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Current Position

Director of the Cardinal Success Program, Department of Educational and Counseling Psychology, University of Louisville, KY, USA¹ (8/2018 – present)

Professor, Department of Counseling and Human Development, University of Louisville, KY, USA (8/2015 – present)

Past Positions

Interim Program Coordinator of the Master Program in Counseling Psychology, Department of Educational and Counseling Psychology, University of Louisville, (7/2014 – 6/2015 & 8/2018-12/2019)

Associate Professor, Department of Educational and Counseling Psychology, University of Louisville, KY, USA (8/2010 – 7/2015)

Assistant Professor, Department of Educational and Counseling Psychology, University of Louisville, KY, USA (6/2007 – 7/2010)

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)

Adjunct Professor, Department of Social Pedagogy, University of Applied Sciences, Frankfurt at Main (10/1998 – 2/2000)

Psychotherapy Practice in Frankfurt at Main (8/1995 – 8/2001)

Education

PD „Habilitation“², conferring of the *Venia legendi* in Psychology, University of

¹ Consortium of a community-based mental health clinic, a school-based mental health clinic, and multiple other organizations serving traditionally underserved youth, adults, and families.

Tübingen, Germany, (Privat-Dozent, PD), February 2004

- Dr. rer. soc. Psychology, **University of Tübingen, Germany**, October 1999
 Doctor of Social Science (Dr. rer. soc.) 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**, April 1995
 Master in Psychology (Diplom-Psychologe) grade “1.8” [A-B]), Minor: Medicine.
 Thesis: “EEG und simulierte Schwerelosigkeit [EEG and simulated micro-gravity”].
 Supervisor: Prof. Dr. Dieter Vaitl

Research Experience

- 7/2015-present Professor in the Department of Educational & Counseling Psychology, University
 of Louisville, KY, USA
- 8/2010-7/2015 Associate Professor in the Department of Educational & Counseling Psychology,
 University of Louisville, KY, USA
- 6/2007-7/2010 Assistant Professor in the Department of Educational & Counseling Psychology,
 University of Louisville, KY, USA
- 4/2005-5/2007 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)
- 10/2001-9/2007 Assistant Professor in Clinical and Developmental Psychology, University
 of Tübingen, Germany
- 1/2000-9/2001 Post-Doctoral Position, DFG- Graduate School “Lifestyles, Social Inequalities,
 and Health Promotion“, University of Tübingen, Germany
- 10/1996-10/1999 Doctoral studies (Prof. Dr. Martin Hautzinger), University of Tübingen &
 University of Mainz, Germany
- 10/1993-12/1994 Student Research Assistant, Division “Educational Psychology”, Department of
 Psychology, University of Giessen, Germany
- 11/1992-8/1993 Student Research Assistant, Division “Clinical & Physiological
 Psychology”, Department of Psychology, University of Giessen, Germany

Clinical Training, Internships, and Experience

- 8/2018-present Director of the Cardinal Success Program, Department of Educational and
 Counseling Psychology, University of Louisville, KY, USA
- 12/2012-present Registered EuroPsy Psychologist; Specified context: Clinical and Health
- 12/2008-present Licensed Psychologist in Kentucky (No. 130829)
- 12/2002-4/2005 Therapist and supervisor in the outpatient clinic of the Psychology Department,
 University of Tübingen, Germany
- 11/2002-present Licensed as Psychotherapist in Germany

² “Habilitation” is a term used within the university system in Germany and some other European countries. A habilitation qualifies for being admitted as Associate or Full Professor at a university.

10/1999-11/2002	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)
1/2002 – 10/2002	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)
10/2001-9/2002	Internship in the Department of Clinical Psychology, Center for Mental Health, Buergerhospital, Stuttgart, Germany
4/1996-9/1999	Training in Clinical Hypnosis at the German Society for Hypnosis (including the requirement of a minimum of 5 documented cases under close supervision)
8/1995-8/2001	Psychotherapy Practice in Frankfurt am Main, Germany

Teaching Experience

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

- 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 paraverbal communication

Since 1998 – Instructor of 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

- Advanced Practicum in Counseling Psychology (graduate students)
- Advanced Theories of Counseling and Psychotherapy (graduate students)
- Empirical and Theoretical Foundations of Counseling and Psychotherapy (graduate students)
- Practicum in Counseling Psychology (graduate students)
- Practicum in Mental Health (graduate students)
- Psychotherapy Research (graduate students)
- Stress-Management (graduate students & undergraduates)
- Theories and Techniques of Counseling and Psychotherapy (graduate students)
- Treatment of Anxiety Disorders (graduate students)

Assessment

Practicum in Psychological Assessment (graduate students)
Evaluation and Measurement (graduate students)
Psychological Assessment I (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

Awards

2021	2021 Psychologist of the Year Award, Kentucky Psychological Association (received)
2020-2021	Student Champion, nominated by students for providing exceptional or critical support during the COVID-19 pandemic, University of Louisville (received)
2019-2020	Faculty Favorite, nominated by students for outstanding teaching, University of Louisville (received)
2018	Outstanding Mentor Award, nominated by students for outstanding mentoring, Kentucky Psychological Foundation (KPF) (nominated)
2016	Commonwealth Scholar, Commonwealth Institute of Kentucky (CIK), School of Public Health and Information Sciences, University of Louisville (received)
2015-2016	Faculty Favorite, nominated by students for outstanding teaching, University of Louisville (received)
2015	University of Louisville Distinguished Faculty Award for Outstanding Scholarship, Research, and Creative Activity within the Category of Social Science (nominated)
2013	Outstanding Mentor Award, nominated by students for outstanding mentoring, Kentucky Psychological Association (KPA) (received)
2010-2011	Faculty Favorite, nominated by students for outstanding teaching, University of Louisville (received)
2009	Outstanding Mentor Award, nominated by students for outstanding mentoring, Kentucky Psychological Association (KPA) (nominated)
2009	Faculty Favorite, nominated by students for outstanding teaching, University of Louisville (received)
2005	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” (received)
2004	World Congress of Behavioral and Cognitive Therapies Travel Award, Kobe, Japan from the German Research Foundation (Deutsche Forschungsgemeinschaft –DFG) (received)

Received Research and Service Grants/Contracts (~\$5.3 million direct costs)

1. “Cardinal Success Program – Extension & Expansion” Jewish Heritage Fund for Excellence, 8/2022-7/2025. \$408,867 direct costs, Role: Director
2. Service contract with Kentucky Care Coordination Program, 7/2022-6/2024. \$90,000 direct costs, Role: Director

3. Renewal of service contract with Kentucky Department of Juvenile Justice, 7/2022-6/2024. \$40,000 direct costs, Role: Director
4. Service contract with Have-a-Heart clinic, 8/2022-7/2023. \$15,000 direct costs, Role: Director
5. “Mothers with Complex Pregnancies: How do Unanswered Prayers and Spiritual Struggles Affect their Mental Health?” Exploration and Analysis Grants for Expanded Research (EAGER) Program Penn State Harrisburg, 1/2022 – 12/2022, \$12,548 direct costs, Role: Co-Investigator
6. “BHWET, Behavioral Health Workforce Education and Training Program.” Health Resources and Services Administration (HRSA), 9/2021 – 6/2025, \$1,864,560 direct costs, Role: Senior/Key Personnel
7. “Cardinal Success Program 2.0 – Evaluation to Long-Term Expansion.” Jewish Heritage Fund for Excellence, 8/2021-7/2022. \$124,350 direct costs, Role: Director
8. Service contract with Kentucky Department of Juvenile Justice, 7/2020-6/2022. \$40,000 direct costs, Role: Director
9. “Cardinal Success – Telehealth.” Jewish Heritage Fund for Excellence, 6/2020. \$9,450 direct costs, Role: Director
10. “Cardinal Success Program@Shawnee – Testing Material” Oxley Foundation, 3/2020. \$4,000 direct costs, Role: Director
11. “Primary Care and Community Based Prevention of Mental Disorders in Adolescents” Patient-Centered Outcomes Research Institute (PCORI), 1/2019 – 12/2023, \$627,819 direct costs, Role: Site-Primary Investigator
12. “The TIMIS Project: Trauma-Informed Mental Health Interpreting Services for Victims of Domestic Violence.” Cooperative Consortium for Transdisciplinary Social Justice Research, 8/2018 – 7/2019. \$10,000 direct costs, Role: Co-Principal Investigator
13. “What makes prevention work? Cultural adaptation of an effective program for African-American adolescents” University of Louisville, Office of Community Engagement, 8/2017 – 7/2019. \$5,000 direct costs, Role: Co-Principal Investigator
14. “Influence of Teaching Behavior on Academic Achievement and Well-Being in Middle-School Students” Women Investing in Education, 1/2015 – 12/2015. \$2,110 direct costs, Role: Principal Investigator
15. “Gilda’s Club – UofL Pilot Study” University of Louisville, Office of the Executive Vice President for Research and Innovation, 1/2014 – 12/2014. \$5,000 direct costs, Role: Principal Investigator
16. “Gilda’s Club – UofL Pilot Study” University of Louisville, CEHD, Research and Faculty Development Grant, 4/2013 – 3/2014. \$2,170 direct costs, Role: Principal Investigator
17. “Teacher behavior – A 360° view.” University of Louisville, CEHD, Research and Faculty Development Grant, 8/2010 – 4/2011. \$2,367 direct costs, Role: Principal Investigator
18. “How important are teachers and are all teachers equally important? A retrospective study to investigate the influence of different school teachers on psychological well-being in students.” University of Louisville, CEHD, Research and Faculty Development Grant, 7/2010 – 4/2011. \$994 direct costs, Role: Principal Investigator
19. “FCTHS – Influence of teacher behavior on behavior problems in the school setting.” University of Louisville, CEHD, Research and Faculty Development Grant, 3/2009 – 11/2009. \$4,261 direct costs, Role: Principal Investigator

20. “National Secondary EBD Center” Institute of Education Science (IES) at the Department of Education. 7/2008 – 6/2011, \$873,000 direct costs, Role: Project Associate
21. Extension grant of “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. 11/2007 – 10/2009. \$246,000 (EURO 170,000) direct costs, Role: Co-Principal Investigator
22. “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, Role: Principal Investigator
23. “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, Role: Co-Principal Investigator
24. “Social information processing as a mediation model, and their influence on depressive and aggressive behavior.” 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, Role: Principal Investigator
25. “EEG Alpha-asymmetry: Risk factor or symptom of depression.” Wilhelm Schuler-Foundation, 10/2004 – 9/2007. \$11,250 (EURO 9,000) direct costs, Role: Principal Investigator
26. “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. \$153,500 (232,000 DM) direct costs, Role: Principal Investigator
27. “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, Role: Principal Investigator
28. “Connections between cognitive schemata following Beck and the Three-Level-Approach of emotions following Lang.” University of Tübingen, Research Grant, 9/2001 – 8/2002. \$18,000 (27,200 DM) direct costs, Role: Principal Investigator
29. “Expanding of the startle paradigm to neurohumoral variables in spider-phobic individuals.” University of Tübingen, Research Grant, 9/2000 – 8/2001. \$8,000 (12,000 DM) direct costs, Role: Co-Principal Investigator

Publications (* = current or previous students)

Journal Articles (peer reviewed)

1. Dondanville, A. A.*, Bordewyk, A.*, & **Pössel, P.** (in press). Role of rumination in the association between discrimination and adolescents’ mental and physical health. *Journal of Child and Family Studies*.
2. Gladstone, T. R. G., Feinstein, R. T., Fitzgibbon, M. L., Schiffer, L., Berbaum, L., Lefaiver, C., **Pössel, P.**, Diviak, K., Wang, T., Knepper, A. K., Sanchez-Flack, J., Rusiewski, C., Potts, D., Buchholz, K. R., Myers, T. L., & Van Voorhees, B. W. (in press). PATH 2 Purpose: Design of a comparative effectiveness study of prevention programs for adolescents at-risk for depression in the primary care setting. *Contemporary Clinical Trials*.

