



# Michigan Psychological Association

SCIENCE • EDUCATION • ADVOCACY

Second Quarter 2020

*A May 29, 2020 press release from the American Psychological Association presents APA's statement on racism in our society. We reprint this press release in its entirety. Following that press release is a statement from the MPA Board with its own statement.*

Following is a statement by Sandra L. Shullman, PhD, president of the American Psychological Association, regarding the mental health consequences of recent high-profile violent events targeting African Americans:

"George Floyd, dead after a police officer knelt on his neck. Ahmaud Arbery, fatally shot while on a jog. Breonna Taylor, shot to death by police raiding her home. Eric Garner, Philando Castile, Trayvon Martin - the list is far too long and ever growing.

"The deaths of innocent black people targeted specifically because of their race - often by police officers - are both deeply shocking and shockingly routine.

"If you're black in America - and especially if you are a black male - it's not safe to go birding in Central Park, to meet friends at a Philadelphia Starbucks, to pick up trash in front of your own home in Colorado or to go shopping almost anywhere.

"We are living in a racism pandemic, which is taking a heavy psychological toll on our African American citizens. The health consequences are dire. Racism is associated with a host of psychological consequences, including depression, anxiety and other serious, sometimes debilitating conditions, including post-traumatic stress disorder and substance use disorders. Moreover, the stress caused by racism can contribute to the development of cardiovascular and other physical diseases.

"The impact of these repeated horrific incidents is inflicting trauma on the broader African American community. Research shows, for example, that compared with whites, blacks feel more negative stereotype threats and more racial profiling when interacting with the police.

"However, psychological research also points to possible solutions. Studies find that when police act in a procedurally just manner and treat people with dignity, respect, fairness and neutrality, people are more likely to comply with their directives and accept any outcome, favorable or unfavorable.

"The American Psychological Association urges those who are experiencing trauma in the aftermath of these tragedies to practice self-care. Connect with family, friends and other community support people, talk about your feelings and limit your exposure and that of your children to news media and viral videos. Seek professional help if you need it.

"As always, APA stands against racism and hate in all its forms, and supports the efforts of researchers, law enforcement, clinicians, teachers and policymakers to eliminate hate crimes and police brutality."

*The MPA Statement from June 11, 2020:*

There have been many recent, blatantly racist injustices brought to light over the past few months, including the murders of #GeorgeFloyd, #BreonnaTaylor, #AhmaudArbery, and countless others. These recent events are part of a pattern of generations of oppression, marginalization and endemic implicit and explicit bias toward the Black community. The institutional and structural racism, systemic inequity and dehumanization imposed onto the Black community necessitates widespread action.

Many of us have feelings of anger, frustration, hatred, sadness, grief and numerous more. How do we move forward with accumulated trauma? For those of us who are not Black, we will never truly understand the experience of individuals in the Black community and the daily experience of racism that terrorizes our Black neighbors. Moving forward requires we never forget and we affirm that #blacklivesmatter.

The Michigan Psychological Association stands in solidarity with Black Lives Matter. As a voice for psychology, the Michigan Psychological Association is reaching out to all psychologists in Michigan and urging both members and non-members to stand against violence and racism directed at the Black community.

It is incumbent on psychologists to deal with the harm that racism creates and to prevent further racism.

The challenges of racism are immense. However, we as psychologists can take an active role in the process of healing in our individual communities beyond our arena of healthcare. Consistent with our code of ethics, we should not be passive, but rather speak up about issues of injustice and encourage our colleagues to do the same. We should be mindful of, and sensitive to our own and others' overgeneralizations regarding behavior or groups, and allow our Black clients, patients, and colleagues the space to have their authentic feelings and reactions.

Merely hoping for change is insufficient. As psychologists, we know that beginning with even simple actions can lead to a significant impact. We as Michigan psychologists are committed to working with our local, state, and federal leaders to eliminate racism and the pain that it inflicts on ourselves, our patients, and the communities in which we practice and work.

The Michigan Psychological Association unequivocally condemns racism, bigotry, discrimination, and violence. Our members are dedicated to social science and providing clinical care that promotes psychological well-being and we remain committed to diversity and equality through addressing the disparities, and the psychological impact that disparities have, on our clients, patients, colleagues, and communities.

MPA's Pledges to:

- Listen to the Black community by reaching out to Black psychologists in Michigan.
- Support Black organizations across Michigan.
- Support efforts to assess and identify local needs and opportunities to improve public safety through scientifically-grounded interventions including legislative action that fosters racial fairness, harmony, and safe communities with accountability and zero tolerance for racially-biased police practices.
- Provide educational platforms/resources for anti-racism learning and supporting Black trainees.

And we are just getting started. The MPA is committed to continued learning, improving, and providing the psychological science needed for change. Please look out for our new, upcoming website and follow MPA on social media for additional resources and how to take action.

***From The Office Of The President***

**No Time for Empty Words**

**Joy Wolfe Ensor, Ph.D**

George Floyd. Breonna Taylor. Ahmaud Arbery. Rayshard Brooks. As I write this article, on the eve of Juneteenth, I can only hope that in the weeks between now and the publication of this newsletter, there will be no more names to add to this tragic list.



We are at an inflection point. In response to the horrific police killing of Mr. Floyd, MPA joined in solidarity with countless other entities in issuing a [#Black Lives Matter](#) statement. As the Board discussed the wording of the statement, we agreed: This is no time for empty words. Our statement will be hollow if we do not commit to action goals and hold ourselves accountable for achieving them.

The MPA Board will move forward with intention and all deliberate speed to identify objectives to meet the following goals:

In partnership with our communities, we will

- forge alliances with Black psychologists in Michigan and with other organizations and entities to improve our understanding and to strengthen our advocacy voice;
- persist in our efforts to use the science and ethics of psychology to address structural inequities in access to mental health treatment, which contribute to an exacerbation of the school-to-prison pipeline and to the fact that our prisons are our state's largest inpatient mental health settings;
- amplify our science and ethics voice to address structural inequities in the social determinants of physical and mental health;
- offer our support to efforts to improve public safety through scientifically-grounded interventions, with zero tolerance for racially-based police practices;
- seek opportunities to facilitate constructive conversations, using the science and ethics of psychology, about the centuries-long legacy of our country's original sin/birth defect of slavery.

Within MPA we will

make more concerted efforts to increase diversity in our membership and on our board, including

- analyzing membership data more closely and tracking the success of our recruitment efforts;
- reaching out more energetically to the academic community to create leadership opportunities for graduate students and ECPs of color;
- examining our programming with an eye to infusing all programs with a diversity focus and anti-racism training;
- listen and learn and engage in constructive conversation with one another.

We cannot restore breath to George Floyd. We can give breath to our #BLM statement by building objectives into our Advocacy strategic goal and tracking our progress at every board meeting. We will hold ourselves accountable for making a difference around racial justice.

*(For more information or to contact Joy Wolfe Ensor, Ph.D., email her [atjwensor@comcast.net](mailto:atjwensor@comcast.net))*

## Editor's Note

Byron C. Douglas begins a series of articles for *The Michigan Psychologist* with "We Just Don't Call Them Paddy Rollers Today." His on-going series will be called "Perspectives From a Black Psychologist" and in his articles he will address various aspects of the history and culture of racism in America - all from the unique vantage point of an African-American psychologist.

Dr. Douglas was born and raised in Detroit, Michigan and received his bachelor's degree from Howard University in Washington, D.C., and both his master's and doctorate degrees from St. Louis University in St. Louis, Missouri. As a clinical psychologist, his specialty is child and adolescent assessment and treatment, and he maintains an Africentric focus in his work. He has extensive experience working with troubled and delinquent youth and has consulted for several area agencies that deal with children and youth. He recently retired as the school psychologist at Ann Arbor Huron High School in Ann Arbor. Dr. Douglas is a member of Tabernacle Missionary Baptist Church in Detroit where he serves as a Sunday School teacher and youth worker.

Dr. Douglas is the author of *Stories for Our Children: A Book for African American Christian Families* and *More Stories For Our Children*. Both books address African-American history and culture from a spiritual perspective while providing practical lessons for life.

## *Perspectives from a Black Psychologist*

### *We Just Don't Call Them Paddy Rollers Today*

Byron C. Douglas, Ph.D.

The inception of the slave patrols occurred in the colony of South Carolina in 1704. They also became known as the night patrollers. Their purpose was to capture runaway slaves, punish defiant slaves, check the papers of enslaved Africans who travelled, prevent slave meetings, quell potential rebellions, and to assuage the white community's fear of Black people. These patrols were generally made up of five to six armed white males. Such patrols were quickly established throughout the colonies and became prominent throughout the South from then on.

