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LEADERSHIP VOL 6

The Voice of Women Leaders in Psychology



LeadHERship is published annually by the APA Leadership Institute for Women in Psychology (LIWP), a part of the Leadership Development Institute of the American Psychological Association in Washington, DC. LeadHERship features LIWP leader achievements and highlights their publications, grants and awards, and presentations for the past academic year.

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LETTER FROM THE EDITOR

As I celebrated in my home with my closest friends this April and listened to President Biden's joyous and hopeful speech honoring the appointment of Justice Ketanji Brown Jackson to the Supreme Court, I reflected on the nature of change. Change is often called the one constant; the inexorable march toward new horizons can sometimes feel overwhelming, but Justice Jackson's confirmation reminds us that change can also fill us with hope.

Nikki Giovanni said that "everything will change. The only question is growing up or decaying." The last year has certainly been one of change and growth for APA and for LIWP. Last year, APA staff welcomed the first graduate of the program to become a member of the executive leadership team at APA when Dr. Maysa Akbar assumed the post of Chief Diversity Officer. However, in nearly the same breath, we also bid fond and bittersweet farewells to Dr. Brian Smedley, Chief of Psychology in the Public Interest, and to our own Dr. Shari Miles-Cohen, Senior Director of the Human Rights Team and LIWP. I can think of no more fitting tribute to the legacy of Dr. Miles-Cohen than to embrace the changes of the last year and continue to help LIWP "grow up" with grace, strength, and clear and hopeful eyes toward the future.

This August marks LIWP's 15th birthday, one filled with traditional significance in many cultures and a marker for the passage into adulthood. It is a year for growth, new responsibility, and transition. How fitting, then, that this is the year we witnessed the transition of Dr. Kelley Haynes-Mendez from Director of the Ethnicity, Race, and Cultural Affairs portfolio to the new Senior Director of Human Rights; of Dr. Anita J. Thomas from Co-Chair to our new Advisory Committee Chair; and of Dr. Monique Jiménez-Herrera to the position of Co-Chair. For the first time ever, LIWP graduates fill both the chair and co-chair of the advisory committee.

I'd like to share more program updates, changes, and growth with you.

- In December, we capped off Cohort 13's year with a graduation ceremony that linked Participant Leaders' leadership projects with APA's Strategic Plan goals. During the ceremony, we also recognized the service of Drs. Carlotta Arthur, Kathleen Brown (Advisory Committee Chair 2019-2021), Debra Kawahara (LIWP Cohort 3), and Shari Miles-Cohen (LIWP Founding Director). Shortly after the graduation and awards ceremony, with support from our partners in division 35, we presented the second-annual Dr. Jean Lau Chin Memorial Address by NYT bestselling author Heather McGhee.
 - In January, we welcomed four new Advisory Committee members, Drs. Dolores Cimini, Amy Fineburg, and Loretta McGregor and Ms. Sandra Louk LaFleur, each of whom are highlighted in this issue of *LeadHERship*.
 - In March, we welcomed **LIWP Cohort 14**, which includes 37 new Participant Leaders, and welcomed the newest member of our faculty, Dr. Angela Ferguson (LIWP Cohort 5). We also began our 2022 Webinar series with a presentation from Dr. Sarah Burgamy on gender diversity and inclusion.
 - In August, at APA 2022, Drs. Kathleen Brown, Shari Miles-Cohen, Anita Thomas, and myself presented *Competency-Based Leadership Development for Women Psychologists: Lessons Learned*, a symposium on the continued development of LIWP and of women's leadership development.
- The past year also included new service and development opportunities.
- In October, we had our largest Selection Subcommittee ever and our volunteer subcommittee members reviewed more applications than ever! Keep a lookout for the call for the next round of selections, as it is coming very soon.
 - Thank you to all the LIWP Leaders who have volunteered to mentor Cohort 14 Participant Leaders. This year, we had more volunteers than Participant Leaders to pair you with. I am constantly humbled by, and grateful for, your commitment to serve this community and your fellow leaders.
 - The Future Directions Subcommittee sent out the call to those of you who expressed interest in joining and ultimately selected two new members, Dr. Sarah Dolan and Dr. Kisha Holden.
 - In July, we launched the newest Leaders' Checklist and hundreds of you have already responded to express interest in serving the program in some capacity. Keep your eyes peeled for upcoming opportunities related to your responses, and if you have yet to complete the checklist, don't be surprised to see a reminder email from me popping up in your inbox.

We've done a lot of amazing work over the last year, and there's still so much to come. Even as we work hard, we don't forget the importance of camaraderie and friendship. We are delighted to be meeting up virtually this year for our

annual reunion, and look forward to meeting in person in August 2023 in Washington, DC.

None of these things could have happened without the hard work and talent of so many people. A very special thanks to: my former colleagues on the APA Human Rights Team: Dr. Kelley Haynes-Mendez, Senior Director, Human Rights; Tanya Burrwell, Assistant Director, Women's Programs; and Ron Schlittler, Director, Sexual Orientation and Gender Diversity. Thank you to our new MFP colleagues, and to Janice Y. S. Haskins, PhD, Head, Leadership Development Institute. I look forward to getting to know all of you and working together to promote diversity in leadership and leadership development. I'd like to offer gratitude most especially to our inestimable program coordinator, Isabelle Orozco Vergara who truly keeps the programming running

and skillfully keeps all the plates spinning. I'd also like to thank the whole APA Public Interest family and our colleagues at APA who keep our computers beeping, our paychecks coming, and our mail flowing. I want to profusely thank Dr. Anita Thomas and Dr. Monique Jiménez-Herrera, who receive more emails from me in one week than most people do in a year, and our Advisory Committee and Subcommittee members, faculty, Participant Leaders, mentors, and donors. And most of all, you, our LIWP Leaders. You continue to be an inspiration and beacon of guiding light on this tumultuous sea of life.

I hope I get to see you in person this year at the convention, or maybe in Washington D.C., for a hug, fist bump, or friendly wave, but if not, I'll certainly see you around the Zoomverse soon!

Amanda Weber

Amanda Weber

Director, Leadership Institute for Women in Psychology
Leadership Development Institute



APA VISION

A strong, diverse, and unified psychology that enhances knowledge and improves the human condition.

APA MISSION

To promote the advancement, communication, and application of psychological science and knowledge to benefit society and improve lives.

APA LIWP MISSION STATEMENT

The mission of the APA LIWP is to prepare, support, and empower women psychologists as leaders to promote positive changes in institutional, organizational, and practice settings as well as APA governance, and increase the diversity, number, and effectiveness of women psychologists as leaders. A major focus of the institute is to ensure that leadership training opportunities are available for mid-career and senior women psychologists in all of their diversities.

APA LIWP VISION STATEMENT

The APA LIWP aims to enhance the individual and collective leadership capacity, reach, influence, and impact of women psychologists to foster the advancement of human rights, fairness, diversity, and inclusion through the application of psychological science.

LIWP ADVISORY COMMITTEE CHAIR'S COLUMN

It is a great pleasure to serve as the Chair of the Advisory Committee for the LIWP, a historic role as I am the first alumni of the signature program to serve in the role, and the first woman of color to serve in this role. As with many new leadership opportunities, I found myself pondering the question: "Am I ready to serve as leader in this capacity?" The Leadership Institute for Women in Psychology program has continued to expand and change in its nearly 15 years, from the signature program's model competency-based model to the transition to a virtual format, and the development of programming for the over 400 alumnae, including quarterly webinars, the Leadership Conference, and the Jean Chin Memorial Address. As APA moves forward with the resolution on racism and efforts to use psychological science to dismantle systemic racism and advance health equity, and expand and coordinate leadership training and development, LIWP will continue to grow and serve as a flagship program.

When I was a participant leader in the signature program, I think I was most challenged by the notion of moving from an "accidental leader" to an "intentional leader." As I have progressed in my career, I have found myself becoming more comfortable with my leadership skills with more progressive leadership responsibilities, and addressing the question of readiness. The last three years — with the pandemic, racial injustice, civic unrest, and economic insecurity — have provided an opportunity to see many women engage in competencies now used in the signature program, an ecosystemic framework that starts with personal values and moves outward to interpersonal relationship, then organizational relationship, then systemic frames. It has been a pleasure to witness these women step up to serve and demonstrate their capacity as leaders in turbulent times.

Intrapersonal and interpersonal leadership competencies include self-awareness as a leader, clear sense of values and authenticity, empowering self and others, communicating effectively, and managing teams. The confirmation hearings of Justice Ketanji Brown Jackson, the first African American woman to be confirmed as a member of the United States Supreme Court, demonstrated many intra- and interpersonal competencies. At one point in the grilling, we were able to see Justice Jackson compose herself to address what seemed to be a racist question (yes, many of us recognized her look). Her clear sense of values, her ability for self-control, and her ability to convey knowledge of the law allowed her to shine as a leader.

Watching her helped me to reconnect with my values, to think about the "non-negotiables" and how I communicate my values while leading others. The past few years

have been challenging, and like many of you, I found myself balancing parenting responsibilities and care for aging parents on top of transitioning to a new job — focusing on the whys, helping my children through remote learning, and working to maintain access to a quality education for students at my university helped me to stay focused on the essentials. I ramped up my self-care, and shared opportunities with others (we held a virtual laugh yoga session at the university, pictures of which still bring me to tears of laughter). I also took advantage of webinars and networking opportunities to build leadership skills.

The tri-pandemic period has challenged many of us to lead in change management strategies through the crisis and make rapid decisions. For those of us in academic leadership positions used to shared governance, this period challenged us with new decision-making and communication strategies. There was no time to ask the question on the capacity to lead. Fortunately, we had national women leaders who shone in their capacity for organizational and systemic change during the COVID pandemic. Organizational and systemic competencies are great for leading organizational change and in leading during times of crisis, and include valuing and demonstrating social justice and differences, advocating for human rights, attending to innovations in leadership, and managing politics and influencing others. The women leaders of Denmark, Ethiopia, Finland, Germany, Iceland, New Zealand, and Slovakia have been noted for efforts that reduced the spread. They engaged in open, transparent, and compassionate communication. In the UN briefing report on COVID-19 and women's leadership, they are described as "more collective than individual, more collaborative than competitive and more coaching than commanding." A qualitative analysis of their speeches found that they delivered firm and clear communication of citizen responsibility while emphasizing virtue and moral imperative, shared their own sense of humanity, provided meaning, and helped with fostering resilience through a focus on our intrinsic capacity (Mayer and May, 2021).

The murder of George Floyd raised a new level of consciousness around both individual racism, cultural/symbolic racism, and systemic racism. The actions of Derek Chauvin certainly pointed to an individual act of hatred and racism, but they highlighted for many the prevalence of racism within the legal system. The January 6 insurrection further pointed to issues within the sociopolitical and legal systems and the need for values-based leadership and the ability to understand broader contextual approaches. We have seen women leaders handle the aftermath with aplomb, sometimes at a personal cost to their own professional careers. I am sure that they made bold and confident choices

as they realized that not only do they have the capacity to lead, their experiences led them to be fully equipped at that moment.

I am happy to serve as the LIWP continues to grow and expand. I also recognize that the Advisory Committee is strong due to the involvement of our alumnae. We will continue to focus in leadership development, networking opportunities and hopefully communities of practice.

The committee has also begun a hard look at diversity, equity and inclusion. The LIWP staff, faculty from the signature program, and Advisory Committee have made many strides to advance issues around race and ethnicity. We do recognize that more is to be done on gender inclusivity. At our fall retreat, we endorsed a resolution for LIWP to examine the program for gender inclusivity. We held a focus group with LGBTQIA alumnae and will be looking at that data. The analysis will also include connecting with other APA Offices and Divisions. An assessment of issues connected to disability is also on the agenda for further expansion.

It has been a pleasure to serve on the committee. I look forward to continued service and seeing many of you at our reunion.

Anita J. Thomas

Anita Jones Thomas, PhD

Executive Vice President and Provost,
St. Catherine University
Advisory Committee Chair, Leadership Institute
for Women in Psychology

Mayer C-H and May MS (2021) Women Leaders Transcending the Demands of Covid-19: A Positive Psychology 2.0 Perspective. *Front. Psychol.* 12:647658. doi: 10.3389/fpsyg.2021.647658

LIWP ADVISORY COMMITTEE



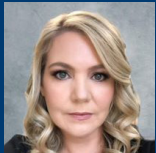
Anita Thomas, PhD *Chair*



Michi Fu, PhD



Jodie Ullman, PhD



Monique Jiménez-Herrera,
PsyD *Vice-Chair*



Ciela Hartanov, PsyD

EVALUATION SUBCOMMITTEE

Carlota Ocampo, PhD *Chair*
Monique Jiménez-Herrera, PsyD
Sandra Louk LaFleur, MS
Loretta N. McGregor, PhD
Jodie Ullman, PhD



Kimberly Balsam, PhD



Yo Jackson, PhD, ABPP

FUTURE DIRECTIONS SUBCOMMITTEE

Yo Jackson, PhD, ABPP *Chair*
Sarah Burgamy, PsyD
Sara L. Dolan, PhD
Ciela Hartanov, PsyD
Kisha B. Holden, PhD, MSCR
Michi Fu, PhD



Sarah Burgamy, PsyD



Sandra Louk LaFleur, MS

PROGRAM AND FACULTY DEVELOPMENT SUBCOMMITTEE

Amy C. Fineburg, PhD *Chair*
Kimberly Balsam, PhD
M. Dolores Cimini, PhD
Lorna Hernandez Jarvis, PhD
Anita J. Thomas, PhD
Julie L. Williams, PsyD, ABPPP



M. Dolores Cimini, PhD



Loretta N. McGregor, PhD



Amy C. Fineburg, PhD



Carlota Ocampo, PhD

SELECTION SUBCOMMITTEE FOR COHORT 14

Anita Thomas, PhD Chair
Kathleen S. Brown, PhD
Gayle L. Chesley, PhD
Dolores Cimini, PhD
Terri Davis, PhD
Allison G. Dempsey, PhD
Jessica M. Dennis, PhD
Natalie Dong, Ph.D., ABPP (RP)
Amy C. Fineburg, PhD

Jennifer S. Ford, PhD
Kelly L. Gilrain, PhD
Naomi M. Hall-Byers, PhD, MPH
Kisha Holden, PhD
Tammy L. Hughes, PhD
Amy Silvestri Hunter, PhD
Kelli F. Johnson, PhD
Jacqueline Kaufman, PhD
Debra M. Kawahara, PhD

Noelle L. Lefforge, PhD
Ya-Shu Liang, PhD
Carlota Ocampo, PhD
Keisha Paxton, PhD
Carmen Poulin, PhD
Jennifer Smith, PsyD
Bernadette Hassan Solrzano, PsyD
Randi M Streisand, PhD
Wendy L. Ward, PhD

MENTORS FOR COHORT 14

Laurie Baker, PhD, ABPP
Paula Barata, PhD
Kathleen Brown, PhD
Annmarie Caño, PhD
Dorothy Cantor, PhD
Emily Chan, PhD
Gayle Chesley, PhD
Helen Coons, PhD, ABPP
Jameca Cooper, PhD
Karol Dean, PhD
Allison Dempsey, PhD
Natalie Dong, PhD

Ramani Durvasula, PhD
Jessica Edwards George, PhD
Carolyn Fang, PhD
Amy Fineburg, PhD
Jennifer S Ford, PhD
Katharine Hahn Oh, PhD
Michele Haley, PhD
Ciela Hartanov, PsyD
Ann Hazzard, PhD, ABPP
Tammy Hughes, PhD
Monique Jimenez-Herrera, PsyD
Barbara Kamholz, PhD, ABPP

Debra Kawahara, PhD
June Kim, PhD
Tammy Lyn, PhD, ABPP
Loretta McGregor, PhD
Shari Miles-Cohen, PhD
Keisha Paxton, PhD
Virginia G Quinonez, PsyD
Jennifer Smith, PsyD
Anita Thomas, PhD
Melba Vasquez, PhD, ABPP
Jeanette Walley-Jean, PhD
Heather Yardley, PhD



LIWP 2022 TEACHING FACULTY

Sharon R. Clinton, SHRM – CP

Leadership, Change, and DEI Strategist, Performance Plus International, Inc.

Ramani S. Durvasula, PhD

Founder and CEO, LUNA Education, Training and Consulting, LLC

Angela D. Ferguson, PhD

Associate Professor and Training Director of Counseling Psychology Doctoral Program, Howard University, School of Education

Lisa Flores, PhD

Professor of Counseling Psychology, University of Missouri, College of Education

Gayle Y. Iwamasa, PhD, HSPP

National Director, Inpatient Mental Health Services, VA Central Office, Office of Mental Health and Suicide Prevention (OMHSP), Department of Veterans Affairs

Michelle Laino

Deputy CFO, Budget and Financial Analysis, American Psychological Association

Konovia D. Mikeal, MBA, MEd

Co-founder and COO, Performance Plus International, Inc

Doris Parfaite-Claude, MPP

Director of Grassroots Engagement, American Psychological Association

Stefanie Reeves FASAE, CAE

Deputy Chief of Public Policy and Engagement, American Psychological Association

Sandra L. Shullman, Ph.D.

