

Georgia Psychologist

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To further the
development of psychology
as a science,
as an applied practice, and
as a means of promoting
human welfare.

Georgia Psychologist Publication Guidelines

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We invite GPA members to submit to *The Georgia Psychologist*, the news magazine of the Georgia Psychological Association. As Georgia's leading source of news on the latest psychological opinions, theories and research, legislative updates, and membership information, we count on experts like you to maintain the high standards of *The Georgia Psychologist*.

The Georgia Psychologist is published quarterly and has a circulation of approximately 2,000. Articles cover a diverse range of topics, ranging from scientific news to professional practice issues to legislative matters. Diversity and critical analysis are encouraged in contributions. If you are a prospective author, please note the following guidelines:

LENGTH: Articles may range up to 800 words. The Editorial Committee reserves the right to edit lengthier articles.

CONTENT & READERSHIP: We accept unsolicited articles of general psychological interest. Our readers are primarily psychologists, so it is unnecessary to define common psychological terms. However, *The Georgia Psychologist* is read by psychologists in all specialties, so be sure to define terms unique to your specialty. *The Georgia Psychologist* is also distributed to state and national legislators and members of the media so your article could be quoted or referenced.

WRITE ETHICALLY: Do not blend your personal opinions and speculations with statements based on scientific studies. Be careful to distinguish between your personal views and statements of scientific findings and alert the reader when you are speculating.

CITE REFERENCES FOR FACTUAL STATEMENTS: When representing a scientific fact, include a reference with a complete citation in APA format. We will not publish the references but we will let our readers know they are available by written request. Although *The Georgia Psychologist* is not a scientific journal for empirical studies and reviews, we sometimes publish this type of material.

TONE: *The Georgia Psychologist* is a professional trade magazine. Therefore the tone of your writing should reflect a high level of professionalism.

STYLE: Write in the active voice, minimizing wordiness. Use the inverted pyramid style, called so because all the major points are touched upon in the first few paragraphs, after which important facts taper down into the least essential material. Write in the third person. While we welcome personal articles, they will only be published in select and appropriate sections of the magazine.

DIVISION NEWSLETTERS/ COMMITTEE REPORTS: Division Newsletters should contain news and events from within the Division. Committee reports likewise should contain news of any Committee changes, goals, and activity. Please refer to "How to Submit Articles."

HOW TO SUBMIT ARTICLES: Send submissions to Managing Editor, Cyd Preston Wise, at the address below with a self-addressed stamped envelope for any materials you want returned. Articles must be submitted either on computer disk or by email. Disk submissions: Send your article on disk accompanied by a hard copy. Email submissions: Email your article to cydwise@gapsychology.org.

On behalf of all of us at the Georgia Psychologist and our readers, thank you for your time and effort. We appreciate both. If you have any questions or need additional information, please do not hesitate to contact us. We can be reached at:

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Georgia Psychologist

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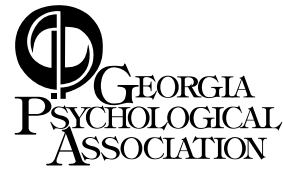
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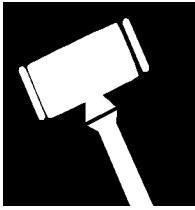
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FROM THE PRESIDENT



Confessions of a Political Junkie

James A Purvis, Ph.D.
President

I hereby acknowledge that I find the political process to be fun and truly fascinating. I try to never miss PBS's *Washington Week in Review*, where I can get a balanced, politely presented discussion of the events in the nation's capitol and around the world. I also love to watch *The McLaughlin Report* for the outrageous left-wing/right-wing shouting match that has given the show the loving moniker of "The Screamers" at our house. When the Georgia legislature is in session, I watch the local *Lawmakers* program. *Time Magazine*, *The Wall Street Journal*, and the *AJC*: I pore over them all and still want more. And now we are in a presidential election year. What could make a political junkie happier? It is not that

I have a naïve "Civics 101" respect for the beauty of the democratic process as it was developed by our founding fathers. Instead, I have a somewhat cynical, but healthy view of how things get accomplished in government. This is why I so enjoy the political process. It is a highly sophisticated, high stakes poker game.

Does it go without saying in this political season that each and every vote is important? At the time of this writing, the nation is as evenly divided politically as it was in 2000. Go cast your vote. But also make sure that you get your friends, colleagues, and associates to vote. I am always stunned when I find out, too late, that some people I know never got themselves to the polls.

Simply casting your vote is not enough, however. We psychologists have a very large stake in this poker game, and solely casting your vote is not really "playing the game." Our patients and our profession are very much affected by how various pieces of legislation are ultimately written, how politicians choose to fund or not fund programs, and how government chooses to regulate, or not regulate insurance companies, employers, other professions, and the entities with which we must interact.

Sitting on the sidelines and simply kibitzing about the card game is not a wise strategy. That is a sure way to have the other players control your destiny. Staying out of the game does not mean that you run no risk of losing your stake. Quite the contrary! Staying out of the game is the **easiest** way to lose your stake.

So, what must you do to get into the game? How can you have a position at the table? Yes, just like in poker, you must first ante up. That requires pulling some money out of your pocket for our GAP-ACT political action committee. But ideally, what it requires is that you **personally** sit down and get acquainted with the players in the game. This is where you go beyond simply casting your vote. Instead, you must meet and form a relationship with your legislators **before** you need their support. Please understand that they want to meet you, because they will always need your support.

I was surprised when I first learned how receptive my district legislators were to arranging a personal meeting with me. Sure, I felt awkward on my first visit. But the legislators will be welcoming and will help you to feel comfortable with them. For mutual support, take a fellow psychologist with you for your first meeting. However

you arrange it, go now and get acquainted. Especially at election time, your legislators need to know and understand that a psychologist lives and/or works in their district. Explain to them what it is that you do, and let them know that you are working every day with their constituents. Educate them as to the concerns of your patients and how they can also earn the support of the patient/constituents whom you treat. When the legislature is out of session, bring with you a small political donation check to contribute to their election fund. Yes, politics runs on money, and that is the type of "ante" most necessary and appreciated by your legislator.

Each year, the GPA Legal and Legislative Committee works on legislative goals to be pursued by GPA in the upcoming legislative session. You can directly influence the formulation of those goals by participating in the LLC Committee deliberations. Contact Dr. Marsha Sauls, the chair of the LLC Committee, to get involved. This last legislative session was extremely productive for GPA, as we succeeded in keeping Medicaid funding for psychological services for children in the budget,

Continued on page 4

FROM THE EDITOR



What are the characteristics of a State Psychological Association that promote effective decision-making and conflict resolution?

Bill Doverspike, Ph.D.
Editor

When this question was posed by the American Psychological Association (APA) this past year, GPA responded with a paper that was selected for presentation at the APA State Leadership Conference.¹ Yet at that time, the authors of the paper had no idea that our state organization was on the threshold of facing some of our most important decisions in recent years.

In answering this question, it may be helpful to use some concepts from the field of marital and family therapy because, in a sense, a state psychological organization is like a large family. Of course, one way to avoid conflicts is to ignore them in the first place. However, because conflicts that are ignored eventually have to be dealt with in their larger and more powerful forms that cannot be ignored, denial is not always a good strategy.² A better way to resolve conflicts is by not ignoring them but bringing them out into the light of day. Identifying a conflict is usually the first step toward resolving it, and one way to resolve a conflict is by promoting good communication. It's simply a matter of talking—and listening—to each other. Good communication is 90% listening.

GPA's advocacy efforts have traditionally focused on issues pertaining to the professional practice of psychology, such as funding for psychological services, supporting mental health parity, and so forth. Out of respect for the diversity of opinion in our organization, GPA has usually chosen not to take a stand on complex social issues, such as abortion, capital punishment, and so forth. To take a

stand on potentially divisive issues might create stumbling blocks to our progress on professional practice issues. At the same time, however, taking a stand might also create stepping stones in the progress of our profession. To use an old adage, "The only difference between stumbling blocks and stepping stones is how we use them."³

Ethical decision making. In the field of ethics, there is a distinction made between teleological ethics and deontological ethics. Teleological ethics (from the Greek *telos*, "end"; *logos*,

The difference between stumbling-blocks and stepping-stones is how we use them.

"science") involves theories of morality that derive moral obligation from what is good or desirable as an end to be achieved. In other words, it is the consequences of actions (e.g., the greatest good for the greatest number) that determine their ethicality or moral worth. In contrast, *deontological* ethics (from the Greek *deon*, "duty"; *logos*, "science") holds that the basic standards for an action's being morally right are

based on ethical obligations that are independent of the good or evil ends that are generated. In other words, deontology is based on ethical *duties* or overarching moral principles (e.g., beneficence, honesty, justice, and so forth). However, the problem with either system of morality is that neither provides decision rules for selecting the most ethical action when each choice is based on a different moral ground. In my own mind, an ethical action is one that is based on consideration of underlying ethical principles *as well as* their consequences—intended or otherwise. In other words, ethical actions are based on a combined approach that includes consideration of overarching ethical principles (deontology) within the context of their consequences in a given situation (teleology).⁴

Organizational decision making. In making decisions as an organization, we should consider both teleology and deontology. From the deontological perspective, it is often helpful to consider overarching principles such as our shared values and our common vision, which help us prioritize issues and make decisions consistent with our goals. We may not all agree with each other, but

¹ Doverspike, W. F., Purvis, J., & Sauls, M. (2004, March). *Leadership and Conflict Resolution*. Paper presented at American Psychological Association State Leadership Conference, Washington, D.C.

² Not letting the facts get in the way of my opinion, I acknowledge Gottman's (1994, p. 44) empirical research which supports the stability of the "avoidant" marital style in some couples. See Gottman, J. (1994). *Why Marriages Succeed or Fail*. New York: Fireside/Simon and Schuster.

³ The quote is taken from the public domain saying, "Teachers who inspire realize there will always be rocks in the road ahead of us. They will be stumbling blocks or stepping stones; it all depends on how we use them." -Author Unknown.

⁴ Lest the reader interpret this opinion as one of *ethical relativism*, which it is not, let me clarify that my theoretical (and theological) bias is one of *moral absolutism*. Furthermore, it is my opinion that one could oppose the above model, or any of the corollaries that derive from it, and still be acting in an ethical manner.

we agree that there is wisdom in our common vision. GPA's mission is "To further the development of psychology as a science, as an applied practice, and as a means of promoting human welfare." If we believe in our mission statement, then we need to act in accord with it. On the other hand, if we do not believe in our mission statement, then we should change it. In other words, if our mission statement is not consistent with what we are doing as an organization, then we should consider revising it to be consistent with what we are doing—or either change what we are doing to be consistent with our mission statement. In the final analysis, we may not all agree with each other, but we all agree to support our organization because in our united vision there is wisdom and in our unity there is strength.

Decisions involve consequences, intentional or otherwise. *Not* making decisions also involves consequences. From a teleological perspective, taking a stand on a complex social issue might involve creating stumbling blocks in the progress of our profession. On the other hand, not taking a

Continued from page 2 — From the President

achieved immunity for court-appointed psychologists providing custody evaluation testimony, and secured legislation detailing psychology's privilege to perform competency evaluations.

Finally, once the day arrives that a bill of interest is to be voted on, it is critical to get yourself down to the capitol. On

stand might also create stumbling blocks. Either way, making a decision on the basis of ethical *principles* creates stepping stones in the same direction of our shared values and our common vision. Ethical decisions are based on consideration of overarching ethical principles (deontology) within the context of their consequences in a given situation (teleology).

