

The Pennsylvania Psychologist

October 2009 • UPDATE

The APA Apportionment Ballot *Does It Matter? Yes It Does!*

The Council of Representatives is APA's chief governing body and is charged with legislative and oversight responsibilities for the entire association. Council's main function is to develop and implement policies and programs for APA. Whereas policy development begins with APA's boards and committees and the Board of Directors, the final decision-making body is the Council of Representatives.

The Council votes on many items that impact state associations and the professional practice of psychology. For example:

- ◆ The APA budget—including funds for the Practice Directorate and the Practice Organization—which funds CAPP grants, public education activities, federal advocacy, etc.
- ◆ Policy documents, such as the policies governing APA CE sponsor approval

- ◆ Various guidelines that impact professional practice, from the Ethical Principles to the Record Keeping Guidelines and everything in between

Who are the members of Council? Psychologists representing state, provincial, and territorial associations (SPTAs) and divisions. The apportionment process determines the number of Council positions. Every SPTA and every division has at least one seat on Council. The number of votes obtained in the apportionment ballot process then determines which SPTAs and divisions have additional representatives.

Last year's voting resulted in 100 seats for the 54 divisions (62% of the vote) and 62 seats for the 60 SPTAs (38% of the vote) for the 2010 Council. Pennsylvania and New York are the only SPTAs that qualified for two representatives.

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Dr. Knapp (l) was presented the Ethics Educator Award by Dr. Jeffrey E. Barnett.

Dr. Sam Knapp Receives 2009 APA Ethics Committee Outstanding Ethics Educator Award

At the APA Convention in August the APA Ethics Committee presented the 2009 Outstanding Ethics Educator Award to Dr. Sam Knapp, director of professional affairs for PPA. Below is the citation that he received.

Over the past 27 years Dr. Sam Knapp has dedicated himself to ethics education within the profession of psychology. His contributions, scholarship, expertise, energy,

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Licensure Renewal

Alert

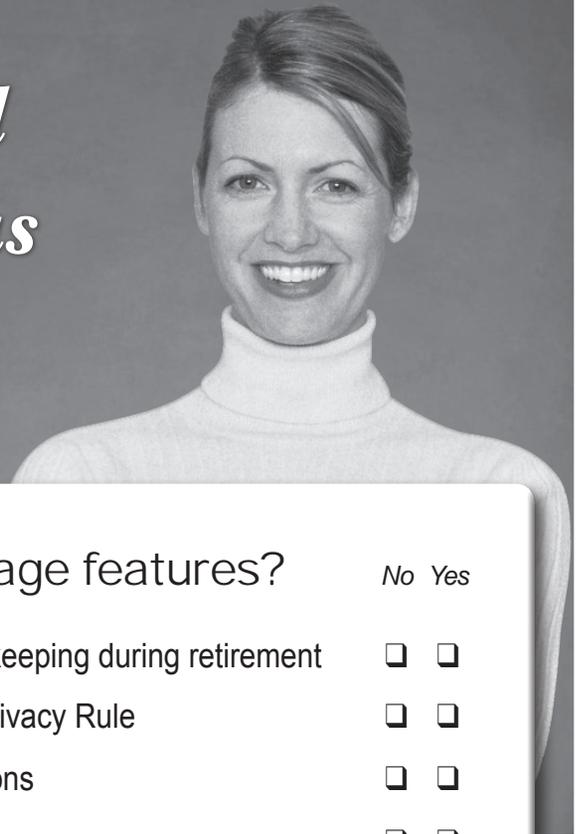
PPA urges all psychologists to make sure that they have completed the mandatory continuing education requirements before the current biennial licensure period ends

November 30, 2009.

See page 4



Is your professional liability protection as good as you think?



Does your policy have these coverage features?	No	Yes
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Protection for investigations of violations of the HIPAA Privacy Rule	<input type="checkbox"/>	<input type="checkbox"/>
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Practical Issues Regarding Professional Records

Rachael L. Baturin, MPH, J.D., Professional Affairs Associate
Samuel Knapp, Ed.D., Director of Professional Affairs

Psychologists often call PPA with questions about professional records. They may ask: what should be in my professional records; how long should I keep records; what other documents should I keep; who controls the records when I leave a group practice; who controls the records when a third party requests that tests or evaluations be conducted; how do I respond to a subpoena or court order; what happens to professional records upon my death? This article will try to answer these questions.

What should be in my professional records?

