



AMERICAN PSYCHOLOGICAL ASSOCIATION

OCTOBER 2023

GST# R127612802

monitor on psychology

UKRAINE'S EMERGENCY RESPONDER PSYCHOLOGISTS

PAGE 22

PLUS

SOLVING MATH
ANXIETY

PAGE 44

STOPPING TEEN
RELATIONSHIP
VIOLENCE

PAGE 62

STRENGTHENING
INTERNATIONAL
ADOPTIONS

PAGE 52

WORKING WITH
NATIVE AMERICANS

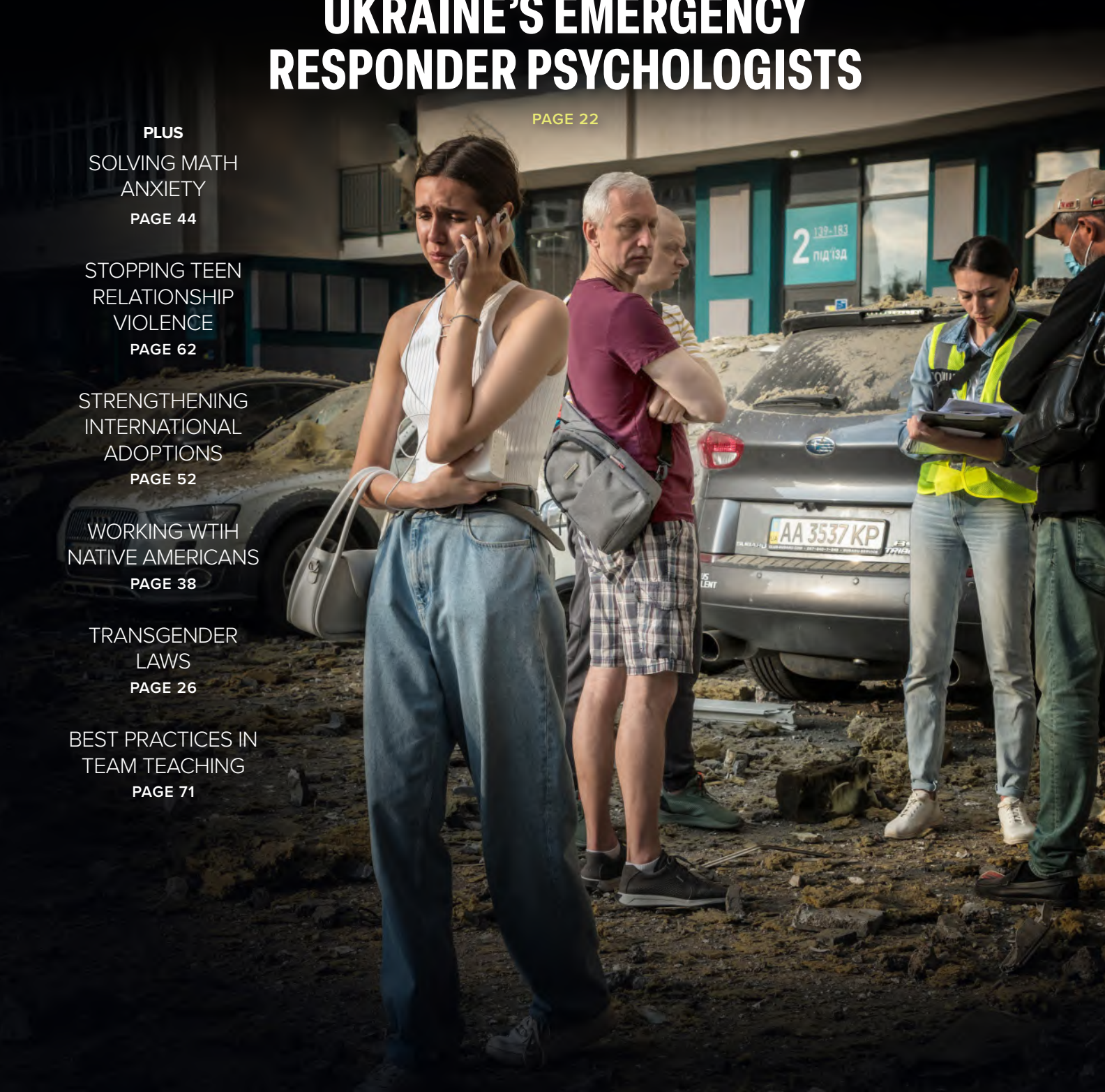
PAGE 38

TRANSGENDER
LAWS

PAGE 26

BEST PRACTICES IN
TEAM TEACHING

PAGE 71



Telehealth is transforming mental healthcare;
But with new technology comes new risks.

Data breaches and cyber-attacks
are on the rise.

Cyber protection is critical.

Psychologists in private practice
or working within an organization
have a duty to safeguard sensitive
patient and employee information.

Cyber Suite through American
Professional Agency, Inc. is an
endorsement to your professional
liability coverage.

Cyber Suite is easy to add, with no
lengthy forms to fill out.



PROTECT YOURSELF NOW

Learn more about
Cyber Suite

Visit AmericanProfessional.com/cyber-suite-PRO or call (800) 421-6694, ext. 2304

Preferred Provider of Professional Liability Insurance for APA members





70 Years of Impact

Founded in 1953, APF has impacted hundreds of psychologists and grad students.

Follow us on Twitter @AmPsychFdn, LinkedIn, or Facebook as we reflect on our journey and plan for our future.

APF Visionary Grants

Recipients of APF's flagship program represent innovative research, education, and intervention projects in psychology:



Understanding the Context of Shame in Opioid Use Disorder
and Sexual Violence

Prachi Bhuptani, PhD, Rhode Island Hospital, Brown University

Improving Health Outcomes among Adolescents with Asthma:
Examining the Real-Time Effects of Peer Support
Hannah L. Schacter, PhD, Wayne State University



Donate | Review | Plan

Donate today, join a review committee, or plan to include APF in your legacy at apa.org/apf



AMERICAN PSYCHOLOGICAL FOUNDATION

@APA

RESOURCES, OPPORTUNITIES, AND NEWS FOR PSYCHOLOGISTS FROM APA



TEACHING AND LEARNING

Addressing the Unique Needs of Students With Disabilities

APA's Coalition for Psychology in Schools and Education has published the "Top 20 Principles From Psychology for PreK–12 Teaching and Learning of Students With Disabilities," that includes research explicit to special education and relevance to teachers working with students with disabilities. APA's Top 20 Principles condense the most important psychological science on PreK–12 teaching and learning relevant to enhancing teaching, learning, and well-being in the classroom. The resource provides key insights into five areas of psychological functioning: thinking and learning, motivation, social-emotional learning, classroom management, and assessment of progress.

Download the full report at www.apa.org/ed/schools/teaching-learning/top-twenty/disabilities/index.

Read, Listen, & Watch



1

APA's new book *Big Liars* explores the psychological science behind people who use lies as their principal way of navigating life. A small but dangerous group, these individuals can have an outsized impact on the people around them—ruining personal relationships, bankrupting businesses, and undermining the fabric of society if they attain political power.

Order it at <https://www.apa.org/pubs/books/big-liars>.

2

When you're sad, do you say that you're feeling blue? Have you ever felt green with envy? Domicile Jonauskaitė, PhD, an experimental color psychologist at the University of Vienna, joins APA's award-winning podcast *Speaking of Psychology* to discuss the links between color and emotion. Listen wherever you get your podcasts.

Listen wherever you get your podcasts.

3

Watch 38 hours of previously livestreamed content from the Main and Feature Stages at APA 2023 when and where you want with on-demand access. If you already registered for APA 2023, you can browse the on-demand offerings at APA 2023 On Demand at <https://convention.apa.org/agenda/virtual-programs>.

If you haven't registered, you can register to access on-demand content through Nov. 30 at <https://convention.apa.org>.



How to Reach Us

Answers to many of your questions may be found on
APA's website: www.apa.org; for phone service call (800) 374-2721;
for story ideas or comments, contact Editor in Chief
Trent Spiner at tspiner@apa.org.

ACTION

Council Approves Revisions to Undergraduate Psychology Guidelines

In August, APA's Council of Representatives approved the revisions to the APA Guidelines for the Undergraduate Psychology Major. The revision is titled *Empowering People to Make a Difference in Their Lives and Communities* and includes an emphasis on the scientific foundation of psychology and its broad application; greater attention to workforce preparation; consideration of global perspectives; elaborated expectations regarding ethnical behavior across contexts; stronger representation of measurement, research methods, and statistics; and an infusion of equity, diversity, and inclusion across goal domains.

Find them at www.apa.org/about/policy/undergraduate-psychology-major.pdf.

FUTURE OF WORK

Attend Work, Stress, and Health in November

APA will host the biennial Work, Stress, and Health conference virtually on Nov. 8–11, along with the National Institute for Occupational Safety and Health and the Society for Occupational Health Psychology. This year's focus will be mental health in the workplace. Psychologists Amy Edmondson, PhD, of Harvard Business School, Marc Brackett, PhD, of the Yale Center for Emotional Intelligence, and Amisha Jah, PhD, of the University of Miami, will be featured on a panel on "Mindfulness, Psychological Safety, Emotional Well-being, and Safety in the Workplace." The meeting will also cover ways to promote employee health and well-being, build sustainable organizations, and much more.

Learn more and register at www.apa.org/wsh.



A publication of the American Psychological Association

VOLUME 54 | NUMBER 7

PRESIDENT Thema Bryant, PhD
CHIEF EXECUTIVE OFFICER Arthur C. Evans Jr., PhD
CHIEF COMMUNICATIONS OFFICER Alicia Aebersold

EDITORIAL

EDITOR IN CHIEF Trent Spiner
MANAGING EDITOR Susan Straight
SENIOR EDITORS Lindsey Allen, Jamie Chamberlin
DESIGN Sara Deneweth, Selena Robleto, Ciera Schibi, Callie Strobel
COPYEDITORS Jenny Miyasaki, Shannon Pennefeather, Jane Sunderland
PRODUCTION MANAGER Peter S. Kovacs
EDITORIAL ASSOCIATE Barb Fischer

APA MEDIA AND EVENT SALES

DIRECTOR OF MEDIA SALES Jodi Ashcraft
SENIOR MEDIA SALES MANAGER James Boston
APA PSYCCAREERS OPERATIONS MANAGER Amelia Dodson
RECRUITMENT ADVERTISING SALES MANAGER Nancy Onyewu
RECRUITMENT ADVERTISING SALES
REPRESENTATIVE Shawn Deadwiler II
SENIOR MARKETING MANAGER Robin Tiberio
BUSINESS ADMINISTRATOR Eric Fuller
DESIGN & PRODUCTION Rebecca Halloran
MEDIA & EVENT SALES COORDINATOR Brianna Garrison

The *Monitor on Psychology* (ISSN-1529-4978) is the magazine of the American Psychological Association (APA) and is published 8 times per year—January/February combined, March, April/May combined, June, July/August combined, September, October, and November/December combined. Publications office, headquarters, and editorial offices are at 750 First St., N.E., Washington, DC 20002-4242. APA purchases only "first publication rights" for photos and illustrations. Therefore, it cannot grant permission to reuse any illustrative material. APA holds the copyright for text material in *Monitor on Psychology* articles. Permission requests to reproduce text material should be addressed to APA, Permissions Office, at the APA address. Telephone numbers: Headquarters (202) 336-5500; TDD (202) 336-6123; Display advertising (202) 336-5714; Classified advertising (202) 336-5564; and Subscriptions (202) 336-5600. The views expressed in the *Monitor on Psychology* are those of the authors and may not reflect the official policies or positions of the American Psychological Association or the *Monitor on Psychology*. No endorsement of those views should be inferred unless specifically identified as the official policy or position of the American Psychological Association. The publication of any advertisement by APA is an endorsement neither of the advertiser nor of the product. APA endorses equal employment opportunity practices, and we reserve the right to edit all copy and to refuse ads that are not in consonance with the principles of Title VII of the Civil Rights Act of 1964. Subscription to the *Monitor on Psychology* (\$6) is included in the annual dues and fees for all APA members and student affiliates. Individual subscription rate is \$50; individual surface rate is \$107; and individual airmail rate is \$139. Institutional subscription rate is \$93; institutional surface rate is \$203; and institutional airmail rate is \$235. Single copies are \$20 each. For \$16 extra, the *Monitor on Psychology* will be mailed first-class to subscribers in the United States, Canada, and Mexico. For \$75 extra, airmail is available to foreign subscribers (other than Canada and Mexico). Periodical postage is paid at Washington, DC, and at additional mailing offices. POSTMASTER: Send address changes to *Monitor on Psychology* Subscriptions Department, 750 First St., N.E., Washington, DC 20002-4242. CANADA SUBSCRIPTIONS: Canada Post Agreement Number 40036331. Send change of address information and blocks of undeliverable copies to PO Box 1051, Fort Erie, ON L2A 6C7. Printed in the United States of America. ©2022 by APA. Address editorial inquiries to the *Monitor on Psychology* editor, and advertising and subscription inquiries to *Monitor on Psychology*/advertising or *Monitor on Psychology*/subscriptions.

Please recycle this magazine. If you wish to go paperless and receive only the digital edition of the *Monitor*, please email membership@apa.org or call (800) 374-2721. Answers to many member-related questions can be found on APA's website: www.apa.org.

REGISTER

ANNOUNCING A NEW SERIES: BUILDING A THRIVING PRACTICE AND CULTURE OF INCLUSIVITY

The American Psychological Association's Office of Continuing Education in Psychology (CEP) and Office of Equity, Diversity and Inclusion (EDI) are pleased to bring you a live webinar series based on the APA EDI Framework. The series will include:

- Five 120-minute webinars in October/November 2023.
- Content focused on the four key pillars of the EDI Framework.
- A panel discussion with all presenters and a moderator.
- Two CE credits per webinar (live or video on-demand).

KEY PILLAR: ENHANCING PSYCHOLOGICAL SAFETY

Cancelling the Culture of Nice to Enhance Psychological Safety

October 4, 2023 | 1:00 pm, ET

Carlton E. Green, PhD

This presentation provides attendees with foundational skills in identifying and utilizing effective relational skills in support of developing deeper engagement and greater psychological safety in the workplace.

KEY PILLAR: DEVELOPING INCLUSIVE POLICES & PRACTICES

Developing Policies That Promote Inclusive, Equitable and Trauma-Informed Care

October 11, 2023 | 1:00 pm, ET

Maria Espinola, PsyD

This presentation provides attendees with foundational principles and guidance on how to develop policies that promote inclusive, equitable, and trauma-informed care.

KEY PILLAR: FACILITATING CULTURAL AND EMOTIONAL INTELLIGENCE

Building an Equitable Practice: The Case for Cultural Humility and Emotional Intelligence

October 18, 2023 | 1:00 pm, ET

Evelyn A. Hunter, PhD

This presentation provides an overview of the tenets of cultural humility and their relationship to emotional intelligence.

KEY PILLAR: PROVIDING ACCESS AND EQUITY

Decolonizing Your Clinical Practice: Addressing Power, Privilege and Bias to Provide Equitable Care (Providing Access and Equity)

October 25, 2023 | 1:00 pm, ET

Erlanger "Earl" Turner, PhD

This presentation provides an overview of the EDI guiding principle focused on the field of psychology and discuss the significance of decolonization in clinical practice.

Presenter Panel Discussion

November 1, 2023 | 1:00 pm, ET

The panel discussion is designed to engage participants in constructive cultural dialog with the series presenters.

REGISTRATION DETAILS

Bundle Package:

\$155 APA member | **\$215** Nonmember

Individual session(s):

\$40 APA member | **\$50** Nonmember

Visit **APA.CONTENT.ONLINE** to register for these Special Events



AMERICAN
PSYCHOLOGICAL
ASSOCIATION



**CONTINUING
EDUCATION**
IN PSYCHOLOGY

The American Psychological Association is recognized by the New York State Education Department's (NYSED) State Board for Psychology as an approved provider of continuing education for licensed psychologists #PSY-0100

Continuing Education
from your Association



COVER STORY

PSYCHOLOGY EMERGENCY RESPONDERS IN UKRAINE

Emergency responders in Ukraine's capital offer not only physical care to the victims of airstrikes but also mental health support for survivors in crisis.

See page 22



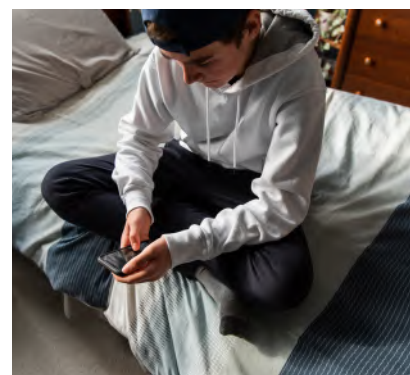
44 SOLVE FOR MATH ANXIETY

Psychological scientists are learning about the causes and consequences of math anxiety—and how to prevent it.



52 INTERNATIONAL ADOPTION JOURNEY

Psychologists are striving to learn how mental health professionals can better support international adoptees and their families.



62 DISRUPTING TEEN DATING VIOLENCE

Violence in teen relationships predicts violence in adulthood, so psychologists are exploring new ways to interrupt the cycle.

ON THE COVER:

AN EMERGENCY RESPONDER PSYCHOLOGIST (YELLOW VEST) TAKES NOTES WHILE ATTENDING TO VICTIMS OF A RUSSIAN AIRSTRIKE ON AN APARTMENT BUILDING IN KYIV, UKRAINE. BRENDAN HOFFMAN/THE NEW YORK TIMES



Mental
health
effects of
fried food
Page 15

- 2 @APA: THE HOT LIST
- 8 PRESIDENT'S COLUMN
- 10 UPDATE FROM THE CEO

RESEARCH

- 13 IN BRIEF
- 21 DATAPOINT
- 80 BY THE NUMBERS

NEWS

- 26 TRANSGENDER LAWS
- 30 INCREASING DIVERSITY IN I/O
- 37 JUDICIAL NOTEBOOK

PEOPLE

- 35 4 QUESTIONS FOR JASON OKONOFUA
- 70 PSYCHOLOGISTS IN THE NEWS

CE CORNER

- 38 WORKING WITH NATIVE AMERICANS

CAREER

- 71 BEST PRACTICES IN TEAM TEACHING

EMPLOYMENTS ADS

- 77 THE BEST JOBS IN PSYCHOLOGY

Reducing
racial
disparities
in school
suspension
rates
Page 35



CE CORNER

WORKING WITH NATIVE AMERICANS

Treatment approaches that embrace Native American values and spirituality have the potential to boost mental health in communities that have suffered harm. *See page 38*



Diversity in I/O. Page 30



Transgender laws. Page 26



AMERICAN
PSYCHOLOGICAL
ASSOCIATION

Your APA membership gives you access to consultants who can answer questions regarding the business aspects of private practice.

Consultations will consist of individual 20-minute phone calls by appointment.

CALL

1-855-682-8302

Monday–Friday 7 am–7 pm CT

APA PRIVATE PRACTICE

Helpline

For APA Members and Affiliates

For more information, visit on.apa.org/helpline

EMBRACING DECOLONIAL PSYCHOLOGY

To advance as a field, we must recognize the importance of cultural humility, advocacy, and embodied healing

BY THEMA BRYANT, PHD



I'm proud to be the president of an organization that represents 146,000 psychologists while advancing psychology's impact and horizons in the global arena. If we are going to be ethical in our approach to global psychology, we must address context. This means paying attention to

history, politics, power, and culture.

Too many of our training programs are exclusively centered on the United States and either never mention other nations or overgeneralize findings from the United States to other nations. Let's broaden psychology's horizons and expand the potential impact of our research, practice, teaching, and applied interventions by engaging with international psychology and embracing decolonial psychology.

Highlighting decolonial psychology is one of my presidential initiatives. Decolonial psychology asks us to consider not just the life history of the individual you are working with but also the history of the various collective groups they are a part of, whether that is their nationality, ethnicity, gender, sexuality, religion, or disability. The past informs the present. It is necessary to acknowledge and honor the past if we are to truly see people as whole beings.

● **Thema Bryant, PhD**, is the 2023 APA president, a professor of psychology at Pepperdine University, and an ordained minister in the African Methodist Episcopal Church. Follow her on X, formerly Twitter: @drthema or Instagram: @dr.thema.

Decolonial psychology also calls for an appreciation for indigenous science. We need cultural humility and recognition that the traditional field of psychology is not the only source of knowledge or healing. We need to study, assess, and appropriately apply wisdom and practices that emerge from Indigenous cultures.

We also need psychology to help shift systems and institutions as well as individuals and families. Increasing our consciousness of this is not only necessary for our patients but for ourselves as professionals. We must note how systems and institutions affect the well-being of

individuals and look for ways to shift those macrolevel structures so they enhance—instead of impede—human flourishing. Once we make note of how these structures operate, we must choose to advocate for change. For us to promote optimal living we must address the human rights of all people including those who have been disenfranchised.

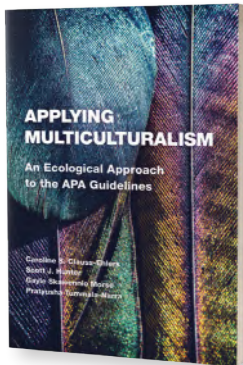
Finally, decolonial psychology requires an expansion beyond thought, feelings, and behavior. We must be holistic, which means countering our field's pervasive neglect of the body and spirit. Embodied healing and integration of people's faith, religion, and/or spirituality is essential for the advancement of the field.

I hope you will join me in embracing a decolonial approach to our field that seeks to humanize, appreciate, and activate people to grow and thrive. This commitment includes a dedication to both dismantling systems of oppression and promoting liberation individually and collectively. ■



LAYLABRID/GETTY IMAGES

New Releases from APA Books



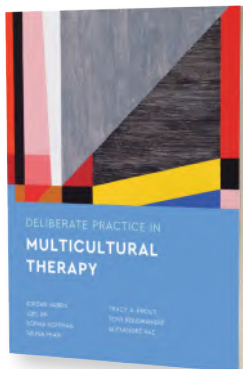
Applying Multiculturalism

An Ecological Approach to the APA Guidelines

CAROLINE S. CLAUSS-EHLERS, SCOTT J. HUNTER, GAYLE SKAWENNIO MORSE, AND PRATYUSHA TUMMALA-NARRA

This book expands on APA's 2017 *Multicultural Guidelines* by exploring additional research and providing students and professionals with practical applications for clinical practice, teaching and training, research, and consultation.

Paperback | 978-1-4338-3254-3 | List Price: \$65.99 | APA Member Price: \$49.49

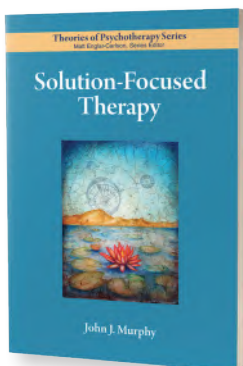


Deliberate Practice in Multicultural Therapy

JORDAN HARRIS, JOEL JIN, SOPHIA HOFFMAN, SELINA PHAN, TRACY A. PROUT, TONY ROUSMANIERE, AND ALEXANDRE VAZ

Deliberate practice exercises provide trainees and students opportunities to develop a more multicultural, intersectional approach to psychotherapy and hone their own personal therapeutic style.

Paperback | 978-1-4338-3667-1 | List Price: \$43.99 | APA Member Price: \$32.99



Solution-Focused Therapy

JOHN J. MURPHY

This highly informative book captures solution-focused therapy's essence, which distinguishes it from problem-focused approaches that have dominated the psychotherapy profession for over a century.

Paperback | 978-1-4338-3767-8 | List Price: \$39.99 | APA Member Price: \$29.99

Use code **JNLAPA20** for 20% off and free domestic shipping
when you order direct from APA.

BKS.APA.ORG/M-APABOOKSF23

FLOURISHING AT WORK

Psychological science will help to create healthier workplaces and happier workers

BY ARTHUR C. EVANS JR., PhD



Workplace well-being became a central focus early in the pandemic when organizations were suddenly forced to navigate remote work. Workers battled with personal and professional challenges related to high levels of stress and uncertainty. Although the nature of the pandemic has significantly evolved, the need for attention to workplace culture and dynamics has never been greater.

APA's *Work in America* Survey, released in July, provides a snapshot of where we currently find ourselves as a nation. In part, the data offer a positive picture—that most (77%) of workers report being satisfied with the support for mental health and well-being that they receive from their employers. This is likely due to leaders' more intentional efforts over time and to the fact that nearly all (92%) workers say it is important to work for an organization that values their emotional and psychological well-being. The data also show our country still has a long way to go to transform toxic workplaces into engines of well-being.

A key feature of this effort involves translating what we know from psychological science to apply it in different work environments. Our field has valuable knowledge across many domains that can elevate the well-being of the workforce and help leaders foster positive

changes in workplace culture—both of which are connected to an improved bottom line.

APA is using the expertise of our membership to create science-based resources for businesses, government, health care organizations, and more. We are also building partnerships to elevate

psychology's unique voice and inform others' work. For example, members of APA's applied psychology community were heavily involved in shaping the U.S. Surgeon General's Framework for Workplace Mental Health & Well-being, enabling us to reach a much broader and more diverse audience.

As a psychologist, a CEO overseeing more than 550 staff, and a leader who works to educate others about healthy workplaces, I am enthusiastic about the progress I have seen. I hope we will view this work not as a hurdle we must get through, but as an ongoing opportunity to strengthen workplaces and improve people's lives by doing so. ■



Most employees say it is important to work for an organization that values their psychological well-being.

● Arthur C. Evans Jr., PhD, is the chief executive officer of APA. Follow him on Twitter @ArthurCEvans.



