
Allison Love
William Lu
Christina Ruberto
Kristy Ludwig
Kelly Jean Luellkert
Jessica R. Lunsford
Jordan A. Lyon
Timothy L. Lyons
Jessica Madrigal-Bauguss
Joshua C. Magee
Leanne Magee
Marisa D. Mahler
Jordan Stuart Maile
Christian P. Maile
Olivia S. Maldonado
Sarah Mandel
Nicole Neleh Mans
Jaime Marrus
Angelika Marts
Andrea L. Martin
Caitlin Ann Martin
Jessica Martin
Lindsay M. Martin
Jennifer Honculada Martinez
Jessica Katherine Mast
Amanda R. Mathew
Ali M. Mattu
Cortney Mauer
Alexis May
Heather Mazursky
Amber Elizabeth McCadney
Charles McClure
Jennifer L. McCollum
Megan McCrudden
April R. McDowell
Briana McElfish
Tara Caitlin McGahan
Morgan Lilith McGillicuddy
Eleanor McGlinchey
Catharine A. McRoy
Jared Reginaid McShall
Kare McSpadden
Joshua Luke Medjuck
Jennifer Meeter
Stacey Lawrence Colton Meier
Michael Christopher Meinzer
Kyle Menary
Chloe Valentine Menon
Abigail Merin
Liza C Mermelin
Rachel Ann Merson
Blair Mesa
Yeraz N. Meschian
Tatyana Mestechkina
Patricia L. Metzger
Joseph Meyer, III
Nicholas Mian
Patrick Michaels
Natalie Janina Michal
Elizabeth Anne Miller
Michelle Miller
Adam Bryant Miller
Rachel Lynn Miller
Hannah Lucy Mills
Dafne A. Milne
Jacquelene Farrah
Moghaddam
Ashleigh R. Molz
Jennifer Montforton
Jessica Moore
Dawn M. Moot
Erica Grace Moran
Lucas Paul Kawika Morgan
Blair W. Morris
Samantha J Moshier
Ashley Moskovich
Lauren Moskowitz
Ryo Motoya
Nataliya Moubray
Emily Mouilo
Cara Marie Murphy
Amanda Murray
Sadia Najmi
Kentarou Nakajima
Maria Naranianzde
Andrea L. Nelson
Maria Nenova
Kate Newton
Mei Yi Ng
Andrew Ninnemann
Melanie Noel
Caroline Norris
Daniel Norton
Kathryn Noth
Jeremy Novich
Sara Nowakowski
Shoshana Nusbacher
Andrew P. Oakland
Olga Obraztsova
Kelli O'Brien
Emily Ocner
Shani Ofrat
Avital Otnegniewicz
Megan E. Olden
Jessica Lynn O'Leary
Carissa Orlando
Elizabeth Mary June Orr
Melissa L. Ortega
J. Alexis Ortiz
Rebecca E. Osterhout
Magdalena Anna Ostrowski
Courtney Marrissa Panzarino
Corey James Patrick
Michelle Patriquin
Ben Paul
Michelle Pavony
Nicole Juszczak Peak
Pia Pechtel
Marianne Pelletier
Livangeline Perez
Meredith L. Perlman
Lori Ann Maria Perretta
Kristen Perry
Jessica R. Peters
Nicole Tavoano Peters
Trevor J. Petersen
Emma Lee Peterson
Nicholas Petikas
Jenny Petrie
Bojana Petrovic
Mark Peugeot
Ari A. Pecshkian
Errol J. Philip
Laura Mykell Philipp
Emily M. Pieskory
Stephanie Raye Pitts
Scott Pizzarello
Anica P. Pless
Erin Kathleen Pindexter
Gina M. Poole
Alvin Poon
Mandy Porter
Carrie Michelle Potter
Jennifer Potts
Ashley Elizabeth Powell
Patricia Nicole Prescott
Angela Maria Prieto
Cara Elisabeth Pugliese
Connor Pullo
Adrienne Itodl Queiroz
Leanne Quigley
Yakeel T. Quiroz
J. Alexis Ortiz
Connor Randolph
Lance M. Rappaport
Kathy Rasmussen
Ariel L. Ravid
Kendra Louise Read
Xoli Redmond
Nicole Redzic
Melissa Reeves
Laura C. Reilly
Michelle M. Reising
Casey Michelle Reneau
April • 2010
Welcome, New Members

