

January 3rd, 2024

Council Leadership Team (CLT) Virtual Meeting

Present: Arlene Noriega, PhD (Chair-Elect), David Susman, PhD (Past-Chair), Cynthia de las Fuentes, PhD (APA President), Michael Hendricks, PhD, ABPP (Treasurer), Noelle La Lefforge, PhD, MHA, ABPP (Chair Elect), Bryana French, PhD, Rachel Fouladi, PhD, Aldo Barrita, MA, Debra Kawahra, PhD (APA President-Elect), Arlene Steinberg, PhD, Sara Buckingham, PhD, Arthur C. Evans, PhD (APA CEO)

Staff Present: Abby Green (Staff Liaison), Deanne Ottaviano (Chief of OGC), Amber Roopan (Associate Chief, Governance), Maureen O'Brien (Deputy Chief of Governance and Volunteer Leadership), Maysa Akbar (Chief Diversity Officer)

- A. CLT went through introductions of all members.
- B. CLT received an update on two committee's work: Council Liaison Oversight Committee and the Diversity Impact Statement Committee.
- C. CLT voted to recommend that Council approve the Council Policy Manual: Extension of Guidelines with the following motion:
That the Board recommends that Council extends the expiration date for the *Clinical Practice Guideline for the Treatment of Depression Across Three Age Cohorts* to December 31, 2029.
- D. CLT voted to recommend that Council approve the revised APA Strategic Plan.
- E. CLT discussed the *Policy and Planning Board's 5 Year Policy Review* and agreed to ask P&P to provide clarification on items that were archived and the reasoning behind the light edits. CLT will ask P&P to prepare this in time for August 2024 Council.

January 24th, 2024

Council Leadership Team (CLT) Virtual Meeting

Present: Arlene Noriega, PhD (Chair-Elect), David Susman, PhD (Past-Chair), Cynthia de las Fuentes, PhD (APA President), Michael Hendricks, PhD, ABPP (Treasurer), Noelle La Lefforge, PhD, MHA, ABPP (Chair Elect), Bryana French, PhD, Rachel Fouladi, PhD, Aldo Barrita, MA, Debra Kawahra, PhD (APA President-Elect), Arlene Steinberg, PhD, Sara Buckingham, PhD, Arthur C. Evans, PhD (APA CEO)

Staff Present: Abby Green (Staff Liaison), Deanne Ottaviano (Chief of OGC), Amber Roopan (Associate Chief, Governance), Maureen O'Brien (Deputy Chief of Governance and Volunteer Leadership), Maysa Akbar (Chief Diversity Officer)

- A. CLT voted to recommend that Council approve the *2024 Guidelines for Psychological Practice with Older Adults*.
- B. CLT voted to recommend that Council approve the *Resolution to Support Parents with Disabilities*.
- C. CLT voted to recommend that Council approve the Amendments to Association Rule 210-4: Dues with the following main motions:
That Council approves a \$25 increase in the APA base member dues rate (\$247 to \$274) and 1 reduction in the dues increase at year four of the dues ramp up (\$149 to \$124). 2
That Council approves the following amendments to Association Rule 210-5 1
(bracketed/strikethrough material to be deleted; underlined material to be added): 2
210-5. Dues 3

210-5.2 The annual dues of Members, including Fellows, and Associate Members shall be 4
determined by Council based on recommendations from the Membership Board, Finance 5
Committee and Board of Directors. Dues amounts will be based on the following guideline: 6
Associate member Step 1 (years 1-3) [40] 36% of regular Member dues 7
Associate member Step 2 (years 4+) [72] 65% of regular Member dues 8
Member (Postdoctoral) Step 1 (years 1-3) [40] 36% of regular Member dues 9
Member (Postdoctoral) Step 2 (years 4-6) [60] 45% of regular Member dues 10
Member Step 3 (year[s] 7 [and 8]) [80] 64% of regular Member dues 11
Member Step 4 (year 8 [years 9+]) [80%] 82% of regular Member dues 12
Member Step 5 (years 9+) 100% of regular Member dues 13

February 5th, 2024

Council Leadership Team (CLT) Virtual Meeting

Present: Arlene Noriega, PhD (Chair-Elect), David Susman, PhD (Past-Chair), Cynthia de las Fuentes, PhD (APA President), Michael Hendricks, PhD, ABPP (Treasurer), Noelle La Lefforge, PhD, MHA, ABPP (Chair Elect), Bryana French, PhD, Rachel Fouladi, PhD, Aldo Barrita, MA, Debra Kawahra, PhD (APA President-Elect), Arlene Steinberg, PhD, Sara Buckingham, PhD, Arthur C. Evans, PhD (APA CEO)

Staff Present: Abby Green (Staff Liaison), Deanne Ottaviano (Chief of OGC), Amber Roopan (Associate Chief, Governance), Maureen O'Brien (Deputy Chief of Governance and Volunteer Leadership), Maysa Akbar (Chief Diversity Officer)

- A. CLT voted to recommend that Council approve the Resolution Opposing Involuntary Individual Isolation of Youth in Juvenile Justice Settings. The main motion is as follows:
- B. CLT voted to recommend that Council approve the Resolution of Secure storage of Firearms and Lethal Means to prevent suicides. The main motion is as follows:
- C. CLT voted to recommend that Council approve the Policy Statement on Affirming Evidence-Based Inclusive Care for Transgender, Gender Diverse and Non-Binary Individuals. The main motion is as follows:
- D. CLT Discussed the Diversity Impact Statement rubrics from DISC.

February 27th, 2024

Council Leadership Team (CLT) Virtual Meeting

Present: Arlene Noriega, PhD (Chair-Elect), David Susman, PhD (Past-Chair), Cynthia de las Fuentes, PhD (APA President), Michael Hendricks, PhD, ABPP (Treasurer), Bryana French, PhD, Rachel Fouladi, PhD, Aldo Barrita, MA, Debra Kawahra, PhD (APA President-Elect), Arlene Steinberg, PhD, Sara Buckingham, PhD, Arthur C. Evans, PhD (APA CEO)

Not Present: Noelle La Lefforge, PhD, MHA, ABPP (Chair Elect)

Staff Present: Abby Green (Staff Liaison), Deanne Ottaviano (Chief of OGC), Amber Roopan (Associate Chief, Governance), Maureen O'Brien (Deputy Chief of Governance and Volunteer Leadership), Maysa Akbar (Chief Diversity Officer)

- A. CLT debriefed on the events of the most recent Council meeting, including the work of the Orientation Program, The Council Hill day, the Policy Process and the review of policies by the Boards and Committees.

March 26th, 2024

Council Leadership Team (CLT) Virtual Meeting

Present: *Arlene Noriega, PhD (Chair-Elect), David Susman, PhD (Past-Chair), Cynthia de las Fuentes, PhD (APA President), Michael Hendricks, PhD, ABPP (Treasurer), Noelle La Lefforge, PhD, MHA, ABPP (Chair Elect), Bryana French, PhD, Aldo Barrita, MA, Debra Kawahara, PhD (APA President-Elect), Arlene Steinberg, PhD, Sara Buckingham, PhD,*

Not Present: *Arthur C. Evans, PhD (APA CEO), Rachel Fouladi, PhD*

Staff Present: *Abby Green (Staff Liaison), Amber Roopan (Associate Chief, Governance), Maureen O'Brien (Deputy Chief of Governance and Volunteer Leadership), Maysa Akbar (Chief Diversity Officer)*

- A. The meeting commenced with a discussion on the Diversity Impact Statement process.
- B. The Council Ombud presented on the collaboration between CLT and the Ombuds.
- C. A discussion followed the presentation from the Council Ombud.

April 23rd, 2024

Council Leadership Team (CLT) Virtual Meeting

Present: *Arlene Noriega, PhD (Chair-Elect), David Susman, PhD (Past-Chair), Cynthia de las Fuentes, PhD (APA President), Michael Hendricks, PhD, ABPP (Treasurer), Noelle La Lefforge, PhD, MHA, ABPP (Chair Elect), Bryana French, PhD, Aldo Barrita, MA, Debra Kawahara, PhD (APA President-Elect), Sara Buckingham, PhD, Arthur C. Evans, PhD (APA CEO), Rachel Fouladi, PhD*

Not Present: *Arlene Steinberg, PhD*

Staff Present: *Abby Green (Staff Liaison), Amber Roopan (Associate Chief, Governance), Maureen O'Brien (Deputy Chief of Governance and Volunteer Leadership), Deanne Ottaviao (Office of General Counsel)*

- A. The Council Leadership Team commenced with a visit from the Policy and Planning Board's Chair, Eric Russ, PhD, to review the process of the Five-Year Policy Review. CLT heard a report from the CLT Trio's meeting with the P&P Executive Committee.
- B. CLT discussed ways to support filling open Caucus Leadership Positions.
- C. CLT reviewed the possibilities for different listserv formats for Council.

May 3rd, 2024

Council Leadership Team (CLT) Virtual Retreat

Present: *Arlene Noriega, PhD (Chair-Elect), David Susman, PhD (Past-Chair), Cynthia de las Fuentes, PhD (APA President), Michael Hendricks, PhD, ABPP (Treasurer), Noelle La Lefforge, PhD, MHA, ABPP (Chair Elect), Bryana French, PhD, Aldo Barrita, MA, Debra Kawahara, PhD (APA President-Elect), Sara Buckingham, PhD, Rachel Fouladi, PhD, Arlene Steinberg, PhD*

Not Present: *Arthur C. Evans, PhD (APA CEO)*

Staff Present: *Abby Green (Staff Liaison), Amber Roopan (Associate Chief, Governance), Maureen O'Brien (Deputy Chief of Governance and Volunteer Leadership), Deanne Ottaviao (Office of General Counsel)*

- A. The Council Leadership Team (CLT) participated in a welcome and team building event.
- B. Council Orientation and Mentoring Program (COMP) presented on their work this past year on the orientation for new Council members, and plans for moving forward for the rest of the year.
- C. The Culture Check subcommittee presented their findings from reviewing the past Council Culture checks and suggestions for moving forward into August Council meeting.
- D. CLT discussed how they can support the functions and organizations of Council through their work.
- E. CLT participated in a team building activity.
- F. CLT reviewed the motions from the CEIO Task Force that were approved at Council in August of 2023, and any remaining tasks that need to be completed by CLT.
- G. CLT received an update from the CE office on receiving CE credits from Council meetings.
- H. CLT reviewed the process of the CLT past chair being a member of the Agenda Planning Group.
- I. CLT received an update from the Diversity Impact Statement Committee and their work up to date of this year.
- J. CLT received an update from the Council Liaison Oversight committee and their work up to date this year.
- K. CLT received an update from the RED Committee and their work up to date this year.

July 8, 2024

Council Leadership Team (CLT) Virtual Meeting

Present: Arlene Noriega, PhD (Chair-Elect), Cynthia de las Fuentes, PhD (APA President), Michael Hendricks, PhD, ABPP (Treasurer), Noelle La Lefforge, PhD, MHA, ABPP (Chair Elect), Bryana French, PhD, Rachel Fouladi, PhD, Aldo Barrita, MA, Arlene Steinberg, PhD, Sara Buckingham, PhD, Arthur C. Evans, PhD (APA CEO)

Not Present: David Susman, PhD (Past-Chair), Debra Kawahra, PhD (APA President-Elect)

Staff Present: Abby Green (Staff Liaison), Deanne Ottaviano (Chief of OGC), Amber Roopan (Associate Chief, Governance), Maureen O'Brien (Deputy Chief of Governance and Volunteer Leadership), Maysa Akbar (Chief Diversity Officer)

- A. CLT reviewed the revised Civility Principles presented following EDI Review.
- B. CLT voted to recommend that Council approve the *Professional Practice Guidelines on Key Considerations in treatment of PTSD and Traumatic Stress Disorders*.
- C. CLT voted to recommend that Council approve the *Proposed Guidelines for working with Adults with Complex Trauma Histories*.
- D. CLT voted to recommend that Council approve the Association Rule Change Regarding Simultaneous Service with the following motion:

That Council approves the following amendments to the Association Rules (bracketed/strikethrough material to be deleted; underlined material to be added):

110-14. RULES GOVERNING SIMULTANEOUS SERVICE

110-14.1 It is the goal of this section that members not serve simultaneously on the Board of Directors at the same time as another elected or appointed APA position, and also that members not serve for more than one advisory group except as ex-officio, non-voting, and/or with certain other minor exceptions noted. To that end, sections 110-14.2, 110-14.3 and 110-14.5 identify specific groups as to which simultaneous service is prohibited and set forth qualifications for participation in election or appointment to the Board of Directors and advisory groups when a member is currently serving or has been elected or appointed to serve on another advisory group.

110-4.2 Members of the Board of Directors shall serve simultaneously on the Board of Directors of the American Psychological Association Services, Inc., but not serve simultaneously on APA advisory groups, other than as ex-officio or liaison; in any elected positions in any Divisions or

state/provincial/territorial psychological associations; or on governing bodies of other advocacy or political action organizations for psychologists or psychology that are national in scope.

110-14.3 Members shall not serve simultaneously on any of the following advisory groups, except as ex-officio and/or non-voting members or if other exceptions are provided below.

Boards

Advancement of Psychology in the Public Interest

Convention Affairs

Educational Affairs

Membership

Policy and Planning

Publications and Communications

Professional Affairs (except that one member is also a member of the Committee on Professional Practice and Standards)

Scientific Affairs

Committees

Advancement of General Applied Psychology

Aging

American Psychological Association of Graduate Students

Animal Research and Ethics

Associate and Baccalaureate Education

Children, Youth and Families

Continuing Education

Council Leadership Team

Disability Issues in Psychology

Division/APA Relations

Early Career Psychologists

Ethics

Ethnic Minority Affairs

Fellows

Finance

Global Psychology

Health Equity (ad hoc)

Human Research

Needs Assessment, Slating and Campaigns

Professional Practice and Standards (except that one member is also a member of the Board of Professional Affairs)

Rural Health

Sexual Orientation and Gender Diversity

Socioeconomic Status

Psychological Tests and Assessment

Teachers of Psychology in Secondary Schools

Women in Psychology

Commissions

Commission for the Recognition of Specialties and Subspecialties in Professional Psychology

Commission on Accreditation

110-14.4 Members shall not run for election in the same calendar year for more than one of the following positions: President-Elect, Recording Secretary, Treasurer, member-at-large of the Board of Directors, Council Leadership Team Chair-Elect, Early Career Representative of the Council Leadership Team, member-at-large of the Council Leadership Team.

110-14.5 Members shall not 1) simultaneously run for election (i.e., appear on an election ballot that is open for voting) for the Board of Directors and for any of the following advisory groups ; 2) run for election for one of the following advisory groups if the term of service will begin prior to the end of a term the member is currently serving or has been elected or appointed to serve on one of the advisory groups listed in Association Rule 110-14.3.; 3) be appointed to one of the advisory groups listed in Association Rule 110-4.3 if service will begin prior to the end of a term the member is currently or has been elected or appointed to serve on one of these groups.

Boards

Advancement of Psychology in the Public Interest

Convention Affairs

Educational Affairs

Membership

Policy and Planning

Publications and Communications

Professional Affairs

Scientific Affairs

Committees

Advancement of General Applied Psychology

American Psychological Association of Graduate Students

Council Leadership Team

Ethics

Finance

Global Psychology

Rural Health

Commissions

Commission for the Recognition of Specialties and Subspecialties in Professional Psychology

- E. CLT voted to recommend that Council accept the presidential task force report on *Psychological Science and Immigration Today*.

July 23, 2024

Council Leadership Team (CLT) Virtual Meeting

Present: *Arlene Noriega, PhD (Chair-Elect), Cynthia de las Fuentes, PhD (APA President), Michael Hendricks, PhD, ABPP (Treasurer), Noelle La Lefforge, PhD, MHA, ABPP (Chair Elect), Bryana French, PhD, Rachel Fouladi, PhD, Aldo Barrita, MA, Arlene Steinberg, PhD, Sara Buckingham, PhD, Arthur C. Evans, PhD (APA CEO), David Susman, PhD (Past-Chair), Debra Kawahra, PhD (APA President-Elect)*

Staff Present: *Abby Green (Staff Liaison), Deanne Ottaviano (Chief of OGC), Amber Roopan (Associate Chief, Governance), Maureen O'Brien (Deputy Chief of Governance and Volunteer Leadership), Maysa Akbar (Chief Diversity Officer)*

- A. CLT voted to recommend that Council approve the *APA Policy Statement on Immigrant Health*.
The main motion is as follows:

APA Policy Statement on Immigrant Health

August 2024

Consistent with the American Psychological Association's mission to promote the advancement, communication, and application of psychological science and knowledge to benefit society and improve lives, this policy statement affirms APA's support to promote the health of immigrant families and children. For this statement, an "immigrant" is a person who moves to a country other than that of their "nationality or usual residence, so that the country of destination effectively becomes his or her new country of usual residence" (International Organization for Migration, , 2024). APA bases its immigration policies on psychological research and supports practical and humane immigration policies that focus on the health and well-being of immigrants. APA also recognizes that immigrants may be disproportionately likely to experience stress and other behavioral health concerns (Cohodes et al., 2021; Doctors without Borders, 2020), which can be made worse with harmful public policies and lack of access to appropriate supports and services (Garcini et al., 2022a; Samari, et al., 2021).

Furthermore, with a growing number of immigrants entering the United States (Batalova, 2024), there is a need for psychologists to become more knowledgeable about how to address the behavioral health needs of immigrants appropriately. Likewise, policymakers, educators, researchers, and health care providers should become better versed in the psychological impacts of trauma associated with immigration, as well as anti-immigrant actions and sentiments on behavioral health, and unite in their support for access to psychological and physical health care as well as educational services for immigrants and their families.