AMERICAN
PSYCHOLOGICAL
ASSOCIATION

APA Merch



Shop online at apamerchstore.com

Save 10% when you use code **MONTEN at checkout**

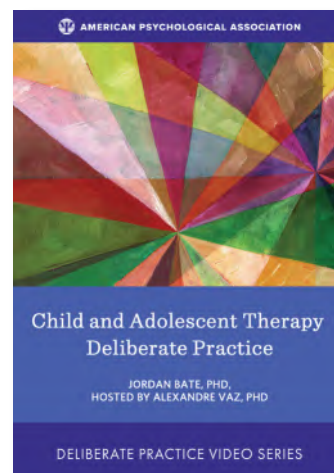
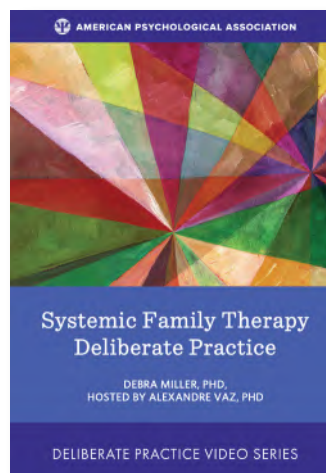
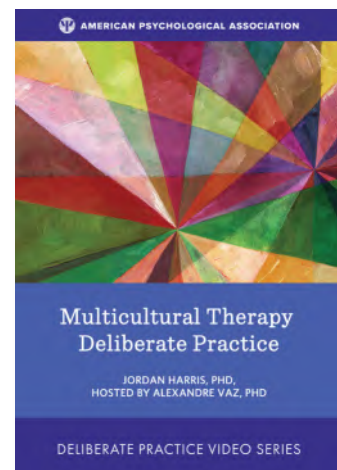
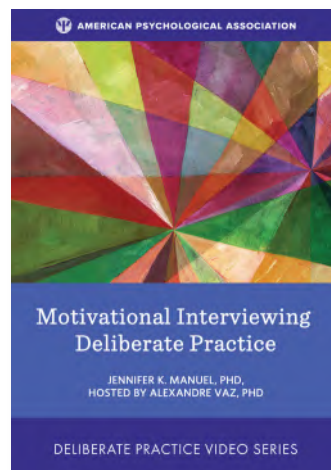
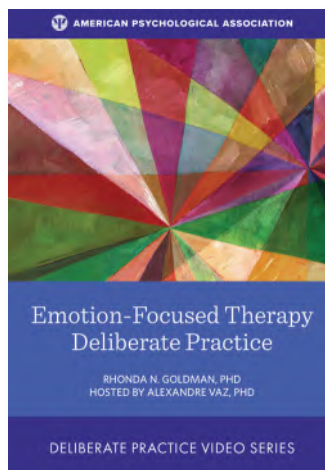


Show your love of psychology with unique swag from the APA Merch Store. Choose from a collection of fresh t-shirts, stylish drinkware, colorful socks, and more!



New Titles in APA's Deliberate Practice Video Series

Designed for clinical training and continuing education, the *APA Deliberate Practice Video Series* provides a tool for viewers to observe and apply deliberate practice to teaching their students or improve their own performance. Each video centers around a brief interview with a guest expert on how deliberate practice is done within the expert's particular approach to psychotherapy, followed by a demonstration of several deliberate practice exercises.



Use code **JNLAPA20** for 20% off and free domestic shipping
when you order direct from APA.

BKS.APA.ORG/M-VIDEOF23

In Brief

MISTREATED CHILDREN STRUGGLE WITH EMOTIONS

A ccording to a meta-analysis study in *Psychological Bulletin*, adult alexithymia—difficulty identifying and describing one's emotions—may be linked to childhood maltreatment. Researchers analyzed 78 published studies involving 36,141 participants that reported details of potential child maltreatment and levels of alexithymia in adulthood. Three types of childhood maltreatment—emotional neglect, emotional abuse, and physical neglect—were powerful predictors of alexithymia, high levels of which are associated with psychological disorders, including autism, depression, and schizophrenia. Two other types—sexual and physical abuse—were less strongly related to alexithymia.

DOI: 10.1037/bul0000391



AI COWORKERS MEAN MORE DRINKING

According to research in the *Journal of Applied Psychology*, people working with artificial intelligence (AI) systems can suffer from loneliness and insomnia and drink more heavily after work. In the first of four studies, researchers surveyed 166 engineers at a Taiwanese biomedical company who worked with AI systems about their loneliness, attachment anxiety, and sense of belonging. The engineers' coworkers rated individual participants on their helpful behaviors, and family members reported on participants' insomnia and after-work alcohol consumption. Employees with more frequent AI systems interactions were more likely to experience loneliness, insomnia, and increased alcohol consumption after work but also showed some helping behaviors toward fellow employees. The researchers replicated these results in an online study with 214 full-time working adults in the United States and another study with 294 employees at a Malaysian tech company. The fourth study with 126 real estate consultants in an Indonesian property management company resulted in similar findings except for the connection between AI interactions and alcohol consumption.

DOI: 10.1037/apl0001103

SUICIDALITY IN LGBTQ+ YOUTH

When LGBTQ+ youth experience minority-related stressors, their suicidality intensifies that same day, suggests research in



the *Journal of Psychopathology and Clinical Science*. Researchers asked LGBTQ+ youth ages 12 to 19 in the United States to fill out daily diaries. Of 92 participants, 91% identified as a sexual minority and 33% as a gender minority. All participants reported experiencing at least two stressors related to their minority status in the past 28 days. Internal and external stressors related to minority status were tied to same-day increases in the intensity of suicidal thoughts and self-harm ideation. These stressors were also associated with same-day

When LGBTQ+ youth experience stressors related to sexual orientation or gender identity, their suicidality intensifies that same day, suggests new research.

negative affect and difficulties regulating emotions. Plurisexual individuals—those attracted to multiple genders—and those questioning their sexual orientation reported higher levels of nonsuicidal self-injury ideation. Older participants were more likely to experience suicidality and ideation.

DOI: 10.1037/abn0000813

REPRODUCTIVE DISORDERS AND MENTAL HEALTH

Women with reproductive disorders are 2 to 3 times more likely to have one or more

psychiatric disorders, according to a meta-analysis study in *JAMA Network Open*. Researchers analyzed 81 studies involving women ages 13 to 55, published between 1980 and 2019. These studies evaluated the prevalence of mental health disorders among females with genital tract dysfunction, and reproductive disorders among women with mental dysfunction. The diagnosis of reproductive disorders was related to a 2- to 3-fold increase in the probability of having one or more psychiatric disorders compared with controls. Polycystic ovary syndrome was related to a 1.7- to 2.6-fold increase in the likelihood of depression. Similar results were observed for anxiety. In addition, chronic-type pelvic pain was related to a 2.3-fold increased risk of anxiety and a 3.9-fold increased risk of depression.

DOI: 10.1001/jamanetworkopen.2023.8685

FRIED FOOD FRIES MENTAL HEALTH

Research in *Proceedings of the National Academy of Sciences*

suggests that frequent consumption of fried foods is strongly associated with an increased risk of anxiety and depression, likely because of the lipid metabolism disturbance and neuroinflammation brought on by contaminants including acrylamide. Researchers surveyed 140,728 participants in China about their mental health and their eating habits. They found that frequent fried food consumption, especially french fry consumption, is strongly associated with a 12% and 7% higher risk of anxiety and depression, respectively. The associations were more pronounced among male and younger consumers. The researchers then demonstrated in zebrafish studies that long-term exposure to acrylamide, a common contaminant found in fried food, induces anxiety- and depressive-like behaviors via oxidative stress-mediated neuroinflammation and disordered lipid metabolism in the animals' brains.

DOI: 10.1073/pnas.2221097120

Frequent consumption of fried foods is strongly associated with an increased risk of anxiety and depression.

UNINTENDED FENTANYL USE

A study in the *International Journal of Drug Policy* indicates that more than 4 in 5 people who inject drugs test positive for fentanyl, though only 1 in 5 intend to take it. Researchers surveyed 313 people who injected drugs in the United States between 2021 and 2022 about their drug use, including whether they had used fentanyl intentionally in the previous month, and their experience with overdoses. All survey participants underwent drug testing for fentanyl, heroin, other opioids, and stimulants. Toxicology results revealed widespread use of fentanyl, with 83% of participants testing positive for it. However, only 18% reported recently using fentanyl intentionally; most reported using heroin instead. Nearly one quarter of participants had overdosed at least once in the previous 6 months, with 36% of those who intentionally used fentanyl experiencing a recent overdose, compared with 21% of those who reported not using fentanyl but still tested positive for it.

DOI: 10.1016/j.drugpo.2023.104063

PSYCHIATRIC DISORDERS TIED TO TEEN CANNABIS USE

According to a study in *JAMA Network Open*, teens who use cannabis recreationally are 2 to 4 times more likely to develop psychiatric disorders, such as depression and suicidality, than teens who don't use cannabis at all. Researchers analyzed responses about mental health and cannabis use from a



REID3850/GETTY IMAGES

representative sample of 68,263 adolescents in the United States between the ages of 12 to 17. They found that about 1 in 10 participants were casual cannabis users, and roughly 1 in 40 met the criteria for cannabis addiction. Casual cannabis users were 2 to 2.5 times more likely to have adverse mental health outcomes and behavioral problems, including major depression, suicidal ideation, low grade point average, difficulty concentrating, fighting, aggression, and arrest, compared with teens who didn't use any cannabis. Teens addicted to cannabis were 3.5 to 4.5 times more likely to have these issues.

DOI: 10.1001/jamanetworkopen.2023.11294

DEEP SLEEP MAY PROTECT AGAINST ALZHEIMER'S

A study in *BMC Medicine* suggests that deep sleep might protect against memory loss in older adults facing a heightened risk of Alzheimer's disease. Researchers in the United States recruited 62 healthy adults with an average age of 75 who were not diagnosed with dementia to sleep in a lab while their brain waves were measured with electroencephalography. The researchers also used positron emission tomography scans to measure deposits in the participants' brains of the

Deep sleep might protect against memory loss in older adults facing a heightened risk of Alzheimer's disease.

protein beta-amyloid, high levels of which are associated with Alzheimer's. Half of the participants had high amounts of amyloid deposits; the other half did not. After they slept, the participants completed a memory task involving matching names to faces. Those with high amounts of beta-amyloid deposits in their brain who also experienced deeper sleep performed better on the memory test than those with the same amount of deposits but whose sleep was worse. In the group without beta-amyloid deposits, deep sleep had no additional supportive effect on memory.

DOI: 10.1186/s12916-023-02811-z



REAGAN LEW ZHI SINIGETTY IMAGES

BIOMARKER FOR SUICIDE RISK IN PTSD

A study in the *Journal of Affective Disorders* indicates that a biomarker in the brain could help identify people at higher risk of suicide. Researchers performed resting fMRI scans of the brains of 73 post-9/11 veterans exposed to trauma. They then zeroed in on participants who reported a suicide attempt at a 1- to 2-year follow-up assessment but had not reported any prior attempts. They examined brain connectivity before and after the suicide attempt and compared it with a matched control group of veterans with equivalent symptoms of depression and post-traumatic stress disorder (PTSD) but no reported suicide attempts. The comparison revealed that brain connectivity between cognitive control (adjusting behavior to achieve a specific goal) and self-referential processing (reflecting on previous or future activities) networks was dysregulated in veterans in the suicide attempt group. Critically, this dysfunctional connection between the two brain networks was present both before and after the attempt, suggesting that the connectivity marker could indicate which individuals are at risk of attempting suicide.

DOI: 10.1016/j.jad.2023.04.061

BRAIN STIMULATION BOOSTS MEMORY

A study in *Nature Neuroscience* indicates that synchronizing the firing of neurons in the medial temporal lobe and neocortex through electrical stimulation improves memory consolidation.



Researchers recruited 18 U.S. epilepsy patients for a 2-night study. These participants were already participating in a 10-day-long seizure monitoring session, for which researchers had implanted electrodes in their brains. Before bedtime on the first night, the patients were shown photo pairings of animals and celebrities and then tested on their recall. The same test was conducted following a night of undisturbed sleep. The participants were shown a new set of animal and celebrity pairings on the second night. This time, as they entered the deep sleep phase associated with memory consolidation, they received electrical stimulation meant to synchronize hippocampal and neocortical neuron firing. The result was increased recall the next morning compared with the morning after no nighttime stimulation. However,

Synchronizing the firing of neurons in the medial temporal lobe and neocortex through electrical stimulation can improve memory consolidation.

participants who received stimulation in other neocortical regions or stimulation that wasn't synchronized showed mixed results or even worse performance.

DOI: 10.1038/s41593-023-01324-5

SHARE, BUT DON'T STEAL, THE SPOTLIGHT

Relating to someone else's story with a similar one is often appreciated, provided your news is about comparable accomplishments, similar downfalls, or worse tragedies, suggests research in the *Journal of Social and Personal Relationships*. Across four studies, researchers examined more than 2,600 conversations on Reddit, Facebook, text messages, and other settings to learn how people use and perceive reciprocal self-disclosure across various contexts, focusing primarily on positive-versus-negative and similar-versus-more-extreme stories. They found that people were reluctant to reciprocally self-disclose because they didn't want to steal another person's spotlight. However, people felt validated, listened to, and appreciated when respondents reciprocally shared similar experiences. People hated hearing reciprocal self-disclosures that revealed more impressive accomplishments. They did, though, appreciate disclosures about equal or more extreme negative experiences. Additionally, the researchers found that the need for privacy, the gender of the respondent, and closeness predicted whether respondents used reciprocal self-disclosure but not

whether recipients appreciated reciprocal self-disclosure.

DOI: 10.1177/02654075231174530

THE ILLUSION OF MORAL DECAY

Around the world, people believe that society is less moral now than it used to be, according to a study in *Nature*. Researchers examined 12,492,983 surveys administered to people in 60 countries between 1949 and 2021. Their findings indicate that people have perceived a decay in society's morals for at least 70 years. In general, respondents estimated that moral decline began around the time they were born, regardless of when that was. However, when asked to cite specific examples that illustrate moral lapses, few respondents could point to any. The researchers suggest this perception of moral decay may arise from the consumption of negative news and the scientifically documented phenomenon of negative memories fading faster than positive ones, which can lead people to believe that past morality was higher than in the present.

DOI: 10.1038/s41586-023-06137-x

MORE YOUTH ANXIETY, LESS THERAPY

According to a study in *Pediatrics*, young people are increasingly diagnosed with anxiety, for which they are prescribed medication but not talk therapy. Researchers analyzed data from 46.4 million pediatric office visits for patients in the United States over three periods (2006–09, 2010–13, and

2014–18). The proportion of adolescent (ages 12 to 17) office visits resulting in the diagnosis of anxiety increased from 1.4% in 2006–09 to 4.2% in 2014–18. Similar rates of increase were seen in children (ages 4 to 11) and young adults (ages 18 to 24). Of the individuals diagnosed with anxiety, those receiving any form of counseling therapy as recommended by their primary care pediatrician decreased from 48.8% to 32.6% between the first and third periods. However, the proportion of anxiety medications prescribed during these visits for those diagnosed with anxiety remained steady over time at about 60%.

DOI: 10.1542/peds.2022-059416

CHARACTERIZING PHISHING SCAM VICTIMS

Young, impulsive, extroverted, and agreeable people are more susceptible to phishing scams than others, suggests research in *Applied Cognitive Psychology*.

Young, impulsive, extroverted, and agreeable people may be more susceptible to phishing scams than others.

Researchers used an online survey of 1,000 participants to investigate how factors such as users' experience with phishing, age, deficient self-regulation, and personality impacted their ability to differentiate between legitimate emails and those containing phishing scams. Overall, participants correctly classified 72% of the emails. As expected, participants who scored higher on measures of phishing awareness were better at distinguishing between phishing and legitimate emails. Participants with poor self-control and impulsive tendencies were more likely to misclassify phishing emails as legitimate, as were younger participants—ages 18 to 29—and those who scored higher on scales of extroversion and agreeableness.

DOI: 10.1002/acp.4075

INSIGNIFICANCE FUELS OBSESSION

When people feel a loss of significance, they become more



obsessed with their romantic partners, and this obsessiveness is associated with a greater willingness to engage in extreme behaviors, suggests research in *Personal Relationships*. Across three studies, researchers surveyed 732 Italian adults currently in relationships about their feelings of insignificance, obsessive and harmonious feelings toward their partner, willingness to make sacrifices to maintain the relationship, and obsessive intrusive behaviors like invading their partner's privacy. They found that participants who felt insignificant were more likely to harbor an obsessive fixation on their partner but less likely to harbor harmonious feelings. Furthermore, only obsessiveness was associated with a greater readiness to self-sacrifice for the relationship.

DOI: 10.1111/pere.12506

NOT SO 'SMART'?

Cognitive enhancers, often called "smart" drugs, might actually impair accuracy and efficiency in neurotypical individuals, indicates research in *Science Advances*. In four double-blinded, randomized trials, researchers gave 40 neurotypical participants in Australia a popular smart drug, such as methylphenidate, modafinil, or dextroamphetamine, or a placebo. The participants then engaged in the complex task of efficiently packing a knapsack. Overall, participants taking the drugs had higher motivation but somewhat lower accuracy and efficiency relative to their results when not taking the drugs. Participants who performed at a higher level in the placebo

condition compared with the rest of the group showed a bigger dip in performance and productivity after receiving a drug. By contrast, participants who had a lower performance in a placebo condition only very occasionally exhibited a slight improvement after taking a drug.

DOI: 10.1126/sciadv.add4165

LYING FLAT

According to a study in *BMC Psychology*, young people who choose to live a minimalist lifestyle and reject the pressures of society—a philosophy called "lying flat"—tend to believe they can be happy without being involved in romantic relationships. Researchers surveying 232 Malaysian adults between 18 and 24 found that those with positive feelings toward lying flatism were also more likely to agree with statements like "I believe that I can have a full and happy life without a romantic relationship." Those who endorsed this belief, in turn, were more likely to agree with statements such as "I feel happy when I am single." In addition, the researchers found that compared with their male counterparts, young women had fewer biases against single people, had less fear of being single, held stronger beliefs that happiness could exist without romantic relationships, and displayed more positive attitudes toward singlehood.

DOI: 10.1186/s40359-023-01187-2

ANIMAL-ASSISTED THERAPY HELPS BPD PATIENTS

Patients with borderline personality disorder can benefit from

animal-assisted psychotherapy, suggests research in the *Journal of Psychiatric Research*. Researchers divided 40 patients from an inpatient hospital in Germany into two groups: a group that received therapy sessions led by human therapists but involving interactions with animals and a group engaged in therapy sessions led by human therapists. Sessions were conducted over 6 weeks. The researchers found that both therapeutic interventions significantly reduced cortisol levels over baseline levels as measured by saliva tests throughout the study. In addition, self-reported symptom severity, impulsivity, fear of compassion, and alexithymia decreased compared with baseline for patients in both groups. Oxytocin levels increased for both groups but not significantly.

DOI: 10.1016/j.jpsychires.2023.05.004

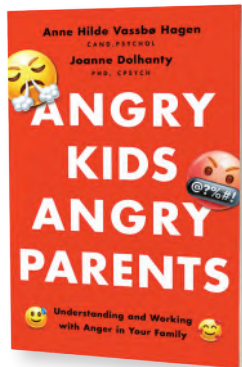
Patients with borderline personality disorder can benefit from animal-assisted psychotherapy.





AMERICAN PSYCHOLOGICAL ASSOCIATION

New Releases from APA LifeTools



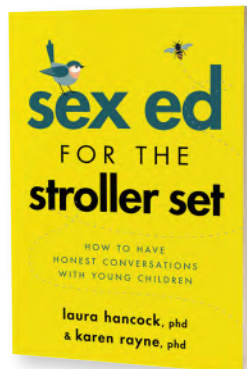
Angry Kids, Angry Parents

Understanding and Working With Anger in Your Family

ANNE HILDE VASSBØ HAGEN, CAND.PSYCHOL
AND JOANNE DOLHANTY, PHD, CPSYCH

Supported by years of psychological research and therapeutic practice, the strategies in this practical, compassionate book will help any caregiver who struggles with their child's anger.

Paperback | 978-1-4338-4065-4 | List: \$21.99 | APA Member: \$16.49



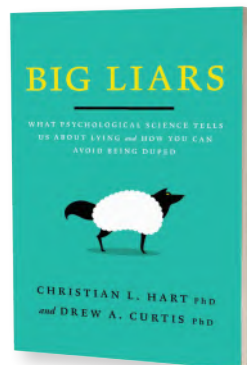
Sex Ed for the Stroller Set

How to Have Honest Conversations With Young Children

LAURA HANCOCK, PHD, AND KAREN RAYNE, PHD

A parent is their child's best sex ed teacher. This book shows caregivers how to provide essential information about sexuality, bodies, and behavior in age-appropriate but thorough and accurate language.

Paperback | 978-1-4338-3843-9 | List: \$21.99 | APA Member: \$16.49



Big Liars

What Psychological Science Tells Us About Lying and How You Can Avoid Being Duped

CHRISTIAN L. HART, PHD, AND DREW A. CURTIS, PHD

This book investigates the science behind "big liars"—those rare people who use lies as their principal way of navigating life. *Big Liars* explores this small but dangerous group through the lens of psychological science.

Paperback | 978-1-4338-3751-7 | List: \$21.99 | APA Member: \$16.49

Use code **JNLAPA20** for 20% off and free domestic shipping
when you order direct from APA.

BKS.APA.ORG/M-LIFETOOLS23

Datapoint

By Karen Stamm, PhD,
Luona Lin, & Meron Assefa

NEWS ON PSYCHOLOGISTS' EDUCATION AND EMPLOYMENT FROM APA'S CENTER FOR WORKFORCE STUDIES

GAPS IN TREATING RACE/ETHNICITY POPULATIONS

Psychologists are least experienced working with Native Hawaiian/Pacific Islander or American Indian/Alaska Native patients and most experienced with White patients

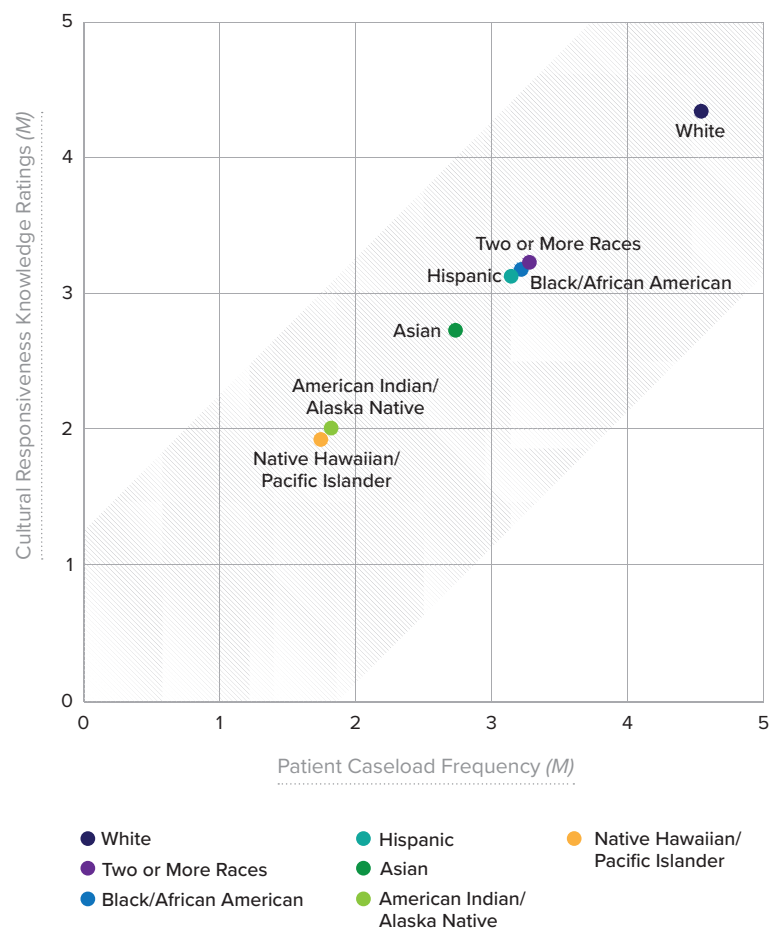
The more often psychologists see patients of a certain race or ethnicity, the more knowledgeable they are about treating patients from that racial or ethnic group, according to data from APA's Center for Workforce Studies (CWS). Specific findings from the data:

■ How frequently psychologists treated patients from a population group is highly associated with psychologists' self-reported cultural responsiveness knowledge rating for that group.¹

■ Patient caseloads and cultural responsiveness knowledge ratings were lowest for Native Hawaiian/Pacific Islander and American Indian/Alaska Native populations. Caseloads and ratings were highest for White populations. Caseloads and ratings for Asian, Black/African American, and Hispanic populations and those with two or more races or ethnicities fell in the middle of the distribution.

■ Findings highlight the need to attract and maintain a diverse psychologist workforce and ensure the workforce is appropriately sized and prepared to work with diverse populations. In 2021, the psychologist workforce was 0.03% Native Hawaiian/Pacific Islander, 0.13% American Indian/Alaska Native, 3% Asian, 5% Black/African American, 8% Hispanic, 81% White, and 3% all additional racial or ethnic populations.²

Mean Patient Caseload Frequency and Mean Cultural Responsiveness Knowledge Ratings



¹ American Psychological Association. (2022). 2021 Survey of Health Service Psychologists. <https://www.apa.org/workforce/publications/health-service-psychologists-survey>. A total of 842 licensed doctoral-level psychologists responded to the survey in April 2021. The question about patient caseload frequency asked, "In a typical week, at what frequency do you provide services to the following population groups?" and was measured on a scale ranging from 1 = never to 5 = very frequently. The question about cultural responsiveness asked, "Given your experience and training, how knowledgeable are you about ways of working with clients in each of the following population areas?" and was measured on a scale ranging from 1 = not at all knowledgeable to 5 = extremely knowledgeable. Correlations between patient caseload frequency and cultural responsiveness ratings were statistically significant ($p < .001$) in all race/ethnicity groups. Information about the sample characteristics and methodology can be found in the technical report.

