

# 28 DIVISION PSYCHOPHARMACOLOGY AND SUBSTANCE ABUSE

## From the President's Desk

Ellen Walker, Ph.D.

Summer greetings! I hope this newsletter finds the members and affiliates of Division 28 Psychopharmacology and Substance Abuse healthy and enjoying the summer months. At this time, your Division Officers, Liaisons, and Representatives are busy putting the last minute touches on events and programming to get ready for our annual national meeting of the APA in Washington, DC from August 6-10. Our Program Chair, Richard Allen, PhD, from the University of Colorado Denver, has put together a great program for Division 28. I am truly indebted to him for all the hard work that goes into planning a conference event especially when having to interface with such a large organization as APA. We are sponsoring or co-sponsoring many excellent research posters, paper sessions, and symposia that span a range of behavioral and pharmacological topics including:



*Cannabis, Prescription Drugs, and Legal Highs - Research on Drugs of Evolving or Mixed Legal Status; Community Approaches to Assessing and Intervening on University Student Drinking; Making Pharmacology Accessible to Psychologists; Cognitive and Affective Factors in Substance Use in Men and Women; Evolving Role of Behavior in Science at the National Institute on Drug Abuse; and Delay Discounting and Risky Behaviors in Crowd Sourced Special Populations.* Our first collaborative programming symposium through the Central Programming Group entitled “*Considering Cannabis? Potential Public Health Implications of Marijuana Legalization*” will be led by Division 28 member and past President Alan Budney. This symposium is a collaborative effort between our Division 28, Division 50 (Addiction Psychology), and Division 40 (Clinical Neuropsychology) and very nicely fits the theme of “*Controversies and Difficult Dialogues in Psychology.*” Besides the science, there are plenty of opportunities to network with fellow behavioral scientists and psychologists at the Happy Science Hour on Wednesday, August 6 and the Early Career Investigators Poster Session and Social Hour sponsored by NIDA/NIAAA and Divisions 28 and 50 on Friday, August 8. For our students, please see Alexa Lopez’s column later in the newsletter for student-centered programming at the Annual Meeting.

We have the opportunity to officially welcome our new Fellows to our Division for the first time at the annual convention. This year we salute: Jesse Dallery, PhD from the Department of Psychology at the University of Florida; Suzanne Colby, PhD from the Departments of Psychiatry and Human Behavior and of Behavioral and Social Sciences at Brown University; Brian Hitsman, PhD from the Department of Preventative Medicine at Northwestern University; Miriam Mintzer, PhD from the Behavioral Pharmacology Research Unit at Johns Hopkins University; and Sharon Walsh, PhD from the Departments of Behavioral Science and Psychiatry at the University of Kentucky. All our new Fellows are accomplished scientists and we are happy to have them join our ranks and look forward to their further contributions to the Division.

OUR PROGRAM CHAIR, RICHARD ALLEN, PHD, FROM THE UNIVERSITY OF COLORADO DENVER, HAS PUT TOGETHER A GREAT PROGRAM FOR DIVISION 28.

- Ellen Walker

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The July newsletter serves as an opportunity for a 'mid-tenure' review to see where the Division is currently and what still needs to be accomplished. The good news is that we have seven new members and twenty-nine new student affiliate members so far in 2014. Increasing membership has been a goal for each new Division President for the past 10 years so we celebrate each new member as they join our ranks. A number of initiatives have been implemented over the past decade to increase membership yet we have remained one of the smallest Divisions of the APA. Recently, the Executive Committee voted to have Division Services take over managing our member services so we can better track the number of members joining on a monthly basis and see what kind of further initiatives are working to attract and retain fellow behavioral scientists and psychopharmacologists to Division 28 and perhaps the APA at large. Members of the Executive Committee and especially Dustin Stairs, PhD, our Membership Chair, have worked to recruit members at other meetings such as the College on Problems of Drug Dependence and the Mid-Western Psychological Association. Dustin has crafted a Division 28 brochure for anyone interested in using it to promote our activities and membership wherever you may go. Just contact Dustin ([dustinstairs@creighton.edu](mailto:dustinstairs@creighton.edu)) if you would like a copy. Our best recruitment tool is word of mouth so please pass the word! Importantly, some of our most active members are our Early Career Psychologists which bodes well for the future of the Division yet this observation poses an additional question on why more of our mid-career or senior members are less active in the Division. As President, I am eager to hear any member's frank assessments of what they think about Division 28 and their current membership. Please feel free to share the "good, bad, and the ugly" or what you would like to see happen in Division 28 by contacting me at [ellen.walker@temple.edu](mailto:ellen.walker@temple.edu).