This question is not as straightforward as it would seem. PA Code §41.57 gives basic rules on what should be included in your professional records and the APA's Guidelines on Record Keeping also provide guidance. Psychologists are required by law to make sure that their records include the information listed in the Pennsylvania Code, APA Code of Ethics, and APA's Record Keeping Guidelines. In addition, each insurance company requires different things to be included in professional records. Some insurance companies follow NCQA Guidelines but others determine their own standards on what they want in professional records. As such, there is no universal standard form for what should be included in professional records. The PPA staff reviewed these regulations, guidelines, and standards and developed a sample that includes most of the required information for most insurance companies at the intake. If you would like to download a copy of this form go to the PPA Web site at: www.PaPsy.org/members_only, then click "Legal and Ethical Articles," then scroll down to "Records."

How long should I keep professional records?

The PA Code §41.57(d) states that "professional records should be maintained for at least 5 years after the last date

that service was rendered. A psychologist shall also abide by other legal requirements for record retention, even if longer periods of retention are required for other purposes." The APA Record Keeping Guidelines require, in the absence of any controlling state law, to keep records for 7 years after the last date of service. Because Pennsylvania has a law concerning record retention, the 7-year standard of APA does not apply. So in Pennsylvania psychologists are required to keep their professional records only for 5 years after the last date that service was rendered. However, certain provider participation contracts may require keeping records longer. For example, Medicare requires keeping records for 7 years after the last date of service. Psychologists should make sure that they check their provider participation contracts to determine if those contracts require keeping records longer. Some psychologists may want to keep the records of some children longer (until they reach the age of majority [18] plus 2 years). First, children have a legal right to sue a health care professional for up to 2 years after they turn 18, although such lawsuits are exceedingly rare. Second, some children may have disorders so severe or pervasive that the records of the psychologists, although very old, may be relevant in helping to make a determination of eligibility for Social Security Disability.

What other documents should psychologists keep?

Although they are not legally required to do so, it is good practice for psychologists to keep copies of their provider participation contracts, contracts with employers (group practice contracts), and other important documents. It is important for psychologists to keep their provider contracts so that when a dispute arises they can look to the contract to make sure that the insurance company is following what the contract states and vice versa. For example, a provider participation contract may state that the insurance company has to provide the provider with 60 days' notice of a change, and if it makes a



Rachael Baturin



Dr. Sam Knapp

change and does not follow this requirement it is in violation of the contract. In addition, it is very important to have a copy of your employee contract when, or in case, employment is terminated.

Who controls the records when a psychologist leaves a group practice?

The answer to this question should be dealt with in the employment contract. Typically, the employer keeps the records for employees. However, there is no standard from the State Board of Psychology covering independent contractors; therefore, either the employee or employer could keep the records. Ideally the employment contract will spell out who will keep the records upon the termination of your employment and who will be responsible for paying for the storage costs. However, PPA received several calls from psychologists who did not have this provision in their contract, and it resulted in major problems. Both sides of the conflict claimed that their opinion on who should keep the records is the "ethical" decision to make.

Who controls the records when a third party requests that tests or evaluations be conducted?

When a third party requests that you conduct an evaluation or test (e.g., MMPI for entrance into the police academy, testing/evaluation of those who want to enter the priesthood, CYS evaluation or testing for employment) of an individual it is very important to ensure that both parties understand the relationship among the third party, the psychologist, and the individual being

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PRACTICAL ISSUES REGARDING PROFESSIONAL RECORDS

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tested before the test or evaluation is conducted. The persons being evaluated or tested should sign a statement acknowledging that they understand that the results are going to the third party and that the third party controls the release of the information and that they understand the purpose for the test/evaluation. Thus, after testing or evaluating individuals, if they want a copy of the results they need to go to the third party to obtain it.

How do I respond to a subpoena or court order?

Psychologists can release records in response to a subpoena only if they have a release signed by the patient. There is no obligation on the part of the psychologist to get that release; it is the job of the attorney making the request. Psychologists who receive a subpoena without a release can simply write to the attorney and state that, under Pennsylvania law they can only release records with a signed release from the patient or a court order. For a more in-depth discussion of this topic, please see Tepper, 2000; Tepper, 2002; Knapp, Tepper, & Baturin, 2003.

What happens to professional records upon the psychologist's death?

