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Supervision Issue Resurfaces For Provisional Licenses

At the November 12 meeting of the Louisiana State Board of Examiners of Psychologists (LSBEP), the Board's attorney provided an opinion that LSBEP could deny approval for a plan of supervision where supervision is to be conducted by medical psychologists who do not hold a license as a "psychologist" under the state psychology board.

This is according to a report by Dr. Kim VanGeffen, Chair of Professional Affairs of the Louisiana Psychological Association.

Dr. Michelle Moore, chair of Supervision and Credentials at the LSBEP, had first presented the problem in August. According to the August minutes, Moore "... had reviewed supervised practice plans for applicants requesting a provisional license under the jurisdiction of the LSBEP but whose supervisors were not licensed with the LSBEP, which she did not believe to be appropriate."

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Drs. Holcomb and Lambert Offer to Serve on Psych Bd

Dr. Matthew Holcomb and Dr. Jesse Lambert will be running for a July 2022 opening on the Louisiana State Board of Examiners of Psychologists. The election will be held December 15 to January 15, conducted online by the Board of Examiners. Votes are to be cast by Louisiana licensed psychologists.

Dr. Holcomb is from New Orleans and was originally licensed in 2015. His specialty is clinical neuropsychology and he works with the Jefferson Neurobehavioral group. he is also a Consulting Clinical Psychologist Pine Grove Behavioral Health Assessment Clinic. He earned his degree in 2012 from Ball State University in school psychology.

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Dr. Jeffery Walczyk
(courtesy photo)

New Findings in Dr. Walczyk's Deception Theory

Louisiana Tech's Dr. Jeffery Walczyk and his co-author Natalie Cockrell have published new findings on Walczyk's popular theory of deception, the Activation-Decision-Construction-Action Theory.

This most recent article, "To err is human but not deceptive," was published in *Memory and Cognition*, one of the top journals in the field of cognitive psychology. This addition to Walczyk's theory explores what there is to deception beyond simply answering a question incorrectly.

Jeffrey Walczyk, PhD is the Mary Robin Dorsett Endowed Professor in the Department of Psychology at Louisiana Tech University. He is currently working on a chapter for the

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Community Psychology at its Best Tulane's Dr. Courtney Baker Leads Project DIRECT in New Orleans

Dr. Courtney Baker and her team members are partnering with 13 New Orleans childcares, Head Starts, and pre-K/K classrooms within charter schools, which serve low-income children, in a program named Project DIRECT, a community-engaged approach, aimed to reduce disparities in mental health and academic achievement.

Baker and her team are reaching children who live in poverty, racial and ethnic minority children, and children who have experienced trauma. The efforts created by Dr. Baker and her team are designed to deliver high-quality evidence-based prevention and improve intervention programs for real-life applications, especially for children who are vulnerable to poor outcomes.

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Editorial Page – Opinions

Ten Years Later

by J. Nelson

The “supervision issue” has resurfaced. The issue concerns a gap in Act 251, the 2009 law that moved the medical psychologists, and most importantly their practice of psychology, over to the medical board.

The debate about this particular gap is over ten years old. The problem has to do with those individuals who will be seeking a psychology license, and whether or not their supervision is provided by someone holding a state board psychology license.

The topic brings back memories. I took this issue on and reported it to the community a decade ago. I asked the board to explain the facts behind their reversal of Opinion #12. (Opinion #12 is an intriguing, political mess, and too long a story to explain here.)



Anyway, I asked for the documents and I got back a command to “... submit your press credentials for board review.” I was to demonstrate that I was “... connected with a legitimate news organization.” The board (presumably being steeped in wisdom about journalism) would review my “credentials” and decide when and if they were willing to answer my questions.

I'd been primed a few months earlier when I asked questions at the board presentation. Joe Comaty promptly emailed me, copied all the board members, and threatened that he had “ethical concerns” about me and my questions.

Tom Hannie wrote a letter to the editor, with his signature airtight logic and scathing critique. But I was still scared witless.

It was in the very early days of me pretending to be a journalist. I was shaky. Blown off center too easily. The foundations were all there, of course they were—I was raised by two journalist parents.

A journalist needs no credentials whatsoever, because he or she is simply a *common man* acting as a reporter for the convenience of other *common men*. It was not me that was duty-bound to prove myself, but the public officials who are compelled by duty and ethics to fully and honestly answer my questions.

In one of my mom's old books, a 1940 text, *The Law of Newspapers*, Arthur and Crosman wrote, “The principle of the freedom of the press as it exists today in this country, and in other democracies, is the result of a long and bitter struggle between those who believed in civil rights and constituted authority which feared the exercise of those rights.”

The battle was not only over the individual’s right to speak, write, and publish his thoughts, “but primarily to provide for the people as a whole a means of protecting themselves from the tyranny of arbitrary and oppressive government. In this—the freedom to express dissatisfaction with the acts of government, and to expose improper, illegal, or corrupt acts of governmental officers—lie one of the great purposes of this principle and its tremendous value to all people who live in a democracy.”

Ten years later, thankfully, I'm not blown over by every breeze.

I and the staff at the *Times* wish you a Merry Christmas and happy holidays.

[Julie Nelson is a licensed psychologist, journalist, consultant, and publisher of the *Times*. She also holds other positions in the community. However, her opinions here are those of her own, and do not represent any group or association. She and the *Times* receive no compensation other than paid advertising. Email her at drj@drjulienelson.com, —she welcomes feedback.]

The Psychology Times

Member, Louisiana Press Association

Published monthly
by Nelson News, LLC.
psychologytimes@drjulienelson.com

Publisher: Julie Nelson, PhD

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Editor (Ret.), The Coushatta Citizen,
Winn Parish Enterprise.

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Corrections & Clarifications

No corrections were received for last month's issue. Please send your corrections to:
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Supervision Issue Resurfaces for Provisional Licenses, continued

"Dr. Moore further discussed that although the current regulations acknowledge that a Licensed Medical Psychologist could provide appropriate supervision, which is not disputed, for those Medical Psychologists that are not licensed with the LSBEP, as stated in Opinion #12, it is clear that LSBEP does not have regulatory control over supervisors not licensed with the LSBEP and therefore those supervisors have no accountability in providing supervision according to LSBEP's regulations; because the supervisor is legally responsible for the practices of their supervisee, it does not appear to fall under the purview of the LSBEP to have oversight over the relationship or issue a Provisional License to an individual for which it could not effectively regulate; [...]"

Dr. Gormanous moved that the members of the board seek the advice of their general legal counsel.

According to VanGeffen, "... the Board has been reviewing the issue of medical psychologists providing supervision of individuals who seek licensure under the Louisiana Board of Examiners of Psychologists. Currently, individuals seeking licensure are required to submit to the Board a plan of supervised practice which would go toward their supervision requirements," she noted.

"Currently, candidates for licensure are allowed to be supervised by a medical psychologist whether or not they are licensed under LSBEP. The Board asked its attorney to review this issue," VanGeffen said.

"The Board's attorney provided an opinion that LSBEP could deny approval for a plan of supervision where supervision is to be conducted by a medical psychologist who is not licensed under LSBEP as LSBEP would not have regulatory authority over the supervision or supervisor unless the supervising psychologist is also licensed under LSBEP. The Board plans to continue to review this issue," said VanGeffen.

The topic has a history. In 2009, Act 251 moved medical psychologists and their practice of psychology from the psychology board to the medical board. Medical psychologists would no longer be required to maintain their license under the psychology board.

In 2010, consistent with the how the law defines a "Psychologist," members of the state psychology board ruled, in Opinion #12, that only those licensed under the LSBEP could supervise those seeking a license in psychology.

At that time, the then LSBEP Chair, Dr. Joseph Comaty, also a medical psychologist, said that the section in the psychology law clearly defines who may deliver supervision to candidates seeking licensure.

Dr. Comaty said, "In RS 37, 2352, the licensing law for psychologists, it clearly defines what a psychologist is. They [those who supervise] have to hold a license from the LSBEP in order to supervise someone for licensure. MPs don't meet this requirement."

The ruling required medical psychologists, who wanted to provide supervision to interns, to maintain a valid psychology license under LSBEP. "The remedy is to reapply to reinstate their license," said Dr. Comaty. "If you are currently lapsed, we'll consider your re- instatement retroactively."

However, in May 2011, the board reversed its decision after being lobbied by Dr. Robert Marier, Executive Director of the Louisiana State Board of Medical Examiners (LSBME), and also by Dr. John Bolter, member of the Medical Psychology Advisory Committee at the state medical board.

In their letters, Drs. Marier and Bolter asked the LSBEP to reconsider its 2010 ruling. They said that the intent of Act 251 was to transfer all aspects of psychology practice to medicine. They said that this conclusion could be inferred from numerous references throughout various laws.