An additional issue that may be of interest to some of our members is the progress of the Good Governance Project (GGP) — a multiyear effort to optimize the APA's governing system. As might be expected, the progress is fairly slow as a very large and cumbersome organization tries to streamline itself to become more timely and efficient. During the Council of Representatives in Hawaii at APA 2013, the Council voted to approve eight motions for improved governance. These motions included enhancing the use of technology to engage members; broadening opportunities for leadership participation and development; developing a triage system based on level of significance to the

organization, the public, the discipline and APA members; refocussing the work of the council to be more active and engaged in directing development of policy; separating fiduciary roles so that council focuses on policies related to the discipline, and the Board focuses on running the organization and external relationships; increasing the board composition from 12 to 15 members to be more representative of the general membership; and changing council structure to increase its effectiveness in the future. Apparently, this last motion was most heatedly debated without a final decision on a detailed model for Council Structure. The choice to retain the same structure was voted down and basically two somewhat general structural models remained. One model reduces the size of the council somewhat while creating space for input from those who currently have no mechanism for governance engagement; reduces the size of the Council to about 135; supports a more issue focused process; and adds a leadership team to manage work flow. A second model incorporates a hybrid of the previous model with a 'pillar model' which moves partially away from organizational representation and instead is organized around the APA's core missions: science, education, practice, human welfare, health, and advocacy with some type of a leadership team added to manage work flow. An Implementation Working Group was formed to flesh out further details and develop transition plans once a structure is actually chosen. Theoretically, any structural changes should benefit our smaller Division to some degree as currently our single vote on the very large Council of Representatives is proportionally less influential.

Also, by this midpoint in the year, our Division elections are completed and I am happy to announce our new officers. Please welcome Stacey Sigmon, PhD as our next President-Elect in 2015 (President for the 2016 term). Her goals for her Presidency are to continue strengthening our division's membership, fiscal foundations, and convention programming as well as recruit and support Early Career Psychologists while expanding the visibility of our division and our members' science with NIH and other important agencies. Mark Smith, PhD is our new Member-at-Large serving for the next three years. Mark has already been serving Division 28 in a variety of roles such as Secretary, Program Chair, and Liaison to the Science Directorate. His goals during his three year term are to increase the diversity of its membership, to attract students and young investigators, to advocate for science and evidence-based practices, and to nurture the professional development of our members. Our new Divisional Representative to APA's Council of Representatives is Anthony Liguori, PhD. Tony is leaving his previous post as Past-President of our Division for this new position serving the Division. This will be a very interesting three year term as APA pursues a new model of governance. I am sure Tony will have some interesting developments to report back to the Division after he takes over for John Grabowski, PhD in December 2015. In addition, I would like welcome John Roll, PhD as the incoming Fellows Chair for our Division.

In order to welcome new leadership, I also need to thank those that have completed their previous roles in Division 28. First of all I would like to thank Stephen Heishman, PhD who served as Fellows Chair since 2006. He provided excellent guidance to a number of Fellows as we joined the ranks. Ryan Vandrey, PhD turned over his role as Membership Chair and guided us to the new membership system through Division Services. At the end of the 2013 membership year, there were a number of transitions. William Stoops, PhD transitioned from Secretary to President-Elect and Kelly Dunn, PhD transitioned from Newsletter Editor to Secretary. Nothing would get done in the Division without the dedication of these individuals and the current officers, liaisons, and representatives so I thank everyone for their important contributions to keeping Division 28 alive and moving forward.

Cheers! And I hope to see you in Washington, DC at APA 2014!

## Advocacy Update

Kelly Dunn, Ph.D.

### Update on Budget Appropriations

The House Appropriations Committee has been working on FY2015 allocations, which are required by the Bipartisan Budget Act of January 2013 to be held at \$1.014 trillion dollars. This committee approved a bill allocating a 3.3% increase in funds from the FY2014 level for the National Science Foundation, and allocated \$1 billion in funds to the Labor-HHS-Education committee that oversees NIH funding. This level represents a 0.7% increase in funds to that committee compared to FY2014, which means it is unlikely that NIH will see a large increase in funding since it would have to come at the expense of other programs also governed by that committee ([source](#)<sup>1</sup>). Since the NIH's Biomedical Research and Development Price Index estimated that the cost of doing research will [increase by 1.9% in FY2015](#)<sup>2</sup>, the proposed 0.7% budget increase may not be sufficient to cover rising costs in general, much less support new research. And although President Obama's FY2015 budget proposal does include an additional \$211 million for NIH and a 1% increase to NSF funding (though NASA's budget is reduced by 1% overall), the ultimate fate of this proposal is uncertain since it exceeds the congressionally-mandated spending limit by \$56 billion.

### Stand for Science Campaign

APA is continuing to advocate and protect scientific funding for research. The newly launched "Stand for Science" campaign is continuing to advocate against congressional attacks on social and behavioral funding. Across the country, researchers have been inviting their congressional leaders to their laboratories, to demonstrate the value of research funding towards promoting socially-relevant outcomes and to advocate for increased financial support for research. Learn about recent efforts [here](#)<sup>3</sup> and find out how to become involved [here](#)<sup>4</sup>.

### Changes to NIH policies

NIH is continuing to make [changes to the grant submission process](#)<sup>5</sup>. The first prominent change includes relaxing the resubmission process by allowing researchers to immediately submit as new (A0) a grant that was not funded following a resubmission (A1). Previous policies prevented such a grant from being submitted as a new grant for several years, so this new policy is expected to decrease the number of meritorious grants that are not funded after a resubmission, and increase the potential for funding in new investigators who are trying to establish lines of research.

