

the Behavior Therapist

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SPECIAL SERIES

Professional Development of the Cognitive-Behavior Therapist: Addressing Challenges Faced by Psychologists in the Early Stages of Their Careers

Introduction

Angela W. Lau, Alzheimer's Association and Mills-Peninsula Health Services

After years of hard work and sacrifice, graduate students are matriculated into the world with the expectation that they will find gainful employment and be successful in their respective endeavors. Despite one's clinical, research, and teaching background, the experience of transitioning from the role of a student to that of a professional is often more complicated than it appears. The goal of this special series is to make this transition easier by normalizing the new professional's developmental process and by providing (a) exposure to different career pathways; (b) practical advice on how to establish your career in different settings; and (c) examples of different decision-making processes.

New professionals are often faced with a multitude of new experiences and responsibilities, both personal and professional, for which they have not been prepared. Therefore, these experiences and responsibilities can be the cause of great stress and anxiety. Common challenges include professional identity issues, unanticipated responsibilities and considerations unique to the person's position/setting, and questions on how to balance one's professional and personal obligations. Some recent graduates may even have difficulty deciding on what that first job should be. Many graduates who expect a unidirectional career path come to find that this pathway is more of a concept than a reality and therefore may have difficulty adjusting to a more flexible career course. Indeed, more and

instructions for authors

The Association for Advancement of Behavior Therapy publishes the *Behavior Therapist* as a service to its membership. Eight issues are published annually. The purpose is to provide a vehicle for the rapid dissemination of news, recent advances, and innovative applications in behavior therapy.

■ **Feature articles** that are approximately 16 double-spaced manuscript pages may be submitted. ■ **Brief articles**, approximately 6 to 12 double-spaced manuscript pages, are preferred. ■ **Feature articles and brief articles** should be accompanied by a 75- to 100-word abstract. ■ **Letters to the Editor** may be used to respond to articles published in the *Behavior Therapist* or to voice a professional opinion. Letters should be limited to approximately 3 double-spaced manuscript pages.

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more students and professionals alike are
taking into consideration factors such as
quality of life as they establish and shape
their careers.

The growing pains of a new professional
can be eased by giving the person informa-
tion, support, and a framework by which to
understand and plan a course of action for
their career development. Having a model
of behavior can maximize a new profes-
sional's sense of control and ability to adjust
and transform into his or her new role/posi-
tion. It can also minimize the anxiety that
accompanies change by normalizing
thoughts and feelings and providing a sense
of control. Currently, there is a lack of for-
mal guidance available for recent graduates
on the nuts-and-bolts of early career issues
(e.g., how to successfully integrate into the
first job; decision-making and problem-
solving processes). AABT is aware of this
gap in professional development resources
and is actively creating programming to ad-
dress and support the special needs of its
members who are new professionals.

At last year's conference in Boston, the
AABT Membership Committee sponsored a
Professional Development Special Session for
new professionals and student members. The
attendees heard about various career oppor-
tunities and career pathways, received practi-
cal advice on how to establish and maintain
successful careers in a variety of settings, and
learned about the decision-making process of
persons with successful careers across the
academic-clinical continuum. This AABT
professional development special series in-
cludes articles that highlight some of the pre-
sentations given at the Boston special session
as well as solicited articles that address topics
of interest expressed by its audience mem-
bers.

This special issue on professional devel-
opment begins with profiles and words of

wisdom from individuals in academic set-
tings and ends with profiles of and sugges-
tions from individuals in more applied
settings. Lejuez and Powers each offer sug-
gestions to junior faculty on how to success-
fully secure and establish oneself in a
traditional psychology department in both
research- and teaching-focused universities,
respectively. Iwamasa discusses a common
pathway taken by many in academia—the
combination of traditional academics and
private practice—and offers insight on how
to start a private practice. McNair shares
with the readers an unusual career pathway
that challenges the notion that individuals
with tenure-track positions in Research I
university settings must be reached via a
traditional pathway. She exemplifies the
need to be flexible but prepared for oppor-
tunities that present themselves. Lau and
Padesky each provide a glimpse into oppor-
tunities in less traditional settings. Both au-
thors provide suggestions and points of
consideration for individuals interested in
creating a career that will maximize their
ability to apply and prioritize their profes-
sional and personal interests.

AABT is dedicated to helping all its
members succeed in their professional en-
deavors. For students and new profession-
als, the Professional Development Special
Session will again be a part of the core pro-
gramming at AABT's November 2004
convention in New Orleans. On behalf of
the Membership Committee, I invite you to
attend this special session. I also welcome
readers to share with us any topics that will
be helpful to individuals in the early stages
of their careers or suggestions on how
AABT can add value to the membership
benefits of new professionals (www.aabt.org
or angela.lau@alznorcal.org). 

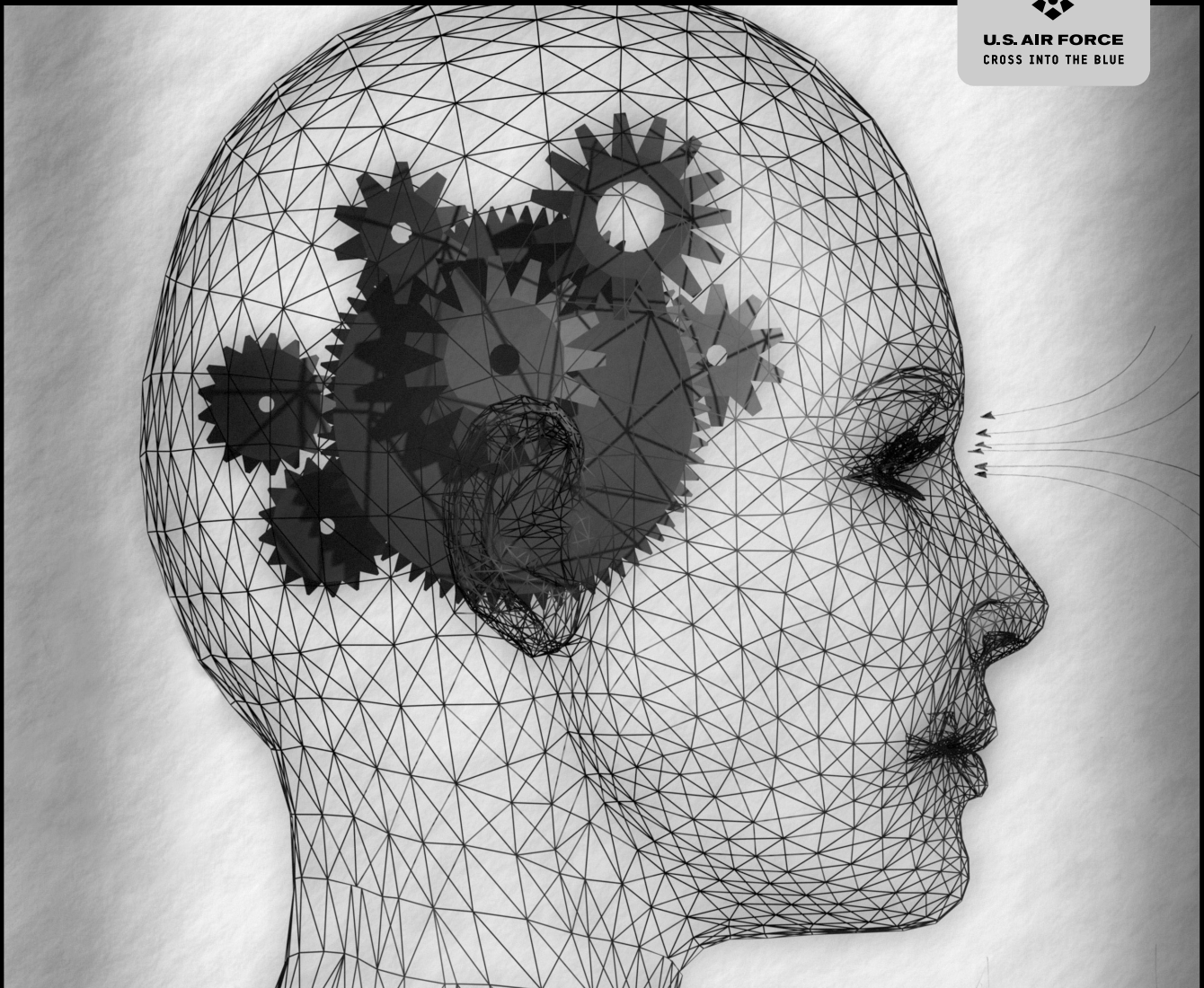
Developing Your Intellectual Wheelhouse: A Guide for Young Faculty in a Psychology Department

C. W. Lejuez, *University of Maryland, College Park*

The goal of this article is to address rel-
evant issues for students and post-
doctoral fellows interested in
pursuing a tenure-track position in a psy-
chology department at a Research I institu-
tion. This article may also be useful for

individuals trying to talk themselves out of
pursuing a traditional academic career, in
the same way that one day I expect an ex-
undegraduate student to come up to me at
Starbucks and say, "Thanks for showing me
all the reasons why I don't want to go into

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psychology.” As such, I will discuss making the decision to pursue a career in academia, applying for the first position, and successfully developing a career in a research-focused academic setting.

Be Sure That an Academic Job in a Psychology Department Is Right for You

Long before one begins to prepare the first application for an assistant-professor tenure-track position in a psychology department at a Research I institution, several questions must be answered. Indeed, it is not wise to apply for a position without knowing whether it is the right type of job for you. The answer to whether a traditional academic job in a psychology department, or any type of job for that matter, is right for someone really must be determined on a case-by-case basis, considering a host of factors unique to that individual and the opportunities available. As a result, one must be armed with as much information as possible, including being honest about one's own abilities, interests, and goals. The remainder of this discussion will cover what to consider if one decides to pursue a position in a psychology department; however, it is first necessary to discuss considerations if one is unsure about such a career path.

When training in a clinical psychology program, especially one with a clinical science/research focus, there can appear to be only one right career path. After all, most of your professors chose the academic psychology department route, and often encourage their students to do the same. If this is an appropriate route for you, then you are in luck because you have the benefit of having a wealth of resources at your disposal to help you pursue this goal. However, if a position in a psychology department is not a good match for you, pursuing other options often can come with feelings of guilt and exclusion, not to mention both perceived and real disappointment/disapproval on the part of your mentors. The latter can be especially difficult if you admire particular mentors who are less able to be comfortable with you not pursuing their path.

Lessons From Narcissus and Goldmund

Herman Hesse's novel *Narcissus and Goldmund* chronicles the intellectual, emotional, and spiritual development of two adolescents training to be abbots at the Mariabronn Cloister. The boys are separated by a few years of age, with the older boy (Narcissus) seemingly perfectly suited

for the disciplined lifestyle of an abbot. At the start of the novel, the younger boy (Goldmund) is beginning his life at the cloister. Upon meeting Narcissus, Goldmund immediately becomes enamored with the older boy and wants to follow in Narcissus' path. Goldmund is a highly charismatic fair-haired boy with many admirable qualities, but is simply not suited for the disciplined life in the cloister. Narcissus tries to discourage Goldmund, not by telling him that this is the wrong life for him, but by telling him that there are other lives better suited for his wonderful qualities and talents. To prove Narcissus wrong, Goldmund devotes himself even more vigorously to the disciplined life. Deep down, however, Goldmund knows that Narcissus is correct and he soon flees from the cloister to pursue his true destiny. Unfortunately, because he could not come to terms with this choice before he left, he was not able to seek out guidance from those around him, thereby leading to a series of hard lessons. It is not until the end of the book that Goldmund truly realizes that he is not a failure for following his path and not that of his mentor.

Graduate school and one's early professional career can be a time of great pressure to conform to the goals and destiny of one's mentors and peers. However, as illustrated in the Hesse novel, each student should follow the path best suited for him or her. The sad part of the Hesse novel is that Goldmund always felt a significant amount of guilt for the choices he made, despite the fact that Narcissus actually supported his pursuing alternative goals. One can only imagine how much more difficult this might have been had Narcissus not been supportive, which unfortunately can occur when a student does not choose to follow a mentor's path. In the end, however, a relationship with a mentor does not justify 30 years of misery. Further, one would hope that, even in the most extreme cases, mentors eventually realize their folly and come to accept what once seemed like a great loss. As one word of caution, however, this story is not meant to apply to students who mischaracterize their interest in research to gain admittance into a research-focused institution because of its prestige level. Realizing that your path may not be what you once thought and allowing yourself to follow it is qualitatively different than knowing all along what you want to do and misleading others to get you there.

Applying for the First Job

Academic departments take a huge risk when they hire a junior professor. They do not necessarily expect a long track record of success, but they do expect evidence of potential. In this way, it is crucial to show that your talents and accomplishments in graduate school and internship will translate to an academic setting once you are on your own. The best way to accomplish this goal is to develop a clear and coherent plan and to be able to express this in a clear and coherent manner.

I will offer myself up as a good example of what happens when you do not do this very well. When I applied for academic jobs, I sent out 32 applications. By the time the dust had settled, I had been granted an interview at only 3. My problem was less that I did not have a clear and coherent plan, but more that I did not express it very well and what I did express was not believable because it was not supported by my track record. My situation is somewhat unique because I actually had a reasonably good publication record including over 20 articles primarily published in Tier 1 and Tier 2 journals by the time I finished my internship. However, because I decided to change my research focus from anxiety to addictive behaviors during internship, none of my publications were in the area that my personal statement suggested that I would be studying. In my mind, this change was not cause for concern because I was simply transferring the study of basic emotional processes in anxiety to a new content area. Unfortunately, I did not clearly establish this link and most probably left the application reviewers wondering if I was likely to capriciously drift from one fleeting idea to the next. Fortunately, my current institution managed to see my plan without my help and once I made it to the interview I was able to tell the story of what I had done and why it was relevant to what I wanted to do and exactly where I would go in the future.

This illustration is not offered to argue that one should not pursue one's interests in favor of being marketable; instead, one should consider marketability when preparing materials. In addition to forcing one to provide a larger research framework, it also forces tough questions about whether or not one is at a point in one's career to seek out a position or if additional time and training opportunities might be most helpful to long-term career development. Again, I was fortunate enough to get a job I wanted, but the time I spent applying alter-

natively could have been used to acquire a more developed track record in addictions research and tell a more compelling story about how and why I was ready to take the next step.


Excelling in Your First Job: Developing Your Intellectual Wheelhouse

Identifying Your Intellectual Wheelhouse

Academic lessons can come from a variety of nonacademic sources. As stated above, one crucial challenge in starting a new job is to find your own path. Although discipline and commitment to hard work cannot be underestimated, it is equally important to channel your energy in the most productive manner for you. This can be an incredibly difficult challenge within an academic context because you will be pushed and pulled in many different directions and it will be up to you to decide in which direction to make your mark. Although there are no easy answers to these questions, useful guidance can be taken from the game of baseball.

The basic rules of hitting a baseball revolve around a strike zone, which is an imaginary box from the hitter's knees to chest and spanning across home plate. A hitter is given a strike for every pitch swung at and missed and also for every pitch not swung at that is thrown into the strike zone. The hitter is allowed three strikes before striking out. In general, hitters are taught to avoid pitches outside of the strike zone and to swing at pitches thrown within the strike zone. However, within the strike zone, most hitters have a region of preference. For example, a lanky player might excel with knee-high pitches on the outside of the plate that allow for full bat extension (i.e., low and away pitches), whereas more compact stocky players may work best with chest-high pitches on the inside of the plate (i.e., high and inside pitches) that better suit a more powerful, compact swing. This area of preference has come to be called the player's "wheelhouse." Although hitters may often need to swing at pitches in less preferred areas of the strike zone, patiently allowing a few pitches in the less preferred areas of the strike zone can allow for the opportunity to swing at pitches in one's wheelhouse, with often more fortuitous results.

Although patience may be a key to taking advantage of one's wheelhouse, the first key is actually figuring out where one's wheelhouse lies. Obviously, one method involves swinging at most pitches and figuring it out the hard way. The bad news is that


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if finding out the hard way involves a lot of strike-outs, then the batter may end up on the bench before the benefits of experience kick in. So, although some trial and error is important, other approaches should be considered.

Get Help Developing Your Intellectual Wheelhouse

At many universities, junior faculty are encouraged to develop their own path and demonstrate that they are able to develop and cultivate their own program of re-

search. Clearly, one would be in some danger going up for tenure with a list of publications all conceived and developed by others. With that said, developing mentor-like collaborative relationships can be a key to both increasing your productivity but also for continuing education and professional development. Who better than a senior faculty member to help you navigate through the early stages of your career? Although some senior faculty members take a special interest in mentoring junior faculty, it's a mistake to think that most faculty will meaningfully help advance your

career just as a matter of course. As with anything in life, people are motivated to invest their time and energy where they have confidence that it is most likely to have the greatest impact. Below are three strategies to inspire such confidence in others regarding your professional development.