Dr. Bolter noted references that listed the term medical psychologist along with the term psychologist; three sections of mental health law and one in Workers Compensation law. He said the term psychologist could also mean medical psychologist.

Dr. Rita Culross was the only nay vote against reversal. None of the three medical psychologists serving at that time recused themselves from the vote.

[Editors note: For original news reports see Times Vol. 2, Numbers 2 and 11; Vol. 3, Numbers 1 & 3]

Appoints Stokes

Governor Makes November Appointments

Gov. Edwards announced his appointments to several Louisiana boards and commissions in November.

Board of Supervisors for the University of Louisiana System—The following universities are under the specific supervision and management of the board: Grambling State University, Louisiana Tech University, McNeese State University, Nicholls State University, Northwestern State University, Southeastern Louisiana University, University of Louisiana at Lafayette, University of Louisiana at Monroe and University of New Orleans.

Julie S. Stokes of Metairie has been appointed to the Board of Supervisors for the University of Louisiana System. Stokes is a former Jefferson Parish representative and is the CEO of Flame Consulting. She will represent the 1 st Congressional District.

The Governor's Advisory Council on Disability Affairs was established by the Governor's Office to adequately educate, address and resolve issues relative to the disability community. The mission of the office is to promote, encourage and support citizens with disabilities so they may have an equal opportunity to actively participate in all aspects of life.

Among others, the Gov. appointed Dr. Gerlinde G. Beckers of Independence has been appointed to the Governor's Advisory Council on Disability Affairs. Dr. Beckers is an associate professor and director of Lions Connected at Southeastern Louisiana University.



US Reps Letlow and Graves Introduce The Parents Bill of Rights Act

Congresswoman Julia Letlow introduced the Parents Bill of Rights Act with a group of colleagues, including Garret Graves,

Letlow represents Louisiana’s 5th Congressional District in the U.S. House of Representatives. A native of Monroe, Julia is a mother and professional in education who has dedicated her life to promote and advocate for higher education in Louisiana.

This legislation will put practices in place that facilitate meaningful dialog between a family and their child’s school, and lead to more input throughout the learning process. The Parents Bill of Rights is built on five core principles that would apply to all schools nationwide that receive federal funding, according to the announcement.

1. Parents have the right to review their school's curriculum, reading materials, and state academic standards.
2. Parents have the right to lawfully engage with their local school board and educators.
3. Parents have the right to see a school's budget and spending, including detailed information about revenues and expenditures.
4. Parents have the right to protect their child's privacy.
5. Parents have the right to keep their child safe and be updated on any violent activity at school.

The legislation also contains numerous transparency and accountability provisions designed to increase parent involvement in schools.

“As a mom of two and a former educator, I firmly believe that the relationship between parents and schools should be collaborative, not adversarial,” Letlow said. “Education is not a job parents or schools can do by themselves, it requires us to work together. This bill contains common-sense ideas, and it also fully opens the door for those partnerships.”

Letlow served as the executive director of external affairs and strategic communications at ULM from 2018 to 2019 and prior served as the director of marketing and communications for the university. She previously served at the Tulane University School of Medicine in New Orleans as the director of education, director of resident patient safety and quality improvement, and a clinical instructor of anesthesiology. She has also served as an instructor and teaching associate at ULM, Tulane University, and the University of South Florida.

LDH Announces Grant for Chronic Disease Prevention

According to a November 29 press release from the Louisiana Department of Health, Well-Ahead Louisiana, the chronic disease prevention and healthcare access arm of the Louisiana Department of Health, has been awarded \$345,000 in federal funding through the Building Our Largest Dementia (BOLD) Infrastructure for Alzheimer’s Act.

Provided by the Centers for Disease Control and Prevention (CDC), the funding will be used to implement effective Alzheimer’s interventions, including boosting early detection and diagnosis, reducing risk and preventing avoidable hospitalizations.

“This grant provides an opportunity take the foundation Well-Ahead has established in chronic disease prevention and management, as well as outreach to healthcare providers, and expand upon it to improve outcomes for Louisiana’s residents living with Alzheimer’s and other dementia diseases, as well as those who serve as their caregivers,” said Melissa R. Martin, Director of Well-Ahead Louisiana.

State Rep. Malinda White (I-Boglausa) co-authored Act 73 in the 2021 Regular Session of the Louisiana Legislature, which calls for an increase in general education about Alzheimer’s and other dementia diseases, as well as a specific effort to educate healthcare providers on early detection, the link to chronic diseases and effective care planning.

Well-Ahead Louisiana will work with the Alzheimer’s Association and other partners, to focus on policy, system and environmental changes to promote risk reduction, early diagnosis, the prevention and management of comorbidities and avoidable hospitalizations for residents with Alzheimer’s or other dementia diseases. Funded activities will align with the Healthy Brain Initiative State and Local Public Health Partnerships to Address Dementia, which was created by the CDC and the Alzheimer’s Association to ensure Alzheimer’s and other cognitive health issues are incorporated into existing public health initiatives.

Drs. Holcomb, Lambert Offer to Serve on Psych Bd, cont'd

On his candidate statement Dr. Holcomb said, "The main function of our licensing board is to protect the people of Louisiana from the “unqualified and improper application” of psychology.

"That’s a broad mission statement, which often puts our board in a position to affect change within the field of psychology. There can be no doubt that the next few years will see additional and potentially major changes in our field. Affecting change and having a voice when those changes are discussed are a motivation for serving on the LSBEP.

"Nationally, organizations like ABPP often push agendas that may not benefit psychologists or the public in Louisiana. Issues such as the EPPP-2 and PsyPACT could harm the practice of psychology in Louisiana. LSBEP has a history of standing against efforts which would not benefit our state, and I wish to continue that legacy. Locally, our board faces financial issues and concerns of over-reach. I want to serve on the LSBEP to be a positive force for change.

"I have served on LPA’s legislative affairs committee for several years and am currently the Treasurer of the Louisiana Psychological Association (LPA) and a member of the Executive Committee. I was heavily involved as a member of the ad-hoc committee which met with the LSBEP and other stakeholders to craft House Bill 477. I believe I am prepared to sit in the LSBEP.

"In my approximately 7 years in the state, I have taught and supervised future Louisiana psychologists, maintained an active research lab, and built a busy clinical and forensic neuropsychological practice. In addition to my state involvement, I have also served in national organizations such as the National Academy of Neuropsychology (NAN). I believe I am well prepared to take on a role with LSBEP, and that I should serve at this time."

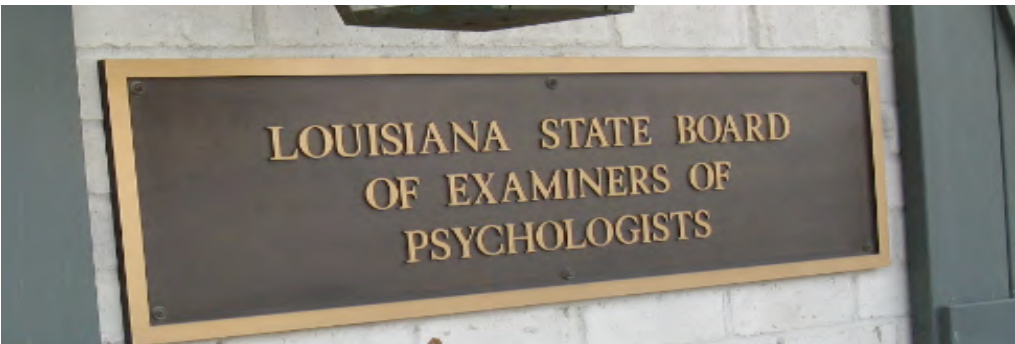
Dr. Jesse Lambert is from Gonzales and originally licensed in 2009. His specialty is clinical. He is a medical psychologist as well. His current position is Clinical Lead, Rural Mental and Behavioral Health Outreach at Our Lady of the Lake, and private practice. He earned his degree from Argosy University in Dallas in clinical psychology.

Dr. Lambert previously served on the psychology board from August 2015 to September 2019.

In his statement he said, "Psychology is such a fabulous discipline and the contributions we offer as clinicians, scientists, and to industry are on the same scale as chemistry, physics, and medicine," Dr. Lambert said.

"Yet, this gift is predicated on the tenant that such services be delivered in an ethical and fair manner. In the absence of such, people will be damaged and the profession suffers a catastrophic lack of credibility. The consumers of our services are vulnerable and to truly have an impact, the public must be protected from the improper and unethical practice of psychology. Yet, this obligation is a two-pronged.

"Psychologists are also consumers and discipline must be well investigated and fair, as the consequences of such can be far-reaching. If elected/appointed to the Board, I offer my solemn word that I will adhere to these scared duties," Dr. Lambert said.



Gov. Edwards Congratulates Marcus Jones as Northwestern State University's President

On Nov. 8, Gov. John Bel Edwards issued a statement congratulating the newly-selected president of Northwestern State University Marcus Jones. Since July 2021, Jones has served as the interim president of the university and permanently took on the role starting November 15.