Policy Statement

WHEREAS over the past decade, there have been significant changes in the U.S. immigration landscape, and the contributions of immigrants to the U.S. workforce, to our vast diverse culture, and to our nation as a whole are recognized (Bansak et al., 2021; Krol, 2021); and

WHEREAS a population health approach addresses health for the larger population, including the cultural, economic, systemic, historical, environmental, relational, and occupational contexts that influence health status, well-being, and functioning across an individual's lifespan, unlike our current

behavioral health treatment system, which is structured to primarily focus on those experiencing severe symptoms or an active behavioral health care crisis; and

WHEREAS interventions that consider social determinants of health have improved outcomes on immigrant health, and that the environment where people are born, live, learn, work, play, worship, and age affect a wide range of health and quality of life outcomes and risks (Castañeda et al., 2015; Figueroa et al., 2020); and

WHEREAS a trauma-informed approach recognizes trauma symptoms in a patient and acknowledges the role trauma may play in an individual's life; and

WHEREAS psychological science shows that immigrants can experience unique stressors, including traumas such as violence, persecution, poverty, and natural disasters in their home countries as well as a difficult journey to the United States; the ongoing stress of starting a new life away from their family and culture; and prejudice and discrimination once they reach the United States; (Garcia & Birman, 2022; Venta & Mercado, 2019; Ferguson, et. Al., 2023; Garcini, et al., 2023; Mercado et al., 2022; Torres et al., 2018; Venta et al., 2022); and

WHEREAS psychological science informs contextual approaches to better understand trauma and trauma recovery through the socioecological model that recognizes that human behavior is influenced by the contexts within which people live as they try to adapt to the pressures of these contexts, which include nations and communities as well as schools, peers, and families, which have profound effects on child development; and

WHEREAS at least 5,500 immigrant children were separated from their families in 2018 and many have still not been reunited (Frye, 2020; Dickerson, 2020); and

WHEREAS research suggests that immigration policies that include family separation can be harmful to children and that the longer parents and children are separated, the greater the reported symptoms of anxiety and depression are for children (Brumariu et al., 2020; Lu, et al. , 2020; Patel et al., 2016; Venta, et al., 2021; Venta et al., 2020; Wang & Lui, 2019); and

WHEREAS many immigrants can face barriers to accessing health care, including fear of deportation, lack of comfort with the language of the host country, behavioral health stigma, mistrust of service systems, lack of access to culturally competent care, and a lack of financial resources (Garcini et al., 2022a; Garcini et al., 2022b; Guadamuz, et al., 2022; Torres et al., 2018; Vargas et al., 2017; Vernice et al., 2020); and

WHEREAS the APA Race and Ethnicity Guidelines indicate the need for culturally responsive interventions when working with diverse populations including immigrant groups and proponents of evidence-based interventions have argued for the importance of adapting interventions to better fit the cultural needs of diverse groups, including immigrants; and

WHEREAS the APA Race and Ethnicity Guidelines and the APA Multicultural Guidelines prompt psychologists to understand the diverse backgrounds, experiences, and challenges within immigrant communities, including their unique cultural values, norms, and historical contexts shaping their lives; and

WHEREAS there is research on immigrant health, but additional research is still needed, as there is still a lack of understanding regarding immigrant behavioral health and health outcomes; and

WHEREAS many state and federal legislative and regulatory efforts to restrict immigrants' access to health care, to deport immigrants, or to separate families are detrimental not only to the immigrants themselves but to the United States' health care system generally;

THEREFORE BE IT RESOLVED THAT the American Psychological Association supports initiatives that provide access to health care to immigrant families; and

THEREFORE BE IT RESOLVED THAT immigrant communities and individuals should be treated as just that, individuals. Not all immigrants and not all immigrant communities are the same and therefore a one-size fits all approach should not be applied when considering immigrants' health needs; and

THEREFORE BE IT RESOLVED THAT the American Psychological Association supports a population health-based approach to working with immigrants, which aims to address the cultural, economic, systemic, historical, environmental, relational, and occupational contexts that influence health status, well-being, and functioning across the patient's lifespan (APA, 2022); and

THEREFORE BE IT RESOLVED THAT psychologists can play a vital role in helping address the behavioral health needs of immigrants and their families. Psychologists possess foundational knowledge about theories in psychological science that offer key insights into working with immigrants, including the socioecological model and its recognition of the pivotal function of families and schools in child development. Psychologists should gain knowledge about the cultural, economic, systemic, historical, and environmental contexts in which immigrants live and manage their health; and

THEREFORE BE IT RESOLVED THAT the American Psychological Association condemns policies that harm immigrants and their families, including forced family separation and other such detrimental policies (APA, 2018; APA 2019); and

THEREFORE BE IT RESOLVED THAT the American Psychological Association supports and encourages the use of the APA Race and Ethnicity Guidelines, which serve as a framework for psychologists to provide culturally competent services, encompassing practice, research, consultation, and education; and

THEREFORE BE IT RESOLVED THAT the American Psychological Association advocates for federal and state funding for research to better understand immigrants' health needs, including research on topics such as the evaluation of training, curricula, and community-based immigration initiatives that strive to improve immigrants' health and wellness and better understand the effects of trauma; and

THEREFORE BE IT RESOLVED THAT since immigrant communities have a wide range of resources and assets, psychological research should better focus on studying how to leverage these assets to support immigrant health; and

THEREFORE BE IT RESOLVED THAT the American Psychological Association encourages graduate psychology programs and continuing education programs to rigorously train psychology students, psychologists, and other public health providers in evidence-based programs that address immigrant health; and

THEREFORE BE IT RESOLVED THAT the American Psychological Association advocates for state and federal funding to promote immigrant behavioral health such as immigrants' health screenings,

treatment for trauma, and immigrants' access to health care and strengths-based approaches to immigrant wellness.

References:

American Psychological Association. (1998). APA resolution on immigrant children, youth, and families. <http://www.apa.org/about/policy/immigrants.aspx>.

American Psychological Association, Presidential Task Force on Immigration. (2012). Crossroads: The psychology of immigration in the new century. <https://www.apa.org/topics/immigration-refugees/report.pdf>

American Psychological Association, (2018). APA statement. (<https://www.apa.org/news/press/releases/2018/05/separating-immigrant-families>).

American Psychological Association (2019). APA Immigration and Refugee Policy Statement. <https://www.apa.org/about/policy/immigration-refugee-policy.pdf>).

American Psychological Association. (2019). guidelines on race and ethnicity in psychology (2019). <https://www.apa.org/about/policy/summary-guidelines-race-ethnicity>.

American Psychological Association. (2017). Multicultural guidelines. An ecological approach to context, identity, and intersectionality. Retrieved from <https://www.apa.org/about/policy/multicultural-guidelines>.

American Psychological Association (2022). Psychology's Role in Advancing Population Health. <https://www.apa.org/about/policy/population-health-statement.pdf>

Bansak, C., Simpson, N., & Zavodny, M. (2021). The economics of immigration: Market-based approaches, social science and public policy, (2nd ed.) . Routledge.

Batalova, J. (2024). *Frequently requested statistics on immigrants and immigration in the United States*. Migration Policy Institute. <https://www.migrationpolicy.org/article/frequently-requested-statistics-immigrants-and-immigration-united-states#health-insurance>

Bowlby, J. (1969). *Attachment and loss* (No. 79). Random House.

Brumariu, L. E., Diaconu-Gherasim, L. R., Kerns, K. A., & C. Lewis, N. (2020). Attachment figures in a middle childhood Romanian sample: Does parental migration for employment matter? *Attachment & Human Development*, 22(3), 290–309. <https://doi.org/10.1080/14616734.2018.1557716>

Castañeda, H., Holmes, S. M., Madrigal, D. S., Young, M.-E. D., Beyeler, N., & Quesada, J. (2015). Immigration as a social determinant of health. *Annual Review of Public Health*, 36, 375-392. <https://doi.org/10.1146/annurev-publhealth-032013-182419>

Cohodes, E. M., Kribakaran, S., Odriozola, P., Bakirci, S., McCauley, S., Hodges, H. R., Sisk, L. M., Zacharek, S. J., & Gee, D. G. (2021). Migration-related trauma and mental health among migrant children emigrating from Mexico and Central America to the United States: Effects on developmental neurobiology and implications for policy. *Developmental Psychobiology*, 63(6).

<https://doi.org/10.1002/dev.22158>

Dickerson, C.s (2020, October, 2). Parents of 545 children separated at the border cannot be found. New York Times. <https://www.nytimes.com/2020/10/21/us/migrant-children-separated.html>

Doctors Without Borders. (2020). *No way out: The humanitarian crisis for migrants and asylum seekers trapped between the United States, Mexico, and the Northern Triangle of Central America*.https://www.doctorswithoutborders.org/sites/default/files/documents/Doctors%20Without%20OBorders_No%20Way%20Out%20Report.pdf

Ferguson, G. M., Causadias, J., & Simenec, T. (2023). Acculturation and psychopathology. *Annual Review of Clinical Psychology*, 19, 381-411.

<https://www.annualreviews.org/doi/abs/10.1146/annurev-clinpsy-080921-080622>

Figueroa, J.F., Frakt, A.B., & Jha, A.K. (2020). Addressing social determinants of health: Time for a polysocial risk score. *Journal of the American Medical Association*, 323(16), 1553–1554.

<https://doi.org/10.1001/jama.2020.2436>

Frye, R. (2020). Family separation under the Trump administration: Applying an international criminal law framework. *The Journal of Criminal Law and Criminology*, 110, 2, 349-377.

<https://scholarlycommons.law.northwestern.edu/jclc/vol110/iis2/6/>

Garcia, M. F., & Birman, D. (2022). Understanding the migration experience of unaccompanied youth: A review of the literature. *American Journal of Orthopsychiatry*, 92(1), 79–102.

<https://doi.org/10.1037/ort0000588>

Garcini, L. M., Nguyen, K., Lucas-Marinelli, A., Moreno, O., & Cruz, P. (2022a). “No one left behind”: A social determinant of health lens to the well-being of undocumented immigrants. *Current Opinion s in Psychology*, 47. <https://doi.org/10.1016/j.copsyc.2022.101455>

Garcini, L. M., Venta, A., Mercado, A., Galvan, T., Compean, C .L., Guerrero, G., Domenech Rodríguez, M. M. (2022b). One more wall to cross: The role of psychologists in addressing integrated health among undocumented Latinx immigrants in inpatient medical settings. *Psychotherapy*, 59(2), 284–295.

<https://doi.org/10.1037/pst0000381>

Garcini, L. M., Domenech Rodríguez, M. M., Mercado, A., Silva, M., Cadenas, G., & Paris, M. (2023). Anti-immigration policy and mental health: Risk of distress and trauma among Deferred Action for Childhood Arrivals recipients in the United States. *Psychological Trauma: Theory, Research, Practice, and Policy*, 15(7), 1067-1075. <https://doi.org/10.1037/tra0001228>

Guadamuz J. S., Durazo-Arvizu R. A., Flores Morales J. , Qato D. M. (2022). Citizenship status and mortality among young Latino adults in the U.S., 1998–2015. *American Journal of Preventative Medicine*, 62(5), 777–781. <https://doi.org/10.1016/j.amepre.2021.11.005>

International Organization for Migration. (2024). Key Migration tTerms. United Nations Network on Migration. <https://www.iom.int/key-migration-terms>

Krol, R. (2021). Effects of immigration on entrepreneurship and innovation. *Cato Journal*, 41 (3). <https://www.cato.org/cato-journal/fall-2021/effects-immigration-entrepreneurship-innovation>

Lu, Y., He, Q. Brooks-Gunn, J. (2020). Diverse experience of immigrant children: How do separation and reunification shape their development? *Child Dev*, 91 (1), e146-e163. <https://doi.org/10.1111/cdev.13171>.

Mercado, A., Venta, A., Morales, F., Palomin, A, Garcin L, Silvia, M., & Domenech-Rodriguez, M. (2022). Trauma in the American-asylum process: Experiences of immigrant families under the migrant protection protocols. *Psychological Trauma: Theory, Research, Practice, and Policy*. <https://doi.org/10.1037/tra0001368>

Patel, S. G., Clarke, A. V., Eltareb, F., Macciomei, E. E., & Wickham, R. E. (2016). Newcomer immigrant adolescents: A mixed-methods examination of family stressors and school outcomes. *School Psychology Quarterly*, 31(2), 163–180. <https://doi.org/10.1037/spq0000140>

Samari, G., Nagle, A., & Coleman-Minahan, K. (2021). Measuring structural xenophobia: US State immigration policy climates over ten years. *SSM - Population Health*, 16 <https://doi.org/10.1016/j.ssmph.2021.100938>

Torres, S. A., Santiago, C. D., Walts, K. K., & Richards, M. H. (2018). Immigration policy, practices, and procedures: The impact on the mental health of Mexican and Central American youth and families. *American Psychologist*, 73(7), 843-854. <https://doi.org/10.1037/amp0000184>

Vargas, E. D., Sanchez, G. R., & Juárez, M. (2017). Fear by association: Perceptions of anti-immigrant policy and health outcomes. *Journal of Health Politics, Policy and Law*, 42(3), 459–483. <https://doi.org/10.1215/03616878-3802940>

Venta, A. C., & Mercado, A. (2019). Trauma screening in recently immigrated youth: Data from two Spanish-speaking samples. *Journal of Child and Family Studies*, 28 (1), 84-90. <https://psycnet.apa.org/doi/10.1007/s10826-018-1252-8>

Venta A., Galicia B., Bailey C., Abate A., Marshall K., Long T. (2019). Attachment and loss in the context of US immigration: Caregiver separation and characteristics of internal working models of attachment in high school students. *Attachment & Human Development*, 22(4), 474–489. <https://doi.org/10.1080/14616734.2019.1664604>.

Venta, A., Bailey, C., Mercado, A., & Colunga-Rodríguez, C. (2021). Family separation and attachment in young adults who were once left behind by caregiver migration. *Psychiatry Research*, 302. <https://doi.org/10.1016/j.psychres.2021.114039>

Venta, A., Long, T., Mercado, A., Garcini, L.M., & Cadenas, G. A. (2022). When the U.S. says you do not belong: Suicide-related thoughts and behaviors among immigrant young adults varying in immigration legal status. *Suicide and Life-Threatening Behavior*, 52(5), 876-886. <https://doi.org/10.1111/sltb.12871>

Vernice, N. A., Pereira, N. M., Wang, A., Demetres, M., & Adams, L. V. (2020). The adverse health effects of punitive immigrant policies in the United States: A systematic review. *PLoS One*, 15(12). <https://doi.org/10.1371/journal.pone.0244054>

Wang, Q., & Liu, X. (2019). Peer victimization, depressive symptoms and non-suicidal self-injury behavior in Chinese migrant children: the roles of gender and stressful life events. *Psychology Research and Behavior Management*, 12, 661–673. <https://doi.org/10.2147/PRBM.S215246>

- B. CLT voted to recommend that Council oppose the *NBI 11C Resolution on Supporting Psychologists Education and Research about, and activism against violations of Girls' and Women's Human Rights Globally*.
- C. CLT voted to recommend that Council oppose the *NBI 11A, APA Global Ceasefire Statement*.
- D. CLT voted to recommend that the *NBI 11B Individual, Collective and Intergenerational Trauma Recovery* is in final form and be put on the Council agenda. The main motion is as follows:

That Council adopts as APA policy the following Trauma Recovery Resolution: Restitution and Reparations:

Trauma Recovery Resolution: Restitution and Reparations

Background

Trauma and Its Effects

Interpersonal, collective, and intergenerational trauma can be associated with deleterious and long-lasting physical and physiological (e.g., McFarlane, 2010; Stenson, van Rooij, et al., 2021), psychological (e.g., SAMHSA, 2022; Sangalang, & Vang, 2017), economic (e.g., Graf, 2014; Loya, 2015), and spiritual (e.g., Bryant-Davis, 2007; Houck, 2017) outcomes for individuals and communities. There is evidence that traumatic incidents have been both linked and cause long-term negative effects, including but not limited to post-traumatic stress disorder (PTSD), depression, anxiety, somatic complaints, physical injuries, sleep disorders, anxiety, panic, and dissociation (e.g., Comas-Díaz et al., 2019; Hood et al., 2023; van der Kolk, 2014, 2015). Trauma, an emotional, physiological, and psychological response related to an event or series of incidents as harmful and/or life-threatening, or beyond the scope of one's ability to cope, is insidious, widespread, and disruptive (Conti, 2022). Traumatic incidents, including experiences of interpersonal and sexual violence, human trafficking, adverse childhood experiences, war, and identity-based oppression, including violence, can be experienced both directly and vicariously, and responses can be both acute and long-lasting, discrete and complex.

Individual-level traumas encompass experiences such as physical and sexual abuse, emotional abuse, neglect, and personal losses, all of which appear to be significantly associated with wide-ranging psychological, biological, and social negative outcomes. Psychologically, individuals may experience symptoms related to depression and anxiety (Chu et al., 2013; Suzuki et al., 2014), PTSD (Ogle et al., 2013a; Ogle et al., 2013b), eating disorders (Convertino et al., 2022), borderline personality disorder (Gold & Ellis, 2017) and dissociation (Brand & Frewen, 2017; Connors, 2018). Research also indicates that trauma survivors may engage in self-harming behaviors (e.g., cutting or burning) and have an increased risk of suicidality (Ford & Gómez, 2014). In addition, the experience of trauma may be linked to the development of substance use disorders, as individuals may engage in drug or alcohol use as means to cope with emotional pain and distress (Khoury et al., 2010; SAMHSA, 2022).

Beyond the noted psychological consequences and outcomes associated with trauma, health scientists have documented a range of neurobiological and physiological health issues also associated with individual-level trauma (Sowder et al., 2018). They include cognitive impairments (e.g., memory problems, difficulty concentrating, and impaired decision-making; Ford & Courtois, 2013; Tolchin et al., 2023), as well as chronic physical conditions such as pain (e.g., fibromyalgia and headaches), cardiovascular problems, hypertension due to stress, and immune system dysregulation leading to increased susceptibility to infections and illnesses

(Miró et al., 2020; Oh et al., 2018; Scott et al., 2013). Socially, there is evidence that individuals who have experienced trauma have difficulties with forming and maintaining healthy attachments in relationships (Zvi & Rachjimi, 2024), experience disruptions in attachment (Erozkan, 2016) and are at higher risk of experiencing additional traumas due to vulnerability to re-victimization (Jaffe et al., 2019). Further, epigenetic research has indicated the profound physiological effects that trauma can have on the body may often lead to psychological and neurological vulnerabilities that are transmitted to future generations (Bowers & Yehuda, 2016; Perroud et al., 2013; Radtke et al., 2011; Yehuda et al., 2016). As a result, individual-level traumatic experiences that are experienced both directly and vicariously often have long-lasting and intergenerational effects, and responses can be both acute and complex (Conti, 2022; Yehuda et al., 2001).

Restitution for Individual Interpersonal Trauma

Whether referenced in the literature as restitution, restorative justice, or reparations, these actions are intended to “repair individual, relational, and social harm” caused by trauma (Klar-Camalish & Peleg-Koriat, 2021, p. 1057). Restitution is important for healing, recovery, and post-traumatic growth and necessitates three foundational elements: 1) acknowledgment and apology for harm committed; 2) material redress for the harm; and 3) closure through mutual understanding between the accountable party and the beneficiary of restitution (Darity & Mullen, 2020). Offering restitution to survivors of trauma is of paramount importance as it acknowledges the profound impact of their experiences and aims to address the harm inflicted upon them. Restitution represents a fundamental step towards justice, healing, and recovery for those who have endured various forms of trauma, whether it be individual, interpersonal, or collective (United Nations General Assembly, 2005). Restitution includes the ability to support and provide meaningful assistance to validate survivors' experiences and foster a sense of empowerment (Cassell & Marsh, 2015; Comas-Diaz et al., 2019; Ina, 1997; Sveaass, 2013; Woolford & Wolejszo, 2006). Such factors are essential to the process of helping those impacted to rebuild their lives and regain a sense of agency. In recognition of the significance of restitution, there is a demonstration of commitment to safeguarding the well-being and dignity of individuals and groups, thus contributing to the broader goal of creating a more compassionate and just society.

Psychological science has well-documented the psychological, physiological, and social benefits of receiving validation and apology following betrayal or trauma. For example, receiving an apology after an experience of interpersonal transgression has been associated with subsequent greater high-frequency heart rate variability recovery (associated with better regulation of the emotional negative responses to trauma and reductions in risk for heart disease and stroke; Bednarek, 2021; Whited et al., 2010). Similarly, restorative justice processes, during which the offender commits to witnessing and responding to the survivor's experience of the harm and both parties agree on appropriate measures to rectify the harm, have been found to reduce some symptoms of post-traumatic stress and promote emotional restoration in survivors (Lloyd & Borrill, 2020), in addition to reducing symptoms of anxiety, distress, and fear (Nascimento et al., 2023).

