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monitor on psychology

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BEST PRACTICES FOR MENTORS

Here's how to make the most of your role as guide, model and colleague

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BPA WORLDWIDE

COVER STORY

BECOMING A GREAT MENTOR

Most successful psychologists will tell you they didn't make it all on their own: They had the help of at least one mentor who served not only as an advisor but also as a role model, guide and colleague. In this first article of a four-part series on mentoring, we explore what it takes to be a career-changing, effective mentor for today's psychology mentees. *See page 48*



Dr. Jan Estrellado with Dr. Nadine Nakamura.

COVER: ROBERT NEUBECKER



GIVE ME A BREAK

We all know we need a respite now and then to recharge from the stress of our demanding lives. But how frequently should we take a break from work, how long should those breaks last and what activities best replenish our energy? New research by psychologists provides some answers. *See page 40*

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Improving mental health in Asia and beyond. Page 58

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A better way to estimate the number of jelly beans in a jar. Page 15

CE CORNER

APA ISSUES FIRST-EVER GUIDELINES FOR PRACTICE WITH MEN AND BOYS

More than 40 years of research show that traditional masculinity, marked by stoicism, competitiveness, dominance and aggression, is undermining men's well-being. APA's new *Guidelines for Psychological Practice With Boys and Men* strive to help psychologists recognize this problem for boys and men while remaining sensitive to maintaining their strengths. *See page 34*



ADVENTURES IN INTEGRATED CARE

"It's not about magically sprinkling fairy dust and making these kids better. It's about showing them tools they can then use to start making themselves feel better."

Christine Naoum-Heffernan, Boston Medical Center's Pediatric Pain Clinic. See page 68



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WE CAN DREAM BIGGER

For psychology to have an impact, we must do more for each other and society

BY ROSIE PHILLIPS DAVIS, PhD, APA PRESIDENT

Welcome to a new year at APA. I am honored and excited to serve as your 2019 president as we continue making transformational changes to enhance our organization and the discipline of psychology. Throughout my presidency, my priority is to focus on how APA can **use psychological science to solve real-world problems** and to **welcome all psychologists and students** into the organization. In addition, my presidential initiative for the year is to **address deep poverty** using all that psychology has to offer.

To highlight my commitment to my presidential initiative, let me share part of my story. I grew up in deep poverty. Ten members of our family of 14 lived in a four-room shotgun house in Memphis. We bathed in the same tin tub where we washed our clothes, which would be hung to dry on a clothesline stretched across the dirt yard we shared with neighbors.



APA President
Dr. Rosie Phillips Davis

JOHN DAVID PITTMAN

Madea, my mother, was creative about making sure we children ate, cooking big pots of beans and plenty of cornbread. My father, Jake, made less than $3,000 a year as a garbage collector. In 1968, he participated in the "I Am a Man" sanitation strike in Memphis just days before Martin Luther King Jr. was assassinated.

I was inspired to examine extreme poverty after learning about research that indicated if one is born in the bottom economic quintile in the United States, the chance for reaching the top quintile is, at most, 12.9 percent. In Memphis, where I still live, that prospect drops to 3 percent. There is something very wrong in a society with such limited opportunities for moving up.

What does psychology have to offer that can help us change that? We must use our science to demonstrate how eradicating poverty is good for public health. We must stop blaming people for being poor. You'll hear more about the power of psychological science, as it will be a focal point of our work this year.

In the coming months, I will encourage you to be involved with our focus on extreme poverty by bringing psychology to the forefront of this issue. I challenge us to dream bigger about what APA can do as a premier organization that uses psychology to benefit society and improve people's lives. ■

OUR FAVORITE TWEETS

Re: "2019 Trends to Watch" (November)
@SunnySunRa @APA wonderfully curated edition of Monitor on Psychology! In this climate it's a win to see such positively reinforcing representation for #POC in the opening and throughout the November 2018 issue.

@DrLandoll Enjoyed reading the November issue of @APA_Monitor on my plane to #AAMC18! So many great research summaries…wish I made more time in my day to review each month! Easy and quick way to stay informed on the latest research in #psychology

@NathanSasExp Remarkable strides in the discipline



BENJAMIN DAVIES/UNSPLASH

Re: "2019 Trends to Watch: #2 The Rise of Non-Drug Pain Treatment" (November)
@equityhealthdev Want to better understand some non-drug treatments for pain? Wonderful piece in @APA Monitor.

Re: "2019 Trends to Watch: #8 Designing Smarter Tech Tools" (November)
@BoeldtD It is exciting to see technology highlighted in the @APA_Monitor! #Technology benefits from the input of mental health providers. @NMHIC_CU @MimiMcFault1

Re: "Continuing Education: New Paths for People With Prolonged Grief Disorder" (November)
@andrewtschramm Interesting article from @APA_Monitor about helping individuals experiencing #grief

Re: "Lab Work: Can Making Suicide More Difficult Save Lives?" (November)
@JGUNNIII So glad to see the work of @PsychBrownBag's lab getting an article in @APA's Monitor! Very important work that needs to be disseminated!

Re: "In Search of Meaning" (October)
@jonmsutton Interesting @APA piece on the 'search for meaning' ■

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A NEW YEAR BRINGS A NEW ADVOCACY MODEL

APA is unifying its government relations staff and forming a member committee to prioritize advocacy goals

BY ARTHUR C. EVANS JR., PhD

Advocacy on behalf of psychology and our larger society is consistently one of the premier reasons that psychologists join APA. That's why we are always looking for ways to strengthen our work in this area. This year, we are launching a new model that will enable our association to advocate for the full range of issues that concern you and the discipline of psychology.

As I mentioned in last month's column, the Council of Representatives approved a restructuring plan last year that laid the groundwork for this expansion. As a result, we are unifying all our government-relations staff—about 25 people across four directorates—into a single team led by a new chief advocacy officer. This will be a critical position in APA's executive management group.

The council also approved the creation of an Advocacy Coordinating Committee composed of APA members who will help identify and prioritize APA's advocacy goals annually, with input from across the association. This body, which meets for the first time this month, will make recommendations in all the areas where we advocate, including research funding, health, education and training, violence prevention and human rights, as well as in applied areas. These changes put APA in a better position to support state advocacy. Plus, we are now able to advocate for psychologists beyond government in sectors such as private industry.



APA CEO
Dr. Arthur C. Evans Jr.

SCOTT SUCHMAN

APA's advocacy team made tremendous progress in advancing our legislative and regulatory priorities in 2018. We helped to secure historic increases for research at the National Institutes of Health, and our work contributed to a more than doubling of federal funding for psychology education and training. Our work helped prevent repeal of the Affordable Care Act, pushed for the lifting of the administration's family separation policy and supported passage of a broad opioids bill.

As a new Congress is sworn in this month, our advocacy team is well positioned to educate new members of Congress on issues of interest to psychology and to continue building on relationships with those members who are returning to Washington. As always, we work with both parties as we advocate for positions based on psychological science.

To keep up to date on our efforts, join APA's Federal Action Network, if you have not already. This is the best and easiest way to follow what's happening in Congress, and the quickest route to sending messages to your representatives on the issues that matter to psychology and you. By joining forces, we amplify psychology's voice in Washington and help ensure that we are respected and heard. ■

The Hot List

LEARN HOW BEST TO SHARE YOUR DATA

Increasingly, psychologists are seeing the benefits of sharing their research data as a way to foster a culture of openness and allow for secondary use of data. In response, APA has created a **new video** that describes the benefits of data sharing and offers an overview of best practices and resources for researchers to share their data effectively. The three-minute video discusses **why** psychologists should consider data sharing, **what** psychologists should share and **when.** To watch the video, go to **https://on.apa.org/DataSharing.**



BETTER CARE FOR TRANSGENDER PEOPLE

Learn the skills you need to provide gender-affirming care by watching the **free webinar** "Applying the APA Guidelines for Psychological Practice With Trans & Gender Nonconforming People in Everyday Practice." Go to **https://on.apa.org/Transgenderwebinar.**

INTRODUCING APA'S PRESIDENT-ELECT

Members have elected **Sandra L. Shullman, PhD,** as APA's 2020 president. Shullman is a partner at Executive Development Group, a leadership and consulting firm in Columbus, Ohio, where she coaches leaders and executive teams. Share your priorities with her at **sshullman@apaboard.org.**





AN ENHANCED APPROACH TO PAIN TREATMENT

APA's new "Speaking of Psychology" podcast **"Using Psychology for Pain Relief and Opioid Reduction"** features Beth Darnall, PhD, of Stanford University, on how psychology and mindfulness can treat pain and help people with chronic pain live better lives. Listen at **https://on.apa.org/Darnall.**

THE APA *MONITOR* CELEBRATES 50 YEARS

In 1969, *The APA Monitor* debuted as a 12-page, black-and-white newsletter focused on association governance. Today, the *Monitor* is an 80-page, four-color magazine that covers all facets of psychology—and is ranked as members' favorite benefit.



LEARN HOW TO USE THE NEW TESTING CODES

Two new APA webinars on the updated psychological and neuropsychological **testing codes** show practitioners which codes to use for specific services and how to document their work. Go to **www.apaservices.org.**

DID YOU KNOW? **Members suggest many of the *Monitor*'s best story ideas. Send yours to smartin@apa.org.**

CLOCKWISE FROM TOP LEFT: DRAFTER123, CARLO107, SKODONNELL/GETTY IMAGES; COURTESY OF SANDRA SHULLMAN



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COMPILED BY LEA WINERMAN

In Brief

THE LATEST PEER-REVIEWED STUDIES WITHIN PSYCHOLOGY AND RELATED FIELDS

Discrimination Stress

Adolescents who experience racial and ethnic discrimination suffer significant mental health and other consequences, suggests a meta-analysis in *American Psychologist*. Researchers analyzed results from 214 studies—with more than 91,000 total teenage participants—that looked at the relationship between perceived discrimination and a variety of psychological outcomes. Most studies were conducted in the United States. The researchers found that perceived discrimination was associated with depression symptoms, psychological distress, lower self-esteem, lower academic achievement, less academic motivation, risky sexual behavior and substance use. DOI: 10.1037/amp0000204



FAT CAMERA/GETTY IMAGES

FACE BIAS

When shown a photo of a stranger's face, white people tend to remember it as "whiter" than it is, finds a study in the *Journal of Experimental Psychology: General*. In a series of online experiments with participants in the United States, researchers briefly showed each participant—all white—a photo of a single face. The participant then tried to reproduce that face, using a slider to morph a test face along a skin color continuum. Then, the experimenters used the reproduced face as the initial face presented to the next participant, and so on down the line in a reproduction chain. In each experiment, the researchers tested 10 chains of 30 participants. Each time, the participant chains created faces that were significantly whiter than the original photos, regardless of the skin tone of the face in the original photo.

DOI: 10.1037/xge0000446



People don't recall skin tone accurately—white people are more likely to remember strangers' faces as "whiter" than they really were.

ASIAN-AMERICAN CEOS

Asian-American CEOs are more likely to be hired to helm companies that are struggling than those that are doing well, perhaps because of a stereotype that Asian-Americans are more self-sacrificing, suggests research in the *Journal of Applied Psychology*. Researchers used public financial documents, CEO biographies and news archives to analyze the tenure of nearly 5,000 CEOs over five decades. They found that companies appointed Asian-American CEOs almost 2 ½ times more often during periods of financial decline compared with nondecline. Then, in several follow-up experiments, the experimenters asked online participants in the United States to read and respond to hypothetical vignettes about struggling and successful companies. Participants who read about a struggling company were more likely to respond that "Alex Wong" was self-sacrificing and would make a better CEO than the one currently in place than were participants who read about a successful company; no such effects were found for "Anthony Smith."



Companies are more likely to hire Asian-American CEOs during times of financial struggle than during successful times.

DOI: 10.1037/apl0000347

NICE GUYS FINISH LAST

Agreeable people have less money and more debt than people who aren't as nice, finds a study in the *Journal of Personality and Social Psychology*. In seven experiments, researchers analyzed personality and financial data collected from more than 3 million participants in the United Kingdom, including two online panels, a national survey, bank account data and publicly available geographic data. They found that agreeableness was associated with lower savings, more debt and higher default rates, and that these effects were stronger among people with lower incomes. In addition, they found that agreeable people tended to care less about money and that this trait seemed to drive much of the link between agreeableness and finances.

DOI:10.1037/pspp0000220

RAISING THANKFUL KIDS

Fostering gratitude can encourage adolescents to become less materialistic and more generous, suggests a study in *The Journal of Positive Psychology*. Researchers asked 61 adolescents to keep a daily journal for two weeks—half were assigned to write about who and what they were thankful for, while a control

TOP: SHARLOTTA/GETTY IMAGES; BOTTOM: KAZOKA30/GETTY IMAGES

group simply recorded daily activities. Both before and after the two weeks, the adolescents completed surveys measuring their levels of gratitude and materialism. Participants who kept gratitude journals showed significant increases in gratitude and decreases in materialism; the control group did not. Also, at the end of the two weeks, the researchers gave the adolescents $10 and told them that they could keep it all or donate some to charity. The gratitude group donated $6.81 of their earnings, on average, while the control group donated $4.23.

DOI: 10.1080/17439760.2018.1497688

Early exposure to complex language gives children a cognitive boost, a study suggests.

EARLY LANGUAGE EXPOSURE

The more toddlers are exposed to complex and rich conversation, the better cognitive and language skills they develop in later childhood, finds a study in *Pediatrics*. Researchers used computer software to analyze six months of recordings from the homes of 146 infants and toddlers, ages 2 to 36 months. They found that the number of "conversational turns"—back-and-forth discussions between parent and child—that children experienced at ages 18 to 24 months accounted for 14 to 27 percent of the variance in the children's IQ, verbal comprehension and vocabulary scores 10 years later even after controlling for socioeconomic status.

DOI: 10.1542/peds.2017-4276

SLICE OF LIFE

The hippocampus helps the brain store experiences by slicing them up into events, suggests a study in *JNeurosci*. Researchers used fMRI to image the brains of 253 participants as they watched an eight-minute clip of an Alfred Hitchcock TV episode, and of 15 other participants as they watched the two-hour movie "Forrest Gump." The researchers found that activity



SOUTH_AGENCY/GETTY IMAGES

in the participants' hippocampi increased around moments that independent observers had rated as "transition points"—shifts from one event to another. These transition points may signal the hippocampus to begin storing the event as a discrete memory, the researchers suggest.

DOI: 10.1523/JNEUROSCI.0524-18.2018

GENDER GAP

American girls outperform boys in reading and writing—a difference that is apparent as early as the fourth grade and grows larger as students get older, finds a meta-analysis in *American Psychologist*. Researchers analyzed 27 years of data from the National Assessment of Educational Progress, a nationally representative U.S. sample of standardized test scores from more than 3.4 million students in the fourth, eighth and 12th grades. On average, girls scored significantly higher than boys in both reading and writing in the fourth grade, and that gap widened in eighth grade and again in 12th grade. At all grades, differences between girls and boys were greater for writing than reading.

DOI: 10.1037/amp0000356

As early as the fourth grade, American girls score better than boys on reading and writing tests.

OVERDOSE PATTERNS

Deaths from drug overdoses have been rising exponentially in the United States for nearly four decades, but that growth overlays a more complex pattern of dips and spikes in certain drugs and varies by population and geographic area, finds an analysis in *Science*. Researchers analyzed records of nearly 600,000 drug overdose deaths between 1979 and 2016 from the National Vital Statistics System. They found that the rise in overall deaths has tracked along a smooth exponential curve over that time. However,



IMAGE SOURCE/GETTY IMAGES

within that trend, deaths from individual drugs have varied. For example, cocaine was a leading cause of death in 2005–06, then, successively, prescription opioids, heroin and synthetic opioids became the more likely causes. Also, until 2010, most deaths were among 40- to 50-year-olds; since then the bulk has shifted to 20- to 40-year-olds. The researchers note the difficulty of predicting future patterns of overdose deaths.

DOI: 10.1126/science.aau1184

POVERTY'S EFFECTS LINGER

Growing up poor can affect people's cognition into older adulthood, suggests a study in *Neurology*. Researchers analyzed data on 20,244 older adults from 16 European countries. Participants were interviewed about their home lives at age 10 and took a battery of cognitive tests at the beginning of the study (when their average age was 71) and again about five years later. The researchers found that experiencing socioeconomic hardship as a child was associated with a lower baseline level of cognitive performance at the beginning of the study. However, it was not associated with the rate of cognitive decline between the first and second assessments.

DOI: 10.1212/WNL.0000000000006390

COLLECTIVE WISDOM—IN KIDS

Teenagers and children as young as 11 can collaborate in groups to improve their performance on a task, a kind of "collective wisdom" that researchers have previously demonstrated in adults, finds a study in *PLOS ONE*. Researchers asked 219 students, ages 11 to 19, to work together in groups of three to estimate the number of candies in a jar. Students gave their individual estimates before and after a group discussion, and then the group gave its estimate following the discussion. Across all ages, the group estimates were generally more accurate than the individual estimates.

DOI: 10.1371/journal.pone.0204462



Growing up in poverty has lifelong effects on cognitive performance, a study finds.



How many jelly beans are in the jar? Kids come up with more accurate estimates when they work together.

A FAMILIAR VOICE

Even if our loved ones' voices are digitally manipulated to make them unrecognizable, it's still easier to understand what they are saying compared with what a stranger is saying, finds a study in *Psychological Science*. Researchers recorded 11 pairs of participants—friends or couples—as each person read sentences aloud. Then the researchers altered the recordings, varying the pitch and the resonance of the voices. (Pitch is associated with vocal cord vibration rates, while resonance is linked to the length of the tract from vocal cords to lips.) Next, participants listened to the same sentences spoken by their partners and by a stranger. Overall, participants were better able to recognize their partners' voices when the pitch was altered compared with when the resonance was altered. However, even when they didn't recognize

TOP: SLAVA SAMUSEVICH/SHUTTERSTOCK; BOTTOM: BRIAN A. JACKSON/GETTY IMAGES

their partners' voices, they still found it easier to understand the sentences compared with when they were spoken in strangers' voices.

DOI: 10.1177/0956797618779083

BREAST CANCER AND COGNITION

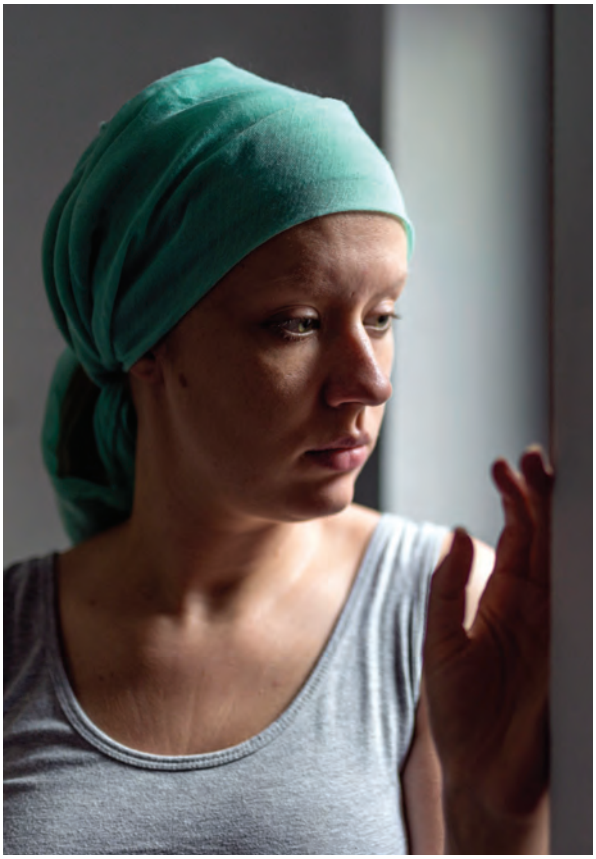
Chemotherapy and genetics may interact to determine whether older women with breast cancer are at elevated risk for cognitive decline after treatment, finds a study in the *Journal of Clinical Oncology*. Researchers followed 344 women in the United States, ages 60 to 98, who were recently diagnosed with breast cancer, as well as 347 control participants without cancer (matched for age, race, education and other traits). All participants took 13 cognitive tests at the beginning of the study (before cancer treatment began) and again one and two years later. Most of the patients did not suffer cognitive decline relative to the controls, the researchers found. However, a subset of the women who received chemotherapy and who had the ApoE4 gene, which increases Alzheimer's risk, did show a continued decline in cognitive performance after chemotherapy.