"Congratulations to the new president of Northwestern State University Marcus Jones, who is making history today as the first Black president of the university. Earning his undergraduate degree at Northwestern, his master's degree at Grambling, and his law degree at Southern, Mr. Jones is a testament to Louisiana's higher education institutions. Mr. Jones has served the NSU community for many years, and I have no doubt he will continue to succeed in his new role," Gov. Edwards said.

Gov. Edwards Announces \$1.5M Federal Grant to Address Human Trafficking in Louisiana

On Nov. 16, Gov. Edwards announced that Louisiana has been awarded a \$1.5 million grant by the United States Department of Justice Office for Victims of Crime that will be used to improve outcomes for child and youth victims of human trafficking. The grant is a multi-year award that will be administered by the newly established Louisiana Governor's Office of Human Trafficking Prevention and will help fund the Louisiana Child and Youth Trafficking Collaborative Accessibility Initiative. This is the second time Louisiana has been selected for the award.

"I am proud that the Department of Justice recognizes the hard work we are doing in Louisiana to combat human trafficking and grateful that they saw fit to once again single out Louisiana for this grant," said Gov. Edwards. "Although we have made great progress, we know that our work is not yet done. This funding will greatly assist our state in implementing programs and practices that will promote greater healing and recovery for victims and survivors. This wouldn't be possible without the collective efforts of key agencies and trained professionals who have made it their mission to end this horrific crime. I am also extremely thankful of the leadership of my wife Donna who has worked hard over the last several years to raise awareness at both the state and national levels."

Louisiana was one of two states selected for the 2021 Improving Outcomes for Child and Youth Victims of Human Trafficking grant award. In 2019, Louisiana was the only state to receive a similar \$1.2 million grant. Since then, more than a thousand professionals have been trained to utilize best practices and improve victim identification, hundreds of victims have been served, and human trafficking specific multi-disciplinary teams have been established in every region of the state.

"I am so proud to be a leading voice in this fight against human trafficking," said First Lady Donna Edwards. "The people of Louisiana deserve it and our children deserve it. I believe strongly that we all have a role to play. [...]"

This year, Gov. Edwards signed into law a bill creating the Office of Human Trafficking Prevention, which was a key part of the Governor's legislative agenda. Gov. Edwards appointed Dr. Dana Hunter as executive director.

From the Minutes Selected Items from Sept & Oct 2021 Minutes of the Louisiana State Board of Examiners of Psychologists (LSBEP)

September

- ASPPB Meeting October 15 – 16, 2021; Voting Delegate Objectives – [...] Dr. Moore moved that the Board affirm Dr. Gormanous as the Voting Delegate for Louisiana. The motion passed by unanimous roll call vote

- Next Meeting Dates and Location – [...] December 10, 2021 [...] and Thursday, January 20, 2022 – Friday, January 21, 2022 for Long Range Planning and Awards.

- Staff Development: Administrative Assistant Position – [...] Ms. Monic reported the reason for delaying this hire was due to the continuing financial position of the Board explaining that rulemaking initiatives were not in place to allow the Board to begin collecting new revenue to support a new hire. Additionally explaining that the difference from the original plan for adding an in-house attorney involved moving currently available funds designated for the current contract position into an employee position. [...]

October

- Complaints Committee – a. Committee Report: Ms. Monic reported for the period 8/27/21-10/22/21 as follows: There have been 3 new Request(s) for Investigation received or initiated. There are a total of 17 open cases. There are 11 are active cases (1 from FY17-18; 1 from FY19-20; 9 from FY 20-21; 6 under review (1 from FY 21-22 and 5 from FY 21-22). This fiscal year-to-date there have been no formal hearings, There has been 1 face to face meeting. There is 1 disciplinary action pending and no new applicants with criminal backgrounds.

- In the matter of: Richard A. Marksbury, Ph.D. vs. LSBEP, the 1st Circuit Court of Appeal found that the plaintiff, Richard A. Marksbury, Ph.D. does not have a right of action in the matter filed against the LSBEP. Accordingly, the 1st Circuit Court granted LSBEP's exception of no right of action and dismissed the case. The discussion of the exception of no cause of action was pretermitted as moot. Subsequent to this ruling, plaintiff advised LSBEP's counsel of his intent to appeal this decision.

- Liaison to Professional Organizations – Dr. Gormanous reported on attending the ASPPB Annual Conference. Other members attending the conference noted concerns with acknowledgment of new board members; the election process; and not knowing who candidates were.

- Long Range Planning Committee – Ms. Monic reported that she and Dr. Comaty had scheduled a meeting to continue work on the Complaint Adjudication Process. Dr. Gormanous reiterated his request to ensure that Dr. Henke be utilized on the workgroups engaged in rulemaking of registration of assistants and continuing education if she desired to volunteer.

- Cynthia Lindsey, Psy.D., Director of Clinical Training at Northwestern State University Department of Psychology - Question regarding Practicums at NSU [...] The Board reviewed Dr. Lindsey's email of October 4, 2021 regarding the NSU Clinical Psychology program. NSU is seeking to establish a program where students from the Louisiana Scholars' College who are majoring in psychology may be eligible to enroll in a five-year program enabling them to receive a M.S. in Clinical Psychology. [...] Dr. Gormanous moved in favor of affirming that there would be no prohibition against the development of the collaborative program between Louisiana Scholars' College and NSU with the distinct proviso that all activities comply with Louisiana laws, rules, and regulations, and the Licensed Psychologist supervising practicum students follows the ethics code and best practice approaches. NSU was informed that the Board would follow up with a formal written response. The Board discussed this motion. The motion passed by unanimous roll call vote [...]

- Discuss and consider LSSP Recommendations RE: LA Department of Education inquiry of 9/28/21 regarding understanding the scope of practice for a Licensed Psychologist and LSSP within a school system in order to develop appropriate comprehensive CPT codes and crisis intervention services – The Board reviewed the educative report provided by the LSSP Committee as guidance for the Board in responding to letter from Michael Comeaux, M.S., M.H.S.A., Healthy Communities Director of the Louisiana Department of Education dated September 23, 2021. The Board adopted this guidance and agreed to provide a formal response to the inquiry, with the exception of providing explicit recommendations on specific CPT codes.

- Legal Opinion Regarding the Supervision of by Medical Psychologists – Due to time, this matter was tabled.



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Community Psychology at its Best

Tulane's Dr. Courtney Baker Leads Project DIRECT in New Orleans, continued

Dr. Baker, Project DIRECT Team Leader and Principal Investigator, is an Associate Professor in the Department of Psychology at Tulane University. She is a licensed clinical psychologist with a specialty in child clinical psychology and directs the APA-Accredited School Psychology doctoral program. She also co-directs the Tulane University Psychology Clinic for Children and Adolescents.

Dr. Baker notes that her career is committed to bridging the gap between research and practice, with a particular focus on understanding and facilitating the translation of evidence-based programs into school and community settings that serve children, youth, and families at risk for poor outcomes.

Following the best practices for working with marginalized communities, Baker and her group use a community-engaged research approach, to create high-quality, community-based mental health programs. They work to bridge the gap between research and practice and to ensure the results deliver effective prevention and interventions.

In order to achieve these essential and complex goals, Dr. Baker focuses on three interrelated objectives:

- 1) understanding developmental contexts that are central to disparities in the health and academic outcomes of vulnerable populations;
- 2) elucidating the barriers and facilitators of high-fidelity implementation; and
- 3) developing and testing system-level interventions that boost implementation quality, thus improving programs' effectiveness.

Dr. Baker hopes to increase understanding and facilitate effective programs into community settings that serve children. One of the foundations of her work and scientific plan is the community-engaged research approach—to make sure all efforts are "relevant, culturally competent, and with a partnership focus and commitment to capacity building."

She and her team use a community-based participatory research (CBPR) approach, where community partners are "equitably involved in identifying and evaluating relevant research questions."

The programs activities are monitored by a Community Advisory Board, composed of individuals who are local educators, administrators, mental health professionals, and parents.

What are some of the most significant accomplishments so far in her community based projects?

"Community-based research strives to center the voices and needs of the community within projects," Dr. Baker said, "that also use best practices in terms of research methods and study design. The rationale is that we can work as a team to create programs or tools that are effective, relevant, and useful. The process in and of itself is incredibly gratifying," she said.



Dr. Baker, Project DIRECT Team Leader and Principal Investigator, is an Associate Professor in the Department of Psychology at Tulane University. She also directs the APA-Accredited School Psychology doctoral program.

Dr. Baker is committed to bridging the gap between research and practice.

(courtesy photo)

"However, a few accomplishments, in particular, come to mind when you ask this question," she said. "First, we worked closely with pre-kindergarten teachers, administrators, and parents of preschoolers to create a flexible, easy-to-use classroom curriculum called PreK TIPS. The goal of PreK TIPS is to help children learn the social and emotional skills they need to be successful in school," she said.

