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APRIL 2019

WOMEN IN PSYCHOLOGY | ADDRESSING CHILDHOOD OBESITY | NEUROGASTRONOMY

monitor on psychology

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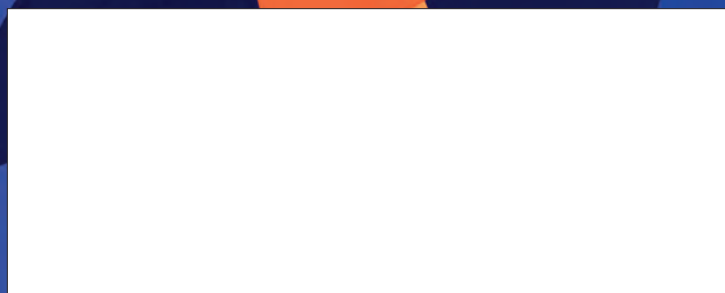
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**Women of Color
Researchers Who
Paved the Way**

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**Family Is Key to
Addressing
Youth Obesity**

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COVER STORIES

RENEWING THE PUSH FOR EQUALITY

Compared with their male colleagues, women psychologists continue to lag when it comes to power, status and money. To overcome these barriers, the psychology field needs to reject old scripts and conduct more research on ways workplaces benefit overall from women, among other solutions. *See page 36*

LEADING THE WAY

Psychology's evolution from a field of straight, white, middle-class people concerned mainly about straight, white, middle-class people wouldn't have happened without the perseverance of many women of color in the field. Meet 10 of these pioneering psychologists who succeeded despite biases against their race and gender. *See page 46*

COVER: ILLUSTRATION BY PETRA ERIKSSON



Understanding our sense of flavor. Page 60

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Motivation
among
basketball
players.
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CE CORNER

FAMILY-BASED INTERVENTIONS FOR ADDRESSING CHILDHOOD OBESITY

With nearly one in five U.S. children considered obese, parents and health-care providers are eager for solutions. Offering insight is a new APA clinical practice guideline on childhood obesity, which strongly recommends family-based multicomponent behavioral interventions to treat obesity in children ages 2 to 18. *See page 30*



HOW DID YOU GET THAT JOB?

“Success goes beyond creating a comprehensive mental health service and mental health literacy program. We’re seeking to change the national conversation about mental health.”

Psychologist William D. Parham, PhD, director of the National Basketball Players Association’s new Mental Health and Wellness Program. *See page 76*

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Director of Development, at 202-336-5622 or at misserow@apa.org.*

INCREASING APA'S FOCUS ON APPLIED PSYCHOLOGY

We are elevating our focus on the ways psychologists solve real-world problems, from coping with the stressors of everyday life to exploring the universe

BY ROSIE PHILLIPS DAVIS, PhD, APA PRESIDENT

What do office settings, emergency room visits and flights to Mars have in common? All could benefit from applied psychological science. Take the office, for example. When I became vice president of student affairs at the University of Memphis, I needed a new desk chair for my new office. The furniture store sales staff were convinced that my new role called for a large black leather executive chair and other office equipment more suited to the work world of 1990. If they had worked with human factors psychologists, however, they might have understood that because many of today's executives spend a lot of time on computers, our chairs—as well as our desk setup and lighting—need to be ergonomically aligned for maximum efficiency and productivity.

Psychological science and its research findings were also missing when I recently had to take my sister to the emergency room. We were in the

ER for more than eight hours. The patients there were upset and the medical team was fatigued. The situation could have been different with an infusion of applied psychology to streamline the workflow and manage the stress, enabling everyone to perform at their best. Research by team-focused psychologists including Georgia T. Chao, PhD, and her colleagues from Michigan State University have demonstrated that training health-care professionals who work in the ER can improve their teamwork and reduce medical errors.

Psychological science also provides solutions for challenges that are literally out of this world. As NASA plans for humans to travel to Mars, psychologists are studying how astronauts will handle the extreme isolation of the spacecraft. The work of Steve Kozlowski, PhD, and his Michigan State University colleagues on team cohesion may increase the likelihood that travel to the red planet will be a success.

These three examples illustrate a tiny fraction of the ways applied psychological science can improve lives and benefit society. Recognizing the power of this field, APA is elevating its focus on applied psychology by launching an Office of Applied Psychology to raise applied psychology's profile among the public and key decision-makers. Stay tuned for more information on the importance of this work. The goal is to show how psychology can make the world a better place, every day. ■



APA President
Dr. Rosie Phillips Davis

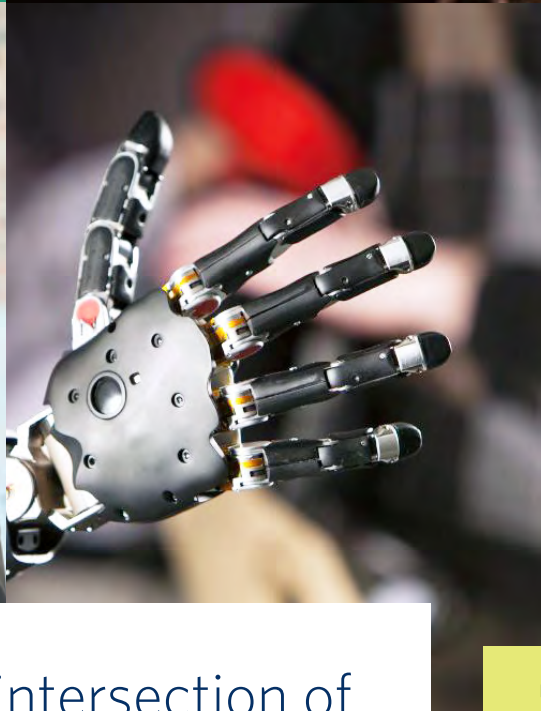


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NURTURING A NEW GENERATION OF LEADERS

APA's Leadership Institute for Women in Psychology is one example of how the association is investing in programs that have far-reaching impact

BY ARTHUR C. EVANS JR., PhD

As this month's cover story illustrates, women in psychology—and many other fields—continue to lack equity with their male colleagues. One way APA is working to address this challenge is through the association's highly regarded **Leadership Institute for Women in Psychology**. Since 2008, the institute has worked to prepare, support and empower midcareer women psychologists as leaders. The institute meets twice a year, offering training in management, negotiation, fiscal issues, working with difficult people, balancing work-family life and more—all subjects that psychologists tell us they are eager to learn more about. So far, 350 women have participated in the institute—but its impact is multiplying. Armed with these leadership skills and greater confidence, the women who graduate from the institute go on to achieve positive changes in institutional, organizational and practice settings, as well as in APA governance. In

addition, the institute benefits our association by bringing in fresh ideas from a new generation.

And the experience is life changing for participants. As Kate Richmond, PhD, associate professor of psychology and director of women & gender studies at Muhlenberg College told us, "The institute helped me clarify my goals so that my decision to say 'yes' or 'no' comes from values versus a sense of duty or obligation. I also learned some of the more nuanced ways to push back on problematic gendered work expectations."

Inspired by the success of the institute and the demand for more programs like it, we have now launched APA's **Emerging Leaders in Psychology Academy**, an online program of interactive webinar courses designed to give all psychologists at every career stage the skills they need to successfully take on leadership roles.

Supporting programs like the institute and the academy is one of the best investments APA can make in the field's future because such efforts prepare leaders who can apply psychological knowledge to real-world challenges and raise psychology's visibility in every domain where psychologists operate, from health-care settings to schools to cities and even on the international stage. ■



APA CEO
Dr. Arthur C. Evans Jr.

● To learn more about APA's Leadership Institute for Women in Psychology, visit www.apa.org/pi/women/programs/leadership. For more information on APA's Emerging Leaders in Psychology Academy, visit <https://pages.apa.org/emerging-leaders>.

The Hot List

LIFTING AMERICANS OUT OF POVERTY

Some 18.5 million people in the United States live in deep poverty, which is defined as having an income of less than half the federal poverty line. To raise awareness of the devastating consequences deep poverty can have on physical and mental health, APA President Rosie Phillips Davis, PhD, hosted **“A National Conversation on Deep Poverty”** on March 1. The discussion centered on the causes of poverty and the ways psychological science can inform solutions. Watch the conversation at <https://on.apa.org/DeepPoverty>.



NEW GRANT HONORS CHRISTINE BLASEY FORD

The American Psychological Foundation has launched a **research fund** in honor of Christine Blasey Ford, PhD, to support research on treatment for those who have experienced sexual assault, harassment or rape. Ford made headlines last year when she accused Supreme Court nominee Brett Kavanaugh of sexually assaulting her when they were teenagers. To contribute, go to www.apa.org/apf/index.aspx.

TREATING PAIN WITHOUT OPIOIDS

Learn how psychologists are helping to manage patient pain via the continuing-education video-on-demand program **“Chronic Pain Management**



in the Midst of the Opioid Crisis: The Pivotal Role of Psychology.” Watch the video at <https://on.apa.org/Pain>.

FIND MENTORS IN ETHNIC-MINORITY HEALTH



APA's **Psychology Summer Institute** is a mentoring program for advanced doctoral students and early career

psychologists whose work focuses on improving ethnic-minority mental health. The institute will be held July 21–27 in Washington, D.C. Apply by May 1 at <http://bit.ly/MFPSummer>.

RECRUIT NEW MEMBERS TO EARN REWARDS

Until April 15, APA is giving a \$25 gift card to members who refer one new APA member, a \$50 gift card to those who refer three new members and free 2020 APA membership to those who refer six or more new members. Learn more at <https://on.apa.org/referrals>.

GUIDELINES FOR LGBT PEOPLE NOW IN SPANISH

Two sets of APA guidelines—those for Psychological Practice With Lesbian, Gay, and Bisexual Clients and those for Psychological Practice With Transgender and Gender Nonconforming People—are now available in Spanish at <https://on.apa.org/LGBT-Spanish>.



DID YOU KNOW?

Members sent **35,000** messages to Congress last year. Keep it up at <https://on.apa.org/ActionAlerts>.

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In Brief

THE LATEST PEER-REVIEWED STUDIES WITHIN PSYCHOLOGY AND RELATED FIELDS

Reading Emotions

Nonblack people have a hard time distinguishing genuine from fake smiles on black people's faces, according to a study in the *Journal of Personality and Social Psychology*. In six experiments with 425 total participants (mainly undergraduates), researchers asked participants to rate the happiness levels of both black and nonblack people photographed with either "real" smiles (which involve movement of muscles at the corners of the eyes) or "fake" (mouth-only) smiles. On average, nonblack participants were less able to tell real from fake smiles in photos of black people than in photos of white people. Black participants, in contrast, were equally good at distinguishing real from fake smiles in photographs of both black and nonblack people. DOI: 10.1037/pspa0000139



I'LL SHOW THEM

Recently traded professional basketball players perform better when playing against their old teams on their former home courts, finds a study in *Motivation Science*. Researchers analyzed the playing records of 142 National Basketball Association players who were traded between 2012 and 2017. They looked at the players' performances when playing against their previous teams, and compared those performances with the players' performances at the games just before and just after those. On average, players performed better against their old teams than against other teams, but only when playing on their old home courts in front of their former fans, not on their new home courts.

DOI: 10.1037/mot0000120

GUILTY PLEA

Youths who plead guilty to crimes in exchange for reduced sentences are less likely than adults to understand all the consequences of that decision, finds research in *Law and Human Behavior*. Researchers interviewed 64 young people (average age 15.9) and 56 adults (average age 38.5) who had pleaded guilty to a felony in New York City. Only 71 percent of the youths, compared with 94 percent of the adults, realized that pleading guilty would result in a criminal record. Eighty-four percent of the youths, compared with 97 percent of the adults, realized that pleading guilty entailed an admission of guilt. Youths also reported considering fewer potential outcomes of

the guilty plea, such as effects on future employment or benefits eligibility.

DOI: 10.1037/lhb0000314

QUITTING TIME

The brain's response to different anti-smoking messages can help predict which messages will be most effective, suggests a study in the *Journal of Neuroscience*. Researchers used fMRI to examine the brain activity of 46 smokers in the United States as they looked at 40 anti-smoking messages (images and text).

NBA players up their game when playing against their former teammates in front of their former fans, a study finds.

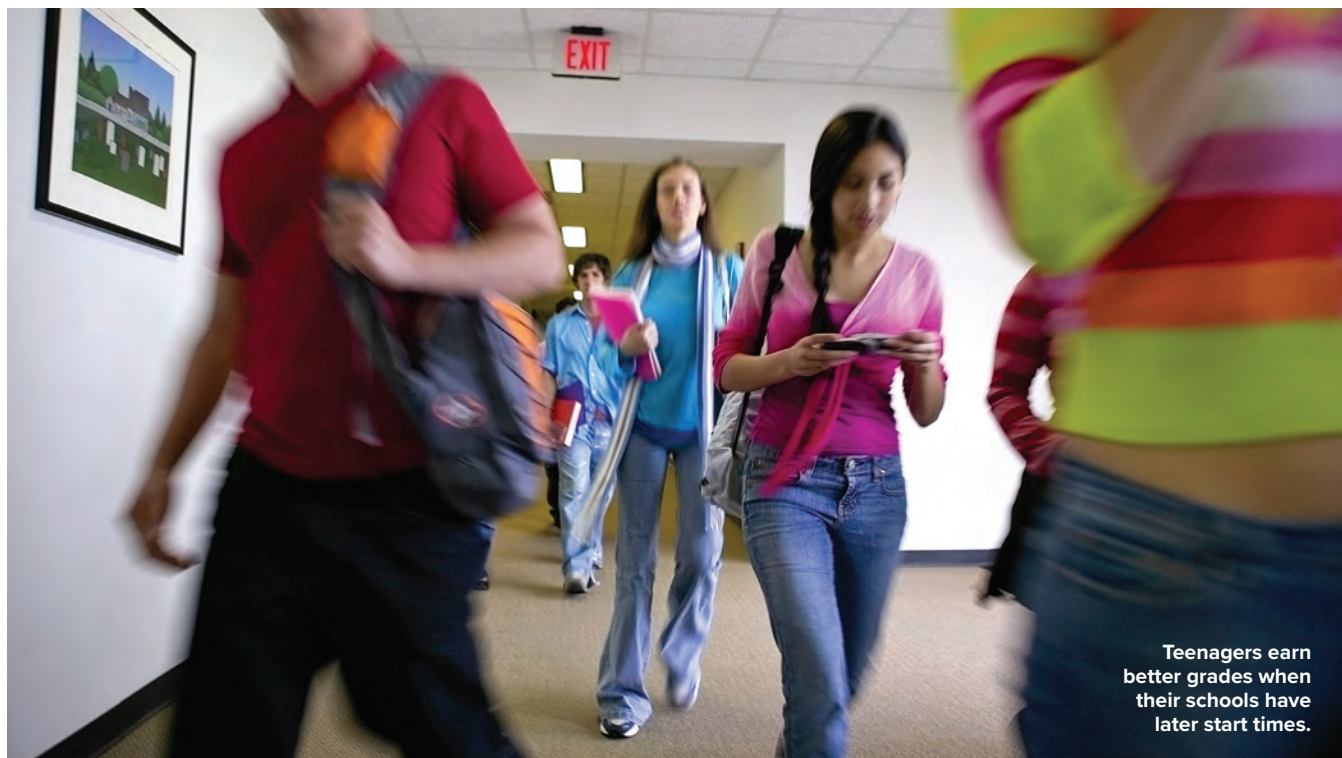
Then, participants rated how strongly each message made them think about quitting. The researchers found that the amount of activity in a neural pathway between the amygdala and the ventromedial prefrontal cortex while watching a message predicted the degree to which participants said that the message motivated them to quit. The researchers also emailed the messages to an online group of likely smokers and found that the same messages that smokers in the lab study reported made them want to quit were also more likely to prompt email recipients to click through to a Quit Line website for more information.

DOI: 10.1523/JNEUROSCI.1651-18.2018

MONITORING AND ADJUSTING THERAPY

Teenagers in treatment for depression fare better when therapists more quickly assess symptoms and adjust treatment as needed, finds a study in the *Journal of the American Academy of Child and Adolescent Psychiatry*. Researchers followed 40 U.S. teenagers with depressive disorder undergoing 12 sessions of interpersonal psychotherapy over 16 weeks. Participants were randomly assigned to be assessed at either week 4 or week 8. After the assessment, those whose symptoms were not responding to the treatment were assigned to receive either four additional therapy sessions or the anti-depressant drug fluoxetine in addition to the standard therapy. On average, nonresponders who were identified after four weeks saw a greater reduction in symptoms at the end of the study than





Teenagers earn better grades when their schools have later start times.

did nonresponders who were identified after eight weeks. Also, those who received extra therapy sessions fared as well, on average, as those who received fluoxetine.

DOI: 10.1016/j.jaac.2018.06.032

TEEN SLEEP LINKED TO ACHIEVEMENT

High school students do better in school when their school days start later in the morning, finds a study in *Science Advances*. In the fall of 2016, Seattle moved its high school start time from 7:50 a.m. to 8:45 a.m. Before and after the change—in spring 2016 and spring 2017—researchers monitored the sleep, activity and grades of sophomore students in the school district (178 students total) for two weeks. The students monitored in 2017 slept 34 minutes more per night, on

People who suffer from anxiety and depression are at increased risk for physical illnesses.

average, than those the researchers had monitored the year before. Student's grades also improved by an average of 4.5 percent after the change to a later start time.

DOI: 10.1126/sciadv.aau6200

MENTAL ILLNESS, PHYSICAL ILLNESS

Anxiety and depression are associated with risk for physical

illnesses at least as much as obesity and smoking are, finds a study in *Health Psychology*. Researchers analyzed data from more than 15,000 older adults (average age 68) in the U.S. Health and Retirement Study. Participants were surveyed twice over four years, answering questions about their levels of anxiety and depression, medical illnesses (such as heart disease, arthritis, diabetes and cancer) and physical symptoms (such as stomach problems, headache and back pain). Overall, more anxiety and depression symptoms predicted increased incidence of nearly all of the medical illnesses and physical symptoms among participants four years later, and the associations were as strong or stronger than those of obesity and smoking with medical



illnesses and physical symptoms.
DOI: 10.1037/hea0000707

AIR POLLUTION AND AUTISM

A pregnant woman's exposure to air pollution could slightly increase her child's risk of developing autism spectrum disorder (ASD), suggests a study in *JAMA Pediatrics*. Researchers studied the medical records of more than 132,000 children born in Vancouver between 2004 and 2009. The researchers looked at whether the children were diagnosed with ASD by age 5, and compared those data with neighborhood-level air pollution data. They found that children whose mothers had been exposed to the highest levels of the pollutant nitric oxide when pregnant had a 1.07 percent chance of developing ASD, compared with

a 1 percent chance of developing the disorder for the children of the least-exposed mothers—a statistically significant difference. Levels of other pollutants (particulate matter and nitrogen dioxide) did not show statistically significant correlations with the number of ASD diagnoses.

DOI: 10.1001/jamapediatrics.2018.3101

ALZHEIMER'S DISEASE AND SLEEP

Patients in the early stages of Alzheimer's disease may show disruptions in non-REM deep sleep, suggests a study in *Science Translational Medicine*. Researchers studied 119 U.S. older adults (average age 70) who were either cognitively typical or only slightly impaired. They used EEG to monitor participants' brain activity during sleep over six nights, and used PET

imaging and cerebrospinal fluid measures to determine the level of Alzheimer's-related amyloid and tau proteins in the participants' brains. On average, people with more of these proteins experienced shorter durations of non-REM sleep. The researchers suggest that sleep monitoring could provide an early biomarker for Alzheimer's disease.

DOI: 10.1126/scitranslmed.aau6550

CRIES, SIGHS, LAUGHS AND SHRIEKS

Humans can recognize at least 24 distinct emotions from "vocal bursts"—brief, wordless vocalizations—finds a study in *American Psychologist*. In two experiments with more than 1,000 U.S. participants, researchers asked people to listen to recordings of vocal bursts—cries, grunts, screams, "oohs," sighs

Children exposed to high levels of some air pollutants while in utero are slightly more likely to be diagnosed with autism spectrum disorders.



AZGEEK/GETTY IMAGES



and more—and characterize the emotions each burst expressed, using various rating, categorization and free-report methods. In one experiment, the vocal bursts were recorded in a lab by professional and amateur actors from around the world; in the other, the recordings were taken from real-life YouTube videos. By analyzing raters' agreement on the meanings of the bursts, the researchers determined that the bursts could convey at least 24 different emotions—adoration, amusement, anger, awe, confusion, contempt, contentment, desire, disappointment, disgust, distress, ecstasy, elation, embarrassment, fear, interest, pain, realization, relief, sadness, negative surprise, positive surprise, sympathy and triumph.

DOI: 10.1037/amp0000399

SNAP DECISIONS

People consider far less information than they think they will before making judgments, suggests a study in *PNAS*. Researchers asked 207 online participants to view up to 40 paintings in a novel style of art.

Before viewing the paintings, the researchers asked half the group how many paintings they thought they would need to see before they made up their minds about whether they liked the style. The other half of the participants were simply told to view as many paintings as they needed before making up their minds. On average, the “predictors” thought they would need to see 16.29 paintings before deciding; however, the “experiencers” viewed an average of just 3.48 paintings before giving a thumbs up or down. In six more experiments with about 1,800 more participants, the researchers

Nonverbal vocalizations—like screams and laughs—can convey at least 24 distinct human emotions.

People make decisions based on far less information than they expect to need, a study finds.



showed that this discrepancy extended to judgments involving drink taste preferences, assessments of another person's intelligence and character, and predictions of the winners of political elections.

DOI: 10.1073/pnas.1805327115

MORAL VALUES

People who value moral purity over caring for others are more likely to view gay and transgender people as less human and to express more prejudice and support for discriminatory public policies, finds a study in the *Journal of Experimental Psychology: General*. In one experiment, 284 participants who identified as politically moderate rated their agreement with five moral values (care, fairness, sanctity, loyalty and authority) and then read short descriptions of five different men: a gay man, a man with AIDS, an African-American man, an obese man and a white man. Participants who placed more value on sanctity—following rules of moral purity—held more negative attitudes toward the gay



man and the man with AIDS than toward the obese man, the African-American man or the white man. They also believed that the gay man and the man with AIDS had less rational minds. In another experiment in the study, the researchers found that participants who endorsed sanctity were more likely to hold prejudiced attitudes about transgender people and to support discriminatory public policies toward transgender people.