When I was asked to take a stand, I wasn't sure what to say. So I turned to you, listened to your thoughts, and reflected on what you said. If our organization is really the voice of professional psychology in Georgia, then who would be better to say it? Our mission statement says it all: "To further the development of psychology as a science, as an applied practice, and as a means of promoting human welfare." Is this what we are doing?



William Doverspike, Ph.D.
Editor

that important day, you must buttonhole the legislators with whom you have previously spoken, and let them know that you are counting on their votes. Seeing you in person brings home the fact that you are committed to being "in the game," and are playing seriously. Legislators appreciate dedicated constituents. They understand that "support" works reciprocally.

We psychologists need to be more politically involved. You do not need to be a "political junkie," but your views do need to be known, and you need to be recognized as a serious "player in the game."

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STATE NEWS



Legal and Legislative Committee Report

Marsha B. Sauls, Ph.D.
Chair

It is a pleasure to report that all of the 2003 – 2004 legal and legislative goals of the Georgia Psychological Association were met due to the efforts and support of all of our members. We had several significant successes. The following is an account of all of our activities and an update of where we are currently and what we need from you to prepare for an equally successful 2004-2005 year.

Psychology Services in Medicaid

Goal: To reinstate the entire Medicaid budget for psychological services.

In the summer of 2003 we were informed that the approximately 20 million dollars of funding in the Medicaid budget designated for psychological services had been totally eliminated. This was a significant blow to both the population receiving services and the psychologists providing services. GPA instantly mobilized to demonstrate to both the legislature and the Governor the need to reinstate all of the funding for psychological services. The Legal and Legislative Committee met every other week implementing a plan to talk to legislators and the Governor, elicit a letter writing campaign, design and implement a strategy for media coverage about the need for psychological services, and network with and elicit the help of juvenile court judges, attorneys, foster parent agencies and foster parents, psychiatry, and public agencies that deal with children's issues. Psychologists from all over the state helped to lobby for the re-instatement of this program. As a result, **the entire budget for psychological services through Medicaid and Peach Care was reinstated and the psychology program remains fully intact.**

HB 1194

Goal: To introduce and pass legislation to grant immunity to psychologists performing court ordered custody evaluations.

Representative Rob Teilhet was the sponsor for and introduced HB 1194. After several attempts from the Judiciary Committee to change our wording **it was passed and court-ordered custody evaluators and court-appointed guardian ad litem were granted immunity from civil liability.**

Prescribing Legislation

Goal: To revise our prescribing bill and to continue to make visible our intent to pass legislation to allow appropriately trained psychologists to prescribe medication.

Our goal was to continue our perseverance in letting legislators know we intend to pass prescribing legislation for psychologists. This year we revised our prescribing legislation to include a description of the clinical practice requirements of psychologists applying for licensure to prescribe. Our legislation was attached as an amendment to SB 528, a rural hospital bill, and discussed on the floor of the Senate. Although it was set aside, **our prescribing bill was debated and discussed for several days on the Senate floor in a very visible way.**

HB229

Although not on our agenda, a part of HB 229 introduced by Representative Mary Margaret Oliver, designated who may conduct competency evaluations in Georgia. We were able to defeat efforts to include nurses, and possibly LPC's in this legislation. As a result, the bill passed designating Physicians, Psychologists, and LCSW's able to conduct these evaluations.

In Addition

We hired and worked with two lobbyists, Sue Saleska Hamilton and Ronnie Chance. Both worked hard to help us accomplish our goals. We would not have been successful without them.

A legislative e-mail "network" was developed with Ellen McBrayer as the hub. Ellen was able to keep all of us linked together and devoted much of her time to putting the right people together to keep lines of information and communication current.

We scheduled and held a successful Saturday morning task force meeting to draft our new prescribing legislation. We had three psychology days at the Capitol. All were successful and proved valuable as our various pieces of legislation were going through committees.

In addition to our committee, many psychologists across the state made themselves available to make the 2003-2004 year a success. **GPA thanks all of you who responded to our requests.**

Our success in keeping psychological services in the Medicaid budget would never have happened without the combined effort of the GPA members who were willing to give up office time to lobby, write letters, make calls, attend meetings, and visit or talk to legislators. **The success of this effort to reinstate Medicaid funding underscores the ability we have as a group to effect change when we all work together as a team.** We will need this same effort to pass our prescribing legislation next year. It can be accomplished only with your help.

2004-2005

Continuing to monitor Medicaid funding, Prescribing, Children's issues, and on a National level Parity will be a focus for 2004-2005.

Currently we are in the process of supporting candidates running for office. According to our lobbyist, Susan Hamilton there will be 80 new legislators elected for this term. Of 56 Senators, 16 are not returning. Those 16 senators represent 207 years of experience. 23 Senators are not yet elected. In the House there are 72 contested races. 73 of the 180 Representatives have 2 or less years of experience. The good news about this is

that we have the opportunity to talk to, support, and meet these new people and let them hear our message early. The bad news is that there are so many it is a big job. **We need you to introduce psychology to the representatives in your districts.**

Please take the time to call, write, or better yet, meet the people running in your district. To find your legislators, go to www.sos.state.ga.us click on "Elections" and scroll down to "Poll Locator." Our message is that we are able to get things done as we did with our Medicaid issue. We are able to work over several sessions to accomplish long-term goals such as the immunity legislation and we intend to continue working for and hopefully passing our prescribing legislation this session. Ask the candidates running in your district to support our prescribing initiative. Please call or e-mail Ellen at the central office if you contact your legislator so we will know who has been visited or supported. This is an important legislative time. We look forward to working with all of you this session.

Legal and Legislative Committee Members

- | | |
|------------------------|-----------------------------------|
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| Jeff Brandsma, Ph.D. | Nancy McGarrah, Ph.D. |
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Response to the Proposed Georgia Constitutional Amendment Banning Same-Sex Marriage

The Georgia Psychological Association

Summary: In May of 2004, the Georgia Psychological Association's (GPA) leadership invited the entire membership to join the GPA Human Welfare Council's discussions regarding legislation against same-sex marriage that is currently being publicly addressed at local, state, and national levels. Interested members met with representatives in support of and against this legislation (Georgia SR 595). The Human Welfare Council then brought their recommendations to the GPA Annual Board of Directors Retreat where a proposed resolution was discussed. The GPA Board decided to poll the membership before making a final decision. Following the GPA Board Retreat, an email was sent to the membership to ask for their feedback within two weeks. Members without email addresses were sent a request for feedback via regular mail. Following the two-week period, another email was sent to encourage more members to offer feedback. After all responses were tallied, a substantial majority of those members offering feedback supported the resolution proposed by the Human Welfare Council. The Board then voted to accept the resolution.

I. Proposed Constitutional Marriage Amendment is Discriminatory

Whereas: The Georgia State legislature has proposed an amendment to the Georgia State Constitution to be voted on by the public on November 2, 2004. The ballot will state:

"Shall the Constitution be amended so as to provide that this state shall recognize as marriage only the union of man and woman?" YES [] No []"
http://www.legis.states.ga.us/legis/2003_04/versions/sr595_Adopted_Senate_10.htm

If the proposed amendment is approved, the Georgia Constitution will be amended by adding:

"Section IV Marriage

Paragraph I. Recognition of Marriage. a) This state shall recognize as marriage only the union of man and woman. Marriages between persons of the same sex are prohibited in this state. b) No union between persons of the same sex shall be recognized by this state as entitled to the benefits of marriage. This state shall not give effect to any public act, record, or judicial proceeding of any other state or jurisdiction respecting a relationship between persons of the same sex that is treated as a marriage under the laws of such other state or jurisdiction. The courts of this state shall have no jurisdiction to grant a divorce or separate maintenance with respect to any such relationship or otherwise to consider or rule on any of the parties' respective rights arising as a result of or in connection with such relationship"

http://www.legis.states.ga.us/legis/2003_04/versions/sr595_Adopted_Senate_10.htm

Whereas: What the Georgia voter will see on the ballot reflects only Part A of the amendment, which establishes that the state will recognize as marriage only the union of man and woman. What the voter will not see on the ballot, Part B, explicitly states that same-sex unions will not receive any benefits of marriage, nor will Georgia recognize same-sex marriages of other states, and the courts of the state will be barred from having jurisdiction to consider respective rights resulting from or connected to such relationships. Part B creates a condition in which domestic partner benefits, child benefits, and parental rights are jeopardized.

If the proposed amendment is accepted, same-sex couples and their children will continue to be denied access to the 1,138 federal protections that come with marriage (Defense of Marriage Act, 2004). These include, but are not limited to: social security survivor benefits for partners and their children, veteran benefits for partners and their children, retirement benefits, rules regarding wills and inheritance, medical rights involving insurance coverage, the ability to make medical decisions for partners and their children, hospital visitations rights, rights to use the Family Medical Leave Act for partners, children and family members, and reproductive services. Section B also jeopardizes the following parental rights: the right to adopt or offer foster care, the right for second parent adoption where one partner seeks to adopt the other partner's child, as well as issues involved when a same-sex union dissolves, such as custody rights, visitation rights, and child support. Further, Part B brings into question those laws regarding business practices, employee recruitment, and partner immigration rights.

Whereas: When examining the impact of same-sex couples on society, the American Anthropological Association (AAA) issued a statement in support of same-sex marriages. The AAA stated that, "The results of more than a century of anthropological research on households, kinship relationships, and families, across cultures and through time, *provide no support whatsoever for the view that either civilization or viable social orders depend upon marriage as an exclusively heterosexual institution*" (AAA, 2004, p. 1; italics added).

Whereas: The psychiatric, psychological, and social work professions declassified homosexuality as a mental disorder over 20 years ago. Since that time, psychological research has continued to disprove the stereotype that lesbian and gay male adults are psychologically impaired and therefore not fit to be parents (Falk, 1994; APA, 2004, Patterson, 2004).

Despite the presence of numerous societal obstacles, lesbians and gay men in committed relationships respond similarly to their heterosexual counterparts on standardized measures of relationship quality and stability (Kurdek, 1993; Patterson, 1995; Ossana, 2000; Bennett & Gates, 2004; Peplau & Beals, 2004).

Further, the American Psychological Association, in an extensive review of the research, found no psychological evidence to indicate that same-sex parents are detrimental to the healthy development of children growing up in such families (APA, 2004). Similarly, the American Academy of Pediatrics (AAP, 2002) issued a statement of support for same-sex families, asserting that it is in the best interest of children for both of their parents to have legalized parental rights and responsibilities.

Misperceptions regarding the ability of same-sex couples to maintain healthy relationships and families persist, despite the growing body of empirical evidence to indicate that such perceptions are unfounded. Unfortunately, these misperceptions continue to affect law, public policy, attitudes and, most importantly, the lives of same-sex couples and their children.

Therefore: The Georgia Psychological Association finds the proposed constitutional amendment discriminatory because it withholds substantial rights and benefits from same-sex families without empirical justification.

II. Opposing Discrimination is Consistent with APA Ethical Principles

Whereas: Psychologists are well aware of the negative psychological, physical, social, and economic sequelae of prejudice, discrimination, and oppression in all its forms. Research has unequivocally demonstrated that discrimination, prejudice, and violence against sexual minorities detrimentally affect their well-being (Herek, Gillis, & Cogan, 1999; Meyer, 2003, Patterson, 2004).