DOI: 10.1200/JCO.18.00140

MARIJUANA AND THE TEEN BRAIN

Marijuana causes more harm to the adolescent brain than alcohol does, suggests a study in *The American Journal of Psychiatry*. Researchers followed 3,826 students in Montreal for four years, beginning when they were age 12 or 13. Each year, the students took a battery of cognitive tests measuring memory, reasoning and inhibitory control and filled out confidential surveys on their alcohol and marijuana use. On average, adolescents who increased their marijuana use in one year performed worse than expected on tests of memory and inhibitory control, both that year and the following year. The researchers did not find the same association between changes in alcohol use and cognitive performance.

DOI: 10.1176/appi.ajp.2018.18020202



In addition to other benefits, providing needed mental health treatment saves health-care dollars, suggests a study with cancer patients.



Marijuana harms the teenage brain, finds a study that looked at how the drug affects teens' memory, reasoning and inhibitory control.

DEPRESSION TREATMENT SAVES MONEY

Cancer patients with depression who receive mental health treatment incur fewer health-care costs than those who receive no treatment, suggests a study in *Health Psychology*. Researchers analyzed the medical records of 182 cancer patients at the University of California, San Diego, diagnosed with depression. They found each mental health visit made by these patients was associated with an average 2.7-percent reduction in total health-care charges. The estimated annual health-care costs were $99,073 for those who had no mental health visits compared with $71,245 for those who had 12 visits.

DOI: 10.1037/hea0000670

A LANGUAGE BARRIER

Psychologists need more training in working with language interpreters to serve diverse populations, suggests a study in *Training and Education in Professional Psychology*. Researchers surveyed 102 instructors of multicultural psychology courses at APA-accredited institutions. Professional guidelines say that English-speaking psychologists working with clients with limited English proficiency should use interpreters when no other mental health professional fluent in the client's language is available. However, only 54

TOP: LJUBAPHOTO/GETTY IMAGES; BOTTOM: AZURE-DRAGON/GETTY IMAGES

percent of instructors reported providing their students with any training on how to work with an interpreter, and just 16 percent reported providing more than two hours of training on the subject.

DOI: 10.1037/tep0000212

TURN OFF THE SCREENS

Children who have less than two hours per day of recreational screen time perform better on cognitive tests than those who spend more time online or watching TV, suggests a study in *The Lancet Child & Adolescent Health*. Researchers analyzed data on 4,520 8- to 11-year-old children from 20 sites across the United States. Overall, 37 percent of the children met screen time guidelines (less than two hours per day), 51 percent met sleep guidelines (nine to 11 hours of sleep per day) and 18 percent met physical activity guidelines (at least one hour per day). Just 5 percent met all three. Overall, meeting all three guidelines was associated with the best scores on tests of thinking, language and memory, but meeting just the screen time guideline was also linked to better scores.

DOI: 10.1016/S2352-4642(18)30278-5



Subtle social pressure can convince people to conserve energy, suggests a study.

CONSERVATION AND SOCIAL NORMS

People who believe that their neighbors think that conserving energy is worthwhile are more likely to take energy-saving measures themselves, finds a study in *Nature Human Behaviour*. Researchers analyzed data from the company Opower, which sent consumers energy bills that detailed their energy consumption relative to their neighbors' consumption. This worked to reduce energy use, but its effect varied by region—the Opower bills led to a 2.55-percent energy-use reduction in some states at the high end, but only a 0.81-percent reduction at the low end. To understand the causes of this variation, the researchers surveyed 2,000 Opower customers from around the country about their beliefs about energy conservation. They found that in states in which people believed that their neighbors think that conservation helps the environment, the Opower bills had a stronger effect. However, differences across states in people's own personal beliefs about conservation did not predict energy savings.

DOI: 10.1038/s41562-018-0434-0

Another study finds that less screen time is better for children's brains.



TOP: MASTERZPHOTOS/GETTY IMAGES. BOTTOM: VITAPIX/GETTY IMAGES



People can recognize about 5,000 individual faces, on average—but the amount varies widely from person to person.

FILADENDRON/GETTY IMAGES

DEMENTIA AND SEXUALITY

Many men and women with dementia who live at home with a partner are sexually active. However, the rate of sexual problems in this population is high and few patients discuss those problems with their doctors. Those are among the conclusions of a study of older adults' sexuality published in the *Journal of the American Geriatrics Society*. Researchers analyzed data from a nationally representative U.S. sample of nearly 3,200 adults with and without dementia, ages 62 to 91. Overall, 83 percent of men and 57 percent of women had intimate partners. Among those with dementia, 46 percent of men and 18 percent of women were sexually active. However, very few of those with dementia talked to their doctor about sex (17 percent of men and 1 percent of women).

DOI: 10.1111/jgs.15511

DON'T I KNOW YOU?

Humans are familiar with about 5,000 individual faces, on average, suggests a study in the *Proceedings of the Royal Society B: Biological Sciences*. Researchers asked 25 young-adult participants in the United Kingdom to recall as many specific faces as they could in one hour—both people they personally knew as well as celebrities—prompting them with categories such as "friends from school" and "politicians." Then the participants looked at photos of 3,441 famous faces and reported which ones they recognized. By comparing the ratio of the "recall" to the "recognize" number, the researchers calculated that, on average, participants knew 5,000 faces, though the total number varied widely by individual, from about 1,000 to 10,000.

DOI: 10.1098/rspb.2018.1319

POLITICAL VIOLENCE

The search for meaning in life and a thirst for adventure may drive people who are attracted to political violence, finds a study in the *Journal of Personality and Social Psychology*. In two surveys with more than 750 total participants, researchers found those who reported more searching for meaning in their life also had a greater need for excitement and that, in turn, was associated with greater support for political violence. In a set of follow-up experiments, the researchers found that participants who took part in an activity designed to increase their sense of searching for meaning—like writing an essay about their legacy—later expressed more support for political violence, and support for a hypothetical violent extremist group, than people who wrote about a neutral topic (their favorite shoes). ■

DOI: 10.1037/pspp0000223

● **For direct links** to the research cited in this section, visit our digital edition at www.apa.org/monitor/digital.

Datapoint

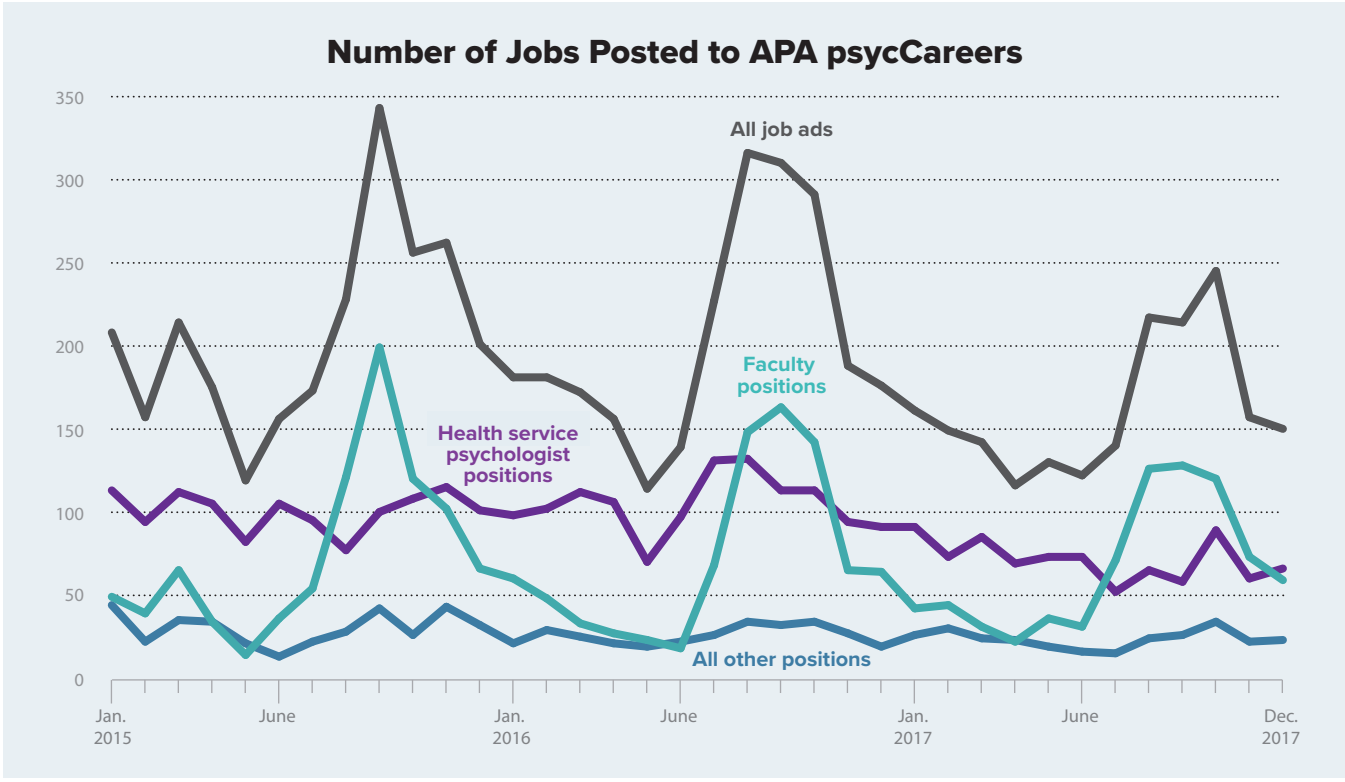
NEWS ON PSYCHOLOGISTS' EDUCATION AND EMPLOYMENT FROM APA'S CENTER FOR WORKFORCE STUDIES

SEASONAL TRENDS IN ADS FOR PSYCHOLOGY JOBS

■ From 2015 to 2017, 6,922 unique job advertisements were posted to APA psycCareers,[1,2] APA's premier career platform.

■ Most ads were for health service psychologist positions (48 percent) and faculty positions (37 percent). The remaining 14 percent consisted of researcher positions, applied psychologist positions, nonfaculty educator positions and other positions.[3] The proportion of job ads for each position type stayed relatively consistent across years.[4]

■ The site averaged 2,307 job ads annually, and there were seasonal spikes in the number of faculty postings from July to November, consistent with the academic hiring cycle. Health service psychologist and other position ads were spread out more evenly across the year.



By Jessica Conroy, BA, Luona Lin, MPP, and Peggy Christidis, PhD. For more information, contact cws@apa.org or visit www.apa.org/workforce.

[1]APA psycCareers is APA's job advertising and search platform, which allows employers to post openings for psychology-based positions for a fee. Job postings may include multiple positions.

[2]American Psychological Association. (2018). *2015–17 Psychology Job Advertisements: An Overview.* Washington, DC: Author.

[3]Numbers do not sum to 100 percent due to rounding.

[4]Health service psychologist positions refer to positions that provide clinical services, including those providing services in educational settings. Examples include clinical neuropsychologists, child and adolescent psychologists, and clinical health psychologists. Examples of faculty positions include professors, associate professors and assistant professors. Examples of researcher positions include research psychologists, postdoctoral researchers and research scientists. Applied psychologist positions include forensic psychologists, engineering and human factors psychologists, and industrial/organizational psychologists. Nonfaculty educator jobs include K–12 educators as well as educator positions without faculty rank. Other positions include jobs that do not fall into any other category.

BILL WEBSTER



GEN Z MORE LIKELY TO REPORT MENTAL HEALTH CONCERNS

The latest APA *Stress in America*™ Survey focuses on the concerns of Americans ages 15 to 21

BY SOPHIE BETHUNE

Headline issues, from immigration to sexual assault, are causing significant stress among members of Generation Z—those between ages 15 and 21—with mass shootings topping the list of stressful current events, according to the APA report *Stress in America: Generation Z* released in October.

Specifically, 75 percent of Gen Z members said that mass shootings are a significant source of stress, according to the survey, which was conducted online by The Harris Poll on behalf of APA in July and August 2018 among 3,458 adults and 300 15- to 17-year-olds.

Gen Z members are also more stressed than adults overall about other issues in the news, such as the separation and deportation of immigrant and migrant families (57 percent of Gen Z versus 45 percent of all adults reported the issue is a significant source of stress) and sexual harassment and assault reports (53 percent versus 39 percent).

This generation is also significantly more likely (27 percent) than other generations, including millennials (15 percent) and Gen Xers (13 percent), to report their mental health as fair or poor, the survey found. They are also more likely (37 percent), along with millennials (35 percent), to report they have received treatment or therapy from a mental health professional, compared with 26 percent of Gen Xers, 22 percent of baby boomers and 15 percent of older adults.

More than nine in 10 Gen Z adults said they have experienced at least one physical or emotional symptom because of stress.

"Current events are clearly stressful for everyone in the country, but young people are really feeling the impact of issues in the news, particularly those issues that may feel beyond their

- **To read** the full *Stress in America* report, view the methodology or download graphics, visit www.stressinamerica.org.
- **For additional information** on stress, lifestyle and behavior changes, visit www.apa.org/helpcenter. Join the conversation about stress on Twitter by following @APA and #stressAPA.

RAPIDEYE/GETTY IMAGES

control," says Arthur C. Evans Jr., PhD, APA's chief executive officer. "At the same time, the high percentage of Gen Z reporting fair or poor mental health could be an indicator that they are more aware of and accepting of mental health issues. Their openness to mental health topics represents an opportunity to start discussions about managing their stress, no matter the cause."

More than nine in 10 Gen Z adults (91 percent) said they have experienced at least one physical or emotional symptom because of stress, such as feeling depressed or sad (58 percent) or lacking interest, motivation or energy (55 percent). Only half of all Gen Zs feel like they do enough to manage their stress.

Money and work continued to top the list of significant stressors tracked annually by the *Stress in America* survey for adults overall. Nearly two-thirds of adults (64 percent) reported money and work each to be a stressor. A new question added this year asking about additional sources of stress revealed that for more than three in 10 Gen Zs, personal debt (33 percent) and housing instability (31 percent) were significant sources of stress, while nearly three in 10 (28 percent) cited hunger or getting enough to eat.

One notable finding was a potential increased tolerance for stress across all generations. The average perceived healthy level of stress increased significantly over the past year, from 3.7 in 2017 to 3.9 in 2018 (on a scale from 1 to 10, where 1 is "little or no stress" and 10 is "a great deal of stress").

The survey also found that more than six in 10 Americans (62 percent) reported that the political climate is a significant stressor, and more than two-thirds (69 percent) reported that the nation's future causes them stress. This was a significant increase from those who said the same in 2017 (63 percent). Most Americans (61 percent) also disagreed that the country is on a path to being stronger than ever. Because of their concern for the state of the nation, nearly half of Americans (45 percent) said they feel more compelled to volunteer or support causes they value.

Another key finding was that nearly one-quarter (24 percent) of adults identified discrimination as a significant source of stress, the highest percentage since this was first included in the survey in 2015. In 2018, black adults (46 percent) and Hispanic adults (36 percent) reported discrimination as a significant source of stress, compared with 14 percent of white adults. ■

ADDITIONAL STRESSORS REPORTED BY GEN Z

Bullying/not getting along with others
35%

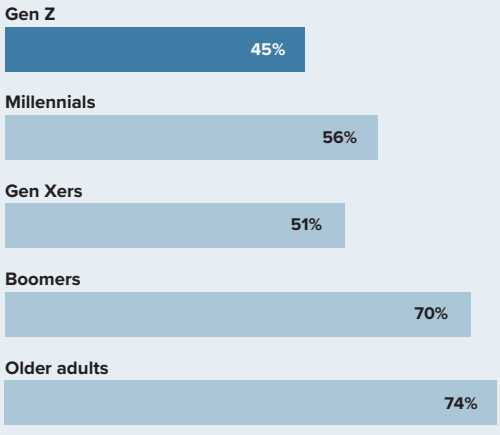
Personal debt
33%

Housing instability
31%

Hunger/getting enough to eat
28%

Mental Health of Gen Z

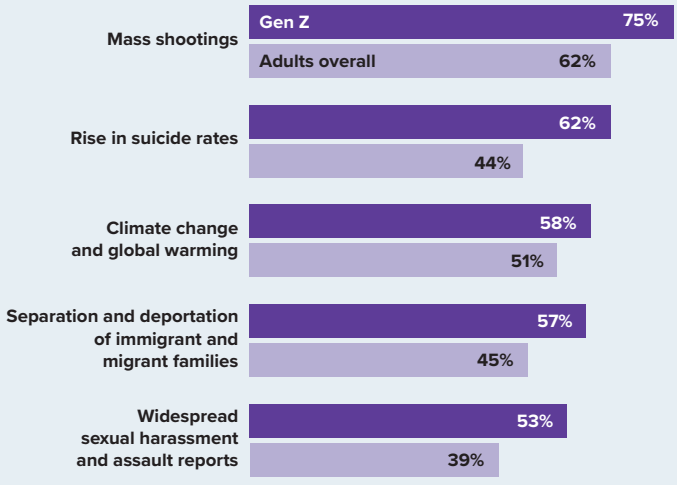
Compared with other generations, Gen Z is least likely to report very good or excellent mental health



Source: APA. (2018). *Stress in America: Generation Z*

News Events Stressing Gen Z

Compared with other generations, Gen Z is more likely to report stress related to these national news topics



BILL WEBSTER

NEW HOPE FOR A TROUBLED LOAN PROGRAM

Psychologists trying to pay back debt through the Public Service Loan Forgiveness program are grappling with misinformation and worse. Advocates are working to get the program back on track.

BY REBECCA A. CLAY

Burdened with a six-figure student loan debt from her doctoral program at Pepperdine University in Malibu, California, Jolie von Suhr, PsyD, was excited to sign up for the Public Service Loan Forgiveness (PSLF) program in 2008. The deal? Work in a public service job for 10 years, make 120 payments and have the remainder of her federal student loan debt erased as a thank-you from the government.

"Without the program, I'd be paying loans off until I die," says von Suhr, a clinical psychologist at Western State Hospital in Lakewood, Washington, where she serves a population she describes as "people with the most problems and least resources."

In 2013, however, von Suhr discovered that six years' worth of payments might not count toward the 10 years she needs for the PSLF program. Her loan servicer—one of the companies the federal government hires to manage billing and advise borrowers on repayment, loan consolidation and other matters related to federal student loans—had steered her into an ineligible repayment plan.

"In 2013, I got wind that I might be in the wrong repayment plan and absolutely panicked," she says. "I got different information every time I called."

