

WEEKLY WEDNESDAY

Department of Educational Psychology Newsletter

We acknowledge Arapaho, Tsististas & Suhtai (Cheyenne), and Kaw Peoples, as well as the relocated Ho-Chunk, Iowa, and Sac and Fox Peoples, upon whose homelands now reside the campuses and programs of the University of Nebraska, a land-grant institution. Let us recognize the legacies of violence, displacement, and survival that bring us here today.

In this newsletter, you will find announcements, news, and resources from the Educational Psychology Department to help keep you engaged and informed! Be sure to check follow us on Twitter @UNL_EDPS for additional updates. If you would like an announcement posted to the newsletter, please email your information to Edith at: erezamartinez2@unl.edu.

ANNOUNCEMENTS

- **Congratulations to Dena Abbott** who was awarded a Layman Grant (\$9,900.00) from the University of Nebraska Foundation for her project, "Promoting Women's Sexual Wellness Using Comprehensive Rights-Based Sexuality Education". During academic year 2022-2023, she and a team of doctoral students in counseling psychology will adapt and facilitate a sexuality education course designed for young adults. With UNL undergraduate participants, this pilot study will test how, if at all, adult-focused, comprehensive, rights-based sexuality education influences college women's sexual attitudes and sexual self-concept.



HERE'S WHAT'S UP!

1 - ANNOUNCEMENTS

2 - NEWS

3 - DIVERSITY, EQUITY, AND INCLUSION

4 - CLINIC & RESEARCH CORNER

ANNOUNCEMENTS CONT...

- **EDPS Faculty:** Remember to submit your research and creative activity achievements to ORED by August 26th. Please submit to this webpage [here](#).

NEWS

- **EDPS Faculty:** The Teacher Educator Forum will be held in person at the Marriott Cornhusker Hotel in downtown Lincoln on August 8, 2022 from 9:00-3:00 (agenda attached to this email). Here is the registration link. Registration closes on July 15, 2022. The afternoon session is an opportunity for faculty to work with the NDE content specialists. And, Sara Skretta, our CEHS certification officer is presenting!

Upcoming birthdays

Beth Doll- July 7

Sunhyoung Lee- July 9

Ken Kiewra - July 9

Happy Birthday



Please let Edith know if you would like your birthday listed in "Weekly Wednesday!"

CLINIC AND RESEARCH CORNER

- **APA Ethical Principles of Psychologists and Code of Conduct:** Psychologists and psychologists-in-training are bound by the “Ethical Principles of Psychologists and Code of Conduct” (<https://www.apa.org/ethics/code> . Each week this summer we will highlight a section of the code. We highlighted the General Principles over the past few weeks and now we’ll dive into the Ethics Code. There are 10 sections of the Ethics Code that cover the work of professional psychologists the second section is “**Competence**” and covers six areas:
 - “**2.01 Boundaries of Competence**”
 - (a) Psychologists provide services, teach, and conduct research with populations and in areas only within the boundaries of their competence, based on their education, training, supervised experience, consultation, study, or professional experience.
 - (b) Where scientific or professional knowledge in the discipline of psychology establishes that an understanding of factors associated with age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, or socioeconomic status is essential for effective implementation of their services or research, psychologists have or obtain the training, experience, consultation, or supervision necessary to ensure the competence of their services, or they make appropriate referrals, except as provided in Standard 2.02, Providing Services in Emergencies .
 - (c) Psychologists planning to provide services, teach, or conduct research involving populations, areas, techniques, or technologies new to them undertake relevant education, training, supervised experience, consultation, or study.
 - (d) When psychologists are asked to provide services to individuals for whom appropriate mental health services are not available and for which psychologists have not obtained the

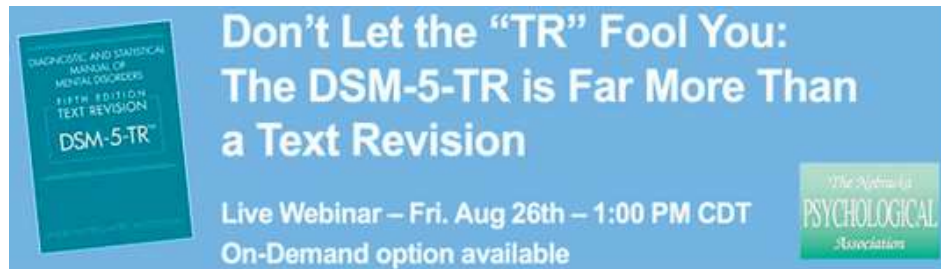
CLINIC AND RESEARCH CORNER CONT...

competence necessary, psychologists with closely related prior training or experience may such services in order to ensure that services are not denied if they make a reasonable effort to obtain the competence required by using relevant research, training, consultation, or study.