The second change will be a [new biosketch format](#)<sup>6</sup> that is designed to emphasize research accomplishments rather than just publications, with a specific focus on discoveries and the role an individual played in research findings. The purpose of this change is to enable Reviewers to glean a better understanding of an applicant's ability to conduct the proposed research. NIH is currently pilot testing this new approach with expectations that it will be uniformly implemented in early 2015.

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<sup>1</sup> <http://www.apa.org/about/gr/science/news/budget.aspx>

<sup>2</sup> [http://officeofbudget.od.nih.gov/pdfs/FY15/BRDPI\\_Proj\\_Jan\\_2014\\_508.pdf](http://officeofbudget.od.nih.gov/pdfs/FY15/BRDPI_Proj_Jan_2014_508.pdf)

<sup>3</sup> <http://www.apa.org/science/about/psa/2014/06/district-campaign.aspx>

<sup>4</sup> <http://www.apa.org/about/gr/science/stand-for-science.aspx>

<sup>5</sup> <http://grants.nih.gov/grants/guide/notice-files/NOT-OD-14-074.html>

<sup>6</sup> <http://grants.nih.gov/grants/guide/notice-files/NOT-OD-14-091.html>

...THE PROPOSED  
0.7% BUDGET  
INCREASE MAY NOT  
BE SUFFICIENT TO  
COVER RISING  
COSTS IN GENERAL,  
MUCH LESS  
SUPPORT NEW  
RESEARCH.

- Kelly Dunn

## Early Career Psychologist Column

Adriana Falco, Ph.D. & Diann Gaalema, Ph.D.

### Mentorship Benefits for Early Career Psychologists

Mentors assist in forming the developmental trajectory of the careers of future psychologists. While having a mentor is not necessary for success in one's chosen career, having a strong relationship with a mentor can strengthen career development.<sup>1,2</sup> Early career psychologists (ECPs) are at a unique point in our careers. Not only are we still looking to mentors for guidance on how to approach the shifts in our career and to help us balance our career and personal goals<sup>3</sup> even as we strive for our own independence in our career, but we are often approached to become mentors for the next generation of psychologists. Some of us may have had chances to serve as mentors in graduate school, but for many ECPs, this is a novel experience.

It may seem like this is exactly the time ECPs can least afford to donate their time to mentoring others. The demands of starting a new research career or getting licensure and building a client base are looming. Relocations may be ahead in the future, complicating long-term mentor relationships. However, modern ECPs may be able to reform some flaws in our previous systems of mentoring. We may even have a special insight into the process as we are fresh from being mentored. Only a generation ago, research was rife with findings of minority groups, particularly women, not benefitting from existing mentorship structures in business and academia.<sup>4,5,6</sup> As the professional and academic structures have begun to become more inclusive, it has become clear that women and ethnic and cultural minorities not only benefit from strong mentor relationships, but may have a larger need for mentoring to battle unique psychosocial and professional challenges.<sup>2,3</sup> ECPs are being comprised of far more females than males (over 70% of psychology PhDs are currently being achieved by women).<sup>7</sup> If more ECPs participate as mentors, it will allow both male and female students to have greater access to female mentors, which may have benefits for both students and the profession at large. Having access to female mentors may assist with attrition of women as they make their way to tenured positions in academic settings. Not only does mentoring bring advantages to our institutional surroundings, but as ECPs, we benefit as well. Taking part in even early, informal mentoring relationships may help solidify mentoring skills for later, more in-depth mentoring relationships. These skills will allow us to encourage maximum potential from our future protégés, benefiting both members of the relationship. No matter what your motivation is, the mentoring process will be stronger for the inclusion of ECPs.

<sup>1</sup> Cronan-Hillix, T., Gensheimer, L.K., Cronan-Hillix, W.A., & Davidson, W.S. (1986). Students' views of mentors in psychology graduate training. *Teaching of Psychology, 13*(3), 123-127.

<sup>2</sup> Koberg, C.S., Boss, R.W., & Goodman, E. (1998). Factors and outcomes associated with mentoring among health-care professionals. *Journal of Vocational Behavior, 53*(1), 58-72.

<sup>3</sup> Green, A.G., & Hawley, G.C. (2009). Early career psychologists: understanding, engaging, and mentoring tomorrow's leaders. *Professional Psychology: Research and Practice, 40*(2), 206-212.

<sup>4</sup> Merriam, S. (1983). Mentors and protégés: a critical review of the literature. *Adult Education Quarterly, 33*(3), 161-173.

<sup>5</sup> Bogat, G.A., & Redner, R.L. (1985). How mentoring affects the professional development of women in psychology. *Professional Psychology: Research and Practice, 16*(6), 851-859.

<sup>6</sup> Chandler, C. (1996). Mentoring and women in academia: reevaluating the traditional model. *NWSA Journal, 8*(3), 79-100.

<sup>7</sup> Burrelli, J. (2008). Infobrief: thirty-three years of women in S&E faculty positions. Retrieved from <http://www.nsf.gov/statistics/>

NOT ONLY DOES MENTORING BRING ADVANTAGES TO OUR INSTITUTIONAL SURROUNDINGS, BUT AS [EARLY CAREER PSYCHOLOGISTS], WE BENEFIT AS WELL.

