

The Clinical and Community Psychology

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Division 6
*of the **IAAP**!!*



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ACKNOWLEDGMENTS

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CONNECTING MEMBERS: SURVEY

The main purpose of this website is to promote activities and services to our members and to get know each other across the world.
To start with, in this section we have a proposal in which we would like to involve you as soon as possible...

Connecting members across the world!!



Because our organization has more than four hundred members worldwide, the first aim of this website will be to connect us, to know where our colleges are working in the aim topics of Clinical and Applied Community Psychology, their diverse functions and different areas of expertise, and the world centres where we are performing psychological interventions and research. We ask you to complete this questionnaire that will permit us to build a database and to give you information about which members of the Division are close to you, their areas of expertise, and the psychological centres where they are working.

We think this information will be useful to support you in many professional situations, for instance, when you are preparing a professional trip, when you need collaboration to develop some research programmes in any part of the world, and so on.



Please, complete the questionnaire and send it to mpgvera@psi.ucm.es

IAAP Division 6 Survey

Personal Information

Reset

Submit

Name: _____

"Please, mark the following box if you agree to share this information with other IAAP members"

Surname: _____

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Age: _____

"Please, mark the following box if you agree to share this information with other IAAP members"

Gender: Male Female

"Please, mark the following box if you agree to share this information with other IAAP members"

Academic information

Academic degree: _____

"Please, mark the following box if you agree to share this information with other IAAP members"

Master's degree: No Yes Please, specify Master's degree titles(s):

"Please, mark the following box if you agree to share this information with other IAAP members"

Doctor's degree: Yes No Please, specify Doctor's degree titles(s):

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Specialization area

(list a maximum of 6 choices in order of preference by selecting the number of the correspondig topic. You can add other 2 topics if you want)

Topics: _____

Others: _____

"Please, mark the following box if you agree to share this information with other IAAP members"

Areas of interest/research

(check up a maximum of 6 choices in order of preference by selecting the number of the correspondig topic. You can add other 2 topics if you want)

Topics: _____

Others: _____

"Please, mark the following box if you agree to share this information with other IAAP members"

Work

Current job position: _____

"Please, mark the following box if you agree to share this information with other IAAP members"

Current institutions or workplaces (enter up to 3):

"Please, mark the following box if you agree to share this information with other IAAP members"

Workplace address: _____

"Please, mark the following box if you agree to share this information with other IAAP members"

City: _____

"Please, mark the following box if you agree to share this information with other IAAP members"

State: _____

"Please, mark the following box if you agree to share this information with other IAAP members"

Zip code: _____

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Country: _____

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Phone number: _____

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Fax: _____

"Please, mark the following box if you agree to share this information with other IAAP members"

Email address: _____

"Please, mark the following box if you agree to share this information with other IAAP members"

Website: _____

"Please, mark the following box if you agree to share this information with other IAAP members"

Career resumes (500 words max):

"Please, mark the following box if you agree to share this information with other IAAP members"



Most relevant publications (500 words max)

"Please, mark the following box if you agree to share this information with other IAAP members"

List of topics

- | | |
|-------------------------------------|---|
| 1. Addictions | 27. Family planning |
| 2. ADHD | 28. Health education |
| 3. Aging | 29. HIV & AIDS |
| 4. Alzheimer's and dementias | 30. Human Rights |
| 5. Anger | 31. Hypnosis |
| 6. Anxiety | 32. Immigration |
| 7. Assessment | 33. Intelligence |
| 8. Autism | 34. Interpersonal therapy |
| 9. Affective disorders | 35. Kids & the Media |
| 10. Biofeedback | 36. Law & Psychology |
| 11. Bullying | 37. Learning & Memory |
| 12. Burnout | 38. Military |
| 13. Cancer | 39. Natural Disasters |
| 14. Children | 40. Obesity |
| 15. Cognitive-behavioral treatments | 41. Psychology and Health |
| 16. Couples | 42. Psychophysiological disorders |
| 17. Death & Dying | 43. Parenting |
| 18. Diagnosis | 44. Personality |
| 19. Disability | 45. Prevention |
| 20. Eating Disorders | 46. Psychoanalysis |
| 21. EMDR | 47. Terrorism |
| 22. Emergencies | 48. Trauma / Post-traumatic Stress Disorder |
| 23. Emotional Health | 49. Psychosis |
| 24. Environment | 50. Sexual Abuse |
| 25. Ethics | 51. Sexuality |
| 26. Evidenced-based treatments | 52. Sleep |
| | |
| 53. Sport and Exercise | 57. Teens |
| 54. Stress | 58. Violence |
| 55. Suicide | 59. Women & Men |
| 56. Systemic therapy | 60. Workplace Issues |

EXPERTS ACROSS THE WORLD

In this section you can find articles and interviews from *experts across the world*, with the aim of presenting experiences and professional challenges from the diverse countries.