As von Suhr waits to see if the government will make good on its promise to her via a temporary government PSLF relief fund for borrowers in her situation, she wonders if she should have taken advantage of more lucrative job offers. "I've just been paralyzed with anxiety," she says.

FAILURES AND CONFUSION

Von Suhr isn't the only PSLF participant who's anxious. As the first wave of participants became eligible for loan forgiveness in September 2017, it became clear that confusion about which employers qualify, what type of loan payments are eligible and other program requirements was rampant among both borrowers and the loan servicers advising them. In a report released in September, the U.S. Government Accountability Office (GAO) determined that the U.S. Department of Education has failed to give appropriate guidance to both borrowers and loan servicers.

The investigation found that the department has provided only "piecemeal guidance" to FedLoan, the servicer that the government contracts with to process PSLF loan applications. Because guidance and instructions are scattered across hundreds of emails and other documents, FedLoan staff sometimes don't know about key policy clarifications. The GAO also found that the Department of Education has failed to provide both FedLoan and borrowers with definitive information about which employers qualify.

The department has also failed to ensure that FedLoan receives consistent information from the eight other federal loan servicers, which could lead to miscounts of qualifying payments. GAO called on the department to develop a timeline for providing comprehensive guidance to FedLoan, among other changes.

There has also been confusion at best or malfeasance at worst among the loan servicers that borrowers must use to manage their loans, prompting lawsuits from borrowers who received incorrect information about their PSLF eligibility.

"In 2013, I got wind that I might be in the wrong repayment plan and absolutely panicked," says Dr. Jolie von Suhr. "I got different information every time I called."

BROOKE FITTS



The result of all this mismanagement has been alarming. In September 2018, the Department of Education issued a report revealing that 99 percent of applications from borrowers who had spent the last decade expecting the balance of their loans to be paid off in 2017 had been rejected. Of the 29,000 applications processed, the government rejected more than 70 percent for not meeting program requirements. Another 28 percent were rejected for having missing information. Only 96 borrowers had their loans repaid.

As part of a coalition of more than 50 organizations, APA has called upon the Department of Education to do a better job managing the PSLF program.

"The PSLF program is one of many programs the department administers and is not likely more or less complex than many others," says Jennifer Smulson, senior legislative and federal affairs officer for APA's Education Government Relations Office. "It is incumbent on the Department of Education to manage this program with integrity and provide beneficiaries with a path that puts them on track to receive this benefit, because this program is truly vital to the well-being of our communities."

The PSLF program's requirements are straightforward. To qualify for forgiveness of their loan balances, borrowers must meet four basic criteria: They must work full time for a government organization or eligible nonprofit. They must have loans received through the federal direct loan program or combine

nonqualifying loans into what's called a direct consolidation loan. They must be in an income-driven repayment plan. And they must make 120 payments.

But many participants have received incorrect information about their eligibility from FedLoan or the loan servicers that can steer them into the PSLF program.

Neuropsychologist Brian Kelley, PsyD, is one borrower who's convinced loan servicers are intentionally deceiving borrowers—a theory shared by the student loan ombudsman at the Consumer Financial Protection Bureau, who recently resigned in disgust over the administration's prioritizing of financial companies over student borrowers.

When Kelley signed up for PSLF in 2013, a loan servicer called Navient steered him into a graduated payment plan, which he later discovered was ineligible. As a result, he had to start the clock over again when it came to the 10-year period of repayment the PSLF program requires. "It was a real shocker," says Kelley, who manages the Homeless Patient Aligned Care Team at the VA Pacific Islands Health Care System in Leeward Oahu, Hawaii.

"Being duped" has damaged Kelley's confidence in the program. Facing 13 years of payments instead of the expected 10 has been a huge stressor. And he worries about his clients, both current and future. "If the PSLF path to loan forgiveness continues to be marred by dishonesty and deceit, many psychologists considering public service may steer their careers in other directions, with our nation's most vulnerable and underserved populations paying the ultimate price."

Psychologist Amanda Lawson-Ross, PhD, a clinical assistant professor at the University of Florida's Counseling and Wellness Center, is in similar straits. "The PSLF program was created right when I started graduate school, so I pretty much planned my whole career around it," she says.

Checking in frequently with her loan servicer, Great Lakes Educational Loan Services, Lawson-Ross began noticing that the company's answers to her questions changed depending on who answered the phone. After she'd paid into the program for four years, a sympathetic agent told her most of her loans didn't qualify. "I've basically started the 10 years all over again," says Lawson-Ross, who consolidated her loans. "It's distressing." She's also suing Great Lakes for giving incorrect information.

She's not the only one with PSLF-related litigation. In October 2018, borrowers launched a class-action suit against Navient. The suit argues that the company boosted its profits by misleading borrowers to keep them from enrolling in the PSLF program, which entails shifting loans to FedLoan. The American Bar Association also has an ongoing lawsuit focused on the government's decision to retroactively deem certain employers ineligible despite previously certifying them as qualified. FedLoan is facing a lawsuit of its own.

In the meantime, Congress has created a Temporary Expanded PSLF program to help borrowers who would have qualified for forgiveness if they hadn't received bad information. "There's now $700 million available," says Smulson. "The program does have very strict criteria and is available on a first come, first served basis."

To qualify, borrowers must—among other requirements—have been denied loan forgiveness because at least some of their payments were made under a nonqualifying repayment plan.

But as with the PSLF program itself, there's a lot of confusion about the temporary program. One paragraph on the website says borrowers must be denied forgiveness before they're eligible for the temporary fund, while the next paragraph says they don't have to wait, von Suhr points out. (A Department of Education spokesperson clarifies that borrowers can apply for the temporary and original PSLF programs simultaneously as a way of saving their place in line for the limited temporary funding.) "I'm just crossing my fingers and hoping I'm doing everything right," says von Suhr.

ADVOCACY EFFORTS

There have also been concerns that the PSLF program could be terminated altogether, with President Donald Trump calling for its elimination in his budget, for example.

Neonatal psychologist Tiffany Willis, PsyD, of Children's Mercy Kansas City, is only half a dozen or so payments into her PSLF participation, but

RESOURCES

Affording and Repaying Graduate School
APA
www.apa.org/apags/resources/affording-repaying.aspx

Federal Student Aid
U.S. Department of Education
www.studentaid.ed.gov

Public Service Loan Forgiveness Program
www.studentaid.ed.gov/sa/repay-loans/forgiveness-cancellation/public-service

IonTuition
Free student loan management for APA members
www.apa.org/members/your-membership/benefits/iontuition.aspx

she's worried the program will disappear. The result would be reduced access to services for the most underserved, decreased workforce diversity and fewer opportunities to give back without facing lifetime debt, she says. It has been important for Willis to spread the word about PSLF's significance. She has advocated for the program in her personal time by writing an op-ed for her local newspaper and posting on social media.

Post-midterm elections, with Democrats controlling the U.S. House of Representatives, there's less chance that the PSLF program will be eliminated, says Smulson. While some threats still remain, she says, she predicts that there will be a new focus on increased oversight of the Department of Education's management of the program.

Plus, a bill called the Aim Higher Act introduced by Democratic lawmakers in the 115th Congress will now form the basis of a comprehensive overhaul of the Higher Education Act, says Smulson, adding that the Aim Higher Act would not only maintain the PSLF program but strengthen it.

To help sustain and improve the PSLF program, Smulson urges borrowers to let APA and Congress know about the hurdles they are facing. "We can't fix what we don't know," she says.

According to Sara M. Pollock, PsyD, the real victims of all this turmoil could be the vulnerable populations that psychologists in the PSLF program serve.

The problems could scare psychologists from public service, says Pollock, a staff psychologist and clinical supervisor in the training program at WestCoast Children's Clinic in Oakland, California, a nonprofit community mental health agency that serves low-income families. Pollock herself is wondering whether she should scale up her private practice and scale down her work at the clinic.

"I'll be OK personally," says Pollock. "I worry most about our clients." ■

SHARE YOUR STORY

Do you have a PSLF story you'd like to share? If so, APA wants to hear it. Visit https://on.apa.org/PSLFStory



PSYCHOLOGISTS' TESTING CODES HAVE CHANGED

Practitioners need to use these new codes when billing for psychological and neuropsychological testing

BY NICOLE OWINGS-FONNER

As of Jan. 1, practitioners must use new Current Procedural Terminology (CPT) code numbers for psychological and neuropsychological testing services when billing Medicare and all insurance carriers. APA helped to develop the new codes as part of an effort to more accurately describe the work psychologists do when they provide assessment services.

Throughout the new structure, distinctions are made between technical test administration and scoring services and professional evaluation services, as well as between the work performed by a psychologist or neuropsychologist who personally administers tests and technician-administered testing.

The new codes include standalone base codes that describe the primary service, as well as add-on codes that describe additional work and time associated with the primary service.

Here are the coding changes psychologists should be aware of:

■ **Neurobehavioral status exams** are clinical interview examinations performed by a psychologist or neuropsychologist to assess thinking, reasoning and judgment. Providers should continue to use CPT code 96116 when billing for the first hour and new code 96121 when billing for each additional hour.

■ **Testing evaluation services** include the selection of the appropriate tests to be administered; integration of patient data; interpretation of standardized test results and clinical data; clinical decision-making; treatment planning; and reporting and interactive feedback to the patient, family members, or caregivers, when performed. Providers should now use CPT code 96130 to bill for the first hour of psychological testing evaluation services and 96131 for each additional hour. Neuropsychological evaluation services should now be billed using CPT code 96132 for the first hour and 96133 for each additional hour.

For more guidance on the codes, visit www.apaservices.org and search for "testing codes."



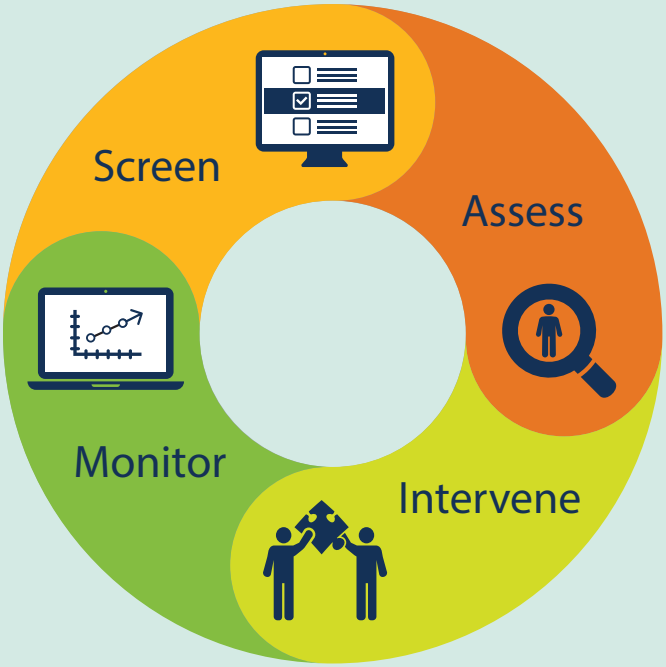
IZUSEK/GETTY IMAGES

■ **Test administration and scoring by a psychologist or neuropsychologist** (two or more tests using any method) should now be billed using CPT code 96136 for the first 30 minutes and 96137 for each additional 30 minutes.

■ **Test administration and scoring by a technician** (two or more tests using any method) should now be billed using CPT code 96138 for the first 30 minutes and 96139 for each additional 30 minutes.

Single automated test administration should be reported with newly created code 96146 for a single automated psychological or neuropsychological instrument that is administered via electronic platform and formulates an automated result. Psychologists should not use this code if two or more electronic tests are administered and/or if administration is performed by the professional or technician. Instead, the psychologist should use the appropriate codes listed above for test administration and scoring.

Need more guidance on the new codes? Visit the "Testing Codes" section of the APA Services Inc. website (www.apaservices.org). ■



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DESPAIR IN VENEZUELA

Psychologists in the country are struggling to help a population—and themselves—overcome the stress of hyperinflation and widespread violence, as well as food shortages

BY REBECCA A. CLAY

For social psychologist Yorelis Acosta, life as a professor at the Universidad Central de Venezuela's Centro de Estudios del Desarrollo in Caracas is increasingly hard. Hyperinflation and payroll deductions have reduced her university salary to nothing. Last year she juggled four jobs so she could eat, and she now collects food, clothing and money for colleagues who are even needier than she is. The assistant helping her in her research on the economic crisis's impact on university professors had to quit because she kept breaking down after every interview.

Stories like Acosta's have become common in Venezuela. Once Latin America's wealthiest country, the oil-rich nation has fallen on hard times, with an already-struggling economy descending into crisis after Nicolás Maduro took over as president from Hugo Chávez in 2013. The years since have seen a worldwide collapse in oil prices, mismanagement of the economy and international sanctions against Maduro's increasingly authoritarian regime. By printing more money in response to the crisis, the government has created hyperinflation, which the International Monetary Fund predicted would reach 1 million percent by the end of 2018. With its money worthless, the government can no longer afford to import food, medicine and other necessities.

As a result, some Venezuelans are now starving. Those who can are fleeing. Since 2015, 1.9 million Venezuelans have left the country, according to the Office of the United Nations High Commissioner for Refugees, with 5,000 more joining their compatriots abroad each day.

Among those who remain, there's a growing mental health crisis, says psychologist Juan Carlos Canga Linares, president of the Federación de Psicólogos de Venezuela, citing the frustration, stress, fear and despair brought on by insecurity, resource shortages and sociopolitical conflict.

"The frequency and intensity of these situations is exhausting Venezuelans' psychological resources," says Canga.

"Venezuela reinvented itself in the 20th century, after a series of military dictatorships. It will have to do it again in the 21st century."

PEDRO E. RODRÍGUEZ, PHD, UNIVERSIDAD DEL VALLE'S INSTITUTO DE PSICOLOGÍA, CALI, COLOMBIA

A MENTAL HEALTH CRISIS

Although psychologists themselves are also affected, they are taking action.

Acosta, for example, has been creating "emotional maps" since 2015, conducting qualitative research with Venezuelans in Caracas and 10 other cities across the country about how they're feeling. While an opposition victory in the National Assembly initially prompted hope and joy among the 2,534 Venezuelans Acosta and her team surveyed in 2015 (*Comunicación*, Vol. 174, 2016), dashed expectations and no improvements in living conditions have meant a return to despair. Since then, Acosta's follow-up research has found a predominance of negative emotions such as sadness, fear and anger.

At the same time, the public sector's capacity to meet Venezuelans' mental health needs is diminishing, says Canga. To help fill the gap between increasing need and decreasing services, the Federación de Psicólogos de Venezuela has launched a one-day-a-week hotline operated by volunteer psychologists, plus a program in which volunteer psychologists offer no-cost services in their private practices. The federation has also created an online directory of mental health centers offering free or low-cost care.

Educating the public about coping strategies is also key, says Canga. Psychologists are speaking out about stress and other mental health problems on radio and TV, and the federation



LUIS ROBAYO/AFP/GETTY IMAGES

A 16-year-old girl who has left her native Venezuela waits at a Huaquillas, Ecuador, bus stop. She was part of a group traveling to Peru last August.

is stepping up its presence on Twitter and Instagram. The federation has produced brochures offering advice for managing stress, handling anger and street violence, and discussing inflation and scarcity with children. It has also issued half a dozen pronouncements expressing concerns about the crisis's impact on mental health, offering recommendations as well as psychologists' expertise.

SPECIAL POPULATIONS

The crisis has hit certain groups especially hard. For those with severe mental illness, the unavailability of psychiatric medications has meant relapses or financial difficulties for families forced to buy medication on the black market.

Children are also particularly vulnerable to the effects of the crisis. "Venezuela's humanitarian emergency has had a profound impact on children and adolescents," says psychologist Abel Saraiba, who coordinates a program called Growing Without Violence for a nonprofit group called Cecodap that promotes and defends the rights of children and adolescents in the country.

Anxiety and depression are increasingly common among Venezuela's young people, and violence against children is rising along with parents' frustration and anger over their inability to provide for their families. Many children whose parents have emigrated elsewhere are now being raised by grandparents, aunts and uncles or even minor-age siblings, and they often experience deep feelings of insecurity, sadness and anger, as well as feelings of abandonment. The effects of all these stressors could be long-lasting, warns Saraiba, noting that children may have trouble managing their emotions and parenting their own children once they're adults.

Women and girls are having an especially hard time, in part because they tend to get short

shrift when it comes to families' food supplies, says psychologist Magdymar León Torrealba, who coordinates a nonprofit group called the Asociación Venezolana para una Educación Sexual Alternativa, or AVESA. Also, with contraceptives now largely unavailable, there has been an increase in unwanted pregnancies and the intense stress, anxiety and depression that can accompany them, says León, noting that there has been an uptick in abandoned fetuses and newborns.

"The fact that women don't have the ability to control their reproduction interferes with their exercising of other rights," she adds. Pregnancy, for example, often curtails the ability to go to school or get a job, she points out.

And because Venezuela has one of the region's most restrictive abortion laws, terminating unwanted pregnancies brings the additional stressors of potential criminal prosecution and physical harm or even death. At the same time, women forced into maternity may develop substance use problems, anxiety, depression or panic disorders, or they may take out their frustrations on vulnerable family members, says León.

AVESA is now working with the nonprofit humanitarian organization Psicólogos sin Fronteras and another group to bring a gender-sensitive perspective to a program they're developing to train social "promotores" to provide psychosocial support to low-income communities in Caracas. AVESA also hopes to expand the program to psychologists and groups León calls "human rights defenders."

Victims of state violence—including mistreatment, torture, forced disappearances and public shootings by state security forces—are also a matter of major concern, says social psychologist Pedro E. Rodríguez, PhD, a professor and researcher in the Universidad del Valle's Instituto de Psicología in Cali, Colombia, who decided to leave Venezuela after failing to find basic medicine to treat his young child's fever. "The psychological effects of these events are simply brutal—not only for the victims but for the general population," he says.

There has also been "a process of pathologization and stigmatization of the political enemy carried out by the national government," Rodríguez says. "This enemy has several forms," he explains. "While 'enemy' usually means a political adversary, it can also be an abstract notion, such as 'the rich'; a country, such as the United States; or an idea, such as imperialism or capitalism."

THE IMPACT ON PSYCHOLOGY

Venezuelan psychology is suffering along with the rest of society. The number of professors and students is dwindling, says Acosta, who has studied the plight of Venezuela's professors (*Revista de Investigación Psicológica*, online first publication, 2018).

"Today, teachers are more concerned about covering their basic needs, which detracts from their academic work," says Acosta. Research is also suffering, with diminished access to books, databases and international conferences. "We are gradually disappearing from the international scene," she says. "The future does not look good."

Many psychologists who have been forced to leave Venezuela are working to help their fellow Venezuelans from the outside. One is clinical psychologist and former Universidad Católica Andrés Bello professor Alejandra Sapene Chapellin, who left Venezuela two years ago in the face of hyperinflation, increasing limits on freedom of expression and the violence engulfing Caracas.

Sapene, now a researcher and professor at the Universidad Libre Seccional Cali in Valle del Cauca, Colombia, coordinates a virtual network called Madres Venezolanas por la Paz that brings together various disciplines and organizations to ensure the well-being of children, adolescents and families; share strategies for weathering the current crisis; and promote democratic behavior and solidarity among Venezuelan families. Sapene also provides online psychotherapy to Venezuelans and serves as a board member of Cecodap.