Although various forms of psychotherapy have been researched to decrease the mental health consequences of interpersonal trauma, psychological and policy literature have documented the utilization of restitution practices to supplement the psychotherapeutic process. These restitution efforts have included but are not limited to financial victim compensation, state-sponsored victim's assistance programs that cover costs of mental health services, and wrap-around programs to assist with housing, food, child care, education including free access to community college, health care, and job training and placement (Hamilton & Foote, 2018).

Other efforts include financial coverage for medical forensic exams, free legal assistance for survivors of and those fleeing from intimate partner violence, and food assistance for the prevention of food insecurity following natural disasters (United States Department of Agriculture, n.d.; Urban Institute, 2021; California Victims Compensation Board, n.d., WomensLaw.org, n.d.). These programs and policies are in alignment with psychological science, which documents the diverse outcomes of trauma, which are not only emotional, cognitive, and behavioral but also physical and economic (e.g., Loya, 2015; McFarlane, 2010; SAMHSA, 2022). Scholarship with specific interventions (e.g. free medical forensic exams, free victim assistance) has been particularly noted for survivors of sexual assault /violence (Harvey, 2012; Weinter, 2017). While therapeutic outcome studies often limit the measure of effectiveness to psychological well-being, programs and policies that promote restitution examine the lives of victims more comprehensively. This comprehensive perspective of intervention effectiveness reflects an ecological model, or systems approach to psychology, which is the theoretical understanding that people have bi-directional relationships with the systems in which they live and that their mental health is affected by these various systems.

Recognizing the heightened risk trauma survivors face for being unhoused, many trauma programs routinely offer wraparound services, which are a form of restitution or repair beyond psychotherapy (Cardenas et al., 2022; Ellison et al., 2018; Middleton et al., 2018; Weiner, 2017). In a critical review of the small but growing literature on restorative justice for adult sexual violence survivors, Burns and Sinko (2023) explore the implications of restorative justice practices to both support the repair of harms enacted upon survivors and promote accountability for offenders. Restorative justice practices have also been implemented to address interfamilial sexual abuse both as supplements to legal action and therapeutic care as well as replacements for both processes (Klar-Camalish & Peleg-Koriat, 2021). Human trafficking survivors often face persistent psychological barriers that can impede their survival and functioning (Banu et al. 2021). A qualitative study based on interviews with survivors and program directors found that restorative factors include active social support of family and friends, therapeutic care, medical care, and internal resiliency traits (Chilaka, 2019). Restorative practices, even on the individual level, can function in alignment with APA's commitment to eradicating structural racism and promoting equity (APA 2021c, 2022) by operating similarly to stimulus packages; these packages help to combat poverty, stimulate home ownership, and increase job training and skill development.

Intergenerational Trauma and Collective Trauma

Experiences of trauma may have differential impacts on individuals and social groups, as structural and systemic oppression often heightens marginalized individuals' and communities' vulnerability through discrimination based on gender, ethnicity, race, Indigeneity, age, class, physical ability, sexuality, and other social markers that limit access to support and recovery (Bryant-Davis, 2019; Crenshaw, 2005; Lefevor et al, 2019). Based on identity, persons may be targeted and therefore at heightened risk for certain types of trauma. This identity-based targeting that can have effects on the descendants of those targeted has different names in the literature, including but not limited to historical trauma, ancestral wounds, intergenerational trauma, transgenerational trauma, race-based trauma, hate crimes, and the trauma of oppression (Cénat, 2023; Comas-Díaz et al., 2019). Additionally, there are collective traumas in which a number of people are targeted at the same time, and those persons may or may not be related or share the same identity, for example, 9/11, school shootings, community violence, and shootings at social, religious, and educational institutions. These traumas are linked to PTSD, depression, anxiety, anger, distrust, somatic complaints, physical health consequences

such as cardiovascular problems and weakened immune responses, dissociation, emotional dysregulation, negative sense of self, and difficulty functioning (Comas-Díaz et al., 2019; Galea et al., 2005; Helms et al., 2010; Hood et al., 2023; Norris et al., 2002; Polanco-Roman et al., 2016; van der Kolk, 2014; Yehuda et al., 2005).

Socially, collective trauma is known to strengthen or weaken social relationships. For some communities, social cohesion and resilience emerge due to the shared experience of adversity (Lowe et al., 2015). For others, collective trauma incidents that marginalized groups may experience, such as stigmatization and discrimination, can exacerbate psychological distress (Drexler, 2022; Lewis, Allen et al., 2014). Notably, incidents such as war or environmental disasters can result in mass displacement and migration, leading to social disruption and the loss of traditional community structures (Porter & Haslam, 2005). Such incidents can have intergenerational effects, where the trauma experienced by one generation influences the psychological well-being and behaviors of subsequent generations (Danieli, 1998). In 2021, 1 in 10 Americans faced climate related threats to their housing (CoreLogic, 2022); our psychological response to these challenges faced by an ever-growing number of displaced people will determine the future of our planet (Bednarek, 2021).

Restitution and Reparations for Intergenerational and Collective Trauma

In acknowledgement of the expansive harm that traumatic incidents, particularly those sanctioned or facilitated by institutions, can have on individuals and communities, governmental agencies and both public and private organizations have acted to promote justice and repair in the lives of people impacted by such life-altering incidents. Specifically, these institutions have sought to both acknowledge and account for their role in human rights violations by compensating victims of individual and collective trauma. For example, in May 2023, the White House released its first commitment and plan to formally address and combat gender-based violence in the United States. The proposal—*U.S. National Plan to End Gender-Based Violence: Strategies for Action*—acknowledges the “significant effects of gender-based violence on mental health and substance use” and outlines federal actions that seek to provide redress to gender minority persons (e.g., cisgender women, non-binary and transgender persons, two-spirit persons) navigating trauma following experiences of sexual violence, intimate partner violence, stalking, and other forms of gender-based violence (The White House, 2023, p. 38).

Eshowsky (2019) writes about restorative indigenous psychotherapy practices that are based on the value of collective healing and the integration of spirituality; they utilize restorative healing circles (group interventions) aimed at the restoration and reintegration of survivors of individual, collective, and intergenerational trauma as well as those who have done harm. Few serious scholarship efforts have investigated the individual justice practices of Native Americans and their changes over time, given the impact of the effects of colonization and assimilation into models that exclude restorative justice (Meyer, 1998). Additionally, unfortunately, there are instances where governmental efforts to recognize instances of historical trauma have been lackluster, and may in themselves have been retraumatizing (Warrior’s Path, 2021). For example in 1993, President Bill Clinton signed Public Law 103-150, the “Apology Resolution,” which apologized for the role of the U.S. government in the 1893 overthrow of the Hawaiian monarchy and was intended as a means of reconciliation, but did not provide federal recognition to Native Hawaiians.

According to the *United Nations Basic Principles and Guidelines on the Right to Remedy and Reparations for Victims of Gross Violations of International Human Rights Law and Serious Violations of International Humanitarian Law*, there are five forms of reparations that the principle recognizes: 1) restitution: restoration of a victim’s rights, property, citizenship status; 2) rehabilitation: psychological and physical support; 3) compensation; 4) satisfaction;

acknowledgment of guilt, apology, burials, construction of memorials, etc; and 5) guarantees of non-repetition: reformation of laws and civil and political structures that led to or fueled violence. The second form of reparations, rehabilitation, aligns with the mission and expertise of psychologists.

Similarly, to provide restitution to victims of human trafficking, the *United Nations Protocol to Prevent, Suppress, and Punish Trafficking in Persons* and the *United Nations Convention against Transnational Crime* require the United Nations to provide judicious procedures for survivors of trafficking to be able to access restitution and compensation for the trauma outlined in that Convention. This effort by the United Nations also honors that collective reparations cannot fully restore or make up for the psychological, material, and emotional harm that trafficking caused, but that the United Nations can be a part of collective reparations serving as a mechanism for providing relief to mitigate mental and physical harm, loss of successful employment, social egress, educational loss, material and financial loss, legal needs, requisite medical services, and social and psychological needs (United Nations, 2000).

Adopting restorative approaches to justice and repair such as those mentioned above, restitution for collective trauma both globally and within the United States has included psychosocial support and access to mental healthcare; material reparations such as housing and skills training; rehabilitation services in the form of access to medical care, therapy, and educational support; and, economic support (Bajwa et al., 2017; Cardenas et al., 2022; Eggers et al., 2022; Ellison et al., 2018; Hahn et al., 2014; Klein et al., 2022; Mueller et al., 2019; Park et al., 2022; Winston et al., 2007). For example, Canada's Truth and Reconciliation Committee's Call to Action notes the need for Indigenous healing centers that address the physical, mental, emotional, and spiritual harms caused by residential schools (Wilk et al., 2017). In the U.S., hundreds of thousands of Native children were likewise taken from their families and forced to attend government-sanctioned boarding schools that not only served as tools of assimilation and cultural oppression but also led to the death and disappearance of a yet unknown number of children (Newland, 2022); the National Native American Boarding School Healing Coalition calls for a U.S. Truth and Healing Commission to promote healing by bringing to light an accounting of the breadth and depth of these harms across generations that will lead to recommendations for justice and healing, along with repatriating children buried at boarding schools (National Native American Boarding School Healing Coalition, 2020). Following contact to Hawaii by European and American foreigners there were drastic changes to Native Hawaiian livelihood and significant deaths due to the introduction of western disease. These changes were compounded by illegal and forced United States occupation of the Hawaiian Islands in the late 1800s – and the resulting hundreds of thousands of deaths and severe population decline, forced relocation from land that sustained their lives, suppression of traditional cultural, spiritual practices and speaking the Hawaiian language, and significant interconnected health disparities we see today (Riley et al., 2022). As a result, Native Hawaiians have sought restoration of political self-determination for over a century (Goodyear-Ka'opua et al., 2014; Silva, 2004). Likewise, in response to similar colonial and neocolonial forces across what is now known as North America, Indigenous people of diverse Tribes have long worked towards true sovereignty and self-determination in the pursuit of collective healing and justice, resisting colonialism, and revitalizing cultures and languages (LaDuke, 1999; Lewis, Williams et al., 2014; Williams & Mohammed, 2009). Similar issues also persist on the island of Guam (Rapadas, 2007; Louie, 2021) and the suggestion of reparations for "empowerment and rebirth" are offered to bring forward balance and peace to the lives of the native Chamoru of today's Guam (Rapadas, 2007).

The colonization of Puerto Rico by the United States began in 1898 during the Spanish-American War, when U.S. forces invaded and took control of the island, ending over 400 years of Spanish colonial rule (Ayala & Bernabe, 2007). The Treaty of Paris later that year formalized the transfer of Puerto Rico to the United States. This transition significantly impacted the indigenous population, the Taíno people, who had already suffered under Spanish rule (Flores, 2009). Under U.S. governance, the island's economy was restructured to serve American interests, leading to widespread land dispossession and economic exploitation of Puerto Ricans. The imposition of English in schools and government, alongside the suppression of Puerto Rican cultural practices, further eroded the island's indigenous heritage. Some argue that this has led to a type of internalized oppression via the internalization of inferiority and epistemic motivation (Rivera Pichardo et al., 2021). Further, these forms of colonial mentality have been linked to increased depression symptomatology for Puerto Ricans (Capielo Rosario et al., 2019). These changes exacerbate social and economic inequalities, contributing to the marginalization and cultural diminishment of Puerto Rico's native population.

The United States government's response to the harm caused to indigenous Puerto Ricans during colonization has been limited and largely insufficient. While there have been some efforts to address economic disparities and support cultural preservation, these measures have often fallen short of meaningful restitution. For example, the establishment of the Puerto Rican Federal Affairs Administration (PRFAA) aimed to improve relations and address some socio-economic issues, yet it has not significantly mitigated the historical harms faced by indigenous communities (Ayala & Bernabe, 2009; Flores, 2009). Furthermore, U.S. policies have often prioritized economic and strategic interests over genuine reparative actions, leaving many indigenous Puerto Ricans still struggling with the legacy of colonial exploitation and cultural suppression.

Similarly, scholars have proposed health justice reparations that account for the consequences of colonization and resource removal in African nations (Timothy, 2021). These proposed reparations include debt forgiveness for individuals and governments, transnational education on Indigenous languages, and prioritization of funding for physical and psychosocial support services to address the impact of transgenerational health trauma within these populations (Chapman, 2022; Winbush, 2003). The number of colleges and universities across the United States that provide free tuition for American Indian and Alaska Native students has been expanding (Hall, 2022; Oregon Tribal Student Grant, n.d.). Other types of restitution include recognition of in-state tuition for enrolled members of the 574 federally recognized Tribes, and future Tribes added, as included on the Federal Register (Oregon State University Admissions, n.d.). Health reparations have also been proposed in the United States for racially marginalized communities who were adversely and disproportionately impacted by COVID-19 (Soled et al., 2021). Collective reparations in the form of economic support perhaps have the earliest historical precedence (Davis, n.d.). For example, to initiate restitution for the harm done to Japanese American individuals and families incarcerated in internment camps, the United States Congress paid \$38 million in reparations in 1948 and, in 1988, distributed an additional \$20,000 to each surviving detainee, totaling more than \$1.6 billion (National Archives, 2017). Moreover, in 1988, the United States Congress paid \$12,000 in restitution to each surviving Unangan survivor of internment camps and created a \$6.4 million trust fund for their communities (United States Code, 1988). Similarly, the German government awarded Holocaust victims approximately \$86.8 billion in restitution and compensation by the German government (U.S. Department of State, 2021). Restitution is not always a financial payout; it can also be in forms of medical and dental costs, mental health treatment, funeral/burial expenses, relocation expenses, education/tuition, constructing memorials and formal apologies (Buyse, 2008; Ray &

Perry Institute, 2020). Few serious scholarship efforts have investigated the individual justice practices of Native Americans and their evolution during and after colonization into models that exclude restorative justice.

Within the United States, some groups have been overlooked in the research on restorative justice and have been denied restitution for the traumas and injustices they have endured. These include older adults. The United Nations, in alignment with psychological science, has established the widespread abuse and exploitation of older adults. Beck, Lewinson, and Kropf (2015) have published on the need for increased research on how restorative justice can be applied to the recovery of older adults who have been victimized. Additionally, examples of overlooked groups include Black Americans, who have faced centuries of slavery, segregation, and systemic racism without comprehensive reparation policies; LGBTQ+ individuals who faced persecution and discrimination; and survivors of forced sterilizations; Native Hawaiian, Chamorro, and other Pacific Islanders who face the ongoing detrimental effects of Western occupation on their population health, traditional cultural practices, economies, institutions, and ecosystems (Kaholokula et al., 2009); American Indian and Alaska Native people who have faced genocide, displacement from land, starvation and disease, internment in concentration camps, forced sterilization and removal of children from their families, and who still today face ongoing cultural and social oppression, environmental harms, and physical and sexual interpersonal violence, and are subject to a U.S.-imposed colonial 'blood quantum' for Tribal or Corporation membership and any related benefits, such as health care, education, shares, and subsistence rights (Brave Heart & DeBruyn, 1998; Charles & Rah, 2019; Lewis, Allen, et al., 2014; Mercurieff, 2016; Schmidt, 2011; Walters et al., 2010). Despite the forced occupation of the islands of Hawai'i and the illegal deposing of the Sovereign of the Kingdom of Hawai'i, Queen Lili'uokalani, by the United States in 1893, Native Hawaiians have not been awarded governmental political status, recognition, reparations, and protections that they are due (Kaholokula et al., 2019). Addressing these historical injustices and working towards restitution and equitable reparations in the United States remains an ongoing discourse, often met with controversy, hesitance, and outright resistance.

Relatedly, intergroup apologies, when perceived as comprehensive, non-defensive, sincere, and *preceding redress and behavioral change*, have demonstrated some effectiveness in repairing trust and restoring relationships (Folmer et al., 2021; Schumann & Dragotta, 2020). With regard to material redress, scholars have examined the effectiveness of programs that seek to both acknowledge and repair structural harm and oppression through equitable policies and practices. Specifically, there is ample empirical evidence demonstrating positive outcomes for historically marginalized individuals and social groups impacted by racial, gender, and class discrimination, war, and subsequent xenophobia. Restorative Justice practices were central to many Indigenous populations' peacemaking processes (Akhtar, 2017; Gordon & Datta, 2020). For example, to acknowledge and atone for interpersonal, structural, and individual biases that disadvantage students historically underrepresented in medicine, the Pediatrics department of the University of California, San Francisco, implemented several interventions designed to mitigate bias and achieve equity in the admissions process ([Marbin et al., 2021](#); Mabeza, et al., 2023). After implementing the changes between 2017 and 2020, the University saw a significant increase (from 11% in 2015 to 45% in 2019; OR 6.8, $P = .008$) in the number of historically underrepresented students who matriculated into its program, inevitably leading to an increase in the number of pediatricians from racial and gender minority backgrounds. For example, a recent review indicates that when universities adopt a combination of interventions to increase racial and ethnic diversity in their graduate medical education programs, including explicit institutional messaging regarding the importance of diversity, they see increases in the number

of historically underrepresented students who apply, interview, and matriculate into their programs, inevitably leading to an increase in the number of physicians from racial and gender minority backgrounds (Mabeza et al., 2023).

The final element of restitution—closure through mutual understanding—requires the respect of and regarded input from communities that have been harmed. As various institutions seek to repair relationships and partner with individuals and communities to move toward closure, other institutions and governments are beginning to acknowledge both the moral imperative and collective benefits of collective reparations (e.g., California Task Force to Study and Develop Reparation Proposals for African Americans, 2023; United Nations Secretary-General, 2023). As such, the push for collective reparations and restorative justice processes that move toward restitution is now gaining momentum across cities, municipalities, and historical institutions globally. The following resolution establishes APA's support for restorative initiatives that facilitate healing and repair for survivors of individual, collective, and intergenerational trauma. Interpersonal and collective trauma make the realization of the APA's strategic priority of advancing health equity a more distant possibility by limiting marginalized populations' access to healing (Report of the American Psychological Association Presidential Task Force on Psychology and Health Equality, 2023)

This focus is central to APA's strategic goal of utilizing psychology to make a positive impact on critical societal issues, including the objective of employing psychology to improve population health, increase access to services, and advance equity (APA, 2024). This resolution is in alignment with and builds on APA's prior commitment to addressing social determinants of health and various forms of trauma, racism, and all forms of oppression. Prior relevant resolutions foundational to this resolution include but are not limited to, the Offer of Apology to the First Peoples in the United States, the Apology to People of Color for APA's Role in Promoting, Perpetuating, and Failing to Challenge Racism, Racial Discrimination, and Human Hierarchy in U.S., the Resolution on Poverty and Socioeconomic Status, the APA Resolution on Ending Homelessness, the Resolution on Advancing Health Equity in Psychology, and Psychology's Role in Dismantling Systemic Racism: Racial Equity Action Plan (APA, 2001, 2021a, 2021b, 2021c, 2021d, 2022, 2023).

While examples of survivors of collective and historical trauma have been provided, this list of examples is not exhaustive and this resolution is in support of restoration of all survivors.