3. Gladstone, T. R. G., Schwartz, J. A. J., **Pössel, P.**, Richer, A. M., Buchholz, K. R., Rintell, L. S. (in press). Depressive symptoms among adolescents: Testing vulnerability-stress and protective models in the context of COVID-19. *Child Psychiatry & Human Development*.
4. Immekus, J., Winkeljohn Black, S., Jeppsen, B., & **Pössel, P.** (in press). Using Exploratory Structural Equation Modeling to examine the psychometric properties of multidimensional prayer instruments: An illustration with the Prayer Frequency Scale. *Mental Health, Religion & Culture*.
5. Marchetti, I. & **Pössel, P.** (in press). Cognitive triad and depressive symptoms in adolescence: specificity and overlap. *Child Psychiatry and Human Development*.
6. **Pössel, P.**, Mitchell, A. M., Harbison, B.*, & Fernandez-Botran, G. R. (in press). Association of negative attribution style with depressive symptoms and cortisol in informal cancer caregivers and non-caregivers: a cross-sectional study. *Supportive Care in Cancer*.
7. **Pössel, P.** & Roane, S. J.* (in press). Depressive Symptoms, Cognitive Styles, and Blood Pressure in Community College Students. *Journal of American College Health*.
8. Seely, H. D.* & **Pössel, P.** (in press). Parenting behavior and adolescent affect: Bidirectionality and the role of gender. *Journal of Family Issues*.
9. Jeppsen, B., Winkeljohn Black, S., **Pössel, P.**, & Rosmarin, D. (2022). Does closeness to God mediate the relationship between prayer and mental health in Christian, Jewish, and Muslim samples? *Mental Health, Religion & Culture*, 25(1), 99-112.
<https://doi.org/10.1080/13674676.2021.2024801>
10. Mitchell, A. M., Seeley, H. D., & **Pössel, P.** (2022). Intersections of health, economic, and social concerns during the COVID-19 pandemic in the United States: Associations with mental health. *International Perspectives in Psychology: Research, Practice, Consultation*, 11(3), 178-187.
<https://doi.org/10.1027/2157-3891/a000044>
11. **Pössel, P.**, Gaskins, J., Gu, T.*, & Hautzinger, M. (2022). Migration background, gender, and the prevention of depressive symptoms: A secondary analysis. *The Counseling Psychologist*, 50(2), 150–176. <https://doi-org.echo.louisville.edu/10.1177/00110000211052640>
12. **Pössel, P.**, Wood, T.*, & Roane, S. J.* (2022). Are Negative Views of the Self, World, and Future Mediators of the Relationship between Subjective Social Status and Depressive Symptoms? *Behavioural and Cognitive Psychotherapy*, 50(1), 122-126.
<https://doi.org/10.1017/S1352465821000394>
13. Smith, E.* & **Pössel, P.** (2022). Exploring the relation between adolescents' number of perceived reasons for discrimination and depressive symptoms. *Research on Child and Adolescent Psychopathology* 50(4), 549–560. <https://doi.org/10.1007/s10802-021-00875-0>
14. Smith, E.* & **Pössel, P.** (2022). The associations between everyday discrimination, brooding, reflection, and symptoms of depression in adolescents. *Journal of Child and Family Studies*, 31(6), 1630-1644. <https://doi.org/10.1007/s10826-022-02314-0>
15. Valentine, J. C., Cheung, M. W.-L., Smith, E. J.*, Alexander, O.*, Hatton, J. M., Hong, R. Y., Huckaby, L. T.*, Patton, S. C.*, **Pössel, P.**, & Seeley, H. D.* (2022). A primer on meta-analytic structural equation modeling: The case of depression. *Prevention Science*, 23, 346-365.
<https://doi.org/10.1007/s11121-021-01298-5>

16. Marchetti, I., **Pössel, P.**, & Koster, E. (2021). The architecture of cognitive vulnerability to depressive symptoms in adolescence: A longitudinal network analysis study. *Research on Child and Adolescent Psychopathology*, 49(1), 267-281. <https://doi.org/10.1007/s10802-020-00733-5>
17. Pittard, C. M.*, **Pössel, P.**, Adelson, J. L., Spence, S. H., Sheffield, J., & Sawyer, M. G. (2021). The conceptualization of the Positive Cognitive Triad and associations with depressive symptoms in Adolescents. *Child Psychiatry & Human Development*, 52 (5), 903-915. <https://doi.org/10.1007/s10578-020-01062-w>
18. Berghuis, K. J.*, **Pössel, P.**, & Pittard, C. M.* (2020). Perceived discrimination and depressive symptoms: Is the cognitive triad a moderator or mediator? *Child & Youth Care Forum*, 49, 647-660. doi: 10.1007/s10566-019-09537-1
19. **Pössel, P.**, Roane, S. J.*, & Hautzinger, M. (2020). Does frontal brain activity mediate the effect of depression prevention in adolescents? A pilot study. *International Journal of Psychology*, 55, 40-47. doi: 10.1002/ijop.12573
20. **Pössel, P.** & Smith, E.* (2020). Integrating Beck's Cognitive Theory of Depression and the Hopelessness Model in an adolescent sample. *Journal of Abnormal Child Psychology*, 48, 435-451. doi: 10.1007/s10802-019-00604-8
21. Adelson, J. L., Cash, K. M.*, Sherretz, C., **Pössel, P.**, & Blackburn, A. D.* (2019). Measuring reading self-perceptions and enjoyment: Development and psychometric properties of the Reading and Me Survey. *Journal of Advanced Academics*, 30, 355-380. doi: 10.1177/1932202X19843237
22. Dondanville, A. A.* & **Pössel, P.** (2019). The impact of cognitive styles and depressive symptoms on the relation between perceived everyday discrimination and blood pressure in adolescents. *Translational Issues in Psychological Science*, 5, 335-345. doi: 10.1037/tps0000206
23. Harbison, B. R.*, **Pössel, P.**, & Roane, S. J.* (2019). Relations of subjective social status and brooding with blood pressure. *International Journal of Behavioral Medicine*, 26, 278-285. doi: 10.1007/s12529-019-09784-5
24. Hayes, L.*, **Pössel, P.**, & Roane, S. J.* (2019). Perceived everyday discrimination and depressive symptoms: Does cognitive style mediate? *Journal of Counseling and Development*, 97, 427-436. doi:10.1002/jcad.12291
25. **Pössel, P.**, Mitchell, A. M., Harbison, B.*, & Fernandez-Botran, G. (2019). Repetitive negative thinking, depressive symptoms, and cortisol in informal cancer caregivers and non-caregivers. *Oncology Nursing Forum*, 46, E202-E210. doi: 10.1188/19.ONF.E202-E210
26. **Pössel, P.** & Pittard, C. M.* (2019). Integrating the Hopelessness Model and the Response Style Theory in an adolescent sample. *Journal of Abnormal Child Psychology*, 47, 695-706. doi: 10.1007/s10802-018-0465-z
27. **Pössel, P.** & Smith, R. J.* (2019). Teaching behavior and emerging adults' depressive symptoms: Effects of perceived observer-model similarity. *Journal of Child and Family Studies*, 28, 64-72. doi: 10.1007/s10826-018-1250-x
28. Burton, S.*, Hooper, L. M., Tomek, S., Cauley, B.*, Washington, A., & **Pössel, P.** (2018). The mediating effects of parentification on the relation between parenting behavior and well-being and depressive symptoms in early adolescents. *Journal of Child and Family Studies*, 27, 4044-4059. doi: 10.1007/s10826-018-1215-0

29. Pössel, P., Burton, S. M.*, Cauley, B.*, Sawyer, M. G., Spence, S. H., & Sheffield, J. (2018). Associations between social support from family, friends, and teachers and depressive symptoms in adolescents. *Journal of Youth and Adolescence*, *47*, 398-412. doi: 10.1007/s10964-017-0712-6
30. Pössel, P., Smith, E.*, & Alexander, O.* (2018). LARS&LISA: A universal school-based cognitive-behavioral program to prevent adolescent depression. *Psicologia: Reflexão e Crítica | Psychology: Research and Review*, *31*, 23. doi: 10.1186/s41155-018-0104-1.
31. Pössel, P., Winkeljohn Black, S.*, & Jeppsen, B. D.* (2018). Does rumination mediate the association of private prayer with depression? A cross-sectional study. *Psychological Studies*, *63*, 346-358. doi: 10.1007/s12646-018-0464-8
32. Barnard, A. D.*, Adelson, J. L., & Pössel, P. (2017). Associations between perceived teaching behaviors and affect in upper elementary school students. *Early Child Development and Care*, *187*, 1795-1808. doi: 10.1080/03004430.2016.1190921
33. Busch, L. Y.*, Pössel, P., & Valentine, J. C. (2017). Meta-analyses of cardiovascular reactivity to rumination: A possible mechanism linking depression and hostility to cardiovascular disease. *Psychological Bulletin*, *143*, 1378-1394. doi: 10.1037/bul0000119
34. Cauley, B.*, Immekus, J. C., & Pössel, P. (2017). An investigation of African American and European American students' perception of teaching behavior. *Journal of School Psychology*, *65*, 28-39. doi: 10.1016/j.jsp.2017.06.005
35. Cauley, B.*, Pössel, P., Winkeljohn Black, S.*, & Hooper, L. M. (2017). Teaching behavior and positive and negative affect in high school students: Does students' race/ethnicity matter? *School Mental Health*, *9*, 334-346. doi: 10.1007/s12310-017-9219-2
36. Mitchell, A. M.* & Pössel, P. (2017). Repetitive thinking: The link between caregiver burden and depressive symptoms. *Oncology Nursing Forum*, *44*, 210-216. doi: 10.1188/17.ONF.210-216
37. Mitchell, A. M.*, Pössel, P., Van Voorhees, B. W., & Eaton, W. W. (2017). Associations of depression status and hopelessness with breast cancer: A 24-year follow-up study. *Journal of Health Psychology*, *22*, 1322-1331. doi: 10.1016/j.jchp.2017.07.011
38. Pittard, C. M.*, Pössel, P., & Lau, T.* (2017). Inferential style, school teachers, and depressive symptoms in college students. *International Journal of Emotional Education*, *9*, 20-36.
39. Pössel, P. (2017). Comparing different sequential mediational interpretations of Beck's Depression model in adolescents. *Journal of Youth and Adolescence*, *46*, 725-743. doi: 10.1007/s10964-016-0551-x
40. Pössel, P. & Winkeljohn Black, S.* (2017). Can the Hopelessness Model of Depression and the Response Style Theory be integrated? *Journal of Counseling and Development*, *95*, 180-191. doi: 10.1002/jcad.12130
41. Roane, S. J.*, Pössel, P., Mitchell, A. M.*, & Eaton, W. W. (2017). Associations of depression status and hopelessness with blood pressure: A 24 year follow-up study. *Psychology, Health & Medicine*, *22*, 761-771. doi: 10.1080/13548506.2017.1281977
42. Winkeljohn Black, S.*, Mollazade, J., Mohammadnia, S., & Pössel, P. (2017). Factor structure and psychometric properties of the Cognitive Error Questionnaire in a sample of Iranian college students. *International Journal of Cognitive Therapy*, *10*, 206-218. doi: 10.1521/ijct.2017.10.3.206.
43. Winkeljohn Black, S.*, Pössel, P., Rosmarin, D. H., Tariq, A.*, & Jeppsen, B. D.* (2017). Prayer Type, Disclosure, and Mental Health Across Religious Groups. *Counseling and Values*, *62*, 216-234. doi: 10.1002/cvj.12060

44. Pössel, P., Rakes, C., Rudasill, K. M., Sawyer M. G., Spence, S. H., & Sheffield, J. (2016) Associations between teacher-reported school climate and depressive symptoms in Australian adolescents: A 5-year longitudinal study *School Mental Health, 8*, 425-440. doi: 10.1007/s12310-016-9191-2
45. Winkeljohn Black, S.*, Pössel, P., & Dietz, A. (2016). Understanding Student Drinking Patterns: Does Shame-Proneness Matter? *Journal of Drug Education, 46*, 82-95. doi: 10.1177/0047237917728357
46. Jeppsen, B. D.*, Pössel, P., Bjerg, A. C.*, Winkeljohn Black, S.*, & Wooldridge, D. T.* (2015). Closeness and control: Exploring the relationship between prayer and mental health. *Counseling and Values, 60*, 164-185. doi: 10.1002/cvj.12012
47. Pittard, C. M.*, Pössel, P., & Smith, R. J.* (2015). Teaching Behavior Questionnaire: Verifying factor structure and investigating depressive symptoms in Catholic middle and high schools. *Psychology in the Schools, 52*, 892-905. doi: 10.1002/pits.21865
48. Pössel, P., Mitchell, A. M. *, Ronkainen, K., Kaplan, G. A., Kauhanen, J., & Valtonen, M. (2015). Do depressive symptoms predict the incidence of myocardial infarction independent of hopelessness? *Journal of Health Psychology, 20*, 60-68. doi: 10.1177/1359105313498109
49. Pössel, P., Mitchell, A. M.*, Sjögren, E., & Kristenson M. (2015). Do depressive symptoms mediate the relationship between hopelessness and diurnal cortisol rhythm? *International Journal of Behavioral Medicine, 22*, 251-257. doi: 10.1007/s12529-014-9422-6
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36. 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.
37. 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.
38. **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.

39. **Pössel, P.** (2000). *Hypnose im Rahmen von Kognitiver Verhaltenstherapie bei Depression*. [Hypnosis within Cognitive Behavioral Therapy of depression] Muellheim, Germany: Auditorium.
40. **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 or resubmission requested

1. Bordewyk, A.*, Jeppsen, B., **Pössel, P.**, & Winkeljohn Black, S. (submitted). Prayer experience moderates the relationship between private prayer and rumination.
2. Burton, S. M.* & **Pössel, P.** (submitted). The middle school blues: Examining the temporal directionality between teaching behavior and early adolescents' affect.
3. Cauley B.*, Dondanville, A. A.*, & **Pössel, P.** (submitted). Examining the temporal directionality between teaching behavior and affect in high school students.
4. **Pössel, P.** & Dondanville A. A.* (submitted). Perceived Everyday Discrimination and Dysfunctional Attitudes in Cardiovascular Behavioral Medicine.
5. **Pössel, P.**, Seely, H. D.* & Mitchell, A. M. (submitted). Different Repetitive Negative Thinking Styles, COVID-Related Stress, and Mental Health.
6. Sacco, A.*, **Pössel, P.** & Roane, S. J.* (submitted). Perceived Discrimination and Depressive Symptoms: What Role does the Cognitive Triad Play?
7. Seely, H. D.* & **Pössel, P.** (submitted). The role of parent behavioral consistency and offspring's gender in adolescent positive and negative affect.
8. Seely, H. D.*, **Pössel, P.**, Mitchell, A. M., Roane, S. J.*, Harbison, B.*, Pittard, C. M.*, Fernandez-Bortran, G. R., & Knopf, K. (submitted). Cognitive style, depressive symptoms, and cortisol: Using a vulnerability-stress model to understand stress in Oncology Nurses.
9. Seely, H. D.*, **Pössel, P.**, & Roane, S. J.* (submitted). Cognitive style moderating between subjective social status and depressive symptoms.
10. Visalli, K. M.*, **Pössel, P.**, Barnard, A. G*., & Adelson, J. L. (submitted). The influence of parenting behavior on positive and negative affect in elementary age children.
11. Widmer, H. * & **Pössel, P.** (submitted). Examining the Relation of Perceived Everyday Discrimination (PED), Cognitive Errors, and Depressive Symptoms: The Nature of Chronic Stress.