(Continued)

Alexis Resnick
Jazmin Reyes
Graham Reynolds
Sarah E. Ricelli
Kolette Michelle Ring
Michelle S. Rivera
Donald John Robinaugh
Elizabeth Jenna Robison-Andrew
Matthew Roche
Jennifer Lynn Rodman
Maria Antonia Rodriguez
Kate Rogers
Perella Rooz
Diane Rosenbaum
Anna Rosenberg
Brendon David Ross
Philippe Roy
Sarah Royal
Ian Rugg
Maria C. Russo
Elizabeth Ryan
Maria C. Saavedra
Rebecca Sachs
Deena Sadiky
Cristian Camilo Saenz
Moncaleano
Mia M. Sage
Kristin Elizabeth Salber
Francisco Isaac Salgado-Garcia
Nadia Samad
Kristen Sanderson
Shivali Noor Sarawgi
Moko Sato
Michael Thaddaus Savenelli
Julia Savina
Antonina Savostyanova
Sarah Savoy
Anne Saw
Natalie Marie Scanlon
Heather Schatten
Nicole Satch
Brandon F. Schechter
Kate Lauren Scherzo
Erin Renee Schmidt
Benjamin Schoendorff
Frederick J. Schoepflin
Meghan Schreck
Amie R. Schry
Jessica Schubert
Elizabeth Barbara Schuster
Danielle Schwartz
Jeremy A. Sears
Abigail Carole Seelbach
Danielle K. Seigers
Mayu Sekiguchi
Joshua Semiatin
Puja Seth
Siddhi J Shah
Sharon Shatil
Jena Ann Shaw
Christina Marie Sheerin
Sean C. Sheppard
Amanda Shermon
Keri Shields
Nina D. Shiffrin
Joshua Gregory Shifrin
Yuki Shimaoka
Philippe Shnaider
David A Shwalb
Marc Anthony Silva
Caroline Silva
Emily Ann Silverman
Lilya Sitrnikov
Meredith Leigh Slish
Adriane Sloan
Susannah Q. Smedresman
Kimberly Dawn Smith
Rose C. Smith
Jocelyn Smith
Taylor Smith
Kelly Brook Smith
Leisha J. Smith
Rachel Diane Smith
Rosa Smurra
Elizabeth Jessica Smyth
Jeneane Solz
Laura Coleman Sorensen
Michael Jonathan Sornberger
Elina Spektor
Katherine Simpson Spencer
Clare Donnelly Spillane
Amanda M Spray
Laura E. Sproch
Todd Squitieri
Amy Starosta
Amanda Stary
Zachary Ryan Stearns
Brittany Steed
Victoria Stein
Elizabeth Steinberg
Emily Rebecca Stern
Joanna R. Stern
Maria-Christina Stewart
Caroline Stewart
Noel Stoeckel
Monika Magdalena Stojek
Jocelyn Stokes
Dorian Dunn Storbeck
Madalina Laura Suca
Aimee Sullivan
Corinne Sweeney
Patrick D. Sylvers
Yael Talor
Angelique Teeters
John Terry
Michel A. Thibodeau
Kristine Michelle Thielman
Abigail Thompson
Adrian Dion Thompson
Johanna Thompson-Hollands
Nicole Thomson
Timothy Thornberry, Jr.
Neathery Alejandra
Thurmond
Yvonne Tieu
Megan Tomb
Letitia Elizabeth Travaglini
Sandy Rae Trent
Theresa Noel Trombly
Meagan C. Tucker
Laura B. Turner
Jodi Z. Uderman
Anisha Usmani
Charles David Valadez, Jr.
Robert Ruiz Valdez
Christine Van Gessel
Nathaniel Van Kirk
Anna Van Meter
Michael Patrick Van Wie
Julien-Pierre Vanasse
Larochelle
Marie-Anne Vanderhasselt
Alison Vargovich
Vivek Venugopal
Matthieu Villatte
Anna L. Villavicencio
Kristine Vindua
Maria Vital
Rebecca K. Vujnovic
Lisa Wajsblat
Amber Lea Walser
Yanping Wang
Kathleen Erin Watson
MacDonell
Ashley L. Watts
Chiaying Wei
Christina Wei
Jason S. Weingarten
Miriam Welbourne
Elena A. Welsh
Johanna Whitney Wendell
Angela Roethel Wendolf
Julia A. West
Alyssa Kai Wheeler
Mandi White-Ajamni
Kerry Whiteman
Sarah Ramsey Williams
Jessica Marlene Williams
Caitlin Wilpome-Jordon
Jennifer Ann Wilson
Susan Marie Wilson
E. Samuel Winer
Jessica K. Winkles
Nick Wisdom
Kate S. Witheridge
Noam Wirtlin
Sheri Wolnerman
Maggie Lucile Woodrum
Don Wooldridge
Abigail Lyn Wren
Kristin Wyatt
Jennifer Yardley
Ilya Yaraslavsky
Vivian M. Yeh
Yeo-Gin Yun
Ana Zdravkovic
Karen Michelle Zhang
Jiaojiao Zheng
Rupa Puri Zimmermann
Erica Zucker
Karen Beth Zwillenberg
Daniel Paul Zwillenberg
Call for Web Editor