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Anita J. Thomas, PhD

Executive Vice President and Provost, St. Catherine University

Benjamin D. Vonachen, MS

Senior Director of Congressional and Federal Relations, American Psychological Association

Amanda Weber, MS

Assistant Director of Leadership Development, American Psychological Association



LIWP SUCCESS-AT-A-GLANCE



412

academics, clinicians,
researchers, educators, and
more have participated



\$64+

over \$64 million in grant
money awarded in 2021



LIWP GRADUATES IN LEADERSHIP POSITIONS

1

member of the APA
executive leadership team

19

council representatives, 1
board member-at-large

23

SPTA officers

28

program chairs

128

directors of academic
programs, chief executives,
or clinical program heads



LEADER ACHIEVEMENTS

67

promotions in 2021

52

awards and
honors bestowed
in 2021

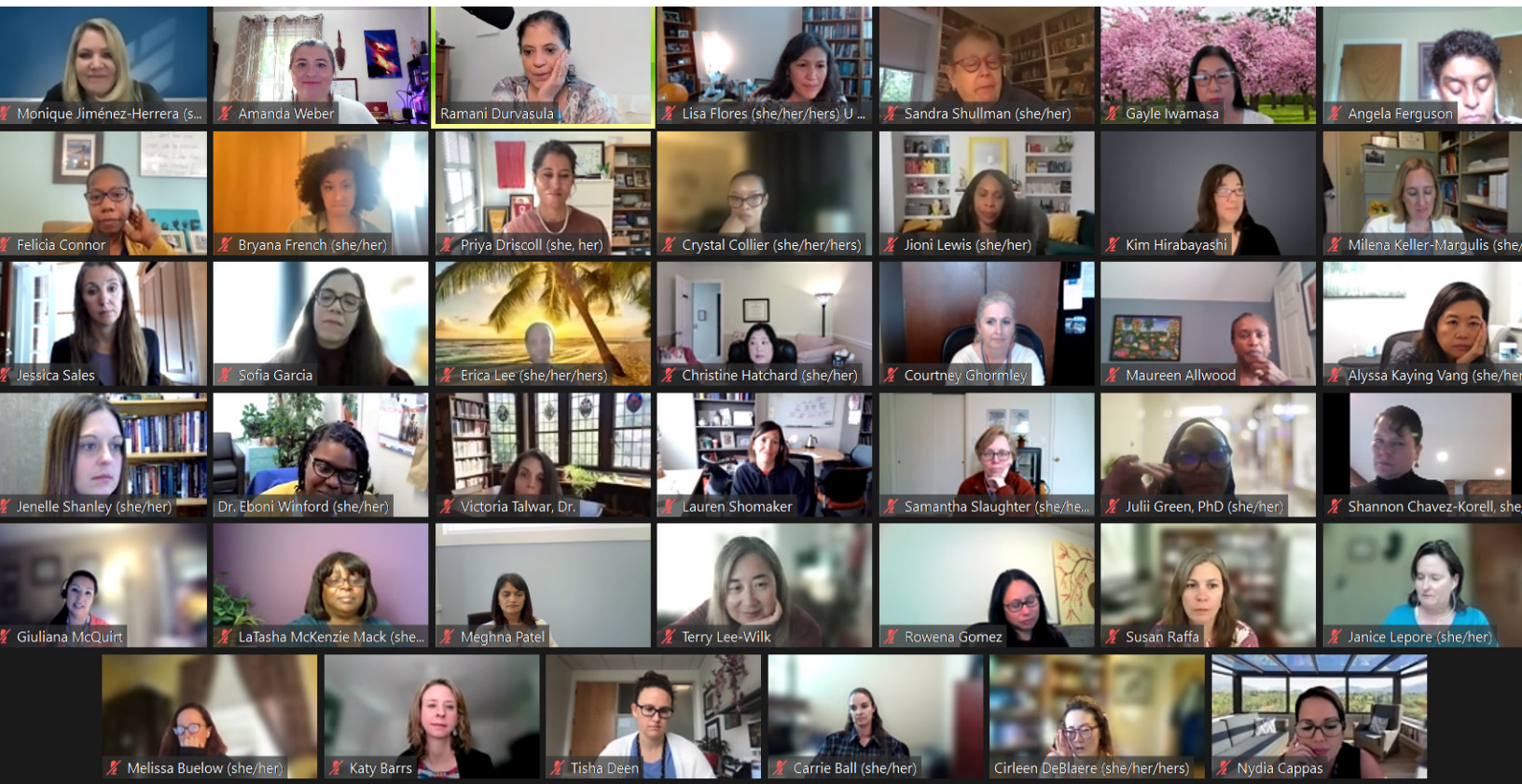
18

APA
presidential
citations

LIWP CLASS 14

“

LIWP has made me think about myself, and about how I can use my voice to make change, in ways I never even imagined.”



LIWP CLASS 14



Maureen Allwood
John Jay College



Felicia Connor
NYU Langone Health



Carrie Ball
Indiana State University



Cirleen DeBlaere
Georgia State University



Katy Barrs
University of Denver,
Graduate School of
Professional Psychology,
Military Psychology Speciality



Tisha Deen
University of Arkansas for
Medical Sciences



Lindsey Buckman
Buckman Psychological
Consultants, PLLC



Priya Driscoll
Mills College



Melissa Buelow
The Ohio State University



Bryana French
University of St. Thomas



Nydia Cappas
Ponce Health Sciences
University



Sofia Garcia
Northwestern University



Shannon Chavez-Korell
Michigan School of
Psychology



Courtney Ghormley
Dept of Veterans Affairs



Crystal Collier
Florida School of
Professional Psychology at
National Louis University,
Tampa



Rowena Gomez
Palo Alto University

LIWP CLASS 14



Stephanie Graham
University of Wisconsin-
Madison, Department of
Counseling Psychology,
School of Education



Janice Lepore
Janice C. C. Lepore, Psy.D.,
and Associates, LLC



Julii Green
CSPP/Alliant International
University



Jioni Lewis
University of Maryland,
College Park



Christine Hatchard
Monmouth University



LaTasha McKenzie Mack
VA Central California
Health Care System



Kim Hirabayashi
University of Southern
California



Giuliana McQuirt
Florida State University
College of Medicine



Milena Keller-Margulis
University of Houston



Meghna Patel
Atlanta VA Health Care
System



Katherine Lamparyk
OhioGuidestone



Susan Raffa
Department of Veterans
Affairs



Erica Lee
Emory University



Jessica Sales
Rollins School of Public
Health, Emory University



Terry Lee Wilk
VA Maryland Health Care
System



Jenelle Shanley
Pacific University

LIWP CLASS 14



Lauren Shomaker
Colorado State University



Samantha Slaughter
Integrative Psychological
Services of Seattle (pri-
vate group practice)



Victoria Talwar
McGill University



Alyssa Vang
Vanguard Mental Health
& Wellness Center, LLC



Eboni Winford
Cherokee Health Systems

LIWP LEADER SPOTLIGHT ON SUCCESS

INTERVIEWS CONDUCTED BY YASMIN ARIAS-WILLIAMS



DOLORES CIMINI, PHD

Access is Critical

What made you decide to accept the invitation to serve on the LIWP Advisory Committee?

I have always believed in the mission of the LIWP and when I participated in Cohort 5, I learned a great deal. It has made a significant difference in my own career development, and I believe in paying it forward to other women. When I received the opportunity to consider this role, I accepted it immediately.

Can you speak a bit about the importance of Equity, Diversity and Inclusion in leadership?

Yes; equity, diversity, and inclusion are critical to keep in mind for all leaders, particularly for women. It has been very challenging when we look at issues in society, both past and more recent, with regard to achieving equity, particularly for women and populations that have been historically marginalized. It's really critical, in my view, to do whatever we can to help place everyone, particularly those who have been historically marginalized, on an equal playing field. You know, that means that what those in leadership need to do is to take any opportunity we have to open doors for other women and other underrepresented people whose identities have been historically marginalized. I would also add, with regard to equity, diversity, and inclusion, "access." Because, when we talk about equity, we also need to consider access. Do individuals and society have equal access to the benefits and opportunities that exist? As a person with a disability myself, access is very critical in leveling the playing field. I would ultimately recommend, in addition to equity, diversity, and inclusion, to add access as a fourth element.

How have your own intersectionalities affected your experiences in leadership roles?

So, as I mentioned, I'm a person with a visual disability. When I trained in graduate school back in the 1980s, the environment for women with disabilities was very different

than it is right now. I was not encouraged to pursue advanced studies and the technology, in terms of accommodations around computers and other technologies to help do research, was not as advanced, so there were a lot of challenges. As a person with a disability, I had to do a lot early in my career to catch up and keep up with those who may not have been challenged with disabilities. As years have passed, technology has improved. There has been more access to opportunities for people with disabilities as a function of new laws and new doors being opened. We see more women with disabilities in leadership positions, and even though a lot of work needs to be done, it's really important to know that there has been some progress. When I think of my own intersectionality as a woman, and as someone with a disability, it's really a dual set of issues that I face, and I have committed to doing whatever I can to do in small ways to help advance the opportunities for women with disabilities. In fact, I have been acknowledged by the White House and President Obama for the work that I've done in mentoring young women with disabilities. I am still doing that, right now, and I plan to continue to engage in that work for the rest of my career.

What would you say is the most important thing you've learned about yourself as a leader?

The most important thing that I've learned about myself as a leader is that it's important for me when I face new opportunities and new potential challenges, to just jump in there and not be afraid. Sometimes, when we receive new opportunities or experience new challenges there's an avoidance conflict approach that happens, at least for me, and it's really easy to potentially decide not to move forward, but it's at those very times when most challenges exist that it's really important to step forward and to try new opportunities. I've learned that after I have taken those big steps for-

ward, it has not only benefited my own career development but I've also been placed into spaces in which I could help and mentor and help others move forward.

What is the best piece of leadership advice you've ever received?

The best piece of leadership advice that I have ever received is to persist. Sometimes leadership is very difficult, it's very complicated, it's very challenging. We can face a lot of resistance from those around us to what we want to accomplish, so it's important first and foremost to persist. To work with others creatively to address any potential challenges that may be in the way and to address any potential barriers that we encounter. We need to approach leadership not only with persistence but with some courage. The courage to move forward, the courage to make changes, and the courage to fail to make mistakes. We all make mistakes as we lead, and so what I say is "we need to fail forward." Okay? So as we move forward, we fail, we learn, and then we get up and move on and always remember that we, in our lives and in leadership have choices and it's through our choices that we pave the way not only for our own futures but for that of other women and with our voices that we can actually realize that change that we wish to make in our immediate environments and in broader society."

What advice would you give to our LIWP Leaders and Affiliates?

During our journeys and leadership, do not be afraid to fail forward. As we engage in new opportunities, we may face new barriers as well, and we need to. We need to work with our allies, we need to work with our fellow women leaders to help address those barriers. Begin small and figure out new and creative ways to move forward, to move beyond those barriers, and to help all of us individually and collectively make progress.



We need to approach leadership not only with persistence but with some courage."



LIWP LEADER SPOTLIGHT ON SUCCESS



AMY C. FINEBURG, PHD

Sharing the Power is a Powerful Place to Be

What made you decide to accept the invitation to serve on the LIWP Advisory Committee?

I think for me, it's all about paying it forward. I was a member of Cohort 11 in 2019. Ever since then, your office has sent out invitations and surveys asking, "What would you like to do to serve? Is there anything that you'd like to do?" I've always done, always been a doer, so I was like, "Yeah! Sign me up for whatever!"

I did it mainly because it was such a benefit to me, and because I want to be a part of helping future members of the Institute. I want those who are involved in the overall LIWP program to get the same benefits that I did. For me, it is about paying it forward and being a part of good work too.

Can you speak a bit about the importance of Equity, Diversity and Inclusion in leadership?

Absolutely! I think the core term "diversity, equity, and inclusion" for me is about values that I have around dignity, respect, and belongingness. I want everyone that I work with to feel as if their dignity is being honored, that they are being respected, and that they feel like they belong. I believe that, if that is what people feel and receive from an organization, or program or what have you, then their work is going to be the best work that they can give. They will feel free to give their best ideas and put forth their best effort and they will feel like it is making a difference. For me, whenever I am at a table, in actuality or metaphorically (like we have been for the last couple of years), I tried to do everything that I could to make sure that whatever we are doing, whatever structures we have in place, whatever systems we have in place, are bringing dignity, bringing respect, and fostering belongingness. Whether that was in my classroom when I was a teacher, whether it was when I was leading a school or district, whether I was serving in leadership with a division, or now here with LIWP, I want to be sure that what we are doing is creating the best possible environment for people to do their best work. The only way I think you can do that is through fostering diversity, equity, and inclusion.

When I was president of the Society for the Teaching of Psychology, Division 12 of APA, the biggest thing I wanted to address was our EDI issue. Most divisions are dealing with issues where the membership is not very diverse, and the leadership has not been very diverse, and then there I was, in a leadership position. I asked myself, "What can I do to make sure that, beyond me, beyond my interest, beyond my work, people are going to have a system in which they feel dignified, respected and that they belong?" We developed a structure where people can have smaller affiliate groups within the organization and we are now constantly looking for people who represent diverse backgrounds for leadership positions.

I've been out now two years from the presidency, and, so far, those structures are still in place and the success of presidents has been keeping those values at the forefront. So, to me, if that continues, if that persists, if that kind of direction and focus and value driven leadership persists, then I'll feel like that what I was able to do was successful. Especially if there are people who can say "Yes, I felt dignified and respected and that I belong." If that happens, then that is going to be that is going to be very, very gratifying for me, I think.

How have your own intersectionalities affected your experiences in leadership roles?

I have worked most of my career in education, which on some levels is very female dominated. Especially in the classroom, but in other levels it is not and females are very underrepresented. In the classroom, I felt very empowered as a woman, and really felt like the person in charge of my classroom. I was able to really explore all my strengths as a woman, and as a female leader. When I became a school and district administrator, that shifted because that level of leadership at most schools, and especially in the more traditional conservative part of the country where I live, leaders are viewed as you know, not necessarily women. Women leaders were viewed as either queen bees or killer bees or off-

beat. They were super grandmotherly, and I was young, so I was not grandmotherly. I was also not the “spit up and chewed people out” kind, or at least that was the perception. I was actually asked, in an interview for principalship, “Hey, we know you are smart, but can you run a school?”

It is this odd question of, “Why would you want dumb people to run a school, right? I do not understand what you are asking.” When what they were really asking is, you know, “Can you do all the work of a traditional man?” — what is perceived as “man work” in a school.

In leadership, my intersectionality has been very much both a barrier and a challenge. I am also a Southern white woman, so there is just a whole lot of baggage there that occurs, especially when you are dealing in environments where you are trying to work for social justice and for diversity, equity, and inclusion. There is so much baggage in making sure that my own biases and privileges are accounted for in my decision making, and in building trust amongst people who have been hurt by people who look like me before. I really have sought to surround myself and to follow people interested in seeing the whole person and nurturing people toward their strengths. Some of my best bosses, fortunately, have been some very amazing women whom have taught me that sharing the power is a powerful place to be, and I have been fortunate in that. I have been fortunate to experience those leadership examples and I feel like I got that same kind of leadership perspective from my LIWP experience. You know, it reinforced the notion that sharing power with people around you is a powerful place to be, and that enables people to do their best work. That’s really what we are here for; that is what a leader should be here for, making sure that I am checking myself, that I am learning from others, and that I am empowering those around me. That has been really, I think, the story of how my intersectionality has influenced my journey.

What would you say is the most important thing you’ve learned about yourself as a leader?

I would say, empowering others around me. That when people feel empowered around me, it makes everybody look good. The people that I have been fortunate enough to work with, where I have shared the power and have empowered and mentored them, you know, it has just been great because then that gets paid forward in their work environments, as they go to other places. One principal I worked for named Jan Doyle told us that she was preparing us to be principals. Whether we were going to be principals or not, she was she was preparing each of us to be a principal. She empowered us to make decisions and to do that work, and to help run the school. As I was there longer, I worked with new assistant principals with me, and it just created this cadre of people who now are out leading schools and leading work across Central Alabama. Those schools are doing really, really well because that leadership has now filtered out all

from this one woman who was not threatened by the people around her making decisions. She was just such a powerful leader and role model for me. Sharing power is a powerful thing.

What is the best piece of leadership advice you’ve ever received?

You can always get better. I think you can always get better. If you think you have arrived then you are not moving forward anymore, and then the only direction to go is backward. The school where I worked with Jan, we were a really, good school. We were doing really well and we had gotten a lot of recognition, so we applied to be a blue-ribbon school through the Department of Education. In that process, we found some areas where we were like, “This isn’t working well,” and oh, “This part is not working well.” And so, as I was talking with her about that, she said “We can always get better. Even if our students are all making 100 on their assessments, there’s always something we can do better. It may not be a test score, it may be culture, it may be interaction and kindness, it may be cleanliness. Who knows?” she said, “But there is always something, and we can always get better.”