Invited presentations and colloquia

1. **Pössel, P.** (August, 2022). Mental Health: A Crisis in America. Nystrand Center Speaker Series. *Nystrand Center of Excellence in Education. University of Louisville, Louisville, KY, USA.*
2. **Pössel, P.** (March, 2019). School-based prevention of adolescent depression: What we know, what we don't know, and what's next? *Department of Psychological and Brain Sciences at the University of Louisville, Louisville, KY, USA.*

3. **Pössel, P.** & Sell A. (March, 2019). TIM&SARA – Cultural Adaptation of a Social-Emotional Competency Program for Adolescents. *UofL Engaged Scholarship Symposium*, Louisville, KY, USA.
4. **Pössel, P.** (October, 2018). The Cardinal Success Program. *Commonwealth Institute of Kentucky Fall 2018 Research Meeting*, Louisville, KY, USA.
5. **Pössel, P.** (May, 2018). Psychology Here and There. *Department of Psychology, University of Fribourg*, Fribourg, Switzerland.
6. **Pössel, P.** (May, 2018). Depressive Störungen bei Kindern und Jugendlichen [Depressive Disorders in Children and Adolescents]. *Center for Psychotherapy, University of Fribourg*, Fribourg, Switzerland.
7. **Pössel, P.** (June, 2016). Evidenz zur schulbasierten Prävention von Depression bei Jugendlichen: Was wir wissen, was wir nicht wissen und was jetzt? [Evidence to school-based prevention of depression in adolescents: What we know, what we don't know, and what now?]. *Department of Psychology, University of Fribourg*, Fribourg, Switzerland.
8. **Pössel, P.** (December, 2014). Schulbasierte Prävention von Depression bei Jugendlichen: Was wir wissen, was wir nicht wissen und was jetzt? [School-based Prevention of depression in adolescents: What we know, what we don't know, and what now?]. *Department of Psychology, University of Potsdam*, Potsdam, Germany.
9. **Pössel, P.** (March, 2014). Science, Public Education, & Advocacy. How are they connected and why bother? *2014 Kentucky Psychological Foundation Spring Academic Conference*, Wilmore, KY.
10. **Pössel, P.** (July, 2013). Evidence about school-based prevention of adolescent depression: What we know, what we don't know, and what's next? *DFG-Graduate School "Learning, Educational Achievement, and Life Course Development" at the University Tübingen*, Tübingen, Germany.
11. **Pössel, P.** (July, 2013). *Werkstattgespräch: Design und Implementierung von Präventionsstudien* [Workshop discussion: Design and implementation of prevention studies]. *DFG-Graduate School "Learning, Educational Achievement, and Life Course Development" at the University Tübingen*, Germany.
12. **Pössel, P.** (June, 2012). Prävention in der Schule am Beispiel der Depression [Prevention in schools – the example of depression]. *Depressive Störungen im Kindes- und Jugendalter – Herausforderungen für die Gesellschaft und das Gesundheitswesen in Bayern?* [Depressive disorders in childhood and adolescence – Challenges for the society and health care in Bavaria?], Bavarian Ministry of Environment and Public Health, Munich, Germany.
13. **Pössel, P.** (October, 2011). Teacher influence on depression in their students. *Division of Child, Adolescent, and Family Psychiatry, Department of Psychiatry and Behavioral Science, University of Louisville*, Louisville, KY.
14. **Pössel, P.** (May, 2008). Prävention von Depression bei Jugendlichen [Prevention of depression in adolescents]. *Department of Psychology, Saarland University*, Saarbruecken, Germany.
15. **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.

16. **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.*
17. **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.*
18. **Pössel, P.** (November, 2006). Social information processing and prevention of depression in adolescents. *Department of Psychology, Georg Mason University, Fairfax, VA.*
19. **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.*
20. **Pössel, P.** (March, 2006). Depression in adolescents: social information processing and prevention. *California School of Professional Psychology, Alliant International University, Fresno, CA.*
21. **Pössel, P.** (December, 2005). Prävention von Depression bei Jugendlichen [Prevention of depression in adolescents]. *Department of Psychology, University of Bielefeld, Bielefeld, Germany.*
22. **Pössel, P.** (October, 2005). Differential analyses of prevention of depression in adolescents. *Department of Psychology, Vanderbilt University, Nashville, TN.*
23. **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.*
24. **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.*
25. **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.*
26. **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.*
27. **Pössel, P.** (September, 2003). Universal prevention of self-reported depressive symptoms among adolescents. *Department of Psychology & Human Development, Vanderbilt University, Nashville, TN.*
28. **Pössel, P.** (September, 2003). Prevention of depression among adolescents. *John F. Kennedy Center for Research on Human Development, Vanderbilt University, Nashville, TN.*
29. **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.*

30. **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.*

Conference presentations (peer reviewed)

1. Ashton, R., Sacco, A., **Pössel, P.**, & Winkeljohn Black, S., Jeppsen, B. D., & Rosmarin, D. (April, 2022). Do Brooding and Reflection Mediate the Relationships between Prayer Type and Depressive Symptoms. *Kentucky Psychological Science Conference 2022.* Louisville, KY.
2. Pancost, S. & **Pössel, P.** (April, 2022). Do Dysfunctional Attitudes Mediate or Moderate the Association Between Everyday Discrimination and Symptoms of Depression in Adolescents? *Kentucky Psychological Science Conference 2022.* Louisville, KY.
3. **Pössel, P.**, Seely, H., Gaskins, J., & Hautzinger, M. (September, 2022). Comprehensive prevention: An evaluation of peripheral outcomes of a school-based prevention program. 52th European Association for Behavioural and Cognitive Therapies - EABCT 2022. Barcelona, Spain.
4. Seely, H., Gaskins, J., **Pössel, P.**, & Hautzinger, M. (April, 2022). Comprehensive Prevention: Peripheral Outcomes of a Depression Prevention Program. *Kentucky Psychological Science Conference 2022.* Louisville, KY.
5. Seely, H., **Pössel, P.**, & Roane, S. J. (August, 2022). Cognitive style as a moderator between subjective social status and depressive symptoms. *130th Annual Convention of the American Psychological Association (APA),* Minneapolis, MN, USA.
6. Alexander, O., **Pössel, P.**, Winkeljohn Black, S., & Jeppsen, B. (March, 2021). The Impact of Gender and Prayer Frequency on Mental Health. *Spring Research Conference 2021.*
7. **Pössel, P.**, Gaskins, G., Gu, T., & Hautzinger, M. (May, 2021). The effects of migration background and gender on prevention of adolescent depression: A cluster-randomized control group study. *38. Symposium Klinische Psychologie und Psychotherapie.* Virtual.
8. Seely, H., **Pössel, P.**, Gaskins, J., & Hautzinger, H. (April, 2021). Comprehensive Prevention: A Secondary Analysis of Peripheral Outcomes of a School-based Prevention Program. *SRCD 2021 Virtual Biennial Meeting.*
9. Burton, S., Seely, H., Hatton, J. **Pössel, P.**, Van Voorhees, B., & Gladstone, T. (February, 2020). PATH 2 Purpose: A Multi-Site Comparative Effectiveness Research Trial Evaluating Two Adolescent Depression-Prevention Interventions Within Major Health Systems. *Graduate Student Regional Research Conference 2020,* Louisville, KY, USA.
10. Harbison, B. R., **Pössel, P.**, & Roane, S. J. (April, 2020). Disparities in Cardiovascular Health: The Roles of Subjective Social Status and Brooding. *2020 Conference for the Society for Counseling Psychology,* New Orleans, Louisiana, USA.
11. Sell, A., **Pössel, P.**, & Roane, S. J. (February, 2020). Does Rumination Mediate the Relation Between Perceived Discrimination and Depressive Symptoms? *Graduate Student Regional Research Conference 2020,* Louisville, KY, USA.
12. Harbison, B. R., **Pössel, P.**, & Roane, S. J. (September, 2019). Brooding, Subjective Social Status, and Blood Pressure: A Case for Diathesis-Stress. *Big Apple Health Psychology Colloquium,* New York, New York, USA.

13. Harbison, B. R., **Pössel, P.**, & Roane, S. J. (March, 2019). The Relations Between Subjective Social Status, Rumination, and Mental and Physical Health. *4th Annual Convention for the International Association for Psychological Sciences (IAPS)*, Paris, France.
14. Jeppsen, B., Winkeljohn Black, S., **Pössel, P.**, Rosmarin, D., & Tariq, A. (April, 2019). Prayer and closeness to God in three different religious samples. *91st Annual Midwestern Psychological Association Conference*, Chicago, IL, USA.
15. Pittard, C. M., **Pössel, P.**, Adelson, J. L., Sheffield, J., Spence, S. H., & Sawyer, M. G. (November, 2019). The conceptualization of the positive cognitive triad and associations with depressive symptoms in adolescents. *Association for Behavioral and Cognitive Therapies 53rd Annual Convention*, Atlanta, GA, USA
16. **Pössel, P.**, Gaskins, G., Gu, T., & Hautzinger, M. (December, 2019). The effects of migration status and gender on prevention of adolescent depression. *9th Global Consortium for the Prevention of Depression Meeting 2019*. York, United Kingdom.
17. **Pössel, P.** (July, 2019). From LARS&LISA to TIM&SARA and Beyond. Cultural Adaptations of a School-Based Universal Prevention Program of Adolescent Depression. *9th World Congress of Behavioural and Cognitive Therapies 2019*, Berlin, Germany.
18. **Pössel, P.** (July, 2019). Breaking new Ground: Expanding the Reach of Prevention of Depression in Adolescents. *9th World Congress of Behavioural and Cognitive Therapies 2019*, Berlin, Germany (Symposium Chair).
19. **Pössel, P.** (July, 2019). Off to new Horizons: Transnational/transcultural Adaptations of Adolescent Depression Prevention Programs. *9th World Congress of Behavioural and Cognitive Therapies 2019*, Berlin, Germany (Symposium Chair).
20. **Pössel, P.**, Gaskins, G., Gu, T., & Hautzinger, M. (July, 2019). Migration status, gender, and the effects of depression prevention A cluster-randomized control group study. *9th World Congress of Behavioural and Cognitive Therapies 2019*, Berlin, Germany.
21. Sell, A., Jeppsen, B., **Pössel, P.**, & Winkeljohn Black, S. (April, 2019). The role of prayer experience in the association between private prayer and brooding rumination. *Great Lakes Regional Counseling Psychology Conference*. Louisville, KY, USA.
22. Berghuis, K. J., **Pössel, P.**, & Pittard, C. M. (August, 2018). Discrimination, Depression, and Cognitive Triad in Adolescents: Moderator or Mediator? *126th Annual Convention of the American Psychological Association (APA)*, San Francisco, CA, USA.
23. Berghuis, K. J., **Pössel, P.**, & Pittard, C. M. (April, 2018). Is the Cognitive Triad a Moderator or Mediator in the Association between Discrimination and Depressive Symptoms in Adolescents? *Great Lakes Regional Counseling Psychology Conference*. Kalamazoo, MI, USA.
24. Harbison, B.R., **Pössel, P.**, & Roane, S. J. (March 2018). Relations of subjective social status and perseverative thought with blood pressure. *76th Annual Scientific Meeting of the American Psychosomatic Society*, Louisville, KY, USA.
25. Harbison, B.R., **Pössel, P.**, & Roane, S. J. (March 2018). Do preservative cognition and subjective social status relate to blood pressure? *Spring Research Conference 2018*, Louisville, KY, USA.
26. Hayes, L., **Pössel, P.**, & Roane, S. J. (August, 2018). Association between discrimination and depression: Is cognitive style a mediator? *126th Annual Convention of the American Psychological Association (APA)*, San Francisco, CA, USA.

27. Hayes, L., **Pössel, P.**, & Roane, S. J. (April, 2018). Perceived Everyday Discrimination and Depressive Symptoms: Does Cognitive Style Mediate this Association? *2018 Kentucky Psychological Foundation Spring Academic Conference*, Richmond, KY, USA.
28. Hayes, L., **Pössel, P.**, & Roane, S. J. (April, 2018). Examining the Association between Perceived Everyday Discrimination and Depressive Symptoms: Is Cognitive Style a Mediator? *Great Lakes Regional Counseling Psychology Conference*, Kalamazoo, MI, USA.
29. Hayes, L., **Pössel, P.**, & Roane, S. J. (March 2018). Examining the Association between Perceived Everyday Discrimination and Depressive Symptoms: Is Cognitive Style a Mediator? *Spring Research Conference 2018*, Louisville, KY.
30. Marshall, A. A. & **Pössel, P.** (August, 2018). Is cognitive style a mediator between discrimination and depressive symptoms? *126th Annual Convention of the American Psychological Association (APA)*, San Francisco, CA, USA.
31. Marshall, A. A. & **Pössel, P.** (April, 2018). Does the Cognitive Style Mediate the Association between Discrimination and Depressive symptoms in Adolescents? *Great Lakes Regional Counseling Psychology Conference*. Kalamazoo, MI, USA.
32. **Pössel, P.** (October, 2018). Teaching Behavior: An Opportunity for a Context Based Prevention Approach? *Global Consortium for the Prevention of Depression Meeting 2018*. Palma de Mallorca, Spain.
33. **Pössel, P.** (August, 2018). How does Discrimination make us (Mentally) Ill? *126th Annual Convention of the American Psychological Association (APA)*, San Francisco, CA, USA (Symposium Chair).
34. **Pössel, P.** (August, 2018). Mental Health, Physical Health, and Academic Achievement in Culturally Diverse Schools *126th Annual Convention of the American Psychological Association (APA)*, San Francisco, CA, USA.
35. **Pössel, P.** (April, 2018). How does Discrimination make us Depressed? *Great Lakes Regional Counseling Psychology Conference*. Kalamazoo, MI, USA (Symposium Chair).
36. **Pössel, P.** (April 2018). Protective, Risk, and Vulnerability Factors of Anxiety and Depression in Minors: From the Laboratory to Prevention. *ADAA 2018 Annual Conference*, Washington, DC, USA (Symposium Chair).
37. **Pössel, P.**, Martin, N. C., Garber, J., & Hautzinger, M. (October, 2018). Specific and Nonspecific Change Mechanisms as Mediators of a Cognitive-Behavioral and a Nonspecific Program of Adolescent Depressive Symptoms. *Global Consortium for the Prevention of Depression Meeting 2018*. Palma de Mallorca, Spain.
38. **Pössel, P.**, Martin, N. C., Garber, J., & Hautzinger, M. (April 2018). Mediators of a Cognitive-Behavioral and a Nonspecific Program of Adolescent Depressive Symptoms. *ADAA 2018 Annual Conference*, Washington, DC, USA.
39. **Pössel, P.** & Smith, E. (August, 2018). Rumination as a Mediator Between Perceived Discrimination and Depressive Symptoms. *126th Annual Convention of the American Psychological Association (APA)*, San Francisco, CA, USA.
40. Smith, R. J., **Pössel, P.**, & Discount, S. (August 2018). Perceived Daily Discrimination, Hardiness, and Depression. *116th Annual Convention of the American Psychological Association (APA)*, San Francisco, CA, USA.