Resolution

WHEREAS experiences of interpersonal and collective trauma (i.e., incidents interpreted as harmful, life-threatening, or beyond one's individual or collective ability to cope) have been significantly and positively associated with traumatic stress, including but not limited to poor physical, physiological (e.g., McFarlane, 2010), psychological (e.g., SAMHSA, 2022), economic (e.g., Loya, 2015), and spiritual health (e.g., Bryant-Davis, 2007), and such stress is evidenced to occur across the lifespan and to transmit across generations (e.g., Bowers & Yehuda, 2016; Perroud et al., 2013; Sowder et al., 2018);

WHEREAS interpersonal, collective, and intergenerational trauma, including torture, are often the direct or indirect consequences of human rights violations (United Nations, 2000) that have emerged as a priority of the American Psychological Association (APA) to redress (APA, 2021d; Patel, 2019);

WHEREAS psychological scientists have established potential long-term consequences of individual and collective, as well as intergenerational trauma (Comas-Díaz et al., 2019; Dubois, &

Guaspore, 2020; Galea et al., 2005; Helms et al., 2010; Hood et al., 2023; Kaholokula et al., 2020; Lechner & Yehuda, 2018; Norris et al., 2002; Polanco-Roman et al., 2016; Walters et al., 2011; Yehuda et al., 2005);

WHEREAS experiences of trauma may have differential impacts on individuals and social groups, as structural and systemic oppression often heightens marginalized individuals' and communities' vulnerabilities through discrimination based on gender, race, Indigeneity, ethnicity, age, class, ability status, sexuality, and other social markers that limit access to support and recovery (Cénat, 2023; Roberts et al., 2011);

WHEREAS individual and collective trauma (e.g., gender-based violence and human trafficking; the Holocaust; United States internment of Japanese Americans and Unangan people in concentration camps and other subjugated and marginalized Asian and Asian American populations in the United States; United States enslavement of Africans and their descendants; theft of native lands and ongoing systematic oppression of Native Hawaiians and other Pacific Islanders, Alaska Natives, American Indians, Puerto Ricans, and other populations) as well as historical and contemporary collective violence (e.g. targeting of Haitians, Palestinians, Congolese, and Sudanese communities particularly those facing structural inequity, whether sanctioned by governments and/or other military, social, economic, and health institutions) are linked to deleterious psychological consequences across the lifespan (APA, 2017; Awad et al., 2019; Bryant-Davis, 2019; Cénat, 2023; Comas-Díaz et al., 2019; Danieli, 1998; Galea et al., 2005; Helms et al., 2010; Hood et al., 2023; Klar-Chalamish & Peleg-Koriat, 2021; Lloyd & Borrill, 2020; Mahamid, 2024; McMorrow & Saksena, 2017; Merculieff, 2016; Polanco-Roman et al., 2016; Riley et al., 2022; U.S. Department of State, 2021; Whited et al., 2010; Yehuda, 2022; Yehuda et al., 2001);

WHEREAS research has documented the intergenerational effects of historical and collective traumas (e.g., Holocaust, terrorist attack survivors) through study findings that indicate biological evidence of the epigenetic transmission of trauma to future generations (Yehuda, 2016) that have been conceptually and theoretically applied to other systemically subjugated populations, including Native Hawaiians (Conching & Thayer, 2019), American Indians and Alaska Natives (Brave Heart and DeBruyn, 1998; Smallwood et al., 2021; Walters et al., 2011), and Mexican Americans (Estrada, 2009);

WHEREAS that APA applauds the reparations that were made to the people of Guam who have a long history of multi-colonialism, which included massacres of CHamorus and the suppression of CHamoru language, culture, and traditions. Their land, which holds ancestral ties, was seized and occupied. Today, their island has made efforts to address intergenerational trauma including the award of \$4.13 million in war reparations to survivors and descendants (Laygo, 2024);

WHEREAS contemporary capitalism is inextricably linked to historical colonialism, as colonizers accumulated capital through the exploitation and expropriation of resources and labor and globalized their commodification, shaping contemporary capitalism and entrenching enduring racial hierarchies, contributing to systemic disparities and economic inequities (Fraser, 2022; Melamed, 2015; Tarlow, 2024);

WHEREAS APA has recognized sociocultural disparities across contexts, including the underrepresentation of various groups in psychology, such as from BIPOC and LGBTQI+ communities, that stem from societal and institutional forms of oppression (1993; 2005, and 2009 resolutions);

WHEREAS, in response to sociocultural disparities, APA has created institutional structures and programs to help rectify these disparities (e.g. The Office of Ethnic Minority Affairs, Minority Fellowship Program, The Office of Sexual Orientation and Gender Diversity, The Women's Programs Office), which can be considered positive acts of restitution;

WHEREAS some governmental agencies, as well as public and private organizations, have publicly acknowledged the expansive harm caused by experiences of collective trauma and have subsequently acted to promote justice and repair through tangible restitution efforts (Attanasio, 2015; California Task Force to Study and Develop Reparation Proposals for African Americans, 2023; National Archives, n.d.a/b; Soled et al., 2021; The White House, 2023; U.S. Department of State, 2021; Wilk et al., 2017);

WHEREAS such organizations including the United States government and its plan to end gender-based violence (The White House, 2023); the United Nations and the U.S. federal government's protocols to prevent and respond to human trafficking (United Nations Secretary-General, 2023), and various states' policies and funding resources for services for victims of violence (e.g., California Victim Compensation Board, n.d.);

WHEREAS the restitution plans outlined by such organizations include relief from physical and mental harm, lost employment, education, social opportunities, material damages and loss of earnings, moral damages, legal fees, medical debt, and fees related to psychological (e.g., therapy) and social services (California Victim Compensation Board, n.d.; Urban Institute, 2021; Women'sLaw.org, n.d.);

WHEREAS the United Nations definition of reparations recognizes the widespread impact of trauma on survivors and moves from aspiration to accountability to include money, education, mental health care/rehabilitation, etc. (Attanasio, 2015; Carpenter, 2023; Correa, 2014; De Brouwer, 2007; De Greiff, 2006; Dutton & Ni Aolain, 2018; Freeman & Pathare, 2005; Garcia-Godos, 2016; Greenstein, 2023; LaPlante, 2013; Montoya, 2017; Patel, 2017; Roht-Arriaza, 2014; Shelton, 2007; Skaar et al., 2005; Van Boven, 2009; Zeigler & Gunderson, 2006);

WHEREAS there is evidence of individual and societal benefits following restitution plans that provide relief from the consequences of interpersonal trauma (Burns & Sinko, 2023; Chilaka, 2019; Klar-Camalish & Peleg-Koriat, 2021; Middleton et al., 2018), including improvement in psychological wellbeing, fewer resources and attention have been directed towards improving wellbeing following experiences of collective trauma;

WHEREAS burgeoning psychological science demonstrates feasibility, acceptability, and efficacy of individual and group mental health interventions for youth and adults to address the effects of interpersonal trauma (Ehring et al., 2014; Micklitz et al., 2024; Peters et al., 2021; Shirk et al., 2014; Taylor & Harvey, 2010) and collective trauma (Brave Heart et al., 2020; Brown et al., 2017; Gishoma et al., 2014; Kip et al., 2020; Weiss et al., 2015);

WHEREAS trauma psychologists have established that associations of and consequences of trauma include not only psychological outcomes but educational (Harris et al., 2021; Porter & Haslam, 2005; Wilk et al., 2017), vocational, and economic outcomes (Currie & Widom, 2010; Lowe et al., 2015; Porter & Haslam, 2005; Riley, 2023) as well;

WHEREAS our science demonstrates that a lack of education is a risk factor for trauma and a barrier to recovery and when efforts are made to increase the educational opportunities for those who have experienced trauma positive outcomes occur (Bajwa et al., 2017; Cardenas et al., 2022; Eggers del Camp & Steinert, 2022; Ellison et al., 2018; Hahn & Postmus, 2014; Luster et al., 2010; Mendenhall et al., 2017; Mueller et al., 2019; Rana et al., 2011);

WHEREAS our science demonstrates that a lack of employment is a risk factor for trauma and a barrier to recovery and efforts to mitigate a lack of employment, including supported employment and subsidies (such as child care) leads to mitigation of the impact of trauma and supports recovery (Baller et al., 2020; Hahn & Postmus, 2014; Loya, 2015; Miller et al., 2007; Park et al., 2022; Probyn et al., 2021; Showalter et al., 2019; Tarshis et al., 2022);

WHEREAS our science demonstrates that poverty and financial insecurity is a consistent, complex, and intersectional risk factor for trauma and a barrier to recovery for both interpersonal and collective trauma contexts; that when people who have dealt with traumatic incidents face an increase in financial power they have more ability to mitigate the deleterious impact of trauma and report positive outcomes (Ackerman, 2005; Anakwenze & Zuberi, 2013; Balboni & Bishop, 2010; Blanco et al., 2016; Bornstein & Poser, 2007; Bryant-Davis et al., 2010; Eggers del Campo & Steinert, 2022; Forgette et al., 2009; Fothergill & Peek, 2004; Golin et al., 2017; Goodman et al., 1991; Hahn & Postmus, 2014; Klein et al., 2021; Legal Momentum, 2011; Loya, 2014; Newton, 2015; Raphael & Haennicke, 1999; Sanders & Schnabel, 2006; Santiago et al., 2013; Somasundaram, 2007; Walker & Wamser-Nanney, 2023; Winston et al., 2007);

WHEREAS throughout the US, there have been socioeconomic inequities and historically based systemic racism that has resulted in pronounced disparities in academic and mental health outcomes for Black American, Latin, Indigenous or First Nations, and Pacific Islander students relative to their White counterparts (Carr et al., 2020; Hope et al., 2015)

WHEREAS APA highlights (1) scientific research findings establishing the long-term psychological, social, and economic consequences of the Trans-Atlantic slave trade, segregation, the Jim Crow system of apartheid, and continued systemic racism against African Americans (APA, 2001; APA, 2021a; Helms et al., 2010, 2012); (2) that a verbal apology was given to African Americans on behalf of the United States government (U.S. House of Representatives, 2007); (3) that reparations promised to African Americans were never distributed (Chapman, 2022); and (4) that reparative efforts- whether financial, educational, or health-related- would likely have psychological benefits for the African American community (Chapman, 2022; Graff, 2017; Helms et al., 2010, 2012; Winbush, 2003);

WHEREAS it is APA's role to provide to the public the scientific knowledge regarding the impact of trauma and the various pathways of restoration, however, it is not APA's role to rank severity nor create hierarchies among survivors. Given the scope of our role we assert that the appropriate type of restitution or reparations would be best collectively determined by victims and (federal and/or state) governmental and/or human rights officials and entities;

THEREFORE BE IT RESOLVED that the APA acknowledges the devastating potential long-term consequences of interpersonal, collective, and intergenerational trauma (Awad et al., 2019; Brave Heart & DeBruyn, 1998; Comas-Díaz et al., 2019; Galea et al., 2005; Helms et al., 2010; Hood et al., 2023; Norris et al., 2002; Polanco-Roman et al., 2016; Walters et al., 2011; Yehuda et al., 2005);

BE IT FURTHER RESOLVED that the APA recognizes that because interpersonal, collective, and intergenerational traumas take many forms, the groups of people highlighted in this resolution are not an exhaustive accounting of all people who have suffered, are currently suffering, or will suffer from these traumas;

BE IT FURTHER RESOLVED that the APA asserts that the same experience may lead to different outcomes across people and higher socioeconomic status, including both higher education and greater income levels, and social support have been established as protective factors for trauma survivors (Assari, 2020; Benzie & Mychasiuk, 2009; Cichetti, 2023; Cichetti & Rogosch, 1996; McLaughlin et al., 2020; Mock, 2010);

BE IT FURTHER RESOLVED that the APA commits, as an act of restitution, to advocate for decolonization activities to promote transformation of American society and its social institutions in order to reduce the likelihood of future traumatization due to inherent social injustices, explicitly focusing on dismantling artificial human hierarchies as discussed in the 2021 antiracism resolutions (APA, 2021a, 2021b, 2021c).

BE IT FURTHER RESOLVED that the APA deplores the neglect and abandonment of victims that have been revictimized by systems and structures, including mental health institutions (Chapman, 2022; Helms et al., 2012; Phipps-Yonas, 2021);

BE IT FURTHER RESOLVED that, in alignment with its commitments to population health and its recognition that individual components of reparations have been linked with positive outcomes for trauma survivors, the APA encourages psychological research on reparations, including economic restitution, access to housing, employment, education, and quality physical and mental health care for survivors of trauma.

BE IT FURTHER RESOLVED that the APA commends the creation of policies that have led to restitution and reparation efforts for trauma survivors, distributed by government entities and individual offenders through the process of fines (Movement for Black Lives, 2020; United Nations, 2000; United Nations Office on Drugs and Crime, 2000);

BE IT FURTHER RESOLVED that the APA recognizes the diverse approaches to restitution and reparation, including but not limited to land and water rights and financial compensation to individuals and communities to address systemic changes by promoting access to, land and water rights, subsistence rights, education, healthcare, therapy, and housing (California Victim Compensation Board, n.d.; Darity & Mullen, 2020; Middleton et al., 2018; National Archives, n.d.a/b; Urban Institute, 2021);

BE IT FURTHER RESOLVED, APA resolves to support the dissemination of evidence-based intervention resources for educators and school systems to target discriminatory school policies,

biased instructional approaches, and racially biased disciplinary practices. There is substantial scientific research that can be utilized to mitigate factors that operate in school systems that contribute to the continued educational and mental health disparities among historically marginalized youth and APA calls for psychologists to advocate for educational reforms that eliminate these disparities. This is essential given the vital role of educational experiences of children and youth's psychological, social-emotional, and cognitive development;

BE IT FURTHER RESOLVED that the APA applauds the compensation and resource provision allocated to individual trauma survivors, including but not limited to survivors of intimate partner violence, sexual assault, human trafficking, armed conflict, and natural disasters (Casey et al., 2018; Gross et al., 2000; Memon, 2023; Simancas-Fernández, 2022; United States Department of Agriculture, n.d.);

BE IT FURTHER RESOLVED that the APA supports existing and future compensation and resource provision to survivors of individual and collective trauma and their descendants.

BE IT FURTHER RESOLVED that the APA rejects discrimination within the restitution and reparation process, noting that all survivors are deserving of care and compensation;

BE IT FURTHER RESOLVED that the APA consider convening a Task Force to initiate, support, and disseminate a psychological research report examining the benefits of collective reparations to understand best practices with regard to the distribution of restitution programs and to facilitate the adoption of distributive justice practices in other global organizations. Task Force members would include current movers of the resolution as well as a representative from Division 31, the State, Provincial, and Territorial Association, or the Council of Executives of State and Provincial Psychological Associations (CESPPA) given the significant role that states play in this issue.

BE IT FURTHER RESOLVED that the Council encourages the Board and staff to convey to the public the psychological benefits of wrap-around services and restorative interventions;

And BE IT FURTHER RESOLVED that the APA calls for psychologists to (1) recognize the consequences of individual, collective, and intergenerational trauma, (2) advocate for restitution and reparations without discrimination, and (3) engage in further research, education, training, and advocacy for wraparound trauma response policies and programs.

References

- Ackerman, R. M. (2005). The September 11th victim compensation fund: An effective administrative response to national tragedy. *Harvard Negotiation Law Review*, 10, 135-230.
- Akhtar, Z. (2017). Tribal courts, restorative justice and Native land claims. *European Journal of Comparative Law and Governance*, 4(4), 359-386. <https://doi.org/10.1163/22134514-00404001>
- American Psychological Association. (December 1993). *Resolution on ethnic minority education*. <https://www.apa.org/about/policy/chapter-13#ethnic-education>
- American Psychological Association. (December 1993). *Resolution on ethnic minority recruitment and retention*. <https://www.apa.org/pi/oema/programs/recruitment/resolution-1993>
- American Psychological Association. (June 2001). *Resolution against racism and in support of the goals of the 2001 UN World Conference against racism, racial discrimination, xenophobia, and related intolerance*. <https://www.apa.org/about/policy/racism>.

- American Psychological Association. (2005). *Resolution on enhancing diversity in APA*. <https://www.apa.org/about/policy/chapter-13#enhancing-diversity>
- American Psychological Association. (2009). *Resolution in support of ethnic minority training in psychology*. <https://www.apa.org/about/policy/chapter-12b#minority-training>
- American Psychological Association (February 2019). *APA resolution on campus sexual assault*. <https://www.apa.org/about/policy/resolution-campus-sexual-assault.pdf>.
- American Psychological Association. (October 2021a). *Apology to people of color for APA's role in promoting, perpetuating, and failing to challenge racism, Racial Discrimination, and Human Hierarchy in U.S.* <https://www.apa.org/about/policy/resolution-racism-apology.pdf>.
- American Psychological Association. (October 2021b). *Role of psychology and APA in dismantling systemic racism against people of color in U.S.* <https://www.apa.org/about/policy/resolution-dismantling-racism.pdf>.
- American Psychological Association. (October 2021c). *APA Resolution on Advancing Health Equity in Psychology*. <https://www.apa.org/about/policy/resolution-advancing-health-equity.pdf>
- American Psychological Association. (2021d). *APA resolution on APA, Psychology, and Human Rights*. <https://www.apa.org/about/policy/resolution-psychology-human-rights.pdf>
- American Psychological Association (October 2021d). *APA Resolution on Ending Homelessness*. <https://www.apa.org/about/policy/resolution-ending-homelessness.pdf>
- American Psychological Association (June 2022). *Psychology's Role in Dismantling Systemic Racism: Racial Equity Action Plan*. <https://www.apa.org/about/apa/addressing-racism/racial-equity-action-plan.pdf>
- American Psychological Association (February 2023). *Report on an Offer of Apology, on behalf of the American Psychological Association, to First Peoples in the United States*. <https://www.apa.org/pubs/reports/indigenous-apology.pdf>
- American Psychological Association (February 2024). *APA/APASI Strategic Plan*. <https://www.apa.org/about/apa/strategic-plan/apa-apasi-strategic-plan-2024.pdf>
- Anakwenze, U., & Zuberi, D. (2013). Mental health and poverty in the inner city. *Health & Social Work, 38*(3), 147-157.
- APA Division 45 Warrior's Path Presidential Task Force (2020). Protecting and defending our people: Nakni tushka anowa (The warrior's path) Final Report. *Journal of Indigenous Research, 9*(8). <https://doi.org/10.26077/2en0-6610>
- Assari S. (2020). Family socioeconomic status and exposure to childhood trauma: Racial differences. *Children (Basel, Switzerland), 7*(6), 57. <https://doi.org/10.3390/children7060057>
- Attanasio, D. L. (2015). Extraordinary reparations, legitimacy, and the Inter-American Court. *U. Pa. J. Int'l L., 37*, 813.
- Awad, G. H., Kia-Keating, M., & Amer, M. M. (2019). A model of cumulative racial-ethnic trauma among Americans of Middle Eastern and North African (MENA) descent. *American Psychologist, 74*(1), 76–87. <https://doi.org/10.1037/amp0000344>
- Ayala, C. J., & Bernabe, R. (2009). *Puerto Rico in the American century: A history since 1898*. University of North Carolina Press.
- Bajwa, J. K., Couto, S., Kidd, S., Markoulakis, R., Abai, M., & McKenzie, K. (2017). Refugees, higher education, and informational barriers. *Refuge, 33*(2), 56-65.
- Balboni, J. and Bishop, D. (2010). Transformative justice: Survivor perspectives on clergy sexual abuse litigation. *Contemporary Justice Review 13*(2), 133–154.