That was really powerful coming from someone who really could have sat on her laurels and that’s something that has driven me. Once something is successful, that is great! Then it’s time to ask yourself, “Well, now what can we be successful at?” Knowing that there’s always something that can get better has been a good compass direction for me to follow.

What advice would you give to our LIWP Leaders and Affiliates?

The same advice was given, you can always get better. That, to me, is the wonderful thing about the LIWP program. It’s for women who are in mid-career, who very much could be at a point where they say, “Well I’ve done some stuff and I’ve accomplished some things; I can coast the rest of the way through toward the end of my career.” LIWP offers this opportunity to keep getting better even after you have found success. You can always learn more you can always do something a little bit better today than you did yesterday, and tomorrow, the same thing. The advice I would give would be tied in with “never stop learning,” and, “You can always get better.”

There is always something that you can work on and improve. That ultimately gives you purpose and a sense of direction, and research definitely supports that people who have purpose and a sense of direction are going to be more psychologically healthy.

Empower others. Not necessarily for our own gain, but for the gain of the greater good, for the whole. Psychology is better because LIWP exists, and so the more we can do that, and the more we can expand the reach of LIWP, the better psychology is for it.

LIWP LEADER SPOTLIGHT ON SUCCESS



SANDRA LOUK LAFLEUR, MS

Authenticity is Strength

What made you decide to accept the invitation to serve on the LIWP Advisory Committee?

You know, the APA is such an influential organization. I think I accepted the invitation for a number of reasons. Number one is the APA and what they stand for and who they are. It was a great honor to even be considered for this opportunity. The advancement of women and development of talent is something that has always been a part of the work that I gravitate towards. It's a way of giving back to organizations that have done so much to develop me over the years, so it was a perfect combination of a lot of different things.

Can you speak a bit about the importance of Equity, Diversity, and Inclusion in leadership?

There is a general saying, "We are as strong as we let them see," and this is a great thing. I mean, I think that we cannot be our best selves in society if we are not valuing everyone. If there are a group of people or groups of people that are either considered less than or are not given the opportunities to bring their best selves to the table to contribute to the collective good and the collective whole then we, as an entire organization of humans, we are falling short of our own collective potential. The role of the values equity, diversity, and inclusion in leadership is extremely important. We want to have all the voices, not just some of the voices at the table, and we need to make sure that we remove the roadblocks for individuals that should be at the proverbial table. Oftentimes those roadblocks are invisible, and they are unconsciously set up and accepted and perpetuated and it takes a lot of intentionality to remove the tinted glasses and say, "Everyone means everyone."

If we don't make a true and concerted effort, then we just fall short of our potential in leadership with one another. And it does not have to be leading large organizations or being, you know, the President of the United States, or any other huge body. Leadership is an individual act, it's something that we could be doing with one another in just a pair. I think that to me, equity,

diversity, and inclusion is the foundation for us to become the best of what we can be together and individually.

How have your own intersectionalities affected your experiences in leadership roles?

I am nothing but a large intersectionality puzzle! Let's see, first, I am woman identified. I am Chinese Cuban, I'm a first-generation college student, and I have struggled.

Growing up, I knew who I was, I was me. You know, born to Cuban Chinese parents who themselves had fled their countries. So that was part of my story, but it was not until I got into college, that I was abruptly facing the fact that people saw them differently and saw me differently. At that moment, I was so naive, I thought, "What do you mean what am I? I'm me." And they were like, "Are you this? Are you that?" Yes. Yes, I am that, and so what? It didn't make a difference back at home, in my little bubble, but going out into the rest of the world, I was reminded of what people saw of me first. Even if I did not identify strongly with those attributes, other people identified me in a lot of different ways the first time they saw me.

I have always been reminded, am always reminded, of my intersectionality because I am never what people think I am. I identify with things and traits that people don't understand. I could identify with a single mom, with a younger this color, or an older that color. It's just is the way I've moved through the world. My intersectionalities have impacted my world because they've given me license to come in and out of circles and say, "I understand," because I'm a little bit of this and I'm a little bit of that.

My intersectional identity has also impacted my experiences, because sometimes I don't feel I belong anywhere and that's a very lonely feeling. It's a very painful feeling to experience this sensation of not belonging to any one group. There is the other side of belonging to too much and to everything versus belonging to nothing, and they both have sharp edges sometimes.

What would you say is the most important thing you've learned about yourself as a leader?

Authenticity is strength. I didn't use to think so. I mean, I didn't think it was a deficiency, but I certainly didn't think it was an asset to just show up the way I am, and I don't know how to do it any other way.

I mean, I have some filters obviously, but I have always been one to show up and not be afraid to show my passion or my emotion. It's also always been so important to treat the moment in time, and the people involved, with compassion and respect, but while doing so, not shut myself down, not quiet my own voice. That's important to me. What you see, is what you get with me, and I have been fortunately reminded over the years that it is okay to be this way. And that this quality is actually an asset that people appreciate because it allows them to be themselves and then we can get real work done as opposed to wasting time thinking that we're someone else. That takes up too much time and space.

What is the best piece of leadership advice you've ever received?

I was applying for a new position in an organization that I had spent many years in, and this would have been a nice big jump for me personally, I thought. And I remember having to go through the regular hiring and interview process. I dressed up, I came in for the interview with the CEO at the time, the whole thing. And at the end of the conversation, he said, "So, how do you feel?" I was so nervous because I was going to be able to take the position, they were going to offer it to me, or at least it seemed like that's how the conversation was going. And I said, "Oh, my goodness, I feel so scared! I am nervous about this opportunity." And he said to me, "That's a good sign, you need to embrace that fear." And I was like, "What you are talking about?" and he said, "If you weren't afraid, if you weren't a little nervous, if you didn't have butterflies in your stomach, you probably aren't the right person for the role."

What he meant, I think, is that you have to come in with a certain amount of humility. Not thinking that you know everything, even if you're the top candidate for something. On

the one hand it doesn't mean that you shouldn't be confident in what you do know and the experience you do bring, and on the other hand, it's okay to feel scared that you might not know everything. It's important to realize that there's a lot for you to learn, because that is both humble and authentic and appropriate for what's about to happen, which is growth. Growth should be a little scary, but it shouldn't stop us.

I always like to tell people, students that I've coached along the way, and other individuals who say, "I don't know, this is so scary," I'm like, "Good. That means this is exactly what you need to be doing right now, it should be a little scary."

What advice would you give to our LIWP Leaders and Affiliates?

To come to these opportunities for growth with an open mind. I would like to think that we, on the side of the designers of the LIWP experience, are not here to just fill the bucket of learning for you. This isn't just, like, pour all this stuff into your heads and boom you'll be ready to go but, rather, you have to make connections to what is really speaking to you. And you can let go of things that aren't, whether that's because you're not ready for them, or because you've already developed proficiency in those things. That's fine! You don't have to take everything, but what you do take, you have to come to it with a sense of critical self-reflection about where you need to grow, where you want to grow, where you ought to grow and then be present and open your mind to those learning opportunities, even if it's uncomfortable. It should feel uncomfortable because then that's where real learning is, and if it's not that uncomfortable either you've gotten it and you're good, and you can move on to something else (and there's always something else) or else you need to sit with it and just really ask those around you if this is an area that you need some further growth and development in. Be open-minded to growth. Take what you need, leave what you don't need right now, but come in with critical self-awareness so that you can maximize the learning.



We cannot be our best selves in society if we are not valuing everyone."

LIWP LEADER SPOTLIGHT ON SUCCESS



LORETTA MCGREGOR, PHD

Learning Communities are Critical for Any Learning Path

What made you decide to accept the invitation to serve on the LIWP Advisory Committee?

I was a member of LIWP Class 10. The information and support I received through my participation have greatly benefitted me in my career. Therefore, I accepted the invitation in order to pay my appreciation forward.

Furthermore, I have always enjoyed the mentoring aspect of my career. I have spent many years mentoring students at various levels of their academic studies. I have recently migrated toward mentoring early and mid-career faculty members. I am very interested in mentoring women of color in academia. LIWP offers me the opportunity to engage with and mentor women in the profession, on a larger scale.

Can you speak a bit about the importance of Equity, Diversity, and Inclusion in leadership?

Research by various organizations, including APA's Center for Workforce Studies and the Ethnicity, Race, and Cultural Affairs division, have all documented the underrepresentation of women and people of color, in administrative positions, among institutions of higher education. The inclusion

of diverse persons, in leadership positions, often result in a greater sense of transparency, protects against group think, and introduces new and novel concepts into an organization. An institution that embraces equity levels the playing field for all members of the organization and ensures the institution will continue to move forward. I believe both of these things demonstrate the importance of equity, diversity, and inclusion in higher education.

How have your own intersectionalities affected your experiences in leadership roles?

Over the years, I have found that my race and gender often sparks surprise and challenges underlying stereotypes held by some individuals. Some people read or hear my name and immediately assume I am a white male. Upon meeting me, they are often unable to hide their look of astonishment. I came to realize I was often afforded certain privileges, in the absence of cues regarding my race and gender, which were rescinded upon people meeting me in person. At that point, I have often felt like I had to work harder to regain this prior level of acceptance.



The small victories we gain today help pave the way to greater successes for the next generation of women in academia.”



Another example of how my intersectionalities have affected my experiences in leadership roles is evidenced by the number of times I have been interrupted while speaking in meetings. In a recent incident, I attempted to speak, several times, but was stopped abruptly by the group leader so he could make his point. He became annoyed with me when I refused to yield to one of his interruptions and he raised his voice, stating he would “allow me to speak” once he finished. The atmosphere of the room immediately changed and everyone around the table looked at him in stunned surprise. He then tried to downplay his reaction and “invited” me to speak. Incidents like the one I described imply that although I am included as part of the team, I am not invited to have a voice. I think many women of color can relate to this experience.

What would you say is the most important thing you’ve learned about yourself as a leader?

I think the most important thing that I’ve learned about myself, as a leader, is that I am extremely tolerant of others. I try to empathize with most people which, in turn, allows me to be more patient with them.

What is the best piece of leadership advice you’ve ever received?

The best piece of leadership advice I ever received came from one of my mentors. When I first became a department chair, he advised me to “Never say anything behind closed doors that you would be embarrassed to read on the front page of a newspaper.” His warning has served me well. There is no such thing as a “private conversation” when you are in a leadership position. Your words, spoken behind closed doors, often lose some of their context when repeated by others.

What advice would you give to our LIWP Leaders and Affiliates?

Being a woman of color in higher education is not easy. However, very few things in this life are easy. The small victories we gain today help pave the way to greater successes for the next generation of women in academia. So, go forth and be bold!

LIWP LEADERS IN THE NEWS

Maysa Akbar, PhD was featured in the [*NBC News*](#) report study: Facing racism depletes young adults' mental health by Char Adams on November 9, 2021

Apryl Alexander, PsyD was quoted in on [*Denver's ABC 7 news*](#) piece Community task force recommendations would transform the way police respond to protests by Ivan Rodriguez on May 24, 2021

Kathleen Ashton, PhD was quoted in the [*New York Times*](#) article For Some Breast Cancer Survivors, October Is the Cruellest Month by Holly Burns on October 15, 2021

Julie Bindeman, PsyD was quoted in the [*Washington Post*](#) article Meghan says the royals let her down during her pregnancy. Here's how they could have helped. By Allyson Chiu on March 9, 2021

Ginette Blackhart, PhD was quoted in the [*New York Times*](#) Article There's a Reason Why You Overshare on Dates by Anna Goldfarb on September 15, 2021

Peggy Brady-Amoon, PhD was profiled in the [*Seton Hall University News*](#) article Fall Conference Features Professional Psychology Professor by Olivia Lason on November 4, 2021

Eve Brank, PhD was quoted in the [*Nebraska Today*](#) article Grant will expand access to attorneys in rural areas by Deann Gayman on August 17, 2021

Cheryl Brosig-Soto, PhD appeared in the local [*Milwaukee Fox 6*](#) new segment Waukesha parade crash: How to talk to kids about what happened by Gabrielle Mays and the FOX6 News Digital Team on November 24, 2021

Annmarie Caño, PhD wrote the [*Inside Higher Ed*](#) article Today's Academic Leaders Must Be Healers published on August 12, 2021

Joan Cook, PhD wrote the [*U.S. News & World Report*](#) article A 'Game Changer' for Police-Community Relations published on April 29, 2021

Suzanne Danhauer, PhD's opinion piece Creating a Dialogue appeared in the [*Winston-Salem Journal*](#) on June 21, 2021

Stacie Craft DeFreitas, PhD was quoted in the [*Kansas City Star*](#) article Kansas City-area schools face racist incidents as critical race theory debate continues by Jeanne Kuang on September 27, 2021

Allison Dempsey, PhD was quoted in the [*NBC News*](#) article Remote therapy was a mental health lifeline during the pandemic. What happens now? By Eric Berger on May 23, 2021

Amy Silvestri Hunter, PhD's promotion to full professor was featured in a [*Seton Hall University Newspaper*](#) article 2020-2021 Newly Promoted and Tenured Faculty by Bernadette McVey on September 17, 2021

Charmaine Jackman, PhD was quoted in the [*Bustle*](#) article What To Say To Someone Who's Leaving You On Read by JR Thorpe on May 17, 2021

Niki Jurbergs, PhD was featured in the [*NewsWise*](#) article Together by St. Jude Teaches Children about the COVID-19 Vaccines in New Coloring Book by St. Jude Children's Research Hospital on November 2, 2021

Tricia King, PhD was interviewed by Jennifer Rainey Marquez for the [*GSU Research Magazine*](#) article Charting a New Course for Childhood Cancer Survivors on September 13, 2021

Keely Kolmes, PsyD was quoted in the [*Cosmopolitan*](#) article Everything to Know About the Term "Polycule" by Eliza Dumais on September 28, 2021

Cynthia Kubu, PhD was quoted in the [*Cleveland Clinic*](#) article Why Multitasking Doesn't Work by the Health Essentials team on March 10, 2021

Ya-Shu Liang, PhD was quoted in the February 22, 2021 [*ABC 30 Action News*](#) piece Hate crimes against Asian Americans are on the rise, where do we go from here?

Debra Mollen, PhD was interviewed for the [*San Diego Union-Tribune*](#) article Experts say alleged forced birth control of Britney Spears is clear reproductive justice violation by Lisa Deaderick on July 4, 2021

Susan Nolan, PhD was profiled for the [*Seton Hall University Press*](#) article Seton Hall Professor Wins International Council of Psychologists Award by Andrew Simon on March 24, 2021

Andrea Piotrowski, PhD was quoted in the [*Winnipeg Free Press*](#) article Third wave of pandemic flows into familiar territory by Katie May and Michael Pereira on April 21, 2021

Carmen Poulin, PhD, with co-authors Alissa Moore and Lynne Gouliquer, wrote a piece for *The Conversation* titled Discrimination against LGBTQ+ soldiers doesn't stop just because a policy has been revoked that was published on August 22, 2021

Jennifer Schwartz, PhD was quoted in the *Philadelphia Magazine* article How to Find a Therapist in Philadelphia by Mary Clare Fischer and Laura Brzyski on November 6, 2021

Randi Streisand, PhD was quoted in the *Healio* article Private insurance determines CGM use by young children with type 1 diabetes by Michael Monostra on September 7, 2021

Anita Thomas, PhD was quoted in the *ABC News* piece Invalidations of Meghan's claims of racism hurt Black women by Christin Fernando, which aired on March 10, 2021

Erin Tone, PhD was quoted in the *Discover Magazine* article If Humans Are Social Creatures, Why Did Social Anxiety Evolve? by Allison Whitten on April 10, 2021

LIWP LEADERS YEAR IN REVIEW

DEGREES EARNED

Emily C. Ptaszek, PhD earned her MBA in December 2020 from Florida Atlantic University – College of Business.

PROMOTIONS AND CHANGES IN EMPLOYMENT

Heather Austin, PhD was promoted from part time to full time Associate Professor at UAB.

Elida M Bautista, PhD was promoted to Chief DEI Officer for the UC Berkeley Haas School of Business, which also came with a pay raise.

Keli Braitman, PhD was promoted to full professor.

Keli Braitman, PhD was promoted to full professor.

Karen Brakke, PhD was appointed Director of the Teaching Resource & Research Center, Spelman College.

Cheryl Brosig, PhD became section chief and medical director of a new section within the Department of Pediatrics, Pediatric Psychology and Developmental Medicine, and was appointed In Chief at Large, Specialty Practice Unit Representative for Professional Health Providers, Children's Specialty Group, the first non-MD to serve in such a role.

Joan M Cook, PhD was promoted to full professor.

Karol Dean, PhD concluded employment at Aurora University.

Stacie Craft DeFreitas, PhD obtained a position at a new university as the DCT.

Sara L Dolan, PhD was promoted to Full Professor and appointed Associate Dean in the Graduate School.