- (e) In those emerging areas in which generally recognized standards for preparatory training do not yet exist, psychologists nevertheless take reasonable steps to ensure the competence of their work and to protect clients/patients, students, supervisees, research participants, organizational clients, and others from harm.
 - (f) When assuming forensic roles, psychologists are or become reasonably familiar with the judicial or administrative rules governing their roles.
 - **2.02 Providing Services in Emergencies**
 - In emergencies, when psychologists provide services to individuals for whom other mental health services are not available and for which psychologists have not obtained the necessary training, psychologists may provide such services in order to ensure that services are not denied. The services are discontinued as soon as the emergency has ended or appropriate services are available.
 - **2.03 Maintaining Competence**
 - Psychologists undertake ongoing efforts to develop and maintain their competence.
 - **2.04 Bases for Scientific and Professional Judgments**
 - Psychologists' work is based upon established scientific and professional knowledge of the discipline. (See also Standards 2.01e, Boundaries of Competence , and 10.01b, Informed Consent to Therapy .)
 - **2.05 Delegation of Work to Others**
 - Psychologists who delegate work to employees, supervisees, or research or teaching assistants or who use the services of others, such as interpreters, take reasonable steps to (1) avoid delegating such work to persons who have a multiple relationship with those being served that would likely lead to exploitation or loss of objectivity; (2) authorize only those responsibilities that such persons can be expected to perform competently on the basis of their education, training, or experience, either independently or with the level of supervision being provided; and (3) see that such persons perform these services competently. (See also Standards 2.02, Providing Services in Emergencies ; 3.05, Multiple Relationships ; 4.01, Maintaining Confidentiality ; 9.01, Bases for Assessments ; 9.02, Use of Assessments ; 9.03, Informed Consent in Assessments ; and 9.07, Assessment by Unqualified Persons .)
 - **2.06 Personal Problems and Conflicts**
 - (a) Psychologists refrain from initiating an activity when they know or should know that there is a substantial likelihood that their personal problems will prevent them from performing their work-related activities in a competent manner.
 - (b) When psychologists become aware of personal problems that may interfere with their performing work-related duties adequately, they take appropriate measures, such as obtaining professional consultation or assistance, and determine whether they should limit, suspend, or terminate their work-related duties. (See also Standard 10.10, Terminating Therapy.)
- (APA,2003, 2010: <https://www.apa.org/ethics/code>).

CLINIC AND RESEARCH CORNER CONT...

- **CSPC Supervising Psychologists and Student Clinicians:** Consider attending this NPA-sponsored workshop on the new DSM-5-TR on Friday, August 26th. Registration information [here](#).



Don't Let the "TR" Fool You: The DSM-5-TR is Far More Than a Text Revision

Live Webinar – Fri. Aug 26th – 1:00 PM CDT
On-Demand option available

The Network of Psychological Association

- **CSPC Supervising Psychologists and Student-Clinicians:** Consider attending Division 53's workshop on "Applying APA's Multicultural Guidelines to Latinx Children and Families: Implications for Clinical Practice." For registration and more information on each session and its learning objectives, please visit the website [here](#).

July 2022 Happiness Calendar

This month, stand up for what you believe in.
Keep up with the latest on the science of connection, compassion, and happiness by [subscribing to our newsletters](#).

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
 ggsc.berkeley.edu greatergood.berkeley.edu					1 Share your foibles and imperfections with others to feel more connected.	2 If you know someone who's depressed, schedule to spend some time together.
3 Try to remember your dreams.	4 Recognize the positive qualities and the failings of your country.	5 Take our Science of Happiness at Work course.	6 Call your sibling (or someone who's like a sibling to you).	7 Be an upstander and call out unacceptable behavior.	8 Take a mindful walk and pay attention to things that evoke wonder and awe.	9 Remember that your actions, no matter how small, have ripple effects.
10 Be a role model of vulnerability to help boys become emotionally sensitive.	11 Journal about the things you're grateful for today.	12 Learn about menopause so you're prepared when it affects you (or a partner).	13 Look out for signs of burnout at work, like feeling numb or out of control.	14 Do you embrace diversity in others? Take our Bridging Differences quiz to find out.	15 Appreciate quiet moments of calm and contentment.	16 When apologizing, start with a few deep breaths to center yourself.
17 Take action against gun violence.	18 Pause for a moment to offer yourself care and kindness today.	19 Consider forgiveness as a way to move past hurt and pain.	20 Share your opinion on a political issue.	21 Encourage new fathers to take paternity leave at work.	22 Slow down and pay attention to what's important to you in life.	23 To get motivated on an important issue, read stories of individuals who need help.
24 Imagine the person you'd like to become in the future.	25 Let's support better working conditions for health care providers.	26 Our brains are drawn to popular beliefs; beware of the lure of misinformation.	27 Stay true to the commitments you make to others.	28 Ask yourself whether your beliefs might be wrong.	29 Encourage young people to reflect on current events.	30 Talk to your kids about race.
31 Find a community of changemakers who share your values.						