DOI: 10.1037/xge0000537

SILVER LININGS

Trying to “look on the bright side” of a bad situation can help reduce anxiety—but the strategy works better for people who make less money, finds a study in *Emotion*. Researchers analyzed data from a lab experiment with 112 people in the United States, as well as from a large U.S. longitudinal survey of more than 2,000 people. In

the lab experiment, participants watched a short, upsetting film and were asked to use “cognitive reappraisal” strategies to reframe the situation or look at it from another perspective; they then reported their anxiety levels. The survey interviewed people in the mid-1990s and again nine years later. It asked how often they used reappraisal strategies and also screened for clinical anxiety. In both studies, people who made less money benefited more from cognitive reappraisal than

More Americans are sleeping less than six hours per night compared with 15 years ago.

Looking for the bright side of a bad situation can reduce anxiety, but it works best for people with less money.



did people with higher incomes. The researchers suggest that this may be because those with lower incomes have less control over their environment, in general, whereas people with higher incomes often have the resources to change their circumstances rather than just their thoughts.

DOI: 10.1037/emo0000539

MORE OF US SLEEP LESS

Americans are getting less sleep than they were 15 years ago, finds research in *Sleep*. Researchers analyzed data from nearly 400,000 respondents to the National Health Interview Survey between 2004 and 2017. Overall, 28.6 percent of respondents reported sleeping less than six hours per night in 2004; in 2017 that figure had increased to 32.9 percent. Sleep duration was relatively stable between 2004 and 2012; most of the change occurred between 2013 and 2017. The researchers also found differences among racial/ethnic groups: Over the entire study period, the proportion who reported sleeping less than six hours increased by 6.5 percentage points among black respondents, 7 points among Hispanic respondents and 2 points among white respondents.

DOI: 10.1093/sleep/zsy221

NO ROSE-COLORED GLASSES

People generally have an accurate view of their own personality traits, suggests a meta-analysis in *Psychological Science*. Researchers analyzed 152 studies—with more than 33,000 total participants—that compared participants’

personality self-assessments with ratings from other people (friends, family, co-workers and others). Overall, the researchers found that people were not inclined to self-enhancement—their self-assessments generally agreed well with others' ratings of them on all of the “Big Five” traits (openness to experience, conscientiousness, extraversion, agreeableness and neuroticism). The finding suggests that self-assessments are a reliable source of information to use in personality research, the researchers say.

DOI: 10.1177/0956797618810000

SURVIVAL OF THE SMARTEST

Female parakeets prefer to mate with smarter males, finds a study in *Science*. Researchers placed eight female parakeets in cages, each with a pair of male parakeets, and observed which male the female spent

more time with (the “preferred” male). Next, the researchers trained the nonpreferred males, but not the preferred ones, to solve a complex task to get access to food. The researchers then allowed the females to observe the nonpreferred males solving the food puzzle and the preferred males failing to solve it. When the groups of three parakeets were placed in cages together again, the females had switched allegiances—they spent significantly more time with the formerly nonpreferred males. To make sure it wasn't simply the food access that made the difference, the researchers repeated the experiment but allowed the females to watch the non-preferred males simply getting free access to food (rather than solving a puzzle to get it). In this case, the observation didn't affect the females' mate preferences.

DOI: 10.1126/science.aau8181

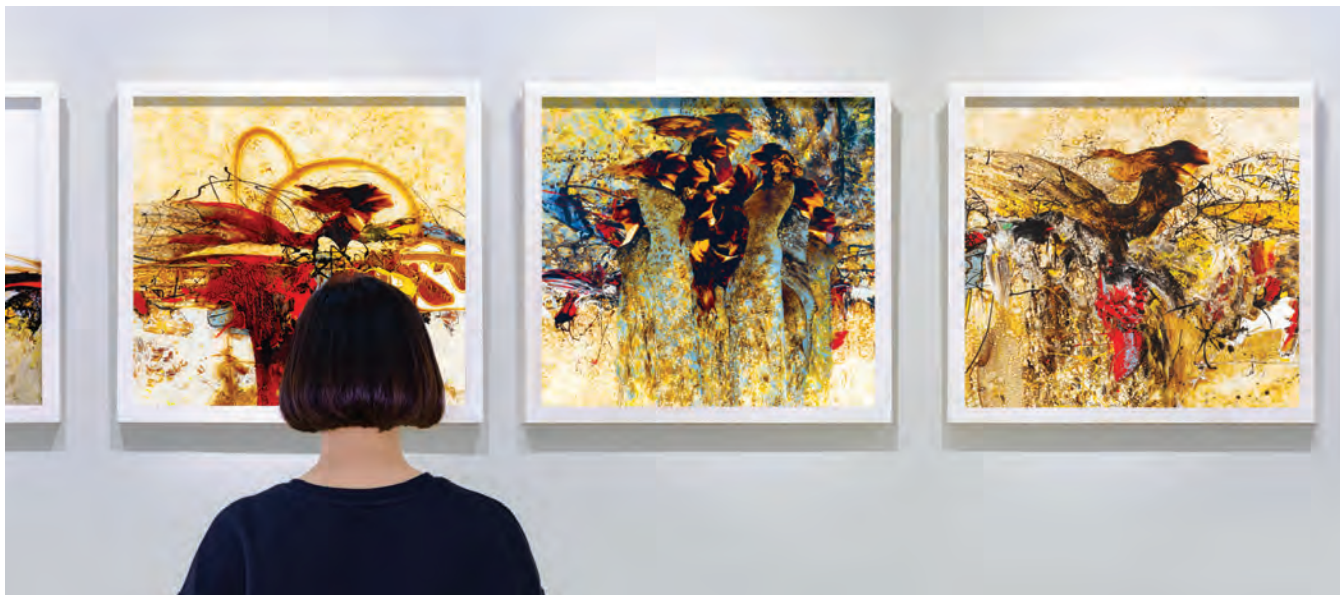
Female parakeets prefer smarter mates, finds a study that looked at how the birds reacted to males that were able to solve a complicated food puzzle.

VIOLENCE BEGETS VIOLENCE

Teenagers are less likely to fight physically with one another in countries that ban spanking and other forms of corporal punishment, finds a study in *BMJ Open*. Researchers analyzed World Health Organization data from more than 400,000 teens in 88 countries. Of those, 30 countries banned corporal punishment entirely, at home and in schools; 38 (including the United States) banned it in schools but not in the home; and 20 had no ban on corporal punishment. On average, the countries with full bans had 31 percent less fighting among males and 58 percent less fighting among females than countries with no bans. Thirty-eight countries with partial bans (in schools but not in the home) experienced less fighting among females but not males.

DOI: 10.1136/bmjopen-2018-021616





SEE A SHOW, VISIT A GALLERY

Older adults who regularly partake in cultural activities such as seeing films, plays and art exhibits are less likely to develop depression, finds a study in the *British Journal of Psychiatry*. Researchers analyzed data from more than 2,000 British older adults in a longitudinal study of aging. On average, people who attended such events at least once every few months had a 32 percent lower risk of developing depression, and those who did so once a month or more had a 48 percent lower risk, even after adjusting for factors including age, gender, health, income, education and exercise.

DOI:10.1192/bjp.2018.267

BLINK AND YOU MISS IT

People use eyeblinks as subtle conversational cues without realizing that they're doing so, suggests a study in *PLOS ONE*. Researchers asked 35 Dutch

participants to “converse” with a virtual reality avatar. While participants answered questions such as “How was your week-end?” the researchers controlled the avatar’s eyeblink durations, giving it either short blinks (208 milliseconds) or long blinks (607 milliseconds). The researchers found that participants tended to give briefer answers when the avatar had longer blinks even though the participants, when asked later, did not report consciously noticing any variation in the avatar’s blinking.

DOI: 10.1371/journal.pone.0208030



Visiting art galleries and attending other cultural events can bolster mental health in older adults, suggests a study.

Nearly twice as many teenagers tried vaping in 2018 compared with 2017.

VAPING

The incidence of vaping among U.S. teenagers has nearly doubled in the past year to more than one in five high school seniors, finds research in the *New England Journal of Medicine*. The researchers analyzed data from more than 13,000 participants in the “Monitoring the Future” study. Among 12th graders, the proportion who had vaped at least once in the past month jumped from 11 percent in 2017 to 20.9 percent in 2018. Among 10th graders, the proportion grew from 8.2 percent to 16.1 percent; among 8th graders, it grew from 3.5 percent to 6.1 percent. The researchers say it is the largest one-year increase for teenagers using any substance in the 44 years that the study has been conducted. ■

DOI: 10.1056/NEJMc1814130

● 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

TOP 5 SKILLS EMPLOYERS SEEK IN PSYCHOLOGISTS

■ Between 2015 and 2017, the most in-demand skill categories listed in job advertisements posted to the APA psycCareers website were “leadership” (19 percent of ads) and “cultural awareness” (18 percent of ads).^{1,2,3} “Teamwork” (16 percent), “communication” (14 percent) and “analytical” (8 percent) skills rounded out the top five most-requested skill categories.

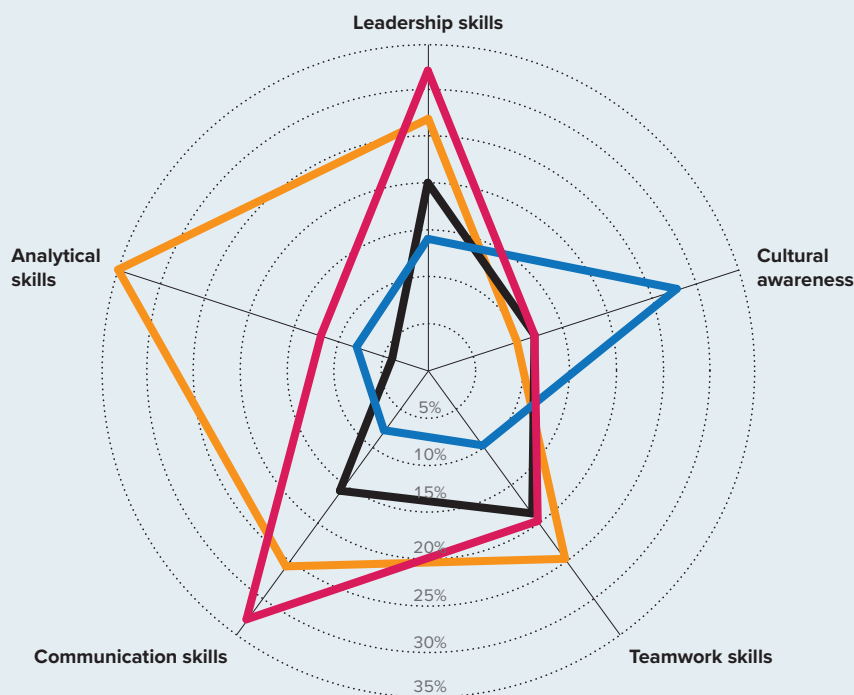
■ Broken down by job type, analytical skills were the

most frequently specified for faculty researcher positions, with 35 percent of job postings requesting them, while communication skills were the most frequently requested for applied psychologist positions (33 percent). In ads for faculty positions, cultural awareness skills were the most frequently specified (28 percent) and leadership skills were the most requested for health service psychologist positions (20 percent).⁴

The Skills Listed in Job Ads for Psychologists

JOB TYPE

- Applied psychologist
- Faculty
- Health service psychologist
- Researcher



By Jessica Conroy, BA, Luona Lin, MPP, and Peggy Christidis, PhD

For more information, see CWS's interactive data tools at www.apa.org/workforce/data-tools/index.aspx or contact cws@apa.org.

¹APA. (2018). 2015–17 Psychology Job Advertisements: An Overview. Retrieved from www.apa.org/workforce/publications/job-market/2017-jobs-report.pdf.

²The text of these advertisements was analyzed to identify and categorize the skills specified as required or desired. A combination of qualitative and quantitative analysis of the job description text was used to identify related words and phrases, which were then combined into distinct skills categories. The analysis resulted in nine categories: leadership, cultural awareness, teamwork, communication, analytical skills, computer skills, language, organizational skills and critical-thinking skills. One job ad could specify multiple skills. For more information on methods, refer to the Technical Documentation, www.apa.org/workforce/publications/job-market/2017-technical-documentation.pdf.

³Approximately 51 percent of all job ads did not specify any skills.

⁴Faculty included administrative roles such as dean, chair, etc., as well as both tenure and tenure-track positions. Applied psychologist includes positions in forensic, industrial-organizational, human factors and engineering psychology. Health service psychologist positions represent any position that primarily provides clinical service. Each ad could only be classified as one job type.

INVESTING IN MEXICO'S FUTURE

Psychologists are collaborating to help youth who return to Mexico because of deportation threats

BY HEATHER STRINGER

When Andres Garcia was a baby in Toluca, Mexico, his teenage mother sent him to live with her parents in Houston, where she thought he could have a better life. At age 16, Garcia received DACA (Deferred Action for Childhood Arrivals) status and looked forward to attending college in the United States. His security crumbled in 2017 when President Donald J. Trump threatened to rescind the program.

With both his protection from deportation and his ability to work legally in jeopardy, Garcia felt paralyzed and unable to plan for his future. The uncertainty led to bouts of depression, anxiety and insomnia, and finally the stress motivated Garcia to move back to Mexico in November 2018. Now 20 years old, he's relieved to be rid of the citizenship worries he endured in the United States. But as a young returnee to Mexico, Garcia must now clear numerous hurdles to pursue his dream to study filmmaking or psychology in college. He lacks the coursework in Spanish language and history needed for certain college entrance exams, and "it's difficult for me to have conversations in Spanish,

especially with new people I'm trying to get to know," he says.

With an estimated 548,000 Mexican DACA recipients living in the United States and thousands of other young undocumented immigrants who are not enrolled in the program, Garcia is not alone in facing a quandary about whether to stay in this country or return to Mexico to start a new life. Psychologists, including Antonio Valdivia, PhD, a professor at Tecnológico de Monterrey in Mexico, are working to help them as they transition to a country largely unfamiliar to them and unprepared to help with the obstacles many of them are facing.

"There is little support in the United States or Mexico to help them with the transition, and both countries need to work together to assist these returnees," says Valdivia, who grew up in Mexico and went to graduate school in the United States.

Working with Dream in Mexico, a nonprofit organization that connects returnees with educational and employment opportunities in Mexico and whose name references the U.S. Congress's never-passed DREAM Act (a proposal with protections similar but not

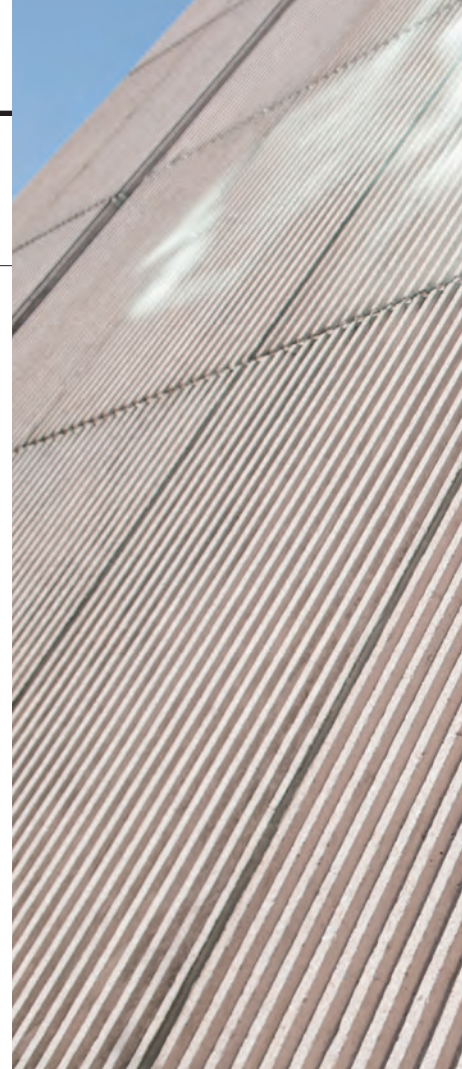
ADDITIONAL READING

Los Otros Dreamers

Anderson J., & Solis, N.
Offset Santiago, S.A. de C.V., 2014

Negotiating Identity Development Among Undocumented Immigrant College Students: A Grounded Theory Study

Ellis, L.M., & Chen, E.C.
Journal of Counseling Psychology, 2013



identical to those of the DACA program), Valdivia and other psychologists are hoping to give these young adults the support they need.

"We need to better prepare clinicians and educators to support them, because these bicultural students could be valuable assets to Mexico," he says.

FORMING NEW DREAMS IN MEXICO

Dream in Mexico founder Daniel Arenas, a returnee himself, reaches out to returnees who contact him via the organization's Facebook page or website. Initially, they often need help navigating logistics such as applying for a government identification card, which is needed to drive and work in Mexico. He demystifies these processes and asks returnees



about their academic and job aspirations. For those who are interested in applying to college, he shares information about which institutions might be a good fit financially, academically and geographically and about potential scholarship opportunities. Arenas also connects returnees with companies that are looking for employees who are bilingual.

To help returnees learn from one another, Arenas and Valdivia are partnering with Valdivia's wife, Rubria Rocha de Luna, MA, MEd, a licensed psychologist in Mexico who lived in the United States during graduate school, to create a database that will show where returnees are living, studying and working, as well as list the resources that helped them transition.

Another important com-

ponent of Valdivia's work is conducting research. He has partnered with Eric C. Chen, PhD, an associate professor in the Graduate School of Education's counseling psychology program at Fordham University in New York City, and two of Chen's doctoral students to examine how undocumented immigrants in the United States and returnees in Mexico are affected by the experience of hiding their identities as a result of fear and stigmatization, particularly in today's socio-political climate.

"Returnees in Mexico may not want to stand out by speaking English or talking about their experience in the United States," says Chen. "My concern is that concealing these experiences could limit their access to social support and affect their psycho-

Dr. Antonio Valdivia, a professor at Tecnológico de Monterrey in Mexico, and his wife, Rubria Rocha de Luna, are among those helping people who once qualified for DACA return to Mexico.

logical and physical health."

Eventually, they want to develop interventions that bolster resilience in this population. For example, they are planning to create and study an online psychoeducational and support group to foster a sense of community among returnees by allowing them to share their feelings of stigmatization and learn about community resources.

The psychologists are particularly interested in learning why some "Dreamers" who move back to Mexico do remarkably well. Among them is Joshua Casillas, 23, who left Houston for Monterrey, Mexico in 2017. He learned of a University of Monterrey scholarship just for returnees and is now finishing his second year in the medical program. Though it was painful to leave the country that had become his home, Casillas has no regrets. "I feel freer because I don't have to live in fear anymore," he says. "I've replaced the American dream."

As Valdivia and Chen delve into research to better understand the needs of returnees like Casillas, they hope other psychologists will be inspired to follow. "I feel compelled to give voice to this group of individuals who are often on the margins," Chen says. ■

● **To learn more** about volunteering with Dream in Mexico, contact Daniel Arenas at info@dreaminmexico.org.

To learn more about supporting "Dreamers" through counseling or research, contact Antonio Valdivia at javaldivia@tec.mx.

For more information about APA's immigration research and advocacy efforts see: www.apa.org/advocacy/immigration/index.aspx

LOSING AN AUTISM DIAGNOSIS

It's rare, but some children with autism spectrum disorder lose their symptoms. Psychologists are exploring why, and how these children fare long term.

BY TORI DEANGELIS

As a young psychologist in the 1970s, Deborah Fein, PhD, became fascinated by a clinical mystery: A few of her patients with autism spectrum disorder (ASD) who at age 2 had exhibited classic signs of the disorder—hand flapping, repetitive behaviors and lack of direct eye gaze, for example—were symptom-free by age 7.

As time went on, she saw more of these cases, and in 2014, she was the first to demonstrate empirically that young people who had lost the diagnosis—who no longer exhibited basic clinical markers of the disorder—tested about the same as typically developing young people on socialization, communication, face recognition and most aspects of language (*Journal of Child Psychology and Psychiatry*, Vol. 54, No. 2, 2014).

“Some of these kids just did better and better, particularly those who had received intensive treatment starting at an early age,” says Fein, a professor of psychology at the University of Connecticut.

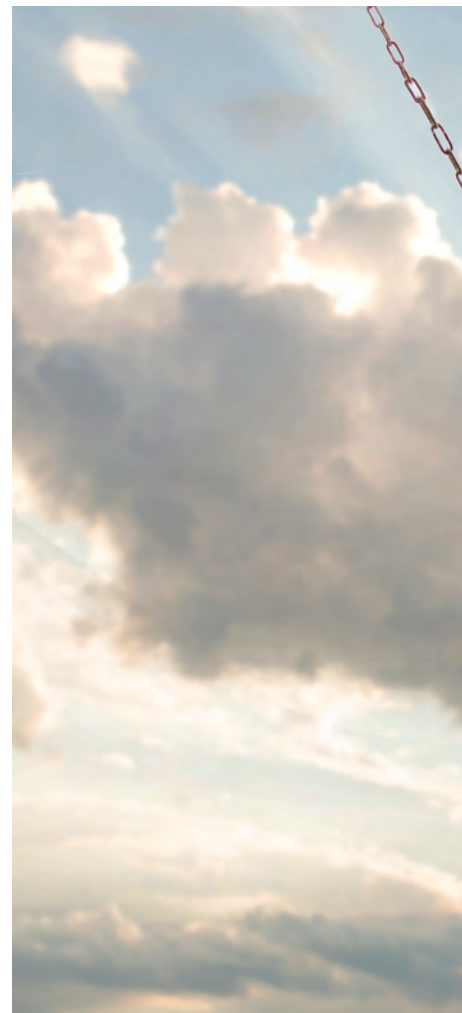
Since then, it has become clearer that a small subset of children do, clinically speaking, lose the ASD diagnosis—

ranging from 3 percent to 25 percent of young people initially diagnosed with the disorder, according to research. A prospective longitudinal study of 85 young people by Deborah K. Anderson, PhD, then of Weill Cornell Medical College, and colleagues found that 9 percent of those initially diagnosed with ASD at age 2 were symptom-free by age 19 (*Journal of Child Psychology and Psychiatry*, Vol. 55, No. 5, 2014), and a large-scale retrospective parent survey headed by Stephen J. Blumberg, PhD, of the U.S. National Center for Health Statistics, found a rate of about 13 percent (*Autism*, Vol. 20, No. 7, 2016).