- Adriana Falco & Diann Gaalema

## Student Representative Column

Alexa Lopez

### Student-Oriented Programming at Convention

Are you a student attending Convention this year in Washington DC and trying to sort through the website to map out what talks and programs you're going to attend? While the website can be complicated and you may be overwhelmed over the variety of programs that are being offered, I have outlined some of the APAGS- and Science Student Council-sponsored programming that may be of particular interest to Division 28 students.

#### THURSDAY, AUGUST 7<sup>TH</sup>:

- Making the Most of APA Convention- An Introduction for Graduate Students and First-Time Attendees
  - 9:00-9:50am
  - Convention Center 145A
- Ethical Dilemmas and Graduate Students
  - 9:00-9:50am
  - APAGS Suite
- Alternative Career Paths with a Doctorate in Psychology
  - 10:00-10:50am
  - Convention Center 206
- Intersecting Identities in Academic and Clinical Settings
  - 10:00-10:50am
  - APAGS Suite
- Graduate Student Research Poster Session
  - 1:00-1:50pm
  - Convention Halls D & E
- Financial Literacy for Students and Recent Graduates
  - 2:00-2:50pm
  - Convention Center 144C
- Publish or Perish! What Grad Students Need to Know about Publication and Peer Review
  - 3:00-3:50pm
  - Convention Center 101
- Flying Solo Social Hour
  - 4:00-4:50pm
  - APAGS Suite
- APAGS Social
  - 6:00-8:00pm
  - Center for Strategic and International Studies, 1616 Rhode Island NW; Washington, DC 20036

#### FRIDAY, AUGUST 8<sup>TH</sup>:

- Finding Success Outside of Academia- What's Out There and How You Qualify
  - 1:00-1:50pm
  - Convention Center 147B
- Dissertation Flow- Writing and Finishing Your Dissertation
  - 1:00-1:50pm
  - APAGS Suite
- Set Goals, Say No, and Still Graduate
  - 2:00-3:50pm
  - APAGS Suite
- Navigating the Funding Climate- Why What Happens on Capitol Hill Matters
  - 3:00-3:50pm
  - Convention Center 158
- Cutting-Edge Research from Emerging Psychological Scientists- Late-Breaking Poster Session
  - 4:00-4:50pm
  - Convention Center Halls D & E

#### SATURDAY, AUGUST 9<sup>TH</sup>:

- Psychology without Borders- A Roundtable Discussion on International Teaching, Research, and Service
  - 8:00-9:50am
  - Convention Center East Salon C
- Hire Me! Being Strategic when Seeking Employment in Academia
  - 4:00-4:50pm
  - Convention Center 144C

#### SUNDAY, AUGUST 10<sup>TH</sup>:

- Giving Yourself an Edge- Frank Advice on Funding for Graduate Research
  - 9:00-9:50am
  - Convention Center East Salon F

## Guest Contribution

Susan H. McDaniel, Ph.D., ABPP & Nadine Kaslow, Ph.D., ABPP

### Stepping Up to the Plate: Opportunities and Challenges for Women in Leadership

*"As we look ahead into the next century, leaders will be those who empower others."* -Bill Gates

The two of us have traveled similar paths, having met in Houston when Susan was a postdoc in family therapy and Nadine was a practicum student in child psychology. Since then, we've both: taken on leadership roles in academic health centers (Susan as a Division Chief in Psychiatry and an Associate Chair of Family Medicine, Nadine as Vice Chair of Psychiatry and Behavioral Sciences and Chief Psychologist at Grady Hospital). We both did national leadership training: Nadine following Susan in the HHS Primary Care Policy Fellowship, and Susan following Nadine in the Executive Leadership program for women in Academic Medicine (ELAM). We have both been active for years in APA governance: Nadine is now the President of APA, Susan is on the Board of Directors and running for President. Susan has built a career developing primary care psychology, Nadine has focused on suicide and family violence research, psychology education and training, and family psychology. Both are experienced journal editors. Both have much experience with the internal and external barriers to women in leadership roles of all kinds.

Answering the phone:

"This is Dr. McDaniel."

"Can I leave a message for Dr. McDaniel?"

"No, this is SHE. How can I help you?"

How many of us have had this experience? When we started working in our respective academic health centers in the 80s, there were few women, and we were almost always assumed to be secretaries. How do we move from there to here—an era when many women want to "lean in," step up to the plate, and provide leadership to their organizations?

Women often have good interpersonal skills and high emotional intelligence. That's how we were raised. These are VERY helpful in leadership roles. However, there are plenty of other skills we must learn to be good leaders. Many women can come to the work world expecting that, like in their childhood, they will be rewarded for being good girls and not causing trouble. Unfortunately, at least in academic health centers, this behavior often results in taking the woman's skills for granted rather than developing her abilities and maximizing her contributions.

We will address some of these challenges in this article, starting with assessing the alignment of the system with the woman's goals, then reviewing issues of power and dependency in leadership, and concluding with conflict management skills. This treatment is only an appetizer in a very rich meal; we hope you will consider some of the references for more in-depth treatment of these subjects.