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UNIVERSITY OF NEBRASKA - LINCOLN



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ANNOUNCEMENTS

- **CONGRATULATIONS** to Dr. Katie Edwards (CoPsych; CYFS) on receiving a grant from the Department of Justice, National Institute of Justice for a project entitled, “Identifying the Feasibility and Acceptability of Conducting Longitudinal Outcome Evaluation Research with Adult Survivors of Sex Trafficking and their Perceptions of a Comprehensive Service Model.” For more information on Dr. Edwards’ Interpersonal Violence Research lab, please [visit: https://cyfs.unl.edu/academies-bureaus/ivrl/index.php](https://cyfs.unl.edu/academies-bureaus/ivrl/index.php).

★CONGRATULATIONS★



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ANNOUNCEMENTS CONT...

- **EDPS Graduate Students:** Check out this 10-hour/week assistantship opportunity with Dr. Soo-Young Hong: <https://cehsvl02.unl.edu/cehs/postings/index.php>.
- **EDPS Faculty and Students:** APA is offering FREE trainings in methods and statistics. Please see the links below.
 - August 31: [Training for the Collection of Real-World Biobehavioral Data Using Wearable Devices](#)
 - Presenter: Benjamin Nelson, PhD
 - September 15: [Introduction to Intensive Longitudinal Methods](#)
 - Presenter: Jean-Philippe Laurenceau, PhD
 - October 4: [Intensive Longitudinal Data: Methodological Challenges and Opportunities](#)
 - Presenters: Daniel Bauer, PhD, and Patrick Curran, PhD
 - October 6: [Intensive Longitudinal Data: A Multilevel Modeling Perspective](#)
 - Presenters: Daniel Bauer, PhD, and Patrick Curran, PhD
 - October 11: [Intensive Longitudinal Data: A Dynamic Structural Equation Modeling Perspective](#)
 - Presenters: Daniel Bauer, PhD, and Patrick Curran, PhD

NEWS

- **CONGRATULATIONS** to Drs. Katie Edwards (CoPsych), Emily Waterman (Bennington College), Lorey Wheeler (CYFS), Susan Swearer (SchPsych), and Lincoln Public Schools on their grant, “Evaluating a Program to Prevent Alcohol Use and Other Public Health Issues among High School Students” that is under review at NIH. The purpose of the proposed study is to prevent alcohol use and related issues by creating a program, i.e., Healthy Selves, Healthy Schools (HSHS). The HSHS program combines several components (e.g., social-emotional skills, bystander intervention skills, correcting misperceptions of social norms, and diffusion skills) in a single prevention package to reduce alcohol use and DSV. These components, particularly social-emotional skills, may also lead to reductions in mental health symptoms, namely anxiety and depression (secondary outcomes), even if not a direct target of the HSHS program. Diffusion skills involve teaching students how to extend skills learned in to program to their peers. The HSHS program will also encourage students to (1) identify cultural and/or family values that are important to them and (2) link these values to program content to enhance the relevance and impact of the program. For Aim 1, the project team will develop programming materials based on project team expertise, key informant feedback (i.e., youth, adult, and expert advisory boards), and results of an open pilot trial with ~25 high school students. For Aim 2, using a quasi-experimental design, the project team will recruit 10th grade students from two demographically similar schools (50% White; 60% free lunch-eligible). Participants will include 230 students in the control school and 460 in the treatment school (N ≈ 690). Half of the treatment school students will receive the HSHS program, and the other half will not to allow assessing diffusion and its impact on outcomes among non-program participants. The team will assess the feasibility and acceptability of the program with student surveys (n ≈ 230), program observations, and exit interviews with youth (n ≈ 15) and program facilitators (n≈10) (Aim 2a). Pre-, immediate-, and 6-month post-tests will generate initial data on the efficacy of the HSHS program in reducing alcohol use and DSV (primary outcomes) and symptoms of anxiety and depression (secondary

NEWS CONT...

outcomes) (Aim 2b) and increasing social-emotional skills, bystander intervention skills, accurate perceptions of social norms, and diffusion skills (intermediary outcomes) (Aim 2c) across the three conditions. More specifically, we will examine the extent to which non-program participants in the treatment school heard about the program and the extent to which these students demonstrate changes in outcomes similar students in their school who received the HSHS program.

- **CONGRATULATIONS** to Alex Farquhar-Leicester (CoPsych) who received an honorable mention for the Malyon Smith Research Award (through APA Division 44) for their research titled: “Transgender and Neurodiverse Undergraduate Students: A Qualitative Exploration of Experiences on Campus!!!”