² American Psychological Association. (2022). *Demographics of the U.S. psychology workforce* (Interactive data tool). Retrieved July 7, 2023, from <https://www.apa.org/workforce/data-tools/demographics>. Total percents may not sum to 100% due to rounding.

Want more information? See CWS's interactive data tools at www.apa.org/workforce/data-tools/index or contact cws@apa.org.

WHEN MISSILES STRIKE KYIV, THESE PSYCHOLOGISTS RACE TO HELP

Emergency responders in Ukraine's capital offer not only physical care to the victims of airstrikes, but also mental health support for survivors in crisis.

EDITOR'S NOTE

In a departure from our typical *Monitor* content, we are reprinting the following article from *The New York Times*, used with permission. A version of this article appeared in print on July 4, with the headline: "Hidden Toll of Missile Strikes, and Those Who Race to Help." *New York Times* international correspondent Megan Specia first encountered Kyiv's emergency psychologists at the site of a missile strike in October 2022. Their work so moved her that she has been tracking them ever since.

APA continues to support and stand in solidarity with psychologists on the ground in Ukraine and those who have fled the country, as well as international relief efforts. See "APA Supports Ukrainian Psychologists," opposite.

BY MEGAN SPECIA

Hands shaking as she covered her mouth, a woman looked toward a gaping hole in the side of a high-rise, the contents of apartments spilling out of its side. Standing alongside her was Ivanka Davydenko, 29, wearing a blue uniform with "Psychologist" emblazoned in yellow on both sides, her arm placed gently across the woman's back.

She handed her a paper cup of water and asked how she could help. The woman's son lived on the building's 18th floor, she explained, and he was not answering his phone. Most of that floor was gone.

"We help people because they are in a state of shock and do not always understand what they need at the moment," Ms. Davydenko said. "We offer banal things: water, coffee, a blanket."

Ms. Davydenko is a member of a small team within Ukraine's State Emergency Services, delivering psychological first aid at moments of crisis in the capital, Kyiv. She arrived minutes after a Russian attack, early on the morning of June 24, in which Ukrainian air defenses destroyed

incoming missiles, causing fragments to careen into apartments.

Russia's attacks on Ukraine have forced its emergency crews to face not only fire, smoke and blood, but also the rippling psychological effects felt by people experiencing war. Public health experts warn that millions of Ukrainians will probably develop a mental health condition because of the invasion, and that the number will only grow as the days of bombardment, violence and grief go on.

So Ukraine's emergency crews include not only firefighters, paramedics and police officers, but also psychologists, including Ms. Davydenko, to help people dealing with the immediate effects of shock or other acute mental health care needs.

There are similar efforts in other cities, but with Russian missiles persistently raining down horror on the capital, the Kyiv team is perhaps the busiest.

"Before, we used to respond to serious and large-scale emergencies, like a gas explosion and where a lot of people needed to be evacuated," said Liubov

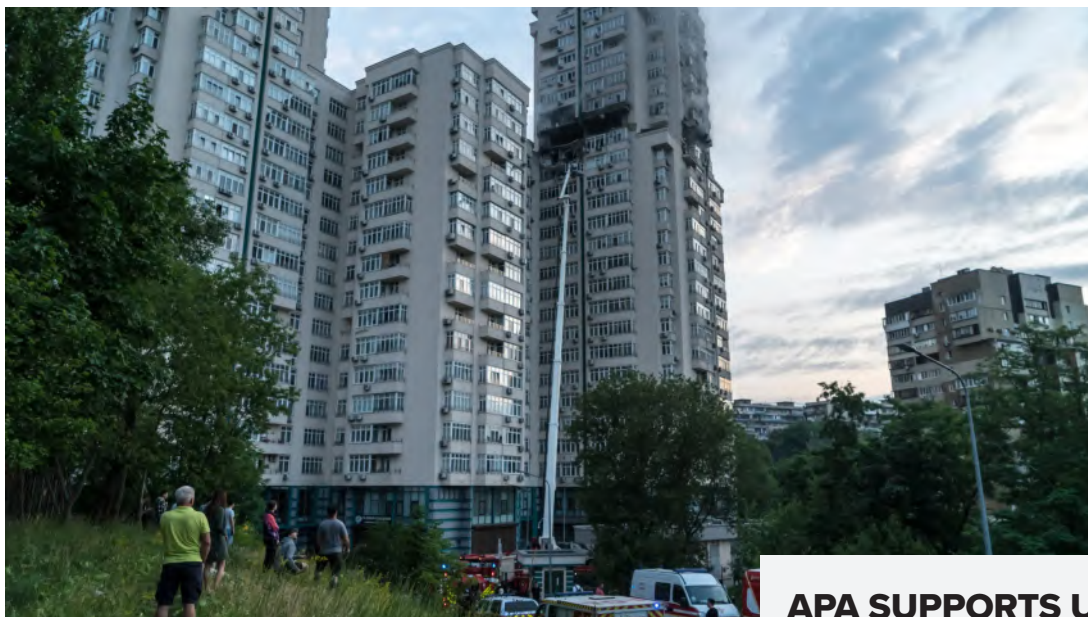


A woman searching for her son, who lived in the building in Kyiv that was hit by a missile on June 24, talked with emergency responders.



Liubov Kirnos in June in Kyiv. "When the war started, we were on duty all the time, we didn't leave the city," she said.

BRENDAN HOFFMAN/THE NEW YORK TIMES



Residents and emergency responders gathered at the scene of a high-rise residential building that was hit by a missile early in the morning on June 24 in Kyiv, Ukraine.

Kirnos, the Kyiv unit's manager. "When the war started, we were on duty all the time, we didn't leave the city."

Like other emergency workers, the psychologists are on call. When an attack happens, a coordination center sends a team racing to the site.

There, psychologists often find people crying, frozen in shock or breaking down.

"When we meet a person for the first time, we ask, 'What do you need right now? How are you feeling right now?'" Ms. Kirnos said. Some people simply ask the psychologists to stay close for a while. "They might be expecting their loved ones to be taken out from the rubble," she said.

That was the case on June 24 with the mother Ms. Davydenko was supporting. The psychologist walked with her as she consulted a list of people taken to hospitals or missing.

But as they walked away, a firefighter said in a low voice

that there was nothing left on the 18th floor, where her son had lived.

Residents had been sleeping when the strike tore open their building before dawn. The bodies of at least two victims had been thrown from the building along with twisted metal, insulation and fragments of furniture, scattering into the parking lot below.

Dozens of people stood in shock, Ms. Davydenko said, including some who had seen dead bodies and others who were wounded but did not fully understand they were bleeding.

Ms. Davydenko and another colleague at the site would help around 45 people over some 12 hours. Iryna Kuts, 62, went to Ms. Davydenko with her daughter, still trembling from shock, asking for some water and a moment to speak.

Ms. Kuts described being jolted from sleep in her 19th-floor apartment, and then her room filling with smoke.

APA SUPPORTS UKRAINIAN PSYCHOLOGISTS

APA stands in solidarity with Ukraine. APA's international team has contributed time and resources directly, as well as working with the Global Psychology Alliance (GPA) community to assist the National Psychological Association of Ukraine (NPA) to address the staggering needs of Ukrainians at home in their country and abroad.

Specifically, APA's international team linked NPA to expert APA members and divisions who provided written resources, training webinars, and other forms of support to assist Ukrainian psychologists and the broader war-affected population. And in February 2022, the APA Council of Representatives passed a resolution in support of Ukraine, affirming APA's stance for human rights and the psychological and physical health and well-being of all people worldwide.

APA also supported the fundraising efforts of the NPA to create telesupport for Ukrainians. In June 2022, NPA launched its hotline to provide daily video and audio support for Ukrainians living in 21 European countries.

If you would like to provide a free lecture or training to NPA's hotline team, you can contact them via email (npa.trainings@gmail.com) and suggest a topic that would be useful for crisis psychologists. You can also make a donation (<https://www.npa-ua.org/donate>) enabling them to pay the subscription fee for phone numbers and supervision hours for their psychologists.

“We were just hugging, thinking we would suffocate,” she said. They eventually made their way down the stairs, helped by police officers, but were surveying the ruins of their apartment building in a stupor.

“We provide psychological first aid to people with anxiety, stress, crying, aggression,” Ms. Davydenko explained. “Then we work with people who stay on the benches, in the yard, because it’s like a second emotional wave is hitting.”

A young woman in a white tank top who had been wandering the parking lot sobbing was led over. The woman’s father, a resident, had survived the strike but was refusing to come out.

“Don’t worry, everything will be fine,” Ms. Davydenko told her, holding her arm, adding that firefighters would help her father out. “But you cannot go in—no one can.”

She waited until the father finally emerged, and the young woman threw her arms around his neck, weeping.

Not everyone would have such a happy reunion. Later in the day, Ms. Davydenko accompanied the mother and her husband, who had been looking for their son, to examine the badly mutilated remains of a body. They were still awaiting official DNA confirmation, but the remains were most likely her son’s, the psychologist explained.

The next day, city officials confirmed that five people had been killed in the strike.

Public health experts like Dr. Jarno Habicht, the head of the World Health Organization’s office in Ukraine, have warned

of the war’s long-term and widespread effects on mental health. In an interview, he said that an estimated 10 million people would most likely develop some form of mental health condition because of Russia’s invasion.

The W.H.O. estimate, based on an analysis of how other conflicts had affected mental health, will probably increase the longer the war drags on, he added. Stress-induced disorders, including anxiety and depression, are



Outside the building that was struck. City officials said five people had been killed.



Ivanka Davydenko, a psychologist with the Kyiv Emergency Services, at the scene of the damaged apartment building.



A woman waiting for her father to emerge from the damaged apartment building.



Much of the apartment building's 18th floor was destroyed.

among experts' main concerns.

The key to addressing mental health concerns in Ukraine, Dr. Habicht said, "is not waiting until the war is over."

A handful of programs have sought to help Ukrainians, including one spearheaded by Olena Zelenska, the first lady, that aims to make high-quality, affordable mental health services available to people across the country.

Ukraine's Ministry of Health, the W.H.O. and more than a dozen other partners have also begun a program to train primary care physicians on how to treat patients with depression, anxiety, post-traumatic stress disorder, suicidal behavior, and substance abuse.

But programs like the emergency team of psychologists try to provide an early intervention in moments of crisis. "If you don't deal with stress right away, it can turn into long-term stress, which can turn into P.T.S.D.," said Ms. Kirnos. "It's aimed at helping bring home the idea to people that, 'You were in danger, but now you're safe.' If we don't do this right away, people might get stuck in this state."

Still, the burden can also be heavy for those giving psychological care. Days after the missile attack on Kyiv, Ms. Davydenko said team members were working with their own therapists to process what they had seen.

"Of course," she said, "I am also a human being." ■

From *The New York Times*. © 2023 The New York Times Company. All rights reserved. Used under license. New York Times's Oleksandr Chubko, Oleksandra Mykolyshyn, and Natalia Yermak contributed reporting.

‘THE YOUNG PEOPLE FEEL IT IN THEIR BONES’: A LOOK AT THE MENTAL HEALTH IMPACT OF ANTI-TRANS LEGISLATION

Psychological science points to an increased risk of suicide and poor mental health amid a record number of bills introduced in state legislatures aimed at restricting the rights of the LGBTQ+ population

BY AMY NOVOTNEY

New anti-transgender legislation being passed in several U.S. states is raising concern among psychologists about the impact on the mental health of trans individuals—in particular children and teens—as well as members of the LGBTQ+ community.

Research overwhelmingly shows these bills and laws, which target access to health care, sports participation, and school policies, have resulted in heightened levels of anxiety, depression, and suicide risk among the transgender community.

In Florida, where a ban on transgender treatment for minors was signed into law in May, clinical psychologist Gary Howell, PsyD, hospitalized eight teenage transgender clients in the past two and a half months alone, he said.

“These teens were all suicidal specifically because of the legislative moves happening in Tallahassee, the state capital,” said Howell, who noted that the teens were all planning to begin taking puberty blockers, only to be told they would not be able to move forward with those plans. “I’m seeing a lot more depression, anxiety, and suicidality these days.”

The mental health toll of these measures is widespread: A 2023 national survey from the Trevor Project found nearly 1 in 3 LGBTQ+ youth said their mental health was poor “most of the time or always” because of anti-LGBTQ+ policies and legislation. A 2022 study of gender-diverse youth published by the *Journal of Family Psychology* showed families fear for their trans and nonbinary youth and are fleeing states where these bills are being passed.

For many years research revealed that trans and nonbinary people who live in areas with more inclusive policies and greater protections have overall better mental health, but even that is being challenged today: A 2023 study coauthored by industrial and organizational psychologist Lindsay Dhanani, PhD, and Amherst College psychology professor Rebecca Totton, PhD, found all trans people are at risk of experiencing negative outcomes, including increased risk of suicide, because these bills are being heard and shared around the country.

In response, members of these already marginalized communities and their fami-

lies are finding ways to build connections and advocate for their rights. New research in the journal *Psychology of Sexual Orientation and Gender Diversity* suggests sexual minorities who participate in LGBTQ+ activism tend to have enhanced psychological well-being. The study indicates that meaning in life, problem-solving coping strategies, and community connection play a key role in this relationship.

‘A SENSE OF NOT FEELING SAFE’

The American Civil Liberties Union is currently tracking

“Young trans people today are experiencing a tremendous amount of anxiety. There is a sense of not feeling safe. This increased sense of animosity toward this already vulnerable population is even affecting those living in states where anti-transgender legislation isn’t even on the table.”

APA PRESIDENT THEMA BRYANT, PHD

nearly 500 anti-LGBTQ+ bills in the United States. That's already more than twice the number of such bills introduced in all of 2022 and 12 times the number introduced in 2018. In the first half of 2023 alone, 17 states have enacted bans or significant new restrictions on gender-affirming care for minors, most ending the use of cross-sex hormones and puberty blockers. Proponents say the bans protect children from medical treatments they see as harmful and unproven. But that stance defies much of the medical establishment, which views the care as medically necessary and beneficial for some children who have gender dysphoria.

Recent surveys indicate that this increase in anti-LGBTQ+

Research suggests that getting involved in advocacy work may protect against some of the negative mental health effects of anti-LGBTQ+ legislation.

rhetoric and legislative concerns is taking a grim toll. Approximately 41% of LGBTQ+ young people seriously considered attempting suicide in the past year, including half of transgender and nonbinary young people and nearly 3 in 10 cisgender LGBTQ+ young people, according to a 2023 report from the Trevor Project. The report surveyed more than 28,000 LGBTQ+ young people ages 13 to 24 across the United States. The same study found nearly 2 in 3 LGBTQ+ young people said hearing about potential state or local laws banning people from discussing LGBTQ+ people at school made their mental health a lot worse.

Mental health experts back up these findings. "Young trans

people today are experiencing a tremendous amount of anxiety," said APA President Thema Bryant, PhD. "There is a sense of not feeling safe. This increased sense of animosity toward this already vulnerable population is even affecting those living in states where anti-transgender legislation isn't even on the table."

While the harmful direct health implications of not having access to gender-affirming care are well documented, Dhanani and Totton's 2023 study in *Sexuality Research and Social Policy* examined the indirect, or holistic, harm of the mere existence of these types of legislation. They found perceived support for the legislation was associated with



ERIK MCGREGOR/LIGHTROCKET VIA GETTY IMAGES



Montana state Rep. Zooney Zephyr (D-Missoula), stands alone in protest as demonstrators are arrested in the House gallery April 24, 2023, following Montana Gov. Greg Gianforte signing a bill to ban gender-affirming medical care for young transgender people.

greater rumination, depressive symptoms, physical health symptoms, and fear of disclosing one's identity. Notably, many respondents linked access to gender-affirming care to suicidality, stating having access to gender-affirming care had "saved my life" or that if they did not have access to gender-affirming care, they would experience suicidal ideation.

"Our findings show that it's not enough to say 'under these bills, if they were passed, X number of trans people wouldn't have access to gender-affirming care,'" Dhanani said. "What we actually find is that everyone who is a member of the trans community is at risk of being harmed, simply because these bills exist—simply because

people are spending time and engaging in rhetoric around the trans community that is stigmatizing, because they're signaling that these folks don't have the rights that other folks have."

The study included a national sample of 113 trans youth and young adults, and she noted it didn't matter where a participant resided when it came to experiencing negative mental health outcomes.

Colorado private practitioner Sarah Burgamy, PsyD, who works with transgender and non-binary children and adults, has seen this play out in her state, where she is seeing a mixed bag of reactions from clients—relief to be living where they do but also a growing awareness that where they live

does not, in effect, keep them "safe."

Her young clients have been hit the hardest, since they aren't yet equipped with the ability to shield themselves against some of what they are seeing and hearing, as many adults might be, she said.

"The young people feel it in their bones—they think people hate the very person they are and everything about them, and are listening to people tell them they're not allowed to be themselves," she said. "I've seen self-harm go through the roof and suicidal ideation is up. It's beyond rhetoric—the actions taken to almost erase the existence of many of these young people who are just coming into their identities for the first time in their lives. It's grim."

“I’ve seen self-harm go through the roof and suicidal ideation is up. It’s beyond rhetoric—the actions taken to almost erase the existence of many of these young people who are just coming into their identities for the first time in their lives. It’s grim.”

SARAH BURGAMY, PSYD, COLORADO PRIVATE PRACTITIONER

BUILDING RESILIENCE THROUGH ADVOCACY AND CONNECTION

Burgamy said one of the ways she works with clients to help them cope is by reminding them psychological science is on their side.

“I remind them that this is human diversity, and they are exactly who they are meant to be and it’s not problematic, it’s not mental illness. It is normative, human identity, whether they’re gender diverse or their sexual orientation is diverse,” she said. Burgamy and Howell also encourage a focus on connection among their clients and work closely with them to ensure clients who are struggling to find support.

“Every day of the week I tell people, ‘Don’t get isolated, don’t worry alone,’” Burgamy said. “That’s a big piece of it.”

Howell said for the first time he has also seen parents of his LGBTQ+ clients becoming

much more mindful about orchestrating family events that include other families who are struggling with the same issues. Many of his adult trans clients have also become activists for the first time, even those who never had a desire to get involved in advocacy work.

Research suggests this approach may protect against some of the negative mental health effects of anti-LGBTQ+ legislation. In a 2023 *Psychology of Sexual Orientation and Gender Diversity* study of more than 500 sexual minority individuals, researchers found participation in LGBTQ+ activism enhanced participants’ sense of meaning in life, encouraged community connection, and facilitated problem-solving coping strategies—all important factors that may contribute to positive psychological outcomes.

“Some people really do benefit from getting active in the cause,” Burgamy said. “That can

be doing things like writing a letter to or even meeting with their legislators, protesting, or joining an advocacy group. For other folks it’s more about the connection, and they don’t have a lot of interest in engaging in what feels like battling.”

Angelique Godwin, a Black and Hispanic trans woman in Florida, agrees peacefully protesting the latest surge in the state’s anti-trans legislation has helped her connect with others and has benefitted her mental health. Godwin has been involved in several events through LGBTQ+ advocacy group Equality Florida, including an April drag queen march to the steps of the Florida statehouse to protest Republican Gov. Ron DeSantis and state GOP lawmakers’ efforts to limit LGBTQ+ rights.

“We are stronger together than we are apart,” Godwin said. “Don’t let them tell you how to do you.” ■

FURTHER READING

Best practices for mental health facilities working with LGBT clients

<https://www.apa.org/pi/lgbt/resources/promoting-good-practices>

Advocating for transgender and nonbinary youths

Santoro, H.
Monitor on Psychology,
July/August 2022

Resources for grassroots and state-level advocacy on LGBTQ+ issues

<https://www.apa.org/topics/lgbtq/policy-issues>

If you know someone who is struggling with suicidal thoughts, call the 988 Suicide and Crisis Lifeline. In addition, the Trans Lifeline (877-565-8860) provides peer support and advocacy for the trans community.

PSYCHOLOGISTS OF COLOR FIND OPPORTUNITIES IN I/O

Industrial-organizational psychology is striving to improve the diversity of the discipline

BY STEPHANIE PAPPAS

Industrial and organizational psychology, or I/O, can be opaque to outsiders. Many universities lack I/O graduate programs or courses, and students often stumble into the field by pure luck. The barriers to breaking in are especially high for students of color, who may not see many role models in the field who look like they do.

But now, a new program launched by the Society for Industrial and Organizational Psychology (SIOP, APA's Div. 14) is attempting to close the racial disparity gaps in I/O in an impactful, sustainable way—and it could serve as a model for other fields of psychology. Unlike previous attempts to support a diverse I/O workforce, SIOP's takes a holistic, multi-institution approach that is designed to tackle pipeline problems from the early stages, focusing on alerting undergraduates of color to the opportunities available in I/O and preparing them for entry into paid doctoral programs.

Lars U. Johnson, PhD, an I/O psychologist and assistant professor of management at the University of Texas at Arlington, and chair of SIOP's Diversifying I/O Psychology Program, has seen the field's pipeline problems firsthand. Johnson, who is Black, had already earned a master's in education when he first learned what I/O psychologists do—and

was so intrigued he pursued his doctorate and switched fields. Now he is hoping to ensure more students know about the career path as undergraduates. Supporting diversity in the I/O workforce is putting into place what I/O psychologists already know about the importance of varied perspectives within organizations, Johnson said.

"People with different backgrounds bring things to the table we don't always see when everyone is similar," Johnson said. "We're the folks who study these things. We also need to grab hold of these opportunities and make sure we're benefiting."

THE NEED TO DIVERSIFY

The majority of SIOP members who report their race or ethnicity on surveys are White. Like many other fields of psychology, I/O has also long struggled with research samples that are not only WEIRD—an acronym for "Western, educated, industrialized, rich, and democratic"—but also POSH, wrote I/O psychologist Vivian Woo, PhD, of Culture Amp in a 2021 commentary (*Industrial and Organizational Psychology*, Vol. 14, No. 1–2, 2021). POSH refers to "professionals with official jobs in a formal economy, who enjoy relative safety from discrimination, living in high-income countries," Woo and her team wrote. This

segment is only a partial slice of any workforce.

Part of the path toward a more inclusive I/O field involves building a more inclusive I/O workforce. The relative lack of diversity within the field now can be a turnoff for new talent. Zytaly Magaña, MS, a master's-level I/O psychologist who specializes in human resource recruitment, and the cofounder of Latinos in I/O Psychology, left her first SIOP annual conference as an undergraduate in 2016 after one session. "I felt very small and out of place, almost like an imposter," Magaña said.

Under its past president Steven Rogelberg, PhD, a professor of management at the University of North Carolina at Charlotte, SIOP launched an effort in 2021 to understand its biggest disparities and to focus on tangible, sustainable solutions. Members convened a task force to study membership data and concluded that the largest diversity gaps were in funded doctoral programs, and the groups most left behind were Black, Latinx, and Native American. These are not by any means the only populations that need support in I/O, Rogelberg said, but the division wanted to make sure to start with clearly actionable goals that they could deliver on.

"It's just so easy to keep

"People with different backgrounds bring things to the table we don't always see when everyone is similar. We're the folks who study these things."

LARS U. JOHNSON, PHD, I/O PSYCHOLOGIST AND ASSISTANT PROFESSOR OF MANAGEMENT AT THE UNIVERSITY OF TEXAS AT ARLINGTON

addressing these issues in superficial manners that don't fundamentally change the system," Rogelberg said. "That was really our motivation here, to change the landscape in robust, meaningful ways, and communicate to our membership that we're willing to invest in this."

The first 2 years of the program were supported through SIOP's general funds, and the division is now reallocating money from its foundation to fund the program for the long term, said Larry Martinez, PhD, an I/O psychologist at Portland State University, and the past chair of the Diversifying I/O Psychology Program. "All of the members of the task force who envisioned how the program would operate are extensively trained in I/O concepts such as mentoring, emotional and instrumental support, career progression, [and] diversity and inclusion, so we leveraged our expertise in these areas to determine how the program would operate," he said. SIOP is also hoping that other divisions at APA will look to this model to build their own programs, he added.

SUSTAINABLE EFFORTS

The program consists of three phases. The first is a virtual 2-day conference every fall that aims to raise awareness of I/O as a field, particularly among undergraduate students who are Black, Latinx, and Native American. "We talk about what I/O psychology is as a field, how you get into it, how you prepare, how you write applications to programs, how you solicit letters



Blacks in I/O founders Macy Cheeks (third from left) and Shavonne Holman (third from right) and other members of the group attend a networking event in Washington, D.C.

of recommendation," Martinez said. Several hundred students typically attend this event.

The next phase consists of expanding access to research experiences. To help non-White students get the experience they need to apply to doctoral programs, SIOP runs a 10-week mentorship program—with applications opening each January—that matches mentees with faculty mentors around the country. The program is geared toward undergraduates, though some master's students can be considered if they are not already accepted or enrolled in a doctoral program. The target candidates are those who have some or no research experience and a demonstrated interest in I/O but lack copious opportunities to conduct research, said Jorge Lumbreras, PhD, an assistant professor of I/O psychology at Seattle Pacific University, who chairs the mentoring program.