Now, Fein and others are discovering more about this phenomenon: How might these young people lose the diagnosis? Do they continue to be symptom-free over time? The answers are of keen interest not just to researchers but also to parents who wish the same for their own children.

The research comes at a time of other rapid changes and discoveries in the ASD field, including progress on finding potential genetic and neurodevelopmental underpinnings

Psychologists emphasize that even if their symptoms disappear, children initially diagnosed with ASD retain underlying brain differences that can present ongoing challenges.



of the disorder (see research by Fred Gage, PhD, of the Salk Institute and colleagues reported in *Nature Neuroscience*, online, Jan. 7, 2019, and 11 related papers published in 2018 in *Science*, *Science Advances* and *Science Translational Medicine*, for example).

Although there is much more to be discovered about what is happening with children who lose ASD symptoms, research on them is helping to better map the trajectory of ASD in ways that can inform treatment



LAURA JENNINGS PHOTOGRAPHY/GETTY IMAGES

for all of those who start out with the disorder, including those who retain symptoms, says Lisa Gilotty, PhD, chief of the Research Program on Autism Spectrum Disorders at the National Institute of Mental Health (NIMH).

“It’s an important step toward better understanding the brain and behavioral changes from childhood through young adulthood for individuals with autism spectrum disorder, including those who eventually lose the diagnosis,” Gilotty says.

RESEARCH AND INTERVENTIONS

While Fein still cannot predict which children might lose an ASD diagnosis, there are certainly clues as to why some do. One is that those with ASD who go on to function well—whether they have lost the diagnosis or not—start out with higher IQs, better language skills, fewer repetitive behaviors and greater ability to engage in imaginary or symbolic play than other children with ASD (*Journal of Child Psychology and Psychiatry*,

Vol. 48, No. 8, 2007). Another is suggested by something Fein and others had noticed before Fein’s 2014 study: Many children who appeared to lose the ASD diagnosis developed attention problems, including attention-deficit hyperactivity disorder (see a brief report by Fein and colleagues in the *Journal of Autism and Developmental Disorders*, Vol. 35, No. 4, 2005, and an article by Michele Zappella, MD, in *Infanto-Revista de Neuropsiquiatria da Infância e Adolescência*, Vol. 7, No. 2, 1999). Hence, symptoms might not vanish without a trace, but rather morph into something else.

To examine that possibility, University of Connecticut associate professor Inge-Marie Eigsti, PhD, Fein and colleagues used fMRI to examine brain activity in 23 participants with high-functioning ASD, 16 participants who had lost the diagnosis and 20 typically developing controls, as they performed a sentence-comprehension task. The researchers found that participants who were symptom-free and their peers with ASD showed activation in some of the same brain areas, areas that were not activated in their typically developing peers. The symptom-free participants also showed areas of activation in both brain hemispheres that weren’t activated in either the ASD participants or in typically developing participants (*Neuro-Image: Clinical*, Vol. 10, 2016).

Together, these findings suggest that the symptom-free participants’ brains were recruiting new areas to overcome their

language problems, says Fein. “We initially thought that if they received very early intervention, that maybe their brains would normalize the way they processed language,” she notes. “But this looked much more in favor of a compensatory mechanism.”

Research also suggests that interventions, especially those given early and intensively, can make a major difference in reducing or eliminating symptoms.

One intervention with good success is the Early Start Denver Model, or ESDM, first developed in 2001 by Geraldine Dawson, PhD, of Duke University, and Sally J. Rogers, PhD, of the University of California, Davis. In this model, trained therapists use normal play and other activities in everyday settings to encourage children to increase their language, social and cognitive skills. According to a review of 15 evaluations of ESDM by Hannah Waddington, PhD, of Victoria University of Wellington in New Zealand, and colleagues, the model leads to gains for children in domains including behavioral functioning and development, social interaction and communication skills, as well as positive benefits for parents and therapists, though the researchers note that more high-quality studies are needed (*Review Journal of Autism and Developmental Disorders*, Vol. 3, Issue 2, 2016).

Another successful intervention is applied behavioral analysis, or ABA, first developed in the 1970s by then-University of California, Los Angeles psychologists Ivar Lovaas, PhD, and Robert Koegel, PhD. While



the original method is no longer used (it included the use of aversive techniques), newer forms of the intervention, such as early intensive behavioral intervention, or EIBI, reward children for learning positive behaviors and skills.

A study by Alyssa Orinstein, PhD, then at the University of Connecticut and now at the Boston University School of Medicine, Fein and colleagues found, for example, that while 7 percent of children who maintained ASD symptoms had received intensive ABA between ages 2 and 3, 56 percent of children who had lost the diagnosis had received the therapy (*Journal of Developmental & Behavioral Pediatrics*, Vol. 35, No. 4, 2014).

DEVELOPMENTS IN ASSESSMENT

Given that early interventions appear to help children with ASD, researchers are also working on ways to assess children

One successful intervention is ESDM. Therapists trained in the model use play and other activities to help boost children's language, social and cognitive skills.

earlier and more accurately. Psychologist Diana L. Robins, PhD, head of the research program in early detection and intervention for ASD at the A.J. Drexel Autism Institute in Philadelphia, for instance, has developed, validated and refined the widely used Modified Checklist for Autism in Toddlers, Revised with Follow-Up. Her team showed it can accurately diagnose children by age 2, about two years earlier than the median age of diagnosis reported by the Centers for Disease Control and Prevention (*Pediatrics*, Vol. 133, No. 1, 2014).

Meanwhile, an instrument called the Early Skills Assessment Tool, or ESAT, developed by psychologist Rebecca P.F. MacDonald, PhD, of the New England Center for Children in Southborough, Massachusetts, uses repeated observations of cognitive and social skills relevant to ASD—including play behaviors and joint attention, or the ability to share the focus on

an object with another person—to capture changes in behavior. In a study reported in *Research in Developmental Disabilities* (Vol. 35, No. 12, 2014), MacDonald and colleagues found that of 83 young children initially diagnosed with autism and placed in an EIBI program, all showed significant improvements on the ESAT, with children who entered treatment before their second birthdays showing the greatest gains.

In another promising development, investigators Warren R. Jones, PhD, and Ami Klin, PhD, of Emory University's Marcus Autism Center are developing an eye-tracking methodology to potentially detect ASD at very young ages, a technology that is currently being tested in a clinical trial sponsored by the Marcus Foundation and Children's Healthcare of Atlanta. That work is partially based on prospective research by the team showing that at 2 months, infants who later developed ASD were similar to other babies who did not develop the disorder in their ability to visually engage with their caregivers, but that between 2 and 6 months, significant divergences emerged between the two groups of infants that increased with age. The researchers and their colleagues also demonstrated a genetic basis for the phenomenon (*Nature*, Vol. 504, No. 7480, 2013; *Nature*, Vol. 547, letter, July 20, 2017).

Because good interventions can be expensive—costing up to \$70,000 per child, per year—applied investigators are also developing parent-training ver-

sions of their protocols. Rogers and colleagues, for example, have created versions of ESDM that parents can learn to use for everyday situations, such as helping children learn to take turns—a crucial skill for connecting with others.

Similarly, Fein and colleagues have written an activity book for parents of very young children at risk for ASD, “The Activity Kit for Babies and Toddlers at Risk: How to Use Everyday Routines to Build Social and Communication Skills.” And Fein is testing web-based resources that teach parents basic behavioral principles and help them decide what to work on and how.

Now, Drexel University psychologist and assistant professor Giacomo Vivanti, PhD, is developing a more affordable version of ESDM that can be used in small-group settings, including preschools or child-care centers. “Most families don’t have the resources to pay out of pocket for intensive one-on-one therapy,” Rogers says, “so this could be a huge public health improvement.”

FUTURE PROGNOSIS

Researchers also want to know how the children who lose their ASD symptoms fare over time as they face the more complex social and executive-function demands of being in college, finding and keeping a job or having adult relationships. To find out, Fein and Eigsti are beginning a five-year study funded by NIMH to see how the symptom-free participants from their original study are faring in young adulthood compared with

the young people who remained symptomatic and the typically developing controls.

In addition to testing the young people’s cognition and language skills, the team will ask about real-world factors such as employment and relationships. They will also replicate the brain-imaging work to see if the symptom-free participants’ brain activity continues to show compensatory activity, and how different patterns of activation relate to current functioning.

As this research progresses, psychologists continue to emphasize that losing all autism symptoms is rare, and that even if symptoms disappear, these children may retain underlying brain differences that can present ongoing challenges. As a result, the focus of treatment should be on helping these young people function to the full extent of their abilities, including into adulthood, Rogers says.

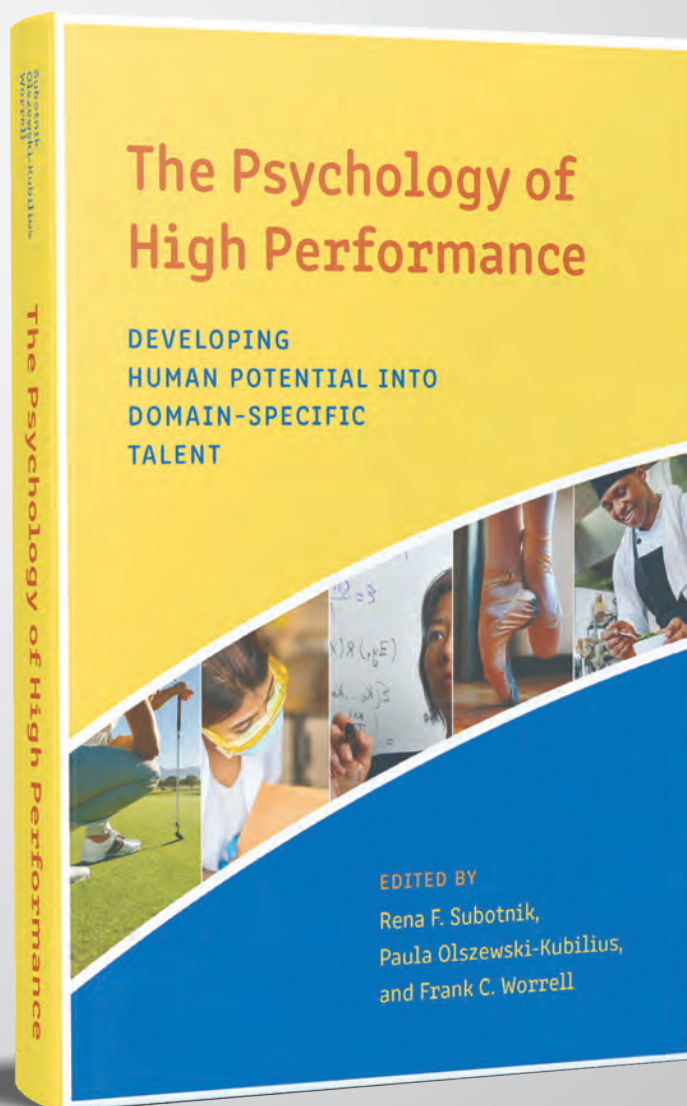
She points to a 9-year-old boy who received intensive intervention early and lost his external ASD symptoms. The boy loves sports, hobbies and being with his friends, and is highly talented in computer science. While most people simply see him as a bright, charming boy, says Rogers, those gains are at least partly the result of intensive therapy. And a closer look at his behavior suggests subtle differences from typically developing children. While he’s functioning at a high level, she says, “it’s not like a magic wand has been waved, and all of the things that made him uniquely who he is have disappeared.” ■

FURTHER READING

An Early Start for Your Child With Autism: Using Everyday Activities to Help Kids Connect, Communicate, and Learn
Rogers, S., et al.
Guilford Press, 2012

Evidence-Based Practices and Treatments for Children With Autism
Reichow, B., et al.
(Eds.), Springer, 2011

The Activity Kit for Babies and Toddlers at Risk: How to Use Everyday Routines to Build Social and Communication Skills
Fein, D., et al.
Guilford Press, 2016



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5 QUESTIONS FOR ARIE W. KRUGLANSKI

The social psychologist explains the psychology of violent extremism and how governments can counteract it

BY ZARA GREENBAUM

Islamist terrorists and American white supremacists have more in common than one might think, says Arie W. Kruglanski, PhD, an APA fellow and distinguished university professor in psychology at the University of Maryland, College Park. “These two movements may appear very different on the surface, but the underlying psychological factors are very similar and conform to our model of radicalization,” he says.

Kruglanski began his career studying motivated cognition and goal pursuit. But in 2001, following the 9/11 attacks, his research focus shifted to terrorism and radicalization when he joined a National Academy of Sciences panel on the psychology of terrorism.

He has since studied individual, organized and suicide terrorism, as well as the processes of radicalization and deradicalization. In 2005, with support from the Department of Homeland Security, he co-founded START, the National Consortium for the Study of Terrorism and Responses to Terrorism.

Kruglanski’s research involves studies of extremism, content analyses of terrorists’ messaging and codification of national radicalization records. He also studies former extremists in prisons and rehabilitation programs and makes recommendations for counteracting terrorism—none of which involve military force, policing or intelligence.

Kruglanski explained some of his findings to the *Monitor*.

How has your understanding of the psychological factors underlying violent extremism evolved?

In our work at START, we identified three major factors—need, narrative and network—and showed how they work together. When I first began reviewing the literature, I saw that many authors emphasized the importance of motivation, such as vengeance, adoration of the leader, money, the perks of paradise and meeting the Prophet Muhammad in heaven. When we examined these motivations, we concluded that underlying each of these

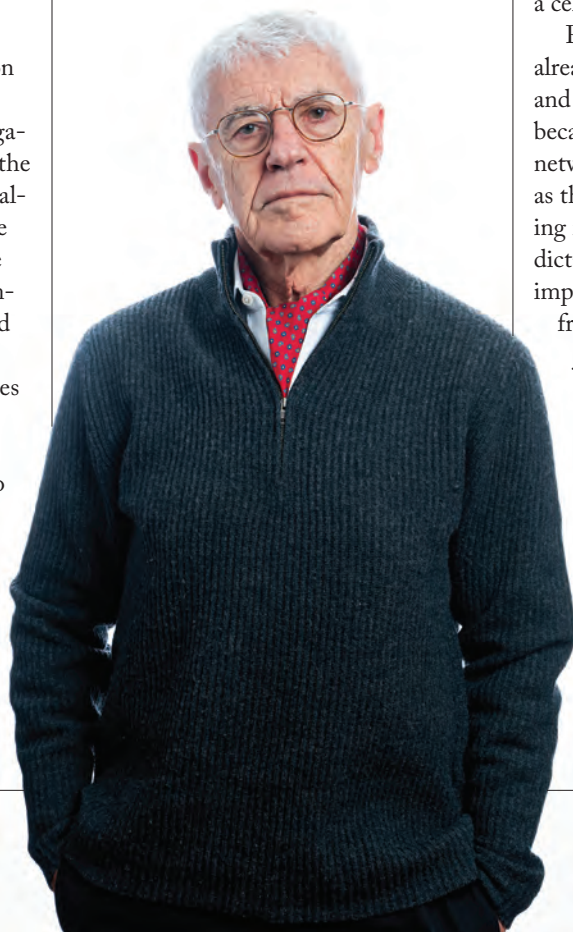
specific motivations is this universal need for significance and respect, which every human has to some extent.

The ideological narrative—the story a terrorist group tells to justify its actions—links that significance with violent extremism. For example, an Islamist extremist may be promised rewards in heaven for carrying out a suicide attack. This narrative tells you what to do in accordance with the group values to attain significance. If you advance, defend and make sacrifices for those values, the group is going to repay you with respect and veneration, thus lending you the status of a celebrity, which basks in significance.

Psychiatrist Marc Sageman had already introduced the idea of networks, and we deduced that they are important because they validate the narrative. The network of like-minded extremists acts as the in-group of the person, dispensing respect as a reward for acting on the dictates of the narrative. This is especially important for a narrative that’s deviant from mainstream society, one that justifies violence and mayhem and the killing of innocents. The network permits people to act violently in accordance with the narrative.

How does this framework apply to a specific extremist group, such as white supremacists?

White supremacists differ from other kinds of violent extremists in terms of their ideology. Whereas other terrorists may subscribe to a religious or socialist



narrative, this group has a specific kind of grievance and a different alleged enemy—the government, a minority group, refugees or immigrants. But in terms of the underlying dynamics of need, narrative and network, they are similar to other terrorist groups. For instance, we have found that white supremacists may leave the movement after becoming disenchanted with the ideological narrative or because they are disappointed with the hypocrisy and backstabbing within the network.

What do you recommend governments do to prevent terrorism?

The need for significance has to be satisfied in socially constructive ways. So, first of all, it would behoove governments not to create loss of significance by promoting prejudice and inequality against

certain groups. The second recommendation is to emphasize narratives that are generally accepted, compelling and delivered by charismatic communicators who promote these constructive ways of gaining significance. An example of this is John F. Kennedy's inaugural address to the nation in 1961, which challenged and inspired young people to contribute to American society. And finally, governments should create movements in which people will be accepted, revered and respected for counterviolence activities.

Some governments prefer to put all their eggs into the basket of military, policing and intelligence when it comes to countering extremism. We find that this is counterproductive because you cannot kill an ideology and you cannot suppress people's feelings of disempowerment or humiliation.

How can governments restore personal significance?

At the very least, they should provide individuals with the means to obtain significance-bestowing occupations. Provide them with vocational education and the opportunity to earn their living. Second, create organizations such as the Peace Corps and Doctors Without Borders that take advantage of young people's desire to be idealistic and to do something for their country. It's important to find ways to support and encourage that kind of thing because there's no greater significance than significance in the service of sacred values or ideas. Governments should also promote idealism among young people and organize volunteer activities that will channel their desire for significance in a pro-social, constructive direction.

Because the motivation for significance is so prevalent and so fundamental, the interventions must be broad in scope and embody a "whole society" approach from the level of kindergarten onward. A good example is the Aarhus model in Denmark, led by psychologist Preben Bertelsen, which provides outreach and counseling to young people in an effort to prevent homegrown terrorism.

What questions remain about terrorism and radicalization?

The main question is how to translate these insights, which by now are based on a very extensive body of work, into best practices that can differ between contexts, for instance, preventing school bullying from leading to active gun events. Communities, school systems and policymakers need tools and training based on this research. This cannot be done by psychologists alone; it requires a policy shaped by the government that realizes the danger radicalization poses to society. ■

● **Dr. Kruglanski** will release two books in 2019: "The Three Pillars of Radicalization" and "Radicals' Journey: German Neo-Nazis' Voyage to the Fringe and Back."

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A CALL TO STUDY NATIVE AMERICANS' EXPERIENCES IN TRIBAL AND U.S. COURTS

There are 573 federally recognized tribes, each with its own government and court system. It's time to understand their differences.

BY KATHRYN A. LAFORTUNE, JD, PhD, AND VIOLET S. RUSH, CHEROKEE NATION CITIZEN/
MUSCOGEE CREEK, JD CANDIDATE AT THE UNIVERSITY OF TULSA COLLEGE OF LAW

“**R**eclaiming Native Truth,” a two-year collaborative project between the First Nations Development Institute and Echo Hawk Consulting, surveyed 13,000 Americans and found that most have minimal knowledge and many incorrect beliefs about Native Americans. For example, many respondents believe there aren't many Native Americans left in America and report not knowing any native people. Presumably, that ignorance extends to knowledge of native court systems as well. There are 573 federally recognized tribes with diverse religions, customs, beliefs, values, dress and other cultural practices. Each

also has its own government and court system as part of its inherent tribal sovereignty. Tribes and the federal government exercise concurrent criminal jurisdiction over native offenders who have committed crimes in Indian country—land that Congress has set aside for the use of natives under the supervision of the federal government.¹

Prior to colonization, every tribe had a justice system and government that reflected its community's unique values and structure. As an example, for the Cherokee, clan law governed behavior and practices, including marriages, protection from other tribal members, homicide, rape and incest.² The law was not written, but instead recited by high priests once a year at a ceremonial event.³ In contrast to English law, an adversarial system of confrontation and dispute, Cherokee law was based on public consensus and restoring peace and harmony to Cherokee society.⁴

Today, there is a wide range of diversity in tribal court systems and some incorporate these traditional forms of justice. For instance, tribes may elect to operate at least one, or a combination of, legal institutions such as Courts of Indian Offenses (originally

established by the Department of the Interior), inter-tribal courts (courts operated by multiple tribes), tribal courts (courts designed to enforce one tribe's code and constitution), and traditional native justice forums.⁵ However, some traditional native justice practices and principles, such as the inclusion of medicine and ceremony, contrast with those found in American courtrooms. For instance, traditional native justice practices aim to bring the offending party back into balance with the community, including the offender's and victim's families.⁶ Thus, the victim's family or members of the victim's and offender's community may be allowed to participate in determining the offender's sentencing or punishment. This conflicts with the approach that American courts often employ—that the offender's punishment and suffering should reflect the harm caused and that the offender must be held accountable to the state.⁷

It is important for psychologists who work in or study the legal system to acknowledge the differences between traditional native justice practices and the American system because native people experience some of the highest rates of incarceration and violence in the United States—38 percent higher than the national average.⁸ Between 1999 and 2014, the number of native people incarcerated nearly doubled.

Thus, it is incumbent on psychologists to examine natives' comparative experiences in both court systems, and finally, to bring out of the shadows of invisibility the rich diversity of native tribal courts' procedures and philosophies of justice. ■



CONSENSUS

Understanding the differences between native justice practices and the U.S. court system could help reduce the high rate of incarceration of native people

● “Judicial Notebook” is a project of APA Div. 9 (Society for the Psychological Study of Social Issues.) To see the footnotes in this article, go to www.apa.org/monitor/2019/04/jn.