Despite the problems, there is some hope, says Rodríguez, who calls on Venezuelans to be both realistic and optimistic about the future. "Venezuela reinvented itself in the 20th century, after a series of military dictatorships," he says. "It will have to do it again in the 21st century—a process that will be hard and expensive and cause immense social and psychological wounds to the population, creating new challenges for the practice of psychology." ■

HOW YOU CAN HELP

Psychologists who want to help their Venezuelan colleagues can:

1. **Share publications, access to conferences and financial aid**
2. **Invite them to collaborate on research or teaching**
3. **Collect data from Venezuela**
4. **Contact the Federación de Psicólogos de Venezuela, www.fpv.org.ve**

5 QUESTIONS FOR KRISTINA OLSON

The University of Washington psychologist was awarded a 2018 MacArthur "genius" grant for her work to understand the gender development and mental health of transgender youth

BY KIRSTEN WEIR

Kristina Olson, PhD, was meeting with one of her students when her phone rang—one of several calls she'd gotten that morning from the same unfamiliar number. Worried it might be bad news, she apologized to her student and answered the phone, only to learn she'd been awarded a MacArthur Fellowship. The MacArthur Foundation presents the $625,000, no-strings-attached award to 20 to 30 "extraordinarily talented and creative individuals" each year.

Shocked, she asked the caller, "Are you sure you have the right Kristina?" It was no mistake.

Olson, a professor of psychology and cognitive science at the University of Washington, studies the emergence and development of social identities. The MacArthur Foundation awarded her the 2018 prize for her pioneering research on the social and cognitive development of transgender and gender-nonconforming youth. The news came on the heels of another honor: In April, Olson was the first psychologist to win the National Science Foundation's prestigious Alan T. Waterman Award, which recognizes an outstanding scientist under the age of 40 or within 10 years of receiving a PhD. That prize carries a $1 million research grant.

The *Monitor* talked to Olson about her work and what the awards mean for her research—and her field.

How did you begin studying transgender and gender-nonconforming youth?

In the broadest strokes, I'm interested in how kids think about themselves and the people around them—how kids carve the world into social categories.

The case of transgender kids is interesting because it's a case where a kid is saying that they're a member of a social category that the people around them are saying that they're *not* in. It's a unique way to think about social categories. What does it mean to be a member of a group? Who gets to decide what group you're in?



COURTESY OF THE MACARTHUR FOUNDATION

So, it was in the back of my mind as something I was interested in. But then I had a friend whose family was considering whether their young child who was assigned male at birth but identified as a girl should socially transition to present as a girl in everyday life. This family had a lot of questions and I thought, "Well, I'm a psychologist. I can read the literature and figure out if it's better to transition to one's identified gender or not." When I read the literature, I realized there actually hadn't been any studies of kids who had socially transitioned at these early ages. At first, I said, "I cannot believe this, when is someone going to do that work?" Eventually, I thought, "You know what? Why not me?"

Can you describe your TransYouth Project?

It's the first large-scale, national longitudinal study of about 300 socially transitioned transgender children. The study started in 2013, when the children were ages 3 to 12, and we will be following them for 20 years. We're interested in gender development and the mental health and well-being of transgender children. We're done recruiting for that study, but we continue to recruit new families with gender-nonconforming and transgender youth for other projects.

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What have you learned from the first few years of the project?

We have two main findings so far. The first is that the gender development of socially transitioned trans kids seems to look a lot like that of cisgender kids [kids who are not transgender]. They show similar gender preferences and similar gender identities as their gender-matched peers and gender-typical siblings. These are kids that are saying, "I'm a girl," and on all the traditional measures of gender development in the literature they look like the average cisgender girl (*Child Development Perspectives*, Vol. 12, No. 2, 2018).

Our second finding is that these kids, who are living as their gender identity in everyday life and supported by their families in that identity, seem to have pretty good mental health (*Journal of the American Academy of Child & Adolescent Psychiatry*, Vol. 56, No. 2, 2017). They have slightly higher anxiety compared with cisgender kids but similar rates of depression—nowhere near the kind of clinical levels that we often see in prior studies of transgender teens and transgender adults.

Other research has found significant mental health challenges among transgender populations, correct?

Right. Previous studies that look at transgender teens and adults have often found very high rates of anxiety, depression and suicidality. But the majority of people who are transgender adults today didn't have the kinds of experiences that the kids I'm following did. Namely, they didn't live as their identified gender early in their development. They didn't necessarily have family support for their identity. It was a different time in history. What we're trying to do now is to understand which of those differences might explain why these kids are doing so well. And we want to follow these kids to understand whether this good mental health we're seeing at early ages continues as they move into adolescence.

What does the MacArthur award mean for your research—and this field?

I'm honored to have the award, and I hope that the spotlight will be bigger than just me and my lab. There are lots of people doing interesting work in this area, and I hope people in the field more broadly will take this as recognition that our work is important. I also hope it will get the general public—and maybe other funders—interested in these kinds of important questions.

As for my own research, one of the goals of the award is to get people to think about new, creative, interesting avenues. One thing that's a real challenge as a researcher is that it can be really hard to get funding when you want to move into something new and different. This award is an opportunity to ask new and different questions and do something a little riskier. For example, we've become interested in thinking about people who are intersex [a term used to describe a variety of conditions in which a person's chromosomes, hormones or reproductive organs don't fit the typical definition of "male" or "female"].

I also hope that people, especially students and early career researchers, will see this as an example of how you can make a different career choice. I had established myself in a particular line of work, but I knew in the back of my head that I really wanted to try out this line of research—even though I had no idea where it would end up. I had people in the field say, "Why are you doing this? This seems so hard." And there were definitely many, many days where I did not think it would pan out. I hope this shows that sometimes it's worth taking that risk to try something new because you care about the answer, even if, at the time, it appears others do not. ■

WHAT RIGHTS TO INSURANCE POLICIES DO DIVORCED SPOUSES HAVE?

The U.S. Supreme Court's decision on this issue raises interesting psychological questions about the probable intent of the deceased

BY RICHARD L. KAPLAN, JD, AND JENNIFER K. ROBBENNOLT, JD, PhD, UNIVERSITY OF ILLINOIS COLLEGE OF LAW

Mark Sveen and Kaye Melin married in 1997. When Sveen purchased a life insurance policy in 1998, he designated Melin as the primary beneficiary and his two children from a prior marriage as contingent beneficiaries. The couple divorced in 2007. The life insurance policy was not mentioned in the divorce decree, and the same beneficiaries were in place when he died in 2011. Under Minnesota law, a spouse's designation as a beneficiary for life insurance or a retirement plan is revoked upon divorce. However, Sveen's children and Melin made competing claims for the insurance proceeds and the case came before the Supreme Court.

A question that underlies the court's analysis in *Sveen v. Melin* (2018) involves the appropriate default rule for predivorce spousal beneficiary designations in life insurance policies and retirement plans—an issue that raises interesting psychological questions about the preferences of divorcing spouses.

Almost all states revoke a spouse's status as a beneficiary when couples divorce, but the rules are more varied when it comes to life insurance policies and retirement plans. The federal statute governing pension plans (ERISA) and the laws in 24 states leave predivorce designations in place after divorce. Laws in the other 26 states revoke such designations when a couple divorces.

To be sure, a divorcing spouse can change a beneficiary at any time. In fact, a divorcing spouse can designate a new beneficiary and even redesignate a former spouse if state law revokes such designations. But because some divorcing couples do not get around to making these sorts of changes, the default rule matters. The law attempts to set default rules that reflect the probable intent of the deceased. In the absence of psychological research about the likely intent of divorcing couples, the court was left to hypothesize about such preferences. To that point, the court's majority opinion asserts: "Although there are exceptions, most divorcees do not aspire to enrich their former partners. (And that is true even when an ex-spouse has custody of shared children, given the many ways to provide them with independent support.)" It also notes that an "insured's failure to change the beneficiary after a divorce is more likely the result of neglect than choice."

Justice Neil Gorsuch, the sole dissent in the case, contended instead that some policyholders might want their former spouses to retain these financial rights if there is shared custody or a more amicable marital dissolution. He further observed that this practice "can be a cheaper, quicker, and more private way to provide for minor or disabled children than leaving the matter to a trustee or other fiduciary."

Studies have explored the probable intent of those who die without a will. Research has, for example, explored people's preferences for distributing property to committed, but unmarried, partners or for dividing property among heirs with different relationships to the deceased (e.g., parents and children). But the preferences of divorcing couples for handling predivorce beneficiary designations in life insurance policies and retirement plans is an open empirical question. Attention might also be given to related questions about divorcing couples' preferences about who should handle their affairs when they are incapacitated yet have not designated someone to make decisions for them under healthcare or property powers of attorney. Research that addresses these questions will have important implications for how states choose to structure default rules upon divorce. ■



AT ISSUE

What psychological factors might states consider in setting default rules for beneficiaries?

ROMZICON/THE NOUN PROJECT

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



Research by psychologists finds that traditional masculinity—marked by stoicism, competitiveness, dominance and aggression—is, on the whole, harmful.

CE

CONTINUING EDUCATION APA ISSUES FIRST-EVER GUIDELINES FOR PRACTICE WITH MEN AND BOYS

BY STEPHANIE PAPPAS

For the first time ever, APA is releasing guidelines to help psychologists work with men and boys. At first blush, this may seem unnecessary. For decades, psychology focused on men (particularly white men), to the exclusion of all others. And men still dominate professionally and politically: As of 2018, 95.2 percent of chief operating officers at Fortune 500 companies were men. According to a 2017 analysis by *Fortune,* in 16 of the top companies, 80 percent of all high-ranking executives were male. Meanwhile, the 115th Congress, which began in 2017, was 81 percent male.

But something is amiss for men as well. Men commit 90 percent of homicides in the United States and represent 77 percent of homicide victims. They're the demographic group most at risk of being victimized by violent crime. They are 3.5 times more likely than women to die by suicide, and their life expectancy is 4.9 years shorter than women's. Boys are far more likely to be diagnosed with attention-deficit hyperactivity disorder than girls, and they face harsher punishments in school—especially boys of color.

APA's new *Guidelines for Psychological Practice With Boys and Men* strive to recognize and address these problems in boys and men while remaining sensitive to the field's androcentric past. Thirteen years in the making, they draw on more than 40 years of research showing that traditional masculinity is psychologically harmful and that socializing boys to suppress their emotions causes damage that echoes both inwardly and outwardly.

APA's *Guidelines for Psychological Practice With Girls and Women* were issued in 2007 and, like the guidelines for men and boys, aim to help practitioners assist their patients despite social forces that can harm mental health. Many researchers who study femininity also work on masculinity: Several contributors to the guidelines for girls and women have also contributed to the new guidelines for boys and men.

"Though men benefit from patriarchy, they are also impinged upon by patriarchy," says Ronald F. Levant, EdD, a professor emeritus of psychology at the University of Akron and co-editor of the APA volume "The Psychology of Men and Masculinities." Levant was APA president in 2005 when the guideline-drafting process began and was instrumental in securing funding and support to get the process started.

THE NEEDS OF MEN

Prior to the second-wave feminist movement in the 1960s, all psychology was the psychology of men. Most major studies were done only on white men and boys, who stood in as proxies for humans as a whole. Researchers assumed that masculinity and femininity were opposite ends of a spectrum, and "healthy" psychology entailed identifying strongly with the gender roles conferred by a person's biological sex.

But just as this old psychology left out women and people of color and conformed to gender-role stereotypes, it also failed to take men's gendered experiences into account. Once psychologists began studying the experiences of women through a gender lens, it became increasingly clear that the study of men needed the same gender-aware approach, says Levant.

The main thrust of the subsequent research is that traditional masculinity—marked by stoicism, competitiveness, dominance and aggression—is, on the whole, harmful. Men socialized in this way are less likely to engage in healthy behaviors. For example, a 2011 study led by

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

1. Discuss the research that suggests traditional masculinity is psychologically harmful.

2. Describe the role of clinicians in working to address the needs of men and boys.

3. Discuss the importance of encouraging pro-social aspects of masculinity.

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

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Kristen Springer, PhD, of Rutgers University, found that men with the strongest beliefs about masculinity were only half as likely as men with more moderate masculine beliefs to get preventive health care (*Journal of Health and Social Behavior*, Vol. 52, No. 2). And in 2007, researchers led by James Mahalik, PhD, of Boston College, found that the more men conformed to masculine norms, the more likely they were to consider as normal risky health behaviors such as heavy drinking, using tobacco and avoiding vegetables, and to engage in these risky behaviors themselves (*Social Science and Medicine*, Vol. 64, No. 11).

This masculine reluctance toward self-care extends to psychological help. Research led by Omar Yousaf, PhD, found that men who bought into traditional notions of masculinity were more negative about seeking mental health services than those with more flexible gender attitudes (*Psychology of Men & Masculinity*, Vol. 16, No. 2, 2015).

For this reason, mental health professionals need to be aware that men are often reluctant to admit vulnerability, says Fredric Rabinowitz, PhD, a psychologist at the University of Redlands in California who has stewarded the new guidelines since 2005, when he was president of APA Div. 51 (Society for the Psychological Study of Men and Masculinities).

"Because of the way many men have been brought up—to be self-sufficient and able to take care of themselves—any sense that things aren't OK needs to be kept secret," Rabinowitz says. "Part of what happens is men who keep things to themselves look outward and see that no one else is sharing any of the conflicts that they feel inside. That makes them feel isolated. They think they're alone. They think they're weak. They think they're not OK. They don't realize that other men are also harboring private thoughts and private emotions and private conflicts."

MULTIPLE MASCULINITIES

These private conflicts can have tragic ramifications. Though men report less depression than women, they complete suicide at far higher rates than women, and the numbers are moving in the wrong direction. The suicide rate for non-Hispanic American Indian and Alaska Native men jumped 38 percent between 1999 and 2014, according to data from the Centers for Disease Control and Prevention; for white men, suicide rates increased 28 percent in that time span (National Center for Health Statistics, 2016). Suicide rates for women have been on the rise as well, but because men complete suicide more often than women, men's suicide death rates remain the highest.

These statistics indicate that questionnaires on depression and other mental health problems are missing something when they garner answers suggesting men don't struggle with these issues as much as women, Rabinowitz says.

This vision of masculinity may summon up an image of a closemouthed cowboy, à la John Wayne. But there's more to masculinity than macho swagger. When the rules of manliness bump up against issues of race, class and sexuality, they can further complicate men's lives.

For example, the masculine requirement to remain stoic and provide for loved ones can interact with systemic racism and lead to so-called John Henryism for African-American men, a high-effort method of coping that involves striving hard in the face of prolonged stress and discrimination. John Henryism has been linked with hypertension and depression (*Journal of Black Psychology*, Vol. 42, No. 3, 2016). Race, ethnicity and discrimination can also intersect with immigration status: As of fiscal year 2017, 68 percent of unaccompanied minors who crossed the border were male (U.S. Department of Health & Human Services, 2018). Most of these children arrive from Central America and Mexico, fleeing gang violence (*Journal on Migration and Human Security*, Vol. 3, No. 2, 2015), an additional psychological stressor.

Other people's perceptions of masculinity matter, too—and many of these perceptions are rooted in racial stereotyping. Y. Joel Wong, PhD, and colleagues have reported that at least among white college students, Asian-American men are viewed as less manly than white or black American men (*Psychology of Men & Masculinity*, Vol. 14, No. 4, 2013). Men and boys of color may also be viewed with suspicion by schools, law enforcement and others, leading to harsher punishments compared with white men and boys, says Christopher Liang, PhD, a psychologist at Lehigh University in Pennsylvania who helped draft the guidelines.

"Boys and men of color [are] dealing with all their hurts and

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their struggles in ways that are consistent with masculinity," Liang says. "So, 'be tough,' and 'don't show your hurts.' And they have to do this in a system where their behaviors are looked upon more negatively than boys and men from different groups."

These dynamics play out in the prison system as well. As of 2014, black men made up 37 percent of the male state and federal prison population and were more than 10 times as likely to be incarcerated in state or federal prison as white men. Hispanic men were also overrepresented, making up 22 percent of the prison population despite making up only about 8 percent of the general U.S. population (U.S. Department of Justice, 2015).

Gender and sexual minorities, too, must grapple with societal views of masculinity. This is an ever-shifting territory. When Levant and Rabinowitz launched the guideline-drafting process in 2005, only Massachusetts recognized same-sex marriage. Today, transgender issues are at the forefront of the cultural conversation, and there is increased awareness of the diversity of gender identity.

"What is gender in the 2010s?" asks Ryon McDermott, PhD, a psychologist at the University of South Alabama who also helped draft the men's guidelines. "It's no longer just this male-female binary."

Though there is now more flexibility in gender norms than 30 years ago, according to Liang and McDermott, boys and men who identify as gay, bisexual or transgender still face higher-than-average levels of hostility and pressure to conform to masculine norms. The 2015 National School Climate Survey found that 85 percent of LGBTQ students reported verbal harassment at school over their sexual orientation or gender expression (GLSEN, 2015). Gender-nonconforming students reported worse treatment than did LGBTQ kids who conformed with traditional gender norms. These kinds of results indicate that gender policing still occurs, Liang says.

Psychologists emphasize it's important to encourage pro-social aspects of masculinity.

Sexual minorities or gender-nonconforming boys and men may face strained family bonds or even familial rejection. And family support can make all the difference in mental health. A 2016 study of a community sample of transgender children led by Kristina Olson, PhD, of the University of Washington in Seattle, found that those with supportive families were no more likely than nontransgender children to have depression, and were only slightly more likely to experience anxiety (*Pediatrics*, Vol. 137, No. 3, 2016).

Sexual and gender identity also intersect with other key life arenas, including military service (the guidelines suggest that therapists cultivate an awareness of military norms and common mental health concerns for veterans, such as post-traumatic stress disorder) and retirement.

"When retirement comes, a lot of guys get thrown into an abyss," Rabinowitz says. Particularly for those who identified as workers and achievers, retirement can force a reckoning, he says. And failing to cope with the transition can leave older men vulnerable to depression (*Health Services Research*, Vol. 43. No. 2, 2008)—an example of how the pressure of masculinity ideology can act across the life span.

"There is a lot of diversity in the experience of men and masculinity, between groups,

within groups and even within an individual," Liang says. "What's important is to understand that despite all of this diversity, boys and men may experience incredible pressure to live up to these rules around masculinity that they may have learned within their own cultural context."

CHANGING THE CULTURE

Many of these problems seem intractable—how do you help someone who would never dream of seeking mental health treatment?—but psychologists have a key role to play, as the new guidelines lay out.

First, clinicians must be aware of dominant masculine ideals, and cognizant of their own potential biases. Second, they must recognize the integrated nature of masculinity, and how factors ranging from spirituality to ability status to age and ethnicity interact. Mental health professionals must also understand how power, privilege and sexism work both by conferring benefits to men and by trapping them in narrow roles. They should consider how stoicism and a reluctance to admit vulnerability hamstring men in personal relationships, and they should combat these forces, in part, by encouraging fathers to engage more fully with their children.

Clinicians should also understand broader institutional issues and support educational systems responsive to the needs of men. Boys who drop out of school are more likely to be unemployed than those who get to high school or college graduation, so addressing school-related challenges early can head off lifelong problems, according to the guidelines. Mental health professionals should strive to reduce aggression and violence and to understand the precursors to substance use and suicide. They should encourage men to protect their own health. And they should offer services sensitive to the socialization that men have undergone, while fighting against homophobia, transphobia, racial bias and other types of discrimination in institutions such as the criminal justice system.