One strategy is to ask to attend another faculty member's lab meeting. This adds almost no initial extra effort on their part and gives you a chance to get a sense of what his or her lab is doing and how your interests might intersect and allow you and the faculty member to get to know each other better. For example, I am currently engaged in a collaboration with a senior faculty member in the cognitive psychology program. When I initially arrived at the University of Maryland, it seemed to me that he was a good person to help me develop certain aspects of my research ideas. However, it also was exceedingly clear that he was extremely busy. Not wanting to take up any of his time, but still wanting time to learn from him, I asked to start coming to his lab meetings. For the first few months, I didn't participate too much and really tried to learn the basics of his lab and the ongoing projects. As time progressed and I was able to get a better handle on what they were doing and how to discuss the issues germane to his lab, I was able to draw parallels between the work of his research group and the work I was doing. These parallels were spread out over several months in lab meetings, but it was well worth the time. In addition to learning quite a bit about basic cognitive science, we have since developed and completed several experiments, a conceptual paper, and are in the process of preparing a grant application to NIH. I firmly believe that this collaboration was made feasible through patience and a willingness to clarify how the mentorship I was interested in receiving could benefit everyone involved.

A second strategy is to invite a faculty member onto an existing project. As he or she is likely to be very busy, it is crucial to specify a particular plan for their contribution. Assuming this collaboration is in the best interest of both parties, several benefits may arise. In addition to results mentioned above, such an experience will likely give the other faculty member a chance to observe your skills and may set the stage for future articles and grant applications. Another benefit is that they can observe your progress in the department and provide feedback on how to stay on course for tenure and beyond. Although it is important to show your independence on manuscripts and other research products, the

presence of another faculty member is likely to be viewed very differently if it is a project you conceived as opposed to riding that person's coattails.

As a third strategy, one might invite a faculty member to lunch. Typically, senior faculty invite junior faculty members to lunch in the first few weeks. Yet, rarely does the junior faculty member extend the invitation back to the senior faculty. Although junior faculty are not exactly financially independent, it's a far cry from the poverty of graduate school, and a few lunches can be a worthwhile investment. In preparing to make the most of the lunch, one strategy is to read through a few of the individual's recent articles and develop a few questions. These questions can be the more basic type related to information presented in the article, but also may focus on implications and future directions that may intersect with your interests. Once you have developed these questions, you may use these as the focus of lunch (after all, you probably already answered all the surface questions like where you live and if you prefer dogs or cats by this point in the year). Too often as junior faculty we are so overwhelmed with settling in that we rarely focus much on the senior faculty and their research. In this way, having put some thought into the person's work and how it fits with your work really will make you stand out and might provide some impetus for that person to seriously consider a collaboration.

Making the Most of Your Wheelhouse Once You Find It

This manuscript is primarily about making it in a research-focused psychology department, but the best lesson I learned about making the most of my own personal intellectual wheelhouse came from my 2 years in the psychiatry department at Brown Medical School. The group I worked with at Brown was nothing short of amazing. In addition to the more senior group head, six young Ph.D.s worked in our team. Individually, we were all clearly junior, with quite a bit of room to grow intellectually and professionally. But we each had a clear individual strength (wheelhouse), including conceptual vision, experiment development, study implementation, test construction, advanced statistical analysis, and grant/manuscript preparation. Therefore, despite professional limitations at an individual level, we combined to form a strong team that successfully produced several NIH-funded grants and Tier 1 journal publications. Of possibly greater impact, how-

ever, was my opportunity to learn skills from others. One might suspect that if I was focusing on methodology, my ability to write an introduction might suffer, but the opposite turned out to be true. Although I was not the primary person working on all aspects of the study and manuscript, the cohesiveness of the team provided ample opportunities to discuss issues with the person taking the lead in one area and to see the quality of a final product. Out of this experience came the opportunity to hone the skills in my wheelhouse, but also to learn from others when in their wheelhouse.

So why doesn't the situation I described above exist everywhere? Well, obviously there are practical issues in a psychology department where individual fiefdoms predominate over research teams consisting of faculty-level researchers. I also believe that this particular situation is hard to find in many places because it is difficult for junior faculty who are trying to establish themselves to take a secondary role, even when more senior researchers are involved. Again, keeping an eye on the long-term, you might gain considerably more taking a secondary role now and using the experiences to help you into your primary role in other aspects of your current work and future, more large-scale endeavors.

Giving the Devil's Advocate His Due

One of the main thrusts of this discussion includes paying dues and worrying more about long-term gain through low-profile stepping stones. Of course, with any advice, the devil's advocate must get his due. A well-developed intellectual wheelhouse can make you highly valuable and lead to many exciting opportunities as others begin to see your talents, but one also must be careful about becoming a glorified research tech whose hard work propels the career of others. Indeed, you will become "et al." mighty quickly on your third-author manuscripts in the same way that a distinction of Co-Investigator or even Co-Principal Investigator on a grant carries about as much weight with your university and NIH as does the role of Robin in Gotham City. Again, part of this involves paying dues and chasing long-term goals at first, but it also is crucial to realize when such an approach no longer is in either your best short- or long-term interest.

So, where do you draw the line? Again it depends on one's own situation, including qualities of the collaboration and one's own skills and aspirations. With that said, a good general rule is to be aware of long-

term value over short-term needs and allow your wheelhouse to take you there. Getting less credit in exchange for valuable experiences and opportunities can make one a better academic and propel one's career. In following this path, however, it is crucial to be aware of your long-term goals and to address weaknesses along the way to allow you to establish your independence when you are ready.

Summary

Embarking on an academic career path in a psychology department can be a rewarding yet daunting task even for individuals with outstanding training and skills. As such, it is necessary to be sure that this is the right path for you. In addition to considerations for those who are unsure about this path, I have outlined a variety of strategies for maximizing one's ability to obtain the right job and excel once given the opportunity. In the end, I firmly believe that if you have taken the right career path for you and consider ways to make the most of your hard work, publications, grants, and tenure will not be far behind.

Carl W. Lejuez received his Ph.D. in 2000 from West Virginia University. After completing his internship at the Brown University Clinical Psychology Training Consortium, he took a position as an Assistant Professor (Research) in the Department of Psychiatry at Brown Medical School and he joined the Clinical Psychology Program at the University of Maryland in 2001. He has co-authored over 65 peer-reviewed articles and book chapters and was the recipient of the 2001 APA Division 3 (Experimental Psychology: Applied) Young Investigator Award. He is currently the PI on two grants from NIDA (R01 DA15375; R21 DA14699) and serves as the primary mentor on two NIH NRSA grants and a Minority Research Supplement

awarded to students in his laboratory. Although he feels strongly about what is written here, wisdom acquired over his career will likely lead him to look back at this manuscript and shake his head in disbelief.

- When you started graduate school, what did you think you were going to do after you got your degree? I knew as an undergraduate that I wanted to be a professor in a psychology department. I really admired my undergraduate advisor and wanted to follow in his footsteps.
- What did you want to do when you finished graduate school? See above.
- How long did it take before you got over the "imposter syndrome" (the feeling that you're not as much of an expert on topics as other people think you are, or that they will "figure out" that you actually don't know what you're talking about)? See below.
- What helped you get over the imposter syndrome, if you have at all? Being up-front and honest about what I don't know. At my job talk at Maryland, I was asked a question that I clearly didn't even know how to address. I started to speak and as I heard the nonsense coming out of mouth, I stopped, and politely said that I just didn't know the answer, and mentioned that I would look into it more closely when I returned home and send the questioner an email response. I was a little embarrassed but several people remarked later in the day that they found it to be a strength as opposed to a weakness. So, although it's always better to have a well-conceived answer than no answer at all, it's also better to have no answer than to bulls**t people.
- How has AABT helped you in your professional development/career? Primarily with networking and presentation skills.

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Jobs, Life, and Tenure at a “Teaching College”

David Powers, *Loyola College in Maryland*

For psychologists, there's always something next. Academic psychology is a career with a number of identifiable steps: undergraduate school, graduate school, postdoctoral fellowship, tenure, full professor (for clinicians, there are even more: internship, licensure, perhaps ABPP for those with the most persistent resolve). As a result, it is adaptive at each step to spend some time thinking about what's next. Also, it is important at each point to make choices that maximize how much you enjoy your work and your life. One of the biggest transitions is applying for faculty positions, and it is possible that the position that is the best fit for you is one you have never encountered: a job at a teaching college.

It may help to know my bias; I got exactly the job I wanted. No job is perfect, but it is hard to imagine a better fit for me than the position I was offered at Loyola College in Baltimore, Maryland. As I applied for faculty positions, I had a fair sense of what I wanted (surprisingly, it was still what I said in graduate school interviews); I wanted to teach and do research, while keeping an active clinical practice. I had the opportunity to work on several interesting research projects as a postdoc, further developing my research interests in clinical geropsychology. However, while those experiences strengthened my interest in research, they also made it clear to me that for a variety of reasons I did not want a primarily research position requiring continual grant writing. This essentially eliminated medical school research positions (which also typically did not have enough teaching for my interests) and Research I university openings. The teaching opportunities I had in graduate school and as a postdoc further showed me that I really loved to teach. The best fit seemed to be teaching colleges where research was required to an extent but was not the primary criterion for tenure. However, having graduated from a large state school as an undergraduate, I based this belief on very little solid information prior to interviewing.

While most doctoral students are trained at Research I universities, most colleges and universities (and therefore most faculty positions) are not in the Research I

category. This means that, except for those who attended a similar school as an undergraduate, few new doctoral graduates may have a clear picture of what these schools may be like, and therefore may not consider what can be a wonderful career choice. Also, everyone tends to have a bias toward what they chose, so even well-intentioned mentors at Research I universities may not understand an interest in such a position, or may not be thinking of such positions as they provide you with assistance in your search.

The (admittedly broad) operational definition I will use for a teaching college is a school where the teaching load is relatively heavy (at least two classroom courses per semester, and sometimes as many as four) and research requirements for tenure are relatively light (perhaps a maximum requirement of one peer-reviewed journal article per year prior to tenure, with no grant funding expectations). This clearly includes a wide range of possible requirements, but does not include the research-intensive universities that are the most common training locations for doctoral psychologists. Furthermore, such schools may or may not be purely undergraduate institutions. Loyola College, for example, has master's and doctoral programs, and is technically a “Comprehensive University” according to the categories used in the *U.S. News and World Report* college rankings. Given this variability, it is hard to describe the “typical” teaching college position, but I can tell you what it was like for me. The three categories that almost all schools use to evaluate tenure progress are teaching, research (sometimes titled scholarship), and service, so I will discuss each of these categories and then offer a few tips from the perspective of a chair of a psychology department in a teaching college.

Teaching

The interview process showed me that teaching was the priority, and prior teaching experience was essential in landing the interview. If you think you might be even somewhat interested in a position like this, get some teaching experience as a graduate student and try to get student course evaluations for those classes.

My “job talk” consisted of teaching an undergraduate class while many of the department faculty observed. (Incidentally, we will have a position open next year, and any of you who interview for it will do the same.) The students in that section turned in evaluations at the end of the class that were used in the decision-making process. I did field several questions about my research interests and productivity during interview meetings with faculty and students, but teaching was the focus, and the strong collegiality of the faculty gave me a sense of a shared community.

Once I arrived in the fall, the clearest indicator that this was the place for me was that the experiences on the job matched what I expected from the interview, and teaching was indeed the primary emphasis. I was allowed to choose a faculty mentor whose role was to support me in the tenure process and who held no evaluative role over me. The department later developed a peer-review system for teaching, such that the junior faculty elected a group of tenured faculty who sat in on tenure-track faculty classes and evaluated our teaching more summatively for purposes of merit raises and tracking progress toward tenure. Class size was capped at 35 students, fewer for more intensive courses, and I had many opportunities for contact with students outside of class. The typical course load was a 3–3, meaning 3 courses each in the fall and spring, with no requirement for teaching in the summer. When I first arrived, there was an additional expectation that faculty (even junior faculty) take at least one “overload” or extra course for additional pay. That is no longer true for junior tenure-track faculty, who are now rarely asked to take overloads so that extra teaching does not infringe upon research time.

Departments vary in the degree to which course assignments are “fixed.” For example, I know of a similar school where classes are assigned permanently, with no variation over the years, whereas at Loyola I have been able to teach a variety of different courses. Also, the number of “preps” in a given semester is important. Teaching three sections of the same course (thus “preparing” for only one) is very different from teaching three different courses in the same semester. Furthermore, when you teach a course over several semesters, the amount of preparation required for a course drops dramatically both the second and third time you teach it, and then tends to level out depending on how much you change it each time.

The expectations of the students are also somewhat different at a teaching college, and rightfully so. The students will expect (and you will be able to provide) more time with them individually outside of class. Some intro psychology courses at Loyola, for example, are designed with regular off-campus activities built in. This is wonderful for those who want to get to know their students more personally, but it does mean that, along with the course load being somewhat more, the time invested into each student also increases.

Research/Scholarship

While research requirements for tenure are significantly reduced in comparison to Research I universities, they have been somewhat of a moving target in my experience. In speaking with other colleagues at similar institutions, this is not unusual. As a gross generalization, if the expectations for tenure change during the 6 to 8 years prior to tenure, they are most likely to change in the direction of increased research requirements. I mention this so that you are aware that the research requirements discussed while you are interviewing for positions are much more likely to increase than decrease during your tenure-track years. In my case, the quoted number of expected publications stayed constant, but the soft (or "real") number increased by one, and external quality indicators (i.e., external reviews of your research, quality ratings of journals in which you publish) began to be weighed more heavily. I think it is increasingly rare that there are no research/scholarship expectations. Also keep in mind that if you accept a position at an institution where the emphasis is shifting more toward research, it may be more challenging to find senior faculty who can provide concrete guidance for you as you progress toward tenure.

As you interview for positions, it is important to ask about support for research, such as the amount of startup funds and lab space available. Teaching colleges will have fewer resources in general, but may still have some very helpful and creative supports in place. For example, Loyola funds a competitive, one-semester junior faculty sabbatical that I and several other faculty in the department have received. Because we have graduate programs, I was able to find some graduate students who were interested in research assistantships, but most of the RAs I recruited were undergraduates. This is important to consider if your research requires RAs with more advanced levels of training, although good college se-

niors can typically handle the same level of responsibility as a first-year graduate student. It is possible to apply for and receive grants at some teaching colleges, but the grant offices are likely to be less well developed at smaller schools, perhaps offering less support than would be the case at a more research-focused institution.

Service in General

There really should be graduate-level courses that prepare you for this, but there are not. Almost regardless of where you accept a position, service work will take up more time than you expect. For the uninitiated, "service" consists of all the work outside of research or the classroom, such as advising students, serving on departmental or college-wide committees, and becoming involved in professional organizations at the local, statewide, or national level. Typically there is an expectation that you engage in some sort of service at each of these levels. At smaller schools, a larger proportion of your service will be at the campus-wide rather than departmental level, and at teaching schools service is more likely to involve direct work with students. Again, as teaching colleges are likely to be smaller, campus-wide involvement is important, because members of the Board on Rank and Tenure are more likely to expect that they know you (or at least know of you), and college-wide service is the best way to ensure that.

From the perspective of the college, professional/community service is also important in order to show that you are involved in your discipline beyond the campus boundary. Generally speaking, departments and colleges are most concerned that you assist with service within the department and college. The relative importance of outside professional service is often relatively less, but doing something outside will help you, and I believe it to be critical to the field of psychology (more on that later). You should ask about service requirements at each particular school during the interview process. Once you arrive, start slow and learn to say no. To the extent that you can, choose service work that is satisfying to you, balancing what you have to do with what you enjoy.

You will likely notice a certain contradiction very early on as a new faculty member: other people will ask you to serve on their committee or in their organization, and 10 minutes later at lunch they will enthusiastically proclaim their disdain for all service work. Later, you will become that person.

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You will have to do some service that you won't like, so try to also get involved in things you do like while not overwhelming yourself too early. Among friends here at AABT I will now disclose my darkest professional secret: I actually enjoy many types of service work, particularly in professional organizations. I see service as critically important for the students, the life of the department, and the field of psychology as a whole. Additionally, I love being in groups that work effectively. In this regard, AABT has been a great organization to work with. Some of my first professional service roles were within AABT, and they provided me with invaluable experience.