"Our randomized controlled trial of PreK TIPS happened to be ongoing when the tornado struck New Orleans East in 2017, including directly affecting one of our partner schools. One of the teachers we were working with at the time let us know afterward that the children were using our PreK TIPS coping and calming strategies to get through that extremely stressful and scary moment. I could not be more grateful that our teacher partner and his students had these tools and were able to use them to get through that crisis," Dr. Baker said.

Project DIRECT involves a strong goal of information and skill transfer. The team "Trains the next generation." The program provides advanced training and professional development in child development, mental health, and early education. Activities include hands-on training opportunities for Tulane students and development to community members.

"The consultation model we use in our clinical and research efforts builds teacher skills, contributes to the sustainability of evidence-based practices in preschools and schools, and increases site capacity."

The Project DIRECT team provides training on a variety of topics, including:

- Creating Safe and Supportive Schools
- Expectations for Behavior through a Developmental Lens
- Social-Emotional Learning in Preschool
- Understanding Preschooler Development: Self-Awareness, Self-Control, and Delay of Gratification
- Creating Trauma-Informed Schools: Rationale and School Wide Approach
- Working with Children who have Challenging Behavior

- Behavioral Assessment and Intervention in Schools
- De-escalating Upset Children (and Angry Parents, too)
- School-Related Anxiety
- Understanding Normal (and Abnormal) Behavior in the Preschool Setting

The team also provides workshops for parents as a service to our community partners. Recent topics have included:

- Discipline without Tears
- Getting your Preschooler to Do What You Ask: Giving Effective Commands."

Additionally, the team actively recruits partners for its ongoing research projects. These include: Project Pre-K TIPS, funded by the Louisiana Board of Regents; Safe Schools NOLA, funded by the National Institute of Justice; and Trauma-Informed Schools Demonstration Project, funded by the Department of Justice and United Way through the City of New Orleans Health Department.

Efforts to measure, evaluate, and study the implementation of trauma informed care, is conducted in partnership with Steve Brown and Pat Wilcox at the Traumatic Stress Institute. This includes developing the "Attitudes Related to Trauma Informed Care Scale."

The team also provides clinical services in their efforts help each child get the healthiest start possible. To support this effort, additional services can be provided in Tulane's Psychology Clinic for Children and Adolescents. This clinic is evidence-based practice, uses a sliding fee scale, and is co-directed by Drs. Baker and Sarah Gray.

Training Tulane students in community-based research includes engaging undergraduate, master's, and doctoral students in developing competencies related to research and practice with children and their families. Undergraduates provide on-site classroom support to teachers, graduate students serve as clinicians-in-training, and both assist with ongoing research projects. Dr. Baker also

Community Psychology at its Best

Tulane's Dr. Courtney Baker Leads Project DIRECT in New Orleans, continued

trains one or two school psychology predoctoral interns in the context of their LAS*PIC Summer Rotation.

"My greatest privilege as the team leader has been to train my students," Dr. Baker said. "I have an incredible group of ten to fifteen students each year, ranging from undergraduates to postdoctoral fellows. Their contributions to our team, our community-based research, and my own continued growth and development as a psychologist are considerable. Although I'm always sad to see them go, they move on to do truly amazing things, from attending top graduate and professional programs to working in world-renowned research labs to developing their own independent research and practice careers," she said.

Dr. Baker's research program is guided by the fields of dissemination and implementation science and prevention science. She strives to bridge the gap between research and practice.

Implementation science addresses the use of strategies to integrate evidence-based interventions and change practice patterns within specific settings. The approach involves taking a multilevel approach and understanding the context into which the intervention is to be implemented. Adapting interventions when needed to address contextual factors, while preserving the essential core elements of the interventions, is one goal.

Dissemination involves the distribution of an intervention or innovation to a specific audience. One of Dr. Baker's main research goals is to disseminate findings nationally via conference presentations, invited presentations, and publications in academic journals and books. Project DIRECT's undergraduate and graduate students are actively involved in this effort.

Some of publications are:

Baker, C. N., Peele, H., Daniels, M., Saybe, M., Whalen, K., Overstreet, S., & the New Orleans Trauma-Informed Schools Learning Collaborative. (in press).

The experience of COVID-19 and its impact on teachers' mental health, coping, and teaching. *School Psychology Review*;

Baker, C. N., Brown, S. M., Overstreet, S., Wilcox, P. D., and the New Orleans Trauma-Informed Schools Learning Collaborative. (in press). Validation of the Attitudes Related to Trauma-Informed Care (ARTIC) Scale. *Psychological Trauma: Theory, Research, Practice, and Policy*;

Robey, N., Margolies, S., Sutherland, L., Rupp, C., Black, C., Hill, T., & Baker, C. N. (in press). Understanding staff- and system-level contextual factors relevant to trauma-informed care implementation. *Psychological Trauma: Theory, Research, Practice, and Policy*;

Wagner, A. C., Bartsch, A. A., Manganaro, M., Monson, C. M., Baker, C. N., & Brown, S. M. (in press). Trauma-informed care training with HIV and related community service workers: Short and long term effects on attitudes. *Psychological Services*; and

Wittich, C., Rupp, C., Overstreet, S., Baker, C. N., & the New Orleans Trauma-Informed Schools Learning Collaborative. (2020). Barriers and facilitators of the implementation of trauma-informed schools. *Research and Practice in the Schools*, 7, 33-48.

She also has earned funding from numerous sources, including:

- Center for Supportive and Compassionate Schools (Category II Center) – SAHMSA, National Child Traumatic Stress Initiative, Co-PI, \$3,000,000;
- An Efficacy Trial of Pre-K TIPS in Preschools Serving Low-Income Children (Initial Efficacy) – U.S. Department of Education, Institute of Education Sciences, PI, \$3,796,673; and
- Development and Pilot Testing of PD Camp: An Experiential Classroom Behavior Management Training (Development and Innovation) – U.S. Department of Education, Institute of Education Sciences, PI, \$1,950,797.

What are some of the challenges she and her team have faced?

"My two greatest challenges as a community-based researcher are funding and time," said Dr. Baker. "Though we've been lucky in terms of funding, it is increasingly difficult to win federal grants. In addition, although the need for community-based research is clear, funding mechanisms generally continue to favor biologically-focused projects. Efforts at increasing translational science, including not only 'bench to bedside,' but also 'bedside to best-practices,' are laudable but have yet to swing the pendulum in any meaningful way toward community-based research. This is true even as it becomes increasingly clear how critically important it is to consider the social determinants of health, which is another word for the contextual and social factors that shape each individual's exposure to risk and resilience."

What plans does she have for future efforts and activities?

"We always have a number of things in the pipeline, of course! We'd love to get our large randomized controlled trial of the PreK TIPS program I mentioned above funded. That would solidify the evidence that the program works and open the doors for it to become available nationally (and for free!).

"We are also invested in developing and testing best practices for systems like schools and hospitals that aim to reduce the impact of trauma, stress, and adversity on children and families," she said. "This intervention is called trauma-informed care, and it is really understudied. We are doing our best to move the needle on this lack-of-evidence problem by developing validated instruments, exploring the "black box" of how trauma-informed care works, and determining the effectiveness of the intervention.

"I would love for our future work to bring together trauma-informed care, which sprung from the experiences of individuals who came up through systems they found harmful rather than healing, with best practices in measurement, research, and evaluation."

Dr. Baker's lab group. (courtesy photo)



Dr. Marva Lewis Joins "Call to Action" for Change in *Infant Mental Health Journal*

Dr. Marva Lewis joined colleagues in a "Special Statement" and call to action for the *Infant Mental Health Journal*. The statement, "Call to action: Centering blackness and disrupting systemic racism in infant mental health research and academic publishing," was published on November 7.

Dr. Lewis is an Associate Professor at Tulane University School of Social Work. Dr. Lewis' program of research focuses on the development of culturally valid research methods and measures of racism-based stress during pregnancy, Colorism in African American families, and parental acceptance or rejection of children. In 2021, Dr. Lewis was endorsed as an Infant Mental Health Mentor-Research/Faculty by the Alliance for the Advancement of Infant Mental Health.

Co-authors of the statement were Iheoma U. Iruka, Fantasy T. Lozada, Erika L. Bocknek, and Holly E. Brophy-Herb.

Authors wrote, "*The Infant Mental Health Journal* is committed to ending systemic racism and promoting diversity, equity, and inclusion in academic publishing. IMHJ unequivocally denounces all forms of racism and white supremacy, including systemic racism in academic publishing. We commit to investigating and working to terminate the ways in which systemic racism has become normalized in academic publishing, including examining our practices and processes at IMHJ. We invite you to join us in intentional, anti-racist work through your scholarship.

