



APA

Citizen Psychologist™

PREPARING THE NEXT GENERATION OF CITIZEN PSYCHOLOGISTS:

Competencies and Learning Outcomes Across Levels of Education and Training

The APA Citizen Psychologist Presidential Work Group

DECEMBER 2018





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¹ The Work Group was directed by Jessica Henderson Daniel (2018 APA President) and co-chaired by Ronald H. Rozensky and Kathleen S. Brown. Curriculum module authors of this resource: Lara Bruner, Kermit Crawford, Amber Hewitt, Elizabeth McQuaid, Jeffery Mio, Carlos Montalvan, Roger Reeb, Ana Ruiz, Peter Sheras, Wayne Siegel, Jennifer Taylor, and Wendi Williams. Citizen Psychologist Survey coordinator: Cynthia Gómez. Presidential citation team members: Sharon Bowman and Cynthia de las Fuentes. Educational consultants: Catherine Grus, Emily Leary Chesnes, Jim Diaz-Granados, Garth Fowler, and Robin Hailstorks. Staff liaisons: Eddy Ameen and Jessica Andrade.

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FOREWORD

When I began my term as American Psychological Association (APA) president, I spoke with leaders I admire for their insights on what makes an effective president. Dr. Drew Faust, president of Harvard University, was in the top tier. Her advice? Integrity and collaboration are the most important qualities. That insight helped guide me as I created the *Citizen Psychologist Initiative*. Citizen Psychologists are leaders who, through public service, volunteerism, and other strategic roles, bring our science and expertise to bear on today's challenges in an effort to improve the lives of all. The initiative has three goals: to collect baseline survey data to add to our understanding of the extent to which psychologists contribute to society through their actions as Citizen Psychologists; to identify a cohort of those Citizen Psychologists who exemplify true leadership in our communities—locally, nationally, and globally; and to establish a curriculum from high school through lifelong learning that can assist educators in teaching the competencies needed to be a true Citizen Psychologist. This report is designed to introduce you to the initiative with a major focus of presenting the components of the Citizen Psychologist Curriculum.

Thank you.

A handwritten signature in black ink that reads "Jessica Henderson Daniel, PhD, ABPP". The signature is fluid and cursive, with the first name "Jessica" being the most prominent.

Jessica Henderson Daniel, PhD, ABPP
2018 APA President

Adapted from my presidential column in the June 2018 Monitor on Psychology.

EXECUTIVE SUMMARY

This report is the result of American Psychological Association (APA) President Jessica Henderson Daniel's 2018 Presidential Initiative—the Citizen Psychologist—and a summit that took place in Washington, DC, in April 2018. The primary focus of the summit and this document is the presentation of a detailed series of competencies, learning outcomes, and resources that can be used by educators to help prepare both the next generation of psychologists to become Citizen Psychologists and current psychologists interested in becoming Citizen Psychologist leaders through activities within their communities. Learning materials are presented in a series of modules, each dedicated to a level of education and training—from high school through lifelong learning. The table here lists competencies described in each module. It also illustrates consistencies across levels of learning and distinctive competencies within a given level. Within each level, the competencies are ordered to show developmental progression toward becoming a Citizen Psychologist at that stage of career development.

DEVELOPMENT OF CITIZEN PSYCHOLOGIST COMPETENCIES ACROSS LEVELS OF EDUCATION AND TRAINING

	Competency 1	Competency 2	Competency 3	Competency 4	Competency 5	Competency 6
High school education in psychology	Application of Psychological Knowledge	Community Awareness	Community Engagement	Community Advocacy		
Undergraduate education in psychology	Community Awareness	Community Engagement	Community Advocacy	Community Leadership		
Graduate education in psychology	Communication	Sociocultural Diversity and Addressing Inequities	Public Service Engagement	Community Advocacy	Community Leadership	Application of Ethical Principles and Code of Conduct
Internship education and training in psychology	Self-Reflection	Sociocultural Diversity and Addressing Inequities	Application of Psychological Science			
Postdoctoral education and training in psychology	Self-Reflection	Sociocultural Diversity and Addressing Inequities	Ethical Principles and Code of Conduct	Application of Psychological Science	Community Leadership	
CE and lifelong learning in psychology	Self-Reflection	Sociocultural Diversity and Addressing Inequities	Community Engagement	Self-Care		

Note. Competency titles are shortened for this table; full titles are described in each module. CE = continuing education.

As part of the Citizen Psychologist Initiative, a survey was designed and distributed to help inform the psychology field about the range of activities members of the psychology community engage in as they carry out their roles as Citizen Psychologists. Details of the survey results are presented. One interesting finding was that half (49%) the 5,348 respondents indicated they had done some type of volunteer or civic engagement work before age 25. Their primary motivations for engaging in these activities included: “I wanted to help my local community” (27%); “I was a strong supporter of the organization’s mission” (25%), and “I wanted to make a difference in the world” (25%).

The following individuals participated in the Citizen Psychologist Summit. Brief bios are presented in Appendix C. The initiative leader group, curriculum teams, and nomination and survey groups worked well over a year to prepare this report and the material designed to educate and train the next generation of Citizen Psychologists and inspire current psychologists to leadership roles as Citizen Psychologists.



Presidential Initiative and Summit Leadership

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2018 APA President

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Wayne Siegel, PhD

Continuing Education/Lifelong Learning:
Jennifer Taylor, PhD
Wendi Williams, PhD

Citizen Psychologist Survey Coordinator

Cynthia Gómez, PhD

Citizen Psychologist Presidential Citation Nominations

Sharon Bowman, PhD
Cynthia de las Fuentes, PhD

Citizen Psychologists Participating in the Summit

Arline Bronzaft, PhD
Michele G. Gill, PhD
Nicholas Grant, PhD
Lisa Willner, PhD

American Psychological Association Staff Members Who Attended the Summit

Dan Abrahamson, PhD
Clinton Anderson, PhD
Elena Eisman, EdD
Arthur Evans, PhD
Howard Kurtzman, PhD
Nancy Moore, PhD, MBA
Deanne Ottaviano, JD

INTRODUCTION

When describing the role of a psychologist as a citizen, Robert Seashore (1949) confronted the field by noting that “although the applications of psychology to everyday life represents the largest single area of probable usefulness to students of psychology, we have largely neglected training students for effective participation and leadership as members of the community.” Some 20 years later, when discussing the science of psychology as a means for promoting human welfare, George Miller (1969) challenged psychologists to “give psychology away” by teaching others to “apply our science to the personal and social problems of the general public, for it is through them that the public will eventually discover the new paradigms that psychologists are developing.” Then, at the beginning of the new millennium, Phil Zimbardo (2004) rhetorically asked, “Does psychology matter? Does what we do . . . really make a significant difference in the lives of individuals or in the functioning of communities and nations? . . . My final answer is simply YES, YES indeed! May the positive forces of psychology be with you and with our society.”

Building on the recognition of the importance of psychology in daily life, APA 2018 President Jessica Henderson Daniel (2018) recently asserted, “Psychologists must be in the room, at the table, and at the head of the table when policies are formulated and implemented . . . Psychology is every day in every way.”

To help make that happen and to meet the challenges of educating psychologists to develop, use, and disseminate the competencies needed to bring psychological principles and psychological science to benefit communities across the U.S. and globally, Dr. Daniel focused her 2018 APA Presidential Initiative on the Citizen Psychologist. As part of that process, *Citizen Psychologist* was defined, a series of competencies and learning objectives across levels of learning were elucidated, and criteria were prepared to help identify those colleagues who exemplify the contributions of Citizen Psychologists.

Dr. Daniel also created and developed the “next generation” concept 20 years ago as the basis for preparing future citizen psychologists when she formed a mentoring group of the same name to grow the number of Black women who were research psychologists. Dr. Daniel was able to fundraise over \$40,000 for a retreat in 1999 focused on helping these women to launch their careers in psychological science (Daniel, Stith, Owens, Berry, Mitchell, Breland, & Reid, 2001). The approach to planning the Citizen Psychologist Summit and developing the learning modules for preparing the next generation of Citizen Psychologists was based on two sets of key concepts in contemporary psychology. First, it was important that the learning modules be competency based. Nelson (2007) acknowledged the significance of psychology’s move away from simply knowledge-based education to a focus on measurable competencies as a maturational step for the profession. Competency-based education has been firmly established as the norm in psychology education and training (Fouad & Grus, 2014).

Second, psychology has a strong history of, and commitment to, what Halpern (2010) described as psychologically literate citizenship that includes a type of problem solving and ongoing ethical and social responsiveness. To carry this out, Bringle, Reeb, Brown, and Ruiz (2016, p. 4) note that “American Psychological Association (APA) educational initiatives have advocated for the inclusion of service learning in the undergraduate psychology curriculum as a means to develop the civic outcomes of students and to enhance academic learning and personal development.” Thus, the components of service learning described by Bringle et al. (2016) were discussed and adapted across the Citizen Psychologist modules in a manner consistent with the learning objectives of each level of education and training.

As such, the recommendations within each module for competencies, learning outcomes, and learning activities are presented as guidelines in a manner consistent with APA’s approach to guidelines (APA, 2004). These are not prescriptive but are offered as guidance and are aspirational in helping achieve the goals of developing the competencies needed to become a successful Citizen Psychologist.

Definition of Citizen Psychologists

To establish the mission and objectives of the Citizen Psychologist Initiative, the initiative’s leadership group, in concert with input from numerous members of a wide range of communities of interest in psychology, defined Citizen Psychologists:

Citizen Psychologists serve as leaders in their various communities and, through prolonged engagement in significant activities, contribute to improving the lives of all. Engagement can include public service, volunteerism, board membership, and other strategic roles often not directly associated with the day-to-day work of their careers. Citizen Psychologists come from all branches of the field of psychology. They bring psychological science and expertise to bear on existing challenges to improve community well-being locally, nationally, or globally.

Objective of the Citizen Psychologist Initiative

Once the definition was agreed upon, three goals of the initiative were specified:

- Develop and disseminate the learning outcomes for attaining the competencies required for becoming a Citizen Psychologist at all levels of learning: high school, undergraduate, graduate, internship, postdoctoral, and lifelong learning.
- Obtain baseline survey data to help understand the frequency and roles that psychologists are currently engaged in nationally

as Citizen Psychologists.

- Recognize Citizen Psychologist leaders through an APA Presidential Citation.

Criteria to identify individuals to be presented an APA Presidential Citation as a Citizen Psychologist: (a) Serves as a leader in one's identified community; (b) contributes to improving the lives of all through continued engagement in significant activities such as public service, volunteerism, board membership, and other strategic roles not necessarily associated with the day-to-day work of leader's career, and (c) brings psychological science and expertise to bear on existing challenges to improve community well-being locally, nationally, and/or globally.

Vignettes describing the activities of Citizen Psychologists can be found in Appendix A. A complete list of those recognized with an APA Presidential Citation as a Citizen Psychologist can be found in Appendix B. The review committee members who made recommendations to Dr. Daniel regarding recipients of Presidential Citations were Drs. Kathleen S. Brown, Sharon Bowman, and Cynthia de las Fuentes.

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CITIZEN PSYCHOLOGIST SURVEY

Cynthia Gómez, PhD

The purpose of the Citizen Psychologist Survey was to learn about the ways psychologists are contributing to their communities beyond their professional roles as psychologists. I was asked to lead the efforts to formulate, distribute, and analyze the survey. The aim was to learn what local, regional, national, or international volunteer activities psychologists engaged in, including participating in civic-minded work such as policymaking or applying their psychology and leadership skills to other uncompensated roles. The survey included details such as understanding the motivation behind this type of participation and capturing the range of activities and roles psychologists take, including leadership responsibilities. How psychologists' education, training, and mentoring were key to their community engagement also was reviewed as well as the self-perceived impact of their Citizen Psychologist work.

To encourage participation, the survey was intentionally brief, available on multiple platforms (online and mobile), and user friendly. It was constructed using mixed methodology (quantitative and qualitative) to better capture the type of information sought. The full Citizen Psychologist team provided input and feedback on multiple iterations of the survey, and the survey was piloted by a small group of psychologists and graduate students. The final version of the survey consisted of 21 questions using Qualtrics™ survey software.

The sample of interest was primarily APA members and affiliates, but non-APA members, through state associations and other networks, were also encouraged to participate to provide a wider reach. Recruitment was conducted using mainly passive mechanisms starting in late January 2018, when an email from APA President Jessica Henderson Daniel was sent to APA members and affiliates inviting them to participate in the survey. Two reminders were distributed in mid- and late February asking recipients to participate. The survey link was also sent to other known electronic mailing lists used by psychologists, and the February *APA Monitor* featured an article by President Daniel in which she described the Citizen Psychologist Initiative and included a link to the survey encouraging participation. The survey link remained open until March 7, 2018.

A total of 5,874 individuals completed at least some portion of the survey. Of the 3,337 who completed the entire survey, 61% were doctoral-level psychologists, 2% undergraduate students, 15% graduate students, and 10% retired psychologists. The remaining 11% included a combination of postbaccalaureates, postdoctoral fellows, and a few non-psychologists. The majority (53%) of psychologists self-identified as health service providers, but all types (researchers, university educators, K-12 educators, school psychologists, applied psychologists) were represented within the sample. Of the participants, 73% were APA members. Survey participants were demographically diverse, with slight overrepresentation of female gender, Euro-Americans, and persons over 60 years of age (see Table 1).

Of the 5,348 respondents, 49% indicated they had done some type of volunteer or civic engagement work prior to age 25 with their motivation for engaging in these first activities being: "I wanted to help my local community" (27%); "I was a strong supporter of the organization's mission" (25%); and "I wanted to make a difference in the world" (25%).

Participants ($n = 4,209$) reported engaging in a total of 31,929 Citizen Psychologist roles since they began their training in psychology. Of those, 49% were in leadership roles. Although many individuals began some form of volunteer work prior to becoming a psychologist, the majority (66%) reported that their psychology training had a significant or very significant impact on their effectiveness as a contributor in public service or other Citizen Psychologist roles.

The nature of roles as Citizen Psychologists varied depending on the age when activities were initiated. For example, early age included such activities as candy striper/Red Cross volunteer, Boy Scout/Girl Scout-related or camp counselor; soup kitchen volunteer; delivering food to the poor; volunteering at zoos, libraries, churches, hospitals, nursing homes, student council; and tutoring. Young-adult activities included serving as a board member, political delegate, mental health volunteer for disasters, church leadership, government task force, and scout leader or youth coach. Those somewhat older were board members; FEMA/Peace Corp volunteers; consultants to schools, police, hospitals, nongovernmental organizations (NGOs), churches; fundraisers; museum volunteers; environmental volunteers; and institutional review board (IRB)/reviewers.

Survey limitations and any generalizability of the data should be noted, as this is a convenience, nonrepresentative sample with a low response rate and potential bias if respondents represent more-engaged individuals or individuals with more time to respond to APA inquiries. Despite these limitations, we were able to ascertain that the majority of psychologists responding to this survey were engaged as Citizen Psychologists across broad areas in local, regional, and global efforts. The survey results provided a snapshot of the type of contributions psychologists are making outside their professionally paid positions. For many, their dedication to volunteering and community service preceded their careers as psychologists, and for some, even shaped their decision to become a psychologist. The majority of respondents saw their training in psychology as providing or enhancing particular skills that are useful in their roles as community leaders and Citizen Psychologists. Presented here is only a brief review of some of the data. The goal is to further expand on the information and include many of the qualitative findings in a larger manuscript in the future.

TABLE 1
DEMOGRAPHIC CHARACTERISTICS OF SURVEY SAMPLE

Gender	Female	62%
	Male	37%
	Transgender	<1%
	Gender Non-Conforming	<1%

Age	18-30 years	8%
	31-40	18%
	41-60	34%
	61+	40%

Race/ Ethnicity	African American, Black	6%
	American Indian/Alaska Native	2%
	Asian, Indian, Chinese, Japanese, Other	10%
	Hispanic, Latino, Cuban, PR, Other	8%
	Middle Eastern, North African	1%
	White, Caucasian, Euro-American	66%
	Multiracial, mixed	2%
	Other	2%
	Prefer not to say	3%

LEARNING MODULES FOR EACH LEVEL OF EDUCATION AND TRAINING

The following Citizen Psychologist Curriculum is composed of six modules, each designed to assist the educator in preparing individual learners to develop the competencies required to become a successful Citizen Psychologist. The sequence of modules follows the natural developmental ladder: high school, undergraduate, graduate, internship, postdoctoral, and continuing education/lifelong learning. Each module begins below as its own section in this report. Each module presents the competencies to be learned at that level of learning with recommended activities and resources that educators can use to help customize their local curriculum. Within each module, competencies and activities are grouped together followed by resources to help develop those competencies grouped at the end of the module.

The following matrix (see Table 2) displays the competencies in each module and illustrates consistencies across levels of learning and distinctive competencies within a given level. Within each level, the competencies are ordered to show developmental progression toward becoming a Citizen Psychologist at that stage of career development. The competency titles listed in the table are shortened versions designed to illustrate overlapping concepts; each module uses the full title of each competency and goes on to further explicate its definition.

The process of developing these modules began with Dr. Daniel's selecting content experts to prepare each module. The curriculum development process, chaired by Dr. Rozensky, included ongoing consultations between the Citizen Psychologist leadership team, Drs. Daniel, Rozensky, Brown, Ameen, and Ms. Andrade. Each module team (see list of module team members on page VI) prepared several working drafts of their material, leading to the Citizen Psychologist Summit held in Washington, DC, in April 2018. Then, at the summit, each module team worked with APA staff participants and invited Citizen Psychologists and APA staff liaisons from the APA Education Directorate—Drs. Diaz-Granados, Grus, Fowler, Hailstorks and Ms. Leary Chesnes—to prepare the penultimate draft of their modules. The summit focused on crosscutting competencies illustrating consistency throughout the learning sequence from high school through lifelong learning. Additional, stepwise developmental competencies and learning outcomes were specified within each individual learning level. The modules that follow are the most recent versions of the competencies, learning outcomes, activities, and resources recommended for the education and training of Citizen Psychologists at each level of learning. These can be adopted as presented or edited and adapted for use at the local level.

Each learning module also provides a list of possible barriers to implementation of the Citizen Psychologist Curriculum. Recommendations and opportunities for inclusion of the curriculum also are offered.

TABLE 2**DEVELOPMENT OF CITIZEN PSYCHOLOGIST COMPETENCIES ACROSS LEVELS OF EDUCATION AND TRAINING**

	Competency 1	Competency 2	Competency 3	Competency 4	Competency 5	Competency 6
High school education in psychology	Application of Psychological Knowledge	Community Awareness	Community Engagement	Community Advocacy		
Undergraduate education in psychology	Community Awareness	Community Engagement	Community Advocacy	Community Leadership		
Graduate education in psychology	Communication	Sociocultural Diversity and Addressing Inequities	Public Service Engagement	Community Advocacy	Community Leadership	Application of Ethical Principles and Code of Conduct
Internship education and training in psychology	Self-Reflection	Sociocultural Diversity and Addressing Inequities	Application of Psychological Science			
Postdoctoral education and training in psychology	Self-Reflection	Sociocultural Diversity and Addressing Inequities	Ethical Principles and Code of Conduct	Application of Psychological Science	Community Leadership	
CE and lifelong learning in psychology	Self-Reflection	Sociocultural Diversity and Addressing Inequities	Community Engagement	Self-Care		

Note. Competency titles are shortened for this table; full titles are described in each module. CE = continuing education.

PREPARING THE CITIZEN PSYCHOLOGIST DURING

High School Education in Psychology

Lara Bruner, MA, MS, and Carlos Montalvan, MAT



Introduction

High school psychology teachers are uniquely positioned to introduce secondary students to the attributes of Citizen Psychologists, as the high school psychology class is often the first introduction to the field of psychology for many high school students.

We believe we can foster Citizen Psychologist attributes in high school students by infusing community-oriented topics and activities into the curriculum, so that the emphasis on developing these traits is embedded in the high school psychology course.

Describe this level of education and training

The following are typical offerings in high schools across America and abroad:

- Psychology—an introductory psychology course that follows the *National Standards for High School Psychology Curricula* (APA, 2011)
- Advanced Placement (AP) Psychology—an introductory psychology course that follows the College Board's curricula and culminates in a summative assessment to determine college credit; course usually meets for an entire school year and is often more comprehensive than a typical introductory psychology course.
- International Baccalaureate (IB) Psychology—an introductory psychology course that follows the International Baccalaureate Organization's curricula, IB psychology is often more comprehensive than a typical introductory psychology course as it is offered at the standard level (SL) and higher level (HL), and both courses require internal and external assessments.
- Concurrent/dual enrollment psychology course—an introductory psychology course that meets the criteria of a college/university course with increased contact hours (about 90 for a semester or 180 for a year-long course)
- Less frequently, other courses may be offered in the subfields such as developmental psychology, social psychology, etc.

Describe course, class, or lecture outline and content to be covered in module

High school psychology course content varies significantly from one site to another due to the design of the *APA National Standards* and the different levels of education described above. The National Standards Working Group advises that a one-semester course does not provide sufficient time to teach units (i.e., standard areas) that enable students to achieve all of the standards. However, the standards do provide flexibility for teachers whose schedules are limited. The authors and editors of the psychology curriculum standards recommend that teachers design courses to highlight each of the seven core domains found in the standards (APA, 2011, p. 21).

For example, to address the cognition domain in a one-semester high school course, the instructor may teach the standards for memory without focusing on the standard areas focused on thinking or intelligence. In addition, the National Standards Working Group acknowledges that the sequence of units will vary across schools; they list eight different sample outlines for courses of different time lengths (APA, 2011, pp. 26-30). Because of this variability, the recommended activities that follow will not follow a specific sequence, but rather take the form of a menu of options and resources from which instructors may choose what best fits their scope and sequence. A "High School Citizen Psychologist Menu of Activities" is presented in the Additional Resources section (pp. 11-12). Thus, in keeping with the psychology standards and acknowledging lessons differ from site to site, the instructor can use this menu of options to build Citizen Psychologist learning opportunities—the competencies and learning outcomes listed immediately below—throughout the psychology course.

Competencies, learning outcomes, activities, assessment of learning outcomes

The specific learning outcomes for the high school module come from the overarching themes of the *National Standards for High School Psychology Curricula* (APA, 2011) and from the *APA Guidelines for the Undergraduate Psychology Major: Version 2.0* (APA, 2013) to maintain a degree of consistency across modules. Teachers will want to consult both content and performance standards of the *National Standards* in developing lesson plans. These learning outcomes were selected to provide options to high school teachers so they can focus on the specific objectives to highlight the principles of Citizen Psychologists at their discretion.

Note. The *National Standards for High School Psychology Curricula* (APA, 2011) are currently under revision. This may result in changes in the way the curricula are organized and may include additional elements such as skills objectives. At the 2017 APA Summit on High School Psychology Education, a working group suggested that the next iteration reflect the crosscutting concepts and practices from the *Next Generation Science Standards* (NGSS Lead States, 2013; APA Div. 15, 2017). Additionally, alignment to *Strengthening Introductory Psychology: A New Model for Teaching the Introductory Course* (Gurung et al., 2016) and *Assessment of Outcomes of the Introductory Course in Psychology* (APA, 2017) was recommended to better align the high school course with the introductory psychology course at the college level.

COMPETENCY 1

APPLICATION OF PSYCHOLOGICAL KNOWLEDGE

LEARNING OUTCOME 1.1: Demonstrate psychology information literacy.

LEARNING OUTCOME 1.2: Apply scientific methods and critical thinking.

Activity: Critical thinking and information fluency: Fake News in the Classroom (see [Nolan, 2017](#)). As an extension, students create a video to explain what they have learned about critical thinking and current events. The top video can be shared school wide.

Assessment of learning outcomes: CRAAP Test Worksheet (see article above or Blakeslee, 2004) will be administered.

COMPETENCY 2

COMMUNITY AWARENESS

LEARNING OUTCOME 2.1: Develop an ability to relate psychological knowledge to everyday life.

LEARNING OUTCOME 2.2: Discuss ways in which psychological science addresses domestic and global issues.

LEARNING OUTCOME 2.3: Enhance communication skills.

Activity: [How Psychology Benefits Society Video Activity](#):

High school psychology students can create a video to demonstrate how psychology can benefit society at a local, regional, or global level. Students are asked to identify a problem facing society and describe how psychological science can contribute toward a solution to the problem. Students are also asked how they can address the challenge through community service or volunteering. Videos should be 2-5 minutes and may be accompanied by a written statement to synthesize how psychological science is relevant to the problem and solution described in the video, citing at least three peer-reviewed sources that support the problem and/or solution discussed.

Assessment of learning outcomes: Instructors could use the rubric available at the website above.

COMPETENCY 3

COMMUNITY ENGAGEMENT

LEARNING OUTCOME 3.1: Pursue personal opportunities to promote civic, social, and global outcomes that benefit the community.

LEARNING OUTCOME 3.2: Adopt and implement values that build community at local, national, and global levels.

Activity: Instructors encourage service learning among high school psychology students through community partnerships, volunteer/leadership opportunities, and extracurricular participation/leadership. For further detail and additional resources, see Traditional High School Community/Civic Involvement section, p. 13.

Assessment of learning outcomes:

Students:

- Journal about “How has the experience impacted you?” (e.g., self-reflection).
- Review the organization’s vision, mission, and values and evaluate observable experiences that reflect them.
- Write a blog post to describe the service and its impact.
- Create something original such as a poem, music, or artwork related to the experience.

COMPETENCY 4

COMMUNITY ADVOCACY

LEARNING OUTCOME 4.1: Gain an appreciation that psychological science and knowledge can be useful in addressing a wide array of issues, from individual to global levels.

Activity: Instructors support activities based on harmful effects of noise pollution (see research of Dr. Arline Bronzaft) and how individuals can make a difference in their communities. For additional resources, see Classroom Exercises section, p. 12.

Assessment of learning outcomes: Students can go into two public locations and measure decibel levels then communicate findings to manager/principal.

Barriers to/opportunities for implementing this module

BARRIERS INCLUDE:

- Restrictions on minors, transportation limitations, liability issues, parent/guardian cooperation
- Limited class time, school calendar year, especially for AP/IB teachers

OPPORTUNITIES INCLUDE:

- *National Standards* revision (expected in 2021): We can request that service learning and communication skills be included in next revision.
- Psychology Teacher Network, National Council for the Social Studies newsletters can focus on Citizen Psychologist module.

