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## From the President Warren Phillips

Welcome to summer, everyone!

In the last TIP, I reminisced about my favorite memories of the Iowa Psychological Association in honor of its 70th anniversary. In this article, however, I would like to highlight a few of the exciting upcoming ventures that our vibrant and innovative Executive Council and committees are doing. I am so very proud and honored to be part of this exciting group of people.

So far, 2019 has been an invigorating year with our very successful Spring Conference that included a variety of excellent presentations on integrative healthcare, Iowa's cannabis and ketamine therapy programs, our

courageous fight for prescriptive privileges to better serve Iowans, fantastic student research blitz presentations and a cross-cultural study of the power of storytelling as a way of bringing together community and culture. Our second day featured a dynamic speaker on telecounseling with many useful and interesting recommendations and applications of technology for everyday use in our clinical practice.

Executive Council has also been working on three very important initiatives, spearheaded by our President-elect, Dr. Benjamin Tallman, and our Executive Director, Suzanne Hull, that will be coming to fruition in the coming months. One of these

initiatives, called a "Day for IPA," is being led by our wonderful Executive Director after learning how the Georgia Psychological Association has successfully used this method to raise money for multiple programs around community education and training in the state of Georgia.

Please keep your eyes open for more information about a "Day for IPA" so you can help raise money to increase psychology's presence and footprint in the state of Iowa, improve education and knowledge to the community about psychological concepts in everyday life, reduce stigma around mental health in Iowa,

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# From the President Warren Phillips

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and increase access to training around a variety of topics for psychologists. This is an important project that can serve our psychologists and our community all over the state and is one of several upcoming collaborations between the Iowa Psychological Association and the Iowa Psychological Foundation.

Two other very exciting initiatives include discussions between IPA and Iowa Psychological Foundation on innovative ways the two organizations can collaborate for the benefit of both organizations and, ultimately, the citizens of Iowa. These discussions are ongoing and should produce many interesting opportunities for participation by every psychologist in Iowa.

We are also looking at ways to perform an updated evaluation and streamlining of our strategic plan to ensure that all interested psychologists and stakeholders have an opportunity to weigh in on what is important to them about psychology and mental health in our state. We will have several important

upcoming discussions about this over the next year starting with a very unique and exciting set of webinar-based social group community meetings held all over the state of Iowa this fall. Please keep your eyes open on the listserv for more information about these fall community webinars.

This is a time in our association when we have many active, innovative, and excited members in our Executive Council and our committees who are looking at ways to further the mission of IPA and improve knowledge and access to mental health services all over our state. I encourage every one of you to become actively involved in assisting with these efforts in any way you can. As psychologists, we can either work in isolation in a geographic region that has a shortage of services and a tremendous need for help or we can come together and support each other in ways that will not only improve our own practice of psychology but will improve access to high-quality psychological care for all Iowans. I encourage you to get involved, stay involved, and be a part of these exciting upcoming changes.

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# Career Reflections on IPA's Positive Influence

## Paul L. Ascheman, Ph.D.

*Editor's Note: Ascheman is a member of the IPA Executive Council.*

It's not like me to be very nostalgic, but as I read Diane Shelton's wonderful reflections on IPA's 70 years, I became more aware of my own time with the professional organization and how important it was in shaping me as a psychologist. Although still technically an early career psychologist, I've been a member of IPA since 2004. I am lucky enough to have a psychologist and IPA member as a father (Philip Ascheman) who encouraged me to join as an undergraduate student and who introduced me to many other great Iowa psychologists. I've been fortunate to be involved in executive leadership at various times in my 15 years as a member, at this time masochistically enjoying service as the IPA State Advocacy Chair. I've decided that it is not the organization itself, but the people who make up the organization that make IPA great. In celebration of the longevity of the association, I'd like to offer my personal reflections on the people and causes taken up by its leaders. I've tried to recall all the names I can, and I'm sure I've left some out, but I'd like to recognize the many IPA members who have been influencers in my life.

In preparing to write this article, I peered into the IPA archives, read through past-presidents' outgoing letters, and I was struck simultaneously with familiarity and surprise. Many of the current issues we have been working to address internally (e.g., membership, dues, communication) and externally (e.g., licensure standards, insurance payments) have distant histories and are seemingly chronic conditions. I'm also struck by how much Iowa psychologists have accomplished. I would strongly recommend that all members read Allan Demorest's account of the formation of IPA (available in the History section of the website). The reference to a printed yearbook of APA psychologists seems impractical in 2019 and I have to imagine that some of our current technologies might be seen similarly by the psychologists of the future (Hello distant future psychologist, thank you for reading an archive edition of



The Iowa Psychologist). Our history is fascinating.

In 2004, pretty green but open to experience, I attended my first IPA conferences. I can't tell you what the topics were, or even where they were held, but I remember my father introducing me to various people around the room. I met some of his classmates and intern peers (current IPA members Kerrie Hill, Dave Beeman, and Gene Glass). I met Norm Scott, professor of psychology at Iowa State University. Norm would become my graduate advisor and is still a guiding voice in my mind while considering ethics and applying science to practice. I met Executive Director Carmella Schultes. I can't say enough about how important Carmella was to me as a member. I like to think of her as my IPA mother as she embodied all of the caring and encouraging attributes any fledgling student member could hope for. I would often skip conference sessions to chat with Carmella, but don't tell anyone.

I was introduced to a cadre of VA psychologists, including Bob Hutzell, Bill Sterns, and Phil Laughlin, who have incredible histories of IPA support. These connections prompted my interest in pursuing training at the VA Central Iowa Healthcare System. Tomas Gonzalez-Forestier served as one of my VA practicum supervisors and I continue to enjoy his smile and calm demeanor while chatting at IPA luncheons. I started a practicum at the 5th Judicial District performing sex offender evaluations and in-jail psych evals. There I met Tony Tatman and I'm sure talked his ear off about IPA and APAGS (I have a tendency to do that with nonmembers). In my graduate courses, I also had the privilege

to study psychopharmacology under Warren Phillips (IPA Pres. 2019). Many professional connections and personal relationships started through IPA.