The patrols basically served to support the economic and legal systems designed to control Black people. Criminal justice historians cite the night patrollers as being one of the most prominent precursors to modern law enforcement, especially in the South. Our enslaved ancestors referred to the night patrollers as "Paddy Rollers."

After the Civil War, vigilante groups, i.e., the KKK, emerged in response to Reconstruction. Such groups attempted to terrorize free men and women of color and try to reinstate the "old order." Yet, Reconstruction saw the election of a number of Black officials throughout the South. These officials brought about community change designed to benefit all constituents. Federal troops were deployed throughout the South in order to protect Black citizens and their rights. However, in 1877, Rutherford B. Hayes made a pact with the devil when he promised southerners that if they gave him their electoral votes needed for him to win the presidency, then he would withdraw the troops from the South. Upon the troop withdrawal, southern officials instituted "state's rights." This led to the systematic oppression and subjugation of the Black populace.

This widespread oppression included southern municipalities instituting "Jim Crow" laws; laws that criminalized nearly every aspect of Black life. For example, it was "against the law" for a Black person to quit a job without a white employer's permission; it was against the law to ask for a raise; it was against the law to be unemployed; and it was against the law to be homeless. Basically, anything some white official deemed to be illegal could lead to the incarceration of a Black person.

Law enforcement, the courts, and businesses worked in concert to constrict Black life and reinstitute a form of enslavement through convict labor. It worked like this: A Black man or woman is arrested, goes to court and is given an exorbitant fine that they could not pay. A white business owner then pays the "fine" in exchange for the "convicted felon's" labor. This was known as the convict lease system. In this system, prisoners were often severely abused and many were literally worked to death in saw mills, farms, and other industries. This system remained in place from the late 1800's until around 1940.

As African-Americans made the trek North and West and established themselves in these new municipalities, northern white officials out of fear and hatred looked for ways to "control" this growing population. Cities went about recruiting southern whites to their police force in an effort to maintain order. As had been happening since 1704, law enforcement worked in concert with the judicial system and the business class in order to control Black life.

Even in the north, Black people and their behavior were once more criminalized. Too often, Black citizens had to fight off white attackers, who were frequently aided and abetted by white police officers. To learn more about this, read about the Detroit Race Riot of 1943 or read the story of Dr. Ossian Sweet in Detroit in 1925. Black citizens usually found no relief from the unjust justice system, and had to constantly deal with economic exploitation.

When it comes to law enforcement and the Black community, literally from 1704 to 2020, "Ain't a damn thing changed." Too many police officers equate melanin with criminality. Too many police officers fear Black people. Too many police officers face either no repercussions or minimal consequences for taking a Black life - because the judicial and economic systems support this behavior. The centuries-old myths related to white superiority/Black inferiority has so infected this nation that some white citizens believe they have the "right" to police a Black person.

The outrage that is palpable in the streets across the country may only be the beginning for a society that may finally have to face the consequences of a racist system that has far too often defended, protected and excused these modern day Paddy Rollers.

So how can we bring about change? There is no single solution, nor is there a single strategy. There must be a concerted multi-faceted approach utilizing every tool that is available to us. For example, most district attorneys who protect murderous officers are elected officials. These people must be replaced. The same goes for elected judges and any other public official who are responsible for allowing Black people to be brutalized.

Street protests and agitation are a means of putting the focus on necessary issues. Utilizing strategic economic boycotts against certain businesses and corporations that support the status quo can be effective. Confronting elected officials in public forums and flooding their voicemail, e-mails and snail mail until they make a commitment to police reform and economic reform can help bring about change.

Also, we have a right to self-defense; especially against those "citizens" who believe that they

Also, we have a right to self-defense, especially against those citizens who believe that they have the authority to detain us or check us when we are going about our business.

These are just a few strategies. I am sure many of you can present additional strategies. This year, 2020, may be the wakeup call that leads to a long-needed change in the status quo.

*NOTES:*

Recently I have heard and read comments about how this is not the time to implement the "old" Civil Rights strategies of "peaceful" protests and "praying" for better days. A fuller understanding of the Civil Rights movement will reveal what is not popularly taught in the schools or shown in many documentaries:

Dr. King believed in self-defense. He travelled with armed bodyguards and kept numerous firearms in his home in order to protect himself and his family.

Rosa Parks kept a pistol by her side as she travelled rural Alabama investigating the sexual assaults of Black women and girls perpetrated by white police and citizens.

Raymond Parks and his crew were staunch believers in their Second Amendment rights.

Robert F. Williams preached what he practiced when it came to civil rights and self-defense. See his book "Negroes with Guns" or the Timothy Tyson biography "Radio Free Dixie." Review Malcolm X's speech "The Ballot or the Bullet."

Here are some recommended readings:

- "This Nonviolent Stuff Will Get You Killed: How Guns Made the Civil Rights Movement Possible" by Charles E. Cobb. The book details the role armed self-defense played in the progress of the Civil Rights Movement.

- "The New Jim Crow: Mass Incarceration in the Age of Colorblindness" by Michelle Alexander.

- "Slavery by Another Name: The Re-Enslavement of Black Americans from the Civil War to World War II" by Douglas A. Blackmon.

Remember John Crawford, III, Breonna Taylor, Kalief Browder.

Peace

Byron C. Douglas, PhD

May 31, 2020

(99th Anniversary of the Tulsa Race Riot and Massacre)



## Opportunity for Psychologists to Play a Role in Responding to Disasters and Tragedies

James Windell

Susan Silk, Ph.D., was at the Pentagon in 2001 after the terrorist attack. She was helping people in New Orleans after Hurricane Katrina in 2005. And she showed up at Virginia Tech University in 2007 after the mass murders on that campus.

Dr. Silk was, in fact, the face of the Michigan Psychological Association's Disaster Response Network (DNR) from the early 1990s until recently when she took on the role of APA Council Representative for MPA. Heading up MPA's DNR, Dr. Silk was one of a small number of psychologists around the country who were among the first responders offering psychological aid following a variety of disasters and tragedies.

However, the American Psychological Association has recently discontinued its DNR and, instead, has a Disaster Resource Network which offers disaster research and information on its website. As a result, MPA is evaluating its own role in responding to disasters and tragedies in Michigan.

In discussions with the Michigan office of the American Red Cross, with Tony Lashner, Regional Disaster Officer, and with the Michigan office of the Red Cross, in this regard, with Susan Silk, Ph.D., MPA's

Officer, Helen Ostien, mental health lead for the Red Cross in this area, and with Susan Silk, who remains MPA's representative to the Red Cross, some preliminary decisions have been made about how MPA and its members can play an important part in working with the Red Cross.

MPA will work closely with both the Regional Disaster Officer and the mental health lead in providing both information and volunteers to be available to respond to disasters where a psychologist can provide counseling and support to individuals and families.

Dr. Silk will continue to collect and disseminate information to the Red Cross and to the MPA website. Jim Windell will coordinate the establishment of a list of Michigan Psychologists who agree to work pro bono with families who have been identified by the Red Cross as needing psychological assistance. According to Tony Lashner, one of the most frequent needs is for psychologists to provide short term counseling and support to people who have experienced a fire in their homes.

If you would like to join this list of psychologists willing to lend a hand to individuals and families, contact Jim Windell at [Jwindell21@gmail.com](mailto:Jwindell21@gmail.com)

*(To get more information or to volunteer, contact Jim Windell at [Jwindell2q1@gmail.com](mailto:Jwindell2q1@gmail.com))*

## **COVID-19 Policy: MPA Has a Seat at the Table**

Joy Wolfe Ensor, PhD

As part of MPA's ongoing response to the COVID-19 crisis (including sharing information and resources, advocating for expanded access to telehealth, supporting grassroots efforts to provide services to frontline responders, and moving board meetings and CE events to Zoom), we have been engaged with decision makers whose COVID-19 policies will affect the wellbeing of all Michiganders.

MPA was invited to participate in Michigan Department of Health and Human Services' (MDHHS) Behavioral Health Advisory Work Group, tasked with recommending guidelines to Governor Whitmer on reopening face-to-face behavioral health services. Dr. Sarah Domoff of our board represented MPA in that work group, and deserves our gratitude for engaging in this short-deadline, time-intensive, and critically important effort.