Psychologists should have a professional will that would designate a person who will be the custodian of the records upon their death. The professional will should describe in detail the duties and responsibilities of the designated custodian. Without a professional will a spouse becomes the keeper of the records and is responsible for advertising the death of the psychologist and where patients can get the records; is responsible for storing the records; and is responsible for destroying records after the proper time has elapsed. For a more in-depth discussion on this topic, please see Spayd & Wiley, 2001. ☐

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Erratum

Below we are correcting an error in the article, "Psychology in the Postmodern World: Global Trends," by Juris G. Draguns, Ph.D., in the April 2009 *Pennsylvania Psychologist*, page 9. At the bottom of the first column the copy should have read:

It presents a novel integration of copious neuropsychological data with a plausible explanation of effective psychotherapy on the neuropsychological plane. Cognitive behavioral therapy radiated from the United States and Canada, and was enriched by Vittorio Guidano, Mario Reda, and Giorgio Liotti of Italy, Paul Salkovskis of Great Britain, and Junko Tanaka-Matsumi of Japan (cf. Draguns, 2007).

We regret the error. ☐

LICENSURE RENEWAL

Continued from page 1

The State Board of Psychology has disciplined psychologists for stating that they had completed their CE requirements when in fact they had not. Psychologists who have not yet obtained their 30 hours of continuing education this renewal period may acquire them at PPA's Fall CE and Ethics Conference, October 9 in Mars, and November 5 and 6 in Exton. (See CE Calendar on back page.) In addition, psychologists can order home studies from PPA by calling 717-232-3817; ask for Katie Boyer. Up to 15 hours of continuing education per renewal period can be completed through home study.

All psychologists in Pennsylvania will be sent renewal notices from the State Board of Psychology this fall. Psychologists must complete the renewal form and return it unless they intend to retire. The most common reason that psychologists inadvertently fail to renew their licenses is because they have neglected to notify the licensing board that their addresses have changed. The State Board of Psychology can be contacted at 717-783-7155 or through e-mail (st_psychology@state.pa.us). Do not send renewal materials to the PPA office.

Psychologists who hold licenses in Pennsylvania and other states should be sure that they meet the continuing education requirements of all the states in which they are licensed. Several psychologists have been disciplined because they did not realize that courses that met the CE requirements in one state did not necessarily meet them in another state. ☐

PennPsyPAC Fund Raiser

Saturday, October 10, 2009, 6:30 p.m.

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To sign up or for further information, please contact:

Ruth Morelli, Ph.D., ABPP

610-358-9315 or Firenze711@comcast.net

or

Judy Blau, Ph.D.

215-348-9242 or Jblau1@aol.com



Collaborative Divorce Avoids a Battle in Tough Economy

Barbara B. Zulick, Esq., and Bonnie Raynes, Esq.



Barbara B. Zulick



Bonnie Raynes

During this recession, most people have watched their assets erode and their debts persist or increase. Increased numbers of layoffs have exacerbated many people's concerns. While the general population shares these concerns, those people who find themselves in the process of divorce have felt this recession more acutely. For example, during the last decade, many litigants have sought possession of the marital home. During this economic downturn, many couples still argue about occupancy of the marital home, but now each may hope to saddle the opposing party with the mortgage on an upside down property. The last thing divorcing couples can afford is lengthy litigation, which may not address their concerns quickly enough to forestall a foreclosure.

The recession highlights the benefits of a collaborative approach to divorce. Rather than squaring off, each party in his corner with his attorney to prepare for expensive serial hearings, many couples are choosing to engage collaborative divorce attorneys. The keystone of collaborative divorce is transparency. The parties meet with their attorneys, disclose all information, engage other professionals, such as psychologists, counselors and financial experts to assess the details particular to their training, and reach resolution outside the court system. The collaborative approach enables the parties to take more control over the divorce process, in addition to reducing the stress and possibly reducing the expense of a traditional divorce. Collaborative divorce also takes into account factors which would not be recognized by the courts, specifically the couple's desire to provide for their child's college education.

In a traditional divorce, the parties would typically attend a conference about child and spousal support and, based on parties' incomes, one spouse would pay the other spouse child and spousal support. Typically, attorneys' fees and costs associated with this first effort would exceed the first several months of support payments initiating a hostile divorce process with each party taking sides and trying to win a battle in a legal arena.

By contrast, in a collaborative approach, the parties would exchange their pay vouchers, review their incomes and expenses, and identify and prioritize monetary interests and issues. A discussion would then ensue regarding the marital residence, and a temporary solution to paying the mortgage and household expenses would be agreed upon. Income tax considerations would be addressed in a meeting with the divorcing couple and their collaborative counsel to maximize their total income once they begin to live in separate homes. In the collaborative divorce, the couple works with a cooperative team to agree on mutually beneficial solutions to their monetary needs.

