Clinical Psychology in the Liberal Arts College: Surviving and Thriving in the 21st Century

Clinical psychology in the liberal arts academy

The major intellectual concerns of clinical psychology are Psychopathology (the nature, causes, and classification of psychological disorder) and Psychological Treatment (theory and research on the outcomes and processes, i.e., mechanisms of change) of therapeutic interventions. Clinical psychology both draws on, and contributes to, knowledge from the other the subareas of psychology (behavioral neuroscience, cognitive, developmental, personality and social) and is thus centrally located in the discipline. In terms of undergraduate demand for courses, mentoring, and graduate school advising, as well as the number of Ph.D.s earned, it is the largest subfield in psychology. It is interesting, therefore, that the inclusion of, and investment in, clinical psychology as a subfield has come late to liberal arts colleges. Tenure track clinical psychology faculty positions are, by comparison to other subareas, relatively rare and recent. Of the Mellon 23 schools, 8 currently have no tenure track clinical faculty (though a few of these are hiring), 5 have just one, and 6 have two. The story is similar at a number of other very good institutions (e.g., Hamilton and Colgate are currently operating with just one person in clinical). Thus clinical psychology faculty members at these institutions are often working in isolation on a number of pedagogical, research, and professional issues that are specific to the clinical subarea. The reasons for this are beyond the scope of this proposal, though they are not unrelated to some of the topics that may be addressed by the planned conference: misperceptions that faculty trained in clinical psychology are more interested in clinical practice than teaching or research, that the liberal arts setting makes it difficult or impossible to mount a program of research, or that other faculty can adequately cover the teaching and mentoring in the clinical area.

Workshop Content and Format

The goal of the proposed workshop is to enhance the teaching, research, advising, and professional development of participants. Up to 25 interested individuals would gather for a weekend to share their experiences, challenges, solutions, and resources, and to lay the groundwork for an ongoing network among us. The conference would be held at Williams College in the spring of 2012. We would convene on Friday evening for dinner and an opening group session in which participants would briefly discuss the history and current state of clinical psychology at their institutions. On Saturday, we would hold break-out groups of 6-12 people to discuss and share ideas on: 1) Teaching (topics such as Challenges in teaching the Abnormal Psychology Course; Globalizing the clinical psychology curriculum; Creating
and sustaining experiential education (clinical practicum) courses), 2) Research (topics such as Teachers and scholars: Models of clinical research with undergraduates; Beyond the Psych 101 subject pool: Issues in Research with clinical/community populations; Methodology in clinical psychology: Educating students and colleagues), 3) Career and Graduate School Advising (topics such as Current controversies and future trends in clinical psychology training; Systems for managing student demand for advising and mentoring). Two guest speakers will help facilitate the discussion of national trends in graduate training.

Prior to the conference, participants will be sent brief descriptions of the breakout sessions and invited to generate additional topics they would like to hear discussed, and to indicate topics on which they have some experience to share. We will use this information to form groups with a mix of people who might learn from each other; the composition of each group would change during the day and each person would have the chance to be with a different group for the Teaching, Research, and Advising discussions. Each discussion will have a moderator/“silent leader” who would facilitate the conversation and help guide the group to articulate a set of ideas and suggestions that can be shared with the larger group. We would reconvene as a group on Saturday evening to debrief and share ideas from the breakout groups and on Sunday morning to build sustainable structures (both interpersonal and technological) for maintaining our networking and collaboration over time. To facilitate the latter, we will involve a Williams IT Department staff member as a consultant.

Impact

The obvious potential impact of this workshop is in supporting and strengthening teaching, research and mentoring/advising in clinical psychology at our home institutions. Further, this is a critical time in the field; a great debate is raging about the science base of clinical psychology and the future of graduate training and the profession (Baker, McFall & Shoham, 2009). Strong liberal arts institutions, by virtue of their emphasis on top-notch, broad training in psychology and deep training in critical thinking, are in a unique position to produce graduates in this area who go on to become the next generation of leaders in this debate and in the profession.

References

Workshop Planners

1. Jessica Borelli, Assistant Professor, Pomona College
2. Patricia Dibartolo, Associate Professor, Smith College
3. Marlene Sandstrom, Professor, Williams College
4. Charles Sanislow, Assistant Professor, Wesleyan University
5. Marc Schulz, Professor, Bryn Mawr College
6. Laurie Heatherington, Professor, Williams College (Workshop Liaison)
   Department of Psychology/ 18 Hoxsey St/ Williamstown, MA 01267
   lheather@williams.edu)

Note: The workshop planners and selected other participants will be the moderators of the
break-out sessions. Marlene Sandstrom and Laurie Heatherington will be the local hosts.