41. Smith, E. & Pössel, P. (April, 2018). The Relation Between Everyday Discrimination, Rumination, and Symptoms of Depression in Adolescents. *2018 Kentucky Psychological Foundation Spring Academic Conference*, Richmond, KY, USA.
42. Smith, E. & Pössel, P. (April, 2018). Does Rumination Mediate the Association Between Perceived Discrimination and Adolescent Depressive Symptoms? *Great Lakes Regional Counseling Psychology Conference*, Kalamazoo, MI, USA.
43. Smith, E. & Pössel, P. (March, 2018). Rumination as a Mediator Between Everyday Discrimination and Depressive Symptoms in Adolescents. *Spring Research Conference 2018*, Louisville, KY, USA.
44. Berghuis, K. J., Pössel, P., & Pittard, C. M. (November, 2017). Does the cognitive triad moderate the relation between discrimination and depressive symptoms among adolescents? *ABCT 51th Annual Convention*, San Diego, CA, USA.
45. Berghuis, K. J., Pössel, P., & Pittard, C. M. (April, 2017). Examining the Relation Between Discrimination, the Cognitive Triad, and Depressive Symptoms in Youth. *Kentucky Psychological Foundation Spring Academic Conference*, Louisville, KY, USA.
46. Burton, S. M. & Pössel, P. (August, 2017). Examining the Directionality Between Teaching Behavior and Early Adolescents' Affect. *125th Annual APA Convention*, Washington, DC, USA.
47. Burton, S. M. & Pössel, P. (April, 2017). The blues papers: Investigating the temporal directionality between teaching behavior and early adolescents' well-being. *SRCD 2017 Biennial Meeting*, Austin, TX, USA.
48. Burton, S. M. & Pössel, P. (April 2017). The blues papers: Examining the temporal directionality between parenting and early adolescents' well-being. *SRCD 2017 Biennial Meeting*, Austin, TX, USA.
49. Burton, S. M. & Pössel, P. (April, 2017). The examination of bidirectional relationships between parenting behavior and early adolescent well-being. *Kentucky Psychological Association Conference*. Louisville, KY, USA.
50. Cauley, B., Pittard, C. M., Snyder, K. E., Pössel, P., & Hooper, L. M. (August, 2017). Depression in the Context of Pubertal Development and Teacher Discrimination. *125th Annual APA Convention*, Washington, DC, USA.
51. Farnum, C., Jeppsen, B., Sell, A., Steffen, M., Winklejohn Black, S., & Pössel, P. (April, 2017) *Closeness to God and the Effectiveness of Self-Disclosure*. Midwestern Psychological Association Annual Meeting, Chicago, IL.
52. Pittard, C. M. & Pössel, P. (April, 2017). *Discrimination, negative inferential style, and depressive symptoms in adolescence*. Great Lakes Regional Counseling Psychology Conference. Muncie, IN.
53. Pittard, C. M., Snyder, K., E., Pössel, P., & Hooper, L. M. (April, 2017). Examining pubertal timing, racial discrimination from teachers, and depressive symptoms using stage-environment fit theory. *SRCD 2017 Biennial Meeting*, Austin, TX.
54. Pössel, P. (August, 2017). How relevant are school-related relationships for students' internalizing problems? *125th Annual APA Convention*, Washington, DC, USA (Symposium Chair).
55. Pössel, P. & Adelson, J. L. (April, 2017). Should Teachers Facilitate Depression Prevention Programs in Schools? *SRCD 2017 Biennial Meeting*, Austin, TX.

56. **Pössel, P.**, Burton, S. M., Sawyer, M. G., Spence, S. H., Sheffield, J. (August, 2017). Support from Family, Friends, and Teachers and Depression in Adolescents. *125th Annual APA Convention*, Washington, DC, USA.
57. Sell, A., Jeppsen, B., Steffen, M., Farnum, C., **Pössel, P.**, & Winklejohn Black, S. (April, 2017) *Prayer Experience Moderates the Relationship between Private Prayer and Rumination*. Midwestern Psychological Association Annual Meeting, Chicago, IL.
58. Steffen, M., Jeppsen, B., Farnum, C., Sell, A., **Pössel, P.**, & Winklejohn Black, S., (April, 2017) *Divine Support not Religious Support: Faith Maturity and Mental Health*. Midwestern Psychological Association Annual Meeting, Chicago, IL.
59. **Pössel, P.**, Horn A. B. & Hautzinger, M. (September, 2016). Is the Social Training the “Active Ingredient” in Cognitive-Behavioral Programs for the Prevention of Depression in Adolescents. *EABCT 2016*, Stockholm, Sweden.
60. Cauley, B., **Pössel, P.**, & Immekus, J. C. (August, 2016). Teaching Behavior Questionnaire’s factor structure: Does race/ethnicity matter? *124th Annual APA Convention*, Denver, CO, USA.
61. Pittard, C. M., Adelson, J. L., **Pössel, P.**, & Blackburn, A. (August, 2016). Examining socio-emotional well-being and mathematics attitudes in elementary school boys and girls. *124th Annual APA Convention*, Denver, CO, USA.
62. Roane, S., **Pössel, P.**, & Mitchell, A. M. (August, 2016). Depression in family caregivers of cancer patients. *124th Annual APA Convention*, Denver, CO, USA.
63. Burton, S. M. & **Pössel, P.** (April, 2016). Investigating the temporal directionality between teaching behavior and well-being in middle school students. *2016 Great Lakes Conference*, Bloomington, IN, USA.
64. Burton, S. M. & **Pössel, P.** (March, 2016). A longitudinal look at the relationship between teaching behavior and well-being in middle school students. *2016 KPA Foundation Spring Academic Conference*, Georgetown, KY.
65. Cauley, B., **Pössel, P.**, Winkeljohn Black, S., & Hooper, L. M. (November, 2015). Teaching behavior and positive and negative affect in high school students: Does students’ race/ethnicity matter? *ABCT 49th Annual Convention*, Chicago, IL, USA.
66. Cauley, B., **Pössel, P.**, & Winkeljohn Black, S. (August, 2015). Teaching Behavior and Students’ Positive and Negative Affect: Does Students’ Race/Ethnicity Matter? *123rd Annual APA Convention*, Toronto, Canada.
67. Cauley, B., **Pössel, P.**, & Winkeljohn Black, S. (March, 2015). Teaching Behavior and Depressive Symptoms Among African American and European American High School Students. *Great Lakes 2015 Regional Counseling Psychology Conference*, Muncie, IN.
68. Pittard, C. M., **Pössel, P.**, & Smith R. J. (November, 2015). Teaching Behavior Questionnaire: Verifying factor structure and investigating depressive symptoms in middle and high school students *ABCT 49th Annual Convention*, Chicago, IL, USA.
69. Pittard, C. M. & **Pössel, P.** (August, 2015). Inferential Style, School Teachers, and Depressive Symptoms in College Students. *123rd Annual APA Convention*, Toronto, Canada.
70. Pittard, C. M. & **Pössel, P.** (March, 2015). The Effect of School Teacher Behavior and Inferential Style on College Students' Depressive Symptoms. *Great Lakes 2015 Regional Counseling Psychology Conference*, Muncie, IN.

71. **Pössel, P.** & Garber, J. (November, 2015). Prevention of Depression in Youth: New Developments, Outcomes, and Mechanisms. *ABCT 49th Annual Convention*, Chicago, IL. (Symposium Chairs).
72. **Pössel, P.** (August, 2015). Adolescent Depression: Can Teachers Make a Difference? *123rd Annual APA Convention*, Toronto, Canada (Symposium Chair).
73. **Pössel, P.**, Horn A. B. & Hautzinger, M. (November, 2015). A Cognitive-Behavioral Program for the Prevention of Depression in Adolescents Is the Social Training the “Active Ingredient”? *ABCT49th Annual Convention*, Chicago, IL.
74. **Pössel, P.**, Horn A. B. & Hautzinger, M. (March, 2015). A Randomized Controlled Trial of a Program for the Prevention of Depression in Adolescents on Social Network Size. *SRCD 2015 Biennial Meeting*, Philadelphia, PA.
75. **Pössel, P.**, Rudasill, K. M., Adelson, J. L., & Bjerg, A. C. (August, 2015). Development and Concurrent Validity of an Instrument to Measure Student-Reported Teaching Behavior. *123rd Annual APA Convention*, Toronto, Canada.
76. Roane, S., **Pössel, P.**, Mitchell, A. M., & Eaton, W. W. (November, 2015). Hypertension’s Association with Cognitive Risk Factors for Depression. *ABCT 49th Annual Convention*, Chicago, IL, USA.
77. Roane, S., **Pössel, P.**, Mitchell, A. M., Van Voorhees, B. V., & Eaton, W. W. (August, 2015). The Relationship Between Hopelessness, Depressive Symptoms, and Blood Pressure. *123rd Annual APA Convention*, Toronto, Canada.
78. Roane, S., **Pössel, P.**, Mitchell, A. M., Van Voorhees, B. V., & Eaton, W. W. (March, 2015). Depressive Symptoms as a Mediator of the Relationship Between Hopelessness and Blood Pressure. *Great Lakes 2015 Regional Counseling Psychology Conference*, Muncie, IN.
79. Smith, R. J. & **Pössel, P.** (August, 2015). Teaching Behavior and Student Depressive Symptoms: Effect of Perceived Teacher-Student Similarity. *123rd Annual APA Convention*, Toronto, Canada.
80. Visalli, K. M., **Pössel, P.**, Barnard, A. D., & Adelson, J. L. (August, 2015). The influence of parenting behavior on positive and negative affect in elementary age children. *123rd Annual APA Convention*, Toronto, Canada.
81. Visalli, K. M., **Pössel, P.**, Barnard, A. D., & Adelson, J. L. (March, 2015). The impact of parenting behavior on positive and negative affect in school age children. *Great Lakes 2015 Regional Counseling Psychology Conference*, Muncie, IN.
82. Winkeljohn Black, S. & **Pössel, P.** (August, 2015). Psychological mechanisms explaining drinking to cope after negative alcohol consequences. *123rd Annual APA Convention*, Toronto, Canada.
83. Winkeljohn Black, S., **Pössel, P.**, Rosmarin, D., Tariq, A., & Jeppsen, B.D. (November 2015). Disclosure during private prayer as a mediator between prayer frequency, type and mental health in Christians, Jews, and Muslims. *ABCT 49th Annual Convention*, Chicago, IL, USA.
84. Fuhrman, R., Marcum, G., Ladd, K. L. & **Pössel, P.** (October, 2014). Characteristics of prayers that “worked.” *SSSR 2014 Annual Meeting*, Indianapolis, IN.
85. Pittard, C. M. & **Pössel, P.** (August, 2014). Teaching behavior and depressive symptoms in middle and high school students. *122nd Annual APA Convention*, DC, USA.