Fifteen years ago, when IPA was a just a 55-year-old spring chicken, then-president David Christiansen, in his outgoing message to the membership, commented on battles fought for psychology and on behalf of the psychologist. He wrote, "The struggle seems unending. Thus it was ten years ago, and so it is now. It won't soon be over, maybe never." Among the issues of 2004 were parity, testing data, evidence-based practice, licensing, psychopharmacology, and IPA budget. Sound familiar?

Shortly after starting my graduate program, I was recruited to become a campus representative for the graduate branch of APA (APAGS). Probably due to youthful energy (i.e., naivety), I dove headlong into advocacy. I became a state advocacy coordinator for APAGS and it was through that opportunity that I was able to enter IPA leadership as an APAGS student representative (previously held by Scott Kaplan). I found executive council meetings fascinating and it really enriched the value of my membership. Patrick O'Conner was IPA president in 2009, the effects of the Great Recession were being realized, and there were many local and national issues of interest to psychology. Nationally, healthcare reform was a major issue. At the state level, mental health parity, the use of psychological assessments by non-psychologists, and prescriptive privileges were hot topics. The ethical backlash over psychologists involvement in torture or "enhanced interrogation techniques" continued and the country remained at war under a new US President. The imbalance of students to pre-doctoral internship sites, dubbed the "internship crisis," continued to gain attention. In the Fall 2009 TIP, then IPA Training Director Michele Greiner outlined a model training program to address Iowa's worsening workforce shortage. After a successful postdoctoral psychology pilot program at Poweshiek County Mental Health Center, developed under the direction of Brandon Davis,



# Career Reflections Paul L. Ascheman, Ph.D.

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IPA looked to find ongoing funding for this promising practice. It all seemed a very busy time for psychology, but I imagine it is true in any generation.

One of the memorable social issues affecting the association at the time was marriage equality. Under President Susan Enzle, the Executive Council voted to affirm the right to same-sex marriage. It was the first time I saw a usually unanimous council disagree. It was an incredibly valuable experience and I was proud to be part of the debate. Also, IPA came to the aid of a practice that had been sued by a parent seeking records on a child client.

The Iowa Supreme Court's ruling favored the practice and upheld that the disputed records should remain confidential between the provider and minor patient.

Michele Greiner and members of an Ad Hoc Committee on Training Resequencing attempted to persuade the Iowa Board of Psychology to update the training requirements to recognize the increased number of high quality supervised hours of experience received by pre-doctoral students. They were sadly unsuccessful and the matter continues to be a rule in need of revision to better align with APA model licensure. Separately, the jurisprudence portion of the Iowa licensing examination was removed.

I became a regular attendee of the APA State Leadership Conference through my affiliation with APAGS and I had the privilege to make multiple hill visits in Washington with Greg Febbraro (FAC), Thomas Ottavi (Pres. 2011), Greg Gullickson (Pres. 2012), Jason Smith (Pres. 2013), Brenda Crawford (Pres. 2014), Don Damsteegt, and Carmella (who preferred rail travel).

Students of this era faced uncertain futures. The effects of the recession were still echoing through government, the internship crisis continued to worsen, and there were a number of challenging issues facing the profession of psychology. In contrast, IPA was a safe harbor and beacon of hope for students. Its members and leaders advocated for students and recognized they were the future of the

association. Student members were afforded free conference registration, a mentoring program was developed, and the IPA Student Representative position was for the first time made a voting member of the executive council. At the 2011 State Leadership Conference in DC, IPA was recognized for its commitment to students and won the Outstanding State, Provincial, or Territorial Psychological Association Award. This was awarded by The American Psychological Association of Graduate Students (APAGS), the Committee for the Advancement of Professional Practice (CAPP), and Division 31 (State Psychological Association Affairs).

In 2012, I started my internship at the

ISU Student Counseling Service and was preceded as student rep by fellow ISU student and friend Sara Schwatken. I continued to visit with Greg Febbraro who had been my formal IPA mentor. At that time, he was State Advocacy Chair and he modeled thoughtful and strategic legislative action. I

became more familiar with

Brenda Payne and Bethel Lonning, both IPA advocacy warriors. I met with Michele Greiner and eagerly discussed how IPA can continue to make Iowa a better place for psychologists. For the next few years, I focused on completing internship, postdoc, and starting a practice, but IPA continued to be a resource and body of familiar faces.

In November 2015, IPA lost Michele Greiner and in May 2016, Greg Febbraro. To say it was a major loss would be an understatement. These psychologists had been incredibly influential in stoking my interests in practice advocacy and without their presence, I honestly felt a bit lost thinking about where the association might go with regard to training and advocacy.

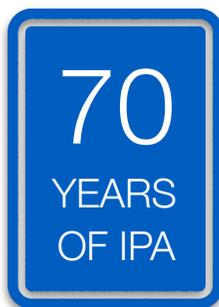
Unexpectedly, I received a call from Catalina D'Achiardi-Ressler (Pres. 2016) to participate in strategic planning and later I was convinced to take an appointment as state advocacy chair to fill Greg's position. I reentered a largely unfamiliar Executive Council. For those that have not been in leadership, there is really an interesting culture that is developed within each cohort. This was a time of tectonic change in the organization and it was noticeable in

those meetings. Financial pressures pushed the EC to reassess the executive director position, and we were unable to keep a major asset and consistent presence of Carmella Schultes.

In the last three years, I have had the pleasure to work alongside some "committed" psychologists (voluntary commitments, I would add tongue in cheek). IPA is lucky to have had presidents Molly Nikolas (Pres. 2017) Sam Graham (Pres. 2018), and Warren Phillips (Pres. 2019). I'm excited about the potentials of our new website and the introduction of salons. I've now orchestrated three Legislative Breakfasts and had the opportunity to network with some of IPA's finest psychologists. I also act as liaison to the Board of Psychology (which is partially composed of current IPA members Brandon Davis, Earl Kilgore, Lisa Streyffeler, and Matt Cooper).