Workshop Evaluation

Participants will each complete a brief evaluation of the workshop. Chris Winters, Williams
Director of Institutional Research, has agreed to help us design and administer a web-based survey
for this purpose as well as the pre-conference survey noted above. The workshop evaluation, as
well as a description of our plans for maintaining an ongoing network/communication among the
attendees, will be forwarded to the AALAC Workshop Subcommittee.
BUDGET

Conference Planning

Stipend shared among the six workshop organizers $1000

Administrative expenses (mailing, copying) covered by Williams College

Staff support for conference planning covered by Williams College

Logistic support during conference (student help, 10 hours@$10) $100

Travel

Travel for non-Williams conference participants $9350
17 @ $550 (estimated average)

Conference Weekend Expenses

Meeting rooms for conference covered by Williams College (Faculty House or classroom seminar rooms)

Two nights lodging, Williams Inn $4420
17 @ $260 (130/night/pp)

Meals for 19 participants $2090
Total pp: $110
\[
\begin{align*}
& \text{Dinner Friday night @ $35} \\
& \text{Breakfast, lunch and dinner Saturday @ $60} \\
& \text{Breakfast Sunday @ $15}
\end{align*}
\]

Two coffee breaks on Saturday $380
19 @ $20 ($10/break/pp)

Travel for two guest speakers @ $550 pp $1,100
Lodging for two guest speakers @ $260 pp $520
Honorary for guest speakers @ $500 pp $1000

Evaluation (Conference Liaison working with Williams IR Director) covered by Williams College

Total: $19,960

*Travel and lodging not calculated for local participants. Although the budget can only accommodate 19 participants, we could accommodate up to 25 people at the conference, with support from home institutions for the extra participants.
Jessica L. Borelli, Ph.D.
Assistant Professor
Department of Psychology
Pomona College
647 N. College Way, Lincoln 2107
Claremont, CA 91711
Phone 909-607-3757
PSY 23547

CURRICULUM VITAE

EMPLOYMENT
2009- present  Assistant Professor, Pomona College, Claremont, California
2008- 2009  NIH Postdoctoral Research Fellow, University of Arizona, Tucson

EDUCATION
2007-2008  Predoctoral clinical psychology internship, University of California at Los Angeles
Semel Institute for Neuroscience and Human Behavior, General Child Track
2005-2008  Doctor of Philosophy in Clinical Psychology, Yale University
2002-2004  Master’s of Science in Clinical Psychology, Yale University
1998-2002  Bachelor’s of Arts from the University of California at Berkeley in Psychology

CLINICAL TRAINING
2010  Licensed as a clinical psychologist in California, PSY 23547
2007-2008  Predoctoral internship at UCLA’s Neuropsychiatric Institute, General Child Track

GRANTS
2010-2015  National Institutes of Health/National Institute of Drug Abuse
Fostering Mothers’ Emotionally-Responsive Parenting
Principal Investigator: Nancy Suchman, Ph.D.
Collaborator: Jessica L. Borelli, Ph.D.
Total costs for project period: $2,483,799

2010-2012  American Psychoanalytic Association
Fund for Psychoanalytic Research
Title: Predictors of Risk and Resilience in Couples Experiencing Military Deployment
Principal Investigator: Jessica L. Borelli, Ph.D.
Co-Principal Investigator: David Sbarra, Ph.D
Total costs for project period: $20,000

2008-2011  National Institute of Mental Health
F32 Kirschstein – NRSA Individual Fellowship Application; 1 F32 AG032310-01
Title: Meaning-making in the context of divorce: Links with emotion regulation
Institution: University of Arizona
Principal Investigator: Jessica L. Borelli, Ph.D.
Sponsor: David Sbarra, Ph.D.
Submitted: 08/05/2007
Awarded: 02/27/2008
PUBLISHED MANUSCRIPTS


BOOK CHAPTERS


PATRICIA MARTEN DiBARTOLO, PH.D.