The new guidelines seek to underscore that men are adaptable and emotional.

Some of this involves outreach. Efforts like the National Institute of Mental Health's "Real Men. Real Depression" campaign can normalize help-seeking by showing tough guys struggling. When men do seek help, clinicians need to be aware that aggression and other externalizing symptoms can mask internalizing problems, Levant says. From early childhood on, boys are encouraged to push down any emotion other than anger, he says, which interrupts boys' emotional development.

"I tell clients that oftentimes anger is a powerful emotion to cover for a more vulnerable emotion we might feel," such as sadness or shame, Levant says.

SUPPORTING THE POSITIVE

It's also important to encourage pro-social aspects of masculinity, says McDermott. In certain circumstances, traits like stoicism and self-sacrifice can be absolutely crucial, he says. But the same tough demeanor that might save a soldier's life in a war zone can destroy it at home with a romantic partner or child.

"There are times when you need to be able to power through," McDermott says. "But if you only do that, and you believe that if you don't do that then you're somehow less worthy as a person, that's where you have a problem."

The clinician's role, McDermott says, can be to encourage men to discard the harmful

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ideologies of traditional masculinity (violence, sexism) and find flexibility in the potentially positive aspects (courage, leadership). He and his team are working on a positive-masculinities scale to capture peoples' adherence to the pro-social traits expected from men, something that has yet to be measured systematically.

One important finding that McDermott and his team point to is that there's less daylight between what's expected of men and what's expected of women than a glimpse at media and culture might reveal. About a third of the traits that people consider to be positive aspects of masculinity, such as sacrificing for others and having strong morals, are actually expected *more* from women than men when researchers ask both men and women about the trait in isolation from wider gender cues, McDermott says. Other traits, such as community leadership, charm and humor, are expected more of men than women, but not by much. The study focused solely on positive traits, so it's not clear whether people's expectations for bad behavior are similarly overlapping (*Psychology of Men & Masculinity*, online first publication, 2018).

Indeed, when researchers strip away stereotypes and expectations, there isn't much difference in the basic behaviors of men and women. Time diary studies, for example, find that men enjoy caring for their children as much as women do. And differences in emotional displays between boys and girls are small, according to a 2013 meta-analysis (*Psychological Bulletin*, Vol. 139, No. 4), and not always in the stereotypical direction. Adolescent boys, for example, actually displayed fewer externalizing emotions such as anger than did adolescent girls.

Getting that message out to men—that they're adaptable, emotional and capable of engaging fully outside of rigid norms—is what the new guidelines are designed to do. And if psychologists can focus on supporting men in breaking free of masculinity rules that don't help them, the effects could spread beyond just mental health for men, McDermott says. "If we can change men," he says, "we can change the world." ■

FURTHER READING

Guidelines for Psychological Practice With Boys and Men
www.apa.org/about/policy/boys-men-practice-guidelines.pdf.

The Psychology of Men and Masculinities
Levant, R.F., & Wong, Y.J. (Eds.) APA, 2017

Developing a Taxonomy of Helpful and Harmful Practices for Clinical Work With Boys and Men
Mahalik, J.R., et al. *Journal of Counseling Psychology,* 2012

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Give me a break

Psychologists explore the type and frequency of breaks we need to refuel our energy and enhance our well-being

BY KIRSTEN WEIR



NIKOLA STOJADINOVIC/GETTY IMAGES

In our busy-loving modern society, too many of us have had the experience of eating lunch at our desks—or even working straight through the noon hour without sustenance, all in the name of tackling the items on our to-do lists. Unfortunately, powering through without a pause can do more harm than good, psychologists say. ¶ Breaks can improve our moods, overall well-being and performance capacity, says Charlotte Fritz, PhD, an associate professor in industrial/organizational (I/O) psychology at Portland State University in Oregon. ¶ While it might seem obvious that breaks are refreshing, it's less clear how to maximize their benefit. How frequently you should break from work, how long breaks should last and what activities you should engage in will differ from person to person and job to job. But research is giving us a deeper understanding of breaks, revealing that regularly detaching from your work tasks—both during the workday and in your off-hours—can help restore energy in the short term and prevent burnout in the long term.

Much like regular exercise and sleep, work breaks function both as prevention and intervention, Fritz says. "Taking regular breaks helps us to be more resilient when stressors arise, and they function as an intervention to help us deal with the daily grind."

EXHAUSTING THE MENTAL FUEL

Even short breaks can help us perform at our best. In one example, William S. Helton, PhD, a professor of human factors and applied cognition at George Mason University in Fairfax, Virginia, and colleagues showed that short breaks can improve attention. They gave university students a test that required them to monitor maps of railway lines on a screen, a task that involved sustained attention as they tracked the planned train routes. One group received no break during the 45-minute task. The other participants took a five-minute break halfway through the task and were randomly assigned to one of five activities: sitting quietly, listening to music, watching a music video, choosing between the music or the video, or spending the break however they wished without leaving the room. No matter which type of break they were given, all of the students in the break groups performed better on the attention task than those who kept slogging away without an intermission (*Applied Cognitive Psychology,* Vol. 31, No. 3, 2017).

The study is one of many that finds focusing our attention for too long can wear us out. Prolonged work seems to be depleting. You start to fade out and there's a decline in performance, Helton says. Scientists are still sorting out whether that decline is due to neural fatigue, buildup of waste matter in the brain, impaired executive function or something else—but the outcome is clear. "We don't know exactly what in the brain gets depleted, but when you do a cognitively demanding task, it operates as though there's a 'mental fuel' that gets burned up," he says.

Running low on mental

BERNARD BODO/GETTY IMAGES

fuel can be particularly dangerous in some jobs, of course. Pilots and air traffic controllers, whose work requires intense sustained attention, are two examples. Cognitive depletion can also have a notable impact on academic performance. Hans Henrik Sievertsen, PhD, of the University of Bristol in the United Kingdom and the Danish Centre of Applied Social Science, and colleagues studied standardized test data from public schoolchildren in Denmark. They found that when tests were given right after a 20- to 30-minute break, scores improved to a degree equivalent to 19 extra days of school. The effects were largest for low-performing students (*Proceedings of the National Academy of Sciences,* Vol. 113, No. 10, 2016).

TAKE FIVE FOR DOG VIDEOS

Perhaps not surprisingly, breaks can also improve mood. YoungAh Park, PhD, an assistant professor at the University of Illinois at Urbana-Champaign, and colleagues studied the effect that informal "microbreaks" of a few minutes had on telemarketers at call centers in Korea. The researchers categorized these breaks as relaxation (such as stretching or daydreaming), social (chatting with co-workers or texting friends), cognitive (reading the news or watching a video clip) or nutritional (having a snack or drink). Participants who took more microbreaks to relax, socialize or engage in cognitive activities had increased positive affect at work, the researchers found. (Snack breaks, alas, didn't provide the same lift.) Among employees who were less engaged in work in general, that mood boost also predicted better sales performance—but performance didn't increase among employees who already reported greater engagement with their jobs (*Journal of Applied Psychology,* Vol. 103, No. 7, 2018).

One study found that workers who took more microbreaks to relax, socialize or engage in cognitive activities had increased positive affect at work.



Indeed, the link between mood and performance is not clear-cut. Helton and his colleagues tested how various types of breaks affected people's performance on a computerized attention task. Some participants took a quick break to watch either dog or robot videos, while some watched a digital countdown on the screen and others got no break at all. Overall, those who took a break performed better than those who didn't.

But while people who watched dog videos reported feeling less stress than those in the other groups, they didn't perform any better on the task (*Consciousness and Cognition,* Vol. 42, No. 1, 2016).

"A lot of people think that because a break makes them feel better it will make them perform better, but that's not necessarily true," Helton says.

Other work suggests that people aren't always good judges of the types of breaks that are most helpful. Marjaana Sianoja, PhD, a postdoctoral researcher at the Oregon Institute of Occupational Health Sciences at Oregon Health and Science University, studied teachers, public administration workers and IT professionals in Finland. The researchers randomly assigned

the participants to spend 15 minutes of their lunch breaks taking a leisurely walk in the park or performing relaxation exercises (for which they received instruction). Twice a week in the afternoon, participants were asked to report on their levels of stress, fatigue and ability to concentrate. They also filled out a survey each night, reporting on how much they enjoyed their break and how much they were able to detach from work.

In both groups, participants reported better concentration in the afternoon when they walked or relaxed compared with days they spent their lunch break as usual. But when it came to stress, there was a disconnect between what they enjoyed and what provided the most stress relief. "Employees enjoyed the park walks more, but the relaxation exercises were actually better for lessening stress in the afternoon," Sianoja says (*Journal of Occupational Health Psychology,* Vol. 23, No. 3, 2018). The relaxation techniques appeared to work better at helping people detach from the demands of their work, and that detachment, in turn, predicted less strain, less fatigue and greater concentration.

Sianoja's study assigned participants to the different break conditions, but she hypothesizes that having a *choice* of break might boost its beneficial effects, too. Other research suggests, for example, that breaking for an activity that you take pleasure in can improve well-being. At Baylor University, I/O psychologist and associate professor of management Emily Hunter, PhD, and her colleague Cindy Wu, PhD, surveyed administrative workers about their break habits, both formal and informal. The researchers found that workers who took breaks to do something they enjoyed reported fewer health symptoms such as headaches, eye strain and lower back pain. They also reported higher job satisfaction and lower rates of burnout (*Journal of Applied Psychology,* Vol. 101, No. 2, 2016.) "Having a choice and doing something they preferred seemed to be critical," Hunter says.

Surprisingly, those breaks were much more effective when taken in the morning, Hunter and Wu also found. Though people commonly save their breaks for the midafternoon slump, taking five (or 10 or 15) minutes in the morning seemed to better restore energy and reduce afternoon health symptoms than taking breaks later in the day.

"We believe that's because your resources aren't as drained early in the day, so it's easier to return to your prework levels of energy and concentration," Hunter says.

AVAILABLE NIGHTS AND WEEKENDS

These days it's common for professionals to bring work home with them, catching up on paperwork or responding to emails long after the lights go out at the office. Yet just as detachment helps people make the most of workday breaks, it's also important to take nights, weekends and vacations to disconnect from the demands of the job, research finds.

FURTHER READING

Recovery From Job Stress: The Stressor-Detachment Model as an Integrative Framework
Sonnentag, S., & Fritz, C. *Journal of Organizational Behavior*, 2015

Rest Is Still Best: The Role of the Qualitative and Quantitative Load of Interruptions on Vigilance
Helton, W.S., & Russell, P.N. *Human Factors*, 2017

Embracing Work Breaks: Recovering From Work Stress
Fritz, C., et al. *Organizational Dynamics*, 2013

Advances in Recovery Research: What Have We Learned? What Should Be Done Next?
Sonnentag, S., et. al. *Journal of Occupational Health Psychology*, 2017

In a recent study of U.S. Forest Service workers, Fritz and colleagues found that when the employees had to deal with disrespectful behavior at work, they ruminated about it and experienced more insomnia. But when they were able to detach after work or engage in relaxing activities such as yoga, walking or listening to music, they reported fewer sleep problems (*Journal of Occupational Health Psychology,* published online, 2018).

Other research has shown that employees who experience more psychological detachment from work during their off-hours report higher life satisfaction and experience less psychological strain than those who don't disconnect from the job during nonwork hours, according to a review by Sabine Sonnentag, PhD, an organizational psychologist at the University of Mannheim in Germany. Importantly, she found, workers who were more detached after work were no less engaged while at work (*Current Directions in Psychological Science,* Vol. 21, No. 2, 2012).

Sonnentag has also explored the effects of vacations. In a meta-analysis of the research, she and her colleagues found that vacations have small positive effects on people's health and well-being, with people reporting less exhaustion, fewer health complaints and greater life satisfaction after time away. However, those benefits declined within a few weeks after returning (*Journal of Occupational Health,* Vol. 51, No. 1, 2009).

In a follow-up, Sonnentag studied teachers and found that



BROOKE CAGLE/UNSPLASH

FOR MOST PEOPLE WHO WORK IN JOBS THAT REQUIRE MENTAL EFFORT, EXERCISE AND SPENDING TIME IN NATURAL SETTINGS ARE PROBABLY GOOD BETS FOR BREAK TIME.

after coming back from a two-week vacation, their engagement with work increased and their levels of burnout decreased. Again, though, those effects faded within a month (*Journal of Organizational Behavior,* Vol. 32, No. 1, 2011).

That doesn't mean vacations aren't worthwhile. But just as sleeping in on weekends isn't a cure for chronic sleep deprivation, taking one week off a year won't counteract the effects of an overscheduled workday. "Especially if employees feel burnout, they need a longer break," Sianoja says. "But it's also important to have free weekends and free time after work to relieve stress and increase well-being."

MAKE BREAKS A PRIORITY

While there's good evidence that breaks are beneficial, it's less clear how to build the perfect break—in fact, it depends on the person, the type of work and the situation.

Take socializing, for instance. Lunching with colleagues can feel like a fun way to disconnect from work and has the added benefit of increasing social support and improving workers' moods. But it can have a dark side. Say your supervisor is at the lunch table. If you have to monitor what you say and do and regulate your emotions, you're drawing heavily

on your cognitive resources.

While it might not always be possible to design an ideal break, there are some helpful rules of thumb to optimize your time away from your desk. Helton suggests choosing activities that aren't too similar to the work you're doing. "If you take a break from doing your taxes to do some calculus problems, it probably won't help much," he says.

For most people who work in jobs that require mental effort, breaks that involve exercise and spending time in natural settings are probably good bets, Helton adds. Physical activity has all sorts of benefits, including stress relief. And a study led by Sharon Toker, PhD, an associate professor at Tel Aviv University, found that employees with depression are more likely to develop job burnout, while those with job burnout are more likely to develop depression. But in both cases, that progression was much less likely among employees who engaged in regular physical activity (*Journal of Applied Psychology,* Vol. 97, No. 3, 2012).

Spending time in (or viewing scenes of) natural environments also reduces stress and can replenish the cognitive performance deficits associated with increased stress, as described in a literature review by Rita Berto, PhD, at the University of Verona in Italy (*Behavioral Sciences,* Vol. 4, No. 4, 2014).

However you choose to spend your breaks, the most important thing is to make them a priority, Hunter says. "People know breaks are helpful, but we don't always take them." ■

ANIMAL RESEARCH

SPIDERS NEED BREAKS, TOO

Focus on one task too long, and performance suffers. That so-called "vigilance decrement" occurs whether you're writing a manuscript, doing your taxes—or hunting flies.

William Helton, PhD, at George Mason University, usually studies sustained attention in people. Recently, he teamed up with animal behavior researcher Ximena Nelson, PhD, at the University of Canterbury in Christchurch, New Zealand, to investigate whether jumping spiders also experience a dip in performance when they work too long without a break.

Jumping spiders are active hunters with a sophisticated visual processing system. To explore their attention, the researchers tethered the arthropods to an apparatus that measured their movement as they turned to look at moving dots on a screen (a stand-in for insect prey).

Like humans, spiders' performance decreased the longer they focused on the task (*Quarterly Journal of Experimental Psychology*, Epub ahead of print, 2018). Spiders, like people, also experienced a faster drop-off in performance when the task was more cognitively demanding (*Animal Cognition*, Vol. 21, No. 6, 2018). "We're finding eerily similar results in spiders that we see in people," Helton says.



A jumping spider takes five.

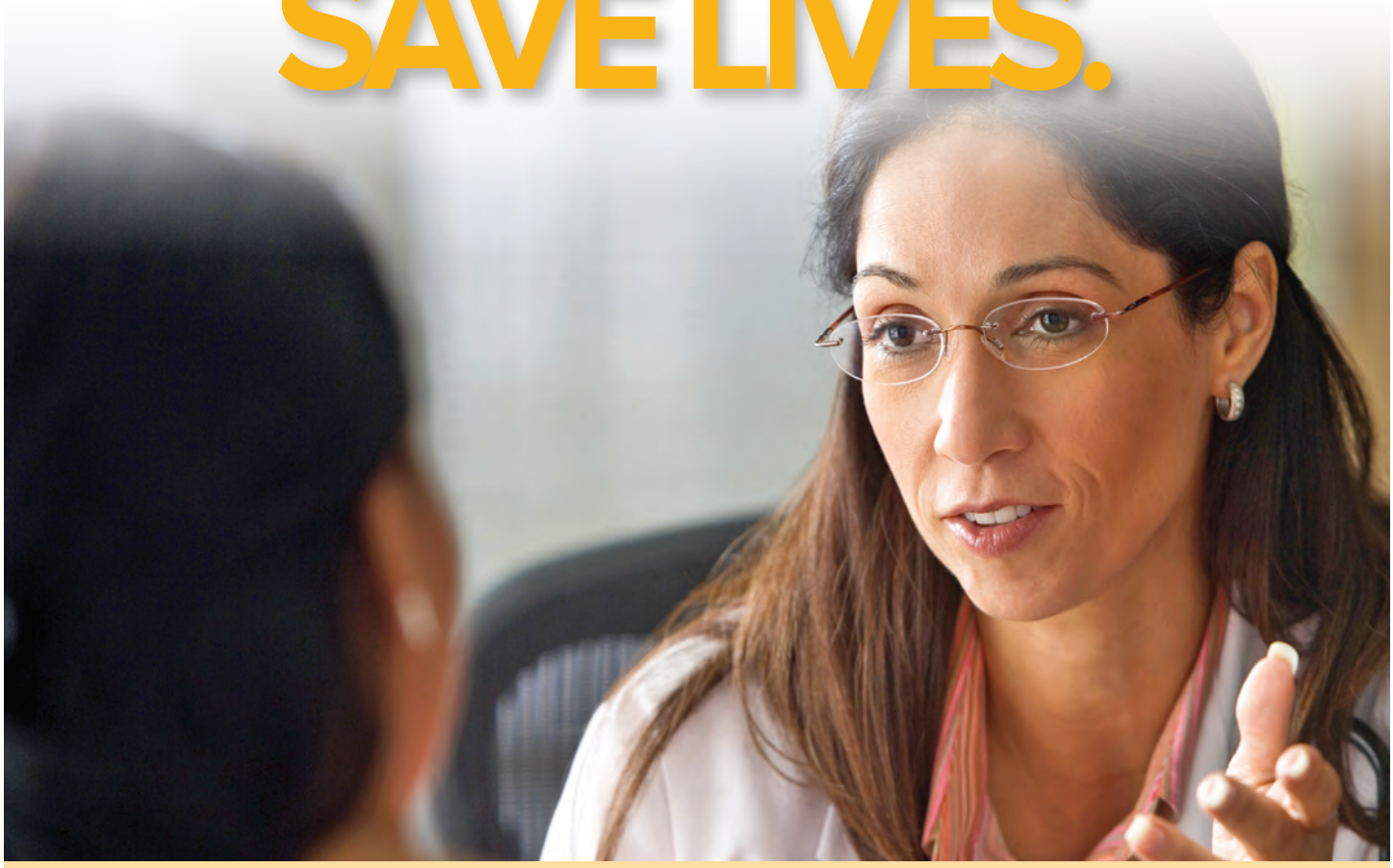
Some researchers have suggested a vigilance decrement occurs when people daydream during a demanding or monotonous task. "That explanation isn't as believable in spiders," Helton notes. A better explanation, he believes, is that animals have some cognitive resource that gets burned up over time.