Whereas: In the General Principles section of the American Psychological Association's *Ethical Principles of Psychologists and Code of Conduct* (2002), Principle E (Respect for People's Rights and Dignity) states: "Psychologists are aware of and respect cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, *sexual orientation*, disability, language, and socioeconomic status and consider these factors when working with members of such groups. Psychologists try to eliminate the effect on their work of biases based on those factors, and *they do not knowingly participate in or condone activities of others* based upon such prejudices (APA, 2002, p.4; italics added).

Whereas: Psychologists are ethically required to practice only within populations for which they have been specifically, educated, trained and supervised. To this end, the American Psychological Association has adopted *Guidelines for Psychotherapy with Lesbian, Gay, and Bisexual Clients*, which are aspirational in nature, for working with sexual minorities (APA, 2000). These guidelines emphasize that psychologists should understand the role that societal stigmatization plays in the mental health and well-being of sexual minorities. Additionally, the guidelines encourage psychologists to provide therapeutic services that do not include prejudicial views about homosexuality or bisexuality. Further, the guidelines stress that psychologists should fully understand the importance of same-sex relationships and recognize that sexual orientation alone does not interfere with effective parenting.

Therefore: In congruence with the ethical guidelines of the profession, the Georgia Psychological Association does not support discrimination of sexual minorities, which is inherent in Georgia's proposed constitutional marriage amendment. Further, the Georgia Psychological Association encourages individual psychologists, when acting in their professional capacity, to consider the American Psychological Association's aspirational guidelines for ethical and competent practice with sexual minorities.

III. Justification for Public Action

Whereas: Psychologists have a history of being concerned about and working toward mitigation of the causes of human suffering. Further, psychologists have contributed their knowledge of psychology to advance human welfare (APA, 1992).

Whereas: The American Psychological Association has adopted a resolution that supports same-sex marriages and same-sex families. After extensive review of the literature, the American Psychological Association asserts that there is no empirical justification for withholding social, legal, and financial privileges from same-sex families. This includes marriage rights, lesbian or gay adoptions, child custody and visitation, foster care, and reproductive health services. Full text is available from the American Psychological Association's Public Affairs Office at http://www.apa.org/releases/gaymarriage_reso.pdf.

Whereas: The American Psychological Association asserted in the recently published *Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists* (2003) that psychologists are uniquely able to promote social justice. In this endeavor, psychologists are



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aided by their awareness of their impact on others and the influence of their professional role in society. Finally, in these aspirational guidelines, the American Psychological Association encourages psychologists to be leaders in a changing society, rather than gatekeepers of the status quo.

Whereas: The Georgia Psychological Association's (1994) Policy on Sexual Orientation Discrimination states, "This organization shall support the establishment and protection of equal rights of all persons regardless of sexual orientation. Such support shall include *disseminating position papers on appropriate legislation, providing scientifically-based, psychological research on relevant issues, and working for the adoption of policies to end all forms of discrimination based on sexual orientation.*" It further states, "The Georgia Psychological Association shall oppose any measure that abridges the rights and freedoms of individuals with differing sexual orientations. Involvement will be at the federal, state, and local levels of government" (GPA, 1994, p.1; italics added)."

Whereas: The Georgia Psychological Association has the resources to affect public policy. The Association has in place a Public Education Committee whose purpose is to educate the public on relevant psychological issues. Additionally, the Association has a history of influencing public policy through advocacy, education, and lobbying efforts.

Therefore: The Georgia Psychological Association has precedent, resources, and an ethical and professional obligation to act in opposition to discriminatory legislation.

To be active in this dialogue is consistent with the policies and mission of this organization.

IV. Resolution

The Georgia Psychological Association finds the proposed state constitutional amendment to be discriminatory, empirically unfounded, and to have the potential to harm same-sex couples and their families. Thus, to protect the fundamental rights, dignity, and worth of all human beings, the Georgia Psychological Association resolves to:

1. Publish a position statement for public dissemination in opposition to the proposed marriage amendment.
2. Disseminate information and relevant research to the public, so that the public may better understand sexual minorities and alter currently existing derogatory stereotypes.
3. Provide current and empirically sound information regarding sexual minorities to our membership in an effort to promote high quality service provision for sexual minorities.
4. Provide support and facilitate networks for psychologists who would like to be active in educating the public and legislators on these issues.
5. Encourage continued relevant research on same-sex couples, same-sex parents, and their children.


References furnished upon request.



The Membership Bug is looking high and low for everyone who has forgotten to pay their dues!

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Psychologists' Duty to Respond to the Proposed Georgia Constitutional Marriage Amendment

Linda S. Wilson, Ph.D.

"Any law that uplifts human personality is just. Any law that degrades human personality is unjust."

Martin Luther King, Jr.

The public will vote on an amendment to the Georgia State Constitution in November of this year, which would define marriage as only the union of man and woman **AND** would exclude those in same-sex unions from receiving any of the benefits of marriage (http://www.legis.states.ga.us/legis/2003_04/versions/sr595_Adopted_Senate_10.htm).

Since 1975, psychological and psychiatric experts have agreed that homosexuality is not a mental disorder nor is it a symptom of mental illness. In declassifying homosexuality as a mental disorder, the American Psychological Association (APA) established policy to end discrimination against gay men and lesbians (Conger, 1975).

Research has shown that there are few significant differences in psychological functioning between heterosexual, homosexual, and bisexual populations (Gonisiorek, 1991; Pillard, 1988; Rothblum, 1994). The studies that do show differences in psychological functioning between these groups attribute the differences to the stress related to society's stigmatization on the basis of sexual orientation (Di Placido, 1998; Ross, 1990; Rotheram-Borus, Hunter & Rosario, 1994; Savin-Williams, 1994).

Meyer (2003) conducted a meta-analysis of population-based epidemiological studies and concluded that lesbian, gay and bisexual populations do have somewhat higher rates of stress-related psychiatric disorders (such as anxiety, mood and substance abuse) than heterosexual populations. Gay and lesbian individuals and couples also experience economic disadvantages as compared to heterosexual individuals and couples according to Badgett (2001). And, finally, the possibility of hate crimes against themselves, their families, and their property adds to the risk for stress-related disorders among lesbians, gay men and bisexual individuals (D'Augelli, 1998; Herek, Gillis, & Cogan, 1999).

Heterosexual, bisexual and homosexual relationships have many factors in common – they have similar reasons for forming relationships (Klinger, 1996) and similar satisfactions in their

relationships (Kurdek, 1995). Research has shown that when comparing partners from same-sex couples to partners from heterosexual couples on standardized measures of relationship quality, such as satisfaction and commitment, the two groups are equivalent to each other (Peplau & Beals, 2004; Peplau & Spalding, 2000). Other studies have looked at the stability of same-sex relationships and found that between 18% and 28% of gay couples and between 8% and 21% of lesbian couples have lived together 10 or more years (Blumstein & Schwartz, 1983; Bryant & Demian, 1994; Falkner & Garber, 2002; Kurdek, 2003). Kurdek has speculated that the stability of same-sex couples would be enhanced if these couples could receive the same levels of social support and public recognition as heterosexual couples.

For the past 22 years, research has looked at the capabilities of lesbian, gay and bisexual parents as compared to those of heterosexual parents; no significant differences have been found (Allen & Burrell, 1996; Bigner & Bozett, 1990; Bozett, 1989; Cramer, 1986; Falk, 1989; Gibbs, 1988; Kveskin & Cook, 1982; Patterson, 1996a). In spite of this research, lesbian, gay and bisexual parents still face challenges – losing custody of their children or being restricted from adopting or being foster parents – based solely on their sexual orientation. Research has shown that children raised by lesbian, gay, or bisexual parents have no gender identity difficulties or gender role behavior problems (Patterson, 1996b). Additionally, the emotional development and their likelihood of becoming homosexual is no different for children raised by lesbian, gay, or bisexual parents than those raised by heterosexual parents (Bailey, Bobrow, Wolfe, &

Mikach, 1995; Golombok & Tasker, 1994, 1996).

So what is our duty, as psychologists, to respond to this amendment? Our Code of Ethics and other adopted policies and guidelines obligate us to:

- 1) help the public make informed decisions and judgments about human behavior
- 2) respect the dignity and worth of all people
- 3) base our work on scientific and professional knowledge
- 4) act as agents of prosocial change and justice
- 5) protect civil and human rights
- 6) oppose any measure that abridges those rights

(APA, 2000, 2002, 2003; GPA, 1993).

Psychologists in Georgia are in a position **NOW** to influence the development of law and social policy that protects the interests of lesbian, gay and bisexual patients and clients. Quoting Martin Luther King, Jr. (1964) again,

"We must come to see that human progress never rolls in on wheels of inevitability. It comes through the tireless efforts and persistent work of men willing to be co-workers with God, and without this hard work time itself becomes an ally of the forces of social stagnation. We must use time creatively, and forever realize that the time is always ripe to do right."

The research data is available, our ethical responsibility is clear – it is the right time for us to "come out" with our knowledge of psychology in order to contribute to and protect human welfare.

Straight — In a Gay World

David Ryback, Ph.D.

In college, my best friend was gay. We were watching TV in the lunch lounge and somehow we started talking. I was all of 19 and needed a car badly, so I could date in freeway-happy Los Angeles. Glenn had a car and, as we talked, a solution occurred to us. Glenn could rent me his car for weekend evenings—cheap.

So every Saturday evening, for a while, Glenn would pick me up, drive to his dad's business where he could hang out while I drove away to pick up my date. When I returned, as frustrated as you might expect any unsatisfied 19-year-old to be, he just laughed heartily. "You straights—what a frustrating life!"

Eventually, I skipped the dates and just joined Glenn as he cruised the Hollywood scene. I felt like Margaret Meade discovering a new culture. Here was a group of people more creative, fun-loving and authentically open to life than I'd ever seen. They made the straight scene look so . . . straight—conventional, closed, rigid in their moral values. I took to this new scene in every way, except sexually. As accepting as I was of gay people's homosexuality, my own straightness in that respect remained unmoved.

One day Glenn and I shared a blanket at a gay part of the beach. Some friends of his came over. I was napping

in the sun, but awake enough to hear the conversation. "What a cute guy!" "Sorry," said Glenn, "straight as an arrow." How nice to be complimented for my attractiveness! I'd never heard anything like that from women. More and more was this culture appealing to me.

Years later, at a conference of psychologists, I was sharing a ride with a gay man. We were discussing gay/straight issues. I shared my youthful adventures with Glenn. "Have you ever considered trying out sex with a man?" he asked me. "Well, I'd be lying if I told you I never considered it but I end up deciding I have enough to deal with being straight in a straight world," I answered. "At least you don't condemn it," came his relieved reaction.

Today, much of my practice is made up of gay clients—both individuals and couples. I'm still straight in terms of my sexuality but in many ways I feel as gay as the clients I

serve. What do I mean by that strange statement? I mean that I feel no distinction between my gay and straight clients. The issues are so similar, that if I closed my eyes, there would be absolutely no difference in the dynamics of the relationships and the issues—other than the discrimination some gays feel in a straight world. I've given up trying to discover the origins of gayness. They've become as irrelevant as the origins of straight-ness.

There is one difference—a big one. When I think of Glenn, whom I haven't heard of in years, I can't help feel a deep sadness. I know that his life is harder because of the laws of the land. Aside from the normal discrimination in our culture that might affect his career, I know that his relationships with other men have not had the possible sanction of marriage, whether or not he actually would have chosen that. How unfair! Maybe things will change.