Behind the number
on the scale is a
complicated equation
that involves genetics,
behavior, and
powerful social and
environmental forces.



CE

CONTINUING EDUCATION FAMILY-BASED BEHAVIORAL TREATMENT IS KEY TO ADDRESSING CHILDHOOD OBESITY

BY KIRSTEN WEIR

The rate of child obesity in the United States has been triggering alarm bells for years. Nearly one in five children had obesity in 2015–16, according to the most recent data from the National Health and Nutrition Examination Survey (NHANES). The rate of child obesity, defined as having a body mass index (BMI) equal to or greater than the 95th percentile for children and teens of the same age and sex, has more than tripled since the 1976–1980 NHANES. Among teens, the rate quadrupled, from 5 percent to more than 20 percent.

Even more alarming: “What the rates alone don’t show is that more children today have severe obesity,” says Denise Wilfley, PhD, a psychologist at Washington University in St. Louis who studies the causes, prevention and treatment of eating disorders and obesity. Children

are considered to have severe obesity when their BMIs are greater than the 99th percentile for their age and sex. And the consequences of severe obesity are significant.

Those kids are at increased risk of a host of chronic health problems, including asthma, sleep apnea and Type 2 diabetes.

Children with overweight are also more likely to become adults with obesity, at greater risk of heart disease and many types of cancer. And obesity’s toll isn’t merely physical. People with obesity face significant stigma and bias throughout their lives. Children with obesity are more likely to suffer from depression, social isolation and low self-esteem, and are bullied more often than their peers.

The more we learn about obesity, the more complex we realize it is. Behind the number on the scale is a complicated equation that involves genetics, behavior, and powerful social and environmental forces. “You have an individual who has genetic vulnerabilities to obesity, and they’re living in a country where everything is set up to work against them,” Wilfley says. To turn the corner on child obesity, we’ll need to take action at many levels, including intervening in schools, implementing policies to create healthier communities and improving access to treatments at the individual level.

“As experts in behavior change, psychologists have a big part to play in designing,

testing and delivering obesity treatments,” says Hollie Raynor, PhD, RD, LDN, a clinical psychologist and professor of public health nutrition who studies child obesity interventions at the University of Tennessee, Knoxville. “We need people who are strongly trained in behavior-change principles and who understand how to engage in parent skills training,” she says. “The field of psychology is critically important for delivering these interventions and doing research to move the field forward.”

FAMILY FIRST

Both Wilfley and Raynor were among a panel of obesity experts who developed a new APA clinical practice guideline to provide recommendations on treatment of overweight and obesity in children and adolescents (*Clinical Practice Guideline for Multicomponent Behavioral Treatment of Obesity and Overweight in Children and Adolescents*, March 2018.)

After reviewing the literature, the guideline panel found evidence to strongly recommend family-based multicomponent behavioral interventions to treat obesity in children ages 2 to 18 years old. Rather than focusing solely on the children with obesity, these treatments encourage the entire family to engage in healthier behaviors—improving diet, increasing physical activity and reducing sedentary behavior. The interventions

CE credits: 1

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

1. Discuss the key findings of APA’s new clinical practice guideline for treating obesity and overweight in children.
2. Describe the research that is still needed in the area.
3. Discuss the work that still needs to be done to change unhealthy environments, including schools and communities.

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

also draw heavily from the science of behavior change, teaching parents strategies for goal-setting, problem-solving, monitoring children's behaviors and modeling positive parental behaviors. These skills are typically taught both in family sessions with children and their caregivers attending together, and in individual sessions designed for children or for adult family members to attend alone.

Family-based behavioral treatments for pediatric obesity have been around for more than three decades, and were originally developed by psychologist Leonard Epstein, PhD, a leading pediatric obesity expert at the University at Buffalo's Jacobs School of Medicine and Biomedical Sciences. These programs work, and researchers are finding new ways to make them even more effective.

In one recent example, Epstein, Wilfley and colleagues conducted a multisite, randomized controlled trial to study whether adding a social intervention to family-based behavioral treatment could improve long-term outcomes for 7- to 11-year-old children with obesity. All of the participants completed a four-month family-based weight-loss program. Then two groups of the families participated in a social facilitation maintenance (SFM) program, in which they developed strategies to enlist social supports and to maintain healthier habits in social contexts such as at school, when dining out at restaurants and while hanging out with friends. One group participated in 32 sessions of SFM, while the other

attended 16 sessions of SFM. A control group received additional information on diet and exercise, without social facilitation training or skills instruction.

Twelve months later, 64 percent of the children in the 16-session SFM program had reached clinically meaningful weight-loss targets. In the 32-session group, 82 percent of kids achieved that goal. Just 48 percent of the children in the control group had reached the weight-loss targets a year later (*JAMA Pediatrics*, Vol. 171, No. 12, 2017).

It can be tough for families to stick with such intensive programs, but there is no quick fix for changing lifestyle habits that are often deeply ingrained. APA's clinical practice guideline recommends a minimum of 26 contact hours for family-based behavioral weight management interventions. Unfortunately, such programs can be costly. Insurance coverage varies from state to state, but in many places, pediatric obesity treatments are not covered, either by Medicaid or private insurance. Even when the programs are covered, they may not be widely accessible. Many are offered in specialty clinics, which are often affiliated with academic medical centers or children's hospitals.

For many children with obesity and their families, the cost, geography and time investments are barriers to getting help. "The biggest problem with these intensive interventions is that many health-care settings aren't set up to deliver them, both in terms of insurance coverage or in the amount of contact required with

providers," Raynor says.

So, researchers are working to translate these programs to be delivered in more settings to reach more children. Epstein and colleagues adapted a family-based behavioral treatment for children and parents with obesity that could be delivered in primary care offices. Parents attended 12 months of group sessions with other families at the pediatrician's office. Trained health coaches led the sessions and counseled families by phone in between. One group received family-based therapy in the group sessions, which included detailed advice on nutrition and physical activity for both parents and children. Those participants also received training in behavior modification and parenting skills. A control group received diet and exercise education that focused on the children alone and did not include self-monitoring or parent skills training.

Twelve months after the intervention ended, children in the family-based therapy group had lost weight, on average, while those in the lifestyle education group had gained weight. The researchers did an economic analysis and concluded the family therapy program was not only beneficial for children, but also a cost-effective way to provide treatment outside of specialty clinics (*Pediatrics*, Vol. 140, No. 2, 2017).

It's a good start, but there are still a lot of children who are not receiving treatments that could set them on a course toward a healthier adulthood. "We need to find a way to change health-care policy," Wilfley says, so that

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For many children with obesity and their families, the cost, geography and time investments are barriers to getting help.

more behavioral treatments are recognized for their effectiveness, covered by insurance and made available to families.

RESEARCH GAPS

Meanwhile, there's always more work to be done. Most research on family-based interventions has focused on school-age children—an age when parents can still significantly influence habits around diet and physical activity. But when those kids become teens, their parents have a lot less control over their children's choices. Obesity researchers still need to clarify how—and how much—parents should be involved in treating adolescents, says Melanie Bean, PhD, a clinical psychologist who studies pediatric obesity treatment and school food policy and co-directs the Healthy Lifestyles Center at the

Children's Hospital of Richmond at Virginia Commonwealth University. "We've grown a lot in understanding younger kids, and that's appropriate because early intervention is so important," she says. "But adolescence is the last opportunity for family-based care before they're launched into early adulthood."

There's also a need to better understand how to treat children from specific racial or ethnic populations. While 18.5 percent of U.S. children overall have obesity, 22 percent of black children and 25.8 percent of Latino children fit that category. "Often, those families have a lower socioeconomic status [SES], and that component alone can impede a family's ability to engage in these very high-intensity contact programs," Raynor says.

But there are efforts to do

KEY POINTS

1
A new APA clinical practice guideline recommends family-based multicomponent behavioral interventions to treat obesity and overweight in children 2 to 18 years old.

2
Effective family-based interventions include counseling on diet and physical activity and teaching parents strategies including goal-setting, problem-solving, behavior monitoring and modeling positive behaviors.

3
Obesity experts say individual treatments for children with obesity are important, but more must be done to change unhealthy environments in schools and communities.

4
Psychologists can help address obesity bias and stigma by helping to train other health-care providers to better understand and speak about obesity.

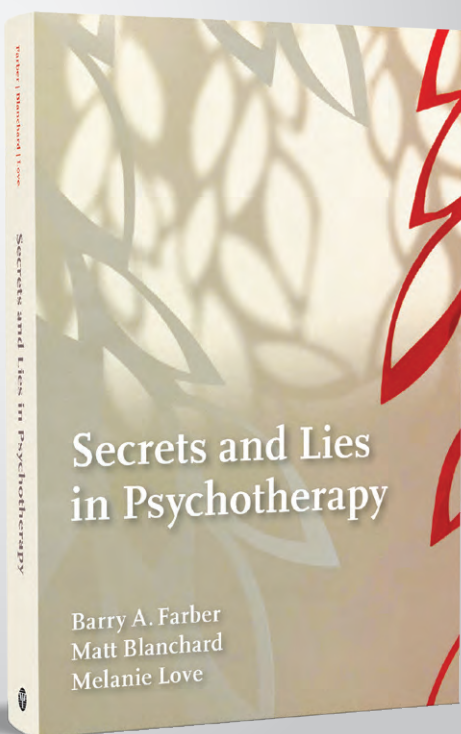
more research with these groups. To better reach children from lower-SES populations, in 2018 the Centers for Disease Control and Prevention offered funding for researchers to package and disseminate proven pediatric weight-management interventions that can be used by health-care, community and public health organizations to serve low-income children and their families.

MAKING SCHOOLS HEALTHIER

As some psychologists and their colleagues in medicine, nutrition and public health continue to fine-tune treatments for children and their families, others are setting their sights on changing the world around them. Individual treatment is important, says Wendy Ward, PhD, ABPP, a psychologist at the University of Arkansas for Medical Sciences who studies pediatric obesity prevention and treatment. "But there are just so many environmental factors a treatment program can't control."

School is a logical place to take on those factors. Some 31 million children a day eat school lunches, so changes in the lunchroom can have wide-ranging effects. Passed by Congress in 2010, the Healthy, Hunger-Free Kids Act championed by Michelle Obama made notable changes to the federal school meal program. The act set nutritional standards for all foods sold in schools, including lunches as well as snacks and drinks from vending machines, school stores and à la carte lunch lines.

"While the old standards only set calorie minimums for school



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CE Corner



Reducing sedentary behavior is key to healthier kids.

meals, the new regulations also set calorie limits,” says Marlene Schwartz, PhD, a research psychologist and director of the Rudd Center for Food Policy and Obesity at the University of Connecticut.

Many states had taken steps to remove sodas and other unhealthy foods from schools, but the 2010 law made sure children in every state have access to healthier options, she says. “Before, the focus was on making sure there was enough food. Now there is a greater focus on the nutritional quality and variety of that food, such as offering a variety of fruits and vegetables each week and increasing whole grains.”

Some school districts in low-income communities have also expanded their meal programs to provide free breakfasts and lunches to all students. According to an analysis by NHANES epidemiologist Cynthia Ogden, PhD, and colleagues, obesity is significantly associated with food insecurity in children ages 6 to 11, though not in

younger children (*Journal of the Academy of Nutrition and Dietetics*, Vol. 115, No. 5, 2015). “[Dietary] patterns and fullness cues are established early, and children with food insecurity might be more likely to overeat when food is available,” Bean explains. “Having consistent access to healthy meals can make a real difference for maintaining a healthy weight.”

As schools take action, there’s a lot of opportunity for research psychologists to discover how students make choices about what foods to put on their plates, and how to make nutritious options more appealing. Bean, for instance, is currently studying how the introduction of salad bars affects eating patterns among children in low-income school districts, and what factors encourage the kids to actually take a bite of the unfamiliar produce they may put on their plates. “We need to understand what the messages should be in schools to help foster the selection and consumption of

healthier food,” she says.

Meanwhile, Schwartz says, health advocates must keep pressing the food industry to stop marketing sugary cereals, soda and other unhealthy foods to kids. “We feel strongly that we have to change the environment,” she says. “It’s not fair to put all the pressure on families to fight this themselves.”

BATTLING OBESITY STIGMA

The unhealthy environment we live in is also a contradictory one. While there are countless cues to overeat and sit around staring at screens, there are also significant stigma and bias around obesity.

“The public health crisis is not only in terms of the medical concerns [associated

with obesity], but also the emotional and psychological impact on families,” Bean says. “In health-care settings, and even within obesity treatment programs, weight bias is powerful. As psychologists, we can be real leaders in training other health-care providers to talk appropriately to families about obesity, and to help take away the stigma and overemphasis on personal responsibility.”

Child obesity is an issue that all psychologists should be aware of, whether or not they work in a specialty treatment center, Ward adds. “To the extent that obesity is correlated with depression, anxiety, low quality of life, poor physical functioning and social withdrawal, it’s relevant to psychologists across settings.” ■

ADDITIONAL READING

Clinical Practice Guideline for Multicomponent Behavioral Treatment of Obesity and Overweight in Children and Adolescents: Current State of the Evidence and Research Needs

APA, March 2018

Systematic Review and Meta-Analysis of Comprehensive Behavioral Family Lifestyle Interventions Addressing Pediatric Obesity

Janicke, D.M., et al., *Journal of Pediatric Psychology*, 2014

Improving Access and Systems of Care for Evidence-Based Childhood Obesity Treatment: Conference Key Findings and Next Steps

Wilfley, D.E., et al., *Obesity*, 2017

Screening for Obesity and Intervention for Weight Management in Children and Adolescents: Evidence Report and Systematic Review for the US Preventive Services Task Force

O'Connor, E.A., et al., *JAMA*, 2017

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TACTIC #1

Advancing gender equity involves rejecting old scripts, seeking an evidence-based understanding of how women experience the workplace and creating the conditions that increase women's potential for success.



RENEWING THE PUSH FOR EQUALITY

Women in psychology are still paid less, hold fewer leadership positions and are harassed more than their male colleagues. So, what is the field doing about it?

BY AMY NOVOTNEY

FOR WOMEN IN POLITICS, IT HAS BEEN an extraordinary year. A record number ran in congressional races in 2018, and in January, the 116th Congress included 118 women representatives and senators, more than ever before. ¶ Despite that historic achievement, the embrace of women leaders is not as apparent in other segments of the workforce. The Women in the Workplace 2018 survey of 64,000 employees conducted by LeanIn.org and McKinsey & Co. found that even though men and women enter the workforce in similar numbers, women do not get the promotions that men do. At the senior management level, men outnumber women 2-to-1—and the outlook is even worse for women of color.

The picture is no different when it comes to the psychology field. The 2017 “Changing Gender Composition of Psychology” report from APA’s Committee on Women in Psychology (CWP) found that even though women now dominate psychology in sheer numbers—within the educational pipeline and the workforce—they lack equity with their male colleagues when it comes to power, status and money.

The APA report shows that women in psychology make about 78 percent as much as their male colleagues and carry more student loan debt. The pay gap tends to be even larger for women of color, with black women making just 61 cents and Latinas 53 cents for every dollar paid to white men, according to 2018 data from the American Association of University Women, which looked at the salaries of all women.

Women in psychology also face disparities in advancement and leadership positions. For example, far fewer women in psychology achieve full professorships compared with men. In addition, even though 58 percent of APA’s members are women, they constitute just 30 percent of APA fellows.

Women are also more likely to experience ongoing harassment on the job. A 2018 report by the National Academies of Sciences, Engineering, and Medicine (NASEM) found that between 20 percent and 50 percent of female students in the science, engineering and medical fields and more than 50 percent of female faculty in those fields say they have been harassed.

Of course, the field of psychology has seen some improvement in the last two decades, thanks to heightened awareness of gender diversity, inclusion and discrimination, but women still face an uphill climb on the road to equality, says industrial/organizational (I/O) psychologist Vicki Vandaveer, PhD, founder and chief executive officer of The Vandaveer Group Inc. “We assume that everyone should have equal opportunity, but the reality is that we live in a patriarchal society with white men as the dominants in the culture,” Vandaveer says. “As research and indicators such as the ‘MeToo’ and ‘Time’s Up’ movements show, the progress we’ve made in helping women advance has not been enough.”

Overall, women’s lack of equity in the workplace is a systemic issue, says Shari Miles-Cohen,

78%

The amount that women in psychology make compared with their male colleagues

30%

The amount of APA fellows who are women, even though 58 percent of APA members are women

OVER 50%

The percentage of women STEM faculty who report they have been harassed

PhD, senior director of APA’s Women’s Programs Office. “It’s about the abuse of power and position.”

No matter the cause, change must come from the top down, and subtle obstacles rooted in personal and institutional prejudices and barriers help explain some of the ongoing gender disparities, says William Ming Liu, PhD, editor of the journal *Psychology of Men and Masculinity*. For example, men tend to be stereotyped as more assertive than women, but when women—in particular, black women—do show assertiveness, they’re “often labeled as the angry black woman,” says Liu, a psychology professor at the University of Maryland, College Park. These embedded dynamics at the intersection of racism and sexism often go unnoticed in academia and organizations—and require extra effort to navigate.

So, what are the best ways for psychologists—both women and men—to eradicate the barriers that hold back women? Psychologists who study the problem say solutions include concerted efforts to deal with unconscious gender bias, and working with women to help them become more comfortable with power. In addition, employers need to revisit workplace policies, and managers need to foster cultures that enable all employees to reach their potential.

Men also need encouragement to become stronger allies for women’s advancement, says Asia Eaton, PhD, assistant professor of psychology at Florida International University.

“Women grow fatigued and often don’t have the status or power to effect lasting change at all of the relevant levels,” says Eaton, co-chair of the Committee on Academic Feminist Psychology for APA Div. 35 (Society for the Psychology of Women). “At the top of our field, men are represented disproportionately, and we need men at the top and laterally to be advocates for all women, including and especially women from marginalized backgrounds.”

CAUSES AND CONSEQUENCES

Some of the continued inequities stem from the discipline’s history of male domination, says Eaton. “Even 40 years ago, psychology was mostly made up of men, and naturally, those who have been in the discipline the longest are



TACTIC #2

Organizations should apply the same level of scrutiny to sexual harassment policies as they do to other workplace policies, such as those on violence, plagiarism or other types of misconduct.

the most likely to be at the top,” she explains.

Experts also point to the time demands of motherhood as a factor that undermines women’s advancement at work, particularly in academia, where policies make time off for child care incompatible with a tenure-track research career.

In the research arena, it doesn’t help that women are still seen as lacking the qualities needed to be successful scientists, despite significant efforts to encourage more women to enter

science, technology, engineering and mathematics (STEM) careers, say researchers at Wellesley College, including psychologist Linda Carli, PhD. She and her colleagues compared the way male and female scientists perceived scientists of both genders. In general, both sexes viewed scientists as risk-taking and competitive—characteristics more often associated with men than women (*Psychology of Women Quarterly*, Vol. 40, No. 2, 2016). Women, on the other hand, were

associated more with qualities such as helpfulness and kindness. “The overall image of successful scientists appears to be one of exaggerated masculinity,” Carli says, noting that such beliefs may contribute to the discrimination and prejudice facing women in STEM fields.

In a similar vein, a meta-analysis by researchers at the University at Buffalo found that showing sensitivity and concern for others—stereotypically feminine traits—make someone less likely to be seen as a leader (*Personnel Psychology*, Vol. 71, No. 3, 2018). “Yet it’s those same characteristics that make leaders effective,” says study lead author and I/O psychologist Emily Grijalva, PhD, assistant professor of organization and human resources at the University at Buffalo.

“Because of this unconscious bias against communal traits, organizations may unintentionally select the wrong people for leadership roles, choosing individuals who are loud and confident but who lack the ability to support their followers’ development and success,” Grijalva says.

In fact, a 2015 study led by Amy Oh, PhD, at the National University of Singapore, shows that CEOs who show more humility hire more diverse management teams, have less employee turnover, show higher employee satisfaction and improve a company’s overall performance (*Journal of Management*, Vol. 44, No. 3, 2015).

Psychology of Women Quarterly editor Mary Brabeck, PhD, says these studies and others provide evidence of structural barriers that often prevent women from career advancement.

“People tend to see people who are like us as more capable than those who are different from us, and those who are in power don’t want to give it up,” says Brabeck, professor of applied psychology at New York University. Because research continues to point to women as being less valued, she says, such attitudes lead to structural decisions that maintain the male hierarchy.

HARASSMENT IN THE #METOO ERA

Perhaps even more egregious than the ongoing pay and leadership disparities is that women in psychology—especially students and those early in their careers—continue to experience harassment from colleagues and superiors.

ARTICLES ON HARASSMENT

What It Really Takes to Stop Sexual Harassment

Psychologists call for a comprehensive approach with real-world impact
www.apa.org/monitor/2018/02/sexual-harassment.aspx

Sexual Harassment on Campus

Advice and resources for psychology students on how best to prevent and respond to misconduct by faculty and others
www.apa.org/monitor/2018/05/sexual-harassment.aspx

Graduate Education: How to Stay on Track When You Hit a Roadblock

Here are eight ways students can address the problem
www.apa.org/monitor/2016/10/graduate-roadblock.aspx

This is not unique to psychology: The 2018 NASEM report found that sexual harassment is widespread across all fields and that the incidence of sexual harassment has not changed much in the past three decades. For the report, Georgia State University professor of psychology Kevin Swartout, PhD, compiled data from surveys at the University of Texas and Pennsylvania State University school systems, representing more than 10,000 undergraduate and graduate students, as well as female faculty. Between 20 percent and 50 percent of female students and more than 50 percent of female faculty in the psychology, science, engineering and medical fields said they had experienced sexual coercion, unwanted sexual attention and gender harassment—described as verbal and nonverbal behaviors that convey hostility, objectification, exclusion or second-class status—from faculty or staff.

The report also found that sexual and gender minority women and women of color were more likely than their straight, white counterparts to have been harassed, and that women of color were more likely to report feeling unsafe because of their gender. In a series of qualitative interviews with women in multiple fields, institutions and stages of their careers, the researchers delved deeper into these episodes of harassment. About half of the women detailed physical and sexual abuse. More prevalent were sexist remarks, jokes and inappropriate comments.