Additional resources

HIGH SCHOOL CITIZEN PSYCHOLOGIST MENU OF ACTIVITIES

The following menu of activities and content lists options from which instructors can choose to fit their course, time constraints, school culture, accessibility, and community needs. This is not an exhaustive list, rather a set of ideas from which instructors may begin to develop their own activities and exercises for students.

1. **CONTENT:** Certain elements of the high school psychology curriculum easily connect to developing Citizen Psychologist skills and awareness. These can include:
 - a. **Psychological science:** Ethics of research, types of research, and the strengths/weaknesses in each; common errors in understanding results/conclusions; subfields (especially lesser known political, human factors, etc.)
 - b. **Biological bases of behavior:** Plasticity, critical periods of brain development, sympathetic versus executive function, epigenetics/complexity of nature versus nurture
 - c. **Sensation and perception:** Attention issues, influence of expectations on perception
 - d. **Consciousness:** Sleep disorders, effects of sleep deprivation, evidence-based uses of hypnosis, psychoactive drugs, flow states
 - e. **Lifespan development:** Cognitive, social/emotional, physical and moral development (including needs, issues/weaknesses, and strengths in different age spans), parenting best practices
 - f. **Learning:** Conditioning as it applies to everyday life
 - g. **Social interactions/diversity:** Attribution, group influence,

persuasion methods, group dynamics, prejudice and discrimination, diversity, prosocial behavior, aggression, gender identity and orientation, gender roles, gender similarities/differences

- h. **Cognition:** Memory disorders, strategies for improving memory, thinking errors/obstacles, extremes of intelligence
- i. **Motivation and emotion:** Sexual behavior, achievement motivation, eating behavior, expression of emotion
- j. **Personality:** Self-concept, stability versus change, individualistic versus collectivist cultural perspectives
- k. **Psychological disorders and treatment:** Cross-cultural views; stigma; treatment providers; ethical challenges in treatment delivery; identifying local and national resources; impact of disorders on individual, family, and society
- l. **Health:** Stress and coping, behavioral strategies to improve health

CLASSROOM EXERCISES

- a. **Noise pollution and making a difference:** The following resources are aligned to activities based on harmful effects of noise pollution (see research of Dr. Arline Bronzaft) and how individuals can make a difference in their communities (see Competency 3: Community Advocacy above). Resources include:
 - i. [Impact on human health](#) (research article)
 - ii. [Impact on heart](#) (audio file)
 - iii. [Impact on animal survival](#) (press article)
 - iv. [Soundprint app](#) (mobile app)
- b. **Understanding research:** Should you trust everything you hear?
This activity involves students identifying an online video news source that has reported on psychological research but has misrepresented the results or drawn misleading conclusions. The student(s) will create a video that will show a clip of the original news report and then explain the caveats that should be considered (small sample size, correlation/causation error, specifying operational definition limitations, need for replication, statistical significance, etc.). Students will then vote on the most informational and captivating video and share it on the video announcements for the entire school body.
- c. **Starpower: Experiencing a Stratified Society:** This activity could be expanded on during a discussion of Muzafer Sherif's Robbers Cave experiment (see [Mukhopadhyay, 2014](#)).

HOMEWORK AND/OR OUTSIDE CLASS ACTIVITY EXAMPLES

- a. **Websites on service learning**
 - i. Online resources for assessing service learning
<http://guides.lib.purdue.edu/c.php?g=352961&p=2378210>
 - ii. Purdue service-learning assessment tools
<https://serc.carleton.edu/introgeo/enviroprojects/journals.html>
 - iii. Journaling tools from Carleton College
http://web.sonoma.edu/cce/faculty/assessing_service_learning.html
- b. **Websites for identifying community resources and opportunities**
 - i. Service opportunities for teens
<https://gsn.nylc.org/clearinghouse>
 - ii. Volunteer opportunities through Teenlife.com
<https://www.teenlife.com/category/volunteer>
 - iii. Volunteer opportunities through Allforgood.org
<https://www.allforgood.org>
 - iv. Students together assisting refugees
<http://www.starrefugees.org>
- c. **Interviewing Citizen Psychologists**

Students may want to interview Citizen Psychologists about their work and commitment to serving the community. A list of Citizen Psychologists who have been recognized for their work is available through the [APA website](#), or psychology teachers may be able to help students locate local Citizen Psychologists in their community or through the local state psychological association. Students could prepare a summary and presentation to class about lessons learned from the interview.

DEFINITION OF SERVICE LEARNING

Service learning can be defined as a course-based, credit-bearing educational experience in which students (a) participate in mutually identified and organized service activities that benefit the community and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility (adapted from Bringle & Hatcher, 1996, p. 222).

TRADITIONAL HIGH SCHOOL COMMUNITY/CIVIC INVOLVEMENT

- a. **Variability in the service opportunities:** There is great variability in the service opportunities and requirements for high school students across the United States (Raskoff & Sundeen, 2000). Traditional service practices in high schools often include one or more of the following:

- General community service hours for courses (e.g., health)
- Service elective credit
- Honor society or service club requirements
- Graduation requirements

High schools may face challenges due to restrictions placed on minors, transportation limitations, liability issues, and/or cooperation of parents/guardians. It is recommended that high school psychology instructors move away from this traditional model of one-off experiences with the end goal of time tracking to one of service learning that is embedded in the course, resulting in better outcomes overall (Astin et al. 2006).

- b. **Community partners:** Finding appropriate organizations with which to partner can be a daunting task for high school psychology teachers. With extended contact time with students and increased restrictions for minors, making connections can be challenging. Listed below are some possible avenues to explore for pairing up with community groups. *Note.* Due to the legal responsibilities of high schools, all trips would require parent permission waivers prior to participation.

- i. Local preschool or school for students with disabilities
- ii. Senior retirement facility/recreation center
- iii. Shelters for domestic abuse victims, homeless families, or other social needs
- iv. Environmental organizations
- v. ASPCA/local animal shelter/animal therapy facility
- vi. Police stations
- vii. Government offices
- viii. Mental health service organizations
- ix. Wellness programs
- x. Community education
- xi. Immigrant assistance programs
- xii. Hospitals

- xiii. State/national senators and representatives

It is recommended that state and/or national organizations such as APA, TOPSS, Association for Psychological Science, and/or state, provincial, or territorial psychology associations create a database for educators to connect with community partners in their area. This could look similar to the database for guest speakers currently provided on the TOPSS Speakers Bureau.

- c. **Local volunteering/extracurricular participation:** Listed below are some possible avenues to explore when searching for local volunteering or extracurricular experience. *Note.* Please be sure to follow school guidelines for volunteer or extracurricular involvement.

- i. **Best Buddies/Special Olympics/The Friendship Circle:** Work with special-needs students or adults.
- ii. **Big Brothers Big Sisters (must be 16+):** Mentor a younger student.
- iii. **Mock trial/model UN/debate clubs/DECA/FBLA:** Connect persuasion concepts to club competitions.
- iv. **Municipal/state committees/boards:** Consider recreation board, teen council, department of education councils, library advisory group, event organization.
- v. **Peer tutoring:** Share efficacious methods of teaching with student tutors.
- vi. **School/district committees:** Learn about principal or superintendent council, health/wellness committee, prevention committees, strategic goals/mission committee.
- vii. **Sports:** Share with teammates and/or coaches evidence-based sports psychology pamphlets, videos, and books to improve emotional regulation, attention/focus, etc.
- viii. **Teen court:** Explain psychological phenomena as needed, for example, eyewitness testimony reliability, misinformation effect, teen impulsivity and brain development, etc.
- ix. **Teen lifeline:** With training and supervision, counsel peers on a crisis line.
- x. **Young Republicans/Young Democrats, historical sites:** Apply political and cognitive psychology concepts.
- xi. **Local memory care programs:** Students can volunteer at local programs such as Arden Courts Memory Care to assist with arts and crafts projects or other outreach.

- d. **Assessment of learning outcomes (specific methods, measures) and course-related assessment:** Traditional formative and summative assessments will allow instructors to evaluate which course learning objectives have been accomplished. This is critical to the goal of increasing awareness of objectives.

Authentic assessments that incorporate the goals of the service-learning activity may include:

- Class discussion with all students participating
- Journaling with questions such as, “How has the experience impacted you?”
- Making a video to teach others about the project
- Reviewing the organization’s vision, mission, and values and evaluating observable experiences that reflect them
- Writing a blog to describe the service and its impact
- Creating something original such as a poem, music, or artwork related to the experience

Rubrics and/or exemplars may provide structure to students for these assignments. If the teacher prefers not to include these, then one-on-one time may be necessary to guide the student with feedback as they work on their project.

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PREPARING THE CITIZEN PSYCHOLOGIST DURING

Undergraduate Education in Psychology

Ana Ruiz, PhD, and Jeff Mio, PhD



Introduction

There have been several calls for undergraduate education in psychology to have a civic component. McGovern et al. (2010) suggested that undergraduate programs should prepare the psychologically literate citizen, “someone who responds to the call for ethical commitment and social responsibility as a hallmark of his or her lifelong liberal learning” (p. 10). Altman (1996) suggested that the undergraduate psychology curriculum should provide foundational knowledge (content and methods of the discipline), professional knowledge (knowledge of practice), and socially responsive knowledge. For socially responsive knowledge we need “first, to educate students in the problems of society; second, have them experience and understand first-hand social issues in their community; and third, and most important, give students the experience and skills to act on social problems” (pp. 374-375).

More specifically, Battistoni (2013) proposed that civic learning involves knowledge (understanding of public and social issues and their causes), skills (critical thinking, communication, problem solving, civic imagination and creativity, organizational analysis, to mention a few), and values (such as fair and inclusive participation). The *American Psychological Association (APA) Guidelines for the Undergraduate Psychology Major 2.0* (2013) proposed five goals that can be applied intentionally for the preparation of the Citizen Psychologist. For instance, civic learning knowledge may be developed through implementation of Goal 1 Knowledge base in psychology, specifically 1.3a and 1.3A (referred to later as APA Goal 1). Civic learning skills can be accomplished by practicing Goal 2 Scientific inquiry and critical thinking, Goal 4 Communication, and Goal 5 Professional development. And, civic learning values would result from pursuing Goal 3 Ethical and social responsibility in a diverse world

There are several ways we can provide students with opportunities to become a Citizen Psychologist. The Association of American Colleges and Universities (AACU, 2018), for instance, suggests that “deepening civic and social responsibility can be fostered by community-based service and research, civic pedagogies and collective civic problem-solving, global learning focused on real-world challenges, diversity programs that promote learning across differences, integration of student and academic affairs, and advancing collaborative, generative partnerships that teach students how systems work and can be changed” (AAC&U, 2018).

Compared to other pedagogies, meta-analyses have supported that service learning is positively associated with academic, personal, and civic outcomes, with the effect sizes ranging from small to large (Celio, Durlak, & Dymnicki, 2011; Conway, Amel, & Gerwien, 2009; Novak, Markey, & Allen, 2007; Warren, 2012; Yorio & Ye, 2012).

Good service-learning practice requires reciprocal partnership and reflection. To implement a service-learning project, faculty in conjunction with a community partner identify a project that benefits both the community and the students. The partnership is facilitated when the campus has an office that already interacts with the community. In any type of service learning it is essential that the partnership between the faculty, students, and community members encompass reciprocity and mutual benefits for all constituencies.

There are four different types of service learning (Florida Department of Education, 2009): direct (when students are engaged with the community members, such as tutoring), indirect (when students are not in direct contact with the community members, such as fundraising for a group), research (when a research study is carried out with a community partner), and advocacy (when the students’ work supports the increase of public awareness of an issue). A service-learning project that requires that the students interact directly with the community members requires special preparations. Students need to be aware they are representing the institution, they need to be informed of the expectations and responsibilities of each of the parties involved (faculty, students, community members), and know who to contact in case of questions or problems (Chapelaine, Ruiz, Warchal & Wells, 2005).

Another important aspect of service learning is reflection. Bringle, Reed, Brown, and Ruiz (2016) suggest that service is equivalent to a textbook that needs to be interpreted, processed, and applied to other aspects of the course, personal development, and civic issues. It is through the reflection that the students process the learning achieved through the service.

This module provides several activities to facilitate the preparation of Citizen Psychologists at the undergraduate level. Four competencies (community awareness, engagement, advocacy, and leadership) are broken down into learning outcomes based on *APA Guidelines 2.0* (APA, 2013). Examples of activities, including assessment and resources, are provided.

Describe this level of education and training

Education and training would be based on undergraduate-level courses.

Describe course, class, or lecture outline and content to be covered in module

In this module, we propose four activities: two are service learning, one is journaling, and one is the creation of a proposal. Service learning is a high-impact practice that is optimal to integrate civic learning in all levels of the undergraduate psychology curriculum.

Service learning can be defined as a course-based, credit-bearing educational experience in which students (a) participate in mutually identified and organized service activities that benefit the community; and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility. (Bringle & Clayton, 2012, p. 105; adapted from Bringle & Hatcher, 1996, p. 222)

Competencies, learning outcomes, activities, assessment of learning outcomes

COMPETENCY 1

COMMUNITY AWARENESS

LEARNING OUTCOME 1.1: Knowledge base (APA Goal 1).

LEARNING OUTCOME 1.2: Ethical and social responsibility in a diverse world (APA Goal 3).

Activity: Educational fair for the psychology department: Students create posters to educate or address a need identified in the community. For further detail and additional resources, see Community Awareness section, pp. 19-21.

Assessment of learning outcomes: The plan includes the students and the community members who attend the fair. The assessment of students is built in the course: APA Goal 1 is assessed as course information is usually covered (quizzes, exams, or tests), and APA Goal 3 is assessed through the reflection. For the community members a survey asks what they learned, how relevant the fair was, positive outcomes, issues that need to be changed, and overall quality of the educational fair.

COMPETENCY 2

COMMUNITY ENGAGEMENT

LEARNING OUTCOME 2: Ethical and social responsibility (APA Outcome 3.3 Adopt values that build community).

Activity: Service-learning project for community engagement: Students provide service for local organizations. For further detail and additional resources, see Community Engagement section, pp. 21-22.

Assessment of learning outcomes: The assessment of the students' outcomes will focus on APA Goal 3 as addressed on reflections. The assessment of the program's impact on the community consists of feedback from the organizations' members.

COMPETENCY 3

COMMUNITY ADVOCACY

LEARNING OUTCOME 3: Knowledge base (APA Goal 1.3 Applications of psychology).

Activity: Students write a letter to the editor of a newspaper or an elected official. For further detail and additional resources, see Community Advocacy section, pp. 22-23.

Assessment of learning outcome: The content learned and how it was applied to an identified issue are evaluated as is the quality of advocacy.

COMPETENCY 4

COMMUNITY LEADERSHIP

LEARNING OUTCOME 4: Professional development (APA Goal 5.4E Demonstrate leadership skills by effectively organizing personnel and other resources to complete a complex project).

Activity: Students do a project that applies relevant psychology content and knowledge to address an identified local or global need/issue. For further detail and additional resources, see Community Leadership section, pp. 23-24.

Assessment of learning outcome: The rubric for the project will determine how well students organized personnel and resources to complete the project (APA Goal 5).

Barriers to/considerations for implementing this module

This module provides four suggestions, two of which are easy to incorporate in existing courses and involve the whole department. When the project involves service learning, there need to be further considerations. If the institution has an office of community engagement, it can be helpful in reaching out to the community. Otherwise, the faculty will need to reach out to the community, discuss needs, and determine how the project will benefit not only the community but the students as well. They need to oversee the student training and their interactions with the community.

The projects proposed in this module may present different challenges for online courses or adult learners with full-time jobs.

Additional resources (e.g., existing publications, readings, syllabi that could be used in the classroom for this topic)

RESOURCES RELATED TO COMPETENCY 1:

COMMUNITY AWARENESS

An educational fair is a service-learning project that allows students to build community awareness and is easy to adapt to several psychology courses. This is an example of an indirect service-learning project that can be implemented in many, if not all, psychology courses offered by a department.

First, a theme for the fair is identified. There are many paths to select the theme for the fair. Ideally, the department determines a theme for the year or the semester based on interests or needs identified by community partners. Instructors and students may contact local organizations, their clients, government officials, residents, or practitioners to identify themes that would benefit local communities while meeting the mission of the department. Many campus health

centers are interested in working with students on promoting health awareness on issues such as drug use, eating habits, stress, or dating behaviors. The department may select a global issue as suggested in APA, 2013 (Goal 3, Indicator 3.3d—poverty, health, migration, human rights, etc., p. 27). When a theme of relevance is selected, one course or several courses may contribute to the fair.

Second, students may select a topic or question from the theme or may have a topic assigned by the instructor based on goals of the course. For instance, if the theme selected is drug epidemic, each course may address it differently. For developmental psychology, the projects may focus on the impact of the epidemic on development overall or on each stage of development (for instance, What happens to children of parents with addiction? What is the role of the parents of a young adult with addiction?). In a biology or physiological psychology course, the projects could focus on the types of substances and impact on brain and behavior or possible chemical treatments, mechanisms, and effectiveness. In social psychology, the projects may address stigma and the impact on reaching out for treatment. A research course may address the different methods to gather data on the issue or how to determine the quality of information published on the media. The service learning does not need to replace a laboratory component but may be added to the course to provide students with opportunities to apply the content to everyday issues beyond the laboratory.

Third, the students explore the topic based on the course content. As students research their topic in each class (APA Goal 2), they further develop understanding of concepts relevant to the project and identify applications of the material to everyday life situations (APA Goal 1). An advantage of this service-learning activity is that students enhance their academic learning not only by conducting research on the topic but also by critically evaluating evidence and adapting it to applications that are appropriate for the audience (e.g., parents, teachers, principals, policymakers, other students).

Fourth, at the end of the course, students share their learning with the class and members of the community. The students present information in a concise, understandable way to the public in the form of a display available at an educational fair. As the students prepare the display for the fair, they can explore different presentation formats appropriate for the topic and the audience (APA Goal 4), further developing their community awareness. This activity may be done in groups, which will enhance teamwork capacity (APA Goal 5) and heighten personal growth. The fair may be organized to coincide with an awareness day, week, or month (e.g., May is Mental Health Month, November is Alzheimer's Awareness Month) or the promotion of an issue by different community organizations (e.g., neighborhood events, churches, schools, local government). The fair can be held where it's convenient for the audience intended.

Fifth, the community partners should be consulted regarding the outcome of the fair. Information should be collected from those who attended the fair to provide feedback to faculty and students.

Did participants learn from the fair? If so, what? Will the fair continue in the future? If so, what other information would be helpful? In what format?

Finally, students prepare reflections. Reflections are imperative to crystallize the academic, civic, and personal learning based on goals of the course and activity. While the activities necessary to complete this project (research of course content for presentation) meet several APA (2013) goals, the main goal is to develop community awareness. This activity will create opportunities for students to understand the content and methods used by psychologists to impact the community to improve people's behaviors and mental processes. Therefore, the fair meets Goal 3 (Ethical and social responsibility in a diverse world) when the students "Explain how psychology can promote civic, social, and global outcomes that benefit others" (Indicator 3.3c, p. 27). In the following example, the guided reflection focuses on APA Goal 3, Indicator 3.3c.

The reflection should have three parts: description of the activity, examination of learning, and articulation of learning. For description, ask students to describe the preparation of the educational fair display (What were the steps and tasks needed to prepare the display? Describe the display and the information provided. What were the steps and tasks needed to prepare the fair? Where will the fair take place? Who was invited to attend the fair?). Follow the description with an examination of the goals proposed for the course and activity. Here are some suggestions. For more options, review Bloom's taxonomy.

- Knowledge: What are the goals of the display and the fair? How was the community involved in the selection of the topic? What are the social/civic benefits of the fair? Comprehension: What was the main idea of your display? Of the fair?
- Application: How do you expect the audience to use the information provided?
- Analysis: What were the strengths and weaknesses of the displays and fair? What would happen if there were no fair or display?
- Synthesis: How different would the display be if you had unlimited resources? Or a different audience?
- Evaluation: In what ways have the display and fair had an impact on the audience? How would you evaluate the outcome of the fair?

And, last but not least, the reflection should ask students to focus on the articulation of learning. Ask students to fill in the blanks: As a result of completing this reflection . . . I learned that . . . I learned this when . . . This learning matters because . . . In light of this learning, in the future I will . . .

The assessment should include the students and the community members who attended the fair. The assessment of students is built in the course: APA Goal 1 is assessed as course information is usually covered (quizzes, exams, or tests), and APA Goal 3 is assessed through the reflection (see above). For the community

members, a survey should cover what they learned, how relevant the fair was, positive outcomes, issues that need to be changed, and overall quality of the educational fair.

This service-learning project is a semester or quarter-long project; it takes some class time. First, a class will be used to introduce the project. During the course, a few classes may be used to keep track of what the students are doing and reflect on the progress of the project as a group. Close to the end of the course, a class or other specified time will be set for the fair display of the projects to other students and community member(s). The final reflection will ideally occur after the fair is displayed to the audience intended and feedback from the community is available to the students.

Additional resources for Competency 1: Community Awareness

The materials to be used for this project should be the same assigned for the class. No extra materials are necessary.

In class, students may share what they are accomplishing regarding their project and bring up questions or suggestions for the fair display. It is helpful to take time during the class to go over progress, issues that have come up, and troubleshoot to make sure the projects are progressing as expected.

Some reflections can be done as class exercises. Others are more formal. Bringle et al. provide a framework for reflection that incorporates APA goals and indicators, three domains (academic, civic, or personal), Bloom's taxonomy, in conjunction with the DEAL model (describe, examine, and articulate learning) for critical reflection (Ash & Clayton, 2004, 2009a, 2009b). An example was provided with the activity above.

Several community resources can be considered for this project. Local organizations, government officials, residents, or practitioners may be contacted to identify topics that would benefit local communities while meeting the goals of the department or course.

APA Guidelines 2.0 (2013) has a list of suggestions for issues of global concern (suggestions for Indicator 3.3d, "e.g., poverty, health, migration, human rights, rights of children, international conflict, sustainability," p. 27). The United Nations has proposed the Millennial Goals. And Psi Chi has suggestions for member engagement.

This project lends itself nicely to the students' opportunities, including an interview of Citizen Psychologists, based on the theme of the fair. The interview could be assigned to a student or small group of students in any of the courses participating in the fair. One possibility would be to use technology to provide all students in the course to ask questions of the psychologist being interviewed.

A presentation of the reflection after the fair would be ideal for the students to share what they learned. The goal of the reflection is to allow students an opportunity to describe the service activity,

as well as to examine and articulate the learning of all the goals met by this educational fair activity. While the fair is the goal of this project, the reflection and sharing with other students are important components of the process.

Depending on the topic selected for the fair, the partners could be local, national, or global organizations. The faculty may want to discuss with the students the importance of joining organizations as part of professional development (APA, Goal 5).

The theme selected by the department or faculty will vary. The selection may focus on the inclusion of cultural perspectives and awareness to enrich the project and educational opportunities.

Resources for faculty may be found at <https://www.aacu.org/peerreview>.

RESOURCES RELATED TO COMPETENCY 2:

COMMUNITY ENGAGEMENT

To provide service at local organizations based on their identified needs is another service-learning project that can be adapted to several psychology courses. For instance, the students may tutor children, adolescents, and adults. Another option is to have students serve at different shelters or other institutions. These are examples of direct service learning in which undergraduate students engage with the community while they meet course objectives.

While tutoring can be easily applied to many psychology courses, it works particularly well for developmental psychology. Tutoring lends itself well to the opportunity to cover biological, cognitive, and socioemotional dimensions of development. The range of activities is wide, such as providing help with homework, reading, writing, math, science, support for ESL programs, technology, preparation for SAT, and mentoring, among others. Tutees may be abled or disabled. Tutoring can take place in after-school programs, day care settings, libraries, local centers, or even at the college/university.

Ideally, the students would be able to interact with individuals of different ages. For instance, the students could spend some hours at an after-school program for elementary school students, then some more hours with adolescents in a secondary school program. Finally, some hours could be assigned to work with older adults. Topics that can be easily illustrated with this service are: context, multidimensional, cohorts, conditioning concepts from different theories (Piaget, Vygotsky, Erikson), among others.

For other courses, the service would be similar. For instance, for Introductory Psychology, the students could also work with individuals of different ages. The concepts emphasized could be: conformity, compliance, obedience, operant conditioning, social learning, developmental stages, personality. This activity would also work well for courses such as Social Psychology, Personality, Cognition, and Learning.

For this activity, students first need to be introduced to roles and responsibilities for the placement (Chapdelaine, Ruiz, Warchal, & Well, 2005). A representative from the organization may be invited to the class to introduce the project and meet the students. Second, students provide service hours assigned for the course. Hours of direct contact with the tutees may vary based on agency needs.

Third, throughout the course, students reflect on their experiences. Reflections are very important and allow students to process the learning based on goals of the course. The main goal of this activity is to create opportunities for students to engage with the community (APA Goal 3). For instance, the reflection should have three parts: description of the activity, examination of learning, and articulation of learning. For description, ask students to describe the program, the place, and the people there (What did they do?). Describe the activities from arrival to departure. Describe something that they found interesting about the service experience). For examination, based on Bloom's taxonomy, some suggestions for prompts are:

- Knowledge: Identify a course concept that is relevant to the understanding of the interactions between you and the participants of the program.
- Comprehension: Define in your own words the concept identified so someone outside this course will understand it.
- Application: Explain how the concept is relevant to what you did at the placement (not just anything that happened during your visit).
- Evaluation: How do you think the participants were influenced by the overall class service?

And finally, the reflection should ask students to focus on the articulation of learning. Ask students to fill in the blanks: As a result of completing this reflection . . . I learned that . . . I learned this when . . . This learning matters because . . . In light of this learning, in the future I will . . .

The community partners should be consulted regarding their perspective on the outcomes. Information should be collected from site supervisors to inform faculty and students (Did participants benefit from the service? If so, how? Does the site appreciate support from students? Will this project continue in the future?). And, finally, at the end of the course, students share their learning with the class and members of the community.

The assessment should include the students as well as the community partners. For the students, the reflection framework may be used as an assessment measure of the learning outcomes (see above). For the community partner, a survey could ask about goals achieved, positive outcomes, issues that need to be changed, and overall quality of the activity.

