

## CURRICULUM VITAE

### Dr. Patrick Pössel

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#### Current Positions

Assistant Professor, Department of Educational and Counseling Psychology, University of Louisville, KY, USA (6/2007 - present)

#### Past Positions

Visiting Assistant Professor, Department of Psychology and Human Development, Vanderbilt University (4/2005 – 5/2007)

Assistant Professor, Department of Clinical and Developmental Psychology, University of Tübingen, Germany (10/2001 – 9/2007)

Post-Doctoral Position, Graduiertenkolleg "Lebensstile, soziale Differenzen und Gesundheitsförderung [Lifestyles, Social Inequalities, and Health Promotion]" University of Tübingen. Funded by a fellowship from the German Research Foundation (Deutsche Forschungsgemeinschaft –DFG) (1/2000 – 9/2001)

Associate Lecturer, Department of Social Pedagogy, University of Applied Sciences, Frankfurt at Main (1998 – 2000)

Psychotherapy Practice in Frankfurt at Main (1995 – 2000)

## Education

- PD „Habilitation“<sup>1</sup>, conferring of the *Venia legendi* in Psychology, **University of Tübingen, Germany**, (Privat-Dozent, PD), February 2004
- Ph.D. Psychology, **University of Tübingen, Germany** 1999  
 Doctor of Philosophy (Dr. Phil.) in Psychology (Magna Cum Laude).  
 Thesis title: “Antezedente Bedingungen von Depression aus Sicht der Kognitiven-Verhaltenstherapie [ Antecedent conditions of depression from the view of the Cognitive Behavioral Therapy”].  
 Supervisor: Prof. Dr. Martin Hautzinger
- Dipl.-Psych. **University of Giessen, Germany** 1995  
 Diploma in Psychology (Diplom-Psychologin, grade “1.8” [A-B]), Minor: Medicine.  
 Thesis: “EEG und simulierte Schwerelosigkeit [EEG and simulated micro-gravity”].  
 Supervisor: Prof. Dr. Dieter Vaitl

## Research Experience

- 2007-present Assistant Professor in the Department of Educational & Counseling Psychology, University of Louisville, KY, USA
- 2005-2007 Visiting Assistant Professor, Department of Psychology & Human Development (Prof. Dr. Judy Garber), Vanderbilt University, Funded by a fellowship from the German Research Foundation (DFG) (2005 – 2006)
- 2001-2007 Assistant Professor in Clinical and Developmental Psychology, University of Tübingen, Germany
- 2000-2001 Post-Doctoral Position, College for Graduated Studies “Lifestyles, Social Inequalities, and Health Promotion“, University of Tübingen, Germany
- 1995-1999 Graduation study (Prof. Dr. Martin Hautzinger), University of Tübingen & University of Mainz, Germany
- 1993-1994 Student Research Assistant, Division “Educational Psychology“, Department of Psychology, University of Giessen, Germany
- 1992-1993 Student Research Assistant, Division “Clinical & Physiological Psychology“, Department of Psychology, University of Giessen, Germany

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<sup>1</sup> “Habilitation” is a term used within the university system in Germany and some other European countries. A habilitation qualifies for being admitted as a associate or full professor at a university.

## Teaching Experience

Since 2000 – Instructor of 7 different clinical training seminars in different post-graduate clinical training programs and continuing education workshops for licensed psychologists

- Cognitive restructuring with hypnosis
- Depression in children and adolescents
- Hypnosis in CBT
- Hypnosis in CBT for depression
- LARS&LISA: A program to prevent of depression in adolescents
- Relaxation techniques
- Sensitivity training of paralingual communication

Since 1998 – Instructor of over 20 different courses at graduate and undergraduate level at the University of Louisville, KY, the University of Tübingen and the University of Applied Sciences, Frankfurt at Main:

Clinical Psychology	Anxiety Disorders (graduate students)
	Clinical Psychology I
	Depression in Children and Adolescents (graduate students)
	Developmental Disorders and Challenges (undergraduates)
	Psychotherapy Research (graduate students)
	Stress-Management (graduate students & undergraduates)
	Treatment of Anxiety Disorders (graduate students)
Assessment:	Intellectual Assessment (graduate students)
	Practicum in Psychological Assessment (graduate students)
Research Methods	Experimental Practicum (undergraduates)
	Meta-analysis (graduate students)
Psychophysiology	Practical Application of Psychophysiological Methods (graduate students)
	Psychophysiological Laboratory (graduate students)
Social Psychology	Social psychology (undergraduates)
Supervision	Fieldwork and practicum students
	Master and Ph.D. theses

Before 1995 – Student Teaching Assistant: Experimental Psychology at the University of Giessen, Germany

## Clinical Training, Internships, and Experience

2002-2005	Therapist and supervisor in the outpatient clinic of the Psychology Department, University of Tübingen, Germany
2002	Licensed as a Psychotherapist in Germany
1999-2002	Training in cognitive-behavioral therapy at the Tuebinger Academy of Behavioral Therapy and the Society of Training in Psychotherapy in Frankfurt at Main (including the requirement of a minimum of 600 therapy sessions under close supervision and a minimum of 20 documented cases)
2002	Additional training in cognitive-behavioral therapy for children and adolescents at the Tuebinger Academy of Behavioral Therapy (including the requirement of a

- minimum of 200 therapy sessions under close supervision and a minimum of 6 documented cases)
- 2001-2002 Internship in the Department of Clinical Psychology, Center for Mental Health, Buergerhospital, Stuttgart, Germany
- 1996-1999 Training in Clinical Hypnosis at the German Society for Hypnosis (including the requirement of a minimum of 5 documented cases under close supervision)
- 1995-2000 Psychotherapy Practice in Frankfurt at Main, Germany

### Awards

- 2000 Post-doctoral Fellowship from the German Research Foundation (Deutsche Forschungsgemeinschaft –DFG: personal salary for 2 years & material) for the project “Development of a universal prevention program of adolescent depression”

### Extramural Grants

- Principal Investigator, “Prevention of depressive disorders by health promotion and skills training. An effectiveness study to school-based, universal primary prevention.” Federal Ministry of Education and Research of Germany (Bundesministerium für Bildung und Forschung), 1/2007 – 12/2009. \$ 315,600 (EURO 263,000) direct costs.
- Principal Investigator, “Change mechanisms of universal prevention of depression among adolescents.” German Research Foundation (Deutsche Forschungsgemeinschaft –DFG) implemented in collaboration with Prof. Garber (Vanderbilt University) in Nashville, TN, USA. 11/2005 – 10/2007. \$ 240,000 (EURO 200,000) direct costs.
- Principal Investigator, “Social information processing as a mediation model, and their influence on depressive and aggressive behaviour.” German Research Foundation (Deutsche Forschungsgemeinschaft –DFG) implemented in collaboration with Prof. Garber (Vanderbilt University) in Nashville, TN, USA. 4/2005 – 3/2007. Personal salary as Visiting Assistant Professor at Vanderbilt University.
- Principal Investigator, “EEG Alpha-asymmetry: Risk factor or symptom of depression.” Wilhelm Schuler-Foundation, 10/2004 – 9/2007. \$ 11,250 (EURO 9,000) direct costs.
- Principal Investigator, Travel costs to the World Congress of Behavioral and Cognitive Therapies 2004, Kobe, Japan from the the German Research Foundation (Deutsche Forschungsgemeinschaft –DFG)
- Principal Investigator, “Mechanisms of a school-based prevention program of depression among adolescents.” German Research Foundation (Deutsche Forschungsgemeinschaft –DFG), 5/2002 – 4/2004. \$ 162,500 (EURO 130,000) direct costs.
- Principal Investigator, “Effects of cosmetics on well-being, hormones and immune system.” Industry association of personal hygiene and cleaning agents (Industrieverband fuer Koerperpflege und Waschmittel-IKW), 11/2002 – 11/2006. \$ 290,000 (EURO 232,000) direct costs.