The report’s findings are no surprise to many female psychologists who experienced verbal and sexual harassment during their graduate school, internship or postdoc experiences. One Oregon private practitioner who asked to remain anonymous says her psychology internship experience will forever be tainted by sexual advances made by a male supervisor shortly before her position was set to end.

“Up until then, I’d had an 11-month experience of him being really trustworthy and instrumental in my development, so it was very hard to reconcile this with the predatory part of him that started coming out,” she says. “I honestly didn’t recognize it as sexual harassment until the #MeToo movement began.”

Another anonymous female psychologist recalls repeatedly being called worthless and

A portrait of a woman with voluminous, curly brown hair. She is wearing a black pinstriped blazer over a red top and a thin silver chain necklace. She has a serious expression and is looking slightly off-camera. The background is a plain, light color.

TACTIC #3

Women's advancement requires developing more male allies. Men who are aware of the discrimination women face can speak up against bias and back policies that support women.

having her research stolen by a male supervisor during her two-year postdoctoral fellowship. “He made me feel invisible,” she says. “Right out of the gate I felt like I had to work 10 times harder to prove myself.”

Many women psychologists hope that as women share their stories, it will elevate the conversation on how to prevent harassment. “There continues to be a huge gap in knowledge in this arena, and not just with college students,” says Vicki Burns, PhD, a counseling psychologist at Florida International University. “Part of that is living in a culture where we silence survivors,” she says. “As a result, people have had difficulty recognizing that what’s happening to them actually constitutes a crime.”

In addition, says Burns, “it’s important to remember that not all survivors are women and not all perpetrators are men.”

IMPLEMENTING SOLUTIONS

Ultimately, it will take changing mindsets to address these issues, particularly the minds of managers, according to “What Most People Get Wrong About Men and Women,” a May–June 2018 article in *Harvard Business Review*. Authors Catherine H. Tinsley, PhD, and Robin J. Ely, PhD, point out that even though women and men have similar inclinations, attitudes and skills, what differs is how they are treated on the job: Women face more barriers at work than male colleagues, such as less feedback from supervisors and fewer business connections. To ensure gender equity, the authors recommend that managers:

- **Question** the stereotypes behind their practices.
- **Consider** other factors that might explain any achievement gap.
- **Change** workplace conditions by giving women more constructive feedback and opportunities to lead.
- **Keep challenging** assumptions and sharing learning so they can create a culture in which all employees can reach their full potential.

“As a field and as employers, we need to support women’s careers and advocate for their advancement to leadership positions and selection as journal editors,” says Miles-Cohen.

In addition, employers need a stronger under-

MORE RESOURCES

“How Women Become Leaders”

Alice Eagly,
APA Speaking of
Psychology podcast

Athena Rising: How and Why Men Should Mentor Women

Johnson, W.B.,
& Smith, D.
Routledge, 2018

Still Second Class: Sexual Harassment of Graduate Students

Rosenthal, M.N.,
et al.
*Psychology of
Women Quarterly*,
2016

Power: Why Some People Have It and Others Don’t

Pfeffer, J.
HarperBusiness,
2010

standing of how supporting women, particularly caregivers, can improve a company’s bottom line. By increasing paid family leave and providing on-site or subsidized child care, companies not only attract better talent but reduce attrition rates and improve productivity, according to the Center for Economic and Policy Research. When Google, for instance, expanded its parental leave from 12 weeks to 18 weeks, the rate at which new mothers quit dropped by 50 percent, which translated into millions of dollars saved for the company.

Since research shows that men’s views are often taken more seriously than women’s and that men are evaluated more positively than their female colleagues, change needs to come from organizational leaders to identify and remove barriers to women’s career advancement, Brabeck says.

“We tend to think about what women are doing to advance their careers, but the equally important question is, what are men doing?” she says.

From a top-down, organizational perspective, solutions can include investing more resources in diversity training, developing anti-discrimination policies and being more transparent in sharing salary ranges.

Individual coaching for changing mindsets—and the corporate culture—can also help, Vandaveer says. That’s important for both achieving and maintaining change. While most people initially embrace the concept of inclusion, once the effects of doing so begin to impinge on their own chances for promotion or perceived opportunities, they may not be as supportive of inclusive policies.

In terms of addressing sexual harassment, organizations can update their ethics codes to apply the same level of scrutiny to harassment as they do to plagiarism, falsification of data and other forms of scientific misconduct, says Burns, chair of Div. 35’s Violence Against Women Committee.

“Sexual harassment violations may start out as consensual relationships, but when there’s a power dynamic involved, it can get really murky,” she says. “Many organizations and universities are developing specific language for their employee or faculty handbooks prohibiting relationships

TACTIC #4

Another way to shift mindsets is to advocate for and conduct more research on ways in which men, and organizations overall, benefit from collaborating with women.

with graduate students or anyone with any kind of supervisory role.”

In October, leaders from dozens of scientific societies, including APA, convened in Washington, D.C., to discuss sexual harassment in STEM fields. One outcome was the development of the Societies Consortium on Sexual Harassment in STEMM (science, technology, engineering, mathematics and medicine) fields. The consortium is developing model policy frameworks and practices that are aimed at combating sexual harassment, as well as a toolkit that societies and other institutions can use to help craft their own responses.

Another way to shift mindsets is to advocate for and conduct more research on ways in which men—and organizations overall—benefit from collaborating with women. A study led by economists at LeMoyne College in Syracuse, New York, and Virginia Tech examining data from more than 125 countries, for example, found that corruption was lower in countries with a greater percentage of women legislators (*Journal of Economic Behavior & Organization*, Vol. 151,

2018). More of this type of research is needed to truly help organizations recognize the benefits of diversity in the workplace, Liu says.

Supporting women in learning how to become their own best advocates is another promising strategy, says Vandaveer, who adds that women must help those in power see the value that women add to the organization. “One example of a critical skill that I find many women need is recognizing their power, based on their innate attributes and skills, becoming comfortable with that power and using it effectively to achieve the organization’s goals, as well as their own,” she says.

Finally, one of the most important factors in advancing a woman’s (or anyone’s) career is relationship building: finding mentors (female and male) who can advise and serve as important sounding boards. Also important is finding one or more “sponsors”—people in positions of power who will advocate for you, introduce you to influential others, provide opportunities for you to speak or otherwise open doors to opportunity. (Learn more about mentoring, including innovative ways to find a mentor best suited to your individual needs, ethical issues in mentoring and best practices for mentors in the *Monitor’s* four-part series on mentoring, which began in January.)

Women’s advancement in the field also requires more male allies in the workplace. “To truly stop gender discrimination and sexual harassment, we need a comprehensive approach that involves assessing and increasing men’s allyship toward women in the workplace,” Eaton says.

These strategies include:

- **Helping** men become more aware of the discrimination women face and of the fact that men are the beneficiaries of a biased system.
- **Encouraging** men to learn more about gender-discrimination and sexual-harassment laws and workplace policies.
- **Training** men to provide women with social support, such as listening to and empathizing with women who are experiencing discrimination.
- **Urging** men to speak up against bias and vote for policies that support women.

“Being an ally to women is more than just not being sexist,” Eaton says. “It’s ultimately about taking action to improve the disparities.” ■

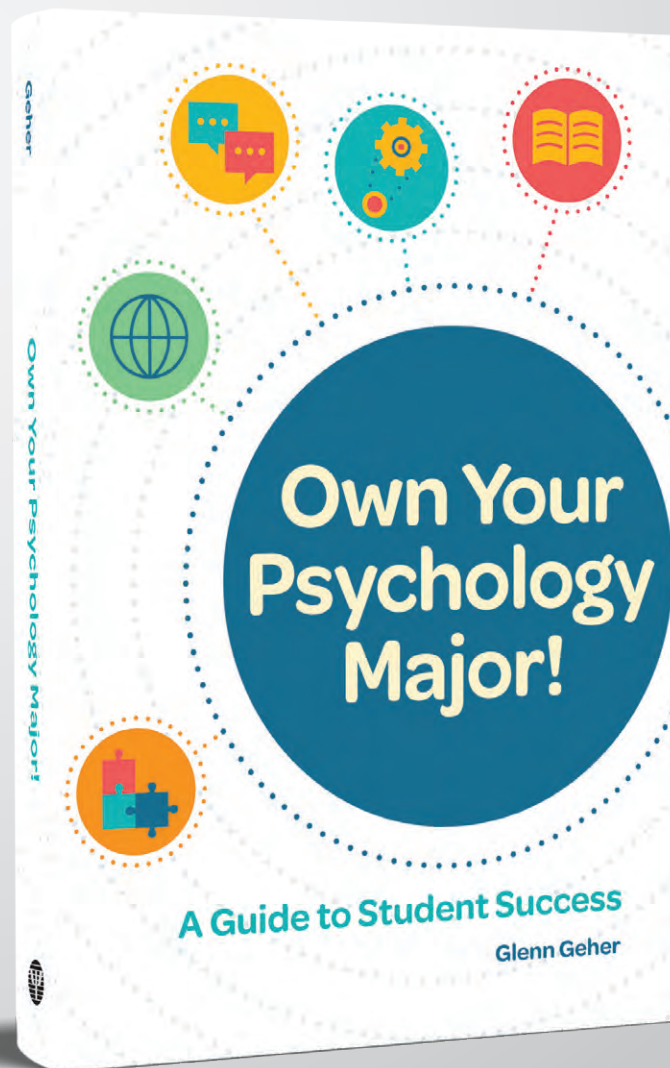
SUPPORT FROM APA

PREPARING WOMEN LEADERS

Now in its 11th year, APA’s Leadership Institute for Women in Psychology is a learner-centered program designed to enhance the individual and collective leadership capacity of women in psychology. Each year, approximately 35 women take part in the yearlong institute, which includes five days of interactive workshops and webinars on leadership development topics, including training in advocacy and fundraising, managing difficult relationships at work and strategic planning, among others.

“After completing the program, I really began thinking of myself as a leader and recognizing my own strengths in leadership roles,” says Heather Littleton, PhD, a professor in the department of psychology at East Carolina University. “I also feel more comfortable advocating for myself in a variety of situations.”

This year, the program will include a focus on showing women how to analyze systems so that they, in concert with others, can more effectively address systemic barriers such as sexual harassment. Learn more about the institute by visiting www.apa.org/pi/women/programs/leadership. —Amy Novotney



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LEADING THE WAY

Today's more inclusive field of psychology wouldn't have been possible without the dedication and determination of an earlier generation of women of color researchers. Here are the stories of some of those trailblazers. **BY STEPHANIE PAPPAS**

PSYCHOLOGY'S EVOLUTION FROM A FIELD OF STRAIGHT, WHITE, middle-class people concerned mainly about other straight, white, middle-class people did not happen effortlessly. The field was needled, prodded and outright shoved by pioneers who would ultimately create a more inclusive—and more comprehensive—profession. ¶ What follows are profiles of some of these pioneers, women of color who were among the first to break into psychology's ranks. All of them made history simply by pursuing their passions in the face of indifference and hostility toward them based on their race and gender. ¶ Thanks to their contributions, memory is less of a mystery, more military pilots survive risky maneuvers, fewer people contract HIV and women of color launching their careers today may feel a little less alone.

Dr. Margaret Beale
Spencer made her mark
early with research that
found bias is learned.



COURTESY OF DR. MARGARET BEALE SPENCER

MARGARET BEALE SPENCER

A GAME-CHANGING PIONEER WHO PUTS RESEARCH INTO ACTION

Margaret Beale Spencer, PhD, was a pharmacist planning to become a physician when she took a couple of psychology classes, was offered a doctoral fellowship at the University of Kansas and became one of the pre-eminent psychologists in human development instead.

Spencer earned her doctorate at the University of Chicago after getting her master's in Kansas. She made an impression early, with a master's thesis, later published in *Developmental Psychology*, that replicated the finding that both black and white preschoolers preferred white dolls, but then went further to find that children could be incentivized not to show this preference. The study suggested that the bias was learned and, along with Spencer's follow-up research, revealed that these learned biases didn't automatically translate to self-hatred and could be unlearned. Spencer also pioneered the Phenomenological Variant of Ecological Systems Theory, a framework for understanding development that centers on identity processes, culture and ecological considerations.

"At that time of my training, there was very little research on children of color, and most of it was very pathologically oriented," Spencer says. "I knew that was not in fact representative of the population, so something was wrong with the questions being posed."

A systems theorist, Spencer thinks of development in terms of vulnerability and resiliency. Everyone has vulnerabilities, she says. It's the support they have around them that can boost their resiliency. In 2015, Spencer launched the Urban Resiliency Initiative, a program designed to put developmental research into action by cultivating support around family, education, safety and wellness, particularly in urban centers.

Combating the notion of children of color as the "other" has been a defining battle in Spencer's career, one she still fights today. "It's even more challenging now because there is a motivated ignorance," she says. "It's not that people do not know better, but social scientists choose not



Dr. Hortensia Amaro is a leading researcher on substance use by disenfranchised women.

to include particular groups of people in the human family, as represented in their programs of research."

HORTENSIA AMARO

**AN EMPATHETIC LEADER
COMMITTED TO HELPING OTHERS**

Hortensia Amaro, PhD, arrived in the United States as a refugee in 1960, fleeing Cuba with her family at age 9. The family spent several disorienting months in Miami before moving to California under the Cuban Refugee Program. Years later, as a student at El Camino Community College, Amaro did a field placement in child development, tutoring a 9-year-old boy who was also from Cuba. "I could see the struggles he was going through in not understanding the language, not understanding the way people behaved and feeling marginal and uncomfortable and anxious," Amaro says. "I connected with that because I had felt that way."

For the first time, Amaro says, she realized that she could use her experiences to help others.

COURTESY OF DR. HORTENSIA AMARO

"She's an academic who helped me to see you could be in academia and still have community impact," says Alisa Lincoln, MPH, PhD, a professor of sociology and the director of the Institute for Health Equity and Social Justice Research at Northeastern University, which Amaro founded in 2002.

Amaro was elected to the National Academy of Medicine in 2011 and is now a distinguished professor and senior scholar for community health at Florida International University, but her work has always been situated well outside of the ivory tower. While working on a study of drug use during pregnancy early in her career, she met a woman whose heroin addiction had led to sex work, and ultimately being infected with HIV. When Amaro met her, the woman was waiting to find out if her baby had been infected. The experience spurred Amaro to focus on interventions research, a commitment that only grew when her younger brother was diagnosed with AIDS shortly thereafter. He died in 1989 at age 29.

A grieving Amaro became principal investigator on The Mom's Project, a National Institute on Drug Abuse program studying HIV prevention in pregnant drug users, partners of drug users and sex workers in Boston. She also launched an inpatient substance use program called Entre Familia for pregnant and postpartum Latinas and went on to publish more than 160 articles on substance use in disenfranchised women. Her work has found, among other things, that treating trauma and teaching HIV prevention to women in substance use programs can keep them in treatment longer and reduce unprotected sex. In a testament to Amaro's lasting impact, both programs she launched remain active, and the building housing the Entre Familia program now bears her name.

GAIL WYATT

A WOMAN OF FIRSTS WHO PAVED THE WAY FOR OTHERS

Gail Wyatt, PhD, decided to become a psychologist in high school after reading the definition of clinical psychology in a book on careers. "I'm not sure it was really well-informed," she laughs, "But I never wanted



Among Dr. Gail Wyatt's many accomplishments was becoming, in 1973, the first African-American woman licensed as a psychologist in California.

to be anything else since I was 14." After attending historically black Fisk University and earning her doctorate at the University of California, Los Angeles (UCLA), Wyatt in 1973 became the first African-American woman licensed as a psychologist in California.

It was a "scary thing to do," she says, because there was no one ahead of her to pave a way. Soon after she earned her PhD, UCLA began offering a training course in sex therapy. She took it. And then she went further, applying for a National Institutes of Health career development award to study African American and white women's sexual experiences. She got it, becoming the first African-American to receive one of these prestigious awards.

At UCLA, she would also become the first black female psychologist ever to be promoted to full professor in a school of medicine.

Wyatt was also one of the first people to spotlight black women's issues in research, says Hector Myers, PhD, a professor of medicine, health and society and psychology at Vanderbilt University, who met Wyatt in graduate school. "She was always one of those people who was willing to bring issues to the forefront and fight for them to be properly recognized," Myers says.

Among other findings, Wyatt's work has shown that community-based, peer-led programs can help prevent HIV-positive women from becoming victims of gender-based violence. She has also taken her work abroad, studying abortion, rape and intimate partner violence in South Africa.

Throughout her career, Wyatt fought not only for her research participants but also for her fellow scientists of color. As part of that effort, she started a section for ethnic minorities in APA's Div. 12 (Society of Clinical Psychology) and helped to launch APA's Div. 45 (Society for the Psychological Study of Culture, Ethnicity and Race). Unfortunately, Wyatt says, racism and discrimination still discourage many men and women from aspiring to psychology careers, but she is proud to push back as a mentor, encouraging young psychologists of color to reach for the big grants.

"You really have to believe in yourself and know that you deserve this honor," she says.



Dr. Vonnie McLoyd received the MacArthur Foundation "genius grant" in 1996.

MARIGOLD LINTON

A GUIDING LIGHT FOR AMERICAN INDIAN RESEARCHERS

Growing up without electricity on the Morongo Indian Reservation in Southern California, Marigold Linton wasn't sure what college was. When she got into one, she was certain she would flunk out—so much so that when she got straight A's in her first semester at the University of California, Riverside, she went to the registrar to report a mistake.

It would be easy to look at Linton's story as the first of her tribe to attend college as a meteoric rise: She was smart and driven, so she succeeded. But that narrative would elide the real struggle Linton went through adjusting to life outside the reservation. "I started my classes and I looked neither to the right nor to the left," she recalls. "I did not talk to anybody. I didn't make any friends. I studied and studied and studied and studied."

Even after learning that those straight A's were really hers, the certainty of failure never left her. Until age 35, years after she'd clinched a professorship and bought her own house, Linton still had nightmares about running back to the reservation with killers on her trail. "It was not a trivial transition," she says.

As a researcher in long-term memory, Linton made a point of easing that transition for the next generation. "Marigold has been like a guardian angel watching over me," says Monica Tsethlikai, PhD, a professor of psychology at Arizona State University and a member of the Zuni tribe. Throughout her career, Linton has worked to bring American Indian students into the academic fold, including by setting up a consortium to bring students from the University of Kansas (KU) and the nearby Haskell Indian Nations University together to do research.

Today, Linton is the director of American Indian outreach at KU and is working on a manuscript to summarize her ongoing 45-year self-study of memory and knowledge. Her original study, launched in 1972, found that she forgot events in her own life at a rate of about 5 percent per year after the year they occurred; continued analysis of her burgeoning data set suggests that the more times a person experiences an event,



Throughout her career, Dr. Marigold Linton has worked to bring American Indian students into the academic fold.

the less episodic and more semantic that memory will become. There is a lot of data to process, but Tsethlikai and Linton hope to use a dynamic systems approach to quantify how some memories fade and others strengthen over time.

"She told me she plans to live until she is 105 years old," Tsethlikai says, "so we have 23 years to get it done."

VONNIE MCLOYD

A LEADER IN THE STUDY OF HOW POVERTY AFFECTS CHILDREN

Vonnie McLoyd, PhD, describes herself as a "low-profile kind of person." Bring up the MacArthur Foundation fellowship she got in 1996—colloquially known as a "genius grant"—and it will quickly become clear that she'd rather not dwell on the honor. But in the field of child development, McLoyd's work is anything but low profile. "It is hard to think of many psychologists who have contributed as much as Vonnie McLoyd to our understanding of the ways in which poverty impacts the developing child," says Laurence Steinberg, PhD, a Temple University psychologist who co-authored a book on studying minority adolescents with McLoyd in 1998.

McLoyd earned her PhD in 1975 at the University of Michigan, where she found community in the Black Student Psychological Association. She was among the second significant cohort of black students in the psychology department, she recalls. "It was, I think, intimidating for many of us, but we had enormous support from each other and from some key faculty," she says.

McLoyd remembers being conscious of class and race from an early age, in part due to the influence of her father, an African Methodist Episcopal minister. Her work has delved into the impacts of discrimination, financial strain and parenting on the development of black children. One of her key papers reviewing the negative effects of economic hardship on black children, published in *Child Development* in 1990, has been cited more than 3,000 times.

McLoyd sees a lot to be optimistic about in psychology today. "One thing that makes me so

optimistic about the future of people of color in the academy is just seeing the number of women of color and people of color who are guest editors of special issues or special sections of the major journals," she says. "All of those things are markers of how increasingly well-integrated people of color are in the field."

DIANA SLAUGHTER KOTZIN

A LEADER IN THE FIGHT FOR EARLY EDUCATION

Retirement hasn't removed any of Diana Slaughter Kotzin's enthusiasm for her field of choice. When discussing the American education system today, Kotzin becomes animated. "We have a huge challenge to get people sufficiently educated so that they can participate as citizens in an information age," she says.

Kotzin grew up as fifth in a living maternal line. She knew her great-great-grandmother on her mother's side. As such, she says, she implicitly understood the importance of extended familial ties and intergenerational transfer of culture in the lives of youth. This understanding informed her research investigating the relationship between African-American families and the educational system. First at the University of Chicago and then at Northwestern University, Kotzin (then Slaughter-Defoe) focused on how parents could help children thrive in the schools available to them. She conducted influential research on Head Start and educational expectations in African-American families. Later at Northwestern and at the University of Pennsylvania (Penn), Kotzin shifted to studying what schools do to foster the resilience of children. She's researched whether private and charter schools benefit African-American children more than public schools (no strong evidence that they do, she says) and highlighted, in film, the history of Freedom Schools, volunteer-led efforts to educate and organize black citizens of the South during the civil rights era. At Penn, Kotzin held an endowed chair named for Constance E. Clayton, the first African-American to have a professorship named after her in the Ivy League.

Today, Kotzin is heartened to see the near-



Dr. Diana Slaughter Kotzin conducted influential research on Head Start and educational expectations in African-American families.