This service-learning project is a semester- or quarter-long project; it should take several classroom days. First, early on, a class will be used to introduce the project and the staff who will coordinate the activities. A variable number of classes may be used to reflect on

the service as a group. Finally, a class will be a presentation of the project to the other students and community member(s).

Additional resources for Competency 2: Community Engagement

In the classroom, there could be discussions to share the information provided in the reflections or role-playing of some of the tutoring activities. An assignment for the service-learning activity involving community engagement is the reflection. An example was provided with the activity.

Access to a service-learning or community service center at the institution would help identify the community resources. Places that would afford tutoring with individuals in different age brackets are: local schools, after-school programs, senior centers, and even the tutoring center at the college or university. Other community agencies can benefit from support that undergraduate students can provide, such as shelters, hospitals, etc. Some students may decide to continue working with the community agencies. As part of professional development, faculty should discuss the importance of service to the community and to the profession.

Several Citizen Psychologists have been identified by APA. It is possible to find one or more who have experience related to the project of the class. An interview could be assigned to a student or small group of students. One possibility would be to use technology to allow all students in the course to ask questions of the psychologist being interviewed.

The focus of the project may be on the work with individuals of different ages, however, the service could also be provided for individuals of diverse cultural backgrounds.

Resources for faculty

Campus compact (<https://compact.org/>)

Bringle, R., Reeb, R., Brown, M., & Ruiz, A. (September, 2016).

Service learning and the psychologically literate citizen.

Psychology Teacher Network. Available at: <http://www.apa.org/ed/precollege/ptn/2016/09/psychologically-literate-citizen.aspx> Reposted (January, 2017) at The Psych Learning Curve available at <http://www.psychlearningcurve.org>

Bringle, R., G., Ruiz, A., Brown, M. A., Reeb, R. (July 2016).

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RESOURCES RELATED TO COMPETENCY 3:

COMMUNITY ADVOCACY

Writing a letter to the editor of a newspaper or an elected official is an exercise for either an undergraduate or a graduate course in multicultural psychology and consists of the application of course concepts to current events.

This class should be a multicultural psychology class (or any other class that requires a weekly reaction paper). The class should require a weekly reaction paper to be turned in for credit. Some call this kind of exercise "journaling." This is in keeping with APA's Goal 4 (Communication).

No specific sequence is required for this exercise, other than it should come a few weeks into the term. This is so students will be exposed to concepts in the course (Goal 1 Knowledge base in psychology) and get into the routine of writing up weekly reaction papers.

Students will have a week to turn in the paper, as it is a weekly requirement. However, for the target week, the instructor should suggest that students should take a current event and write it in a "letter to the editor" form (Goal 2, Scientific inquiry and critical thinking; Goal 3, Ethical and social responsibility in a diverse world). Alternatively, they can write their reaction paper in the form of a letter to an elected official. After students hand in their papers, they should be told they should then consider sending their reaction paper to a local newspaper or the elected official. Since this will be a one-time suggested format but occurring early enough in the term, students may consider submitting subsequent reaction papers to the local newspaper as a letter to the editor or an elected official (Goal 3).

Students will draw from the course readings and lecture content. Students will also need to read the local newspaper at least to the extent they will be familiar with the requirements for letters to the editor (Goal 1; Goal 3). This will also help them form their ideas in writing to an elected official (Goal 4).

An in-class exercise could be for students to discuss with their classmates why they believe their perspective in their letter is correct. The class may even vote on the best letter to send and/or collaborate on edits of a promising letter and send it to the newspaper or official as a class (Goal 2).

Additional resources for Competency 3: Community Advocacy
Homework and/or outside class activities

Students should familiarize themselves with local newspapers and their policies for writing letters to the editor if they are sending the letter to a newspaper (Goal 3; Goal 5, Professional development).

If students do not have access to local newspapers (i.e., neither they nor their parents subscribe to newspapers), they will have to learn how to access newspapers through their local libraries (Goal 3; Goal 5).

This exercise does not involve external Citizen Psychologists. However, students may want to interview one another to learn what experiences others in the class had in conducting this exercise.

While this exercise does not automatically lend itself to volunteering, the topic about which they are writing may lead to their volunteering. For example, one of the topics in the multicultural psychology course that I teach is on class differences. If a student were to write about hunger, he/she may be inspired to volunteer at a local food bank. Another example may be about undocumented immigrants, and the student may be inspired to help find jobs for day laborers (Goal 3). Another perspective is that simply the act of writing a letter to a newspaper or an elected official can be an act of volunteerism.

Since this exercise will occur within the context of a multicultural psychology or other related course, students will be exposed to issues of diversity (Goal 3). Our understanding is that most courses that require such reflective exercises are those courses that address issues of diversity.

RESOURCES RELATED TO COMPETENCY 4
COMMUNITY LEADERSHIP

A project to apply relevant psychology content and knowledge to address an identified local or global need/issue may be adapted to any psychology course. The students will be presented with course material; at the end of the course, they will need to identify a need or issue relevant to the content of the course. The activity will consist of proposing a project that addresses the identified need or issue. The students will be able to demonstrate leadership by how effectively they address the issue and a possible solution (APA Goal 5). This project would also allow the students the opportunity to understand the content and methods used by psychologists to impact the community to improve people's behaviors and mental processes (APA Goal 3).

There are many paths to select the theme for these projects. As mentioned for the educational fair activity earlier, the department could determine a theme for the year or the semester based on interests or needs identified by community partners. Instructors and students may contact local organizations, their clients,

government officials, residents, or practitioners to identify themes that would benefit local communities while meeting the mission of the department. Many campus health centers are interested in working with students on promoting health awareness on issues such as drugs use, eating habits, stress, or dating behaviors. The department may select a global issue as suggested in APA (2013) (Goal 3, Indicator 3.3d—poverty, health, migration, human rights, etc., p. 27).

A theme may be selected for the course, or students may select diverse themes based on the content covered. As mentioned previously, if the theme selected is, for instance, drug epidemic, each course may address it differently. For developmental psychology, the projects may focus on the impact of the epidemic on development overall or on each stage of development (for instance, What happens to children of parents with addiction? What is the role of the parents of a young adult with addiction?). In a biology or physiological psychology course, the projects could focus on the types of substances and their impact on brain and behavior or possible chemical treatments, mechanisms, and effectiveness. In social psychology, the projects may address stigma and the impact on reaching out for treatment. A research course may address the different methods to gather data on the issue or how to determine the quality of information published on the media.

The students prepare the projects based on the goals of the course. A main goal of the project is APA Goal 5. For the assessment, the faculty should determine whether the student demonstrated leadership skills by how effectively the proposal addresses the issue identified. The directions of the project may be based on the number of sources reviewed or by interviewing those affected by the issue selected or based on guidelines for existing projects in the course. Based on APA Goal 5, the faculty may use the project to determine whether the student “demonstrates leadership skills by effectively organizing personnel and other resources to complete a complex project” (APA, 2013, p. 35).

Additional resources for Competency 4: Community Leadership

This project does not require any external materials. It can be done based on adopting an existing class project. Some time may be spent in class for students to share what they are doing and how; that way the whole class can benefit from the projects.

Several community resources can be considered for this project. Local organizations, government officials, residents, or practitioners may be contacted to identify topics that would benefit local communities while meeting the goals of the course. *APA Guidelines 2.0* (2013) lists suggestions for issues of global concern (suggestions for Indicator 3.3d, “e.g., poverty, health, migration, human rights, rights of children, international conflict, sustainability,” p. 27). The United Nations has proposed the Millennial Goals. And Psi Chi has suggestions for member engagement.

This project affords students the opportunity to include an interview with Citizen Psychologists based on the theme of the project. The interview could be assigned to a student or small group of students in any of the courses participating in the fair. One possibility would be to use technology to provide all students an opportunity in the course to ask questions of the psychologist being interviewed.

A presentation of the projects would allow the whole class to learn from them. Depending on the topic selected for the fair,

the partners could be local, national, or global organizations. The faculty may want to discuss with the students the importance of joining organizations as part of professional development (APA, Goal 5).

The theme selected by the department or faculty will vary. The selection may focus on the inclusion of cultural perspectives and awareness to enrich the project and educational opportunities.

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PREPARING THE CITIZEN PSYCHOLOGIST DURING

Graduate Education Programs in Psychology

Roger N. Reeb, PhD, and Peter Sheras, PhD



Introduction

A key component of teaching about becoming a Citizen Psychologist is the emphasis on incorporating (infusing) community-oriented (civic-oriented) components in the curriculum. In that way, developing these traits in students is pervasive throughout the graduate school experience.

Describe this level of education and training

Graduate programs in psychology differ in many ways. While some generalizations can be offered, exceptions to these generalizations are easily identified. The major degree types include: MA, MS, PhD, and PsyD. Some MA and MS programs are meant to be “terminal,” whereas others are meant to prepare students for doctoral-level training. With the understanding that the distinction between “basic” and “applied” research is best viewed on a continuum, some programs tend to emphasize basic research (e.g., Experimental Psychology, Cognitive Psychology), whereas others tend to emphasize applied research (e.g., Clinical Psychology, Community Psychology). Some programs primarily emphasize research (e.g., Experimental Psychology), whereas others combine research training with training in practice/application (e.g., PhD programs in Clinical Psychology guided by the scientist-practitioner model or Boulder model), and other programs primarily focus on practice/applications (PsyD programs in Clinical Psychology guided by the scholar-practitioner model or Vail model). Further, some graduate programs combine different subdisciplines (e.g., PhD programs in Clinical-Community Psychology or Clinical Health Psychology). Some graduate programs require accreditation by outside bodies to meet state licensure requirements. There also appear to be differences among graduate programs regarding the emphasis on theory. There is overlap among the subdisciplines and, therefore, there is also overlap among the programs that align with different subdisciplines.

While there is overlap among subdisciplines, psychology is a very broad discipline, and the critical differences among subdisciplines must be recognized. Although providing an exhaustive list of subdisciplines that all parties would agree upon may not be possible, the following appear to be the major subdisciplines of psychology: Experimental Psychology, Biopsychology (Behavioral Neuroscience), Cognitive Psychology (Cognitive Neuroscience), Evolutionary Psychology, Developmental Psychology, Social Psychology, Clinical Psychology, Community Psychology, Health Psychology, Counseling Psychology, Pediatric Psychology, Forensic Psychology, Cross-Cultural Psychology, Personality Psychology, Educational Psychology, Industrial/Organizational Psychology, Human Factors Psychology, International Psychology, Sports Psychology, Applied Developmental Science, Neuropsychology, and School Psychology.

Describe course, class, or lecture outline and content to be covered in module

Regarding the sequence proposed in this document, training might begin during the first year of the graduate program and from there strategically placed in the curriculum, depending on the structure and implementation of the particular graduate program. We do not believe having graduate students take a capstone course or complete a checklist of community-oriented activities would foster in them the attributes associated with Citizen Psychologists.

Competencies, learning outcomes, activities, assessment of learning outcomes

COMPETENCY 1

COMMUNICATION WITH COMMUNITY PARTNERS, STAKEHOLDERS, AND OTHER PROFESSIONALS

LEARNING OUTCOME 1.1: Explain the relevancy of psychological principles to community agencies and stakeholders.

Activity: Students will write a one-page document to illustrate how psychological principles can be applied to enhance a community-engagement project or initiative.

Assessment of learning outcome: Relevant stakeholders will provide evaluative comments using a well-defined rubric.

LEARNING OUTCOME 1.2: Use the media to effectively communicate ideas.

Activity: Graduate students create a blog post bringing psychology to bear on a social issue.

Assessment of learning outcome: Peers, community partners, and/or instructors will evaluate posts using a well-defined rubric.

LEARNING OUTCOME 1.3: Explain the relevancy of psychological principles, research, and practices to non-psychologists and psychologists in other subdisciplines.

Activity: Students can write a paper or conduct a presentation for a mixed audience (composed of psychologists representing different subdisciplines, non-psychology professionals, and community stakeholders) that illustrates the potential contribution of a psychological theory, concept, or research literature to resolving some recognized community problem.

Assessment of learning outcome: Using a well-defined rubric, psychologists representing at least two subdisciplines, a non-psychology professional, and a community stakeholder would evaluate the report or presentation.

LEARNING OUTCOME 1.4: Meaningfully listen to and describe the concerns of diverse stakeholders.

Activity: The student will (a) interview diverse stakeholders (representing different perspectives) regarding some community initiative, problem, or resources; (b) use *triangulation* to examine (compare and contrast) and integrate multiple perspectives regarding the community initiative, problem, or resources; and (c) write an integrative white paper to help readers understand the community matter (initiative, problem, or resources) and provide guidance in decision making. (In writing the integrative white paper, the student may benefit from consulting a systems approach [e.g., Reeb et al., 2017] for considering multiple perspectives in community-engaged research and practice.)

To assist in understanding the nature of the activity, consider the Bringle, Reeb, Brown, and Ruiz (2016) description of *triangulation*:

In community-engaged [work], triangulation . . . examines perspectives across disciplines, stakeholders, and settings to identify themes of convergence as well as contradictory information. When convergence occurs among multiple sources, “this reliability provides confidence in having a valid representation of the problem domain” (Van de Ven, 2007, p. 285). When contradiction occurs, it could mean: (a) there is bias in at least one informational source; (b) there are errors or outliers in at least one source; or (c) “different . . . sources tap different dimensions or domains of . . . the phenomenon” (p. 285). Thus, the examination of contradictions across informational sources may identify different dimensions of a problem, generate insights that promote an integrative explanation, prevent acceptance of myopic conclusions, or reveal conflicting values or interests among stakeholders. (pp. 44-45)

Assessment of learning outcome(s): Using a well-defined rubric, a number of diverse stakeholders will evaluate the white paper to ascertain the extent to which each stakeholder believes his/her perspective was incorporated accurately in the white paper and portrayed as complementing other perspectives.

COMPETENCY 2

SOCIOCULTURAL DIVERSITY AND ADDRESSING INEQUITIES

LEARNING OUTCOME 2.1: Demonstrate humility and respect for diversity.

Activity: Students will interview someone who has a different sociocultural perspective than your own on a relevant psychological topic. Prepare and deliver a presentation comparing and contrasting these perspectives for class or for a community partner. Use verbal and physical examples that distinguish the differences and similarities of the perspectives.

Assessment of learning outcome: An instructor, community member, or mentor will evaluate the presentation.

LEARNING OUTCOME 2.2: Appreciate multiple (transdisciplinary) perspectives in a community in order to enhance collaboration.

Activity: While *interdisciplinary* involves “several academic disciplines . . . that . . . cross subject boundaries to . . . solve a common . . . goal” . . . *transdisciplinary* means to “integrate . . . different disciplines and non-academic participants . . . to [accomplish] a common goal” (Tress et al., 2006, p. 17). The student will (a) interview a number of stakeholders affiliated with a community project (or potential project) or community problem; (b) use *triangulation* to examine and integrate multiple perspectives regarding the community project (potential areas of growth, sustainability, challenges, or obstacles) or community

problem; and (c) write an integrative white paper to help readers understand an issue, solve a problem, or make a decision. In writing the integrative white paper, the student may benefit from consulting a systems approach (e.g., Reeb et al., 2017) to community engagement.

As noted in an earlier description of a similar activity for a different competency, Bringle, Reeb, Brown, and Ruiz's (2016) description of *triangulation* is helpful.

Assessment of learning outcome: The instructor, mentor, and/or community stakeholders will evaluate the report using a well-defined rubric.

COMPETENCY 3

PUBLIC SERVICE ENGAGEMENT

LEARNING OUTCOME 3.1: Learn how to connect with the community.

Activity: Students will participate in "community adventures." This would include researching and participating in community resources and cultural activities, finding out about the experiences of different groups in the community (e.g., mothers, children, homeless, immigrants, musicians, and artists, etc.), and seeing the diversity of the community in which they live and work.

Assessment of learning outcome: Documentation of participation in activities will be submitted to instructor. These might include artifacts, videos, interviews, and descriptions of the student's experience.

LEARNING OUTCOME 3.2: Describe the value of public service to yourself, as a scientist, and describe the value of psychological science to the public.

Activity: Early in the graduate school curriculum, a number of courses are completed (sometimes concurrently) by all psychology graduate students regardless of subdiscipline (e.g., research design and statistics course sequence, ethics, and so on). Each cohort will conceptualize, develop, implement, and evaluate a multicourse community-engaged service-learning project (Bringle, Reeb, Brown, & Ruiz, 2016; Reeb et al., 2017) early in their training. Consider the following examples: A service-learning project linked to the research design and statistics course sequence could develop a research (or program evaluation) design or assessment strategy or plan for statistical analysis for a community project. A service-learning component of the ethics course could require students to write, submit, and complete an IRB proposal, with proposal reiterations based on IRB feedback. Community service-learning projects would involve paraprofessional work (i.e., not requiring advanced graduate coursework), such as assisting homeless shelter residents in computer training, studying for GRE, completing resumes, or applying for jobs. Students across programs (subdisciplines) could assist with all aspects of the

project, with opportunities to focus on aspects of the project that are most pertinent to career pursuits (e.g., a student pursuing a graduate degree in psychometrics may play a primary role in developing a measure of the project's outcomes).

A common definition of service learning (adapted from Bringle & Hatcher, 1996) is

course-based, credit-bearing educational experience in which students (a) participate in mutually identified and organized service activities that benefit the community, and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility. (p. 222)

One product of the service learning would be a written reflection on the value of public service to the student (as a scientist) and the value of psychological science to the public.

Assessment of learning outcome: The written reflection will be evaluated by a faculty or community stakeholder. The DEAL (i.e., describe, examine, and articulate learning) model of reflection (Ash, Clayton, & Moses, 2009) is flexible and can be adapted to assess social or civic responsibility.

LEARNING OUTCOME 3.3: Develop an enhanced sense of civic responsibility.

Activity: Students will participate in a service-learning project (as described above under Activity for Learning Outcome 3.2). The project does not necessarily need to be psychology related. Students would just get out and be helpful and generous.

Assessment of learning outcome: Hasbún et al. (2016) provide a comprehensive definition of the *social responsibility* construct:

to anticipate impacts and make professional decisions, considering the responsibility of the various stakeholders of society and the balance of economic, environmental, and social development, both to understand the context of a problem of an organization or community and to develop problem solving strategies within the framework of sustainable human development. (p. 169)

For assessment, the DEAL (i.e., describe, examine, and articulate learning) model of reflection (Ash, Clayton, & Moses, 2009) is flexible and can be adapted to assess social or civic responsibility. Alternatively, a civic engagement or civic responsibility rubric could be adapted from such sources as the Association of American Colleges and Universities. Finally, a well-validated psychometric instrument could be utilized, such as the Social Responsibility Inventory (Markus, Howard, & King, 1993).

LEARNING OUTCOME 3.4: Develop of sense of community service self-efficacy.

Activity: Students will participate in a service-learning project (as described above) and receive feedback from the community partner regarding benefits of the project. The rationale for the emphasis on feedback is that among the sources of information used by individuals to assess self-efficacy (i.e., past mastery experiences, vicarious experiences, verbal persuasion, and anticipatory arousal), Bandura and others show past mastery experiences (based on feedback) represent the most influential source of information for self-efficacy judgments.

Assessment of learning outcome: The students would define the construct as to “the individual’s confidence in his or her own ability to make . . . meaningfully . . . significant contributions to the community through service” (Reeb et al., 2010, p. 459). As an assessment device, Reeb et al. (2010) provide the well-validated Community Service Self-Efficacy Scale. Alternatively, the DEAL (i.e., describe, examine, and articulate learning) model of reflection (Ash, Clayton, & Moses, 2009) is flexible and can be adapted to assess a sense of community service self-efficacy.

COMPETENCY 4

COMMUNITY ADVOCACY THAT EFFECTIVELY INFLUENCES POLICYMAKERS OR DECISION MAKERS FOR POSITIVE TRANSFORMATION

LEARNING OUTCOME 4.1: Demonstrate support for a cause.

Activity: Students will attend a public event related to a cause, bring home an artifact of the event, and describe its context and how psychological principles apply. This might include observing or speaking at a local town hall meeting with a civic leader or legislator, for instance.

Assessment of learning outcome: Instructor/mentor will acknowledge participation.

LEARNING OUTCOME 4.2: Present psychological research and best practices to lawmakers and policymakers.

Activity: Write a one-page policy brief on a relevant social issue.

Assessment of learning outcome: A local lawmaker or office holder will evaluate the policy brief using a well-defined rubric

LEARNING OUTCOME 4.3: Include psychology across efforts to identify, describe, and resolve community problems.

Activity: This activity would be similar to the activity for Learning Outcome 2.2, except the white paper emphasis would be on how psychological principles complement or enhance other perspectives on describing or resolving a problem.

Assessment of learning outcome: An instructor, mentor, and/or community stakeholder will evaluate the white paper using a well-defined rubric.

LEARNING OUTCOME 4.4: Empower others (communities and individuals) to advocate for themselves whenever possible.

Activity: Students will develop (and potentially implement) a project that enhances opportunities and readiness for participation, competency, access to resources at community, member, or organizational (agency) levels and improve citizens’ quality of life.

Assessment of learning outcome: As explained by Zimmerman (2000), the construct of empowerment exists at different levels of analysis or systems. Zimmerman defines *psychological empowerment* as “beliefs about one’s competence, efforts to exert control, and an understanding of the sociopolitical environment” (p. 44). An *empowered community* “initiates efforts to improve the community, responds to threats to quality of life, and provides opportunities for citizen participation” (p. 54). At the organizational level, *empowering organizations* “provide opportunities for people to gain control over their lives,” whereas *empowered organizations* “successfully develop and/or influence policy decisions, or offer alternatives for service provision” (p. 51). Zimmerman (2000) and Israel, Checkoway, Schulz, and Zimmerman (1994) provide and discuss measures (and guidelines) for measuring the empowerment construct at different levels of analysis. Instructors will use the aforementioned measures and guidelines to assess the project.

LEARNING OUTCOME 4.5: Use psychological principles to organize grassroots advocacy efforts (recruitment, organization, mobilization, empowerment).

Activity: The student will complete a course (likely a course in community psychology, applied social psychology, or special topics) that has a service-learning component that incorporates (a) critical service learning, (b) participatory community action research (PCAR) service learning, and (c) the concept of psychopolitical validity (see Bringle, Reeb, Brown, & Ruiz, 2016) and requires understanding and use of social media.

The student will complete a written reflection that demonstrates the use of psychological principles to organize a grassroots initiative to address a problem that is the focus of the particular course (or affiliated service-learning project).

The concepts of critical service learning, participatory community-action research, and psychopolitical validity must be defined.

Mitchell (2008) describes critical service learning as follows:

There is an emerging body of literature advocating a “critical” approach to community service learning with an explicit social justice aim. A social change orientation, working to redistribute power, and developing authentic relationships are most often cited in the literature as points of departure from traditional service learning (p. 50). Critical service-learning programs encourage students to see themselves as agents of change and use the experience of service to address and respond to injustice in communities. (p. 51)

Minkler and Wallerstein (2003) define PCAR as

a collaborative approach to research that equitably involves all partners in the research process and recognizes the unique strengths that each brings . . . [PCAR] begins with a research topic of importance to the community with the aim of combining knowledge and action for social change to improve community. (p. 6)

Minkler and Freudenberg (2010) note that

Policy-focused [PCAR] can identify, make visible, and legitimize issues so that they . . . are placed on the public's agenda. (p. 51)

Finally, psychopolitical validity (Prilleltensky, 2008), a central concept in community psychology, is helpful in guiding and evaluating PCAR critical service-learning projects. Psychopolitical validity incorporates two criteria in evaluating a community project (Prilleltensky, 2008):

Type 1–Epistemic, which “demands that psychological and political power be incorporated into community interventions,” and Type II–Transformative, which “requires that interventions move beyond [alleviative or] ameliorative efforts and *towards* structural change.” (p. 116)

Assessment of learning outcome: The DEAL (i.e., describe, examine, and articulate learning) model of reflection (Ash, Clayton, & Moses, 2009) is flexible and can be adapted to assess social or civic responsibility.

COMPETENCY 5

COMMUNITY LEADERSHIP

LEARNING OUTCOME 5.1: Describe how for-profit and nonprofit organizations work (strategic planning).

Activity: The student will (a) complete brief readings on strategic planning in for-profit versus nonprofit organizations, (b) pursue brief “shadowing” experiences (of a staff member or board member) in a nonprofit organization and then a for-profit organization, and (c) write a report or conduct a presentation on the differences between nonprofit and for-profit organizations with regard to strategic planning.

Assessment of learning outcome: The instructor, mentor, and/or community partners will evaluate the report or presentation using a well-defined rubric.

LEARNING OUTCOME 5.2: Use psychological principles to positively motivate groups toward change.

Activity: The student will (a) complete brief readings on the use of psychological principles to motivate groups toward change, (b) serve on a committee in a community agency or organization, and (c) write a report or conduct a presentation to illustrate how

psychological principles could be used to assist in motivating members of the committee or organization activities that pursue a goal identified by the community entity.

Assessment of learning outcome: Using a well-defined rubric, an instructor, mentor, or member(s) of the community agency or organization will evaluate the report or presentation.

LEARNING OUTCOME 5.3: Describe details of how to successfully serve on boards, e.g., how to translate psychological skills and language into boardroom activities.

Activity: Students will shadow a community board member then write a brief statement about what they observed and learned.

Assessment of learning outcome: A board member will provide an evaluation of the shadowing experience using a well-defined rubric.

COMPETENCY 6

APPLICATION OF ETHICAL PRINCIPLES AND CODE OF CONDUCT TO EVALUATE PSYCHOLOGICAL SCIENCE AND PRACTICE

LEARNING OUTCOME 6.1: Apply the APA Ethical Principles of Psychologists and Code of Conduct to identify and resolve (prevent) potential ethical problems in a community-based research project.

Activity: Students will (a) develop an IRB proposal for a community-engaged project, (b) submit the IRB proposal, and (c) make revisions to the proposal (based on IRB feedback) until it is fully approved. (The developer of the proposal may be involved in implementing the project, or it may be a project for other researchers—or future students—to implement.

Assessment of learning outcome: The IRB will provide feedback until proposal revisions are satisfactory (mastery requirement).

LEARNING OUTCOME 6.2: Apply the APA Ethical Principles of Psychologists and Code of Conduct to identify and resolve ethical problems or dilemmas *as they emerge* in implementation of an ongoing community-based research project.