Smith College 38 Cloverdale St.
Clark Science Center Florence, MA 01062
Northampton, MA 01063 (413) 586-1585
(413) 585-3913 pdibarto@email.smith.edu

EDUCATION
1989-1996 MA, Ph.D. SUNY at Albany Clinical Psychology
1985-1989 A.B. Smith College Psychology

PROFESSIONAL POSITIONS
2008-present Professor of Psychology, Smith College, Northampton, MA
1998-present Adjunct Lecturer, University of Massachusetts, Amherst, MA
2001-2008 Associate Professor of Psychology, Smith College, Northampton, MA
1996-2001 Assistant Professor of Psychology, Smith College, Northampton, MA

SELECTED HONORS AND AWARDS
2008 Smith College’s Sherrerd Prize for Distinguished Teaching
2005 Mellon Foundation Mid-Career Award
1996 Elected Sigma Xi, Full Member
1989 Graduated Magna Cum Laude
1988 Elected Junior Phi Beta Kappa

SELECTED PUBLICATIONS  Note: Smith College undergraduate co-authors are underlined.


**TEACHING**
- PSY 192: Introduction to Research Methods
- PSY 253: Child Clinical Psychology
- PSY 254: Clinical Psychology
- PSY 352: Seminar in Child and Adolescent Anxiety Disorders
- PSY 358: Advanced Research Seminar in Clinical Psychology
- PSY 680 (Psychopathology) at UMass, Fall 2002, 2003
- PSY 789 (Clinical Team Practicum) at UMASS, 1998-2000
- PSY 400: Special Studies and PSY 432: Honors Project
  Over the past 14 years, supervised approximately 65 students in independent research projects resulting in 12 journal articles and 30 symposium or poster presentations with one or more student co-authors

**SELECTED SERVICE ACTIVITIES**
- Member, Editorial Board, *Cognitive and Behavioral Practice*
- Psychology Department, Honors Director, 2000-2010
- Represented Smith at the Mellon 23 Conference on Faculty-Student Research Collaborations at Wellesley College, February 2009
- Member, 2007-2010, and Chair, 2009-2010, Smith’s Faculty Council
- Member, Provost’s study group, ‘Smith by Design,’ Summer 2009
- Member, Smith College’s Research Opportunities Working Group, 2007-2008
SUMMARY VITA
LAURIE HEATHERINGTON, PH.D.

Williams College Department of Psychology
18 Hoxsey Street Bronfman Science Center
Williamstown, MA 01267
Ph: 413 597-2442 Fax: 413 597-2085
51 Jamieson Heights
Williamstown, MA 01267
(413) 458-4057
lheather@williams.edu

Current position
Edward Dorr Griffin Professor, Williams College Department of Psychology
Department Chair, 2003-2010. At Williams since 1984

Courses currently taught: Introductory Psychology, Psychological Disorders, Clinical & Community Psychology (experiential education course), Psychotherapy: Theory & Research
Supervise undergraduate honors thesis and other student research.

Education
Ph.D. Clinical Psychology, 1981 University of Connecticut
B.A. Miami University (Ohio), 1976 Magna Cum Laude; Junior Phi Beta Kappa
Licensed Psychologist: Massachusetts. License #3761

Selected Professional Activities/ Honors

President, North American Society for Psychotherapy Research, 2011-2013

American Family Therapy Association Award for Distinguished Contribution to Family Systems Research, 2010 (co-awardee: Micki Friedlander)

Williams College Outstanding Mentor Award for Fostering Inclusive Academic Excellence, 2009

Williams College Nelson Bushnell Prize Faculty Prize in Teaching and Writing, 2008

Major College Committee Work: Presidential Search Committee; Committee on Appointments & Promotions; Chair, Committee on Educational Policy/college-wide curricular revision; Chair, Steering Committee (“Faculty Senate”); Admissions & Financial Aid Advisory Group

External Reviewer, Psych Departments at Swarthmore, Amherst, Colgate, MCLA
External Reviewer of Tenure Candidates' Research, several liberal arts colleges

Grants: Mellon 8-College Faculty Career Enhancement Grant, to fund continuing education in multilevel modeling techniques; Radcliffe College Research Support Program, “Marital
Interaction and “Marital Dissatisfaction: An Integrative Study; NSF-ILIP “Development of a Social Interaction Laboratory for Undergraduate Instruction and Research,”
NIMH, "Mapping Relational Control Dynamics in Family Therapy"

Program Evaluation: R.A.I.S.E. program (Clark Art Institute art-based alternative sentencing program for juvenile offenders, CIT (NAMI-led crisis intervention training for police to deal with the mentally ill), Annual Outcomes Study, Gould Farm Treatment Ctr., 2000-present

**Selected Publications**  (bold face = current or former student co-authors)


BIOGRAPHICAL SKETCH

Provide the following information for the Senior Key personnel and other significant contributors in the order listed on Form Page 2. Follow this format for each person. DO NOT EXCEED FOUR PAGES.