"As a second immediate response relative to promoting diverse, equitable, and inclusive research, IMHJ is releasing the following Call to Action, focusing on centering Blackness in infant and early childhood mental health research. This call is designed as a first step in our efforts, and IMHJ looks forward to coming initiatives aimed at disrupting systemic racism in infant and early childhood mental health research for the many scholars studying and working with diverse populations marginalized by racism and systemic inequities.

"It is not enough to acknowledge the inequities that exist in research and academic publishing. Instead, we must intentionally and actively work to disrupt racism in research that ensures a fuller story is told of children's development and well-being, particularly among infants, toddlers, and young children of color.

"Likewise, we must create a shift in the institutional power so that scholars of color, particularly Black scholars, have opportunities to

disseminate their work and assume roles of leadership equitably."

At Tulane, Dr. Lewis' basic and applied research includes: Basic research on racism-based stress as an unrecognized factor in racial disparities in perinatal infant outcomes in African American women; Applied research using narrative therapy techniques and measures to strengthen African American family intergenerational relationships based on issues of Colorism as a legacy of the historical trauma of slavery; and prevention and reduction of child abuse and neglect.



Dr. Marva Lewis
(photo courtesy Tulane)

Online Intensive Group for Young Adults With OCD

This 10-day program is being offered by Drs Melissa Dufrene and Kristin Fitch. Treatment components include exposure and response prevention (ERP), acceptance and commitment therapy (ACT), and holistic wellness. Participants will receive 20 hours of group intervention that will be supplemented with one-on-one support.

Ages 18-26

January 3-7 and January 10-14, 2022: 10am-12pm

Individual sessions will be scheduled based on client availability.

For more information: www.riseocdandanxiety.com, office@riseocdandanxiety.sprucecare.com, 504-977-2229



*Participants must be located in Louisiana during all virtual sessions. In some cases, out-of-state participation could be permissible. This will be assessed on a case-by-case basis and must be brought to the attention of Dr. Dufrene or Dr. Fitch at least one month prior to the start of the group.

New Findings in Dr. Walczyk's Deception Theory

continued

edited scholarly text *Morality and Creativity* and has served as Guest editor for special edition of *Frontiers in Psychology* on “Deception, honesty, and cognitive load: Is lying always more effortful than truth telling?”

The Activation-Decision-Construction-Action theory, the ADCAT, is regarded as one of the leading cognitive theories of deception in psychology. Based on citation data, it is having an impact in terms of inspiring research and application.

Natalie Cockrell, now attending graduate school in clinical mental health, served as research assistant to Walczyk while an undergraduate psychology major at LaTech.

Walczyk 's work in lie detection has been ongoing but gained significant exposure in 2014 when he proposed refinements in his comprehensive cognitive theory of deception. He included four stages of mental processes that individuals engage in when telling "high stakes" lies, those situations with significant consequences.

His model explains that when an important answer is solicited by a questioner, such as during a job interview when the employer asks—“Have you ever stolen anything from the workplace?”—several factors come into play.

Walczyk and his co-authors explain that the question will cause the interviewee or respondent to search for truth and *activate* long-term memory, and then transfer to the working memory. Based on the information that has been activated, and the social context, the respondent may *decide* whether or not to lie and how to lie.

Lying becomes more likely in those situations when telling the truth would interfere with the individual reaching his or her goal, such as getting a job.

Next, the lie is embellished if needed in order to go undetected and achieve the respondent’s goal. This is the *construction* component. Individuals who lie will modify truths as much as possible to make their lies plausible.

Finally, the lie is delivered to the receiver during the *action* component.

"An obvious and important application of the theory pertains to lie detection," said Dr. Walczyk. "The polygraph, the most commonly used method of lie detection, was not based on a theory. It was based on the questionable assumption that people exhibit more anxiety when lying than when truth telling. This assumption has been discredited," he explained.

"ADCAT is an attempt to understand deception as a cognitive rather than an emotional event," Dr. Walczyk said. "The more we understand deception from different perspectives, the more

likely new cues to deception will emerge. For instance, my research suggests that lying takes about 250 milliseconds longer than truth telling. More cognitive cues may emerge as our understanding of deception deepens."

In "To err is human but not deceptive," Walczyk and Cockrell wanted to increase researchers' understanding of the cognition of deception regarding what lying entails beyond simply erring.

"Guided by ADCAT, we hypothesized that, unlike intentionally erring, an intention to lie activates ToM [theory of mind] inferences and other social-cognitive processes needed to deceive plausibly when communicating with another. This intention also entails higher levels of proactive interference of honest responding with lying," the authors noted.

Their findings regarding response-time data suggest important processing differences between truth telling, intentionally erring, and deceiving. There are implications for those who study deception in the laboratory.

"Specifically, in order to capture authentic deceit, mental processes hypothesized by ADCAT (e.g., ToM inferences) must be activated in research participants by instructing them to communicate deceptively with another or imagine doing so," authors noted. They concluded that research in which participants are instructed to intentionally err capture important parts of deception, but may ignore other aspects that are crucial.

What does Dr. Walczyk think are the most important findings from this recent publication and research?

"The most important finding is that when people decide to lie, they are not just intentionally erring," Dr. Walczyk said. "Rather, they are considering what other people would find believable in generating a deceptive response. They are also thinking about how to solve social goals. Also, implausible deceptions are strongly inhibited."

Dr. Walczyk explained his theory in his 2014 paper, "A social-cognitive framework for understanding serious lies: Activation-decision-construction-action theory."

The publication laid out highlights of his work and included: The theory was the first cognitive account of high-stakes lying; It underscored the pervasive roles of cognitive load and theory of mind; It detailed mathematically how decisions to lie are made; the roles of motivation, emotion, and social cognition were central to the theory; and The theory contained implications for lie detection.

Cont next pg



Dr. Walczyk's Activation-Decision-Construction-Action theory, the ADCAT, is regarded as one of the leading cognitive theories of deception in psychology.

New Findings in Dr. Walczyk's Deception Theory

continued

The ADCAT theory elaborated on the roles of executive processes, theory of mind, emotions, motivation, and specified cognitive processing, and considered the rehearsal of lies.

Dr. Walczyk's and co-authors, in the 2014 article, gave the four processing components: (a) activation of the truth, the (b) decision whether and how to alter deceptively the information shared, (c) construction of a deception, and (d) action—acting sincere while delivering a lie.

Walczyk and colleagues addressed core constructs of “theory of mind” and cognitive resources. “Specifically,” they write, “throughout serious deception, individuals are inferring the current or potential mental states of targets and taking steps to minimize the allocation of cognitive resources during delivery to appear honest and lie well.”

Dr. Walczyk's efforts are aimed at addressing the need for a cognitive theory of serious deception, he writes. Deception “... comes in many forms, including falsification (lies), equivocation (evasion, ambiguity), omission (withholding important information), exaggeration, and understatement [...]

“The cognition of deception is poorly understood. We present a cognitive theoretical framework for understanding serious deceptions, including those that are fundamentally perceived as threats, transgressions and betrayals that result specifically in relationship problems; that endanger people's reputations and that are forbidden by organized religion and indictable by law. [...]

“Scientists studying lying have often postulated that it is more cognitively demanding than truth telling, an intuitively appealing notion that is not always so,” authors explain. “A theory can illuminate when lying draws more on attention and working memory.”

Walczyk and others have noted that one of the major criticisms of the Control Question Technique (CQT) of the polygraph as a lie detector is its lack of a valid theoretical foundation. A well-specified cognitive theory of deception can advance cognitive-based lie detection efforts that overcome this limitation, the authors note.

The four components are believed to be initiated during most instances of serious deception. The sequence is usually in the order described, but not always occurring closely in time.

Although components are presented sequentially, write the authors, “... they often execute automatically, unconsciously, seamlessly, and in parallel. Moreover, they draw on modules of the mind providing output to WM whose processing occurs beneath conscious awareness.”

One caveat Walczyk and co-authors note is that, unknown to respondents,



“truths” may be unavailable or inaccurate due to “memory distortions, especially with long intervals between encoding and retrieval. Essential to deception is respondents’ intent to deceive, not the accuracy of what they believe is true.”

In his earlier work, Walczyk assumed that lies were constructed and truths retrieved. However, the ADCAT notes that rehearsed deception entails retrieved lies, and truths sometimes are constructed. “The theory advances understanding of when lying is more cognitively demanding than truth telling, vice versa, and informs when indices of cognitive load signal deception.”

Some examples of Dr. Walczyk's other research includes:

Walczyk, J. J., & Newman, D. (2020). Understanding reactions to deceit. *New Ideas in Psychology*, 59.

Walczyk, J. J., & Fargerson, C. (2019). A cognitive framework for understanding development of the ability to deceive. *New Ideas in Psychology*, 54, 82-92.