Dear GPA members,

We live in uncertain times. We hope for the best while preparing for the worst. As psychologists we have unique skills and abilities that can be extremely valuable to our communities if and when disaster strikes. GPA and APA are asking you to join the Disaster Response Network. If you decide to join, you will receive a wonderful packet of information and resources, as well as, have the ability receive the quarterly DRN National newsletter. You will be informed about what we and others in the country are doing to prepare and respond to natural and other disasters.

At GPA, we remain committed to the American Red Cross and providing volunteers to assist with the mental health needs after a disaster. We also are exploring the other disaster relief organizations we can provide support to such as the Health Department and the Emergency Management Associations. But, to be able to respond, we need your assistance.

Please consider joining the GPA-APA Disaster Response Network. Georgia psychologists are known for their community service and activism. If you do decide to join, please visit our website and login on "members only." Then, click on DRN Membership at the top of the page, print, fill out the form and fax back to GPA. I will send a copy onto the APA Practice Directorate. You will then receive your packet. You do not need to be an APA member to join nor must you have had the Red Cross training. We will assist you, if you decide to become part of the DRN.

Betsy A. Gard, Ph.D.

Coordinator of Metro Atlanta Disaster Mental Health Services & The GPA Disaster Response Network

Telephone: 770-594-2529; Fax: 770-587-0744; Cell: 404-798-3531

e-mail: betsyg@mindspring.com

website: www.gapsychology.org

LETTERS TO THE EDITOR

If you have an opinion that you would like to share with us, please send your Letters to the Editor.

Diane Garrison, campaign director for the "Truthful Witness Campaign," was quoted in the Kingston *Daily Freeman* as saying: "Homosexuality is an unnatural, unhealthy lifestyle" and she likened it to drug and alcohol addiction (August 11, 2004). This statement may surprise some of you but to those of us that are lesbian or gay, we hear statements like that frequently. And, apparently, there is a rather large percentage of the population who agree with Diane.

In no small part, psychology has been a significant contributor to that type of negative opinion and stereotyping about lesbians and gays. For over 30 years our profession told the world that lesbians and gays were mentally ill. Even though homosexuality was deleted from the DSM in 1975, the concept that homosexuality is an illness persists in the general population. Because psychology has a moral responsibility to clean up its mess, we end up embroiled in what some see as a political issue, not a professional one. However, it is a professional issue because we contributed to the negative perception of lesbians and gays. In the first place, to say we are a guild and should have no involvement in correcting issues that we helped to create is a red herring. It's rather disingenuous to want to wash our hands of the issue by labeling it as "political, not professional." If one thinks I chose to be gay, maybe I could understand the arguments that would

force me to return to the closet. But choose to be gay? Not on your life. I do choose to live as a fully authentic gay man rather than a celibate or pseudo-straight man.

I find the argument of majority rule an interesting one as well. If Georgians had been allowed to vote on the 1956 flag, which flag do you think the majority would have chosen to represent this state? If this state allowed a vote on the teaching of evolution in the schools, what do you think would be the outcome? If the separate but equal doctrine had been put to a majority vote, do you think integration would have happened when it did? Will the privileged ever give up their privilege on a voluntary basis? I think history shows that the majority are not the ones that protect minority rights.

Where lesbians and gays are concerned, this profession has a very large database of reputable scientific research. Where is the reputable

scientific data that suggests that this profession should take another approach to lesbian and gay issues - issues such as parenting? Since when do we replace reputable scientific data with emotion or theology or ideology? We have the repository of data to shed light on the current debate and would be morally remiss should we fail to do so.

If you would like to read my personal story and my views on the intersection between lesbians and gays and religions, I would direct you to my presidential address given before Division 44 of APA last August in Toronto. You can read it at www.apa.org/divisions/div44 and scroll down to presidential address. I welcome dialogue with anyone who would like to discuss my views on the need for psychology to take an active role in correcting our wrongs of the past. Contact me at drjsf@bellsouth.net

James Fitzgerald, Ph.D.
 APA Past President, Division 44
 Past Chair, Division H

**The deadline for the Winter Georgia Psychologist
 is November 17, 2004.**

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|---|--|

In Memoriam George P. Taylor, Ph.D. 1936-2004

Sue Schrader, Ph.D.

“George lived and loved with passion and humor and was a source of strength and compassion to many” (from his obituary).

“Anyone who knew George very long knew that he loved turquoise. When he was dying and seeing things others couldn't, one question he posed was, 'isn't this the city paved with turquoise'? We told him 'yes, we will take you there.'”

(from Meg Taylor and their children).

As psychologists, we knew George as therapist, colleague, teacher, mentor, activist, and friend. His professional achievements in GPA and APA were celebrated in the Fall/2003 Georgia Psychologist. This is a personal tribute, as his legacy of love, integrity, humor, and commitment will continue to grow through the countless lives he also touched outside the profession of psychology. What many psychologists may not know is that George was as deeply passionate and dedicated to his family, his faith and his friends. I have known George for 24 years and an image I hold of him is as a crystal with remarkable facets, yet each so consistent in their interweaving as to be nearly seamless. What follows are excerpts from eight of us, each in our own voices.

Meg Taylor and their four children

“George and I were married for 43 years, and now have seven grandchildren.

He was always trying to excel in every area of his life, and George valued people who could cause him to stretch and become more. When we first moved to Atlanta, the public schools were in the process of undergoing desegregation, and George was often called upon to speak at PTA meetings. Because his friends and clients always ran the gamut of ages, races, creeds, and political perspectives, he addressed family issues, the importance of helping the children, and other psychology issues.

His passion and commitment to the children, ours and others, continued as he began to run the Peachtree Road Race, the first time with our 10 year old son, and over the years with our daughter and sons. He also loved participating in cross-country preparation and events at our children's high school; several of the young men and women who competed maintained contact with him ever since.

The last four years George loved reading to and listening to students read to him at our grandson's elementary school. On Honors Day he received certificates, and was very proud of them.

He loved working with his hands, and built many improvements to our home himself. Architect friends told him that his work was over-built. He did things like that — never halfway.

He loved his calling and our children often referred to him as a 'secular priest.' In spite of his cancer and experimental

chemotherapies, he saw clients up to within a month of his death.

George was not ready to go in the sense that the very elderly are sometimes. There was much that drew him to our reality — family, friends, his love of doing therapy, fishing and reading, and zillions of other interests.

In his dying, as always, he outdid expectations. He lived 9 months longer than his initial diagnosis predicted, having done his best to fight the cancer. He lived fully until the last moments, alert to those around him. Our most recent granddaughter was born one week before he died. He passed away at home in the company of family and friends and surrounded by love, slipped away peacefully.”

Right Reverend Frank Allan — former Rector of St. Anne's Episcopal Church and retired Bishop of the Diocese of Atlanta - from his eulogy at George's service

“George could hear what others were saying even when they didn't use words. He had the gift of discernment. I have known some deaf or hard of hearing therapists. But my experience of George was that he always listened intently, curious about what was going on inside one's mind and soul. And this is because he was curious about everything. He never stopped asking questions because he wanted to know what others thought and felt.

For years George did the psychological examination of every person who sought ordination in this diocese, and I don't think he ever made a miscall. But his curiosity got the best of him. ‘Why do seminaries seem to just turn out liberal clergy?’ I told George I wasn't sure, but that the reason we had the altar rail was to separate the liberals from the conservatives.

His whole life was lived in openness and acceptance of others. George defied stereotyping and had friends with all kinds of opinions and beliefs. He had these friends and the respect of his colleagues because he listened, because he cared, and was engaged. People listened to him because he listened to them. That is the simplest and yet most profound of insights that serve well not only a therapist but any human being.

George was passionate about some things. There was the time that he was ejected from one of his children's soccer games. He objected to the referee's call, and no doubt with a significant amount of passion, suggested that the referee might have some sort of visual impairment or was seriously deficient in intelligence. And so that is how George came to watch the rest of the game from the other side of the fence.

He was also a passionate grandfather. George would go every week to read to the children. One of the teachers remembers ‘Grandpa George’ reading poetry to the children and then having them write and illustrate their own poems. George took all these poems and put them together in a book for each child. He had the soul of a poet.

Reverend Frances West — Unitarian Minister and friend — from her eulogy at George’s service

“George was a man of contributions. He was a very bright man who downplayed his intelligence. He had a great capacity to make conceptual links and insights, but downplayed that ability. He was a man of great ability who thought of his gifts as small.

George is at rest now, leaving us with our grief. We grieve in direct proportion to how much we have loved. He loved his children. I remember him telling me he took them to see the turtles coming up to lay their eggs at night on Pawleys Island where the extended family vacationed.

He fell in love again with the birth of his first grandchild, and again with the birth of each of the others. Why did George fall so deeply in love at that time? Love is our ruler and goes where it will, and so it went with George and his grandchildren.”

Sue Schrader

The last time I saw George was the week that he and Meg were awaiting the results of the last experimental

chemotherapy, which they told me had the least possibility of curing him. I went to do Reiki with him, to assist his quality of life at that time. In the service of healing, Reiki works with physical, emotional and spiritual levels.

He proudly showed me the cane he had made for himself from bamboo from their yard and raw turquoise stones. Although he was very frail physically, his mind and spirit were as acute and loving as always.

During Reiki, we moved into a profoundly sacred space that neither of us could have anticipated. After, he walked strongly without his cane, and shared the collections of Native American baskets, art, pottery and gems and ore that he and Meg had collected over the years. We walked out on the backyard deck, which he built and overlooked the yard landscaping he did, creating a peaceful and vibrant sanctuary inside a close-by interstate.

As I worked on this article, and talked with the others who shared their insights, I was struck with the consistency of the anecdotes we shared of this man we loved so much. Even in his last days, his love touched each of us so deeply, and through us his voice and presence will continue.

Continuing Education — Licensure Renewal

Members of the State Board of Examiners of Psychologists
Linda Campbell, Ph.D., Donald Meck, Ph.D., Carol Webb, Ph.D.

We appreciate the opportunity extended to us by Dr. Bill Doverspike, editor of the *Georgia Psychologist*, and by Dr. Jim Purvis, President of GPA, to speak to you about the upcoming licensure renewal. As you know, the second year of the biennium period for licensure is coming to a close. Licensed psychologists will be receiving a renewal letter and application in the mail within two months. **It is your responsibility to notify the Licensing Board of any change in address as soon as possible.** You may verify what address the Board has for you by accessing your information at the Board web site at <http://www.sos.state.ga.us/plb/psych/>. To change your address, please use the following email address: bcobb@sos.state.ga.us or fax the address change to 478 207 1676 to the attention of Beverly Cobb. The most frequent renewal problem is wrong addresses.

The continuing education requirements for licensure renewal remain the same in number and type; however, some primary principles and modifications will be described in brief here:

1. A total of 40 clock hours relevant to the psychologists’ professional activities must be acquired during the biennium. Three hours must be earned in ethics and three in psychopharmacology. If a psychologist did not have a documented diversity course in doctoral training, then three hours of CE in this area is required in the first renewal.
2. The five designated areas for acquisition of hours are (I) academic courses and professional supervision, (II) conventions, (III) workshops and institutes, (IV) APA or GPA approved programs, and (V) self instructional activity.
 - a. Areas I, II, III, and IV must be attended in person and Areas III and IV must be accompanied by certificates.
 - b. All CE experiences are credited with one hour per hour spent with the exception of convention which is a maximum of three hours credit during a six hour day.
 - c. Each area can contribute 20 hours to the total with the exception of Area V which limits the maximum hours to 10 hours.