ARTICLE

This is a menu to share articles about professional topics, experiences, up-to-date topics, etc., with experts from diverse countries.

REMEMBERING RAY FOWLER

Daniel Dodgen Ph.D

When I sat down to write this article, I began—in typical academic style—to outline the ways that Ray Fowler contributed to the field of psychology and served as a leader in the field. These things are true, of course. As psychology continues to grow across disciplinary and national borders, Ray Fowler was one of the few recent psychologists to claim international recognition in organized psychology. But Ray’s impact was more than that. He was a colleague, a mentor, a great example of leadership, and a strong advocate for international psychology. When I first met Ray, I had completed my Ph.D. only two years before and

was beginning a year-long fellowship working as a policy fellow in the United States House of Representatives. Although I was very early in my career, Ray always treated me as a colleague. He was genuinely excited about psychologists working in public policy and, while he had had a long academic career himself, he was incredibly supportive of people taking “non-traditional” career paths. He recognized that psychology should be “given away,” and he encouraged me to do so. Following my year with the U.S. Congress, I joined the staff at the American Psychological Association (APA) and continued to work at the

intersection of psychology and public policy. During that time, Ray was the Chief Executive officer for APA and I had the opportunity to work with him on many projects. This included co-authoring chapters, developing presentations for leaders, and handling organizational crises. All large organizations experience challenges, and APA faced some significant ones during Ray's tenure. No matter the obstacles he faced, he always remained the same—thoughtful, respectful of different opinions, and even-tempered. His leadership style—collegial but still decisive—was a model for psychologists who take on significant administrative responsibilities. Furthermore, unlike many people who achieve elevated positions, Ray was quick to share credit. When we co-authored a chapter for a handbook on professional development (“Getting Involved in Professional Organizations: A Gateway to Career Advancement”) he insisted that I take first authorship because “you did more of the writing.” It was as simple as that for him. The title of our chapter also illustrates how committed Ray was to involvement in professional organizations as a key to professional growth. I think it was this commitment that led to his willingness to greatly expand the role of graduate

students within APA, not only including them as members, but including them in leadership and governance. Ray genuinely believed that psychologists acting together could achieve more than they could do acting independently. Toward this end, he led the APA for many years, well past most people's retirement age. He did this because he believed in the power of organized psychology. It was this commitment, I believe, that led to his increased role in international psychology. Just as he recognized how organized psychology could positively impact the profession and our society in the United States, he recognized that psychology could have a greater impact for good in the world. While Ray did not have the chance to complete his leadership term with IAAP, he did leave us a legacy. He modeled for us the importance of psychologists working together to enhance the field and the world around us. As a clinical psychologist committed to applying psychological science to social and policy questions, and committed to improving the field through international collaboration, I believe I am applying lessons taught me by Ray Fowler. And I believe any member of IAAP can do the same.

References

Dodgen, D., Fowler, R, & Williams-Nickelson, C., (2013). Getting Involved in Professional Organizations: A Gateway to Career Advancement. In Mitch Prinstein (Ed.) The Portable Mentor. Springer Press. Link: <http://link.springer.com/book/10.1007/978-1-4614-3994-3>