Walczyk, J. J., Sewell, N., & DiBenedetto, M. B. (2018). A review of approaches to detecting malingering in forensic contexts and promising cognitive load-reducing lie detection techniques. *Frontiers in Psychiatry*.

Walczyk, J. J., Tcholakian, T., Newman, D. N., & Duck, T. (2016). Impromptu decisions to deceive. *Applied Cognitive Psychology*, 30, 934-945.

Walczyk, J. J., Harris, L. L., Duck, T. K., & Mulay, D. (2014). A social- cognitive framework for understanding serious lies: Activation- Decision-Construction -Action Theory. *New Ideas in Psychology*. 34, 22–36.

Walczyk, J. J., Griffith, D. A., Yates, R., Visconte, S., & Simoneaux, B. (2013). Eye movements and other cognitive cues to

rehearsed and unre- hearded deception when interrogated about a mock crime. *Applied Psychology in Criminal Justice*, 9, 1–23.

Walczyk, J. J., Igou, F. P., Dixon, A. P., & Tcholakian, T. (2013). Advancing lie detection by inducing cognitive load on liars: a review of relevant theories and techniques guided by lessons from polygraph-based approaches. *Frontiers in Psychology*, 4, 1–13.

Walczyk, J. J., Griffith, D. A., Yates, R., Visconte, S. R., Simoneaux, B., & Harris, L. L. (2012). Lie detection by inducing cognitive load: eye movements and other cues to the false answers of “witnesses” to crimes. *Criminal Justice and Behavior*, 39, 887–909.

How did Dr. Walczyk first get into this area of research?

“I have always instinctively been a cognitive psychologist. I got interested in the cognition behind deception when watching a politician on television lie. I thought that this might be a interesting, new area of inquiry and it has been,” he said.

Dr. Walczyk earned his PhD in Educational Psychology, with Concentrations in Measurement, Statistics, & Cognitive Psychology, from Syracuse University, Syracuse, NY, in 1988.

He studied in New York for both his masters and undergraduate. He came to LaTech in 1996.

How does he like it at Louisiana Tech?

“Louisiana Tech is a great school. It is large enough to offer a variety of majors but small enough so that you can be part of the Tech family. I have enjoyed working here and interacting with our students,” Dr. Walczyk said.



The Psychology Times' Christmas BOOKSHELF

Who's Reading What?

John Fanning, PhD
Neuropsychologist, New Orleans
Past President, LA Psych Assn

The Man with a Shattered World by A.R. Luria

On March 2, 1943 twenty-two year-old Lev Zasetzky, a lieutenant in the Soviet army, was leading his unit across a river in the Battle of Smolensk when he was struck in the head by a piece of shrapnel, causing extensive left occipital-parietal damage.

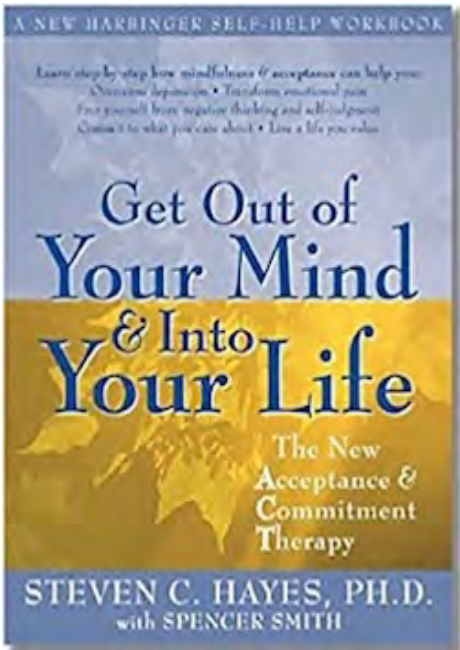
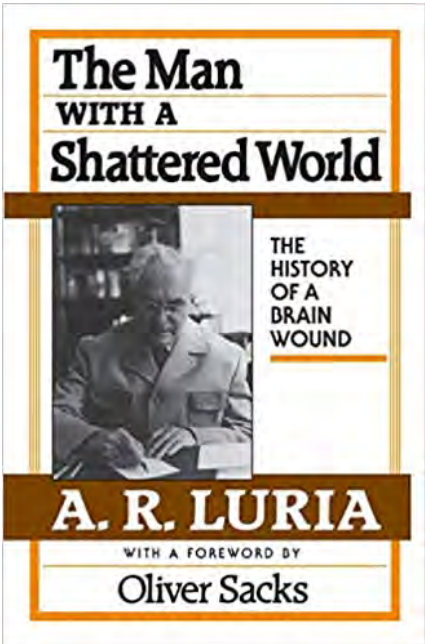
After a considerable period of time in a field hospital he was sent to his small rural village on a train. He got lost trying to get back to his mother's house. He had severe perceptual damage, aphasia, right visual neglect, markedly impaired memory, and severe traumatic headaches. These never abated. But Zasetzky retained his basic personality and motivation, and was aware of his impairments. He determined to keep a diary in hopes of improving his functional ability. He also hoped it might be of value from a medical standpoint. If he kept at it he could get out about a hundred words a day. Over the next thirty years he compiled a 3,000 page journal. This little book is comprised of excerpts from that journal, with sections written by his doctor, the great Russian neuropsychologist Alexander Luria. It is in no way a technical neuropsychological text, and is highly readable. When people talk about "wartime heroism" they're usually referring to combat. In Zasetzky's case wartime combat was just the beginning.

Sumer Ledet Miguez, PhD, MP
Creator of The Get Present System, a virtual group program for overwhelmed working mothers

Get Out of Your Mind & Into Your Life by Steven C. Hayes

This workbook, written in 2005, remains a staple on my bookshelf. It points out, so practically, that human suffering is ubiquitous. This simple & honest framework etches away stigma and allows the women I work with to feel seen, connected, and normal rather than isolated and broken, which has become typical for so many working mothers. This realization is a cornerstone for building wellness and connection. The workbook goes on to provide a process for becoming an observer of your

thoughts, building a sense of awareness in difficult moments. Life gets so busy, and so many mothers are spread too thin. This work gives them choices. How liberating it is to watch mothers wake up to their own values and needs! Finally, this workbook teaches a process to lean into, rather than avoid, your experience so that you can move through life in a way you feel proud of. Courage blossoms when working mothers choose to sit with discomfort in the service of their values. Relationships and health improve. Mothers find themselves again through this framework. When working mothers feel capable in any situation, they can live completely aligned to their values, even when they are afraid. I have personally gone through this workbook several times in my own wellness journey, and each time I do, I come out braver and more aligned to my most deeply held values. In my opinion, this one is a must have and stands the test of time.

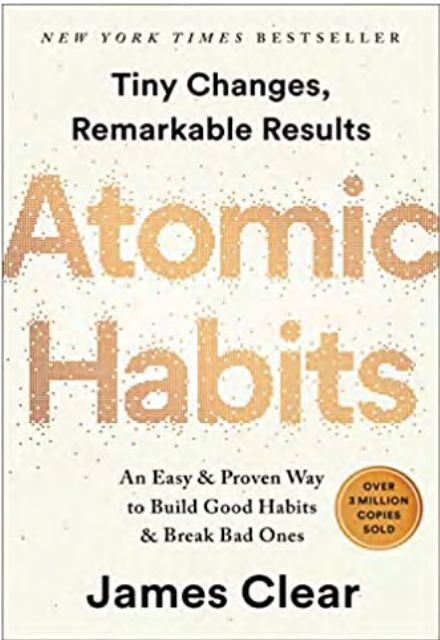


Randy Lemoine, PhD
Psychologist, Baton Rouge

Atomic Habits by James Clear

BOOM! This book will blow your mind! It is a powerful mix of the real science of habit change and practical everyday applications, highlighted by some rather entertaining, real-life success stories, ranging from gold medalists to dieters.

But wait, before we get too carried away with the "nuclear blast" analogy of this book, know that the message of this book is actually about the other meaning of "atomic;" i.e., tiny; minute; aka "itty-bitty." This meaning is captioned in the book's subtitle: "Tiny Changes, Remarkable Results." When undertaking habit change, we are often deluded by the belief that it will require a massive effort. "Nay, nay," says the author, James Clear, who is one of the world's leading experts on habits. Actually, our tiny, daily habits are "the compound interest" of lasting behavior change - for both our positive and negative habits. A minute 1% change in a habit applied daily reaps huge, mega-ton dividends over time. And a key message that is now backed by neuroscience is: *You can replace, but not erase a bad habit*. An attractive feature of this book is that the chapters are organized by the four core laws of habit change and each chapter includes practical strategies and tips for intervention. Atomic Habits – a "good read" for both the scientist-practioner and those who we serve. And maybe if you replace some of those "naughty habits," Santa will slip a copy into your Christmas stocking this year! *MerryChristmas2U*.