In a traditional divorce, the parties would be forced to wait, often a year or more in some jurisdictions for a Master or Judge to rule regarding the division of their assets and debts. In that event, justice delayed is very likely justice denied. When their

case is heard, the fact finder would most likely recommend or order a sale of the real estate and the same percentage division of the retirement accounts to ensure that neither party suffers a disparate, unpredictable reduction in value.

In a collaborative divorce, the couple focuses on issues important to them and not on court-imposed priorities. Other benefits of the collaborative process include privacy, flexibility, and the reduced duration of the divorce. Privacy is maintained because all discussions take place in confidential four-way meetings in private offices or conference rooms, not in a courtroom setting.

Most importantly, the collaborative team works together to reach an agreement that meets the needs of the parties. There are no court-imposed rules which limit the issues and the possible solutions. Since a college education is often a priority for a divorcing couple, thoughtful discussion with team experts may create a plan for the parents to provide for their children's college education. A forced sale of the real estate would be avoided. Instead, discussions regarding the needs of each party would be explored to help them find a mutually acceptable solution. Flexibility and working collaboratively to find solutions provide the couple with the framework to control the outcome of their divorce and their future lives. When all of the important issues are resolved, an agreement is prepared. The parties, without rancor or hostility, are ready to move forward with their separate lives. **■**

Ms. Zulick is the founder of Zulick Law LLC in Norristown, practicing in Bucks, Chester, Delaware, Montgomery, and Philadelphia counties. She is a member of Collaborative Family Law Affiliates. She invites questions or comments at bzulick@zulicklaw.com or 610-279-1010. Her Web site is www.zulicklaw.com.

Ms. Raynes is a solo practitioner in Willow Grove, representing clients in Montgomery, Bucks and Philadelphia counties. She is also a member of Collaborative Family Law Affiliates. She may be reached at 215-830-1439 and braynes@collaborativefamilylaw.com.



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Exit Examination Requirement as a Condition of High School Graduation Modified

On August 12, Pennsylvania's State Board of Education approved a proposal to use end-of-course final examinations (called "Keystone Examinations") as a factor in determining eligibility to graduate from high school. The proposed regulation is expected to be approved by the Independent Regulatory Review Commission before the end of the year. The regulation adopted by the State Board of Education was a compromise that came out of months of intense discussion, debate, and negotiations.

Over the last year legislators and educators have been debating a proposal of Governor Rendell to require students to pass "high stakes" exit examinations as a condition of graduation. After substantial lobbying by education groups, the State Board of Education dropped the demand for a single score on a "high stakes" examination, and proposed regulations that would allow greater district control and flexibility in graduation. Under the new proposal the Commonwealth would create end-of-class examinations for

courses required for graduation. Districts could also develop their own examinations if certain conditions are met. When districts use the end-of-class "Keystone Examinations," they would constitute one-third of the grades, but students who fail the examination twice could use alternative pathways to demonstrate the proficiencies necessary to graduate, such as by doing special projects. Children in special education could receive a high school diploma by completing the educational requirements stipulated in their IEP. Other special provisions will be made for vocational/technical students and students who have English as a foreign language. Despite the compromise, some education groups still oppose the State Board regulations. It is unlikely that they will generate enough opposition to sidetrack these regulations, however.

PPA's participation in the coalition that opposed the original "high stakes" examination proposal was motivated largely by outcomes data in jurisdictions already using high stakes testing. Research, such as that summarized in

Multiple Measures Approaches to High School Graduation (retrieved May 19, 2009, from http://www.srnleads.org/data/pdfs/multiple_measures.pdf) shows that high stakes testing often leads to higher drop-out rates for poor performing students, and often fails to improve performance for other students. In addition, the report noted that "using a variety of measures to organize and assess student learning—including measures that represent real-life tasks rather than only multiple-choice and short-answer items—provides broader, more complete, and more accurate understanding of what students know than is possible with traditional tests alone" (p. 5). Also, concerns have been raised that high stakes testing would encourage teachers to emphasize test performance and to minimize creativity or subject appreciation, thus freezing the school curriculum, as teachers would be less likely to present information that did not appear on the examination, even if academically appropriate. ❧

OUTSTANDING ETHICS EDUCATOR AWARD – CITATION

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and creative activities have directly advanced our profession through ethics education. Dr. Knapp has written or edited 18 books, contributed 10 chapters to other books, published more than 100 peer reviewed journal articles, and edited countless chapters and papers, each addressing various aspects of ethics for psychologists. Dr. Knapp has presented more than 250 presentations and workshops at state and national professional psychological association meetings, and he has developed 15 home-study continuing education courses in various aspects of ethics for psychologists.