### Invited presentations and colloquia

1. Pössel, P. (January, 2007). Social information processing as risk-factor and basis of depression prevention in adolescents. *Department of Psychology, University of New Orleans, New Orleans, LA, USA.*
2. Pössel, P. (January, 2007). LARS&LISA: A school-based prevention program of depression in adolescents. *Department of Counseling and Applied Educational Psychology, Northeastern University, Boston, MA, USA.*
3. Pössel, P. (December, 2006). Social information processing as risk-factor and basis of depression prevention in adolescents. *Department of Psychology, University of Alabama, Tuscaloosa, AL, USA.*
4. Pössel, P. (November, 2006). Social information processing and prevention of depression in adolescents. *Department of Psychology, Georg Mason University, Fairfax, VA, USA.*
5. Pössel, P. (November, 2006). Prävention von Depression bei Jugendlichen [Prevention of depression in adolescents]. *Hospital of Child and Adolescent Psychiatry and Psychotherapy, University Ulm, Ulm, Germany.*
6. Pössel, P. (March, 2006). Depression in adolescents: social information processing and prevention. *California School of Professional Psychology, Alliant International University, Fresno, CA, USA.*
7. Pössel, P. (December, 2005). Prävention von Depression bei Jugendlichen [Prevention of depression in adolescents]. *Department of Psychology, University of Bielefeld, Bielefeld, Germany.*
8. Pössel, P. (October, 2005). Differential analyses of prevention of depression in adolescents. *Department of Psychology, Vanderbilt University, Nashville, TN, USA.*
9. Pössel, P. (March, 2005). Universale Prävention von Depression bei Jugendlichen mit und ohne komorbiden Symptomen [Universal prevention of depression among adolescents with and without comorbid symptoms]. *Hospital of Child and Adolescent Psychiatry and Psychotherapy, University Tübingen, Tübingen, Germany.*
10. Pössel, P. (September, 2004). LARS&LISA: Ein Programm zur universalen Primärprävention von Depressionen bei Jugendlichen [LARS&LISA: A universal primary prevention program of depression among adolescents]. *In- and Outpatient Hospital for Psychiatry and Psychotherapy & Hospital of Child and Adolescent Psychiatry and Psychotherapy, University of Rostock, Rostock, Germany.*
11. Pössel, P. (July, 2004). Praevention von Depressionen bei Kindern und Jugendlichen [Prevention of depression among children and adolescents]. *5. Alumni-Wochenende, University of Tübingen, Germany.*
12. Pössel, P. (January, 2004). LARS&LISA – Results of a school-based prevention program of psychopathology among adolescents. *Department of Developmental Psychology, Friedrich-Schiller-University, Jena, Germany.*
13. Pössel, P. (September, 2003). Universal prevention of self-reported depressive symptoms among adolescents. *Department of Psychology & Human Development, Vanderbilt University, Nashville, TN, USA.*

14. Pössel, P. (September, 2003). Prevention of depression among adolescents. *John F. Kennedy Center for Research on Human Development, Vanderbilt University, Nashville, TN, USA.*
15. Pössel, P. (September, 2003). LISA-T/LARS&LISA: An universal primary prevention program of depressive symptoms among adolescents. *Department of Psychology, Florida State University, Tallahassee, FL, USA.*
16. Pössel, P. (September, 2003). Prevention of depression among adolescents & Development and interdependencies of variables within the Cognitive and Hopelessness Theory. *Stanford Mood and Anxiety Disorders Laboratory. Department of Psychology, Stanford University, Stanford, CA, USA.*