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION TITLE</th>
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<tbody>
<tr>
<td>Charles A. Sanislow</td>
<td>Assistant Professor</td>
</tr>
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</table>

**ERA COMMONS USER NAME** (credential, e.g., agency login)

csanislow

**EDUCATION/TRAINING** (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
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<th>FIELD OF STUDY</th>
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<td>Northern Michigan University</td>
<td>B.S.</td>
<td>05/1985</td>
<td>Psychology</td>
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<td>Ball State University</td>
<td>M.A.</td>
<td>05/1987</td>
<td>Psychology</td>
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<td>Duke University</td>
<td>Ph.D.</td>
<td>05/1994</td>
<td>Clinical Psychology</td>
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<td>Yale University School of Medicine</td>
<td></td>
<td>1993-1994</td>
<td>Pre-Doctoral Internship</td>
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<tr>
<td>Yale University School of Medicine</td>
<td></td>
<td>1994-1995</td>
<td>Post-Doctoral Fellowship</td>
</tr>
</tbody>
</table>

**A. Personal Statement of Relevance to the Proposal**

As an experienced clinical researcher new to the Liberal Arts College/University environment, I offer a fresh perspective on the opportunities and obstacles of working in this environment. With prior positions on the faculty of the Yale University School of Medicine as a researcher and clinical psychologist for the Yale Hospitals, and as Chief of the NIMH Mood and Sleep Disorders Extramural Research Program, I bring to this environment, and project, a broad perspective on incorporating psychopathological research into this environment and needs to prepare students for careers in clinical psychology and biomedical research. My goals are to facilitate simultaneously: (a) a productive clinical research program and (b) stimulate undergraduate students' involvement in research activities using a "teacher-scholar" model.

**B. Positions and Honors**

**Positions and Employment**

07/01/95 - 06/30/96  Clinical Instructor, Yale School of Medicine, Psychiatry

07/01/96 - 07/31/09  Assistant Professor, Yale School of Medicine, Psychiatry (On Leave 2008-09)

06/08/30 - 07/31/09  Chief, Mood and Sleep Disorders Research Program

Division of Adult Translational Research and Treatment Development

National Institutes of Health/National Institute of Mental Health

08/01/09 -  Assistant Professor, Department of Psychology, Wesleyan University

**Other Experience**

07/01/95 -  Consultant, Mental Illness in Capital Litigation

07/01/05 -  Consultant, National Center for Posttraumatic Stress Disorder

08/01/09 -  Assistant Professor (Adjunct), Department of Psychiatry, Yale School of Medicine

**Grant Review**

2007  Department of Defense Posttraumatic Stress and Traumatic Brain Injury Panel Member

Investigator Awards Panel

Concept Awards Panel

2005-07  National Institutes of Health, Center for Scientific Review, Ad-Hoc Review:

Adult Psychopathology and Disorders of Aging, Neurodevelopmental Disorders and Cognition; Collaborative Applications in Mood, Eating, and Impulsivity Disorders; Fellowship in Psychopathology, Developmental Disabilities, Stress and Aging; Fellowships in Psychophysiology and Social Behavior, Psychopathology.

2009  National Institutes of Health, NIMH American Recovery and Reinvestment Act

Competitive Administrative Supplements Grant Review Panel

**Editorial Work**

2008-  Consulting Editor, Journal of Abnormal Psychology

Honors
1985  Sigma XI Scientific Honor Society (Northern Michigan University Chapter)
1986  Sigma XI Grant-in-Aid of Research Award
1987  Indiana Academy of Sciences Research Award
1995  Honorary Faculty, United States Federal Defender Training Program
2005  National Institute of Mental Health Research Career Award
2008  Fellow, Berkeley College, Yale University

C. Selected Peer-reviewed Publications (Selected from > 75 Publications)

D. Research Support
Ongoing Research Support
NIH K23 MH 073708  Sanislow (PI)  07/01/05-06/30/11
Cognitive Control in Borderline and Trauma Psychopathology
Career development award to develop a program of research integrating psychometric and cognitive neuroscience approaches to psychopathology research and diagnosis.
NIH R01 MH 057737  Ahn (PI)  (Role: Consultant)  04/01/00-03/31/11
Causal and Conceptual Knowledge: Implications for Clinical Reasoning
Program of studies to aid in understanding and improving clinical practices and in developing psychological intuitive taxonomies of mental disorders for the DSM-V.
Completed Research Support
NIH R01 MH 050850  McGlashan (PI)  (Role: Co-PI)  05/01/05-11/30/09
Collaborative Longitudinal Study of Personality Disorders III
Third project period of longitudinal a multi-site (with Harvard, Brown, Columbia, and Texas A&M) study to examine the longitudinal course and prospectively test the validity of DSM-IV personality disorder.
CURRICULUM VITAE
Marlene J. Sandstrom, Ph.D.