- Baller, J. B., Blyler, C. R., Bronnikov, S., Xie, H., Bond, G. R., Filion, K., & Hale, T. (2020). Long-term follow-up of a randomized trial of supported employment for SSDI beneficiaries with mental illness. *Psychiatric Services*, 71(3), 243-249.
- Banu, S., Saunders, J., Connor, C., Blassingame, J., & Shah, A.A. (2021). Mental health consequences of human trafficking. *Psychiatric Annals*, 51, (8)369-372.
- Beck, E., Lewinson, T., & Kropf, N. P. (2015). Restorative justice with older adults: Mediating trauma and conflict in later life. *Traumatology*, 21(3), 219–226. <https://doi-org.lib.pepperdine.edu/10.1037/trm0000035>
- Bednarek, S. (2021). Climate change, fragmentation and collective trauma: Bridging the divided stories we live by. *Journal of Social Work Practice*, 35(1), 5–17. <https://doi.org/10.1080/02650533.2020.1821179>
- Benzies, K., & Mychasiuk, R. (2009). Fostering family resiliency: A review of the key protective factors. *Child and Family Social Work*, 14, 103-114. doi:10.1111/j.1365-2206.2008.00586.x
- Blanco, A., Blanco, R., & Díaz, D. (2016). Social (dis) order and psychosocial trauma: Look earlier, look outside, and look beyond the persons. *American Psychologist*, 71(3), 187.
- Bornstein, B. H., & Poser, Susan (2007). Perceptions of procedural and distributive justice in the September 11th victim compensation fund. *Cornell Journal of Law and Public Policy*, 17(1), 75-100.
- Bowers, M. E., & Yehuda, R. (2016). Intergenerational transmission of stress in humans. *Neuropsychopharmacology Reviews*, 41, 232-244. <https://doi.org/10.1038/npp.2015.247>
- Brand, B. L., & Frewen, P. (2017). Dissociation as a trauma-related phenomenon. In APA *Handbook of trauma psychology: Foundations in knowledge*, Vol. 1. (pp. 215–241). American Psychological Association. <https://doi-org.msp.idm.oclc.org/10.1037/0000019-013>
- Brave Heart, M. Y. H., Chase, J., Myers, O., Elkins, J., Skipper, B., Schmitt, C., Mootz, J., & Waldorf, V. A. (2020). *Iwankapiya* American Indian pilot clinical trial: Historical trauma and group interpersonal psychotherapy. *Psychotherapy*, 57(2), 184–196. <https://doi.org/10.1037/pst0000267>
- Brave Heart, M. Y., & DeBruyn, L. M. (1998). The American Indian holocaust: Healing historical unresolved grief. *American Indian and Alaska Native Mental Health Research*, 8(2), 60-82. <https://doi.org/10.5820/aian.0802.1998.60>
- Brown, R. C., Witt, A., Fegert, J. M., Keller, F., Rassenhofer, M., & Plener, P. L. (2017). Psychosocial interventions for children and adolescents after man-made and natural disasters: A meta-analysis and systematic review. *Psychological Medicine*, 47(11), 1893-1905. <https://doi.org/10.1017/S0033291717000496>
- Bryant-Davis, T. (2007). Healing requires recognition: The case for race-based traumatic stress. *The Counseling Psychologist*, 35(1), 135-143. <https://doi.org/10.1177/0011000006295152>
- Bryant-Davis, T. (2019). The cultural context of trauma recovery: Considering the posttraumatic stress disorder practice guideline and intersectionality. *Psychotherapy*, 56(3), 400–408. <https://doi.org/10.1037/pst0000241>
- Bryant-Davis, T., Ullman, S. E., Tsong, Y., Tillman, S., & Smith, K. (2010). Struggling to survive: sexual assault, poverty, and mental health outcomes of African American women. *American Journal of Orthopsychiatry*, 80(1), 61.
- Burns, C. J., & Sinko, L. (2023). Restorative justice for survivors of sexual violence experienced in adulthood: A scoping review. *Trauma, Violence, & Abuse*, 24(2), 340–354. <https://doi-org.lib.pepperdine.edu/10.1177/15248380211029408>

- Buyse, A. C. (2008). Lost and regained? Restitution as a remedy for human rights violations in the context of international law. *Heidelberg Journal of International Law (Zeitschrift für ausländisches öffentliches Recht und Völkerrecht)*, 68(2008), 129-153.
- California Task Force to Study and Develop Reparation Proposals for African Americans. (2023). *The California Reparations Report*. <https://oag.ca.gov/system/files/media/full-ca-reparations.pdf>
- California Victim Compensation Board. (n.d.). Mental health support. <https://victims.ca.gov/for-victims/mental-health-resources/>
- Capielo Rosario, C., Schaefer, A., Ballesteros, J., Rentería, R., & David, E. J. R. (2019). A caballo regalao no se le mira el colmillo: Colonial mentality and Puerto Rican depression. *Journal of Counseling Psychology*, 66(4), 396.
- Cardenas, I., Johnson, L., & Postmus, J. L. (2022). Improving quality of life among Latina intimate partner violence survivors through economic empowerment. *Journal of Interpersonal Violence*, 37(15-16), NP14564-NP14587.
- Carpenter, K. A. (2023). " Aspirations": The United States and Indigenous Peoples' Human Rights. *Harv. Hum. Rts. J.*, 36, 41.
- Carr, E. M. (2020). Educational Equality and the Dream That Never Was: The Confluence of Race-Based Institutional Harm and Adverse Childhood Experiences (ACEs) in Post-Brown America. *Geo. J.L. & Mod. Critical Race Persp.*, 12, 115.
- Casey, J., Forrest, R., & Molden, R. (2018). Restitution for distributing video of a minor's sexual assault. *Journal of the American Academy of Psychiatry and the Law*, 46(3), 374–375.
- Cassell, P. G., & Marsh, J. R. (2015). Full restitution for child pornography victims: the supreme court's parole decision and the need for congressional response. *Ohio State Journal of Criminal Law*, 13(1), 5-36.
- Cénat, J. M. (2023). Complex racial trauma: Evidence, theory, assessment, and treatment. *Perspectives on Psychological Science*, 18(3), 675-687. <https://doi.org/10.1177/17456916221120428>
- Center for Substance Abuse Treatment (US). Trauma-Informed Care in Behavioral Health Services. Rockville (MD): Substance Abuse and Mental Health Services Administration (US); 2014. (Treatment Improvement Protocol (TIP) Series, No. 57.) Chapter 3, Understanding the Impact of Trauma. <https://www.ncbi.nlm.nih.gov/books/NBK207191/>
- Chapman, A.R. (2022). Rethinking the issue of reparations for Black Americans. *Bioethics*, 36(3), 325-242. <https://doi.org/10.1111/bioe.12954>.
- Charles, M., & Rah, S. C. (2019). *Unsettling truths: The ongoing, dehumanizing legacy of the doctrine of discovery*. InterVarsity Press.
- Chilaka, C. C. (2019). Exploring restorative factors for trafficked and sexually exploited women [ProQuest Information & Learning]. In *Dissertation Abstracts International: Section B: The Sciences and Engineering* (Vol. 80, Issue 3–B(E)).
- Chu, D. A., Williams, L. A., Harris, A. W. F., Bryant, R. A., & Gatt, J. M. (2013). Early life trauma predicts self-reported levels of depressive and anxiety symptoms in nonclinical community adults: Relative contributions of early life stressor types and adult trauma exposure. *Journal of Psychiatric Research*, 47(1), 23-32. <https://doi.org/10.1016/j.jpsychires.2012.08.006>
- Cicchetti, D. (2023). A multiple levels of analysis developmental psychopathology perspective on adolescence and young adulthood. In L. J. Crockett, G. Carlo, & J. E. Schulenberg (Eds.), *APA handbook of adolescent and young adult development* (pp. 487–503). American Psychological Association. <https://doi.org/10.1037/0000298-030>

- Cicchetti, D., & Rogosch, F.A. (1996). Equifinality and multifinality in developmental psychology, *Developmental Psychology*, 8(4), 597-600.
- Comas-Díaz, L., Hall, G. N., & Neville, H. A. (2019). Racial trauma: Theory, research, and healing: Introduction to the special issue. *American Psychologist*, 74(1), 1–5.
<https://doi.org/10.1037/amp0000442>
- Connors, K. J. (2018). Dissociative and complex trauma disorders in health and mental health contexts: Or why is the elephant not in the room? *Journal of Trauma & Dissociation*, 19(1), 1-8, doi:10.1080/15299732.2018.1379855
- Conti, P. (2022). Trauma: The invisible epidemic: How trauma works and how we can heal from it. Boulder, CO: Sounds True.
- Convertino, A. D., Morland, L. A., & Blashill, A. J. (2022). Trauma exposure and eating disorders: Results from a United States nationally representative sample. *International Journal of Eating Disorders*, 55(8), 1079-1089. <https://doi.org/10.1002/eat.23757>
- CoreLogic. (2022). 2021 Climate Change Catastrophe Report.
<https://www.corelogic.com/intelligence/2021-climate-change-catastrophe-report/>
- Correa, C. (2014). Integrating development and reparations for victims of massive crimes. *The Center for Human Rights. Notre Dame: University of Notre Dame*.
- Crenshaw, K. (2005). Mapping the margins: Intersectionality, identity politics, and violence against women of color (1994). In R. K. Bergen, J. L. Edleson, & C. M. Renzetti (Eds.), *Violence against women: Classic papers* (pp. 282–313). Pearson Education New Zealand.
<https://doi.org/10.2307/122903>
- Currie, J., & Spatz Widom, C. (2010). Long-term consequences of child abuse and neglect on adult economic well-being. *Child Maltreatment*, 15(2), 111-120.
<https://doi.org/10.1177/1077559509355316>
- Danieli, Y. (1998). *International Handbook of Multigenerational Legacies of Trauma*. Plenum Press.
- Darity, W. A., Jr., & Mullen, A. K. (2020). *From here to equality* (2nd ed.). The University of North Carolina Press.
- Davis, A. J. (n.d.). *An Historical Timeline of Reparations Payments Made From 1783 through 2020 by the United States Government, States, Cities, Religious Institutions, and Colleges and Universities*. <https://reparations4slavery.com/historical-timeline-of-reparations-payments-made/>
- De Brouwer, A. M. (2007). Reparation to victims of sexual violence: Possibilities at the International Criminal Court and at the Trust Fund for Victims and their Families. *Leiden Journal of International Law*, 20(1), 207-237.
- De Greiff, P. (2006). Justice and reparations. *The handbook of reparations*, 451.
- Drexler, J. (2022). An initial framework for the study of internalized racism and health: Internalized racism as a racism-induced identity threat response. *Social and Personality Psychology Compass*, 16, (11), 12712.
- Dubois, M., & Guaspere, C. (2020). From cellular memory to the memory of trauma: Social epigenetics and its public circulation. *Social Science Information*, 59(1), 144-183.
<https://doi.org/10.1177/0539018419897600>
- Dutton, A., & Ni Aolain, F. (2018). Between reparations and repair: Assessing the work of the ICC Trust Fund for victims under its assistance mandate. *Chi. J. Int'l L.*, 19, 490.
- Eggers del Campo, I., & Steinert, J. I. (2022). The effect of female economic empowerment interventions on the risk of intimate partner violence: A systematic review and meta-

- analysis. *Trauma, Violence, & Abuse*, 23(3), 810-826.
<https://doi.org/10.1177/1524838020976088>
- Ehring, T., Welboren, R., Morina, N., Wicherts, J. M., Freitag, J., & Emmelkamp, P. M. (2014). Meta-analysis of psychological treatments for posttraumatic stress disorder in adult survivors of childhood abuse. *Clinical Psychology Review*, 34(8), 645-657.
<https://doi.org/10.1016/j.cpr.2014.10.004>
- Ellison, M. L., Reilly, E. D., Mueller, L., Schultz, M. R., & Drebing, C. E. (2018). A supported education service pilot for returning veterans with posttraumatic stress disorder. *Psychological Services*, 15(2), 200.
- Erozkan, A. (2016). The link between types of attachment and childhood trauma. *Universal Journal of Educational Research*, 4(5), 1071-1079.
- Eshowsky, M. (2019). Indigenous healing psychotherapy and restorative circles. In I. A. Serlin, S. Krippner, & K. Rockefeller (Eds.), *Integrated care for the traumatized: A whole-person approach*. (pp. 147–160). Rowman & Littlefield.
- Esterling, S. E. (2020). Chapter 6: Legitimacy, participation and international law-making: ‘Fixing’ the restitution of cultural property to Indigenous Peoples. In K. N. Scott, K. Claussen, C. Côté, & A. Kanehara (Eds.), *Changing Actors in International Law* (pp. 158-184). Brill.
https://doi.org/10.1163/9789004424159_008
- Estrada, A. L. (2009). Mexican Americans and historical trauma theory: A theoretical perspective. *Journal of Ethnicity in Substance Abuse*, 8(3), 330-340.
- Fergusson, D. M., Hornwood, L. J., Lynskey, M. T. (1996). Childhood sexual abuse and psychiatric disorder in young adulthood: II. Psychiatric outcomes of childhood sexual abuse. *Journal of the American Academy of Child & Adolescent Psychiatry*, 34(10), 1365-1374.
<https://doi.org/10.1097/00004583-199610000-00024>
- Flores, L. P. (2009). *The History of Puerto Rico*. Bloomsbury Publishing.
- Folmer, C. P. R., Wildschut, T., Haesevoets, T., De Keersmaecker, J., Van Assche, J., & Van Lange, P. A. M. (2021). Repairing trust between individuals and groups: The effectiveness of apologies in interpersonal and intergroup contexts. *International Review of Social Psychology*, 34(1), Article 14.
- Ford, J. D. & Courtois, C. A. (Eds.) (2013). *Treating complex traumatic stress disorder in children and adolescents: Scientific foundations and therapeutic models*. NY, NY: The Guilford Press.
- Ford, J. D., & Gómez, J. M. (2014). The relationship of psychological trauma and dissociative and posttraumatic stress disorders to nonsuicidal self-injury and suicidality: A review. *Journal of Trauma & Dissociation*, 16(3), 232-271. <https://doi.org/10.1080/15299732.2015.989563>
- Forgette, R., Dettrey, B., Van Boening, M., & Swanson, D. A. (2009). Before, now, and after: Assessing Hurricane Katrina relief. *Population Research and Policy Review*, 28, 31-44.
- Fothergill, A., & Peek, L. A. (2004). Poverty and disasters in the United States: A review of recent sociological findings. *Natural Hazards*, 32, 89-110.
- Fowler, J. C., Allen, J. G., Oldham, J. M., & Frueh, B. C. (2013). Exposure to interpersonal trauma, attachment insecurity, and depression severity. *Journal of Affective Disorders*, 149(1-3), 313-218. <https://doi.org/10.1016/j.jad.2013.01.045>
- Fraser, N. (2022). *Cannibal capitalism*. Verso.
- Freeman, M., & Pathare, S. (2005). *WHO resource book on mental health, human rights and legislation*. Health Organization.
- Galea, S., Ahern, J., Resnick, H., Kilpatrick, D., Bucuvalas, M., Gold, J., & Vlahov, D. (2005). Psychological sequelae of the September 11 terrorist attacks in New York City. *New England Journal of Medicine*, 346(13), 982-987. <https://doi.org/10.1056/NEJMsa013404>

- García-Godos, J. (2016). Reparations. In *An introduction to transitional justice* (pp. 177-200). Routledge.
- Gishoma, D., Brackelaire, J.-L., Munyandamutsa, N., Mujawwezu, J., Mohand, A. A., & Kayiteshonga, Y. (2014). Supportive-expressive group therapy for people experiencing collective traumatic crisis during the genocide commemoration period in Rwanda: Impact and implications. *Journal of Social and Political Psychology*, 2(1), 469-488.
<https://doi.org/10.5964/jspp.v2i1.292>
- Gold, S. N., & Ellis, A. E. (2017). Contextual treatment of complex trauma. In S. N. Gold (Ed.), *APA handbook of trauma psychology: Trauma practice* (pp. 327-342). American Psychological Association. <https://doi.org/10.1037/000020-015>
- Golin, C. E., Amola, O., Dardick, A., Montgomery, B., Bishop, L., Parker, S., & Owens, L. E. (2017). Chapter 5 poverty, personal experiences of violence, and mental health: Understanding their complex intersections among low-income women. *Poverty in the United States: Women's Voices* (pp. 63-91). Springer. https://doi.org/10.1007/978-3-319-43833-7_5
- Gone, J. P., Hartmann, W. E., Pomerville, A., Wendt, D. C., Klem, S. H., & Burrage, R. L. (2019). The impact of historical trauma on health outcomes for indigenous populations in the USA and Canada: A systematic review. *American Psychologist*, 74(1), 20.
<https://doi.org/10.1037/amp0000338>
- Goodman, L. A., Saxe, L., & Harvey, M. (1991). Homelessness as psychological trauma: Broadening perspectives. *American Psychologist*, 46(11), 1219.
- Goodyear-Ka'opua, N., Hussey, I., & Wright, E. K. (Eds.). (2014). *A nation rising: Hawaiian movements for life, land, and sovereignty*. Duke University Press.
- Gordon, H. S. J., & Datta, R. (2020). Restorative justice in the arctic: Indigenous knowledge for healing communities. *Current Developments in Arctic Law*, 8.
- Graff, G. (2014). The intergenerational trauma of slavery and its aftereffects: The question of reparations. *The Journal of Psychohistory*, 44(4), 256-268.
- Greenstein, C. (2024). Reparations, but for what? Presenting a new approach to coding reparations. *Law & Social Inquiry*, 49(1), 90-117.
- Gross, M., Cramer, E. P., Forte, J., Gordon, J. A., Kunkel, T., & Moriarty, L. J. (2000). The impact of sentencing options on recidivism among domestic violence offenders: A case study. *American Journal of Criminal Justice*, 24(2), 301-312. <https://doi-org.lib.pepperdine.edu/10.1007/BF02887600>
- Hahn, S. A., & Postmus, J. L. (2014). Economic empowerment of impoverished IPV survivors: a review of best practice literature and implications for policy. *Trauma, Violence, & Abuse*, 15(2), 79-93. <https://doi.org/10.1177/1524838013511541>
- Hall, E. (2022). Colleges are making tuition free for Native students. Will more students graduate? *National Public Radio*. <https://www.npr.org/2022/08/19/1117951085/colleges-are-making-tuition-free-for-native-students-will-more-students-graduate>
- Hamilton, A. R., & Foote, K. (2018). Police torture in Chicago: theorizing violence and social justice in a racialized city. *Annals of the American Association of Geographers*, 108(2), 399-410. <https://doi.org/10.1080/24694452.2017.1402671>
- Harris, S., Belser, C. T., Wheeler, N. J., & Dennison, A. (2021). A review of adverse childhood experiences as factors influential to biopsychosocial development for young males of color. *The Professional Counselor*, 11(2), 188-202.
- Harvey, J. C. (2012). A matter of grace: Alternatives to billing insurance for sexual assault forensic examinations. *Kentucky Law Journal*, 101(3), 609-638.