Jill Donelan, PsyD accepted a new position as Program Director of grant/clinical supervisor for a new program funded by a SAMHSA grant.

Natalie Dong, PhD retired from full-time employment effective February, 2021.

Vanessa Downing, PhD left her previous role and joined a consulting firm, GroupWorks Global. She also opened her own executive coaching practice, Congruence Coaching & Consultation.

Ramani Durvasula, PhD retired from university, and started her own business.

Lisa M. Edwards, PhD took the role of Interim Chair of her department for 6 months during a time of great stress and change in the college.

Erin M Fekete, PhD was promoted from Interim Associate Dean to the Associate Dean of the College of Applied Behavioral Sciences.

Roseanne L. Flores, PhD was promoted to Full Professor - Department of Psychology.

Kristina Gordon, PhD was promoted to Associate Dean of Academic Affairs and Community Engagement in the College of Education, Health, and Human Sciences at UTK

Katharine Hahn Oh, PhD started independent consulting and executive coaching business.

Jeanne M Hoffman, PhD became the Head of the Division of Rehabilitation Psychology and Neuropsychology in the Department of Rehabilitation Medicine

Amy Hunter, PhD was promoted to full professor.

Heather Ayn Indelicato, PsyD was invited to provide training and consultation and join the national faculty of Zero Suicide, under the purview of EDC.

Charmain Fiona Jackman, PhD left her position as Dean of Health & Wellness to pursue full-time entrepreneurship in June 2021.

Kimberly Jacob Arriola, PhD was appointed Dean of the Laney Graduate School and Vice Provost for Graduate Affairs, Emory University.

Monique Jimenez-Herrera, PsyD was hired as the first Associate Vice President for Faculty Diversity, Equity, Inclusion and Justice at St. Edward's University in Austin TX.

Ellen I Koch, PhD became Interim Associate Dean for Budgets and Facilities, College of Arts and Sciences.

Cynthia S. Kubu, PhD was appointed Interim Vice Dean for Faculty, Case Western Reserve University, School of Medicine in March 2021, and was appointed Vice Dean for Faculty, Case Western Reserve University, School of Medicine November 2021.

Amy Marcus-Newhall, PhD became interim president of Scripps College.

Andrea Miller, PhD accepted a position as Assistant Professor at a different university.

Connie B Natvig, PhD returned to teaching at a University level as well as continuing to practice.

Elyse Park, PhD, MPH was promoted to full professor of research at Massachusetts General Hospital and Harvard Medical School.

Andrea Piotrowski, PhD was promoted to Regional Medical Specialty Lead of the Winnipeg Regional Health Authority Clinical Health Psychology Program.

Emily C Ptaszek, PsyD assumed the role of CEO of a large FQHC in Colorado serving patients across the Pikes Peak region and Eastern Colorado.

Virginia G Quiñonez, PsyD started a consultation practice focusing on supporting leadership and professional growth of women and other marginalized groups involved in community mental health.

Anne Shaffer, PhD was promoted to associate dean and full professor.

Natasha Thapar-Olmos, PhD stepped down from her roles as Assistant Dean and Program Director of the Online Psychology Programs at her university, and accepted the position of Research Coordinator for the PsyD program.

Natasha Tokowicz, PhD was promoted to full professor.

Erin B Tone, PhD was promoted to full professor.

Jocelyn O Turner-Musa, PhD was appointed to the position of Interim Director of a center established within her university's Psychology Department.

Janece R Warfield, PsyD was promoted to Director of the Moms2 B Program.

Tricia Williams, PhD was appointed to the inaugural Garry Hurvitz Brain Health Innovator role.

Heather Yardley, PhD accepted a new position as Clinical Director.

Anastasia Elizabeth Yasik, PhD accepted a position as Director of a PhD Program.

AWARDS AND HONORS

Apryl A. Alexander, PsyD received the 2021 Lorraine Williams Greene Award for Social Justice, (APA Division 18); the 2021 Faculty Award: Extraordinary Teaching in Extraordinary Times, Office of Teaching and Learning (OTL) from the University of Denver; and was the Society for the Psychological Study of Social Issues (SPSSI; APA Division 9) Speaker at the 2021 National Institute for Teaching of Psychology (NITOP).

Patricia L Bach, PsyD, RN received the James Georgoulakis, PhD Award for "Outstanding Contributions to Psychology in Long Term Care" from the national organization Psychologists in Long Term Care.

Laurie Nash Baker, PhD received the Business of Rehabilitation Psychology Business of Practice Award (APA Division 22).

Kimberly Balsam, PhD received the Shining Star Award, National Multicultural Conference and Summit Distinguished Contribution to Education and Training (APA Division 44).

Julie Bindeman, PsyD received the Karl Heiser Legislative Award.

Ginette Blackhart, PhD was one of three faculty selected to participate in the inaugural ETSU Provost Academy.

Christiane Vega Blanco-Oilar, PhD received an annual award at a statewide convention.

Lydia P. Buki, PhD was the co-author of a paper that received the following designation: Dorothy Nyswander Paper of the Year, American Journal of Health Promotion, 2021.

Julie Cremeans-Smith, PhD received a university distinguished teaching award.

Karol Dean, PhD received the Christine Ladd Franklin Award for Service from the Association for Women in Psychology, 2021.

Stacie Craft DeFreitas, PhD received the Texas Academic Leadership Academy Participant Textbook and Academic Authors Association President's Award; the Textbook and Academic Authors Association Rising Star Award; and the Textbook and Academic Authors Association Most Promising Textbook Award.

Jessica Michele Dennis, PhD was the Faculty Mentor Honoree for Ronxiang Xu College of Health and Human Services 2021, given by the Cal State LA Office of Graduate Studies.

Natalie Dong, PhD became a Fellow of APA Division 22.

Erin M Fekete, PhD was named as a Fellow of the Society of Personality and Social Psychology.

Roseanne L. Flores, PhD received the 2021 - Ursula Gielen Global Psychology Book Award, and was named Finalist, 2021 PROSE Award - Single and Multivolume Reference, & Textbooks in the Social Sciences, Association of American Publishers.

Jennifer S Ford, PhD became a fellow APA Division 38, and became a fellow Society of Behavioral Medicine.

Kelly Gilrain, PhD was a part of the named Cooper Resiliency Resources Team which was recognized by the NJ BIZ Health Care Heroes Workplace.

Kristina Gordon, PhD received the The Lamar Alexander award for Excellence in teaching and scholarship.

Michele L Haley, PhD received the Dr. Jean Lau Chin Scholarship.

Kisha B Holden, PhD received an APA Presidential Citation

Gayle Y Iwamasa, PhD received the Special Advancement Award, 1 Step; a VHA Presidential Citation; and an American Psychological Association FY21 Individual Performance Award.

Charmain Fiona Jackman, PhD received the 2021 American Psychological Association's Citizen Psychologist Award presented by the Massachusetts Psychological Association and the 2021 Innovator of The Year Presented by the City of Boston's Black History Committee.

Jacqueline Kaufman, PhD received the Diller Award (Division 22).

Carrie Kennedy, CPT, PhD received the Defense Meritorious Service an American Psychological Association Presidential Citation.

Brigitte Khoury, PhD received an APA International Division Presidential Citation (APA Division 52).

Kris Kullgren, PhD received the Department of Pediatrics, University of Michigan, 2021 Chair's Award for Outstanding Service to the Department.

Eleanor Mackey, PhD received an Innovation Award from her institution for her work supporting employees of her institution during the pandemic.

Loretta N. McGregor, PhD received Society for the Teaching of Psychology Presidential Citation for Outstanding Service.

Debra Mollen, PhD was named a fellow in APA Division 35 (Society for the Psychology of Women).

Michelle R Nario-Redmond, PhD received the Society for the Teaching of Psychology Inaugural Award for Promoting Diversity, Equity and Inclusion.

Susan A. Nolan, PhD received the Researcher of the Year Award, College of Arts and Sciences - Social Sciences, Seton Hall University, and the Seton Hall University Faculty Merit Award.

Fayth M Parks, PhD received the 2021 University Award of Excellence for Community Engagement, Georgia Southern University.

Jennifer M Peltzer-Jones, PsyD, RN received the Hegira Health, Inc. Crisis Services Advocate Award.

Allison N Ponce, PhD was made a fellow of the APA.

Lynn A Schaefer, PhD received the 2021 Nu Rho Psi, Neuroscience Honor Society (Faculty Member).

Jennifer L Schwartz, PhD received the Society for the Advancement of Psychotherapy (APA Division 29)- Award for Distinguished Contributions to Training and Mentoring.

Mary Beth Short, PhD received a Service Award.

Carolyn M Springer, PhD received the Joanne Lifshin Mentorship Award, awarded for the ability to mentor early career psychologists and students to become leaders.

Laura R Stroud, PhD became a Fellow of Division 38, APA and was invited to the Leadership Excellence Advancement Program (LEAP), Lifespan Hospitals.

Audrey Thurm, PhD received the NIH Clinical Center CEO Award for Innovation, as a part of the Child and Family-Friendly Working Group

and the Association for Child and Adolescent Mental Health Lionel Hersov Memorial Award as a member of the group "Lord Lab Team."

Marina Tolou-Shams, PhD received the Underrepresented Minority Research Mentoring Award from the University of California, San Francisco, Department of Psychiatry and Behavioral Sciences.

Ranak Trivedi, PhD received the Population Health Sciences SIG Award for Outstanding Abstract Submission, Society of Behavioral Medicine.

Pratyusha Tummala-Narra, PhD received the Best Paper Award, Asian American Psychological Association.

Chelsea R Weyand, PsyD received an Exceptional Frontline Staff award.

PUBLICATIONS

Apryl A. Alexander, PsyD published the following peer-reviewed works in 2021:

DePrince, A. P., Alexander, A. A., Cook, J. M., & Gudiño, O. G. (in press). A roadmap for preventing and responding to trauma: Advancing community-engaged methods. *Psychological Trauma: Theory, Research, Practice, and Policy*. <https://doi.org/10.1037/tra0001159>

Alexander, A. A., & Allo, H. (2021). Building a climate for advocacy training in professional psychology. *The Counseling Psychologist*, 49(7), 1070-1089. <https://doi.org/10.1177/00110000211027973> *Special Issue: Integration of Practice, Advocacy, and Science of Counseling Psychology

Sower, E., & Alexander, A. A. (2021). The same dynamics, different tactics: Domestic violence during COVID-19. *Violence and Gender*, 8(3), 154-156. <https://doi.org/10.1089/vio.2020.0066>

Klukoff, H., Kanani, H., Gaglione, C., & Alexander, A. A. (2021). Toward an abolitionist practice of psychology: Reimagining psychology's relationship with the criminal justice system. *Journal of Humanistic Psychology*, 61(4), 451-469. <https://doi.org/10.1177/00221678211015755>

Alexander, A. A., McCallum, K. E., & Thompson, K. (2021). Poly-victimization among adolescents adjudicated for illegal sexual behavior: A latent class analysis. *Journal of Aggression, Maltreatment & Trauma*, 30(3),

347-367. <https://doi.org/10.1080/10926771.2020.1774692>

NON-PEER REVIEWED

Alexander, A. A., & Porst, J. (2021). Too black-ish? Banned very special episodes. In J. Cohn & J. Porst (Eds.), *Very Special Episodes: Televising Industrial and Social Change* (pp. 186-200). Rutgers University Press.

Alexander, A. A. (2021). Like a lollipop: Toxic masculinity and female sexual pleasure in hip hop. In G. Fosbraey & N. Puckey (Eds.), *Misogyny, Toxic Masculinity, and Heteronormativity in Post-2000 Popular Music* (pp. 253-270). Palgrave MacMillan. <https://doi.org/10.1007/978-3-030-65189-3>

Kimberly Balsam, PhD published the following peer-reviewed works in 2021:

Drabble, L. A., Wootton, A. R., Veldhuis, A. R., Riggle, E. D. B., Rostovsky, S. S., Lannutti, P. J., Balsam, K. F., Hughes, T. L., & Trocki, K. F. (2021). Perceived psychosocial impacts of legalized same-sex marriage: A scoping review of sexual minority adults' experiences. *PLOS One*, 16, e0249125.

Balsam, K. F., Matsuno, E., Rana, V. & Friedman, A. (2021). Development and initial evaluation of the LGBTQ+ COVID-19 Concerns Scale (LGBTQ+-CCS). *Annals of Public and Population Health*, 1, 292-299.

NON-PEER REVIEWED

Matsuno, E., Webb, A., Hashtpari, H., Budge, S., Krishnan, M., & Balsam, K.F. (2021). Nonbinary fact sheet. American Psychological Association. <https://www.apadivisions.org/division-44/resources/nonbinary-fact-sheet.pdf>

Julie Bindeman, PsyD published the following peer-reviewed works in 2021:

Bindeman, J. (2022). Chapter 15 - Sex, religion, and infertility: the complications of G-d in the bedroom. *Psychological and Medical Perspectives on Fertility Care and Sexual Health*, 237â€"261. <https://doi.org/10.1016/B978-0-12-822288-1.00012-9>

Karen Brakke, PhD published the following peer-reviewed works in 2021

Harris, S. N., McCormack, K., Farris Watkins, A., Francis, J. G. & Brakke, K. (2021)

Teaching Introductory Psychology at a Historically Black College for Women: Spelman College. In R. A. R. Gurung & G. Neufeld (Eds.) *Transforming Introductory Psychology: Expert Advice on Teacher Training, Course Design, and Student Success*, pp. 241-246. Washington, D.C.: APA Press.

Booker, J. A., Brakke, K., Sales, J., & Fivush, R. (2021) Narrative identity across multiple autobiographical episodes: Links with personality and well-being. *Self and Identity*. DOI: <https://doi.org/10.1080/15298868.2021.1895301>

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October 31, 2021 (posted November 15, 2021; Episode 40). Podcast interview: *CinemaPsych: Where Psychology Meets Film*. <https://cinemapsychpod.swanpsych.com/>

March 3, 2021 "Development of Coordinated Skill in Toddlers" Invited podcast feature for NPR's *Academic Minute*. <https://academicminute.org/2021/03/karen-brakke-selman-college-development-of-coordinated-skill-in-toddlers/>

Cheryl Brosig, PhD published the following peer-reviewed works in 2021:

Kroll, K. H., Kovach, J. R., Ginde, S., Jacobsen, R. M., Danduran, M., Foster, A., & Brosig, C. L. (2021). Impact of a paediatric cardiac rehabilitation programme upon patient quality of life. *Cardiology in the Young*, 31(5), 804-811

Sananes, R., Goldberg, C. S., Newburger, J. W., Hu, C., Trachtenberg, F., Gaynor, J. W., Mahle, W. T., Miller, T., Uzark, K., Mussatto, K. A., Pizarro, C., Jacobs, J. P., Cnota, J., Atz, A. M., Lai, W. W., Burns, K. M., Milazzo, A., Votava-Smith, J., Brosig, C. L., & PHN investigators. Six-year neurodevelopmental outcomes for children with single-ventricle physiology. *Pediatrics* 2021; 147 (2) e2020014589; DOI: <https://doi.org/10.1542/peds.2020-014589>

Beacher, D., Hraska, V., Frommelt, P., Simpson, P., Brosig, C.L., & Ginde S. Impact of valve type (Ross vs. mechanical valve) on health-related quality of life in children and young adults who have undergone surgical aortic valve replacement. *Pediatr Cardiol* 2021, <https://doi.org/10.1007/s00246-021-02589-y>

Kroll, K., Brosig, C.L., Malkoff, A., & Bice-Urbach, B. Evaluation of a systems-wide

telebehavioral health training implementation in response to COVID-19. *J Patient Exp* 2021; 8:1-4. <https://doi.org/10.1177%2F2374373521997739>

Sood, E., Lisanti, A., Woolf-King, S., Wray, J., Kasparian, N., Jackson, E., Gregory, M.R., Lopez, K.N., Marino, B.S., Neely, T., Randall, A., Zyblewski, S.C., & Brosig, C.L. Parent mental health and family functioning following diagnosis of congenital heart disease: A research agenda and recommendations from the Cardiac Neurodevelopmental Outcome Collaborative. *Cardiol Young* 2021; Jun 04:1-15.

Goertz, M., Brosig, C.L., Bice-Urbach, B., Malkoff, A., & Kroll, K. (2021). Development of a telepsychology program for parents of pediatric patients. *Clinical Practice in Pediatric Psychology*. 9. 192-202. 10.1037/cpp0000386.