The program matched 12 mentees with mentors in its first

year and 15 in its second year. Mentorships happen remotely so that students at schools without I/O programs can participate in I/O research. For Joshua Duron, a nontraditional student in undergraduate psychology at the University of North Texas, the remote option was a huge benefit. His own school lacked research opportunities, Duron said, but he was able to work under Dorothy Carter, PhD, an I/O psychologist at Michigan State University, to do a research project on his passion: team cohesion in extreme environments such as space stations. Duron will graduate in fall 2023 and plans to attend a doctoral program in I/O psychology. His ultimate goal is to work as either an academic or a consultant in the space industry, where cohesion and conflict in life-threatening situations will be key to furthering human exploration. "I feel like I am on the cusp of this emerging industry," Duron said.

For Jasmine Edun, who

completed her undergraduate degree in psychology at Towson University in Maryland in spring 2023, a single class in I/O psychology sparked an interest—and a path to the new SIOP mentorship program. Edun's professor in that course told her about Blacks in I/O Psychology, an independent organization founded by I/O psychologists Shavonne Holman, MPS, IPMA-SCP, and Macy Cheeks, MS, SHRM-CP. Edun became involved in that organization's mentee program, and her mentor pointed her to SIOP. Edun applied for the Diversifying I/O Psychology mentorship program and got accepted to work with Katina Sawyer, PhD, an I/O psychologist and associate professor of management and organizations at the University of Arizona. Sawyer, in turn, set Edun on a project looking at diversity, equity, and inclusion (DEI) in the museum world. After the Black Lives Matter protests of 2020, many museums put out statements about DEI, Edun said, and Sawyer and her colleagues wanted to understand how these institutions were grappling with issues of diversity and their own past problems with inclusion and equity. Edun found that only about a quarter of the top art museums in the United States had made strong public DEI statements, while 45.8% had no DEI messaging at all.

Edun's work, along with that of a previous mentee, will be the basis for ongoing research, Sawyer said. "Both of the mentees I've had are super motivated and interested in carving their

place in the field," she said. "I've had a great time getting to know them. That's been important for me, getting to know talented, up-and-coming people who I think are going to make a big impact."

Vicki Magley, PhD, the director of the doctoral program in psychological sciences at the University of Connecticut, said the program was also an exciting opportunity for her as a mentor because there are generally few resources for structured mentorship in I/O. Magley's mentee conducted a project analyzing data on whether employee well-being influences employees' capacity for participating in organizational trainings. For example, she said, "You could have a really burned-out employee who is being asked to participate in some kind of training effort, and they

University of Connecticut industrial-organizational psychologist Dr. Vicki Magley (right) with her mentee Kelly Diouf at the 2023 Society for Industrial and Organizational Psychology annual meeting in Boston.



just might not be able to."

Magley's mentee now has multiple offers to graduate programs. "He put a lot of time and energy into his work with that project," she said. "Just phenomenal."

NETWORKING SUPPORT

Mentees in the Diversifying I/O Psychology Program are funded to attend SIOP's annual conference in April as the third phase of the program. There is an opening reception and a poster session for mentees, as well as ribbons to identify them so that fellow attendees can make them feel at home. "We're trying to put together a really welcoming experience for them at the conference," Martinez said.

The advantage of running the program through SIOP is having the opportunity to cre-

ate large networks, said Enrica Ruggs, PhD, an I/O psychologist and associate professor of management at the University of Houston, who chaired the initial program task force. “We’re hoping to be able to build out the community,” Ruggs said. “They’ll be able to meet and network with faculty who may be taking students in the future, across a number of different institutions.”

And SIOP is not the only place where I/O psychologists of color are working to support one another. Blacks in I/O Psychology started as a local LinkedIn and Meetup group in the Washington, D.C., area. When the pandemic shut down those

in-person meetings, Holman and Cheeks took them virtual—and expanded their community around the United States and internationally. In 2021, they converted Blacks in I/O into a nonprofit, which runs a scholarship program, a mentorship program, and a career week to connect Black I/O psychologists to potential employers. Members can get their résumés reviewed, participate in mock interviews, or peruse jobs on the Blacks in I/O job board. The organization also puts out a monthly newsletter to 1,800 subscribers. “We have a slogan,” Holman said: “Opening doors that didn’t exist and keeping them open for gen-

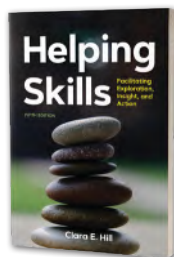
erations to come.”

While SIOP’s leadership is focusing on the large diversity gap within doctoral programs for now, Holman and Cheeks are dedicated to supporting colleagues with master’s degrees. “Folks sometimes get discouraged when they think they cannot pursue I/O psychology because they don’t want to be an academic or can’t financially pursue a PhD program, so they fall off,” Holman said. “We’re really striving to change that narrative and let people know they can be a successful I/O practitioner with a master’s degree.”

Asians in I/O Psychology, cofounded by I/O psycholo-



AMERICAN PSYCHOLOGICAL ASSOCIATION



Helping Skills

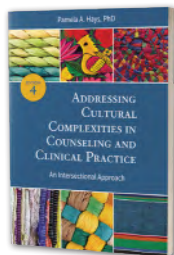
Facilitating Exploration, Insight, and Action, 5th Edition

CLARA E. HILL

“Grounded in an illuminating conceptual model and built to develop trainees’ awareness, skills, agency, and self-efficacy, there is simply no better book. Having reached its fifth edition, this evidence-based classic has not only passed the test of time, it will keep guiding future generations of therapists.”

—Louis Castonguay, PhD, Department of Psychology, Pennsylvania State University

Paperback | 978-1-4338-3137-9 | List: \$87.99 | APA Member: \$65.99



Addressing Cultural Complexities in Counseling and Clinical Practice

An Intersectional Approach, 4th Edition

PAMELA A. HAYS

“Yet again, Dr. Pamela Hays has delivered excellence. This new edition gives mental health providers a comprehensive, user-friendly guide for providing inclusive clinical assessment and interventions to people who identify with diverse identities.”

—Linda R. Mona, PhD, licensed clinical psychologist, Long Beach, CA

Paperback | 978-1-4338-3594-0 | List: \$89.99 | APA Member: \$67.49

Visit BKS.APA.ORG/PSYCALERT-2023 and receive a valuable discount when you sign up for our monthly APA Books PsycAlert newsletter.

gists Shannon Cheng, PhD, and Alexander Hsu, MA, also runs a mentorship program and professional development panels and workshops and puts out a bimonthly newsletter for current and aspiring Asian I/O psychologists. And the organization Latinos in I/O Psychology, cofounded by Magaña and Alexandra Ochoa, MS, an I/O psychologist working for a landscaping firm, is piloting a mentorship program and hosts networking events in person and virtually. The group runs meetings at SIOP so that Latinx I/O students and psychologists will not feel as disconnected as Magaña did at her first meeting, and they

host the Southern California I/O Psychology Annual Conference.

Several individual I/O programs also have their own initiatives. At Portland State, for example, Martinez runs a week-long summer research program, the DEI Summer Research Institute, for undergraduates planning to apply to I/O graduate programs. Participants are trained in research topics related to diversity, inclusion, and allyship in the workplace. At UNC Charlotte, the Organizational Science Summer Institute aims to bring in historically underrepresented undergraduate students for a weeklong research education experience. The institute

ADDITIONAL RESOURCES

SIOP Diversifying I/O Psychology Program
www.siop.org/
 About-SIOP/The-DIP

Asians in I/O Psychology
<https://www.linkedin.com/groups/9058893>

Blacks in I/O Psychology
<https://blacksinio.org>

Latinos in I/O Psychology
www.linkedin.com/company/latinos-in-i/o-psychology

takes students from business, communications, and sociology, as well as psychology.

Over time, SIOP leadership hopes to expand its efforts into supporting aspiring I/O psychologists from other minoritized backgrounds and with other forms of diversity, such as disability or neurodivergence, and to close gaps beyond doctoral programs. But if these efforts are to make an impact, the crucial ingredient is persistence.

“It’s important to build programs that provide the structural change and to sustain them,” Ruggs said. “If we want to see increased diversity, we really have to put some teeth to it.” ■

RENEW

Your APA Membership

APA continues to make your membership even more valuable with **new resources** to help you navigate challenges — and take advantage of opportunities.

Get the latest research and information across psychology, the **career development** tools you need, and the **advocacy** you want — especially now.

Don't miss out on your benefits! Renew Today!

Renew online today at:
at.apa.org/mon

**Renewals
Now Open!**



4 QUESTIONS FOR JASON OKONOFUA

The social psychologist is helping schools reduce racial disparities in suspension rates

BY ZARA ABRAMS

Despite attempts to eliminate bias from school discipline policies, Black students continue to receive harsher punishments than White students do for the same infractions. But Jason Okonofua, PhD, an assistant professor of psychology at the University of California, Berkeley, is working to change that. He developed an intervention, known as empathic discipline, that helps teachers cultivate a growth mindset and respond with empathy when students act out.

"In the heat of the moment when a student misbehaves, it allows teachers to be more mindful about just what that misbehavior is, how to interpret it, and most important, what a productive response would be," he said.

Research shows his intervention can lead to dramatic improvements in biased discipline, reducing racial disparities in suspension by up to 50%.

Okonofua has also developed a similar intervention to help students transition from the juvenile justice system back into schools, with promising early reductions in recidivism, and is exploring ways "sidelining bias" can help reduce discrimination.

How can the interplay between students and teachers lead to racial disparities in disciplinary action?

The teacher-student relationship involves a power dynamic. There's a person in a position of

authority and a subordinate and an ongoing relationship, as opposed to a one-off encounter, like one between a police officer and a civilian. Those distinctions really matter when it comes to understanding how problems arise, but also what we can do to turn them around.

What we've found is that it's important to think about the teacher-student relationship in a holistic manner, as opposed to just focusing on one party. Research by Claude Steele and others shows that if someone feels they will be a victim of discrimination, that can change how they relate to a situation. For students who are racially stigmatized, that may mean they engage in behaviors that are considered infractions, like insubordination or not following instructions.

On the teacher side, research I did with colleagues at Stanford found that teachers are more likely to label a Black student as a troublemaker and to seek more severe discipline for them, compared with White students.

These processes interact with each other and can ultimately become a vicious cycle, in which neither the teacher nor the student is getting what they want. Students go to school to learn and become their best possible selves; teachers joined the profession to help

students learn and grow. Instead, we end up with students dropping out or being kicked out of school and teachers who are disheartened.

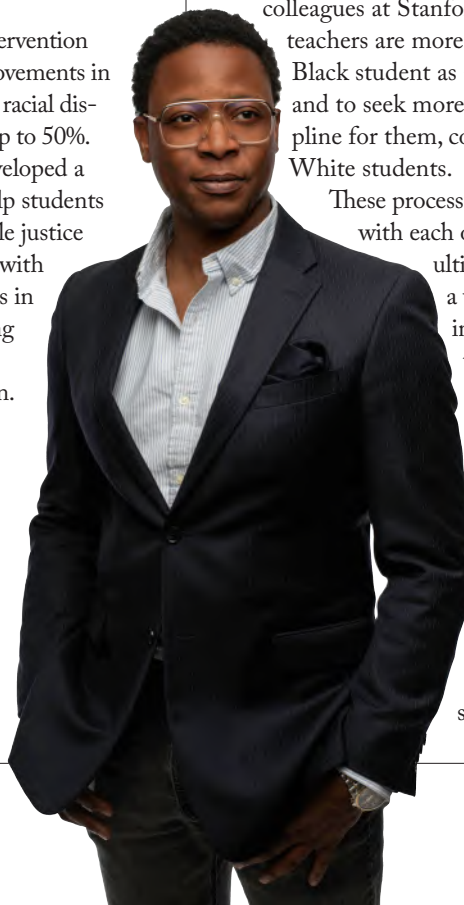
How does your intervention help teachers respond to students more productively?

Teachers are some of the most empathic people in society, so the intervention helps them bring those values to mind and put them into practice. The key thing to know is that it's still discipline. We don't tell teachers to just let students run amok, but rather discipline them in a productive way that will lead to the outcomes we want.

The empathic discipline intervention is delivered in two 45-minute online, interactive exercises that teachers complete during their regular teacher-development time. It consists of three major themes. One is shifting from a fixed to a growth mindset about the student. When a student misbehaves, that's not an indictment of their character, but rather an opportunity for the teacher to help that child learn and grow. A lot of times misbehaviors are actually a cry for help.

Another component is having a growth mindset about one's capacity to build a better relationship with a student. If there has been conflict, teachers have the knowledge and expertise to turn a relationship around. The third component is perspective-getting. Rather than imagining what the student might be going through, we encourage teachers to ask students what they're going through and what they're feeling. That gives teachers real information that can inform the type of discipline they give, and it also shows the student they care.

In a preliminary test across three Northern California school districts,



Conversation

with a sample of about 1,700 students, the intervention cut racial disparities in suspension rates by 50%. In a recent replication of this work in Florida schools with about 6,000 students with a different racial makeup, it cut the racial disparities in suspension rates by 45%. The intervention was also particularly effective in lowering suspension rates among students who had previously been suspended, which is the biggest predictor of future suspension. The intervention also completely eradicated disparities in discipline rates due to special education status.

What's also really promising is that when we followed up with students a year later—when most no longer had a teacher trained in empathic discipline—they remained less likely to be suspended. It seems like this is not only shifting things for teachers but providing a fundamental shift in the development of students. Having just one person treat them with more empathy led them to get in less trouble throughout the school day, but then also for multiple years. We are now providing school districts with professional development based on this research.

How do you use these same principles to help kids involved with the justice system transition back into schools?

We led students who had recently been released from juvenile detention through exercises to help them develop a growth mindset and to emphasize that they belong in society and in school. We asked them questions about their values and challenges they might face, then used language from empathic discipline to craft a letter to a teacher of their choice. The letter encouraged teachers to find out more about that student and provided them with the values and information that student shared, again targeting the relationship rather than individuals. This “relationship-orientation” intervention cut recidivism by 60%, and students who received it were also less likely to be disciplined at school.

At the teacher level, what that letter did was profound, because it encouraged them to be more involved in helping children learn and grow, and to show care to children who might not receive that type of care outside of school.

What does it mean to “sideline bias” and how can it reduce racial disparities in schools and beyond?

People are complex beings, with multiple identities. Like in sports, we tend to put some of those selves on the sidelines in various contexts. We're exploring how to reorganize various contexts to sideline biased selves in pivotal situations, rather than trying to debias individual people. We're finding it effective in getting the outcomes we want—things like reduced recidivism, lower disparities in suspension rates, and better access to education.

Now, my team and I are looking at ways to integrate this into health care and the workplace and how to support this mindset shift so that these interventions have even larger and longer-lasting effects. ■

MISSED A LIVE SEPTEMBER WEBINAR? ALL WEBINARS ARE NOW AVAILABLE ON-DEMAND

APA 2023 Virtual Event

ALL PROGRAMS INCLUDE **2.5 CE CREDITS**
10 outstanding workshops derived from APA 2023 in-person convention

Book Nook

ALL PROGRAMS INCLUDE **1.5 CE CREDITS**
Assessing and Treating Personality Pathology in the DSM-5 and ICD-11 Era
Steven Huprich, PhD

Compact Clinical

ALL PROGRAMS INCLUDE **1.5 CE CREDITS**
Understanding Adult Psilocybin Use and Psilocybin-Assisted Psychotherapy
Peter H. Addy, PhD

Clinician's Corner

ALL PROGRAMS INCLUDE **3 CE CREDITS**
An Integrated Approach to Unusual, Challenging Dilemmas With Couples: Advanced Considerations
Terence Patterson, EdD, ABPP; Jerrold Lee Shapiro, PhD, ABMP (Ret.), CGP (Ret.)

Interprofessional Continuing Education

ALL PROGRAMS INCLUDE **2 CE CREDITS***
Emotionally Focused Therapy in Practices
Paul Guillory, PhD

Professional Development Training Institute: Social Justice and Advocacy

ALL PROGRAMS INCLUDE **2 CE CREDITS**
Four outstanding workshops addressing social justice issues

To attend via live webinar or see a complete list of on-demand programs visit

APA.CONTENT.ONLINE



AMERICAN
PSYCHOLOGICAL
ASSOCIATION



CONTINUING
EDUCATION
IN PSYCHOLOGY

The American Psychological Association is recognized by the New York State Education Department's (NYSED) State Board for Psychology as an approved provider of continuing education for licensed psychologists #PSY-0100.

*unless otherwise specified

THE SUPREME COURT IS INCONSISTENT ON MATTERS OF RACIAL JUSTICE

Race-conscious decision-making is still permissible when it comes to determining access to the ballot but not to higher education

BY MELISSA ANDERSON, MS, AND CYNTHIA J. NAJDOWSKI, PHD, UNIVERSITY AT ALBANY, STATE UNIVERSITY OF NEW YORK

The U.S. Supreme Court's early June ruling in *Allen v. Milligan* recognized that race consciousness can be necessary for justice. In *Allen*, the court affirmed that drawing congressional district lines without consideration for racial demographics can violate the Voting Rights Act. Alabama's plan to pack Black citizens into districts where their votes would be outweighed by White citizens who typically prefer different candidates would have denied Black citizens equal opportunity to participate in the political process. That type of racial gerrymandering disenfranchises Black citizens and negatively impacts their mental health and well-being. The court's decision, which effectively required Alabama to achieve electoral fairness by accounting for race when redrawing district lines, represented a step forward for racial justice.

However, the court's decision just 3 weeks later in *Students for Fair Admissions, Inc. v. President and Fellows of Harvard College* marked a sharp turn to color-blind policy. The court, overruling lower district and appeals courts, found it unconstitutional to offset disadvantages experienced by historically marginalized groups by considering race in college admissions. According to the majority's logic, race-based admissions procedures illegitimately stereotype Black and Hispanic students as having faced barriers to higher education while simultaneously discriminating against other students not presumed to have been similarly disadvantaged. In prohibiting race-conscious policy, the court denied the need to correct for structural racism and ignored the importance of increasing diversity on college campuses, which improves the well-being and academic success of students of color and reduces prejudice, enhances empathy, and improves critical-thinking skills among all students (as argued by APA and other organizations in an amicus brief).

The court's contradicting positions in *Allen* and *Students for Fair Admissions* contribute to uncertainty

regarding the role race may legally play in various circumstances, but psychologists can promote racial equity by informing the public, policymakers, and courts about psychological factors that may shape views on the matter. Endorsement of race-conscious versus color-blind perspectives may reflect broader beliefs about racism. For example, studies have shown that, in contrast to people who belong to non-White groups and politically liberal people, White people and politically conservative people are less likely to understand the structural nature of racism and more likely to view racial justice as a zero-sum game. In other words, those populations are less likely to appreciate how laws create racial disparities and they inaccurately believe that reducing bias against Black people inevitably increases bias against White people. The research provides valuable insight into psychological processes that underlie arguments against race-consciousness, which commonly deny ongoing structural racism and assert that race-neutrality is needed to avoid unfairly disadvantaging White people. Intervening to correct the zero-sum fallacy and explain how racism can be embedded in institutions may enhance appreciation for race-conscious policies.

The Supreme Court has the power to advance racial equity in the United States, as it did in *Allen* by preventing racial gerrymandering and protecting Black voters' rights. However, it can also perpetuate structural racism, as it did in *Students for Fair Admissions* by prohibiting affirmative action practices that enhance inclusivity on college campuses. We hope psychologists and social scientists will advocate for race-conscious, rather than color-blind, policy by presenting scientific evidence of structural racism, its effects, and how extending the promise of democracy to those who have been marginalized benefits everyone. Such advocacy should be useful for countering invalid legal arguments and may even help to correct some justices' own misunderstandings about racism. ■



AT ISSUE

Recent Supreme Court decisions reflect conflict between race-conscious and color-blind ideology.



"Judicial Notebook" is a project of APA Div. 9 (Society for the Psychological Study of Social Issues).

Honoring traditions strengthens connections
between tribe members, bolsters mental
health, and promotes cultural healing.



CE

CONTINUING EDUCATION THE HEALING POWER OF NATIVE AMERICAN CULTURE

BY HEATHER STRINGER

The COVID-19 pandemic and the Black Lives Matter movement have raised consciousness about the country's persistent health inequities, but one group is often overlooked in efforts to reduce these disparities: American Indian and Alaska Native people. Data reveal troubling realities about the long-standing and escalating mental health conditions affecting the 3.7 million people in this population.

CE credits: 1

Learning objectives: After reading this article, CE candidates will be able to:

1. Learn about psychological and physiological health disparities in Native American communities.
2. Discuss limitations of the Western models of treatment in addressing mental health issues in American Indian and Alaska Native populations.
3. Describe how to embrace Native American values, customs, and beliefs in research and clinical settings.

For more information on earning CE credit for this article, go to www.apa.org/ed/ce/resources/ce-corner.

Alcohol-induced deaths were highest among American Indian and Alaska Native people at 172 per 100,000, followed by Latinx people at 26.6, Whites at 25.8, and Blacks at 18.4, according to national data from 2016. These deaths could be caused by alcoholic liver disease, mental and behavioral disorders due to alcohol use, degeneration of the nervous system, or other conditions related to alcohol consumption (Spillane, S. et al., *JAMA Network Open*, Vol. 3. No. 2, 2020). The largest escalations in suicide rates from 1999 to 2017 occurred in American Indian and Alaska Native women and men, with increases of 139% and 71%, respectively. By comparison, the increases for White women and men were 68% and 40%, and even less for other racial and ethnic groups (Curtin, S. C., & Hedegaard, H., *Health E-Stats*, 2019).

COVID-19 also disproportionately affected tribal communities. They experienced the largest drop in life expectancy of any racial and ethnic group in the United States during the pandemic. In 2021, the life expectancy for American Indian and Alaska Native people was 65.2 years—equal to the life expectancy of the total U.S. population in 1944 (Arias, E., et al., *Vital Statistics Rapid Release*, No. 23, 2022). The average life expectancy was 70.8 for Blacks, 76.4 for Whites, and 77.7 for Latinx people in 2021. Despite high rates of health conditions, the Indian Health Service (IHS)—a federal program that provides care to more than 2.5 million American Indian and Alaska Native people—has far less funding per patient than Medicare, Medicaid, or the

Veterans Health Administration (VA). IHS per capita spending in 2017 was \$4,078 for IHS patients, compared with \$8,109 for Medicaid patients and more than \$10,000 for Medicare and VA patients (*Indian Health Service: Spending Levels and Characteristics of IHS and Three Other Federal Health Care Programs*, U.S. Government Accountability Office, 2018).

Although these health disparities may seem intractable, Native American psychologists suggest that progress has been slow in part because the mental health profession needs to embrace a new paradigm to better serve American Indian and Alaska Native people. “The traditional understanding of mental health issues and the models for treating them are still rooted in a Western perspective,” said Art Blume, PhD, a clinical psychology professor at Washington State University who is Cherokee and Choctaw. “In psychology, we focus on treating the individual and promoting autonomy as a marker for health and well-being, but this is not necessarily the worldview of Indigenous people.” Traditionally, many tribes have viewed the world as an interdependent system in which the cosmos, the natural environment, and the community are connected to wellness, Blume added.

Rather than adapting empirically validated treatments from mainstream psychology, Blume is among a cadre of psychologists who are calling for the development of innovative treatment approaches based on American Indian and Alaska Native values and worldviews. As a start, practitioners and researchers must

embrace cultural humility and a willingness to learn how the history of subjugation, oppression, and dispossession has affected tribal communities, said Harvard University's Joseph Gone, PhD, a professor of anthropology and of global health and social medicine who is also past-president of the Society of Indian Psychologists. "Our way of life was considered hopelessly backwards and savage, and we were expected to become farmers and ranchers and learn reading, writing, and arithmetic," said Gone, who is a member of the Aaniiih-Gros Ventre Tribal Nation of Montana. "The deep damage from the loss of identity contributed to postcolonial disorders such as suicide, trauma, and addiction."

Mental health professionals can begin to equip themselves to foster healing in Native American populations by understanding the history of colonialism, learning about the values and traditions of tribal communities, and incorporating spirituality and other sources of strength into treatment. There are 574 federally recognized American Indian and Alaska Native tribes in the United States, and psychologist should be aware that the strategies vary within each community because tribes differ in their beliefs (U.S. Department of the Interior, Indian Affairs, 2022).

"By understanding that what we have learned in school is quite limited in helping these communities, we can begin to see how much they can teach us," Blume said. "We can learn Indigenous wisdom and explore the strengths that helped them overcome major challenges in history."

KEY POINTS

1

Researchers recommend that the field of psychology work to develop treatment approaches based on Native American values and worldviews.

2

Therapists can start by giving Native American patients time to share whether and how they want to bring their Indigenous perspective into therapy and what their tribal identity means to them.

3

It is important to develop and use culturally sensitive assessment tools to avoid misdiagnosing Native American patients.

4

Psychologists who spend time in tribal communities and participate in gatherings can build trusting relationships that facilitate discussions about mental health challenges.

AN APOLOGY FROM PSYCHOLOGY

To initiate the process of reconciliation and healing, APA formed an Indigenous Apology Work Group in 2020. The apology, which was approved by the Council of Representatives in February 2023, acknowledges the history of maltreatment, including "destructive harms and forced actions, such as sterilizations, relocations, culture-negating boarding schools, adoptions and removal of Native children from their families and culture and adoption by non-Native parents, intentional infliction of smallpox and introduction of alcohol, termination of sovereign tribes." The apology also lists psychology's specific harms. For example, "psychologists provided ideological support for and failed to speak out against the colonial framework of the boarding and day school systems for First Peoples of the Americas." The work group also created a list of 46 recommendations, such as honoring Native understandings and practices associated with common psychological concepts and supporting the development of assessment tools and interventions by Indigenous psychologists.