In closing, thank you to IPA members for making our organization possible. There are many more psychologists that I failed to recognize and many whom have yet to make their mark on IPA. I have hope that at 100 years, our association will still be healthy and buoyant. We have much to learn from our own history and I can't recommend strongly enough you reading the archive TIP articles and historical accounts available through the IPA website. Some of my favorites include Recollections of IPA in the 1980s by Bob Hutzell and Rick Jennings. It is a fascinating review of the early struggles of newly licensable psychologists, issues at the Board of Psychology, and a rocky start to psychologist's relationship with insurers. Chi Yeung and Erin Cannella have two very nice articles on the history of IPA Advocacy. The April and Summer 2009 TIPs is an outstanding compilation of historical articles compiled by then TIP Editor David Christiansen.

As IPA again looks to encourage revision of licensure rules (i.e., including pre-doctoral supervised clinical hours in the accumulated experience required for independent licensure) I find the archives a valuable reminder of all the work that has been done by IPA members. I clearly recall a quote written upon a wall in the Hotel Pattee in Perry, IA where IPA held a memorable 2010 executive council meeting and conference. It read, "When you drink from the well, remember the well digger."



# Student Involvement in IPA's Future

## Mallory Bolenbaugh

*Editor's Note: Bolenbaugh is a member of the Executive Council and a Counseling Psychology Student at the University of Iowa*

As IPA celebrates its 70th anniversary, I have been reflecting on my two short years as a student member and APAGS representative to the executive council in the organization. I continue to feel fortunate to be part of IPA, as I have grown both personally and professionally from my connection with psychologists and other mental health providers across the state. As I look ahead to the future of IPA and envision how the organization will continue to grow in size and relevance for all members, it is my hope that students will become a more integral part of the IPA community.

In 2016, former IPA president Catalina D'Achiardi-Ressler, with the help of many other IPA members and leaders, led the development of IPA's current strategic plan, which was implemented for the time period 2017-2020. As the APAGS representative to IPA's executive council, student involvement in IPA is of great importance to me. In the 2017-2020 strategic plan, students were mentioned in the following ways:

- IPA members want to read more student contributions in TIP.
- Recruitment efforts targeting colleges, universities, and university counseling centers may be beneficial so that IPA might offer more meaningful opportunities to student members.
- 26% of non-IPA member survey respondents indicated they would like to see mentoring opportunities for psychology students in the organization, 9% of respondents indicated they would like opportunities for students to present their work, and 6% of respondents said they would like students to have opportunities for leadership in the organization.
- The strategic plan set out a goal of recruiting psychology undergraduate and graduate students via various tactics including: conducting focus groups with students to assess needs and desires of IPA, ensuring conference programming promotes the needs of students, hosting a mentoring event during IPA conferences, and more.
- The strategic plan set a goal of offering conference programming that addresses diverse needs by improving student presentations to allow for more active discussion and support from IPA members.
- The strategic plan set a goal of revising student poster presentation sessions at conferences to become more central to conference programming and allow more opportunities for students to receive feedback from IPA membership.

In my short time in IPA, I have seen students contribute significantly to TIP publications (1), listened to membership reports detailing increased recruitment efforts at various universities across the state that have resulted in several new

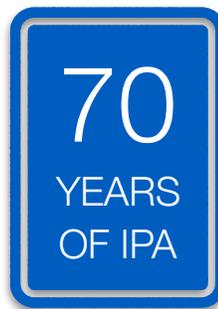


student members (2, 4), and talked to many students that have presented research at IPA conferences (6). However, I feel it is important to note that additional thought to student presentation programming at IPA conferences and mentorship opportunities for IPA student members remain relevant goals for the organization to consider. Although a new strategic plan for IPA is not due until 2021, the executive council has already begun forming a strategic plan committee to start considering important goals for the future of the organization. My hope is that IPA continues to make graduate students a priority in the organization and consider how student members might meaningfully be included and supported by IPA. However, this will only continue if students in our state become more involved in the organization.

The benefits I have found from joining and being actively involved in IPA are too numerous to recount here. However, the following benefits are at the top of my list:

- Opportunities to attend various trainings not offered in my doctoral program, almost always free or at a reduced cost for students
- Opportunities to be a voice and make a difference in various social justice issues
- Opportunity for time-limited and time-respected involvement in a state-level organization
- Involvement in up-to-date issues and concerns in the field of psychology, such as prescriptive authority laws and training programs and the EPPP, Part 2
- Networking with students and professionals in the field

Reflecting upon my time in IPA and the benefits and relationships I have experienced is what motivates me to encourage other students in our state to not only join IPA, but to become active committee members in IPA as well. As the organization begins to develop the strategic plan that will be implemented for 2021 and beyond, I invite all IPA members to contact me with ideas or suggestions about how this strategic plan can further integrate students into the structure of our great organization.



# Hiding in Plain Sight: Reflections on My Disability

## Jennifer Kauder, Ph.D.

*Editor's Note: Kauder is IPA Treasurer.*

Can we talk? Not as colleagues, but as people... imperfect, vulnerable, flawed, genuine, and authentic people?

Are you with me? Good.

When I originally expressed my interest in writing an article on behalf of the Diversity and Social Justice committee, I was looking forward to attending the Practice Leadership Conference as one of IPA's diversity delegates. I anticipated that I would write about content of the diversity delegate training sessions and how it contributed to greater personal and professional growth.

However, that's not the article I'm choosing to write.

Don't get me wrong...the overall conference was informative and empowering. The opportunity to learn how to best advocate for our profession and our clients, bond with fellow IPA members, and meet with our elected representatives was invaluable. At the same time, the dynamics during the final diversity delegate group session stirred up a familiar and painful thought: You don't belong here.