Marva Lewis, PhD
Associate Professor, Tulane University
Violence Prevention Institute

Miranda's Green Hair by D.H. Whyatt

Miranda's Green Hair (2021) written by New Orleans writer and parent, D. H. Whyatt, tells the story of a young girl of color who does not want to get her hair combed.

Just as young children have strong emotions toward going to bed, or interrupting outdoor play, the hair combing routine may also become a battle ground between a caregiver and a determined two-year old. This hardback children's book, illustrated by Corey Wolfe and Carlos Valenti with vibrant colorful scenes filled with greenery, birds, flowers, and houses easily recognized by a young reader.

The story describes the initial refusal of Miranda to let her mother comb and style her hair in preparation for a visit to her grandmother. Miranda displays a strong personality, challenging her the need to have her combed because, 'Grandma loves my green hair this way.' Ignoring her mother, she continues to enjoy her outdoor play. The story then follows her adventures as she stubbornly refuses to respond to her mother's requests and runs away from home to the forest. There she encounters events and experiences that elicit a range of emotions.

She receives help from a 'community' of friendly animals in the forest who help her to understand that her specific type of curly hair requires special care. With the help of her new friends in the forest she finds her way back to her home and her mother. The story ends with Miranda tucked safely in her bed drifting off to sleep as she says, 'If you're the owner of frizzy green hair, please tell you mom to handle with care'.

This sixty-page, hardcover children's book provides therapists, educators and parents with a developmentally appropriate tool, familiar images, symbols, and rhyming language to reinforce young children ability to express their emotions.





The Psychology Times' Christmas BOOKSHELF

Who's Reading What?

Deldon McNeely, PhD
Jungian Psychoanalyst
Covington, La.

Memories, Dreams, Reflections

by C.G. Jung

I was fortunate during my psychology graduate program to have psychoanalysis with a wonderful Freudian psychoanalyst; later in Zurich I had the opportunity to begin Jungian analysis. Having experienced both psychoanalytic worlds it pleases me to recommend this autobiography as a gift to anyone who can recognize the value of depth psychotherapy.



Jung read Freud's *The Interpretation of Dreams* and resonated with its genius. The two men with their remarkable talent for tracking their inner lives began their intense association with a mutual appreciation for the unconscious. They parted in disagreement over how to conceptualize that unconscious. To see the value of both schools, a pleasant way to begin is with Jung's end-of-life autobiography. True to its title, the book omits much external drama, and instead shows Jung persistently, honestly, following his curiosity into memories, incredible dreams, and reflections. While Jung can be windy and rambling, his devotion to disclosure can also be folksy and intimate as he reveals a refusal to censor or judge the inner life, even when its contents seem unreasonable or unpopular. Jung was occupied with what he considered to be the myth of western civilization, Christianity, that he found amplified by symbols intuited by medieval alchemists. The end of his life brought disappointment at his imagined failure to communicate his hypotheses about such subjects. Still, he opened avenues into myth and transformation that we who are dedicated to exploring psyche's meaning for our world - continue to explore.

Brittany Joslyn, PhD
Consulting Psychologist & Executive Coach
Board Certified Coach | Hogan Certified |

Influence and Impact

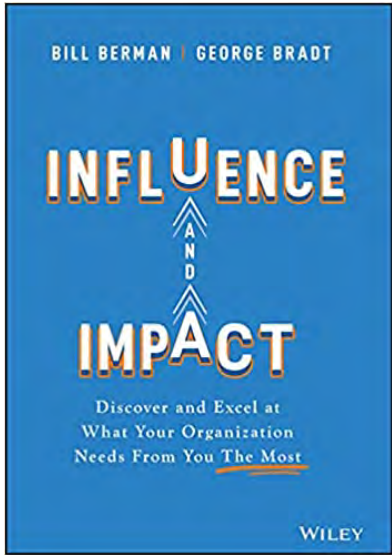
by Bill Berman & George Bradt

Influence and Impact: Discover and Excel at What Your Organization Needs from You the Most, by Bill Berman, PhD and George Bradt, is a welcome addition to the business literature. It can help individuals with their career direction, as well as leaders and mentors seeking to support others. Since its

publication earlier this year, it has been praised by a number of highly regarded executive coaches: Marshall Goldsmith, PhD, Carol Kauffman, PhD, and David Peterson, PhD.

This practical guide focuses on helping people at all organizational levels gain greater influence and impact. It argues that in so doing, readers can also feel more job satisfaction and a sense they are making a difference. The "choose your own adventure" layout allows the reader to focus on the most relevant sections, and the free worksheets and materials accompanying the book provide support along the way.

The book is laid-out in four key parts. Part I begins by helping readers uncover what is interfering with their ability to have an effect on others, and more broadly, the organization. Then, in Part II, the reader gains clarity regarding what the organization and their team actually need from them, both from a business and cultural perspective. At this point, the reader can choose their direction. Part III is for people who decide they want to keep their jobs and learn to be more effective. Part IV is for those who realize their job is a bad fit. Finally, Part V serves as a guide for those who would like to coach someone else through the process.



Bill McCown, PhD
Professor, Associate Dean ULM;
College of Business and Social Sciences
Coauthored the first research-based book on chronic procrastination

What Motivates Getting Things Done

by Mary Lamia

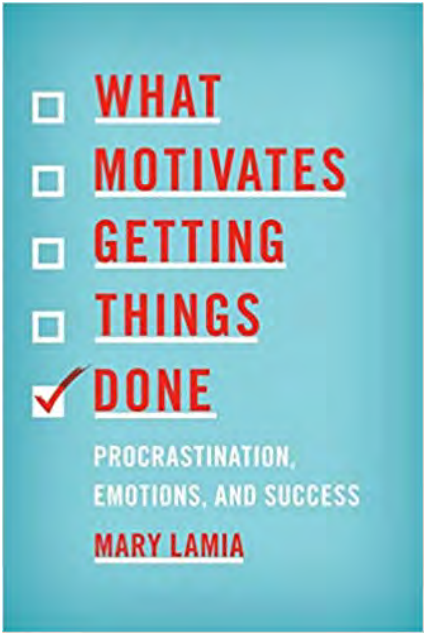
As the psychological science literature shows, procrastination is universal and very common. Some people naively think it is humorous. However, its mental health and financial impact can be serious, extreme, even life-crippling.

Typically chronic procrastination defies a person's best intentions and stymies possibilities. Treatments are difficult, slow, and, at best, may only be modestly successful.

In Dr. Mary Lamia's book *What Motivates Getting Things Done: Procrastination, Emotions, and Success* (2017), the author, a noted therapist, author, and graduate professor, explores the complex behavior of people who fail to complete their goals in a timely fashion. She does so from an individual differences perspective that should resonate with psychologists.

Unlike typical approaches that emphasize time management, Lamia argues that effective intervention for procrastination depends on addressing a client's motivation style. Task-driven people (including most psychologists, by the way) are organized, perhaps naïve, perfectionistic, and often become motivated by finishing a project to the exclusion of other necessary activities. Deadline-driven people are more pragmatic, flexible, and motivated primarily by immediate time pressures. Neither approach is "right" or more successful. People from both groups may have problems procrastinating, though in different ways and over different tasks. Optimal treatment must be tailored to these styles, mindful of a client's developmental history, anxiety, and experiences with shame.

Exceptionally written, science-based, scholarly yet remarkably reader-friendly, *What Motivates Getting Things Done: Procrastination, Emotions, and Success* advance theory and treatment. Like her previous writings, Lamia's work illustrates one example of where a one-size-fits-all treatment is not the best. The book is the most important on this topic in many years.



The Fantastic Flying Books of Morris Lessmore

by William Joyce

Kim E. VanGeffen, PhD
Neuropsychologist
LPA Past President
2015 Distinguished Psychologist

I would recommend *The Fantastic Flying Books of Morris Lessmore* by William Joyce. This book was also an Oscar winning short film made in Shreveport. It tells the tale of Morris Lessmore who loses his book collection to a storm reminiscent of Hurricane Katrina. This book has been described as a "book about books" but also as a "deeper story of love, loss and healing."

A Shrink at the Flicks

Slalom

A Review

by Alvin G. Burstein, PhD

Five years in the making, Charlène Favier’s debut 2020 film, *Slalom*, reflects contemporary “Me, Too” concerns. Brought into higher relief by the recent Senate testimony of several Olympic women gymnasts, and the concern about the uncertain fate of Chinese tennis champion, Peng Shuai, the movie is unsettlingly relevant.

Watching the story of a fiercely ambitious teenage woman’s pursuit of Olympic glory, we squirm as she is groomed by her coach in the course of her training, and as we anticipate what lies ahead in the unfolding of their relationship.

Noëe Abita, in the role of Lyz Lopez, the young skier, brings wide-eyed vulnerability to her virtuoso performance of a woman teetering between a childhood hungry for parenting and a woman hungry for recognition and excited by the possibility of her sexuality. Her coach, Fred, played by Jérémie Rentier, twice Lyz’s age, increasingly dependent on Lyz to restore his lost status in world of competitive skiing, uses every motivational device to drive her to hone her athletic skills, only to find himself unable to resist the temptation to use Lyz to as a prop for his masculine status.