In 2021, APA became a liaison member to the Committee on Native American Child Health (CONACH), an American Academy of Pediatrics initiative focused on issues facing American Indian and Alaska Native children. Stephen Gillaspay, PhD, senior director of health and health care financing at APA, recruited four psychologists in 2022 to participate in the committee's consultation site visits in IHS areas. The CONACH team interacts with frontline health



care providers to learn about the needs in each community and innovative models of care, which inform the organization's advocacy priorities.

BUILDING TRUST IN TRIBAL COMMUNITIES

Psychologists who work with American Indian and Alaska Native people are slowly pioneering paths that can promote healing. Iva GreyWolf, PhD, who is Assiniboine and Anishinabe, has spent more than 3 decades immersing herself in remote Indigenous communities in Alaska and Montana, and much



of her work took place in informal settings rather than in an office. Gatherings are common in these communities, and she would volunteer to help with dishes, serve food, or do other tasks. "I joined them in senior centers, berry picking, and beading, and in those contexts, people gained trust and became comfortable talking about their concerns and struggles," said GreyWolf.

After confiding in her, individuals were sometimes interested in meeting in her office. But the traditional financial penalties for missing appointments did not apply because GreyWolf

understood the obstacles people faced in terms of transportation, funds, and weather. She also learned that humor was an integral part of the culture that had helped people survive and could also reduce barriers. "Learning to laugh at myself when I made a mistake was important," she said. When she and her husband sat together at a community potluck, some members of a tribe joked about asking her to bring a pie to the next gathering as a fine for sitting with a spouse at a gathering. She learned that the fine was a jovial way of letting her know that it was seen as possessive, and the tribe

A Navajo teacher works with students in the classroom. During the COVID-19 pandemic, many Native American youth helped care for family members, leaving less time for schoolwork.

valued mixing with other members during events.

VALUING COLLECTIVISM

Their deep commitment to family was sometimes a challenge for Native American students during the COVID-19 pandemic, said Angela Enno, PhD, director of training, programming, and outreach at the University of Utah's University Counseling Center. During the pandemic, she worked as a therapist at Northern Arizona University and saw many American Indian students who were expected to return to their tribal communities for months at a time to care for family members who were sick. She advocated for these students when professors were hesitant to make allowances for late assignments or missed exams. "These students lacked Internet access, and they were grieving the loss of older relatives who had been versed in the teachings, history, language, and identity of the tribe," she said.

Although family responsibilities may have conflicted with the demands of school, the focus on collectivism also had advantages for Native American young people who returned to intergenerational households during the pandemic. Studies suggest that people 65 and older were more resilient psychologically than younger people during the pandemic, with lower rates of anxiety disorder, depressive disorder, or trauma or stress-related disorders than young age groups (Vahia, I. V., et al., *JAMA*, Vol. 324, No. 22, 2020).

"We have so much data showing that access to culture improves mental health for Native



Americans, and access to culture comes from the elders,” said Enno. When students struggled with depression and other mental health conditions, the wisdom of elders included staying busy by getting up early, chopping wood, caring for the animals, and praying, said Enno.

LEARN ABOUT TRIBAL DIFFERENCES

Although Native Americans may share certain values, the customs and beliefs in each tribe can vary. For this reason, Enno allows time for cultural sharing at the outset of the first session with these clients rather than starting with a series of questions. “I give them a chance to ask about me and to talk about what their tribal identity means to them,” said Enno, who is a first-degree descendant of the Turtle Mountain Chippewa in North Dakota. This means her father is a tribal member and she is not. “I explore the extent to which they

want to bring their Indigenous perspective into therapy.”

During the pandemic, she also learned to be flexible when working with Native Americans who were experiencing grief. “Psychologists usually tend to encourage clients to talk about the loved one who died and to express emotions. But in some tribes, there is a circumscribed time of talking and crying, and then you are expected to move on for cultural and spiritual reasons that can vary tribe to tribe,” said Enno. Some of her clients wanted to learn strategies for containing emotions and finding joy again because they wanted to honor their Native traditions related to grieving.

The role of men and women may also differ in tribes, said Melissa Tehee, JD, PhD, an associate professor of psychology at Utah State University and a member of the Cherokee Nation. She is from a matrilineal tribe in which women are outspoken and

FURTHER READING:

A new psychology based on community, equality, and care of the Earth: An Indigenous American perspective
Blume, A. W.
Bloomsbury Publishing, 2020

Understanding Indigenous perspectives: Visions, dreams, and hallucinations
Morse, G. S., & Lomay, V. T.
Cognella, 2021

Community mental health services for American Indians and Alaska Natives: Reconciling evidence-based practice and alter-Native psy-ence
Gone, J. P.
Annual Review of Clinical Psychology, 2023

The association between adverse life events, psychological stress, and pain-promoting affect and cognitions in Native Americans: Results from the Oklahoma Study of Native American Pain Risk
Huber, F. A., et al.
Journal of Racial and Ethnic Health Disparities, 2022

traditionally a husband moved in with the wife’s family after marriage. The meanings of different animals also vary depending on someone’s tribal affiliation. In one slide presentation, Tehee had planned to include an image of an owl, but she decided against it after discovering that this animal could signify danger for members of certain tribes. Now she checks in about tribal affiliations and beliefs before meetings or trainings to learn about the meaning of certain animals or other spiritual references she plans to include.

REDUCING THE RISK OF MISDIAGNOSIS

Learning about the values, spirituality, and communication styles in Native American communities helps providers connect with patients and avoid misdiagnosing them. Interpersonal behavior that is culturally appropriate can sometimes be viewed as symptoms of autism spectrum disorder, said B. J. Boyd, PhD, a senior psychologist for the Chickasaw Nation in Oklahoma and a member of the Cherokee Nation. “Native American children who avoid eye contact or take longer to answer a question may be acting appropriately, but this can be misconstrued as signs of autism,” Boyd said. “In Western culture, children are usually expected to answer promptly to let adults know they have been heard.” Boyd ensures each patient is evaluated in a culturally sensitive manner.

He has also seen how non-Native health care providers assume patients are exhibiting symptoms of mental illness or drug problems when in fact the patients are discussing their

mental health struggles in spiritual terms. Boyd worked with one Native American patient who was suffering from anxiety, and the man shared with providers that the birds and squirrels in his yard helped him understand his illness. “I had to intervene and stop providers from diagnosing him with schizophrenia because he was simply finding meaning and comfort to help him process his illness,” said Boyd.

INITIATING CULTURE CONVERSATIONS

As psychologists seek to better serve Native Americans, changes in the approach to care have the potential to improve the well-being of people from a wide range of racial and ethnic groups. Tehee’s research team at Utah State University recently partnered with a local elementary

school to help students learn more about Native American culture, and the year-long project included exercises that helped students share about their own culture. “We found that over time, learning about other cultures increased the students’ connections to their own culture,” Tehee said. The students also increased their level of cultural empathy, or the ability to understand the experiences of people from a different culture (Litts, B. K., et al., *International Society of the Learning Sciences*, 2020).

By incorporating discussions about culture earlier in education, Tehee hopes to develop a generation of culturally competent citizens who are more curious about their own and others’ cultures. “This opens up space for all the students to experience a sense of belonging,” she said.

Practitioners can better understand patients by appreciating their role in typical Native American family structures, where the focus is on collectivism rather than individual achievement (opposite).

Psychologists can encourage Native American patients to learn about and participate in their cultural observances, such as traditional tribal gatherings.

“If they are feeling more connected to others, they will be more likely to let someone know if they are struggling rather than remaining silent.” These conversations about culture can take place in classrooms, research labs, clinical settings, and social gatherings, and it is critical to start by “recognizing your limitations in understanding,” said Gone. He encourages psychologists to be open to treating clients from any background and to be willing to openly share their limited ability to serve people from different cultural affiliations.

“By doing that, we are beginning to rehabilitate the deep sense of inferiority and shame among Native Americans that resulted from colonial subjugation as we form new relationships with marginalized communities and individuals.” ■



GREGOR HOHENBERGLAIF/REDOX

SOLVE FOR MATH ANXIETY

Psychological scientists are learning about the causes and consequences of math anxiety—and how to prevent it

BY KIRSTEN WEIR

Molly Jameson, PhD, is not generally an anxious person. An educational psychologist at the University of Northern Colorado, she loves to learn and solve problems. But presented with an unexpected math problem, her nerves spark. “It’s almost like white noise in my brain,” she said.

Jameson has—and studies—math anxiety, a specific form of fear that rears its head when people solve equations, take mathematics tests, or even just think about numbers. “Often people with high math anxiety know how to do the math. They’re not necessarily lacking the knowledge,” Jameson said.

“It’s an overreaction to math that takes up cognitive resources in their brains and prevents them from accessing the skills and knowledge they need to solve the problem.”

That overreaction can affect people’s performance in school and work. It can hinder academic achievement, influence the college majors or jobs people choose, and interfere with daily tasks like paying bills or managing medication dosages. From planning for retirement to buying an area rug, “math is everywhere and in everything we do,” Jameson said. To make life easier for people with math anxiety, she and other psychologists

are exploring how and why it develops, and how to keep it from derailing students.

WHEN MATH HURTS

Most of the skills we rely on—things like language learning, face processing, or navigation—develop whether or not we study them in school. Modern mathematics is different. After centuries of academic inquiry, math has pushed beyond the basic numeracy skills we use in everyday life, said David Geary, PhD, a cognitive scientist and evolutionary psychologist at the University of Missouri. “It’s now really an evolutionary novel, highly abstract, and difficult



“OFTEN PEOPLE WITH HIGH MATH ANXIETY KNOW HOW TO DO THE MATH. THEY’RE NOT NECESSARILY LACKING THE KNOWLEDGE, IT’S AN OVERREACTION TO MATH THAT TAKES UP COGNITIVE RESOURCES IN THEIR BRAINS AND PREVENTS THEM FROM ACCESSING THE SKILLS AND KNOWLEDGE THEY NEED TO SOLVE THE PROBLEM.”

MOLLY JAMESON, PhD,
EDUCATIONAL PSYCHOLOGIST AT THE
UNIVERSITY OF NORTHERN COLORADO

ALICE ADLER/GETTY IMAGES



Math anxiety can hinder academic achievement and even interfere with daily tasks like paying bills or planning for retirement.

domain, without a lot of the built-in scaffolds that help us learn," he said. "We're asking kids to learn something that was just developed culturally over the last few millennia, and they have no inherent preparation to understand it."

Another thing that makes math daunting for many kids is that it's so objective. If you're writing an essay or putting together a presentation, there's wiggle room in how it's judged. "With math, you can make a mistake and get it wrong. And that can be especially anxiety provoking," said Colleen Ganley, PhD, a developmental and educational psychologist at Florida State University.

Feeling a bit anxious about a math exam isn't atypical. And a little bit of nervousness could, in theory, spur people to study. But math anxiety is something bigger. For people with math anxiety, facing numerical tasks isn't just difficult—it's painful. In her research on math anxiety, Sian Beilock, PhD, a cognitive scientist and president of Dartmouth, and her former graduate student Ian Lyons, PhD, asked participants to solve math tasks while inside an fMRI machine. They found that in people with high math anxiety, the mere anticipation of doing math led to increased activity in brain regions associated with threat detection and the experience of

pain (*PLOS ONE*, Vol. 7, No. 10, 2012).

Plenty of people are feeling that pain. The prevalence varies from study to study, but the evidence suggests about 20% to 25% of kids experience moderate or high levels of math anxiety, Ganley said. And it persists into adulthood. In a study of 1,000 adults, Ganley and her colleague Sara Hart, PhD, found that math anxiety follows a normal distribution pattern, with the mean hovering being "some" and "moderate" math anxiety. It's higher in women than in men and is correlated with both general anxiety and test anxiety (*Journal of Numerical Cognition*, Vol. 5, No. 2, 2019). Despite that

correlation, however, many people with math-specific anxiety don't experience anxiety in other areas of their lives.

Math anxiety is associated with worse math achievement in school and beyond. In a meta-analysis of studies conducted from 1992 to 2018, Ganley and her colleagues found a small-to-moderate correlation between math anxiety and math achievement, starting in childhood and remaining significant through adulthood (Barroso, C., et al., *Psychological Bulletin*, Vol. 147, No. 2, 2021). Her 2019 study in the *Journal of Numerical Cognition* also showed that people with STEM careers and those who had completed

graduate school reported significantly lower levels of math anxiety compared with those with less education, suggesting people's fear of math may hold them back from those pursuits.

Other studies support that finding. Beilock and her colleagues found that adults with math anxiety choose easier, low-reward math problems over harder, high-reward ones—a tendency that could lead them to skip advanced math classes and the career trajectories that require them (Choe, K. W., et al., *Science Advances*, Vol. 5, No. 11, 2019). “Math anxiety is experienced by girls and boys as early as elementary school and can lead to avoidance of everyday

situations using math later in their lives, including money management and salary negotiation,” Beilock said.

WHAT CAUSES MATH ANXIETY?

Do poor math skills lead to anxiety, or is it the other way around? Beilock and colleagues showed that math anxiety at the beginning of first grade predicted kids' math achievement in first through third grades, above and beyond their foundational math skills (Pantoja, N., et al., *Journal of Cognition and Development*, Vol. 21, No. 5, 2020). That suggests that anxiety can interfere with future math learning. Still, evidence suggests it can happen

Research suggests that people with high math anxiety are less likely to finish graduate school or pursue STEM careers.



in both directions, with anxiety preventing kids from learning, and poor skills increasing their anxiety. “It becomes a cycle,” Jameson said.

While math anxiety can appear in early elementary school, it’s common for it to emerge around middle school or junior high, as kids confront more complicated mathematical concepts. And studies show that can happen even among kids with strong math skills.

It’s common for math anxiety to emerge around middle school or junior high, as kids confront more complicated mathematical concepts.

In a longitudinal study, Geary followed teens in grades seven through nine. Their math anxiety tended to increase over those years for all kids, as math lessons became more difficult and increasingly abstract (*Journal of Educational Psychology*, Vol. 115, No. 5, 2023).

As with other studies, Geary found math anxiety was higher in girls than in boys, even after controlling for general anxiety. He also found boys who made

stronger gains in math achievement over the study period had lower anxiety. The same wasn’t true for girls, however. “Even when girls were excelling in math over that transition, it didn’t buffer their math anxiety,” he said.

Gender is a consistent factor in math anxiety—and that’s a clue that math anxiety may have more to do with beliefs than with skills. “Gender doesn’t play a role in math performance. Men and women, boys and girls, are equally as good at math,” Jameson said. “But there’s this societal stereotype that math is a masculine domain, and I think a lot of women incorporate that idea.”

Research backs up the idea that the way kids interpret their educational experiences is a key factor in determining who develops math anxiety. Gerardo Ramirez, PhD, an educational psychologist at Ball State University, has described how students’ internal narratives may drive math anxiety (*Educational Psychologist*, Vol. 53, No. 2, 2018). A child who sees a tough math assignment as a challenge that will help them learn new skills may be less likely to develop anxiety than a child who gets stuck and thinks, “I’m just not a math person.”

Jameson has also explored



“MATH ANXIETY IS EXPERIENCED BY GIRLS AND BOYS AS EARLY AS ELEMENTARY SCHOOL AND CAN LEAD TO AVOIDANCE OF EVERYDAY SITUATIONS USING MATH LATER IN THEIR LIVES, INCLUDING MONEY MANAGEMENT AND SALARY NEGOTIATION.”

SIÂN BEILOCK, PHD,
DARTMOUTH COLLEGE



contextual factors related to math anxiety. In a study with second graders, she found the strongest predictor of math anxiety was math self-concept—in other words, a student's confidence in their ability to complete a math task. Indeed, self-concept was more important than gender as a predictor of math anxiety (*The Journal of Experimental Education*, Vol. 82, No. 4, 2014). And in college students, she showed that math self-concept was a more important factor in the development of math anxiety than emotional self-efficacy, a person's belief in their ability to control their emotions (*Educational Sciences*, Vol. 12, No. 11, 2022).

Unfortunately, all sorts of factors can feed into the beliefs

a person has about their math abilities, including messages they receive from teachers. In 2010, Beilock and her former graduate student Marjorie Schaeffer, PhD, found that girls in classes with highly math-anxious teachers learned less math compared with girls whose teachers did not have math anxiety. A decade later, they replicated that finding in a larger sample of first graders, showing a link between teachers' math anxiety and students' learning in both girls and boys (*Developmental Science*, Vol. 24, No. 4, 2021). "Kids learn from the adults around them," Beilock said. "We know that when teachers are anxious about math, their students learn less math over the school year."

Yet while teachers' math

Research suggests that it is important for educators to work to make math a positive experience for students.

anxiety affects student achievement, it's not clear whether it might also lead to math anxiety in their students, Ganley said. Some math-anxious teachers might avoid digging deeper into the subject, but others might take extra care to disguise their own anxiety in order to get kids excited about math. Those efforts can pay off, she added. "One of the best things parents and teachers can do is to try to make math a positive experience for kids."

MATH ANXIETY INTERVENTIONS

Researchers have tested various short interventions for math anxiety over the years, but results have been mixed. Some interventions that initially seemed

promising failed to show benefits in replication studies, Ganley said. In a study of 300 college students, she tested four brief interventions that had shown promise in previous experiments. Two guided students to reappraise their math anxiety in a more positive light, either reframing the task with excitement or as a challenge. One involved expressive writing before the task, giving students a chance to offload their worries to free up cognitive resources. The fourth gave students time to read over the test before taking it, the idea being that students would be able to activate the cognitive resources needed to complete the task and devote less of their working memory to their worried thoughts. But none of the interventions lowered students' self-reported anxiety or improved their performance on the tests (*Journal of Numerical Cognition*, Vol. 7, No. 1, 2021).

Brief interventions might not be the best way to manage students' math anxiety, Ganley said. In a study funded by the National Science Foundation (NSF), she's developing an eight-session school-based intervention that draws on principles of cognitive behavioral therapy. Other researchers are coming at the challenge from the teacher's side. Research has shown that elementary education students have the highest math anxiety levels of all college majors (Hembree, R., *Journal for Research in Mathematics Education*, Vol. 21, No. 1, 1990). Jameson hopes to reduce teachers' anxiety before they step in to the classroom.

Jameson's NSF-funded intervention aims to change math attitudes of preservice elementary teachers by helping them develop self-regulatory skills to better manage anxious thoughts and behaviors. "We want to help teachers become more confident so that once they get into the classroom, they aren't modeling negative math attitudes," she said. Those attitudes are often subtle, she added. An offhand comment like, "Let's put away our math books now and do something fun," sends the message that math is anything but.

BETTER LEARNING

While some researchers are focused on the anxiety piece, others say they should turn their attention to the math. "The only way to address math anxiety is to fix math," said Patricia Stokes, PhD, a psychologist who studies problem solving at Barnard College.

Stokes got into math accidentally when she was invited to submit a grant for research on problem-solving in early math education. When she began looking into existing curricula, she said, she found a jumble of lessons: Some addition here, shapes and geometry there, some subtraction thrown in. What was lacking, she believed, was deliberate practice, teaching young students basic mathematical models and building on those models steadily and incrementally. "Just as painters think in color and form, mathematicians think in numbers, symbols, and patterns," she said. She worked with a mathematician to create an immersive curriculum

FURTHER READING

Mathematics anxiety: What is known and what is still to be understood

Mammarella, I. C., et al. (Eds.)
Routledge, 2019

Math anxiety: Past research, promising interventions, and a new interpretation framework

Ramirez, G., et al.
Educational Psychologist, 2018

The effect of timing of math anxiety measurement on math outcomes

Conlon, R. A., et al.
Learning and Individual Differences, 2021

The development and validation of the children's anxiety in math scale

Jameson, M. M.
Journal of Psychoeducational Assessment, 2013

that teaches kids to think like mathematicians.

In a pilot test, she found 71% of kids in the program scored above grade level, compared with 30% of a classroom that used the traditional curriculum. Expanding the program to four more elementary schools, she again found kids gained advanced math skills. What's more, 86% reported that they liked math (*Mathematics Teaching Research Journal*, Vol. 12, No. 3, 2020).

Stokes argues that teaching kids to think like mathematicians will give them the confidence and skills to succeed, without anxiety, as their math classes get more complicated. Without longitudinal studies, of course, that's still a guess. But others agree that improving math learning is an important piece of the puzzle. "The best preventive for math anxiety is to develop solid basic math skills," Geary said.

Teachers and families can also ease anxiety around math by improving other types of learning. One thing that helps is improving study skills, Beilock said. "Our research has shown that math anxiety can lead a student to avoid studying the toughest math problems, which impacts their performance on a test. Now, they're less prepared for the test and they're still anxious," she said. "We can teach them better study habits and help them confront the problems that are making them feel anxious."

Educators and caregivers can also help children approach learning—including mathematics learning—with a growth mindset. Ganley's team found

students with fixed mindsets had lower math achievement. But students who had a more “mixed” mindset, believing that math intelligence could grow—but that growth happened at different times for different people—tended to have higher math achievement (Barroso, C., *Contemporary Educational Psychology*, Vol. 73, No. 1, 2023). “A lot of people think that math skills are something you have, or you don’t have,” Jameson added. “But anybody can learn math.”

Those lessons, however, are best taught early. Mathematics learning is cumulative, with one lesson building on another. The foundational skills children need to successfully learn mathematics begin in preschool, Geary has found (*Psychological Science*, Vol. 29, No. 2, 2018). And older children who are too anxious to study math may fall behind. “Most kids don’t particularly like practicing math, but it’s important to develop a solid foundation from the beginning,” Geary said.

A ROLE FOR PSYCHOLOGISTS

Math education is a hot-button issue for schools, parents, and politicians—especially post-pandemic. In 2023, math scores of 13-year-olds taking the National Assessment of Educational Progress fell 9 points, the largest drop in half a century. Against that worrisome backdrop, math remains big business: Pre-K–12 textbooks and educational materials brought in more than \$5.6 billion in 2022, according to the Association of American Publishers. While textbook publishers vie

to produce the next hot math curriculum, and departments of education scramble to adopt them, there’s also an entire academic field of math education experts studying better ways to teach the subject.

Yet there is room for psychologists in that crowded space, said Pooja Sidney, PhD, a developmental cognitive psychologist who studies math attitudes at the University of Kentucky. Psychologists and education researchers can work together to make learning numbers both more effective and less stressful. However, that collaboration may not come naturally. “There are some big theoretical divides between people in math education and people who work in the psychology of math cognition. Those can be big barriers to overcome,” Sidney said. “But if we want to make change, we have to bring together all these pieces.”

Even for psychological scientists who don’t work with children or study education, math anxiety is an important phenomenon to keep in mind, she added. Sidney studies both math anxiety and health decision-making, and the former has clear impacts on the latter. Math anxiety can affect how patients process information in a doctor’s office or make sense of health statistics, for example. It’s something to consider for anyone trying to communicate numerical information to

the public. It’s also a factor for researchers who ask study participants to deal with numbers of any kind.

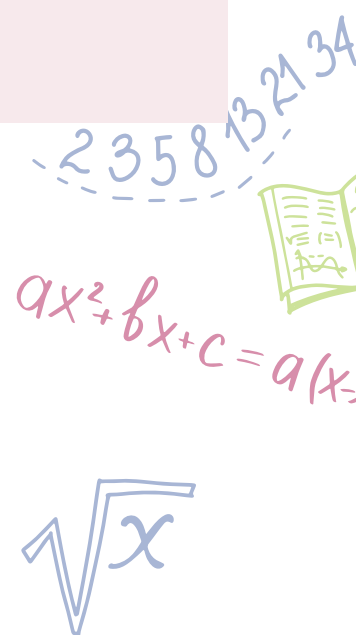
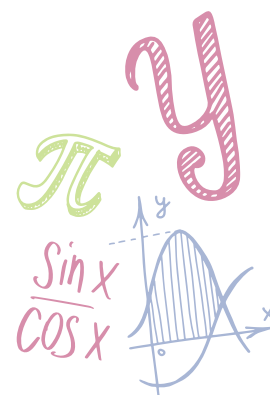
“Most researchers aren’t thinking about math anxiety, but it affects people’s performance whenever you’re measuring anything numerical,” Sidney said. “Any time you’re dealing with numbers in your research, you’ll have an effect of math anxiety.”

Still, the biggest impacts of math anxiety will always be on

“MOST RESEARCHERS AREN’T THINKING ABOUT MATH ANXIETY, BUT IT AFFECTS PEOPLE’S PERFORMANCE WHENEVER YOU’RE MEASURING ANYTHING NUMERICAL. ANY TIME YOU’RE DEALING WITH NUMBERS IN YOUR RESEARCH, YOU’LL HAVE AN EFFECT OF MATH ANXIETY.”

POOJA SIDNEY, PHD,
UNIVERSITY OF KENTUCKY

the kids and adults who live with it. For them, the fear of numbers can guide their choices in school, work, and everyday life. Whether by improving math education, specifically targeting math anxiety, or both, it’s clear there’s a need for better support, Sidney said. “For people who don’t have it, it can be strange to imagine someone being so scared of mathematics,” she added. “But a child with math anxiety can’t just get over it because an adult tells them math is easy.” ■



the

International



American adults have long adopted children from other countries, with the initial surge occurring after the Korean War and peaking in 2004. Research has found that, because of acculturation and other adjustment challenges, these “transnational adoptees” are more vulnerable to some mental health difficulties.