Just to be clear, this was not explicitly stated to me. Nor do I believe that anyone in that room felt that way toward me. So, what happened?

I suppose that I need to explain how I qualified to be a diversity delegate in the first place. When I was an infant, I had a medical emergency that resulted in low muscle tone, joint hypermobility, and problems with muscle coordination. For the majority of my childhood, my disability was visible when I needed to use mobility aids and devices, as well as when I was restricted from various activities involving my peers. I hated the stares, teasing, and uninvited boundary violations that are often the norm for individuals with visible disabilities. I frequently felt like I was inconveniencing others (e.g., transporting my wheelchair in vehicles, arriving someplace only to discover it might not be accessible, limiting the range of activities others could do if they wanted to include me in their plans). It wasn't unusual for strangers to ask "What's wrong with her?" or comment, "It's such a pity." Most of the time I simply wished I could be invisible or fade into the background.

By the end of elementary school, I no longer needed any mobility aids. I was thrilled that I could pass as "normal." I still needed accommodations at school due to fatigue and inattention, but I had

essentially perfected the skill of being invisible, compliant, and not taking up too much time or space. Throughout adolescence, I struggled to choose between (1) disclosing my disability and potentially facing judgment (What's wrong with her?) or causing an inconvenience to receive accommodations, (2) staying invisible and struggling to keep up with others (What's wrong with me?), or (3) doing some combination of both. The latter situation resulted in having to prove to others that I had a disability, while simultaneously questioning whether I needed or deserved those accommodations. While I didn't have to wrestle with these questions completely on my own, I also didn't have any mentors or role models with disabilities. This isn't uncommon for youth with disabilities and can be an isolating experience.



Given that context, let's return to the Practice Leadership Conference. Other than a brief introduction at the initial diversity delegate information session, there were no formal opportunities to discuss our identities or experiences. I stayed in my "default mode" of disclosing my disability status if accommodations were needed or if it was relevant to the conversation at hand. Neither situation arose.

During the final diversity delegate session, one of the facilitators requested feedback about the selection criteria for diversity delegates. He explained that, historically, APA diversity delegates have been members of racial, ethnic, and sexual minorities. However, the definition of diversity has changed over time and state associations often ask to send diversity delegates according to broader criteria. These criteria include, but aren't limited to, language, gender, disability, social class, and age. He provided an example of a potential diversity delegate who reportedly met only one diversity criterion (age). This individual wasn't selected and the facilitator wanted to know whether this individual's presence would have adversely impacted the group dynamics.

The resulting conversation was extremely important and hopefully provided valuable feedback for the conference organizers. Yet, disability was conspicuously absent from the discussion. As I debated whether or not to participate, I noticed weighing what was most salient (i.e., visible) about my identity against

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# Hiding in Plain Sight: Reflections on My Disability

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my hidden disability. This led to the familiar internal struggle: Do I really have a disability? Am I that impaired? Maybe I'm just not trying hard enough. Do I deserve to share my perspective? Do I even deserve to be a diversity delegate?

In her book, *What Psychotherapists Should Know About Disability* (1999), Rhoda Olkin highlights that individuals with disabilities represent the largest minority group in the United States. They share experiences with other minority groups, including stigma, discrimination, social isolation, and denial of civil rights. Dr. Olkin emphasizes that the "problem" of disability resides, in part, in negative attitudes toward disability. I strongly believe that disability is an essential component of the selection criteria for diversity delegates. Additionally, I recognized that my internal struggle during that final session reflected negative messages I internalized during my youth.

Ultimately, I chose to remain silent during the discussion. Instead I listened to other delegates share painful experiences of discrimination and microaggressions they encounter on a daily basis due to the pigment of their skin, their immigration

status, who they love, and/or their gender identity. While I felt like I made the best decision in that moment, choosing to remain invisible also led to my feeling isolated. Navigating the process of whether to disclose and, if so, when and how (and how much?) is something I see many of my clients struggle with in their lives. I make an effort to be transparent about this process with my clients when doing so might be useful to them. I suppose that's what I'm doing with this article, as well.

If you work with clients with disabilities (and I'm guessing most of us do), I recommend becoming familiar with the minority model of disability and informed about civil rights laws for persons with disabilities. Equally important is our willingness to examine our own values, beliefs, biases, and emotions in response to disability. For additional information about these topics and disability affirmative therapy, I recommend reading Rhoda Olkin's books *What Psychotherapists Should Know About Disability* (1999) and *Disability-Affirmative Therapy* (2017). Additionally, APA's *Guidelines for Assessment of and Intervention With Persons with Disabilities* (2012) is a useful resource that can be accessed at [www.apa.org/pi/disability/resources/assessment-disabilities](http://www.apa.org/pi/disability/resources/assessment-disabilities).

## The Long and the Short of It

### Phil Laughlin

IPA has been blessed with many members who have made significant contributions to its functioning over the years. For this brief article I would like to mention two, one a long-time member and the other of very recent vintage.

Bethe Lonning is a long-time member who continues to make significant yearly contributions.

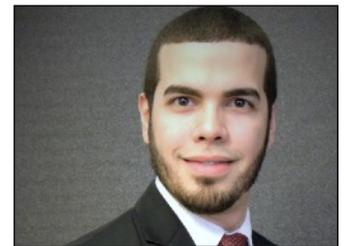
In 2017 she stepped up and provided temporary executive office support during the time when the search was on for a new full-time



executive director. She served on the search committee for the new ED but also stepped up and provided conference committee support for the spring and fall conferences when shortages developed there. This conference support continued into 2018. Her effort of many years to get psychopharmacology legislation passed in Iowa

found success in 2016, with rules being adopted in late 2018 and put into effect in February of 2019. She continues her support efforts into the present.

Luis Sanchez is a new student member joining IPA in early 2018. In his brief time with IPA he has made many contributions to the Diversity and Social Justice committee and joined the Iowa Psychological Foundation Board where he has served with distinction.