Among Dr. Lisa Rey Thomas's proudest accomplishments is the Healing of the Canoe project, a youth substance use prevention program developed with the Suquamish and Port Gamble S'Klallam tribes.

universal acknowledgement that early education is a boon to children, especially poor children—even if some states still cannot fund programs. But she sees a lot to do in updating education for youths ages 5 to 18 in the modern economy. "This is a different ballgame, and it requires support of young people longer than we conceptualized," she says. "We need new leadership in the psychology and education fields who understand the kind of people that we must produce in order to have an active, involved citizenry in the next 50 years."

LISA REY THOMAS

A CATALYST FOR CHANGE THROUGH COMMUNITY WORK

Lisa Rey Thomas, PhD, went into psychology with a goal firmly in mind: to help serve her community of American Indian/Alaska Native people. A member of the Tlingit tribe of the Pacific Northwest, Thomas launched her education as an older undergraduate at the University of Washington, juggling three jobs to pay her way. While there, she took a class with well-known addictive behaviors scholar Alan Marlatt, PhD. Realizing that the addiction literature overlooked American Indians and Alaska Natives, Thomas approached Marlatt, and the two started working together with local tribes to rectify the exclusion.

Thomas then thought she'd make her mark in policy and started law school. But legal work seemed too removed. "Community-focused and community-based work was really my passion," Thomas says. She went back to the University of Washington for her PhD in clinical psychology instead. It wasn't easy. Thomas already had one child when she started graduate school and had another during the program, and her professors weren't accustomed to working with students with that sort of family responsibility. But she drew strength from the support of friends and family and from the knowledge that she could pioneer a way for future minority women. "I needed to shake the bars a little bit so that people coming behind me didn't have the same difficulties that I did," she says.

Among Thomas's proudest accomplishments



is the Healing of the Canoe project, a youth substance use prevention program developed with the Suquamish and Port Gamble S'Klallam tribes. Tribal members took the driver's seat in developing the project, and by 2016, Thomas and her team had trained more than 300 people in the program curriculum. Their research on the intervention has found that it increases optimism, self-efficacy and cultural identity in youth while decreasing substance use. Too often, Thomas says, outsiders look at American Indians and Alaska Natives from a deficit perspective. But the Healing of the Canoe project focuses on the strengths of tribal culture and traditions.

"Tribes and Urban Indians," Thomas says, "are leading the way in providing whole-person, integrated care."

As a researcher at the University of Puerto Rico, Dr. Glorisa Canino is a conduit for collaboration between researchers on the island and on the U.S. mainland.

GLORISA CANINO

A PERSISTENT TRAILBLAZER KNOWN FOR HER TENACITY

Glorisa Canino, PhD, credits her success to grabbing opportunities when she sees them. The Puerto Rico native comes from "a family of shrinks," she says, and a pragmatic streak led her to a career in empirical research. After earning her doctorate at Temple University, Canino returned to Puerto Rico as a consultant for the U.S. territory's Mental Health Commissioner. Despite never having written a grant before, she obtained funding in 1985 for a study on the epidemiology of mental health on the island. Her interests sprawled from there, touching seemingly every underappreciated aspect of mental health for Puerto Ricans: disaster psychology, poverty and pediatric asthma (the island has one of the highest rates in the world).

Now at the University of Puerto Rico, Canino is a conduit for collaboration between researchers on the island and researchers on the U.S. mainland. With colleagues on the mainland, she's done major projects comparing the mental health and asthma outcomes of Puerto Rican youth in San Juan with Puerto Rican children who immigrated to the Bronx. The work has investigated the impact on asthma outcomes from a variety of factors, including genetics, diet and parental mental health. The researchers are now studying the children of the original study participants, enabling them to detect intergenerational effects.

Canino makes these projects—some now closing in on their third decade—sound like *faits accomplis*, but her collaborators praise her tenacity in making them happen. Canino "has the persistence to make big ideas come to reality," says Cristiane Duarte, PhD, MPH, a medical psychologist at Columbia University.

"We have so much to thank her for," says Margarita Alegria, PhD, a professor of psychiatry at Harvard Medical School. "Opening doors, offering personal and career support, and finding ways to make sure you benefited. I cannot name the millions of ways in which she really has dedicated herself to conducting high-quality scientific research while bringing so many of us along the way."

CYNTHIA GARCÍA COLL

**A HEROINE FOR CULTURE,
ETHNICITY AND RACE**

While doing graduate work in the 1970s and '80s, Cynthia García Coll, PhD, was part of the burgeoning, energetic field of developmental psychology. It was a privilege, she says, to meet greats like Mary Ainsworth and John Bowlby, pioneers in attachment theory, and Urie Bronfenbrenner, the developer of the ecological systems theory of child development. She apprenticed to other eminent developmental psychologists, including Jerome Kagan, Dante Cicchetti and T. Berry Brazelton. But as García Coll traveled between the mainland United States and her native Puerto Rico, she realized that developmental psychology was missing something: the importance of culture, race and ethnicity in defining normative child development. García Coll's career became an effort to fill in those gaps—and to open her colleagues' eyes to what they were overlooking. "It was a battle," she says. "We were screaming at each other in academic meetings."

In the beginning, García Coll says, there was a small group of researchers, maybe five or 10, beating the drum. García Coll's research laid out the stakes. She worked with teen mothers in Puerto Rico, studied the effects of prematurity and infant temperament on development, and researched the "immigrant paradox" in which the assimilated children of immigrants do less well than just-arrived immigrants to the United States. She has found, for example, that the immigrant paradox varies by ethnicity and age, such that children of Mexican immigrants show it most strongly as teenagers rather than as young children.

Today, home in Puerto Rico after 36 years living on the mainland, García Coll is working on a National Academy of Sciences consensus study on the importance of pregnancy and the first years of life for development, writing a book on the principles of development across the life span and working on a project studying the development of babies exposed to the Zika virus in utero.

Among young psychologists today, García Coll says, the once-outsider view that culture, ethnicity and discrimination matter for children's



Dr. Cynthia García Coll has dedicated her career to the importance of culture, race and ethnicity in defining normative child development.



Dr. Gloria Chisum's career at the Naval Air Development Center was devoted to ensuring pilots could fly high-performance aircraft safely and effectively.

development is no longer up for debate.

"It's still a battle, but I see that the numbers have shifted," García Coll says. "We are not five anymore, and that is very, very exciting to me."

GLORIA CHISUM

**A HIGH-FLYING INNOVATOR
WITH A STRONG VISION**

As a kid in Muskogee, Oklahoma, Gloria Chisum, PhD, loved figuring out how things worked—much to the chagrin of her parents and grandmother, who didn't appreciate her disassembling her belongings. It was a trait that would serve her well as a scientist. Chisum earned her PhD at the University of Pennsylvania in 1960, studying sensory psychology. She then took a job at the nearby Naval Air Development Center, where she devoted her career to ensuring that pilots of high-performance aircraft could fly safely.

It was high-stakes stuff. Early on, for example, Chisum studied how long pilots could fly blind after having their night vision wiped out by a bright flash of light. When pulling complex maneuvers, Chisum and her team found, the pilots could fly for only three seconds without vision before their ability to control the craft got dicey. The researchers developed goggles to protect pilots' vision and ways to give them flight data while their sight was readjusting. One goal, Chisum says, was designing specially lit displays that could be read by someone who'd been temporarily blinded by light.

Chisum's early career was the era of NASA's "hidden figures" in which black women worked on high-level space projects in segregated conditions. But the Naval Air Development Center wasn't like that, Chisum says. "We weren't hidden," she says, and the status quo of discrimination and prejudice was changing. At 88, Chisum takes a long view: "You take three steps forward and two steps back, so now I think there are probably some problems people are having that I didn't have to face. It all depends on the political situation." ■

● **This article** is the idea of APA's 2018 President Jessica Henderson Daniel, PhD, who has worked throughout her career to highlight the accomplishments of women of color and to support the next generation.

Career

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



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FILLING IN THE FAMILY PORTRAIT

The Family Involvement Lab at the University of Maryland explores low-income and immigrant family dynamics and examines the role fathers play in raising children

BY CHRIS PALMER

Look through most of the literature on parenting and child development over the past several decades and you'll find studies on how mothers affect their children in such areas as behavior, reading and math abilities or interpersonal relationships. What you won't find is much mention of the role fathers play in raising children. Likewise, you'll struggle to find research based on anyone who isn't white and middle class.

"We have this whole science of child development that pretty much ignores 50 percent of parents and is based on a really narrow slice of families," says Natasha Cabrera, PhD, professor and director of the Family Involvement Lab at the University of Maryland, College Park (UMCP). "Not only is it unfair, we're depriving ourselves of the chance to really describe how families work."

Cabrera became acquainted with the skewed nature of family research statistics while serving three years as a federal policy analyst, in between earning her PhD and launching the Family Involvement Lab. Now, by investigating a wide diversity of parenting and family dynamics, she has identified unique

attributes of fathers that can boost children's emotional, language and problem-solving skills.

She has also begun to document how positive aspects of low-income, minority and immigrant families can help to offset what could otherwise be a debilitating lack of resources. "The lab takes a unique approach to studying family interactions by focusing on the strengths of families rather than just their weaknesses or the challenges that they face," says former graduate student Jenessa Malin, PhD.

Now, Cabrera and her team are leveraging those findings to develop novel interventions that improve parenting skills. Also, through a stream of blog posts, briefing reports and invited talks in communities, the research team is sharing its findings with a wide range of audiences, including parents and policy-makers. "Our goal is to take out the really science-y jargon, discuss research results clearly and succinctly, and explain the policy implications," says graduate student Catherine Kuhns.

FAMILY FIRST

Cabrera's first job, in fact, was in policy. Soon after completing her PhD in educational

psychology at the University of Denver in 1995, she became pregnant, so instead of applying for academic jobs, Cabrera took a more family-friendly position evaluating Head Start programs for the National Academy of Sciences in Washington, D.C. After 18 months there, she landed a fellowship in the demographic and behavioral sciences branch of the National Institute of Child Health and Human Development (NICHD).

Working on the agency's large surveys, "my eyes really opened to how dramatically family demographics were changing, and how big the 'missing men' problem was becoming," Cabrera says, referring to the general lack of fathers included in psychology research.

She began organizing meetings and working groups for NICHD with top scholars in the field to figure out how to broaden representation in child development surveys. These surveys become the basis of huge open-access data sets, such as the Early Childhood Longitudinal Study-Birth Cohort (ECLS-B), now used by dozens of research labs across the country.

Soon after, she decided to pursue a faculty position at UMCP, where she then opened the Family





Involvement Lab. One pressing research question was the effect of absentee fathers. Working with University of Cambridge psychology professor Michael Lamb, PhD, she found that children with absent fathers don't do as well as those with involved fathers for many reasons—not just because they have fewer resources. Those reasons include lack of a co-parent, family stigmatization resulting in social isolation and the psychological distress of abandonment (*Child Development*, Vol. 71, No. 1, 2000).

To dig further into fathers' contribution to family life, Cabrera launched a small-scale

study with a few dozen low-income African-American families that sought to gather specific details of family interactions by video recording moms and dads at home, playing and talking with their kids. (The experience showed her firsthand one reason why fathers aren't well represented in parenting literature: It took three years to find 50 fathers willing to take part in the study.)

Cabrera and her team looked for indications of fathers demonstrating sensitivity, such as comforting crying toddlers or helping children struggling with a toy.

Upon reviewing the sessions,

One of the lab's key findings is that fathers' language skills are a better predictor of children's language skills than those of mothers.

however, Cabrera noticed that fathers spoke differently to their children than mothers did: They talked in complete sentences, as if they were talking to adults. At first, she thought that was insensitive to the children. But when she analyzed her data, she discovered that the fathers' language skills were actually better predictors of kids' language skills than those of the mothers (*Cognitive Science*, Vol. 41, 2016). "The language that dads use is really linguistically challenging," Cabrera says. "Dads also use a lot more 'Wh' questions—Where are you going? Why are you doing that? These questions force



The lab is also exploring fathers' influence on math skills.

kids to express themselves better because sometimes dads have no patience with gibberish, whereas moms do.”

Cabrera and her team have gone on to observe that fathers' playfulness is also associated with children's vocabulary skills. In addition, her team has found that the association between mothers' playfulness and children's vocabulary and emotional regulation was enhanced when fathers engaged in more pretend, creative play (*Infant Mental Health Journal*, Vol. 38, No. 6, 2017).

IDENTIFYING STRENGTHS, DEVELOPING TOOLS

Cabrera has also conducted research comparing the learning trajectories of racial and ethnic-minority populations—with surprising results.

Many studies that have compared white, black and Latinx kids don't control well for socioeconomic status. So, Cabrera and her team did a study in which all

the participants were poor. The study tracked math, reading and social skills among white, black and Latinx low-income children from kindergarten to third grade.

In terms of math and reading, kindergarten-age white kids did better overall than black kids, who performed better than Latinx kids. But in terms of social skills, Latinx kids did better than the others. “Latino kids come to school, they're quiet, they're cooperative, they follow the rules, and these qualities matter,” Cabrera says.

In addition, the team found that by third grade, Latinx kids in the study did better in all domains than black kids despite facing similar or even more difficult circumstances.

“We thought, ‘Why is that? Black parents have more education, read more to their kids, make more money and are rarely undocumented.’” Cabrera suspects the reasons come from several factors that separated

RESEARCH FOCI

The Family Involvement Lab is exploring:

1
Unique ways that fathers contribute to the development of their children

2
Strengths of low-income and immigrant families that can be leveraged to support child development

3
Interventions for educating low-income parents about child development and optimal parenting and encouraging them to help their children improve their reading and math skills

black and Latinx families in the study: Black kids were spanked more and were more likely to live in single-parent households (National Research Center on Hispanic Children and Families, 2017). Cabrera thinks racial discrimination, disproportionately experienced among black children, may also play a significant role.

Cabrera is now working on an intervention project called Baby Books 2. With support from NICHD, she is working with University of California, Irvine, colleagues Stephanie Reich, PhD, and Greg Duncan, PhD, to study the effectiveness of embedding easily digestible educational information—on such topics as child development, injury prevention and optimal parenting—into baby books.

In another effort, the lab has partnered with New York University psychologist Catherine Tamis-LeMonda, PhD, and University of Pittsburgh psychologist Melissa Libertus, PhD, to explore how mothers and fathers influence the development of math and spatial skills in toddlers from English- and Spanish-speaking families of varying socioeconomic status. Supported by a grant from the National Science Foundation, the “Everyday Learning” project draws data from two home visits in which children play math-infused games with each parent and the researcher. Cabrera says the observational study is inspired by previous studies showing that lower-income households rarely engage their kids in math talk, such as counting aloud or talking

about shapes and patterns. Her goal is to identify parental characteristics—math ability, attitudes toward math, belief in the importance of learning math—that explain variations in the delivery of math-related learning in the home, and to use this knowledge to develop an effective intervention.

Cabrera is also investigating how being an immigrant in the United States influences parenting. There wasn't much research on this area, she says, so she had to start from scratch by holding focus groups and asking immigrant parents what it's like to rear a child in the United States. So far, the researchers have found that children in immigrant families with very little income and social support do better than expected in certain domains, including the development of social skills (National Research Center on Hispanic Children and Families, 2017).

"We think this may be because immigrant families are more likely to be two-parent families," Cabrera says. "They also report a lot less conflict and

depression, despite the lower levels of parent education and income."

STUDENT EXPERIENCES

Like Cabrera, some of Cabrera's students have, upon graduation, gone on to work as policy analysts with government agencies and nonprofits such as Child Trends, and half of her current students want to follow the same path. "Natasha's time at NICHD really opened a lot of doors for us, in terms of having connections beyond academic faculty members, and we often are collaborating with all kinds of people in the field," says graduate student Avery Hennigar.

An example of one such collaboration is with Temple University social work professor and noted fatherhood researcher Jay Fagan, who runs the Fatherhood Research and Practice Network. Fagan specializes in evaluating the curricula of programs that aim to increase the parental engagement and parenting skills of low-income fathers. Cabrera often arranges for students less interested in an

academic career path to team up with Fagan to get a broader type of research experience.

Her students have also benefited from accompanying Cabrera to the several talks and panel discussions she's invited to by fatherhood program organizations each year, especially faith-based programs that offer services for men who may not be engaged with their families. "Rather than messages of support, low-income fathers often hear that if they don't financially support their kids, they can't possibly be good dads," Cabrera says. "Hearing me tell them that science says that they can contribute in other important ways provides an important feeling of validation."

Cabrera's students have also gained experience in compiling their research on families into policy briefs and blog posts for governmental and nonprofit organizations such as the National Research Center on Hispanic Children and Families and Child Trends. In addition, Cabrera has participated in panels about parenting for the National Academy of Sciences and the U.S. Department of Health and Human Services and presented her research to the National Center for Family and Marriage Research, among other groups.

"I don't think my students should be like me," Cabrera says. "I really want my students to choose their own path for contributing to the field." ■

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The Family Involvement Lab, with Dr. Cabrera standing third from left.

A MATTER OF TASTE

Psychologist Dan Han is a central figure in the emerging field of neurogastronomy, which brings scientists and culinary experts together to understand why we eat what we eat

BY KIRSTEN WEIR

At the annual International Society of Neurogastronomy Symposium, chefs go head to head to create delicious dishes—but it's not your average cook-off. These culinary creatives team up with experts in neuroscience, psychology, food technology and medicine to prepare foods that will delight judges with taste impairments or dietary restrictions.

At the inaugural symposium in 2015, the judges were cancer patients whose chemotherapy treatments had dramatically altered their senses of taste and smell—and thus, their enjoyment of food and nutritional intake. To overcome such gustatory challenges, the teams relied on factors like texture and temperature to emphasize key flavors. In 2018, the chefs and scientists in attendance worked together to design tasty desserts that were suitable for judges with diabetes, using tricks like bright red colors and fruity aromas to suggest sweetness without sugar.

The competition is just a slice of a much bigger pie: a new multidisciplinary movement dedicated to understanding gastronomy in the context of brain and behavior. Food scientists

have studied flavors for many years, of course, while marketers have long considered the importance of the shape of a bottle or the color of a logo on food packaging. But what's new is that experts in widely divergent fields are coming together to provide a more complete picture of the physiology and psychology of flavor perception. The long-term plan: to harness the power of flavor to improve the health of people and the planet.

"It sounds a bit all over the place, but the pillars are strategically set," says Dong (Dan) Han, PsyD, a clinical neuropsychologist and associate professor of neurology at the University of Kentucky and one of the principal founders of the International Society of Neurogastronomy. Han has stepped easily into the role of liaison between disparate worlds. "The point is to get food scientists, agricultural researchers, neuroscientists, psychologists and other clinical providers together to come up with an interdisciplinary science, and then have the chefs, distillers and other culinary professionals deliver what we find," he says.

Many chefs are already on board with the idea. "It feels perplexing talking about black



truffles and promoting indulgence on one side, while on the other side, being genuinely concerned about eating conditions for people who have eating disorders or cancer," says Frédéric Morin, a co-founder of the international society and chef/co-owner of the acclaimed Montreal restaurant Joe Beef. Neurogastronomy gives chefs a new, more socially conscious way to practice their craft, he says.

Launching a new field of study isn't easy, especially when it extends from neuroscience



labs to agricultural research stations to restaurant kitchens. But if anything can bridge gaps in science and society, it's a great meal. "Enjoying food is something everybody can get excited over," Han says.

FLAVOR IN THE BRAIN

Han's journey to the science of flavor took an indirect route. His first career was as a high school administrator in Chicago public schools. Feeling burned out, he decided to pursue a second career, earning

a doctorate from the Adler School in Chicago followed by a clinical neuropsychology fellowship at the University of Wisconsin–Madison.

Working at hospitals in the University of Kentucky's health-care system, Han assessed patients with a range of neurological problems, including stroke, epilepsy, dementia, traumatic brain injury and Parkinson's disease. "I noticed a lot of these people suffered from smell and taste issues that really affected their quality of

Dr. Dan Han (center) and his interdisciplinary colleagues work to gain a more complete picture of the psychology and physiology of flavor perception.

life," he says. "But there really wasn't much in the way of treatment plans to address those conditions, either medically or psychologically."

Then, in 2006, he read an article in *Nature* by Gordon Shepherd, MD, DPhil, a professor of neuroscience at the Yale University School of Medicine. Shepherd's article called for a new science combining the molecular biology of olfaction, the biochemistry of food preparation and the neuroscience of sensation and perception

(*Nature*, Vol. 444, No. 7117, 2006). He called this integrated science “neurogastronomy” and argued that it could have implications for diet and public health. “Flavor perception is created by the brain,” Shepherd says. “In order to understand our choices in gastronomy, we need to understand the role that our brains play.”

Han took Shepherd’s call to action as a personal challenge. “Without flavor, quality of life is diminished pretty significantly. Psychologically, it takes a huge toll,” Han says. “As clinical psychologists, we might look at how that’s affecting someone in terms of psychological distress, but seldom do we explore the mechanism.”

Over the next few years, Han gave more thought to Shepherd’s ideas. While at a conference in Montreal, he and some other neuropsychologists went to Morin’s Joe Beef restaurant for dinner. It was the end of the night, and Morin came out from the kitchen to greet diners. Morin started chatting with the scientists, and mentioned he’d just read Shepherd’s 2010 book “Neurogastronomy: How the Brain Creates Flavor and Why It Matters.” “He invited himself down to discuss olfactory neurosciences, and a few drinks later, we said, ‘Let’s get the scientists, clinicians and culinary professionals together for a meeting

of the minds,’” Han recalls. “The rest is history.”

Han and Morin started sketching plans for the first neurogastronomy meeting. Meanwhile, Han was also collaborating with his University of Kentucky colleague Tim McClintock, PhD, a professor of physiology who studies the neurogenomics of olfaction and invented an assay for studying odorant receptors. McClintock happened to know Shepherd, and from there the pieces of this new science started falling into place.

Soon other clinicians, researchers and culinary professionals had joined the cause. The University of Kentucky has a large college of agriculture, and when scientists there heard about Han’s effort, they wanted in, too. “It made perfect sense to connect the psychological science of flavor perception with sustainability issues in agricultural technology,” Han says. “If we can understand the mechanism of flavor, we could potentially make healthier, cheaper, smaller carbon-footprint products that would be desired as much as sugar is.”