Adoption

Journey



Psychologists are striving to learn more about the lived experiences of international adoptees, including gaining insights into how mental health professionals can better support them and their families

BY CHARLOTTE HUFF



Susan Branco, PhD, has always had two birthdays. But until she reunited with her Colombian birth family in 2021, she and her adoptive parents did not know about the second one, the actual date of her birth, which falls about 6 weeks earlier. She also learned that she has two siblings, a shock for someone who was raised as an only child in suburban Philadelphia.

While her White adoptive parents were loving and supportive, Branco had yearned to know about her birth family since she was a little girl and started searching for them in her 20s. “It took 24 years of active searching,” said the 51-year-old, an associate professor of clinical mental health counseling at Palo Alto University in California, who studies transracial adoption.

The 2021 reunion at the airport in Bogotá, joyful with flowers and tears, proved to be the next stage in what researchers frequently describe as a lifelong journey for transracial international adoptees. Branco, who has conducted research involving

Colombian adoptees while pursuing her own familial search, is still getting to know her birth mother and adjusting to her new status as the middle child with an older and younger sibling. Her therapeutic journey also has occurred in stages. When Branco sought therapy earlier in life, she was not asked about any adoption-related challenges—not an unusual omission, particularly years ago, she said. More recently, she found a psychotherapist trained in working with transracial adoptees. “You go through life with one identity for yourself and one understanding of what family is and what it means,” said Branco, who these days celebrates both her Colombian and U.S. birthdays. “And then all of the sudden, as a middle-aged adult who has their own family and is married and has parents who are aging, now I’m incorporating this whole other family into my life.”

While U.S. adults have long adopted children from other countries, with the initial surge occurring after the Korean War, psychological insights into the lived experience of these international adoptees have only begun to coalesce in the last few decades. Since international adoption rates peaked in 2004, many of these children are now well into their adult years, and researchers have continued to study the acculturation and other adjustment challenges that they may face.

International adoptees can be more vulnerable to some mental health difficulties compared with non-adoptees, including eating disorders, depression, and anxiety disorders (Strand M., et

al., *Epidemiology and Psychiatric Sciences*, Vol. 29, 2020). Other research indicates that mental health challenges may be related to *color blindness*—the myth that racism can be avoided by disregarding skin color—when exhibited by adoptive parents, as that can make adoptees feel isolated in managing society’s racial stereotypes (Wiley, M. O., *American Psychologist*, Vol. 72, No. 9, 2017).

To provide effective therapy, psychologists must be prepared to assist adoptees as they strive to process the contradictory experiences that they may have encountered, according to psychologists who study international adoption, some international adoptees themselves. While they may love their adoptive parents, they may still grieve the loss of not only their birth family but their home country and language. They may require support with cultural and, in particular, racial socialization, as research indicates that White parents who adopt children transracially—children whose racial or ethnic background differs from their own—may be less able to discuss issues involving bias or racism.

In some cases, transnational, transracial adoptees of color may not grapple with what Minnesota counseling psychologist Richard Lee, PhD, describes as the “transracial adoption paradox” until they move farther away from their largely White home and community for college or other opportunities. At that point, they may recognize for the first time that being raised with the privileges of a largely

The first time Dr. Susan Branco was in therapy, the counselor never asked her about any challenges related to her having been adopted from Colombia. She recently found a psychotherapist trained in working with transracial adoptees, who has helped her to integrate her birth and adoptive identities.

White community has not prepared them for living in a culture where they are perceived based on their skin color, said Lee, a psychology professor who also directs the Asian American Studies Program at the University of Minnesota.

“You’re in a setting where people don’t know about your family history and experiences growing up in a White family,” Lee said. “So, they look at you and they see your brown skin and they make assumptions about your ethnicity and race and the experiences that you had that are often associated with your ethnic and racial background.”

RACISM AND THE ADOPTION JOURNEY

Prior to 2000, most psychology researchers applied a more “color-blind” prism to international adoption, similar to the framing that adoption agencies used at that time, Lee said.

“They were really trying to make the case that the color of one’s skin, the cultural background of a child, whether it’s the same or different from the family, is less relevant than just growing up in a warm, nurturing home,” said Lee, who published one of the first reviews of transracial adoption research in 2003 (*The Counseling Psychologist*, Vol. 31, No. 6, 2003).

But the lived racial and ethnic experiences of adopted children were largely missing from that earlier research, Lee said. He credits adoptive parents and earlier generations of adoptees with playing an influential role in highlighting the importance of cultural socialization by

establishing cultural camps and building related communities in the 1980s and 1990s, particularly involving Korean adoptees.

In recent years, researchers have delved more into how much ethnic and racial socialization adoptive parents do provide to foster the adoptees' ethnic identity and prepare them for bias and racism. Between 2007 and 2014, Lee and his colleagues followed 116 internationally adopted Korean American children and adolescents across the 7-year span. They found that the parents of the adolescents—who were ages 13 to 20 when the follow-up interview was conducted—reported higher levels of parental ethnic socialization than their children did. Researchers also learned that those parental ethnic socialization efforts decreased as their children entered adolescence (*Developmental Psychology*, Vol. 53, No. 11, 2017).

Like Branco, many international adoptees are now adults, given the broader trends. Adoptions to the United States, which peaked at nearly 23,000 in 2004 according to U.S. Department of State data, have significantly declined as the primary sending countries—China, Russia, Guatemala, South Korea, and Ethiopia—made it more difficult to adopt, according to Pew Research Center data published in 2017. The reasons vary, ranging from concerns about fraud and corruption in Guatemala to a diplomatic rift with Russia. By 2019, prior to the COVID-19 pandemic, the total number of adoptions to the United States had dropped below 3,000.



One-year-old Zhong Snelson, originally born in Kunming Yunnan Province in China, basks in the attention of his Australian adoptive parents Mark and Elizabeth Snelson.

As these children become parents themselves, psychologists have begun to study how they provide socialization to their own children. Parents who have biological children report that it can be a powerful experience, a step toward engaging with their birth roots, said Xiang Zhou, PhD, an assistant professor of counseling psychology in the College of Education at Purdue University. Zhou and colleagues have conducted 51 qualitative, in-depth interviews with Korean American adults who became parents biologically or through adoption (*Family Relations*, Vol. 70, No. 2, 2021).

One participant described how having their own biological child “is almost like looking into a mirror backwards,” Zhou said. “By having a child, they can finally look into their ancestry, to their past.”

Most of the adults, though, reported feeling hampered in helping their children, having received limited cultural and racial socialization from their adoptive parents, the researchers found. Still, some reframed their new parenthood as providing a second chance, Zhou said. “Becoming a parent offered them another window, another opportunity to start learning about Korean culture that they may not have been able to as a kid.”

VULNERABILITY TO MICROAGGRESSIONS

Psychologists may find that therapy enables adoptees to share their struggles with bias and discrimination, which they may not have felt comfortable broaching with adoptive parents and other family members. Children adopted transracially from countries outside of the United States likely have encountered

another type of verbal assault as well, called an adoption microaggression, said Amanda L. Baden, PhD, a professor of counseling at Montclair State University in New Jersey who was adopted by White parents from Hong Kong in 1969. With transracial adoption, she said, “the adoption is visible to other people immediately,” given differences in facial and other physical features from other family members. “So, people are having adoption trigger questions as soon as they see that,” she said.

Baden developed and began to study adoption microaggressions after learning about research involving racial microaggressions (Sue, D. W., et al. *American Psychologist*, Vol. 62, No. 4, 2007). Microaggressions of any type are rooted in some form of stigma or misunderstanding, including adoption microaggressions, Baden said. “Adoption is widely seen as a second, third, or last choice for forming a family,” she said, adding that “people have widely inaccurate assumptions about what adoption means and how it works.”

In her research, Baden described common themes involving adoption microaggressions, which can be directed at children adopted domestically or internationally as well as their adoptive parents. (*Adoption Quarterly*, Vol. 19, No. 1, 2016). These microaggressions can persist well beyond childhood, according to other research that Baden was involved with, based on interviews with 11 transracial adult adoptees. One type of microaggression is rooted in the misperception that adoptees

must be a “bad seed” in some way, with emotional or developmental traits that could cause strain within the adoptive family, she wrote. Another microaggression—that they should be grateful—places weighted expectations on the adoptee (*Journal of Family Psychology*, Vol. 36, No. 8, 2022).

“It’s a complicated thing,” Baden said. “Adoptive parents don’t adopt someone because they want to hurt them.”

“But adopted children sometimes feel a lot of pressure to be very loyal,” Baden continued. “They get the message very

Upon arrival in the United States from the Democratic Republic of Congo, Isaac, 12, hugs his new adoptive parent, Eric Sands.

clearly from family, from society, from every book and movie that has an adoption story ... That they’re supposed to be grateful for their being rescued from this terrible situation.”

Baden also has introduced a new type of microaggression, called adoption microfictions. During the adoption process, the true circumstances around the adoption “can be altered purposefully, or even accidentally,” Baden wrote, resulting in inaccurate information. Or, some parents attempt to hide that the child was adopted (*Adoption Quarterly*, Vol. 19, No. 1, 2016).



Meanwhile, efforts by White parents to understand racism and prepare their children for bias and discrimination may not be as robust as they perceive. In one study, involving 30 families with White parents and at least one child adopted from Korea, just nine of the families acknowledged that racial and ethnic differences had an influence on their family. Six rejected that premise and the remainder held a mix of views (Kim, O. M., et al., *Journal of Adolescent Research*, Vol. 28, No. 1, 2012). Other work, based on interviews with 95 pairs of Asian American adolescent transnational adoptees and their parents, found that the parents underestimated their children's personal exposure to

He Ruichang, 9, hugs his 12-year-old adoptive sister, Madelyn Hostetler. Ruichang lived in a Chinese orphanage until he was adopted by an American couple.

racism compared with what the children themselves reported (Langrehr, K. J., et al., *Asian American Journal of Psychology*, Vol. 10, No. 2, 2019).

For Kimberly Langrehr, PhD, one of the study's authors, those findings resonate with her clinical experience, working with families who have adopted internationally, along with her personal perspective. When she was adopted in 1981 from South Korea by a family living in rural Wisconsin, she noted, her parents were given the guidance prevalent at the time—to raise her as though she were White.

In Langrehr's clinical work, she's noticed that parents are more prone to focus on building

their child's ties to their cultural heritage and less comfortable with exploring their vulnerability to racism. Thus, it can be quite painful when their child comes home talking about racial taunts and slurs, said Langrehr, an associate professor of psychology at Roosevelt University in Chicago. "A lot of times I feel like their shock speaks to the parents' own lack of racial socialization themselves to know just the prevalence and pervasiveness of racism on a daily basis," she said.

Doctoral student Inah Jeong, who grew up as Maggie O'Brien, described college as a pivotal turning point. During their childhood years in suburban Minneapolis, Jeong's White parents tried to connect Jeong with



CHINA PHOTOS/GETTY IMAGES

Jeong's Korean heritage, suggesting that they attend a Korean cultural camp one summer. But Jeong declined, preferring to remain at home and play soccer with friends.

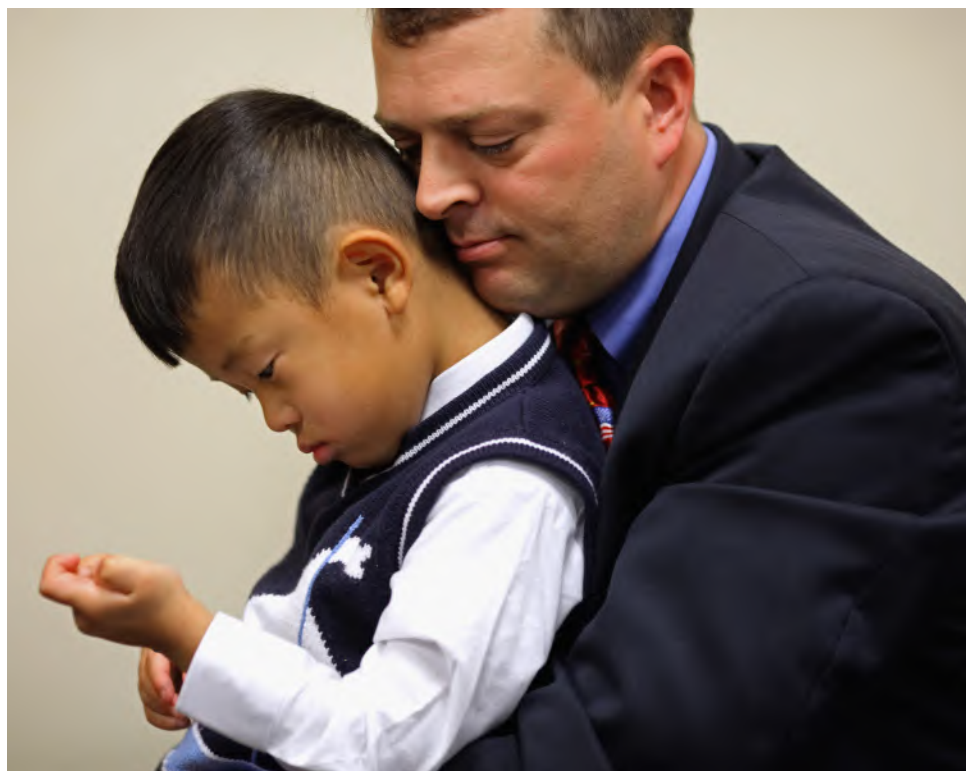
Once in college, Jeong joined a Korean drumming group. They began to learn the language and identify more as Korean, including using Inah Jeong more frequently—the name listed in the Korean adoption papers.

"Still even to this day, it's kind of hard for me to say 'Korean American,'" said the 26-year-old, who is pursuing a doctoral degree in learning sciences at the University of Illinois Chicago. "Because I feel that holds with it the story of growing up in a Korean American family."

WORKING WITH ADOPTEES

Researchers are still sorting out why international adoptees experience more mental health difficulties. Some studies point to pre-adoption factors, such as neglect at adoption facilities and separation from early attachment figures, as potential contributors to later challenges (Palacios, J., et al., *Research on Social Work Practice*, Vol. 29, No. 2, 2019).

Amid the pandemic, Chinese transracial adoptees in the United States described how they were psychologically buffeted in various directions, according to a qualitative study involving interviews with 20 young adults who were born in China then adopted by White families. Like others with Chinese heritage, the young adults reported discrimination amid the fears over COVID-19. But they still lived in a primarily



White culture, with parents who sometimes denied their pandemic-influenced racial experiences. Eight subthemes were identified, among them an increased sense of being a perpetual foreigner in the United States, a sense of in-betweenness amplified by sociopolitical tension, and increased thoughts of birth parents (Wing, H. M., & Park-Taylor, J., *Asian American Journal of Psychology*, Vol. 13, No. 3, 2022).

Psychologists who want to better meet the psychological needs of international adoptees should first make sure that they are not overlooking them among their existing patients, Zhou said. As part of the intake process, psychologists should routinely ask patients to detail their relationship to their caregivers,

Noah Avery, 4, gets a warm embrace from his adoptive father, Alex Avery. Noah, born in China, is attending the children's citizenship ceremony at the U.S. Citizenship and Immigration Services office in Fairfax, Virginia, to become an American.

whether it's biologic, adoptive, or some other type of family structure, he said.

Therapists should not assume that someone is seeking counseling for reasons related to their adoption history, but they should keep that additional context in mind, Lee said. For example, an adolescent may seek help for depression, but over time it becomes apparent that their depression is influenced in part by strain within their adoptive family over their desire to seek out their birth family. Therapists should stay especially alert, Lee advised, to the rethinking of identity that can occur during life transitions, such as starting college or becoming a parent. For example, a Korean American parent may choose to reengage with their culture and ethnicity after having

WAR-TORN CHILDREN

The ongoing war in Ukraine has disrupted the lives of a large swath of already vulnerable children, including institutionalized orphans, with authorities losing track of some and reporting that others have been transported to camps in Russia.

More than 105,000 Ukrainian children lived in residential institutions prior to Russia's invasion according to a Human Rights Watch report published in March. Most of these children are not orphans; rather, they were institutionalized because of the family's poverty or a child's disability, according to the advocacy organization.

In the initial weeks following the invasion, nearly 40,000 children were sent home to protect them from incoming Russian attacks, according to the Human Rights Watch report. But authorities have not followed up on the whereabouts of roughly 26,000 of that group, according to the report.

By early this year, more than 6,000 Ukrainian children had been taken to Russia or Russia-occupied Crimea, according to a report published in February by Conflict Observatory, an independent research project supported by the U.S. State Department. In some instances, the children, who include those previously living with their Ukrainian families as well as in institutions, have been placed with foster families in Russia, the report says. "We know that children abducted by Russia succumb to political reeducation," said Valeriia Palii, PhD, president of the National Psychological Association of Ukraine. "Children are specially sent to the far corners of Russia in order to make it harder to find them and to destroy a possible connection with their homeland," she added.

According to Palii, Russian psychologists who have conducted "research" on the mental characteristics of Ukrainian children say that Ukrainian children are more aggressive and need reeducation. "This is a stigmatization of lonely, traumatized children who, like any other children, want to be accepted" and will cooperate with the disavowal of their Ukrainian identity, Palii added.

The impact on these children's mental health will vary depending on their age and living circumstances before and after their abduction to Russia, said Palii. "But we can say with confidence that this is a serious mental and cultural trauma," she wrote in an email, noting that they may experience depression, problems with identity and self-acceptance, along with other mental health challenges as a result.

a child, which may change the dynamics within the partnership if the other parent is White.

Langrehr, who counsels young adult adoptees from China and Korea, said that these adoptees have traditionally tended to keep their experiences with racism to themselves, regardless of how strong their relationship is with their adoptive parents. But that's changed somewhat, she said, amid more public discussions about micro-aggressions and more overt racism against Asian Americans during the pandemic. "I see a lot more adult adoptees wanting to have conversations with their parents and realizing that they have been sitting on some resentment over the years," she said.

In this regard, therapists can serve as a sounding board, working through some of these emotions with the adoptee in advance, Langrehr said. What do they want to express and how? Also, what are they trying to achieve? While expressing one's feelings is important, she added, it does not always lead to the critical conversations that adoptees crave. Instead, they can just end up feeling minimized and ignored as a person of color.

Psychologists also can provide guidance and support for the adoptive parents, who may initially be defensive as their color-blind perspective is disrupted, Langrehr said. "It can be absolutely heartbreaking for them," she said. "What I often tell adoptive parents is, 'This is not the end though. You also have the opportunity to still grow should you want to.'"

FURTHER READING

Hidden among the hidden: Transracially adopted Korean American adults raising multiracial children

Wu, C. S., et al.
Developmental Psychology, 2020

Selling transracial adoption: Families, markets, and the color line

Raleigh, L.
Temple University Press, 2017

Somebody's children:

The politics of transracial and transnational adoption

Briggs, L.
Duke University Press Books, 2012

Unpacking complexities in ethnic-racial socialization in transracial adoptive families: A process-oriented transactional system

Pinderhughes, E. E., et al.
Development and Psychopathology, 2021

In a similar vein, Branco suggests that therapists talk with patients about what they want to achieve during a birth family search. Her research has identified strong emotions, including grief and loss, among individuals who have reunited with their birth families as they contemplate what they have missed out on by growing up so far away (*Adoption Quarterly*, 2023).

Therapists should prepare patients for a range of outcomes if they decide to try to meet their birth parents or other family members, Branco stressed. The birth parents may no longer be living or may not be ready to connect with their biological child. The search can disrupt existing relationships, Branco found in her research. “Sometimes adoptive family members felt jealous or felt angry at them or wanted to be over-involved.” Moreover, there can be notable disconnects between the stories that the adoptees first heard and what they later learned.

In one study, involving interviews with 17 adult adoptees from Colombia, eight of them reported inaccurate information or challenges related to their birth family search. In one case, the birth mother described being coerced into adoption by family members. In another case, the search was delayed because the adoptive parents withheld the birth mother’s information for years (Branco, S. F., & Cloonan, V., *Genealogy*, Vol. 6, No. 4, 2022). When adoptees learn about such a microfiction, Branco suggests that therapists set aside their own preconceived notions about international



adoption to acknowledge and validate what the adoptee is sharing.

In Branco’s personal search, she felt supported by her adoptive parents. But she had little to work with because she did not know her birth mother’s name. It was not until a DNA match connected her to a cousin, who had also been adopted by a U.S. family, that they were able to piece together the genealogy. The cousin, adopted more recently, had the name and a government identification number for her birth mother, the sister of Branco’s mother.

The story that the orphanage told Branco’s adoptive parents proved to be a microfiction, she said, about her mother living in a home in the Andes mountains that cared for unmarried college students. “They had no reason to believe that it wasn’t true,” Branco said of her adoptive parents. “But it wasn’t the story at all.”

Dr. Branco’s supportive adoptive White parents and the warmth of her Colombian birth mother and family have helped ease Branco’s journey. Therapists should help prepare adoptees for possible difficulties, such as learning that their adoption story is untrue, she says.

Branco declined to share more specifics, other than to say that her mother had been underage and not in college. “It was not a happy scenario,” she said. “I don’t think any of the scenarios are happy though, ever, in adoption.” But it gave her a lot of peace to know the truth, she said, and to reclaim her birth story.

As Branco gets to know her birth family on her mother’s side, her path has been eased by her proficiency in Spanish and familiarity with Colombia, which she had visited nine times prior to 2021. Although they do not yet have the degree of shared experiences and history that she has already built with her adoptive family, they are working on it.

“Our commitment is, we’re going to have to make memories,” she said. “And we’re going to commit to being in each other’s lives.” ■





DISRUPTING TEEN DATING VIOLENCE

Violence in teen relationships predicts violence in adulthood, so psychologists are exploring new ways to interrupt the cycle.

BY ZARA ABRAMS

When adolescents start to explore dating, romance, and sex, a troubling number fall victim to violence. In the United States, up to 19% of teens experience sexual or physical dating violence, about half face stalking or harassment, and as many as 65% report being psychologically abused (“Teen Dating Violence,” Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice, 2022).

In many cases, violence can happen when young people don’t yet have the skills to manage conflict, cope with feelings of jealousy, and navigate rejection. Those challenges have intensified with the rise of social media: Many teen social interactions now play out in public online spaces, adding feelings of shame and fear of judgment to the mix.

“It’s developmentally appropriate for young people to explore their sexuality, but as a society we haven’t figured out how to support that while protecting them from a risk of violence,” said psychologist Sherry Hamby, PhD, who directs the Life Paths Research Center in Sewanee, Tennessee, and studies multiple forms of violence.

While sexual and relationship violence affecting other age groups—including adults, college students, and children—is a major focus of research and policy, experts say adolescents have gotten less attention.

“Teen dating violence seems to be overlooked, not only in the scientific community but in society at large,” said Antonio Piolanti, PhD, a postdoctoral

assistant in health psychology at Universität Klagenfurt in Austria who studies ways to prevent sexual and dating violence.

Psychologists are shining a light on the issue with research insights on risk and protective factors, as well as new approaches to prevention that prioritize skills and strengths over traditional psychoeducation. Promising interventions include training on emotion regulation and communication skills, bystander intervention and peer-led programs, and digital monitoring that can help predict teens’ risk for real-world violence. Those efforts not only protect teens during a critical period of development but can reduce their risk for intimate partner violence (IPV) later in life.

“There’s a lot to be excited about, because we’re finally recognizing that with the right approach, we can intervene in a way that really changes the trajectory for young people,” said Christie Rizzo, PhD, an associate professor of applied psychology at Northeastern University in Boston who uses

In one nationally representative study of young people ages 14 to 21,

51% of females and 43% of males

reported being victims of at least one type of dating violence, while

50% of females and 35% of males

reported perpetrating at least one type of violence.

skills-based approaches to reduce violence and other risks in youth.

SHORT- AND LONG-TERM HARM

Violence in teen relationships can take several forms. It can involve stalking or harassment, such as spying on a partner or monitoring private online activity without permission, or psychological aggression, such as threats, insults, or attempts to control. In cases of physical and sexual violence, one partner may physically harm another, force them to engage in sex acts against their will, or share intimate photos without consent (“Fast Facts: Preventing Teen Dating Violence,” Centers for Disease Control and Prevention [CDC], 2023).

Estimates vary regarding the prevalence of teen dating violence. According to 2019 data from the CDC’s Youth Risk Behavior Survey, about 1 in 12 teens experience physical dating violence and about the same number face sexual dating violence. Other studies suggest rates may be higher, especially when accounting for



About 1 in 12 teens experience physical dating violence and about the same number experience sexual dating violence. This causes significant harm in the adolescent years and sets patterns that lead to damaging adult relationships.

psychological forms of abuse. In one nationally representative study of young people ages 14 to 21, 51% of females and 43% of males reported being victims of at least one type of dating violence, while 50% of females and 35% of males reported perpetrating at least one type (Ybarra, M. L., et al., *Archives of Sexual Behavior*, Vol. 45, 2016). Gender differences exist in both victimization and perpetration, with males more likely to enact sexual violence and females more likely to enact psychological violence.

Research increasingly indicates that much of the violence in teen relationships is mutual, or perpetrated by both partners, though girls face a higher risk

of sexual violence than do boys ("Who Perpetrates Teen Dating Violence?," National Institute of Justice, U.S. Department of Justice). Older adolescents, those who identify as Native North American or Hawaiian/Pacific Islander, and those who identify as LGBTQ+ also experience higher rates of dating violence (Fix, R. L., et al., *Journal of Interpersonal Violence*, Vol. 37, No. 17–18, 2021).

Dating violence can cause significant harm over both the short and long term. In an analysis of nearly 10,000 teens from the United Kingdom's Millennium Cohort Study, teens who experienced sexual violence between ages 14 and

"There's a lot to be excited about, because we're finally recognizing that with the right approach, we can intervene in a way that really changes the trajectory for young people."