Another piece of the puzzle: Unlike spiders and people, dolphins can work for days without a drop in performance, as naval research has shown. Notably, dolphins have a unique brain system that allows half of their brain to sleep while the other half stays alert. That system allows them to keep swimming and breathing during sleep—and might also allow them to toggle to the refreshed side of the brain when their cognitive fuel runs low.

Unfortunately for humans and spiders, there is no backup brain hemisphere waiting in the wings. "It seems that something about nervous systems means they can't sustain their activity indefinitely," Helton says. "They need a break." —*Kirsten Weir*

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BECOMING A GREAT **MENTOR**

A successful mentor is not just an advisor, but a role model, guide and colleague. Here's how to make the most of this important role.

BY CHRIS PALMER

PHOTOGRAPHY BY VANCE JACOBS

Dr. Jan Estrellado &
Dr. Nadine Nakamura

The two psychologists met two years ago through the Asian American Psychological Association Leadership Fellows Program. "I was asked to be Jan's mentor because we share a lot of overlapping identities as queer Asian-American psychologists who are parents of young kids," says Nakamura, an associate professor at the University of La Verne. "She understands my experiences because she has had some parallel version of those experiences in her own psychology career," says Estrellado, associate director for clinical training at Sharp Mesa Vista Hospital in San Diego.



Dr. Maisa Ziadni & Dr. Mark Lumley

Mentoring happened organically when Ziadni joined Lumley's lab at Wayne State University. He encouraged her to challenge herself, such as by conducting therapy in Arabic, her native language, with Iraqi refugees for a clinical trial. Now a postdoc at Stanford University, Ziadni mirrors Lumley's mentoring style by urging her advisees to go outside their comfort zones. And Lumley now seeks Ziadni's advice on professional challenges too. "My goal of mentoring is to help the student become a colleague," he says.

In Homer's "Odyssey," the character Mentor serves as the trusted older counselor to Odysseus's son, Telemachus. In the intervening centuries, the word has come to mean someone who gives guidance, shares knowledge and imparts wisdom. In academia, however, the term often gets watered down to refer to an advisor—someone who helps undergraduate students choose the right courses to graduate or oversees doctoral projects to completion. ¶ But true mentors do much more, from serving as role models to helping incubate research projects to bringing protégés into a network of colleagues. Unfortunately, only a quarter of college graduates report having had any professor who cared about them, and fewer report having had a mentor, according to a large 2014 Gallup–Purdue University study. "A lot of colleges and universities advertise with glossy brochures about how students have rich mentorships with faculty," says W. Brad Johnson, PhD, a professor of psychology at the U.S. Naval Academy and author of three books and dozens of journal articles about mentoring. "And it turns out that's just not true."

FIRST IN A SERIES

As for graduate students, 60 to 70 percent report having a mentor (*Teaching of Psychology*, Vol. 27, No. 4, 2000); for students in PsyD programs that figure dips to 50 to 60 percent (*Psychotherapy: Theory, Research, Practice, Training*, Vol. 37, No. 4, 2000).

There is an implicit assumption among university leaders that people with PhDs or other advanced degrees intuitively know how to mentor. But mentoring is not a skill that comes naturally to everyone—and as the statistics above indicate, many people earn their advanced degrees without the benefit of having a mentor, so they don't necessarily have a mental map for how to do it effectively when they become faculty (*Science*, Vol. 311, No. 5760, 2006).

Another barrier is that good mentoring takes a lot of time and energy, yet compared with obtaining grants and publishing papers, mentoring often doesn't "count" for much. And while

● **More on mentoring:** This article is the first in a four-part series on mentoring in psychology. Upcoming articles will focus on:
- Innovative mentoring programs
- Mentoring for diverse psychologists
- Ethical issues in mentoring



Dr. Sannisha K. Dale & Dr. Jessica Henderson Daniel

Dale bonded with Daniel the day Dale interviewed for Boston University's clinical psychology program. "Her encouraging and thoughtful words that day made a great impression on me," says Dale, now an assistant professor of psychology at the University of Miami. The two have remained close. "I carry her lessons, insights and wisdom in my spirit and mind as I navigate the walls of academia that historically were not built to promote growth for me as an African-American researcher and woman," Dale says.

a few rare institutions provide training in mentorship, most would-be mentors are on their own.

How can you go from being someone who keeps student guidance to a minimum to someone who provides mentees with exactly what they need to succeed? Seasoned mentors offer this advice:

■ **Be clear about the relationship.** The first stepping-stone to becoming an exceptional mentor is determining what you want your relationship with a mentee to be. From the start, both mentor and mentee should spell out their goals, roles and responsibilities, and how the relationship will work.

"It's kind of like an informal contract," says Kimberley Duff, PhD, an associate professor of psychology at Cerritos College in Norwalk, California, who has won multiple awards for her mentoring. "Are you going to meet with them on a regular basis? Are you going to review papers for them? Are they going to invite you to presentations that they're giving? This should all be discussed."

Also, if you don't have time to be a mentor or the fit doesn't feel right, be up-front about it. "There's nothing wrong with very gently indicating that there may be someone else who could be an even better mentor," says Drew Appleby, PhD, a professor emeritus of psychology at Indiana University–Purdue University Indianapolis who has mentored more than 500 students over the course of his career.

■ **Take the time.** According to experienced mentors, by far the most important thing great mentors do is simply make time for their mentees. While that's not always easy amid a busy academic schedule, it's an essential part of good mentorship because it



Dr. Mike C. Parent & Dr. Tyler C. Bradstreet

Bradstreet credits Parent, an assistant professor at the University of Texas at Austin, with showing him how to balance work, service and self-care. "Mike modeled that you can be high achieving and successful in your career without sacrificing your personal life," says Bradstreet, who, in addition to his clinical role with Texas Tech Athletics, is a member of APA's Committee for the Advancement of Professional Practice. Now at different schools, the two check in regularly about shared research projects and meet at conferences to get feedback on each other's work.

signals that you value the relationship. Some mentors establish regular check-in times for their mentees. For example, Diane Finley, PhD, a professor of psychology at Prince George's Community College in Largo, Maryland, recommends talking at least once a month either in person or on the phone.

Other mentors make themselves available on an as-needed basis. "If you haven't heard from your mentee in a while, don't wait—just reach out," Johnson says.

■ **Champion their dreams.** Many mentors make the mistake of trying to mold their protégés into mini versions of themselves. But mentoring is about helping a mentee realize his or her goals.

"It's like being a parent," says Nadine Kaslow, PhD, a professor of psychiatry and behavioral sciences at Emory University School of Medicine in Atlanta. "Good parents don't make their kids into clones of themselves. Instead, they help their kids thrive and flourish doing what they want to do."

And with so many careers for people with psychology degrees to funnel into, it's rare that students follow closely in their mentor's footsteps, Appleby says.

That's why great mentors make the effort to learn about their mentees' career goals and tailor their mentoring accordingly, Johnson says. "It's only when you have done that work that you can open the right doors and do the right networking and provide the right challenges for a mentee," he says.

A critical part of a mentee's maturation is developing the capacity to cultivate, launch and see through to completion independent research. So, give them the freedom to bring their own ideas to life rather than foisting projects on them that you've come up with.



Dr. Maggie Syme & Dr. Linda Mona

Mona and Syme met 10 years ago, when Syme began her internship at the VA Long Beach Healthcare System, where Mona was a clinical supervisor. Today, their relationship has deepened to close friends who connect at least weekly. Syme, now at Kansas State University, credits Mona for teaching her how to translate her passion into her work. Mona says Syme has taught her the joy of mentoring, and how to "let go of giving too much guidance because you really don't need it any longer."



Bridget Makol & Dr. Andres De Los Reyes

De Los Reyes met Makol three years ago at the Association for Behavioral and Cognitive Therapies national conference. Both at the University of Maryland, College Park—he's a professor, she's a third-year psychology graduate student—they connected over their mutual curiosity in mental health assessment. They meet each week and see each other in research team meetings. "Part of what made our relationship click is that Andy always treats me as an equal partner in decision-making, seeking out and being responsive to my perspective," Makol says.

■ **Learn to listen.** Successful mentors listen to what a mentee is asking for and don't project what they think they should be asking. That's especially important if you've been in the field for years, says Finley. Listening closely is also key when working with mentees who may not yet even know what they need mentoring in, she adds.

In a related vein, it's critical to learn to ask good questions, says 2018 APA President Jessica Henderson Daniel, PhD, who has mentored hundreds of students as an associate professor of psychology at Harvard Medical School. "Asking questions that stimulate their thinking and problem-solving skills will help guide them toward self-sufficiency," Daniel says.

■ **Model key behaviors.** Once you've taken time to understand a protégé's career goals, show them what it takes to reach those goals. If your mentee is looking for a faculty position and doesn't know how to put together a professional curriculum vitae, show her yours and walk her through how to write it. If a mentee doesn't know how to run a meeting, let him watch you run one.

■ **Offer support.** Long hours, heavy workloads and career uncertainty mean that grad students, postdocs and early career psychologists can feel overwhelmed. So, provide them with support and encouragement, says Johnson. A great mentor is there to accentuate a mentee's development and achievements.

Like anyone else, mentees also have their share of personal problems, so being in their corner during these times can mean a lot, Johnson adds. "Be prepared to tolerate tears, provide encouragement and do triage when somebody gets into a crisis," he says.

■ **Challenge your mentee.** That said, part of being a great

mentor is resisting the urge to spoon-feed your mentees and allowing them to figure out for themselves what they need to know. "Trainees have to learn to be independent as they navigate becoming a faculty member," Finley says. "They can't rely on you to tell them everything."

So, challenge them, Johnson says. If your mentee struggles with writing, suggest he write a review article. If she's terrified of public speaking, convince her to present at a meeting. "Your mentee may be ticked off at you, but she will likely say, 'Boy, it really pushed me to get more comfortable—I needed that,'" Johnson says.

■ **Give public praise.** A litmus test for mentors is whether they talk about their mentees when they are not in the room. "Are you telling people how great your protégé is? Are you introducing them to key people and networking them in? That's sponsorship, and it's crucial to a mentee's success," says Johnson. But don't be disingenuous. You're not helping your mentee when you praise them excessively or give them credit for something they didn't do. And you still have to carefully evaluate their work.

■ **Stay humble.** Great mentors are willing to say, "I don't know," or to talk about their own failures. "A lot of our mentees are perfectionists," says Jerry Rudmann, PhD, a professor of psychology at Irvine Valley College in California who has mentored hundreds of students. "A mentor who's willing to talk about what didn't go well can be really empowering."

In fact, great mentors may not even call themselves mentors, says Johnson. "I would hesitate to call myself someone's mentor unless we're formally paired in a mentoring program," he says. Especially if you're in a cross-gender or cross-race relationship, saying you're someone's mentor may signal power and privilege, even ownership. "However, when your mentee starts referring to you as a mentor, then you know you've arrived," he adds.

■ **Let the relationship grow.** The best mentorships become more friendly and mutual over time, so allow this relationship to evolve naturally, Kaslow says. Treating mentees more as colleagues than underlings provides them with much-needed validation and makes a big difference in their self-perception. While in some ways, "once a mentor, always a mentor," it's common for the best relationships to flower into true collegiality, she adds. "Before you know it, your student will be writing letters of recommendation for you," she says.

■ **Enjoy the benefits.** Finally, great mentoring is not just give, give, give. There are many advantages to shepherding the next generation of psychologists, Duff says. First are the intrinsic benefits. "It's like having your own children go on and be successful and you have a small part in it," she says. "It can be extremely rewarding."

In the extrinsic sense, appreciative mentees often pay back the efforts you've made on their behalf, Johnson adds. They can broaden your network, bring you in on new collaborations and even let you know about job opportunities, according to research by Rajashi Ghosh, PhD, and Thomas G. Reio Jr., PhD (*Journal of Vocational Behavior*, Vol. 83, No. 1, 2013).

"There's lots of reciprocity as these relationships evolve," Johnson says. ■

RESEARCH

WHY WE NEED MENTORS

Research shows that well-mentored people are more likely than those without good mentorship to:

- Be competent and confident.
- Perform at a higher level.
- Receive better evaluations and promotions.
- Make more money.
- Contribute more to their field on a variety of measures, including number and quality of publications.
- Be loyal to their institutions, which translates into increased giving as alumni and increased retention and lowered attrition, especially for junior faculty.
- Mentor others themselves.

"Good mentoring shapes not only the current generation, but future generations as well," says W. Brad Johnson, PhD, a professor of psychology at the U.S. Naval Academy and author of three books and dozens of journal articles about mentoring.

RESOURCES

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The Elements of Mentoring (3rd ed.)
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St. Martin's Press, 2018

APA's Tips for Mentors
www.apa.org/pi/disability/resources/mentoring/tips-mentors.aspx

APA's Introduction to Mentoring: A Guide for Mentors and Mentees
www.apa.org/education/grad/mentoring.aspx

● **To view a slideshow** of more mentor pairs, go to www.apa.org/monitor/digital/mentors.aspx.

Career

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



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Improving Order in the Courts
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BOOSTING MENTAL HEALTH FROM EAST TO WEST

This psychologist-run lab at the University of Macau uses mixed methods to improve mental health in Asia and beyond

BY KIRSTEN WEIR



In August 2017, Typhoon Hato rocked Macau, a special administrative region of China, just across from Hong Kong on the Pearl River Delta and home to some 600,000 people. The storm was the biggest natural disaster to hit Macau in half a century. On the University of Macau campus, the electricity flickered, public transportation came to a standstill and many students were unable to contact their families, recalls psychology doctoral student Wei Shi. The campus was without power and water for several days.

Fortunately, Shi had support from an expert in traumatic stress: her advisor, Brian Hall, PhD, a clinical psychologist and epidemiologist who heads the multidisciplinary Global and Community Mental Health Research Group. Not only did he ease students' fears during the storm, but afterward he delivered drinking water around campus and calmed his students over shared takeout meals.

Meanwhile, his researcher mind was whirring.

In the days following the storm, Hall and his students collaborated with colleagues at the university's counseling and student affairs offices to screen some 2,000 students for mental health problems and direct those who needed interventions to services on campus. The researchers have since followed up with the students every six months in a longitudinal study designed to understand how the storm affected their mental health and the factors that influenced them to seek help.

"We're looking at trajectories of symptoms to understand resiliency in the [student] community," Hall says. "And we're looking at key barriers that might prevent students from seeking mental health treatment, so we can design intervention approaches that might enhance their likelihood of receiving the services they need."

Such work is all part of Hall's larger mission to improve public health in Asia and around the world through research, advocacy and education. As a subfield of global public health, the field of global mental health aims to eliminate disparities in mental health around the world, in ways that are sensitive to local cultures and customs.

The field is still in its infancy, and to Hall, it's exciting to watch it take shape. "Global mental health is not just public health, and it's not just psychiatry or psychology or anthropology. It's a combination of all different types of fields working together to create something new," he says.

RESEARCH FOCI

The Global and Community Mental Health Research Group is working to:

1. **Identify key public health concerns in China and understand their risk factors**
2. **Explore the prevalence of mental disorders in migrant populations, including overseas domestic workers**
3. **Develop scalable, evidence-based interventions to improve mental health in underserved populations**

A PUBLIC HEALTH CALLING

Hall received his PhD in 2011 from Kent State University in Ohio, where he trained as a clinical psychologist and focused on patients with post-traumatic stress disorder. At the same time, he was involved in epidemiological studies of trauma and terrorism in Israel. That sparked an interest in global health.



NIKADA/GETTY IMAGES

In 2011, he was awarded a postdoctoral research fellowship in psychiatric epidemiology at the Johns Hopkins Bloomberg School of Public Health. The following year, he traveled to Macau to teach a psychotherapy course as a visiting professor. "I realized how under-resourced Macau and China were to address mental health issues, and I thought my work could make an impact," he says.

He returned to the United States and began studying Chinese. In 2013, the National Institutes of Health gave him a Fogarty Global Health Fellowship, which ferried him back to Asia, where he began to study the social and health challenges of African and Chinese migrants in Guangzhou, China. A year later, he jumped at the chance to join the faculty at the University of Macau, as the university was reorienting its mission from a teaching institution to a comprehensive research institution.

Now, Hall's lab is one of the few in Asia focused on global mental health. He continues to study mental health challenges among migrants in China, but he is also doing research on local Chinese populations—all with the goal of improving public health. He uses whatever methods it takes. "One of the strengths of the work is that we engage in a lot of mixed-methods research," he says, including qualitative interviews to understand local perspectives, quantitative research to measure the burden of disease and culturally adapted interventions to improve mental, physical and sexual health.

The lab studies the mental health of local Chinese populations as well as migrants in China.

As part of this work, Hall and his colleagues conducted the first epidemiological study of depression in Macau, surveying

1,068 Macau Chinese adults by phone. They found that 8 percent of Macau residents were experiencing depression, compared with about 5 percent in the United States and just 4 percent next door in Hong Kong (*Social Psychiatry and Psychiatric Epidemiology*, Vol. 52, No. 10, 2017). And in Macau, depression rates were higher among older adults compared with younger people—an opposite pattern to that seen elsewhere in China, Hall notes.

Though Macau and Hong Kong share many similarities, there are notable differences, too. While Hong Kong has long been an urban center, Macau has seen dramatic development in the last two decades, growing into a glittering city of casinos and hotels, and it is now the largest gambling destination in Asia. Quantifying the problem of depression in the community is an important first piece of improving mental health in Macau, Hall says.

Yet interventions will only be effective if they take local customs and culture into account. To better understand those cultural factors, Hall is working on a study he dubbed the "Wisdom of Our Elders" project, in which he interviewed local Macau Chinese about health beliefs that have been passed down for generations. His team is drawing from that work to develop a model that describes what local people are likely to do when they feel unwell—for example, whether they first visit a traditional Chinese medicine doctor or a Western doctor, or if they choose one type of provider over another for a particular condition.

"Our contribution isn't to discover Chinese health practices but to document them and to understand how that might influence their behaviors and their overall health," Hall explains.

FURTHER READING

Exploring the Association Between Depression and *Shenjing Shuairuo* in a Population Representative Epidemiological Study of Chinese Adults in Guangzhou, China
Hall, B.J., et al. *Transcultural Psychiatry,* 2018

The Epidemiology of Current Depression in Macau, China: Towards a Plan for Mental Health Action
Hall, B.J., et al. *Social Psychiatry and Psychiatric Epidemiology*, 2017

Evidence of the Paradoxical Effect of Social Network Support: A Study Among Filipino Domestic Workers in China
Mendoza, N.B., et al. *Psychiatry Research*, 2017

MENTAL HEALTH AND MIGRATION

Besides Chinese health, Hall's other research priority is the health of migrants, who are often socioeconomically disadvantaged and face serious social challenges. Hall had done some research with domestic workers from the Philippines during his first visit to Macau, so when he returned to establish his research group there, he was eager to better understand the health challenges among Filipino and Indonesian migrants who live and work in China.

The first step was making connections. "I was going to marketplaces and hanging out with domestic workers late at night when they got off work—just sharing stories and learning about their communities," he says. He also reached out to groups such as the Philippine consulate, the Indonesian Migrant Workers Union and local charities and priests who could connect him with overseas domestic workers.

His partner in that effort was his then-postdoctoral researcher Melissa Garabiles, PhD, a Filipino psychologist who is now an assistant professor at Ateneo de Manila University. Together, they interviewed Filipino domestic workers to understand the social determinants of their health.