Activity: Students will (a) collaborate with peers to identify ethical problems (or potential problems or dilemmas) in an ongoing community-based research project, (b) submit a proposal for project changes to resolve problems to the IRB, and (c) complete proposal revisions based on IRB feedback until ethical problems (or potential problems) are adequately addressed.

Assessment of learning outcome: The IRB will provide feedback until proposal revisions are satisfactory (mastery requirement).

LEARNING OUTCOME 6.3: Apply the *APA Ethical Principles of Psychologists and Code of Conduct* and other pertinent documents

(APA Public Interest Directorate, United Nations Sustainable Development Goals, United Nations Universal Declaration of Human Rights (and related United Nations documents on human rights) to critique a public policy.

Activity: Students will write a brief report that critiques a public policy and suggest a new one.

Assessment of learning outcome: The instructor, other university faculty member, and/or a community partner with expertise on the particular public policy examined will evaluate the critique.

Barriers to/considerations for implementing this module

CROSSCUTTING

Institutional values related to engaging in activities related to Citizen Psychologist training may or may not be supportive. Success may be related to this willingness to provide resources.

Departments could be proactive to influence their institutions by making a case as to why this matters.

SPECIFIC TO GRADUATE PROGRAMS

As initiatives to foster in graduate students the attributes of the Citizen Psychologist construct are implemented, tailoring these initiatives to program characteristics will be necessary. Flexibility is needed to accommodate unique characteristics of graduate education: First, expectations regarding experiential education must take into account the extent to which the program (e.g., experimental psychology program vs. clinical-community psychology program) already incorporates this component. Otherwise, additional experiential learning requirements could overwhelm some graduates and preclude adequate progress in the program. Second, faculty workload must be kept in mind, and additional resources will be needed to support Citizen Psychologist initiatives. Third, in programs that do, by their very nature, incorporate experiential education (internships or practicum), it is important to assure that such experiences contribute to the pursuit of learning goals delineated below.

At the most general level, the following reality must be recognized: At high school and undergraduate levels, where specializations in psychology are yet to be developed (or are at an early stage with great plasticity), it may be possible to provide fairly general guidelines and recommendations for fostering in students the tendencies that comprise the Citizen Psychologist construct; in graduate education, however, students have committed themselves to a subdiscipline, which represents a milestone in the pursuit of a specialization, and so guidelines and recommendations for fostering in students the attributes of the Citizen Psychologist

construct must be more flexible and creative. Some students may be training as health service providers, some as bench scientists, and some as policymakers and organizational consultants or applied developmental psychologists (to name only a few). All likely share a desire to include “making a difference” in their core identity as a psychologist. Training in being a Citizen Psychologist can allow them to be more effective as a change agent in any of these specialties or roles.

Additional resources

SAMPLE READINGS AND PRESENTATIONS TO GUIDE OR EXEMPLIFY SERVICE LEARNING

Ash, S. L., Clayton, P. H., & Moses, M. G. (2009). *Learning through critical reflection: A tutorial for service-learning students (Instructor version)*. Raleigh, NC: Authors.

Astin, A. W., Sax, L. J., & Avalos, J. (1999). The long-term effects of volunteerism during the undergraduate years. *The Review of Higher Education*, 21(2), 187-202.

Bringle, R., Reeb, R., Brown, M., & Ruiz, A. (September, 2016). Service learning and the psychologically literate citizen. *Psychology Teacher Network*. Available at: <http://www.apa.org/ed/precollege/ptn/2016/09/psychologically-literate-citizen.aspx>

Campus Compact (<https://compact.org/>)

Chapdelaine, A., Ruiz, A., Warchal, J., & Wells, C. (2005). *Service-learning code of ethics*. Boston, MA: Anker Publishing Co.

Reeb, R. N., Hunt, C., Elvers, G. C., Bohardt, D., Holcomb, J., Katsuyama, R., . . . Hartman, C. (2017, September). *Outcomes for service-learning students implementing participatory community action research in homeless shelters*. Paper presented at the International Association for Research on Service Learning and Community Engagement, Galway, Ireland.

Reeb, R. N., Snow-Hill, N., Folger, S., Steel, A., Stayton, L., Hunt, C., O’Koon, B., & Glendening, Z. (2017). Psycho-ecological systems model: A systems approach to planning and gauging the community impact of community-engaged scholarship. *Michigan Journal of Community Service Learning*, 24(1), 6-22. <https://doi.org/10.3998/mjcsloa.3239521.0024.102>

SAMPLES OF WELL-VALIDATED PSYCHOMETRIC INSTRUMENTS PERTINENT TO THE CITIZEN PSYCHOLOGIST CONSTRUCT

Community Service Self-Efficacy Scale (Reeb et al., 2010) assesses “the individual’s confidence in his or her own ability to make . . . meaningfully . . . significant contributions to the community through service.”

Source: Reeb, R. N., Folger, S. F., Langsner, S., Ryan, C., & Crouse, J. (2010). Self-efficacy in service-learning community action research: Theory, research, and practice. *American Journal of*

Community Psychology, 46, 459-471. <https://doi.org/10.1007/s10464-010-9342-9>

Awareness of Privilege and Oppression Scale-2: Construction and Initial Validation. (McClellan, M. J. (2014) assesses awareness of racism, classism, sexism, and heterosexism.

Source: McClellan, M. J. (2014). Awareness of Privilege and Oppression Scale-2: Construction and initial validation (Doctoral dissertation). Retrieved from *Theses and dissertations—educational, school, and counseling psychology*. http://uknowledge.uky.edu/edp_etds/22

Civic-Minded Graduate (CMG) Construct: Steinberg, Hatcher, and Bringle (2011) provide three measurement procedures (CMG Scale, CMG Narrative Prompt and Rubric, CMG Interview Protocol). Elements of the CMG construct include: knowledge (volunteer opportunities, academic knowledge and technical skills, contemporary issues), skills (communication and listening, diversity, consensus-building), dispositions (valuing community engagement, self-efficacy, social trustee of knowledge/social responsibility and commitment), and behavioral intentions.

Source: Steinberg, K., Hatcher, J. A., & Bringle, R. G. (2011). Civic-minded graduate: A north star. *Michigan Journal of Community Service Learning*, 18(1), 19-33.

Environmental Attitudes Inventory: Milfont and Duckitt (2010) provide a well-validated 120-item instrument that consists of 12 subscales: (a) enjoyment of nature, (b) support for interventionist conservation policies, (c) environmental movement activism, (d) conservation motivated by anthropocentric concern, (e) confidence in science and technology, (f) environmental threat, (g) altering nature, (h) personal conservation behavior, (i) human dominance over nature, (j) human utilization of nature, (k) ecocentric concern, and (l) support for population growth policies.

Source: Milfont, T. L., & Duckitt, J. (2010). The Environmental Attitudes Inventory: A valid and reliable measure to assess the structure of environmental attitudes. *Journal of Environmental Psychology*, 30, 80-94. <https://doi.org/10.1016/j.jenvp.2009.09.001>

General resource book of psychometric instruments to assess service-learning outcomes: A book by Bringle, Phillips, and Hudson (2004) presents and evaluates the psychometric properties of a multitude of psychometric instruments and is meant to be a “recourse for researchers and program evaluators who are interested in developing a broader and deeper understanding of the value of service learning” (p. ix). Measures are presented in different domains, including: motives and values, moral development, self-concepts (e.g., community service self-efficacy), student development (e.g., career decision making), civic-related attitudes/behavior, and critical thinking.

Source: Bringle, R. G., Phillips, M. A., & Hudson, M. (2004). *The measure of service learning: Research scales to assess student experiences*. Washington, DC: American Psychological Association. <https://doi.org/10.1037/10677-000>

READING ON CONDUCTING AN INTERVIEW

Turner, D. W., (2010). Qualitative interview design: A practical guide for novice investigators. *The Qualitative Report*, 15(3), 754-760.

READINGS ON NONPROFIT ORGANIZATIONS

Daley, J. (2008). An action guide for nonprofit board diversity. *Journal of Community Practice*, 10(1), 33-54. https://doi.org/10.1300/J125v10n01_03

Inglis, S., Alexander, T., & Weaver, L. (1999). Roles and responsibilities of community nonprofit boards. *Nonprofit Management and Leadership*, 10(2), 153-167. <https://doi.org/10.1002/nml.10204>

RESOURCES ON POLITICS, POLICY, AND ADVOCACY

Book

Brown, L. (1994). *The polished politician*. McLean, VA: LB-LTD Press.

Note. This book written by a long-time political coach can provide some insight into how the politician you are speaking with may be thinking about you and what they might want from you.

APA policy and advocacy websites

<http://www.apa.org/advocacy/guide/federal-guide.pdf>

<http://www.apa.org/advocacy/guide/index.aspx>

<http://www.apa.org/apags/resources/advocacy/glossary.aspx>

<http://www.apapracticecentral.org/advocacy/index.aspx>

RESOURCES ON MEDIA

Book

Brown, L. (2002). *Your public best: The complete personal appearance and media training guide*. New York, NY: Newmarket Press.

APA websites about media

<http://www.apa.org/pubs/authors/media/index.aspx>

<http://www.apa.org/pubs/info/brochures/self-defense.aspx>

RESOURCES FOR DEALING WITH DISASTER AND PSYCHOLOGICAL FIRST AID

Manual for psychological first aid

<https://www.ptsd.va.gov/professional/materials/manuals/psych-first-aid.asp>

APA website for dealing with disaster
<http://www.apa.org/monitor/2011/09/tools.aspx>

APA PUBLIC INTEREST DIRECTORATE (SEE TABLE 3)

The APA Public Interest Directorate applies psychology to the fundamental problems of human welfare and social justice and the promotion of equitable and just treatment of all segments of society through education, training, and public policy.
<http://www.apa.org/pi>

UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS (SEE TABLE 4)

The Sustainable Development Goals (SDGs, also called Global Goals for Sustainable Development) consist of 17 global goals set by the United Nations in 2015. Although the goals are broad and interdependent, each goal has a separate list of targets to achieve. The SDGs cover social and economic development issues including poverty, hunger, health, education, climate change, gender equality, water, sanitation, energy, urbanization, environment, and social justice.
<https://sustainabledevelopment.un.org/?menu=1300>

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TABLE 3
APA PUBLIC INTEREST DIRECTORATE

A. GENERAL STATEMENT OF THE APA PUBLIC INTEREST DIRECTORATE

The APA Public Interest Directorate fulfills APA's commitment to apply the science and practice of psychology to the fundamental problems of human welfare and the promotion of equitable and just treatment of all segments of society through education, training, and public policy.

B. MAJOR OBJECTIVES OF THE PUBLIC INTEREST DIRECTORATE

1. Promote aspects of psychology that involve solutions to the fundamental problems of human justice and equitable and fair treatment of all segments of society.
2. Encourage the utilization and dissemination of psychological knowledge to advance equal opportunity and to foster empowerment of those who do not share equitably in society's resources.
3. Increase scientific understanding and training in regard to those aspects that pertain to, but are not limited to, culture, class race/ethnicity, gender, sexual orientation, age and discrimination and to support improving educational training opportunities for all persons.

C. GENERAL ISSUE AREAS OF THE APA PUBLIC INTEREST DIRECTORATE

1. Aging (e.g., elder abuse and neglect)
2. Children, youth, and families (e.g., early mental health interventions)
3. Individuals with disabilities (e.g. disability employment resources)
4. Ethnic minority affairs (e.g., Racism and discrimination)
5. HIV/AIDS (e.g., Behavioral and Social Science Volunteer (BSSV) program)
6. Lesbian, gay, bisexual, and transgender issues (Stress and health among sexual minorities)
7. Socioeconomic status (e.g., homelessness)
8. Violence (e.g., intimate partner and domestic violence)
9. Women's issues (e.g., empowering girls and women)
10. Work, stress, and health (e.g., work and unemployment stress)

TABLE 4**UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS**

1. End poverty in all its forms everywhere
2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture
3. Ensure healthy lives and promote well-being for all at all ages
4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
5. Achieve gender equality and empower all women and girls
6. Ensure availability and sustainable management of water and sanitation for all
7. Ensure access to affordable, reliable, sustainable and modern energy for all
8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
10. Reduce inequality within and among countries
11. Make cities and human settlements inclusive, safe, resilient and sustainable
12. Ensure sustainable consumption and production patterns
13. Take urgent action to combat climate change and its impacts
14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development
15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
17. Strengthen the means of implementation and revitalize the global partnership for sustainable development

PREPARING **THE CITIZEN PSYCHOLOGIST** DURING
**Internship Education and
Training in Psychology**

Kermit Crawford, PhD, and Elizabeth McQuaid, PhD



Introduction

According to APA, the internship training year is considered “the capstone clinical experience of a doctoral student’s graduate program and serves a gatekeeper function into the profession.” As with doctoral education and training, internship training is meant to be broad. Many doctoral interns, however, have some defined areas of interest and beginning expertise and have sought out training experiences in those areas. For a good number, the internship is the first in-depth experience in the profession outside the graduate school environment, and for some, the last step in preparation for entry into practice in health service psychology. The internship serves as the point of convergence of all the graduate work, educational experiences, and guidance for the graduate student up to that point and a nexus or bridge to her/his professional career. Considered broadly, the Citizen Psychologist outcomes for this level are understanding how local and national policies affect different communities and their needs, effectively interpreting the science base for broader audiences, and identifying areas of interest and personal meaning for present and future community service.

Describe this level of education and training

Internship programs accredited by APA may be structured as full time or part time with an equivalent of one year of full-time training to be completed in no fewer than 12 months in the former and 24 months in the latter. These programs, whether single site or multisite, are governed by the Standards of Accreditation for Health Service Psychology. The Standards state the training requirements in nine core areas of professional competency (<https://www.apa.org/ed/accreditation/about/policies/standards-of-accreditation.pdf>). These areas include: research, ethical and legal standards; individual and cultural diversity; professional values, attitudes, and behavior; communication and interpersonal skills; assessment; intervention; supervision; and consultation and interprofessional/interdisciplinary skills. There may also be program-specific competencies that reflect the respective program’s own training mission and philosophy. Some programs may elect to incorporate a focus on the development of the Citizen Psychologist within the internship year as a program-specific outcome. Given the considerable clinical training demands, the diversity of training models and formats, and the short time frame of the internship year, learning outcomes must be focused, accessible, and flexible to enhance integration into existing training structures (e.g., courses/seminars/webinars, program didactics, clinical placements/rotations) or be relatively circumscribed (e.g., workshop format).

Describe course, class, or lecture outline and content to be covered in module

Each training program is tasked with the responsibility of having a clear and coherent plan for educational activities in support of interns’ achievement of profession-wide and any program-specific competencies. Further, the primary training method must be experiential, with sufficient observation and supervision by psychologists and must be sequential, cumulative, and graded in complexity (building on skills and knowledge acquired during graduate education/doctoral training and consistent with the training structure of the internship). With these requirements in mind, the Citizen Psychologist profile is consistent with the standards and could be incorporated as program-specific competencies infused across core competency areas.

We propose consideration of an approach that encompasses three elements (a) development of standardized individual training plans (ITPs) for interns, (b) inclusion of material into existing core curricula, and (c) application of psychological science to community problems.

Development of standardized individual training plans (sometimes also referred to as individual development plans) involves completing a self-assessment at the outset of the internship training year. This assessment typically includes areas of strength, development, interests, career objectives, plans, and aspirations. As noted in a later section, an assessment such as the Activist Skills and Experience Questionnaire (Schutt, 2001) may be used to assess a person's readiness for community engagement as a psychologist.

Enhancements of existing core curricula may be an effective way to incorporate training relating to development as a Citizen Psychologist within the internship year. In some cases, existing core curricula may be sufficient to facilitate development of interns on a path to becoming Citizen Psychologists. In other cases, existing didactics may be augmented to further enhance a program's capacity and capability to develop Citizen Psychologists.

Lastly, collaborations with community organizations could be used to develop the competency of applying psychological science to community problems. Specific competencies and outcomes are noted below.

Competencies, learning outcomes, activities, assessment of learning outcomes

COMPETENCY 1

SELF-REFLECTION REGARDING A PERSON'S PROFESSIONAL IDENTITY DEVELOPMENT AS A CITIZEN PSYCHOLOGIST

LEARNING OUTCOME 1: Describe how elements of the Citizen Psychologist may be relevant for his/her own professional identity development.

Activity: Intern will work with mentor/supervisor to develop training goals that incorporate professional identity development as a Citizen Psychologist using the ITP structure. For further detail and additional resources, see Self-Reflection Regarding Professional Identity as a Citizen Psychologist section, p. 41.

Assessment of learning outcome:

- Supervisor/mentor will rate the intern's capacity for self-reflection regarding their interest and plans in long-term civic engagement as a psychologist.
- Supervisor/mentor will rate the intern's knowledge and recognition of her/his held beliefs, personal attitudes, communication style, and biases and how these may impact interactions with others.
- Supervisor/mentor will rate the intern's ability to question her/his assumptions, presuppositions, and meaning-making and modify her/his behavior in service to the values of Citizen Psychology.

COMPETENCY 2

SOCIOCULTURAL DIVERSITY AND ADDRESSING INEQUITIES

LEARNING OUTCOME 2: Recognize and understand the multiple factors that create social inequities.

Activity: Intern will participate in didactic seminars, including discussions related to sociocultural diversity and inequities. For further detail and additional resources, see Sociocultural Diversity and Addressing Equities section, pp. 40.

Assessment of learning outcome:

- Supervisor/mentor will rate the intern's identification of social issues in behavioral health that may benefit from psychologists' civic engagement and advocacy.
- Supervisor/mentor will rate the intern's ability to describe how psychologists may play a role through education and advocacy in influencing policy to address behavioral health issues and inequities.

COMPETENCY 3

APPLICATION OF PSYCHOLOGICAL SCIENCE TO COMMUNITY PROBLEMS

LEARNING OUTCOME 3.1: Generate opportunities for the application of psychological science to community problems.

LEARNING OUTCOME 3.2: Develop effective strategies to translate research findings to multiple audiences such as community organizations, media, funding agencies, and policy- and decision makers.

Activity: Interns will participate in an immersive community experience to provide consultation and/or information. For further detail and additional resources, see Application of Psychological Science to Community Problems section, p. 42.

Assessment of learning outcomes:

- Supervisor/mentor will rate the intern's ability to identify needs of the community service agency for consultation or didactic education through immersive experience.
- Supervisor/mentor will rate the intern's ability to provide consultation and/or a didactic presentation on evidence-based assessment or intervention approaches, effectively tailored to the needs of the community agency.

Barriers to/opportunities for implementing this module

CROSSCUTTING

Institutional values related to engaging in activities related to Citizen Psychologist training may or may not be supportive. Success may be related to this willingness to provide resources.

Departments could be proactive to influence their institutions by making a case as to why this matters.

SPECIFIC TO INTERNSHIPS

Some programs may elect to a focus on the development of the Citizen Psychologist within the internship year as a program-specific outcome. A number of barriers to implementing additional training elements into the internship year exist, including considerable clinical training demands, the diversity of training models and formats, and the short time frame of the internship year. Interns may have moved into a new community for the year and may be unfamiliar with the community's agencies, leaders, prevailing politics, overall needs, and strengths/resources.

On the other hand, the internship structure may provide the opportunity to bring low or no-cost quality services and consultation to existing community-based agencies. Interns may gain real-world experience in community settings. The internship may have developed networks and collaborations with community agencies over time that can be leveraged/ accessed. Positive experiences with intern involvement may lead to collaborative funding opportunities or eventual employment for the intern.

To be successful in the internship setting, learning outcomes must be focused, accessible, and flexible to enhance integration into existing training structures (e.g., courses/seminars/webinars, program didactics, clinical placements/rotations) or be relatively circumscribed (e.g., workshop format).

Additional resources

RESOURCES RELATED TO COMPETENCY 1

SELF-REFLECTION REGARDING A PERSON'S PROFESSIONAL IDENTITY DEVELOPMENT AS A CITIZEN PSYCHOLOGIST

Many internships already have a structure in place for incoming interns to perform a self-evaluation and set goals for the year. The APA has useful resources available for this approach called individual development plans (<http://www.apa.org/education/grad/individual-development-plan.aspx>).

The health science fields also have strongly encouraged this approach. The National Institutes of Health has a template that will be adapted for this purpose (https://orca.byu.edu/research/docs/NIH_Individual_Development_Plan_Template.docx).

Additionally, to incorporate the emphasis on community engagement central to the development of a Citizen Psychologist, the Activist Skills and Experiences Questionnaire (<http://www.vernalproject.org/papers/change/ActQuest.pdf>) will be utilized to evaluate an intern's readiness for engagement in social activism.

RESOURCES RELATED TO COMPETENCY 2

SOCIOCULTURAL DIVERSITY AND ADDRESSING INEQUITIES

We propose the crosscutting content areas below that could be incorporated in ongoing internship didactic education or incorporated into the internship based on local pedagogical need and philosophy.

a. Disparities in health and mental health

A seminar (or brief series of seminars) will examine the impact of disparities in health and mental health across the population spectrum. Existing disparities and their determinants will be reviewed. Barriers and facilitators to mitigate disparities will be discussed. Approaches to achieve health and mental health equity will be presented. The role and work of the Citizen Psychologist in mitigating will be discussed. This course/seminar could be of practical assistance in community-based projects and engagement.

b. Community engagement

A seminar or workshop will train interns in strategies for service learning. It will integrate community-based models on intervention, consultation, and training with didactic instruction, mentorship, and reflection aimed at mitigation or elimination of disparities.

c. Human identities and difference

A seminar or workshop will enlist personal reflection by interns on their own defining qualities, both personally identified and identified by others and society. These can include, but not be limited to: race, culture, ethnicity, sex, gender, age, sexual orientation, ability/disability, religion, kinship, etc. The relevance and application of each will be examined.

ADDITIONAL SEMINAR TOPICS COULD INCLUDE

d. Social/public policy

A seminar or seminar series could focus on building the psychologist's knowledge and skills in influencing policymaking and policy toward reducing and eliminating disparities on mental and physical health. This will include

discussion of differing levels of government and their respective roles (both separate and overlapping). The interface of psychology with government will be highlighted.

e. Power, dissent, and U.S. culture

A seminar or series of seminars will focus on issues of power, privilege, authority, resistance, and agency in cultural contexts (both historical and contemporary). Social constructs will be examined, and the impact of homogeneity and heterogeneity in cultural contexts will be discussed.

f. Institutions and social change

A seminar or seminar series will focus on the nature of institutions in our society. How they are formed and sustained, societal change strategies, and examples will be provided with an eye on the role of psychologists. First- and second-order change will be defined and applied to formulations. Sustainable and innovative models and approaches to change and transformation will be identified.

g. Narrative ethnography

This course/seminar /webinar will be on approaches to more accurately and effectively understand the histories, challenges, and perspectives of cultural groups. It will require a deep dive into understanding “the other” in relation to one’s own background. The focus will include the underlying narratives people construct about culture, the impact of the narratives on individuals and groups (recognized and unrecognized), and how these narratives affect response to social and political changes.

h. Skype panel

Lastly, a skype panel with Citizen Psychologist award winners or an in-person panel with identified Citizen Psychologists could be incorporated to provide examples of role models within the profession.

At the end of the series of seminars, interns will be asked to reflect on the social issues discussed and their goals for lifelong community engagement.

RESOURCES RELATED TO COMPETENCY 3

APPLICATION OF PSYCHOLOGICAL SCIENCE TO COMMUNITY PROBLEMS

Many internships have community partners or provide consultation to community-based organizations. Training programs could develop or build on existing collaborations with agencies such as health centers, shelters, social services agencies, and schools. With appropriate supervision, interns could engage in time-limited projects such as (a) providing consultation to agencies on questions relating to health service psychology (e.g., common symptoms of depression in the elderly, behavioral management of children in waiting areas); (b) conducting a brief presentation in an area of expertise, tailoring the information appropriately for the audience (clinic staff at a health center, frontline workers at a homeless shelter).

Internships could incorporate models of consultation, education, and intervention from other disciplines and other bodies of work in training for community engagement and collaboration. For instance, a number of community-engagement initiatives can be found in the fair housing literature. This work includes: how to organize and hold successful community-based meetings, priority clarification assuring community involvement and diverse views at the table from the start, creation of equal power dynamic within the collaboration space in which all voices are valued and given an opportunity to be heard (while assuring as many community voices are at the table), sustainment of conversation and engagement with clear goals and expectations as essential to trust and progress, and development of sustainable resources that will remain once the Citizen Psychologists have gone.

As with most experiential learning on internships, reflective supervision could be used to assess learning outcomes. As noted in prior sections, a resource such as the DEAL model (describe, examine, and articulate learning) for critical reflection (Ash & Clayton, 2004) could serve as a framework for considering the service experience’s impact on the intern’s professional development.

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PREPARING **THE CITIZEN PSYCHOLOGIST** DURING
**Postdoctoral Education
and Training in Psychology**

Amber Hewitt, PhD, and Wayne Siegel, PhD, ABPP



Introduction

In contrast to doctoral education and internship training, postdoctoral training, by definition, is meant to be at the advanced or specialized level. Some postdoctoral programs are clinical in their focus, some are research focused, and some are blend of the two. Since postdoctoral training is relatively new in the sequence of training for psychology it is rapidly changing, the nature and purpose of postdoctoral training is evolving over time.

Describe this level of education and training

In health service psychology, there has been a gradual shift away from getting hours for licensure. Although there are still programs that focus on hours for licensure, there is more recent consensus that the purpose is to (a) obtain advanced competencies in a recognized specialty (including such areas as Clinical, Counseling, etc.) or (b) obtain advanced competencies in health service psychology within a specific area of emphasis or proficiency (e.g., PTSD). Although most programs are not accredited by APA, this line of thinking is consistent with the CoA Standards on Accreditation. In subfields of psychology that primarily engage in basic or applied research postdoctoral training is also increasingly common as well as the length of time a trainee spends in a postdoctoral position. A postdoctoral fellowship provides the opportunity for extra training to prepare an individual for an academic or other research career.

Describe course, class, or lecture outline and content to be covered in module

Similarly to the internship level, each postdoctoral training program is tasked with the responsibility to have a clear and coherent plan for educational activities in support of postdoctoral fellow's competency attainment.

We propose consideration of an approach that encompasses three elements, (a) development of standardized individual training plans for postdocs, (b) inclusion of material into existing core curricula, and (c) application of psychological science to community problems.