- Heart, B., & DeBruyn, L. M. (1998). The American Indian holocaust: Healing historical unresolved grief. *American Indian and Alaska native mental health research*, 8(2), 56-78.
- Helms, J. E., Nicolas, G., & Green, C. E. (2010). Racism and ethnoviolence as trauma: Enhancing professional training. *Traumatology*, 16(4), 53–62.
<https://doi.org/10.1177/1534765610389595>
- Hood, A. M., Morais, C. A., Fields, L. N., Merriwether, E. N., Brooks, A. K., Clark, J. F., McGill, L. S., Janevic, M. R., Letzen, J. E., & Campbell, L. C. (2023). Racism exposure and trauma accumulation perpetuate pain inequities—advocating for change (RESTORATIVE): A conceptual model. *American Psychologist*, 78(2), 143–159. <https://doi-org.lib.pepperdine.edu/10.1037/amp0001042.supp>
- Hope, E. C., Skoog, A. B., & Jagers, R. J. (2015). “It’ll never be the white kids, it’ll always be us” black high school students’ evolving critical analysis of racial discrimination and inequity in schools. *Journal of Adolescent Research*, 30(1), 83-112.
- Hildyard, K. L., & Wolfe, D. A. (2002). Child neglect: Developmental issues and outcomes. *Child Abuse & Neglect*, 26(6-7), 679-695. [https://doi.org/10.1016/s0145-2134\(02\)00341-1](https://doi.org/10.1016/s0145-2134(02)00341-1)
- Hirschberger G. (2018). Collective trauma and the social construction of meaning. *Frontiers in psychology*, 9, 1441. <https://doi.org/10.3389/fpsyg.2018.01441>
- Houck, J. A. (2018). When ancestors weep: Healing the soul from intergenerational trauma. Bloomington, IN: Abbott Press.
- Ina, S. (1997). Counseling Japanese Americans: From internment to reparation. In C. C. Lee (Ed.), *Multicultural issues in counseling: New approaches to diversity*, 2nd ed. (pp. 189–206). American Counseling Association.
- Jaffe, A. E., DiLillo, D., Gratz, K. L., & Messman-Moore, T. L. (2019). Risk for revictimization following interpersonal and noninterpersonal trauma: Clarifying the role of posttraumatic stress symptoms and trauma-related cognitions. *Journal of Traumatic Stress*, 32(1), 42-55.
<https://doi.org/10.1002/jts.22372>
- Kaholokula, J. K. A., Miyamoto, R. E., Hermosura, A. H. O., & Inada, M. (2020). Prejudice, stigma, and oppression on the behavioral health of Native Hawaiians and Pacific Islanders. *Prejudice, stigma, privilege, and oppression: A behavioral health handbook*, 107-134.
- Kaholokula, J. K. A., Nacapoy, A. H., & Dang, K. O. (2009). Social justice as a public health imperative for Kānaka Maoli. *AlterNative: An International Journal of Indigenous Peoples*, 5(2), 116-137.
- Kaholokula, J. K., Okamoto, S. K., & Yee, B. W. K. (2019). Special issue introduction: Advancing Native Hawaiian and other Pacific Islander health. *Asian American Journal of Psychology*, 10(3), 197–205. <https://doi.org/10.1037/aap0000167>
- Kessler, R. C., Sonnega, A., Bromet, E., Hughes, M., & Nelson, C. B. (1995). Posttraumatic stress disorder in the National Comorbidity Survey. *Archives of General Psychiatry*, 58(5), 481-489.
<https://doi:10.1001/archpsyc.1995.03950240066012>
- Khoury, L., Tang, Y. L., Bradley, B., Cubells, J. F., & Ressler, K. J. (2010). Substance use, childhood traumatic experience, and posttraumatic stress disorder in an urban civilian population. *Depression and Anxiety*, 27(12), 1077–1086. <https://doi.org/10.1002/da.20751>
- Kip, A., Priebe, S., Holling, H., & Morina, N. (2020). Psychological interventions for posttraumatic stress disorder and depression in refugees: A meta-analysis of randomized controlled trials. *Clinical Psychology & Psychotherapy*, 27(4), 489-503.
<https://doi.org/10.1002/cpp.2446>
- Klar-Chalamish, C., & Peleg-Koriat, I. (2021). From trauma to recovery: Restorative justice conferencing in cases of adult survivors of intrafamilial sexual offenses. *Journal of Family*

- Violence*, 36(8), 1057–1068. <https://doi-org.lib.pepperdine.edu/10.1007/s10896-020-00239-0>
- Klein L. B., Chesworth B. R., Howland-Myers J. R., Rizo C. F., Macy R. J. (2021). Housing interventions for intimate partner violence survivors: A systematic review. *Trauma, Violence, & Abuse*, 22(2), 249–264.
- LaDuke, W. (1999). *All our relations: Native struggles for land and life*. South End Press.
- Laplane, L. J. (2013). The plural justice aims of reparations. In *Transitional justice theories* (pp. 66-84). Routledge.
- Lefevor, G. T., Boyd-Rogers, C. C., Sprague, B. M., & Janis, R. A. (2019). Health disparities between genderqueer, transgender, and cisgender individuals: An extension of minority stress theory. *Journal of Counseling Psychology*, 66(4), 385–395. doi:10.1037/cou0000339
- Legal Momentum. (2011). *State law guide: Unemployment insurance benefits for domestic & sexual violence survivors*. Author. <https://www.legalmomentum.org/library/state-law-guide-unemployment-benefits-victims-domestic-or-sexual-violence>
- Lehrner, A., & Yehuda, R. (2018). Cultural trauma and epigenetic inheritance. *Development and psychopathology*, 30(5), 1763-1777. <https://doi.org/10.1017/S0954579418001153>
- Lewis, J., Allen, J., & Fleagle, E. (2014). Internalized oppression and Alaska Native peoples: We have to go through the problem. In E. J. R. David (Eds.), *Internalized oppression: The psychology of marginalized groups* (pp. 83-108). Springer.
- Lewis, T. T., Williams, D. R., Tamene, M., & Clark, C.R. (2014). Self-reported experiences of discrimination and cardiovascular disease. *Current Cardiovascular Risk Reports*, 8, 365. <https://doi.org/10.1007/s12170-013-0365-2>
- Li, M., Leidner, B., Hirschberger, G., & Park, J. (2023). From threat to challenge: Understanding the impact of historical collective trauma on contemporary intergroup conflict. *Perspectives on Psychological Science*, 18(1), 190-209. <https://doi.org/10.1177/17456916221094540>
- Lloyd, A., & Borrill, J. (2020). Examining the effectiveness of restorative justice in reducing victims' post-traumatic stress. *Psychological Injury and Law*, 13, 77-89. <https://doi.org/10.1007/s12207-019-09363-9>
- Louie, M. R. (2021). Colonialism and the politics of space on Guam. *UC Merced Undergraduate Research Journal*, 13(1). <http://dx.doi.org/10.5070/M4131052988> Retrieved from <https://escholarship.org/uc/item/0wv4g434>
- Lowe, S. R., Sampson, L., Gruebner, O., & Galea, S. (2015). Psychological resilience after Hurricane Sandy: the influence of individual- and community-level factors on mental health after a large-scale natural disaster. *PloS One*, 10(5), e0125761. <https://doi.org/10.1371/journal.pone.0125761>
- Loya, R. M. (2014). The role of sexual violence in creating and maintaining economic insecurity among asset-poor women of color. *Violence against women*, 20(11), 1299-1320.
- Loya, R. M. (2015). Rape as an economic crime: The impact of sexual violence on survivors' employment and economic well-being. *Journal of Interpersonal Violence*, 30(16), 2793-2813. <https://doi.org/10.1177/0886260514554291>
- Luster T., Qin D., Bates L., Rana M., Lee J. A. (2010). Successful adaptation among Sudanese unaccompanied minors: Perspectives of youth and foster parents. *Childhood: A Global Journal of Child Research*, 17, 197-211.
- Mabeza, R. M., Christophers, B., Ederaine, S. A., Glenn, E. J., Benton-Slocum, Z. P., & Marcelin, J. R. (2023). Interventions associated with racial and ethnic diversity in US graduate medical education: A scoping review. *JAMA Network Open*, 6(1), e2249335-e2249335.

- Mahamid, F., Veronese, G., & Bdier, D. (2024). Trauma predicts the desire to migrate and psychological well-being via belongingness and quality of life among Palestinians. *Psychological Trauma: Theory, Research, Practice, and Policy*. <https://doi-org.lib.pepperdine.edu/10.1037/tra0001647>
- Marbin, J., Rosenbluth, G., Brim, R., Cruz, E., Martinez, A., & McNamara, M. (2021). Improving diversity in pediatric residency selection: Using an equity framework to implement holistic review. *Journal of Graduate Medical Education*, 13(2), 195-200. <https://doi.org/10.4300/JGME-D-20-01024.1>
- McFarlane, A. C. (2010). The long-term costs of traumatic stress: Intertwined physical and psychological consequences. *World Psychiatry*, 9(1), 3-10. <https://doi.org/10.1002/j.2051-5545.2010.tb00254.x>
- McLaughlin, K.A., Colich, N.L., Rodman, A.M., & Weissman, D.G. (2020). Mechanisms linking childhood trauma exposure and psychopathology: A transdiagnostic model of risk and resilience. *BMC Med*, 18(96), <https://doi.org/10.1186/s12916-020-01561-6>
- McMorrow, S., & Saksena, J. (2017). Voices and views of Congolese refugee women: A qualitative exploration to inform health promotion and reduce inequities. *Health Education & Behavior*, 44(5), 769–780. <https://doi-org.lib.pepperdine.edu/10.1177/1090198117726572>
- Melamed, J. (2015). Racial capitalism. *Critical Ethnic Studies*, 1(1), 76–85. <https://doi.org/10.5749/jcritethnstud.1.1.0076>
- Memon, M. H. (2023). Poverty, gap and severity estimates for disaster prone rural areas of Pakistan. *Social Indicators Research*, 166(3), 645–663. <https://doi-org.lib.pepperdine.edu/10.1007/s11205-023-03082-0>
- Mendenhall, M., Bartlett, L., & Ghaffar-Kucher, A. (2017). “If you need help, they are always there for us”: Education for refugees in an international high school in NYC. *The Urban Review*, 49, 1-25.
- Mercurieff, I. (2016). *Wisdom keeper: One man’s journey to honor the untold history of the Unangan people*. North Atlantic Books.
- Meyer, J. F. (1998). History Repeats itself: Restorative Justice in Native American Communities. *Journal of Contemporary Criminal Justice*, 14(1), 42-57. <https://doi.org/10.1177/1043986298014001004>
- Micklitz, H. M., Glass, C. M., Bengel, J., & Sander, L. B. (2024). Efficacy of psychosocial interventions for survivors of intimate partner violence: A systematic review and meta-analysis. *Trauma, Violence, & Abuse*, 25(2), 1000-1017. <https://doi.org/10.1177/15248380231169481>
- Middleton, J. S., Gattis, M. N., Frey, L. M., & Roe-Sepowitz, D. (2018). Youth Experiences Survey (YES): Exploring the scope and complexity of sex trafficking in a sample of youth experiencing homelessness. *Journal of Social Service Research*, 44(2), 141–157. <https://doi-org.lib.pepperdine.edu/10.1080/01488376.2018.1428924>
- Miller T. R., Taylor D. M., Sheppard M. A. (2007). *Costs of sexual violence in Minnesota*. St. Paul: Minnesota Department of Public Health.
- Miró, E., Martínez, M. P., Sánchez, A. I., & Cáliz, R. (2020). Clinical manifestations of trauma exposure in fibromyalgia: The role of anxiety in the association between posttraumatic stress symptoms and fibromyalgia status. *Journal of Traumatic Stress*, 33(6), 1082-1092. <https://doi.org/10.1002/jts.22550>
- Mock, S. E., & Arai, S. M. (2011). Childhood trauma and chronic illness in adulthood: mental health and socioeconomic status as explanatory factors and buffers. *Frontiers in Psychology*, 1, 246. <https://doi.org/10.3389/fpsyg.2010.00246>

- Mohatt, N. V., Thompson, A. B., Thai, N. D., & Tebes, J. K. (2014). Historical trauma as public narrative: A conceptual review of how history impacts present-day health. *Social Science & Medicine*, 106, 128–136. <https://doi.org/10.1016/j.socscimed.2014.01.043>
- Montoya, L. C. (2017). Rehabilitation and victims with disabilities in Colombia: Full Redress for Human Rights Violations through Community-Based Rehabilitation Processes. *Derecho Público*, (38), 3.
- Movement for Black Lives. (2020). *Reparations Now Toolkit*. <https://m4bl.org/wp-content/uploads/2020/05/Reparations-Now-Toolkit-FINAL.pdf>
- Mueller, L., Wolfe, W. R., Neylan, T. C., McCaslin, S. E., Yehuda, R., Flory, J. D., ... & Davis, L. L. (2019). Positive impact of IPS supported employment on PTSD-related occupational-psychosocial functional outcomes: Results from a VA randomized-controlled trial. *Psychiatric rehabilitation journal*, 42(3), 246.
- Nascimento, A. M., Andrade, J., & de Castro Rodrigues, A. (2023). The psychological impact of restorative justice practices on victims of crimes- a systematic review. *Trauma, Violence & Abuse*, 24(3), 1929-1947.
- National Archives. (n.d.a). *Compensation and Reparations for the Evacuation, Relocation, and Internment Index (Redress Case Files)*. <https://www.archives.gov/research/japanese-americans/redress>
- National Archives. (n.d.b). *World War II Japanese American Incarceration*. <https://www.archives.gov/research/aapi/ww2/genealogy>
- National Native American Boarding School Healing Coalition (2020). *Healing voices volume 1: A primer on American Indian and Alaska Native boarding schools in the U.S*. <https://boardingschoolhealing.org/wp-content/uploads/2021/09/NABS-Newsletter-2020-7-1-spreads.pdf>
- Newland, B. T. (2022). *Federal Indian boarding school initiative investigative report*. United States Department of the Interior, Office of the Secretary. https://www.bia.gov/sites/default/files/dup/inline-files/bsi_investigative_report_may_2022_508.pdf
- Newton, L. A. (2015). *An Investigation of Cultural Intergenerational Trauma or Collective Traumatic Memory as a Social, Economic Barrier for African American Women Entrepreneurs in Cincinnati, Ohio* (Doctoral dissertation, Union Institute and University).
- Norris, F. H., Friedman, M. J., Watson, P. J., Byrne, C. M., Diaz, E., & Kaniasty, K. (2002). 60,000 disaster victims speak: Part I: An empirical review of the empirical literature, 1981-2001. *Psychiatry: Interpersonal and Biological Processes*, 65(3), 207-239. <https://doi.org/10.1521/psyc.65.3.207.20173>
- Ogle, C. M., Rubin, D. C., Berntsen, D., & Siegler, I. C. (2013). The frequency and impact of exposure to potentially traumatic events over the life course. *Clinical Psychological Science*, 1(4), 426-434. <https://doi.org/10.1177/2167702613485076>
- Ogle, C. M., Rubin, D. C., & Siegler, I. C. (2013). The impact of the developmental timing of trauma exposure on PTSD symptoms and psychosocial functioning among older adults. *Developmental Psychology*, 49(11), 2191–2200. <https://doi.org/10.1037/a0031985>
- Oh, D. L., Jerman, P., Silvério Marques, S., Koita, K., Purewal Boparai, S. K., Burke Harris, N., & Bucci, M. (2018). Systematic review of pediatric health outcomes associated with childhood adversity. *BMC Pediatrics*, 18(1), 1-19.
- Oregon State University (n. d.). Retrieved from <https://admissions.oregonstate.edu/resident-tuition-federally-recognized-indian-tribes>
- Oregon Tribal Student Grant (n. d.). Retrieved from <https://oregonstudentaid.gov/grants/oregon-tribal-student-grant/>

- Osofsky, J. D. (1995). The effects of exposure to violence on young children. *American Psychologist*, 50(9), 782-788. <https://doi.org/10.1037/10254-050>
- Park, A. L., Rinaldi, M., Brinchmann, B., Killackey, E., Aars, N. A. P., Mykletun, A., & McDaid, D. (2022). Economic analyses of supported employment programmes for people with mental health conditions: A systematic review. *European Psychiatry*, 65(1), e51.
- Patel, N. (2019). Conceptualising rehabilitation as reparation for torture survivors: A clinical perspective. *The International Journal of Human Rights*, 23(9), 1546-1568.
- Perroud, N., Rutembesa, E., Paolini-Giacobino, A., Mutabaruka, J., Mutesa, L., Stenz, L., Malafosse, A., & Karege, F. (2014). The Tutsi genocide and transgenerational transmission of maternal stress: Epigenetics and biology of the HPA axis. *The World Journal of Biological Psychiatry*, 15(4), 334-345. <https://doi.org/10.3109/15622975.2013.866693>
- Peters, W., Rice, S., Cohen, J., Murray, L., Schley, C., Alvarez-Jimenez, M., & Bendall, S. (2021). Trauma-focused cognitive-behavioral therapy (TF-CBT) for interpersonal trauma in transitional-aged youth. *Psychological Trauma: Theory, Research, Practice, and Policy*, 13(3), 313–321. <https://doi.org/10.1037/tra0001016>
- Phipps-Yonas, S. (2021). Making the case for victims' privacy in civil sexual abuse lawsuits. *Psychological Injury and Law*, 14(1), 71–76. <https://doi-org.lib.pepperdine.edu/10.1007/s12207-021-09401-5>
- Polanco-Roman, L., Danies, A., & Anglin, D. M. (2016). Racial discrimination as race-based trauma, coping strategies, and dissociative symptoms among emerging adults. *Psychological trauma : theory, research, practice and policy*, 8(5), 609–617. <https://doi.org/10.1037/tra0000125>
- Porter, M. A., & Haslam, N. (2005). Predisplacement and postdisplacement factors associated with mental health of refugees and internally displaced persons: A meta-analysis. *JAMA*, 294(5), 602-612. <https://doi.org/10.1001/jama.294.5.602>
- Presidential Task Force on Psychology and Health Equity. (2023). Report of the American Psychological Association Presidential Task Force on Psychology and Health Equity. *American Psychologist*, 78(2), 259–267.
- Probyn, K., Engedahl, M.S., Rajendran, D., Pincus, T., Naeem, K., Mistry, D., Underwood, M., & Froud R. (2021) The effects of supported employment interventions in populations of people with conditions other than severe mental health: A systematic review. *Primary Health Care Research & Development* 22(e79): 1–12. doi: 10.1017/S1463423621000827
- Radtke, K. M., Ruf, M., Gunter, H. M., Dohrmann, K., Schauer, M., Meyer, A., & Elbert, T. (2011). Transgenerational impact of intimate partner violence on methylation in the promoter of the glucocorticoid receptor. *Translational Psychiatry* 19:1(7):e21. doi: 10.1038/tp.2011.21. PMID: 22832523; PMCID: PMC3309516.
- Rana, M., Qin, D. B., Bates, L., Luster, T., & Saltarelli, A. (2011). Factors related to educational resilience among Sudanese unaccompanied minors. *Teachers College Record*, 113(9), 2080-2114. <https://doi.org/10.1177/016146811111300905>
- Rapadas, J. M. (2007). Transmission of violence: The legacy of colonialism in Guam and the path to peace. *Journal of Pacific Rim Psychology*, 1(2), 33-40. doi:10.1375/prp.1.2.33
- Raphael, J., & Haennicke, S. (1999). *Keeping battered women safe through the welfare-to-work journey: How are we doing?* A report on the implementation of policies for battered women in state Temporary Assistance for Needy Families (TANF) programs. Taylor Institute.
- Ray, R., & Perry, A. (2020). *Why we need reparations for Black Americans*. The Brookings Institution .