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Brosig, C.L. & Landry, K. School advocacy: the missing link in cardiac follow up care. *Sisters by Heart Practitioner Posts*. June 21, 2021. <https://www.sistersbyheart.org/sbh-blog/school-advocacy-the-missing-link-in-cardiac-follow-up-care>

Brosig, C.L. & Landry, K. The heart-brain-body connection: A guide for effective parent-led school advocacy. *Sisters by Heart Practitioner Posts*. July 19, 2021. <https://www.sistersbyheart.org/sbh-blog/the-heart-brain-body-connection-a-guide-for-effective-parent-led-school-advocacy>

Brosig, C.L. How to help children process and talk through the Waukesha Christmas Parade tragedy. November 22, 2021. <https://www.jsonline.com/story/news/2021/11/22/how-talk-kids-waukesha-christmas-parade-tragedy/8723772002>

Brosig, C.L. Waukesha parade crash: how to talk to your kids about what happened. November 24, 2021. <https://www.fox6now.com/video/1005655>

Mary Grace Brownsberger, PsyD published the following peer-reviewed works in 2021:

Finley, M., Euiler, E., Baehr, L., Gracely, E., Brownsberger, M., Schmidt-Read, M., et al (2021, in press). Relationship of psychosocial factors and musculoskeletal pain among individuals with newly acquired

spinal cord injury. *Spinal Cord Series and Cases*. DOI: <https://doi.org/10.1038/s41394-021-00415-4>

Sarah E Burgamy, PsyD published the following peer-reviewed works in 2021:

The Essential Guide to Gender Diversity in Children and Adolescents - A training series produced with Therapy Wisdom: <https://therapywisdom.com/sb-gender-diversity>

Annmarié Caño, PhD published the following peer-reviewed works in 2021:

Clark-Sienkiewicz, S.M., Caño, A., Lackman Zeman, L., Lumley, M.A., & Gothe, N. (2021). Development of a multicomponent intervention to initiate health behavior change in primary care: The Kickstart Health Program. *Journal of Clinical Psychology in Medical Settings*, 28, 694-705.

*Hernández-Colón, I.R., Caño, A., Wurm, L.H., *Sanders, G., & *Nava, J. (2021). Instructional set moderates the effect of GRE on faculty appraisals of applicant competence: A vignette study with implications for holistic review. *Frontiers in Psychology, section Personality and Social Psychology*. <https://doi.org/10.3389/fpsyg.2021.749621>

Gómez, J.M., Caño, A., & Baltes, B.B. (2021). Who are we missing? Examining the GRE quantitative score as a barrier to admission into psychology doctoral programs for capable ethnic minorities. *Training and Education in Professional Psychology*. <https://doi.org/10.1037/tep0000336>

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Caño, A. (2021). Today's Academic Leaders Must Be Healers. Inside Higher Education. (August 12, 2021). <https://www.insidehighered.com/advice/2021/08/12/how-be-healing-leader-during-these-difficult-times-opinion> Blog: <https://blogs.gonzaga.edu/contemplating-the-college>

Kelly M Champion, PhD published the following peer-reviewed works in 2021:

Champion, K.M. (in review). Coercion in Families and Child Resistance to Contact I: Research Supported Risks and Explanations In Revision at the Journal of Family Trauma, Child Custody & Child Development. Champion, K.M. (in review).

Trane, S. T., Champion, K.M., Hupp, S.D.A. (2021). Comparison of Parental Alienation Treatments and Evidence-Based Treatments for Children and Families. In J. Mercer & M. Drew (Eds.), Challenging parental alienation: An evidence-based guide for child protection workers, lawyers, family court staff, and mental health professionals. Milton Park, UK: Routledge.

Leslie D Cramblet Alvarez, PhD published the following peer-reviewed works in 2021:

Beeton, R. P., Cramblet Alvarez, L. D., Schell, L. A., & Guerrero Murphy, C. (accepted for publication in 2022). CTLs as university change levers: Integrating equity-mindedness into the faculty development cycle. *Journal of Higher Education Management*.

Landrum, E. R., Cramblet Alvarez, L. D., Jones, K. N., & Burton, L. (accepted for 2022). Graduate admissions in psychology: Using quantitative and qualitative measures to understand the frequency and fatality of applicant errors. *Teaching of Psychology*. <https://doi.org/10.1177/00986283211072853>

Cramblet Alvarez, L. D., Beeton, R. P., Saenz, C. N., & Schell, L. A. (2021). Redesigning the HSI curricular experience: Moving from Hispanic enrolling to Hispanic serving. *Journal of Latinos and Education*. DOI: 10.1080/15348431.2021.1998900.

Callahan, S. C., Cramblet Alvarez, L. D., Howell, C., Beeton, R. P., Richmond, A. S. (2021). Does the ePortfolio platform matter? A focus on student choice, preference, motivation, and learning alliance at a Hispanic-serving Institution. *International Journal of ePortfolio*, 11(2), 83-94. <http://www.theijep.com/pdf/IJEP372.pdf>

Iturbe-LaGrave, V., Sponsler, L. E., Paguyo, C. H., & Cramblet Alvarez, L. D. (2021). The pedagogical imperative of changing the culture of teaching. *Journal of the Professoriate*.

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Cramblet Alvarez, L.D. (December 9, 2021). No sweat remote start: Top tips for success. University of Denver, Office of Teaching and Learning. <https://otl.du.edu/no-sweat-remote-start-top-tips-for-success>

Cramblet Alvarez, L. D. (2021). Leslie Alvarez, University of Denver. *TLC PsychSessions*

Podcast: Interview by Chris Hakala.
<https://psychsessionspodcast.libsyn.com/tlc004-leslie-alvarez-university-of-denver>

Suzanne Christine Danhauer, PhD published the following peer-reviewed works in 2021:

Sohl, S. J., Brenes, G. A., Krucoff, C., Hargis, G., Anderson, A., Miller, M. E., & Danhauer, S. C. (2021). Ensuring Yoga Intervention Fidelity in a Randomized Preference Trial for the Treatment of Worry in Older Adults. *Journal of alternative and complementary medicine* (New York, N.Y.), 27(6), 489-495.

Brenes, G. A., Munger Clary, H. M., Miller, M. E., Divers, J., Anderson, A., Hargis, G., & Danhauer, S. C. (2021). Predictors of preference for cognitive-behavioral therapy (CBT) and yoga interventions among older adults. *Journal of psychiatric research*, 138, 311-318. <https://doi.org/10.1016/j.jpsychires.2021.03.055>

Salsman, J. M., Danhauer, S. C., Moore, J. B., Ip, E. H., McLouth, L. E., Nightingale, C. L., Cheung, C. K., Bingen, K. M., Tucker-Seeley, R. D., Little-Greene, D., Howard, D. S., & Reeve, B. B. (2021). Systematic review of financial burden assessment in cancer: Evaluation of measures and utility among adolescents and young adults and caregivers. *Cancer*, 127(11), 1739-1748. <https://doi.org/10.1002/cncr.33559>

Anthony, E., Files, K., & Danhauer, S. C. (2021). Leaning Into Uncertainty and Discomfort With Hope. *JAMA oncology*, 7(8), 1117-1118. <https://doi.org/10.1001/jamaoncol.2021.1496>

Auguste, E. J., Weiskittle, R. E., Sohl, S. J., Danhauer, S. C., Doherty, K., Naik, A. D., & Moye, J. (2021). Enhancing Access to Yoga for Older Male Veterans After Cancer: Examining Beliefs About Yoga. *Federal practitioner : for the health care professionals of the VA, DoD, and PHS*, 38(10), 450-458. <https://doi.org/10.12788/fp.0180>

Cox, P., Mihalko, S. L., Danhauer, S. C., Kirk, J. K., Canzona, M. R., Black, H. L., & Shumaker, S. A. (2022). Exploration of the patient's voice: Finding deeper meaning in the linguistic cues used by adults living with diabetes. *Communication and Medicine*, 17(3), 215-229. <https://doi.org/10.1558/cam.18160>

Danhauer, S. C., Canzona, M., Tucker-Seeley, R. D., Reeve, B. B., Nightingale, C. L., Howard, D. S., Puccinelli-Ortega, N., Little-Greene, D., & Salsman, J. M. (2022). Stakeholder-

informed conceptual framework for financial burden among adolescents and young adults with cancer. *Psycho-oncology*, 31(4), 597-605. <https://doi.org/10.1002/pon.5843>.

Cox, P., Mihalko, S. L., Danhauer, S. C., Kirk, J. K., Canzona, M. R., Black, H. L., & Shumaker, S. A. (2022). Exploration of the patient's voice: Finding deeper meaning in the linguistic cues used by adults living with diabetes. *Communication and Medicine*, 17(3), 215-229. <https://doi.org/10.1558/cam.18160>

Stacie Craft DeFreitas, PhD published the following peer-reviewed works in 2021:

Chism, J., DeFreitas, S. C., Robertson, V. & Ryden, D. (Eds.) (2021). *Critical Race Studies Across Disciplines: Resisting Racism through Scholactivism*. Lexington Books.

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DeFreitas, S. C., Dillard, N., Frost, L., & Wyman, P. (2021). TAA DEI Survey Analysis Report. Textbook and Academic Authors Association.

DeFreitas, S. C. (2021). What is critical race theory and why it should matter to academic authors. The Academic Author, 3, 5-6. *Textbook and Academic Authors Association*. <https://taaa.memberclicks.net/assets/newsletters/The%20Academic%20Author%2C%20Summer%202021.pdf>

Allison G Dempsey, PhD published the following peer-reviewed works in 2021:

Dempsey, A. G., Chavis, L., Willis, T., Zuk, J., & Cole, J.C.M. Addressing perinatal mental health risk within a fetal care center. *Journal of Clinical Psychology in Medical Settings*, 28: 125-136, 2021.

Dempsey, J., Ahmed, K.L., Simon, A.R., Hayutin, L., Monteiro, S. A. & Dempsey, A.G. Adaptive behavior profiles of intellectually gifted children with Autism Spectrum Disorder. *Journal of Developmental and Behavioral Pediatrics*, 42(5): 347-379. 2021. https://journals.lww.com/jrnldb/Abstract/9000/Adaptive_Behavior_Profiles_of_Intellectually.98955.aspx

Hall, S., White, A., Ballas, J., Saxton, S., Dempsey, A., & Saxer, K. Education in trauma-informed care in maternity settings can promote mental health during the COVID-19 pandemic. *Journal of Obstetric,*

Gynecologic and Neonatal Nursing, 50(3): 340-351. 2021.

Fleming, H., Dempsey, A. G., Levek C., Dempsey, J., Friedman, F., Galan, H., & Gien, J. Primary contributors to gastrostomy tube placement in infants with congenital diaphragmatic hernia. *Journal of Pediatric Surgery*, 56(11): 1949-1956. 2021.

Kelleher, J., Dempsey, J., Takamatsu, S., Paul, J. J., Kent, E., & Dempsey, A. G. Adaptation of infant mental health services to preterm infants and their families receiving neonatal intensive care unit services during the COVID-19 pandemic. *Infant Mental Health Journal*. In Press.

Jewell, J. J., Farewell, C. V., Walls, J., Brooks-Russell, A., Dempsey, A. G., Leiferman, J. A. Parents' mental health experiences during the perinatal transition: A qualitative study. *Issues in Mental Health Nursing*, 16: 1-7, 2021.

Vanessa Downing, PhD published the following peer-reviewed works in 2021:

Farley, H., Van Horne, S., Downing, V., & Godfrey, K. (January/February 2021). How the Center for WorkLife Wellbeing Is Supporting Caregiver Wellbeing During COVID-19. *Physician Leadership Journal*.

Carolyn Y. Fang, PhD published the following peer-reviewed works in 2021:

Longacre, M. L., Chwistek, M., Collins, M., Odelberg, M., Siemon, M., Keleher, C., & Fang, C. Y. (2021). Palliative Care Clinicians' Perspectives of an Integrated Caregiver Patient-Portal System in Oncology. *Cancer care research online*, 1(4), e014.

Zimmaro, L. A., Moss, A., Reibel, D. K., Handorf, E. A., Reese, J. B., & Fang, C. Y. (2021). A Telephone-Adapted Mindfulness-Based Stress Reduction Program: Preliminary Effects among Healthcare Employees. *Behavioral sciences (Basel, Switzerland)*, 11(10), 139. <https://doi.org/10.3390/bs1100139>

Almeida, R., Fang, C. Y., Byrne, C., & Tseng, M. (2021). Mammographic Breast Density and Acculturation: Longitudinal Analysis in Chinese Immigrants. *Journal of immigrant and minority health*, 23(6), 1223-1231. <https://doi.org/10.1007/s10903-020-01107-1>

Fang, C. Y., Handorf, E. A., Rao, A. D., Siu, P. T., & Tseng, M. (2021). Acculturative Stress and Depressive Symptoms Among Chinese

- Immigrants: the Role of Gender and Social Support. *Journal of racial and ethnic health disparities*, 8(5), 1130-1138. <https://doi.org/10.1007/s40615-020-00869-6>
- Tseng, M., Walton, E., Handorf, E., & Fang, C. Y. (2021). Ethnic density, social support, and loneliness among Chinese immigrants in Philadelphia. *Wellbeing, space and society*, 2, 100050. <https://doi.org/10.1016/j.wss.2021.100050>
- Wagner A, Bellamkonda V, White R, Walton E, Fang CY, Tseng M. A Comparison of Community Resources for Chinese Immigrants Across Philadelphia Neighborhoods. *Prev Chronic Dis*, 18:E34, 2021. PMC8051859
- Harrington, N., Chen, Y., O'Reilly, A. M., & Fang, C. Y. (2021). The role of trust in HPV vaccine uptake among racial and ethnic minorities in the United States: a narrative review. *AIMS public health*, 8(2), 352-368. <https://doi.org/10.3934/publichealth.2021027>
- Bauman, J. R., Panick, J. R., Galloway, T. J., Ridge, J. A., Chwistek, M. A., Collins, M. E., Kinczewski, L., Murphy, K., Welsh, M., Farren, M. A., Clark Omilak, M., Kelly, J., Schuster, K. A., Lucas, L. A., Amrhein, S., Bender, F. P., Temel, J. S., Egleston, B. L., El-Jawahri, A., & Fang, C. Y. (2021). A Pilot Study of a Collaborative Palliative and Oncology Care Intervention for Patients with Head and Neck Cancer. *Journal of palliative medicine*, 24(11), 1673-1681. <https://doi.org/10.1089/jpm.2020.0656>
- Zimmaro, L. A., Deng, M., Handorf, E., Fang, C. Y., Denlinger, C. S., & Reese, J. B. (2021). Understanding benefit finding among patients with colorectal cancer: a longitudinal study. *Supportive care in cancer : official journal of the Multinational Association of Supportive Care in Cancer*, 29(5), 2355-2362. <https://doi.org/10.1007/s00520-020-05758-6>
- Hunt, A., Handorf, E., Blau, M., Chertock, Y., Fang, C., Hall, M. J., & Jain, R. (2021). Psychological distress in patients with metastatic cancer enrolling on phase I clinical trials. *Journal of cancer survivorship : research and practice*, 15(3), 398-402. <https://doi.org/10.1007/s11764-021-01014-w>
- Longacre, M. L., Miller, M. F., & Fang, C. Y. (2021). Racial and ethnic variations in caregiving-related physical, emotional, and financial strain during COVID-19 among those caring for adult cancer patients. *Supportive care in cancer : official journal of the Multinational Association of Supportive Care in Cancer*, 29(7), 4137-4146. <https://doi.org/10.1007/s00520-020-05933-9>
- Longacre, M. L., Keleher, C., Chwistek, M., Odelberg, M., Siemon, M., Collins, M., & Fang, C. Y. (2021). Developing an Integrated Caregiver Patient-Portal System. *Healthcare (Basel, Switzerland)*, 9(2), 193. <https://doi.org/10.3390/healthcare9020193>
- NON-PEER REVIEWED**
- Erin M Fekete, PhD** published the following peer-reviewed works in 2021:
- Craven, M. P., & Fekete, E. M. (in press). Internalized weight stigma, psychological well-being, and sleep in women. *International Journal of Behavioral Medicine*.
- Fekete, E. M., Herndier, R. E., Sander, A. (2021). Self-compassion, internalized weight stigma, psychological well-being and eating behaviors in women. *Mindfulness*, 12, 1262-1271.
- NON-PEER REVIEWED**
- Deichert, N. T., & Fekete, E. M. (accepted). Gratitude and Physical Health. In F. M. Sirois (Ed.), *Palgrave Handbook of Positive Psychology and Health*. Springer Nature.
- Deichert, N.T. & Fekete, E.M. "Getting By (Better) With a Little Help From Our Friends" (Character and Context Blog, Society for Personality and Social Psychology, September 27, 2021).
- Roseanne L. Flores, PhD** published the following peer-reviewed works in 2021:
- Flores, R. (2021). Ready or not: An examination of health and educational disparities through the lens of a social determinants of health framework during early childhood. *Open Journal of Social Science*. doi: 10.4236/jss.2021.93018.
- NON-PEER REVIEWED**
- Acosta, L.A., Dole, R. L., Flores, R.L., Ingram, M., Simon, M., Smith-Doerr, L. & Wernick, L. (2021). Transformative Academic Facilitator Toolkit (TAFT) version 1.0. *Academics for Black Survival and Wellness Liberation Bootcamp Project*. <https://www.academics4blacklives.com>
- Suzette Fromm Reed, PhD** published the following peer-reviewed works in 2021:
- Longhi, D., Brown, M., and Fromm Reed, S. (Mar Apr 2021). Community-Wide Resilience Mitigates Adverse Childhood Experiences on Adult and Youth Health, School/Work, and Problem Behaviors. *American Psychologist*, 76(2): 216-229 doi: 10.1037/amp0000773.
- Kelly Gilrain, PhD** published the following peer-reviewed works in 2021:
- Bullock, A., Sorbello, A., Gilrain, K., Fizur, P., & Aplin, K. (2021). Patient satisfaction with a psychology consultation-liaison service. *Journal of Clinical Psychology in Medical Settings*. Advance online publication. <https://doi.org/10.1007/s10880-021-09829-6>
- Kripalani, S, Pradhan, B Gilrain, K (2021) The Potential Positive Epigenetic Effects of Various Mind-Body Therapies (MBTs): A Narrator Review; *Journal of Complementary and Integrative Medicine* (June 22, 2021) <https://doi.org/10.1515/jcim-2021-0039>
- NON-PEER REVIEWED**
- Gilrain, K (December 21, 2021) Does your Child have Health Anxiety? [Nifamily.com](https://www.nifamily.com/does-your-child-have-health-anxiety/) <https://www.nifamily.com/does-your-child-have-health-anxiety/>
- Rostain, A., Gilrain, K., et al. (July 20, 2021) Frontline burnout: NJ's health care workers grapple with post-pandemic stress. *NJ Indy*. <https://njindy.com/2021/07/20/frontline-burnout-njs-health-care-workers-grapple-with-post-pandemic-stress/>
- Gilrain, K, Rostain, A and others (July 7, 2021) As pressure from the pandemic wanes, health care workers cope with burnout and a fractured community. *Philadelphia Inquirer*. <https://www.inquirer.com/health/coronavirus/burnout-pandemic-doctor-nurse-mental-health-pennsylvania-new-jersey-20210706.html>
- Gilrain, K (July 2021, Vol21, Issue 7) Mental Health Roundtable, representing Cooper Hospital. *SJ Magazine*. <https://sjmagazine.net/july-2021/mental-health-roundtable>
- McMahon, C., & Gilrain, K. (Feb 2021) Mental Health Stigma in Healthcare Professionals: Barriers to Seeking Care When it is Needed Most. *Tridium Publication Online*.