He is in the doctoral program at Walden University and unfortunately for Iowa Psychology he won't be eligible for licensure in Iowa because of this affiliation. As a result, Iowa will soon lose his services as he relocates to a state where he will be eligible for licensure as a psychologist. Thank you, Luis, for your enthusiasm and contributions to Iowa Psychology. We wish you every success in your new home.

# From the Executive Director Suzanne Hull

## 2019 IPA Trust Workshop | Sequence VIII: Ethics and Risk Management in a Digital World 2.0

The 2019 IPA Trust Workshop will be June 21 at the Hilton Garden Inn Des Moines/Urbandale.

Technology is advancing at a dizzying pace and is becoming increasingly central to the provision of psychological services. From portable devices to digital records to interjurisdictional practice to mental health apps, technology has brought remarkable benefits to our work; and at the same time created an increasingly complex set of ethical, legal, and regulatory challenges. In this rapidly evolving environment, the need to maintain an active risk management strategy is perhaps even more central than ever.

This workshop is a next-generation discussion of digital world issues. After a brief introduction describing The Trust Risk Management Philosophy and Strategy, this workshop will provide a review and update on the ethical, legal, and risk management dimensions of technology. We will focus broadly on these issues related to digital record keeping, telepsychology, digital communications, and social media. The workshop is applicable to all sites where health services are provided.

About the Speaker: Amanda D. Zelechowski is a licensed clinical and forensic psychologist and attorney. Dr. Zelechowski received her B.A. from the University of Notre Dame, her M.S. and Ph.D. from Drexel University, and her J.D. from Villanova University School of Law. She completed a postdoctoral fellowship at The Trauma Center at Justice Resource Institute (Brookline, Mass.) and is board certified in Clinical Child and Adolescent Psychology. She has worked clinically with adults, children, and families in inpatient, outpatient, and forensic settings.

The conference will include 6 total CEUs.

Accommodations: Hotel rooms may be reserved at the Hilton Garden Inn Des Moines/Urbandale (8600 Northpark Dr, Johnston, IA 50131) by contacting the hotel directly at 515-270-8890.

Please complete the online registration process. Registration will close at 9 a.m. June 19, 2019. There will be no refunds or cancellations after June 16, 2019. Register at <http://ow.ly/t0eF30nGG5Z>.

## 2019 IPA Fall Conference | Theory and Practice of Cognitive Behavioral Therapy for Insomnia (CBT-I)

The 2019 IPA Fall Conference will be held Oct. 11 at Des Moines University and is designed to provide participants with the core elements of



## IPA Key Dates 2019

**June 21 – IPA Trust Workshop**, Hilton Garden Inn Des Moines/Urbandale

**Oct. 11 – Fall Conference**, Des Moines University

**Info & registration:** [iowapsychology.org](http://iowapsychology.org).

cognitive-behavioral treatment for insomnia. The course starts by grounding participants in the basics of sleep medicine that undergird the practice of CBT-I. It goes on to present systematic, empirically validated treatment methods and essential information about the pathophysiology and etiology of insomnia necessary to inform assessment, diagnosis, treatment, and the handling of treatment resistance.

Insomnia is widely recognized to be the most common sleep problem and is also a leading complaint in primary care settings. The consequences and morbidity associated with chronic insomnia can be substantial across several domains and can include increased health care utilization, impaired quality of life, increased risk of falls and hip fractures, increased risk of medical and behavioral disorders, and ultimately worse outcomes for all co-morbid disorders.

Effective treatment of insomnia not only improves sleep quality and daytime functioning but has also now been shown to have direct beneficial impact on depression, anxiety, PTSD, chronic pain, and other behavioral and medical disorders. In

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IPA received a \$1,000 grant from the Committee on Early Career Psychologists (CECP) to assist in advocating for adoption of the APA model licensure act within state rules. IPA Members receiving the award include (from left) Benjamin Tallman, Ph.D.; Joyce Goins-Fernandez, Ph.D.; Kayla Davidson, Psy.D.; Maggie Doyle, Psy.D.; Warren Phillips, Ph.D.; Jennifer Kauder, Ph.D.; and Teresa Young, Ph.D.

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addition, cognitive-behavioral treatments for insomnia have been shown to be of equal or greater effectiveness when compared to sedative hypnotic medication. These findings suggest that CBT-I should be considered a trans-diagnostic therapy that should be in every clinician's tool box.

About the Speaker: Dr. Donn Posner works as a clinical/research psychologist at the Palo Alto VA and consults on a number of grants exploring the effects of CBT-I in Gulf War Veterans and Veterans with insomnia and Mild Traumatic Brain Injury. In the previous 5 years, he also served as an Adjunct Clinical Associate Professor in the Department of Psychiatry and Behavioral Sciences Stanford University School of Medicine.

Prior to his role at the VA he spent 25 years serving as the Director of Behavioral Sleep Medicine for the Sleep Disorders Center of Lifespan Hospitals and was a Clinical Associate Professor in the Department of Psychiatry and Human Behavior at the Warren Alpert School of Medicine at Brown University. Dr. Posner is a member of the American Academy of Sleep Medicine and is one of the first Certified Behavioral Sleep Medicine specialists recognized by that group. He is also a founding member of the Society of Behavioral Sleep

Medicine and he has also now achieved the status of Diplomate with the SBSM.

The conference will include 6 total CEUs.

Accommodations: Hotel rooms are reserved at the Holiday Inn Downtown at Mercy Campus (1050 6th Ave, Des Moines, IA 50314) at the group rate of \$109/night plus tax for the night of Oct. 10, 2019. Hotel rooms may be reserved by calling 515-283-0151. Reservations need to be made by Sept. 19, 2019, to receive the block rate.

Please complete the online registration process. Registration will close at 9 a.m. Oct. 3, 2019. There will be no refunds or cancellations after Oct. 3, 2019. Register at <http://ow.ly/5zIk50up1rf>.