### Alignment

Opportunities for leadership can arise in planful or unexpected ways. One key consideration is the alignment of the mission, values, and culture of the institution with your own. We find it very useful, as a first task, to write a personal mission statement. Most of us have participated in writing mission statements for our department or organization. Spend 20-30 minutes writing one for yourself. Whenever we're making difficult decisions about priorities, we return to our personal mission statements and ask what is most important in achieving our personal goals. Not who will we please, or will we be good for the job, but is it in line with what we care about most? Is it how we want to spend our energy, our precious time? Personal mission statements are also useful to read just before going into a difficult meeting. They ground us in our commitments, and help to quell the reactivity so common to our species. They also evolve over time, and are worthy of rewriting annually.

After writing a personal mission statement, the next step is to assess the psychological health of the organization for which you may become a leader (McDaniel, Bogdewic, Holloway, & Hepworth, 2008). Does it have a clear mission and identified goals? How do these match with your own?

More generally, do its leaders communicate clear expectations for its workers? Does it have a mentoring system and foster career success? Are its resources aligned with its stated priorities? Does it conduct formative reviews? Does it acknowledge employee value and contributions? Do leaders have strategies to help individuals having difficulty? Does it afford latitude for employees with changing life events? Does it have fair and systematic mechanisms for dealing with disruptive behavior?

### **Power and Dependency**

Leadership, by definition, means confronting issues of power and dependency. The American Heritage Dictionary lists four definitions of power, the first being “the ability or capacity to act or perform effectively.” Not until the 4<sup>th</sup> definition do we get to “the ability or official capacity to exercise control or authority.” It is this definition that implies domination, and can be problematic for clinicians in relation to patients and other team members. The antidote to power as domination is shared power, or caring. Caring consists of being present, listening, demonstrating a willingness to help, and an ability to understand--people talking with each other rather than to each other, interactions based on a foundation of respect and empowerment (McDaniel & Hepworth, 2003). Sometimes that means finding out the behaviors that the other person experiences as respectful or empowering, or reporting on behaviors we appreciate.

The sociology of superordinates tells us that there are predictable feelings and behaviors experienced by those higher in the hierarchy, as well as by those perceived as lower (Goode, 1980). In particular, those higher tend to experience their position in terms of feeling burdened and responsible rather than powerful, blessed or lucky. Those lower can feel that their talents or accomplishments go unrecognized. They can be vulnerable to feeling invisible, unappreciated, disrespected, and eventually, resentful. Understanding these dynamics can help to provide appropriate support to leaders or followers, and move the culture towards one of collaborative respect.

### **Conflict Management**

Effectively managed conflict promotes cooperation and builds healthier and more positive relationships (Coleman, Deutsch, & Marcus, 2014). Conflict management refers to using strategies that moves the conflict toward resolution without escalation or destruction of relationships. A strong overall approach to conflict management includes an appreciation that conflicts are complex and thus require differential tactics of management based upon the people involved, the situation, and the style of the parties. It entails thoughtful consideration of the myriad sources of conflict (e.g., misunderstandings and miscommunications, fear, failure to establish boundaries, negligence, need to be right, mishandling differences in the past, hidden agendas, and the intention to harm or retaliate). Conflict management efforts must involve a detailed analysis (i.e., scientific approach) of the facts of the situation and attention to the feelings and perceptions of the parties.

The first step to managing a conflict is identifying the critical issues related to the situation, as well as associated organizational, personal, and cultural factors. Encourage each party to ask him/herself a series of questions, such as “how does my behavior contribute to the dynamics? What elements of the situation am I able and willing to change? What matters most to me/to the other party in the situation?”. If you are a party to the conflict ask yourself these questions.

Finally, take a clear and direct, but respectful and caring approach to addressing a conflict. It is critical that you define the situation in terms of a problem that calls for a solution (Fisher, Ury, & Patton, 2011). All parties must acknowledge their feelings and acknowledge the feelings of the other(s). Then ask for specific behavior change and hear the behavior change requests of the other party(ies). This involves being clear about the outcome you want, accepting what you can get, giving

up on having to be right, and demonstrating your willingness to hear the other party's perspective and to work collaboratively. Following this, share what you are willing to do to improve the situation and strive to do your best to make these changes.

In conclusion, women bring many talents to leadership. Like other important decisions in life, it takes courage to "step up to the plate" but it is also a rewarding opportunity to serve. We all need ongoing coaching and feedback regarding challenges related to defining our personal mission; ensuring its alignment with the institution, agency or organization; and managing issues of power, dependency, and conflict. We need your talents in this time of transition!

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\*This piece was first published in the California Psychological Association magazine in the summer of 2014.

## Changes to the Division 28 Bylaws

Kelly Dunn, Ph.D.

The Division members, via email vote, approved proposed changes to our bylaws in May 2014. These changes were proposed mainly as a means of expediting the membership process and were drafted by our membership chair, Dustin Stairs, Ph.D. The changes allow individuals who are joining APA via the new online membership portal to simultaneously request to become a member of Division 28. To be consistent with the membership requirements for APA, the new bylaws have also redefined the requirements for being a Member and Associate Member of the Division to include a doctoral degree in psychology or a substantially related field. This latter change does not impact student or other types of affiliate members. An [updated copy of the bylaws](#)<sup>1</sup> has been posted to the Division 28 website. If you have additional questions about the changes or would like a full text copy of the bylaws, please email me at [kdunn9@jhmi.edu](mailto:kdunn9@jhmi.edu).

