

## Recent Military Psychology Publications

Gerald P. Krueger

Please share your news of pertinent recent publications (e.g., new books, chapters, significant articles) and provide information on how to obtain them as our general membership might like to know about their availability. Submit your document to the webmaster, Keith Cooke.

**Fennell, D. L., & Weinhold, B. K. (2003). *Counseling families: An introduction to marriage and family therapy (3rd ed.)*. Denver: Love Publishing Company.**

**Cronin, C. (Ed.) (1998). *Military psychology: An introduction*. (\$66.00 US plus taxes and shipping & handling costs; to order call Pearson Education at 1-800-922-0579 and specify ISBN 0536005656).**

This textbook provides a well-rounded introduction to the field of military psychology and is intended to be used as the primary text for an undergraduate course in military psychology. It is intended for a wide audience including active duty personnel and their dependents who are pursuing a college education, or for military academy cadets and ROTC students, or other undergraduates majoring in psychology. The book is also suitable as an introduction to the field for professionals and graduate students. Many chapters are written by APA Division 19 members. Material is presented in a concise, understandable manner with numerous current examples to illustrate important concepts and principles. The 14 chapters include coverage of psychological research, personnel selection and classification, leadership, teamwork, performance under adverse conditions, military stressful settings, information warfare, cultural diversity and gender issues, role of clinical and counseling psychologists in the military, DoD's Psychopharmacology Demonstration Program (PDP), training of military psychologists, and careers in military psychology. Key terms are highlighted in the margins and the text includes a glossary, index, appendix with Division 19 membership application, and a review of related web pages.

**Dillon, R. F. (1997). *Handbook on testing*. Westport, CT: Greenwood Press.**

The *Handbook on Testing* highlights major work in educational, psychological, technical, and occupational testing in public and private sectors. Theoretical issues in measurement are discussed. Standards for tests and testing professionals are described. A range of test environments, testing programs, and groups of examinees are included. A variety of suggestions for improving the use of tests for selection and classification are given. Examples of programs linking testing with training are provided, and the use of tests to promote learning is described. Recently, there have been significant changes in test development and test administration procedures. The motivation for such changes lies in revised conceptions of intelligence, as well as modifications in testing technologies. The *Handbook on Testing* is the largest treatise in testing, describing the most important testing work, including new undertakings on a range of test administration methods, types of abilities, and measures taken from tests. Issues of test theory and standards are discussed. New work in intelligence testing is included. The mechanisms and use of dynamic assessment and learning tests are considered. Several large-scale testing programs are reviewed, including predictor and criterion development work in the military, private sector employment testing, and testing for admission to medical school. The link between assessment and instruction is highlighted, including coverage in special education testing.

Griffith, J. (1997). A test of a model incorporating stress, strain, and disintegration in the cohesion-performance relation. *Journal of Applied Social Psychology*, 27(17), 1489- 1526.

The purpose of this study was to test a cohesion-performance model that incorporated stress, strain, and group disintegration. Data were obtained from 9,013 U.S. Army soldiers (in the ranks of Private through Staff Sergeant) in 112 companies representing units in both the U.S. and Europe. Results showed that stress, strain, and disintegration added significant, albeit small amounts of variance to perceived individual and group combat performance. There was also evidence of moderating (or "buffering") effects in addition to mediating effects of

stress, strain, and disintegration on the relation of cohesion to both perceived individual and group combat performance. The cohesion component, "team task support" as opposed to "peer emotional support," showed the strongest relation to perceived individual and group combat performance, and showed the strongest buffering and mediating effects on the relation of stress to perceived combat performance.

**Herek, G. M., Jobe, J. B., & Carney, R. M. (Eds.) (1996). *Out in force: Sexual orientation and the military*. Chicago, IL: The University of Chicago Press. (About \$21.00.)**

An outgrowth of a 1994 APA pre-convention workshop on the topic, the book has four parts. Part I provides a general background relevant to policy; describes current scientific research on sexual orientation and behavior; discusses the legal basis of policy; and reviews military and civilian court cases on homosexual military service and individual rights. Part II provides comparative data for understanding how gay men and lesbians might be successfully integrated into the military. Experiences with integrating women and racial minorities are related. Experiences of foreign militaries and domestic paramilitary organizations confronting sexual orientation issues are described. Part III considers social psychological issues relevant to the military policy including a review of research on social and task cohesion in the military and comparable groups; a focus on stereotypes; the stigmatization of the "Don't Tell" component of current policy; and personal privacy needs. Part IV describes legal and implementation issues, confidentiality, privilege and breaches of confidentiality with military therapists, chaplains, and healthcare providers. Challenges of coping with past and changing policies regarding integration into the military are discussed.