86. Pittard, C. M., **Pössel, P.**, & Rosamond Smith, R. J. (March, 2014). Teaching behavior and depressive symptoms in middle and high school students. *2014 KPA Foundation Spring Academic Conference*, Ashbury, KY.
87. **Pössel, P.** (August, 2014). Adolescent Depression: Can Schools help? *122nd Annual APA Convention*, Washington, DC. (Symposium organizer & chair)
88. **Pössel, P.**, Rakes, C., Rudasill, K. M., Sawyer, M. G., Spence, S. H., Sheffield, J. (August, 2014). Does teacher-reported school climate predict depressive symptoms in high-school students? *122nd Annual APA Convention*, Washington, DC.
89. Winkeljohn Black, S., Jeppsen, B. D., **Pössel, P.**, Rosmarin, D. H., & Tariq, A. (August, 2014). Generalizing a common prayer types measure to non-Christian pray-ers. *122nd Annual APA Convention*, DC, USA.
90. Barnard, A.* & **Pössel, P.** (March, 2014). Comparing different sequential mediational interpretations of Beck's depression model in adolescents. *2014 SEPA Annual Meeting*, Nashville, TN.
91. Liu, Y.-Y.* & **Pössel, P.** (August, 2014). Context of Instruction: How do Taiwanese students respond to the Teaching Behavior Questionnaire (TBQ)? *122nd Annual APA Convention*, Washington, DC.
92. Liu, Y.-Y.* & **Pössel, P.** (March, 2014). Factor structure and concurrent validity of the Revised Personal Style Inventory (PSI-II) in a sample of Taiwanese adolescents. *2014 Counseling Psychology Conference*, Atlanta, GA.
93. Winkeljohn Black, S.* & **Pössel, P.** (March, 2014). Integrating Cognitive Vulnerability Models to Depression in an Adolescent Sample. *2014 SEPA Annual Meeting*, Nashville, TN.
94. Liu, Y.-Y.* & **Pössel, P.** (April, 2013). Psychometric test of the Personal Style Inventory-II (PSI-II) in a Taiwanese youth sample. *2013 Biennial Meeting*, Seattle, WA.
95. Barnard, A.* & **Pössel, P.** (2013, March). Examining the sequential order of Beck's model in adolescents. *2013 KPA Foundation Spring Academic Conference*, Louisville, KY.
96. Liu, Y.-Y.* & **Pössel, P.** (2013, March). Evaluation of the Chinese Personal Style Inventory-II (PSI-II) short form with an adolescent sample. *2013 KPA Foundation Spring Academic Conference*, Louisville, KY.
97. Bjerg, A. C.*, **Pössel, P.**, Winkeljohn Black, S.*, Jeppsen, B. D.*, & Wooldridge, D. T.* (August, 2012). Response Styles, Depression, and Prayer: Exploring the Mediating Effects. *120th Annual APA Convention*, Orlando, FL.
98. Jeppsen, B. D.*, **Pössel, P.**, Bjerg, A. C.*, Winkeljohn Black, S.*, & Wooldridge, D. T.* (August, 2012). The Power of Prayer: Forming Divine Relationships. *120th Annual APA Convention*, Orlando, FL.
99. **Pössel, P.** (March, 2012). School-Based and Internet-Based Prevention of Depression in Adolescents. In *What Setting Works Prevention Best for Whom? 14th SRA Biennial Meeting*, Vancouver, Canada. (Symposium organizer & chair)
100. **Pössel, P.** (August, 2012). Prayer and Mental Health: Mechanisms and Warnings. *120th Annual APA Convention*, Orlando, FL. (Symposium organizer & chair)

101. **Pössel, P.** Martin, N. C., & Garber, J. (March, 2012). Moderators of Universal Cognitive-Behavioral and Nonspecific Depression Prevention Programs for Adolescents. *14th SRA Biennial Meeting*, Vancouver, Canada.
102. **Pössel, P.**, Winkeljohn Black, S.*, Bjerg, A. C.*, Jeppsen, B. D.*, & Wooldridge D. T.* (August, 2012). Do Trust Beliefs Mediate the Associations of Frequency of Prayer with Mental Health and Well-Being? *120th Annual APA Convention*, Orlando, FL.
103. Winkeljohn Black, S.*, **Pössel, P.**, Jeppsen, B. D.*, Bjerg, A. C.*, & Wooldridge, D. T.* (August, 2012). The relationship between prayer type and psychological well-being, as mediated by prayertype. *120th Annual APA Convention*, Orlando, FL.
104. Fritsch Montero, R., Ornstein Letelier, C., Zabaleta Carvajal, I., Weil Parodi, K., Brroilhet Diez, S., & **Pössel, P.** (November, 2011). Estrés Posttraumático y Crecimiento personal tras una catástrofe natural [Posttraumatic stress and personal growth after a natural catastrophe]. *LXVI Congreso Chileno de Neurología, Psiquiatría y Neurocirugía*, Pucon, Chile.
105. Keller, F., Fischer, J.*, Hautzinger, M., & **Pössel, P.** (March, 2011). Die Skala dysfunktionaler Einstellungen für Jugendliche (DAS-J): Überprüfung der faktoriellen Struktur und von Geschlechtsunterschieden in einer Replikationsstichprobe. [Dysfunctional Attitude Scale for Adolescents (DAS-A): Confirmation of the factor structure and gender differences in a replicationsample.] *23. DGKJP Kongress*, Essen, Germany.
106. **Pössel, P.** (September, 2011). Cognitive-behavioral programs to prevent adolescent depression - randomized control group studies from four countries. *41st Annual Congress of the EABCT*, Reykjavik, Iceland. (Symposium organizer & chair)
107. **Pössel, P.**, Martin, N. C., & Garber, J. (September, 2011). Universal Prevention of Adolescent Depression: A 12-Month Follow-up Comparison of two Active Prevention Programs. *41st Annual Congress of the EABCT*, Reykjavik, Iceland.
108. **Pössel, P.**, Martin, N. C., Garber, J., & Hautzinger, M. (May, 2011). Comparison of two Universal Depression Prevention Programs for Adolescents: A Test of Baseline Depression and Sex as Moderators. *SPR 19th Annual Meeting*, Washington, DC.
109. **Pössel, P.**, Rudasill, K. M., Sawyer, M., & Spence, S. H. (March, 2011). A Longitudinal Study of Teacher Support and Adolescent Depression. *SRCD 2011 Biennial Meeting*, Montreal, Canada.
110. Wooldridge, D. T.*, Rudasill, K. M., Bjerg, A. C.*, & **Pössel, P.** (April, 2011). The Teacher Behavior Questionnaire: Facilitating Interventions for Student Success. *2011 AERA Annual Meeting*, New Orleans, LA.
111. Valentine, J. C. & **Pössel, P.** (October, 2011). Universal vs. targeted programs for the prevention of adolescent depression: Toward an estimate of the relative cost effectiveness of differing prevention models. *Annual conference of the Society for Benefit-Cost Analysis*, Washington, DC.
112. Fritsch, R., Ornstein, C., Weil, K., Brroilhet, S., Paz Corvalan, M., Guajardo, V., & **Pössel, P.** (2010, June). Estudio Clínico Controlado para prevenir el TEPT en población escolar. *11th International Congress on Traumatic Stress and Anxiety Disorders*, Buenos Aires, Argentina.
113. Hampel, P. & **Pössel, P.** (September, 2010). Stressverarbeitung und psychische Auffälligkeiten im Jugendalter – Eine 2-Jahres-Längsschnittstudie. [Coping with stress and mental health in adolescence – a 2-year longitudinal study.] *47. Kongreß der Deutschen Gesellschaft für Psychologie*, Bremen, Deutschland.

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114. Hautzinger, M., Wahl, M. *, Patak, M. *, & **Pössel, P.** (June, 2010). Outcome of a German School-based Universal Program to Prevent Depression. Influence of Age, Gender, School Type, and Trainer Background. *World Congress of Behavioral and Cognitive Therapies 2010*, Boston, MA.
 115. Keller, F., Meyer, T., & **Pössel, P.** (June, 2010). Measurement equivalence of the CES-D scale in boys and girls. *19th World Congress of the International Association for Child and Adolescent Psychiatry and Allied Professions*, Beijing, China.
 116. **Pössel, P.** (August, 2010). Prevention of Adolescent Depression – What Group Characteristics Influence the Outcomes? *118th Annual APA Convention*, San Diego, CA. (Symposium organizer & chair)
 117. **Pössel, P.** (June, 2010). Cognitive-behavioral programs to prevent adolescent depression - randomized control group studies from three continents. *World Congress of Behavioral and Cognitive Therapies 2010*, Boston, MA. (Symposium organizer & chair)
 118. **Pössel, P.**, Martin, N. C., Garber, J., & Hautzinger, M. (August, 2010). Baseline Depression and Sex as Moderators of Universal Cognitive-Behavioral and Nonspecific Prevention of Depressive Symptoms in Adolescents. *118th Annual APA Convention*, San Diego, CA.
 119. **Pössel, P.**, Martin, N. C., Garber, J., & Hautzinger, M. (June, 2010). Universal Cognitive-Behavioral and Nonspecific Depression Prevention Programs for Adolescents: A 12-Month Follow-up. *World Congress of Behavioral and Cognitive Therapies 2010*, Boston, MA.
 120. Wooldridge, D. T. *, Rudasill, K. M., Pössel., P., Rhyne, E. P. *, Busch, L. Y. *, & Bjerg, A. C. * (August, 2010). The Teacher Behavior Questionnaire: Facilitating Interventions for Student MentalHealth *118th Annual APA Convention*, San Diego, CA.
 121. Busch, L. Y. *, **Pössel, P.**, Rudasill, K. M., Pickering, N. *, & Wooldridge, D. T. * (November, 2009). Psychometric Properties of the Evaluative Feedback Questionnaire: A Preliminary Study. *ABCT's 43rd Annual Convention*, New York, NY.
 122. Garber, J. & **Pössel, P.** (November, 2009). Intervention Programs for Preventing Depression in Youth: Examination of Specific and Universal Processes. *ABCT's 43rd Annual Convention*, New York, NY. (Symposium organizer & chairs).
 123. **Pössel, P.**, Martin, N. C., & Garber, J. (November, 2009). Do Working Alliance and GroupCohesion Mediate the Effect of a Universal Prevention Program on Adolescent Depression? *ABCT's 43rd Annual Convention*, New York, NY.
 124. Keller, F., Kirchner, I. *, Fegert, J. M., & **Pössel, P.** (May, 2008). Skala dysfunktionaler Einstellungen für Jugendliche (DAS-J): Entwicklung und Evaluation [Dysfunctional Attitude Scale for adolescents (DAS-A): Development and evaluation]. *26. Symposium der Fachgruppe Klinische Psychologie und Psychotherapie der Deutschen Gesellschaft für Psychologie*, Potsdam, Germany.
 125. **Pössel, P.**, Martin, N. C., Garber, & Hautzinger, M. (March, 2008). School-based universal Cognitive-Behavioral versus a Nonspecific Program for preventing depressive symptoms in adolescents. *116th Annual Convention of the American Psychological Association (APA)*, Boston, MA.
 126. **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 41st Annual Convention*, Philadelphia, PA.

127. **Pössel, P.** (October, 2007). Prävention von depressiven Erkrankungen bei Kindern und Jugendlichen [Prevention of depression in children and adolescents]. 6. *Deutscher Kongress für Versorgungsforschung & 2. Nationaler Präventionskongress in Deutschland*, Dresden, Germany.
128. **Pössel, P.**, Martin, N. C., Garber, J., Hautzinger, M., & Seemann, S.* (August, 2007). Universal cognitive-behavioral versus a nonspecific depression prevention program for adolescents. *115th Annual APA Convention*, San Francisco, CA.
129. Läßle, S. E.*, Hautzinger, M., & **Pössel, P.** (May, 2007). Selektive Informationsverarbeitung als prospektiver Prädiktor subklinischer Depression bei Jugendlichen [Selective information processing as prospective predictor of subclinical depression in adolescents]. 6. *Workshopkongress und 25. Symposium der Fachgruppe Klinische Psychologie und Psychotherapie der Deutschen Gesellschaft für Psychologie*, Tübingen, Germany.
130. **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.
131. **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 40th Annual Convention*, Chicago, IL.
132. **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.
133. **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, Germany.
134. Seemann, S.*, **Pössel, P.**, & Hautzinger, M. (September, 2006). Welche Rolle spielen Stressverarbeitung und Geschlecht bei depressiven Symptomen im Jugendalter [What function have coping with stress and sex on depressive symptoms in adolescence]? 45. *Kongress der Deutschen Gesellschaft für Psychologie*, Nürnberg, Germany.
135. Seemann, S.*, **Pössel, P.**, & Hautzinger, M. (May, 2006). Zum Einfluss von Komorbidität im 6-Monats Follow-up auf ein Präventionsprogramm gegen depressive Symptome im Jugendalter [Impact of comorbidity in a 6-month follow-up of a prevention program against depressive symptoms in adolescence]. 24. *Symposium der Fachgruppe Klinische Psychologie und Psychotherapie der Deutschen Gesellschaft für Psychologie*, Würzburg, Germany.
136. Garber, J. & **Pössel, P.** (March, 2006). Prevention of Depression in Adolescents: Results of Five Different Controlled Trials Across Three Continents. *11th Biennial Meeting of the Society for Research on Adolescence (SRA)*, San Francisco, CA. (Symposium organizer & chairs)
137. **Pössel, P.**, Seemann, S.* & Hautzinger, M. (March, 2006). Specific and nonspecific predictors of response to universal programs for preventing depression in adolescents. *11th Biennial Meeting of the Society for Research on Adolescence (SRA)*, San Francisco, CA.

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138. **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 39th Annual Convention*, Washington DC.
139. Horn, A. B. *, **Pössel, P.**, Hautzinger, M., & Traue, H.C (September, 2005). Ambivalenz bezüglich emotionalen Ausdrucks als Prädiktor von affektiven und sozialen Gesundheitsindikatoren [Ambivalence in emotional expression as predictor of affective and social health indicators]. *7. Kongress für Gesundheitspsychologie der Fachgruppe der Deutschen Gesellschaft für Psychologie*, Freiburg, Germany.
140. Horn, A. B. *, **Pössel, P.**, Hautzinger, M., & Traue, H.C (August, 2005). Language use and affective states in adolescents. *19th Conference of the European Health Psychology Society*, Galway, Ireland.
141. **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.
142. Horn, A. B. *, **Pössel, P.**, Hautzinger, M., & Traue, H.C (May, 2005). Sprachgebrauch und depressive Symptomatik bei Jugendlichen [Language use and depressive symptoms in adolescents]. *5. Workshopkongress und 23. Symposium der Fachgruppe Klinische Psychologie und Psychotherapie der Deutschen Gesellschaft für Psychologie*, Dresden, Germany.
143. Seemann, S. *, **Pössel, P.**, & Hautzinger, M. (May, 2005). Geschlechtseffekte in der Stressverarbeitung Jugendlicher [Sex effects on coping with stress in adolescents]. *5. Workshopkongress und 23. Symposium der Fachgruppe Klinische Psychologie und Psychotherapie der Deutschen Gesellschaft für Psychologie*, Dresden, Germany.
144. Horn, A. B. *, **Pössel, P.**, Hautzinger, M., & Traue, H.C (March, 2005). Ambivalenz bezüglich emotionalen Ausdrucks und Gesundheit bei Jugendlichen [Ambivalence in emotional expression and health in adolescents]. *10. Kongress der Deutschen Gesellschaft für Verhaltensmedizin und Verhaltensmodifikation*, Munich, Germany.
145. **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.
146. Seemann, S. *, **Pössel, P.**, & Hautzinger, M. (March, 2005). Welchen Beitrag zur Vorhersage subklinisch-depressiver Symptomatik im frühen Jugendalter können Stressverarbeitungsstrategien und Persönlichkeitsmerkmale leisten [What contribute coping strategies of stress and personality factors to the prediction of subclinical depressive symptoms in early adolescence]? *29. Kongress der Deutschen Gesellschaft für Kinder- und Jugendpsychiatrie, Psychosomatik & Psychotherapie*, Heidelberg, Germany.
147. Seemann, S. *, **Pössel, P.**, & Hautzinger, M. (September, 2004). Stressverarbeitungsstrategien und Persönlichkeitsaspekte als Prädiktoren depressiver Symptome im Jugendalter [Coping with stress and personality factors as predictors of depressive symptoms in adolescence]. *44. Kongress der Deutschen Gesellschaft für Psychologie*, Göttingen, Germany.