- d. On line instruction qualifies as CE credit only under Area V.
3. The Board will audit a certain number of renewal applications. Psychologists who are audited will need to document their continuing education activities. A form designed for recording of activities will be provided by the Board and must be used in order for your activities to be reviewed.
4. If an audited psychologist fails to provide documentation of the required hours or submitted documentation is disqualified, the license will not be renewed. The psychologist may obtain the required hours over the following six months; however, the license will not be renewed until the requirements have been met.

If psychologists have questions regarding the licensure renewal, they are invited to e-mail the Board and we will attempt to answer them. These points are not comprehensive but are intended to highlight the primary areas of activity. Please refer to Chapter 8 of the Rules of the State Board of Examiners of Psychologists (available at the Board web site under “Recently Adopted Rules”) for a thorough description of the requirements. You may also refer to the Frequently Asked Questions link at the Board web site.

Public Education

TELEVISION

Connecting With Kids (CWK Network)

Carol Drummond

Should pre-schoolers be using computers?

The importance of parents knowing their high schooler's friends

Negative behaviors that develop from teen girls dating older boys

The importance of dads in the lives of their teen daughters

Betsy Gard

Loss of a Pet

Nancy McGarrah

Middle-schoolers

Research shows that children of working mothers can be as healthy as those who stay at home

Additional CWK interviews on "School Uniforms – do they work?" and "Young children who use bad language."

NBC TODAY Show

Dina Zeckhausen - The final hour on Sept. 9 was devoted to eating disorders. A link was also established to NBC's website where you could click and watch that portion of the show.

Good Day Atlanta – WAGA TV - **Bob Simmermon** spoke about Empty Nesters.

PRINT

Carol Drummond

Atlanta Baby Magazine - Why do today's mothers need support groups.

Atlanta Parent Magazine on Pre-teens

Bob Simmermon - *New South Publications* - The psychology of moving

Kelli Bynum and **Dina Zeckhausen** were interviewed by *Teen People* about "contagious" eating disorders—how peer pressure is an influence in the development of eating disorders.

Web MD interviewed **Linda Buchanan** on eating disorders

RADIO

Rick Kilmer was on **Star 94's** morning show speaking on eating disorders.

Rick Blue checks in with relationship advice on **Star 94's Cindy & Ray Show**. Callers can ask Rick questions directly. This is a weekly guest spot.

V-105 Radio

Jennifer Kelly answered callers' questions regarding the Atlanta case of the mother not intervening in her daughter's rape by the mother's boyfriend. The station was inundated with calls from rape and sexual abuse victims. GPA received numerous calls seeking psychological help.

Jennifer was also a guest on WYZE discussing Good parent/bad parent.

COMMUNITY OUTREACH

Betsy Gard, Chair of the Disaster Response Network, traveled to Florida with the Red Cross to help with Hurricane Charley clean-up.

Nancy McGarrah, working through Emory Connections and Virginia Wickline, will present two forums to a low-income charter school in Atlanta. She will train teachers on resilience and how to recognize the warning signs of violence.

The Fulton County Mental Health Clinics have requested a Resilience Forum focusing on resilience for mental health professionals. The call was a result of GPA website advertising on Resilience Forums.

PUBLISHED

Linda Campbell (APA Ethics Committee) was a co-author of the *APA Ethics Code* text book.

Edward W. L. Smith is the recipient of the 2004 Georgia Southern University College of Liberal Arts and

Social Sciences Award of Distinction in Scholarship. He has also been named one of the two faculty members to receive the university wide 2004 Georgia Southern University Award of Excellence in Research/Creative Scholarly Activity. As a recipient of the latter, he will address the university community on "Entering the Dark Wood Alone: The Path of Personal Growth."

The *Journal of Personality Assessment* is publishing an article written by **Paul Schenk** and based on data gathered from a three year research project on the MMPI-2. Paul has also presented the following:

Using the MMPI-2 in a Private Practice Setting: Symptom Correlates of Clinical Scales, Content Scales, and Code Types. Poster presented at the 39th Annual Symposium on Recent Developments in the Use of the MMPI-2 and MMPI-A, Minneapolis, MN.

Incremental Validity of the MMPI-2 Personality Psychopathology Five (PSY-5) Scales in Assessing Self-Reported Personality Disorder Criteria. Paper presented at the 2004 Annual Meeting of the Society for Personality Assessment, Miami, FL.

Convergent and Discriminant Validity of the Clinical and Restructured Clinical Scales of the MMPI-2. Paper presented at the 38th Annual Symposium on Recent Developments in the Use of the MMPI-2 and MMPI-A, Minneapolis, MN.

'ROUND GEORGIA

ANNOUNCEMENTS

After a 28-year "engagement," Stuart Strenger, PhD, and Crit Stuart were married in Toronto, Ontario, Canada, on Monday, July 5, 2004.

CALL FOR PROGRAMS
2005 ANNUAL MEETING MAY 19 – 22
CROWNE PLAZA RAVINIA
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Focusing on the Importance of Relationships
Stories of Our Life

DEADLINE FOR SUBMISSION: DECEMBER 10, 2004

Please fill out this form as fully as possible and mail it to the GPA office. Early submissions will help greatly in the planning.

PRESENTER INFORMATION: (Attach full names of all presenters along with degrees, titles, positions, affiliations, addresses, and telephone numbers. This is important as it is for the conference program).

PROGRAM/WORKSHOPTITLE: _____

LIST experience in your area of expertise, i.e., publications, workshops, etc. (on a separate sheet).

PRIMARY WORKSHOP CONTACT: Name: _____
Tel.: _____ Email: _____
Address: _____

DESCRIPTION: 100 words or less for the conference program (on a separate sheet).

TYPE OF PRESENTATION: (Check one)

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| C.E. Workshop* | | Presentation Level: | |
| <input type="checkbox"/> 1 hour | <input type="checkbox"/> 3 hours | <input type="checkbox"/> Poster Session | <input type="checkbox"/> Introductory |
| <input type="checkbox"/> 2 hours | <input type="checkbox"/> 6 hours | <input type="checkbox"/> Conversation Hour | <input type="checkbox"/> Intermediate |
| | | | <input type="checkbox"/> Advanced |

*C.E. Workshop: **Please enclose CV** and clarify target audience (introductory or advanced). Enclosure of your CV is required for us to consider your workshop.

ROOM SETUP:
 Theater Classroom Conference
 Other: _____

Please indicate if you have:
 Minimum number of attendants. Number: _____
 Maximum number of attendants. Number: _____

AUDIO/VISUAL REQUIREMENTS:
 35mm carousel projector remote podium
 VCR player screen chalkboard
 LCD player (laptop not included) podium microphone monitor
 overhead projector Other: _____

I will be providing handouts. (If so, please forward copies to the GPA Central Office by May 1, 2005.)

The more information we receive from you prior to the conference,
the better prepared we are for your workshop.

Please return to:
Georgia Psychological Association, 1750 Century Circle, Suite 10, Atlanta, GA 30345



NATIONAL NEWS

APA Council of Representatives Report — July 2004



Jennifer F. Kelly, Ph.D.
APA Council Representative

The second Council Meeting for 2004 was held during APA's Annual meeting in Honolulu, Hawaii. The meeting was a great success, with over 13,000 registrants. Imagine being in a place that comes close to your view of paradise, with mountainous landscape, soft-spoken billowy clouds against the sunny blue sky and the Pacific Ocean with shades of aqua blue and sea foam. Now imagine being in council and caucus meetings fourteen of those hours. Yes, that's correct, fourteen hours. Despite my cognitive dissonance, I did not play hooky. However, the success of the meeting more than made up for the time spent in the windowless rooms.

APA's President, Dr. Diane Halpern, started the meeting by addressing the progress of her presidential initiatives, which included violence and the family (<http://www.apa.org/pi/pii/viol&fam.html>), reducing the spread of prejudice (<http://www.socialpsychology.org/forums/professional/?noframes;read=719>), and work-family synthesis (<http://berger.claremontmckenna.edu/presinit/>). In addition, she established a task force of Retiring Psychologists, which has developed brochures and a website to assist the Psychologist who is considering retirement (<http://www.apa.org/monitor/may04/pc.html>).

The budget was presented by Dr. Norman Anderson, CEO of APA. After experiencing significant budget deficits in 2001 and 2002, APA made significant changes in its operations, with the result being a surplus of \$2.4 million in 2003. It is anticipated that there will be a surplus in 2004 as well, although it likely will not be as substantial as it was in 2003. The Council approved the 2005 budget, which included recommendation for slight increases in membership dues, journal fees, and convention registration.

The most highly publicized business addressed during the meeting related to the Resolutions on Sexual Orientation and Marriage and on Sexual Orientation, Parents, and Children. The Council of Representatives adopted two policy resolutions: 1) *Resolution on Sexual Orientation and Marriage* that addresses the effects of same-sex couples not having access to the institution of marriage; and 2) *Resolution on Sexual Orientation, Parents, and Children* that addresses discrimination based upon sexual orientation in matters of adoption, child custody and visitation, foster care,

and reproductive health services. The Council of Representatives unanimously passed the resolutions. The document was prepared by the Working Group on Same Sex Families and Relationships. The document passed without opposition because it was research-based and well written http://www.apa.org/releases/gaymarriage_reso.pdf.

Another significant resolution passed by Council related to Sexual Orientation and Military Service. The new policy resolution, which was an outcome from discussions between the Division for the Study of Gay, Lesbian and Bisexual Issues and the Division of Military Psychology, reaffirms existing APA policy resolutions on lesbian, gay, and bisexual issues, and strengthened the APA policy on sexual orientation and military service. More importantly, it eliminated APA's prohibition on advertisements for the Department of Defense. The resolution will be included in the APA Policy Manual and posted on the APA website.

In continuing its effort to increase the membership and involvement of

early career psychologists, two motions were presented. Council passed a member dues schedule revision, which provides for an expansion of the number of years for which new members can benefit from additional steps in a dues step-up program. The revised schedule adds steps and makes year-to-year changes less substantial. New members will be allowed to move immediately into full Member status and have a longer period of time to reach full dues with smaller yearly differences in the step-up rates. It is hoped that this change will encourage the early career psychologists to join the Association. In line with this, Council approved the formal establishment of a Continuing Committee on Early Career Psychologists, whose main mission is to research, organize and institute initiatives to increase the number of student affiliates who transition to full member status, as well as the number of early career psychologists joining the organization for the first time.

APA continues to show its commitment to increasing and

enhancing diversity representation within the governance of the organization. The first motion related to this provides specific affirmative and concrete steps to enhance diversity representation within the APA governance system and encourages the appreciation and value of diversity across the Association. Second, Council believes that a program that provides incentives to Divisions and State and Provincial Associations to elect ethnic minorities as Council representatives is in the best interest of APA. Therefore, APA will continue to reimburse any Division or State and Provincial Association for the expenses incurred by ethnic minority representatives. This policy was instituted in 2001, and will be continued for three additional years.

A highly discussed and emotionally charged issue related to the report from APA's delegation to the World Conference against Racism, Racial Discrimination, Xenophobia and Related Tolerance (WCAR), which occurred in Durban, South Africa in 2001. Representatives from the United States and Israel walked out of the Conference because it was felt there was an anti-Israeli and anti-Semitic tone to it. The APA delegation, however, did not leave the Conference, and explained that it was their role to be a part of the conference to facilitate the end to racism, racial discrimination and intolerance. Council felt there should be some modification to the document, and voted to establish a task force to address concerns related to the document. It should be presented again for adoption at the February 2005 Council meeting.