INNOVATIONS IN COLLABORATION: JOINT CONFERENCE ON PSYCHOSOCIAL SUPPORT IN DISASTERS

Daniel Dodgen Ph.D



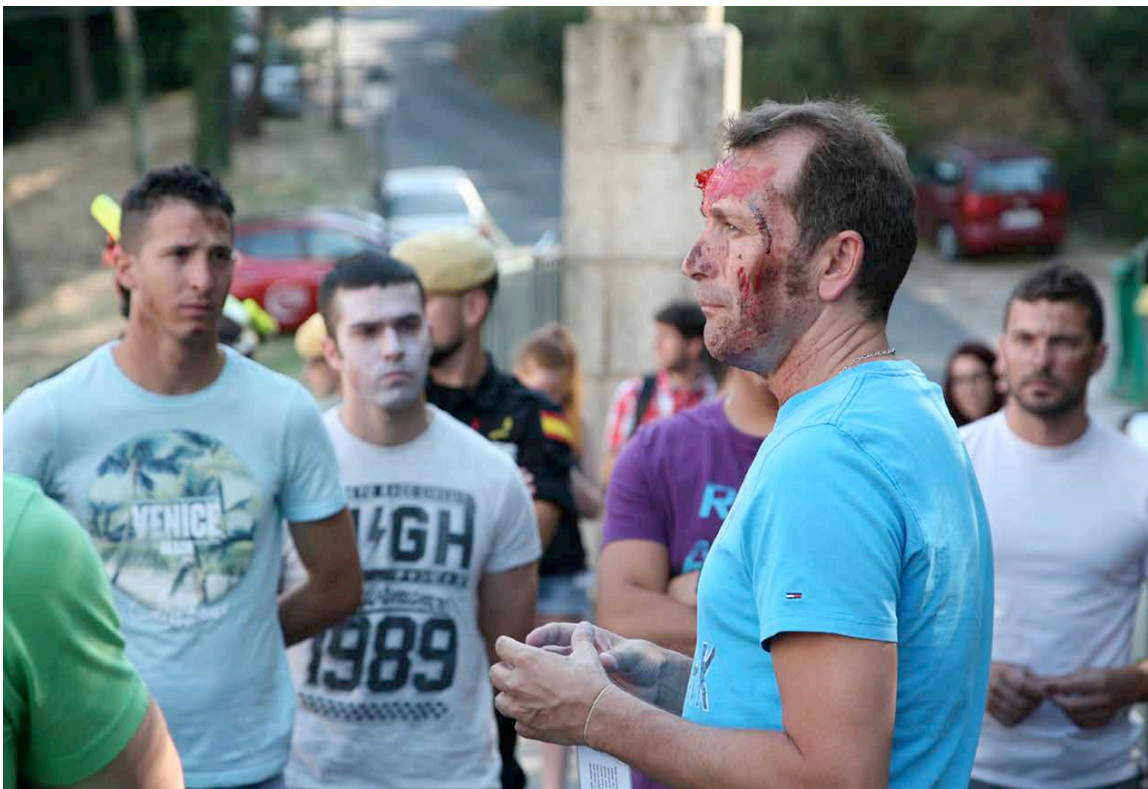
The “Cursos de Verano,” sponsored by the Universidad Complutense de Madrid, are a tradition in Spain that attract thousands of students, educators, and practitioners from across the country. This year I had the privilege of participating in a course, entitled “Psychological Interventions in Disasters: Are We Ready?” This course, developed by Division 6 President Maria Paz Garcia Vera, represented a unique collaboration between the University and Spain’s Ministry of Defense, Military Unit for

Emergencies (UME). For a full week, participants focused on the science and practice of psychosocial support during disasters. The military, the Red Cross, researchers, and practitioners all offered insights they had learned from terrorist attacks in Spain and humanitarian missions in other nations. Students were actively engaged in the discussion and their research was represented in the talks.

The Spanish Ministry of Defense provided an overview of the resources they have in responding to disasters,

including both material assets and trained mental health professionals. A particular focus of the week was on ways to assess needs during disasters and match interventions to the need in the most appropriate manner. This included a discussion of stress symptoms seen immediately following disasters, as well as the depression, anxiety, and post-traumatic stress disorders that can emerge over time. Dr. James Shultz, for example, described “trauma signature analysis,” which examines the relationship between population exposure to a disaster,

physical consequences, and psychological consequences. The analysis provides rapid actionable guidance for effective mental health and psychosocial support tailored to the needs from a specific event. Dr. Jesus Sanz provided an overview of the current research on early interventions. He emphasized the many gaps in current research and the inconsistent support for many frequently-used interventions, with special attention to lessons learned from longitudinal research from victims of terrorist attacks in Spain.



To ensure that the audience understood the gravity and intensity of this work, a simulation was developed for disaster mental health response (see photos). This simulation provided participants the opportunity to experience the reality of working in a large-scale transportation disaster with multiple fatalities and injuries, along with psychological trauma. For many students, and some practitioners, this was the first time they had directly observed the chaos and challenges of being on the scene of such a disaster. This simulation brought to life the issues discussed throughout the week in a way that was as instructive as the excellent presentations.

The conference concluded with a discussion of ways that psychologists can contribute to national and international disaster responses. In addition to their clinical roles in providing mental health support, psychologists are needed to conduct research on topics such as the impact of psychological first aid training and ways to improve all training for emergency responders. Psychologists can also contribute through their understanding of risk communication

and working with vulnerable populations.

The conference served as a great reminder that, as clinical and consulting psychologists, Division 6 members have many avenues through which they can improve preparedness for—and responses to—disasters, terrorist attacks, and other crisis events in their own countries and across the globe.

For more information about this conference, please contact Doctor Maria Paz Garcia Vera at the email address below.

For information on the Complutense University projects in psychology and disasters, go to <http://www.ucm.es/catedrasanchezgey>.

For information on Spain's Ministry of Defense, Military Unit for Emergencies (UME), go to <http://www.ume.mde.es/>.

For information on trauma signature and the work of Dr. Schultz, go to <http://www.deep.med.miami.edu/x7.xml>



Daniel Dodgsen, President Elect.