### IPA Receives Grant

Last year, IPA member Paul L. Ascherman, Ph.D. applied on behalf of IPA for a \$1,000 grant from the Committee on Early Career Psychologists (CECP) to assist IPA in advocating for adoption of the APA model licensure act within state rules.

IPA was awarded the grant at the 2019 Practice Leadership Conference. These funds will be allocated to lobbying efforts, which may include the Board of Psychology and/or the state legislature depending on what is needed to adopt the rules. CECP is encouraging adoption of predoctoral hours to be counted toward hours required for licensure.

# The Effects of Early Weaning on Learning & Memory on Young Rats Malaz Kreiker

*Editor's Note: This material was presented at the IPA Spring Conference. The author is a student at Drake.*

I am from Syria. I left the country during the ongoing war there and I've seen firsthand how stress and aversive situations affect people mentally. More specifically, I have seen how stress affects children's mental development. This gave me the motivation to continue my graduate studies in psychiatry. My research interest is on studying how early stress in life affects mental development in humans and in other animals.

The trauma that may take place in an environment affects the development of children mentally, behaviorally, and physically. It has been shown that early adverse events in life enhances the risk for the development of stress related behavioral disorders growing up (Heim & Nemeroff, 2001; Kendler et al., 2000; Yehuda et al., 2001). In many countries that are undergoing conflicts, children are subjected to trauma that challenges their future development. Nowadays, due to many conflicts, children are separated from their parents very early in life. When these children reach adulthood, their lives are impacted drastically by their previous experiences.

Early Life Stress (ELS) plays a major role in the development of depression, and it can affect the development of the Hypothalamic-Pituitary-Adrenal (HPA). In addition, it may cause cellular changes in the hippocampus, which plays a role in memory and emotional regulation. ELS take many forms during the time they have been experienced. ELS can include prenatal (experienced by the mother), postnatal, and stress experienced during adolescence (Berczi, I. 2016).

In this current study, the behavioral effects of stress have been assessed for early weaned rats; rats weaned at postnatal day (P) 15 rather than the normal wean age P21. This early weaning model provides an alternative - and likely less aversive - model of early life stress than the typical early-life maternal deprivation studies involving separation of litters from their mother for hours at a time over long stretches of the early postnatal period (typically starting P2, 3 or 4 and extending into the 2nd week of life) (Lehmann & Feldon, 2000; Meaney et al., 1996). A study of early weaning in rats (Ono et al., 2008) showed a decrease in the diameter and increase in the number of myelinated axons in the anterior part of the Basolateral Amygdala (BLA). Abnormal myelination may be correlated with anxiolytic behaviors, which are key features for mental disorders in humans (Benes, 1989).

Learning the relationships between stressful events and the stimuli that predict such events is important for an organism's survival. Pavlovian fear conditioning is an example of this form of learning. When rats encounter a stressful event, they freeze as a response to the stressor.



## The study

In this current study cue-elicited fear conditioning was utilized to study the learning and memory of early weaned animals by using freezing as a dependent variable. Rats are trained at P18 or P25 to associate a non-aversive stimulus (white noise) with an aversive stimulus (foot-shock). The white noise is called a conditional stimulus (CS) and the shock is an unconditional stimuli (US) because rats would usually not freeze to the CS unless the association with the US has been established. At testing 1 day or 15 days after training, rats are subjected to the white noise in a new environment, and their percent average freezing was measured to assess their learning and memory. In addition, rats were weaned at P15 (early) or P27 (late). Our hypothesis was that, early weaned (P15) rats will show more conditioned freezing at test than late-weaning (P27).

One study has investigated the effects of maternal separation (3 hours per day across postnatal days P2–14) on retention of fear memories in P17 rats. They showed that maternal separation causes better long-term retention of fear memories in young rats (Callaghan & Richardson, 2012). These results support our hypothesis of enhanced fear memory and learning when rats are subjected to ELS.

## Results

As shown in figure 1, there was a significant effect of age and interval on freezing behavior. Consistent with previous findings, young rats exhibited more rapid forgetting than older rats. In our study the rats who were trained at P18 (younger) and tested 15 days later show significantly lower percent of freezing when compared to rats trained at P25 (older) and tested 15 days later. This long-term depression in retention experienced by young animals is known as infantile amnesia.

As shown in Figure 2, early weaned rats displayed some evidence of enhanced fear learning and memory ( $P=0.064$ ).

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# The Effects of Early Weaning on Learning & Memory on Young Rats Malaz Kreiker

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As shown in figure 3, when the early weaned rats are trained at a younger age (P18) and tested after 15 days in the long term, they did not show an enhancement in long-term fear learning and memory, as hypothesized. Suggesting that stressors may need to be experienced earlier in life in order to overcome forgetting in young (P18) rats. However, when early weaned rats are trained at an older age P25 and tested 15 days later, some enhancement of fear learning was observed. This might imply that the effects of the early stressor might be experienced later in life rather than early as hypothesized in young animals.

In addition, there was no significant effect of wean age on the baseline. Baseline is the period of time during the test session when rats are placed in the chamber prior to any white noise CS presentation (1 minute in this study). If baseline freezing is high, it becomes difficult to accurately assess the degree to which freezing later in the session is due to the white noise CS.

Due to the fact that weaning age effects were mostly experienced by P25 trained animals, this motivates us in future studies to focus only on older trained animals at P25 to investigate this effect more in detail.

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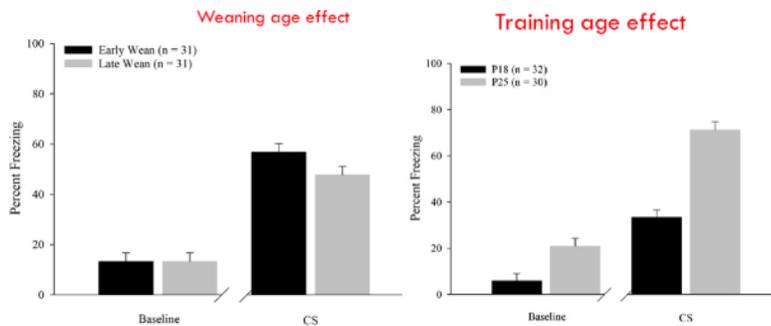


Figure 1: Showing significant effects of age and interval effects collapsed across sex and wean age.