- Riley, L. (2023). Addressing Native Hawaiian historical trauma: Opportunities for increased economic, environmental, and social advancement. *Societal impacts*, 1(1-2), 100020.
- Riley, L., Su'esu'e, A., Hulama, K., Neumann, S. K., & Chung-Do, J. (2022). Ke ala i ka Mauiola: Native Hawaiian youth experiences with historical trauma. *International Journal of Environmental Research and Public Health*, 19(19), 12564.
<https://doi.org/10.3390/ijerph191912564>
- Rivera Pichardo, E. J., Jost, J. T., & Benet-Martínez, V. (2022). Internalization of inferiority and colonial system justification: The case of Puerto Rico. *Journal of Social Issues*, 78(1), 79-106.
- Roberts, A. L., Gilman, S. E., Breslau, J., Breslau, N., & Koenen, K. C. (2011). Race/ethnic differences in exposure to traumatic events, development of post-traumatic stress disorder, and treatment-seeking for post-traumatic stress disorder in the United States. *Psychological Medicine*, 41(1), 71-83. <https://doi.org/10.1017/S0033291710000401>
- Roht-Arriaza, N. (2014). Reparations and economic, social, and cultural rights. *Justice and economic violence in transition*, 109-138.
- SAMHSA (2022). *Trauma and Violence*. <https://www.samhsa.gov/trauma-violence>
- Sanders, C. K., & Schnabel, M. (2006). Organizing for Economic Empowerment of Battered Women: Women's Savings Accounts. *Journal of Community Practice*, 14(3), 47-68.
https://doi.org/10.1300/J125v14n03_04
- Sangalang, C.C., Vang, C. (2017). Intergenerational trauma in refugee families: A systematic review. *Journal Immigrant Minority Health* 19, 745-754. <https://doi.org/10.1007/s10903-016-0499-7>
- Santiago, C. D., Kaltman, S., & Miranda, J. (2013). Poverty and mental health: how do low-income adults and children fare in psychotherapy?. *Journal of clinical psychology*, 69(2), 115-126.
- Schmidt, R. W. (2011). American Indian identity and blood quantum in the 21st century: A critical review. *Journal of Anthropology*, 2011, 549521.
<https://doi.org/10.1155/2011/549521>
- Schumann, K., & Dragotta, A. (2020). Is moral redemption possible? The effectiveness of public apologies for sexual misconduct. *Journal of Experimental Social Psychology*, 90, p. 104002.
<https://doi.org/10.1016/j.jesp.2020.104002>
- Scott, K. M., Koenen, K. C., Aguilar-Gaxiolat, S., Alonso, J., Angermeyer, M. C., Benjet, C., Bruffaerts, R., Caldas-de-Almeida, J. M., de Girolamo, G., Florescu, S., Iwata, N., Levinson, D., Lim, C. C. W., Murphy, S., Ormel, J., Posada-Villa, J., & Kessler, R. C. (2013). Associations between lifetime traumatic events and subsequent chronic physical conditions: A cross-national, cross-sectional study. *PLoS ONE*, 8(11): e80573.
<https://doi.org/10.1371/journal.pone.0080573>
- Shear, M. K., McLaughlin, K. A., Ghesquiere, A., Gruber, M. J., Sampson, N. A., & Kessler, R. C. (2011). Complicated grief associated with Hurricane Katrina. *Depression and Anxiety*, 28(8), 648-657. <https://doi.org/10.1002/da.20865>
- Shelton, D. (2007). The right to reparations for acts of torture: what right, what remedies?. *Torture*, 17(2), 96-116.
- Shirk, S. R., DePrince, A. P., Crisostomo, P. S., & Labus, J. (2014). Cognitive behavioral therapy for depressed adolescents exposed to interpersonal trauma: An initial effectiveness trial. *Psychotherapy*, 51(1), 167-179. <https://doi.org/10.1037/a0034845>

- Showalter, K., Maguire-Jack, K., Yang, M. Y., & Purtell, K. M. (2019). Work outcomes for mothers experiencing intimate partner violence: The buffering effect of child care subsidy. *Journal of Family Violence*, 34, 299-308.
- Silva, N. K. (2004). *Aloha betrayed: Native Hawaiian resistance to American colonialism*. Duke University Press.
- Simancas-Fernández, M. R., Celedón-Rivero, J. C., Salas-Picón, W. M., Salgado-Ruiz, D. E., Echeverry-Londoño, M. C., Vásquez-Campos, J. H., Guarch-Rubio, M., & Manzanero, A. L. (2022). Trauma, reparation, and quality of life in victims of armed conflict after peace agreements. *Anuario de Psicología Jurídica*, 32(1), 79–86. <https://doi-org.lib.pepperdine.edu/10.5093/apj2021a21>
- Skaar, E., Gløppen, S., & Suhrke, A. (Eds.). (2005). *Roads to reconciliation*. Lexington Books.
- Smallwood, R., Woods, C., Power, T., Usher, K. (2021). Understanding the impact of historical trauma due to colonization on the health and well-being of Indigenous young peoples: A systematic scoping review. *Journal of Transcultural Nursing*, 32(1), 59-68. <https://doi.org/10.1177/1043659620935955>
- Soled, D. R., Chatterjee, A., Olveczky, D., & Lindo, E. G. (2021). The case for health reparations. *Frontiers in Public Health*, 9(664783), 1-6. <https://doi.org/10.3389/fpubh.2021.664783>
- Somasundaram, D. (2007). Collective trauma in northern Sri Lanka: A qualitative psychosocial-ecological study. *International Journal of Mental Health Systems*, 1, 1-27.
- Sowder, K. L., Knight, L. A., & Fishalow, J. (2018). Trauma exposure and health: A review of outcomes and pathways. *Journal of Aggression, Maltreatment, & Trauma*, 10, 1041-1059. <https://doi.org/10.1080/10926771.2017.1422841>
- Stenson, A. F., van Rooij, S. J. H., Carter, S. E., Powers, A., & Jovanovic, T. (2021). A legacy of fear: Physiological evidence for intergenerational effects of trauma exposure on fear and safety signal learning among African Americans. *Behavioral Brain Research*, 402. <https://doi.org/10.1016/j.bbr.2020.113017>
- Suzuki, A., Poon, L., Papadopoulos, A. S., Kumari, V., & Cleare, A. J. (2014). Long term effects of childhood trauma on cortisol stress reactivity in adulthood and relationship to the occurrence of depression. *Psychoneuroendocrinology*, 50, 289-299. <https://doi.org/10.1016/j.psyneuen.2014.09.007>
- Sveaass, N. (2013). Gross human rights violations and reparation under international law: Approaching rehabilitation as a form of reparation. *European Journal of Psychotraumatology*, 4(1). <https://doi-org.lib.pepperdine.edu/10.3402/ejpt.v4i0.17191>
- Tarlow, K. R. (2024). The colonial history of systemic racism: Insights for psychological science. *Perspectives on Psychological Science*. Advance online publication. <https://doi.org/10.1177/17456916231223932>
- Tarshis, S., Scott-Marshall, H., & Alaggia, R. (2022). An analysis of comparative perspectives on economic empowerment among employment-seeking survivors of intimate partner violence (IPV) and service providers. *Societies*, 12(1), 16.
- Taylor, J. E., & Harvey, S. T. (2010). A meta-analysis of the effects of psychotherapy with adults sexually abused in childhood. *Clinical Psychology Review*, 30(6), 749-767. <https://doi.org/10.1016/j.cpr.2010.05.008>
- Teicher, M. H., & Samson, J. A. (2016). Childhood maltreatment and psychopathology: A case for ecophenotypic variants as clinically and neurobiologically distinct subtypes. *American Journal of Psychiatry*, 173(10), 929-939. <https://doi.org/10.1176/appi.ajp.2013.12070957>
- Timothy, R. K. (2019). Reparations for slavery and genocide should be used to address health inequities. *The Conversation*. <https://theconversation.com/reparations-for-slavery-and-genocide-should-be-used-to-address-health-inequities-111320>

- Tolchin, G., Aafjes-van Doorn, K., Horne, S., Baitch, R., & Silberschatz, G. (2023). Measures of trauma exposure and trauma response: A scoping review. *Journal of Clinical Psychology*, 79(11), 2668-2684. <https://doi.org/10.1002/jclp.23565>
- United Nations. (2000). *Protocol to prevent, suppress and punish trafficking in persons especially women and children, supplementing the United Nations convention against transnational organized crime*.
https://www.unodc.org/documents/treaties/Special/2000_Protocol_to_Prevent_2C_Suppress_and_Punish_Trafficking_in_Persons.pdf
- United Nations. (2000). *United Nations convention against transnational organized crime and the protocols thereto*.
https://www.unodc.org/documents/middleeastandnorthafrica/organised-crime/UNITED_NATIONS_CONVENTION_AGAINST_TRANSNATIONAL_ORGANIZED_CRIME_AND_THE_PROTOCOLS_THERETO.pdf
- United Nations Secretary General. (2023). *Conflict-related sexual violence*.
<https://www.un.org/sexualviolenceinconflict/wp-content/uploads/2023/07/SG-REPORT-2023SPREAD-1.pdf>
- United States Code. (1988). Chapter 52: Restitution for World War II internment of Japanese-Americans and Aleuts. *Title 50: War and National Defense*.
<https://uscode.house.gov/view.xhtml?path=/prelim@title50/chapter52&edition=prelim>
- United States Department of Agriculture. (n.d.). *Food assistance after a disaster*. <https://www.usa.gov/disaster-food-help>
- United States Department of State. (2021). *Justice for Uncompensated Survivors Today (JUST) Act Report: Germany*. <https://www.state.gov/reports/just-act-report-to-congress/germany/>
- United States House of Representatives. (2008). *H.Res.194 - Apologizing for the enslavement and racial segregation of African-Americans*. <https://www.congress.gov/bill/110th-congress/house-resolution/194/text>
- Urban Institute. (2021). Paying for sexual assault medical forensic exams: How states and jurisdictions pay for exams so survivors do not have to.
<https://www.urban.org/research/publication/paying-sexual-assault-medical-forensic-exams>
- Van Boven, T. (2009). Victims' rights to a remedy and reparation: The new United Nations principles and guidelines. In *Reparations for victims of genocide, war crimes and crimes against humanity* (pp. 17-40). Brill Nijhoff.
- Van der Kolk, B. A. (2014). *The body keeps the score: Brain, mind, and body in the healing of trauma*. Viking.
- Van der Kolk, B. A. (2015). Trauma and memory. *Psychiatry and Clinical Neurosciences*, 69(4), 177–187.
- Walker, H. E., & Wamser-Nanney, R. (2023). Revictimization risk factors following childhood maltreatment: A literature review. *Trauma, Violence, & Abuse*, 24(4), 2319-2332.
- Walters, K. L., Beltran, R., Huh, D., & Evans-Campbell, T. (2010). Displacement and dis-ease: Land, place, and health among American Indians and Alaska Natives. In *Communities, neighborhoods, and health: Expanding the boundaries of place* (pp. 163-199). Springer.
- Weiner, M. H. (2017). Legal council for survivors of campus sexual violence. *Yale Journal of Law and Feminism*, 29(1), 123-206.
- Weiss, W. M., Murray, L. K., Zangana, G. A. S., Mahmooth, Z., Kaysen, D., Dorsey, S., ... & Bolton, P. (2015). Community-based mental health treatments for survivors of torture and militant attacks in Southern Iraq: A randomized control trial. *BMC Psychiatry*, 15, 1-16.
<https://doi.org/10.1186/s12888-015-0622-7>

- White House. (2018). *U.S. national plan to end gender-based violence: Strategies for action*. <https://www.whitehouse.gov/wp-content/uploads/2023/05/National-Plan-to-End-GBV.pdf>
- Whited, M. C., Wheat, A. L., Larkin, & K. T. (2010). The influence of forgiveness and apology on cardiovascular reactivity and recovery in response to mental stress. *Journal of Behavioral Medicine*, 33(4), 293-304. <https://doi.org/10.1007/s10865-010-9259-7>
- Wilk, P., Maltby, A., & Cooke, M. (2017). Residential schools and the effects on Indigenous health and well-being in Canada: A scoping review. *Public Health Reviews*, 38(8). <https://doi.org/10.1186/s40985-017-0055-6>
- Williams, M. S. T. (2009). Alaska and its people: An introduction. In M. S. T. (Eds.), *The Alaska Native reader: History, culture, politics*. (pp. 1-12). Duke University Press.
- Williams, D. R., & Mohammed, S. A. (2009). Discrimination and racial disparities in health: Evidence and needed research. *Journal of Behavioral Medicine*, 32, 20-47. <https://doi.org/10.1007/s10865-008-9185-0>
- Winbush, R. A. (2003). *Should America pay? Slavery and the raging debate on reparations*. Amistad.
- Winston, P., Golden, O., Finegold, K., & Rueben, K. (2007). Federalism after Hurricane Katrina: How can social programs respond to major disasters. *Tulane Law Review*, 81(4), 1219-1262.
- WomensLaw.org. (n.d.). *Find Help for Yourself and for Others*. <https://www.womenslaw.org/find-help>
- Woolford, A., & Wolejszo, S. (2006). Collecting on moral debts: Reparations for the Holocaust and Pořajmos. *Law & Society Review*, 40(4), 871-902. <https://doi-org.lib.pepperdine.edu/10.1111/j.1540-5893.2006.00284.x>
- Yehuda, R., Daskalakis, N. P., Bierer, L. M., Bader, H. N., Klengel, T., Holsboer, F., & Binder, E. B. (2016). Holocaust exposure induced intergenerational effects on FKBP5 methylation. *Biological Psychiatry*, 80(5), 372-380. <https://doi.org/10.1016/j.biopsych.2015.08.005>
- Yehuda, R., Engel, S. M., Brand, S. R., Seckl, J., Marcus, S. M., & Berkowitz, G. S. (2005). Transgenerational effects of posttraumatic stress disorder in babies of mothers exposed to the World Trade Center attacks during pregnancy. *Journal of Clinical Endocrinology & Metabolism*, 90(7), 4115-4118. <https://doi.org/10.1210/jc.2005-0550>
- Yehuda, R., Halligan, S. L., & Bierer, L. M. (2001). Relationship of parental trauma exposure and PTSD to PTSD, depressive and anxiety disorders in offspring. *Journal of Psychiatric Research*, 35(5), 261-270. [https://doi.org/10.1016/S0022-3956\(01\)00032-2](https://doi.org/10.1016/S0022-3956(01)00032-2)
- Zeigler, S. L., & Gunderson, G. G. (2006). The gendered dimensions of conflict's aftermath: A victim-centered approach to compensation. *Ethics & International Affairs*, 20(2), 171-192.
- Zvi, L., & Rachimi, A. (2024). Adult attachment style, perceived social support and post-traumatic stress among female victims of sexual assault, *Health Psychology*, 24 (3), <https://doi.org/10.1016/j.ijchp.2024.100481>

- E. CLT voted to recommend that the *APA Statement on Artificial Intelligence and the Field of Psychology*. The main motion is as follows:

That Council adopts as APA policy the following statement on *Artificial Intelligence and the Field of Psychology*:

Artificial Intelligence and the Field of Psychology

The mission of the American Psychological Association (APA) is to promote the advancement, communication, and application of psychological science and knowledge to benefit society and

improve lives. This Policy seeks to recognize the current and future transformative impacts present in artificial intelligence (AI) technologies, including technologies such as robotics and chatbots, data collection and analysis, machine learning algorithms, and automated decision making. This Policy seeks to recognize the critical role of psychological science and knowledge in guiding the many forms, applications, and analyses of AI, and the real and potential impacts of AI on psychological research and the training, practice, and application of psychology. APA affirms the vital role of the discipline of psychology in addressing societal challenges, the challenges and opportunities related to health and wellbeing, and the ethical and privacy implications of AI. APA is resolutely committed to identifying, mitigating, and eliminating harmful impacts of AI while ensuring exploring ways that everyone in society can benefit from AI technologies to the greatest extent possible.

Psychology's impact on AI. AI technologies are being increasingly integrated into people's everyday lives at home, at work, in healthcare, at school, and beyond (e.g., Matheny et al., 2020; Bankins et al., 2023; Odekerken-Schröder et al., 2020). Given psychology's deep scientific understanding of human cognition, behavior, and emotions, the field should play a pivotal role in shaping safe and effective AI systems—including people's use of and interaction with these systems—and studying the impact of these systems and their use on society. Psychological science should inform how to improve human-technology engagement, and promote the fair, ethical, and equitable use of AI, thereby strengthening the impact of the field through the betterment of society at large (see Landers & Behrend, 2023).

Impact of AI on psychology. AI technologies will impact present and future education, training, practice, and research in psychological science and its diverse subfields (e.g., Götz et al., 2023; Fan et al., 2023). Given these impacts, APA affirms the continued need to research, analyze, critique, and improve the application of AI technologies within the field of psychology.

The unique role of the APA and psychology in relation to AI can be categorized as falling within three interrelated domains:

1. **Shaping AI's Societal Impact:** AI technologies impact multiple facets of society, including but not limited to healthcare, work and the workforce, education, the criminal legal system, and transportation. Psychological science offers valuable insights and expertise into how AI is shaping—and will shape—societal patterns and trends. This includes the creation, perpetuation, and mitigation of misinformation and bias (e.g., Garimella & Chauchard, 2024); the creation, implementation, and improvement of effective digital literacy tools (e.g., Tiernan et al., 2023); and the effects of AI on the behavior and wellbeing of children, adults, and society at large (e.g., Odekerken-Schröder et al., 2020; Tang et al., 2023) .

2. **Using AI to Promote Health and Wellbeing:** Working hand in hand with psychology experts, AI technologies can usefully advance population health, increase access to care, reduce inequities in health outcomes, increase early intervention, mitigate health risks, tailor prevention strategies, and broadly promote personal wellbeing (e.g., Matheny et al., 2020; Ophir et al., 2022; Pierson et al., 2021). This potential will only be realized through the inclusion of psychology in the research, development, deployment, and analysis of the impact of these tools.

3. **Addressing and Upholding Ethics and Privacy Related to AI:** The efficiency, accuracy, and problem-solving capabilities of AI must be considered in the context of the ethical and privacy implications of using –and misusing these technologies. Psychology has long stood at the forefront of identifying and mitigating ethical violations, and privacy violations have long been addressed with the help of psychological science. New policies and procedures being created in the context of AI technologies should integrate this expertise in psychology (e.g., Tay et al., 2022).