Those workers face daunting difficulties. Poverty and unemployment are pervasive in the Philippines. Worldwide, more than 2 million Filipinos live and work abroad to provide for their families. A quarter of them are female domestic workers, who are often separated from their children and other family members. "Some of these women may be away working for 20 years, and they are seldom able to see their families back home," Hall says.

Garabiles's dissertation involved understanding how those families maintain resilience across the years and miles. Families use a variety of relational processes to adapt to the challenges, such as using technology to stay in close contact and working to rebuild family ties during their infrequent visits. Resilient families embrace new family roles, with fathers becoming the primary caretakers of the children while mothers become the breadwinners. As they adapt to these new roles, families accept and recognize the support they receive from other relatives. They also prioritize their families and commit to working together toward the collective goal of being together again (*PLOS ONE*, Vol. 12, No. 8, 2017).

Despite those efforts, living apart from loved ones takes a significant toll. In a study now under review for publication, Hall and colleagues found concerning results: Roughly 30 percent of the migrant workers they interviewed met criteria for at least one mental disorder. Anxiety and depression were



Dr. Brian J. Hall (center, behind the middle "S") with members of his Global and Community Mental Health Research Group, housed in the Faculty of Social Sciences (FSS) school at the University of Macau in China.

COURTESY OF DR. BRIAN HALL

linked to stressors common to many overseas domestic workers: financial problems, difficulties at work, issues with their living conditions abroad and concern with being away from family, especially children, says Garabiles.

"This shows the importance of coming up with ways to address these problems," she says, including boosting awareness of mental health problems and finding ways to prevent them.

INTERNATIONAL COLLABORATION

Addressing such practical problems is a driving mission for Hall as well. But connecting Macau citizens and migrants with mental health treatments is a steep challenge. There are just four doctoral-level clinical psychologists in Macau, Hall has found. Of those, only one provides treatment in Chinese, though it's Macau's primary language.

To reach those who are struggling, Hall is collaborating with the World Health Organization (WHO) to develop and evaluate mental health interventions for populations facing adversity, including domestic workers. The collaboration began in 2015, and it ramped up when Hall was awarded the inaugural 2017 APA-IUPsyS Global Mental Health Fellowship, part of a program sponsored by APA and the International Union of Psychological Science that allows clinical psychologists to contribute to the work of the WHO on issues related to global mental health.

Early research on potential interventions suggests that technology can play an important role in reaching migrant domestic workers. Hall and colleagues found that most Filipino domestic workers in Macau own smartphones, and more than 62 percent report they would be likely to use electronic mental health services (*Global Mental Health*, in press).

Now, Hall's team is pilot-testing a web-based intervention for Filipino migrant workers that is primarily aimed at reducing depressive symptoms through behavioral activation. With guidance from Filipino psychologists and domestic workers in Macau, the team tailored an illustrated WHO intervention, Step-by-Step, to include realistic activities that migrant workers often engage in (such as picnics and sightseeing trips) and avoid potentially offensive scenarios (such as any mention of drug use). "This isn't prescriptive from an ivory tower. It's about going to the community and working step-by-step to develop and tailor the programming for their needs," Hall says.

Meanwhile, Hall and his students are engaged in a variety of other projects, including the ongoing study of mental health following the 2017 typhoon. His graduate student Shi's dissertation research, for instance, focuses on identifying the barriers that prevent students from seeking mental health treatment. Grace Yi, a student at Johns Hopkins Bloomberg School of Public Health who is spending a year in Hall's lab as a global health fellow, is exploring spatial associations between Macau residents' mental health outcomes and their proximity to the epicenter of Typhoon Hato.

CULTURAL NUANCES

Hall's commitment to creating positive change in the

To reach those who are struggling, Hall is collaborating with the World Health Organization to develop and evaluate mental health interventions.

community was one reason that Yi was eager to work in his lab. "Often, academic research tends to stay within academic spheres, and this is a barrier that Dr. Hall fights tooth and nail," she says. "He is committed to engaging the migrant worker communities, and he really makes sure that their perspectives and opinions inform all of the work."

Connecting with those communities is all the more challenging as a non-native Chinese speaker. Hall says he's still learning the nuances. "Native language fluency takes many years, and some of the terms used in Western contexts don't apply," he says.

Fortunately, he can rely on his Chinese research team to help translate questionnaires and conduct interviews. Hall advises four PhD students and works closely with about 10 University of Macau undergrads at any given time, involving them in hands-on field research. "I've been incredibly fortunate to find a lot of talented undergraduate students," he says. "I'm trying to make them part of the research and expose them to as many kinds of research skills as possible."

As an immigrant to China, Hall is no stranger to cultural differences. Fortunately, being mindful of cultural nuance is a skill he has honed over the course of his international career. The APA-IUPsyS fellowship also enabled Hall to contribute to WHO's forthcoming 11th revision of the International Classification of Diseases (ICD-11). Working with a team of cultural psychiatrists, Hall helped create guidelines on the cultural variation in symptoms of each of the ICD's mental disorders.

Global mental health efforts have great potential, says Hall, but psychology programs have been slow to jump aboard. "So far, the field has been dominated by psychiatry and public health departments," he says, and only a handful of psychology programs in North America offer training in global mental health. He's hopeful that will change as psychologists realize how much there is to contribute to improving mental health around the world.

"The kinds of projects we're doing are labor intensive and cost a lot of energy—they're not easy," Hall says. "But we don't shrink away from doing what is important just because it's difficult." ■

● **"Lab Work"** illuminates the work psychologists are doing in research labs. To read previous installments, go to www.apa.org/monitor/digital and search for "Lab Work."



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LITTLE-KNOWN SECRETS FOR HOW TO GET PUBLISHED

Advice from seasoned psychologists for those seeking to publish in a journal for the first time

BY REBECCA A. CLAY

An academic who is trying to get a journal article published is a lot like a salmon swimming upstream, says Dana S. Dunn, PhD, a member of APA's Board of Educational Affairs. "The most important thing is persistence," says Dunn, a psychology professor at Moravian College in Bethlehem, Pennsylvania.

But there are ways to make the journey through the publication process (see box) easier. "The more work you do up front, the more you can ensure a good outcome," says Dunn. Among other tasks, that means finding the right venue, crafting the best possible manuscript and not giving up when asked to revise a manuscript.

The *Monitor* spoke with Dunn and several other senior faculty members with extensive experience publishing articles and serving as journal editors and editorial board members. Here's their advice.

■ **Target the right journals.** To find the journal that's the best fit for your article, research the journals themselves. Check each target journal's mission statement, ask colleagues who have published there if your work is appropriate for it and read a current issue to see the kinds of articles it contains. "If your work isn't in line with what they publish, they will reject it out of hand and you will have wasted valuable time," says Dunn.

Also examine the composition of a journal's editorial board, which will offer valuable clues about the kind of work the journal values—qualitative versus quantitative research, for example, or single-experiment studies versus multiple-experiment ones. You can even shoot a short email to the editor briefly summarizing your manuscript and asking if it sounds like something he or she feels would be appropriate for the journal. "Editors are pretty good at saying yes or no," says Dunn.

In addition, let more experienced colleagues assess the strength of your study and give you some ideas about possible venues, says Jerry Suls, PhD, a professor emeritus of psychological and brain sciences at the University of Iowa in Iowa City. Ask how strong and how novel they think your results are and whether your study has any methodological limitations. Although your colleagues may not have a completely accurate view of what journals will and won't publish, says Suls, it's still a good idea to get a sense of what they think about your chances.

■ **Balance ambition and realism.** Aim high, but be realistic about where you send your manuscript. But don't get too hung up on trying to figure out a hierarchy of which is the "best" journal, says Rose Sokol-Chang, PhD, publisher of journals at APA. Instead, she suggests, think about what you're trying to achieve with your article. For example, some journals have a longer history, broader focus and higher impact factor, a measure of how often papers in the journal are cited compared to how much is published in the journal. For more narrowly focused research, there are journals focused on subdisciplines that are well-respected by experts and have high impact factors. You could also try highly specialized journals appropriate to your direct area of research, which are more limited in scope and readership. Keep in mind that APA publishes its own journals as well as many affiliated journals, which vary in their levels of specialization.

What you do want to

KEY TAKEAWAYS

1 **Find the right journal for your research**

2 **Write carefully and double-check your analyses**

3 **Be open to revisions**

4 **Don't give up after a rejection—rework and resubmit**



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avoid is publishing in one of the increasing number of journals—often online—that aren't peer-reviewed, says Nova Southeastern University psychology professor Linda Carter Sobell, PhD. Junior faculty may not even be aware that these journals aren't true academic journals, says Sobell, adding that one possible outcome is that they go up for tenure only to have colleagues point out that their articles are published in nonreputable journals. Tip-offs include nonuniversity addresses or requests that authors pay to publish their work. "You can't trust them when they say they're peer-reviewed," says Sobell. "That could mean the secretary looks at the manuscript when it comes in."

To check rejection rates, go to www.apa.org/pubs/journals/statistics.aspx to get a sense of the odds for APA journals. For other journals, contact the editor, check the publication's website or directions to contributors or see if your institution subscribes to the Cabells database, which offers information on both reputable journals and those it deems "predatory."

Also, be sure to submit your work to just one journal at a time. Shotgunning a manuscript to multiple outlets simultaneously "is completely verboten," says Suls.

Before you start writing, draft an outline with subheads that mimic how manuscripts are organized in APA journals.

■ **Hone your manuscript.** Give yourself time to write the best manuscript you can, says APA Board of Scientific Affairs (BSA) member Keith F. Widaman, PhD, distinguished professor of the Graduate Division of the Graduate School of Education at the University of California, Riverside. To make sure your writing is first-rate, study "The Elements of Style," says Widaman, who rereads the William Strunk and E.B. White classic every year or two. Learn the

difference between active and passive voices, the difference between "that" and "which," and when to use commas. "There are times when you misportray the meaning of what you're trying to get across if you write something poorly," he says.

Before you start writing, draft an outline with subheads that mimic how manuscripts are organized in APA journals. "Carefully constructing a manuscript helps the reader follow your thinking," he says. Also consult APA's newly revised Journal Article Reporting Standards (APA Style JARS), which offer guidance on what information needs to be included in a research manuscript, whether your manuscript covers quantitative research or qualitative research (*American Psychologist*, Vol. 73, No. 1, 2018), suggests Sokol-Chang.

Be sure to pay close attention to details such as spelling and footnotes, Widaman adds. "If a person does a crummy job with references, for example, what other details are they not paying attention to?" To this end, take advantage of APA Style CENTRAL, which offers manuscript templates, preformatted references drawn from APA's PsycINFO database and more.

And polish your manuscript by asking colleagues—both in and out of your specialty area—to offer constructive criticism. Make sure you haven't overlooked relevant citations, which will suggest to reviewers that you don't know the literature and where your work fits in. Consider having a statistician double-check your analyses.

■ **Be prepared to revise.** Most manuscripts are going to be rejected, so don't take rejection personally, says Suls. It's also extremely rare for a journal to accept a manuscript as is. Of the thousand-plus manuscripts Suls saw as associate editor of the *Journal of Personality and Social Psychology*, he remembers only two that received a thumbs-up without requests for at least minor revisions. "Most papers are going to be rejected or are going to be resubmitted with revisions," says Suls. "You're not the only one."

Your initial reaction to reviewers' feedback may be disappointment or even anger. Put the comments aside for a few days while you calm down. "The first thing to realize is that reviewers are not trying to do a search-and-destroy mission; they're trying to be helpful," says Dunn. "Often when you read the comments with a colder eye, you realize the comments are good ones that will improve your work."

If your manuscript has been rejected, revising it should still be on your to-do list—as long as the reviewers haven't identified some fundamental flaw in your

HOW IT WORKS

THE PUBLICATION PROCESS

When you send a manuscript to a journal, you set in motion a long chain of events. First, the journal's editor—or an associate editor specializing in your manuscript's content area—will send the manuscript to approximately three reviewers, either members of the journal's editorial board or ad hoc reviewers who have expertise in a particular area.

Over the course of a few months, these reviewers will assess your manuscript according to several criteria: how relevant your research is for the journal, how significant your topic is, how well you write, whether you've used sufficiently rigorous and appropriate research and analysis methods, and what contribution the manuscript makes to the scientific literature.

In addition to specific feedback, you'll receive one of four recommended dispositions:

■ **Accept:** This rare rating means that your manuscript is ready to be published.

■ **Accept pending revisions:** Also scarce, this designation signals the editor's commitment to publish the manuscript once you make the suggested changes.

■ **Revise and resubmit:** This means there's a good probability—but no promise—that your paper will be published if you make the suggested changes.

■ **Reject:** This is the most common disposition, especially at top journals. —*Rebecca A. Clay*

FURTHER READING

Managing Your Research Data and Documentation
Berenson, K.R.
APA, 2017

How to Publish High-Quality Research
Joireman, J., & Van Lange, P.A.M.
APA, 2015

Write It Up: Practical Strategies for Writing and Publishing Journal Articles
Silvia, P.J.
APA, 2015



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research. If that's the case, says Dunn, you may have to give up on the manuscript. Reviewers may also require you to do additional studies and include those in a revised manuscript.

For less extreme problems, the editor may invite you to revise the rejected paper and resubmit it or suggest that you send your manuscript elsewhere. Either way, be just as diligent in revising your manuscript as you were in writing it, says Dunn. Thank the reviewers, address every comment they made and use a detailed cover letter to explain those changes, with page numbers so the editor can easily see how you've addressed concerns. If reviewers disagree on a particular point and the editor hasn't chimed in, choose which side you agree with and explain why you chose that side. And if you disagree with a comment and decide to reject that advice, explain that too.

■ **Gain experience.** Being on the other side of the editorial process can help give you ideas about how to better craft your own manuscripts. If you're a graduate student or junior faculty member, ask a mentor or colleague who frequently serves as a reviewer if you can become a co-reviewer. "That's a valuable educational experience," says Dunn. (See "How to Review a Manuscript" in the May 2018 *Monitor* for more insights.)

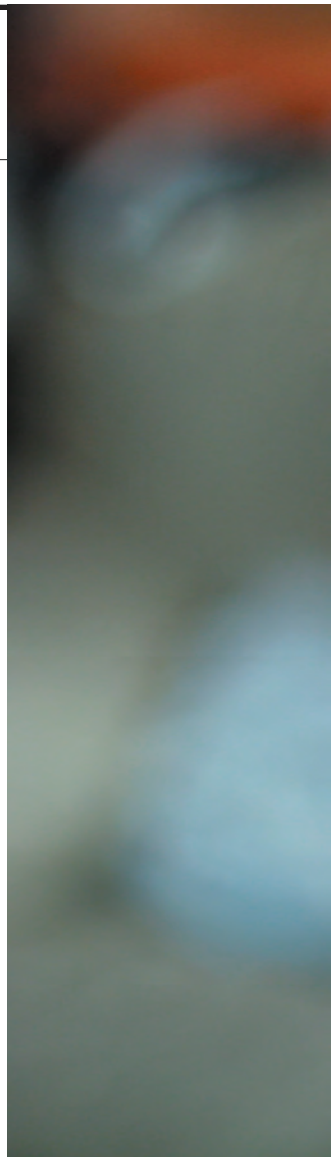
If you do get a chance to review someone else's manuscript, do it well and turn it in quickly. "If it comes back in a very timely fashion and the review is a good one, that person will be used again," says Suls.

Fine-tune your manuscript by asking colleagues—both in and out of your specialty area—to give you feedback.

That said, junior faculty should make sure the review process does not cut into the time they devote to doing their own research and writing.

■ **Keep trying.** Finally, don't give up if your article is rejected by the first publication you send it to, says BSA member Jeffrey M. Zacks, PhD, a professor of psychological and brain sciences and radiology at Washington University in St. Louis. As long as your research is fundamentally sound, says Zacks, "there's usually another reasonable journal you can turn around and go to." ■

● **For a set of interactive modules** on publishing journal articles, reviewing journal manuscripts and other issues of importance to early career academics and researchers, see APA's Science Career Series at www.apa.org/career-development/courses/index.aspx.



HELPING KIDS COPE WITH CHRONIC PAIN

A clinical psychologist partnered with a pediatrician to launch a unique pain clinic for low-income and minority kids

BY AMY NOVOTNEY

Aromatherapy. Acupuncture. Biofeedback. Karate. Massage therapy. At Boston Medical Center's (BMC) Pediatric Pain Clinic, patients take part in every one of these treatments to help empower them to take control of their chronic pain.

"Most of these kids are coming to see us after visiting multiple specialists, going through tons of expensive procedures including MRIs, endoscopies and surgeries, and trying many different pain medications, and they're still experiencing debilitating headaches, stomachaches or some other kind of unexplained pain," says child psychologist Laura Goldstein, PsyD, who co-founded the clinic in 2015 with pediatrician Caitlin Neri, MD, MPH.

Given that chronic pain is generally not caused by just one factor, the clinic's philosophy is that one treatment alone won't help in abating it, Neri says. That's why the team offers a range of treatments, even if they seem unusual to patients.

"Many of the families we work with have no experience with integrative therapies before coming to us, but we really encourage patients to keep an open mind and try different things," she says.

The approach appears to be working. Data collected by the clinic show that within three months of their first appointment at the clinic, patients experience enhanced quality of life and a significant reduction in the feelings of helplessness triggered by their pain.

"In essence, they are graduating from the clinic with a much greater ability to manage their pain," says Goldstein, who is also an assistant professor of psychiatry at Boston University School of Medicine.

A FOCUS ON FUNCTIONING

Goldstein and Neri originally created the pain clinic to support the medical center's large population of children with sickle cell disease, for whom pain is a common problem. Word of the clinic quickly grew, and referrals started coming in from all kinds of pediatric specialties, particularly gastroenterology and neurology, as well as from primary care and other specialty clinics outside the hospital.

While Boston Children's Hospital also offers its own integrated-care pediatric pain clinic, BMC is the medical home for low-income patients and was ripe for its own pain center. Having a pediatric pain clinic within the safety net hospital has made the service much more accessible for BMC's patient population.

"For many of our patients, transportation is a huge barrier, or their parents hold multiple jobs, making the time needed for appointments a big factor," Goldstein says. "What makes our program particularly unique is that patients can come in and get the majority of, if not all, their treatments in one visit." They also don't need to travel far within the hospital. All of the interventions—from acupuncture to karate to nutrition services—take place at the clinic, she says.

When the clinic opened, the integrated-care team included only Neri, Goldstein and a social worker. Today, the team includes a physical therapist, nurse educator, psychiatrist, massage therapist, acupuncturist, aromatherapist, karate instructor and nutritionist.

The multidisciplinary team schedules all new patient appointments on Mondays, when the practitioners meet with the family to discuss the child's medical history and when his or



TOMHORYN/GETTY IMAGES

her pain started, as well as the child's sleep, diet and educational history. More than 60 percent of new patients report missing at least six days of school over the previous school year, with 37 percent missing 10 days or more, according to clinic data. Goldstein then meets privately with each patient and family to get a better sense of the child's mental health history, previous trauma and whether he or she is experiencing anxiety or mood issues. She also asks how the families are coping with the child's chronic pain.

"Before coming to us, most of these families have never gone through counseling, so having Dr. Goldstein as part of the integrated-care team really helps to take away the resistance some families have toward mental health care," Neri says.

After assessing each new patient, Goldstein often starts by educating the parents about the best way they can help their children, she says.

"For most parents, their initial reaction if their child is in pain is to coddle them and do anything they can to help alleviate the pain," Goldstein says. "We help them understand that what often works the best in chronic pain situations is to really just help the child focus on functioning. It can be a mindset shift for most parents."