Thanks to our relationship with our administrative services company MHSA, MPA was invited to join Zoom meetings with a variety of policy makers. I joined Zoom calls with State Senate Majority Mike Shirkey, State of Michigan Chief Medical Officer Dr. Joneigh Khaldun, U.S. Representative Dan Kildee, and Michigan Lt. Gov. Garlin Gilchrist II. All presented as highly engaged and knowledgeable, and they all offered their unique perspectives on responding to the COVID-19 crisis and its impact on our communities.

Sen. Shirkey noted the potential negative effects of the prolonged shutdown on our residents' financial and mental health status. He indicated that he favored the reopening dashboard developed by leaders in Michigan's business community. Between the May 1 call and subsequent interactions with Sen. Shirkey's staff, we learned that the Senator's office has researched best practices used by businesses throughout the world and has consulted with business and health care leaders from across the state. They look at the potential metric of health care capacity in a

business and health care leaders from across the state. They look at the potential needs of health care capacity in a given region, along with the doubling rate of the infection, to inform their own reopening plans. They support empowering businesses and consumers to build on CDC and OSHA guidelines, and to use best practices (e.g., those used in Texas) to offer guidance to specific industries. With regard to inequities that have led to the differential devastating impact of the pandemic on the African-American community, the Senator's office indicated that COVID-19 has shown us that the healthcare system was not adequately prepared for a pandemic and part of that is because of government red tape.

Dr. Khaldun described in detail the multivariate formula that MDHHS and the Governor are using to identify a given county and region's risk. She identified three "buckets" that were involved in deciding to lift the stay-at-home order: epidemiology markers (increased numbers of tests, reduced percentage of positive tests, and declining death rates), hospital capacity (bed availability for both COVID and non-COVID admissions, along with adequate supplies of PPE), and public health capacity (sufficient testing capacity, case investigation, and contact testing). As of the date of the call (May 8), testing had increased to 11,000 per day, a significant improvement that was still short of the goal of 15,000 tests per day to meet the epidemiological benchmark for data-based decisions. Dr. Khaldun flagged a broader need to address mental health challenges by ramping up treatment of mental health and substance use disorders and by addressing the social determinants of health. She stated, "When the economy is hit, residents' health status declines. We need a long-term strategy to support our communities."

Rep. Kildee, on May 20, rejected what he described as a false dichotomy between our health crisis and our economic crisis; rather, he said, supporting one will support the other. He encouraged us to defer to a later date the political argument about who is most responsible for the crisis, saying that litigating this question in real time draws energy away from addressing the issues at hand ("The state, local and federal government isn't the enemy - COVID is the enemy"). Rep. Kildee supported investing in resources for testing, contact tracing, isolation and treatment because these in turn will provide the data that government needs to stand up to certain aspects of the economy. He predicted a high return on these investments in the form of mitigating the long-term damage to the economy, as we see more businesses reopening and more people returning to work. Rep. Kildee spoke of disparities in access to care and in health outcomes across communities and expressed commitment to addressing these inequities. He also noted the importance of making plans now for treating the high rates of mental health disorders that will result from this community trauma.

Lt. Gov. Gilchrist demonstrated his mastery of multiple complex issues and their mutual influences. He gave a master class in policy management at a rate of speed and complexity that was frankly beyond my ability to transcribe. I regret that I cannot share granular details of his remarks with you; however, my takeaway from this series of calls is that all of our elected officials, regardless of political persuasion, are dedicated public servants who are share a commitment to serving Michiganders during this time of crisis.

*(For more information or to contact Joy Wolfe Ensor, Ph.D., email her at [jwensor@comcast.net](mailto:jwensor@comcast.net))*





## *In Memoriam: Professor Wilbert (Bill) J. McKeachie, 1921-2019*

Professor Wilbert (Bill) J. McKeachie passed away peacefully in the company of loved ones, on June 12, 2019. He was age 97. Dr. McKeachie was an exceptional human being who led a long, rich, and joyful life. He married his college sweetheart, Virginia (Ginny) Mack, with whom he enjoyed 74 loving years in marriage, raised two daughters and enjoyed a granddaughter and a great-granddaughter. He was a devoted family man, a skilled pianist who was passionate about music, a lover of card games, and a legendary softball player and fastball pitcher. Religion always played an essential part in Dr. McKeachie's life. He and Ginny were active members of the First Baptist Church of Ann Arbor for over 70 years.

Born in Clarkston, Michigan in 1921, Bill McKeachie graduated from Michigan State Normal College (now Eastern Michigan University) in 1942, majoring in mathematics and taking three psychology courses. In 1945, following his World War II service as a radar and communications officer on a destroyer in the Pacific, Bill McKeachie enrolled in graduate school at the University of Michigan (UM) to study psychology.

While working as a teaching assistant for introductory psychology, he became deeply curious about the classroom experience. Thus, began a research career on the nature of teaching and learning that continued for over 60 years. After earning his Ph.D. in 1949, Dr. McKeachie joined the professorial ranks of UM's Department of Psychology, where he remained until his retirement in 1992.

Dr. McKeachie's research focused on the college classroom experience and was among the earliest to examine student anxiety, test anxiety, individual differences among students, gender differences, and students' feeling about teaching and their teachers. Throughout his astounding career, he published over 30 books or monographs, 122 book chapters, and more than 200 articles. Dr. McKeachie's most influential and beloved book *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers*, now in its 14th edition, has been translated in many languages and helped college teachers world-wide become better at teaching.

Dr. McKeachie's deep dedication to the Department of Psychology included serving 10 years as Chair and building the department's excellence and reputation as one of the world's largest and most prestigious psychology departments. His enduring legacy at the University of Michigan also includes the collaborative founding of the Combined Program in Education and Psychology and establishment of the Center for Research on Learning and Teaching. His monumental service to the profession included numerous leadership roles and presidency of the American Psychological Association (APA), the Society for the Teaching of Psychology, and the American Association of Higher Education. He also served as President of the Michigan Psychological Association in 1953.

Dr. McKeachie's illustrious career was recognized by numerous prestigious awards, and eight honorary degrees. His honors included the APA Award for Distinguished Career Contributions to Education and Training in Psychology and the 1998 APA Gold Medal Award for Enduring Contributions to Psychology and the Public Interest.

Beyond these many contributions, Dr. McKeachie will be always be treasured for his thoughtfulness, generosity, and for the many lives he touched with kindness the world over. He is predeceased by his wife Virginia

McKeachie, daughter Karen McKeachie, and sister Joyce Doerner. He is survived by daughter Linda Dicks and her husband Larry Dicks, grand-daughter Erica Wallace, great-granddaughter Addy Carter, brothers Mel McKeachie of Wooster, Ohio, and Duane McKeachie of Flint, MI, and son-in-law Lew Kidder, of Ann Arbor.

A memorial service was held on July 13, 2019, at the First Baptist Church of Ann Arbor. In lieu of flowers the family requested donations may be made to The Michigan Psychological Association in memory of Wilbert (Bill) J. McKeachie.

*To read other articles about Dr. McKeachie, here are five links:*

1. Landrum, R. E., & Halonen, J. S. (2020). Wilbert ("Bill") James McKeachie (1921-2019). *American Psychologist*, 75(4), 590-591. <https://doi.org/10.1037/amp0000595>

2. Halonen, J. S., & Landrum, R. E. (2020). In Memoriam: Wilbert J. McKeachie. *Teaching of Psychology*, 47(1), 3-4. <https://doi.org/10.1177/0098628319884476>

3. <https://ssrbsite.files.wordpress.com/2019/07/aera-ssrl-sig-times-magazine-july-2019-dr.-bill-mckeachie.pdf>

4. <https://ssrbsite.files.wordpress.com/2018/11/ssrl-tm-november-2018-mckeachie.pdf>

5. <https://lsa.umich.edu/psych/people/memorials/mckeachie-symposium-and-memorial-dinner.html>

*(This article was made available to MPA and the public by Linda Dicks, the daughter of Dr. McKeachie.)*

## Editor's Note:

Beginning in this issue, Sarah Domoff, Ph.D., and her colleagues at Central Michigan University's Family Health Lab will be contributing a regular column on children, adolescents and parenting. Dr. Domoff is a Clinical Child Psychologist, Associate Professor in Psychology at Central Michigan University, and an expert on children's media use and problematic media use in adolescents. Dr. Domoff trains clinicians to assess and treat youth with problematic media use (e.g., gaming disorder, social media conflict) at the Problematic Media Assessment and Treatment Clinic, located in the Center for Children, Families, and Communities. In this clinic, Dr. Domoff and her trainees deliver interventions to help parents and children reduce excessive and problematic screen media use. Information about her clinic and, the trainings she provides for psychologists and school personnel, can be found at the website <http://sarahdomoff.com>

## Adolescents' Phone Use and Mental Health Concerns

Kelly Mannion, PhD and Sarah Domoff, PhD

There has been increased debate regarding how screen media may or may not be harmful for adolescents. Although research is fairly consistent about how smartphone use interferes with adolescents' sleep (see

Domoff, Borgen, Foley & Maffett, 2019 for a review of smartphone use and adolescents' physical health), evidence is quite mixed regarding whether smartphones contribute to poorer mental health. A major limitation of prior research is that it has relied on adolescents making estimates of their phone use. Jensen and colleagues (2019) address this limitation.