CHRISTIE RIZZO, PHD, ASSOCIATE PROFESSOR OF APPLIED PSYCHOLOGY AT NORTHEASTERN UNIVERSITY

17 had worse mental health at 17. Specifically, they had more psychological distress and were more likely to report self-harm in the past year, including attempted suicide (*The Lancet Psychiatry*, Vol. 9, No. 11, 2022).

“These findings are incredibly concerning, because this is already an age where young people are particularly vulnerable to mental health difficulties,” said Praveetha Patalay, PhD, a professor of population health and well-being at University College London and the study’s lead author.

In the long run, involvement with dating violence in adolescence predicts IPV in adulthood, as well as other high-risk behaviors, such as drug and alcohol use, according to a systematic review of 38 studies led by Piolanti (*Pediatrics*, Vol. 151, No. 6, 2023).

“Understanding and addressing teen dating violence is so important, because we know that traumatic experiences that happen during adolescence can have lifelong harmful effects,” Hamby said.

THE ROOTS OF VIOLENCE

Like violence in adult relationships, violence among teens is multifaceted and has multiple causes. Children who experience trauma, poverty, or a range of adverse childhood experiences (ACEs) are more likely to be both victims and perpetrators of violence during adolescence. Research has also linked perpetration to approval of violence and adversarial sexual beliefs (such as the belief that power over one’s partner is important), as well as depression,

externalizing behaviors, alcohol use, risky sexual behaviors, and juvenile delinquency (Taquette, S. R., & Monteiro, D. L. M., *Journal of Injury and Violence Research*, Vol. 11, No. 2, 2019; Spencer, C. M., et al., *Trauma, Violence, & Abuse*, Vol. 22, No. 3, 2019).

In some cases, dating violence may be part of a pattern of antisocial or aggressive behavior. But much of the time, teens may simply not know how to manage the emotions and conflicts that arise as they enter their first relationships, said Ernest Jouriles, PhD, a professor of psychology at Southern Methodist University in Dallas. For example, they may lack the experience to distinguish what behaviors constitute stalking or excessive jealousy from healthy romantic or sexual interest. At the same time, adolescents are experiencing the physical and psychological changes inherent to puberty, including a prefrontal cortex that’s still developing, Hamby said.

“There are a lot of cognitive and developmental challenges that make teens much more vulnerable than adults to getting into problematic relationships,” she said.

Psychologists have traditionally studied teen dating violence separately from other risks that affect adolescents, such as bullying, unprotected sex, and sexual harassment and violence that occur outside of relationships. But increasingly, research shows that those experiences are often linked, including studies of “polyvictimization,” or exposure to multiple forms of violence, by Hamby, David Finkelhor,

PhD, of the University of New Hampshire, and their colleagues (*Journal of Adolescent Health*, Vol. 58, No. 2, 2016). Those various forms of violence share similar risk factors, including family violence and other ACEs—as well as similar protective factors.

“That’s taught us that from a prevention perspective, these things are often co-occurring, and we need to think more about how they’re interconnected,” said psychologist Victoria Banyard, PhD, a professor in the School of Social Work at Rutgers University in New Jersey.

There’s also a growing recognition by researchers that dating abuse can and does happen online, Rizzo said. Examples include using technology to monitor a partner’s whereabouts and sexting without consent. In addition to the psychological harm online abuse can cause, it can also be a precursor for in-person violence. With that in mind, Rizzo is now collecting data directly from teens’ cell phones, including text messages and social media communication, with the goal of predicting when in-person violence may occur and intervening with preventive messaging.

Additionally, the field is moving away from an individual-level approach to teen dating violence that focuses primarily on victims and perpetrators, said Banyard. Instead, there’s a growing recognition of the role culture and communities play in perpetuating violence. For example, research by psychologist Dorothy Espelage, PhD, a professor of education at the University of North Carolina at Chapel Hill (UNC), and her

FURTHER READING

Strengths-based prevention: Reducing violence and other public health problems
Banyard, V., & Hamby, S. APA, 2022

Adolescent dating violence: Theory, research, and prevention
Wolfe, D. A., & Temple, J. R. (Eds.)
Elsevier Academic Press, 2018

Efficacy of interventions to prevent physical and sexual dating violence among adolescents: A systematic review and meta-analysis
Piolanti, A., & Foran, H. M.
JAMA Pediatrics, 2022

Evaluation of the lights4violence program: Reduction in machismo and acceptance of violence among adolescents in Europe
Pérez-Martínez, V., et al.
BMC Public Health, 2022

Psychologists are studying the harms of online dating abuse (such as online stalking and sexting without consent) by collecting data from teens' cell phones. One goal: to predict when online harassment will erupt into physical violence so they can intervene with preventive messaging.

colleagues has shown that teachers reinforce a school culture of sexual and dating violence when they dismiss sexual harassment that happens in the classroom or victim-blame when a student reports an incident (*Journal of School Health*, Vol. 93, No. 4, 2023).

"If students who engage in sexual harassment gain popularity and don't face consequences, they're going to continue doing that unless the larger culture sends them a different message," Espelage said.

IMPROVING REGULATION AND COMMUNICATION

As the understanding of teen dating violence has evolved, so too have efforts to prevent it. Traditional psychoeducation programs—which largely involve

describing warning signs during

health class—can improve knowledge and attitudes but do little to change behavior (De La Rue, L., et al., *Review of Educational Research*, Vol. 87, No. 1, 2016).

"Even though it might seem counterintuitive, getting up in front of a group and telling them that dating and sexual violence are bad doesn't have very much impact," Hamby said.

While it can be helpful to raise awareness about dating violence, researchers are learning that there are more robust ways to promote protective factors and reduce risk.

"We have this idea that if we're not talking directly about violence, then we're not preventing that form of violence," Banyard said. "But our research is starting to show that that's not true."

Now, psychologists are increasingly taking a community-oriented, strengths-based approach to prevention and intervention. They're borrowing strategies from couples counseling, as well as mental health treatment for conditions such as conduct disorder, to teach teens how to handle their own relationship challenges and how to step in when a friend needs help.

One solution involves focusing on building overall resilience that bolsters behavior in relation to partners. Teaching teens regulatory, interpersonal, and meaning-making skills is at the heart of the resilience portfolio model, conceived by Banyard, Hamby, and their colleague John Grych, PhD, of Marquette University in Milwaukee (*Psychology of Violence*, Vol. 5, No. 4, 2015). Meaning-making strengths give



adolescents a sense of purpose and a voice, while interpersonal strengths help them learn how to talk to a partner about relationship challenges or express concern for a friend who's in trouble. Regulatory strengths help teens learn to manage feelings of anger, shame, and jealousy that arise in daily life. For example: How can teens navigate rejection by a partner, especially when that rejection plays out publicly on social media?

"In the digital world, in particular, it can be tough to manage the emotions that come up when you see your partner's social life play out in front of you—their interactions with other people and pictures they're posting," said Rizzo.

Armed with the knowledge that teen dating violence is linked to other risks during adolescence, psychologists are also thinking about prevention more broadly rather than attempting to address things like dating violence, sexual violence, and safe sex in silos.

Researchers are testing psychoeducation programs, such as teaching parents how to communicate about various relationship topics (including dating violence and risky sexual behavior) with their sons.

"That means that in addition to teaching teens about anger and conflict management, we're talking about things like what to do if your partner is pressuring you to have sex," Rizzo said.

NEW APPROACHES TO PREVENTION

The first skill-based interventions designed to reduce dating violence already have a strong evidence base. The Safe Dates Program, created by UNC's Vangie Foshee, PhD, and her colleagues reduced both physical and sexual dating violence perpetration and victimization, with effects lasting at least 4 years after the intervention was delivered (*American Journal of Public Health*, Vol. 94, No. 4, 2004). David Wolfe, PhD, of Western University in Ontario, Canada, led the development and testing of the Fourth R, which was shown to reduce dating violence and increase condom use, among other outcomes (*Archives of Pediatric and Adolescent Medicine*, Vol. 163, No. 8, 2009).

Mindfulness interventions also appear to be particularly effective for improving emotion regulation and reducing aggression, with effect sizes that far surpass those of traditional psychoeducation, Hamby said (Tao, S., et al., *Mindfulness*, Vol. 12, 2021; Fellmeth, G. L. T., et al., *Cochrane Database of Systematic Reviews*, No. 6, 2013).

For newer programs, testing is now underway. Inspired by research showing that parents are more likely to talk about the risks and consequences of sex with their daughters than their sons, Rizzo and her collaborator Christopher Houck, PhD, of Rhode Island Hospital and Brown University, created Project STRONG (Flores, D., & Barroso, J., *The Journal of Sex Research*, Vol. 54, No. 4–5, 2017). In the six-session intervention, parents play an educational outer-space-themed game with their seventh- or eighth-grade sons. While playing, they learn emotion regulation skills and talk about various relationship topics (including dating violence

PROTECTING LGBTQ+ YOUTH

Dating violence interventions remain largely focused on heterosexual, cisgender youth, said Dorothy Espelage, PhD, a professor of education at the University of North Carolina at Chapel Hill—but that's starting to change (MacAulay, M., et al., *Sex Education*, Vol. 22, No. 3, 2022). Katie Edwards, PhD, of the University of Nebraska–Lincoln, is studying sexual and dating violence that affects young people who identify as Indigenous and LGBTQ+.

At the Center for Innovative Public Health Research in San Clemente, California, Michelle Ybarra, PhD, is exploring how sexual and gender minority youth experience sexual violence differently from those who are heterosexual and cisgender (*Journal of Interpersonal Medicine*, Vol. 37, No. 17–18, 2021). For example, sexual and gender minority youth report that feeling more vulnerable to sexual violence because of their appearance. Participants also said that reporting sexual violence carries the added pressure of being outed or stigmatized.

"When we have programs that seem to be helpful for young people, are they helpful for everybody?" said Christie Rizzo, PhD, an associate professor of applied psychology at Northeastern University in Boston. "Or do we need to make adaptations to make sure that all young people, regardless of their background, are benefiting from programs?"



and risky sexual behavior). By the end of the game, they even complete a demonstration on how to use a condom, which parents report feeling satisfied and relieved about, Rizzo said. She and her colleagues are currently conducting a large trial of Project STRONG with both English- and Spanish-speaking families.

Psychologists say it's critical to consider how programs can be designed or refined to help those at the greatest risk for experiencing teen dating violence. For adolescent girls in the justice system, Rizzo developed Project Date SMART, which teaches emotion regulation, communication, and problem-solving. The

intervention reduced physical and sexual dating violence compared with a health-class style program (*Pediatrics*, Vol. 151, No. 4, 2023).

Another priority is to expand the reach of prevention programs beyond the individual level to harness the power of broader communities, schools, cultures, and even society as a whole. Sources of Strength, evaluated by Espelage and her colleagues, recruits peer mentors in the community who are trained to spot and intervene when they see bullying or violence occur.

Bringing in the Bystander, developed by Banyard and her colleagues, as well as other programs such as Green Dot,

also train teens on strategies for intervening in situations where violence seems imminent, for example, by creating a distraction if a friend is being aggressively pursued. Bystanders can also be proactive, for instance, by reassuring a friend that they won't be judged if they face rejection: "When you ask this person out, what will do you if they say no? We've got your back—it's going to be OK."

"We're not just going to admonish you not to be a perpetrator or a victim," Banyard said. "We're going to teach you how to be a good friend and how to help create a community where people can have healthy relationships." ■



Bowleg



Chigbu



Hassija



Muran



Bereolos

PSYCHOLOGISTS IN THE NEWS

The National Institute of Mental Health has awarded the James S. Jackson Memorial Award to **Lisa Bowleg, PhD**. Bowleg's work focuses on social-structural and behavioral factors that impact the mental and physical health of Black men at diverse intersections of socioeconomic status and sexuality. She is a professor of applied social psychology at The George Washington University.

University of St. Thomas psychologist **Kingsley Chigbu, PhD**, has received the 2023 Excellence in Socio-Psychological Assessment Award at the Ninth African Mental Health Summit in July. The award recognizes Chigbu's outstanding contributions to the field of mental health in service of the African community in the United States.

Christina Hassija, PhD, has been named dean of the College of Social and Behavioral Sciences at Cal State San Bernardino. Hassija will also hold an academic appointment as a tenured full professor in the Department of Psychology. Hassija has held several leadership positions since joining the university in 2013. Most recently, she served a one-year term as interim dean of the College of Social and Behavioral Sciences.

Adelphi University has named **J. Christopher Muran, PhD**, the new dean of the Gordon F. Derner School of Psychology. Muran joined the Derner School 14 years ago as associate dean and director of the PhD program in clinical psychology. Prior to joining Adelphi, Muran was chief psychologist in the Department of Psychiatry and Behavioral Sciences at Beth Israel Medical Center, now Mount Sinai, in New York City.

The Association of Diabetes Care & Education Specialists has awarded the Texas Diabetes Care & Education Specialist of the Year to **Nicole Bereolos, PhD**, for her outstanding contributions to diabetes education through dedication and innovation in the daily practice of patient care. Bereolos is a clinical health psychologist with psychopharmacology training in private practice in McKinney, Texas.

The Academy of Science, Engineering and Medicine of Florida has added psychologists **Pamela Keel, PhD**, and **William Pelham, PhD**, to its membership. Keel is a distinguished research professor in the Department of Psychology at Florida State University known for her translational research on eating disorders, including biological and psychological factors that contribute to binge eating

and purging behaviors. Pelham is a distinguished university professor of psychology at Florida International University who studies ADHD in children and adolescents.

Developmental psychologist **Alison Gopnik, DPhil**, is this year's winner of the Cognitive Science Society's David Rumelhart Prize in Cognitive Science. Gopnik is a University of California Berkeley psychology professor who researches how children learn to understand their own minds and make sense of the world around them. The Rumelhart Prize honors scholars who have made fundamental contributions to the theoretical foundations of human cognition.

The Psychonomic Society has awarded the Clifford T. Morgan Distinguished Leadership Award to **James Pomerantz, PhD**, a professor emeritus of psychological sciences at Rice University, and **Colin MacLeod, PhD**, distinguished professor emeritus in the Department of Psychology at the University of Waterloo. MacLeod's research focuses on the broad domain of human cognition, with particular focus on attention and memory. Pomerantz's work focuses on perception, visual attention, and perceptual organization. ■

News You Can Use

Career

NEW IDEAS FOR PSYCHOLOGISTS WHO WANT TO ENHANCE THEIR SKILLS AND ADVANCE THEIR CAREERS



BEST PRACTICES IN TEAM TEACHING

More and more psychology instructors are teaming up to teach classes. Here's what they've learned about how to create a cohesive experience for students.

BY ASHLEY ABRAMSON

P sychological research sheds light on many important ways instructors can promote positive learning outcomes for their students. One growing approach to help undergraduate and graduate students prepare for their future careers is team teaching, collaborating with one or more co-instructors to plan and teach a course.

While the goal is the same—to enrich student learning—team teaching can take different forms. Some professors adopt a “divide and conquer” approach in which each instructor handles a specific portion of the syllabus. Other professors work together in every class, co-lecturing, facilitating discussions, and grading assignments and exams.

Team teaching can be especially effective in large, introductory-level classes. Karenn Malavanti, PhD, senior lecturer and undergraduate program director in the psychology and neuroscience department at Baylor University, is part of a team-taught, 300-student section of introductory psychology. The semester class is broken into four units taught by a neuropsychologist and cognitive, developmental, and social psychologists, so students learn from experts in each area. “Hearing the nitty-gritty details from someone who is doing that kind of work is very helpful and brings the research alive,” Malavanti said.

Some professors work as teams, even with instructors out-

side of the psychology field. “My co-instructors and I often have different perspectives, which is a good way to encourage critical thinking in students,” said David S. Moore, PhD, a professor of psychology at Pitzer College in Claremont, California, who has recently co-taught two courses, including a class about artificial intelligence and human intelligence with a philosophy professor and a class about nature and nurture with a historian.

In its many forms, team teaching can offer unique benefits to students and teachers alike. Instructors say a collaborative model can deepen students’ critical-thinking abilities and make classes more interesting and engaging. Professors can also improve their teaching skills and gain new insights into other disciplines with a collaborative model. “If done really well, it makes a course better in the same way working collaboratively with people on research makes a research project better,” said Bridgette Martin Hard, PhD, professor of the practice of psychology and neuroscience at Duke University.

To reap the benefits of collaboration, instructors must ensure a cohesive experience for students, along with appropriately dividing responsibilities among team members. Here is advice from instructors with years of experience about how to maximize outcomes with a team approach.

GET BUY-IN

Team-taught courses are an investment, requiring support from key stakeholders. Brian Carpenter, PhD, professor of

psychological and brain sciences at Washington University in St. Louis, teaches a graduate-level course focused on interprofessional teams treating geriatric patients. Students studying social work, occupational therapy, psychology, and medicine learn from a psychologist, an occupational therapist, and a social worker. He teaches a similar course for undergraduates called “When I’m 64.”

“Whether you’re teaching with instructors from another department or another school at your university, make sure you have the support of your department chairs and other leadership who are willing to put

A learning management platform can help streamline collaborative teaching and create a cohesive learning experience for students.

technological, staff, and financial resources your way so your course can be successful,” said Carpenter. Different universities have different policies about teaching credits and salary, so you will want to iron out those nuts and bolts with your school’s administration ahead of time.

It is also important to feel confident in the support of your co-teaching colleagues. Even if you have different academic backgrounds, Carpenter emphasizes the importance of teaching with colleagues you get along with: You will be spending a lot of time together, and a solid working relationship will help you navigate the challenges collectively.



DEFINE COURSE OBJECTIVES

Before a collaborative course begins, take plenty of time to plan course objectives with your co-instructors and then let the objectives guide the process. “Take a step back and think about the big picture of what you want students to learn,” said Hard. “Then, based on these goals, determine the best ways to design the course.”

Hard recommends defining basic teaching values and procedures in this phase—for example, whether you will adhere to strict deadlines or use a more flexible approach with assignments.

Malavanti’s teaching team of four instructors meets at the start of each semester to map out the class schedule and syllabus, which is largely inspired by APA’s Introductory Psychology Initiative (IPI). They agree on a learning pact that defines student and instructor expectations.

In Malavanti’s intro course, each unit professor creates their own exam. In the pre-semester meeting, the team determines the number of questions on each exam, the value of each question, and the overall difficulty level. “That way our students know what to expect on exam day, even if each unit is different,” she said.

Grading is a major consideration. One option is a grading rubric that encourages objective grading on assignments and papers. “You want to make sure one instructor isn’t grading more harshly than another,” said Moore.

It is also essential to meet regularly throughout the course to ensure you are in line with

the goals you set. Carpenter, for example, meets weekly with colleagues to discuss upcoming topics and make sure their expertise is adequately represented in every class. “Our goal in these courses is to introduce the students to different disciplinary perspectives about working with geriatric patients, so we wanted to ensure the interprofessional perspective is represented in every session,” Carpenter said.

WORK OUT THE NUTS AND BOLTS

Details like who is making a PowerPoint may not seem as crucial as the course content itself, but lack of clarity on the details can quickly affect the coherence of a class. You will want to decide, for example, whether you are all going to attend every class, or if only the lead instructor will be there.

Hard co-teaches a course in which every instructor is responsible for certain days, but they are each in class, even when they are not lecturing. “We’re actively monitoring and giving feedback on lectures so we can improve them over time,” she said. For example, Hard said her co-instructors look for places in a lecture where she might need to give students a “pause”—an opportunity for active learning—or change her examples to be more accessible or inclusive for students.

You will also want to determine factors such as who will take attendance, post lecture slides and recordings, and serve as the main point of contact for communicating with students. “If those tasks don’t get

addressed, that can negatively affect the student learning experience,” said Malavanti.

USE THE RIGHT TECHNOLOGY

Technology can also help streamline collaborative teaching. Malavanti’s team uses the learning management platform Canvas to organize course content for students. The department used a learning designer from the university to ensure the whole course looks cohesive to students, even though the units include very different content created by four teachers.

To keep things organized among themselves, Hard’s team uses a cloud-based file storage system in which they place teaching materials organized into subfolders. “We all have access to each other’s materials at all times, so if someone’s computer dies before lecture starts, I can pull it up on my laptop,” Hard said.

Hard’s team also created a PSY101 email address that all co-instructors can access. They take turns monitoring and responding to emails, which breaks up the workload. They also take time to see how the other instructors respond, so they can align their email behavior with each other and present a unified front.

They also use wikis, or websites that are editable by many different users, to facilitate team teaching. Hard creates a sample lesson plan for each week, and undergraduate teaching fellows who help lead discussion groups in large sections of introductory psychology can modify the pages

FURTHER READING

Co-teaching in undergraduate STEM education: A lever for pedagogical change toward evidence-based teaching?

Haag, K., et al.
CBE: Life Sciences Education, 2023

Missouri course redesign initiative

The National Center for Academic Transformation, 2013

Teaching introductory psychology in large classes: Missouri State University

Hudson, D. L.
In Gurung, R. A. R., & Neufeld, G.,
Transforming introductory psychology: Expert advice on teacher training, course design, and student success
APA, 2022

with their own activities, discussion questions, and videos they want to share. “It’s more user-friendly because it looks more like a website, so you can read through and click on relevant hyperlinks rather than wading through folders,” she said.

SUPPORT EACH OTHER

Collaborative instruction, like any team project, can pose its challenges. Sumbleen Ali, PhD, an assistant professor of human ecology at the State University of New York Oneonta, co-teaches a consumer resource management class with two non-psychology professors. While each of the three instructors lends a unique expertise to the course, the team was concerned about student perception as well as potential conflict among themselves based on status.

“We didn’t want factors like a professor’s gender, race, age, and seniority to interfere with student learning, so we made sure we all sat together in class and referenced one another’s lectures in real time,” said Ali. “We all helped each other develop credibility among students through mutual respect.”

This atmosphere of mutual respect allows the team to help each other grow as instructors. Ali’s teaching team meets regularly to discuss how the classes are going (though, to save time, the group never meets synchronously when something can be accomplished via email). They regularly share constructive criticism about lectures and course content, which allows them to both improve their class and learn from one another’s exper-

tise. They believe this approach is helping them all become more well-rounded teachers in the process.

In cross-disciplinary courses, professors may have different views based on their academic background, leading to differences of opinion. This is another reason mutual respect is so important. When Moore teaches with history and philosophy professors, it is not unusual for them to disagree during discussions. “Students sometimes arrive in these cross-disciplinary courses feeling like there’s no room for different ways of thinking,” said Moore. “Watching two professors who have been in their fields a long time disagree shows the students that knowledge is not set in stone, which encourages critical thinking.” Moore recommends working with a colleague you get along with to ensure productive exchanges even amid differing views.

COLLABORATE ACROSS CLASSES

Instructors can also teach their own courses and collaborate closely with professors teaching other sections to ensure positive outcomes for every student. In 2012, the Missouri State University psychology department formed a core faculty team that oversees seven large sections of introductory psychology, totaling more than 2,000 students each year. To this day, the instructors work together to create a common syllabus, grading rubric, and exam format with a pool of questions they have all written.

Within 3 years, failure and



Mutual respect among team members is especially important in cross-disciplinary courses, where different professors may have different views and opinions based on their academic backgrounds.

withdrawal rates improved, dropping from 25% to 12%. Students also reported learning twice as much, thanks to the incorporation of best practices in the program, such as interactive polling, active classroom demonstrations, and a common syllabus. Students are also less likely to change to another section of the class because they think it is easier or better. “Every section of the course is designed the same way, with the goal of engaging students to improve learning outcomes,” said Danae Hudson, PhD, a professor and graduate program director in the department of clinical psychology at Missouri State University.

The neuroscience program at Michigan State Univer-



sity (MSU) employs a similar approach to align curriculum and keep different courses feeling connected. Casey Henley, PhD, an assistant professor and director of online programs for the neuroscience program, participated in a 2-year MSU fellowship with two neuroscience colleagues to develop a consistent curriculum that supports students in scientific thinking—reading graphs, analyzing data, and forming conclusions, arguments, and predictions based on evidence.

“From developing learning objectives to creating assignments, we’ve worked together to make sure our program is cohesive for students,” said Henley. The group continues to meet regularly to find ways to connect

course content: For example, one professor might reference another’s lectures to reinforce key concepts or expand their own lesson.

Some professors also collaborate with all faculty at the university to share ideas and strategies to improve teaching across every department. MSU has a program called Learning Communities, which are small groups run by faculty. Henley co-facilitates a group about equitable pedagogy that is attended by around 20 faculty from across five colleges at the university. “We can all read about theories, but this type of collaboration helps us see what others are doing in practice to improve inclusivity on campus,” said Henley.

FIND CREATIVE WAYS TO CO-TEACH

Even if your university has no model for team-taught classes, has no program for co-teaching, and cannot provide resources for collaborative technology, you can still find ways to reap the benefits of a partnering approach. For starters, you can enlist colleagues to attend your classes and offer feedback.

Hard also recommends infusing collaboration into your teaching by giving teaching assistants more responsibility. “Rather than just helping you with grading, the TA can sit in on your class and give you feedback on what would make your teaching better,” she said. You can also ask your students for feedback more often, to look at your course materials through a different lens.

SEE IT AS AN INVESTMENT

While team teaching can be more efficient in some ways—you may lecture less or grade fewer papers than in a self-taught class—it will not necessarily take less time than teaching on your own. You will need to plan out the details of your course and meet regularly with your collaborators. You may also need to adjust, as you clarify your goals as an instructor.

But like any investment, your hard work on the front end will pay off, from helping students learn to improving your own teaching practice. “By investing time and effort into co-teaching, you’re ultimately going to be a better teacher and hopefully a more efficient one,” said Hard. ■

VIRTUAL JOB FAIRS

Take Charge of Your Career

There is great demand for your expertise in the field of psychology.