Clinical psychologists are trained extensively in keeping quiet about their professional work in the name of confidentiality, and this is both necessary and important. However, professional organizations can make our voices heard in the larger community, and my concern is that we are well trained in confidentiality and significantly undertrained in professional advocacy. I seem to have digressed, so back to the issue. If you share this secret love of service work with me, your toughest work as a new faculty member will be trying to stay out of too much service work. Whether you love service or hate it, work hard to balance it with teaching and scholarship, and to the extent you can do work that you enjoy.

Beginning Professional Service

I was asked to write a bit about how I started getting involved with professional service. Like many of you, I joined several professional organizations in graduate school and showed up for the meetings when I could afford to make it to the conferences. This made it somewhat difficult to actively participate because I often went a couple of years between attending particular conferences. Once I started a faculty position it was easier to go to conferences more regularly (I had departmental support and an income) and I became more actively involved.

It is almost certain that if you attend any group meeting three or more times in a row you will be asked to do something. AABT is no exception, and it is a particularly good place for younger professionals to get involved. I was asked to be the leader of the Aging SIG (somewhat to my surprise) and agreed to it with some hesitation, because I had not yet had a professional leadership role. I served in this role for 5 years, and it turned out to be a great opportunity, both because the SIG was productive and be-

cause the people were great to work with. The opportunities that come simply from participating are amazing and incredibly rewarding. Additionally, I learned a few things about professional service that have continued to guide what service I do and how I do it. Here's my advice, for what it's worth.

Join organizations that are active in doing things that are important to you, and join with the attitude that you are there to contribute, not just to listen. Take a few meetings to get your bearings and think about what you can add, and then get involved in something. My criteria for joining and involvement are: Do I think it is important and can I contribute meaningfully? When you join something new, think about whether you have time for it, and if not, consider if there is something else you are willing to give up in order to do the new work. If neither of those conditions is true, don't do it. Reevaluate your contributions periodically to see if they fit with your interests and the best interests of the organization and the profession in general. Keep in mind that organizational "grunt work" is very important; most contributions are not flashy. Contributions to one committee or organization often flow into other opportunities, so think strategically about where you will have the most fun and make the most impact as these arise.

Some Random Thoughts From a Chair

Finally, here are a few unrelated thoughts that came to mind as things that are helpful to know while looking for (or having recently earned) a faculty position. Some of these pointers are from general experience and some are from my recent experience as department chair.

1. Consider the department camaraderie and morale during the interview process. Healthy debate and disagreement are the lifeblood of academia, but a collegial atmosphere adds a great deal to professional and personal quality of life.

2. If you plan to stay in a position long term, keep in mind that you are choosing a lifestyle in a way that is broader than the job description. Consider which positions best fit your personal and family life now and in the future.

3. Think about how the teaching/research/service balance factors in to Item 1 above. Create "plans to tenure" for your teaching, research and service development in collaboration with a senior faculty mentor (formal or informal). For example, create general plans for your research over the

tenure-track period, with scheduled initiation, completion, and submission times for projects you expect to do. Think about ways to improve your teaching based on peer observation and student evaluation, and pick a few areas (e.g., syllabus, classroom presence) to work on each year. Review these plans periodically and change them when appropriate.

4. Even if you decide on a position at a teaching college, be careful about creating too much grading work for yourself. The good new teachers typically load their courses with activities that involve heavy teacher feedback. I think feedback to students, on writing, for example, is a necessity in every class, but energetic young faculty are likely to overemphasize this at first.

5. Be good to your new department's office staff from the beginning, even on the interview. First, it is the right thing to do; second, it will make your life easier in ways you cannot fully appreciate; third, others around you (like me) may make judgments about you based on how you treat those who appear to have less power and authority than you. If there are problems, deal with them appropriately but try to avoid being the department jerk. If staff are complaining to the chair about someone, you don't want it to be you (Yes, this is an inelegant rephrasing of the Golden Rule).

6. Be assertive in a politically mindful way. It should be okay to say no to the chair when you need to, but be aware of the politics of your department and institution. This will be easier to do in some places than others, so ask other junior faculty about the norms in your department. Who and what you can say no to may be surprisingly idiosyncratic.

7. Regardless of what type of position you take, stay involved in professional organizations. It is critical for psychology and it helps keep you fresh and engaged.

8. At several points in your teaching, research, and service you are going to have the thought, "I am in no way qualified for the responsibilities I now have." Don't let that thought overwhelm you. Do the best you can in what you do and let that thought pass by. The only time for concern is if that thought never crosses your mind.

9. You will worry about tenure too much, and it will be difficult to take it to heart when other people say "you're doing fine." Again, do your best and let it go.

10. There is a book called *The Compleat Academic* (yes, it is spelled "Compleat") that many of us in your shoes have found quite helpful. Buy it.

11. Most importantly, as you choose a position, listen to advice but do what feels right for you. Both declarative and nondeclarative experiences will factor in to what is ultimately the best decision. Listen to others, then trust your gut and make the decision that will make you happy.

David Powers is an Associate Professor and Psychology Department Chair at Loyola College in Baltimore, Maryland. He graduated Magna Cum Laude from Louisiana State University in 1989, received his M.A. (1993) and Ph.D. (1995) from Washington University in St. Louis, and completed his internship at the Palo Alto VA Health Care System (PAVAHCS). After all that school, he completed a postdoctoral fellowship in geropsychology through the Stanford University Department of Psychiatry and Behavioral Services and the PAVAHCS. He has served as the leader of the Aging SIG of AABT, and currently represents the American Psychological Association and Psychologists in Long Term Care on the National Coalition of Mental Health and Aging. He is also the APA Liaison to the American Bar Association's Commission on Law and Aging, and is Vice President of the Loyola College chapter of Phi Beta Kappa. His

research interests are in Alzheimer's caregiving and depression among older adults.

- **When you started graduate school, what did you think you were going to do after you got your degree?** I thought I would be doing what I am doing, except for the administrative responsibilities.
- **What did you want to do when you finished graduate school?** Again, I wanted to teach and do clinical work and research, although more specifically in a "teaching first" environment.
- **How long did it take before you got over the "imposter syndrome" (the feeling that you're not as much of an expert on topics as other people think you are, or that they will "figure out" that you actually don't know what you're talking about)?** I was just about over it until I became the youngest person in the department chairs' meetings. Then I had the opportunity to face the issue all over again.
- **What helped you get over the imposter syndrome, if you have at all?** Behaviorism helped. I figured out that how I behave in my position is far more important than how old I am. Do your job the best you can, do it authentically (be your-

self), and things will work out. Cognitive reframing also helped. Many people before me have succeeded in faculty positions at my age, and there are many people who have major accomplishments at surprisingly young ages. Finally, having good support people to talk to (my wife, Amy, and my peers) is helpful. Still, probably every couple of weeks I look around and think, "How the hell did I get here?" Then I laugh, shake it off, and keep moving.

- **How has AABT helped you in your professional development/career?** AABT introduced me to a number of peers and senior leaders in geropsychology and behavioral and cognitive therapy more generally. The additional benefit was that it helped me develop a much more sophisticated understanding and practice of behavioral approaches. Also, it is where I had the first opportunity to become deeply involved in a professional organization. AABT is a great place to begin professional involvement because it is small enough to meet people and contribute quickly, and it doesn't feel overwhelming. The people are friendly and the conference sessions are incredibly useful. ✍

Life Is Short: Maximizing Your Education, Interests, and Skills

Gayle Y. Iwamasa, DePaul University

First, as AABT's Coordinator for Membership Issues, I'd like to thank Angela Lau and the Membership Committee for their efforts to provide ongoing convention programming that addresses the needs of students and new professionals. Those of you who fit these categories are the future of AABT, CBT, and, in general, the field of mental health research and practice. Thus, it is in our best interest to provide you with information you find helpful. If you have any suggestions about membership issues, or would like to get involved with committees that address AABT members, please feel free to contact me and I will be happy to direct you to the committee chair who has the information that will meet your needs.

In my professional life, I have held a number of academic positions, currently as

Associate Professor in the Clinical-Community Psychology Ph.D. program at DePaul University, and have been a licensed and practicing clinical psychologist and consultant during all of those academic positions. I was asked to focus on the nuts and bolts of how I have been able to do all of these things successfully. The title of this article is a take-off of the motto with which I ended my presentation: *Life is too short to spin your wheels*. In other words, make good choices and spend your time in such a way that you will be satisfied.

By choice, I was trained in the scientist-practitioner model of clinical psychology. It is my observation that most of the time, this model is more aspirational than realistic, as few people I know actually do both science and practice (and few do both well!). Thus, although possibly unrealistic, my career

goals have been deeply entrenched in this view of my professional self and have guided my career choices. My career decisions also have been greatly influenced by my ever-present insecurity (I better do a clinical research postdoc because I need even more clinical training and I'm really not very good at research so I need more training in that too), practicality (hey, if I choose a 2-year pre/postdoc, then I will have enough clinical hours to sit for the licensing exam in any state), mentors (when I was contemplating leaving academia to move back to Indiana for personal reasons, Dick Suinn and Gordy Hall reminded me that there are very few Asian American women faculty in psychology so it would be very unfortunate if I did not try to remain in academia), and of course, my personal life (after making my career my first priority for many years, deciding to shift my priorities to my personal life—get married and have a family, which meant leaving an academic job that was a great fit for me).

Throughout my career, my ability to accurately identify my professional strengths and weaknesses (the latter being much easier to identify myself, while I typically need to be informed repeatedly about the former by

friends, colleagues, and mentors) has led me to be able to spend my work time the way that I have wanted to. Leaving graduate school, my ability to identify that (a) I knew what my professional interests were (multicultural issues) but didn't know how to put them into practice, (b) I did not have what it takes to be a full-time clinician (boy do I admire you folks who do that!), but also that (c) I needed to beef up my vita if I wanted to enter academia (I thought I might be pretty good at that as I had taught courses during grad school and got excellent evaluations) was helpful in thinking about how I could provide myself with as many different opportunities as possible. Thus, the idea of a 2-year pre/postdoc fellowship was very appealing to me and I knew it was a great fit. My 2 years at UCSF's Clinical Training Program introduced me to incredible people like Ricardo Munoz, Jeanne Miranda, Jackie Persons, and Jill Caire. The decision to do the UCSF internship-fellowship was a perfect fit for me—I passed the EPPP exam, enabling me to be licensed in any state (after passing the state exam, of course) and got my first academic position at Ball State.

It was at Ball State where I became reacquainted with Doug Nangle, who also was a first-time faculty member. Doug and I had met years before at Bill Pelham's Summer Treatment Program for kids with ADHD, myself as a graduate counselor (I was in charge of four undergrad counselors and twelve 5- to 6-year-olds, affectionately nicknamed the "chipmunks" because we used a token economy to modify behavior), and Doug as a research associate who also taught us how to do "take-downs" and restrained time-outs. It was at Doug's encouraging that I present at AABT, which was going to be in San Diego. He informed me that given my research and clinical interests, and the relative lack of attention to those issues in AABT at that time, that we should do a *BT* article (Iwamasa, Nangle, & VanLooy-Larrabee, 1995) and I should think about presenting (Iwamasa & Nangle, 1994a, 1994b). He suggested calling someone named Dick Suinn, who Doug said was an AABT bigwig but still a cool guy, and ask if he would be a discussant on a panel of other folks interested in diversity issues. I had read a chunk of Dick's work prior to that and was surprised to hear that he might be so accessible and willing to talk to a little nobody like me.

I soon learned that if you have some well-known folks on your panel, your conference proposal is more likely to be reviewed favorably and more people are likely to attend. Doug and Dick also taught me

about the role of SIGs at AABT, Dick being the one to convince me to start an Asian American SIG, which of course I did because I am very compliant. I was fairly suggestible at that time and took Doug's word about Dick and AABT. He gave me copies of the AABT membership directory and I called Dick. That was the beginning of my involvement with AABT and Dick Suinn, who has been a wonderful role model (not just professionally, but personally too, as I have also spent time with his wife, Grace, not to mention the fact that Dick is simply a nice, genuine person) and mentor to me. It was also my introduction to a concept called networking, which, to my surprise, Dick informed me that I'm naturally good at and thus has sent many young professionals my way so I can teach them about how to network. I thought I was simply maximizing my potential (education, interests, skills, and all that) by identifying and seeking out others in AABT (and APA) with similar interests, running ideas past researchers whose work I admired, and pursuing my research and clinical interests, but I guess I was networking!

This process has helped me observe other professionals in a variety of settings (academic, research, clinical), solidify my interests, identify my strengths and weaknesses, and improve my skills as a scientist-practitioner, all of which have influenced my career choices. It has been an iterative process, and because I like the idea of school (I mean, we academics get paid to keep up on reading state-of-the-art in our field—how cool is that?), I embrace the opportunity to network and talk with others about my professional interests.

Related to academia, it has been important to me to determine my strengths. Our "tasks" are divided into three categories: teaching, research, and service. Different academic departments and universities emphasize certain categories over others. To be successful in academia, I suggest figuring out which your department values and make sure it meshes with what you're best at. Not everyone is excellent in all three all the time, so be sure you excel in the area in which your job also values most. If you don't enjoy research, please don't apply for a job at Michigan. If you don't enjoy teaching, then definitely don't apply to DePaul.

More on the practice end. Having already discussed my strategy for being able to obtain my license to practice (it is unfortunately true that you have to study for that darn EPPP, which is a particularly painful process when you have been done with classes for a couple of years as I was, and

have forgotten your study skills), as a full-time scientist-practitioner academic, it was important for me to be realistic about the amount and kind of clinical work I could do. When I first started clinical work "on my own," I was in Muncie, Indiana. I allowed myself a year to settle in to my job, the culture of the department (e.g., how other faculty spent their time outside of class and office hours), and the community, before I began data collection regarding starting in private practice. Because I was new to the community, I spoke with my academic colleagues about their impressions of "good" psychologist practitioners in town (yes, I hate to admit it, but I do believe there are bad psychologists who do clinical practice). The same names kept coming up: Glenn and Donna Davidson, a former Ball State faculty member and his wife. After obtaining a large enough sample size, I figured that it wouldn't hurt to follow up, so I contacted the Davidsons, we met for lunch, and I began seeing clients through their practice one day a week. When I lived a few minutes from where I practiced (and was neither married nor a parent), I could also occasionally schedule a client on other evenings or a Saturday morning. It turns out that Glenn was a SUNY Stonybrook grad who worked with Gerald Davison (past president of AABT), so this also meshed well with my orientation to therapy and also with my increasing involvement in AABT. During my subsequent moves, I was able to utilize my positive experiences with the Davidsons in establishing small clinical practices. I learned about billing, independent contractor status (e.g., deductions), tax issues, and networking with potential referral sources. For example, sad as it is, family services are in perpetual need of psychologists for assessment and treatment for child abuse and neglect. I first obtained experience working with this population with the Davidsons and realized that no matter where I live, there will always be a demand for such services. This is evident in the fact that I did such work in Stillwater, Oklahoma (both in private practice and also as a supervisor to grad students) and now again in Lafayette, Indiana. As challenging and sometimes difficult as it is to face the reality of the misery of many children's lives, it is rewarding to still be able to address my initial grad school interests in children and to play a part in giving them a chance to have a decent childhood. I have learned a lot about families, poverty, and class issues, the cycle of abuse and neglect, stereotyping, relationships (both parental and parent-child), the legal sys-

tem, and the collaborations (or lack thereof) between the legal, social service, and mental health systems. Sharing some of these experiences as a professor has enhanced my teaching, as I have learned that students are most interested in hearing about actual clients rather than dry theories. My clinical work has significantly benefited my teaching, and my academic job has significantly enhanced my clinical work, as I am up to date on what actually “works” in therapy and have easy access to the scholarly literature. Clinical work also informs my research agenda. Because I am consistently confronted with real-life issues and struggles facing people, I can develop research questions that are meaningful and that I am personally committed to.

A final note is that I realized that I like working as an independent contractor within an existing practice where they do all the scheduling, billing, and reminder calling. It’s quid pro quo. They are happy to have a Ph.D.-level cognitive-behavioral therapist who has interests working with multicultural populations and “difficult” clients, as it lends expertise and distinction to the clinic. Many full-time Ph.D. psychologists do not see 40 clients a week as many master’s-level therapists are expected to do. Thus, I have shared office space at the clinic with other practitioners. This is another perk for them—they have otherwise empty offices that are being used, even if it is only for an additional 4 to 6 clients per week. For me, I don’t have to deal with the hassle of screening (the intake coordinators know my therapy and assessment preferences), scheduling, reminding, or billing clients. I typically don’t have to deal with insurance companies, but you all know about how wacky the health care industry is—I’ve had to periodically talk with someone about extending coverage for therapy. I can also take off when and why I want to, with no explanation required (I just have to make sure someone else is available for my clients to contact when I am out of town). Because I am there only one day a week, the intake coordinators tend to give me the “nice” clients who actually show up for sessions on time and pay their co-payments! Those clients, and the occasional assessment client, are a nice mix for me. It is also easy for the clinic to keep me booked because I meet a variety of characteristics clients ask for (e.g., woman, Ph.D., CBT, experienced in multicultural issues such as ethnicity and race, sexual orientation, age, etc.). I don’t mind an occasional no-show though. I always have other work with me to keep me busy—papers to grade, theses, disserta-

tions, or manuscripts to review, or I can always read my *tBT*!