Jensen et al. (2019) examined the mobile phone use and mental health symptoms of 388 adolescents via self-report and ecological momentary assessment (EMA). EMA consists of individuals reporting their own phone usage and mental health symptoms live, in real time, as opposed to a self-report assessment completed later (and after usage). Results indicated that adolescents' phone use was not associated with poorer mental health, regardless of the amount of time spent on the phone. These results suggest that simply using smartphones may not be harming adolescents' mental health. Indeed, our research has suggested that it is how an adolescent uses his or her phone that matters for various outcomes, such as academic performance (see Domoff, Foley, & Ferkel, 2019).

In order to help youth use phones in healthier ways, parents and clinicians should:

- *Communicate openly about the risks and benefits of mobile device use.*
- *Ask youth about who they follow and the content they enjoy viewing.*
- *Importantly, make sure youth know what they should do if they encounter content that upsets them or causes stress or worry.*
- *Since risks appear to be related to the context as well as the content on phones, discourage phone use prior to bedtime (perhaps keeping phones out of the bedroom) as there will potentially be less interference with sleep.*
- *As a parent, talk to a psychologist if you are concerned about your child's smartphone use and how it may be affecting their functioning.*
- *Consider using a family media agreement or cellphone contract to help set limits and support healthy device use. For examples of contracts (some available for download), see Common Sense Media at <https://www.commonsensemedia.org/> and Healthy Children's Family Media Plan at <https://www.healthychildren.org/English/media/Pages/default.aspx>*

### **References:**

Jensen, M., George, M. J., Russell, M. R., & Odgers, C. L. (2019). Young adolescents' digital technology use and mental health symptoms: Little evidence of longitudinal or daily linkages. *Clinical Psychological Science*, 7(6), 1416-1433.

*(For more information or to comment on this column, contact Dr. Domoff at [Domof1se@cmich.edu](mailto:Domof1se@cmich.edu))*

## **THE SUSTAINING MPA MEMBERS**

These individuals have shown their support of MPA by choosing this dues category.

John Braccio, Ph.D.  
East Lansing, MI

Larry Friedberg, Ph.D.  
Bingham Farms, MI

Joy Wolfe Ensor, Ph.D.  
Ann Arbor, MI

Stacey Gedeon, Psy.D.  
Houghton Lake, MI

Jack P. Haynes, Ph.D.  
Bloomfield Hills, MI

Michelle Jesse, Ph.D.  
Troy, MI

William Medick II, Ph.D.  
Grosse Ile, MI

Elissa Patterson, Ph.D.  
Ann Arbor, MI

Thomas Rosenbaum, Ph. D.  
Ann Arbor, MI

Kristin Sheridan, Ph.D.  
Mt. Pleasant, MI

Raymond Skurda, Ph.D.  
Mt. Clemens, MI

Lewis Smith, Ph.D.  
Troy, MI

Judy Tant, Ph.D.  
East Lansing, MI

Thomas Hulbert, Ph.D.  
Southfield, MI

Pamela Ludolph, Ph.D.  
Ann Arbor, MI

Howard Moore, Ph.D.  
Farmington Hills, MI

Cynthia Rodriguez, Ph.D.  
Ada, MI

Valerie L. Shebroe, Ph.D.  
East Lansing, MI

Jared Skillings, Ph.D.  
Washington. DC

Debra Smith, Psy.D.  
Marquette, MI

Chris Sterling, Psy.D.  
Grosse Pointe, MI

## Virtual Spring Convention a Hit with Psychologists

Chris Sterling, Psy.D.

What if the Annual Spring Convention couldn't be held as usual? What if a pandemic forced the Michigan Psychological Association to hold its annual program as a Zoom seminar? Would anyone attend? And would psychologists like this format?

The good news is that we now have answers to those questions. The responses from the 129 participants were overwhelmingly positive.

The April 24, 2020, Spring Convention program, entitled Moving Science into Practice, featuring two outstanding presenters to help clinicians apply new research and developments to practice, became MPA's first Zoom Seminar. The feedback was surprisingly supportive of virtual seminars.

The responses of participants showed that many attendees appreciated the fact that they could avoid rush hour traffic and the absence of the commute made the day shorter with the result that participants found they had more energy and a consequent ability to attend to the presentations.

Although no one was in the room with the presenters, still they were warmly welcomed by the Zoom audience. Dr. Bruce Hillenberg was very impressive with his knowledge on Chronic Pain treatment and interventions. He made himself available during breaks virtually and this provided an exceptional learning experience - enriching practitioners' skills and knowledge.

The second presenter, Dr. Lynn Bufka, was welcomed back virtually to her home state of Michigan. Dr. Bufka is the Senior Director, Practice Research and Policy, at the American Psychological Association. Her presentation helped create an understanding of the changing health care landscape. That kind of understanding provides guidelines and tools for practitioners, offering them greater flexibility and resources. Like Dr. Hillenberg, Dr. Bufka made herself available to answer questions and gave many references and list of resources.

Although this was MPA's first attempt to have a Zoom seminar, the Program Committee had been investigating virtual seminars prior to the Spring Convention. When the COVID-19 hit Michigan, as well as the rest of the country, plans were simply moved up and the convention was put in place. Special thanks for making this convention successful go out to the hard work of MPA Executive Director, LaVone Swanson. He was supported by the MPA Executive Committee and the MPA Board. Psychologists who attended the Annual Spring Convention were able to

earn six APA CEs. In addition, attendance at this Zoom seminar will satisfy licensing requirements for three hours of pain CEs for psychologists' licensure in Michigan.

The success of this Zoom seminar now has the Program Committee making plans to use this format available for most future seminars.

The entire seminar was also recorded along with the chat questions and will be available in the MPA Electronic Library.

(To comment on this article or to contact Christopher Sterling, Psy.D., email him at [miles702@mac.com](mailto:miles702@mac.com))

## NOTES OF A PSYCHOLOGY WATCHER

### ***Random Thoughts and Observations***

#### **On listening:**

It is difficult to listen your way into trouble.

Listen and silent have the same letters.

Many people don't listen - they wait.

#### **On children:**

Question to an 8-year-old female: *What does your dad do?*

Answer: *He's Vice-President of half his company.*

Comment from a 6-year-old female: *I'm glad I have skin. I'm scared of skeletons.*

#### **Humor for Senior Citizens:**

An elderly gentleman, well dressed, nicely groomed, and rather handsome, walks into an upscale cocktail lounge. He sits down next to an elegant woman of a certain age and orders a drink. Turning toward her, he says, "So tell me, do I come here often?"

A man walks into a pharmacy and says to the druggist: "I'm looking for some acetylsalicylic acid."

"You mean aspirin?" the druggist replies.

"Thank you!" the man says. "I can never remember that word."

#### **On life:**

Life ain't easy. Terrible things happen to everyone. You have to keep your sense of humor, give something of yourself to others, make friends who are younger than you, learn new things, and have fun.

"The only thing that really matters in life are your relationships to other people" (Quote from George Valiant).

### **BOOK REVIEW**

*The Coddling of the American Mind. How Good Intentions and Bad Ideas are Setting Up a Generation for Failure.*  
Gregg Lukianoff & Jonathan Haidt. New York: Penguin Books, 2018.