Williams College
Department of Psychology
Bronfman Science Center
18 Hoxsey Street
Williamstown, MA 01267

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Marlene.Sandstrom@williams.edu
http://www.williams.edu/Psychology/Faculty/MSandstrom/MSandstrom.html

EDUCATION:

1995       Ph.D. Clinical Psychology
           Duke University, Durham, N.C.

1993       M.A. Clinical Psychology
           Duke University, Durham, N.C.

1991       B.A. (Summa Cum Laude, Phi Beta Kappa), Psychology
           Yale University, New Haven, CT.

ACADEMIC POSITIONS:

2010       Full Professor, Williams College, Department of Psychology,
           Williamstown, MA.

2004 - 2010 Associate Professor, Williams College, Department of Psychology,
           Williamstown, MA.

1999-2004   Assistant Professor, Williams College, Department of Psychology,
           Williamstown, MA.

1997-1999   Assistant Clinical Professor of Psychology, Duke University
           Medical Center, Department of Psychiatry & Behavioral Sciences, Durham, NC.

           Assistant Clinical Professor, Duke University, Department of Psychology: Social & Health
           Sciences, Durham, NC.

1996-1997   Instructor, Duke University, Department of Psychology, Durham, NC

GRANTS:

2009-2010   The National Science Foundation awarded $77,092 for support of a project entitled Pluralistic
           Ignorance and School Bullying: Do Misperceptions of Classroom Norms Contribute to Peer Harrassment?
RECENT PUBLICATIONS:


Curriculum Vitae
Marc S. Schulz

Department of Psychology
Bryn Mawr College
101 North Merion Avenue
Bryn Mawr, PA 19010-2899
610-526-5039
Email: mschulz@brynmawr.edu

Current Position
Professor, Department of Psychology, Bryn Mawr College, 2009 - present
(Assistant Professor, 1997-2003, Associate Professor, 2003-2009)
Director, Graduate Ph.D. Program in Clinical Developmental Psychology, 2005 – present

Education and Training
1994 University of California, Berkeley, Ph.D. in Clinical Psychology.
1984 Amherst College, B.A. in Sociology, Magna Cum Laude.
1992-1993 Psychology Intern, Harvard Medical School (Children’s Hospital, Massachusetts Mental Health Center, McLean Hospital)
1993-1994 Psychology Fellow, Health Psychology Training Program, Harvard Medical School (Children’s Hospital, Dana Farber Cancer Center, Judge Baker Children’s Center)
1994-1996 Postdoctoral Fellow, Harvard Medical School (Judge Baker Children’s Center)

Current Grant
Co-Investigator, National Institute on Aging (1R01AG034554-01) Grant for Study of the Social and Neural Underpinnings of Octogenarian Wellbeing, 07/15/2009 – 06/30/2013, Year 1 Funding: $449,570.

Courses Taught:
Graduate: Multivariate Statistics, Developmental Psychopathology, Psychotherapy
Undergraduate: Abnormal Psychology, Emotion Research Seminar, Developmental Psychopathology

Professional Experience (Selective)
Consultant to Swiss National Science Foundation Study: “Dyadic coping in adolescent couples: How do young couples cope together and how is their dyadic coping influenced by their parents.” Guy Bodenmann, Principal Investigator, University of Zurich, 2010-present.
Reviewer for Swiss National Science Foundation Grants for Psychological Research, 2010.
Visiting Scholar, University of Fribourg, Switzerland, Chair of Clinical Psychology, Spring 2009
Research Associate, Study of Adult Development Project, George Vaillant and Robert Waldinger, Principal Investigators, Harvard University (NIMH-funded longitudinal study of individual and family adaptation), 2002-present.
Staff Psychologist, Bryn Mawr College Child Study Institute, 1997- present.

Selective Publications
Waldinger, R.J., & Schulz, M.S. (in press). Facing the music or burying our heads in the sand?: Adaptive emotion regulation in mid- and late-life. Human Development.