In the state of Pennsylvania Dr. Knapp has published more than 300 brief ethics articles in *The Pennsylvania Psychologist*, and he created and runs the Pennsylvania Ethics Educators

Workshop that has been held annually since 1995. He has educated a generation of psychologists on ethics issues in psychology in general and in positive ethics and ethics acculturation in particular. Dr. Knapp's many contributions, his use of innovative teaching models, and his active mentorship of others in ethics education have resulted in the clear advancement of our profession. For all these contributions and others too numerous to detail here, we are pleased to present Samuel J. Knapp, Ed.D., with the 2009 APA Ethics Committee Outstanding Ethics Educator Award.

Jeffrey E. Barnett, Psy.D., ABPP
2009 Chair, APA Ethics Committee

Awards Day at the Annual Convention

Several distinguished awards were presented at the PPA Annual Convention in June.

1 Dr. Jay S. Efran (l) was presented the Award for Distinguished Contributions to the Science and Profession of Psychology by Dr. Jerome H. Resnick.

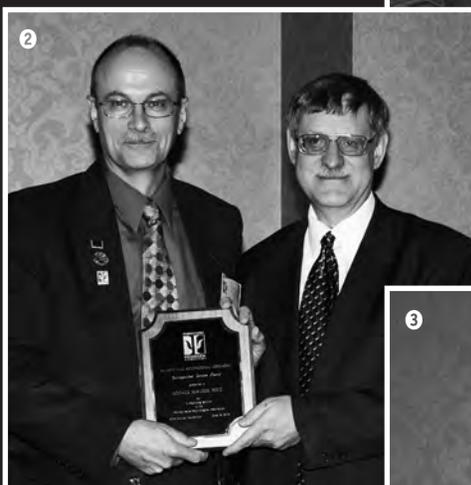
2 Dr. Donald McAleer (l) received the Distinguished Service Award from Dr. Samuel Knapp.

3 Dr. Michele Novotni won the Psychology in the Media Award, which was presented by Dr. David J. Palmiter Jr.

4 Dr. Gail Karafin (r) presented the Award for Distinguished Contributions to School Psychology to Dr. Patricia M. Bricklin.

5 Dr. Sam Knapp (r) presented the Distinguished Service Award to Dr. Allan M. Tepper.

6 Dr. Lillian Lang Meyers (l) was presented the Public Service Award by Dr. Virginia Giannotta.





Whodunnit? (And why do you ask?)

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The murder mystery has always been a very popular form of literature and of special interest to many psychologists and psychiatrists. How might we account

for this? Well, authors have observed similarities between the sleuthing of the detective novel hero and the work of the psychotherapist. Both the sleuth and the psychotherapist “study evidence, look for clues...explore personal history, childhood experience and significant life events” (Tallis, 2008b, p. 1) in order to solve a riddle. The detective and the psychotherapist look beyond conventional understanding to discern the unusual and unexpected (Lorenzer, 1985).

Historically, the genre of the murder mystery began (think Arthur Conan Doyle) at approximately the same time as the development of psychoanalysis by Sigmund Freud (Lorenzer, 1985). Moreover, psychoanalytic ideas have had a powerful influence on detective fiction. Indeed, as Tallis (2008b) observes, the word “thriller” is now invariably preceded by the word “psychological.”

Freud himself was a fan of detective fiction and believed that psychoanalysis could be used to understand criminal behavior (Tallis, 2008b). In fact, in 1924, the publisher of the *Chicago Tribune* told Freud that he could name his price if he would only agree to travel to America and psychoanalyze the criminal duo of Leopold and Loeb (Gay, 1988). There is a notable irony that Freud made the oedipal complex the centerpiece of his theory. After all, as Tallis (2008b) notes, Sophocles’ *Oedipus Rex* is perhaps the first and greatest murder mystery—one in which the detective also turns out to be the murderer!

But the appeal of the murder mystery may run deeper than a simple affinity between the detective and the psychologist. In his book, *The Unknown Murderer* (1945), Theodor Reik (also a fan of the

detective novel) noted that it is a very fine line indeed that divides the murderer from the “normal” person. He also observed that murderers have an unconscious need to betray themselves and will invariably leave at least one clue by which they may be undone. Perhaps, then, when we are engrossed in a murder mystery, we are vicariously indulging our own disavowed violent impulses—and also expressing our guilty need to be found out and punished.

“There is no crime of which I do not deem myself capable.”

