

STATE OF THE ART

STATE OF THE ART (I)



Colonel (Retired) Paul T. Bartone, Ph.D. is a Visiting Research Fellow at the Institute for National Strategic Studies, National Defense University. A Fulbright Scholar (Norway, 2006-07), Bartone has taught strategic leadership at the Industrial College of the Armed Forces, National Defense University, and at the U.S. Military Academy, West Point, where he also served as Director of the West Point Leader Development Research Center. Trained as an interdisciplinary research psychologist at the University of Chicago, he is a seasoned expert in applying psychological, social, cultural, and biological perspectives to the understanding of human behavior. As an Army Research Psychologist, Bartone deployed to locations worldwide to conduct embedded research with Army units, to include the Persian Gulf, Bosnia, Croatia, Grenada, Germany, & Hungary. His work focuses on understanding and measuring resilient responding to stress, identifying underlying biomarkers for resilience, and applying this knowledge to improve selection, training and leader development programs. Bartone also served as the Research Psychology Consultant to the U.S. Army's Surgeon General, and as the Assistant Corps Chief for Medical Allied Sciences. He is a past-President of the American Psychological Association's Division 19, Society for Military Psychology, a Fellow of the American Psychological Association, and a charter member of the Association for Psychological Science.

The Military Psychologist: A Key Resource for Leaders

The success of a military unit depends on many factors, but probably most importantly on its people. As experts on human behavior, military psychologists can be a hugely valuable resource for leaders and commanders. It's the job of military psychologists to apply their knowledge on human nature and behavior to maximize the health, well-being and performance of the people serving in uniform. The military psychologist is able to advise leaders on a range of "people issues" related to soldier health and performance including initial selection and classification decisions; determining a soldier's fitness for continued duty; assessing morale, health, and well-

being; designing and implementing prevention and treatment programs; and developing policies to protect and enhance individual and group fitness.

Wise leaders make use of their military psychologists, and wise military psychologists understand the importance of working closely with leaders. Advising leaders can take the form of informal conversations, more formal briefings, or published reports, briefing papers and policy recommendations. In this brief talk, I'll cover some of the central issues and approaches taken by military psychologists as consultants to leaders, and provide a few recommendations for success, including:

- Get to know the culture, language, and habits of the military organization you are working for; get out of the office or clinic; participate in various military training courses (e.g., airborne, air assault); accompany the unit on training exercises. In addition to developing “cultural competence,” this also helps to build relationships, trust, and credibility.

- Take time to find out what commanders need, and understand their questions. Make it a point to attend staff meetings and briefings.

- Be honest and clear with commanders and military personnel regarding ethical issues, any limits on confidentiality, etc.

- Include local unit behavioral experts in your consultations, such as chaplains and social workers; take a team approach. This expands the resources of the military psychologist while generating greater cooperation.

- Provide clear advice in a format the commander is familiar with and if asked, offer practical suggestions for how to implement it.

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Prior to entering the MoDA program, Mr. Vazquez served as the Acting Director and Deputy Director, Defense Suicide Prevention Office. Mr. Vazquez served in the United States Air Force for over 21 years as a Human Resources Officer and served in a variety of human resources positions ranging from base-level, the Air Force Personnel Center, the Air Combat Command, Headquarters United States Air Force, two command tours, and on the Joint Staff J-1. He has served in positions throughout the United States and overseas. Upon separation from military service, Mr. Vazquez worked in various positions for the Washington Headquarters Services, the Office of the Under Secretary of Defense for Policy, and the Office of the Under Secretary of Defense for Personnel and Readiness. Mr. Vazquez is a graduate of the Air Force Squadron Officer School, the Air Command and Staff College, the Air War College, and completed the George Washington University, College of Professional Studies Senior Leaders Program, and the Federal Executive Institute's Leadership for a Democratic Society. His decorations include two Air Force Achievement Medals, Five Meritorious Service Medals, the Defense Meritorious Service Medal, the Defense Superior Service Medal, the Secretary of Defense Award for Excellence, and the Office of the Secretary of Defense Medal for Exceptional Civilian Service. He holds a Bachelor's Degree from Manhattan College, New York, a Master's Degree in Management from Troy University, Alabama, and a Master's Degree in Human Resources from the Catholic University of America, Washington, DC.

Suicide Prevention in the U.S. Military Community

According to the U.S. Center for Disease Control, Suicide is the 10th leading cause of death in the United States. It was responsible for more than 48,000 deaths in 2018, resulting in about one death every 11 minutes. The U.S. Military Community is not immune. While factors may differ, the risk and challenges associated with military service are separate and distinct from the civilian population in general.