In a September, 2015 article in *The Atlantic*, Lukianoff and Haidt wrote:

*Something strange is happening at America's colleges and universities. A movement is arising, undirected and driven largely by students, to scrub campuses clean of words, ideas, and subjects that might cause discomfort or give offense...A number of popular comedians, including Chris Rock, have stopped performing on college campuses (see Caitlin Flanagan's [article](#) in this month's issue). Jerry Seinfeld and Bill Maher have publicly condemned the oversensitivity of college students, saying too many of them can't take a joke.*

This *Atlantic* article went viral and the authors decided to develop their article into a book, which is called *The Coddling of the American Mind. How Good Intentions and Bad Ideas are Setting Up a Generation for Failure.*

Lukianoff earned his law degree from Stanford Law School. He describes himself as a pro-choice liberal. He is the President of the Foundation for Individual Human Rights in Education (FIRE). Before joining FIRE, he worked for the American Civil Liberties Union, the Organization for Aid to Refugees and the EnvironMentors Project.

Haidt (pronounced "height") is a social psychologist and Professor of Ethical Leadership at New York University's Stern School of Business. His main areas of study are the psychology of morality and the moral emotions. He has written three books, including *The Righteous Mind: Why Good People are Divided by Politics and Religion*. He received a B.A. in philosophy from Yale University, and a Ph.D. in psychology from the University of Pennsylvania. He studied cultural psychology at the University of Chicago as a post-doctoral fellow. Haidt says he began to study political psychology to help the Democratic party win more elections. Haidt contends that all major political groups have some insights to offer. Haidt refers to himself as a political centrist.

In his research on political polarization (see *The Righteous Mind*), Haidt found liberals generally value the first two categories of moral foundations (Care/harm and Fairness/cheating) to a high degree and are more likely to put smaller emphasis on the last three categories (Loyalty, Authority and Sanctity) while conservatives tend to value all five categories equally.

Back to the review of *The Coddling of the American Mind*.

The authors divide their book into four sections:

- Part I: Three Bad Ideas**
- Part II: Bad Ideas in Action**
- Part III: How Did We Get Here?**
- Part IV: Wising Up**

In Part I, the authors provide the intellectual tools you will need to make sense of the new culture of safety that has swept across college campuses since 2013. The authors identify three Great Untruths that affect students in college campuses, in high schools, and in many homes. Rather than explicitly taught, these "bad ideas" are taught with good intentions to help youngsters follow rules and norms that are imposed on them.

In Part II, the Great Untruths are shown in action; they include "shut-downs," intimidation and violence that are making it difficult for universities to expose their students to a wide variety of intellectual perspectives. The authors explore the new idea that speech is violence - and why thinking this way is bad for mental health. They outline reasons for "witch hunts" of faculty and why some colleges have moral panics that descend into chaos on campus.

In Part III, the authors attempt to identify why things on campus have changed so rapidly between 2013 and

2017. The authors look at six explanations:

1. Rising political polarization and hatred between those holding different political perspectives.
2. Rising level of teen psychopathology, which has pushed many students to embrace the great untruths and seek protection.
3. Changes in parenting practices, which have contributed to children's fears.
4. The loss of free play and risk taking that children need to become mature adults.
5. The growth of campus bureaucracy and expansion of ways to protect students.
6. An increased passion for justice - and changing ideas about what justice requires.

In Part IV, Lukianoff and Haidt offer advice:

*We suggest specific actions that will help parents and teachers to raise wiser, stronger, more independent children, and we suggest ways in which professors, administrators, and college students can improve their universities and adapt them for life in our age of technology-enhanced outrage.*

My review will focus on Parts I and IV:

## **PART I: Three Bad Ideas**

### **1. The Untruth of Fragility:**

*What doesn't kill you makes you weaker.*

### **1. The Untruth of Emotional Reasoning:**

*Always trust your feelings.*

### **1. The Untruth of Us Versus Them:**

*Life is a battle between good and evil people.*

While many propositions are untrue, the authors classify the above untruths as a Great Untruth, because each idea must meet three criteria:

1. It contradicts ancient wisdom.
2. It contradicts modern psychological research on well-being.
3. It harms the individuals and communities who embrace it.

Of note, Gregg Lukianoff describes his history of clinical depression. To treat his depression, Lukianoff sought Cognitive Behavioral Treatment. Not only did CBT significantly reduce Lukianoff's bouts of depression, but he began to connect the irrational ideas he embraced and unlearned through CBT that contributed to his depressions. Lukianoff learned that too many college students he met suffered from the same distorted ideas that CBT corrected (this book provides a summary of CBT).

Lukianoff and Haidt recommend we become more aware of the how the Great Untruths lead to cognitive distortions so you can:

- *Seek out challenges rather than eliminating or avoiding everything that feels unsafe.*
- *Freeing yourself from cognitive distortions rather than always trusting your initial or gut feelings.*
- *Taking a generous view of other people and looking for nuance rather than assuming the worst about people within a simplistic us versus them morality.*

## **The Untruth of Fragility: What Doesn't Kill You Makes You Weaker**

The word "trauma" appears everywhere now in psychology. What used to be referred to as normal disappointments, losses, or criticisms are now called traumas. This can be seen as a concept creep, emphasizing subjective feelings, not only objective events. This expansion of trauma is not new. For example, the esteemed psychologist Paul Meehl identified *the spun-glass theory of the mind* many years ago in his classic book, *Why I don't Attend Case Conferences* (1973). This wrong-headed theory promotes the idea that people are so fragile that minor negative events, such as criticism, rejection, or failure, often cause major trauma. This view does not give people enough credit for resilience and the ability to recover or start to experience what is now called post-trauma growth disorder.

To illustrate the wronged-headed view of fragility exemplified in the *spun-glass theory of the mind*, the authors quote from a commencement speech of Chief Justice John Roberts:

In June 2017, John Roberts, the chief justice of the United States Supreme Court, was invited to be the commencement speaker at his son's graduation from middle school. Judge Roberts understands the painful experiences that will make them better people and better citizens. Here is an excerpt from his speech:

*From time to time in the years to come, I hope you will be treated unfairly, so that you will come to know the value of justice. I hope that you will suffer betrayal because that will teach you the importance of loyalty. Sorry to say, but I hope you will be lonely from time to time so that you don't take friends for granted. I wish you bad luck, again, from time to time so that you will be conscious of the role of chance in life and understand that your success is not completely deserved and that the failure of others is not completely deserved either. And when you lose, as you will from time to time, I hope every now and then, your opponent will gloat over your failure. It is a way for you to understand the importance of sportsmanship. I hope you'll be ignored so you know the importance of listening to others, and I hope you will have just enough pain to learn compassion. Whether I wish these things or not, they're going to happen. And whether you benefit from them or not will depend upon your ability to see the message in your misfortunes.*

Our view of trauma spills over into the view that youngsters need to be protected from the risks of life which led to the Rise of Safetyism - that used to refer to physical safety but now refers to emotional safety; another example of concept creep in the twenty-first century. For example, college professors are asked to be mindful of their student's feelings and warn these vulnerable students if they are to be exposed to ideas that may upset them - an idea that fits the fragile glass theory of the mind. These protections require trigger warnings to alert students to potentially traumatic material and provide students safe spaces to recover from traumatic encounters.

## **The Untruth of Emotional Reasoning: Always Trust Your Gut Feelings**

The Stoics learned the truth of only relying on emotional reasoning, as Epictetus reminded us in the first century:

*What really frightens and dismays us is not external events themselves, but the way in which we think about them. It is not things that disturb us, but our interpretation of their significant.*

According to a Yiddish proverb, a half-truth is a whole lie.

In this section, the authors present a list of cognitive distortions that people learn to recognize in CBT

In this section, the authors present a list of cognitive distortions that people learn to recognize in CBT. The list below are the most common cognitive distortions that people learn to recognize in CBT:

- *Emotional reasoning.* Letting your feelings be the sole guide to your interpretation of reality.
- *Catastrophizing:* Focusing on the worst possible outcome and believing this outcome is most likely. (To cheer yourself up you may remember if everybody doesn't like you, you haven't met everybody yet.)
- *Overgeneralizing.* One example of a negative proves you always land in the world of bad outcomes.
- *Dichotomous Thinking.* Viewing people and events in all or nothing terms.
- *Mind Reading.* Assuming you know what others are thinking.
- *Labeling.* Assigning global negative traits to yourself.
- *Negative filtering.* You always focus on negative traits or outcomes.
- *Discounting positives.* Maintaining a negative view of yourself or others no matter how large the positive views appear.
- *Blaming.* Focusing on others as the source of your problems. You are allergic to taking responsibility for your own actions.

Using this untruth, students justify disinviting or refusing to hear speakers who they may disagree with or believe the speaker's ideas will cause emotional harm or put students in danger. "Education," says one professor, "should not be intended to make people comfortable; it is meant to make them think."