— Goethe

Pederson-Krag (1949) and Rycroft (1957) have argued that such stories may reactivate our curiosity about the primal scene and early sexual and aggressive urges. Thus, for the reader who is addicted to detective fiction, the experience of following clues may echo the child’s growing awareness of things hidden, exciting, and frightening. Reading murder mysteries would therefore be one way to try to master early, anxiety-provoking experiences. If that is the case, a well written detective novel will appeal to the sublimated voyeur in every good psychologist!

Finally, taking a slightly different tack, Rushing (2007) argues that we find “whodunnits” endlessly compelling because the thrill that we seek (e.g., a vicarious experience of genius and violence) is always just out of reach. Or, could it be that detective novels are just great fun?

Whatever the reason for their appeal, psychologists who enjoy a good murder mystery should certainly check out three recently published psychological thrillers by Frank Tallis. A clinical psychologist who lives in London and specializes in obsessional states, Tallis has written a series of mysteries that take place in Vienna at the

fin de siècle—*A Death in Vienna* (2005), *Vienna Blood* (2006), and *Fatal Lies* (2008a). His protagonist, Dr. Max Liebermann, is a young doctor and a follower of Sigmund Freud, the controversial father of psychoanalysis who also makes occasional cameo appearances and entertains his protégé with his latest jokes and a good cigar or two. Dr. Liebermann draws upon Freud’s revolutionary ideas in order to treat patients suffering from hysteria—and also to solve criminal cases that have stumped the Viennese Polizei.

Following in the tradition of Sherlock Holmes, Liebermann has a partner in Detective Oskar Rheinhardt and together (when they are not relaxing in a Viennese Kaffeehaus over Topfenstrudel and Kleiner Schwarzer) they labor to solve the city’s most puzzling crimes. Their investigations and adventures include such things as the inexplicable death of a military school cadet, a romantic encounter with a beautiful and mysterious East European spy, the bizarre murder of a séance medium, Vienna’s secret societies, and the mind-altering qualities of absinthe. In one especially memorable scene Dr. Liebermann has a frightening encounter with evil high atop the giant Prater Ferris wheel as it slowly revolves above the lights of the city (recalling a famous scene in another classic mystery, *The Third Man*). Tallis’s novels are full of wonderful details that make turn of the century Wien—and the early years of the field of applied psychology—come alive.

Want more? Check out *An Interpretation of Murder* by Jed Rubenfeld (2007), in which Freud himself and his “sidekick,” Carl Jung, travel to Clark University and solve a murder mystery while consorting with the “savages” in the United States. Or perhaps *The Saturday Morning Murder: A Psychoanalytic Case* by Gur Batya (1993)—a mystery that centers on a psychoanalytic training institute in Jerusalem. Or *Who Killed Marcia Maynard? The Psychoanalyst is Dead*—set in Manhattan and written by Alma Bond (2007), herself a psychoanalyst.

All of this too frivolous for you? Compulsive, type-A personality who can't "relax" unless you're working? (Or maybe you're just feeling scholarly?) Then perhaps you should take a look at *The Detective and the Analyst: Truth, Knowledge, and Psychoanalysis in the Hard-Boiled Fiction of Raymond Chandler* (Howe, 2006). You may also be interested in *Resisting Arrest: Detective Fiction and Popular Culture* by Robert Rushing (2007), a work that recasts the traditional psychoanalytic understanding of the mystery novel's appeal. Or you might want to pick up *It Didn't Mean Anything: A Psychoanalytic Reading of American Detective Fiction* by Howe (2008) in which the author examines the personality style of famous mystery novel protagonists.

As for me, I'll settle for a good "whodunit." Did you know that William Fleiss once accused Sigmund Freud of trying to lure him up into the mountains in order to push him over a cliff (Tallis, 2008b)? Sounds like the stuff of a great mystery novel to me!

Every psychologist needs a self-care plan. Perhaps yours should include a little recreational reading. Why not a psychological murder mystery? It's elementary, my dear Watson! 📖

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Member News

Joseph R. Manduchi Sr., Ed.D., died on August 19 at the age of 62. He was the CEO of Keystone Human Services in Harrisburg. Earlier he had worked for the Harrisburg Roman Catholic Diocese Tribunal, the Social Securities Bureau of Disability Determination, and Lewistown Hospital Psychiatric Services. He had received his doctorate from Temple University and was a long-term member of PPA.