## Publications

### Journal Articles (peer reviewed)

1. **Pössel, P.** & Knopf, K. (in press). An experimental test of the maintenance and vulnerability hypothesis of depression in consideration of the cognitive hierarchy. *Depression and Anxiety.*
2. **Pössel, P.** & Hautzinger M. (2006). Effekte pharmakologischer und psychotherapeutischer Interventionen auf Depressionen bei Kindern und Jugendlichen. [Effects of pharmacological and psychotherapeutic interventions of depression in children and adolescents] *Zeitschrift fuer Kinder- und Jugendpsychiatrie, 34*, 243 - 255.
3. **Pössel, P.** & Holzhay, A. (2006). Test of the dual-belief-system in women with and without phobic fear of spiders: A pilot study. *Clinical Psychology & Psychotherapy, 13*, 246 - 255.
4. **Pössel, P.**, Horn, A. B., & Hautzinger M. (2006). Vergleich zweier schulbasierter Präventionsprogramme von depressiven Symptomen bei Jugendlichen. [Comparison of two prevention programs of depressive symptoms in adolescents.] *Zeitschrift für Klinische Psychologie und Psychotherapie, 35*, 109 - 116.
5. **Pössel, P.**, Schneider, S., & Seemann, S. (2006). Effekte und Kosten universaler Prävention von Internalisierungsstörungen bei Kindern und Jugendlichen. [Effects and costs of universal prevention of internalization disorders in children and adolescents.] *Verhaltenstherapie, 16*, 201 - 210.
6. **Pössel, P.**, Seemann, S., Ahrens, S., & Hautzinger, M. (2006). Testing the causal mediation component of Dodge's social information processing model of social competence and depression. *Journal of Youth and Adolescence, 35*, 849 - 859.
7. **Pössel, P.**, Ahrens, S., & Hautzinger, M. (2005). Influence of cosmetics on emotional, autonomous, endocrinological, and immune reactions. *International Journal of Cosmetic Science, 27*, 343 - 349.
8. **Pössel, P.** (2005). Strategies for prevention of depression in adolescents. *Journal of Indian Association for Child and Adolescent Mental Health, 1*, 37 – 46.
9. **Pössel, P.**, Baldus, Ch., Horn, A. B., Groen, G., & Hautzinger, M. (2005). Influence of general self-efficacy on the effects of a school-based universal primary prevention program of depressive symptoms in adolescents. *Journal of Child Psychology and Psychiatry, 46*, 982 – 994.