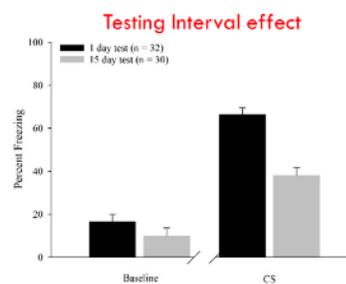


Figure 2: Showing the effects of wean age collapsed across sex, train age, and interval.

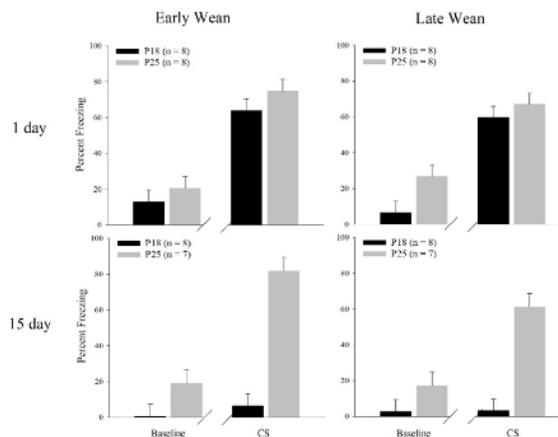


Figure 3: Showing early and late wean data corresponding to the wean age, train age and interval effects on rats.

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# Mediating Roles of Emotion Recognition & Emotion Regulation Madelyne Losby

*Editor's Note: This material was presented at the IPA Spring Conference. The author is a student at Iowa State.*

The strategies parents use when responding to their child's emotions, particularly negative emotions such as anger, fear, and sadness, have been shown to be associated with distress later in life. In addition, both supportive and non-supportive strategies, have been correlated with emotional development, particularly emotion recognition and emotion regulation.

These processes comprise, emotional intelligence, which has been linked to psychological distress. Much of the research in this area has been done with children, predominantly preschoolers, and as such, research is needed with older populations, particularly emerging adults (ages 18 to 29), who are within a developmental period where psychological distress is more prevalent.

As such, the current study asked emerging adults (N = 497) to retrospectively examine the way their parents responded to their negative emotions, and assessed current symptoms related to psychological distress, as well as emotional intelligence (i.e., emotion recognition and emotion regulation). Path analyses were conducted using PROCESS (Hayes, 2013) to



explore two parallel mediation models in which emotion recognition and emotion regulation mediated the association between both supportive socialization strategies and non-supportive socialization strategies and psychological distress.

The current results support a partial mediation between emotion socialization and distress through emotion recognition and emotion regulation. Importance is derived from the novelty of the study, evidence for the conceptual model, and intervention implications for clinicians with clients. Limitations and future directions are discussed.

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# Individual Predictors of Participation in a Racial Dialogue

## Meredith Tittler and Samona Garcia

*Editor's Note: This material was presented at the IPA Spring Conference. The authors are students at Iowa State.*

In 1998, President Clinton issued an Executive Order to create a Race Advisory Board for the purpose of investigating issues of racism and racial reconciliation in the United States (Bingham, Porche-Burke, James, Sue & Vasquez, 2002). The published report stated that “racism is far from being eradicated in American society and that most citizens of this nation seem ill-equipped to deal with their own personal biases and prejudices” (Bingham et al., 2002, p. 76). One of the tools that was proposed in the report to bridge the gap between races was dialogue. Research has shown that structured dialogues are indeed helpful, with participants in structured racial dialogue groups showing increases in awareness and understanding of racial inequality as well as greater increases in empathy and motivation to bridge differences (e.g., Gurin, Nagda & Zuniga, 2013). However this research is limited to a self-selecting sample pool. Given other research suggesting that people often have significant negative reactions when race is broached in discussion, including deliberate withdrawal from the discussions (e.g. Young, 2003) it is probable that a significant portion of the population, particularly the European-American, or White, population, are likely to avoid such discussions.

### Current Study

Identifying the individual characteristics that predict participation in a racial dialogue, can help inform the development of dialogue interventions that effectively target hard-to-reach populations. The current study sampled White undergraduate students (N=260) at a large Midwestern, predominantly White university. Participants completed measures of colorblindness, external and internal motivation to respond without prejudice, positive previous experiences with people of color, as well as a demographic survey. Participants read vignettes that illustrated an organized racial dialogue. Two different topics of discussion were presented in the vignettes, the Black Lives Matter movement and minority-only scholarships. Participants were asked to report their honest thoughts about each of the conversation topics. They were then asked to report how likely they would be to share those thoughts with the dialogue group. They were also asked how likely they would be to sign up for a similar dialogue on campus.



Samona Garcia (left) and Meredith Tittler

### Results

Colorblindness, external and internal motivation to respond without prejudice, and positive previous experiences with people of color were entered into a regression equation to predict participants' likeliness to share their honest thoughts in the racial dialogue. The results showed that colorblindness ( $\beta = -.59, p < .001$ ), external motivation ( $\beta = -.37, p < .001$ ) and positive previous experiences with people of color ( $\beta = .31, p = .005$ ) were unique predictors of participants' likeliness to share their honest thoughts in the Black Lives Matter conversation topic.

In an identical regression to predict participants' likeliness to share their honest thoughts in response to minority-only scholarships, external motivation was the only significant predictor ( $\beta = -.25, p = .005$ ). Post-hoc analyses showed that the Black Lives Matter topic is perceived as more controversial than the minority-only scholarship topic, which may explain the different findings across the two conversation topics. In a third regression, colorblindness ( $\beta = -.57, p < .001$ ), external motivation ( $\beta = -.17, p = .05$ ), and positive previous experiences ( $\beta = .26, p = .01$ ) uniquely predicted likeliness to sign up for a similar dialogue.