<https://tridium.com/wp-content/uploads/2021/02/Tridium-Mental-Health-Stigma-Healthcare-Professionals.pdf>

Kim Gorgens, PhD published the following peer-reviewed works in 2021:

Grossberg, A., Betcher, B. M., Gorgens, K., & Ledreux, A. (In press). Curiosity-Based Interventions Increase Everyday Functioning Score but not serum BDNF levels in a Cohort of Healthy Older Adults. *Frontiers in Aging, Interventions in Aging*.

Gorgens, K., Meyer, L., Dettmer, J., Standeven, M., Marchi, C., Goodwin, E., & Lyman, H. (2021). Traumatic Brain Injury in Community Corrections: Prevalence, Comorbidities, and Long-Term Outcomes. *Criminal Justice and Behavior*. <https://doi.org/10.1177/00938548211010316>

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Gorgens, K. & Pontius, M. (2021). Suffering in Practice: Getting the Help You Need (Part 2). ModernMedicine/MMH network.

Gorgens, K. & Pontius, M. (2021). Suffering in Practice: Reaching Out to Colleagues in Need. ModernMedicine/MMH network.
Gorgens, K. & Martin, D. (2021) Catch me if I fall: Preventing Fear of Falling in Patients with Rheumatoid Arthritis
ModernMedicine/MMH network

Gorgens, K. & Pontius, M. (2021). The Biggest Elephant in the Room: Addressing Suicide Risk. ModernMedicine/MMH network.

Gorgens, K. & Pontius, M. (2021). Teenage Zebras: Looking for Adolescent Depression in the Midst of Adaptive Teenage Angst. ModernMedicine/MMH network.

Gorgens, K. & Baumgarnter, M. (2021). Food is Mood. ModernMedicine/MMH network.

Gorgens, K. & Golub, N. (2021). "Give it 60 seconds" Encouraging physical movement. ModernMedicine/MMH network.

Gorgens, K. & Pontius, M. (2021). "Nothing Up My Sleeve" Encouraging Patients to Use Mindfulness Exercises. ModernMedicine/MMH network.

Gorgens, K. & Pontius, M. (2021). Caring for Caregivers. ModernMedicine/MMH network

Gorgens, K. & Port, M. (2021). Haunted by the Past: Adverse Childhood Experiences and RA. ModernMedicine/MMH network

Gorgens, K. (2021). The Secret to Quality Doctor-Patient Relationships. ModernMedicine/MMH network.

Gorgens, K. & Barnes, S. (2021). Canaries and coal mines: Identifying and responding to cognitive impairment in rheumatology practice. ModernMedicine/MMH network.

Nancy A Haug, PhD published the following peer-reviewed works in 2021:

Bielenberg, J., Swisher, G., Lembke, A., & Haug, N. A. (2021). A systematic review of stigma interventions for providers who treat patients with substance use disorders. *Journal of Substance Abuse Treatment*, 131.

Rothberg, R., Azhari, N., Haug, N. A., & Dakwar, E. (2021). Mystical-type experiences occasioned by ketamine mediate its impact on at-risk drinking: Results from a randomized, controlled trial. *Journal of Psychopharmacology*, 35(2),150-158.

Hill, K. R., Haug, N. A., & Paul, M. (in press). Professionalism. In *Comprehensive Clinical Psychology, 2nd Edition, Gordon Asmundson (Ed.) Volume 2: Professional Issues*. Nadine Kaslow and Allison Ponce (Eds.). Oxford: Elsevier Ltd.

Stein, M., Beutler, L. E., Kimpura, S., Haug, N., Someah, K., Edward, C., & Macias, S. (2021). Casting and advocacy model of training helpers: Principle-based supervision in a training clinic to strengthen health and well-being. In A. Di Fabio (Eds.), *Cross-cultural Perspectives on Well-Being and Sustainability in Organizations* (pp. 37 - 52). Switzerland AG: Springer Nature.

NON-PEER REVIEWED

Haug, N. A., & Gandhi, S.* (2021). Updating the four-bin ethics consultation model to include cultural and social justice considerations. *The California Psychologist*, 54, (2).

Bielenberg, J. & Haug, N. A. (in press). Beyond the diagnosis: Treating provider stigma towards patients with SUDs. *Counselor, the Magazine for Addiction and Behavioral Health Professionals*.

Melanie D Hetzel-Riggin, PhD published the following peer-reviewed works in 2021:

James, S., & Hetzel-Riggin, M. D. (2021). Campus sexual violence and Title IX: What is the role of restorative justice now? *Feminist Criminology*. <https://doi.org/10.1177/15570851211062643>

Shelton, C., Kotsiou, A., & Hetzel-Riggin, M. D. (2021). Digital mental health interventions: Impact and considerations. In Lum, Heather (Ed.), *Human Factors Issues and the Impact of Technology on Society* (pp. 180-210). Hershey, PA: IGI Global. <https://doi.org/10.4018/978-1-7998-6453-0.ch008>

Hetzel-Riggin, M. D. (2021). Teaching abnormal psychology and psychopathology effectively online. In Jessica Cerniak, Maria Wong, & Lisa Rosen (Eds.), *Teaching Psychology Online* (pp. 81-92). *Society for the Teaching of Psychology*. <https://teachpsych.org/ebooks/teachpsychonline>

Hetzel-Riggin, M. D., James, S., Roby, R., & Buczek, T. J. (2021). Gender, myths, and assumptions: Correlates of risk perception in sexual assault scenarios. *Journal of Interpersonal Violence*. <https://doi.org/10.1177/08862605211035867>

Azar, S. T., & Hetzel-Riggin, M. D. (2021). Mothers who neglect their children. In Shackelford, T.K. (Ed.), *The SAGE Handbook of Domestic Violence* (pp. 431-447). Los Angeles, CA: SAGE. <https://doi.org/10.4135/9781529742343.n27>

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Hetzel-Riggin, M. D., Community Survey Results. Safe Journey (November 2021).

Frausel, R., Magee, N., & Hetzel-Riggin, M. D., Rural Erie County Domestic Violence Task Force Survey and Focus Group Findings. Safe Journey (November 2021).

Hetzel-Riggin, M. D., Safe Journey Staff and Advisory Board Member Feedback, Safe Journey (November 2021).

Jeanne M Hoffman, PhD published the following peer-reviewed works in 2021:

Bell, KR, Fogelberg, D, Barber, J, Nakase-Richardson, R, Zumsteg, JM, Dubiel, R, Dams-O'Connor, K, Hoffman, JM. (2021, epub ahead of print). The effect of phototherapy on sleep during acute rehabilitation after traumatic brain injury: A randomized controlled trial. *Brain Injury*, 35(2), 180-188. PMID: 33459040

- Rigot, S, Boninger, ML, Ding, D, McKernan, G, Field-Fote, EC, Hoffman, J, Hibbs, R, Worobey, L. (2021, epub ahead of print) Towards improving the prediction of functional ambulation after spinal cord injury through the inclusion of limb accelerations during sleep and personal factors. *Archives of Physical Medicine and Rehabilitation*, . PMID: 33839107.
- Fann, JR, Hart, T, Ciol, MA, Moore, M, Bogner, J, Corrigan, JD, Dams-O'Connor, K, Driver, S, Dubiel, R, Hammond, FM, Kajankova, M, Watanabe, TK, & Hoffman, JM. (2021). Improving transition from inpatient rehabilitation following traumatic brain injury: Protocol for the BRITE pragmatic comparative effectiveness trial. *Contemporary Clinical Trials*, 104, 106332. PMID:33652127
- Miles, SR, Silva, MA, Lang, B, Hoffman, JM, Venkatesan, U, Sevigny, M, Nakase-Richardson, R. (in press). Obstructive sleep apnea and posttraumatic stress disorder after TBI: A TBIMS Study. *Rehabilitation Psychology*.
- Gesell SB, Bettger JP, Lawrence RH, Li J, Hoffman J, Lutz BJ, Grudzen C, Johnson AM, Krishnan JA, Hsu LL, Zwart D, Williams MV, Schnipper JL. (2021). Implementation of Complex Interventions: Lessons Learned from the PCORI Transitional Care Portfolio. *Medical Care*, 59: S344-S354. PMC8263141
- Starosta, AJ, Adams, RS, Marwitz, J, Kreutzer, J, Monden, KR, Dams O'Connor, K, Hoffman, J. (2021). Scoping review of opioid use after traumatic brain injury. *Journal of Head Trauma Rehabilitation*, 36(5), 310-327. PMID 34489382
- Martin, A, Almeida, EJ, Starosta, AJ, Hammond, FM, Hoffman, J, Schwartz, DJ, Fann, JR, Bell, KR, Nakase-Richardson, R. (2021). The impact of opioid medications on sleep architecture and nocturnal respiration during acute recovery from moderate to severe traumatic brain injury (TBI): A TBI Model Systems study. *Journal of Head Trauma Rehabilitation*, 36(5), 374-387. PMID 34489388
- Miller, M, Williams, R, Pagulayan, K, Barber, J, Ehde, D, Hoffman, J. (2021, Online ahead of print). Correlates of sleep disturbance in Veterans with traumatic brain injury and chronic pain: A cross-sectional study. *Disability and Health Journal*.
- Lequerica, AH., Watson, E, Dijkers, MP, Goldin, Y, Hoffman, JM, Niemeier, JP, Silva, MA, Rabinowitz, A, Chiaravalloti, ND. (in press). The utility of the patient health questionnaire (PHQ-9) sleep disturbance item as a screener for insomnia in individuals with moderate to severe traumatic brain injury. *Journal of Head Trauma Rehabilitation*.
- Matsuda, P, Hoffman, JM. (in press). Patient perspectives on falls in persons with multiple sclerosis. *PM&R*.
- NON-PEER REVIEWED**
- <https://sci.washington.edu/podcast/16.asp>
- Kimberly Jacob Arriola, PhD** published the following peer-reviewed works in 2021:
- Arriola, K.J., Lewis, T.T., Pearce, B., Cobb, J., Weldon, B., Valentin Zapata, M.I., Lea, J., & Vaccarino, V. (2021). A randomized trial of race-related stress among African Americans with chronic kidney disease. *Psychoneuroendocrinology*, 131. <https://doi.org/10.1016/j.psyneuen.2021.105339>
- Arriola, K.R.J. (2021). Book review of "The Organ Thieves: The Shocking Story of the First Heart Transplant in the Segregated South." *American Journal of Transplantation*, 21:1339. doi: 10.1111/ajt.16415
- Niki Jurbergs, PhD** published the following peer-reviewed works in 2021:
- LaRosa, K. N., Crabtree, V. M., Jurbergs, N., & Harman, J. (2021). Behavioral sleep intervention to reduce bedsharing prior to stem cell transplant. *Journal of clinical sleep medicine : JCSM : official publication of the American Academy of Sleep Medicine*, 17(2), 333-335. <https://doi.org/10.5664/jcsm.8916>
- Harman, J. L., Scott, A., & Jurbergs, N. (2021). Pill-Swallowing Training in Very Young Children With Cancer: A Case Series and Developmental Considerations. *Journal of pediatric oncology nursing : official journal of the Association of Pediatric Oncology Nurses*, 38(1), 61-63. <https://doi.org/10.1177/1043454220958636>
- Jurbergs, N., Sellers, J., Brown, M., Canavera, K., & Crabtree, V. (2021). Voices from the front line: Supporting staff during the COVID-19 pandemic. *Journal of psychosocial oncology*, 39(3), 320-323. <https://doi.org/10.1080/07347332.2021.1900483>
- Klein, S., Byford, N., Ellison, S., & Jurbergs, N. (2022). Support for Community School Personnel Working with Pediatric Cancer Patients: A Quality Improvement Initiative. *Continuity in Education*, 3(1), 1-12. DOI: <http://doi.org/10.5334/cie.36>
- Lewis, M., Stirk, S., Collie, H., Ansbro, Y., Johnson, R., Karyofylli, A., Woolley, J., & Erin, L. (2022). Nurturing attachments group: A virtual group intervention for adults caring for traumatised children in the context of COVID-19. *Clinical Child Psychology and Psychiatry*, 27(1), 214-227. <https://doi.org/10.1177/13591045211061807>
- NON-PEER REVIEWED**
- Jurbergs, N. Voices from the front line: Maintaining connections to help the helpers. Blog post on St. Jude Progress. June 2021.
- Carrie Kennedy, CPT, PhD** published the following peer-reviewed works in 2021:
- Hoyt, T., Richter, K., Saitzyk, A., Long, S., Lippy, R., & Kennedy, C. H. (in press). Containing the good idea fairy: A deep dive into Navy firearms restriction policy. *Military Psychology*.
- NON-PEER REVIEWED**
- Kennedy, C. H., & Zillmer, E. A. (in progress). *Military Psychology: Clinical and Operational Applications* (3rd Ed). New York, NY: Guilford Publishing.
- Kennedy, C.H., & Zillmer, E. A. (in press). *Military Psychology: Clinical and Operational Applications* (2nd Ed: Turkish translation). Novel Akademik Yayincilik.
- Kennedy, C.H., & Moore, J. L. (in press). *Military Neuropsychology* (Chinese translation). People's Military Medical Press.
- Kennedy, C. H., & Zillmer, E. A. (in press). *Military Psychology: Clinical and Operational Applications* (2nd Ed; Chinese translation)
- .Shelia M. Kennison, PhD** published the following peer-reviewed works in 2021:
- Kennison, S. M., Jones, I. T., Spooner, V. H., & Chan-Tin, D. E. (2021). Who creates strong passwords when nudging fails? *Computers in Human Behavior Reports*. <https://doi.org/10.1016/j.chbr.2021.100132>
- Hamilton, S. L., Baraldi, A., & Kennison, S. M. (2021). ADHD symptoms, stress, and resilience in college students. *Journal of*

College Counseling, 24, 49-62. DOI: 10.1002/jocc.12176

Wood, E. E., Garza, R., Kennison, S. M., & Byrd-Craven, J. (2021). Parenting, cortisol, and risky behaviors in emerging adulthood: Diverging patterns for males and females. *Adaptive Human Behavior and Physiology*, 7(2), 114-132. 10.1007/s40750-021-00164-6

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Bakas, A., Wagner, A., Johnson, S., Kennison, S. M., & Chan-Tin, D. E. (2021). Impact of personality types and matching messaging on password strength. *SESA EAI*. <https://doi.org/10.4108/eai.1-6-2021.170012>

Wagner, A., Bakas, A., Kennison, S., & Chan-Tin, E. (2021). A comparison of SONA and Mturk for cybersecurity surveys. European Interdisciplinary Cybersecurity Conference, 87-88. DOI:

Kennison, S. M., & Chan-Tin, D. E. (2021). Predicting the adoption of password managers: A tale of two samples. *In Technology, Mind, and Society*, 2021. Retrieved from <https://tmb.apaopen.org/pub/5yfwxh2z>

Brigitte Khoury, PhD published the following non-peer-reviewed works in 2021:

Ghossoub, E., Mdawar, B., Hammoud, J. & Khoury B (2021). Training during COVID-19: Challenges and opportunities. Association Of Academic Health Centers International Newsletter 2 media interviews with ZDF German TV

Keely Kolmes, PsyD published the following non-peer-reviewed works in 2021:

Eliza Dumais did a story in COSMOPOLITAN on September 28, 2021 on open relationships and polycules. You can read my contributions here. <https://www.cosmopolitan.com/sexopedia/a37776699/polycule/>

My comments about how to take charge of online reviews were published in the APA Monitor in March 2021 in a story by Tory DeAngelis. <https://www.apaservices.org/practice/business/marketing/take-charge-online-reviews>

Cynthia S. Kubu, PhD published the following non-peer-reviewed works in 2021:

Kubu, C.S. (2021) Flexing your leadership muscles. In C. Block (ed), *The Neuropsychologist's Roadmap: A Training and Career Guide*. Washington, DC: APA Press

Kubu, C.S., Sankary, L., Floden, D., & Miller, A. (2021) Neuropsychological, Social and Ethical Issues in Functional Neurosurgery. HH Fernandez, A Ahmed, BL Walter, T Rush (eds). *A Practical Approach to Movement Disorders, Third Edition*. Diagnosis, Work-Up and Management. Springer

Miller, A. & Kubu, C. S. (in press). Interview tips for neuropsychologists working with patients with movement disorders. In Y. Suchy and J. Miller (eds). *Neuropsychological interviewing: Gathering information in the adult clinic*. Guilford Press

Denise M Martz, PhD published the following non-peer-reviewed works in 2021:

Batchelder, H., Martz, D.M., Curtin, L.A., & Jameson, J.P. (2021). Interpersonal Violence is Associated with Eating Disorder Behaviors in Rural Adolescents. *Journal of Rural Mental Health*. <https://doi.org/10.1037/rmh0000186>.