10. **Pössel, P.**, Delleman von, U., & Hautzinger, M. (2005). Verhaltensbeurteilung durch Gleichaltrige. Uebersetzung und Evaluierung der Adjustment Scales for Sociometric Evaluation of Secondary-School Students (ASSESS-D). [Peerrating of behavior. Translation and evaluation of the Adjustment Scales for Sociometric Evaluation of Secondary-School Students (ASSESS-D).] *Zeitschrift fuer Entwicklungspsychologie und Paedagogische Psychologie*, 37, 135 - 143.
11. **Pössel, P.**, Seemann, S., & Hautzinger, M. (2005). Evaluation eines deutschsprachigen Instrumentes zur Erfassung positiver und negativer automatischer Gedanken.. [Evaluation of a German questionnaire to measure positive and negative automatic thoughts.] *Zeitschrift fuer Klinische Psychologie und Psychotherapie*, 34, 27 – 34.
12. **Pössel, P.** & Haeußler, B. (2004). Uebersetzung und Validierung der deutschen Version des „Teenage Inventory of Social Skills“. [Translation and validation approach of the German "Teenage Inventory of Social Skills".] *Zeitschrift fuer Kinder- und Jugendpsychiatrie*, 32, 37 - 43.
13. **Pössel, P.**, Horn, A. B., Groen, G., & Hautzinger, M. (2004). School-based Universal Primary Prevention of Depressive Symptoms in Adolescents: Results of a 6-Month Follow-up. *Journal of the American Academy of Child and Adolescent Psychiatry*, 43, 1003 – 1010.
14. **Pössel, P.** (2003). Dysthymia and major depression: Distinct conditions or different stages along a one-dimensional continuum? *Journal of Cognitive Psychotherapy: An International Quarterly*, 17, 335 – 346.
15. **Pössel, P.** & Hautzinger, M. (2003). Praevention von Depression bei Kindern und Jugendlichen. [Prevention of depression among children and adolescents.] *Kindheit und Entwicklung*, 12, 154 - 163.
16. **Pössel, P.** & Hautzinger, M. (2003). Dysfunktionale Ueberzeugungen bei Spinnenangst. Eine deutsche Version des "Spider Phobia Beliefs Questionnaire". [Dysfunctional attitudes in spider phobia. A German version of the "Spider Phobia Beliefs Questionnaire".] *Zeitschrift fuer Klinische Psychologie und Psychotherapie*, 32, 24 – 30.
17. **Pössel, P.**, Horn, A. B., & Hautzinger M. (2003). Erste Ergebnisse eines Programms zur schulbasierte Praevention von depressiven Symptomen bei Jugendlichen. [First results of a schoolbased prevention program of depressive symptoms among adolescents.] *Zeitschrift fuer Gesundheitspsychologie*, 11, 10 – 20.
18. Groen, G., **Pössel, P.**, Al-Wiswasi, S., & Petermann, F. (2003). Universelle, schulbasierte Praevention der Depression im Jugendalter: Ergebnisse einer Follow-up-Erhebung nach elf Monaten. [Universal schoolbased prevention of depression among adolescents. Results of a 11-month follow-up.] *Kindheit und Entwicklung*, 12, 164 - 174.
19. **Pössel, P.** & Hautzinger, M. (2002). Spinnen-Angst-Fragebogen (SAF). Validierung der deutschen Version des "Fear of Spiders Questionnaire" (FSQ). [Spider-Phobia-Questionnaire. Validation of the German version of "Fear of Spiders Questionnaire" (FSQ)] *Zeitschrift fuer Klinische Psychologie, Psychiatrie und Psychotherapie*, 50, 207 – 218.
20. Hennig, J., **Pössel, P.**, & Netter, P. (1996). Sensitivity to disgust as an indicator of neuroticism: a psychobiological approach. *Personality and Individual Differences*, 20, 589 - 596.
21. Vaitl, D., Gruppe, H., Stark, R., & **Pössel, P.** (1996). Simulated micro-gravity and cortical inhibition: a study of the hemodynamic-brain interaction. *Biological Psychology*, 42, 87 - 103.