### **The Untruth of Us Versus Them: Life is a Battle Between Good People and Evil People**

Aleksandr Solzhenitsyn wrote this in *The Gulag Archipelago: If only it were all so simple! If only there were evil people somewhere insidiously committing evil deeds, and it were necessary only to separate them from the rest of us and destroy them. **But the line dividing good and evil cuts through the heart of every human being.***

We live in times of extreme political polarity - we are all advocates for our version of the truth. Our attitudes are sometimes the victims of our experience. Nobody has a market on the complete truth. We must negotiate and compromise. Compromise, humility, and a search for facts are in short supply - no doubt a danger to democracy.

The human mind evolved for living in tribes often involved in frequent conflicts and sometimes deadly violence. Separating the world into "Us" and "Them" is a vestige of this tribal mentality. The challenge to see the common humanity is what we now must face. As the psychiatrist Harry Stack Sullivan said, "We are all more human than otherwise."

The above is a summary of some of the ideas of Part I of this important book. In the second half, we learn how these three bad ideas translate into action.

The next three parts of this book discuss Bad Ideas in Action, How Did We Get Here? and Wising Up. To successfully stop a speaker on campus with violence where people are injured is an example of Bad Ideas in Action. Universities are a place to hear speakers that challenge your perspectives; speech is not violence. People have a choice about how to react to ideas that they find disagreeable.

### **In Part IV: Creating Wiser Kids, Wiser Universities and Wiser**

The authors have found that in middle-class families there has been more intensive pressure to do well in school in our competitive society in order to get admitted to a prestigious college. Many parents overprotect their children against exaggerated fears of being kidnapped, or harmed, fanned by media stories that represent a very small part of the population. These changes have led to children who have not experienced much free play, are

overscheduled, failed to take many risks, and who feel fragile - as if he or she were made out of glass and normal stresses will cause abnormal amounts of anxiety, depression, suicide, and more.

The authors organize their advice to make wiser kids in six general principles:

1. Prepare the child for the road; not the road for the child.
2. Your worst enemy cannot harm you as much as your own thoughts, unguarded.
3. The line dividing good and evil cuts through the heart of every human being.
4. Help schools to oppose the Great Untruths.
  1. Limit and refine device time - or screen time.
  2. Support a new national norm: Service or work before college.

The authors have raised important problems affecting the mental health of high school and college students. But much needs to be done to reduce our political polarization, correct the great untruths, and set us on a path where we can understand and mutually respect others' perspectives without resorting to censorship, hatred, and violence.

The authors agree with the former Northwestern University professor Alice Dreger, who urges activists to "Carpe datam" (seize the data):

*Evidence really is an ethical issue, the most important ethical issue in a modern democracy. If you want justice, you must work for truth, you must do a little more than wish for justice.*

*Carpe datam* could be the motto of this excellent book.

*(To comment on this article, contact Steve Ceresnie at [Sceresnie@aol.com](mailto:Sceresnie@aol.com).)*

## ***Executive Director's Report***

### **A New Look for MPA**

LaVone Swanson  
Executive Director



Welcome to a very different summer in Michigan.

While we all were adapting to the COVID-19, pandemic, so was the operational piece of MPA. The MPA management company, Muchmore, Harrington, Smalley and Associate's (MHSA), closed their physical office and all work is taking place from their homes - and will continue that way through the end of the year.

Our new MPA manager from MHSA is Keeli Baker. Keeli stepped into that role early in March. Keeli has worked at MHSA for over 19 years, and you can trust me when I say we are in good hands.

MPA launched a new logo on June 19<sup>th</sup> to better reflect the Association and the work that we all do.

We introduced a new website on June XX, 2020. If you haven't visited the new site yet, here is the link, <https://www.michiganpsychologicalassociation.org/>. Many thanks to President-elect Antu Segal, Communications Chair, Christina Limke, Membership Chair, Molly E. Gabriel-Champine, and others who gave valuable time to create

the new website.

MPA continues to look for new and innovative ways to provide members with quality CE programs. Here are a few of the upcoming programs:

### ***UPCOMING CE PROGRAMS***

- The 3<sup>rd</sup> Annual MPA Michigan Health Psychologist Symposium will be held on October 30, 2020, via Zoom.
- Grand Rounds - Pain Program: Wednesday, November 18, 2020 from 12:00 PM - 1:00 PM EDT. Additional details coming soon. This will be offered on the Zoom platform.
- February 5, 2021: Ethics Program offering 6 CE's. Additional details will be available in the fall.
- In the early stages of planning is an ECP Conference scheduled for June 18, 2021 to be held at Lansing Community College, West Campus.

As always, I welcome your input, questions and concerns about MPA. Feel free to contact me at any time via email.

*(I welcome your input, questions and concerns about MPA; you can contact me at [atlavone.swanson@gmail.com](mailto:atlavone.swanson@gmail.com))*

## **The Master's Issue Moves Forward**

Joy Wolfe Ensor, PhD

MPA has long supported legislation to bring Michigan master's LLPs into parity with other master's trained mental health professionals, while also distinguishing between master's and doctoral level psychology providers. This has been a lengthy and often contentious effort that frayed relationships between LLPs and LPs. In the last year, MPA has taken action to ameliorate tensions and to work collaboratively to move the Master's issue forward. The first step came last year, when the MPA board voted to revive our Master's Committee. That committee, chaired by Jeff Toepler, MA, has grown quickly to comprise a diverse membership, and has been working on a position paper to inform MPA policy and legislative advocacy.

MPA is not alone in these efforts. As noted in a previous report, APA has recognized the vital role that Master's level psychology practitioners play in the mental health space, and has launched an initiative to (1) promulgate accreditation standards for master's degree programs in Health Service Psychology (defined as studies in clinical, counseling and school psychology), (2) write a model licensing law for master's HSP practitioners, and (3) propose uniform nomenclature for HSP providers. In a conference call with MPA, APA Director of Professional Practice (and former MPA president) Dr. Jared Skillings noted that Michigan has half of the licensed master's level psychology practitioners nationwide, and indicated that he wants to have Michigan master's LLPs at the table as APA moves forward with this initiative.

In March of this year, APA posted its [proposed accreditation standards](#) for master's degree programs in Health Service Psychology and opened them to public comment. The Master's Committee studied the proposed standards closely and presented its recommended comments to the MPA Board. Subsequently, the Master's Committee and the Executive Committee agreed on the final language of MPA's comments, which are copied below and can also be viewed on APA's [comments board](#), along with all other public comments:

Seventeen states credential master's level psychological practitioners. Michigan has over half of the licensed master's psychological providers nationwide. MPA's comments focus on educational standards that prepare HSP graduates for clinical practice. We welcome standards that will (a) distinguish the skills and competencies of master's trained HSP practitioners from those of doctoral trained Professional Psychologists and (b) open a pathway to a licensure law in Michigan that will confer on HSP practitioners independent practice privileges within a scope of practice consistent with their skills and competencies.

Definitions: The CoA's definition of HSP is educational, while its definition of Professional Psychology is service oriented. We propose a comparable focus on professional practice in the HSP definition.

Length of degree, delivery method, and design: We appreciate that programs will have the option not to require a year of full-time residency. Protecting this option is a diversity, equity, and inclusion issue for those candidates who cannot afford to leave the workforce to pursue master's training, and is key to meeting the intention of Section D.1.g., non-discrimination and avoidance of any actions that would restrict program access or completion.

Competencies, curriculum and outcomes: For clinical HSP programs, we propose adding: "Programs preparing candidates for licensure in those states that accord such licenses will provide a curriculum in keeping with the requirements for licensing in the state where the program resides. Program materials will be clear that students will receive the requisite education and training to qualify for licensure upon the completion of the program." We also propose that in the accreditation standards or the implementing guidelines, specific competencies be listed in psychological tests that are within the scope of practice for HSPs, as well as in the business of clinical practice (i.e., billing, becoming empaneled with insurers, etc.).

Discipline-specific knowledge: Regarding Category 1, we believe that while undergraduate curricula are valuable, undergraduate courses are not sufficiently advanced to qualify someone for a master's degree; therefore, we propose that such courses be required at the graduate level.

Biological bases of behavior: We support the requirement that HSPs have **knowledge of** neuropsychological assessment and psychopharmacology. The present language suggests that HSPs become **proficient in** providing these services as practitioners, which we believe is not within HSPs' scope of practice.

Research methods, psychometrics, and statistical analysis: We support proficiency in research methods and psychometrics, and sufficient knowledge of statistical analysis to be informed critical readers of published research. If the CoA's implementing guidelines will require master's theses using statistical analysis, then proficiency in statistical analysis should be required as well.