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<sup>1</sup> <http://www.apadivisions.org/division-28/about/bylaws.aspx>

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## Division 28 Membership Information

### Individual Memberships

Division 28 is committed to

- Basic and Applied Research
- Undergraduate, Graduate, and Postdoctoral training
- Evidenced-based Clinical Practice
- Public Service and Advocacy

We accept APA members and non-members, and have different membership levels available for students, early career psychologists (terminal degree within the past 7 years), and regular members.

Members receive a thrice yearly newsletter, and are eligible for 1 of 3 annual awards (Outstanding Dissertation, Young Psychopharmacologist, Med Associates Brady/Schuster Award).

Membership Bonus! Division 28 offers free membership to all incoming members, and free membership to student affiliates.

Please contact our membership chair Dustin Stairs ([dustinstairs@creighton.edu](mailto:dustinstairs@creighton.edu)) or visit our membership page at <http://www.apadivisions.org/division-28/membership/index.aspx> for more information!

### Corporate Affiliate Memberships

Corporate contributions support efforts in research, practice, and education. A membership contribution of \$1000 is tax deductible \*

Division 28 is pleased to offer the following benefits to our corporate affiliate members:

- Access to thrice yearly newsletter
- Acknowledgement of support with corporate logo in newsletter
- Newsletter acknowledgement hyperlinked to corporate website, and available to all through newsletter posting on the Division 28 website
- Recognition of corporate support at annual APA membership meeting
- Liaison(s) eligible to subscribe to Division members-only listserv
- Liaison(s) participation in active and growing Division 28 social media presence
- Receive overview of relevant programming at APA convention

For questions regarding Division 28 and Corporate Affiliate Membership visit our website for more information at <http://www.apadivisions.org/division-28/membership/index.aspx> or contact:

Dr. Ellen Walker (Division 28 President) at [ellen.walker@temple.edu](mailto:ellen.walker@temple.edu)

OR

Dr. Jane Acri (Division 28 Treasurer) at [jacri@nih.gov](mailto:jacri@nih.gov)

\* This is the recommended level of support. Any corporate contributions are tax exempt, and our tax number will be supplied upon request. Other levels of support are available.

## Training and Employment Announcements

### JOHNS HOPKINS UNIVERSITY POSTDOCTORAL RESEARCH FELLOWSHIPS IN SUBSTANCE ABUSE AND PSYCHOPHARMACOLOGY HUMAN RESEARCH TRAINING

Postdoctoral research fellowships available in a stimulating, productive program with excellent resources. Prepare to be an independent investigator.

**HUMAN LABORATORY** -- behavioral & clinical pharmacology of abused drugs (abuse liability, self-administration, cognitive/ memory function, impulsivity, neuroimaging); anti-drug abuse medication development; behavioral research related to addiction: delay discounting, behavioral economics, and sexual risk behavior. Opioids, cocaine, anxiolytics, alcohol, caffeine, nicotine, hallucinogens, psilocybin, salvinorin A, MDMA, methamphetamine.

**CLINICAL TRIALS** - testing medications, behavioral therapies (especially incentive/contingency-based), and combinations; psychiatric comorbidity research; addiction & pregnancy/women; therapeutic applications for psilocybin (cancer anxiety & smoking cessation). Opioid, cocaine, tobacco, mixed/other dependencies

**Eligibility:** U.S. citizen, permanent resident. Many backgrounds are appropriate, including experimental or clinical psychology, pharmacology, psychiatry, neuroscience, public health, and social work. Background in human or nonhuman research is appropriate

**NIH stipend levels:** \$37,000 to \$51,000

**Start Date:** Flexible.

**Faculty:** George Bigelow, Roland Griffiths, Maxine Stitzer, Eric Strain, Kenneth Silverman, Robert Brooner, Miriam Mintzer, Una McCann, Ryan Vandrey, Anthony DeFulio, Matthew Johnson

**To apply:** Contact George Bigelow; BPRU, Behavioral Biology Research Center; 5510 Nathan Shock Drive; Johns Hopkins Bayview Campus; Baltimore, Maryland 21224-6823. (410) 550-003, [bigelow@jhmi.edu](mailto:bigelow@jhmi.edu). For more information see [www.bpru.org](http://www.bpru.org).

### UNIVERSITY OF CALIFORNIA, SAN FRANCISCO (UCSF) POSTDOCTORAL TRAINEESHIP IN DRUG ABUSE TREATMENT AND SERVICES RESEARCH

#### Overview

The University of California, San Francisco (UCSF) is offering this National Institute on Drug Abuse (NIDA)-funded postdoctoral program. Our program is one of the few that trains scientists in treatment and service research. Scholars work with a preceptor to design and implement studies on treatment of drug dependence, including nicotine dependence. Scholars also select a specific area of focus for independent research.