Debra Mollen, PhD published the following peer-reviewed works in 2021:

Yeatts, P. E., Abbott, D. M., & Mollen, D. (2021). Development and evaluation of the Atheist Identity Concealment Scale (AICS). *Journal of Religion and Health*. Advance online publication. <https://doi.org/10.1007/s10943-021-01465-6>

Abbott, D. M., Mollen, D., Boyles, D. A., & Anaya, E. J. (2021). Hidden in plain sight: Working class and low-income atheists. *Journal of Counseling Psychology*. Advance online publication. <http://dx.doi.org/10.1037/cou0000562>

Mollen, D., & Abbott, D. M. (2021). Sexuality as a competency: Advancing training to serve the public. *Training and Education in Professional Psychology*. <https://doi.org/10.1037/tep0000378>

Mollen, D., & Ridley, C. R. (2021). Rethinking multicultural counseling competence: An introduction to the major contribution. *The Counseling Psychologist*, 49(4), 490-503. 10.1177/0011000020986543

Ridley, C. R., Mollen, D., Console, K., & Yin, C. (2021). Multicultural counseling competence: A construct in search of operationalization. *The Counseling Psychologist*, 49, 504-533. 10.1177/0011000020988110

Ridley, C. R., Console, L., Sahu, A., Yin, C., & Mollen, D. (2021). A call to the profession: Rejuvenating the multicultural conversation. *The Counseling Psychologist*, 49(4), 610-618. 10.1177/0011000021991872

Abbott, D. M., Mollen, D., Anaya, E. J., Burnes, T. R., Jones, M. M., & Rukus, V. A. (2021). Providing sexuality training for psychologists: The role of predoctoral internship sites. *American Journal of Sexuality Education*. <https://doi.org/10.1080/15546128.2021.1892555>

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<https://www.usatoday.com/story/life/health-wellness/2021/01/12/capitol-riot-triggering-women-watching-white-male-supremacy/6637329002/>

https://www.sandiegouniontribune.com/columnists/story/2021-07-04/experts-say-alleged-forced-birth-control-of-britney-spears-is-clear-reproductive-justice-violation?fbclid=IwAR39caN9XchnQc_w5c2vFdHx3N-pzV562ow3b6O-hqLX_jApXRmOmG-FeSM

https://wallethub.com/edu/best-and-worst-states-for-women-equality/5835#expert=Debra_Mollen

<https://trauma.blog.yorku.ca/2021/09/childfree-women-are-still-subjected-to-stigma/>

Michelle R Nario-Redmond, PhD published the following peer-reviewed works in 2021:

Wang, K., Manning, R. B., Bogart, K. R., Adler, J. M., Nario-Redmond, M. R., Ostrove, J. M., & Lowe, S. R. (2021). Predictors of Depression and Anxiety Among Adults with Disabilities During the COVID-19 Pandemic. *Rehabilitation Psychology*.

Nario-Redmond, M. R., Noel, J. G., & Dirth, T. (2021). Life satisfaction: What predicts it and why social identities matter. In M. L. Weymeyer & D. S. Dunn (Eds.), *The Positive Psychology of Personal Factors: Implications for Understanding Disability*. Lexington Books.

NON-PEER REVIEWED:

Pastora-Carson, D. (Host). (2021, November 23). Beyond Awareness: Disability Awareness That Matters. <https://www.gobeyondawareness.com/podcasts/beyond-awareness-disability-awareness-that-matters/episodes/2147639264>

Bosch, C. (Interviewer). (2021, October 15). Ableism with Michelle Nario-Redmond. New Books Network. <https://cms.megaphone.fm/channel/LIT4894369277?selected=NBN7659090361>

Britt Nielsen, PsyD published the following non-peer-reviewed works in 2021:

Weitzman, C.; Augustyn, M.; Froehlich, T.; Mehlenbeck, R.; Mendelsohn, A. L.; Nielsen, B. A.; Soares, N.; Voigt, R. G.; Walton, J.; Zlomke, K. (2021). RE: Developmental Behavioral Pediatric Response to Differences in Lifetime Earning Potential for Pediatric Subspecialists. *Pediatrics*. Published online <https://pediatrics.aappublications.org/content/147/4/e2020027771/tab-e-letters>

Weihua Niu, PhD published the following non-peer-reviewed works in 2021:

Park, J. H., Niu, W., Cheng, L., & Allen, H. (2021). Fostering creativity and critical thinking in college: A cross-cultural investigation. *Frontiers in Psychology*, 5041. 12:760351. doi: 10.3389/fpsyg.2021.760351. PMID: 34858287; PMCID: PMC8632488.

Niu, W., Cheng, L., Xu, W., Zhang, Q., & Zhang, X. (2021) Improving resilience of a child with ADHD: A context specific intervention program through dialogic and guided reading. *International Journal of Disability, Development and Education*. DOI: 10.1080/1034912X.2021.1929085

Susan A. Nolan, PhD published the following peer-reviewed works in 2021:

Haynes-Mendez, K., & Nolan, S. A. (2021). Fostering diversity of membership and leadership in psychology teaching and learning organizations. *Psychology Learning and Teaching*. <https://doi.org/10.1177/1475725721996219>

Mannion, K. H., & Nolan, S. A. (2021). The effect of smartphones on anxiety: An attachment issue or fear of missing out? *Cogent Psychology*, 7(1), 1869378. <https://doi.org/10.1080/23311908.2020.1869378>

Nolan, S. A., & Heinzen, T. E. (2021). *Essentials of Statistics for the Behavioral Sciences* (5th ed.). New York, NY: Macmillan.

Nolan, S. A., Hakala, C., & Landrum, R. E. (Eds.) (2021). Assessing undergraduate learning in psychology: Strategies for measuring and improving student performance. Washington, DC: APA Books. <https://doi.org/10.1037/0000183-001>

Nolan, S. A., Hakala, C., & Landrum, R. E. (2021; August 2020). Introduction: Assessment, assessment everywhere — and what are we to think? In S. A. Nolan, C. Hakala, & R. E. Landrum (Eds.). Assessing undergraduate learning in psychology: Strategies for measuring and improving student performance. Washington, DC: APA Books. <https://doi.org/10.1037/0000183-001>

Nolan, S. A., Hakala, C., & Landrum, R. E. (2021; released August 2020). Afterword: What's next? In S. A. Nolan, C. Hakala, & R. E. Landrum (Eds.). Assessing undergraduate learning in psychology: Strategies for measuring and improving student performance. Washington, DC: APA Books. <https://doi.org/10.1037/0000183-001>

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Nolan, S. A. (2021, June 25). The Society for the Teaching of Psychology (STP): Internationalization during COVID. European Society for Psychology Learning and Teaching. <https://www.esplat.org/post/the-society-for-the-teaching-of-psychology-stp-internationalization-during-covid>

Nolan, S. A. (with co-hosts A. Akinsulure-Smith, R. E. Landrum, & A. Seawell). (2021). PsychSessions: Beyond teaching [Podcast]. <https://psychsessionspodcast.libsyn.com/> (focus on professional issues in academia with a focus on psychology)

Nolan, S. A., & Kimball, M. (2020 "â€" present). Misinformation desk. Psychology Today. <https://www.psychologytoday.com/us/blog/misinformation-desk> (Invited blog with regular posts)

Nolan, S. (2021). Letters from the president (monthly blog as President of the Society for the Teaching of Psychology). (2021, December 3).

Presidential task force round-up, and a focus on advocacy. <http://teachpsych.org/President-Letter-Blog/12163708> (2021, November 4).

Stealing back joy: A renewed focus on student mental health. <http://teachpsych.org/President-Letter-Blog/12099352> (2021, October 6).

Pandemic burnout is real. <http://teachpsych.org/President-Letter-Blog/11145433> (2021, September 7).

An International dialog: ESPLAT, AusPLAT, and ACT. <http://teachpsych.org/President-Letter-Blog/11001701> (2021, August 2).

Expanding access to resources: A new international dues structure. <http://teachpsych.org/President-Letter-Blog/10790282> (2021, July 1).

Celebrating excellence in psychology learning and teaching: Kelley Haynes-Mendez and Birgit Spinath. <http://teachpsych.org/President-Letter-Blog/10718412> (2021, June 7).

Conferencing in a pandemic: Spreading our (virtual) wings! <http://teachpsych.org/President-Letter-Blog/10592424> (2021, May 7).

Endings, beginnings, misinformation, and membership. <http://teachpsych.org/President-Letter-Blog/10453327> (2021, April 2).

The essential role of mentors, including in the life of STP's VP for Grants and Awards. <http://teachpsych.org/President-Letter-Blog/10264365> (2021 March 8).

One year (and hopefully only one year) of solitude. <http://teachpsych.org/President-Letter-Blog/10174969> (2021, February 3).

Groundhog semester. <http://teachpsych.org/President-Letter-Blog/10059649> (2021, January 1).

2021 STP Presidential Task Forces. <http://teachpsych.org/President-Letter-Blog/9539371> Nolan, S. (2021, January 5).

E109: Susan Nolan (Part 2): Inspirational, brilliant, diversity advocate, author, STP 2021 President. Interview by E. Landrum [Podcast]. PsychSessions: Convos about Teaching N' Stuff. <https://psychsessionspodcast.libsyn.com/e109-susan-nolan-part-2-inspirational-brilliant-diversity-advocate-author-stp-2021-president>

Nolan, S. A. (2021). Unmute yourself: STP and a lifetime of learning. Teaching of Psychology, 48(1), 6-8. <https://doi.org/10.1177/0098628320965278>

Gael Orsmond, PhD published the following peer-reviewed works in 2021:

Munsell, E.G.S. & Orsmond, G.I., Fulford, D., & Coster, W.J. (2021). Self-management of daily life tasks in diploma track youth with disabilities. *Disability and Rehabilitation*, DOI: <https://doi.org/10.1080/09638288.2021.2008524>

Munsell, E.G.S., Orsmond, G.I., Fulford, D. & Coster, W.J. (2021). Metacognition mediates the effect of social communication and internalizing behaviors on self-management of daily life tasks for diploma-track autistic youth. *Journal of Autism and Developmental Disorders*. Advance online publication. <https://doi.org/10.1007/s10803-021-05306-z>

Kao, Y-C., Coster, W.J., Cohn, E.S., & Orsmond, G.I. (2021). Preparation for adulthood: Shifting responsibility for management of daily tasks from parents to their children. *American Journal of Occupational Therapy*, 75, 7502205050. <https://doi.org/10.5014/ajot.2020.041723>

Wong, J., Coster, W.J., Cohn, E.S., & Orsmond, G.I. (2021). Identifying school-based factors that predict employment outcomes for transition-age youth with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 51, 60-74. <https://doi.org/10.1007/s10803-020-04515-2>

NON-PEER REVIEWED

Transition to Adulthood and Siblings: What does the research say?, Webinar, Presenter, 09/08/2021, [Webinar for Autism Science Foundation/Sam's Sibs Stick Together

Fayth M Parks, PhD published the following peer-reviewed works in 2021:

Parks, F.M. & Smallwood, S.W. (2021). Courtesy stigma and self-care practices among rural HIV/AIDS healthcare providers. *Journal of HIV/AIDS and Social Services*. DOI:10.1080/15381501.2021.1922116

NON-PEER REVIEWED

(2021, November 17) Healing Justice: Connecting to Our Ancestral Wisdom. 21st Annual ViiV Healthcare Community Summit [Virtual]

(2021, February 22) Harnessing the Power of Cultural Strengths in Healthcare Practice. 7th Annual Diversity, Inclusivity, and

Cultural Awareness Forum University of South Dakota, Vermillion, SD [Virtual]

Elissa H Patterson, PhD published the following peer-reviewed works in 2021:

Patterson, E. H.: Pain Reduction Techniques: Mind, Body, Spirit, Patient Education Clearinghouse publication. Provides patients with information about pain perception and management from a biopsychosocial perspective. <https://www.med.umich.edu/1libr/psych/PainMindBodySpirit.pdf>, *Michigan Medicine*, 2021. This document was edited by the Umich Patient Education Clearinghouse.

Jennifer M Peltzer-Jones, PsyD, RN published the following peer-reviewed works in 2021:

Dehon, E., Zachrisson, K. S., Peltzer-Jones, J., Tabatabai, R. R., Clair, E., Puskarich, M. A., Ondeyka, A., Dixon-Gordon, K., Walter, L. A., Situ-LaCasse, E. H., & Fix, M. L. (2021). Sources of Distress and Coping Strategies Among Emergency Physicians During COVID-19. *The Western Journal of Emergency Medicine*, 22(6), 1240-1252. <https://doi.org/10.5811/westjem.2021.9.53406>

Peltzer-Jones, J.M. (2021). Integration with Community Resources. In Zun LS, Nordstrom K, Wilson MP (Ed.), *Behavioral Emergencies for Healthcare Providers*, 2nd Ed. Springer.

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PUBLIC MEDIA 2021 Filmed interview for WDIV Channel 4 Click on Detroit Special Report: "Mental Health Matters." October 21, 2021 <https://www.clickondetroit.com/health/2021/10/20/watch-here-local-4s-mental-health-matters-program/>

Filmed interview for WDIV Channel 4 Good Health "Making good habits: Why it's important to keep unhealthy thoughts in check." November 3, 2021 <https://www.clickondetroit.com/health/good-health/2021/11/03/making-good-habits-why-its-important-to-keep-unhealthy-thoughts-in-check/>

Ford Health System: COVID-19, One Year Later: Experts Reflect On The Impact Of A Global Pandemic. March 11, 2021. <https://www.henryford.com/blog/2021/03/covid19-one-year-later>

Allison N Ponce, PhD published the following peer-reviewed works in 2021:

Miller, R., Carr, E. R., Oleszeski, C. L., Silva, M. A., & Ponce, A. N. (2021). Recovery-oriented supervision: A missing element in systems transformation. *American Journal of Psychiatric Rehabilitation*, 23(1), 67-75.

Keilin, W. G., A. C. Aosved, M. M. Self, & A. N. Ponce (2021). Balancing the imbalance: An examination of recent changes in psychology doctoral internship supply and demand. *Training and Education in Professional Psychology*, advance online publication.

Carr, E. R., & Ponce, A.N. (2022) Supporting mental health recovery, citizenship, and social justice. *Community Mental Health Journal*, 58,11-19.

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Council of Chairs of Training Councils (2021). CCTC 2020: Social Responsiveness in Health Service Psychology Education and Training Toolkit. <https://www.cctcpsychology.org>

Karen Postal, PhD published the following non-peer-reviewed works in 2021:

Postal, K (2021). The Art and Science of Expert Witness Testimony. Abingdon: Routledge Press.

Postal K. (2021) Comment on Cory, 2021: "White privilege in clinical neuropsychology: an invisible 'knapsack' in need of unpacking," *The Clinical Neuropsychologist*, Nov 17:1-3. doi: 10.1080/13854046.2020.1844297. Epub ahead of print. PMID: 33200630.