On to consulting experiences. I actually never set out to do consulting, it sort of came to me. Over time people began to contact me to conduct CEU workshops (e.g., at AABT and other groups such as VAs), or to speak about multicultural/diversity research and practice in mental health at their grad programs or clinics. These typically came about because colleagues attended my AABT and APA presentations and, apparently, liked what I had to say and how I said it. (Side note: If you are a good presenter, after a while, you don’t even have to submit proposals because people will ask you to be on their proposals. Thus, you keep up your presentations, but expend less work over time!) Additionally, the program officer on my NIH grant liked me and started giving my name to other researchers who were putting together conferences, trainings, and workshops. These have led to consultations for a number of federal agencies, which has led to me serving as a consultant for private firms who employ consultants for technical assistance. Given my full-time job as a professor, part-time job as a clinician, I am in the comfortable position of being able to choose the consultations I am offered.

My final comments focus on how life is a developmental process and priorities shift over time. I have not been a conventional academic—I have changed jobs more than people say you are allowed to in academia. Because of my commitment to the scientist-practitioner psychologist model, I also have made it a point to try to always do clinical work. I think it keeps me grounded and reminds me that academia can be very “ivory tower” and out of touch with how difficult life is for many people.

I became a first-time mom almost 2 years ago. It was a conscious choice for me to delay parenthood. I needed to focus on my career, prove some things to myself. When I got to the point where I realized that I had achieved all of my personal career goals, I had to ask why I was still plugging away, sometimes at the office late at night. It was time to do something different with my time. The thought that as an academic I’d been mentoring and training future scientist-practitioners who are younger and way more energetic than I am, and they are the kind of people who also genuinely care about competent practice in the field, helped me to shift my priorities to my personal life, namely, being a good wife and mother. At the end of the day, it is more meaningful to me that I have demonstrated

my love and affection for my husband and child than it is to have submitted yet another manuscript (my son is at day care having fun with his buddies as I frantically type this in order to meet the deadline, but it is 10:00 A.M. and I still have the rest of the day!). Having ascertained my professional strengths and weaknesses, I know what needs to be done to maintain my academic position, my clinical work, and keep my name in the ring for consulting gigs. I am still in the process of figuring out how to balance those things differently, with shifting priorities. Some days are more comfortable than others, but in the end, life is too short to spend my time doing things I’ll regret. It is much more important for me to stay home with my sick baby than it is for me to attend an all-day departmental retreat (even though William becomes very clingy and whiny when he is sick, and it usually means watching the *Wiggles* and *Tiny Planets* for 3 hours straight [a parental nightmare], and reading the same books 12 times). I’m still in the process of learning how to problem solve such new issues and look at it as just another phase of personal development. (Hint 1: regarding the sick-child-care issue above—my husband and I take turns based upon my teaching schedule. Hint 2: a Tuesday to Thursday teaching schedule, as long and tiring as it is, is much better when you have young children who tend to get sick and injured on a regular basis.). Life is too short to miss out on the fun, silly, and wonderful things William is doing these days, so if that manuscript is a little late (and tell me, who always meets every single deadline? No one. It isn’t possible.), or if my lecture is not as energetic or exciting (it’s hard to get sleep when your baby is teething), the world will not come to an end. Spend your time wisely, which means it’s okay to stop and smell the roses when you need to. Heck, stop and plant the roses, petunias, pansies and begonias! Then pour yourself a glass of wine, light some aromatherapy candles, and take a long bubble bath.

Lessons Learned

- Accurately identify your professional strengths and weaknesses. Ask for input from friends, colleagues, advisors, etc. Build on your strengths, address your weaknesses, cut your losses when you’re not getting benefit.
- You are your best and worst PR person. Your work (written and oral) speaks volumes about your skills and abilities, so put your best foot forward. If you do good

work, you'll find out because you will soon be in demand for the strengths others see in you.

- Currently, look around at who you know, treat them well, inform them of your interests/activities as they will be the folks who connect you to others and opportunities. You never know who your advisors, colleagues, and people you connect with at conferences know!
- Network, network, network.
- Have realistic expectations of yourself and others. Identify professional role models and mentors and "act as if" you share those qualities you admire.
- Life is a developmental process and priorities shift over time. Work with those shifts, not against them.
- Enjoy yourself as much as possible, both in work (at minimum, go to lunch with fun colleagues) and in your personal life. This moment is now gone, what do you want your next moment to be like?

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Gayle Y. Iwamasa received her B.S. in Psychology from the University of California, Santa Barbara. She received her M.S. and Ph.D. in Clinical Psychology from Purdue University. She completed her predoctoral internship and a clinical-research postdoctoral fellowship at the University of California, San Francisco, School of Medicine, Department of Psychiatry. Currently Dr. Iwamasa is an Associate Professor in the Community-Clinical Psychology Ph.D. program at DePaul University. Her research interests are in multicultural mental health across the lifespan and she has been the recipient of a NIMH grant that focused on assessing the mental health of Japanese American older adults. She is the author of numerous research articles and chapters focusing on multicultural mental health issues, and is the co-editor (with Jeff Mio) of *Culturally Diverse Mental Health: The Challenges of Research and Resistance* (2003) and *Ethnic Diversity and Cognitive Behavioral Therapy* (with Pam Hays, due out in 2005). She is founder and Past President of AABT's Asian American Issues in Behavior Therapy and Research SIG, Past President of the Asian American Psychological Association, and has served on APA's Committee on Women in Psychology and the Executive Committee of Division 45 (Ethnic Minority Issues) in several positions. She also has served as AABT's Professional and Academic Issues Coordinator and Chair of Membership Committee. Currently, she is an Associate Editor for tBT and is Membership Issues Coordinator.

- When you started graduate school, what did you think you were going to do? When I started grad school, I was just so happy to get into grad school that I didn't focus on what I was going to do when I was done!
- What did you want to do when you finished graduate school? In observing

the different kinds of things people did with a Ph.D. in clinical psychology, and with my experiences in grad school, I wanted to be a professor.

- How long did it take before you got over the "imposter syndrome" (the feeling that you're not as much of an expert on topics as other people think you are, or that they will "figure out" that you actually don't know what you're talking about)? Hahahaha. I still get it!
- What helped you get over the imposter syndrome, if you have at all? See above.
- How has AABT helped you in your professional development/career? Immeasurably! First and foremost AABT means "people" to me. It introduced me to Dick Suinn, Peter Campos, Toni Zeiss, Art Nezu, Stephanie Felgoise, Mike Petronko, Ron Fudge, Taka Suzuki, M. J. Eimer, etc., great people to know, not just for my work life, but just as people, which, believe me, are the only kind of folks you want to hang out with professionally. Also, it has provided me with a place to present, discuss, and expand my research interests. Just going to one AABT convention and meeting Dick Suinn led to me being on the editorial boards of *C&BP* and *tBT*, founding and leading a SIG, presenting at WCBCT, and being on the EC to mention just a few things. Giving back to my profession is one of the more enjoyable aspects of being a psychologist and being involved with AABT has been great fun.

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Nontraditional and Unexpected Paths to Success in Academia: Maximizing Options

Lily D. McNair, *Spelman College*

Writing about the development of one's career path can be a daunting task. On the one hand, I have the luxury of hindsight, and therefore can pay attention to the particular decisions, situations, and challenges that presented at each major transition point. On

the other hand, it is quite humbling to look back and reflect on the choices one has made, the opportunities that arose, as well as the paths not taken. I offer these reflections as "food for thought" to those who are in the early stages of their careers, with the goal of demonstrating the unique and non-

traditional paths that can lead to a successful career as a clinical psychologist, however one chooses to define success.

My career path is marked by what I would describe as the juxtaposition of traditional and nontraditional paths and outcomes. I trained at Princeton and SUNY Stony Brook, both settings that reinforced careers in research and academia. However, my entry into academia was nontraditional: I opted not to do a postdoctoral fellowship, and instead worked as a clinical psychologist in a college counseling center for 3 years, and also taught part-time. This allowed me the flexibility to continue my research, teaching, and practice, as well as

have two children without the pressure of “the tenure clock.” I knew that some compromise would be necessary in order for me to begin my career and start a family, and working as a clinician in a college setting provided such flexibility. The timing of my marriage and children’s births forced me to balance job flexibility with maximum options for career growth—thus, for example, I began work on the first edition of a multicultural women’s studies textbook with two colleagues while I was at the counseling center and pregnant with my first child, and also wrote manuscripts focusing on issues in therapy with women. These types of projects kept me active in terms of research, without the pressure to “publish or perish,” and writing on clinical topics complemented the work I was already doing in the counseling center. Additionally, these research opportunities were not part of my clinical position; rather, I sought out these projects so that I would have manuscripts in the research pipeline.

I continued working at the counseling center until two things unexpectedly occurred: I began to feel that working full-time as a clinician wasn’t as fulfilling as it had been—I distinctly remember thinking that I needed to be in an environment that supported the integration of clinical, research, and teaching; and I received a call from a psychology department chair at nearby college inquiring whether I was interested in applying for a position. By this time, I was pregnant with my second child, and literally jumped at the opportunity to start a tenure-track position as an assistant professor at a small liberal arts college. At this point, I was attracted to such a setting, for I perceived it to be conducive to combining teaching and research in an environment more “low-key” than a major research university. In addition, the psychology department had a master’s program in counseling psychology, so I would have the opportunity to supervise and work with graduate students in a clinical setting.

During this time, I was acutely aware of the necessity of staying involved in both research and clinical work. While an assistant professor, I also maintained a small private practice. It was clear to me that such involvement maximized the opportunities for a clinical psychologist to move from one setting to another. This was important to me for two reasons: I enjoyed doing clinical work, research, and teaching, and wanted to keep those skills fresh; and I also knew that the academic setting provided the flexibility I needed as I was raising young children. My husband was also an assistant

professor at this same college during this period, so this arrangement was about as ideal as one could imagine.

However, opportunity knocked again two years later, when I was recruited for a faculty position in the clinical psychology program at the University of Georgia. What a major difference, teaching in a small college of approximately 7,000 students, versus moving to a Research I institution. I was attracted to the opportunity to train doctoral students in clinical psychology, as well as being in an academic environment that provided the resources and support for developing my research program. The major focus of my work as a faculty member in a small college was on teaching, and there was very little support of research, particularly grant-funded work. I knew that if I wanted to conduct empirical studies in the area of alcohol use and risky sexual behavior, I would need to be in a different research environment. Thus, when I received a call from Georgia, I couldn’t turn it down. As much as I enjoyed life on a small college campus and the interaction among students and faculty, the opportunity to contribute to the training of doctoral students, and continue my research in a more intensive setting, was very appealing.

My move from a small liberal arts college to a major research university signaled a significant transition in my career, as the demands to be even more productive in publishing and obtaining extramural funding became more salient. The role of my mentor during this period was critical, and I know that without her, navigating the waters of academia would have been much more difficult. The fact that my mentor understood this shift in my orientation to my work (slowly moving from the clinical to the research end of the continuum) was critical in helping me to make this move. It’s important to note, however, that when I started my career, I did not expect to be at a Research I institution; I had concluded early on that a small liberal arts setting would be more consistent with my inclination to integrate my clinical, research, and teaching interests. However, because I kept my options open (presumably, at that time, to increase my job flexibility since I wanted to balance career and family), I was prepared to make the move to a large research university.

My stay at the University of Georgia lasted 12 years. During that period, I obtained tenure and was promoted to Associate Professor, became Associate Director of the Clinical Psychology Program, was major professor for 11 doctoral students, and obtained several extra-

mural grants (NIMH, NIDA). My professional identity was clearly that of a clinical psychology professor, and I was strongly committed to making training and research contributions in the areas of multicultural competence and diversity. My work had a consistent theme of addressing the contextually based influences of gender and ethnicity on alcohol use and risky sexual behavior related to HIV risk. Currently, my research focuses most directly on the development of community and family-based interventions for African American youth, targeting substance use and risky sexual behavior. The textbook that I had started working on when I was at the counseling center 17 years ago is now going into its fourth edition. My children, who were 5 and 2 years old when we moved to Georgia, are now 17 and 14. I had reached a point in my professional development where I was very satisfied with my research, teaching, and clinical responsibilities, and felt most gratified while mentoring my doctoral students, all of whom have been quite active in AABT over the years. I was looking forward to being more involved in the administration of the clinical training program, and continuing my research collaborations with colleagues there. As far as I was concerned, I was prepared to continue in this path at UGA until retirement, and any additions, revisions, or permutations of my professional identity seemed completely moot.

However, another unexpected opportunity recently arose, which allowed me to consider different ways in which I can make contributions in academia. I now find myself in a new setting—as Associate Provost of Research and Professor of Psychology at Spelman College in Atlanta. In this position, I am responsible for developing research infrastructure and capacity, which also includes faculty research development at this leading historically black college for women. Several factors made the move to Spelman extremely attractive: First, the fact that Spelman is a premier educational institution that has a strong record of training African American women who go on to graduate study and careers as scientists was consistent with my strong commitment to diversity and equity in graduate education. Second, the opportunity and challenge associated with developing a research-supportive climate at a small liberal arts college resonated with the experiences I had at each one of my prior positions. Although the majority of my time is devoted to administrative activities, I am still involved in my research and will begin teaching again in a few years.

On the surface, this position appears to be a radical departure from my role as a faculty member. However, I am essentially bringing my research and teaching experiences at a Research I institution to a liberal arts setting so that collaborative research activities for faculty and students can flourish. Whereas previously, I was training doctoral students one-on-one, I am now influencing the research experiences of faculty (particularly junior faculty) and students who are preparing for graduate school through developing initiatives and influencing policy. My professional identity has again shifted, this time bringing into sharper focus my interests, skills, and commitment to the education and research experiences of women and minorities. However, I remain committed to continuing my own research and teaching. While I will not teach for a few years, I brought one of my grants with me and am preparing another proposal for submission. Additionally, I'm still working on the women's studies textbook, which is now even more relevant to me professionally given the educational environment at Spelman. I will continue my affiliation with UGA as an adjunct professor, and therefore will mentor and supervise my doctoral students there until they complete their dissertations. Furthermore, as I state quite clearly to my new colleagues, my experiences as a faculty member inform the decisions I make as an administrator whose responsibility is to support faculty research development.

I share this brief outline of my career to illustrate the importance of being prepared to take advantage of opportunities that may unexpectedly present themselves. My focus on research activities, regardless of the type of academic institution with which I was affiliated, allowed me to move from a small liberal arts college to a large research university and then back to a small college as Associate Provost. In many ways, I consider my record in research and, later on, graduate training to have set the stage for my ability to move from setting to setting. A strategy I developed early in my career to support my ability to balance family and work ultimately provided me with the skills and experiences that allowed me to take advantage of unexpected challenges and opportunities. I offer the following reflections to colleagues starting out in the field, to assist in maximizing the potential for research productivity in an academic setting. I have found that this aspect of professional development is key to surviving in academia:

Prioritize your projects, responsibilities, and commitments, both before and after

tenure. Never underestimate the importance of protecting the time and energy you devote to writing and publishing. This is always much easier said than done—it's never easy to be consistently assertive in the workplace, particularly when there are so many competing demands on your time. A combination of diplomatically saying no to activities that will not contribute to your research productivity and efforts, as well as effective time-management skills, is a good first step for junior faculty to learn in protecting their time.

Be flexible, both in terms of the big and small pictures. By this I refer to the importance of achieving a sense of balance in your work responsibilities, say, from year to year, but also from day to day. You may spend most of one week preparing for your classes at the beginning of the semester, knowing that next week you'll focus on that manuscript you've been meaning to finish. Alternatively, you may also benefit from multitasking, or shifting tasks within a short time period (i.e., 1 hour!). Be flexible in your ability to shift priorities from time to time so that over the long haul, you are productive and feel a sense of balance in your responsibilities and your accomplishments.