Three elements of suspense dominate the film. The first is whether Lyz will be successful in her attempt to win the French national championship. The second is how she will deal with her sense of abandonment by her divorced parents, whose absence becomes achingly painful to Lyz.

Guest Columnist,
Dr. Alvin Burstein

Burstein, a psychologist and psychoanalyst, is a professor emeritus at the University of Tennessee and a faculty member of the New Orleans-Birmingham Psychoanalytic Center with numerous scholarly works to his credit. He is also a member of Inklings, a Mandeville critique group that meets weekly to review its members’ imaginative writings. Burstein has published flash fiction and autobiographical pieces in e-zines;



courtesy photo

The Owl, his first novelette, is available at Amazon. He is, in addition to being a movie fan, a committed Francophile, unsurprisingly a lover of fine cheese and wine, and an unrepentant cruciverbalist.



Another is how she will deal with her growing awareness that her trainer’s basic interest in her is, at its base, contingent on her winning awards that bolster his professional reputation.

The “Me, Too” movement has focused on power/status inequities between the (usually) male predator and (usually) female victim, especially in workplace settings. It is important to keep in mind that there may be other settings that seem vulnerable to invasion by inappropriate sexual entanglements. A medical colleague of mine, a transplant surgeon, has told me that he has been struck by the degree of blind trust that his patients tend to extend, and how often they seek emotional support from him. Well-read in psychoanalytic matters, he thinks of this dependence as a reflection of what Freud called positive transference, the re-creation of a child’s emotionally charged relation with its parent.

Any relationship in which one puts oneself, or finds oneself, in another’s hands has the potential to simulate that regressive transference. We find classical confirmation of that possibility in the relationship between Socrates and Alcibiades. It was evoked, too, during medieval times, in the relationship between Heloise and her mentor Abelard.

That mentor/mentee relationships have the potential to stimulate sexual interests, doesn’t legitimate them. Rather, it emphasizes a parental responsibly to control them.

In returning to the outcome of *Slalom*, I want to avoid a spoiler. So, I will say only that the outcome captures the complexity of Lyz’s sixteen-year-old coming of age with stunning effect. You can find the film on Amazon Prime and Netflix.

Stress Solutions

by Susan Andrews, PhD

Stress Over the Holidays

For many of us the Holidays can be a time of Major Stress. Some dread that time with family that brings back all those childhood issues. Some stress over having to spend so much money that they do not have for the children or for gifts they feel obligated to buy. For others, it is the tug-a-war between obligations and in-laws. Or, should we say, in-laws and out-laws? And, for still others, it is too much eating and drinking. And, too much to do.

How much stress you allow to touch you has everything to do with how conscious you are or can be about what is in your mind. How aware are you of what pushes your buttons? How much can you prepare for avoiding being stressed by in-laws and sis' jealousy and mom's critical attitude? Do you have a plan? If you have a plan, will you follow it? Too often we think we can just play it off the cuff. But, when we try to do that, we are often overwhelmed by a concert of things going Not Quite as You Wanted or Expected.

If you are truly aware and conscious, you will be monitoring your mental pulse all the time. What will you do if something gets under your skin? Will you be able to quietly slip out and find a quiet place to regroup, meditate and do some mindful breathing. If you are the Cook or Host and things are not going according to schedule, what can you do to regain mental control? Self-talk about how the season is about love and joy and not how spectacular the turkey is could help.

Even the AARP put out a list of things to do to Reduce Holiday Stress. So, I guess no matter how old you get, little things can still upset you and frazzle you during the holidays.

AARP suggests you 1. Create a Game Plan, 2. Make a budget and stick to it, 3. Accept the reality of guests arriving late and your mother getting on your nerves, 4. Beware of unhealthy stress relievers, such as drinking or eating too much, 5. Create new traditions, 6. Make time for your own health by keeping your sleep schedule and getting regular exercise, 7. Give yourself a break in the midst of doing things for others; listen to calming music, do some deep breathing or just sit, 8. Be proactive and think about how to do things differently so you won't be so stressed out, and 9. Enjoy! Remember to savor the time with people you love.



Dr. Susan Andrews is a Clinical Neuropsychologist, an award-winning writer/author (her book *Stress Solutions for Pregnant Moms*, published in 2013, has been translated into Chinese,) and 2016 Distinguished Psychologist of the Louisiana Psychological Association.

Up-Coming Events

LPA Holds Fall/Winter Workshop This Week, Friday, December 3

The Louisiana Psychological Association will host a blended in-person/virtual LPA 2021 Fall/Winter Workshop for Friday, December 3rd from 8 am to 4:15 pm at the Sheraton Metairie Galleria. The event will provide 7-1/2 hours of continuing education including two hours in ethics.

The keynote speaker, delivering *The Janet & Lee Matthews Invited Address: "Shifting Cultural Lenses in Clinical Practice,"* will be Dr. Steve Lopez, professor of psychology at University of Southern California. Dr. Lopez directs the culture and mental health lab at USC Dana and David Dornsife College of Letters, Arts and Sciences.

The day's training will begin with the presentations in the LPA Science Café, directed by Dr. Amanda Raines. Participants will learn about basic and applied psychological science from researchers around the state, while enjoying breakfast in person or virtually.

Following the keynote speaker, participants will break into experiential learning groups and participate in peer-based problem solving for various specialty areas in psychology, an activity called Lunch and Learn.

The day concludes with a Roundtable Discussion on "Ethical Practice Under COVID-19."

PTR Risk Assessment Webinar This Friday

On December 3, 8:30 am to 12:45 pm, John Simoneaux, PhD, Professional Training Resources of Pineville Louisiana, will present the webinar, "Predicting Danger: Evidence Based Strategies." Cost is \$95 and available for four hours of continuing education for psychologists and other professionals.

Dr. Simoneaux will explain the current evidence-based, scientific literature involving the prediction of future violence.

He will also discuss the advantages and disadvantages of clinical data-gathering versus the use of actuarially-derived information in predicting dangerousness. He will review the range of "tests" designed to predict future violence and explain how to decide which instrument is best for specific clinical questions.

The agenda includes: What science tells us about risk assessment; Being right (and wrong) about risk assessment; How to collect data about risk – what to look for; Clinical prediction versus actuarial prediction; the Available instruments for assessing risk; Risk assessment tools – the good and the bad; Mistakes made by mental health professionals in predicting danger; and Talking to clients and other professionals about risk

Dr. Simoneaux has presented many times over the years on Risk Assessment and the Prediction of Danger. He has said that as a psychologist he feels that this is a topic that should be a professional requirement. Mental Health professionals are not statistically good at predicting danger and it is his hope that this information will be helpful in changing that, he explained.

Up-Coming Events

LSBEP to Host Dr. Puente for Zoom Webinar on December 10

On December 10, 10:30 am to 12:30 pm, the Louisiana State Board of Examiners of Psychologists will offer a continuing education event.

The topic is, "Multicultural and ethical issues in psychology: The example of neuropsychological assessment of Spanish speakers." The event will be held live on Zoom. The presentation will be by Antonio E. Puente, Ph.D.

Objectives include: 1. Participants will understand the demographics of both professional psychology and the United States. 2. Participants will appreciate the difficulties and their potential solutions to the emerging disparity. 3. Participants will become more understanding of how to both handle these situations and how to help prepare the field for a future that will be drastically different than psychology has prepared for.

AFCC-LA State Conference to be Held Friday, March 18th in Baton Rouge

The AFCC-LA State Conference will be held Friday, March 18th at the Baton Rouge Embassy Suites. The all-day conference will offer CEUs for Family Court-related issues such as the use (and misuse) of technology and risk management for working with professionals working with DV cases.

C.G. Jung Society to Present "Spirit of the Future," February 1

The C.G. Jung Society will present "Spirit of the Future: Reclaiming the Value and Meaning of the Individual in Times of Collective Upheaval," February 1 at 7:30 pm. The event is to be held online.

Presenter is Elizabeth Colistra, PhD. Colistra is a certified Jungian analyst and Licensed Professional Counselor with a private practice in the French Quarter in New Orleans.

She trained at the C.G. Jung Institute of New York and the Jungian Psychoanalytic Association while completing her doctorate from Pacifica Graduate Institute. She is a faculty member of the New Orleans Jungian Seminar and an analyst member of the Inter-Regional Society of Jungian Analysts.

"We will explore Jung's notion that 'If the whole is to change, the individual must change himself.' The cultural, societal, and national crises that are taking place across the world, and especially here in the United States, challenge us to critically think about and question Jung's premise.

"Is individual change enough? Is personal analysis and a commitment to one's individuation process really enough?"

For additional information go to www.jungneworleans.org

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