The International Society of Neurogastronomy officially launched in 2015, and by the following year it had secured funding from the Smell and Taste Division of the National Institute on Deafness and Other Communication Disorders of the National Institutes of Health. At

the annual symposium, clinicians, scientists and food experts come together to talk shop—and to fire up their skillets to put their science to the test.

UNDERSTANDING FLAVOR

There’s a reason so many fields converge in the science of neurogastronomy: Flavor perception is surprisingly complex. When you lick an ice cream cone or bite into a potato chip, your mouth is flooded with flavor. The experience might feel like it’s happening on your tongue, but that’s an illusion, McClintock says. “In some way, every sense is part of this thing we call flavor,” he explains. “Neurogastronomy is about understanding what flavor is.”

The process starts even before you take a bite. You smell the food’s aroma and see its shape and color, as well as the appearance of the plate or bowl. Once it hits your taste buds, the food stimulates flavor receptors that detect tastes such as salty, sour, sweet, bitter and savory (also known as umami). You perceive the feel of the food in your mouth—the smooth creaminess of the ice cream, the rough snap of the chip. Meanwhile, you’ll listen for the satisfying rustle of the bag and crunch of the chip.

While all that’s happening, aromas from the food are carried through the inside of the mouth up into the nose, in a process called retronasal olfaction, which has a big effect on flavor. Though the exact number is debated, scientists have estimated that 75 percent or more of what we think we taste we’re actually smelling, says Charles Spence, PhD, a professor of experimental

UPCOMING

The next
International
Society of
Neurogastronomy
Symposium will
be held in
New Orleans in
June 2019

The goal is to get food scientists, agricultural researchers, neuroscientists, psychologists and other clinical providers together to come up with an interdisciplinary science.



Flavor is a multisensory process that begins even before you take a bite.

psychology at the University of Oxford who studies multisensory perception, and is also among the founders of the neurogastronomy movement. “The sense of taste is the least interesting part of tasting,” he says.

Spence’s research reveals how input from our ears, eyes and fingertips influences the taste of foods. He’s shown that yogurt, for example, is perceived as denser and more expensive when tasted with a light plastic spoon rather than a weighty metal one (*Flavour*, Vol. 2, No. 21, 2013), and eating chocolate while listening to musical compositions with soft, smooth notes makes the chocolate seem creamier (*Appetite*, Vol. 108, No. 1, 2017).

Such findings have applications beyond being mere curiosity pieces. Spence, for example, has taken a critical look at hospital food (*Flavour*, Vol. 6, No. 3, 2017) and is working with a children’s cancer hospital in Spain to improve the flavor of food for patients whose senses of taste and smell have been altered

by chemotherapy. In Montreal, Morin has been working with nutritionists, psychologists and others to host meals for mixed martial artists, who must track calories closely and weigh in before competitions—and often have strained relationships with food as a result. Morin hopes his efforts will help change the way the athletes think about the meals they eat. “Food should be a reward, but it’s a problem for so many people,” he says.

FLAVOR BLOCKERS

Han and McClintock, too, are connecting the dots from the basic science of the senses to practical applications. In one new project, they’re exploring whether they can block flavors in tobacco smoke. “There’s a lot of literature on smoking cessation, but little is focused on flavor. There’s an actual flavor to tobacco smoke,” Han says. As an ex-smoker himself, he knew that nicotine withdrawal was only part of what made quitting difficult. “I also missed the actual taste.

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Over the years it had become associated with the reward circuits in my brain,” he says.

He and McClintock are identifying molecules that block the flavor and taste receptors that respond to the compounds in tobacco smoke. The idea was inspired by the miracle fruit, a berry that contains a protein that activates sweet taste receptors when sour flavors are present, making sour foods taste sweet. If you chew a miracle berry and then bite a lemon wedge, it will taste like sugary lemon candy.

This principle could be used in a variety of ways, McClintock says. “There are lots of things we’d really prefer not to be able to detect.” Take the durian, the stinky Asian fruit banned in some locales because of its pungent odor. Blocking its aroma could inspire more people to eat this nutritious fruit. Modulating people’s flavor experiences could guide them toward healthier choices for their bodies—and the planet. Agricultural scientists can help identify healthy, eco-friendly food choices, while psychologists, chemists and physiologists can figure out how to get people to eat them. Imagine sucking a lozenge that could make grains from nutrient-dense, sustainably grown plants taste and smell better than your favorite wheat pasta.

If some of these goals seem lofty, Han isn’t worried. “People as a whole are resistant to change, but zeitgeist shift occurs regardless,” he says. Just look at Americans’ relationship with sushi. In the 1970s and 1980s, eating raw fish and seaweed was seen as adventurous, if not

eccentric. “Now it’s almost as normal as eating a burger,” Han says. “Even if it doesn’t happen in my generation, as long as the movement is shifting flavor priorities to something that’s healthier and sustainable, I think we’re doing our jobs.”

When Shepherd urged his colleagues to take a broader look at the science of flavor, he didn’t anticipate a clinical psychologist would end up leading the charge—or that so many chefs would join him. “It’s now truly multidisciplinary in a much broader way,” he says. He’s pleased to see how far the fledgling field has come. “Flavor is at the

heart of much of our concern about healthy diets, and our food choices also have a direct effect on climate and the environment. This is a timely way to address the critical role that flavor plays in these very complex problems.”

Han’s background has armed him with skills that come in handy when cultivating this wildly interdisciplinary field. As a clinician and an academic with training in perception and neuroscience, he can slip easily into different professional worlds. Perhaps most important, his experience as a psychologist allows him to help those from different

groups better understand one another. “My psychology training helps me to socially engineer conversations between different personalities and cultures,” he says.

The field is in its infancy, so those connections are still being made. Agricultural scientists, physiologists and psychologists aren’t exactly frequent collaborators—at least, not yet. But at the University of Kentucky, food policy courses and dietetics courses have begun incorporating neurogastronomy into the curriculum, Han says. “When these agriculture and nutrition students see for the first time how psychological flavor

perception works, you hear a lot of ‘oohs’ and ‘aahs.’”

Those light bulb moments are helping to shape the next generation of researchers—and Han sees that as progress toward a more integrated science of flavor. “There will be 9 billion people to feed by 2050,” he says. “To promote better human health at the individual level, and address the sustainability issue at the macro level, we have to get everybody to the table, pun intended.” ■

● **“Psychologists on the Team”** is a regular feature in which the *Monitor* explores the work of psychologists on interprofessional teams.



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KEYS TO GREAT GROUP THERAPY

Seasoned psychologists offer their expertise on the art and skill of leading successful group therapy

BY AMY NOVOTNEY

Decades of research, including more than 50 clinical trials, have shown that group therapy is as effective as individual therapy for many conditions, including depression, obesity and social anxiety. Partly as a result of that research, demand for group therapy is up, and many new psychologists are being asked to lead groups in hospital and community mental health settings.

Yet the ability to run therapy groups is a special skill. In fact, APA's Commission for the Recognition of Specialties and Proficiencies in Professional Psychology includes group psychology and group psychotherapy as an evidence-based specialty.

"Group therapy isn't just individual therapy in a group," says Martyn Whittingham, PhD, an Ohio counseling psychologist and president of APA's Div. 49 (Society of Group Psychology and Group Psychotherapy). "It has its own techniques, its own processes and its own strategies, and unless you really understand those, you're going to struggle. You need to be part of a community of people who are committed to learning and growing in this work."

Unfortunately, many psychol-

ogists receive little training in the area.

"In most graduate programs, group therapy is an elective course, so it's possible for students to graduate without knowing anything about group dynamics or group therapy, and take a job where they're running groups," says George Washington University psychology professor Cheri Marmarosh, PhD, Div. 49's president-elect. "But without training, these students don't know how to intervene when problems arise among members of the group, and they may not have adequate supervision. They're just expected to go in and do it based on their individual psychotherapy training."

How can psychologists step in to provide group therapy and ensure that their leadership meets patients' needs? Group therapy experts offer their advice:

■ **Get training.** Taking a course on group therapy or group dynamics provides essential background on group development, conflict and how to address it in groups, as well as how to foster group cohesion, identify and repair ruptures, and deal with diversity in groups, says Marmarosh. Such training

Several assessment tools—some of them free—can help psychologists gain insight into which clients might be at risk of dropping out.



can also help psychologists better understand how to screen potential group members and how to prepare members for what to expect during the sessions.

To find such training, visit the APA Div. 49 website (www.apadivisions.org/division-49) as well as the webinars and continuing-education courses offered by the American Group Psychotherapy Association (www.agpa.org).

■ **Compile the right group.** Not every patient is an appropriate candidate for every group,



Whittingham says. That's why it's important for the psychologist to conduct a high-quality screening and preparation interview with each potential group member before the group begins. Before these meetings, Whittingham suggests using tools such as the 19-item Group Readiness Questionnaire (GRQ), which is designed to identify risk factors for potential dropout or poor outcomes. This kind of assessment can help inform therapists' clinical judgment so they can decide whether they need to spend more time preparing

members or redirecting them to a treatment where they are more likely to be successful. "This can give you a quick look at issues that are predictive of dropout, such as low motivation or a specific type of interpersonal problem such as overt hostility or a tendency to disclose too deeply too quickly," Whittingham says. If their assessment and individual interview suggest they may not be a good fit for the current group, perhaps their needs would be better served in individual therapy, or in a different group setting.

It's also important to educate your referral sources about inclusion or exclusion criteria for group therapy, he says.

"You wouldn't want to get a general group therapy referral for a client who has just gone through an intense sexual assault, for example, until they've perhaps gone through at least some individual therapy," Whittingham says. "These types of clients might understandably have difficulty focusing on other people given what they've just been through themselves. So, it's important to identify people's readiness for group."

■ Set expectations up front.

During the initial individual intake, ask clients what they expect group therapy to look like and how quickly they expect change to occur, to ensure their hopes are in line with reality, says Roger Greenberg, PhD, distinguished professor of psychology at the State University of New York Upstate Medical University. Particularly if they say they expect to feel better within a couple of weeks, it's important to explain that change will likely occur over a period of months.

"Remind them that it took them a while to get to the point where they were feeling uncomfortable enough to want to do something about it, and so, like everything else, it will require time to see true change," Greenberg says.

It's also important to dispel any notions that group therapy is conducted the same way it's portrayed on television, Whittingham says.

"Often, clients imagine it's

going to be a lot of shouting or being attacked, so leaders need to help members understand that group can actually be a really enjoyable thing where they learn a lot from other people, not just from the therapist,” he says.

It’s also important to prepare members for possible challenges this type of therapy can present.

For example, patients who avoid conflict or disengage when relationships become difficult need to know that group discussions can become difficult. “Discuss how they might react if they experience a desire to flee, and help them commit to attending a minimum number of sessions,” says Marmarosh.

■ **Build cohesion quickly.** Some groups more naturally lend themselves to being cohesive from the get-go. “In grief groups, for example, you don’t have to work as hard to get people to feel connected once they start talking about why they’re there,” says Whittingham. However, groups without an easily identifiable common bond—those geared toward cognitive-behavior therapy, for example—might take a bit more work to help members feel connected. One strategy group leaders can use is to break the group into pairs and have them take time during the first session to get to know each other, Whittingham says. Icebreakers that encourage members to delve deeper or have fun together can also promote group bonding.

“Finding commonalities is crucial to building group cohesion, and sometimes these things emerge organically, but often the therapist will have to illuminate

them for members by using linking techniques,” he says.

Including more experienced clients in the group who have already had positive experiences with this type of therapy is another smart tactic for building cohesion.

“Experienced patients are able to serve as models for how an ideal client would participate in the treatment, and this seems to enhance treatment participation and speed up the development of a sense of group cohesion,” Greenberg says.

■ **Get feedback.** Research shows that therapists cannot easily predict how well a group member is doing in therapy and whether he or she will drop out, Marmarosh says.

In addition, the field of health care in general is moving toward outcome measurements as a way to track progress and improve outcomes. Several assessment tools—some of which are free—are available to help therapists gain insight into which clients might be at risk for treatment deterioration or dropping out of therapy altogether. These include progress monitoring measures such as the Outcome Questionnaire (OQ), developed by Brigham Young University psychology professors Gary Burlingame, PhD, and Michael Lambert, PhD, as well as therapeutic relationship measures such as the Group Climate Questionnaire (GCQ-S) and the Group Questionnaire (GQ).

“Don’t trust that you can clinically jump into a member’s mind and know how they’re doing, because you can’t,” says

Burlingame. “The data on this are very clear.”

■ **Identify and address ruptures.**

Disagreements are almost inevitable in group therapy, but it’s important that group leaders spot and work through concerns as soon as they arise among members, Marmarosh says. Sometimes ruptures in group cohesion are obvious and confrontational, such as when a group member comments that they don’t understand how something being discussed is relevant, or if they challenge the intervention. Other times, ruptures can be more passive, with a member who begins to come late, doesn’t show for sessions, stops making eye contact or doesn’t contribute to discussions.

“You can also look for non-verbal cues, such as eye rolling, fidgeting or just looking frustrated when other people in the group are talking,” she says.

To address these issues, the therapist can gently bring it up directly with the member or with the entire group by asking if others are feeling frustrated as well, Marmarosh says.

Greenberg agrees, noting that giving clients the sense that they are an active part of the therapeutic process is one of the best ways to address discord.

“Make sure they know that you’re willing to listen and make changes that will be in line with what the client thinks they would find helpful,” he says. ■

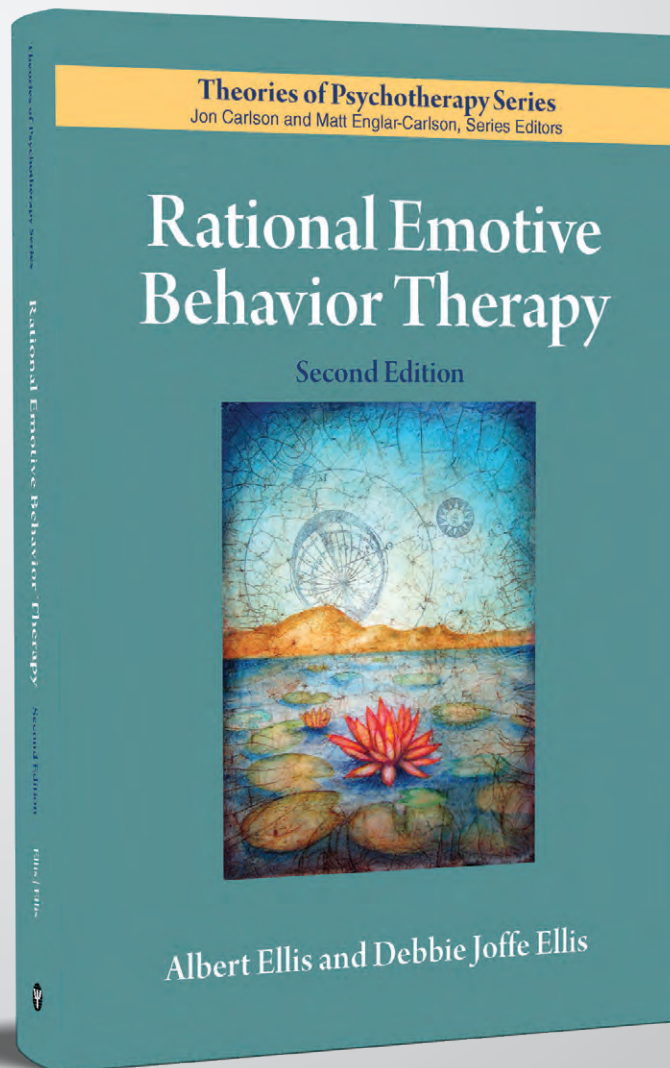
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● **Learn more** about group therapy by visiting the website of APA’s Div. 49 (Society of Group Psychology and Group Psychotherapy), www.apadivisions.org/division-49/index.



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HOW TO MENTOR ETHICALLY

Mentoring the next generation of psychologists is one of the most important contributions you can make to the field. Here's how to avoid ethical pitfalls while ensuring your mentees' professional and academic success.

BY CHRIS PALMER

Fresh from a research-oriented PhD program, "Dr. Smith," a new assistant professor in a clinical PsyD program, was frustrated and mystified when some of her brightest doctoral students transferred to other advisers. The program's training director confided to her that several of these students reported feeling pressure to pursue research careers although most of them were interested in professional practice. After some soul-searching and consultation with a seasoned faculty member, Smith realized she'd been attempting to clone her students in her own image, losing sight of the need for transparency around expectations of mentees and her ethical obligation to understand and promote her students' autonomy in selecting their career paths. This scenario illustrates just one of the many ways psychologists who mentor trainees can inadvertently step into ethical trouble.

"Psychologists are generally conscientious and ethically minded," says Fred Millán, PhD, director of the SUNY Old Westbury graduate mental health counseling program and chair of APA's Ethics Committee. "Most ethical lapses are inadvertent and

may come from a lack of awareness of ethical considerations rather than from malfeasance."

To minimize harm and maximize the quality of mentoring relationships, experts offer this advice, starting at the beginning stages of the relationship.

■ **Prepare.** Before becoming a mentor, consider the time, energy and emotional capital that you will need to invest to support a trainee's academic and professional growth. "There's an implicit assumption on the part of most university leaders that if you have an advanced degree like a PhD, then surely you can mentor," says Brad Johnson, PhD, professor of psychology at the U.S. Naval Academy and author of four books and dozens of journal articles about mentoring. "But that's not always true."

Mentoring can take many forms, including helping students choose coursework, overseeing research projects, providing emotional support, and helping trainees build networks and find jobs. Even experienced mentors have to be honest with themselves about the limits of their mentoring capabilities, says Drew Appleby, PhD, a professor emeritus of psychology

OUR MENTORING SERIES

This article is the last in a four-part series on mentoring in psychology. The January *Monitor* presented best practices in mentoring. The February issue featured innovative ways to find a mentor. The March issue offered insights for finding mentors with diverse backgrounds.

at Indiana University–Purdue University Indianapolis who mentored more than 750 students during his time at the university.

"You want to make absolutely sure that if the student needs more than you can give, that you don't try to bluff them into thinking you can help them," he says.

■ **Manage expectations.** In a related vein, be clear with yourself and your potential mentee about the parameters of your relationship. Spell out how long the mentorship will last, how often you will meet and the amount of time you're prepared to offer, advises Nadine Kaslow, PhD, professor of psychiatry and behavioral science at Emory University School of Medicine in Atlanta and past president of APA. That includes clarifying fuzzy relationships. "Sometimes people think you're their mentor, but you don't think you're their mentor," she says. "And so, in an unspoken way, they may expect things from you, and when you don't provide them, they can become disappointed." To head off such misunderstandings, talk with potential mentees early on about what they, and you, expect from the relationship.



■ **Be inclusive.** It's also ethically imperative to mentor diverse students, not just those who are similar to yourself. While such relationships may take more time and care to develop than those with demographically similar students, evidence shows that cross-gender, cross-race and cross-sexual-orientation mentoring relationships can be just as effective and produce the same outcomes (*Mentoring and Tutoring: Partnership in Learning*, Vol. 17, No. 3, 2009).

To reach out, attend conferences hosted by diverse organizations at your campus

and tell your college's academic advising officers that you would like to mentor diverse students.

Similarly, find ways to reach out to shy or underperforming students, says Chris Brown, PhD, chair of counseling and educational psychology at the University of Missouri–Kansas City. “Highly successful students might find it easier to seek out

mentoring relationships compared to students who see themselves as possessing characteristics that might make them *appear* as less desirable prospects,” she says. “We certainly want all students to have equal access to mentoring opportunities and don't want unfair discrimination to occur when faculty are making decisions about who they would mentor.”

Spell out how long the mentorship will last, how often you will meet and the amount of time you're prepared to offer.

■ **Protect mentees' privacy.**

Mentees benefit when they perceive mentorships as safe spaces for divulging their fears, concerns and perceived failures. As a general ethical guideline,

mentors should always work to protect mentees' privacy while remaining mindful that mentor-mentee communications are not privileged in a legal sense, nor confidential in the sense of psychologist-client communications. But while keeping mentee disclosures private builds trust and enhances the value of a mentorship, training faculty also have a simultaneous responsibility to register serious concerns about a mentee's competence, both with the mentee and with clinical training leaders.

"If you become aware that your mentee or your mentor is doing something unethical, you have a responsibility to do something about it," says Kaslow. "Some people feel trapped and unable to do the right thing because of their perceived role as the mentor," Millán agrees. "What happens if the mentor finds out their mentee has a substance use issue, for example?" he asks. "As the mentor, you're an ally, but you also have a professional obligation to act on certain kinds of problems." Ongoing discussions with your mentee about how you plan to protect his or her privacy while also insuring that competence concerns are addressed can help mitigate any surprises for the mentee.

■ **Make sure the mentee gets deserved credit.** A significant number of mentees work on collaborative projects with their mentors. Whether a project was initiated and largely carried out by the mentee, or whether the mentee played a supporting, but significant, role in an existing project, figuring out how

to assign credit can be tricky. However, there are clear ethical guidelines regarding publication, Johnson says. "If it's a dissertation or a thesis, clearly the student should be the first author," he says. "But if you're talking about something less formal where a mentee has a great idea and then lo and behold the mentor's taking credit for that or writing a paper about the idea without including the student, it's potentially exploitative."

Even when mentors give their hard-working protégés all

the credit they deserve, there's a danger that mentees can be exploited in terms of the amount of work they are assigned. "Junior faculty may see mentoring as a low-risk way of enhancing their opportunities for career success, but it is important to make sure that trainees are being mentored in a way that will be professionally beneficial," Brown says.

■ **Maintain boundaries.** Avoid blurring the relationship's boundaries and having it morph into the inappropriately personal. While it's OK to be friendly, avoid being a mentee's friend—at least at first—and steer clear of acting like his or her therapist, Kaslow advises. And remember that your aim is to help your mentees fly on their own, says Appleby. "There's going to be a time where the mentee's going to have to move on to the next step," he says, "and you want [him or her] to have the confidence to do so."