Development of standardized individual training plans (sometimes also referred to as individual development plans) involves completing a self-assessment at the outset of the postdoctoral fellowship. This assessment typically includes areas of strength, development, interests, career objectives, plans and aspirations. As noted in a later section, an assessment such as the Activist Skills and Experience Questionnaire (Schutt, 2001), may be used to assess one's readiness for community engagement as a psychologist.

Enhancements of existing core curricula may be an effective way to incorporate training relating to development as a Citizen Psychologist within the confines of the postdoctoral fellowship. In some cases, existing core curricula may be sufficient to facilitate development of postdocs on a path to becoming Citizen Psychologists. In other cases, existing didactics may be augmented to further enhance a program's capacity and capability to develop Citizen Psychologists.

Lastly, collaborations with community organizations could be used to develop the competency of applying psychological science to community problems. Specific competencies and outcomes are noted below.

Competencies, learning outcomes, activities, assessment of learning outcomes

COMPETENCY 1

SELF-REFLECTION—SOCIAL AWARENESS REGARDING ONE'S PROFESSIONAL IDENTITY AS A CITIZEN PSYCHOLOGIST

LEARNING OUTCOME 1.1: Identify the intrinsic and extrinsic benefits of being a Citizen Psychologist as it relates to the broad profession of psychology and area of advanced or specialized training.

LEARNING OUTCOME 1.2: Identify how being a Citizen Psychologist relates to your personal and professional values.

LEARNING OUTCOME 1.3: Engage in critical self-reflection regarding your motives and readiness for community engagement.

Activities:

- Engage in critical self-reflection regarding your motives and readiness for community engagement.
- Work with mentor/supervisor to develop training goals that incorporate professional identity development as a Citizen Psychologist using the ITP structure. For further detail and additional resources, see Self-Reflection—Social Awareness Regarding One's Professional Identity as a Citizen Psychologist section, p. 47.

Assessment of learning outcomes:

- Supervisor/mentor will rate the postdoctoral fellow's capacity for self-reflection regarding their interest and plans in long-term civic engagement as a psychologist.
- Supervisor/mentor will rate the postdoctoral fellow's knowledge and recognition of her/his held beliefs, personal attitudes, communication style, and biases and how these may impact interactions with others.
- Supervisor/mentor will rate the postdoctoral fellow's ability to question her/his assumptions, presuppositions and meaning-making and to modify her/his behavior in service to the values of Citizen Psychology.

COMPETENCY 2

SOCIOCULTURAL DIVERSITY AND ADDRESSING INEQUITIES

LEARNING OUTCOME 2.1: Identify how awareness of cultural and individual diversity (e.g., sensitivity, awareness, knowledge, and skills) relates to Competency Domain 4.

LEARNING OUTCOME 2.2: Describe the cultural and historical context for the cause or community issue you're interested in being involved in.

Activity: Participant will prepare a self-assessment and development plan in a seminar format with supervisor or mentor facilitator. For

further detail and additional resources, see Sociocultural Diversity and Addressing Inequities section, p. 47.

Assessment of learning outcomes: Supervisor/mentor will rate and postdoctoral fellow will do a self-assessment rating of awareness of cultural and individual diversity.

COMPETENCY 3

ETHICAL PRINCIPLES AND CODE OF CONDUCT— AWARENESS OF ETHICAL ISSUES

LEARNING OUTCOME 3.1: Identify how awareness of ethical issues (e.g., boundaries and competence) and ethical decision making relates to Competency Domain 4.

LEARNING OUTCOME 3.2: Identify how awareness of ethical issues (e.g., boundaries and competence) and ethical decision making relates to Citizen Psychologist initiatives, overall.

Activity: In a seminar with other postdocs and a mentor facilitator, participants will have a discussion that will include identifying legal and ethical issues and how they will be managed or risk minimized. For further detail and additional resources, see Ethical Principles and Code of Conduct section, p. 48.

Assessment of learning outcomes: Supervisor/mentor will rate and postdoctoral fellow will do a self-assessment rating of ethics awareness.

COMPETENCY 4

APPLICATION OF PSYCHOLOGICAL SCIENCE INCLUDING LEARNING PRINCIPLES AND BEHAVIORAL CHANGE

LEARNING OUTCOME 4.1: Identify a social/community need and how it can be addressed by the application of learning and behavior change as it relates to the broad profession of psychology and area of advanced or specialized training.

LEARNING OUTCOME 4.2: Demonstrate the ability to identify a social/community need and how it can be addressed by the application of psychological science as it relates to the broad profession of psychology and area of advanced or specialized training.

Activity: In a discussion in a seminar with other postdoctoral fellows and a mentor facilitator, postdocs will brainstorm ways to apply psychological science to a community problem related to the postdoc's area of advanced postdoctoral training. Learning could occur through a seminar with a panel discussion of supervisors/mentors or through one-on-one mentoring with a supervisor. For further detail and additional resources, see Application of Psychological Science section, p. 48.

Assessment of learning outcomes: Supervisor/mentor will rate and the postdoc will do a self-assessment rating of the postdoc's demonstrated ability to apply learning principles and behavioral change to social/community needs.

COMPETENCY 5

COMMUNITY LEADERSHIP—LEADERSHIP SKILL DEVELOPMENT

LEARNING OUTCOME 5.1: Understand leadership skills needed to partner, engage, and motivate a diverse group of community stakeholders.

LEARNING OUTCOME 5.2: Be able to identify leadership skills necessary to function as a Citizen Psychologist.

LEARNING OUTCOME 5.3: Be able to identify areas of leadership strengths and areas of needed development.

Activity: Participants will discuss leadership skills in a seminar or through individual mentorship. Postdocs will also complete a leadership skills inventory. They may also shadow an individual engaged in community leadership. For further detail and additional resources, see Community Leadership section, p. 48.

Assessment of learning outcomes: Supervisor/mentor will rate and postdoc will do a self-assessment rating of leadership skills.

Barriers to/opportunities for implementing this module

Some considerations are:

- How to fit into the very wide range of postdoc program types
- How to fit into the existing extensive requirements in a postdoc program in terms of program requirements and the time demands on postdocs and program staff
- Ethical issues of using skills still under supervision outside of the program and supervisory confines

Additional resources

RESOURCES RELATED TO COMPETENCY 1

SELF-REFLECTION—SOCIAL AWARENESS REGARDING ONE'S PROFESSIONAL IDENTITY DEVELOPMENT AS A CITIZEN PSYCHOLOGIST

Many postdoctoral fellowship programs already have a structure in place for incoming postdocs to perform a self-evaluation and set goals for the year. The APA has useful resources available for this approach, called individual development plans (see <http://www.apa.org/education/grad/individual-development-plan.aspx>).

This approach has also been strongly encouraged in the health science fields; the National Institutes of Health has a template (https://orca.byu.edu/research/docs/NIH_Individual_Development_Plan_Template.docx) that can be adapted for this purpose.

Additionally, to incorporate the emphasis on community engagement that is central to the development of a Citizen Psychologist, the Activist Skills and Experiences Questionnaire (<http://www.vernalproject.org/papers/change/ActQuest.pdf>) could be utilized to evaluate the postdoc's readiness for engagement in social activism.

Seminar discussions with other postdocs and a mentor facilitator:

- Postdocs could brainstorm intrinsic and extrinsic benefits.
- Learning could also occur through a seminar with a panel discussion of supervisors/mentors discussing how they have served as a Citizen Psychologist and the perceived benefits.
- **LENGTH:** One hour each if there were two seminars. Given the demands in postdoctoral training, it is not feasible to have an extensive curriculum.
- **FORMAT:** Seminar or didactic.

Educational materials (seminar discussion questions):

- How does Citizen Psychology align with your professional identity and interests?
- What are the intrinsic and extrinsic benefits of being a Citizen Psychologist?
- Can you identify any supports or barriers related to honing your skills as a Citizen Psychologist?
- What did you learn from the stories of others who have embodied Citizen Psychology? Any surprises?

RESOURCES RELATED TO COMPETENCY 2

SOCIOCULTURAL DIVERSITY AND ADDRESSING INEQUITIES

To prepare for a discussion in a seminar with other postdoctoral fellows and a mentor facilitator, postdocs should research needs of the local community. The discussion will focus on how the skills of psychologists could meet those needs. The discussion will also include a conversation on individual postdocs' values and how they may impact chosen activities.

- **LENGTH:** One hour. Given the demands in postdoctoral training, it is not feasible to have an extensive curriculum.
- **FORMAT:** Seminar or individual with guidance by a mentor.

Educational materials (seminar activities):

- Postdocs draft a needs assessment in consultation with a mentor facilitator.
- Postdocs identify a local community organization to administer the needs assessment.
- Postdocs implement one aspect of the needs assessment during their postdoc tenure.

RESOURCES RELATED TO COMPETENCY 3

ETHICAL PRINCIPLES AND CODE OF CONDUCT—AWARENESS OF ETHICAL ISSUES

A discussion in a seminar with other postdocs and a mentor would include identifying legal and ethical issues and how they will be managed or the risk minimized. If there is a staff person more expert in ethics, there will be benefit of him or her attending. The APA Code of Ethics will be used as a resource as well as one or two ethical decision-making models.

- **LENGTH:** One hour. Given the demands in postdoctoral training, it is not feasible to have an extensive curriculum.
- **FORMAT:** Seminar or individual with guidance by a mentor.

Educational materials (seminar activities):

- APA Code of Ethics
- Local code and statutes that may impact areas of interest as a Citizen Psychologist

RESOURCES RELATED TO COMPETENCY 4

APPLICATION OF PSYCHOLOGICAL SCIENCE—INCLUDING LEARNING PRINCIPLES AND BEHAVIORAL CHANGE

In a discussion in a seminar with other postdocs and a mentor facilitator, postdocs will brainstorm ways to research how to apply psychological science to a community problem related to the postdocs' area of advanced postdoctoral training. Learning could occur through a seminar with a panel discussion of supervisors/mentors or through one-on-one mentoring with a supervisor.

- **LENGTH:** One hour. Given the demands in postdoctoral training, it is not feasible to have an extensive curriculum.
- **FORMAT:** Seminar or individual with guidance by a mentor.

Educational materials (web resources and discussion questions):

- [The Society for the Psychological Study of Social Issues Policy Resources](#)
- [APA Advocacy resources](#)
- What did you learn about the application of psychological science from the provided resources?
- What social/community problems can benefit from your research and/or clinical expertise?
- What are some activities (i.e., community, policy, advocacy related) in your local area (or state/federal) in which you can bring your training as a psychologist to bear?

RESOURCES RELATED TO COMPETENCY 5

COMMUNITY LEADERSHIP—LEADERSHIP SKILL DEVELOPMENT

Postdocs will identify one event in which they will have the opportunity to engage with a local policymaker or stakeholder (e.g., town hall, community forum, city council meeting, Advocacy day).

- **LENGTH:** One hour. Given the demands in postdoctoral training, it is not feasible to have an extensive curriculum.
- **FORMAT:** Seminar or individual with guidance by a mentor.

Postdocs could include interested interns or trainees from other health care disciplines on their Citizen Psychologist projects. In support of this endeavor, guidance for this mentoring could occur in a seminar or individual meetings with the postdocs mentor.

- **LENGTH:** One hour. Given the demands in postdoctoral training, it is not feasible to have an extensive curriculum.
- **FORMAT:** Seminar or individual with guidance by a mentor.

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PREPARING **THE CITIZEN PSYCHOLOGIST** FOR

Continuing Education and Lifelong Learning in Psychology

Jennifer Taylor, PhD, and Wendi Williams, PhD



Introduction

Why is becoming a Citizen Psychologist important? Engaging thoughtfully within communities not only represents a defining feature of our profession, but it also serves an ethical imperative of the profession. The preamble of the APA's Ethical Principles of Psychologists and Code of Conduct, for example, states that psychologists are committed "to the use of such knowledge to improve the condition of individuals, organizations, and society. Psychologists respect and protect civil and human rights and the central importance of freedom of inquiry and expression in research, teaching, and publication." The preamble also emphasizes the importance of "respecting and protecting civil and human rights."

Describe this level of education and training

This learning module is designed for academics, researchers, policymakers, professional psychologists, consultants, and those who represent a wide array of career paths taken after completion of their formal graduate training program and, in some cases, postdoctoral training.

Describe course, class, or lecture outline and content to be covered in module

The module provides psychologists with the tools to engage within their community at local, state, national, and global levels. It includes a self-reflection/self-assessment measure, which invites psychologists to explore their interests in various community-engagement domains (see self-reflection document at the end of this module). The module also encourages integration of culturally relevant informed approach over a developmental arc. It can be completed at one time or across multiple days. While the modules can be completed at once, we invite learners to re-engage with the self-reflection measure at six-month intervals. The self-reflection measure includes the following questions:

- What issues are important to you right now? Why?
- Whose values are you adopting?
- What power or privilege do you have?
- How have you engaged in self-care within the last six months?

Given that this Citizen Psychologist level focuses on continuing education and lifelong learning, the learner is also provided with additional resources (e.g., videos, readings) that can be completed following the conclusion of the modules.

Competencies, learning outcomes, activities, assessment of learning outcomes

COMPETENCY 1

SELF-REFLECTION—UNDERSTAND AND APPRECIATE HUMAN DIVERSITY, SOCIAL COMPLEXITY, AND POLITICAL REALITIES

LEARNING OUTCOME 1.1: Engage in critical self-reflection regarding your values (personal and professional) and readiness for community engagement.

LEARNING OUTCOME 1.2: Articulate your level of readiness using a developmental model (utilizing work by Moane, 2003) to articulate readiness for their work in communities.

Activities:

- Research the issue/concern. Consider historical, social and cultural antecedents and explanations for the issue.
- Complete the Activist Skills and Assessment Questionnaire (Schutt, 2001) as a pretest.
- Using the available resources on pp. 53-55 or resources you independently identify, choose two or more readings and/or videos to support your learning.
- For further detail and additional resources, see pp. 53-55.

Assessment of learning outcomes:

Complete the Activist Skills and Assessment Questionnaire (Schutt, 2001) as a posttest. Assessment of one's knowledge and experience relative to an area of advocacy/activism can build awareness of gaps in knowledge and encourage study and development to support informed community engagement. The Activist Knowledge and Experiences Questionnaire (Schutt, 2001) or other measures may be used as tool to support self-reflection in order to build this type of awareness. Reflect on areas for continued growth and development. See the Activist Skills and Experiences Questionnaire to get started (Schutt, 2001).

COMPETENCY 2

SOCIOCULTURAL DIVERSITY AND ADDRESSING INEQUITIES—EXHIBIT CULTURALLY RELEVANT PRACTICES IN THEIR ENGAGEMENT

LEARNING OUTCOME 2.1: Engage in critical self-reflection regarding your motives and readiness for community engagement with specific cultural groups.

LEARNING OUTCOME 2.1: The Citizen Psychologist will be able to describe the cultural and historical context for the cause or community issue for which they are interested in being involved.

Activities:

- In the case of a crisis or in response to chronic challenges in communities, psychologists and laypersons feel compelled to get involved and become engaged. In the desire to help, we may not be prepared for the psychological demands (i.e., specifically trauma impacts and self-care practices), or have the appropriate credentials and/or certifications (e.g., the Red Cross Certification required for volunteering in crisis contexts, etc.), nor are we always able to necessarily determine the appropriate level of our engagement that is sustainable and beneficial to communities and causes. Failure to engage this work in developmentally appropriate and culturally relevant ways has the potential to place good intentions at risk for irresponsibly entering communities, thus this module strongly encourages Citizen Psychological practices that are grounded in approaches that safeguard our intentions for communities.
- Complete the "Self-Reflection: Intrapersonal Considerations" of the Citizen Psychologist Engagement Exercise (pp. 56-57).

Assessment of learning outcomes:

- Did your orientation change as a result of the reflection? If so, how? And, if not, why do you imagine that is?

COMPETENCY 3

COMMUNITY ENGAGEMENT—PARTNER WITH COMMUNITY GROUPS, STUDENTS, AND COLLEAGUES

LEARNING OUTCOME 3.1: The Citizen Psychologist will be able to articulate a clear plan with up to three ideas for community engagement. The plan should include details regarding gaining entry within a community, sustaining the relationship, and/or appropriately terminating the relationship with the community to minimize harm.

LEARNING OUTCOME 3.2: The Citizen Psychologist will utilize knowledge and skills gained in the module to lead and mentor students, supervisees, and colleagues who aspire to be Citizen Psychologists who also engage their communities.

Activities:

- Citizen Psychologists will create a developmentally appropriate and culturally relevant plan for community engagement. Moane's (2003) processes and practices involved in liberation may be supportive of that plan.

Here are six steps that you can use to get started (Crowell, 2016):

STEP 1: Ask, "What does success look like to me?"

STEP 2: Ask, "What are all the things that I could do?"

STEP 3: Start somewhere-anywhere.

STEP 4: Think about what might stop you from following through.

STEP 5: Lower the stakes and expect to fail.

STEP 6: Optimize through action, and prepare to succeed faster than you expected.

- Complete the Your Leadership Legacy assessment to determine leadership style.
- View TED Talks by Gretchen Krampf and Brett Powell on community engagement (see References, p. 65).

Assessment of learning outcomes: In the context of the results from the assessment above, participants will complete the “Self-Reflection: Interpersonal Considerations and Political Engagement” of the Citizen Psychologist Engagement Exercise (see p. 58).

COMPETENCY 4

SELF-CARE—ENGAGE IN ONGOING SELF-CARE TO PREVENT BURNOUT

LEARNING OUTCOME 4: The Citizen Psychologist will create a written plan for self-care and burnout prevention as a Citizen Psychologist.

Activities:

Participants will:

- Refer to “Self-Reflection: Self-Care” in the Citizen Psychologist Engagement Exercise (see pp. 59-64). This document includes reflection on physical, spiritual, psychological, and relational aspects of self-care.
- Review responses 9 and 10 from the “Self-Reflection: Intrapersonal Considerations” of the Citizen Psychologist Engagement Exercise.
- Complete the “Self-Reflection: Self-Care” (A-E) of the Citizen Psychologist Engagement Exercise
- Read and listen to self-care resources (see Other Resources, pp. 55).
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Assessment of learning outcome: Participants will complete the “Self-Reflection: Self-Care” section in the Citizen Psychologist Engagement Exercise (see pp. 59-64).

MODULE SUMMARY AND NEXT STEP FOR THE CITIZEN PSYCHOLOGIST INITIATIVE

Summary: This module begins by walking the learner through ways in which psychologists have engaged within their communities

across history and provides rationales for the importance of community engagement as a professional and ethical imperative. The learner then explores intrapersonal and interpersonal reflections on community engagement. The module concludes by exploring political community engagement and reflections on self-care.

Next Step: After completing the module, learners are encouraged to watch the included videos and articles and complete the discussion questions that complement the readings. Because community engagement can be rewarding but exhausting work, learners are also encouraged to reflect on their self-care each month.

Barriers to/considerations for implementing this module

Lifelong learners encompass individuals who range quite broadly in their years of clinical practice (from those who are early career to those who are retiring). One challenge relates to engaging such a diverse community of Citizen Psychologists, who may be at different developmental levels. Their experience in the field may not parallel their experience in community-based work and relationships. Because community engagement is optional, it may be challenging to encourage some psychologists to give back if they are not intrinsically interested in doing so. This leads to the question, how do we provide guidance for a group for which fidelity is optional? Further, we believe it is important to distinguish between issues of ethics and the overall intention to do no harm for those seeking to engage communities. Ethical standards in the field may not always be applicable to volunteer- or organically developed-relationships as a Citizen Psychologist. It may be helpful to focus on working from the underlying principles of ethics (e.g., beneficence, non-maleficence, respect for autonomy) to organize our thinking and engagement in these relationships within the community.

Additional resources

RESOURCES RELATED TO COMPETENCY 1

SELF-REFLECTION—UNDERSTAND AND APPRECIATE HUMAN DIVERSITY, SOCIAL COMPLEXITY, AND POLITICAL REALITIES

We utilize Moane’s (2003, pp. 97-100) “Processes and Practices Involved in Liberation” framework to highlight the levels of intrapersonal, interpersonal, and political development that are required to support liberatory engagement with communities and causes. This type of assessment is meant to inspire reflection to offset culturally appropriative and/or shame/guilt motivated action with communities and causes. Below we outline this progression across individuals and those with leadership responsibilities to effectively cultivate conditions among groups to foment change. See graphic of the model.

Beginning with the intrapersonal level, the focus is on the individual's capacity. Attributes such as their assertiveness, exposure to positive images and role models, a sense and knowledge of history, and more all focus on whether they are a fully formed, mature human being with adequate personal and psychological resources to respond to stress and challenge.

- a. Self-reflection section: What's important to me right now? Why is it important to me?

There are many ways in which psychologists can participate in community engagement (e.g., phone calls to members of Congress, volunteering within the community, adding community engagement to their research and teaching experiences).

- b. Why am I hoping to enact change/wanting to serve the community? For whose benefit am I intervening (Hage & Kenny, 2009)?
- c. Whose values am I adopting? Am I just substituting one set of values for another? As an example, are middle-class values being cloaked on the working class? (see Hage & Kenny, 2008) It is critical that we understand our own power and privilege when working with community groups.
- d. For which marginalized populations in our society can I serve as a community-engaged psychologist?
- e. How do I address my own multicultural competencies in working with this population?
- f. What roadblocks exist in my own efforts as a Citizen Psychologist in this role? How do I overcome these roadblocks?
- g. And what are my strategies for self-care?
- h. We encourage the learner to consider the internal and external forces that may influence their community-engagement motivation (which can include many noble reasons, in addition to guilt, privilege [in many forms - race, class, gender, sexual orientation, etc.], and a "Savior complex").
 - We also invite the learner to consider if they are operating as an "N of 1" and if so, they are encouraged to explore ways to build more support or engage in greater self-care (given the pressures and challenges of providing services alone).
 - We also encourage the learner to consider, where does the fun and lightness show up here as well? Community engagement is hard work, but it is also rewarding and fun!
- i. Leadership development centers on the criticality of cultivating internal dispositions of self-discipline, awareness, patience and equanimity to be effectively responsive to the needs of the group(s) and constituencies for which one is responsible. Thus, in this work we recommend leaders attend to their

ability to cultivate these conditions within and in order to model and support others with and for whom they work.

RESOURCES RELATED TO COMPETENCIES 2 AND 3

INTERPERSONAL-LEVEL RESOURCES

The next level, interpersonal, considers the ways the personal resources can be employed to cultivate relationships needed to engage in shared struggle. This level focuses on the relational skills to develop solidarity, handle conflict, and value diversity in communities, and provide leadership of the whole, for small group task work and of oneself.

Leadership—what does it mean to support a larger initiative with a group of people?

There are a number of examples made available by some of the seemingly leaderless movements in our recent history (e.g., Black Lives Matter, the Occupy Movement, Indivisible, etc.). Each of these serve as an example of the types of endeavors in which no one person is deemed leader, but the personal and political motives and beliefs of individuals serve as a guide for leadership of self and cooperative engagement with others.

We use the group Indivisible as a specific example, with a particular focus on their guide for organizing.

In this text, there are specific recommendation for how to break out into subgroups and begin movement work.

A panel discussion online or existing town-hall conversations with people who are engaged in their communities and come from different industries. One approach could include the #MeToo and #TimesUp efforts to address issues of sexual misconduct and assault in the workplace. Consider a [conversation](#) begun on CNN with Anita Hill and guests.

RESOURCES RELATED TO COMPETENCY 3

POLITICAL-LEVEL RESOURCES

These efforts and recommendations lead into the next level, political, as groups have strategies to work together they are positioned well to build coalitions with other stakeholders.

- a. You can take a leadership style assessment to explore their strengths here. Leadership styles are delineated as: (a) the ambassador, (b) the advocate, (c) the people mover, (d) the truth-seeker, (e) the creative builder, and (f) the experienced guide. Results from the assessment can enable learners to more effectively and intentionally engage in leadership, in ways that best utilize their natural strengths.
- b. The political level also addresses the degree to which the personal and relational skills developed in earlier levels can be put to use. The ability to take a long and large view to analyze

complex situations and experiences to inform a broad understanding of change, and articulate a vision with the potential to move oneself and others a group is the focus. A demonstrable aspect of leadership, is focused on at this level, as well. Leaders need to utilize and enact the intrapersonal and interpersonal capacities and resources discussed above to form meaningful alliances.

- c. The Indivisible strategy and platform shared above not only provide a sense of how to form a group but also provide guidance for cultivating coalitions across groups, including others with interest in a concern, inclusive of public officials and professional associations. Similarly, movement groups like the Movement for Black Lives and the students of Parkland and the Occupy Movement may also serve as models for forming strategic relationships to develop political bandwidth.
- d. There are many ways you can recruit and inculcate students with the importance of engaging in social justice, advocacy, and other community efforts, and there are many ways you can join force with community groups. Joining one's State Psychological Association or the APAPO's Political Action for Psychology represents a great starting point. A number of resources and suggestions for advocacy are provided here. You can find contact information for elected officials here. If you are working with students, you might provide training on how to lobby effectively at your state Capitol and visit your local politicians with your student(s). The APAPO provides some helpful tips on how to effectively lobby here.

OTHER RESOURCES

Helpful websites on advocacy:

<http://www.apa.org/pi/about/publications/caregivers/advocacy/psychologists.aspx>
<http://www.apa.org/pi/about/publications/caregivers/advocacy/resources.aspx>
<http://www.apa.org/pi/about/publications/caregivers/advocacy/legislation.aspx>
<http://www.apa.org/advocacy/guide/index.aspx>
<http://www.apa.org/advocacy/index.aspx>
<http://www.apapracticecentral.org/advocacy/state>

Resource for Citizen Psychologists who would like to engage their students in community efforts:

This website discusses lessons learned in advocacy and shares examples of advocacy engagement and training among psychologists and their students.

Pancer, S. M. (2015). *The psychology of citizenship and civic engagement*. New York, NY: Oxford University Press. <http://www.oxfordscholarship.com/view/10.1093/acprof:oso/9780199752126.001.0001/acprof-9780199752126>

Helpful articles on Citizen Psychologists:

- Baird, B. (1999). Good psychologists must also be good citizens. *Professional Psychology: Research and Practice*, 30, 435-436.
- Hage, S. M., & Kenny, M. E. (2009). Promoting a social justice approach to prevention: Future directions for teaching, practice, and research. *Journal of Primary Prevention*, 30, 75-87.
- Seashore, R. H. (1949). The role of a psychologist as a citizen: An informal field study in applied social science. *The Journal of Higher Education*, 20, 369-372.
- Vasquez, M. J. T. (2012). Psychology and social justice: Why we do what we do. *American Psychologist*, 67, 337-346.