### Conclusion

This study adds to our understanding of personal factors that predict White individuals' predicted likeliness to actively participate in a racial dialogue or to sign up for a racial dialogue. This is the first step in being able to design effective and targeted interventions to reach a broader population of White individuals who would benefit from these racial dialogues.

# Necessary Condition Analysis of Academic Success Correlates

Michael C. Tynan & Marcus Crede, Ph.D.

*Editor's Note: This material was presented as a poster at the Spring 2019 IPA Conference. The full journal manuscript including this study is currently under review. Peter D. Harms, Ph.D. of the University of Alabama also contributed to this article. Tynan is a student at Iowa State.*

**Abstract:** Necessary condition analysis provides an alternative to traditional data analysis by exploring variables that limit the possible levels of an outcome. The present study explores the effects of student characteristics, abilities, & behaviors on GPA consistent with necessary-but-not-sufficient relations. Necessary condition analysis is an informative supplement to traditional data approaches and clarifies why desired levels of an outcome of interest may be limited.

A necessary-but-not-sufficient relation describes a variable (X) that constrains another variable (Y), such that when X is present, the probability of Y is increased, but when X is absent, Y is impossible (see Dul, 2016; Dul van der Laan, & Kuik, 2018). Plotting a relation consistent with a necessary-but-not-sufficient condition produces empty space (a “ceiling zone”) in the upper left quadrant of the area within which data appears (the “scope”). A larger ceiling zone indicates a greater constraint of the X variable on the Y variable and therefore a stronger necessary-but-not-sufficient condition. Necessary condition analysis yields an effect size and p value that may be interpreted similarly to effect sizes and significance tests in traditional analyses. The present study applies this analytical approach to common correlates of high grades in college.

## Method

Data were collected from 206 students at a large Midwestern university. After screening data for missingness and failed attention checks, 175 participants' responses were analyzed. Participants completed a survey that measured the following non-cognitive abilities, personality traits, and academic outcomes.

Grit describes a person's perseverance and passion for long-term goals and was measured with the Grit Scale (Duckworth, Peterson, Matthews, & Kelly, 2007). Conscientiousness indicates a disposition toward organization and diligence. Growth mindset describes the belief that intelligence is malleable and was measured using the Theories of Intelligence Scale (Dweck, 1999). Need for achievement reflects a motivation to set high standards and complete high quality work. Academic self-efficacy captures a person's beliefs in their own ability to complete academic tasks. General self-esteem reflects a person's positive self-beliefs. The “triple package” (impulse



Michael Tynan

control, neuroticism, and ethnocentrism) is a theory consistent with a necessary-but-not-sufficient condition approach, though it does not explicitly reference this analysis or theory (see Hart & Chabris, 2016). Class attendance, time spent studying, ACT score, high school GPA, and cumulative GPA were self-reported.

## Results

Necessary condition analysis results predicting college GPA indicate that moderate necessary-but-not-sufficient condition effects are present for prior achievement in high school,  $d = .16$ ,  $p < .001$ ; class attendance,  $d = .16$ ,  $p = .003$ ; intelligence,  $d = .13$ ,  $p < .001$ ; and growth mindset,  $d = .11$ ,  $p = .01$ . Small necessary condition effects were found for grit-perseverance,  $d = .09$ ,  $p = .02$ ; self-esteem,  $d = .08$ ,  $p = .03$ ; conscientiousness,  $d = .07$ ,  $p = .01$ ; and low impulsiveness,  $d = .06$ ,  $p = .04$ . Grit-consistency, need for achievement, academic self-efficacy, neuroticism, ethnocentrism, and study time were not found to be consistent with a necessary-but-not-sufficient pattern of association with GPA.

## Discussion

This study demonstrated that correlates of academic success are consistent with a pattern of necessity-but-not-sufficiency. Our findings for class attendance, intelligence, HSGPA, and growth mindset indicate that the assumed compensatory nature of traditional regression-based models (i.e. that deficiency on any one variable may be made up for by high levels of another variable) may not be appropriate for educational settings. For example, an intelligent student with good high school grades and a growth mindset will not be able to achieve high grades in college if the student does not attend a majority of classes. We encourage researchers across disciplines to incorporate necessary condition analysis as a supplement to traditional analytic approaches.



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# From the Membership Committee

## Suzanne Zilber, Ph.D.

The Membership Committee has been working hard on retention and recruitment of members. After the renewal deadline passed, we reached out to non-renewing members by phone and email. Some people just did not have an updated email or needed more time and were grateful for the outreach. People who did not renew did so due to finances, moves out of state, and a few felt that they did not get what they had hoped for in membership. We conveyed any specific feedback to appropriate leaders. We lost 38 members and gained 45. We gained the most in first year new full members with the reduced membership rate of \$200 and also student members. We would like to increase the number of members that contribute to the advocacy funds and will keep working on that. We gain the majority of new members when current members invite them directly. Keep up the efforts, and please let us know if you need our fun stickers or brochures to help recruit new members.



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Lifetime Member with Active License	6
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Student Affiliate Members	30
<b>TOTAL</b>	<b>232</b>

Figures as of April 17, 2019

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Please contact Stewart Ehly ([stewart-ehly@uiowa.edu](mailto:stewart-ehly@uiowa.edu)) to indicate interest.

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All psychology programs in Iowa are invited to submit manuscripts on undergraduate and graduate activities, including educational, research, and service programs. Please feel free to contact the editor, Stewart Ehly ([stewart-ehly@uiowa.edu](mailto:stewart-ehly@uiowa.edu)), to receive additional information. All submissions are in electronic form (Microsoft Word if possible) and can be attached to an email sent to the editor.

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