An important component of being flexible and achieving some degree of balance is being able to set boundaries firmly without feeling guilty. Assertiveness goes a long way toward helping one to safeguard the time and energy required to meet your professional goals, particularly those related to publishing. Again, this is related to being clear about and setting your priorities. Don't be afraid to let others know that you're saying no to a particular committee because you have several pilot studies you need to conduct this semester in order to write your grant proposal next semester. Your colleagues will understand the pressures and deadlines you are facing, and you will be glad that you didn't set yourself up for being overwhelmed.

Informal as well as formal mentors (i.e., those provided by structured mentoring programs) are key in guiding the direction and course of one's career, not only by providing guidance and feedback, but also by helping one to survive the day-to-day grind of academia. If you don't have a mentor, seek out someone whose career path you respect and admire, and with whom you feel comfortable discussing your thoughts, concerns, and dreams about your own career. Often this person is a professor from graduate school. But a mentor can also be someone you meet in your job setting. Ideally, your mentor will understand the demands

associated with your position and can provide you the feedback and guidance that will allow you to make the most profitable decisions.

One of the most important lessons I've learned is that the path one's career takes is not easily predicted or planned. Goals and priorities change as one is exposed to new people, mentors, settings, and challenges. For example, I never would have imagined I would be at my present position when I finished graduate school, given my interests in community approaches to mental health at that time. Interestingly, however, my work in developing community and family-based interventions for African American youth is remarkably similar to these earlier career goals. I may not have been able to predict the precise path of my career, but by strategically focusing my activities on my core professional interests, and being flexible in my orientation toward achieving these goals (which shift over time), I have been able to achieve some measure of professional satisfaction and fulfillment. While I would not presume that these strategies would serve everyone equally well, I offer them to individuals starting out in the field as a perspective to consider for developing and maintaining a successful career as a clinical psychologist.

Lily D. McNair received her A.B. in Psychology from Princeton University. She received her M.A. and Ph.D. in Clinical Psychology from SUNY-Stony Brook. After a 12-year tenure at University of Georgia, Dr. McNair recently accepted the position of Associate Provost of Research and Professor of Psychology at Spelman College. Her research interests include the development of community and family-based interventions for African American youth, targeting substance use and risky sexual behavior. Dr. McNair is a Fellow for the Institute of Behavioral Research. She has been the recipient of a number of extramural grants and has authored numerous articles and book chapters on substance abuse and African American women's health issues. She is the co-author of the textbook *Women: Images and Realities. A Multicultural Anthology of Women in the United States*, now in its 3rd edition. She currently is the co-president of the AABT African Americans in Behavior Therapy Special Interest Group.


■ When you started graduate school, what did you think you were going to do after you got your degree? I thought I would be involved in providing clinical services in a community setting, and con-

ducting research on issues relevant to African Americans' mental health. I did not think academia suited me, mostly because I was more interested in the role of community settings and interventions as they influenced psychological well-being.

- **What did you want to do when you finished graduate school?** I wanted to be a community psychologist and teach people psychology principles that would help them improve their own lives and communities.
- **How long did it take before you got over the "imposter syndrome" (the feeling that you're not as much of an expert on topics as other people think**

you are, or that they will "figure out" that you actually don't know what you're talking about)? I think it was getting tenure that helped me the most.

- **What helped you get over the imposter syndrome, if you have at all?** Up until the point I received tenure, we (assistant professors) are so consistently and frequently evaluated, that it's very difficult to imagine that we really know what we're doing. Earning tenure allowed me to relax and realize that I really do have something valuable to contribute to the field, my department, and to my students.
- **How has AABT helped you in your professional development/career?** My

involvement in AABT has been instrumental in moving my career forward. My mentor and former professors are active members, and thus their influence on my clinical work and research is strong to this day. Additionally, I continue to meet new people at AABT whose research and clinical presentations bring new perspectives to my work. My involvement with the African American SIG has been particularly rewarding, as this provides opportunities to dialogue and collaborate with other African American professionals and students. 

Thinking Outside the Box: How to Find Professional Opportunities Beyond the Ivory Tower

Angela W. Lau, *Alzheimer's Association and Mills-Peninsula Health Services*

Shhhhhhh. Are you outside the box? Are you outside the box too? Oh, you too? Wait a minute. If there are so many of us outside the box, then why are we whispering? And why are we so surprised at how many of us are out here? As a new professional with a nontraditional professional life (and loving every minute of it!), I am glad our profession is beginning to recognize that there are plenty of positions that offer both great professional satisfaction and a superior quality of life for psychologists who think outside the box. In fact, the February 2001 issue of the *APA Monitor* dedicated a special section (and cover story) to nontraditional careers in psychology, providing a sense of legitimacy to positions outside of traditional academics (www.apa.org/monitor/feb01/homepage/html). However, barriers continue to hinder students and psychologists from being more creative in the application of their knowledge and skills. One main reason for this is not having some framework on how to plan and execute one's exit from the proverbial ivory tower. By sharing my personal experiences and offering suggestions to overcoming some of the obstacles to entering nontraditional careers, I hope to encourage readers to consider all their choices and come to realize that "traditional" is just a frame of mind. What is most important is finding and securing professional opportu-

nities that are both personally and professionally satisfying, regardless of its title or setting.

When I started graduate school, I had every intention of going into traditional academics: a tenure-track position at a Research I psychology department. This would allow me to teach and conduct research 4 days a week and have a private practice 1 day a week, keeping the academic triumvirate intact (research, teaching, clinical). Today, I have maintained the triumvirate but not in its sacred form. I work part-time as a project director of a grant-funded program at a nonprofit organization and part-time as a behavioral/rehabilitation psychologist at a community hospital. I also have an adjunct faculty appointment at a liberal arts college and teach master's-level courses. I am compensated well for applying behavioral principles in new and exciting ways and am able to participate in the academic activities that I enjoy most (teaching, mentoring, writing) without the politics or committee work. Most important, I am able to translate research and science to where I feel it is most needed: at the community level.

The Evolution and Revolution From Within

How we learn to behave and perceive the world is shaped by our environment.

Therefore, it is not surprising that most students of university-based Ph.D. programs are trained and groomed for a life engaged in academic endeavors at a university department or university-affiliated institution. After all, your mentor can only teach you what he or she knows. And when you are "raised" a certain way, then you come to believe that what is expected of you is what you personally want. My professional upbringing was pretty research focused, plus all my peers expressed an interest in getting tenure-track positions or working for academic institutions. So there was no question I would be affiliated with a university and that research would comprise a good percentage of my job responsibilities. By the time I was ready to leave for internship, I found what I thought was the perfect way to appropriately incorporate my growing interest in clinical work: the dream 50% research, 50% clinical position at a University School of Medicine. I thought this was as far to the left as I could swing it and still be within my worldview of what was expected of my career. After all, I didn't want to feel bad about myself. And guilt, shame, and feelings of inadequacy are normal reactions when you feel like you are not meeting expectations, letting someone (i.e., your mentor or institution) down, or are different from your peer group. As an overachiever, I tended to magnify these feelings and catastrophic thoughts.

By the end of my internship at the VA Palo Alto Health Care System (VPAHCS), I could no longer deny that while teaching and clinical work were where my passions lay, I wanted to consider options outside of academic institutions. Exposure to a setting where highly respected people were still able to teach and do research while engaged in a 100% clinical position got me thinking.

Plus, as part of our internship training program, we had weekly professional development seminars where I had been exposed to speakers from a variety of work settings and with different professional responsibilities. It was good being introduced to different career options and to hear their process on how and why they came to their jobs. It was beneficial to hear them articulate some of my same reasons for wanting to steer away from research academics. It made more legitimate my desire to prioritize other real-life considerations (e.g., finances, family and personal life, geography), and it gave me hope that it was possible to do this and still have a job that I wanted.

Accepting a postdoctoral fellowship at VPAHCS bought me another year to decide what to do as I honed my skills and earned licensing hours. And to add another complicating factor . . . during my internship and postdoc years, I had been encouraged to and had experienced *balance* in my life for the first time since entering graduate school. I was able to maintain regular work hours (VA Tour of Duty: 8:00 A.M.–4:30 P.M.), leaving evenings and weekends for a personal life. It felt good being able to put relationships first and to go out without feeling guilty for leaving some work undone. My greatest challenge was having too many professional interests and not knowing how to focus them and make a decision. By now I had also become interested in program development and in community-level intervention. I thought I would know what I wanted to be “when I grew up” and earned my doctorate. I at least came to realize I did not want a tenure-track position at a Research I institution! But what was out there for me to consider? Quite frankly, I did not even know where to begin. I had no clue as to how to look for or apply for a clinical job, as I had never been taught how to do this. I had never known anyone who applied for and accepted a position in a clinical setting outside of academia.

My mentors from graduate school were very supportive of my inclination to explore my career options, but could not offer much practical support. On the other hand, Toni Zeiss, my Director of Clinical Training, was an incredible mentor during these years of struggle. She provided me with a decision-making model for which I could more clearly decide for what kinds of jobs I would apply. It helped organize my thoughts and helped me see what was important to me, which eventually empowered me to make a guilt-free decision to take a nontraditional position. She and other clinical supervisors were instrumental in helping me network

and identify positions for which to apply. They were integral in helping to prepare me for the application and interview process for clinical positions. I applied to a variety of positions, both clinical and academic (teaching-focused), and in the end I had happily accepted a full-time position with the Alzheimer’s Association, a nonprofit organization.

Be Careful What You Wish for

My postdoctoral fellowship was a 1-year position, so when it came time to start looking for a “real” job I could procrastinate no longer. My biggest challenge was focusing my job search and deciding on *how* to focus my job search. I wanted to be successful, and if I did not get a more traditional job, how would I gauge this? I felt like I was letting myself and others down. After all those years of planning and sacrifice, I was not going to get the payoff I had long expected. I felt like I would be illegitimate and worried I would feel inadequate around my peers. That’s where Toni’s decision-making model played a crucial role. In essence, the principle behind the Three W’s model is that ultimately, there are three general factors that can be considered when making a decision: Who, What, and Where. WHO you want to be with, WHAT you will be doing, and WHERE you will be. To make a decision that you will be satisfied with, you must prioritize the W’s and make a decision based on the hierarchy of these factors (e.g., require the first, be increasingly flexible with each subsequent step of the hierarchy). For me, I wanted to be near my aging mother, who lives in California (within driving distance was good enough). I love teaching, clinical work, and program development and wanted to work with older adults and medical treatment teams, in a medical setting. I needed the work environment and coworkers to be supportive and friendly. It would be nice if the position included some administration so I could build experience in this highly marketable skill, and after so many years of poverty, a particular level of monetary compensation certainly would be welcome.

I inquired into and applied for a variety of positions that met my stepwise criteria and I accepted the position that best fit my criteria. It actually was all the things I wanted in a job although not in a setting or organizational structure that I had ever imagined working in. In this position, I was responsible for developing and implementing a program to change physician behavior and caregiver/patient behavior in order to

improve their health and quality of life and to decrease hospital service utilization. It entailed program development, teaching, grant-writing, research/program evaluation, and administration. Clinically, I would essentially be working as a consulting treatment team member for medical providers, providing patient support (not therapy) and recommendations based on assessment. Most important for me, I was doing this within a several-hour drive or a 1-hour flight to my family.

While my professional responsibilities and work environment made me feel really good about the position, the inevitable depression and feelings of inadequacy set in. Did I just underemploy myself? Am I going to feel out of place at conferences now? I did some real soul searching to get over my insecurities and realized I was comparing apples to oranges. My sense of self was still being measured with academic standards. I was still comparing myself and my accomplishments against those of my friends and peers, most of whom were in academic positions. I was not looking at my job and defining it within the correct context but rather trying to label it within an academic framework. I guess it is hard not to after so many years of overlearning. It was especially hard not to feel regret, shame, and inadequacy when a former professor’s reaction to hearing about my position was, “Oh, that’s too bad.” By looking at the function of my job rather than its label, I was able to see that, in fact, clinical researchers at Stanford University had almost the same program as did we (change physician behavior to improve Alzheimer’s disease management), except with a more extensive data collection process and protocol. It clearly was a label issue for me, so I had to learn to get over this mental block and move on.

I loved this job, but after a few years, I felt the need to expand and stretch my clinical skills. I began to subtly let people know that I was “exploring my options” with my mentors, friends, former coworkers and supervisors, and with people I met at various conferences. At conferences, I would also take the opportunity to inquire about people’s positions and work settings to better learn what opportunities were available, what the organization-specific processes were for hiring, and what the current climate was for psychologists in these various arenas. This allowed me to get the informal word out that I would be interested and available should people become aware of an opening or to keep me in mind for something in the pipeline. It also gave me the opportunity to expand my horizons and think

even further outside the box. At the AABT convention in Boston, I met Nancy Baker at the Aging SIG meeting. After finding out that we both worked in the Bay Area, we struck up a conversation. While we were talking about her position and work setting and about my experiences and clinical interests, she mentioned that there was a possible opening where she worked, which is how I learned about my current behavioral psychologist position.

Networking and letting others know about your interests, experiences, and availability is an important way of creating opportunities for yourself. This is also how I became adjunct faculty at a local university. I have never been quiet about the fact that teaching is my first love. I love teaching, whether in a classroom setting, during an informal consultation, or at a community presentation. One of my former supervisors became aware of an opening to teach a course at a local university and alerted me. During the interview process, the chair took note of my experiences, and I have been teaching a variety of courses ever since. While it is admittedly a strain to teach in addition to working a full-time position (or the equivalent of one), I wanted to take full advantage of this opportunity so as to keep my options open for the future. I can always decline an invitation to teach, but I have continued to accept because it allows me to teach in a classroom setting and to hone my teaching and mentoring skills.

Concluding Thoughts

It is important to recognize that interests and priorities will change over time. The need to be flexible and open to change is important for those considering nontraditional careers. I had always imagined teaching and applying clinical principles to improve people's quality of life. I just never imagined it would manifest itself as working three jobs at one time. But I'm having a great time and that is what counts the most. I want to end with a summary of a few practical suggestions for those considering a job outside of traditional academia:

1. *Be aware that you may be your own worst obstacle.* Explore the expectations you have for yourself and determine whether they are institutional/external expectations that you may have internalized as your own. Realize you will experience feelings of insecurity, inadequacy, fear, and other negative affect at some point. Do some reality testing and restructure your thoughts and feelings. The likelihood of experiencing negative affect is probably stronger for those of us who were

trained in a university-based doctoral program surrounded by faculty with strong research programs and academic inclinations. But regardless of whether you were trained as a scientist-practitioner, practitioner-scholar, or professional/practitioner, if you don't limit yourself when considering and deciding on your options, then you also will not limit your professional and personal happiness, and your ability to balance the two. Be honest and prioritize your interests and what is important to you. Give yourself permission to prioritize personal happiness and other real-life factors.

2. *Seek others' guidance.* If your major professor/mentor cannot be of practical help or is not supportive of your decision to find a different career path, find another person in your area to be your mentor in looking for and better understanding the hiring process outside of academia (e.g., time frames, expectations, interview process, salary). Having access to someone who has a nontraditional career and can answer your questions or validate/normalize your thoughts and feelings can be very powerful in keeping up your confidence and feeling of legitimacy. Seek out peers who are going through the same process and support one another.

3. *Looking for positions.* Network and lay the groundwork. Plant seeds early and reap them later. When positions become available, organizations typically want to fill them as soon as possible because they want as seamless as possible a transition from one person to the next person who will be filling the position. So, unlike academic jobs, if you see a posting for a clinical/industry job, expect that they will want you to begin soon after the selection process is over. Look closer in time to when you would want to start the job, about 3 months. Realize many jobs are advertised via word-of-mouth. By the time they are posted, the organization may already have candidates in mind (if not already selected). Therefore it is important to network and express your interest to people that you are looking for a position. Ask people to keep you in mind if there is currently anything in the pipeline, or when there are any possible openings in the future.

4. *Apply for everything.* Be creative when looking at postings for positions. Jobs that you are qualified for as a psychologist may be listed under different guises. Depending on the industry, there may be fantastic positions that sound interesting to you but they are only requesting an MA-level person. Check your pride at the door and inquire further about the position. Keep in mind that job descriptions also may not be a good

representation of what the job could look like. If you're not sure, try to speak with the contact person for the advertisement and seek clarification. You may find that job responsibilities are not always set in stone and that there may be room for negotiating the position to make a better fit with your skills and interests.

5. *Recognize your skills via a resume.* Take out the machete, because outside of academics, people want to see a short (e.g., 1- to 2-page) resume. You will be shocked at what incredible skills you have when you begin to boil your 15 pages of accomplishments into something closer to 15 descriptive sentences. Every industry has its own standard on what is important to include on a resume and how to phrase things. Read books like *Leaving the Ivory Tower* or go on the Internet and look at resume-building sites (e.g., *Chronicles of Higher Education*). Review your school's career development center resources. You must know someone who works outside of academics who can lend fresh eyes to your resume. Ask them to provide you with feedback.