Attend one of the upcoming PsycCareers virtual job fairs and get access to live video and text chat with employers, career coaching, pertinent learning sessions, and more.

UPCOMING EVENT DATE:

November 3

Register Today: www.psycCareers.com

US OPPORTUNITIES

INTERPROFESSIONAL FELLOWSHIP PROGRAM IN PSYCHOSOCIAL REHABILITATION AND RECOVERY ORIENTED SERVICES

The U.S. Department of Veterans Affairs (VA) announces openings for the 2024 – 2025 academic year of its Interprofessional Fellowship Program in Psychosocial Rehabilitation and Recovery Oriented Services for Veterans recovering from serious mental health disorders. The Fellowship Program is an advanced clinical training program that focuses on the theory and practice of psychosocial rehabilitation. Individualized, mentored clinical training is combined with a curriculum that emphasizes a comprehensive psychosocial rehabilitation approach to service delivery, education, and implementing change in mental health care settings. Fellows will receive training in delivering a range of evidence-based services. The purpose of the Interprofessional Fellowship Program is to develop future mental health leaders with vision, knowledge, and commitment to transforming mental health care systems by emphasizing functional capability, rehabilitation, and recovery. The Fellowship Year runs from September 2024 – August 2025. It is a one-year, full-time onsite post graduate VA trainee position at the nine Veterans Affairs Medical Centers that are indicated below, with salary commensurate to VA trainee status. Applications are being solicited across a range of disciplines (including psychology, psychiatry, nursing, social work, vocational rehabilitation, clinical pastoral education, marriage and family therapy, licensed professional mental health counselors and occupational therapy) and each fellowship class is interdisciplinary. Application and position details vary across disciplines. Psychology fellows must be U.S. citizens and must be graduates of APA accredited academic programs in Clinical or Counseling Psychology and APA accredited internships. Stipends are competitive and based in part on location. Psychology fellows are eligible for health and life insurance benefits. All fellows earn annual and sick leave and are entitled to all Federal holidays. The PSR Fellowship sites follow APPIC Postdoctoral Selection Guidelines – Psychology Fellow selection. Application requirements differ across sites, so contact the Director at each site of interest for detailed information (see contact information below). For

general information and available applications and program descriptions for the fellowship sites see also: http://www.mirecc.va.gov/visn5/training/interprofessional_fellowship_program.asp. Application deadlines are in December but dates vary by site, contact each site to confirm deadlines. Bedford, Massachusetts – Co-Directors: Andrew Peckham, PhD and Adam Kirschner, LICSW, 200 Springs Road, Bedford, MA 01730. Andrew.Peckham@va.gov or (781) 687-4329. Adam.Kirschner@va.gov or (781) 687-2564. VA Bedford PSR Fellowship Description: https://www.mirecc.va.gov/visn5/training/interprofessional_fellowship_program/bedford/2022_2023_VA_Bedford_PSR_Fellowship.pdf. Cheyenne, Wyoming – Director: Charles Drebing, PhD; Associate Director: Kyle Bewsey, PhD. VA Advanced Fellowship in Psychosocial Rehabilitation, 2360 East Pershing Blvd. (116A), Cheyenne VA Healthcare System, Cheyenne, WY 82001. Charles.Drebing@va.gov or (307) 778-7550, x 7450. Kyle. Bewsey@va.gov or (307) 778-7550 x 4708. VA Cheyenne PSR Fellowship Manual. Denver, Colorado – Co-Directors: Allison Douglas, LCSW and Robert W. Johnson, PhD, Rocky Mountain Regional VA Medical Center, 1700 North Wheeling Street, Aurora, CO 80045. Allison.Douglas@va.gov, (720) 857-5314 or Robert W. Johnson, Robert.Johnson31@va.gov, (720) 857-5276. VA Denver PSR Fellowship Brochure: https://www.mirecc.va.gov/visn5/training/interprofessional_fellowship_program/cheyenne/Cheyenne_PSR_Fellowship_Manual.docx. Durham, North Carolina – Co-Directors: J. Murray McNiel, PhD and Julie C. McCormick, LCSW, CPRP. Hillandale II VA Clinic, 1830 Hillandale Road, Durham, NC 27705. Jesse.McNiel@va.gov or (919) 286-0411, x 177777 or Julie.McCormick@va.gov or (919) 286-0411, x 175111. Durham VA Fellowship Announcement: https://www.mirecc.va.gov/visn5/training/interprofessional_fellowship_program/durham/2023-2024_Durham_VA_PSR_Fellowship_Announcement.pdf. Little Rock, Arkansas – Director of Post-Doctoral Training: Erica Moseby, PhD, 2200 Fort Roots Drive (116/NLR), Bldg. 170, 2L-163 (MH Admin), North Little Rock, AR 72114. Applications to: Erica. Moseby@va.gov or (501) 257-3457

and/or Ms. Phiffany Spruill (501) 257-3793. PSR Fellowship Inquiries: Ms. Phiffany Spruill (501) 257-3793. <https://www.va.gov/central-arkansas-health-care/work-with-us/internships-and-fellowships/clinical-psychology-postdoctoral-and-inter-professional-fellowship-program/> Download our Program Brochure: https://www.mirecc.va.gov/visn5/training/interprofessional_fellowship_program/central_arkansas/Interdisciplinary_Fellowship_Brochure_2023-2024-v2.pdf. Milwaukee, Wisconsin – Co-Directors: Alison Minkin, PhD and Michael McBride, MD, Milwaukee VA Medical Center, 5000 W National Ave, Milwaukee, WI 53295. alison.minkin@va.gov or 414-384-2000, x 45860. VA Milwaukee Fellowship Brochure: https://www.mirecc.va.gov/visn5/training/interprofessional_fellowship_program/milwaukee/Milwaukee_PSR_Fellowship_Announcement_2023-2024.docx. Palo Alto, California – Co-Directors: Claire Hebenstreit, PhD and Katy Gominger, LCSW, VA Palo Alto Health Care System, 3801 Miranda Ave (116B), Palo Alto, CA 94304. Claire.Hebenstreit@va.gov or (650) 493-5000, x 60076. Katy. Gominger@va.gov or (650) 493-5000, x 63787. Program Description: https://www.mirecc.va.gov/visn5/training/interprofessional_fellowship_program/palo_alto/VA_Palo_Alto_PSR_Fellowship_Psychology_Announcement_2023-2024.pdf. San Diego, California – Outgoing Director: Dimitri Perivoliotis, PhD, VA San Diego Healthcare System (116B), 3350 La Jolla Village Drive, San Diego, CA 92161. dimitri.perivoliotis@va.gov (preferred) or (619) 228-8028. VA San Diego PSR Fellowship Brochure: https://www.mirecc.va.gov/visn5/training/interprofessional_fellowship_program/san_diego/PSR_Brochure_2023-24.pdf. Program Website: <https://www.va.gov/san-diego-health-care/work-with-us/internships-and-fellowships/psychology-internship-and-fellowship-programs/#va-interprofessional-fellowship>. West Haven, Connecticut – Director, PSR Interprofessional Fellowship: Anne Klee, PhD, CPRP, Errera Annex, 200 Edison Road, Orange, CT 06477. Anne.Klee@va.gov or (203) 640-1727. Interprofessional Program Description: <https://gcc02.safelinks.protection.outlook>

[com?url=https%3A%2F%2Fwww.va.gov/central-arkansas-health-care/work-with-us/internships-and-fellowships%2F&data=04%7C01%7C%7C48b6f428a49343cbd64208d9cecc9a8c%7Ce95f1b23abaf45ee821db7ab251ab3bf%7C0%7C0%7C637768200417846841%7CUnknown%7CTWFPbGZsb3d8eyJWJoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6IjEhaWwiLCJXVC16Mn0%3D%7C3000&csdata=YPEhnoz9MwCPmaUj6x%2Fz74DehX%2B5NfTEJ2zHIYJtg%3D&reserved=0](https://www.va.gov/central-arkansas-health-care/work-with-us/internships-and-fellowships%2F&data=04%7C01%7C%7C48b6f428a49343cbd64208d9cecc9a8c%7Ce95f1b23abaf45ee821db7ab251ab3bf%7C0%7C0%7C637768200417846841%7CUnknown%7CTWFPbGZsb3d8eyJWJoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6IjEhaWwiLCJXVC16Mn0%3D%7C3000&csdata=YPEhnoz9MwCPmaUj6x%2Fz74DehX%2B5NfTEJ2zHIYJtg%3D&reserved=0). Director, Psychology Training: Joshua Bullock, PhD, Joshua.Bullock@va.gov or (203) 516-8013. General Information: Ralf Schneider, MA, CPRP, Coordinator of Psychosocial Rehabilitation Fellowship Hub Site* VA Maryland Health Care System, 10 N. Greene St., Attn: MIRECC, Annex Bldg., 7th Floor, Baltimore, MD 21201. Ralf.Schneider@va.gov. *Note: Hub Site does not host a training program. Each site coordinates its own admissions processes.

COLORADO

OUTPATIENT CLINICAL PSYCHOLOGIST:

Vail Health Behavioral Health's mission is to transform the landscape of behavioral health. Since inception in 2018, Behavioral Health has made groundbreaking and historic strides toward enhancing access, affordability, and inclusivity. We are developing a continuum of behavioral health care that focuses on total health, while embracing innovative and novel approaches to treatment. The Vail Health Behavioral Health team is not only transforming the landscape of behavioral health for patients, we're also dedicated to developing a provider-driven, barrier-free environment that prioritizes patient care and provider wellness. This includes workforce-driven wellness initiatives, continuing education, generous student loan repayment initiatives, and quarterly service line retreats. Vail Health Behavioral Health is seeking strong, talented, and passionate providers to join our clinical teams. We are looking for experienced Clinical Psychologists to be part of one of the largest behavioral health teams in rural Colorado. Our services will expand the continuum of care. Providers will have the opportunity to provide services in crisis/emergency services, outpatient, intensive outpatient, partial hospitalization, and inpatient. Providers can

specialize in one level of service or can diversify their work across levels of care. Further, VHBH is a leader in the provision of innovative and groundbreaking clinical services. Current specialty services include Ketamine and Transcranial Magnetic Stimulation (TMS). We will be launching a research institute that will focus on novel approaches to support behavioral health including, but not limited to hyper/hypothermia treatments and Psychedelic-assisted treatment. We are currently recruiting for Clinical positions across the outpatient and intensive outpatient service line. Apply online: <https://boards.greenhouse.io/vailclinicincdabvailhealthhospital/jobs/4870606004>.

FLORIDA

OUTPATIENT CLINICAL PSYCHOLOGIST – GAINESVILLE: SIMEDHealth is seeking a full-time outpatient Clinical Psychologist for our Gainesville office. Why SIMEDHealth? 1. Collaborative and supportive environment. 2. Established payor contracting and successful credentialing. 3. Multi-specialty practice provides established referral base. 4. Variety of medical and behavioral health conditions. Why You? 1. You have a PhD or PsyD in clinical psychology. 2. You have an interest in health psychology, rehabilitation psychology, or neuropsychology. 3. You're interested in a primarily outpatient setting and opportunities for comprehensive inpatient rehabilitation hospital coverage. Why Florida? 1. Enjoy outdoor activities year round. 2. Nearby rivers, lakes and oceans for in-water, on-water activities, or just enjoying the scenery. 3. Plenty of spectator sporting opportunities including NFL, MLB, NBA, NHL and Collegiate. 4. Excellent public and private school options for elementary through college. 5. Comfortable family environments – not a big city and not too rural. 6. No state income taxes. This position offers a competitive salary, malpractice and health insurance, and an additional benefits package along with an opportunity to work in a supportive, collaborative, and expanding yet noncompetitive healthcare environment. For more information or to apply for this position, forward your curriculum vitae to careers@simedhealth.com.

OUTPATIENT CLINICAL PSYCHOLOGIST – OCALA: SIMEDHealth is seeking a full-time outpatient Clinical Psychologist for our Ocala office. Why

SIMEDHealth? 1. Collaborative and supportive environment. 2. Established payor contracting and successful credentialing. 3. Multi-specialty practice provides established referral base. 4. Variety of medical and behavioral health conditions. Why You? 1. You have a PhD or PsyD in clinical psychology. 2. You have an interest in health psychology, rehabilitation psychology, or neuropsychology. 3. You're interested in a primarily outpatient setting and opportunities for comprehensive inpatient rehabilitation hospital coverage. Why Florida? 1. Enjoy outdoor activities year round. 2. Nearby rivers, lakes and oceans for in-water, on-water activities, or just enjoying the scenery. 3. Plenty of spectator sporting opportunities including NFL, MLB, NBA, NHL and Collegiate. 4. Excellent public and private school options for elementary through college. 5. Comfortable family environments – not a big city and not too rural. 6. No state income taxes. This position offers a competitive salary, malpractice and health insurance, and an additional benefits package along with an opportunity to work in a supportive, collaborative, and expanding yet noncompetitive healthcare environment. For more information or to apply for this position, forward your curriculum vitae to careers@simedhealth.com.

OUTPATIENT PEDIATRIC PSYCHOLOGISTS NEEDED AT GOLISANO CHILDREN'S HOSPITAL OF SOUTHWEST FLORIDA: Excellent comp and signing bonus. Lee Physician Group (LPG) – Pediatric Behavioral Health seeks several full-time Pediatric Psychologists to join our growing team. We have 600+ kids on a waitlist, so the need is immediate. Candidate must hold a doctoral degree (PhD/PsyD) from an APA-accredited graduate program for a primarily outpatient position with our dynamic multidisciplinary team comprised of 10 Clinical Psychologists, multiple licensed clinical social workers (LCSW), mental health workers (LMHC), social workers (BSW), neurologists, developmental pediatricians, psychiatrists, and several other critical support staff. EMR is EPIC. Urgent need is for outpatient therapy, providing evidence-based treatment for children and families with a range of psychiatric and developmental conditions, and psychological/neuropsychological testing. Practice also needs psychologist or neuropsychologist to conduct comprehensive

psychological, psychoeducational, and/or neuropsychological testing assessing cognitive, academic, socio-emotional, and personality functioning; possess strong diagnostic and clinical conceptual skills; and be adept at timely and comprehensive report-writing with a focus on communicating results. Strong referral base. Contact: physicianrecruitment@leehealth.org.

CORRECTIONAL CLINICAL PSYCHOLOGY POSITIONS: Correctional Clinical Psychology Positions with Centurion of Florida – something for everyone. New graduate, mid-career or seasoned Psychologist – no problem! At Centurion of Florida, we have positions for every stage of your career. We offer employee status, newly increased guaranteed compensation, comprehensive benefits package and a variety of career path options for your future growth. Join us today in one of these unique and clinically diverse positions:

1) Psychological Services Director positions available near: Fort Myers and Panama City, Florida. Provide psychological leadership and direct services within a correctional setting. **2) Clinical Psychologists positions** available near: Orlando, Ocala, Zephyrhills, Gainesville, Homestead, Pensacola, Tallahassee, Marianna, Ocala, Florida and Valdosta, Georgia. Provide psychological consultation and direct services with options in inpatient and outpatient settings. Enjoy the many perks of working in correctional psychology: Newly Increased 2023 Guaranteed Annual Salary; Signing incentives at select locations; Provisional Psychologist welcome – supervision available; Comprehensive Benefits Package including Paid Professional Liability Insurance; State loan repayment and up to \$50,000 NHSC loan forgiveness at select locations. To learn more about Centurion or for opportunity details: Holley Schwieterman: (502) 609-2033; holley@teamcenturion.com; <https://calendly.com/holley-7>. www.CenturionJobs.com. An Equal Opportunity Employer.

NEW GRADUATE, MID-CAREER OR SEASONED CLINICAL PSYCHOLOGISTS: Centurion of Florida is actively recruiting new graduates, mid-career and seasoned clinical psychologists. We have positions for every stage of your career. We offer employee status, guaranteed competitive salaries and a comprehensive benefits package. Centurion of Florida offers a variety of clinical career path options for

your future growth. Join us today in one of these unique and clinically diverse positions. Contact Holley@teamcenturion.com.

ILLINOIS

PSYCHOLOGIST: Clarity Clinic has an excellent opportunity for a highly motivated Psychologist for our Arlington Heights location where you will engage in counseling with outpatients, provide clinical supervision to master-level clinicians, and oversee the advanced-therapy practicum for doctoral psychology students. Clarity offers: Competitive compensation, Medical, dental and vision benefits, Monthly wellness reimbursement, Life insurance, Short & long-term disability, PTO and holidays, up to 4% matching 401K. Learn more: <https://www.claritychi.com/careers/>.

MARYLAND

ASSOCIATE/ASSISTANT PROFESSOR (FULL-TIME): The Uniformed Services University of the Health Sciences, Department of Medical and Clinical Psychology, F. Edward Hébert School of Medicine, in Bethesda, Maryland, invites applicants for the position of Assistant or Associate Professor (tenure-eligible track). Applicants from diverse backgrounds are strongly encouraged to apply. Requires a minimum of an earned PhD degree in Clinical Psychology, Health Psychology, or relevant psychology field from an accredited university or institution; experience in graduate-level teaching and mentorship, curriculum design, and research; demonstrated ability to work with diverse populations in an inclusive manner; exceptional interpersonal skills; outstanding written and oral communication skills; academic accomplishments, reflected by scientific publications in peer-reviewed journals appropriate to the academic rank; and active membership and involvement in scholarly societies. The successful candidate must be academically qualified for a faculty appointment at the Assistant or Associate Professor level in accordance with the University's academic policies. U.S. Citizenship is required. Applicants must specify in their cover letter the academic rank(s) for which they are applying. Applicants should submit (1) a letter of interest, (2) curriculum vitae, and (3) the names of three individuals who can be contacted to provide references, as one combined PDF to: Ms. Trish Crum, Department

of Medical & Clinical Psychology (MPS), Uniformed Service, University of the Health Sciences (USU) 4301 Jones Bridge Road Bethesda, MD 20814. tricia.crum@usuhs.edu. USU is an Equal Opportunity Employer with a strong commitment to racial, cultural, and ethnic diversity.

MINNESOTA

MEDICAL PSYCHOLOGY FELLOWSHIP PROGRAM: The Department of Psychiatry and Psychology, Mayo Clinic Rochester, is accepting applications for our APA-accredited two-year specialty practice programs. Applicants must come from APA- or CPA-accredited graduate programs and internships and apply to one of our three programs. Fellowship positions are available for July 1, 2024; Start dates are flexible. The program's aim is for fellows to achieve advanced competencies in their respective areas of specialty (clinical child psychology, clinical health psychology, clinical neuropsychology) to prepare them for employment in academic health centers and board certification in professional psychology. The Medical Psychology Fellow's experience in each specialty practice area combines clinical, educational, and research activities, with at least 50% time in clinical activities. Fellows select research mentors and have 30% protected research time. Educational opportunities are tailored and include weekly departmental grand rounds, case conferences, diversity seminars, journal club, and didactic seminars. Fellows also receive funding for attendance and/or presenting at professional conferences. Application materials and more information: <http://www.mayo.edu/msgme/psychology-rch.html>.

WASHINGTON

CLINICAL PSYCHOLOGISTS AT NORTHWEST RETURN TO WORK: Near beautiful Seattle, Washington. Clinical Psychology positions are open in our multidisciplinary rehabilitation center for treatment of patients with Chronic Pain secondary to musculoskeletal injuries, or Brain injuries with chronic unresolved cognitive, psychosocial, and physical symptoms. Our current needs are for psychologists with experience helping patients with chronic pain. Benefits: career opportunities for new PhD (post doc) and for experienced psychologists, offering excellent resources for further professional development; collaboration with

several psychologists, physicians, occupational and physical therapists, behavioral and vocational rehab counselors, and other professionals; competitive salaries, \$90,000 to \$150,000 annually, depending on experience; generous Medical/Dental/Vision/Life Insurance (90% company paid); 401K (with 4% company match); relocation assistance; CEU reimbursement; Paid Time Off (4 weeks); M-F work schedule, convenient access to everything, free parking; recently renovated beautiful facility, offices, treatment and meeting rooms, gym; significant potential for advancement, in a casual and fun work atmosphere; stellar team atmosphere with intelligent, caring, enthusiastic colleagues. www.nwrtw.com. Apply: <https://nwrtw.bamboohr.com/careers/38>.

PRACTICE FOR SALE

DULUTH, GEORGIA: Counseling Practice. 13 Insurance contracts, 17 EAP contracts. Furnished Suite \$350/month. Phone number known for counseling 27+ years. Transition assistance. 2021 income \$63,097. 2022 income \$68,323. I work 16-20 hours a week by choice. Asking price = \$16,000. Call Sandra: (770) 476-4550.

STATISTICS

FREE ONE-HOUR CONSULTATION: No obligation. Statistical Sanity Consulting offers statistical analysis and interpretation, manuscript development, editing, defense coaching, and strategizing customized to meet your unique needs. Call (570) 881-0439. www.statisticalsanityconsulting.com.

ADVERTISING GUIDELINES

General advertising policy as well as guidelines for use in composing and responding to classified advertisements to be placed in the *Monitor on Psychology*® and APA psycCareers can be found online at bit.ly/APA_ad_policy. To purchase a recruitment ad or to view pricing and a complete list of upcoming deadlines, visit www.psycareers.com/employer-offers.

ADVERTISER INDEX

American Professional Agency, Inc.	Inside Front Cover
American Psychological Foundation	1
APA Books	
APA LifeTools	20
Deliberate Practice	12
New Releases	9
PsycAlert	33
APA Continuing Education	
New Series	4
On-Demand Webinars	36
APA Membership	
APA Private Practice Helpline	7
APA Merch	11
Renew	34
Compliance Group	Inside Back Cover
Power Diary	Back Cover
PsycCareers	76



WORKERS ARE MORE ENGAGED, BUT ALSO MORE STRESSED

More than half of employees worldwide are actively looking for another job or watching for openings

23%

Percentage of employees worldwide who were actively engaged in their jobs in 2022, compared with **21%** in 2021.

Engagement in one's job—defined as the involvement and enthusiasm of employees in both their work and workplace—has been steadily rising since 2009 except for a dip in 2020 during the COVID-19 pandemic.

33%

Percentage of workers in South Asia who say they're actively engaged in their work, compared with **31%** of workers in the United States and Canada, **31%** in Latin America and the Caribbean, and **13%** in Europe.

52%

Percentage of workers in the United States, Canada, and East Asia who reported feeling stress "a lot of the day" on the previous day, compared with **39%** of workers in Europe. Younger workers and those working in hybrid or exclusively remote work locations reported the highest levels of stress.

59%

Percentage of employees worldwide who are "quiet quitting," or who are psychologically disengaged from their work. These employees said that improvements in workplace culture, employee engagement, and pay and benefits could help them feel better about their jobs.

Source: Harter, J. (2023, June 13). Globally, employees are more engaged—and more stressed. Gallup. <https://www.gallup.com/workplace/506798/globally-employees-engaged-stressed.aspx>. From a survey of 122,416 employees worldwide, part of Gallup's State of the Global Workplace, which has surveyed more than 2.2 million employees worldwide most years since 2009. The full 2023 report is available at <https://www.gallup.com/workplace/349484/state-of-the-global-workplace-2022-report.aspx>.



Automate Your HIPAA Compliance



Preferred Provider

As APA's preferred provider for HIPAA Compliance Solutions, Compliance Group is focused on helping psychology professionals simplify HIPAA compliance.



"I can state, without hesitation, that the process was more thorough and in depth across every aspect of HIPAA than any other HIPAA assistance service on the market."

- Dr. Rhonda Johnson
Owner, Center for Counseling & Family Relationships



Comprehensive Software

The software contains everything you need to satisfy the law. This includes training, policies and procedures, BAAs, audits, and more.



Robust Support

Getting HIPAA compliant is easy, with a team of Customer Success Managers available to support you on your compliance journey.

Exclusive Discount

APA Members receive a discount on their HIPAA compliance program!

LEARN MORE



(855) 854 4722



apa@compliancigroup.com

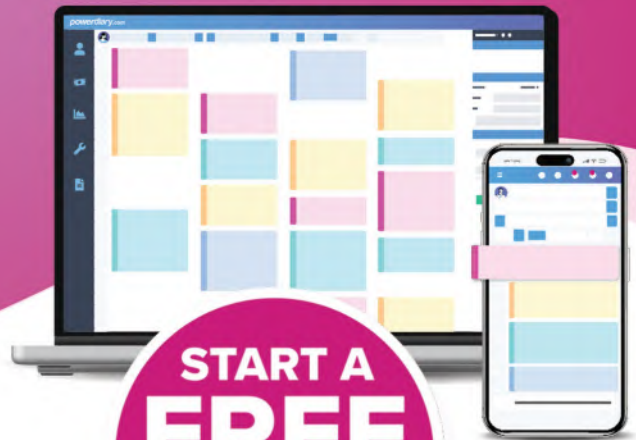


[www.compliancy-group.com/
apa-hipaa-compliance](http://www.compliancy-group.com/apa-hipaa-compliance)

Not all security is equal.



Power Diary's Practice Management Software is ISO 27001 Certified



START A
FREE
TRIAL
TODAY!

OR
BOOK
A DEMO

Choose Power Diary,
the **Most Loved** and **Most Secure**
Practice Management Software

Why does ISO 27001 Certification matter for your practice?

- Externally audited systems and processes that adhere to the highest global security standards
- Continually evolving intelligence to stay ahead of potential threats
- Sleep soundly knowing that your clients' data is protected

Security that's Audited. Verified. Certified.

powerdiary.com