In addressing the Public Education Campaign-Psychology as an Empirically-Based Profession, Council voted not to legislate changes in the content of the campaign, which has been successful. It was voted by Council that the Directors of Science and Practice work together and future efforts of the Campaign should include mention that there are research studies to support what Psychologists do.

The Council voted to adopt the *APA Resolution on Bullying among Children and Youth*. This resolution will be included in the APA Policy Manual, posted on the APA website, and will be distributed to other organizations and agencies. In addition, Council received *The Report of the Task Force on Psychology's Agenda for Child and Adolescent Mental Health*. This report will be added to the Child and Adolescent Mental Health website. The Council adopted the *Resolution on Culture and Gender Awareness in International Psychology*. The resolution was developed by Division 52's Committee on Women. The policy will be included in the APA Policy Manual and will be posted on the APA website. Copies will be disseminated to boards and committees, APA divisions and state, provincial, and territorial associations.

Upon the recommendation of the Commission for the Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP), Council approved the renewal of recognition of Clinical Health Psychology as a specialty in professional psychology. In addition, upon the recommendation of CRSPPP, the Council renewed the current recognition of Biofeedback as a proficiency in professional psychology for a probationary period of one year, until August 2005.

As one can see, this was a very productive Council meeting, but there were two memorable highlights. Council acknowledged and celebrated the 30 year Anniversary of Women in Psychology and the Committee on Women in Psychology. Council also celebrated the successful passage of prescribing legislation in Louisiana.

On a more solemn note, there were tributes to the memory of George Taylor, Ph.D. during the meeting. His contribution to APA was remembered fondly by leaders of the organization, including Drs. Russ Newman and Pat Bricklin. Ron Levant, Ph.D., President-Elect of APA presented a very moving tribute to Dr. Taylor during the meeting. The tribute will be published in the *American Psychologist*. I am sure you will enjoy it as much as I did. Based on what I heard and saw, his presence at APA will truly be missed, but I am sure that his legacy will continue. He was definitely an asset in Georgia, and helped to shape the face of Psychology here to further advance our profession. Among his many contributions to the Georgia Psychological Association, he served as President and Council Representative. I remember him being among the veteran psychologists who welcomed me to be a member of this Association and encouraged me to become involved in governance. I can still remember his presentations at the summer retreats. His smile, energy, and enthusiasm for psychology will be remembered for years to come.

Finally, I want to thank you for allowing me the opportunity to represent Georgia and your interests at the American Psychological Association.

Respectfully submitted,

Jennifer F. Kelly, Ph.D.
APA Council Representative



GPA was well represented at APA's convention in Hawaii. From left: Drs. Linda Campbell (Chair, APA Ethics Committee and Vice-President of the Georgia State Board of Examiners of Psychologists), Joni Prince (Chair, Business of Practice Network), Jim Purvis (GPA President), and Jennifer Kelly (APA Council Representative)

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Eleven of the best minds in America work for you!

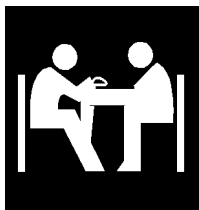
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E DIVISION OF INDEPENDENT PRACTICE

DIVISION E NEWS

Division E Newsletter

Mark M. Roland, Ph.D.
Newsletter Editor

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We are beginning a new and exciting phase in Division E. As board members met during the summer to prepare for our upcoming year and the 2005 Midwinter Conference, we took some time to reminisce about the previous year in order to benefit from past successes, errors, and possible unintentional omissions. This discussion developed into an intriguing history lesson. Some members were able to convey our "oral history" as a division, which led to a discussion of our overall purpose for being a separate entity within GPA. Simply stated, Division E was formed when a collection of applied psychologists began addressing together what it is like to *be* a clinician. Early on these psychologists discussed issues relevant to their clinical identity and the experience of being an applied psychologist. Current board members agree that hindsight can be helpful if the insight gained is used in planning for the future. Therefore, recollections of our beginnings and awareness of our current realities will provide direction to Division E in addressing what energizes and challenges us individually and collectively. To date, the most effective avenue for this continued growth as a psychologist in the state of Georgia is the Midwinter Conference.

As usual the Midwinter Conference is again presenting clinical topics that are pertinent for our time. The 2005 Midwinter Conference will be held January 21-23 in Asheville, NC. The major theme for this year's conference is "Trauma: From Crises

to Recovery". John Briere, Ph.D., who is an expert in the field of trauma, will be the keynote speaker. Various other topics of clinical and personal interest will also be addressed in smaller breakout groups. The Midwinter Conference will again provide an excellent setting and opportunity to enhance your repertoire of current clinical knowledge and applied skills. However, the conference provides even more opportunities than these.

We all know that to be a competent and effective clinician one must possess more than knowledge and expertise in his or her craft. There is the issue of the *person* of the clinician. We have learned of the extreme importance of maintaining our own psychological, emotional, relational, and spiritual well-being. You have probably experienced those days as I have when I am two minutes away from taking my next client and I am asking myself, "How will I ever make it through the next 50 minutes?" Hopefully we all know as individuals what is required for us to be fully alive and vibrant persons. However, what do we as applied psychologists do collectively about this aspect of our practice? Division E and the Midwinter Conference recognize that this aspect of our identity as psychologists is just as important as the attainment of crucial clinical skills. Taken together, the keynote presentations, the small topical groups, the informal gatherings, and the ambiance of Asheville will provide much as we enhance our total selves as psychologists.



F

DIVISION OF WOMEN PSYCHOLOGISTS

DIVISION F NEWS

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Division F News

Coleman Allen Gfroerer, Ph.D.

Public Relations

As we head into the fall season, members of Division F are excited about our upcoming year of events and professional information-sharing. At the annual board retreat in August, we planned our first Forum, a CEU seminar on Feminist Ethics. This Ethics Forum will be held on November 12, and Dr. Cathy Brack will present the most current information on professional ethics from a feminist perspective. (The Forum will be held at 1151 Sheridan Road in Atlanta from 9-12, with a networking lunch afterward. You may call (404) 578-4436 to reserve your space). Division F is also planning a full-day Women's Conference in spring, with a range of topics on women's issues. This conference promises to be an exciting activity for Division F to offer to GPA and mental health providers, so look for further information to follow.

Division F gives a big hello and welcome to several new Board members, and a fond farewell and appreciation to those who have rotated off the Board for the 2004-2005 year. We are excited to be chaired by Suzann Lowry this year, and her professional energy and enthusiasm have already spurred new ideas for the coming year. We welcome new Board members Molly Keeton (Public Relations Elect), Christi Bartolomucci (GPA Board Representative Elect), Sharon Thompson (Newsletter Editor Elect), Anneliese Singh (Student Representative), Wendi Williams and Pam McMichen (Student Committee). We also thank Sunaina Jain for all of her hard work and guidance this past year, and are glad to have her remain on the Board as Past Chair. We also say goodbye and thank you to Eileen Cooley (previous

GPA Board Representative) and Christiana DeGregorie (previous Student Representative).

One final piece of news...we are adding a list serve to benefit membership of Division F. This will provide members with active discussion of issues involving women and psychology in general.

We look forward to seeing you at the first Forum, and as always welcome any feedback or comments from our membership. Join us in making this year one that helps our Division continue the legacy of women whose efforts for social justice have allowed us even to have a voice.

Notes from the Chair

Suzanne Lawry, Ph.D.

Division F's voice has been gaining strength and clarity of vision. We've raised consciousness of women's issues through our strong presence at recent Annual Meetings and forum offerings. Our voice has been heard in taking a stand against discrimination as legislators are making a move toward permanently preventing children, parents, and couples in same-sex families from receiving equal rights under law (social security survivor benefits, parenting and custody rights, insurance coverage and the list certainly goes on and on). And yet, it does not take long to be discouraged at what continually faces us as women. Women continue to be paid less, suffer more violence against them, and incur

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G DIVISION OF FAMILY, ADOLESCENT, CHILD, EVALUATION AND SCHOOL PSYCHOLOGISTS

DIVISION G NEWS

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CE Coordinator

Harriet Brodsky, Ph.D.



The Division G Email listserv continues to be a great way to keep in touch and even get referrals. To join the list, contact cydwise@gapsychology.org.

Division G News

June Kaufman, Ph.D.

Public Relations

*Address from Dale Carter, Ph.D.,
Division G Chair*

Division G is looking forward to a highly productive 2004-2005 year. We are planning our biennial joint workshop with the Georgia Association of School Psychologists (GASP) at the Loudermilk Center on February 11, 2005. Our topics will include innovations in psychopharmacology and the bipolar child. All GPA members are invited to attend. We will, once again, hold our annual Members' Workshop in the spring of 2005. The workshop not only offers 3 CE's but is free to all Division G members. In addition, we plan to support a charitable agency during the holiday season. Last year we collected clothing and monetary donations for the Fulton County Child Advocacy Center.

In addition, we are planning to work with Division C to develop a resource list of private practitioners, agencies and residential facilities that offer free or affordable mental health services for children and adolescents. Our first step is to participate in the development of a survey for all GPA members in order to designate these individuals and facilities.

We invite all psychologists who work with children, adolescents and families to become members of Division G. Furthermore, we are always open to suggestions and new information that would be helpful in our work with children and adolescents. We have an active listserv for our members that is accessible by contacting Cyd Wise at GPA Headquarters (cydwise@gapsychology.org). Otherwise, contact me at 770-822-6470.

We are excited about our plan are plan to create a joint Division G-Division C website accessible by a link from the GPA website.

A Solution For Bullying In The Schools? Not Yet

Bullying continues in the schools at all levels. In a recent article in the AJC (May3, 2004) entitled "A Price for Fighting Back", a situation was described where a "bullied" teen fought back and as a result will possibly be sentenced for aggravated battery. In the same article, state laws were cited defining bullying, and describing the implementation of various disciplinary measures for it. The measures for extreme cases include suspension, expulsion and alternative school placement.

In our offices we see many school-age youngsters who feel scared or threatened and can't cope. Some tell the teaching staff and get relief, some have parents intervene, which can be helpful to young children, but often is detrimental to teenagers, who are under great peer pressure. And, frequently, there are no interventions since they are at a loss over what to do.

So when and how will the issue of bullying be solved?

In my opinion, the solution is long-term and involves more prevention programs, as well as, disciplinary measures. Seeking therapy for the "bullied" is useful and may certainly help the development of coping skills. However, often the "bully" is not

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H DIVISION OF SEXUAL ORIENTATION ISSUES

DIVISION H NEWS

2004-2005 Board of Directors

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Legal & Legislative

Linda Wilson, Ph.D.

Annual Meeting

Jim Fitzgerald, Ph.D.



Message from the Chair

And Still We Rise: Division H Initiatives for 2004-2005

Arlene Noriega, Ph.D.

Chair

Out of the huts of history's shame

I rise

Up from a past that's rooted in pain

I rise

I'm a black ocean, leaping and wide,

Welling and swelling I bear in the tide.

Leaving behind nights of terror and fear

I rise

Into a daybreak that's wondrously clear

I rise

Bringing the gifts that my ancestors gave,

I am the dream and the hope of the slave.

I rise

I rise

I rise.

Excerpts from "And Still We Rise" by Maya Angelou

How do we, as a Division that represents a sexual minority, find the inner strength and resilience to rise again? Within GPA the tireless efforts of visionary psychologists, like Renelle Massey, Russell Booker, Barbara Thomason, Jim Stark, and many others secured a place at the table for the voices of our LGBT clients and psychologists to be heard.