Carmen Poulin, PhD published the following peer-reviewed works in 2021:

Gouliquer, L., Poulin, C., Moore, A., & Longobardi, H. (accepted). Picturing diversity in the Canadian Armed Forces: A qualitative visual analysis of diversity and inclusion on the National CFMWS website. *Journal of Military, Veteran and Family Health*.

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Gouliquer, L., Poulin, C., CÃ'tÃ©, D. (2020). Final Report: Advancing Indigenous Research) (Project title: Identifying Archival Primary Sources: Finding local MÃ©tis

Histories) (Air Fund) Report submitted to LU-VPR Tammy Eger (2 pages).

Eichler, M., Spanner, L., Tam-Seto, L., Smith-Evans, K., Breeck, K., Fewster, B., George, T., Gouliquer, L., Poulin, C. (2021). Literature Review on "Military-to-Civilian Transition: The Importance of GBA+ for the Canadian Armed Force." A Report Submitted to the Canadian Armed Forces Transition Group. (August 28; Revised, March 18).

Tomi-Ann Roberts, PhD published the following peer-reviewed works in 2021:

Felig, R.N., Jordan, J.A., Shepard, S.L., Courtney, E.P., Goldenberg, J.L. & Roberts, T-A. (2021). When looking 'hot' means not feeling cold: Evidence that self-objectification inhibits feelings of being cold. *British Journal of Social Psychology*, <https://doi.org/10.1111/bjso.12489>

Siegel, J.A., Huellmann, K.L., Calogero, R.M. & Roberts, T-A. (2021). Psychometric properties and validation of the Phenomenological Body Shame Scale "Revised (PBSS-R). *Body Image*, 39, 90-102.

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Siegel, J.A., Eaton, A.A., Calogero, R.M. & Roberts, T-A. (Editors) (2021). Special Issue: Feminist psychology and open science: Challenges and opportunities. *Psychology of Women Quarterly*, 45.

Lynn A Schaefer, PhD published the following peer-reviewed works in 2021:

Guayara-Quinn, C. G., Paré, N., Scott, R. L., Sepulveda, C. A., Katz, M. J., Lipton, R. B., Schaefer, L. A., Saykin, A. J., & Rabin, L. A. (2021). Development and psychometric evaluation of the Test of Practical Judgment alternate form (Form B). *Applied neuropsychology. Adult*, 1-10. Advance online publication. <https://doi.org/10.1080/23279095.2021.1920413>

Schaefer, L. A. (under review). Functional Assessment, in *A Handbook of Geriatric Neuropsychology: Practice Essentials*, Second Edition.

Bush, S. & Yochim, B. (Eds). Routledge/Taylor & Francis. Schaefer, L. A. & Pick, L.H. (under review). Considerations and Suggested Practices for Psychological Assessment and Intervention when working with Older Adults who are Deaf or Disabled. Target

Journal: *Professional Psychology: Research and Practice*.

Rath, J.F., McGiffin, J.N, Glubo, H., McDermott, H., Beattie, A., Arutiunov, C., Schaefer, L.A., Im, B. & Bushnik, T. (under review). Brief Report: The Gap between Physical and Cognitive Independence at Discharge from Acute Traumatic Brain Injury Rehabilitation. Target Journal: *Archives of Physical Medicine and Rehabilitation*.

Farrer, T.J. & Schaefer, L. A. (in press). Introduction to Decision-making Capacity, Chapter 1 in *A Casebook of Mental Capacity in U.S. Legislation: Assessment and Legal Commentary*.

Schaefer, L.A. & Farrer, T. (Eds). Routledge/Taylor & Francis. Schaefer, L. A. & Farrer, T.J. (in press). The role of the psychologist in the assessment of capacity, Chapter 2 in *A Casebook of Mental Capacity in U.S. Legislation: Assessment and Legal Commentary*.

Schaefer, L.A. & Farrer, T. (Eds). Routledge/Taylor & Francis. Schaefer, L. A. & Farrer, T.J. (in press). Summary of key learning points, Chapter 12 in *A Casebook of Mental Capacity in U.S. Legislation: Assessment and Legal Commentary*.

Schaefer, L.A. & Farrer, T. (Eds). Routledge/Taylor & Francis.

Schaefer, L.A. & Farrer, T. (Eds). (in press). *A Casebook of Mental Capacity in U.S. Legislation: Assessment and Legal Commentary* (working title). Routledge/Taylor & Francis.

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October 2021 "Neuropsychiatric Sequelae of Brain Injury" Brain Injury Association of New York State (BIANYS), Professional Development Series Webinar

Jennifer W. Shewmaker, PhD published the following peer-reviewed works in 2021:

Shewmaker, J.W., Austin, L., & Garcia, M. (2021) Exposing Learners to Practice: When Crisis Presents New Opportunities. *Handbook of Research on Updating and Innovating Health Professions Education: Post-Pandemic Perspectives*. Hershey, PA: IGI Global.

Shewmaker, J.W. & Baldrige, S. Implementing an Innovative Interprofessional Education Curriculum Across a College. In E. Sengupta

and P. Blessinger ICT and Innovation in Teaching Learning Methods in *Higher Education: Innovations in Higher Education Teaching and Learning*. Bingley, United Kingdom: Emerald Publishing (in press).

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Shewmaker, J.W. & Boone, A. (2021). Creating and Consuming Media Messages with Purpose: A Guide for Educators. Goshen, KY: Gifted Unlimited.

Erin B Tone, PhD published the following peer-reviewed works in 2021:

Ronkin, E., Tully, E. C., Branum-Martin, L., Cohen, L. L., Hall, C., Dilly, L., & Tone, E. B. (2021). Sex differences in social communication behaviors in toddlers with suspected autism spectrum disorder as assessed by the ADOS-2 Toddler Module. *Autism: International Journal of Research and Practice*; Oct 15:13623613211047070. doi: 10.1177/13623613211047070. Epub ahead of print. PMID: 34657471.

Fernandes, M., & Tone, E.B. (in press). A Systematic Review and Meta-Analysis of the Association Between Expressive Suppression and Positive Affect. *Clinical Psychology Review*, 88: 1-13.

Thompson, K., King, K., Nahmias, E., Fani, N., Kvaran, T., Turner, J. A., & Tone, E.B. (in press). The Prisoner's Dilemma Paradigm Provides a Neurobiological Framework for the Social Decision Cascade. *PLoS One*.

Schlund, M. W., Carter, H., Cudd, G., Murphy, K., Ahmed, N., Dymond, S., & Tone, E.B. (2021). Human social defeat and approach-avoidance: Escalating social-evaluative threat and threat of aggression increases social avoidance. *Journal of the Experimental Analysis of Behavior*, 115, 157-184.

Berg, S.K., Bedwell, J.S., Dvorak, R.D., & Tone, E.B. (2021). Higher social anxiety predicts better cognitive empathy performance in women but not men. *Psychological Reports*.

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Interviewed for: Whitten, A. (2021, Nov). If Humans Are Social Creatures, Why Did Social Anxiety Evolve? *Discover Magazine*.

Ranak Trivedi, PhD published the following peer-reviewed works in 2021:

Fields, B., Lee, A., Piette, J. D., Trivedi, R., Mor, M. K., Obrosky, D. S., Heisler, M., & Rosland, A. M. (2021). Relationship between adult and family supporter health literacy levels and supporter roles in diabetes management. *Families, Systems & Health: The Journal of Collaborative Family Healthcare*, 39(2), 224-233. <https://doi.org/10.1037/fsh0000503>.

Yank, V., Gale, R. C., Nevedal, A., Okwara, L., Koenig, C. J., Trivedi, R. B., Dupke, N. J., Kabat, M., & Asch, S. M. (2021). Improving Uptake of a National Web-Based Psychoeducational Workshop for Informal Caregivers of Veterans: Mixed Methods Implementation Evaluation. *Journal of Medical Internet Research*, 23(1), e16495. <https://doi.org/10.2196/16495>. Assisted with study conceptualization, developing data collection instruments, interpreting results and drafting manuscript.

Zupa, M. F., Piette, J. D., Stoll, S. C., Obrosky, D. S., Boudreaux-Kelly, M., Youk, A. O., Overholt, L., Trivedi, R., Heisler, M., & Rosland, A. M. (2021). Patient and supporter factors affecting engagement with diabetes telehealth. *The American Journal of Managed Care*, 27(10), 409-414. <https://doi.org/10.37765/ajmc.2021.88758> In press. Assisted with interpreting results and drafting manuscript.

Lee, A.A., Sripada, R.K., Hale, A.C., Ganoczy, D., Trivedi, R.B., Arnow, B., & Pfeiffer, P.N. Psychotherapy and depressive symptom trajectories among VA patients: Comparing the Dose-Effect and Good-Enough Level models. *Journal of Consulting and Clinical Psychology*. In press. Assisted with study conceptualization, interpreting results and drafting manuscript.

Suresh, M., Young, J., Fan, V., Simons, C., Battaglia, C., Simpson, T.L., Fortney, J.C., Locke, E.R., & Trivedi, R. (2021). Caregiver experiences and role in care seeking during COPD exacerbations: A qualitative study. *Annals of Behavioral Medicine*. E-published June 24 2021 <https://doi.org/10.1093/abm/kaab045>

Jacobs, J.C., Wagner, T.H., Trivedi, R., Lorenz, K., & Van Houtven, C.H. 2021. Long-term care service mix in the Veterans Health Administration after home care expansion. *Health Services Research*, e-published June 3 2021. <http://doi.org/10.1111/1475->

[6773.13687](https://doi.org/10.1111/1475-6773.13687) Assisted with study conceptualization, interpreting results and drafting manuscript.

Zupa MF, Lee AA, Piette JD, Trivedi R, Youk AO, Heisler M, Rosland AM. Impact of a Family Support Intervention on Supporter Involvement in Helping Adults Manage Type 2 Diabetes. *Journal of General Internal Medicine*. Published online July 8, 2021. <https://doi.org/10.1007/s11606-021-06946-8>. Assisted with interpreting results and drafting manuscript.

Kaboli, P.J., Augustine, M.R., Haraldsson, B., Mohr, N., Jones, M.P, Howren, B.M., & Trivedi, R.B. Association between acute inpatient bed availability and risk of suicide for psychiatric patients. *BMJ Quality and Safety*. Published Online: 16 August 2021. doi: 10.1136/bmjqs-2020-012975

Risbud, R., Kim, JSR, Trivedi, R.B. It Takes a Village: Interpersonal Factors that Enhance Management of Heart Failure. *Journal of Cardiovascular Nursing*, in press.

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Trivedi, R.B. & Wooldridge, J.E. Health-related behaviors: Interventions and programs. In: R. LaCaille (Eds). *Encyclopedia of Psychology in the Real World*. Accepted for publication January 2021.

Dang, S., Penney, L., Trivedi, R.B., Noel, P., Pugh, M.J., Finley, E., Pugh, J., Van Houtven, C.H., & Leky, L. (2020). Caring for caregivers during COVID. *Journal of the American Geriatrics Society*. <https://doi.org/10.1111/jgs.16726>

Trivedi, R.B. & Lorenz, K. Supporting Indians and other South Asians facing COVID-19 and other serious illnesses. *Journal of Pain and Symptom Management*, e-pub July 13, 2021.

Leykum, L. et al on behalf of the VA Caregiver Consortium. Engaging Veterans, Caregivers, and System Stakeholders to improve VA home and community-based services. *Health Services Research*, accepted for publication November 2021.

Stanford MedCast Hidden and Here Mini-Series: A 4-episode podcast series to spotlight the hidden contributions of caregivers (Episode 1 and 2), educators (Episode 1 and 3) and essential, non-clinical hospital staff (Episode 1 and 4). <https://med.stanford.edu/cme/stanford-medcast.html> Cancer.Net invited blog <https://www.cancer.net/blog/2021-01/how-provide-support-long-distance-cancer-caregiver>

[rewire.org/unpaid-caregivers/](https://www.rewire.org/unpaid-caregivers/) interviewed and quoted <https://www.rewire.org/unpaid-caregivers/>

Janece R Warfield, PsyD published the following non-peer-reviewed works in 2021:

Rettig, E., Powers, S., Ergun, G., & Warfield, J. (2021). Pediatric chronic migraine results from the cognitive behavioral therapy and Amitriptyline trials. *Journal of Clinical Psychology in Medical Settings*.

Tricia Williams, PhD published the following peer-reviewed works in 2021:

Williams, T.S., Deotto, A., Roberts, S.D., Ford, M. Desire, N., & Cunningham, S. (2021). COVID-19 mental health impact among children with congenital and neonatal brain injury/conditions. *Child Neuropsychology*. ePRINT, 1-22; <https://doi.org/10.1080/09297049.2021.1998407>. Impact Factors (2.74). Primary Author.

Williams, T. (2021) Transdiagnostic approaches to early brain injury: Harnessing neuroprotection through parents and families: Introduction to the Special Edition. *The Clinical Neuropsychologist*, 35 (5) 841-845. <https://doi.org/10.1080/13854046.2021.1927192>. Impact Factors (2.232). Primary Author.

Ostojic-Aitkens, D., Ford, M.K., Gold, A., Janzen, L., Sinapoli, K., Westmacott, R., & Williams, T.S. (2021). Examining parent and clinician views of hospital-based pediatric neuropsychological service: A Canadian perspective. *Child Neuropsychology*, 28 (1), 61-81. DOI: 10.1080/09297049.1945567. Impact Factor (2.405). Senior Responsible Author.

Vyas, S., Ford, M.K., Tam, E.W.Y., Westmacott, R., Sananes, R., Beck, R. & Williams, T.S. (2021). Intervention experiences among children with congenital and neonatal conditions impacting brain development: Patterns of service utilization, barriers and future directions. *The Clinical Neuropsychologist*. 35 (5) 1009-1029. DOI:10.1080/13854046.2020.1871516. Impact Factor (2.232). Senior Responsible Author.

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<https://i-interact.aboutkidshealth.ca>

https://mobile.twitter.com/williamsts_dr/status/1432385632748384258?lang=bg

<https://www.youtube.com/watch?v=jwwwF9KQ7CQ>

Jennifer P Wisdom, PhD, MPH published the following peer-reviewed works in 2021:

Gustavson, A. M., Rauzi, M. R., Lahn, M. J., Olson, H., Ludescher, M., Bazal, S., Roddy, E., Interrante, C., Berg, E., Wisdom, J. P., & Fink, H. A. (2021). Practice Considerations for Adapting in-Person Groups to Telerehabilitation. *International journal of telerehabilitation*, 13(1), e6374. <https://doi.org/10.5195/ijt.2021.6374>

Coombs, A., Joshua, A., Flowers, M., Wisdom, J., Crayton, L. S., Frazier, K., & Hankerson, S. H. (2022). Mental Health Perspectives Among Black Americans Receiving Services From a Church-Affiliated Mental Health Clinic. *Psychiatric services (Washington, D.C.)*, 73(1), 77-82. <https://doi.org/10.1176/appi.ps.202000766>

Gustavson, A. M., Wisdom, J. P., Kenny, M. E., Salameh, H. A., Ackland, P. E., Clothier, B., Noorbaloochi, S., Gordon, A. J., & Hagedorn, H. J. (2021). Early impacts of a multi-faceted implementation strategy to increase use of medication treatments for opioid use disorder in the Veterans Health Administration. *Implementation science communications*, 2(1), 20. <https://doi.org/10.1186/s43058-021-00119-8>

Waddell, E. N., Springer, S. A., Marsch, L. A., Farabee, D., Schwartz, R. P., Nyaku, A., Reeves, R., Goldfeld, K., McDonald, R. D., Malone, M., Cheng, A., Saunders, E. C., Monico, L., Gryczynski, J., Bell, K., Harding, K., Violette, S., Groblewski, T., Martin, W., Talon, K., ... Lee, J. D. (2021). Long-acting buprenorphine vs. naltrexone opioid treatments in CJS-involved adults (EXIT-CJS). *Journal of substance abuse treatment*, 128, 108389. <https://doi.org/10.1016/j.jsat.2021.108389>

Felner, J. K., Haley, S. J., Jun, H. J., Wisdom, J. P., Katuska, L., & Corliss, H. L. (2021). Sexual orientation and gender identity disparities in co-occurring depressive symptoms and probable substance use disorders in a national cohort of young adults. *Addictive behaviors*, 117, 106817. <https://doi.org/10.1016/j.addbeh.2021.106817>

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Wisdom JP. (2021). *Millennials' Quick Guide to Being a Boss*. Winding Pathway Books.

Brancu M & Wisdom JP. (2021). *Millennials' Guide to Workplace Politics*. Winding Pathway Books.

Jenkins LD & Wisdom JP. (2021). *Millennials' Guide to Diversity, Equity, and Inclusion: What No One Ever Told You About How to Change the World*. Winding Pathway Books.

Hallett KM & Wisdom JP. (2021). *Millennials' Guide to Relationships: Happy and Healthy Relationships are Not a Myth!* Winding Pathway Books.

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