Dr. Ray Naar has published a novel, *Rachamim: From Darkness into Light* (New York: iUniverse). It is the story of a young man as he comes to terms with agonizing concentration camp experiences and recaptures humanness, dignity, and gentleness while accomplishing a mission fraught with danger and violence. 📖



Check out PPA's Career Center

The Membership Benefits Committee would like to remind all PPA members that the new online Career Center is up and running! Simply click on the green box labeled "Career Opportunities" on the right hand side of the PPA home page (www.PaPsy.org). This is a resource for both job seekers and employers/recruiters.

www.PaPsy.org

THE APA APPORTIONMENT BALLOT

Continued from page 1

So, SPTAs compose about 53% of the organized entities that make up Council, but have only 38% of the representatives and votes. Thus, it is critical to us that APA members apportion their votes to Pennsylvania.

State associations must increase our voting numbers to serve you! Help Pennsylvania retain both of our seats. We have two excellent representatives serving us – Dr. Don McAleer and Dr. Stephen N. Berk – and it would be a shame to have to recall either of them for 2011.

APA will mail the apportionment ballots about October 31. Just who gets to vote on Council and how many votes they have is determined by the outcome of the apportionment balloting process.

Please give your 10 votes to Pennsylvania.

Let's work together to keep Pennsylvania's voice strong. The outcome of this vote will have a significant impact on state issues, the direction APA takes in the coming years, and how PPA's needs and issues will be addressed by APA. 📖

Summit on the Future of Psychological Practice: Marketing Perspective

Pauline Wallin, Ph.D.



Last May I had the privilege of attending the Summit on the Future of Psychological Practice—150 people, including experienced and early-career psychologists, as well as invited guests from the fields of medicine, community mental health, philosophy, advocacy, and marketing.

If you are a member of APA, you will have access to all of the slide presentations and video clips of the speakers. Go to www.summitonpsychologypractice.com

The experts' presentations were quite impressive. But the main work was done in small breakout groups during the first two days of the conference.

The following is a summary of my impressions, filtered through the lens of my special interest in public education, marketing and branding of psychology:

The following is a summary of my impressions, filtered through the lens of my special interest in public education, marketing and branding of psychology:

1 As a profession we are still too procedure-driven. We look for venues to do specifically what we were trained to do. When the demand for specific services falls (e.g., 50-minute psychotherapy sessions) we have no backup.

We need to think about different ways of delivering psychological services, and getting paid for them.

I was reminded of the dental profession, which could have dwindled significantly after fluoride was added to water. However, even though there were far fewer cavities to fill, dentists thrived. They became experts in restorations and cosmetic applications—which, by the way, they marketed as “improving your smile” (BENEFIT to consumers) rather than by naming their procedures.

During the break-out groups, it was clear that the consultants and I/O types are much more versatile and adaptive than are clinicians. They are also more pro-active in going out and finding business.

None of them moaned about referral services drying up. They are always looking for new referral sources and new opportunities.

2 We have to get over ourselves. We spend too much time and energy reassuring one another that we should be paid more because we are better trained. The marketplace does not care that much. We need to demonstrate our added value to the people we serve.

It need not be in blood pressure or blood glucose levels. But those who pay the bills—third parties as well as individuals—have a right to know what they're getting for their money.

3 We need to distinguish ourselves from other professions. Psychologists do so many different things that it's going to be tough to distill what we do into one branding message.

But it can be done. Very generic commodities have successfully branded themselves as unique: Chickens (Perdue), Popcorn (Orville Redenbacher), even water!

4 We need to send a clearer message of how we can help people.

Janet Reingold, a marketing/communications expert, quoted a study (sorry, didn't get the reference) that fewer than 40% of people in focus groups thought that psychology could help with major life issues.

She added that branding has to be an ongoing process. Think of the target audiences we serve, and how we can make their lives measurably better.

She challenged us to think big, where we as a group act together—for example, a national day where every psychologist in the country gives away a free service. That event would attract all sorts of free publicity.

5 There is much research on the benefits and applications of psychology, but it is not readily accessible. An idea from one of our breakout groups was to have research summaries organized by topic—with fast facts and statistics, that we can grab when we need it—e.g., for writing proposals or articles, communicating with specific groups, etc.

6 The next phase of the Summit—translating all the big goals into action steps, with measurements and accountability—is critical. Expect to see more information about this in the next few months. There also was a town hall meeting on these issues at the APA convention.

7 Although APA and the APA Practice Organization are providing the major impetus, much of the actual implementation of promoting psychology and creating a demand for our services will be up to each of us.

Given some new tools and support from our professional association, we will promote psychology and cultivate new demands for our services in our own communities. 