History of social engagement and psychologists (this list provides a contextual and historical account of how psychologists have engaged community service efforts in the past):

- 1920-1938: Psychoanalysts founded free outpatient clinics in low-income neighborhoods.
- Early 1900s: the field of counseling psychology was created, with a specific focus on combating poverty, unemployment, and homelessness.
- 1944: Kurt Lewin created the Commission on Community Interrelations (designed to engage in research regarding how to reduce prejudice).
- 1954: M. Brewster Smith testified in *Brown v. Board of Education*
- Second half of the 20th century: feminist theorists discussed incorporating feminist theory in practice.
- 1954: Kenneth B. Clark and Mamie Clark created the Clarks' Dolls experiment.
- 1968: Organizations including the Association of Black Psychologists were formed with a mission for social reform.
- MLK's address to APA.
- King, M. L. (1968). The role of the behavioral scientist in the civil rights movement. *American Psychologist*, 24, 1-12.
- 1970s: Community psychology was formed, with the express purpose of "enhancing well-being and promoting social justice for all people."
- 1970s: Liberation psychology.
- 1982: Psychologists for Social Responsibility was formed, after concerns about nuclear wars and the conclusion of WWI and WWII. More recently, APA's Society for the Study of Peace, Conflict, and Violence has explored war and peace.
- 1984: In an invited address, Carolyn R. Payton advocated for psychologists to engage in social justice efforts.
- Ten APA divisions expressly mention social justice in their missions (Div. 9, 17, 27, 35, 43, 44, 48, 39, and 51).
- For more information, see Sorenson, C. (2017). *Psychologists for social justice: Let's not sit on the sidelines*. Retrieved from <http://blog.time2track.com/psychologists-for-social-justice-lets-not-sit-on-the-sidelines>.

CITIZEN PSYCHOLOGIST ENGAGEMENT EXERCISE

SELF-REFLECTION: INTRAPERSONAL CONSIDERATIONS

1. What issues are important to you right now? (For a list of ideas go to the end of this document.)

2. Why is this issue(s) important to you?

3. For which marginalized populations in our society can you serve as an advocate, community leader, or, more generally, a community-engaged psychologist?

4. Why are you hoping to enact change/wanting to serve the community? For whose benefit are you intervening (see Hage & Kenny, 2009)?

5. Whose values are you adopting? Are you just substituting one set of values for another? (As an example, are middle-class values being cloaked on the working class? See Hage & Kenny, 2008.)

6. What power or privilege do you have within the community you wish to serve?

7. How do you address your own multicultural competencies in working with this population?

8. What roadblocks exist in your own advocacy and community-engagement efforts as a Citizen Psychologist? How can you overcome these roadblocks?

9. What are your strategies for self-care?

10. How can you infuse fun and lightness into your community engagement?

SELF-REFLECTION: INTERPERSONAL RELATIONSHIPS

1. What does it mean to support a larger initiative with a group of people?

2. What is your leadership style? (Take the test embedded in the module if you are uncertain about your style.)

3. How can you use your leadership style to serve your community?

SELF-REFLECTION: POLITICAL ENGAGEMENT

1. What organizations can you partner with to increase your community-engagement efforts? Who else in your community is working in your particular area or possesses complementary skills and knowledge?

SELF-REFLECTION: SELF-CARE

A. PHYSICAL WELLNESS in your life may include some of the following:

- Sufficient sleep
- Adequate and varied exercise (aerobic, stretching, weight-bearing etc.)
- A healthy diet (e.g., cut back on sugar, drink more water, limit sodium intake)
- Physical affection and play
- Limited intake of caffeine and alcohol
- Preventive health care through massage, yoga, stretching, etc.
- Regular checkups with physicians, dentists, gynecologists, etc.

1. I am already doing the following positive things to support my physical health and wellness:

2. The one aspect of physical wellness I most want to work on this month is:

3. A few reasonable and specific goals I have set for my physical wellness this month are:

4. The easiest small step I can take to improve my physical self-care is:

5. The first small positive sign I will probably notice as I take better care of myself physically is:

6. The phrase which best describes where I am now with physical self-care is:

- ☐ I am doing well in this area already and want to maintain the good habits I have.
- ☐ I need some improvement in my physical self-care.
- ☐ I have a lot of strengthening to do in terms of physical wholeness.

B. SPIRITUAL WELLNESS may include some of the following:

- Setting aside times for rest, play, silence, and renewal each week
- Making regular times for prayer, meditation, spiritual readings, music, yoga, etc.
- Participating in a spiritual group
- Cultivating mindfulness about being centered and fully in the present moment
- Pursuing beloved hobbies or artistic pursuits such as dance, painting, music
- Taking time to be in nature

1. How do you care for your spirituality currently?

2. An aspect of spiritual well-being I most want to address this month is:

3. Some reasonable and specific goals I'd like to pursue in the area of spirituality include:

4. The easiest small step I can take is:

5. What I expect to notice first as I take better care of myself spiritually is:

1. The phrase which best describes my spiritual well-being at present is:

- ☐ Overall I am pleased with what I am doing and where I am spiritually right now.
- ☐ I have a few things I'd like to add or address this year to enhance my spiritual well-being.
- ☐ I plan to incorporate many additional aspects of spiritual well-being this month.

C. PSYCHOLOGICAL WELLNESS may include:

- Counseling to explore unresolved issues and find support and forgiveness
- Addressing workaholism, perfectionism, procrastination, unhealthy competition, etc.
- Managing time and money thoughtfully to allow time and resources for play
- Monitoring escapes such as TV, video games, shopping, the Internet, food, etc.
- Finding ways to engage in self-expression (e.g., journaling, art, music, cooking)
- Volunteering regularly
- Saying "no" more often
- Developing habits of encouragement and grace toward oneself and others, avoiding judgment, expressing gratitude
- Building self-esteem by conscious decision making and follow-through, living close to your values, maintaining a sense of humor, and practicing forgiveness
- Developing a range of practices for reducing stress

1. I want to maintain the following healthy habits of behavior which already support my psychological health:

2. My greatest challenge in the area of psychological well-being currently is:

3. I would like to set the following few specific and reasonable goals for mental/emotional health:

4. One small step I can take immediately is:

5. The first positive sign I am likely to notice as I work toward my goal in this arena is:

6. The phrase which would best express my assessment of my psychological health now is:

- ☐ I am pleased with where I am psychologically and reasonably confident I can coach myself back on track as needed.
- ☐ I have some psychological challenges to address but mostly feel good about where I am.
- ☐ I have some real issues I would like to work on in this area.

D. RELATIONAL WELLNESS may include:

- Intentionally building friendships and investing in community life
- Practicing appropriate boundaries with regard to time, touch, and communication
- Exploring and sharing feelings and needs including asking for help
- Seeking counseling to address challenges in family of origin, intimate relationships, etc.
- Tending dating, marriage, and parenting relationships carefully; making regular time for them
- Being simultaneously assertive and willing to negotiate
- Enjoying the gift of sexuality in life-enhancing ways

1. The following practices are already part of the strengths I bring to relational health:

2. The relationship challenge I most need to focus on this month is:

3. I want to commit to the following specific and reasonable goals this month:

4. The easiest small step I can take toward my goals is:

5. Given my specific goals, the first sign that I'm becoming healthier in relationships may be:

6. The sentence which best describes where I am in relational health right now is:

- ☐ I feel good about the quality and scope of most of my relationships currently.
- ☐ I need to work on some relationships and/or aspects of relational health.
- ☐ I would like to address many aspects of relational health or specific relationships.

E. PLANS FOR SUPPORTING AND ASSESSING PROGRESS IN SELF-CARE may include:

- ☐ I would like to share my goals and progress with a friend or peer I establish for myself.
- ☐ I would like to keep my intentions and efforts as a private matter.
- ☐ I would like to budget time in my calendar to address my goals.
- ☐ Other (please specify): _____

F. ACCOUNTABILITY AND SUPPORT:

1. Who can you lean on for community-engagement accountability and support?

Adapted from Nancy Schongalla-Bowman, Director of Student Counseling, Princeton Theological Seminary

WHAT ISSUE(S) ARE IMPORTANT TO YOU?

- ☐ Reproductive rights
- ☐ Government transparency
- ☐ Minority rights
- ☐ Immigrant rights
- ☐ Whistleblower rights
- ☐ Honest media—no corporate/government pay
- ☐ Gender equality
- ☐ Ending the current bombing of the Middle East
- ☐ Military family/veteran support
- ☐ Military spending
- ☐ Helping refugees
- ☐ Community violence
- ☐ Defunding unnecessary wars
- ☐ Climate change
- ☐ Renewable energy
- ☐ Quality K-12 education
- ☐ Being against oil companies/pipelines
- ☐ More affordable or free health care
- ☐ Other (please specify): _____

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SUMMARY AND NEXT STEP FOR THE CITIZEN PSYCHOLOGIST INITIATIVE

The Citizen Psychologist Summit and the resulting Citizen Psychologist Curriculum were designed to educate the next generation of Citizen Psychologists. The goal is to see the development of competencies in Citizen Psychology as a routine part of all levels of education and training. Further, the goal has been to see that the values that underpin this movement carry on into the future where all psychologists seek to become

Citizen Psychologists [who] serve as leaders in their various communities, who, through prolonged engagement in significant activities, contribute to improving the lives of all.

To see that this happens, the following recommendations are offered.

- Encourage the various education and training councils in psychology, from high school education through lifelong learning, to utilize the Citizen Psychologist Curriculum. All educators should consider how to best adopt and adapt the curriculum to their local pedagogical philosophy and the particulars of their local community. Educators at all levels should be encouraged to collect data to illustrate the strengths of and opportunities to improve their local curriculum.
- Collect further survey data to help illustrate the range of activities of the Citizen Psychologist. These data can be used to tell the broader story of psychology when advocating for education, training, and scientific and clinical funding. The impact of Citizen Psychologist activities on the local, national, and global communities should be routinely highlighted in both psychology's scientific and applied literature and in publications that reach out to the broadest of communities.
- Encourage APA divisions and state, provincial and territorial psychological associations to continue the Citizen Psychologist Initiative and to identify and recognize Citizen Psychologists within their organizations.
- Encourage APA to establish a **Citizen Psychologist Award** to be presented yearly to nationally recognize an individual whose work as a Citizen Psychologist exemplifies the importance of bringing "psychological science and expertise to bear on existing challenges to improve community well-being locally, nationally or globally."

APPENDIX A

PERSONAL VIGNETTES FROM CITIZEN PSYCHOLOGISTS WHO ATTENDED THE SUMMIT

Arline Bronzaft, PhD

Arline Bronzaft, PhD, earned her PhD from Columbia University in 1966. She was a professor of psychology at Lehman College from 1967 until 1992 and is now a professor emerita of the City University of New York. Dr. Bronzaft has been appointed by five New York City (NYC) mayors to the Board of GrowNYC (www.growNYC.org) and oversees its anti-noise activities. As an environmental psychologist, Dr. Bronzaft's classic research on the effects of elevated train noise on children's learning in the 1970s led to her lifelong commitment to combine her scientific expertise and passion for urban and social issues by demonstrating the adverse effects of noise on mental and physical health. In 2007, Dr. Bronzaft helped the Department of Environmental Protection of New York City update the city's noise code in order to bring the decibel level down in the city. This noise code has become a model for other cities. She has also assisted in the implementation of a sound and noise curriculum for the NYC public school system, which can be accessed online at the NYC Department of Environmental Protection's website. Dr. Bronzaft is also a co-founding member of the Quiet Coalition, which is addressing the impacts of noise on mental and physical health, including learning in the schools and the productivity and quality of life in America. In focusing on noise as a public health issue, rooted in evidence-based research and engaging in educational outreach and organized action for the past four decades, she has contributed to the current recognition that noise is an environmental pollutant. Dr. Bronzaft is a 2018 recipient of an APA Presidential Citation as a Citizen Psychologist.

My passion for community activism came early in my life, and so it would follow that I would choose to use my academic and research skills as an environmental psychologist to seek solutions to problems impacting New York City dwellers. Thus, when former Mayor John Lindsay in the early 1970s appointed me to a Subway Watchdog Commission, largely because of my 3½-hour subway ride to school and back home again, I joined a public transit advocacy group to learn more about needs of transit riders. This resulted in my study, with two colleagues, of whether or not the newly released 1972 subway map could readily guide riders through the New York City subway system. After publishing the results of this study, which demonstrated that riders had difficulty using this map to get to designated subway stops, the chair of the public transit group, and coauthor of our study, and I brought these results to the New York City Transit Authority (Transit Authority). We were then asked to serve on a committee formed by the Transit Authority to design a new transit map, which was released in 1979, and, with some minor changes, is still seen on New York City subway trains today. My work advocating for improved public transit extended beyond the map study.

Asked by a student in my environmental psychology class in the 1970s to help her son and other students whose learning was intruded upon by passing trains on elevated tracks near their school in Upper Manhattan, I conducted a study with my coauthor, a former student, that found that by the sixth grade, students exposed to passing train noise were nearly a year behind in reading compared to children on the quiet side of the building. Supported by parents whose children were attending the school near the tracks, public officials, and the media, I asked the Transit Authority to test out a method to lessen the noise of passing trains

on tracks near that school, and the board of education was asked to put acoustical ceilings in the classes near the tracks. After the abatements were in place, I conducted a study that found that children on both sides of the building were now reading at the same level. The Transit Authority then agreed to install resilient fasteners on tracks adjacent to other schools in New York City and on the tracks adjacent to the homes where people lived. The Transit Authority also asked me to consult for the agency on noise.

These two noise studies led to my involvement with citizen groups demanding the Federal Aviation Administration (FAA) abate noise at schools subjected to overhead aircraft noise. The FAA spent several hundred million dollars to lessen noise at schools near airports across the United States. I served on a National Academies of Sciences committee several years ago that oversaw a study on the effectiveness of noise abatement at schools subjected to overhead flights. I continue to work with citizen groups nationwide who are advocating for less aircraft noise.

My interest in noise impacts and a healthier environment in general resulted in my being appointed by five New York Mayors to the board of directors of GrowNYC (nonpaid position). New Yorkers with noise problems seek out my help to resolve their noise issues. I also assisted with the city's update of its noise code and last year helped the New York City Department of Environmental Protection's Environmental Education prepare its online Sound and Noise Education Module for school children from lower grades through high school. I serve as an advisor to the Quiet Coalition, an organization dedicated to educating people to the dangers of noise in the hope they will advocate for reducing the din in our environment. Communities both in the United States and abroad

have asked me to testify as an expert witness in cases involving adverse noise impacts.

How can psychologists use their psychological knowledge and research findings to assist their communities in addressing problems that impede their well-being? What may be difficult is deciding you are capable of becoming a Citizen Psychologist. If you are a citizen today living in our country, I am certain you can identify problems that need addressing. National problems impact local issues, and acting locally may lead to improvements beyond your community. My research and work on educating people to the dangers of noise have gone beyond my New York City activities as noted above. I am confident that many psychologists can apply their knowledge and

expertise to seeking solutions to such issues as housing, poverty, education, climate change, drug-related deaths. I am confident that local communities would welcome psychologists offering their knowledge to assist with these issues. Furthermore, psychologists working at universities can, as I did, involve their students to seek ways to help communities with their problems.

With APA taking on this initiative to urge psychologists to apply their knowledge beyond the classroom and research to address community concerns and the willingness of those who have received Citizen Psychologist Citations to mentor and advise fellow psychologists and teachers of psychology, I believe we will find many psychologists deciding to become Citizen Psychologists.

Michele Gregoire Gill, PhD

Michele G. Gill, PhD, earned her PhD from the Department of Educational Psychology of the University of Florida in 2002. Currently, she is a professor of educational psychology at the University of Central Florida (UCF) and program coordinator for the EdD in curriculum and instruction. She is the coeditor of the *International Handbook of Research on Teachers' Beliefs*. In 2010, Dr. Gill designed and founded a free charter school, Galileo School for Gifted Learning, in the high-poverty area of Midway in Sanford, FL. The school is grounded in robust psychological and educational theories of learning and development. Dr. Gill has served as board chair since then. In 2015, she was recognized as a UCF Woman of Distinction for excellence in community engagement and outreach and was chosen by the local school district as one of their volunteers of the year. APA selected the Galileo School for Gifted Learning as the sole recipient of the 2015 Board of Educational Affairs Golden Psi Award for its implementation of psychological research and theory to promote developmentally appropriate practice. The Galileo School has become a UCF partnership school and serves as a site for hosting UCF education interns, students' field experiences, and faculty guest lectures. The school's success has led to plans to open a second campus in fall 2019. Galileo School remains one of the top-ranked schools in Seminole County since its founding. Dr. Gill is a 2018 recipient of an APA Presidential Citation as a Citizen Psychologist.

My Citizen Psychologist Activity

In 2010, I founded a free public charter school based on cutting-edge educational research. Galileo School has become a University of Central Florida (UCF) partnership school and serves as a site for hosting UCF education interns, students' field experiences, and faculty guest lectures. Currently Galileo School is one of the top performing schools in Seminole County and is known for its educational innovations, such as differentiation for all students and student-selected "creative productivity" learning blocks. Galileo is located in the high-poverty area of Midway in Sanford and stands out as a positive community resource in an area of failing schools. The school's vision and curriculum were grounded in my research in educational psychology, particularly the theories of Lev Vygotsky and Deci and Ryan's self-determination theory. I still serve the school as chairman of the Galileo School Board and chair of the curriculum committee. The school has been so successful that plans are underway to open a second campus in fall 2019.

How I Became Involved

I have wanted to improve public education since I was an undergraduate student. I learned about the field of educational psychology, and I thought my research and teaching could do this. I realized, though, that many schools still haven't adapted to the changing needs of our youth, and for some students,

their schooling experience does not foster their optimal development. One day, in frustration, I set out my vision for what a developmentally appropriate school experience should be like, and it received so many likes that I saw I had touched a nerve in our community. I put out a call for a public meeting at Panera's about what kind of school was needed here. We realized that with No Child Left Behind, there was a lot of support for students struggling academically, but much less support for academically talented or quirky kids who didn't fit in the current school system. So, I created a team, and we set out to create a free public charter school in an area of the state that didn't have good schooling options for kids nearby.

My Leadership Role(s)

In addition to being the school founder, I serve as chairperson of the nonprofit Galileo School Board and chair of the school's curriculum committee. My current service as board chairperson involves working with the local school district to ensure a cooperative relationship for the benefit of all the district's students; ensuring fidelity to the school mission and vision; leading initiatives to support the school; training teachers in the school mission and vision; closely supporting the school's principal; working as a liaison between UCF and Galileo School to promote internships, grants, and research efforts that benefit students; and ensuring yearly strategic planning efforts, surveys,

and data collection to continue to promote a healthy school climate and positive student outcomes.

My Accomplishments in This Organization

- I wrote and presented the Florida Department of Education Charter School Grant for startup funding, which was the top-ranked grant in the state that year (2011).
- Galileo School for Gifted Learning was selected as the sole recipient of the 2015 Board of Educational Affairs (BEA) Golden Psi Award by the APA, which recognizes schools that use evidence-based practices to affect student academic engagement and development and their social-emotional engagement and development.
- Galileo School has been one of the top-ranked schools in Seminole County since its inception and is an “A” rated Florida Department of Education-certified High-Performing Charter School.
- Galileo School is one of only 12 schools from Central Florida chosen to be part of the University of Central Florida’s Professional Development Schools Consortium.
- Galileo School consistently receives top evaluations on its annual climate survey from parents, students, and staff.
- The school has more than quadrupled its enrollment, from 130 students in 2011 to 550 students in 2017.
- Galileo School was the *Playground Magazine* 2016 and 2017 Family Favorite Award Winner: Public Elementary School.
- The school was voted “Best Charter Middle School in the Orlando Area” by Niche.com.
- The school was awarded 2017 Best of Sanford Awards—Charter Schools (Sanford Business Hall of Fame).
- In 2015, I was recognized as a Woman of Distinction at UCF for my work with Galileo School and was also honored as the Seminole County Public Schools Volunteer of the Year for Galileo School.

Lessons Learned About Getting Involved Offering Psychological Knowledge and Science to the Community

I am deeply moved by the impact our school is having on families, particularly those with quirky kids who were not succeeding at other schools. One family wrote, “This school has been a godsend for our family. One of our children is twice exceptional, and we were struggling to find a school where he would fit in and just be one of the kids. Our other two kids, who are not in a gifted program at all or learning disabled, also love it there. It feels like we’re a part of the family.” Another wrote,

*We left another A-rated Seminole County school for Galileo, and it has been **life changing** for our child and for our family! Galileo’s focus on experiential project-based creative learning, 100% gifted-certified teachers, full-time gifted coach, dedicated and warm principal and staff, family-culture, and emphasis on individual learning needs, kindness, empathy, and building social skills makes it a game-changer for education and learning!*

That said, starting and sustaining an innovative school has not been an easy task. Although the strength of our vision is what brings new teachers and families to our school, our innovative model, which includes the minimal amount of homework for elementary students and the focus on interest-based learning, is hard sometimes for our stakeholders to embrace given their experiences in traditional education. My own research is on teacher belief change, and we know how difficult it is to change teachers’ underlying paradigms about what good instruction looks like and their role in the classroom and in students’ learning.

Recommendation(s) to Those Wanting to Become Citizen Psychologists

One of the most personally difficult aspects of my work with Galileo School is that it has not been particularly valued by some of my colleagues. In my promotion review, my work with the school was seen as a mark against my record because it didn’t lead to research publications, even though the school curriculum and mission is derived from my research on school and teacher change. What has helped is to continue to focus on my research independent of Galileo School—I coedited the *International Handbook of Research on Teachers’ Beliefs* the same year I was working to open Galileo School—and for awards like this, Citizen Psychologist recognition and the APA Golden Psi Award, which provide greater legitimacy to my university for the work I have done.

Mentoring—How to Become a Citizen Psychologist

I love this quote by Carl Frederick Buechner: “The place God calls you to is the place where your deep gladness and the world’s deep hunger meet.” I think we all have issues that we care about deeply. Applying our interest and passion in the service of the world’s most pressing needs is to me one of the greatest possible joys of a well-lived life. If we can tie this to our work as psychologists, then it’s a win-win for our universities and our communities.

Nicholas Grant, PhD

Nicholas Grant, PhD, is a licensed psychologist with a clinical background in health psychology/behavioral medicine, and a research background in sexual and gender minority health. He obtained his PhD in clinical psychology from the Pacific Graduate School of Psychology at Palo Alto University. He is an alumnus of the LGBT Health Policy and Practice Graduate Certificate Program at The George Washington University. Dr. Grant served as an APA Congressional Fellow through the AAAS Science and Technology Policy Fellowship Program. He was named an APA William A. Bailey Health and Behavior Fellow, a specialty designation APA awarded to him based on his extensive background in LGBT clinical practice, research and community involvement. He served in the Office of U.S. Senator Kirsten Gillibrand (D-NY) where he worked on the Senator's military/veterans, health care and LGBTQ legislative portfolios. Currently he is employed by the Henry M. Jackson Foundation for the Advancement of Military Medicine as a research behavioral health assessor and works with the Suicide Care, Prevention and Research (CPR) Initiative, a psychological research lab within the Uniformed University of Health Services that focuses on programmatic research in the area of military suicide prevention. Dr. Grant is involved in the APA Health Equity Ambassador Program, serves as the vice president for External Affairs for GLMA: Health Care Professionals Advancing LGBT Equality, and is a current co-chair for the Public Policy Committee for APA's Division 44, the Society for the Psychological Study of LGBT Issues. Dr. Grant is a 2018 recipient of an APA Presidential Citation as a Citizen Psychologist.

My Citizen Psychologist activities center on working with and toward the betterment of lesbian, gay, bisexual, queer and questioning (LGBTQ) communities through professional service and volunteerism. For the past 3 years, I have served on the board of directors of GLMA: Health Professionals Advancing LGBT Equality, a 501(c)(3) organization whose mission is to ensure equality in health care for LGBT individuals and health care providers. Recently I also served as the APA William A. Bailey Health and Behavior Congressional Fellow in the Office of U.S. Senator Kirsten Gillibrand, where I assisted with the military/veterans, health care and LGBTQ legislative portfolios. When the rights of transgender Americans to serve in the armed forces were being threatened by potential changes to military policy in late 2017, I served as the subject matter expert for this area in the Senator's office and developed a 4-hour "Trans 101" training, which was offered to the staff, the first known training on this topic ever to be conducted in a U.S. Senate office. Upon completion of the fellowship, I volunteered to provide ongoing consultation to the office to help with their efforts to combat such discriminatory policies.

Getting Involved

My volunteer journey started with the San Francisco LGBT Community Center during my graduate training and continued as I volunteered with local centers while in New Orleans, LA, while on internship and in San Diego, CA, during my postdoctoral residency. For me, professional service also started during this time when I served on the APA of Graduate Students Committee on Sexual Orientation and Gender Diversity (APAGS-CSOGD) and continued to develop as I engaged in opportunities with APA's Division 44.

Leadership Roles

Currently I serve as the GLMA vice president for External Affairs. I first joined the board in 2015 as a co-chair for the GLMA Health Professionals in Training (HPiT) Committee and was then invited to apply to stay on as a member at large, upon which I was elected into my current role. Additionally, I serve as a co-chair of the public policy committee for APA's Division 44, the Society for the

Psychology of Sexual Orientation and Gender Diversity, and as an ambassador in the APA Health Equity Ambassador Program. I am also an instructor for APA's collaboration with the Skype in the Classroom program, entitled "Careers in Psychology," where I provide lessons to classrooms across the world on what a career in health psychology can look like.

Accomplishments

During my HPiT term with GLMA, I focused on the following initiatives: increasing outreach with behavioral health students, expanding communication and collaboration among trainees from different professional backgrounds, and continuing the dialogue around intersectionality and diversity in health care. In my current role, I am focusing on increasing GLMA's membership and collaboration with behavioral health care providers, public policy efforts as they relate to LGBTQ well-being, and professional relationship with the APA.

Lessons Learned

My work with GLMA has taught me four major lessons: (a) the experience of representing the field of psychology; (b) the value of diverse professional perspectives on a shared goal; (c) the true meaning of interdisciplinary collaboration; (d) the importance of translation, or being able to communicate and understand those who don't "speak" psychology.