## Books, Chapters

1. **Pössel, P.** (in press). Begriffsdefinition für Fachgebiet Depressionen in der Kindheit [Definition of terms for the area of depression in children and adolescents] In *Pschyrembel Psychiatrie, Klinische Psychologie und Psychotherapie [Pschyrembel Psychiatry, Clinical Psychology, and Psychotherapy]*. Berlin, Germany: de Gruyter Verlag.
2. **Pössel, P.** (in press). Depression/Suizidalität [Depression/Suicidality]. In S. Schneider & J. Margraf (Eds.), *Lehrbuch der Verhaltenstherapie, Band 3: Störungen des Kindes- und Jugendalters [Textbook of Behavior Therapy, Volume 3: Disorders in Childhood and Adolescence]*. Heidelberg, Germany: Springer.
3. **Pössel, P.** & Hautzinger, M. (in press). School-based programs for prevention of depression. In N. Heinrichs, K. Hahlweg, & M. Döpfner (Eds.), *Strengthening families: Different evidence-based approaches in support child mental health*. Stuttgart, Germany: Psychotherapie-Verlag.
4. **Pössel, P.** & Hautzinger, M. (in press). Kognitive Interventionen, Selbstkontrolle und Problemlösen [Cognitive interventions, self-control and problem-solving]. In M. Hautzinger & P. Pauli (Eds.), *Enzyklopaedie der Psychologie - Psychologische Interventionsmethoden, Band: „Psychotherapeutische Methoden“ [Encyclopedia of Psychology – Psychological interventions, Volume: Psychotherapeutic methods]*. Göttingen, Germany: Hogrefe.
5. **Pössel, P.**, Seemann, S., & Hautzinger, M. (in press). LARS&LISA: Ein universales Programm zur Vorbeugung von Depressionen, Kurz- & Langzeiteffekte. [LARS&LISA: An universal program to prevent depression, short- and longterm effects.] In B. Röhrle (Ed.), *Praevention und Gesundheitsförderung fuer Kinder und Jugendliche [Prevention and health promotion for children and adolescents]*. Tübingen, Germany: DGVT-Verlag.
6. **Pössel, P.**, Seemann, S., & Hautzinger, M. (2006). LARS&LISA: Ein Programm zur Praevention von Depressionen in der Schule. [LARS&LISA: A program to prevent depression in schools.] In H.-Ch. Steinhausen (Ed.), *Schule und psychische Störungen [School and mental disorders]* (pp. 260 - 274). Stuttgart, Germany: Kohlhammer.
7. **Pössel, P.** (2005). Anorexia nervosa/Bulimie [Anorexia nervosa/Bulimia]. In I. Gerhard & M. Kiechle (Eds.), *Gynaekologie integrativ. Konventionelle und komplementäre Therapie. [Gynecology integrative. Conventional and Complementary Therapy]* (pp. 763 – 766). München, Germany: Elsevier.
8. **Pössel, P.** (2005). Generalisierte Angststörungen [Generalized Anxiety Disorder]. In I. Gerhard & M. Kiechle (Eds.), *Gynaekologie integrativ. Konventionelle und komplementäre Therapie. [Gynecology integrative. Conventional and Complementary Therapy]* (pp. 773 – 775). München, Germany: Elsevier.
9. **Pössel, P.** (2005). Panikstörung & Agoraphobie mit und ohne Panikstörung [Panic Disorder and Agoraphobia]. In I. Gerhard & M. Kiechle (Eds.), *Gynaekologie integrativ. Konventionelle und komplementäre Therapie. [Gynecology integrative. Conventional and Complementary Therapy]* (pp. 770 – 771). München, Germany: Elsevier.
10. **Pössel, P.** (2005). Posttraumatische Belastungsstörungen [Posttraumatic Stress Disorder]. In I. Gerhard & M. Kiechle (Eds.), *Gynaekologie integrativ. Konventionelle und komplementäre Therapie. [Gynecology integrative. Conventional and Complementary Therapy]* (pp. 772 – 773). München, Germany: Elsevier.
11. **Pössel, P.** (2005). Soziale Phobien [Social Phobia]. In I. Gerhard & M. Kiechle (Eds.), *Gynaekologie integrativ. Konventionelle und komplementäre Therapie. [Gynecology*