148. Horn, A. B.*, **Pössel, P.**, Hautzinger, M., & Traue, H.C (August, 2004). Expressive Writing: does it work in a school setting? *8th International Congress of Behavioral Medicine*, Mainz, Germany.
149. **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. *16th World Congress of the International Association for Child and Adolescent Psychiatry and Allied Professions (IACAPAP)*, Berlin, Germany.
150. Horn, A. B.*, **Pössel, P.**, Hautzinger, M., & Traue, H.C (2004). La regulación de emociones y la salud [Emotion regulation and health]. APISCA conference, Mexico City, Mexico.
151. **Pössel, P.** (July, 2004). Prävention von Depressionen bei Kindern und Jugendlichen [Prevention of depression in children and adolescents]. *5. Alumni-Wochenende der Universität Tübingen*, Tübingen, Germany.
152. **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.
153. Balz, S.*, Seemann, S.*, **Pössel, P.** & Hautzinger, M. (May, 2004). Informationsverarbeitungsprozesse bei subklinisch depressiven Jugendlichen [Information processing in subclinical depressed adolescents]. *22. Symposium der Fachgruppe Klinische Psychologie und Psychotherapie der Deutschen Gesellschaft für Psychologie*, Halle-Wittenberg, Germany.
154. Horn, A. B.*, **Pössel, P.**, Hautzinger, M., & Traue, H.C (May, 2004). Förderung der Fähigkeiten der Emotionsregulation: Prävention und deren soziale Implikationen [Facilitation of emotion regulation abilities: Prevention and its social implications]. *22. Symposium der Fachgruppe Klinische Psychologie und Psychotherapie der Deutschen Gesellschaft für Psychologie*, Halle, Germany.
155. **Pössel, P.**, Seemann, S., & Hautzinger, M. (May, 2004). LARS&LISA: Ein schulbasiertes kognitiv-verhaltenstherapeutisches universales Primärpräventionsprogramm für Jugendliche – Ergebnisse eines 6-Monats Follow-ups [LARS&LISA: A school-based cognitive-behavioral universal primary prevention program for adolescents – results of a 6-month follow-up]. *22. Symposium der Fachgruppe Klinische Psychologie und Psychotherapie der Deutschen Gesellschaft für Psychologie*, Halle, Germany.
156. Seemann, S.*, **Pössel, P.**, & Hautzinger, M. (May, 2004). Stressverarbeitung und depressive Symptome im Jugendalter [Coping with stress and depressive symptoms in adolescence]. *22. Symposium der Fachgruppe Klinische Psychologie und Psychotherapie der Deutschen Gesellschaft für Psychologie*, Halle, Germany.
157. Horn, A. B.*, Pössel, P., Hautzinger, M., & Traue, H. C. (March, 2004). Expressives Schreiben: Analyse der Texte und Health-Outcome [Expressive writing: Analysis of texts and health- outcome]. *6. Kongress für Gesundheitspsychologie*, Leipzig, Germany.
158. Horn, A. B.*, **Pössel, P.**, Hautzinger, M., & Traue, H.C (October, 2003). Ambivalence overemotional expression as an moderator of expressive writing: Results of an adolescent sample. *Emotions 2003: The (Non) Expression of Emotions in Health and Disease*, Tilburg, The Netherlands.

159. Horn, A. B.*, **Pössel, P.**, & Hautzinger, M. (September, 2003). Thought suppression and affectivity as predictors of adolescent health. *17th Annual Conference of the European Health Psychology Society*, Kos, Greece.
160. Horn, A. B.*, **Pössel, P.**, & Hautzinger, M. (September, 2003). Expressive writing as an interruption of dysfunctional emotion regulation. *17th Annual Conference of the European Health Psychology Society*, Kos, Greece.
161. Horn, A. B.*, **Pössel, P.**, & Hautzinger, M. (June, 2003). What bothers adolescents in Germany? Results of a prevention project including expressive writing. *Society for Psychotherapy Research – 34th Annual Meeting*, Weimar, Germany.
162. **Pössel, P.**, Seemann, S.*, Föhl, U.*, & Hautzinger, M. (June, 2003). A school-based universal primary prevention program of depression among adolescents - a pre-post comparison. *Society for Psychotherapy Research – 34th Annual Meeting*, Weimar, Germany.
163. Horn, A. B.*, **Pössel, P.**, & Hautzinger, M. (May, 2003). Prävention im Jugendalter: Expressives Schreiben, Gedankenunterdrückung und affektive und kognitive Variablen [Prevention in adolescence: Expressive writing, suppression of thoughts, and affective and cognitive variables]. *4. Workshopkongress und 21. Symposium der Fachgruppe Klinische Psychologie und Psychotherapie der Deutschen Gesellschaft für Psychologie*, Freiburg, Germany.
164. **Pössel, P.** & Holzhay, A.* (May, 2003). Modifiziertes Startle-Paradigma: Geblockte Darbietung unterschiedlich valenter visueller Reize bei Spinnenphobikerinnen [Modified startle-paradigm: blocked presentation of visual stimuli with different valence to women with spider phobia]. *4. Workshopkongress und 21. Symposium der Fachgruppe Klinische Psychologie und Psychotherapie der Deutschen Gesellschaft für Psychologie*, Freiburg, Germany.
165. Delleman von, U.* & **Pössel, P.** (April, 2003). Übersetzung und Validierung der deutschen Version der „Adjustment Scales for Sociometric Evaluation of Secondary-School Students – Deutsch“ (ASSESS-D) [Translation and validation of the German „Adjustment Scales for Sociometric Evaluation of Secondary-School Students-German“ (ASSESS-G)]. *Gemeinsamer Wissenschaftlicher Kongress der Deutschen Gesellschaft für Kinder- und Jugendpsychiatrie und Psychotherapie, des Berufsverbandes der Ärzte für Kinder- und Jugendpsychiatrie und Psychotherapie in Deutschland (BKJPP) sowie der Österreichischen Gesellschaft für Kinder- und Jugendneuropsychiatrie (ÖGKJNP) und der Schweizerischen Gesellschaft für Kinder- und Jugendpsychiatrie und Psychotherapie (SGKJPP)*, Wien, Austria.
166. **Pössel, P.** & Hautzinger, M. (April, 2003). Soziale Informationsverarbeitung bei Jugendlichen – eine Querschnittanalyse [Social information processing in adolescents – a sequential analysis]. *Gemeinsamer Wissenschaftlicher Kongress der Deutschen Gesellschaft für Kinder- und Jugendpsychiatrie und Psychotherapie, des Berufsverbandes der Ärzte für Kinder- und Jugendpsychiatrie und Psychotherapie in Deutschland (BKJPP) sowie der Österreichischen Gesellschaft für Kinder- und Jugendneuropsychiatrie (ÖGKJNP) und der Schweizerischen Gesellschaft für Kinder- und Jugendpsychiatrie und Psychotherapie (SGKJPP)*, Wien, Austria.
167. Horn, A. B.*, **Pössel, P.**, & Hautzinger, M. (March, 2003). Prävention in der Schule: Expressives Schreiben für Jugendliche - Ergebnisse eines 3-Monats Follow-ups [prevention at schools: Expressive writing for adolescents – results of a 3-month follow-up]. *Tübinger Symposium zur Prävention*, Tübingen, Germany.
168. **Pössel, P.** (March, 2003). Universale Prävention von Internalisierungsstörungen bei Jugendlichen [Universal prevention of internalization disorders in adolescents]. *Tübinger Symposium zur Prävention*, Tübingen, Germany. (Symposium organizer and chair)

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169. **Pössel, P.**, Horn, A. B.* & Hautzinger, M. (March, 2003). Schulbasierte Prävention mit einemkognitiv-verhaltenstherapeutischen Programm – Ergebnisse eines 6-Monats Follow-ups [School-based prevention with a cognitive-behavioral program – results of a 6-month follow-up]. *Tübinger Symposium zur Prävention*, Tübingen, Germany.
170. Hautzinger, M., **Pössel, P.**, Horn, A. B.* & Abel, U.* (November, 2002). Intervention und Prävention Affektiver Störungen bei Jugendlichen [Intervention and prevention of affective disorders in adolescents]. *Forschungskolloquium des Zentrums für Psychiatrie Weißenau der Universitätsklinik und Poliklinik für Psychiatrie, Psychotherapie und Psychosomatische Medizin*, Ulm, Germany.
171. Horn, A.B.* & **Pössel, P.**, & Hautzinger, M. (October, 2002). Chronic thought suppression and expressive writing in adolescence. *16th Conference of the European Health Psychology Society*, Lissabon, Portugal.
172. Horn, A.B.* & **Pössel, P.**, & Hautzinger, M. (September, 2002). Expressives Schreiben als Technik zur Förderung günstiger Emotionsregulation [Expressive writing as method to facilitate adaptive emotion regulation]. *43. Kongreß der Deutschen Gesellschaft für Psychologie*, Berlin, Germany.
173. Horn, A.B.* & **Pössel, P.**, & Hautzinger, M. (September, 2002). Expressive Writing as a coping technique for adolescents. *32nd Annual Congress of the EABCT*, Maastricht, The Netherlands.
174. **Pössel, P.**, Horn, A. B.* & Hautzinger, M. (September, 2002). A cognitive-behavioural school-based prevention program of depression among adolescents. Results of a 3 month follow-up comparison. *32nd Annual Congress of the EABCT*, Maastricht, The Netherlands.
175. **Pössel, P.**, Horn, A. B.* & Hautzinger, M. (September, 2002). Schulbasierter Prävention von depressiven Störungen bei Jugendlichen anhand eines kognitiv-verhaltenstherapeutischen Programms – Differentielle Ergebnisse einer 3-Monats Follow-up Studie [School-based prevention of depressive disorders among adolescents with a cognitive-behavioral program – differential results of a 3-month follow-up study]. *43. Kongress der Deutschen Gesellschaft für Psychologie*, Berlin, Germany.
176. Horn, A.B.* & **Pössel, P.**, & Hautzinger, M. (August, 2002). Expressive writing in a prevention program for adolescents: Effects on self-reported physical health. *7th International Congress of Behavioral Medicine*, Helsinki, Finland.
177. Häußler, B.* & **Pössel, P.** (May, 2002). Übersetzung und Validierung der deutschen Version des „Teenage Inventory of Social Skills“ (TISS-D) [Translation and validation of the German „Teenage Inventory of Social Skills“ (TISS-G)]. *20. Symposium der Fachgruppe Klinische Psychologie und Psychotherapie der Deutschen Gesellschaft für Psychologie*, Konstanz, Germany.
178. **Pössel, P.**, Horn, A. B.* & Hautzinger, M. (May, 2002). Schulbasierte Prävention von depressiven Störungen bei Jugendlichen anhand eines kognitiv-verhaltenstherapeutischen Programms – Ergebnisse einer 3-Monats Follow-up Studie [School-based prevention of depressive disorders among adolescents with a cognitive-behavioral program – results of a 3-month follow-up study]. *20. Symposium der Fachgruppe Klinische Psychologie und Psychotherapie der Deutschen Gesellschaft für Psychologie*, Konstanz, Germany.
179. Szlak-Rubin, R.* & **Pössel, P.** (May, 2002). Übersetzung und Validierung der des "Interpersonal Problem-Solving Questionnaire" (IPSQ) [Translation and validation of the