Pennsylvania Psychological Association CALL FOR PRESENTATIONS

2010 Annual Convention

June 16-19, 2010

Hilton Harrisburg • Harrisburg, PA

proposal deadline: October 10, 2009

Spring 2010

Continuing Education and Ethics Conference

April 8 & 9, 2010

Eden Resort Inn and Suites • Lancaster, PA

proposal deadline: December 10, 2009

The Call for Presentations form is available at www.PaPsy.org.

Pennsylvania Psychological Association 2010 Award Nominations Sought

For each nomination you would like to make for the categories below, please prepare a one-page narrative describing the person's contributions and send the information to the following address by the deadline listed.

Pennsylvania Psychological Association
416 Forster Street
Harrisburg, PA 17102-1748

AWARD FOR DISTINGUISHED CONTRIBUTIONS TO THE SCIENCE AND/OR PROFESSION OF PSYCHOLOGY to be given to a Pennsylvania psychologist for outstanding scientific and/or professional achievement in areas of expertise related to psychology, including teaching, research, clinical work, and publications. Deadline for entries is **October 20, 2009**.

DISTINGUISHED SERVICE AWARD to be given to a member of the Association for outstanding service to the Pennsylvania Psychological Association. Deadline for entries is **October 20, 2009**.

PUBLIC SERVICE AWARD to be given to a member (individual or organization) of the Pennsylvania community in recognition of a significant contribution to the public welfare

consistent with the aims of the Association. Deadline for entries is **October 20, 2009**.

AWARD FOR DISTINGUISHED CONTRIBUTIONS TO SCHOOL PSYCHOLOGY: Deadline for entries is **December 31, 2009**.

PSYCHOLOGY IN THE MEDIA AWARD: Deadline for entries is **December 31, 2009**. Members of the Pennsylvania Psychological Association and members of the media in Pennsylvania who have presented psychology and psychological issues to the public are encouraged to apply for the 2010 Psychology in the Media Award. Members who have written newspaper or magazine articles or books, have hosted, reported or produced radio or television shows or commercials about psychology or psychological issues, or have designed psychologically oriented Web sites are eligible for the award. We are seeking candidates who have had a depth and breadth of involvement in these areas with the media over a period of time. Some of the work must have been published or broadcast during 2009. An application form which is available at www.PaPsy.org, must accompany all entries for this award. Applicants who have received this award in the past 5 years are not eligible. ❏

Classifieds

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The Pennsylvania Psychologist

October 2009 • UPDATE

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The Pennsylvania Psychologist Update is published jointly by the Pennsylvania Psychological Association (PPA) and the Pennsylvania Psychological Foundation in January, February, April, May, July/August, October and November. *The Pennsylvania Psychologist Quarterly* is published in March, June, September and December. Information and publishing deadlines are available from Marti Evans at (717) 232-3817. Articles in *The Pennsylvania Psychologist* represent the opinions of the writers and do not necessarily represent the opinion or consensus of opinion of the governance, members, or staff of PPA. Acceptance of advertising does not imply endorsement.

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2009-10 CE Calendar

The following programs are being offered either through co-sponsorship or solely by PPA.

October 9, 2009

Western Pennsylvania Fall Continuing Education and Ethics Conference

Mars, PA

Marti Evans (717) 232-3817

November 5-6, 2009

Eastern Pennsylvania Fall Continuing Education and Ethics Conference

Exton, PA

Marti Evans (717) 232-3817

April 8-9, 2010

Spring Continuing Education and Ethics Conference

Lancaster, PA

Marti Evans (717) 232-3817

For CE programs sponsored by one of the Regional Psychological Associations in Pennsylvania, visit <http://www.PaPsy.org/resources/regional.html>.

Registration materials and further conference information will be mailed to all members.

If you have additional questions, please contact Marti Evans at the PPA office.

HOME STUDY CE COURSES

*Competence, Advertising, Informed Consent and Other Professional Issues**

3 CE Credits

*Ethics and Professional Growth**

3 CE Credits

*Confidentiality, Record Keeping, Subpoenas, Mandated Reporting and Life Endangering Patients**

3 CE Credits

*Foundations of Ethical Practice**

6 CE Credits

*Ethics and Boundaries**

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4 CE Credits

*Pennsylvania's Psychology Licensing Law, Regulations and Ethics**

6 CE Credits

**This program qualifies for three contact hours for the ethics requirement as mandated by the Pennsylvania State Board of Psychology.*

For all Home Study CE Courses above contact:
 Katie Boyer (717) 232-3817, secretary@PaPsy.org.

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