- integrative. Conventional and Complementary Therapy*] (pp. 768 – 770). Muenchen, Germany: Elsevier.
12. **Pössel, P.** (2005). Zwangsstörungen [Obsessive Compulsive Disorder]. In I. Gerhard & M. Kiechle (Eds.), *Gynaekologie integrativ. Konventionelle und komplementäre Therapie. [Gynecology integrative. Conventional and Complementary Therapy]* (pp. 775 – 777). Muenchen, Germany: Elsevier.
  13. **Pössel, P.**, Horn, A. B., Seemann, S., & Hautzinger, M. (2004). *Trainingsprogramm zur Prävention von Depressionen bei Jugendlichen. LARS&LISA: Lust An Realistischer Sicht & Leichtigkeit Im Sozialen Alltag.* [A training to prevent depressions among adolescents. LARS&LISA: Joy of realistic view & Easyness in social everyday] Hogrefe, Germany: Goettingen.
  14. Hautzinger, M. & **Pössel, P.** (2004). Prävention von affektiven Störungen bei Kindern und Jugendlichen. [Prevention of affective disorders in children and adolescents] In G. Klosinski (Ed.), *Empathie und Beziehung [Empathy and Relationship]* (pp. 111 – 127). Tübingen, Germany: Attempto Verlag.
  15. **Pössel, P.** & Hautzinger, M. (2003). Spider Phobia Beliefs Questionnaire (SBQ). In J. Hoyer & J. Margraf (Eds.), *Angstdiagnostik: Grundlagen und Testverfahren [Diagnostic of Anxiety: Basics and test procedures]* (pp. 459 - 462). Heidelberg, Germany: Springer.
  16. Groen, G., **Pössel, P.**, & Petermann, F. (2003). Depression im Kindes- und Jugendalter. [Depression in childhood and adolescence] In F. Petermann, K. Niebank & H. Scheithauer (Eds.), *Lehrbuch der Entwicklungswissenschaft: Entwicklungspsychologie, Genetik, Neuropsychologie [Textbook of Development Science: Developmental psychology, genetic, neuropsychology]* (pp. 437 – 481). Berlin, Germany: Springer.
  17. Rinck, M., Becker, E., & **Pössel, P.** (2003). Fears of Spider Questionnaire (FSQ). In J. Hoyer & J. Margraf (Eds.), *Angstdiagnostik: Grundlagen und Testverfahren [Diagnostic of Anxiety: Basics and test procedures]* (pp. 435 - 438). Heidelberg, Germany: Springer.
  18. **Pössel, P.** (2000). *Hypnose im Rahmen von Kognitiver Verhaltenstherapie bei Depression* [Hypnosis within Cognitive Behavioral Therapy of depression] [Videofilm Nr. VT 1112]. Dortmund, Germany: Video-Cooperative-Ruhr.
  19. **Pössel, P.** (2000). *Hypnose im Rahmen von Kognitiver Verhaltenstherapie bei Depression.* [Hypnosis within Cognitive Behavioral Therapy of depression] Muellheim, Germany: Auditorium.
  20. **Pössel, P.** (1999). *Antezedente Bedingungen von Depressionen aus Sicht der kognitiven Verhaltenstherapie.* [Antecedent conditions of depression from the view of the Cognitive Behavioral Therapy] Lengerich, Germany: Pabst.

### Manuscripts submitted for publication

1. Huffziger, S., Seemann, S., Meyer, Th., Horn, A. B., Groen G., & **Pössel, P.** (submitted). Evaluation eines deutschsprachigen Instrumentes zur Erfassung positiver und negativer automatischer Gedanken bei Kindern und Jugendlichen [Evaluation of a German instrument to measure positive and negative automatic thoughts in children and adolescents].

2. Knopf, K. & **Pössel, P.** (submitted). Interindividual differences in psychophysiological, subjective, and behavioral reactivity to phobic stimulation in spider phobic and non-phobic women.
3. **Pössel, P.**, Lo, H., Fritz, A., & Seemann, S. (submitted). A longitudinal study of cerebral asymmetry in adolescents.
4. **Pössel, P.**, Seemann, S., & Hautzinger, M. (submitted). Impact of comorbidity in prevention of adolescent depression.