ABCT is seeking a Web editor to assist in updating material in, and developing policies for, its Web site. The position is funded with both an honorarium and editorial support. The role principally involves helping to develop content for the Web site and determine the site and navigational structure best suited to our audiences. Technological knowledge is less essential. The following mission statement and strategy statement detail information on the proposed aims, activities, and audiences of this new Web site effort.

**Web Page Mission Statement**

The Web page serves a central function as the public face of ABCT. As such, it has core functions linked to the mission and goals of the organization: facilitating the appropriate utilization and growth of CBT as a professional activity and serving as a resource and information source for matters related to CBT.

Informational and resource activities are directed toward three conceptual groups:

- **Members**—with emphasis on providing an interface for many of the administrative functions of the organization, including conference information, dues, public listing of therapists, etc.
- **Nonmember Professionals**—to advertise the comparative efficacy, diversity of styles, and methods of cognitive-behavior therapy, with additional information on training opportunities, available syllabi, and new findings in the scientific literature.
- **Consumers**—to provide information and treatment resources on disorders and their treatment, with emphasis on the style, “feel,” and efficacy of cognitive-behavior therapy, as well as information on additional issues that consumers confront in treatment (e.g., combined treatments, relapse prevention, etc.).

**Web Page Strategy Statement**

One of the broader changes in the architecture of the Web page is that our content will now come up on searches. Accordingly, we need to plan content that will bring professionals and consumers to our site. The Web editor will need to liaise with associate editors, periodical editors, committees, and SIGs for content. Such content includes:

- Diagnosis-specific information pages (e.g., information on depression and its treatment)
- Efficacy information (comparative, combination treatment issues)
- The “feel” of cognitive-behavioral treatment
- CBT, BT, DBT, RET . . . what is in a name?
- Recent research findings
- Position statements—regarding issues in the field (to clarify what our organization stands for)
- Speakers bureau
- Links to publications
- Helping media find the right person to discuss a topic
- CBT curricula
- Featured therapist of the month
- Research funding available
- Learning opportunities

ABCT’s web site is now a mature site, having undergone several structural revisions. Now, we are looking for a member to help us maximize our own web’s outreach potential and grow it while maintaining structural integrity. In addition, candidates can apprentice with our current web master, learning the interface among web editor, web master, and central office.

**How to Apply**

ABCT members interested in applying for this position should contact David Teisler, Director of Communications, ABCT, at teisler@abct.org.

**DEADLINE: May 15, 2010**
April is election month

www.abct.org

Let the electronic voting begin!

Remember to cast your electronic vote.
If we do not have your email in our system, then we mailed you a paper ballot.
If you did not receive voting materials in any form, please contact the central office.