Current research interests of our faculty include

- trials of efficacy and effectiveness of psychosocial and pharmacologic treatment of drug abuse, including tobacco dependence;
- innovative methodology including internet based studies;

- treatment of complex patients in innovative settings;
- diagnostic techniques and research on treatment tailored for HIV positive drug abusers and drug abusers with psychiatric and medical disorders;
- research on provision of services to drug abusing populations; and
- instrument development in drug abuse.

A variety of university-affiliated and community substance abuse programs are available as research sites. These include inpatient and outpatient setting programs that treat a range of problems related to drugs of abuse, including dependence on cocaine, nicotine, alcohol, and opiates. The program encourages close research involvement with the preceptor, and involvement in selected classes, seminars, and grant preparation.

The training program is supported in part by a Center grant, the San Francisco Treatment Research Center, and a grant supporting the Western States Node of the NIDA Clinical Trials Network program. Intellectual resources from other significant extramural funding and R01-level grants are also routinely available to scholars.

#### Philosophy

Our program's unifying philosophy is:

1. Drug abuse treatment and services research must be methodologically excellent and clinically relevant;
2. Problems related to drug abuse are best attacked from a multidisciplinary perspective; and
3. Integration of knowledge of various intellectual domains is essential to the development of effective treatment.

Because our philosophy implies that the quality of the postdoctoral program depends on the quality of the scholars, faculty, and environment, rather than on any particular class or activity, we energetically recruit in order to bring high-quality applicants into a research environment where they will work under the guidance of research-sophisticated investigators.

#### Program Faculty

Our postdoctoral program is directed by a seven-member Executive Committee and has twenty core faculty, representing psychiatry, public health and policy, the behavioral sciences, medicine, and biostatistics. They represent a diverse, but overlapping, range of research interests.

#### Postdoctoral Training Program

Each year, scholars participate in a Core Research Seminar and the Writers' Task Force, a group that facilitates, supports, and encourages the publication of manuscripts.

As part of their research training, scholars interact daily with investigators who guide them in responsible conduct of research and in solving the special ethical dilemmas of treatment and clinical research. Most scholars also take one of the several advanced statistics courses offered by the UCSF Biostatistics Department. Scholars' research projects

and those of their mentors are closely tied. As scholars move from Year 1 to Year 2, they progress from a project designed by their mentor to a more independently conceived project, which they lead.

### Goals for Postdoctoral Scholars

At the end of our postdoctoral program, we expect scholars to have acquired the following competencies and completed the following tasks:

1. gained knowledge of drugs of abuse and their treatment;
2. advanced their knowledge of statistical and methodological techniques needed for clinical and services research;
3. understand drug abuse treatment systems and drug research projects;
4. conducted at least two research projects in a clinical setting: One designed by their preceptor; and one of their own design, for which they have primary responsibility;
5. made multiple internal presentations;
6. made at least two presentations of their work at national meetings;
7. published one to three journal articles;
8. submitted a small grant application to local funding sources;
9. published additional manuscripts from the work completed as a scholar during the two years following enrollment in our program.

### Support for Postdoctoral Scholars

Scholars are funded by two sources. Stipend levels are set by NIH, based on years of related experience, and range from \$38,496 to \$53,112. Preceptors are often able to augment these stipends from non-NIH sources. Scholars are provided with other research support, including travel to at least one annual professional meeting and other support required for a useful training experience, including statistical consulting, some administrative support, and access to computers for writing and data analyses.

### Background of Former Postdoctoral Scholars

Our postdoctoral scholars have come from a variety of fields, including clinical psychology, counseling psychology, developmental psychology, neuroscience, nursing, political science, psychiatry, pharmacology, and social psychology. Their studies have included vocational issues among methadone outpatients, social identities and treatment outcomes among alcohol and cocaine abusers in private treatment, the effects of acute nicotine use on cue-induced cocaine craving, mood management intervention for injection drug users, childhood trauma and PTSD in inpatient substance abusers, prevention and treatment of HIV in drug users, studies of effective educational method in drug abuse education, studies of the relationship of readiness to change and depression to nicotine dependence, studies of service utilization and outcome among elderly substance users, and studies of drug abuse treatment and services within health maintenance organizations.

### Success of Our Postdoctoral Graduates

We admit two to four scholars every year. Graduates of our postdoctoral program have been placed at numerous high-caliber institutions where research is valued.

**To apply:** For consideration in the postdoctoral program, please send an application packet consisting of your curriculum vitae, statement of research interests, and representative work. Two letters of reference should be sent directly from the recommenders to the address below. Research statement should include the following items: 1) history of research projects, 2) current interests, 3) what you would like to learn and accomplish during your postdoctoral traineeship at UCSF, and 4) a list of program faculty with whom you would like to work. Representative work can include dissertation chapters if no publications are available. Electronic submission of materials (except reference letters) is strongly encouraged.