### Conference presentations (only Pössel as first author listed)

#### 2006-2008

1. **Pössel, P.**, Martin, N. C., Garber, J., Seemann, S., & Hautzinger, M. (November, 2007). Baseline depression as mediator of universal prevention of adolescent depression. *ABCT's 41<sup>st</sup> Annual Convention*, Philadelphia, USA.
2. **Pössel, P.**, Martin, N. C., Garber, J., Hautzinger, M., & Seemann, S. (August, 2007). Universal cognitive-behavioral versus a nonspecific depression prevention program for adolescents. *115<sup>th</sup> Annual APA Convention*, San Francisco, USA.
3. **Pössel, P.**, Seemann, S., & Hautzinger, M. (May, 2007). Kognitiv-verhaltenstherapeutische vs. unspezifische Prävention von Depression bei Jugendlichen [Cognitive-behavioral versus nonspecific prevention of depression in adolescents]. *6. Workshopkongress und 25. Symposium der Fachgruppe Klinische Psychologie und Psychotherapie der Deutschen Gesellschaft für Psychologie*, Tübingen, Germany.
4. **Pössel, P.**, Seemann, S., & Hautzinger, M. (November, 2006). Impact of comorbidity and gender in prevention of adolescent depression: A 12-month follow-up study. *ABCT's 40<sup>th</sup> Annual Convention*, Chicago, USA.
5. **Pössel, P.** & Heinrichs, N. (September, 2006). Prävention bei Kindern und Jugendlichen [Prevention in children and adolescents]. *45. Kongress der Deutschen Gesellschaft für Psychologie*, Nürnberg, Germany – Symposium organizers and chairs.
6. **Pössel, P.**, Seemann, S., & Hautzinger, M. (September, 2006). Zum Einfluss von Komorbidität im 12-Monats Follow-up auf ein Präventionsprogramm gegen depressive Symptome im Jugendalter [Impact of comorbidity in a 12-month follow-up on a prevention program of depressive symptoms among adolescents]. *45. Kongress der Deutschen Gesellschaft für Psychologie*, Nürnberg, Deutschland.
7. **Pössel, P.**, Seemann, S. & Hautzinger, M. (March, 2006). Specific and nonspecific predictors of response to universal programs for preventing depression in adolescents. *11<sup>th</sup> Biennial Meeting of the Society for Research on Adolescence (SRA)*, San Francisco, USA.

#### 2003-2005

8. **Pössel, P.**, Seemann, S., & Hautzinger, M. (November, 2005). Unspecific predictors of 6-month follow-up outcome of universal prevention of depression among adolescents. *ABCT's 39<sup>th</sup> Annual Convention*, Washington DC, USA.
9. **Pössel, P.**, Seemann, S., & Hautzinger, M. (June, 2005). Impact of comorbidity on a universal prevention program of depressive symptoms among adolescents: A randomized

and controlled 6-month follow-up study. *International Congress of Cognitive Psychotherapy 2005 (ICCP)*, Göteborg, Sweden.

10. **Pössel, P.**, Seemann, S., & Hautzinger, M. (March, 2005). LARS&LISA: Ein schulbasiertes kognitiv-verhaltenstherapeutisches universales Präventionsprogramm für Jugendliche – Ergebnisse eines 12-Monats Follow-ups [LARS&LISA: A school-based cognitive-behavioral universal prevention program for adolescents – results of a 12-month follow-up]. 29. *Kongress der Deutschen Gesellschaft für Kinder- und Jugendpsychiatrie, Psychosomatik & Psychotherapie*, Heidelberg, Germany.
11. **Pössel, P.**, Seemann, S., & Hautzinger, M. (August, 2004). LARS&LISA - a school-based universal primary prevention program of depressive symptoms in adolescents: A 12-month follow-up. *16<sup>th</sup> World Congress of the International Association for Child and Adolescent Psychiatry and Allied Professions (IACAPAP)*, Berlin, Germany.
12. **Pössel, P.** (July, 2004). Praevention von Depressionen bei Kindern und Jugendlichen [Prevention of depression in children and adolescents]. 5. *Alumni-Wochenende der Universität Tübingen*, Tübingen, Germany.
13. **Pössel, P.**, Seemann, S., & Hautzinger, M. (July, 2004). LARS&LISA: A school-based cognitive-behavioural universal primary prevention programme for adolescents – results of a 6-month follow-up. *World Congress of Behavioral and Cognitive Therapies 2004*, Kobe, Japan.
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