Recommendations

To those who want to start on a Citizen Psychologist journey, I offer the following suggestions: (a) follow your values to activities that are meaningful to you, (b) approach volunteering as a form of self-care, (c) spend time reflecting on your motivations, (d) do not fear or avoid challenging yourself or being challenged by others, and (e) partake in committed engagement.

Mentoring

There is no one-size-fits-all path to becoming a Citizen Psychologist, and no two journeys will look exactly the same. As with all work that is meaningful to us, it is helpful to seek out mentorship, consultation, and feedback as you navigate your own path. I enjoy

the constellation model of mentorship, in which you gain different benefits from different mentors. Some mentorships will be ongoing, and some will be a one-time interaction. Each interaction will offer you something that may be of use to your development. Whether it is useful the day it is received or years down the road

is up to how much appreciation you place on these interactions. I believe it is important to explore and find community-engagement activities that are personally meaningful and to foster mentorship relationships that help you explore and define what is meaningful for you in your journey.

Lisa Willner, PhD

Lisa Willner, PhD, is a licensed psychologist who currently serves as the executive director of the Kentucky Psychological Association and on the adjunct faculty of the Bellarmine University Psychology Department. She obtained her PhD from the California School of Professional Psychology in 1992. Dr. Willner was elected to the Jefferson County (Kentucky) Public School Board of Education in 2015 and was elected vice chair of the school board in 2016, demonstrating strong advocacy for mental health issues, for students' voices being heard, and for greater labor-management collaboration. Dr. Willner's community engagement also includes service as a Parent Teacher Association member and officer, an advisory council member for the Noe Middle Youth Services Center, assistant coach of the 2014 State Champion Quick Recall Team at duPont Manual High, and a founding board member and board president of the Louisville Leopard Percussionists. She is a member of the BB&T Nonprofit Executive Roundtable and a 2011 alumna of the Center for Nonprofit Excellence in Leadership Network. Dr. Willner is a 2018 recipient of an APA Presidential Citation as a Citizen Psychologist.

My Citizen Psychologist Activity

The primary activity that led to my nomination as a Citizen Psychologist is my public service as an elected member of the Jefferson County Board of Education in Louisville, KY. I have been a longtime advocate for public schools. Recognizing many opportunities to improve our school district at a systemic level, I decided to run for election in 2014. Our school district employs over 16,000 people and serves a large and diverse student body of over 100,000. In my time on the board, I led the team that developed a new and progressive strategic plan that focuses on deeper learning, culturally relevant curricula, and meaningful experiences in the classroom beyond what are measured by standardized tests. I have advocated successfully for a racial equity policy, inclusion of gender identity in all district nondiscrimination policies, materials translation for families in a broader range of languages, and disrupting the school-to-prison pipeline through more humane discipline policies and by adopting whole-school restorative practices.

How I Became Involved

I am a product of public schools, as are my children, who both attended our local public schools from grades K-12 and are now pursuing their higher education goals. I believe fervently in the promise of public education to change trajectories and transform lives. As an active parent school volunteer and college instructor who spent many years teaching recent high school graduates, I could see clearly that not all students were having the same kinds of rewarding and enriching public school experiences that benefited my own children. I became curious about the systemic barriers for some children in our public schools, wondered what the schools might do differently to remove barriers, engaged in reading about challenges facing public school systems and policy solutions to address them, and initiated conversations with my own and other elected school board members.

As the executive director of the Kentucky Psychological Association (KPA) and regular attendee of the APA Practice Organization Practice Leadership Conference (formerly State Leadership Conference), I had many opportunities to learn about and reflect on the unique skills and knowledge of psychologists to bring about much-needed systemic change. Increasingly, I began to appreciate the advantages of psychologists serving in policymaking roles and the particular perspective and strengths we bring to bear. With the strong support of KPA leadership, I decided to run for public office to bring together my perspective as a psychologist with my passion for helping our public schools meet the needs of every student.

My Leadership Roles

At one of the first meetings I attended as a new board member in 2015, I was assigned to lead a work group to develop a new strategic plan for the school district. Over the course of the next several months, I played a leadership role in convening community conversations across the district, constituting a diverse team for the work group, consulting with education experts across the country, and working closely with school district staff to bring a draft of the strategic plan to the board for approval. Subsequently, I was elected by my school board colleagues to be our representative on our Mayor's Cradle to Career Cabinet, a community-wide effort to align resources to meet student needs. For the past two years, I was elected to serve as vice chair.

My Accomplishments in This Organization

- Led the community-engagement process in developing a new, progressive strategic plan, adopted by the board in 2015 as the Jefferson County Public Schools (JCPS) Vision 2020
- Honored to have the action plan that accompanied the JCPS Vision 2020 featured in the summer 2018 *American School Board Journal*
- Advocated for broader nondiscrimination policies, inclusive of gender identity

- Advocated for expanding translation services to include additional languages for materials directed to families
- Advocated for evidence-based approaches to student discipline, including developmental and cultural considerations
- Advocated for evidence-based whole-school restorative practices
- Advocated for evidence-based improvements in exceptional childhood education and alternative programming

Lessons Learned About Getting Involved and Offering Psychological Knowledge and Science to the Community

I discovered early on that the language we speak as psychologists is not necessarily easily accessible or understood by the broader community. Communicating with the public, other policymakers, my school board colleagues, and the district administration requires a different kind of storytelling. I learned early on that data—even very good data—are never as persuasive as a good story that connects with people on an emotional level. I also learned—or was reminded—that listening can be more powerful than talking. Discovering ways to include the broader community in conversations, giving voice to community concerns, and finding ways to bring people to the table have been effective tools for bringing positive change. Good clinicians understand that change occurs when clients are empowered to take responsibility for their own growth. I believe the same principle holds true at the broader systems level.

Recommendation to Those Wanting to Become Citizen Psychologists

Look for ways to marry your personal passion(s) with your psychological skills, knowledge, and expertise.

APPENDIX B

APA CITIZEN PSYCHOLOGIST PRESIDENTIAL CITATION RECIPIENTS

Alexis Abernethy, PhD, was recognized for her commitment to serving communities. In the aftermath of Hurricane Katrina, Dr. Abernethy proactively solicited the needs of New Orleans religious leaders as they assisted their congregations in the adjustment following the devastation and mass displacement of their city. She then coalesced a core team of psychologists and raised funds to develop and implement a research-informed, three-year support project that focused on resilience development for clergy and their spouses to help them sustain their efforts in aiding their community. Dr. Abernethy has also served African American men at risk for prostate cancer, Latina breast cancer survivors, residents in the Bahamas, workers in China, and many other populations. As a powerful mentor to her African American students, Dr. Abernethy hosts quarterly Students of African Descent luncheons in her home to help students explore and navigate the challenges that arise professionally and personally in spaces where their identities are often marginalized.

Erin Andrews, PsyD, ABPP, was recognized for her commitment to advocacy for parents with disabilities as a founder of the Disabled Parenting Project (DPP). DPP is an online community that serves as an information clearinghouse and interactive space for discussion and connection among a highly marginalized and disenfranchised group: parents and prospective parents with disabilities. This program includes a digital and participatory action research component, created by and for the community. Parents are invited to tell their stories in their own voices through video interviews that are uploaded and available online, with the goal of furthering discussion and informing policy, practice, and education about disability issues and the needs of underserved parents.

Kira Hudson Banks, PhD, was recognized as a catalyst for transformation, learning, and action in the aftermath of the Ferguson, MO, protests and unrest in 2014 and beyond and for being a leader in racial equity in the St. Louis region. Dr. Banks has subsequently served as a racial equity consultant for the Ferguson Commission (2015) and as the racial equity catalyst (2016-2017) for Forward Through Ferguson, the entity developed to further the commission's calls to action. Dr. Banks has brought her knowledge of the effects of discrimination, the impact of the subconscious on decision making, and the importance of advancing both systems and individual-level solutions to bear in advancing the greater Ferguson community.

Kim Baranowski, PhD, was recognized for her commitment to advocacy and reform of human rights violations and improving the lives of disenfranchised minority populations. Dr. Baranowski has used her expertise in psychological assessment of asylum seekers to provide pro bono evaluations in collaboration with

law clinics that assist with immigration. Her efforts have been critical in helping plaintiffs in civil cases involving discrimination, maltreatment, and labor exploitation.

Donell L. Barnett, PhD, was recognized as a catalyst for transformation in his hometown of Langston, OK, by implementing a shared value model for corporate social responsibility to create sustainable good for his community. He worked with local partners to purchase, renovate, and operate The Langston Center. The Langston Center now functions as a community center bridging Langston University and the town of Langston City and serves as a meeting and planning space for other community development initiatives.

Alfiee Breland-Noble, PhD, was recognized for the integration of community-based participatory action with culturally relevant research methods to address mental health disparities and improve the lives of young people, families, and communities of color. As the Principal Director of the AAKOMA Center and the AAKOMA Project. AAKOMA stands for African American Knowledge Optimized for Mindfully Healthy Adolescents. Dr. Breland-Noble has spearheaded volunteer efforts in research capacity-building in Black faith communities, schools and community-based organizations; public speaking with community scientist partners on suicide prevention; and volunteer service on national advisory boards of organizations devoted to reducing mental health disparities. For the last 20 years, she has trained Black faith community leaders to develop and staff "research ministries" designed to reduce the historical exploitation of Black communities in clinical research and "compassionate care teams" designed to train faith communities on how to support congregants with mental illness.

Britney Brinkman, PhD, was recognized for developing the Gwendolyn J. Elliott Institute, an interprofessional institution within Gwen's Girls, an organization serving Black girls and young women to enhance the quality of services of Gwen's Girls participants. Dr. Brinkman and her team developed a curriculum for an empowerment-based after-school program for high school girls as well as a PhotoVoice project to train participants at Gwen's Girls in youth participatory action research to challenge stereotypes about Black girls. She also helped coordinate the first annual Equity Summit hosted by Gwen's Girls to bring together scholars, policymakers, and service providers to examine issues facing Black girls in western Pennsylvania.

Arline L. Bronzaft, PhD, was recognized as an exemplar of passion, coalition building, and leadership for her sustained community activities in New York City (NYC). Dr. Bronzaft has served as an advisor to five New York City mayors as the chairperson of the

Noise Committee of GrowNYC.org. By demonstrating the adverse effects of noise on mental and physical health, Dr. Bronzaft helped the Department of Environmental Protection of New York City (NYC) update the NYC noise code to bring the decibel level down in the city. This noise code has become a model for other cities. She also assisted in the implementation of a noise education curriculum in the NYC public school system. Dr. Bronzaft also helped NYC develop a readable subway map, which has become a model for other cities.

Michael Campbell, PhD, was recognized for his sustained leadership in public health activities in Barbados and the Caribbean in multiple roles, including as a member of the Caribbean Public Health Agency Research Ethics Committee; vice chair, Caribbean Network of Research Ethics Committees (CANREC); member, Caribbean Regional HIV Stigma and Discrimination Advisory Group, 2011-2012; and chair, Technical Advisory Committee, Barbados National Registries. Dr. Campbell has also provided pro bono support for emergency trauma and disaster response throughout the Caribbean region for over 20 years.

Nayeli Chavez-Dueñas, PhD, was recognized for her grassroots participation and leadership in various immigrant organizations, including the Illinois Youth Justice League (IYJL). In collaboration with IYJL, Dr. Chavez-Dueñas was instrumental in supporting the first National Coming Out of the Shadows Rally in 2010, a human rights and advocacy event, which has now expanded to include events across the country and has led to undocumented youth boldly declaring themselves “undocumented and unafraid” while advocating for human rights and immigrant rights. Several of the “Dreamers” who were originally part of IYJL spearheaded the U.S. immigration Deferred Action for Childhood Arrivals (DACA) program and co-founded the Anheo Project to support the education of undocumented high school, undergraduate, and graduate students who are leaders in their communities. Dr. Chavez-Dueñas and a colleague have also created vital open-access tools and resources for the immigrant community.

Catherine Cook-Cottone, PhD, was recognized for her advocacy and implementation of evidence-based mind-body practices through the founding of Yogis in Service, Inc., a nonprofit organization whose mission is to create free access to yoga and mindfulness to inner city schools, hospitals, universities, community centers, and treatment centers in western New York. Dr. Cook-Cottone integrated and applies evidence-based principles through yoga to help individuals dealing with economic challenges, race-based trauma, and other life stressors find effective and meaningful tools to better their lives and enhance their families and communities.

Carol Lynn Courtney, PhD, was recognized for sustained leadership both in her community and internationally, particularly for the pro bono service-learning projects provided over the past 20 plus years with her husband, Richard Olson, PhD (below). Following her initial service trip to South Africa in 1996, for a project which successfully continues today, Dr. Courtney continues to develop new pro

bono international consulting and coaching service programs (e.g., Ecuador, Austria, Turkey, Belize) every other summer, most recently to Ireland, providing access to a level of business expertise unavailable otherwise. For the last 10 years, she has volunteered coaching services to students at Minnesota State University, Mankato, and has involved these students in the international service projects that she and her husband, Dr. Olson, lead every other year. These projects enhance the organizations where they consult; improve the skills of the individuals within these organizations where they build capacity, skill, and confidence; and enrich the graduate students who learn, grow, and are mentored through these projects. Dr. Courtney also provides pro bono coaching to leaders in other nonprofit groups on an ongoing basis.

Sara Dolan, PsyD, was recognized for her role as the coleader of the Psychological Intervention Team, an integral part of the Medical Reserve Corps (MRC) at the Waco-McLennan County, TX, Health Department. In this role, she is called upon to provide behavioral health support in times of disaster or crisis. Dr. Dolan provides an annual training in psychological first aid for students at Baylor University and as a continuing education unit opportunity for other mental health care providers in the Central Texas area. Her role in the Medical Reserve Corps includes consultation to the Waco-McLennan County Public Health District and Emergency Preparedness Coordinator, providing behavioral health support and consultation during live disaster role-play exercises.

Debra Eisert, PhD (posthumous), was recognized for her sustained volunteer service and leadership in her community, in particular to the Jasper Mountain Center, a nonprofit treatment center in Jasper, OR, that brings healing to severely traumatized children and their families. Dr. Eisert served on the board of directors for nearly 20 years, including two terms as president and two terms as secretary. Through her advocacy in the legislature, the psychology community, and the community at large, Dr. Eisert tirelessly addressed significant challenges of the center by helping others understand the scientific approaches to treatment of child abuse and always maintaining the focus on the well-being of the children.

Margaret Ann Gardner, PhD, was recognized as a community activist through her work to identify problems and needs within the mental health service delivery system in the Austin, TX, metro area and make recommendations for improving access to and resources within the system. Dr. Gardner has long championed ensuring effective public access to psychological and emergency psychiatric services in the community; developing better coordination within existing networks of care; and educating officials on issues relating to the intersection of criminal justice and the mental health system, including diversion of people suffering from substance use disorders and people with nonviolent offenses to rehabilitation programs rather than to jail or prison. She has advocated for the unique opportunity for psychology to cross traditional disciplinary lines and encourage greater interagency cooperation for the solution of common problems.

Michele G. Gill, PhD, was recognized for her dedication, advocacy, and actions to transform public education through the application of psychological learning principles. In 2010, Dr. Gill designed and founded a free K-8 charter school in the high-poverty area of Midway in Sanford, FL, based on cutting-edge educational research. Currently Galileo School is one of the top-performing schools in Seminole County and is known for its educational innovations, such as differentiation for all students and student-selected “creative productivity” learning blocks. Dr. Gill continues to serve the school as chairman of the Galileo School Board and chair of the curriculum committee.

Robyn Gobin, PhD, was recognized for addressing the silence, shame and lack of mental health knowledge in the Black church by speaking about mental health issues within the Church of Christ. In addition to serving in local church communities, Dr. Gobin shares mindfulness and trauma research at the Danville Illinois Correctional Center through the Education Justice Project, a college-in-prison program that provides academic offerings to incarcerated individuals. As underutilization of therapy remains high, particularly in ethnic minority populations, Dr. Gobin created the TransformU iPhone application and a podcast series to address how psychological and spiritual principles can be applied to managing life’s challenges. Dr. Gobin also serves on the Board of Directors for LBWI (Life Balance and Wellness Institute), to provide evidence-based tools that support women in achieving and maintaining optimal wellness in all areas of life, and for DREAAM (Driven to Reach Excellence and Academic Achievement for Males) House, a school-to-college pipeline program that provides academic and emotional skills training for African American boys.

Alan L. Goldberg, PsyD, ABPP, JD, was recognized for his leadership as a 25-year volunteer judge for the Southern Arizona Research, Science, and Engineering Foundation (SARSEF), a nonprofit that runs one of the largest science fairs for students from kindergarten through high school. As a board of directors member of SARSEF for 6 years, Dr. Goldberg has been a stalwart advocate for the recognition of behavioral sciences as an important venue in science education and has been instrumental in the inclusion of more young women and underserved children from Title I schools. He currently serves as chair of the Senior Division Behavioral Sciences category.

Nicholas E. Grant, PhD, was recognized for his stellar leadership and service to the lesbian, gay, bisexual, transgender, and queer/questioning (LGBTQ) communities. Grant currently serves on the board of directors of GLMA: Healthcare Professionals Advancing LGBT Equality, where he has developed initiatives around increasing outreach with behavioral health care providers, communication and collaboration among trainees from different professional backgrounds, and dialogue around intersectionality and diversity in health care. Grant has served as a subject matter expert on LGBTQ issues in the office of U.S. Senator Gillibrand and provided support on the health care and military/personnel legislative portfolios.

Lisa Merlo Green, PhD, was recognized for her sustained leadership in volunteerism since earning the 200+ Community Service Hours Award each year during high school. Most recently, discouraged by the lack of civil public discourse in addressing problems affecting her community and the nation, she is a founder of “Be the Kind,” an inclusive organization dedicated to spreading positivity in the community through activities such as partnering with a local refugee services organization to distribute clothing from a collection drive she organized, collecting school supplies for underserved students, making “blessing bag kits” to distribute to the local homeless population, assisting with hurricane relief efforts, and more. Dr. Merlo Green has also been serving as a founding board member and subject matter expert for “Drawn From Valor, Inc.,” a nonprofit charity dedicated to assisting children and families affected by chronic health conditions by educating through entertainment.

Lee Gurel, PhD, was recognized for his sustained advocacy for psychology at the secondary level and high school psychology teachers nationwide. Dr. Gurel has donated generously to the American Psychological Foundation (APF) to support his steadfast vision of increasing high-quality resources and professional development opportunities for high school teachers of psychology. Dr. Gurel initiated the APA/TOPSS/APF Clark University Workshop for Teachers of High School Psychology, which brings together 25 high school psychology teachers annually to learn from master teachers and psychology faculty to enhance their teaching and understanding of psychological science. Through his generosity, participants are able to attend for free.

Perry Halkitis, PhD, MS, MPH, was recognized for his unwavering dedication to stemming the HIV/AIDS epidemic through sustained advocacy that addresses important social and public health issues of the lesbian, gay, bisexual, and transgender community. Dr. Halkitis has collaborated with agencies such as the Gay Men’s Health Crisis, Harlem United, the Hyacinth Foundation, and the New Jersey Community Research Initiative to facilitate the rapid translation and dissemination of new and critical information to both underserved community members and social service and health care providers serving LGBT youth and adults. He has also been involved in numerous projects with the New York City LGBT Community Center, such as working with its leadership to develop and evaluate innovative curricula. Dr. Halkitis has also worked with the staff of Project Samaritan, an AIDS service organization, to create and implement training conferences about the sexuality of HIV-positive individuals.

W. Rodney Hammond, PhD, was recognized for his leadership and advocacy of mental health and well-being within the community in which he lives and the nation at large. Dr. Hammond has served nationally on the Mental Health Task Force of the Carter Presidential Center and on the national board of directors of Prevent Child Abuse America. He is currently on the national board of directors of Neighbor to Family, a multistate children’s foster care program emphasizing keeping siblings together. Locally, Dr. Hammond began service as a member of the board of the Berkeley Lake

Homeowners Association; created the Berkeley Lake Conservancy, with a focus on a land trust dedicated to green space; and currently serves as chair of the City Planning and Zoning Commission of Berkeley Lake, GA.

Jeanne Alice Swickard Hoffman, PhD, ABPP, was recognized for her focus on the well-being of children, families, our armed forces, and the public interest. Dr. Hoffman's early research on childhood exposure to heptachlor, a pesticide used on pineapple crops in Hawaii, contributed to its ultimate ban in U.S. agriculture. Her background in pediatric psychology informed her many volunteer expert consulting roles, including as a member of the APA Task Force on the Psychological Needs of U.S. Military Service Members and Their Families, aimed at assisting children, youth, and families affected by military deployment, and serving on the Army Surgeon General's task force on brain health, addressing head injury and recovery.

Skyler D. Jackson, PhD, was recognized for his sustained dedication to equity and social change through use of his psychological training and leadership skills to reduce prejudice and intergroup conflict among California youth. Throughout his graduate training, Dr. Jackson was affiliated with Western Justice Center/ENCOMPASS, a nonprofit organization dedicated to building a more civil, peaceful society. There he served as a long-distance consultant on various prejudice-reduction interventions, traveled to deliver in-person anti-bias trainings to hundreds of beginning K-12 teachers, and found ways to use his emerging psychological research skills to expand the organization's community impact.

Christopher Liang, PhD, was recognized for his leadership and sustained community advocacy to increase the focus on equity and inclusion in the Central Bucks School District in Pennsylvania. Dr. Liang is a founder of a grassroots, parent-driven group called Central Bucks Community Council for Justice, Equity, Diversity and Inclusion. He facilitates meetings of parents and concerned community members, attends school board meetings, and speaks directly to the board and administrators addressing issues that impact the students who are often invisible in his community. He provides training to teachers, school counselors, and district leaders on masculinity, adverse childhood experiences, racism, and academic disparities as a way to bring about inclusive and trauma-informed schools. Dr. Liang has also worked to create space for people from multiple faiths to come together to support Muslims who face the threat of ban and violence.

Bruce Liese, PhD, was recognized as an elected and appointed community leader in Lecompton, KS. He was a member and then president of the city council and a member of a countywide commission known as ECO2 (Eco-squared), composed of city and county leaders aiming to facilitate economic and environmental growth in the community. He was elected for two consecutive terms by the county commission to serve on the 10-member Lawrence-Douglas County Planning Commission, having been elected twice by his peers to serve as chair. During his tenure on

the commission, Dr. Liese developed the Planning Commission Orientation Program, still in operation today. Dr. Liese has served on the board of directors and continues to advocate strongly for Headquarters Counseling Center, a suicide prevention crisis center serving Douglas County and the state of Kansas.

Richard Mayer, PhD, was recognized for his sustained leadership in education. Dr. Mayer was first elected as a member of the Board of Trustees of the Goleta Union School District in 1981, and is currently in his ninth term, making him the longest-serving school board member in his county. Dr. Mayer served as President, Vice President, and Clerk of the Board on multiple occasions. Dr. Mayer is credited with being involved in maintaining low class size (e.g., 20-to-1 in primary grades) to allow for differentiated instruction for all students; creating preschools for children from low-income families and for students with special needs to insure students enter kindergarten ready to learn; developing academic summer programs for students from low-income families who need academic help to avoid summertime losses in achievement; and adding after school programs and childcare to serve families who need a safe after school environment for their children. In addition, he is credited with insuring that the District offers psychological and social services to promote social-emotional learning; providing additional instructional support in schools that are most in need to reduce the achievement gap; providing all students with access to instructional technology that is tied to District curriculum; providing professional development for employees based on treating teachers as professionals and partners; developing evaluation programs based on tracking individual student growth; and maintaining rich instructional programs in art, music, science, language arts, and math, focused on student understanding and development of learning skills.

Garth Neufeld, MA, was recognized for his leadership in social justice and human rights by providing at-risk children with the tools to avoid a life of extreme poverty and work within the sex trade in Thailand. Mr. Neufeld and his wife co-founded Shared Space for All (SSFA) in 2016, a nonprofit NGO designed to meet the educational needs of at-risk children in Thailand, where sex tourism thrives and sex work discriminates. Girls from poor families are at risk of dropping out of school to help with family finances. SSFA aims to stop sex work before it begins by providing a safe educational and mentoring space. Mr. Neufeld is the president of SSFA's board of directors and oversees the work with its domestic and international operations. His efforts involve everything from fundraising to public speaking to working with individual and organizational partners such as lawyers, accountants, graphic designers, nonprofit organizations, NGOs, and school districts.

Arlene Noriega, PhD, was recognized for her leadership in the LGBT community in Atlanta, GA. Dr. Noriega has worked with Positive Impact, a community organization providing mental health services to HIV infected/affected clients and was a founding faculty member of Positive Impact's Cultural Diversity Institute to ensure cultural competence of mental health providers in Atlanta

who work with individuals affected by HIV. Dr. Noriega later joined the board of the Health Initiative, a nonprofit providing health care access to marginalized segments of the LGBT population, where she became the lead coordinator in a social networking group called Fourth Tuesday. She was named the 2014 Grand Marshal of the Atlanta LGBT Pride Celebration in honor of her work.

Richard D. Olson, PhD, was recognized for sustained leadership both in his community and internationally for pro bono service-learning projects over the past 20+ years (with his spouse, Carol Lynn Courtney, PhD, above). Dr. Olson began providing pro bono coaching to ministers in the early 1990s, helping them develop their leadership skills, work with multiple constituencies, manage their stress, and improve their self-care. Dr. Olson leads pro bono international consulting and coaching service programs (e.g., Ecuador, Austria, Turkey, Belize) every other summer, most recently to Ireland, with his wife providing access to a level of business expertise unavailable otherwise. These projects enhance the organizations where they consult; improve the skills of the individuals within these organizations where they build capacity, skill, and confidence; and enrich the graduate students who learn, grow, and are mentored through these projects. Dr. Olson also provides pro bono coaching to leaders in other nonprofit groups on an ongoing basis.

Mian-Li Ong, MA, was recognized as a graduate student for his leadership in building an online ecology to raise the accuracy and visibility of psychological knowledge on Wikipedia and Wikiversity by blending research, teaching, and service in a way that multiplies opportunities for students, generates tangible products, and gives back to the world. Mr. Ong is a skilled Wikipedia editor; has taught more than 200 students, graduate students, and faculty how to make webpage edits; is an official Wiki Ambassador for the University of North Carolina at Chapel Hill; and is co-founder of Helping Give Away Psychological Science (<https://hgaps.org>), a student service organization and affiliated charitable corporation recently recognized as a 501(c)(3) charity.