Psychologists at BMC teach children in pain to use pain-management strategies independently.

For example, she encourages parents never to ask their child about his or her pain, since it can make the child focus on the pain. Instead, she advises parents to support the child in independently using the pain-management strategies she teaches them, including deep breathing and meditation. She

● The *Monitor*'s **"Adventures in Integrated Care"** series explores the work psychologists are doing as members of interdisciplinary teams. If you have a story to share, contact editor Sara Martin at smartin@apa.org.

also suggests that her patients try yoga.

"Focusing on what the child can do to help himself or herself empowers the child to get control over the pain instead of allowing the pain to take control," she says.

Goldstein will often perform evidence-based biofeedback interventions with patients to help them better understand the mind-body connection and teach them deep-breathing and relaxation techniques to help them calm down when they are feeling anxious or stressed or are in pain. She also works to educate schools on how staff can help children and adolescents with chronic pain miss fewer days of school. For example, she'll speak with the nurse at a patient's school about his or her treatment plan and encourage the nurse to allow the patient to take short breaks as needed for pain.



Children in pain learn deep-breathing and relaxation techniques they can use to ease their discomfort.

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"We want the school nurses to understand that sending students with chronic pain home right away just reinforces this idea that they are too sick to be in school, which is the opposite message that we want to send," she says.

INTEGRATED AND INTEGRATIVE

After each patient's initial meeting, the clinic's integrated-care team meets to discuss the patient's case and to develop an individualized treatment plan, Goldstein says. Sometimes the plan will include physical therapy, behavioral therapy, sleep recommendations, the addition or subtraction of medications and/or nutrition services. At the patient's follow-up appointment, typically about one to two weeks later, they'll get to start sampling the



integrative therapies the clinic offers, including acupuncture, aromatherapy, massage therapy and instruction in karate. The goal is to teach patients how to integrate these interventions into their daily lives as much as possible, says Christine Naoum-Heffernan, CPNP, the clinic's nurse educator. When patients meet with the aromatherapist, for example, they work with her to develop a custom blend of scents that they can take with them and use as needed. With the acupuncturist, patients and parents are taught about certain acupressure points to focus on at home when the child is experiencing pain or stress.

"It's not about magically sprinkling fairy dust and making these kids better," Naoum-Heffernan says. "It's about showing them tools they can then use to start making themselves feel better. It's empowering them rather than telling them what to do, because when you empower them, they own it."

Take 15-year-old Michael.* In the fall of 2017, he missed more school days than he attended, spending multiple days a week at home due to nonepileptic seizures and general body pain. He was referred to the pain clinic by his pediatric neurologist, who had already ruled out neurological issues. Goldstein educated Michael and his family on how the body reacts to stress and trained him on breathing exercises and other coping mechanisms he could use when he gets anxious or stressed. He also worked with the clinic's karate instructor to learn how to use the power of his mind and body to "fight his opponent, pain" and started learning how to kickbox. Several months later, he reported a dramatic decrease in his pain, greater confidence and increased social outings with friends, and he'd greatly reduced his school absences.

"It's just always so exciting to see these kids take their lives back," Naoum-Heffernan says. ■

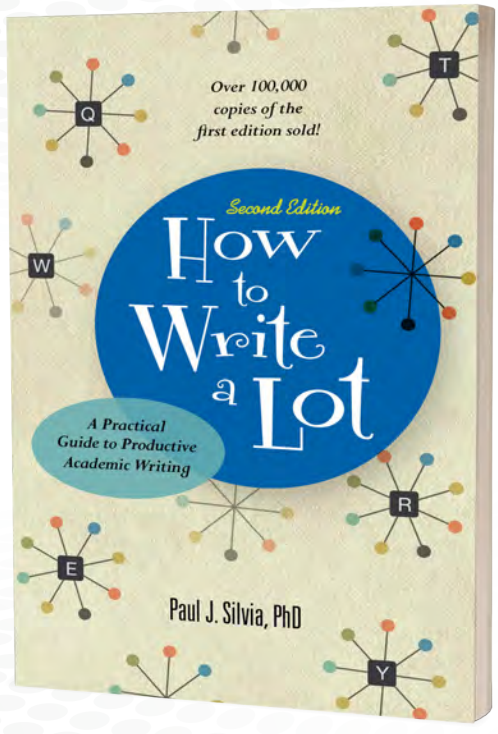
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Drawing on his dual training in law and psychology, Dr. Jason Cantone tackles such questions as how district courts could communicate better with state courts to share resources and improve litigants' access to justice.

IMPROVING ORDER IN THE COURTS

Jason A. Cantone conducts research for the federal judiciary with an eye toward increasing Americans' access to justice

BY JAMIE CHAMBERLIN

Judges in many landmark court cases have relied on behavioral science for their rulings, but perhaps less known is that they also rely on psychological science to improve how they manage their courtrooms and serve the public.

For that expertise, they turn to senior research associate Jason Cantone, JD, PhD, and his fellow researchers at the Federal Judicial Center (FJC), an independent federal agency dedicated to identifying ways to streamline and inform the work of the federal judiciary. Drawing on his dual training in law and psychology, Cantone tackles such questions as how district court judges and their staff might work differently to reduce the time it takes to complete a case and how they could communicate better with state courts to share resources and improve litigants' access to justice.

Some of his work is also shaping judicial processes abroad: Cantone has made two trips to Uzbekistan as part of a team assisting that nation's leaders on ways the country can strengthen its court system. The *Monitor* asked Cantone about psychology's role in making courts more efficient and how he got his job.

What do you do at the Federal Judicial Center?

Most of my research is done in response to requests we get from judicial conference committees who are seeking to improve the federal judicial system. Sometimes committees ask us to do pilot studies to examine whether a new court procedure could make the judicial process less expensive and take less time.

Most of our research projects involve collaborative research teams. For example, a current study examines whether requiring parties to exchange information earlier in the trial process results in civil litigation taking less time and costing the parties less money. For the study, we plan to survey hundreds of attorneys, interview judges, and perform extensive coding and statistical reviews of the relevant cases. Once that's done, we'll report our findings to the committee of the Judicial Conference of the United States that requested the research.

Another project involved identifying what resources are out there for pro se litigants—people who are unrepresented by legal counsel in court. The judicial process can be very complicated and intimidating, so it's important to identify what is out there for them, such as sample forms and information on filing dates. We examined what all 94 federal district courts provide for pro se litigants and wrote a report that was released. The next step is creating an online directory of those resources that people can use, which goes right to one of my core goals of increasing access to justice.

I also collaborate with our education division, which trains federal judges and federal court staff on case and court management, among other topics. One of our largest projects was to establish a set of competencies—the knowledge areas, skills and attributes required to be a successful judge—to inform what educational programs we offer federal judges and court staff. Another current project examines how we can incorporate important lessons from psychology, such as implicit bias, prejudice and issues members of minority groups, defined broadly, might face, into our educational curriculum and research projects.

What's a typical day like for you?

It varies tremendously. I might be writing survey questions, examining dockets of federal court cases for a study, analyzing data or responding to data requests from conference committees or individual district courts.

Other days I might be interviewing a federal judge as part of our work to examine a court process in a specific district. While there is one federal court system, there are 94 district courts, and each court and judge might do things differently. One might be doing something that's very effective to streamline cases and another might not, and we want to know why.

How did you learn about the job?

I first heard about the Federal Judicial Center during graduate school in the JD/PhD program at the University of Nebraska–Lincoln. Then, while I was working as an Air Force civilian at the

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U.S. Strategic Command, a graduate school colleague working here sent me the job announcement—that's an example of how maintaining a strong network of colleagues in your field can be helpful.

I was immediately interested because it's one of the few jobs out there that can bring together my interests in social science and psychology, law, and public service.

Your job has also enabled you to help judges in Uzbekistan as the country moves toward democratization. What have you accomplished there so far?

Their president announced recently a strategic plan to provide stronger guarantees for protecting citizens' rights and freedoms and to ensure access to justice for citizens. They want to improve the efficiency of their judicial system and provide better legal aid, for example, and a nongovernment agency named Regional Dialogue arranged for my colleagues and me to meet with a series of high-ranking officials.

In 2017, my FJC associates and I presented a workshop on what competencies judges need to be successful. Many of the competencies we found essential for U.S. judges are also applicable to foreign judges, such as having a good understanding of the law and strong communication skills. Patience and even-temperedness are other attributes that are very important for a good judge. We also discussed how to promote lifelong education opportunities for judges in Uzbekistan to strengthen the judicial system and improve the quality of justice.

On a separate trip, the FJC director and I spoke at the country's Supreme Court, Senate, Ministry of Justice, Ministry of Foreign Affairs, and at a law school on the psychology of conflict resolution and mediation procedures. Since that visit, their government passed a new law on mediation. I also spoke at an Uzbekistan think tank about the psychological issues associated with unlawful detention and solitary confinement.

How is your psychology training useful in this job?

One way I rely on my training in psychological methods is when I create or help create surveys. Psychology is also relevant when I am working on studies on such issues as alternative dispute resolution, which relies on a strong understanding of procedural justice and the psychological importance of people having their voices heard and being part of the judicial process.

One of my latest projects involved creating a pocket guide and website for judges on how to enhance cooperation between state and federal courts. There are many issues that affect both federal and state courts, but if the judges don't talk to each other, they can't learn from each other about what works and what doesn't. Improving communication and expanding cooperation on such issues as emergency preparedness are goals that tie right into lessons we often discuss in psychology and are essential to make the court system more effective and efficient.

What have you found most gratifying about this job?

Having the ability to take all the lessons we've learned about our judicial system and bring them to a foreign country—in my case, Uzbekistan—has been incredibly rewarding. One of the things that I wish psychologists did more of was look at psychological issues from an international perspective. While we do a lot of really good work in the United States, there are a lot of other countries that are also doing good work. It's important for us to share that knowledge that we gain across countries and across cultures. We can learn a lot from each other. ■

Opinions are Dr. Cantone's own and not the opinions of the Federal Judicial Center.


Moffitt


Brown


Hacker


Dweck


Evans

PSYCHOLOGISTS IN THE NEWS

The National Academy of Medicine (NAM) has elected Duke University psychologist **Terrie Moffitt, PhD,** as a member. Academy membership reflects the height of professional achievement and commitment to service. Moffitt is best known for her research on the development of antisocial behavior, which has influenced the clinical diagnosis of childhood conduct disorders and the development of early age interventions and been cited in two Supreme Court decisions. NAM elects no more than 75 regular members and 10 international members each year.

Frances R. Brown, PsyD, is the new president of the Michigan School of Psychology. Brown had served as the school's program director and director of clinical training and played a key role in helping the institution earn APA accreditation.

The United Soccer Coaches Hall of Fame has elected sport psychologist **Colleen Hacker, PhD,** to its membership. She and Aliceann Wilber are making history this year as the first two women ever to be inducted into the Hall of Fame. Hacker served as the women's soccer head coach at Pacific Lutheran University in Tacoma, Washington, from 1981 to 1995 and led the team to three national championships—marking the first time in U.S. history that a female head coach won a national championship. Hacker was also on the coaching staff of the U.S. women's national team for three Olympic Games and three World Cup tournaments. She is a professor in the department of kinesiology, sport and exercise psychology at Pacific Lutheran.

SAGE Publishing and the Center for Advanced Study in the Behavioral Sciences (CASBS) have presented the 2018 SAGE-CASBS Award to **Carol Dweck, PhD,** the Lewis and Virginia Eaton Professor of Psychology at Stanford University. The award recognizes Dweck's influential research on growth mindset, the idea that intelligence and talent can grow and develop in a nurturing educational environment.

The Beck Institute for Cognitive Behavior Therapy has named APA's CEO **Arthur C. Evans Jr., PhD,** as the first recipient of the Beck Excellence Award, which recognizes individuals or organizations that "improve lives worldwide through excellence in cognitive behavior therapy." The award recognizes Evans's efforts to advance and expand access to mental health care for at-risk populations as APA chief executive officer and during his 12 years as commissioner of the Philadelphia Department of Behavioral Health and Intellectual disAbility Services.

The Elizabeth Hurlock Beckman Award Trust has presented $25,000 Beckman Trust Awards to **David L. Blustein, PhD,** of Boston College, and **Patricia H.A. Perez, PhD,** of the Chicago School of Professional Psychology. The awards recognize faculty who motivate students to make a difference in their communities. Blustein was honored for collaborating with his psychology students to develop a career development intervention for Boston public high school students. Perez was recognized for guiding her students in advocacy work with marginalized groups in Brazil, Honduras, Texas and California.

The NAACP has presented its Lifetime Achievement Freedom Award to clinical psychologist **Eddy Regnier, PhD,** of Sarasota, Florida. The award recognizes Regnier's exceptional leadership of the Florida Council on the Social Status of Black Men and Boys, a group established by the Florida Legislature in 2006 to develop evidence-based programs and services to improve the lives of black men and boys in the state. ■

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BY LEA WINERMAN



The yellow ribbon is a symbol of suicide prevention, as well as cancer awareness and welcoming troops home.

NOIPORNPAN/GETTY IMAGE

AN ALARMING RISE IN SUICIDE

Suicide rates in the United States have increased substantially over the past two decades

30%

The **increase** in the rate of death by suicide in the United States between 2000 and 2016, from 10.4 to 13.5 per 100,000 people, according to a National Center for Health Statistics analysis of data from the National Vital Statistics System. The rate increased by about **1 percent** per year from 2000 through 2006 and by about **2 percent** per year from 2006 through 2016.

50%

The increase in suicides among **girls and women** between 2000 and 2016, from 4 to 6 per 100,000.

21%

The increase in suicides among **boys and men** between 2000 and 2016, from 17.7 to 21.4 per 100,000.

10

Suicide was the **10th-leading cause** of death in the United States in 2016. It was the second-leading cause of death among people ages 10 to 34 and the fourth-leading cause among people ages 35 to 54.

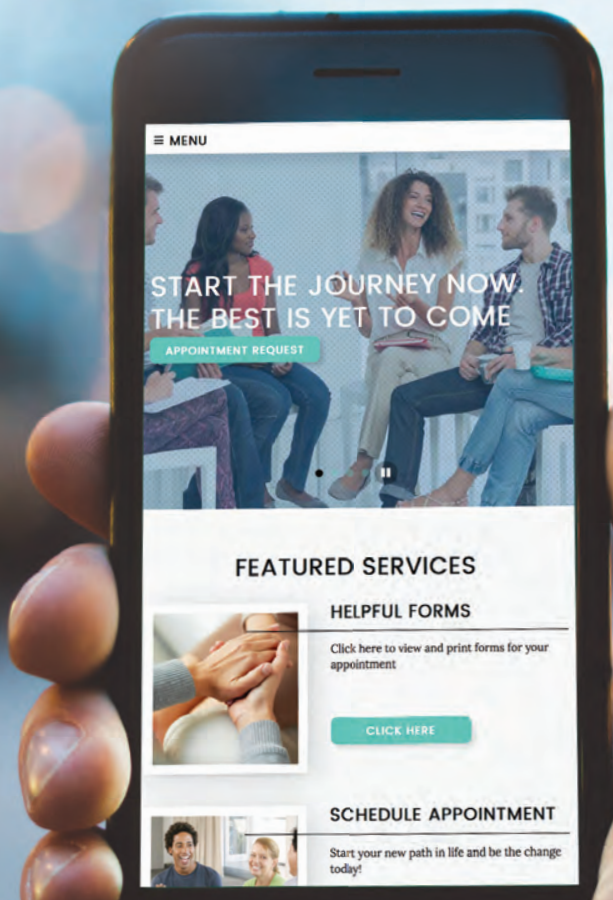
Source: Hedegaard, H., et al. (2018). Suicide rates in the United States continue to increase. NCHS Data Brief No. 309. National Center for Health Statistics. Available at www.cdc.gov/nchs/products/databriefs/db309.htm.

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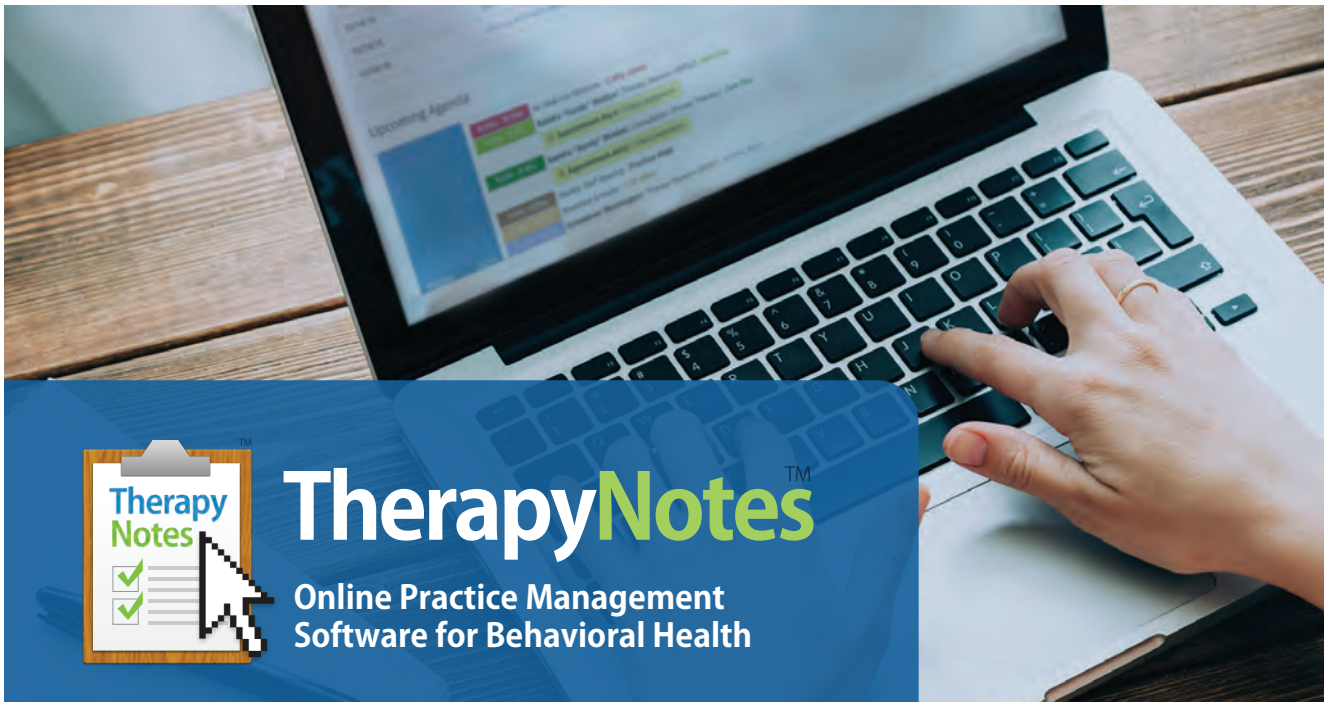


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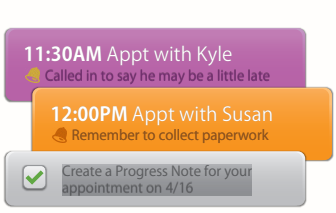
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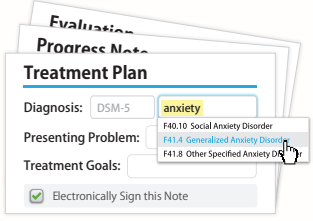
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