SHARING RESOURCES

Working with the emotions: the use of the emotionary

In the currently practice of the psychology, the role the emotions is becoming more and more essential, to the point of being one of the key elements of the cognitive-behavioural therapy. Maybe, one of the most important contributions of the cognitive paradigm to the prior hegemonic behavioural therapy was the insertion of the emotions, the necessity of taking them into consideration, and the subsequent realization of its fundamental role. Because, as Skinner added to the prior work of Pavlov, the organism is essential for the response to a stimulus. Thus, it would be a huge mistake to forget that those organisms are very usually ruled by their emotions, more often even than sometimes we would like to. So, as we widely accept nowadays in the modern practice of psychology, emotions must be taken into consideration in almost every treatment. But a fundamental question

arises from it: who could we develop such task? Usually, when working with adults we can establish a dialogue for explaining the emotions, its functions, its characteristics, how to deal with them etc. But not so often is so easy to perform that labor when we are facing a very special and marvelous group of population: children.

In the following links, we offer a wide selection of very diverse material for working the emotions in this very special group of population. These materials are full of visual contents and games, with which infants can train themselves in the acknowledging of emotions, its regulation and its specific functions. All the content in those websites is completely free-accessible, and, although thought for children, can also be used with adults with special requirements or as supportive material for adults, because, as it is commonly said: “Let out the child inside you!”

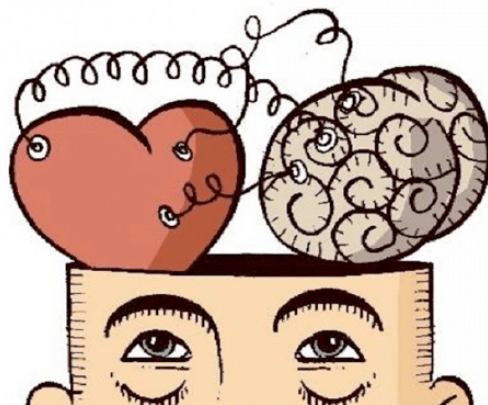
English

<http://www.childfun.com/themes/people/feelings/>

<http://www.therapistaid.com/therapy-worksheets/emotions/children>
http://www.dannypettry.com/ebook_emotions.pdf
<http://www.agendaweb.org/vocabulary/feelings-emotions-exercises.html>
<https://self-regulationintheclassroom.wikispaces.com/Games+and+Exercises>
<http://www.giftofcuriosity.com/4-activities-for-teaching-kids-about-feelings/>
http://busyteacher.org/classroom_activities-vocabulary/feelings_and_emotions-worksheets/
<http://www.livestrong.com/article/78353-kids-control-emotions/>
<https://skinnurse.wordpress.com/2015/05/16/the-pie-approach-to-helping-kids-manage-emotions/>

Spanish

<http://www.racoinfantil.com/fichas-y-materiales/las-emociones/>
<http://www.desarrollodeltalento.com/2014/educacion-emocional-6-actividades-para-despertar-la-conciencia-emocional-en-los-ninos>
<http://blog.tiching.com/15-geniales-recursos-para-trabajar-la-educacion-emocional/>
http://www.csi-csif.es/andalucia/modules/mod_ense/revista/pdf/Numero_33/MARIEM_DRIS_2.pdf
<http://es.slideshare.net/peinado74/actividades-reconocimiento-emociones-educacion-infantil-16033727>



ACTIVITIES

EVENTS



July

- **The 14th European Congress of Psychology.** July 7th-10th, Milan, Italia. <http://www.ecp2015.it/>

August

- **73rd Annual Conference of the International Council of Psychologists.** August 1st-3rd. <http://www.icpweb.org/#!ICP-2015-73th-Annual-Convention-Scientific-Program/c3tz/55b930a20cf28e7a8e3c2d93>

September

- **V Congreso Internacional de Inteligencia Emocional (ICEI).** September 17th-19th, Buenos Aires, Argentina. <http://icei2015.com/>

- **XI Congreso Internacional Sociedad española de ansiedad y estrés (SEAS).** September 15th-17th, Valencia, Spain.
<http://www.ansiedadystres.org/content/congresos>

October

- **V Jornadas sobre "Emociones y Bienestar" XXII Reunión Anual de la SEAS.** October, 1st-2nd, Madrid, Spain.
<http://www.ansiedadystres.org/content/congresos>

November

- **I International Congress of Clinical and Health Psychology with Children and Adolescents.** November 19th-22th, Madrid, Spain.
<http://psicologiainfantil.umh.es/2015/en>
- **VIII Congreso Internacional y XIII Nacional de Psicología Clínica.** November, 19th-22th. Granada, Spain.
http://www.aepc.es/psclinica_web/presentacion.html



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