6. *Develop a support network.* Find other psychologists who are going through the same decision-making process or are also in nontraditional positions. Finding a peer group will help normalize your feelings when they fluctuate and give credence to your reasons for choosing a nontraditional position. Your peer group of psychologists also can help you develop new and more appropriate markers of success. Similarly, you may be the only psychologist in your workplace. On the one hand, it can be lonely and frustrating at times, but on the other hand, it makes you unique and can boost your visibility and career.

7. *Maximizing your skills.* No job is perfect. If you want to use more of your skills than is being tapped into at work, then if appropriate, try to create an opportunity that requires that you use more of your skill set in your (existing) responsibilities. Or, you can find an alternative outlet for the range of your skill set (e.g., get a second job) or find another job altogether.

8. *Learn from models of success.* Get more exposure to psychologists and other professionals who have successfully applied their skills in creative ways. Learn about how they prioritized their interests, identified their skills, determined the most appropriate setting and career, and coped with the transition. This can help you expand your worldview of psychologists and their roles. Most of all, it can help you gain confidence that it can be done. Some nice profiles are in the February 2001 issue of *APA Monitor*.

The Chronicles of Higher Education (www.chronicle.com) also has good articles in their Career News and Advice archives. Other resources include:

Basalia, S., & Debelius, M (2001). *So what are you going to do with that?: A guide for M.A.'s and Ph.D.'s seeking careers outside the academy*. New York: Farrar, Straus and Giroux.

Kreeger, K. Y. (1998). *Guide to nontraditional careers in science*. Philadelphia: Taylor & Francis Group.


Rosen, S., & Paul, C. (1998). *Career renewal: Tools for scientists and technical professionals*. Chestnut Hill, MA: Academic Press.

Angela W. Lau is a clinical geropsychologist who works in the San Francisco Bay Area. She is the project director of the Living with Memory Loss Program at the Alzheimer's Association; a behavioral psychologist in the Neuropsychology Department at Mills-Peninsula Health Services; and adjunct faculty in the Department of Clinical Psychology and Gerontology at Notre Dame de Namur University. Dr. Lau received her B.A. in Psychology from the University of California San Diego, and her M.A. and Ph.D. in Clinical Psychology from West Virginia University. She completed a postdoctoral fellowship in clinical geropsychology at the VA Palo Alto Health Care System. Her research and clinical interests are in geriatric behavioral medicine, diversity issues, and professional education. Dr. Lau is serving as a member of the AABT Membership Committee and leading committee activities on New Professional issues. She is currently working on a book chapter

on CBT and Diverse Older Adults in P. A. Hayes & G. Y. Iwamasa (Eds.), *Ethnic Diversity and Cognitive Behavioral Therapy*.

- When you started graduate school, what did you think you were going to do after you got your degree? I wanted to be professor in a psychology department, conducting laboratory-based research on human participants.
- What did you want to do when you finished graduate school? I wanted an appointment at a university school of medicine. I wanted to do clinical work but have the affiliation to a university so I could conduct clinical research and also teach in the medical school.
- How long did it take before you got over the "imposter syndrome" (the feeling that you're not as much of an expert on topics as other people think you are, or that they will "figure out" that you actually don't know what you're talking about)? It's never gone away, although it seems that over the years, it has become less prevalent and intense in certain settings and circumstances than others. But it's always there when I'm applying my skills in a new setting or with a new population.
- What helped you get over the imposter syndrome, if you have at all? I'm not over it by any means, but I think realizing that I do have more knowledge and

expertise than most others (after all those years of school and specialized training!) in certain settings (e.g., medical treatment teams, teaching) makes me feel much better. I must know something they don't know if they've hired me and haven't yet fired me! I also solicit constructive feedback from my colleagues now and again to see how I can be more effective in my position. The positive reviews are always reinforcing and help me to combat this distortion.

- How has AABT helped you in your professional development/career? It has allowed me to meet new people and build relationships. It's a small enough conference that you can actually meet "big names," establish and maintain friendships (grad school or intern friends, conference buddies) as well as good relationships with colleagues from across the country and around the world. After all, sometimes it's the only time you get to see people face to face! It reinvigorates and informs me on how to be a better scientist-practitioner and provides me with great professional opportunities. It is through AABT that I got one of my clinical positions. And the relationships that I have developed and maintained through AABT have allowed me to keep a finger in the academic world without a traditional academic post (e.g., writing, conference presentations, service). 

The Road Less Traveled: Scientist-Practitioner-Entrepreneur

Christine A. Padesky, *Center for Cognitive Therapy, Huntington Beach, CA*

When I was a graduate student in the 1970s we were taught that the ideal psychologist followed the Boulder Model and functioned as a "scientist-practitioner." No one ever mentioned the possibility of becoming a scientist-practitioner-entrepreneur. And yet, those three words together describe my career better than the first two alone. I do many of the same things as my colleagues in academic posts. I supervise students, provide consultation to other professionals and programs, teach workshops, write books and articles, serve on professional committees, occasionally conduct research or provide cognitive

therapy services to clients, and produce audio and video materials that teach cognitive therapy skills and protocols.

What makes me an entrepreneur? Entrepreneurs are people who organize their own business, taking considerable initiative and risk. I do many of the same activities of my academic colleagues without an institution surrounding me and without a fixed salary or paid benefits. My financial support and that of my Center for Cognitive Therapy fluctuate on a monthly basis depending upon the mix of my work activities and whether any of them earn money. Entrepreneurs need to manage the pres-

sures of working hard without institutional support or a predictable income stream.

Despite the financial uncertainties and my occasional yearning for the support services and pension plans available in university settings, I cherish the freedom and opportunity to do many different activities in shifting proportions without institutional requirements or departmental reviews. I can accept or reject work activities at will. As I joke with my friends, the joy of working for yourself is that you can work any 12 hours of the day you wish. The path of an entrepreneur is not for everyone. Many entrepreneurs would be better off in salaried employment. Becoming a successful entrepreneur requires vision, passion, a high tolerance for risk, and a commitment to quality. It also helps if you are willing to work hard by yourself when necessary and to partner with others when possible. And if you are devoted to cognitive behavioral therapy it is important to maintain a commitment to science. Here I share personal

stories and lessons I've learned that illustrate each of these points.

Vision and Passion

Entrepreneurs need to be self-motivated. There is no employer telling you what to do that day or assigning you projects. Imagine 3 weeks alone in an office with no outside contact. What comes to mind? Think of your own response before you read on. If you think, "I've got to get out of here!" you may not have the personality to be an entrepreneur. If you think, "Now is my chance to develop those ideas and projects I've been wanting to do!" you have the personality of an entrepreneur. You even have the right attitude if you think, "I don't know what I want to do, but in 3 weeks I know I'll come up with something!"

Self-motivation is fueled by vision, an idea or goal that guides your efforts. Vision is usually linked to your values and what really matters to you. The five main visions that have shaped my professional career all came about in different ways. My first vision at age 22 was to be a community psychologist. This vision grew after I attended the first national conference on community psychology and realized that psychology could really make the world a better place by empowering people to improve their own communities. The clear-eyed enthusiasm of older psychologists at this conference resonated with my desires to make a difference in the world and my belief that empowering people to help themselves was better than top-down solutions.

The second vision that drove my career was that I wanted to become the best cognitive therapist I could be. This vision began one night in graduate school when I sat down at dinner in my apartment to read a prepublication copy of *Cognitive Therapy of Depression* (Beck, Rush, Shaw, & Emery, 1979). Aaron T. Beck sent this book to our research team so we could consider using his new therapy in our depression research. I stayed up until 2 A.M. reading the entire book in one sitting. I was so excited. It transformed every idea I had been taught about psychotherapy and made me eager to become a cognitive therapist. Pursuit of my goal to be an excellent cognitive therapist has driven much of my career and informed my later visions.

After several years working as a community psychologist and then a year of solo private practice as a cognitive therapist, Beck proposed a third vision to me. After years of informal mentoring, Beck asked me

in 1983 to open a Center for Cognitive Therapy in California. Despite my deep admiration for him, I hesitated before agreeing to his idea. I knew myself well enough to know I would only be happy if this career decision resonated with my own dreams. It seemed like a lot of responsibility. After much discussion and soul-searching I co-founded the Center for Cognitive Therapy with Kathleen Mooney, who agreed to share the work involved in this ambitious project.

In the process of training staff and post-doctoral trainees who joined our center, I rediscovered my love of teaching. Beck invited me to teach professional workshops with him and, after several years, I was teaching solo workshops as a primary work activity. My teaching experiences led to a fourth vision in my career. This vision was that cognitive therapy training could be much more interactive and innovative than it often was. I challenged myself to improve my teaching. To this day I work incredibly hard to develop innovative workshops, spending as much as 2 months full-time constructing a new 2-day workshop. My goal is to ignite the same passion in workshop participants that I feel for cognitive therapy.

For similar reasons, Kathleen Mooney and I began to produce audio/video materials that attempt to capture the complexity and nuances of cognitive therapy as we understand it. I am passionate about demonstrating cognitive therapy as a fully developed system of psychotherapy. To critics who see CBT as all "technique," we offer taped examples of therapy sessions that illustrate the integration of science with all the relational aspects of psychotherapy.

An outgrowth of my teaching and our audio-video programs is my fifth vision: to create educational materials for the public that are both inspirational and scientifically grounded. When Dennis Greenberger and I wrote *Mind Over Mood* (Guilford Press, 1995) we needed to convince the publisher that there was a market for a self-help book that involved serious work on the part of the reader. Most self-help books at that time were lighter fare. But I strongly believed there were readers who were motivated to work hard to conquer their depression, anxiety, and other mood problems. To Guilford's credit, they gambled on our vision. As one of Guilford's best-selling books of all time, *Mind Over Mood* has now been translated into 14 languages. The success of *Mind Over Mood* encourages me to continue following my vision of creating materials for the public that teach the science of CBT in a variety of appealing formats.

These personal vignettes illustrate how vision can result from participation in conferences, reading, relationships with mentors, partnerships with colleagues, observations of which work activities excite you, and from noticing where you succeed better than others. Vision doesn't necessarily emerge on demand. We often need to reflect and tune into our heartfelt interests to discover our vision. Notice what ideas and activities get your heart pumping faster. Visionary goals can and will change over your career. Those that ignite your passion have the greatest staying power.

Risk Tolerance

At the start of each of these five career paths I worked hard to develop the skills necessary to realize my vision. Many times the choices I made to prepare myself for a new work activity were not financially rewarding but I made them anyway. This is a mark of an entrepreneur: a willingness to take risks, including commitments of time and money, to follow a vision that is important to you and yet has no guarantee of success. Of course, successful entrepreneurs usually pilot ideas and test the waters with small investments of time and money before running headlong down a new path.

The first risk most scientist-practitioner-entrepreneurs take is to reject the path of an academic career. Most entrepreneurs in the making will be successful graduate students, conducting research and publishing papers. I was successful as a graduate student and had the good fortune of positive relationships with several faculty advisors who were generous in their mentoring of me and willing to write good recommendations. When you make the decision to leave academia it is only natural faculty advisors will be somewhat disappointed. If you have a close bond with faculty advisors as I did, it can take courage to embark upon a path of your own choosing that may not fit the vision of those who have helped you thus far in your career.

I have a few suggestions for those of you who will tell faculty advisors about your decision to leave academia behind. First, don't make this announcement in your first year of graduate school. Most faculty members will invest the most time with students who they believe will make the best research and publishing contributions to our field. You don't want to discourage faculty from investing time in your growth. And who knows? You may begin graduate school not intending to become an academic and change your mind with experience. So it is

best that all graduate students present themselves as preparing for an academic career in the early years. You are working hard in a Ph.D. program and you want to learn as much as you can about our profession, especially research and publishing because these are essential psychology skills to master no matter what you do later.

Second, when you begin to seriously consider not being an academic you may start to think of yourself as a second-class citizen because you are still operating in an environment that values academic achievement over everything else. Look around the broader world to test out this thought. Would the people you grew up with be more impressed to learn you published an article in the journal of *Behavior Therapy* or to learn that you know how to help a suicidal neighbor feel glad to be alive in just 12 weeks of therapy? Would you rather talk to classmates at your 15th high school reunion about attributional styles or about a pamphlet you wrote on parenting? Psychologists can contribute to the world in so many important ways. Unless reading the journal *Behavior Therapy* is your greatest thrill in life, you can probably feel great work satisfaction in many different roles outside of academia.

Third, when you tell your faculty advisors about your decision, accentuate the positive. Tell them why this new opportunity excites you. Explain how you see your new career making a positive difference in the world. Express appreciation for what they have taught you and comment on how that knowledge will be invaluable on your new career path. Follow through on your commitments to faculty including papers in progress toward publication and teaching obligations. Even if you are very eager to leave graduate school behind, faculty advisors can become lifelong friends as well as mentors. Treat them with the same gratitude and appreciation you show good friends when you move away from a neighborhood.

At graduation, money is usually a big issue. You need money to support yourself and often to pay student loans. Entrepreneurial ventures also require money. For this reason, it is not antithetical for entrepreneurs to look for a job. My first job began on a part-time basis 2 years before graduation, providing income as well as a setting to collect dissertation data. Post-Ph.D., I was hired full-time. This only salaried job of my career was with a nonprofit community agency and gave me the opportunity to work as a community psy-

chologist and acquire invaluable skills for later entrepreneurial ventures.

My position was a mix of psychological and administrative duties. My job activities included supervision of master's-level counselors, consultation with community workers trying to divert young boys from gang membership, development of budgets, membership on county advisory boards, testimony at political hearings, and the writing of grant applications. Every job duty is an opportunity to learn something new. Working in this job helped me develop therapy, supervision, consultation, and teaching skills. When writing grants and administrative reports I honed my research, analytical, and communication skills. In political settings I observed how negotiations, alliances, and practical decisions were made and undone. When I drafted budgets I understood more thoroughly that a business perspective is important even for nonprofit services.

The details of this job may seem far afield from the entrepreneurial paths that followed. Yet in my mind they are not. This job helped me gain skills, contacts, and confidence to start my own professional business ventures. And, it helped me support myself and save the few thousand dollars necessary to begin my own business. It is important for students and recent graduates to recognize that your first job need not define the rest of your career. At the same time, whatever job you take can be approached as an educational opportunity to learn skills that were never taught in graduate school. Any job can teach you to budget time and money, speak in public, negotiate contracts and work effectively with people who may not share your values or respect your knowledge base.

As my passion for my first job waned, I took a big risk. With the federal grant moneys supporting our agency shrinking, I balanced our budget by eliminating my own position. I decided to support myself in private practice as a cognitive behavioral therapist. This decision was made after several months of working part-time in the evening as a therapist. To an outsider, my decision to end my job probably seemed foolish. I had only four clients, no office, and a car trunk filled with business cards and stationary. But I envisioned myself with a successful practice and I knew I would work harder to build it if I had no other source of income. Six months later I was seeing an average of 24 clients per week.

The successful growth in my private practice at age 29 came about because I used the skills I had learned in my commu-

nity work to build my business. I boldly set up meetings with physicians to tell them how CBT would benefit their patients. I gave free talks at community centers. One of the most successful strategies I followed to build my practice is one I recommend to therapists starting a private practice today. This strategy is to identify the types of clients and diagnoses other therapists in your community don't enjoy treating and make those your specialties. I called successful therapists in the area and told them I specialized in seeing the clients they did not want: "Send me your most depressed clients, your most suicidal, and your therapy failures." I passionately believed in cognitive therapy and I had experience treating depression, so these types of clients were, in fact, ideal for me. My success with them led to many more referrals.

Over my career I have taken other risks, although probably none so daring as quitting my only salaried job. In the middle of the managed care revolution, I decided after a budget analysis that our clinic could not afford to participate in managed care anymore. Our overhead costs and the salaries earned by our experienced staff were often greater than the managed care fees collected. We gradually dropped out of all managed care contracts. This risk was a calculated gamble because our Center for Cognitive Therapy operated in a large population center, had a good reputation for high-quality therapy offered by experienced therapists, and the demographics of our area suggested people could afford to pay for therapy out of pocket. We kept our therapy fees below community norms and required full payment at time of service. Taking this risk helped our clinic survive financially.

Another large risk came in the year 2000 when I decided to sell the clinic portion of our center. This risk was born of my own burnout as an administrator. After 17 years of owning and operating a clinic, I no longer enjoyed coming to work each day. I longed to have more time to write and teach. I had a new vision for my career. Kathleen Mooney and I decided to more narrowly focus our Center for Cognitive Therapy on the development of innovative teaching programs, writing projects, and production of audio/video materials. Once we sold our clinic, we decided to limit client therapy services at the center to our own small private practices.