- „Interpersonal Problem-Solving Questionnaire“ (IPSQ)]. 20. *Symposium der Fachgruppe Klinische Psychologie und Psychotherapie der Deutschen Gesellschaft für Psychologie*, Konstanz, Germany.
180. **Pössel, P.**, Horn, A. B.*, & Hautzinger, M. (February, 2002). LISA-T – ein universales schulbasiertes Präventionsprogramm von depressiven Störungen bei Jugendlichen – erste Ergebnisse einer Follow-up-Untersuchung nach 3 Monaten [LISA-T – an universal school-based prevention program of depressive disorders among adolescents – first results of a 3-month follow-up]. 14. *DGVT-Kongress für Klinische Psychologie, Psychotherapie und Beratung*, Berlin, Germany.
181. Horn, A. B.*, **Pössel, P.**, & Hautzinger, M. (September, 2001). Schulbasierte Prävention von affektiven Auffälligkeiten bei Achtklässlern [School-based prevention of affective problems in 8th grade students]. 61st *AEPF-Tagung*, Schwäbisch Gmünd, Germany.
182. **Pössel, P.**, Horn, A. B.*, & Hautzinger, M. (September, 2001). A school – based universal primary prevention programme of depression among adolescents first results. 31st *Annual Congress of the EABCT*, Istanbul, Turkey.
183. Horn, A. B.*, **Pössel, P.**, & Hautzinger, M. (August, 2001). Expressive writing in a school-based prevention programme. *Health Psychology 2001. Changing behaviour health and healthcare*, St. Andrews, Scotland.
184. Horn, A. B.*, **Pössel, P.**, & Hautzinger, M. (May, 2001). LISA-S: Expressives Schreiben als schulbasierte Prävention für Jugendliche – erste Ergebnisse [Expressive writing as school-based prevention for adolescents – first results]. 3. *Workshopkongress und 19. Symposium der Fachgruppe Klinische Psychologie und Psychotherapie der Deutschen Gesellschaft für Psychologie*, Bern, Switzerland.
185. **Pössel, P.**, Horn, A. B.*, & Hautzinger, M. (May, 2001). Schulbasierte Prävention von depressiven Störungen bei Jugendlichen – erste Ergebnisse eines Prä-Postvergleichs [School-based prevention of depressive disorders in adolescents – first results of a pre-post comparison]. 3. *Workshopkongress und 19. Symposium der Fachgruppe Klinische Psychologie und Psychotherapie der Deutschen Gesellschaft für Psychologie*, Bern, Switzerland.
186. Seemann, S.*, **Pössel, P.**, & Hautzinger, M. (May, 2001). Übersetzung und Validierung der deutschen Version des „Automatic Thoughts Questionnaire – Revised“ (ATQ-R) [Translation and validation of the German version of the „Automatic Thoughts Questionnaire – Revised“ (ATQ-R)]. 3. *Workshopkongress und 19. Symposium der Fachgruppe Klinische Psychologie und Psychotherapie der Deutschen Gesellschaft für Psychologie*, Bern, Switzerland.
187. **Pössel, P.** (March, 2001). Comparison of the structure of beliefs for normal, dysthymic, and depressive subjects. *Society for Psychotherapy Research 2001 Leiden Conference*, Leiden, The Netherlands.
188. **Pössel, P.** (2000). Hypnose im Rahmen von Kognitiver Verhaltenstherapie bei Depression [Hypnosis within cognitive behavioral therapy of depression.] [Abstract]. *Hypnose und Kognition*, 17, 205 – 206.
189. **Pössel, P.** & Hautzinger, M. (2000). Comparison between Lang’s three levels of emotions and neurohumoral data of persons with spider phobia [Abstract]. *Journal of Psychophysiology*, 14, 55.

190. **Pössel, P.** & Hautzinger, M. (May, 1999). Vergleich subjektiver Erfahrungen - Beliefs, Thoughts und Emotions in Antizipation von belastenden Situationen von depressiven und nicht-depressiven Personen [Comparison of subjective experiences – beliefs, thoughts, and emotions in anticipation of stressful life-events in depressed and non-depressed subjects]. 2. *Workshopkongress und 17. Symposium der Fachgruppe Klinische Psychologie und Psychotherapie der Deutschen Gesellschaft für Psychologie*, Bad Dürkheim, Germany.
191. **Pössel, P.** & Hautzinger, M. (1999). Experimental verification of the "antecedent hypothesis" of the cognitive behavior therapy [Abstract]. In European Association for Behavioural and Cognitive Therapies (Ed.), *Proceedings of the 29th Annual Congress of the EACBT*, 160. Lengerich: Pabst.
192. **Pössel, P.** & Hautzinger, M. (May, 1998). Vergleich von Einstellungen, Gedanken und Emotionen in Antizipation von belastenden Situationen bei depressiven und nicht-depressiven Personen [Comparison of attitudes, thoughts, and emotions in anticipation of stressful life-events in depressed and non-depressed subjects]. 16. *Symposium für Klinisch-Psychologische Forschung der Fachgruppe Klinische Psychologie der Deutschen Gesellschaft für Psychologie (DGPs)*, Hamburg, Germany.

Professional Affiliations

American Psychological Association (APA)

- Division 17: Society of Counseling Psychology
- Division 38: Health Psychology
- Division 53: Society of Clinical Child and Adolescent

Psychology Association for Behavioral and Cognitive Therapies (ABCT)

- Special Interest Group: Child and Adolescent Depression

Deutsche Gesellschaft für Psychologie (DGPs)

- Fachgruppe „Biologische und Neuropsychologie“
- Fachgruppe „Klinische Psychologie“
- Interessengruppe „Klinische Kinder- und Jugendpsychologie und Psychotherapie“

Kentucky Psychological Association (KPA)

Society for Research in Psychopathology (SRP)

Professional Activities

Editorial Board for

Adolescent Research Review (2015-2019)

Journal of Youth and Adolescence (2006 – 2008 & 2013 -)

Mental Health & Prevention (2019 - 2025)

Psychotherapy: Theory, Research, Practice, Training (2010 – 2011)

The Counseling Psychologist (2015 – 2018 & 2020 - 2022)

International Journal of Environmental Research and Public Health, Guest Editor for special issue on “Adolescent Depression Prevention” (Spring 2014)

Ad hoc Reviewer for Journals:

Asia Pacific Journal of Public Health

Behaviour Research and Therapy

BMC Health Services Research

BMC Public Health

BMJopen

Cancer Epidemiology

Child and Adolescent Psychiatry and Mental Health
Child and Adolescent Mental Health
Child and Youth Care Forum
Children and Youth Services Review
Clinical Psychology: Science and Practice
Clinical Psychology Review
Cognitive and Behavioral Practice
Cognitive Therapy and Research
Depression and Anxiety
Developmental Psychology
Educational Psychology
European Child & Adolescent Psychiatry
International Journal of Adolescent Medicine and Health
International Journal of Developmental Science
International Journal of Psychology
Journal for the Scientific Study of Religion
Journal of Abnormal Child Psychology
Journal of Adolescence
Journal of Adolescent Health Journal of Affective Disorders
Journal of Child Psychology and Psychiatry
Journal of Clinical Psychology
Journal of Clinical Child and Adolescent Psychology
Journal of Consulting and Clinical Psychology
Journal of Psychiatric Research
Journal of Psychophysiology
Journal of Research on Adolescence
Journal of School Health
Journal of School Psychology
Journal of Spirituality in Mental Health
Journal of the American Academy of Child and Adolescent Psychiatry
Journal of Youth and Adolescence
Lernen und Lernstörungen
Medical Science Monitor
Praxis für Kinderpsychologie und -psychiatrie
Psychiatry Research
Psychological Medicine
Psychological Reports
Psychologie in Erziehung und Unterricht
Psychology and Psychotherapy: Theory, Research, and Practice
Psychology of Religion and Spirituality
Psychoneuroendocrinology
Psychopathology
Psychophysiology
Psychotherapy Research
Scandinavian Journal of Psychology
Social Development
Social Science and Medicine
Swiss Journal of Psychology
Verhaltenstherapie
Zeitschrift für Gesundheitspsychologie
Zeitschrift für Kinder- und Jugendpsychiatrie und Psychotherapie
Zeitschrift für Klinische Diagnostik und Evaluation

 Zeitschrift für Klinische Psychologie und Psychotherapie
Ad hoc Reviewer for Grant giving

Organizations:American Heart

Association (AHA, US)

Bundesministerium für Bildung und Bildung (BMBF; Federal Ministry of Education and Research, Germany)

Deutsche Forschungsgemeinschaft (DFG; German Research Foundation, Germany)

National Institute for Health Research (NIHR, UK)

National Institute of Mental Health (NIMH, US)

Netherlands Organisation for Health Research and Development (ZonMw, The Netherlands)

Offices & Committees:

Search Committee for Dean of the College of Education and Human Development, University of Louisville, 11/2020 – 7/2021

Chair of the Search Committee for Post-Doctoral Associate for the Cardinal Success Program, Department of Counseling and Human Development, University of Louisville, 9/2020 – 3/2021

Juvenile Justice Advisory Committee, Louisville, KY, 7/2020 –

Workgroup to declare Racism a Public Health Emergency in Louisville, KY, 8/2020

–Student Well-Being Committee, University of Louisville, 9/2019 - 6/2021

Chair of the Search Committee for Post-Doctoral Associate for the Cardinal Success Program, Department of Counseling and Human Development, University of Louisville, 11/2018 –2/2019

President’s Faculty Consultation Committee, University of Louisville, 8/2018 – 7/2019 Research

Office Advisory Group for the CEHD Office of Research and Innovation, University of Louisville, 1/2018 – 7/2019

American Psychological Association (APA) Dissertation Research Award Committee (Reviewer),8/2017 – 7/2019

Faculty Presidential Search Committee, School of Interdisciplinary and Graduate Studies, University of Louisville, 7/2017 – 5/2018

Graduate Council Member, School of Interdisciplinary and Graduate Studies, University of Louisville,7/2017 –

Search Committee for Assistant Professor in Counseling Psychology, Department of Counseling and Human Development, University of Louisville, 11/2016 – 3/2017

College of Education and Human Development Strategic Planning Committee, University of Louisville,11/2015 – 10/2016

Search Committee for Associate/Full Professor in College Student Personnel, Department of Counseling and Human Development, University of Louisville, 10/2015 – 3/2016

Association for Behavioral and Cognitive Therapies (ABCT) Awards Committee (Reviewer), 1/2015 – 12/2018

-
- Search Committee for Assistant/Associate Professor in Counselor Education, Department of Educational and Counseling Psychology, University of Louisville, 10/2014 – 2/2015
- Search Committee for Assistant and Associate Professor in Counseling Psychology, Department of Educational and Counseling Psychology, University of Louisville, 10/2014 – 2/2015
- Search Committee for Clinic Director Position, Department of Educational and Counseling Psychology, University of Louisville, 5/2014 – 7/2014
- Chair of the Search Committee for Clinical Faculty Position in Counselor Education, Department of Educational and Counseling Psychology, University of Louisville, 5/2014 – 7/2014
- Search Committee for Assistant/Associate Professor in Counselor Education, Department of Educational and Counseling Psychology, University of Louisville, 1/2014 – 4/2014
- Planning and Budget Committee, College of Education and Human Development, University of Louisville, 8/2013 – 7/2019
- Search Committee for Associate/Full Professor in Counselor Education, Department of Educational and Counseling Psychology, University of Louisville, 7/2013 – 12/2013
- Kentucky Psychological Foundation (KPF), Board Member, 1/2013 – 12/2014
- Conceptual Framework Committee, College of Education and Human Development, University of Louisville, 11/2012 – 5/2013
- Guest Speaker Committee, Department of Educational and Counseling Psychology, University of Louisville, 8/2012 – 12/2014
- Chair of the Standards and Admission Committee of the College of Education and Human Development, University of Louisville, 8/2012 – 7/2014
- Grawemeyer Award in Education, Faculty Review Committee, College of Education and Human Development, University of Louisville, 6/2012 – 5/2013
- KPA Task Force to restructure Kentucky Psychological Foundation (KPF), 1/2010-12/2012
- Search Committee for Dean of the College of Education and Human Development, University of Louisville, 8/2010 – 3/2011
- Educational and Counseling Psychology Personnel Committee, Department of Educational and Counseling Psychology, University of Louisville, 5/2010 –
- Search Committee for Assistant/Associate Professor in Counseling Psychology, Department of Educational and Counseling Psychology, University of Louisville, 2/2010 – 12/2010
- Chair of the Manuscript-style Dissertation Committee, Department of Educational and Counseling Psychology, University of Louisville, 2/2009 – 4/2009
- American Psychological Association (APA), Public Education Campaign Coordinator for Kentucky, 1/2009 – 12/2014
- Kentucky Psychological Association (KPA), Board Member, 1/2009 – 12/2014
- Steering Committee, “School-based intervention to improve the mental health of low-income, secondary school students in Santiago, Chile”, University of Bristol & Universidad De Chile, 1/2009 – 12/2011

Counseling Psychology and Mental Health Counseling Doctoral Student Organization (DSO) faculty advisor, Department of Educational and Counseling Psychology, University of Louisville, 8/2008 – 8/2009

Standards and Admission Committee of the College of Education and Human Development (member), University of Louisville, 7/2008 – 7/2012

Search Committee for Associate Professor in Counseling Psychology, Department of Educational and Counseling Psychology, University of Louisville, 6/2008 – 11/2008

Search Committee for Assistant Professor in Counseling Psychology, Department of Educational and Counseling Psychology, University of Louisville, 6/2008 – 12/2008

Doctoral Program Admission Committee Counseling Psychology, Counseling Psychology Program, Department of Educational and Counseling Psychology, University of Louisville, 12/2007 –

Search Committee for Director of Clinical Training, Department of Educational and Counseling Psychology, University of Louisville, 11/2007 – 4/2008

Standardization Committee II for NCATE reaccreditation, College of Education and Human Development, University of Louisville, 8/2007 – 10/2008

APA Reaccreditation Committee, Department of Educational and Counseling Psychology, University of Louisville, 7/2007 – 8/2008

Search Committee for an Associate Professor in Developmental Psychology, Department of Psychology, University of Tübingen, 10/2003 – 4/2005

Committee of student awards of the School of Information- and Cognition Sciences, University of Tübingen, 10/2002 – 4/2005

Committee for Studies in Psychology, Department of Psychology, University of Tübingen, 10/2002 – 4/2005

Chaired & Co-chaired Master Theses & Doctoral Dissertations

August 2021	A Social Learning Approach to the Examination of the Temporal Directionality Between Parenting Behavior and Early Adolescents' Affect (S. Burton, Dissertation)
July 2021	Concurrent Reporting of Adverse Childhood Experiences among Perspectives of Adolescents and Caregivers (K. Berghuis, Dissertation)
June 2021	Perceived Discrimination and Depressive Symptoms: What Role does the Cognitive Triad Play? (A. Sacco, Master Thesis)
February 2021	The Impact of Gender and Prayer Frequency on Mental Health. (O. Alexander, Master Thesis)
November 2019	The Role of Offspring's Gender in the Bidirectional Associations between Parenting Behavior and Adolescent Affect (H. D. Seely, Master Thesis)
February 2019	Private Prayer and Brooding Rumination: The Role of Prayer Experience (A. Sell, Master Thesis)