Psychotherapy curricula: We hope that the curriculum standards and/or implementing guidelines on therapy-specific skills will include not only training in specific therapeutic modalities but also a focus on the role of the therapeutic relationship in treatment outcomes and the evidence basis that supports this focus.

Required clinical training elements: We propose that, in the accreditation standards and/or implementing guidelines, the CoA strengthen the general description of competencies and clarify how the competencies of HSPs overlap with and are distinct from those of Professional Psychologists.

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Faculty qualifications: We propose that the standards and/or guidelines require supervising faculty to show evidence of specific supervision training and/or continuing education within the previous 5 years. We propose further that the CoA set a minimum requirement for the number/percentage of faculty who hold licenses as health service psychological practitioners or Professional Psychologists and maintain active clinical practices.

(For more information or to contact Joy Wolfe Ensor, Ph.D., email her at [atjwensor@comcast.net](mailto:atjwensor@comcast.net))

## Also For Psychologists

### Review of

### ***The Immense Journey* by Loren Eiseley. New York: Random House, 1957.**

Jack P. Haynes, Ph.D.

Loren Eiseley (1907-1977) was a distinguished anthropologist, philosopher, educator, and science writer. For many years, he headed the University of Pennsylvania Department of Anthropology where he was Benjamin Franklin Professor of Anthropology and History of Science.

Loren Eiseley grew up poor in Nebraska, the son of a father who had been an itinerant actor and a mother who was deaf and who reportedly had severe social problems. Eiseley graduated from the University of Nebraska after an intermittent college career. He later earned a doctoral degree from the University of Pennsylvania. He taught at several universities and for decades contributed to leading scientific journals and periodicals. Eiseley was awarded 36 honorary degrees.

My experience with the writings of Loren Eiseley began in the 1970s - it would have been an honor to actually meet him - about the time I became interested in the philosopher-writer Henry David Thoreau. The two have often been compared. Both are naturalists focused keenly on observation; both with strong philosophical values; and both frame nature using human reference points. The writer and naturalist Annie Dillard, appreciative of both Thoreau and Eiseley, is a contemporary kindred spirit.

Eiseley authored eight books. *The Immense Journey* was his first book, a diverse collection of writings about his thoughts and perspectives on humankind and evolution, expressed with a sense of wonder at the vastness of the universe. The book has sold more than one million copies and has been published in 16 languages.

As a physical anthropologist, Eiseley worked in the high plains, mountains and deserts of the U.S., Canada, and Mexico. *The Immense Journey* is quintessential Eiseley. I have experienced Eiseley as intellectually stimulating, inspirational, direct, authentic, and providing substantial life perspectives and values. *The Immense Journey* is representative of his work

Eiseley is contemplative and focuses often on the place of humans in the universe. Additionally, *Journey* includes chapters on birds, flowers, water, evolution, and the possibility of extraterrestrial life. He intertwines his journey as a person with mankind's journey in the context of the passage of time.

Each essay is a complete experience. "The Slit" is the first essay in the book. I have reread this chapter numerous times over the years and find it truly remarkable. It is real, vivid, and tangible, but also strongly evocative of mystery and the unfathomable.

In "The Slit," Eiseley writes about working in an archeological dig on the plains. He descends by himself underground through a narrow crevice in the earth. He observes: "Above me the sky became a narrow slit of distant blue, and the sandstone was cool to my hands on either side. The Slit was a little sinister - like an open grave, assuming the dead were enabled to take one last look - for over me the sky seemed already as far off as some future century I would never see."

He descended farther, and then faced a skull embedded in rock. He describes it like this: "It was not, of course, human. I was deep, deep below the time of man in a remote age near the beginning of the reign of mammals." He continues, "The skull lay tilted in such a manner that it stared, sightless, up at me as though I, too, were already caught a few feet above him in the strata and, in my turn, were staring upward at that strip of sky which the ages were carrying farther away from me beneath the tumbling debris of falling mountains. The creature had never lived to see a man, and I, what was it I was never going to see?"

Eiseley also writes eloquently and perceptively about encounters with living animals. He talks about a crow that lived near him in the country. The crow always avoided Eiseley. One morning it was extremely foggy and Eiseley could not see the end of his own arm in front of him in that fog. He very slowly walked through that early morning fog. "Suddenly out of the fog, at about the level of my eyes and so closely that I flinched, there flashed a pair of immense black wings and a huge beak. The whole bird rushed over my head with a frantic cawing outcry of such hideous terror as I have never heard in a crow's voice before, and never expect to hear again."

Eiseley thought about that encounter through the day, and from that experience concluded: "The borders of our worlds had shifted. It was the fog that had done it. That crow, and I knew him well, never under normal circumstances flew low near men. He had been lost all right, but it was more than that. He had thought he was high up, and when he encountered me looming gigantically through the fog, he had perceived a ghastly and, to the crow mind, unnatural sight. He had seen a man walking on air, desecrating the very heart of the crow kingdom, a harbinger of the most profound evil a crow mind could conceive of - air-walking men."

Regarding the crow, Eiseley later adds that "He has experienced the human world from an unlikely perspective. He and I share a viewpoint in common: our worlds have interpenetrated, and we both have faith in the miraculous."

I have experienced reading this work and others by Eiseley and particularly appreciate his knowledge, his scientific imagination, and his poetic sensibility. Eiseley seems to be braver and more adventurous than he realizes, or than he lets on. He is a quiet, wise, and strong presence who explores and tries to comprehend vast and complex topics. Loren Eiseley appreciates the wonder of existence through a fascinating and skillful blend of art and science.

Loren Eiseley is buried in Philadelphia in the same plot as his wife who died nine years after him. I once visited Eiseley's gravesite. The inscription on the simple headstone seems to say it all:

*"We loved the earth but could not stay."*

(To comment on this article, contact Dr. Haynes at [jackphaynesphd@comcast.net](mailto:jackphaynesphd@comcast.net))

## Does the Pandemic Have a Silver Lining?

Mary Seyuin, M.A. and Jim Windell, M.A.

*"A man sees in the world what he carries in his heart." - Johann Wolfgang Von Goethe*

As we write this, we are in our third month of being stuck in our homes. And we are just as aware as probably you are of all of our negative emotions and feelings related to be ordered to stay home and avoid socializing with others: boredom, loneliness, anxiety, fear and depression. While we could be writing about the negative side effects of being ordered to social distance ourselves from everyone else, we decided we wanted to look at the positives. We started with this question: Is there a silver lining to being quarantined to our home for weeks and months on end?

As we contemplated this, we were reminded of something Paulo Coelho, the Brazilian lyricist and novelist, said: "Happiness is just another of the tricks that our genetic system plays on us to carry out its only role, which is the survival of the species." Perhaps focusing on what makes us - and others - happy about the public health crisis would buoy our - and your - spirits.

The good and the positive related to the coronavirus pandemic of 2020 were not obvious at first sight. After all, we were daily confronted with news about the spread of the Coronavirus and the mounting death toll. People around the world were overwhelmed by their experience increasing fear and grief. Nevertheless, it was instructive for us to ask ourselves and others about the good that could come of all this and what could we grateful for.

We started asking clients, students, friends and even some casual acquaintances in March variations on this question: "Have you found anything good that has come out of this pandemic for you?" The question was sometimes altered. For instance, one of us (M.S.) asked therapy clients "Is there something good that has surprised you, like a hidden gift, from having to change your life to deal with the Coronavirus?" And the other one of us (J.W.) asked Wayne State University students "What was the silver lining that came out of having to stay at home?"

Basically, what we wanted to find out was this: when people are unable to change the reality of this pandemic staycation, what is left to keep their emotional life reasonably stable and enjoyable?

The results? It has been a delight for both of us to hear from so many people that they were able to change their thinking from dark fear and foreboding to being able to open their minds to look for and find that there is, indeed, good in a pandemic.

Not surprisingly, in asking for a silver lining from the health crisis some of the first responses were strong "No!" or "None!" But, given a moment to reflect, the more carefully thought out follow-up was sometimes much like this response from a therapy client: "I understand this change and I see that this run-away virus spikes fear in most of us. It has been difficult to hear all the death totals coming over the news. It is frightening." In one instance, M.S.

inserted after such a comment, "Personally, I like not wearing a bra." This provoked a hearty laugh from female clients who all agreed that this was surely something to be grateful for. When exploring with clients a possible good coming from this pandemic quarantine, they started opening up to volunteer some advantages of having to stay home. That's when M.S. heard client's say that they saved time because they didn't have to get ready for work every morning and not having to commute saved them gas money. As we kept pressing people, we got responses more in the silver lining category.