Selling the clinic removed from our shoulders the responsibilities and time spent on administration and employees but it also removed a source of income. Once

again, I knew that, for me, following a vision is more important than hanging onto an income stream. It is a true test of such a philosophy to close the doors on a thriving 17-year enterprise and open the doors on a new office that is primarily a nonfunded think tank. Mid-career, I accepted minimal weekly income with occasional income-producing workshops and projects. This risk has been well worthwhile to me. My passion for work has grown with each year in our new streamlined center. Now I have the time to write books (two in progress) and produce teaching materials that approach my vision of what cognitive therapy can be. And we've been able to earn income on enough work projects to support our many unpaid activities.

Quality

My own entrepreneurial philosophy regarding quality is that it is better to do fewer things so you can offer high quality in all that you do. An emphasis on quality means most activities pay very poorly on an hourly basis in the beginning. For example, it can take dozens of hours to create high-quality forms for a clinical practice. These forms contribute to your professionalism and image but yield no higher fees for your services. It can take hundreds of hours to construct an effective workshop, which means you may earn less than minimum wage for your time the first few times you teach it. It takes time to think through the quality implications of business decisions. There is usually a financial cost to hiring the best staff and following the highest ethical principles. And yet over time these commitments to quality pay off. For entrepreneurs your prime asset is your reputation. When you develop a reputation for delivering the best quality services and products, people are more willing to hire or purchase from you than from someone else.

For example, the first 3 years I taught workshops for free to gain experience. I had the advantage that many of these workshops were assisting Aaron T. Beck so the unpaid expenditure of time was really a tuition investment. I learned about cognitive therapy from its founder and developed a close friendship with the best role model I could envision. During the same time period I also gave free workshops to local mental health groups and asked colleagues to attend these workshops and give me brutally honest feedback about what was good and what was poor in my presentation.

This approach paid off for me over time. When I finally was paid to teach work-

shops, I was able to do a reasonably good job. My initial workshop sponsors were willing to hire me again. Therapists in the audience recommended my workshops to other sponsors. I read workshop evaluations looking for consistent feedback themes and took these to heart, changing my content and delivery style innumerable times over the past two decades. Over time, I developed a reputation for teaching reliably informative, engaging, and in-depth clinical workshops.

Such a reputation is crucial for someone who wants to innovate. In recent years I began to introduce new formats and CBT innovations into my workshops. For example, I developed one workshop in which participants learned CBT principles in structured exercises by actually treating from start to finish over 2 days a co-participant's recurrent problem. With a strong track record for quality, audiences were willing to come to these more experimental workshop formats because they trusted me to provide a quality learning experience.

Commitment to Science

For a cognitive behaviorist, commitment to quality is commitment to science. How does someone outside a university setting maintain scientific involvement? First, by reading. Every year I read a number of books regarding CBT and related fields. I subscribe to a half dozen journals and professional newsletters and skim them when they arrive, choosing two or three articles per month to read more thoroughly. I subscribe to at least one journal outside North America to keep abreast of developments elsewhere. When I write journal articles, book chapters, or books I have an impetus to study specific CBT areas in greater depth. Thus, I encourage entrepreneurs to write as well as read. And if you don't want to write, teach. Teaching also motivates you to read broadly and critically.

Second, attendance at CBT conferences is a great way to expand your knowledge in a short time period. I have attended AABT conferences over a 25-year time span. At AABT I attend research symposia to learn the latest findings (often still unpublished) and theoretical developments related to topics of interest to me. I attend workshops by others to learn new ideas and to study teaching methods used. AABT is also a chance to build friendships with other cognitive behavioral therapists, researchers, and entrepreneurs. Networking is invaluable, even more so when you work outside a larger institution.

I also attend international conferences as often as I can. For me, these have included AABT equivalents in Britain (BABCP) and Europe (EABCT), World Congresses of Cognitive and Behavioral Therapies, and International Congresses of Cognitive Therapy. International conferences give a broader perspective on CBT ideas. Some Americans don't even realize that many great CBT contributions have come from outside the USA and Canada. Highly effective clinical protocols, especially for anxiety disorders and schizophrenia, have been developed in Britain. International conferences introduce me to ideas years before they reach American journals. Also, international conferences provide rich social opportunities. You can swap ideas and develop friendships with others abroad who care about the same things you do. And travel to exotic locales as a business expense is, as they say in the ads, priceless.

Membership in CBT organizations can be as helpful as conference attendance. Organizations such as AABT offer newsletters, journals, and opportunities to get to know other CBT leaders through committee membership and member discussions on the Internet. Many students belong to AABT as students and then quit after graduation. This is a mistake. National networking opportunities become more important postgraduation than before.

In addition to AABT, I belong to the Academy of Cognitive Therapy (ACT). ACT membership is only available to therapists who qualify for certification in cognitive therapy. Certification can be a big plus for attracting clients if you have a clinical practice. Those who do not yet qualify for certification can still visit www.academy-ofct.org to find a referral list of certified cognitive therapists around the world. ACT members can participate in an invaluable on-line Internet discussion group that links research with theoretical and clinical applications. Because I frequently work and learn in Britain, I am also a member of the British Association of Behavioural and Cognitive Therapies (BABCP).

In addition to CBT organizations, psychologists can stay current with other areas of psychological science through membership in the American Psychological Association (APA). Those with a clinical practice will also want to join their state psychological association. APA and state psychological associations offer updates on laws, ethical guidelines, discounts on malpractice insurance, and informative journals/newsletters that keep you current with trends in psychology. Membership is also an

opportunity to bring CBT science to non-CBT therapists. For example, I chaired a day-long CBT "expertise track" at the 2004 California Psychological Association's annual convention. I offered to do this when I noted how little coverage CBT received at the state convention. It is as important for cognitive behavior therapists to bring CBT science to other psychological meetings as it is to attend CBT conferences and enjoy the collegiality of sharing findings with each other.

A third method for staying up-to-date on science postgraduation is attendance at workshops, either live or via audio/video-tape/Web-based programs. When reading workshop brochures or tape catalogs it is usually easy to tell if the presentation is based on empirical findings or on a personal theory of the presenter. Most empirically based presentations refer to empirical research in the brochure. In addition to workshops, it is possible to arrange individual or small group consultation with CBT leaders around the world in person, on the telephone, or via videoconferencing.

Finally, the Internet has made it possible to follow scientific developments more easily than ever before. If you read about an idea or a researcher that interests you, you generally can enter that information into a search engine such as Google and find pertinent articles and research summaries within seconds. Of course, the Internet does not always distinguish between science and nonsense so it is important to pay attention and be critically minded in evaluating the sources of data cited.

Finally, stay in touch with all your friends from your graduate school years who are academics and make new friends at conferences who are researchers. Dinner conversations at conferences are often an enjoyable source of scientific updates. I am fortunate to have many researcher friends. When I come across a new idea or research finding I can e-mail them to find out how this idea fits within their area of specialty. If you don't have friends doing key research, the Internet discussion groups provided by CBT organizations are the best informal source of scientific information.

Hard Work and Partnerships

As is clear from this brief article, successful entrepreneurship requires self-motivation and a willingness to work hard. Sustained effort can be a pleasure when you are working toward goals that ignite your passion. Sometimes my friends offer sympathy if they hear I was at the office on a

Friday evening. Some have a hard time understanding that a late night at the office often means I was so caught up in my work that time flew. People who do not love their jobs often cannot comprehend that work can be joyful. Of course there are aspects of any work that are tedious. Entrepreneurial pursuits involve tedium as well. But even tedium feels more worthwhile when you perceive it as advancing progress toward meaningful goals.

A common problem for entrepreneurs is the temptation to do everything yourself. When support services are paid from your own money pool, it is easy to decide to be your own typist, cleaning service, and delivery driver. In addition, many entrepreneurs are highly autonomous. It can be hard to share projects with others, especially if partnering involves compromises in your vision. However, projects are enhanced by a diversity of input. My own career would have been much duller in both process and output without the ongoing contributions of my partner, Kathleen Mooney. In addition, partnerships with other colleagues have led to some of my most successful ventures. In choosing partners, it helps to choose people who have talents and resources to bring to the table that complement your own.

Summary

In my career I combine the roles of scientist, practitioner, educator and entrepreneur. Over the past 20 years my work emphases have shifted. My clinical practice began as a full-time solo practitioner, and then grew to a clinician-owned clinic, and now I am an occasionally practicing clinician. I now primarily work as a workshop instructor, writer, and producer of educational audio and videotapes. The diversity of work roles available to me outside academia has allowed me to reinvent my career multiple times. Because I have a tolerance for risk and confidence in my own ability to develop meaningful work projects, the role of an entrepreneur has been energizing for me rather than unnerving.

I am fortunate. Twenty-three years after graduation I still feel the same enthusiasm and interest in cognitive behavior therapy that I felt as a graduate student reading about Beck's cognitive therapy for the first time. Students and recent graduates who have passionate ideas and a commitment to quality as well as science can be highly successful in academia. If you are self-motivated, have a high tolerance for risk, and are comfortable working outside an institution, you could also consider becoming a scien-

tist-practitioner-entrepreneur. Although this is the road less traveled, if you look around AABT you will find many others on similar paths.


References

- Beck, A. T., Rush, A. J., Shaw, B. F., & Emery, G. (1979). *Cognitive therapy of depression*. New York: The Guilford Press.
- Greenberger, D. & Padesky, C.A. (1995). *Mind over mood: Change how you feel by changing the way you think*. New York: The Guilford Press.

Christine Padesky is cofounder of the Center for Cognitive Therapy in Huntington Beach, California. She is a Distinguished Founding Fellow of the Academy of Cognitive Therapy, was named the "Most Influential International Female Cognitive-Behavioral Researcher/Practitioner" by the British Association of Behavioural and Cognitive Psychotherapies (BABCP), and received the Distinguished Contribution to Psychology award from the California Psychological Association. She is co-author of 5 books including the best-selling self-help manual *Mind Over Mood*, voted the most influential cognitive behavioral book by the BABCP. Further information regarding her workshops, books, and audio/video training materials are available at www.padesky.com (for mental health professionals) and www.mindovermood.com (the public).

- When you started graduate school, what did you think you were going to do after you got your degree? I honestly did not have any idea. I only knew I was interested in psychology.
- What did you want to do when you finished graduate school? I wanted to be a community psychologist and teach people psychology principles that would help them improve their own lives and communities.
- How long did it take before you got over the "imposter syndrome" (the feeling that you're not as much of an expert on topics as other people think you are, or that they will "figure out" that you actually don't know what you're talking about)? I felt this on and off during the first 7 or so years whenever I did some new activity or taught a new topic.
- What helped you get over the imposter syndrome, if you have at all? Even in the first years post-Ph.D., I tried to tell people when I had minimal expertise. I learned that such honesty actually

boosted my professional credibility. In the last decade I tell people I'm not an expert, sometimes even when I probably am. This is because I have grown to respect that "expert views" change over time. And even if I am an expert, what is important is that people test out ideas through their own experience. So, instead of relying on (or cringing from) expertise, I try to express ideas in an engaging fashion and invite people to compare these ideas with their own personal experiences. This is more fun for everyone and challenges me to rethink my "expert" opinions if they don't match the experiences of others.

■ **How has AABT helped you in your professional development/career?** I've made so many friends through AABT. These are people I can now e-mail or call when I need quick information, references, or advice. They also sometimes buy me a glass of wine at the convention. My first large workshop co-taught with Dr. Beck was at AABT. I've presented many clinical ideas, both new and polished, at AABT workshops and institutes over the years and received useful feedback from attendees. I've learned about research at the convention that improved my clinical work and teaching. 


Results of the Professional Issues Committee Survey

Simon A. Rego, *Professional Issues Committee Chair*

AABT's professional issues committee recently conducted a survey of members' needs regarding professional issues. One hundred and twenty-four members participated. Most of these individuals (59%) identified themselves as full members, while another significant proportion (27%) were students. Respondents reported that they spent their time doing many activities. Approximately 1/3 said that they did clinical work for more than 50% of their work time, while 86% reported engaging in at least some clinical work. Approximately 20% said they engaged in research more than 50% of their time, while 70% said they engaged in some research.

Interestingly, 72% of respondents indicated they believed AABT was most successful at serving the needs of researchers and 50% found it successful in serving the needs of clinicians. Fifty-three percent of participants viewed AABT as least successful in meeting the needs of educators. The overwhelming majority of respondents (86%) expressed an interest in having AABT provide more information relevant to clinicians, particularly summaries of critical research, CBT conferences and workshops, and strategies for building a clinical practice. Most respondents (65%) did not want AABT to focus on nonclinical issues relating to the practice of psychology. People who chose to add additional comments reported that they felt that AABT

should do more in helping disseminate knowledge about CBT to the public, consumers, and medical practitioners, and that more work should be done so that there is not a scientist-practitioner gap at AABT. This could be facilitated by making the committee more active and by including more practitioners on the boards of *C&BP* and AABT. One respondent wrote: "I also suggest that PIC have a focus group, perhaps over beers and wine at the Convention, to get some more ideas on how to make AABT the home for clinicians." We think this is an excellent idea and will have several members of the committee available in the hotel lobby on Friday night (November 19), starting at 8:30 P.M.

We would like to thank those who responded to the survey, and based on these responses, will work on developing ideas on how to better use AABT to disseminate CBT to the public and other practitioners. We are also currently finalizing an updated status report on prescription privileges for psychologists. If you have any additional ideas, please feel free to contact anyone on the professional issues committee (our member list is available at <http://mail.med.upenn.edu/~regos/whoarewe.htm>). 



Philip C. Kendall, Ph.D., Interviewed by Steven D. Hollon, Ph.D.

Two good friends, both past presidents of AABT, recount some earlier years together and explore Kendall's work in childhood disorders.

Kendall talks about ADHD and other externalizing disorders, reminding us that the internalizing aspects often tend to be overlooked because they can be invisible. We look at impulsivity, both in more general anxiety settings and among those suffering from ADHD. We also learn more about real-world exposure, where we test success on the way, hopefully, to mastering real situations. Hollon and Kendall obviously enjoy each other's company enormously; for the viewer, it's a soothing and interesting exploration of learning theory, kids in the real world, and some pretty mediocre basketball that helped shape what we know about helping children return to more functional lives.

NEW in Our Archives Series:

- **G. Terence Wilson, Ph.D.**, interviewed by Steven D. Hollon, Ph.D.
- **Kelly Brownell, Ph.D.**, interviewed by G. Terence Wilson, Ph.D.
- **David H. Barlow, Ph.D.**, interviewed by Kelly Brownell, Ph.D.

NEW in Our Clinical Grand Rounds Series:

- **Donald Baucom** *CBT With a Couple: The Role of the Individual*
- **Christopher Fairburn** *CBT for Eating Disorders*

order at
www.aabt.org

Run for AABT President-Elect or Representative at Large!

Carrie Winterowd, *AABT Nominations and Elections Chair*

It is time to start thinking about becoming a leader of AABT! You can make a difference in the future of AABT! Nominate yourself and one of your colleagues for President-Elect or Representative-at-Large. You must be a full member of AABT to be nominated.

Here are the duties and charges of AABT President-Elect and Representative-at-Large:

President-Elect

The person elected as President-Elect (2005–2006) will serve as President (2006–2007) and on the Board of Directors for 3 years. The Board meets once a year the Thursday of the convention and conducts monthly conference calls the other 11 months of the year.

The President-Elect works closely with the President on all executive matters. In the President's absence at any meeting except the Board meeting during the annual convention, the President-Elect presides. In

case of absence, disability, or resignation of the President, the President-Elect will perform the duties of the President.

The President presides at, schedules, and prepares the agendas of meetings of the Board, the annual meeting of the Association, and any special meetings that may be called. The President may take nominations for approval by the Board for any appointive position which must be filled except as otherwise stated. The President of AABT is responsible for all matters, stated or implied, that are related to the welfare, stature and proper operation of the Association.

Representative-at-Large

This individual serves as liaison to an AABT Coordinator, working to review, develop, and/or maintain activities that service and support the members of AABT in that respective area of the governing structure and serving as the "big picture" person to assist the coordinator in knowing who to

keep informed of activities that have an effect on other areas of the governing structure. The Representative-at-Large for 2005–2008 will be the liaison to Membership Issues.

The Representative-at-Large should be familiar with the AABT mission statement, bylaws, and the most recent strategic long-range planning report, and is expected to attend the fall Board of Directors meeting and monthly conference calls; maintain contact with the coordinator, and to serve as a facilitator if required to move projects and/or activities along; encourage members' involvement in AABT and encourage prospective members to join; and attend the annual convention, including all relevant meetings (i.e., with your coordinator and committee chairs).