The APA seeks to ensure, to the greatest extent possible, that the work of the association and the field across the three domains above are **informed by the following processes:**

- Center ethics and human rights to ensure that the people and the psychological science underlying human behavior and experiences remain central to the ethical development, application, and evaluation of technologies and systems involving AI.
- Promote equity, identify and reduce bias to ensure safety and effectiveness of AI, minimizing unknown, unintended, and inequitable impacts. Center diversity throughout the development, dissemination, monitoring, and refining of AI technologies, algorithms, and data on which AI is built.
- Foster the creation, discussion, and dissemination of relevant psychological science seeking to further understand and assess the development and application of AI technologies to ensure they are benefiting children, adults, and society.
- Ensure that policymakers understand the expertise and critical role of psychology and psychological science in informing AI tools and systems, incorporating the expertise of psychology in the regulatory, legislative, and judicial efforts seeking to govern AI.
- Teach the public developmentally appropriate best practices of media literacy so they can implement psychological principles that allow all to best distinguish between AI and reality, understand the implications of AI, and seek to benefit from AI where possible.
- Provide guidance and feedback to those seeking to use AI technologies in the creation and teaching of psychological science, and/or practice of psychology.
- Provide guidance and feedback to those seeking to develop AI technologies to ensure they are doing so in a way that is informed by psychological science and that upholds ethical principles.

References

- Bankins, S., Ocampo, A. C., Marrone, M., Restubog, S. L. D., & Woo, S. E. (2023). A multilevel review of artificial intelligence in organizations: Implications for organizational behavior research and practice. *Journal of Organizational Behavior*, 45(2), 159-182. <https://doi.org/10.1002/job.2735>
- Fan, J., Sun, T., Liu, J., Zhao, T., Zhang, B., Chen, Z., Glorioso, M., & Hack, E. (2023). How well can an AI chatbot infer personality? Examining psychometric properties of machine-inferred personality scores. *Journal of Applied Psychology*, 108(8), 1277-1299. <https://doi.org/10.1037/apl0001082>
- Garimella, K., & Chauchard, S. (2024). How prevalent is AI misinformation? What our studies in India show so far. *Nature*, 630(8015), 32–34. <https://doi.org/10.1038/d41586-024-01588-2>
- Götz, F. M., Maertens, R., Loomba, S., & van der Linden, S. (2023). Let the algorithm speak: How to use neural networks for automatic item generation in psychological scale development. *Psychological Methods*. Advance online publication. <https://doi.org/10.1037/met0000540>

- Landers, R. N., & Behrend, T. S. (2023). Auditing the AI auditors: A framework for evaluating fairness and bias in high stakes AI predictive models. *American Psychologist*, 78(1), 36–49. <https://doi.org/10.1037/amp0000972>
- Matheny, M. E., Whicher, D., & Israni, S. T. (2020). Artificial intelligence in health care: a report from the National Academy of Medicine. *JAMA*, 323(6), 509-510. <https://doi.org/10.1001/jama.2019.21579>
- Odekerken-Schröder, G., Mele, C., Russo-Spena, T., Mahr, D., & Ruggiero, A. (2020). Mitigating loneliness with companion robots in the COVID-19 pandemic and beyond: an integrative framework and research agenda. *Journal of Service Management*, 31(6), 1149-1162. <https://doi.org/10.1108/JOSM-05-2020-0148>
- Ophir, Y., Tikochinski, R., Brunstein Klomek, A., & Reichart, R. (2022). The hitchhiker’s guide to computational linguistics in suicide prevention. *Clinical Psychological Science*, 10(2), 212-235. <https://doi.org/10.1177/21677026211022013>
- Pierson, E., Cutler, D.M., Leskovec, J. *et al.* (2021). An algorithmic approach to reducing unexplained pain disparities in underserved populations. *Nature Medicine*, 27, 136–140. <https://doi.org/10.1038/s41591-020-01192-7>
- Tang, P. M., Koopman, J., Mai, K. M., De Cremer, D., Zhang, J. H., Reynders, P., Ng, C. T. S., & Chen, I-H. (2023). No person is an island: Unpacking the work and after-work consequences of interacting with artificial intelligence. *Journal of Applied Psychology*. Advance online publication. <https://doi.org/10.1037/apl0001103>
- Tay, L., Woo, S. E., Hickman, L., Booth, B. M., & D’Mello, S. (2022). A conceptual framework for investigating and mitigating machine-learning measurement bias (MLMB) in psychological assessment. *Advances in Methods and Practices in Psychological Science*, 5(1), 25152459211061337. <https://doi.org/10.1177/25152459211061337>
- Tiernan, P., Costello, E., Donlon, E., Parysz, M., & Scriney, M. (2023). Information and Media Literacy in the Age of AI: Options for the Future. *Education Sciences*, 13(9), 906. <https://doi.org/10.3390/educsci13090906>

- F. CLT voted to recommend that Council approve the *APA Resolution on Protecting Psychological and Neuropsychological Test Security and Public Safety*. The main motion is as follows:
1. That the APA Council of Representatives adopts as APA policy the *APA Resolution on Protecting Psychological Test Security, Test Validity, and Public Safety*.

WHEREAS, APA’s mission includes promoting the application of psychological science and knowledge to benefit society and improve lives; and

WHEREAS, the integrity of psychological tests is an integral part of conducting psychological evaluations that directly contributes to protecting public safety; and

WHEREAS, “test security” means protection of the content and key operational characteristics of a test, including test materials and test data, from dissemination to non-psychologists in order to protect the integrity of test scores so that they are valid for their intended use; and

WHEREAS, “*test materials*” refer to manuals, instruments, protocols and test questions or stimuli and exclude “test data;” and

WHEREAS, “*test data*” means raw scores, responses to test questions or stimuli, and psychologists’ notes and recordings concerning statements made and behavior exhibited during an examination. Those portions of test materials that include evaluatees’ responses are included in the definition of test data; and

WHEREAS, “*test results*” refers to documents produced after the administration of psychological tests and assessments including scaled scores, test reports, and testing summaries; and

WHEREAS, the American Psychological Association has a long history of seeking to protect the integrity of psychological test materials (APA, 1997); and

WHEREAS, APA’s *Ethical Principles of Psychologists and Code of Conduct*, referred to as the *APA Ethics Code*, states that “Psychologists make reasonable efforts to maintain the integrity and security of test materials and other assessment techniques consistent with law and contractual obligations, and in a manner that permits adherence to this Ethics Code” (APA, 2017); and

WHEREAS, APA’s *Guidelines for Psychological Assessment and Evaluation*, asks psychologists to “guard against reports generated by untrained individuals who could misunderstand or misuse this information in such a way that could harm a client, a recipient of test results such as an employer, a court, or a health care system or test publisher. Copyrights on proprietary assessment material are designed to be unavailable to individuals without proper training and ethical obligations to maintain security” (APA Task Force on Psychological Assessment and Evaluation Guidelines, 2020); and

WHEREAS, APA’s *Standards for Educational and Psychological Testing* explains the procedures by which testing materials must be protected to ensure valid results and decrease the likelihood of test contamination (AERA, et al., 2014); and

WHEREAS, failure to protect both the scientific integrity of test materials and the clinician's own professional responsibility to uphold their current and future safeguard will result in fewer psychologists agreeing to complete forensic evaluations, resulting in reduced access to services and further narrowing the pool of linguistically and culturally competent providers available to serve under-resourced and justice-involved populations; and

WHEREAS, individuals may have significant investment in the results of psychological evaluations for issues such as disability evaluations, social security or insurance purposes, accommodations for educational testing, child custody disputes, health-related decisions, and fitness for duty evaluations for airline pilots, law enforcement officers, and other classes of professionals and individuals; and

WHEREAS, coaching individuals to appear more or less impaired (Boone, et al., 2024; Essig, Mittenberg, Petersen, Strauman, & Cooper, 2001) decreases the validity of test results, contaminates test data, and compromises public safety; and

WHEREAS, some jurisdictions have attempted to remove or nullify language protective of maintaining test security; and

WHEREAS, some jurisdictions use judicial protective orders to attempt to maintain psychological test security, and

WHEREAS, once test items are compromised, generating replacement items expends extraordinary time and financial resources thereby adding financial burdens on psychologists and the clients they serve through increased costs associated with test development; and

WHEREAS, maintaining and supporting psychological test security protects the public and the reputation of the psychology profession;

THEREFORE, BE IT RESOLVED that APA affirms the importance of protecting public safety, well-being, and equitable access to psychological services by maintaining the security of psychological test materials and test data when they contain test questions or test materials.

BE IT FURTHER RESOLVED that APA supports state and federal statutes, regulations, and policies that enhance test security.

BE IT FURTHER RESOLVED that APA supports development of model language to be available as a resource to psychologists and the legal system in drafting judicial protective orders in psychological test security cases.

BE IT FURTHER RESOLVED that APA's position is that fair and reasonable transparency and access to psychological test data and test materials in legal proceedings is best achieved and scientific validity best preserved when psychologists share test materials and test data with other psychologists and other experts properly trained in test administration and interpretation who have a legal and ethical obligation to protect test data and test materials.

REFERENCES

- American Educational Research Association, American Psychological Association, & National Council on Measurement in Education (Eds.). (2014). *Standards for Educational and Psychological Testing*. American Educational Research Association.
- American Psychological Association. (2017). *Ethical Principles of Psychologists and Code of Conduct* (2002, amended effective June 1, 2010, and January 1, 2017).
- American Psychological Association, APA Task Force on Psychological Assessment and Evaluation Guidelines. (2020). *APA Guidelines for Psychological Assessment and Evaluation*. Retrieved from <https://www.apa.org/about/policy/guidelines-psychological-assessment-evaluation.pdf>
- American Psychological Association, APA Committee on Psychological Tests and Assessment. (2022). *Statement on Third Party Observers in Psychological Testing and Assessment: An Updated Framework for Decision Making*. Retrieved from <https://www.apa.org/science/programs/testing/third-party-observers.pdf>
- American Psychological Association. (1997). *Detroit Edison Co. v. National Labor Relations Board*. Retrieved from <https://www.apa.org/about/offices/ogc/amicus/detroit>
- Boone, K.B., Kaufmann, P.M., Sweet, J.J., Leatherberry, D., Beattey, R.A., Silva, D., Victor, T.L., Boone, R.P., Spector, J., Hebben, N., Hanks, R.A., & James, J. (2024). Attorney demands for protected psychological test information: Is access necessary for cross examination or does it lead to misinformation? An interorganizational position paper. *The Clinical Neuropsychologist*, 38((4), 889-906.v
- Essig, S.M., Mittenberg, W., Petersen, R.S., Strauman, S., & Cooper, J.T. (2001). Practices in forensic neuropsychology. *Perspectives of neuropsychologists and trial attorneys. Archives of Clinical Neuropsychology*, 16(3): 271-91.

Table 1

Test security across jurisdictions in the US

State	Psychology practice statutes and regulations that codify APA Ethics Code	Other statutes and regulations that include provisions to protect test security
Alabama	Rule 750-X-6-.02	Ala. Admin. Code r. 750-X, app. III, n. 26
Alaska	12 AAC 60.185	
Arizona	Arizona Admin. Code R.4-26-301	Ariz. Rev. Stat. Ann. § 12-2293(A) Ariz. Admin. Code tit. 4, R4-26-106(B)
Arkansas	Arkansas Psychology Board Rules - SECTION 16	Ark. Code Ann. § 12-12-917(d)(2)(A)(ii)
California	Cal. Bus. & Prof. Code § 2936	Cal. Bus. & Prof. Code § 4982(q) Cal. Bus. & Prof. Code § 4992.3(q) Cal. Code Regs. tit. 16, § 1396.3 Cal. Code Regs. tit. 16, § 1858 Cal. Code Regs. tit. 16, § 1881
District of Columbia	CDCR 17-6909	
Florida	Rule 510-4-.01	Fla. Admin. Code Ann. r. 64B19-18.004(3) Fla. Admin. Code Ann. r. 64B19-19.005(3)
Georgia		Ga. Comp. R. & Regs. r. 510-4-.02(9)(k), (d)(1)(a)-(b)
Hawaii		Haw. Admin. R. § 16-98-34 (j)(1),(2), (k)
Idaho	24.12.01	
Illinois	68 Ill. Admin. Code Section 1400.50	740 Ill. Comp. Stat. Ann. § 110/3-c 740 Ill. Comp. Stat. Ann. § 110/14 740 Ill. Comp. Stat. Ann. § 110/16 Ill. Admin. Code tit. 68, § 1400.80(k)
Indiana		Ind. Code Ann. § 25-33-1-3(g)
Iowa	645 Iowa Admin. Code Section 242.2(147,272C)	Iowa Code Ann. § 228.9 Iowa Code Ann. § 228.7(3)
Kansas		KAR Section 102-1-10a
Kentucky		Ky. Admin. Code tit. 201 § 26:145-11(2)
Louisiana		46 LAC Section 1319
Maine	32 Maine Rev. Stat. §3816	Me. Rev Stat. Ann. 22 § 1725
Maryland	18 Md. Health Occupations Code §311	Md. Code Ann., Health-Gen. I § 4-307
Massachusetts	251 CMR 1	
Minnesota		Minn. Stat. Ann. § 148.965 Minn. Stat. Ann. § 148.941
Missouri	337.050 R.S.Mo	Mo. Code Regs. Ann. tit. 4, § 235-5.030(10)(E)

Montana	Mont. Admin. R. 24.189.1608	Mont. Admin. R, 24.189.823(9)
State	Psychology practice statutes and regulations that codify APA Ethics Code	Other statutes and regulations that include provisions to protect test security
Nebraska	172 Nebraska Admin. Code Section 157	Neb. Admin. Code tit. 172, § 156.010(01)
Nevada	NAC 641.250	
New Hampshire	Board of Psychologist Rules Chapter Psyc 500 Psyc 501.02	
New Mexico		N.M. Admin. Code tit. 16, § 16.22.2.16(A)-(B)
North Dakota	66 N.D. Admin. Code §66-02-01-07	
Ohio		Ohio Admin. Code § 4732-17-01(F)(2)
Oklahoma	59 Okla. Stat. §1361 Okla. Admin. Code 575:10-1-10	
Oregon	ORS § 675.110 OAR 858-010-0075	41-11 Or. Bull. 29(2)(c)(H)(iv) 39-8 Or. Bull. 181 151-020-0070(7)
Pennsylvania		49 PA Code § 41.61(8)(a)
Rhode Island		RIGL 5-44 § 5-44-18 (6)
South Carolina	S.C. Code Ann. Regs 100-4	100 S.C. Code Ann. Regs. 4(J)(4)
South Dakota	SDCL § 36-27A-25 ARDS § 20:60:07:01	
Tennessee	Tenn. Rules & Regs. 1180-01-.09	
Texas		22 Tex. Admin. Code § 465.16(b), (d) 22 Tex. Admin. Code § 465.22(b), (c)(4)
Utah	R156-61-502	
Vermont	26 V.S. A. § 3016 CVR 04-030-27	
Washington		Wash. Admin. Code § 246-930-310(7)(a)
West Virginia	W. Va. CSR § 17-6-2	W. Va. 17 CSR 16
Wyoming		WY Code of Rules 15-3

G. CLT voted to recommend that Council approve the *Policy and Planning Board 5-Policy Review*.

August 5, 2024

Council Leadership Team (CLT) Meeting

Joint meeting with Board of Directors

Present: *Arlene Noriega, PhD (Chair-Elect), Cynthia de las Fuentes, PhD (APA President), Michael Hendricks, PhD, ABPP (Treasurer), Noelle La Lefforge, PhD, MHA, ABPP (Chair Elect), Bryana French, PhD, Rachel Fouladi, PhD, Aldo Barrita, MA, Arlene Steinberg, PhD, Sara Buckingham, PhD, Arthur C. Evans, PhD (APA CEO), David Susman, PhD (Past-Chair), Debra Kawahra, PhD (APA President-Elect)*

Staff Present: *Abby Green (Staff Liaison), Deanne Ottaviano (Chief of OGC), Maureen O'Brien (Deputy Chief of Governance and Volunteer Leadership), Maysa Akbar (Chief Diversity Officer)*

- A. CLT received a presentation on the Racial Equity Action Plan from Dr. Maysa Ackbar.
- B. CLT reviewed the Ombud position.
- C. CLT discussed CE credits at Council.
- D. CLT was provided an update from the Council Orientation group.
- E. CLT reviewed the updated Council Dialogue principles and the culture check.
- F. CLT discussed the work of the Council Liaisons and the Council Liaison Oversight Committee.

August 27, 2024

Council Leadership Team (CLT) Virtual Meeting

Present: *Arlene Noriega, PhD (Chair-Elect), Cynthia de las Fuentes, PhD (APA President), Michael Hendricks, PhD, ABPP (Treasurer), Noelle La Lefforge, PhD, MHA, ABPP (Chair Elect), Bryana French, PhD, Rachel Fouladi, PhD, Aldo Barrita, MA, Arlene Steinberg, PhD, Sara Buckingham, PhD, Arthur C. Evans, PhD (APA CEO), David Susman, PhD (Past-Chair), Debra Kawahra, PhD (APA President-Elect)*

Staff Present: *Abby Green (Staff Liaison), Deanne Ottaviano (Chief of OGC), Maureen O'Brien (Deputy Chief of Governance and Volunteer Leadership), Maysa Akbar (Chief Diversity Officer)*

- A. CLT debriefed on the Council Meeting and the Council New Member Debrief.
- B. CLT reviewed the Council ombud position and a survey that would go out to Council regarding the Ombud.

September 24, 2024

Council Leadership Team (CLT) Virtual Meeting

Present: *Arlene Noriega, PhD (Chair-Elect), David Susman, PhD (Past-Chair), Cynthia de las Fuentes, PhD (APA President), Michael Hendricks, PhD, ABPP (Treasurer), Noelle La Lefforge, PhD, MHA, ABPP (Chair Elect), Bryana French, PhD, Debra Kawahara, PhD (APA President-Elect), Sara Buckingham, PhD, Arthur C. Evans, PhD (APA CEO), Rachel Fouladi, PhD, Arlene Steinberg, PhD, Aldo Barrita, MA,*

Staff Present: *Abby Green (Staff Liaison), Amber Roopan (Associate Chief, Governance), Maureen O'Brien (Deputy Chief of Governance and Volunteer Leadership), Deanne Ottaviao (Office of General Counsel)*

- A. CLT was provided updates on the work of the Council Liaison Oversight Committee (CLOC) and the Diversity Impact Statement Committee (DISC).
- B. CLT reviewed the Ombud survey results and next steps for planning with the 2025 Ombud.

October 22nd, 2024

Council Leadership Team (CLT) Virtual Meeting

Present: *Arlene Noriega, PhD (Chair-Elect), David Susman, PhD (Past-Chair), Cynthia de las Fuentes, PhD (APA President), Michael Hendricks, PhD, ABPP (Treasurer), Noelle La Lefforge, PhD, MHA, ABPP (Chair Elect), Bryana French, PhD, Debra Kawahara, PhD (APA President-Elect), Sara Buckingham, PhD, Arthur C. Evans, PhD (APA CEO), Rachel Fouladi, PhD, Arlene Steinberg, PhD*

Not Present: *Aldo Barrita, MA,*

Staff Present: *Abby Green (Staff Liaison), Amber Roopan (Associate Chief, Governance), Maureen O'Brien (Deputy Chief of Governance and Volunteer Leadership), Deanne Ottaviao (Office of General Counsel)*

- A. CLT was provided updates on the work of the Council Liaison Oversight Committee (CLOC) and the Diversity Impact Statement Committee (DISC).
- B. CLT received an update on the work of the Council Orientation Mentor Program (COMP) and the upcoming dates that new Council members and mentors will be asked to attend orientation virtually and hybrid.
- C. CLT reviewed the RED Task Force requesting staff support for the Council Website.
- D. CLT reviewed the Ombud survey results, as well as discussed the upcoming call for nominations for up to two Ombud positions.