For a couple of years our seat has been empty at the table through no fault of our own. But now, in the face of our current societal climate, how can we not have a professional presence at all levels of GPA? How can we depend on others to represent our issues, our clients' issues? How do we rise again? There is a chair with our name on it, waiting at the table.

I believe we rise again by looking at the energy and commitment of those

that started the Division and capitalize on the foundation they built. We also look toward the spirit of our LGBT clients and the LGBT community as a whole that has survived and even thrived in the midst of oppression and hatred. It is our responsibility as psychologists who understand research data and the clinical implications of oppression and discrimination to become involved and to lead. It is with that spirit and energy that Division H rises again to meet the challenges that confront the LGBT community in 2004.

We are proud of two members, Suzann Lowry and Jill Barber, who worked under a tight deadline and under personally challenging circumstances to produce an incredibly articulate and sound position paper opposing SR 595. This document was forwarded to the Human Welfare Council for review and passed by GPA's leadership. From this position paper has arisen new Division initiatives. These are wonderful opportunities for the membership to become involved in small, yet meaningful ways.

Initiative #1: A Resource for Practitioners. We would like to provide a resource for psychologists with questions on LGBT issues that arise in working with clients. An online consultation service that will be managed by Jim Fitzgerald will be made available to GPA members. Psychologists can pose a question online and a "panel of experts" will respond. We need psychologists who wish to be on the panel of experts. The more psychologists we have the less of a burden it will be on any one panelist.

If interested, contact Jim Fitzgerald (drjsf@bellsouth.net; 770-541-9988).

Initiative #2: Community Education 1. We feel that it is important for psychologists to share the data that we have on LGBT families and relationships with communities. GPA is one of the organizations supporting Georgian's Against Discrimination. GAD is holding Town Hall meetings across Georgia and has requested a psychologist to speak to the audience's questions. Speakers will be provided with a packet of information and a presentation to assist them with the task. If interested, contact Jill Barber.

Initiative #3: Community Education 2. We need short educational articles on a variety of LGBT issues for public dissemination in local newspapers. If interested, contact Suzann Lowry.

Initiative #4: Professional Education. We know that our membership has incredible sources of expertise. We would like to provide workshops on a variety of LGBT issues throughout the year. If interested, contact Arlene Noriega (770-541-9988).

Initiative #5: LGBT Community Education. Division H has made the commitment to have a booth at the Pride Celebration every year. In the past it has been a vehicle for research subject sampling. We have evolved into a mental

health education resource for the LGBT community. We provide information on depression, anxiety, other mental disorders. We need members to provide us with LGBT-specific information. We also provide information on the APA Guidelines on Psychotherapy with the LGBT Community as well as a directory of GPA's gay affirmative psychologists. Please join the Division H Pride Committee and help us plan next year's event. If interested, contact Allan Vives (770-925-7895).

Initiative #6: Full Representation. There are still some positions open on the Division H Board. We would like to be well represented within the organizational structure of GPA. Please consider representing Division H on one of the GPA Committee and Task Forces, or as Member At Large. If interested, contact Arlene Noriega (770-541-9988).

Initiative #7: Increase Membership. If you are an LGBT psychologist or a LGBT affirmative psychologist within GPA, please consider renewing your membership in the Division. The benefits of membership include participation on an online listserv, directory of LGBT affirmative psychologists, and the opportunity to advertise your practice or services at the Pride Celebration. If interested, just pay your dues!

Together we rise.

Continued from page 21 — Division F News

discrimination as we struggle to balance child-rearing and work.

From your feedback on the Division F survey, and the consensus of the Board, the vision for Division F is to continue to be heard on issues involving women, children, and disenfranchised groups. Moreover, we will continue to actively work on making a difference in the lives of those for whom we advocate. To this end, you will hear about more

mentorship of young women psychologists; you will hear about the addition of a full-day intensive on women's issues; you will hear about our web site that intends to open psychological information and resources to the community and connect women psychologists with each other across the state. We need your voice in making this year one that helps our Division continue the legacy of women whose efforts for social justice have allowed us to even have a voice.

Continued from page 22 — Division G News

required to go to therapy which would be a more proactive strategy. Now parents are home schooling or changing a child's school hoping that the peer situation will be different. However, often the same maladaptive peer situations occur, there needs to be several levels of prevention.

Psychologists and school counselors should focus on fostering appropriate socialization. When incidents occur, the bully and alleged victim, along with their families, need to meet with school staff including counselors. Along these lines, those students who are bystanders at the incident and, who either do not intervene (by reporting it) or, who are indifferent, need to know they bear some responsibility for ongoing incidents of bullying. Along these lines, as

psychologists we need to work on fostering appropriate socialization skills in children at the earliest time, and work with families to encourage these skills. Importantly, our effort will not be able to be accomplished solely in our offices; we will need to interface with the school system. Implementation within the school system will be difficult and time-consuming, but state laws with disciplinary measures will not address this serious issue without a multi-level approach.

Please feel free to submit any articles of interest about children, adolescents and families to the *Georgia Psychologist*. Send to JuneKau@aol.com

ACT Now: New Directions for Increasing Academic Achievement and Retention

Amanda Harris
Western Michigan University

and John S. Carton
Oglethorpe University

Many educational institutions have programs directed at increasing retention and academic achievement. These programs usually take the form of freshman orientation courses, mentoring programs, and heightened student faculty contact. However, student attrition and academic probation are still pressing issues for institutions. New interventions that target increased commitment to goals and goal directed activity may be worth investigating. This article presents one such intervention, Acceptance and Commitment Therapy (ACT), showing yet another role of clinical psychology in academic settings.

ACT is a behavior analytically based psychotherapy and is considered part of the “new generation” of behavior therapies, along with Dialectical Behavior Therapy and Functional Analytic Psychotherapy. ACT has been used in the treatment of anxiety, depression, and substance abuse and with populations from young children to older adults in individual and group format. Recently, an ACT protocol for academically probated students was developed. A brief description of ACT and its components illustrates why this type of intervention may be successful with academically struggling students.

The essential goal of ACT is to decrease experiential avoidance and to increase the ability to make and keep commitments to behavior change while focusing on facilitating movement toward personal values and goals (Hayes and Wilson, 1994). Experiential avoidance occurs when a person is unwilling to experience particular private events, such as unpleasant emotions or thoughts, and takes action to avoid contacting these thoughts or feelings, even if that involves a personal cost. For example, an academically probated student may find going to class aversive. Can one imagine the anxiety, shame, or depression probably induced by attending a class that one is failing? A struggling student frequently reports feeling embarrassed by his or her grades or feeling inadequate for not understanding the course material. These emotions and thoughts are aversive and, therefore, the student takes steps to avoid experiencing them by not attending class or not studying.

This attempt to avoid certain emotions and thoughts costs the student by leading him or her away from personal academic goals.

Therefore, the first step in ACT is to address experiential avoidance. The therapist attempts to establish a condition known as “creative hopelessness” in which solutions (experiential avoidance) begin to be seen as problems in themselves (Hayes and Wilson, 1994). In this condition, the student begins to see completely new courses of action. The second step in ACT targets emotional and cognitive control. Through the use of experiential exercises and metaphors, the therapist highlights control as a major obstacle in the solution of the student’s problems. In the next phase of ACT, the therapist supports the student in establishing personally important values and subsequent goals. There is an emphasis in this phase on the distinction between values as activities and values as emotions. For example, a student may endorse the value of being a dedicated student. However, at 8:00am on a particular Monday morning the student may not “feel” dedicated to going to class. The student is encouraged to commit to behaving according to values even though his or her “feelings” of dedication may wax and wane. The student is encouraged to exercise control in areas where control is possible (on behavior) and to exercise acceptance in areas where control is impossible (on private experiences).

The next step in ACT involves encouraging the student to deliberately

experience the thoughts, feelings, and other experiences that were specifically avoided. The student is encouraged to experience unwanted thoughts or emotions in the service of acting toward personal values and goals. When the private experiences are no longer occasioned with avoidance behavior, they begin to lose their value and their avoidance eliciting properties. Once the student has ceased avoiding private experiences and has established clearly articulated personally important values, the final phase of ACT involves supporting the student in a commitment to behavior change. The therapist helps the student in his or her attempts to change academic performance by providing support for these efforts and by helping the student specifically plan activities that would achieve personal goals.

Results of research on ACT are promising but preliminary. It is not yet an empirically supported treatment, but it is approaching this status in many areas. ACT is recommended for any problem that fits the underlying model (i.e., the problem appears to involve experiential avoidance, lack of clarity of values, inactivity) and if there is not an already existing empirically supported treatment for the problem. The issues of academic failure and attrition appear to fit this underlying model. While additional investigations are necessary to fully assess its effectiveness, ACT currently shows potential for helping this population.

References are available on request.



BOOK REVIEW

Consider It Done! Ten Prescriptions for Finishing What You Start

by Stanley E. Hibbs, Ph.D.

e-book available at www.drhibbs.com
(2004; \$24.95)

Reviewed by David Ryback, Ph.D.

Completing this book was a particular challenge to author Stanley Hibbs, self-confessed procrastinator—"I start to do some professional reading, but the most recent *People* magazine catches my eye." He used the contents of the book to help him finish it. What better endorsement can there be! Coaching others to overcome procrastination, he had no excuse.

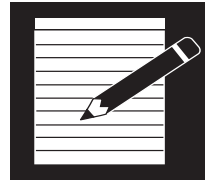
The book separates two behaviors that might need work: linear projects like completing a thesis or building a business, and habit changes like doing regular exercise or managing paperwork. One is time limited; the other is not. The book is made more readable with sidebars called "Coach's Corner" in which dialogues between coach and procrastinator illustrate the points made.

Hibbs borrows some from Stephen Covey's *Seven Habits* and others, to the benefit of the reader.

To me, Hibbs' Fifth Prescription is the most useful—*Find an Accountability Partner*. He seems to agree: "I believe that accountability is one of the most powerful aspects of the coaching process." His completion of the book, he continues, was in large part due to e-mail progress reports to his Accountability Partner. This confirms my belief that little change occurs in the absence of human interaction. No matter how many self-help books one may read, little significant behavioral change is likely unless another (friend, therapist, Accountability Partner) is in the loop.

This book is an excellent way to overcome procrastination. The first step, though, is to acquire the book. Then, just follow the steps. Having done so, you can delight in saying, "Consider it done!"

David Ryback is a therapist who overcomes procrastination whenever he gets around to it. He can be reached at EQassoc@aol.com.



CONTINUING EDUCATION WORKSHOPS

GPA Approved CE Workshops and Conferences

Title: Better Living Through Chemistry?

Presenter: Stephen Howard, M.D.

Date: October 10, 2004

CE: 5 Psychopharmacology Hours

Location: The LINK Counseling Center/348 Mt. Vernon Highway/Atlanta, GA 30328

Contact: Stephen Howard, M.D./404-843-9072

Title: Domestic Violence and Battered Woman Syndrome

Presenters: John Stuart Currie, Ph.D., ABPP & Lenore E. A. Walker, Ed.D., Ph.D., ABPP

Date: October 15, 2004

CE: 5 Hours

Location: Ridgeview Institute/ 3995 South Cobb Drive/ Smyrna, GA 30080

Contact: Dianne Gay/770-431-7025

Title: Spirituality and Grief Therapy

Presenters: Michael Gordon, M.D. & Jennifer J. Hume, M.Ed., LPC

Date: October 22, 2004

CE: 3 Hours

Location: Ridgeview Institute/ 3995 South Cobb Drive/ Smyrna, GA 30080

Contact: Dianne Gay/770-431-7025

Title: Pathways to Possibility with Difficult Cases

Presenter: Scott D. Miller, Ph.D.