An obvious no-no is entering into a sexual relationship with a mentee, but attraction and romantic feelings can begin to intrude in a mentorship long before any egregious boundary violations occur. Some warning signs for mentors to watch out for include finding themselves thinking about and looking for opportunities to spend more time with a mentee and making very personal disclosures to a mentee.

In addressing such feelings, says Johnson, a mentor should be careful not to abruptly withdraw and leave the mentee wondering if he or she did something wrong. It's also important not to burden or confuse the mentee

ESSENTIAL IDEAS

GUIDING ETHICAL PRINCIPLES OF MENTORING

Brad Johnson, PhD, professor of psychology at the U.S. Naval Academy and author of four books on mentoring, suggests that psychologist mentors adhere to these guidelines:

- **Beneficence.** Promote mentees' best interests whenever possible
- **Nonmaleficence.** Avoid harm to mentees (neglect, abandonment, exploitation, boundary violations)
- **Autonomy.** Work to strengthen mentee independence and maturity
- **Fidelity.** Keep promises and remain loyal to those you mentor
- **Justice.** Ensure fair and equitable treatment of all mentees (regardless of cultural differences)
- **Transparency.** Encourage transparency and open communication regarding expectations
- **Boundaries.** Avoid potentially harmful multiple roles with mentees and discuss overlapping roles to minimize risk for exploitation or bad outcomes
- **Privacy.** Protect information shared in confidence by a mentee and discuss all exceptions to privacy
- **Competence.** Establish and continue developing competence

by sharing your feelings of attraction. A far better strategy, Johnson adds, involves seeking consultation with a trusted colleague, discussing appropriate options for keeping the mentorship professional and helpful for the mentee, or if necessary, devising a process for gracefully transferring the mentee to a different adviser. Whatever the ultimate decision in such a situation, it is a crucial time for a psychologist to rely on guidance and support from his or her own “competence constellation,” which can come from a trusted core group of colleagues (*Professional Psychology: Research and Practice*, Vol. 44, No. 5, 2013).

■ Minimize multiple roles.

In many instances a mentor holds considerable power relative to the mentee—a power differential that can be problematic if the mentor also serves as an adviser, supervisor or classroom instructor. That’s why mentors should advise mentees to seek balance by ensuring that other psychologists fulfill these important roles in their education.

Also, because some mentors and mentees have overlapping duties in their roles, such as co-presenting at conferences or writing grants together, a mentor may be less likely to critically evaluate a mentee’s work. “Mentors have an obligation to avoid engaging in multiple relationships that could impair their objectivity and thereby risk exploitation

or harm to their mentee,” Brown warns. “This concern for impaired objectivity when engaging in multiple relationships is noted in our code of ethics.”

■ Advocate, but evaluate.

Over time, mentorships evolve to become more reciprocal, bonded and close. As the relationship develops, it’s natural for the mentor to become the mentee’s advocate or sponsor—to tout the mentee’s virtues in the public arena. But it’s not in the mentee’s best interests for the mentor simply to be a cheerleader for him or her, Johnson says.

Praising mentees in public and then later objectively criticizing their work in private can be confusing for them, he says. “Also, you don’t want to overlook opportunities for development if they’re having problems.” Especially in psychology, where many trainees go on to provide supportive services for others, mentors need to take seriously their responsibility to vet and prepare mentees for the sake of the clients and systems they’ll be working with, he adds.

“Intentional ethical mentoring requires self-awareness and, always, a focus on each mentee’s best interests,” Johnson says. “Modeling ethical behavior in the context of a personal developmental relationship can pay dividends by inspiring mentees to care for the ethical commitments and aspirations of their profession.” ■

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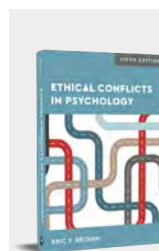
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HELP FOR NAVIGATING A MAZE OF CAREER PATHS

An annual conference held just for North Carolina's psychology undergraduates is inspiring the next generation of psychologists—and offering a model for other states

BY HEATHER STRINGER

When one of Samuel Faulkner's professors invited him to attend a statewide conference geared toward helping undergraduates learn more about the field of psychology, graduate school seemed like a distant possibility. But as a junior at North Carolina's Campbell University in 2012, Faulkner knew little about the variety of graduate programs and career paths available, so he decided it would be worthwhile to attend. That decision greatly influenced the trajectory of his career.

The conference, hosted each fall by the North Carolina Psychological Association (NCPA) and its foundation, offered a rare opportunity for students to hear from psychology graduate students and psychologists working in different specialties, including forensics, neuropsychology and child and adolescent psychology. During an afternoon session, Faulkner learned about a graduate program at East Carolina University that combined health and school psychology, a career path he never dreamed possible.

"I was interested in working with kids with behavioral issues, and it was amazing to hear about this somewhat unique program," says Faulkner, now a doctoral

candidate at East Carolina University who plans to work in an academic medical environment where he can teach and conduct research. "I was excited about seeing patients in a medical setting while also having the expertise to help them access health psychology tools within the complex school system."

That type of career-altering experience has been replicated for thousands of North Carolina college students over the past 25 years, thanks to the Psychology Undergraduate Conference hosted by different universities in the state. The idea for a daylong conference just for undergraduates came in 1993 from former APA President Antonio E. Puente, PhD, a professor at the University of North Carolina Wilmington, who felt that undergraduates had been largely ignored by the larger field of psychology.

The conference quickly grew from 25 participants that first year to more than 150 attendees who now come from more than a dozen colleges and universities throughout the state. The conference is sponsored by the North Carolina Psychological Foundation and is open to any undergraduate in North Carolina

At the conference, students get advice on such topics as how to increase the chances of graduate school admission, what to expect during graduate school and how to present research.

● **For more information** on the Psychology Undergraduate Conference, contact Karen Gray, director of membership and continuing education for NCPF and NCPA, at karen@ncpsychology.org.

who is majoring in psychology.

"What impressed me was the fact that a state psychological association was reaching out to undergraduate students," says APA 2018 President Jessica Henderson Daniel, PhD, who gave last year's keynote address. "It reflects the organization's investment in the recruitment and retention of psychology students early in their education."

DEMYSTIFYING GRAD SCHOOL

At the conference, a top psychologist gives a keynote address and a graduate student panel offers advice on such topics as how to increase the chances of admission, what to expect during graduate school, presenting research and communicating with faculty and advisors. One of the critical insights Faulkner took away from the 2012 panel was that he could make himself more marketable to graduate schools by taking on an independent research project.

Now, he serves on the panel. "It feels really good to be on the other side of the table and share my experience with the students," says Faulkner, now a pediatric psychology intern at Geisinger Medical Center in Pennsylvania. Among the advice he offers is that graduate school is like having three jobs (one that's research, one that's classwork and one that's clinical training) and that to avoid burnout, sometimes it's wise to turn down an opportunity.

After the panel, conference attendees visit booths with representatives from graduate programs and peruse research



poster presentations by undergraduate and graduate students. During group sessions in the afternoon, students listen to psychologists talk about different career paths in psychology, as well as how to pay for graduate school. This year, attendees learned about jobs for psychologists in data analysis, integrated care, industrial/organizational psychology and other fields.

While the focus of the conference is to give undergraduates a chance to network with experienced psychologists, it also provides a valuable opportunity for faculty bringing students to the meeting to mix with other academics in the state, says Susan McCammon, PhD, a professor emerita at East Carolina University who took students to the conference from 2012 to

2017. "I may have seen faculty at national meetings or the APA's Annual Convention, but not at the smaller state level," she says. "The conference gave me a chance to learn about new graduate programs, which helped me to better advise my students."

REDUCING PRESSURE FOR STUDENTS

Like Faulkner, Valerie Hoots went to the conference several years ago, but she left with a different realization: She didn't have to follow a straight path from undergraduate to graduate school. As a junior at Campbell University, she was vacillating between the basic research and clinical psychology paths.

"I walked away feeling less pressure to have my life figured out," says Hoots. "I realized that the path from undergraduate school to a career in psychology had far more flexibility than I had allowed myself to consider."

She went on to earn a master's degree in mental health counseling, but after working at a managed-care organization for a year, "it became clear that clinical work drained me, but research energized me," she says. Now Hoots is a fourth-year doctoral student at East Tennessee State University and plans to build a career centered on teaching and research.

For Puente, such stories confirm the obligation to reach out to more undergraduates who are contemplating a career in psychology. "This conference should not be unique," he says. "The question we should be asking ourselves is, why is this not routine for all state associations?" ■

PUTTING THE PERSON BEFORE THE PERFORMER

William Parham leads a new National Basketball Players Association initiative that puts players' mental health and wellness on center stage

BY SHAUNA REID

“Irrespective of one's sport or occupation, mental health and wellness should always be at the table of conversation,” says William D. Parham, PhD, ABPP. “This is not a unique problem of basketball. We're addressing a human condition.”

That deep appreciation of mental health and wellness is among the many strengths Parham brings to his position as inaugural director of the National Basketball Players Association's (NBPA) new Mental Health and Wellness Program. Believed to be a first in professional sports, the program will serve as a resource for all NBPA members.

Parham, a counseling professor in the School of Education at Loyola Marymount University in Los Angeles, has worked with professional and collegiate athletes throughout his career, including with the National Basketball Association (NBA), National Football League, USA Soccer, USA Tennis, and the USA Olympic women's volleyball team. He spoke to the *Monitor* about his plans for the program, his drive to change the national conversation around mental health and wellness, and how he got this position.

Why did the NBPA launch this initiative?

The most recent stimuli were the public sharing of personal stories by a number of marquee NBA players, including Kevin Love of the Cleveland Cavaliers, DeMar DeRozan of the Toronto Raptors

and Kelly Oubre of the Washington Wizards, who have come forth with their struggles including depression and anxiety. Player disclosures of their struggles with mental health challenges is not new. I suspect that recent resurfacing of identity reclamation movements—such as #MeToo, Black Lives Matter, Colin Kaepernick and more—provided some impetus to come forth.

When these kinds of stories become public, it triggers conversation. The NBPA listened to the collective voices of their players and decided to launch the program to address the mental health and wellness challenges of the players they serve.

What are the aims of the program?

The program team consists of myself and Keyon Dooling, a retired NBA star and NBPA Player Wellness Counselor who had courageously shared his story of surviving childhood sexual abuse.

Our goal is to make this the pre-eminent comprehensive mental health and wellness program in professional sports. We have a five-part plan to do this. The first is to create a directory of licensed clinicians, mostly psychologists but also

including psychiatrists and social workers, in each city where there's an NBA team.

Part two is developing a 24-hour crisis line that players can access for mental health issues. Part three is a mental health and wellness literacy program aimed at educating players on mental health issues and the resources that are available to them. Related to part three, we're developing a comprehensive website with mental health and wellness resources.

Part four is building relationships with players. Keyon and I are establishing touchpoints with players throughout the year and developing other ways of communicating with the athletes through social media. Part five involves strengthening our relationships with the media, as they are absolutely key in capturing and communicating the essence of the narrative we want to advance.

How did you get the job?

I have consulted for the NBPA and NBA for many years in various roles, including as a consulting psychologist for the Los Angeles Lakers. I've also consulted with many elite-level sports and organizations. In each of these roles, my advocacy for the mental health and wellness of athletes was always quite clear. With this background and experience, my name surfaced when the mental health and wellness initiative was being considered. After being interviewed, I was offered the position. I feel fortunate to be at the helm and I'm very passionate about the program.

“If [athletes] have a safe place to drop some of that baggage and talk, real healing can begin.”

DR. WILLIAM D. PARHAM

"Success is not only about the degree to which players use the services, but also about changing the national conversation," says Dr. William D. Parham.



What issues are the players dealing with?

Players are dealing with a wide spectrum of issues. At one end of the continuum are the day-to-day expected challenges common among athletes, including, but not limited to, going to practice, managing their diet, nutrition, sleep and circadian clock disruptions due to frequent traveling. The accumulation of these during-season daily hassles can wear on an athlete, but it's not necessarily significant enough to interfere in their lives in any appreciable ways.

Moving up the scale further are challenges that are becoming problematic and beginning to interfere in an athlete's life. Examples might include family problems, interpersonal relationship stressors, managing finances, and sport injuries that preclude athletes from participating in the very activities from which they draw enormous emotional strength. The other end of the spectrum are athletes whose struggles with depression, anxiety, post-traumatic stress disorder, to name a few, feel disabling and significantly interfere with their day-to-day functioning. Our approach is to acknowledge the whole continuum of mental health and wellness challenges.

I will add that many athletes perform at an elite level despite carrying significant baggage. I believe if they have safe places to drop some of that baggage and talk about their life's challenges, real change can happen and intrapersonal healing can begin. Athletes who feel good about themselves and about the direction in which they are headed, set the dominoes of success in motion. Improved individual performance spreads to heightened team performance that then spreads to improved performance among other teams, which then begets more exciting competition, more coverage of the increased levels of competition, ultimately leading to more fans, more tickets, more merchandise sales and

more money in the owner's pocketbook. In brief, investing in an athlete's mental health and wellness pays handsome dividends for everybody involved.

What will success look like?

Success goes beyond creating a comprehensive mental health service and mental health literacy program. We're seeking to change the national conversation about mental health. This conversation is connected to, but separate from, performance psychology.

The mantra we use is, "The person before the performer." Success is not only about the degree to which players utilize readily available services. We're developing, for example, multiple indicators of program success, including tracking the number of visits to the website, use of mental health and wellness apps, utilization of the 24-hour crisis line, and utilization of clinicians in our network.

Success, however, will also be measured by the degree to which we influence a real change in the national conversation. We'll monitor media coverage to see if mental health and wellness conversations relative to athletes are happening with greater frequency and within larger person-centered contexts. Currently, the narrative of mental health/mental illness is framed within the four-border contexts of taboo, stigma, shame, and a Pandora's box of deficiencies and deficits. We want to assist in the reconstruction of the borders within which the picture of mental health/mental illness rests. Our ongoing work will be to assert that acceptance, honor, pride and a treasure chest of yet untapped talent represent the four borders that frame mental health and wellness.

How did you become interested in sport psychology?

It has been said that the best way to find yourself is to lose yourself in the service of others. My career as a psychologist

has afforded many opportunities for self-discovery, positioned me to serve others, and allowed me to have a front row seat relative to witnessing the genius that people bring to life situations and challenges for which they need to find solutions. Athletics has been an arena wherein I have witnessed awe-inspiring success of athletes whose journeys through life and sports have helped them to discover much about themselves. I often feel like I was called to psychology and sport, and infusing both areas has not been disappointing.

I will add that I've always been enamored by the artistry and sheer wonder of athletic movement, especially when witnessed in venues of competition, across sports, where athletic performance can be fully expressed. The complex and inextricable interrelationship between mind, body and spirit has always caught my attention and triggered my curiosity. In short, the person delivering the performance, sometimes in spite of their personal and quite burdensome life challenges, has captured my attention. Helping athletes unlock an inner strength, often hiding in plain sight even from them, has kept me in the game throughout my career.

Do you have any advice for psychologists interested in working in this field?

I often suggest, first, that aspiring psychologists establish their North Star goals. I ask two questions, "Where do you see yourself 10 years from now?" and "If your day was exciting and pleasing, what would you be doing?" Once they can see their vision as clear as crystal, everything else related to their career pursuit will fall in place.

I invite psychologists who are interested in working in the field to have a passion for what they are doing and remember that it is all is on the plate of service. ■



Galván



Luecken



Pbert



Plous



Adams

PSYCHOLOGISTS IN THE NEWS

The National Academy of Sciences has presented \$75,000 Troland Research Awards to both **Adriana Galván, PhD**, of the University of California, Los Angeles, and **Thomas Griffiths, PhD**, of Princeton University. The awards recognize unusual achievement by young investigators in experimental psychology. Galván's research focuses on how adolescent brain development influences behavior and decision-making. Griffiths's research combines behavioral and computer science to explore human cognition and machine learning.

Arizona State University's Graduate College Mentoring Network has presented its Outstanding Doctoral Mentor Award to psychology professor **Linda Luecken, PhD**, for her work in ensuring that graduate and undergraduate students in her lab gain valuable research experience. The lab focuses on how sociocultural and biological factors impact children's mental and physical health. Luecken's students and mentees say she has a keen talent for knowing when to guide them and when to encourage their independence.

Lori Pbert, PhD, has been appointed to a four-year term on the U.S. Preventive Services Task Force, which works to

improve Americans' health by making evidence-based recommendations about preventive screenings, counseling services and medications. Pbert is a professor in the department of population and quantitative health sciences, associate chief of the division of preventive and behavioral medicine, and director of the Center for Tobacco Treatment Research and Training at the University of Massachusetts Medical School. Her work focuses on tobacco use and obesity prevention and treatment, with a focus on youth and families.

APA has named **Katherine B. McGuire** as its first chief advocacy officer, responsible for implementing a unified, strategic vision for the association's government relations efforts and coordinating its advocacy initiatives in nongovernmental sectors. McGuire has more than 25 years of senior-level policy experience in Congress, the executive branch and the private sector. She served almost 18 years in the U.S. Senate in senior leadership roles, including as the Republican staff director of the Senate Committee on Health, Education, Labor and Pensions, and five years as a U.S. House of Representatives chief of staff. McGuire also led global advocacy efforts for the trade group Business Software Alliance, where she

represented the world's largest software companies before both U.S. and foreign governments.

The University of Minnesota's psychology department has presented a Distinguished Alumni Award to **Scott Plous, PhD**, for his contributions to basic and applied research in psychology. Plous, who graduated from the school in 1980 with a bachelor's in psychology, is now a professor of psychology at Wesleyan University who conducts research on decision-making, prejudice and discrimination. He is also the founder of the Social Psychology Network, a National Science Foundation-supported website dedicated to psychological research and teaching.

The Office of International Programs at the University of Kansas has presented the George and Eleanor Woodyard International Educator Award to **Glenn Adams, PhD**, for his work promoting international education at the university. Adams teaches and conducts research on cultural psychology, mentors international students and helped found an annual graduate workshop for the Kansas African Studies Center that supports doctoral students who are working on their dissertations. ■

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TOXIC AIR AND CHILDREN'S HEALTH

Most children around the world breathe polluted air, putting their mental and physical health at risk

93%

The percentage of children worldwide **under age 15** who breathed air with particulate matter levels that exceeded the World Health Organization (WHO) air quality guidelines in 2016, according to a WHO report. This level of **pollution** can harm **neurodevelopment** and has been associated with cognitive and motor delays and behavioral disorders.

98%

The percentage of children **under age 5** exposed to unsafe air pollution levels in low- and middle-income countries. Some is ambient air pollution from sources such as **car exhaust**, and some is household air pollution from **cooking and heating fuels**. In high-income countries, **52 percent** of children under age 5 are exposed to unsafe air pollution.

595,000

The approximate number of **deaths** of children **under age 15** worldwide in 2016 attributable to the joint effects of ambient and household air pollution. This is mainly because air pollution contributes to about **half** of all cases of childhood acute **lower respiratory infection** (pneumonia and bronchitis) in low- and middle-income countries.

Source: Air pollution and child health: Prescribing clean air. Summary. Geneva: World Health Organization, 2018.
Available at www.who.int/ceh/publications/air-pollution-child-health/en/.

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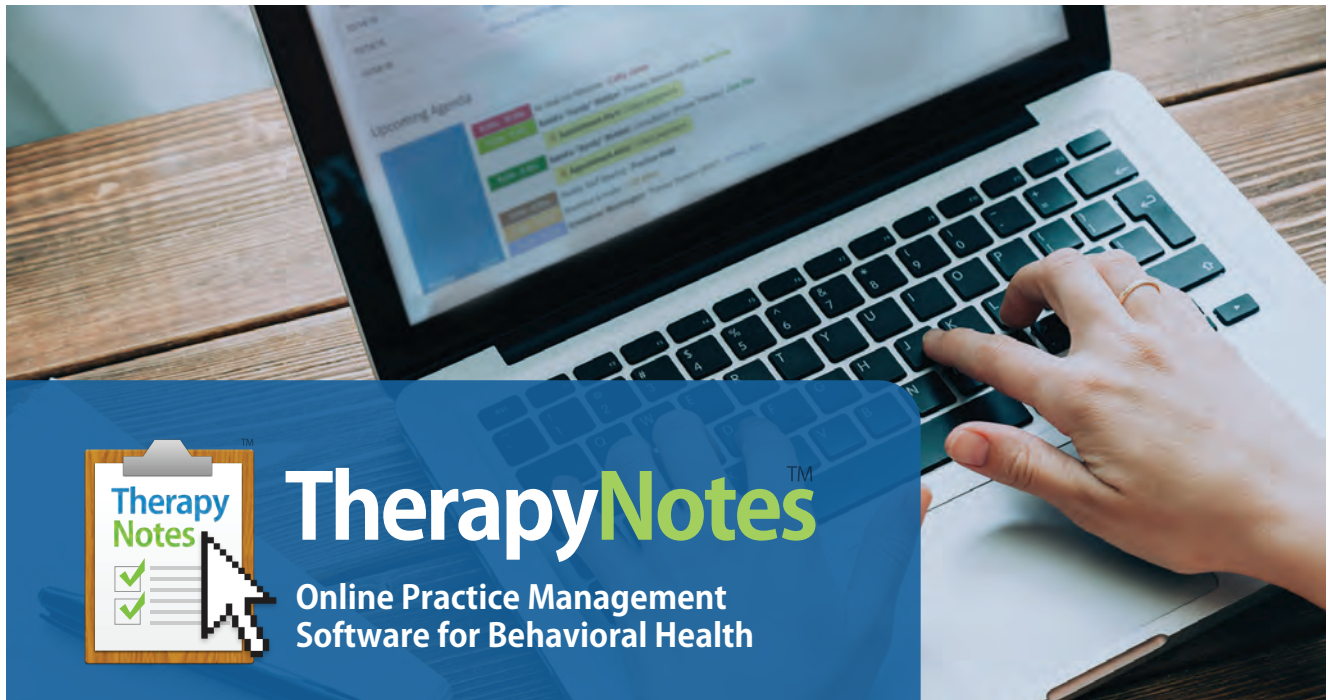
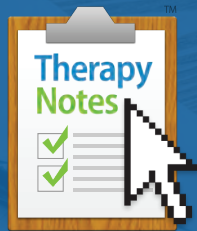
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