Michael Salamon, PhD, was recognized for his transformative work in raising awareness of the prevention and treatment of child sexual abuse in the Orthodox Jewish community and aiding victims to obtain the help and support they needed. Dr. Salamon helped formulate a model of procedures for congregations to guide rabbis and staff in responding to accusations within synagogues, including accusations against the rabbi or other employees and situations in which members are suspected of abuse. Dr. Salamon also has served for 12 years as co-chair of the Educational Board of Parents for Torah for All Children, a nonprofit dedicated to yeshiva students with special learning needs, and as former chair of the Board of Education of Hebrew Academy of Five Towns and Rockaway.

Nancy Schlossberg, PhD, was recognized for channeling the robust capacities of older adults as significant contributors to community well-being. Dr. Schlossberg engaged in a 6-year community initiative called “Aging, The Possibilities,” which involved more than 1,000 residents and was conducted by Sarasota County

Openly Plans for Excellence (SCOPE), a local nonprofit community engagement organization. Dr. Schlossberg was a leader on the organizing committee and conceived of and guided the creation of an annual “Winter Forum on Aging” that continues to this day. She has been a SCOPE board member since 2008. Through Dr. Schlossberg’s leadership, SCOPE committed its resources to exploring the creation of an international center. Dr. Schlossberg was a member of the committee that guided a sophisticated feasibility study conducted by Research Triangle International. She also was a key force behind raising more than \$2 million of philanthropic, governmental, corporate, and individual support to start the Institute for the Ages. Shortly after the institute was founded, she became the chair of its board.

Felicitas Sebastian, PhD, was recognized for her leadership in helping underserved, formerly incarcerated women restore their dignity by moving them toward independence and reducing recidivism. Dr. Sebastian oversaw the restoration of two condemned buildings and led the capital campaign on those properties for Labyrinth Outreach Services to Women, a nonprofit organization in McLean County, IL. Dr. Sebastian co-leads Labyrinth, which provides comprehensive reintegration services to formerly incarcerated women who have returned to the community. Dr. Sebastian engaged city council members and key civic leaders in learning about the importance of rehabilitating these women and the benefits of helping them and their families. She was the founder, co-president of the board, and co-director of this organization from 2012 to 2016, after which it merged with the YWCA of McLean County, IL. That merger realized Dr. Sebastian’s dream of creating a program that provides safe housing, mental health counseling, employment coaching, and mentoring for women who otherwise might likely return to the courts. She now serves on the board of the YWCA of McLean County and co-directs an advisory board for Labyrinth.

Emily M. Selby-Nelson, PsyD, was recognized for her dedication, advocacy, and actions to address access, quality of care, and quality of life in rural communities. Dr. Selby-Nelson has committed herself to raising awareness to the mental health crisis facing rural Americans through frequent public speaking engagements in her community about rural mental health and disparities. During the severe 100-year flood in 2016, when water levels rose above 10 feet, devastating the small town of Clendenin, WV, Dr. Selby-Nelson worked tirelessly for weeks doing door-to-door house checks, ensuring food and shelter, distributing hygiene and other items during house calls, addressing crises, and participating in community-wide disaster relief efforts. She worked vigilantly with her community over the ensuing months to address increasingly worsened barriers to care, such as access to transportation and money for health care.

Rachel Singer, PhD, was recognized for her social justice advocacy by creating a partnership with the African Affairs Advisory Group, a community advocacy group that focuses on the needs of the African immigrant community in the state of Maryland to further their efforts to destigmatize mental health care help-seeking behaviors

and to disseminate accurate information about mental health. Dr. Singer engages in monthly outreach efforts and co-leads pro bono talks to provide psychoeducational instruction about mental health and inform the community about options for mental health care treatment. Dr. Singer testified and advocated for creation of a sanctuary city in Rockville, MD, that would separate the role of the police department from that of immigration authorities. Since this testimony, Rockville has adopted a new law that enhances the relationship between the police department and the refugee/immigrant community. Dr. Singer also advocated for increased opportunities to provide pro bono services through her involvement in Montgomery County's Immigrant Community Services (ICS), a local nonprofit organization. Her work with ICS facilitated critical mental health community outreach to communities that had not previously received such services.

Michael A. Smyer, PhD, was recognized for his leadership and sustained commitment to education and activism in the area of climate change and its detrimental impact on older adults. Dr. Smyer is the founder of Graying Green: Climate Action for an Aging World, an international project that empowers elders to engage in efforts to reduce climate change and global warming and educates the public about the impact of climate change on the older adult population. This grassroots program also brings together scientists, business leaders, policymakers, and the media to enhance awareness of two critical global patterns: the impact of climate change on mental and physical health and the aging of the world population.

Michael Sullivan, PhD, was recognized as an exemplar of sustained activities in his community and across the lifespan. From his time volunteering in the Peace Corps and later doing alternative civilian service as a conscientious objector in the 1960s to his current volunteerism 50 years later, Dr. Sullivan now dedicates many volunteer hours to the Meals on Wheels program in Senior Resources, Inc., in support of improving the lives of seniors in Columbia, SC. He initiated a volunteer recognition initiative within this program to ensure that those who cared for others are also cared for. Dr. Sullivan also applies his psychology advocacy skills as a spokesperson for the Meals on Wheels program addressing the benefits of community engagement for volunteers.

Rebecca Thomley, PhD, was recognized for her disaster relief efforts nationally and internationally. Dr. Thomley created the nonprofit Headwaters Relief Organization to bring hope to, and build resilience among, people and communities following a natural disaster. Headwaters forges connections between those who are being served, the Headwaters team, and the community at large. Headwaters ensures that every volunteer, regardless of age, background, skills, or experience, feels valued and motivated to continue to serve others. With over 2,000 volunteers, it is a member of Voluntary Organizations Active in Disasters and a member of InterAction, an organization to connect NGOs working internationally. Headwaters has responded to tornadoes, flooding, the Minneapolis bridge collapse, the Gulf oil spill, earthquakes, and hurricanes, providing clean-up, rebuilding, mental health support,

public health interventions, and medical support. Headwaters provides ongoing mental health and public health services in New Orleans' Ninth Ward and Haiti. Headwaters has also developed training curricula for staff and volunteers addressing such issues as psychological first aid, compassion fatigue, and grief and loss.

David Van Nuys, PhD, was recognized as a contributor to international public education about psychological science and practice in his innovative podcast, "Shrink Rap Radio." Dr. Van Nuys has conducted more than 700 in-depth interviews with leaders of psychological science and practice over the past 13 years. Every branch of psychology and every school of psychotherapy have received an equally respectful opportunity to present their work. Dr. Van Nuys has delivered a positive image of psychology and rich, scientifically based psychological content to listeners in more than 212 countries. Shrink Rap Radio interviews are used at universities for course instruction and for about 100 online CE units through the Zur Institute. Shrink Rap Radio has 16,000+ subscribers and more than 5 million downloads. Dr. Van Nuys's public podcasts have become the first points of contact with psychological services and psychological training.

Diane Willis, PhD, was recognized for enhancing behavioral health services for children in Native American communities and for being on the front lines of assuring health equity to underserved children and families throughout her career. Dr. Willis has demonstrated long-standing public service, including an appointment to the State of Oklahoma Indian Affairs Commission Task Force to evaluate and coordinate services to Indian children and youth; lobbying for more professionals to fill tremendous needs in the Indian Health Service clinics; establishing Early Head Start and Head Start programs of research and service for American Indian/Alaskan Native youth and families; developing child psychology clinics within the Indian Health Service and tribal programs; and consulting to the federal Head Start program and Zero to Three in early childhood education and mental health programs for Native American tribes. Dr. Willis has also served as core faculty with Project Making Medicine, training behavioral health professionals in Indian Health Service and tribal programs in child physical and sexual abuse.

Lisa Willner, PhD, was recognized as an exemplar of broad and diverse community leadership; dedicated work ethic; and impressive dexterity in working with people, policies, and organizations. Dr. Willner's lifelong commitment to the highest quality public education and her commitment to making it available to all students, regardless of their residence, socioeconomic class, unique learning style, sexual orientation, or ethnicity culminated in her election to the Jefferson County (Kentucky) Public School Board of Education in 2015. Dr. Willner was elected vice chair of the school board in 2016, demonstrating strong advocacy for mental health issues, students' voices being heard, and greater labor-management collaboration.

APPENDIX C

BRIEF BIOGRAPHIES OF CITIZEN PSYCHOLOGIST PRESIDENTIAL WORK GROUP MEMBERS AND CONSULTANTS

APA PRESIDENT

Jessica Henderson Daniel, PhD, ABPP, the 2018 president of the American Psychological Association, is the first African American woman to be elected APA president. Her primary initiative as APA president focused on Citizen Psychologists. Dr. Daniel was an Air Force dependent during her childhood and adolescence and lived in San Antonio, TX; North Highlands, CA; Bermuda; Hawaii; the Philippines; and North Carolina. Her mother, who was a Sunday school teacher, an avid reader, a public speaker, and a member and officer of the NCO Wives Club, modeled the role of citizen wherever the family lived. She did not restrict herself to military personnel and their families but participated in the broader community as well. She was a citizen military wife who was welcomed into the community because of her knowledge and skills.

Dr. Daniel sees psychologists as a heterogeneous group of people with a range of interests and skills. Her initiative seeks to expand the areas of recognition for service. The application of psychological science, education, and practice across a range of contexts provides models for current and future psychologists who want to contribute in their respective communities, including as citizen psychologists. It is time to celebrate and acknowledge such contributions. The Citizen Psychologist Work Group has invested in the development of a curriculum from high school through lifelong learning that can assist educators in teaching the competencies needed to be a true Citizen Psychologist.

Active in APA governance for more than 15 years, Dr. Daniel has been a member of the APA Board of Directors and the Committee for the Advancement of Professional Practice, the president of Division 35 (Society for the Psychology of Women), chair of the New Psychologist Group (later known as early career psychologists), chair of the Presidential Mentoring Initiative, and chair of two Council of Representatives caucus groups. Her career has focused on education, training, and mentoring.

Dr. Daniel has been affiliated with Boston Children's Hospital since 1972. She was officially appointed to the hospital in 1974 and to Harvard Medical School (HMS) in 1976. She is the first Black psychologist to receive such an appointment. She is the recipient of an HMS Mentoring Award—the first woman, first psychologist, and first person of color—and an HMS Diversity Award. At Boston Children's Hospital, she transformed the MLK Celebration into the MLK Legacy Lecture Series featuring speakers

from Harvard and other universities as well as students from the Boston Arts Academy in music and drama. She also chaired the Black History Month Grand Rounds, which primarily featured Black HMS graduates, including those who earned PhDs from MIT while enrolled at HMS. Twelve years ago, she introduced the concept of the Psychiatry Department Fishbowl Grand Rounds—presentations by authors from a range of racial and ethnic groups, followed by discussion about the psychological implications of their books. Psychologists, social workers, and psychiatrists from the group have been invited to participate in the discussions.

APA CEO

Arthur C. Evans, Jr., PhD, is CEO of the American Psychological Association, a post he assumed in March 2017. Before joining APA, Dr. Evans spent 12 years as commissioner of Philadelphia's Department of Behavioral Health and Intellectual Disability Service, a \$1.2 billion health care agency. In 2015, he was recognized by the White House as an Advocate for Action by the Office of National Drug Control Policy. In 2013, he received the American Medical Association's top government service award in health care, the Dr. Nathan Davis Award for Outstanding Government Service. Dr. Evans holds faculty appointments at the University of Pennsylvania Perelman School of Medicine, Drexel University School of Public Health, and the Philadelphia College of Osteopathic Medicine and has held a faculty appointment at the Yale University School of Medicine. Dr. Evans is the author or coauthor of 40 peer-reviewed research articles and of numerous chapters, reviews, and editorials. He is a member of the editorial board of the *Journal of Substance Abuse Treatment* and a fellow and member of the Board of Trustees, College of Physicians of Philadelphia. Dr. Evans holds a doctorate in clinical community psychology from the University of Maryland and a master's degree in experimental psychology from Florida Atlantic University, where he also completed his undergraduate work.

PRESIDENTIAL INITIATIVE CO-CHAIRS

Kathleen S. Brown, PhD, is a co-chair of the APA Citizen Psychologist Initiative. As a rehabilitation psychologist, her areas of clinical and research interests include pain management, interdisciplinary team development, leadership training in health care, and adjustment/coping responses to medical illness. Dr. Brown also serves as vice chair of the APA Leadership Institute for Women in Psychology (LIWP). She has been active in APA and state psychological governance as president of the APA Division of Rehabilitation Psychology (22) and the Hawai'i Psychological Association.

Ronald H. Rozensky, PhD, ABPP, is a co-chair of the Citizen Psychologist Initiative. He is professor emeritus at the University of Florida, where he was chair of the Department of Clinical and Health Psychology and associate dean for International Programs. He is founding editor of the *Journal of Clinical Psychology in Medical Settings*, and his area of scholarly work is health care and health policy. He is recipient of both the APA Heiser Presidential Award for Advocacy on behalf of Professional Psychology and the Cynthia D. Belar Education Advocacy Distinguished Service Award. He has participated in six APA presidential initiatives. His honors include an APA Presidential Citation for his advocacy on behalf of psychology's contributions to health care, APA's Award for Distinguished Career Contribution to Education and Training in Psychology, and APA's Award for Distinguished Professional Contributions to Institutional Practice. He has chaired APA's Policy and Planning Board, Board of Educational Affairs, Board of Professional Affairs, and the Commission for the Recognition of Specialties and Proficiencies in Professional Psychology.

PRESIDENTIAL INITIATIVE STAFF LIAISONS

Eddy Ameen, PhD, is a co-staff liaison of the Citizen Psychologist Initiative. He is associate executive director of the APA Early Career and Graduate Student Affairs and has worked at the American Psychological Association (APA) since 2011. He is the national board chair of StandUp for Kids, an organization serving homeless youth, advocates on local LGBT youth policy issues, and conducts pro bono evaluations for asylum seekers.

Jessica Andrade is a co-staff liaison of the Citizen Psychologist Initiative. She is the assistant director of Governance in the Education Directorate and has worked at APA for nearly 8 years. She is also the staff liaison to the APA Board of Educational Affairs.

CITIZEN PSYCHOLOGIST SURVEY COORDINATOR

Cynthia A. Gómez, PhD, is professor emerita and founding director of the Health Equity Institute at San Francisco State University. She previously served as codirector of the Center for AIDS Prevention Studies at the University of California at San Francisco and as

leading scientist in HIV prevention research for over 25 years. Dr. Gómez earned an EdM in counseling and consulting psychology from Harvard University and a PhD in Clinical Psychology from Boston University. She was an appointed member to the Presidential Advisory Council on HIV/AIDS under both W. J. Clinton and G. W. Bush administrations. In 2007 she was appointed by CA Governor Schwarzenegger to the first California (CA) Public Health Advisory Council and in 2013 was appointed to the first CA Office of Health Equity Advisory Committee. Over the years she has served on national advisory committees including the Centers for Disease Control's HIV and STD Advisory Council; Substance Abuse and Mental Health Services Administration's Advisory Committee on Women's Services; and the Institute of Medicine's Committees on Prisoners and Research, and on Lesbian Health. She has also served on several national boards including Public Responsibility in Medicine and Research, the Guttmacher Institute, and was elected to the APA's Board of Professional Affairs. Most recently she was selected to serve as a member of the U.S. Secretary of Health's Advisory Committee on National Health Promotion and Disease Prevention Objectives for 2030, and is the chair of the Board of Trustees, Planned Parenthood, Northern California.

PRESIDENTIAL CITATION NOMINATIONS TEAM

Sharon L. Bowman, PhD, HSPP, ABPP, LMHC, is professor and chair in the Department of Counseling Psychology and Guidance Services, Ball State University. She is also a psychologist in private practice in Muncie, IN. She earned her doctoral degree from Southern Illinois University Carbondale, completing her internship in the counseling center at the University of Delaware. She is a fellow of the APA through Divisions 17 (Society of Counseling Psychology) and 45 (Society for the Scientific Study of Ethnic Minority Issues). She was the 2014 President of Division 17, Society of Counseling Psychology. Dr. Bowman is a member and past chair of the Indiana State Psychology Board (licensure board) and has been Indiana's liaison to the APA Disaster Response Network. She recently directed the APA and External Interface Board for the Society of Counseling Psychology and served as the division's first emergency response coordinator. She is a member of the American Board of Counseling Psychology, serving as manager of change coordinator. She is also a longtime disaster mental health volunteer and instructor for the American Red Cross, working in local, regional, and national capacities. Dr. Bowman's research and clinical interests are in supervision, mentoring and training, disaster psychology, and broadly defined issues of diversity.

Cynthia de las Fuentes, PhD, works in private practice offering psychotherapy and assessment services. Previously, she was an associate professor of psychology in an APA-accredited doctoral program. She has dozens of presentations and publications in her areas of scholarship: ethics in psychology, feminist psychology, and multicultural psychology. She has been active in governance in APA and in the Texas Psychological Association.

CURRICULUM TEAMS

High School

Lara Bruner, MA, MS, is a teacher of psychology at Desert Vista High School in Phoenix, AZ. She runs the Arizona Teaching of Psychology Conference for high school and postsecondary instructors and contributed to the APA Summit on High School Psychology Education. She serves on state-level government committees related to assessment and meeting the needs of students with disabilities. Connecting psychological research to professional development, recruitment, and retention of educators is a new area in which Ms. Bruner is currently serving.

Carlos Montalvan, MAT, is a social studies teacher at Richard Montgomery High School (Rockville, MD), where he teaches AP psychology and IB social anthropology. He has taught AP psychology for 11 years in Montgomery County Public Schools. He is a reader (evaluates free-response questions) for the College Board and was a participant in the first APA Summit on High School Psychology in the summer of 2018.

Undergraduate Education

Jeffery Scott Mio, PhD, is a professor in the Psychology and Sociology Department, Cal Poly Pomona, and director of the MS in Psychology Program. He received his PhD from the University of Illinois, Chicago, in 1984. His interests are in multicultural psychology and metaphors and politics. He served on the APA Committee on Ethnic Minority Affairs (1997-1999), on the Commission for the Recognition of Specialties and Proficiencies in Professional Psychology (2014-2016), and in various positions in Division 45 (1999-2004). He also served on two APA Presidential Task Force committees (resolution against prejudice and discrimination—2005; and multicultural resources—2006-2007) and a CODAPAR interdivisional committee developing resources for intimate partner violence. He also served on the APA National Standards Advisory Panel for high school curricula. He was past president of Division 45 from 2002-2003 and of the Western Psychological Association (WPA) from 2010-2011, and he served as the executive officer of the WPA from 2016-2017.

Ana Ruiz, PhD, is a professor of psychology at Alvernia University. She received her PhD from Cornell University. She is a coauthor of *Service Learning in Psychology: Enhancing Undergraduate Education for the Public Good* (2016) and *Service-Learning Code of Ethics* (2005); *Teaching Ethics to Undergraduate Psychology Students* (a web resource); and chapters and articles on ethics, service, and service learning, alumni careers, and intelligence. She received the 2017 Faculty Award for Exemplary Service Learning from the Holleran Center for Community and Global Engagement and a 2016 Teaching Excellence Award from Alvernia University.

Graduate Education

Roger N. Reeb, PhD, is a professor of psychology, Roesch Endowed Chair in the Social Sciences, and former director of Graduate Programs in Psychology at the University of Dayton. He has received university-related awards (Alumni Award in Teaching; Outstanding Faculty Service-Learning Award; Service-Learning Faculty Research Award) and APA-related awards (Dissertation Award, Springer Award for Excellence in Research in Rehabilitation Psychology—Division 22). He serves on APA's Work Group on Citizen Psychologists. Research interests include homelessness, participatory community action research, and service-learning outcomes.

Peter L. Sheras, PhD, ABPP, is a practicing clinical psychologist and professor in the Curry School of Education at the University of Virginia, where he serves as the chair of the Department of Human Services and director of Clinical Training in the Clinical and School Psychology Program. He is a member of the Virginia State Board of Psychology and is on the APA Board of Directors. He served as the mental health coordinator for his local Red Cross Chapter for 10 years and as Virginia federal advocacy coordinator.

Internship

Kermit Crawford, PhD, is currently chair of the Department of Psychology at Hampton University, Hampton, VA. He was formerly director of the Center for Multicultural Mental Health and Multicultural Training in Psychology on the Boston University Medical Campus. He is associate professor at Hampton University and emeritus associate professor at Boston University. His work has been in culturally competent practices in behavioral health, mentorship and training, and disaster behavioral health and response.

Elizabeth L. McQuaid, PhD, ABPP, is currently director of training at the Clinical Psychology Training Programs at Brown: A Consortium of the Providence Veterans Affairs (VA) Medical Center, Lifespan, and Care New England. Dr. McQuaid is a professor in psychiatry and human behavior and pediatrics at Alpert Medical School, Brown University. Her research and professional interests include interventions to address pediatric health disparities and models to promote effective research mentorship of clinical trainees.

Postdoctoral Education

Amber A. Hewitt, PhD, is a licensed psychologist who resides in Washington, DC, where she is an AAAS Science and Technology Policy Fellow at the NIH, National Institute of Mental Health. She is also an adjunct faculty member at Simmons College and American University. Dr. Hewitt is a former health policy fellow in the Office of U.S. Senator Cory A. Booker. She is the chair of the APA Membership Board. She currently serves as a commissioner for the District of Columbia Commission on Fathers, Men, and Boys.

Wayne G. Siegel, PhD, ABPP, is the postdoctoral member and representative of the APA Citizen Psychologist Initiative. He is the director of training for the APA-accredited Doctoral Internship and Postdoctoral Residency at the Minneapolis Veterans Affairs (VA) Health Care System. Dr. Siegel has served on the APA Commission on Accreditation and the Association of Psychology Postdoctoral and Internship Centers APPIC Board of Directors, and he was the inaugural chair of the VA Psychology Training Council in 2006. Dr. Siegel currently chairs the APPIC Postdoctoral Workgroup and serves on the Academy of Psychological Clinical Science Executive Committee.

Continuing Education/Lifelong Learning

Jennifer M. Taylor, PhD, is an assistant professor of counseling and counseling psychology at the University of Utah. Her research interests include professional competence, lifelong learning, continuing professional development, and continuing education, and she publishes extensively in these areas. Dr. Taylor chaired APA's Continuing Education Committee and serves on the APA Section for the Advancement of Women's HERstory Task Force, the Division 17 Awards and Recognition Committee, the Education Directorate Individual Development Plan, and the Presidential Initiative on the Citizen Psychologist. She was awarded the 2017 Cynthia D. Belar Education Advocacy Distinguished Service Award.

Wendi Williams, PhD, is the associate dean of Academic Affairs, Bank Street College of Education. Her research, writing, activism, and advocacy center on articulating and acting to address the ways intersectional identities and contexts impact people's lives; whether they are hypervisible, disregarded, or ignored. In her work, she considers implications of intersectional identity formation to shape individual and collective mental health, education, wellness, and opportunities for leadership among diverse populations, especially women and girls.

STAFF EDUCATIONAL CONSULTANTS

Emily Leary Chesnes, MBA, is the assistant director of Precollege and Undergraduate Education in the APA Education Directorate. She holds a BA in psychology from Furman University and an MBA from George Mason University. She has worked at APA since 2003 and serves as the staff liaison to the APA Committee of Teachers of Psychology in Secondary Schools.

Jim Diaz-Granados, PhD, serves as the chief education officer at APA and leads APA's efforts to enhance the quality of teaching and learning outcomes at all levels of education and to increase financial and policy support for psychology education and training. He oversees 12 offices and 60+ staff dedicated to procuring and producing resources for educators and students from K-12 to postgraduate, advocating for support of psychology education on Capitol Hill, analyzing and disseminating data on the psychology workforce and education pipeline, and administering various critical

quality assurance processes for the discipline and profession of psychology. Prior to joining APA in 2015, Dr. Diaz-Granados was chair and professor of psychology, neuroscience, and biomedical studies in the Department of Psychology and Neuroscience at Baylor University. He received his PhD in psychology from the University of Texas at Austin and completed a postdoctoral fellowship at the Medical University of South Carolina. He is past chair of the executive board of the Council of Graduate Departments of Psychology, and as a member of the Commission on Accreditation, he served as co-chair for program review and chair of the Research Working Group.

Garth A. Fowler, PhD, is the associate executive director of the APA Education Directorate and the director of the Office for Graduate and Postgraduate Education and Training. He joined APA in 2013 after serving as the director of the MS Program in Neurobiology and assistant chair of the Department of Neurobiology at Northwestern University. He leads APA's efforts on programs, resources, and policies that promote and enhance disciplinary education and training in psychology at the graduate and postdoctoral levels. He publishes peer-reviewed papers on career and professional development for graduate students and postdocs and has been a workshop organizer, an invited speaker, or keynote presenter at over 100 events. He served as a member of the selection committee for the American Association for the Advancement of Science (AAAS) Science and Technology Policy Fellowships (2015, 2016) and as chair in 2017.

Catherine L. Grus, PhD, is the deputy executive director of the APA Education Directorate and has been on the APA staff since 2005. Dr. Grus received her PhD in clinical psychology from Nova University in 1993 and completed her doctoral internship at the University of Miami School of Medicine and a 2-year postdoctoral fellowship at the University of North Carolina at Chapel Hill. At APA she works to advance policies and practices that promote high-quality education and training at the doctoral, postdoctoral, and post-licensure levels, including interprofessional education, development of models and tools for assessment of competence, supervision, and primary care psychology practice. Prior to APA, Dr. Grus was an assistant professor in the Department of Pediatrics at the University of Miami School of Medicine, where she served as the director of an APA-accredited internship program.

Robin J. Hailstorks, PhD, is the associate executive director and director of the Office of Precollege and Undergraduate Education in the APA Education Directorate. She provides leadership for policy and programs, research, and initiatives in precollege and undergraduate education in psychology and supports APA governance groups to advance the teaching and learning of psychology. She represents APA at national meetings on K-16 education. Dr. Hailstorks initiates Undergraduate Study in Psychology, a biennial national survey designed to paint a portrait of undergraduate education in psychology over time. She writes articles and presents research on current issues in undergraduate education in psychology.



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