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| December 2018 | Disordered Eating, Depression, and Cognitive Vulnerabilities in College Women(K. Visalli, Dissertation) |
| June 2018 | The Role of Hardiness in the Relation Between Perceived Daily Discriminationand Depressive Symptoms in Community College Students (R. Smith, Dissertation) |
| May 2018 | Examining the Temporal Directionality between Teaching Behavior and Affectin High School Students (B. Cauley, Dissertation) |
| May 2018 | The Conceptualization of the Positive Cognitive Triad and Associations withDepressive Symptoms in Adolescents (C. Pittard, Dissertation) |
| April 2018 | Praying with Health Challenges: The Examination of the Frequency of Prayers for Health and associations with Poloma and Pendleton’s (1989) Prayer Types (K. White, Master Thesis in Public Health) |
| March 2018 | The Impact of Cognitive Styles and Depressive Symptoms on the Relation Between Perceived Everyday Discrimination and Blood Pressure in Adolescents (A. A. Marshall, Master Thesis) |
| February 2018 | Perceived Discrimination and Depressive Symptoms: Is the Cognitive Triad a Moderator or Mediator? (K. J. Berghuis, Master Thesis) |
| February 2018 | Does Rumination Mediate the Association Between Everyday Discriminationand Symptoms of Depression in Adolescents? (E. Smith, Master Thesis) |
| December 2017 | Relations of Subjective Social Status and Perseverative Thought with Blood Pressure (B. R. Harbison, Master Thesis) |
| December 2017 | Examining the Association between Perceived Everyday Discrimination and Depressive Symptoms: Is Cognitive Style a Mediator? (L. Hayes, Master Thesis) |
| September 2017 | Does rumination mediate the relationship between everyday discrimination and blood pressure? (S. J. Roane, Dissertation) |
| April 2017 | A meta-analysis of the longitudinal relationship between adolescent depression and academic achievement (R. E. Buehner, Dissertation) |
| July 2016 | Influences of Self-Construals and Personality Styles on International Students' Depressive Symptoms (Y.-Y. Liu, Dissertation) |
| July 2016 | Global and Specific Attachment Patterns in Romantic Relationships: Distinctand Interactional Functions (M. Mantos, Dissertation) |
| July 2016 | Sex, Sexuality and Sexual Practice fro Trans Individuals and their Romantic Partners (K. Rossman, Dissertation) |
| April 2016 | The Middle School Blues: Examining the Temporal Directionality Between Teaching Behavior and Early Adolescents' Affect (S. M. Burton, Master Thesis) |
| December 2015 | Meta-analyses of cardiovascular responses to rumination: Exploring Mechanisms linking depression and hostility to cardiovascular disease (L. Y. Busch, Dissertation) |

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- July 2015 Exploring the Associations Between Teaching Behaviors and Affect in UpperElementary School Students Before and After Controlling for Parenting Behaviors (A. D. Barnard, Dissertation)
- July 2015 Teaching Behavior and Positive and Negative Affect in High School Students: Does Students' Race/Ethnicity Matter? (B. Cauley, Master thesis)
- May 2015 Cancer Caregiving: An Exploration of Values, Burden, Repetitive Thinking, andDepression (A. M. Mitchell, Dissertation)
- April 2015 Rumination, Worry, and Drinking Behaviors in College Students: A MediationAnalysis (S. Winkeljohn Black, Dissertation)
- March 2015 The Relationship Between Hopelessness, Depressive Symptoms, and Blood Pressure (S. Roane, Master thesis)
- March 2015 The Influence of Parenting Behavior on Positive and Negative Affect inElementary Age Children (K. M. Visalli, Master thesis)
- August 2014 Avoidance in disordered eating: The roles of overevaluation of weight andshape and repetitive thinking (A. C. Bjerg, Dissertation)
- January 2014 Teaching Behavior and Depressive Symptoms in Middle and High School Students (C. M. Pittard, Master thesis)
- September 2012 Psychometric test of the Personal Style Inventory-II (PSI-II) in a Taiwanese youth sample (Y.-Y. Liu, Master thesis)
- April 2012 Development and individual validation of the Cyberbullying in Schools Inventoryfor middle and high school students (N. B. DeLaney, Dissertation)
- December 2011 Development and initial validation of the God and Human Attribution Scale (N. K. Cupples Pickering, Dissertation)
- December 2011 Towards an improved measure of intrinsic/extrinsic religious motivation (A. W.Banister, Dissertation)
- August 2011 Efficacy of Parent Child Relationship Therapy for parents of children withattachment problems (M. Sergeant, Dissertation)
- July 2011 Alpha Asymmetry as Risk Factor for Depressive Symptomatology in AdolescentBoys (A. M. Mitchell, Master thesis)
- April 2011 The combined effects of self-referent information processing and ruminative responses on adolescent depression (S. Winkeljohn Black, Master thesis)
- December 2009 Criminal Thinking and Drug Treatment Entry Among Federal Inmates (A. L.Hughes, Dissertation)
- July 2009 Living with Inflammatory Bowel Disease (IBD): A test of the Meaning MakingModel of Coping (E. Adams, Dissertation)
- March 2009 Cerebrale Hemisphärenasymmetrie im EEG – Möglichkeit der Differenzierung von Angst und Depression? [Cerebral hemispheric EEG-asymmetry – A way do differentiate between anxiety and depression?] (H. Eisenhardt, Master thesis)

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- March 2007 Selektive Informationsverarbeitung als prospektiver Prädiktor subklinischer Depression bei Jugendlichen [Selective information processing as prospective predictor of subclinical depression in adolescents] (S. Läßle, Master thesis)
- December 2006 Frontokorticale Aktivierungsasymmetrie und Depressivität bei Jugendlichen [Fronto-cortical activity asymmetry and depressivity in adolescents] (U. Föhl, Dissertation)
- October 2006 Responsivitätsdifferenzen und Zusammenhänge phobischer Reaktionsmaße bei Frauen mit Spinnenphobie [Differences in the responsivity and associations in response measures in women with spider phobia] (K. Knopf, Dissertation)
- April 2006 Physiological reactions and their temporal development during repeated affective stimulation in spider-phobic and control subjects (J. Strohmaier, Master thesis)
- November 2005 A Meta-analysis about EEG-Alpha asymmetries and depression (U. Jakobi, Master thesis)
- October 2005 Effekte eines universellen kognitiv-verhaltenstherapeutischen Präventionsprogramms auf schemageleitete Informationsverarbeitung und automatische Gedanken subklinisch-depressiver Jugendlicher [Effects of a universal cognitive-behavioral prevention program on schema controlled information processing and automatic thoughts in subclinically depressed adolescents] (P. Widmann, Master thesis)
- September 2005 Vergleich der Theorien von A. T. Beck und G. H. Bower am Beispiel der Spinnenphobie [A comparison of A. T. Beck's and G. H. Bower's theories using the example of spider phobia] (S. Tan Tjhen, Master thesis)
- July 2005 Evaluation des ATQ-D zur Messung negativer und positiver automatischer Gedanken bei Kindern und Jugendlichen [Evaluation of the ATQ-D to measure negative and positive automatic thoughts in children and adolescents] (S. Huffziger, Master thesis)
- June 2005 EEG-Alpha-Asymmetrie als Risikofaktor für Depression? – Eine Längsschnittstudie mit Jugendlichen [EEG-Alpha asymmetry as risk-factor of depression? A longitudinal study with adolescents] (A. Fritz, Master thesis)
- March 2005 Wechselwirkung zwischen Depression, Emotionskontrolle und Selbstwirksamkeit bei jugendlichen Teilnehmern eines Depressionspräventionsprogramms. Eine Fragebogenstudie. [Associations between depression, emotion-control, and self-efficacy in adolescent participants of a depression prevention program. A survey study] (F. Hagenlocher, Master thesis)
- March 2005 Zusammenhänge zwischen sekretorischem Immunglobulin A (sIgA) im Speichel, physiologischen und subjektiven Maßen für Valenz und Erregung nach Lang [Associations between secretory immunoglobulin A (sIgA) in saliva, physiological, and subjective measures of valence and arousal based on Lang] (B. Rager, Master thesis)
- February 2005 Alpha asymmetry in subclinically depressed adolescents - a longitudinal study (H. Lo, Master thesis)

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- January 2005 Wirkung einer Kurzzeitintervention auf subjektiver, vegetativer und humoraler Ebene bei Spinnenphobikerinnen [Effects of a short-term intervention on subjective, vegetative, and humoral responses in spider phobics] (E. Alber, Master thesis)
- December 2004 Die Kovarianz von Cortisol mit Maßen der Faktoren Valenz und Erregung nach Lang [Covariation of cortisol with measures of the factors valence and arousal based on Lang] (R. Tellier, Master thesis)
- May 2004 Persönlichkeit, Coping und depressive Symptomatik im Jugendalter [Personality, coping, and depressive symptoms in adolescence] (S. Seemann, Dissertation)
- January 2004 Modifikation automatischer Gedanken durch ein Präventionsprogramm gegen Depression [Modification of automatic thoughts by a depression prevention program] (S. Burdinski, Master thesis)
- October 2003 Informationsverarbeitungsprozesse bei subklinisch depressiven Jugendlichen [information processing in subclinically depressive adolescents] (S. Balz, Master thesis)
- October 2003 Das Duale Belief System. Analyse der Plausibilität des Konzepts am Beispiel von Spinnenphobie (The dual-belief system. Analysis of the plausibility of the concept using the example of spider phobia) (A. Holzhay, Dissertation)
- September 2003 Übersetzung und Validierung des „Interpersonal Problem-Solving Questionnaire“ (IPSQ) [Translation and validation of the “Interpersonal Problem-Solving Questionnaire” (IPSQ)] (R. Szlak-Rubin, Master thesis)
- September 2003 Schemageleitete Informationsverarbeitung bei subklinisch depressiven Jugendlichen im Verlauf eines universellen Präventionsprogramms [Schema controlled information processing in subclinically depressed adolescents over the course of an universal prevention program] (B. Hammerand, Master thesis)
- June 2003 Schützen positive automatische Gedanken Jugendliche vor depressiven Symptomen, auch wenn sie belastenden Ereignissen ausgesetzt sind? [Do positive automatic thoughts prevent the development of depressive symptoms in adolescents when confronted with critical life-events?] (J. Görndt, Master thesis)
- May 2003 Veränderungen der subjektiven, vegetativen und Verhaltensebene bei Spinnenphobikerinnen nach Kurzzeitinterventionen [Changes of subjective, vegetative, and behavioral responses in spider phobics after short-term interventions] (K. Tesch, Master thesis)
- April 2003 Cerebrale Asymmetrie bei subklinisch depressiven Jugendlichen [Cerebral asymmetry in subclinically depressed adolescents] (A. Schneider, Master thesis)
- April 2003 Wirkung einer Kurzzeitintervention auf Cortisol und sekretorisches Immunglobulin A bei Spinnenphobikerinnen, moderiert durch kognitive Schemata [Effects of a short-term intervention on cortisol and secretory immunoglobulin A in spider phobics, moderated by cognitive schema] (C. Schubert, Master thesis)

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- February 2003 Zusammenhang zwischen dysfunktionalen Beliefs und verschiedenen Reaktionsebenen der Angst bei Spinnenphobikerinnen (Associations between dysfunctional beliefs and different anxious responses in spider phobics) (G. Sanft, Master thesis)
- December 2002 Adjustment Scales for Sociometric Evaluation of Secondary-School Students (ASSESS): Evaluierung eines Fremdbeurteilungsmaßes von Verhaltensstörungen bei Jugendlichen [Adjustment Scales for Sociometric Evaluation of Secondary-School Students (ASSESS): Evaluation of a peer-rating instrument of conduct problems in adolescents] (U. v. Delleman, Master thesis)
- June 2002 Übersetzung des „Teenage Inventory of Social Skills“ (TISS) und Validierung der deutschen Version (TISS-D) [Translation of the “Teenage Inventory of Social Skills“ (TISS) and validation of the German version (TISS-D)] (B. Häußler, Master thesis)
- June 2002 Veränderung der emotionalen Reaktionen auf der subjektiven und neurohumoralen Ebene auf phobische und neutrale Reize. Eine Pilotstudie [Subjective and neurohumoral emotional responses to phobic and neutral stimuli. A pilot study] (S. Jungmann, Master thesis)
- May 2002 Die Wirkung eines primären Präventionsprogramms gegen Depressionen bei Jugendlichen in Abhängigkeit von der Selbstwirksamkeit [Influence of self-efficacy on the effects of a primary program to prevent depression in adolescents] (C. Baldus, Master thesis)
- April 2002 Übersetzung des „Automatic Thoughts Questionnaire – Revised“ (ATQ-R) und Validierung der deutschen Version (ATQ-D) [Translation of the “Automatic Thoughts Questionnaire – Revised” (ATQ-R) and validation of the German version (ATS-D)] (S. Seemann, Master thesis)
- March 2002 Beeinflussung kognitiver Schemata durch lebensbedrohliche Erkrankungen. Eine Pilotstudie. [Impact of life threatening illnesses on cognitive schema. A pilot study] (R. Maikler, Master thesis)
- September 2001 Das Duale Belief System bei Spinnenphobikerinnen. Entwicklung einer Strategie zur Analyse widersprüchlicher und überbrückender Beliefs [The dual belief system of spider phobics. Development of a strategy to analyse contrary and bridging beliefs] (K. Siegle, Master thesis)
- June 2001 Die Skala dysfunktionaler Einstellungen – Validierung der mit positiven Itemserweiterten Form (DAS-RP) [Dysfunctional Attitude Scale – Evaluation of a version expanded by positive items (DAS-RP)] (D. Klink, Master thesis)

Letters of references are available from (in alphabetical order)

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