Date: October 22-23, 2004

CE: 10 Hours

Location: Mercer University, Cecil B. Day Auditorium, Atlanta Campus, 678-547-6000

Contact: Gale Macke, LPCA/404-370-0200

Title: The Therapy of Sex, Romance, Love and Marriage

Presenter: Stephen Howard, M.D.

Date: November 19, 2004

CE: 5 Hours

Location: The LINK Counseling Center/348 Mt. Vernon Highway/Atlanta, GA 30328

Contact: Stephen Howard, M.D./404-843-9072

For additional up-to-date workshop information, visit <http://www.gapsychology.org/EDUCATION/Index.htm>

To register online,
http://www.gapsychology.org/EDUCATION/workshop_registration.htm



CLASSIFIEDS

Classified advertising is \$40.00 for GPA members and \$55.00 for non-members, limit 50 words (ads over 50 words will be charged accordingly).

OFFICE SPACE

Buckhead

Rental Office Space available full/part-time to mental health professionals or related fields. Great location on West Wieuca; easily accessible from GA. 400/285. Spacious windows overlook wooded area. Rent includes use of waiting room, kitchen, restroom, play therapy room, utilities, and janitorial service. Call Dr. Betty Noble (404) 255-4206.

Buckhead, two psychiatrists have office space for part-time psychologist. Office located near junction of West Paces Ferry/Northside Parkway. Part-time space available with potential for build out for full-time office. use of waiting room, break room and copier. E-mail williambiggers@mindspring.com or call Bill Biggers @ 404-350-4497.

Lenox/Druid Hills

Office space available now at the corner of Buford Highway and North

Druid Hills Rd. Attractively furnished and spacious. One entire wall in the office is a window. Available after 6 pm on weekdays and on weekends. \$15/hr Contact Margo at 404-321-0609 or margo@margogeller.com.

Northlake/Tucker

Beautiful Northlake Office Space: Offices in renovated ranch on quiet cul-de-sac, ¼ mile from 285. Rent includes use of waiting room, staff break room with kitchen, FAX, copier. Handicapped accessible. Underserved, growing area is great place to start private practice. Rents \$500 - \$600. Call Claire Fuller at 770-241-6051 or email cfuller@mindspring.com.

Established psychiatrist, now practicing half time, has fully equipped and furnished office for solo mental health clinician available for sublease for afternoon use - Noon to 6:00 PM Mon thru Fri plus Sat AM. Please contact Harry Porter, Jr., M.D. hportermid@aol.com.

Gwinnett

Attractive furnished full time office space located near I-85 and Ga. Hwy 120 in Duluth. Very busy practice with referrals available. \$450 per month includes utilities and phone. Call 779-495-7877 for more information.

Norcross/Peachtree Corners

2-office suite, unfurnished, and a large furnished office, all with windows, in an established psychotherapy practice. Ideal for individual or group practice. Call Loretta Steurer at 770-449-0815.

Alpharetta/Roswell Office Space

Beautiful, new stackstone, warm turnkey office space available, ground floor, adjacent to North Fulton Hospital & Harry's. Opportunity to associate with large psychiatry practice. Please call Lisa at 770-843-7599.

SERVICES

Practice Management Services for Mental Health Providers. Insurance Management & HIAA Compliance Specialist. Contact Kate Verleger for a Full Menu of Services. 404.402-3940 or e-mail: kverleger@netzero.net.

Transcription – psychological/medical/general – micro and standard-sized tapes – strictly confidential, honest, reliable, prompt turn-around; over fifteen years' experience, college-educated, excellent references. Call Becky James, 770-735-6006.

Welcome New GPA Members!

Full Members

Maureen Hunter, Ph.D.
1227 Briers Drive
St. Mountain, GA 30083

Jawana Ready, Ph.D.
4811 Shadowood Pkwy
Atlanta, GA 30339

Student/Post Doc Membership

Michal Meidan
2007 Monterey Parkway
Atlanta, GA 30350

Sherjuana Davis
P. O. Box 162650
Atlanta, GA 30321

Mark Brechtel
428 Sawdust Trail
Nicholson, GA 30565

Spomenka Newman
753 Mountain Oaks Pkwy
St. Mountain, GA 30087

Tara M. Boadu
3395 Lennox Ct.
Lawrenceville, GA 30044

Diane Herbert, Psy.D.
15 Standish Avenue
Atlanta, GA 30309

Jennifer Hopkins
1720 Brandon Lee Way
Marietta, GA 30008

Natasha Nicole Johnson
2657 Lenox Road
Atlanta, GA 30324

EMPLOYMENT OPPORTUNITIES

Forensic Psychologist - Central State Hospital in Milledgeville, GA, has two openings for Licensed Psychologists to serve with the Forensic Evaluation Team. Primary duties involve conducting Mental Competency and Criminal Responsibility pretrial and follow-up evaluations. One position also involves conducting psychological evaluations for Juvenile Courts. Opportunities for providing psycho-therapeutic intervention on the Forensic Units also exist. Central State houses the new state-of-the-art maximum security Forensic facility for Georgia and also has a medium security unit. Situated on Lake Sinclair and the Oconee River, Milledgeville is located in middle Georgia 35 miles east of Macon. Atlanta is 1 ½ and Savannah is 2 ½ hours away by car. Milledgeville is home to Georgia College and State University, which is the flagship Liberal Arts university for the state. We offer a competitive salary and excellent benefits. Contact Dr. Kelly Hern, Forensic Psychology Coordinator, at (478) 445-6521 or KLHern@dhr.state.ga.us for further information. Resumes can be faxed to (478) 445-6545.

Newbridge NW Psychology Associates is interviewing interested licensed psychologists to work as an independent practitioner in this northwest Georgia practice. With a growing practice we are searching for full or part time psychologists that enjoys working with children, adults, families and/or couples. Send vita to nbpsych01@bellsouth.net or mail to P. O. Box 3747, Cartersville, GA 30120.

Supervision/Training/Consultation

Women's Supervision & Consultation Group. Dates: Monthly. Time: Thursday from 9:30 am-11:30 am. Place: Atlanta Psychotherapy Associates, Suite 505, 2801 Buford Highway, Atlanta, Georgia. Ph: 404-633-2475. Cost: \$45.00 per session. Leader: Sherry McHenry, Ph.D. Focus: This ongoing supervision and consultation group addresses individual, couple family, and group treatment issues from object relations and systemic theoretical and treatment perspectives. Issues of transference, countertransference, projective identification, and other aspects of the use of the self in the therapeutic relationship are stressed. An emphasis is also placed on the treatment of those clients and patients whose identity issues involve numerous ego deficits, especially the Borderline and other Personality Disorders.



CALENDAR

2004

OCT	15	9:00-12:00	Psychopharmacology & Depression Workshop/ Huhman, Ph.D.	
		10:30-12:30	Division E Meeting	
		12:30-1:30	Division G Meeting	
		12:30-2:00	Division E-Clinical Conversations	
	20	2:30	Division C Meeting	
		3:00-6:00	IO Study Group (Ethics)	
		22	9:00-12:00	Ethics of Mandated Child Abuse Reporting/ Bill Doverspike, Ph.D.
			10:30-12:00	Annual Conference Meeting
	29	12:00-3:00	Ethics Committee	
		1:00-4:00	Psychopaths: How to assess them, what the research says, and why we should care anyway/ Scott Duncan, Psy.D.	
NOV	12	11:15-12:45	Division F Meeting	
		1:00-4:00	Workshop by Stephen Ritz, Ph.D.	
	12	9:00-12:00	Experiential Reframing Part II/Dammann, Ph.D./ Rogers, Ph.D.	
			Offsite Division F Meeting	
		10:00-12:00	LLC Meeting	
		12:00-2:00	Executive Committee Meeting	
	13	1:00-4:00	Gangs, Cults, & Other Unusual Groups/Stephen Mathis, Psy.D.	
		1:00-3:00	Division P Meeting	
	15	10:00-2:00	Board Meeting	
		10:00	Interns Meeting	
17	9:00-12:00	Annual Professional Development Meeting for Interns		
	19	9:00-12:00	Normal Aging & Aging Disorders/Betsy Gard, Ph.D.	
10:30-12:30		Division E Meeting		
12:30-1:30		Division G Meeting		
12:30-2:00		Division E-Clinical Conversations		
DEC	3	1:00-4:00	Retiring: Both You and Your Practice/ Hoffman, Ph.D./Wallace, Ph.D.	
		2:30	Division C Meeting	
	4	9:30-12:30	Use of Self-Supervision/Marolyn Wells, Ph.D.	
		9:30-11:00	Mental Health Coalition	
	10	10:30-12:00	Annual Conference Meeting	
		12:00-3:00	Ethics Committee	
	17	1:00-4:00	Ethics and Mental Health Law/Bill Buchanan, Ph.D.	
		10:00-4:00	The Top Ten Ethical Dilemmas/William Doverspike, Ph.D.	
	10	9:00-12:00	Offsite Division F Meeting	
		9:00-12:00	Ethical Considerations when Working with Families/Drummond, Ph.D./McGarrah, Ph.D.	
17	10:00-12:00	LLC Meeting		
	12:00-2:00	Executive Committee Meeting		
17	2:00-5:00	Psychopharmacology Workshop/Pat DeLeon, Ph.D.		
	1:00-3:00	Division P Meeting		
17	9:00-12:00	Ethical Case Consultations/Bill Doverspike, Ph.D.		
	10:30-12:30	Division E Meeting		
17	12:30-1:30	Division G Meeting		
	12:30-2:00	Division E-Clinical Conversations		
17	1:00-4:00	Rehabilitation Workshop/Robert Godsall, Ph.D.		
	2:30	Division C Meeting		

2005

JAN 20-23 GPA Midwinter Conference in Asheville, NC
MAY 18-23 GPA Annual Meeting at the Crowne Plaza/Perimeter

For additional information,
 visit <http://www.gapsychology.org/ABOUT/calendar.htm>

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Publication Deadline	Mailed
November 17 (Winter issue).....	1st Week of January
February 1 (Spring issue)	1st Week of April
June 1 (Summer issue)	1st Week of July
September 1 (Fall issue)	1st Week of October

Circulation — 2,000
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The *Georgia Psychologist*, the official publication of the Georgia Psychological Association, is published quarterly with a circulation of approximately 2,000. Please note: all ads must be submitted in black and white; Camera ready art in PMT or Velox form; halftones must be 133 line screen; no bleeds accepted. If any inhouse art production is needed, client will be billed accordingly. If your ad has been designed electronically, please submit all associated files by e-mail or disk along with a hard copy. Ad dimensions: Full page 7 (w) x 9 1/2 (h); 1/2 page, 4 3/4 h x 7 w (horizontal); 1/2 page, 9 1/2 h x 3 3/8 w (vertical); 1/4 page, 3 3/8 (w) x 4 3/4 (h). Mail to Cyd Preston, Advertising, Georgia Psychological Association, 1750 Century Circle, Suite 10, Atlanta, Georgia 30345. E-mail cydwise@gapsychology.org.

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Mark the Dates:

Division E Midwinter Conference

January 20-23, 2005

Renaissance Asheville Hotel
Asheville, North Carolina

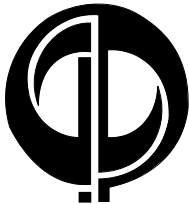
GPA Annual Meeting

May 18-23, 2005

Crowne Plaza Perimeter
Atlanta, Georgia



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