Please be sure to ask your friends and colleague in AABT if they are interested in running for these offices! Think about your interest in running for President-Elect or Representative-at-Large. If you would like to nominate yourself or someone else for one of these AABT offices, please submit your nominations before February 1, 2005 to: Carrie Winterowd, Ph.D., Nominations and Elections Chair, AABT, 305 Seventh Avenue, Suite 1601, New York, NY 10001.

AABT's Bylaws are accessible on-line: www.aabt.org/Bylaws.html



NOMINATE the Next Candidates for AABT Office

I nominate

the following individuals
for the positions indicated:

PRESIDENT-ELECT (2005–2006)

REPRESENTATIVE-AT-LARGE (2005–2008)

NAME (printed) _____

SIGNATURE (required) _____

2005 Call for Nominations

Every nomination counts! Encourage colleagues to run for office or consider running yourself. Nominate as many full members as you like for each office. The results will be tallied and the names of those individuals who receive the most nominations will appear on the election ballot next April. **Only those nomination forms bearing a signature and postmark on or before February 1, 2005, will be counted.**

Nomination acknowledges an individual's leadership abilities and dedication to behavior therapy and/or cognitive therapy, empirically supported science, and to AABT. When completing the nomination form, please take into consideration that these individuals will be entrusted to represent the interests of AABT members in important policy decisions in the coming years. Contact the Nominations and Elections Chair for more information about serving AABT or to get more information on the positions. **Please complete, sign, and send this nomination form to Carrie Winterowd, Ph.D., Nominations & Elections Chair, AABT, 305 Seventh Ave., New York, NY 10001.**

Report From the Clinical Directory and Referral Issues Committee

Doreen M. DiDomenico, *Chair, Clinical Directory/Referral Issues Committee*

Let's begin with a pop quiz.

True or false:

_____ 1. The Membership Directory and Clinical Directory are two names for the same thing!

_____ 2. The Clinical Directory and Find a Therapist are two names for the same thing!

Confusing, isn't it? If you are like many AABT members, you may not have been sure how to answer these questions. The Clinical Directory and Referral Issues Committee would like to help sort this out for you!

First, to end the suspense, the correct answers are: 1—*false*, and 2—*true*. The Membership Directory lists all members of AABT, and can only be accessed on the Web site by members, using their unique passwords. The Clinical Directory, which is accessed by clicking on FIND A THERAPIST, lists only those members who have indicated on their membership applications that they see clients and are willing to be listed on the Web site.

With us so far? Great!

AABT, in its continuing mission to promote the science and practice of cognitive-behavioral therapy, has always been interested in serving as a referral source for

its members and the public at large. Historically, the Clinical Directory was available only on paper, and only through the central office. If someone interested in a referral called the association, they would initially be given the names of a few professionals in their area. AABT quickly realized that this practice was not as fair and impartial as it could be, and began the procedure of mailing the entire directory out to anyone who made an inquiry! Thank goodness for modern technology when a few clicks of a mouse can provide us with specific information and, in the process, save a hundred or so trees!

How do members obtain a listing in the Clinical Directory? That's the easy part! When new members indicate on their applications that they see clients and are willing to be listed, their information is automatically added to Find a Therapist. Current members who are not already listed but wish to do so need only call the organization and make this request.


For a nominal fee (\$50 a year), members may elect to add practice particulars to their listings. This feature allows practitioners to provide additional information of specific interest to prospective clients, including: multiple addresses, hours, languages spoken, insurance accepted, Web site address, and special services. Perhaps the most valuable information practitioners can add is their "practice philosophy," wherein mem-

bers can describe what they believe consumers should know about their practice. Members are also now able to independently edit or add to this information, as well as the information in the membership directory, directly on-line.

The Find a Therapist search engine allows for the user to search by name, geographic area, populations served, and/or 100 areas of specialization.

The goal of the Clinical Directory and Referral Issues Committee is to continue to improve the directory with regard to increasing the number and scope of the listings, to make the search mechanism as effective and user-friendly as possible, and to promote the directory to the public as a valuable resource for locating CBT professionals in their areas. We need your help and feedback! Please take a moment to complete a very brief survey, available by clicking on CLINICAL DIRECTORY AND REFERRAL ISSUES SURVEY on our Web site (www.aabt.org), about your experiences using (or not using!) Find a Therapist, or e-mail your comments directly to the committee at drdoreend@msn.com.

If you are not already listed in Find a Therapist and would like to be, or if you would like to add the additional optional information in your listing, sign up on-line now! If you need assistance, please contact the always pleasant and accommodating staff at AABT to make your request.

COMMITTEE MEMBERS: *Amy Herschell, Jerry Tarlow, Katherine Martinez, Denise Davis, Bruce Hyman* 

It's Time to Renew Your AABT Membership.

To attend the 2004 November convention at the discounted rate,
renew your membership for 2005 at www.aabt.org.

Welcome, New Members!

*The following individuals have recently been accepted as new members.
We welcome them into the Association and appreciate their support.*

Full Members

Stephen Alexander, Ph.D.
Amanda Z. Baten, Ph.D.
Will Boeschstein, M.A.
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Page Burkholder, M.D.
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Warren D. Zysman, M.S.W.

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Charcy M. Salamone, B.S.

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Daniela Owen
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Jennette Palcic
Chris L. Parrish, B.A.
Joy R. Pemberton
Baraka Perez, Ph.D.
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Psych
Jeff R. Temple
Christeine M. Terry
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Jennifer A. Tristan
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Rebecca K. Widoe, B.A.
Jeffrey L. Willems, B.S.
Tobi Wilson, H.B.Sc.
Sarah Wimberly
Sarah C. Wood
Lauren F. Woodward, Ph.D.
John N. Young
Tamara Young, Ph.D.
Tanja Zimmermann,
Dipl.Psych
Rene Zweig
Matthew L. Zysman

(Con't. from p. 164)

New Professionals

Adam D. Arsenault, B.A.
 Jill Efta Breitbach, Psy.D.
 Sherri D. Cauthen, M.S.W.
 Yujuan Choy, M.D.
 Yoav Cohen, Ph.D.
 Tina D. DuRocher-Schudlich, Ph.D.
 B. Thomas Longwell, Psy.D.
 Frederick J. Muench, Ph.D.
 Kelly Murphy, Psy.D.
 Carmen Perez-Illade, M.A.
 Rachel D. Sgaglio, Psy.D.

Have you been a member
 of AABT for 5 years
 (or a multiple of 5)?

★

If so, you get a gold star.

★

Report to the membership
 booth at the New Orleans
 meeting, November 18-21.

2004 Voluntary Contributors

The following members made generous voluntary financial contributions to AABT in 2004. AABT has used these funds to fuel its continuing growth by expanding its services and publications, and to further our goal of encouraging the practice, research and recognition of behavior therapy. We sincerely thank them for their generosity.

Anne Marie Albano
 Frank Andrasik
 Cynthia L. Battle
 Jon A. Bell
 Elisa E. Bolton
 John J. Boren
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 Antonette M. Zeiss

Members Refer 135 New Members This Year!

AABT welcomes its new members and appreciates those members who helped us grow. We will reinforce both with the AABT Lottery. Please check the convention program addendum for prize drawing times. You don't need to be there to win but it sure would be nice! Prizes include choice of journal, videotapes, and free membership in 2005! Asterisks next to the names below indicate that these members were the source of 3 or more new members. Special recognition goes to MICHAEL OTTO for recruiting 13 new members.

David Barlow
 Donald Baucom
 Aaron Beck
 J. Gayle Beck
 Peter Bieling
 Thomas Borkovec
 Joaquin Borrego
 Anne Bransletter
 David Burns
 Philip Cardamone
 Denise Chavira
 Eunice Chen
 Andrew Christensen
 Karen Chirstoff
 Betty Clark
 Jean Clore
 S. Jean Caraway
 James Cordova
 Chris Correia
 W. Edward Craighead
 Joanne Davila
 Raymond DiGiuseppe

Linda Dimeoff
 Keith Dobson
 Leonard Doerfler
 Andrew Eiser
 Romy Engel
 William Fals-Stewart
 Nancy Fenrick
 Michelle Finderet
 David Fresco
 Frank Gardner
 Pamela Geller
 Martin Gieda
 Golda Ginsburg
 Erinque Gonzalea
 Laurie Greco
 Peter Gutierrez
 Nina Heinrichs
 Sandra Heriot
 Michael Himle
 Ted Hoch
 Michel Dugas
 Flora Hoodin

Derek Hopko
 Gayle Iwamasa
 Joan Jackson
 Matthew Johnson
 Mary Lou Kelley
 Robert Kohlenberg
 Amy Krain
 Mary Larimer
 Kenneth Lichstein
 Michael Lowe
 G. Alan Marlatt
 Wilson McDermut
 Dean McKay
 Daniel McNeil
 Lisa McTeague
 Alec Miller
 Tracy Morris
 Christopher Murphy
 Douglas Nangle
 Rosemery Nelson-Gray
 Corey Newman
 Larissa Niec

Edward O'Brien
 Joan Oliver
 Holly Orcutt
 Michael Otto**
 Christine Padesky
 Carolyn Pepper
 T. Scott Perkins
 Elizabeth Podnicesinski
 Mitchell Prinstein
 Brian Rabian
 Adam Radomsky*
 Neil Rector
 Kevin Riley
 John Riskind
 Kelly Rohan
 George Ronan
 Kenneth Ruggiero
 Steven Saffren
 Kurt Salzinger
 Joseph Scardapane
 Mitchell Schare*
 Tanya Schlam

Zindel Segal
 Rachel Sheer
 Tamara Sher
 Stephen Shirk
 William Spaulding
 Paul Stuve
 Bethany Teachman
 Scott Temple
 Georgiana Tryon*
 Samuel Turner
 Peter Van Oot
 Michael Vasey
 Kamilla Venner
 Mary Jane Weiss
 James Whelan
 Brook Whisenhut
 Victoria Wilkins
 Nathan Williams
 G. Terence Wilson
 Sheila Woody
 Lori Zoellner
 Michael Zvolensky

AABT'S TENTH ANNUAL

AWARDS & RECOGNITION

Lifetime Achievement

Leonard P. Ullman, Ph.D., University of Houston

Outstanding Service to AABT

Arthur M. Nezu, Ph.D., ABPP, Drexel University

Mary Jane Eimer, CAE, Executive Director, AABT

Outstanding Researcher

Terence M. Keane, Ph.D., VA Boston Health Care System

Outstanding Training Program

Binghamton University, State University of New York Clinical Psychology Program

Peter Donovanick, Ph.D., Director of Training

Distinguished Friend to Behavior Therapy

Nora Volkow, M.D., Director

National Institute on Drug Abuse

4th Annual Virginia Roswell Dissertation

James MacKillop, M.A., Binghamton University, State University of New York



When? FRIDAY, NOVEMBER 19, 2004, 12:30 P.M.

Where? AABT'S ANNUAL MEETING AT THE HILTON NEW ORLEANS RIVERSIDE,
JASPERWOOD MEETING ROOM

AABT AWARDS & RECOGNITION COMMITTEE ~ JOHN C. GUTHMAN, CHAIR

Classifieds

Classified ads are charged at \$4.00 per line (approximately 42 characters per line). Classified ads can be e-mailed directly to Stephanie Schwartz, Advertising Manager, at sschwartz@aabt.org.

positions available

ASSISTANT PROFESSOR, TENURE TRACK, DEPARTMENT OF PSYCHIATRY, SCHOOL OF MEDICINE AND BIOMEDICAL SCIENCES, STATE UNIVERSITY OF NEW YORK AT BUFFALO is seeking a clinical psychologist with interests in both clinical research and treatment. Candidates must possess PhD from an APA accredited clinical psychology program, have completed an APA approved internship and be licensed or eligible for licensure in New York State. Experience with short-term cognitive and behavioral interventions with proven efficacy is essential. Previous research experience is essential and experience with grant funding/submission is desirable. High comfort level working in a medical school training site located in an urban hospital, which is a training site for residents and medical students.

The successful candidate will be provided with protected time to develop support for a program of clinical research based on the applicant's interests. The successful candidate will also be involved in resident education and supervision, and will be expected to engage in clinical activities, including development and implementation of cognitive behavioral treatment programs, providing individual and/or group therapy and

supervising other clinical staff. The Department of Psychiatry is a large program committed to quality care and empirical research. Women and minorities encouraged to apply. The University at Buffalo is an Equal Opportunity/Affirmative Action Employer. We will give priority to application received by December 1, 2004, but will consider applications until the position is filled. Send cover letter describing clinical and research interests, resume, sample publications, and three letters of recommendation to: Kenneth Leonard, Ph.D., Director, Division of Psychology, UB Dept. of Psychiatry, Erie County Medical Center, 462 Grider Street, Buffalo, NY 14215.

HUDSON RIVER REGIONAL PREDOCTORAL INTERNSHIP PROGRAM IN PROFESSIONAL PSYCHOLOGY, NEW YORK STATE OFFICE OF MENTAL HEALTH offers full time predoctoral internship positions in professional psychology for 2005-2006 in its APA accredited program. Weekly seminars in a variety of clinical and professional areas supplement extensive supervision. Clinical assignments are to inpatient and community services programs at facilities of the New York State Office of Mental Health. Preference is given to students enrolled in APA-accredited clinical or counseling psychology programs. For further information and application materials, contact: Paul Margolies, Ph.D., Training Director, Hudson River Regional Psychology Internship Program, Hudson River Psychiatric Center, 10 Ross Circle, Poughkeepsie, New York, 12601-1078; e-mail: hrrhpmj@omh.state.ny.us; phone: 845-483-3310.

CLINICAL FELLOWSHIPS IN RATIONAL EMOTIVE BEHAVIOR THERAPY AND CBT. A limited number of part-time one-year predoctoral Internships and two year postgraduate Fellowships are being offered at The Albert Ellis Institute beginning July 2005. Intensive supervision of individual, couples, and group therapy will be given by Albert Ellis, Ph.D., Ray DiGiuseppe, Ph.D., Michael Broder, Ph.D., and Kristene Doyle, Ph.D. Candidates carry a diverse caseload of clients, co-lead therapy groups, participate in special seminars and ongoing clinical research, and co-lead public workshops. Stipend is given for 16 hours per week of involvement in a wide variety of professional activities. Send requests for applications to: Dr. Kristene Doyle, Albert Ellis Institute, 45 East 65th St., New York, NY 10021. Deadline for applications is March 1, 2005.

SUMMER FELLOWSHIPS IN RATIONAL EMOTIVE BEHAVIOR THERAPY AND CBT FOR FULL-TIME UNIVERSITY FACULTY. A limited number of 3 week fellowships for university and college faculty in psychology, psychiatry, counseling or social work are being offered at the Albert Ellis Institute in July 2005. The program will feature intensive practica in REBT, direct supervision of therapy sessions, special seminars, and the opportunity to co-lead a therapy group with Dr. Albert Ellis and other Institute faculty. Send statement of objectives for your participation along with a vita to Dr. Kristene Doyle, Albert Ellis Institute, 45 East 65th Street, New York, NY 10021; or fax 212-249-3582; or e-mail at krisdoyle@albertellis.org. Proficiency in English is required. Stipend provided. Deadline is February 15, 2005.

AABT's Annual Meeting *New Orleans* November 18-21, 2004

Register for
New Orleans
early

General Registration	AABT MEMBER	NONMEMBER	AABT STUDENT MEMBER	STUDENT NONMEMBER
Preregistration Received by Oct. 19	\$215	\$415	\$75	\$105
Current registration On-site	\$260	\$455	\$95	\$125
2-Day Clinical Training	\$250	\$300	\$150	\$170
1-Day Clinical Training	\$125	\$150	\$75	\$85
AMASS	\$85	\$100	\$85	\$100
5-Hour Institutes	\$90	\$130	\$75	\$90
Workshops	\$45	\$65	\$40	\$45
Master Clinician Seminar	\$55	\$75	\$45	\$55

REGISTER ON-LINE

www.aabt.org



n preparation **for AABT's 38th Annual Convention**

- Go to the AABT Web site: WWW.AABT.ORG
- Register early to receive preregistration member rates and the best chances to attend ticketed functions
- Reserve your room at the New Orleans Hilton Riverside: click on **HOTEL RESERVATIONS**
- Organize your travel options: click on **GETTING THERE**
- Use the schedule grids on pages xviii through xxiii of your program to figure out which sessions you will attend

November 18-21, 2004
Hilton New Orleans Riverside
conference theme: COMORBIDITY

the Behavior Therapist

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