**Phelps, R. H. & Farr, B. J. (Eds.) (1996). *Reserve component soldiers as peacekeepers*. Alexandria, VA: U.S. Army Research Institute (ARI) for the Behavioral and Social Sciences.**

ARI has a long standing research program aimed at increasing the readiness and deployability of Reserve Component (RC) soldiers. Interest in this topic has

increased because RCs are contemplated more so now to support the increased operational tempo of U.S. forces. This book presents research results of an intensive 2-year assessment of a mixed active component/reserve component battalion used to fulfill the U.S. peacekeeping commitment in the Sinai. Methodologies of study are described for examination of such issues as job analysis, filling units with volunteers, personnel profiling, training and performance dimensions, soldier attitudes and perceptions, small-unit leadership development, financial impact of peacekeeping, family support systems, impact on marriages, impact on home military units, applicability to other missions. ARI's findings support use of RC volunteers for peacekeeping in the Sinai. Qualified RC soldiers volunteered, the unit successfully performed the mission, the families were supported, and the RC unit experienced only temporary decreases in readiness, but a consistent increase in morale. The generalizability of the findings to other missions is discussed.

**Sands, W. A., Waters, B. K., & McBride, J. R. (Eds.) (1997). *Adaptive testing: Inquiry to operation*. Washington, DC: American Psychological Association.**

This book documents the research and development of computerized adaptive testing (CAT) as a means of administering the Armed Services Vocational Aptitude Battery (ASVAB), the personnel selection and classification test battery used by the Department of Defense (DoD). The CAT-ASVAB program began in 1979, and was field-tested and evaluated in 1992. CAT-ASVAB has since been approved to replace conventional, printed versions of ASVAB, beginning in 1996 in Military Entrance Processing Stations (MEPS). The principal objective of this book is to document the psychometric research and development of the CAT-ASVAB program and the important practical lessons learned in developing its delivery system. The approach does this in a historical context. The book addresses three aspects of CAT-ASVAB history in DoD (adaptive testing methods and strategies; CAT-ASVAB system design issues; and CAT-ASVAB evaluation). It provides reference information useful to practitioners developing a computerized testing system.

**Sternberg, R. J. (1997). *Career paths in psychology: Where your degree can take you*. Washington, DC: American Psychological Association. (\$19.95).**

The book is a guide for anyone contemplating a career in psychology. Each of 14 chapters addresses a different area of psychology. One chapter, "Defense of the Nation: Military Psychologists," was written by Martin F. Wiskoff. It provides an introduction to the field of military psychology including a description of the types of work performed, work settings and preparation required for a career.

### **Documents on the Contributions of Military Psychologists**

The following is a sampling of resource documents that describe the contributions of military psychologists to the study and practice of psychology.

Dillon, R. F., & Pellegrino, J. W. (Eds.) (1989). *Testing: Theoretical and applied perspectives*. New York: Praeger.

Driskell, J. E., & Olmstead, B. (1989). Psychology and the military: Research applications and trends. *American Psychologist*, 44, 43-54.

Ellis, H. A. (Ed.) (1986). *Military contributions to instructional technology*. New York: Praeger.

Gal, R., & Mangelsdorff, A. D. (Eds.) (1991). *Handbook of military psychology*. New York: Wiley.

Hunt, J. G., & Blair, H. D. (Eds.) (1985). *Leadership on the future battlefield*. New York: Pergamon-Brassey.

McGuire, F. (1990). *Psychology aweigh! A history of clinical psychology in the United States Navy*. Washington, DC: American Psychological Association.

O'Brien, T. G., & Charlton, S. G. (Eds.) (1995). *Handbook of human factors testing and evaluation*. New Jersey: Lawrence Erlbaum Associates, Inc.

Rumsey, M. G., Walker, C. B., & Harris, J. H. (Eds.) (1994). *Personnel selection and classification*. New Jersey: Lawrence Erlbaum Associates, Inc.

Solomon, Z. (1993). *Combat stress reaction: The enduring toll of war*. New York: Plenum.

Taylor, H. L., & Alluisi, E. A. (1994). Military psychology. In *Encyclopedia of human behavior, Volume 3* (pp. 191-201). New York: Academic Press, Inc.

Wigdor, A. K., & Green, B. F., Jr. (Eds.) (1991). *Performance assessment for the workplace*. Washington, DC: National Academy Press.

Wiskoff, M. F., & Rampton, G. L. (Eds.) (1989). *Military personnel measurement: Testing, assignment, evaluation*. New York: Praeger.

Zeidner, J. (Ed.) (1986). *Human productivity and enhancement: Volume 1: Training and human factors in systems design*. New York: Praeger.

Zeidner, J. (Ed.) (1987). *Human productivity and enhancement: Volume 2: Organization, personnel, and decision making*. New York: Praeger.

Zeidner, J., & Drucker, A. (1983). *Behavioral science in the Army: A corporate history of the Army Research Institute*. Alexandria, VA: U.S. Army Research Institute for the Behavioral and Social Sciences.