The brief looks at Suicide Prevention in the U.S. Military Community with a focus on the non-clinical aspects of Suicide Prevention. It reviews the current data that are being tracked, what is known, the challenges, what is being done well, and what can be done better.

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Henrik Sørli is an army officer and PhD candidate in industrial and organizational psychology at the University of Bergen and the Norwegian Defence Command and Staff College. His research interests include personnel selection, leadership, and Person-Organization fit. Before his PhD project he worked with developing and validating selection processes in the Norwegian Army and before that he served several years as infantry officer at company level.

Use of Person-Organization Fit for practical selection purposes in military organizations

This presentation focuses on Person-Organization Fit (P-O Fit), which is the value congruence between people and the organizations in which they work, and the possibilities for use of P-O Fit for personnel selection. Intelligence and personality are commonly used for personnel selection since they consistently predict job performance. P-O Fit also relate positively to job performance, but research on practical use for selection purposes is scarce. Two recent studies that address this gap will be presented. In the first study (published), the utility of indirectly measured P-O Fit was examined in a military selection context. P-O Fit yielded incremental predictive validity, beyond that of Intelligence and Big Five, on Work Engagement and Task Performance. In the second study (submitted), multilevel modelling was applied to daily measures from naval cadets. In view of the Job-Demands Resources framework, findings suggest P-O Fit as a key resource that facilitates activation of the situational job resource Autonomy, thus enhancing performance. Further practical, methodological and theoretical issues will be discussed at the seminar.

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Laurie Kim REYNOLDS: My experience as an elementary school teacher for many years led to my pursuit of a Counseling Psychology Master's degree from the School of Education at Boston University, in 2006-7. I have been certificated as a school counselor in Massachusetts, and have current certification in Washington State. I have worked as a school counselor at elementary and middle school levels in schools in Boston and environs, Malaysia, Washington State, and Bucharest, Romania. These schools have included public schools, international schools, and a Native American school in my hometown of Bellingham, Washington. I have returned to the American International School of Bucharest after several years spent there a decade ago. I am always exploring new ways to encourage children to seek growth and accept guidance in their approach to the conflicts that naturally arise in young lives. Working with parents has always been a pivotal part of this work, and has led me to offer STEP courses to parents, and, soon, following my own training, Circle of Security sessions, to further the understanding of attachment in strengthening parental bonds with children.

Forgiveness as a Process in School Counseling Work with Children and Parents

Often, in school counseling, we are faced with helping students navigate the conflicts that naturally occur when groups of youngsters work and play together over the course of full days, weeks, and months together. Schools are such excellent laboratories for young human behavior and negotiation! Children bring a great range of life experiences, social skills and self-awareness to their interactions at school. Determining the source of difficulty is often an investigative process, but once dynamics are understood, it is often time to confront one or another child about their behavior choices. This is a pivotal moment, in which it is possible for a child to become sufficiently defensive that they are unwilling to acknowledge their role in a conflict. I have found that a measure of “pre-emptive forgiveness” has been effective in helping children understand the context in which they are behaving, as well as their own motivation. Similarly, parents must, at times, be confronted with concerns regarding their management of children's misbehavior, particularly within a school community in which institutional expectations are in line with local, national, and international standards for children's safety. A version of “pre-emptive forgiveness” does not absolve parents of responsibility, but often allows for their ability to accept and welcome guidance for more productive ways of handling difficult behaviors in their children. My discussion will address some of the thinking behind “pre-emptive forgiveness”, and forgiveness in general in working with children and parents.

STATE OF THE ART (V)



Mihai Bran este medic primar psihiatru în cadrul Spitalului Clinic Colțea, București.

Doctorand al Universității de Medicină și Farmacie „Carol Davila” cu o teză în psiho-oncologie, absolvent al unor cursuri postuniversitare de biostatistică, psihofarmacologie precum și psihoterapie, fost asistent universitar la disciplina Psihiatrie din cadrul UMF „Carol Davila”, București.

Fondator și vicepreședinte al Asociației Centrul de inovare în domeniul medical Inomedica (inomedica.ro), fondator al platformei de telemedicină ATLAS (atlas.app).

Autor a numeroase articole științifice publicate în jurnale de specialitate, atât în România, cât și în străinătate, coautor a două cărți de psihiatrie, din 2013 implicat în numeroase proiecte de digitalizare în sănătate.

Servicii de sănătate mintală la distanță (telepsihologie, telepsihiatrie)

Prezentarea își propune să treacă în revistă dezvoltarea soluțiilor de telepsihologie și telepsihiatrie din perspectivă istorică, să prezinte avantajele utilizării lor, dar și dificultățile de implementare în diverse contexte și medii.