A common theme among both male and female therapy clients was the blessing of being home more with their children and being able to work on long-overdue home projects. One man said that despite working almost full time remotely, he had nearly completed finishing his basement with new dry wall, canned lighting and a new workstation for himself. Men sometimes commented that it was great that shaving was more of an option and less of a "must do."

We were impressed by some of the more representative and expansive responses, such as these four:

1. "I am at home and at peace. It is time that I got to know me better."
2. "I love being home and being safe. I have taken on container gardening and put up bird feeders and perches, which I enjoy immensely. I now see Romeo and Juliet, a pair of cardinals, that come regularly. More and different species of birds are coming which makes life sweeter; they are just beautiful."
3. "We've learned we all like each other in our family, even with our two teenagers. This was wonderfully surprising."
4. "In eighteen plus years of marriage, my husband has never been interested in playing chess. During this stay-at-home order, he said he wanted to learn. I am a chess enthusiast so I jumped in quickly before he could change his mind. He has learned the basics and now is mastering strategies. We so enjoy playing chess together now."

When J.W.'s online criminal justice class began at Wayne State University in early May, he asked each student to introduce themselves in a discussion forum. As part of this introduction, they were asked to comment as to what were silver linings for them during the pandemic. All 50 students wrote about what they saw as positives coming from the stay-at-home order during the pandemic. In all there were 72 things that students reported as positives. The response with the highest frequency was being able to spend more quality time with family. Almost half of the students said this in one way or another. The response with the second highest number of responses was being able to spend more time on things they didn't previously have time to do. Among the things that students said they had more time to do while staying at home, the one mentioned most often was reading, followed by cooking or learning to cook, and a few said "catching up on sleep."

While many of the students lamented the fact that they could not be around their friends, several gave thoughtful and reflective responses. Among these were "Getting closer to my sister," "learning to structure my time," "discovering more about me," and "appreciating the little things that I've always taken for granted."

The many things that people - both students, therapy clients and ourselves - have to be grateful for and feel lucky and blessed about is so varied that we have come to see how truly resilient so many people are. Here are some other responses that we felt worth sharing:

- "My blood pressure has been good, day after day after day! My doctor was having me check daily and when my blood pressure was up, I took blood pressure medicine. Now I don't need it. It has been six weeks with no medication."
- "I've been able to save money and pay down debt during the stay-at-home-order. This was surprising."
- "After feeling so much better emotionally and physically by being homebound, I am thinking of all the stress I have at work. It has taken its toll on me. I am now looking at what other jobs are available for me. I have come to realize that it is time for a change."
- "Now with the time I save from not commuting, even though I'm working fulltime from home, I take a hot shower, use lotion, put on my robe and lay back down in bed for twenty minutes. Before all this, that was

something I only did on the weekends."

- "I am now listening to my large collection of jazz CDs. It's music I love. Before the stay-at-home order, I wasn't taking time to do this. Now I am enjoying the music I was neglecting before because I was so busy and rushed."
- "I am calmer now. I know that sounds strange with the threat of the Coronavirus and all the deaths world-wide. But, after noticing how much anxiety, and even anger, I would feel after watching the TV news, I have limited my viewing and also my reading about the news significantly. I have decided that if I can't do something to effect change, it is out of my circle of what I need to pay attention to."

Natalie Jenner, the author of the new book,  
*Jane Austin Society*,

has reported in the blog "Goodreads" that she had to stay quarantined for 14 days after visiting nine locations. She was completely alone because her husband, though only 50, has a serious lung condition. Natalie said about the plus side of being quarantined: "I was reading a book every one to two days...when you are reading you are never alone..."

It seems that so many of us are taking away from this pandemic positive lessons that are not necessarily new, but are certainly good to be reminded of. These are embodied in the quotes we got from people: "Life is what you make it;" "I can choose my thoughts to change my mood;" "I'm grateful to be with my kids every day;" and "I enjoy the silence."

One approach to learning and growing through a crisis, such as our current coronavirus pandemic, is to pose the question: What changes in me would lead to a better me?

We think it is beneficial to focus on the good in our lives in order to combat the bombardment of anxiety and anger stemming from the events in our world today. We could all live in the silver lining. It may be a peaceful and pleasant place to be.

The words of Rollo May, existential and humanistic psychologist, can help us to appreciate that being stuck in the woes of the crisis prevents us from living in the silver lining. May said:

*A choice confronts us. Shall we, as we feel our foundations shaking, withdraw in anxiety and panic? Frightened by the loss of our familiar mooring places, shall we become paralyzed and cover our inaction and apathy? If we do those things, we will have surrendered our chance to participate in the forming of the future. We will have forfeited the distinctive characteristic of human beings: namely, to influence our evolution through our own awareness.*

(To comment on this article, contact Mary Seyuin, M.A. at [maryseyuin@Comcast.net](mailto:maryseyuin@Comcast.net) or Jim Windell at [Jwindell21@gmail.com](mailto:Jwindell21@gmail.com))

## **Dr. Peltzer-Jones Honored with Beth Clark Service Award**

The Beth Clark Service Award was presented to Jennifer Peltzer-Jones, Psy.D., RN at MPA's Annual Spring Convention on April 24, 2020.

The award was announced by Dr. Debra Smith, President of the Michigan Psychological Association

Foundation, who listed the accomplishments of Dr. Peltzer-Jones. The Beth Clark Service Award is given to an MPA member who demonstrates volunteerism, initiative, perseverance, integrity, selflessness and good will in the service of MPA or other worthy causes related to the mission of MPA.

Dr. Peltzer-Jones, Dr. Smith pointed out, became involved in MPA leadership because she saw MPA as an untapped resource for health psychologists - and health psychologists as an untapped resource for MPA. She went on to develop MPA's Integrated Health Committee. In addition, she recognized - and acted on - the potential for synergy between committees. This was evidenced by her collaborations with the Insurance Committee in writing its White Paper to the Michigan Department of Health and Human Services; in engaging with the Michigan Association of Health Plans; and in taking action to help psychologists gain access to H&B codes.

Dr. Peltzer-Jones was nominated for the Beth Clark Service Award by Dr. Joy Wolfe Ensor. Dr. Wolfe stated in her nomination that Dr. Peltzer-Jones' vision has been matched by her boundless energy, her incisive and creative thinking, her networking abilities and her organizational skills. Dr. Wolf said that she facilitated collaborations between MPA and academic psychologists both within and outside of Michigan, leading to the launch of a hugely successful annual Health Psychology Symposium. Furthermore, Dr. Peltzer-Jones took over the leadership in developing a project planning template that is helping MPA committees who are sponsoring CE events (most recently the ICC, the Insurance Committee, and the ECP Committee) to improve communication and coordination with the Program Committee.

In addition, Dr. Peltzer-Jones has been an active contributor to the Policy and Procedure Task Force, she uses her sharp analytic skills and knowledge of policy in a way that will provide MPA with procedural and accountability scaffolding that will serve the association well into the future.

Finally, Dr. Smith said that Dr. Peltzer-Jones holds herself to the same high standards of excellence to which she holds others. "Her ethics are matched only by her competence, her years-long dedication, ethics and advocacy." Dr. Smith said.

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## Kudos to...

MPA member **Adelle Cadieux, PhD**, who has been appointed to Governor Whitmer's Suicide Prevention Commission!

**Dennis Ortman's** brief book, "The Pandemic and Hope: What is It Asking of Us?", was recently made available on Amazon.com

[\*\*The Pandemic and Hope: What Is It Asking of Us?\*\*](#)

by Dennis Ortman

**Steve Fabick's** cartoons are going national. Dr. Fabick's cartoons, which were first published in *The Michigan Psychologist* in 2019, will now be regularly featured in *The National Psychologist*.

The article "The Bite Mark Dentists and the Counterattack on Forensic Science Reform," co-authored by **James Windell** and Dr. Marvin Zalman, and which will be published in the *Albany Law Review* this summer, was recently listed on SSRN's Top Ten download list in the areas of criminal justice, forensic science and evidence.



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When you publish a book or article, let us know so we can inform the MPA membership of your scholarship and success. Send an email to the editor at [jwind27961@aol.com](mailto:jwind27961@aol.com) to let us know what you have had published.

*The Michigan Psychologist - Second Quarter 2020*

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