**All applicants must have completed the doctorate at the time of entry into the program and be a U.S. citizen or have Lawful Permanent Residency (Green Card) at the time of appointment.**

Please direct information requests, application packets and letters of recommendation to: James L. Sorensen, Ph.D.; c/o. Barbara Paschke; Postdoctoral Program in Drug Abuse Treatment and Services Research; 2727 Mariposa Street, Suite 100; San Francisco, CA 94110; tel: (415) 437-3032; fax: (415) 437-3020; e-mail: [Barbara.paschke@ucsf.edu](mailto:Barbara.paschke@ucsf.edu); <http://addiction.ucsf.edu/education/postdoctoral-training>

### THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT SAN ANTONIO RESEARCH SCIENTIST

The Division of Neurobehavioral Research (Department of Psychiatry, UT Health Science Center at San Antonio), is seeking a motivated individual to join our ongoing NIH studies of the behavioral and biological effects of human alcohol consumption. These studies bridge human laboratory assessment and interventions to reduce dangerous drinking patterns outside the lab. This is a "springboard" position designed to allow the candidate to grow into a faculty-level position. The division offers training in the areas of behavioral pharmacology (Dr. Donald Dougherty), psychiatry (Dr. Rene Olvera), psychophysiology (Dr. Charles Mathias), neuroimaging (Dr. Ashley Acheson), and molecular biology (Dr. Nathalie Hill-Kapturczak). This position has a significant administrative/supervisory focus with ample opportunities for publication. Responsibilities include study coordination and supervision of study personnel; participant recruitment, screening, and psychological testing; data management and statistical analyses; and manuscript/grant preparations. Applicants must have completed a Ph.D. or equivalent degree in behavioral pharmacology, experimental psychology, or other relevant area. Previous postdoctoral experience preferred and preference given to those with a history or evidence of interests in developing an alcohol-related research program.

**To apply:** Submit curriculum vitae, a letter outlining interests and career goals, and representative publication reprints (pdf files) to: Dr. Donald M. Dougherty

[DoughertyD@uthscsa.edu](mailto:DoughertyD@uthscsa.edu), Department of Psychiatry, University of Texas Health Science Center at San Antonio, MC 7793, 7703 Floyd Curl Drive, San Antonio, TX 78229-3900. UTHSCSA is an Equal Opportunity/Affirmative Action Employer.

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**DARTMOUTH MEDICAL SCHOOL  
ASSISTANT PROFESSOR ADDICTION TREATMENT  
RESEARCH, DEPARTMENT OF PSYCHIATRY**

THE DARTMOUTH PSYCHIATRIC RESEARCH CENTER invites applications for one non-tenure-track position at the Assistant Professor level. Applicant should have: interest in substance use disorder treatment development and testing, services research in community settings and/or implementation/dissemination science research and some clinical expertise, as well as documented knowledge of standardized assessment, research design and conduct, and data analytic techniques.

Qualifications include: A doctoral degree in a relevant psychological, medical, social or public health discipline; background in clinical research; a commitment to

improving community services or the public health; and capacity to work effectively on a team.

The Dartmouth Psychiatric Research Center is a multi-disciplinary group of researchers with broad range of interests and faculty members from the Department of Psychiatry and the Department of Community & Family Medicine at Dartmouth Medical School. A commonality of the work at the Center is the design, testing and dissemination of evidence-based treatments for implementation in routine community settings. Of particular focus in this position are services to persons with co-occurring substance use and psychiatric disorders. Dartmouth Medical School is an equal opportunity, affirmative action employer and seeks diversity in faculty and staff. Women and minorities are strongly encouraged to apply.

**To apply:** Candidates should send a CV, cover letter describing areas of expertise, and a list of three references to: Mark McGovern Ph.D., Dartmouth Medical School, 85 Mechanic Street, Suite B4-1, Lebanon, NH 03766. E-mail: [Mark.P.McGovern@Dartmouth.edu](mailto:Mark.P.McGovern@Dartmouth.edu). Applications will be accepted until the position is filled.

## Psychopharmacology and Substance Abuse News Editor

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Thank You to our Corporate Affiliate Members



## Division 28 Executive Committee

### Elected Officers

- President: Ellen Walker
- Past President: Anthony Liguori
- President-Elect: William Stoops
- Council Representative: John Grabowski
- Members-at-Large: Matthew Johnson, Cynthia Crawford, Katie Saulsgiver

### Appointed Officers

- Secretary: Kelly Dunn
- Treasurer: Jane Acri
- Newsletter Editor: Mikhail Koffarnus
- Divisional Awards: Sharon Walsh
- Membership: Dustin Stairs
- Fellows: Stephen Heishman
- Program Chairs: Richard Allen, Matthew Weaver

### International Officers

- Electronic Information: Ronald Wood

### Committee Chairs

- Continuing Education: M. Marilyne Kilbey

### Appointed Liasons/Monitors

- Student Representative: Alexa Lopez
- Board of Educational Affairs: M. Marlyne Kilbey
- Liaison to Division 50: Linda Sobell
- Liaison to Division 55: M. Marlyne Kilbey
- Liaison to Science Directorate: Rick Bevins
- Women's Network Representative: Carmela Reichel
- Early Career Psychologist Representatives: Diann Gaalema, Adriana Falco
- Liaison to International Affairs: Ming Li
- Collaborative Perspectives on Addiction Program Chair for Division 28: Katie Witkiewitz