DIVERSITY, EQUITY, AND INCLUSION

- **EDPS CoPsych and SchPsych Students:** Consider attending the second session of the clinical practice institute sponsored by APA’s Division 53 entitled, “Healing interpersonal and racial trauma: Cultural considerations for integrating racial socialization into evidence-based practices for black youth and families.” It’s only \$10 for students! Registration information [here](#).

Upcoming birthdays

Malena Oliveri - July 15

Sue Sheridan- July 20

Happy Birthday



Please let Edith know if you would like your birthday listed in "Weekly Wednesday!"

CLINIC AND RESEARCH CORNER 🧡

- An evidence-based mindfulness practice to help you cultivate greater compassion and openness.
- **APA Ethical Principles of Psychologists and Code of Conduct:** Psychologists and psychologists-in-training are bound by the “Ethical Principles of Psychologists and Code of Conduct” Each week this summer we will highlight a section of the code. We highlighted the General Principles over the past few weeks and now we’ll dive into the Ethics Code. There are 10 sections of the Ethics Code that cover the work of professional psychologists the third section is “**Human Relations**” and covers 12 areas:
 - “3.01 Unfair Discrimination
 - In their work-related activities, psychologists do not engage in unfair discrimination based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, socioeconomic status, or any basis proscribed by law.

- 3.02 Sexual Harassment
 - Psychologists do not engage in sexual harassment. Sexual harassment is sexual solicitation, physical advances, or verbal or nonverbal conduct that is sexual in nature, that occurs in connection with the psychologist's activities or roles as a psychologist, and that either (1) is unwelcome, is offensive, or creates a hostile workplace or educational environment, and the psychologist knows or is told this or (2) is sufficiently severe or intense to be abusive to a reasonable person in the context. Sexual harassment can consist of a single intense or severe act or of multiple persistent or pervasive acts. (See also Standard 1.08, Unfair Discrimination Against Complainants and Respondents .)
- 3.03 Other Harassment
 - Psychologists do not knowingly engage in behavior that is harassing or demeaning to persons with whom they interact in their work based on factors such as those persons' age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, or socioeconomic status.
- 3.04 Avoiding Harm
 - (a) Psychologists take reasonable steps to avoid harming their clients/patients, students, supervisees, research participants, organizational clients, and others with whom they work, and to minimize harm where it is foreseeable and unavoidable.
 - (b) Psychologists do not participate in, facilitate, assist, or otherwise engage in torture, defined as any act by which severe pain or suffering, whether physical or mental, is intentionally inflicted on a person, or in any other cruel, inhuman, or degrading behavior that violates 3.04(a).
- 3.05 Multiple Relationships
 - (a) A multiple relationship occurs when a psychologist is in a professional role with a person and (1) at the same time is in another role with the same person, (2) at the same time is in a relationship with a person closely associated with or related to the person with whom the psychologist has the professional relationship, or (3) promises to enter into another relationship in the future with the person or a person closely associated with or related to the person.
 - A psychologist refrains from entering into a multiple relationship if the multiple relationship could reasonably be expected to impair the psychologist's objectivity,
 - Multiple relationships that would not reasonably be expected to cause impairment or risk exploitation or harm are not unethical.
 - (b) If a psychologist finds that, due to unforeseen factors, a potentially harmful multiple relationship has arisen, the psychologist takes reasonable steps to resolve it with due regard for the best interests of the affected person and maximal compliance with the Ethics Code.
 - (c) When psychologists are required by law, institutional policy, or extraordinary circumstances to serve in more than one role in judicial or administrative proceedings, at the outset they clarify role expectations and the extent of confidentiality and thereafter as changes occur. (See also Standards 3.04, Avoiding Harm , and 3.07, Third-Party Requests for Services .)
- 3.06 Conflict of Interest

CLINIC AND RESEARCH CORNER CONT...

- Psychologists refrain from taking on a professional role when personal, scientific, professional, legal, financial, or other interests or relationships could reasonably be expected to (1) impair their objectivity, competence, or effectiveness in performing their functions as psychologists or (2) expose the person or organization with whom the professional relationship exists to harm or exploitation.
- 3.07 Third-Party Requests for Services
 - When psychologists agree to provide services to a person or entity at the request of a third party, psychologists attempt to clarify at the outset of the service the nature of the relationship with all individuals or organizations involved. This clarification includes the role of the psychologist (e.g., therapist, consultant, diagnostician, or expert witness), an identification of who is the client, the probable uses of the services provided or the information obtained, and the fact that there may be limits to confidentiality. (See also Standards 3.05, Multiple relationships , and 4.02, Discussing the Limits of Confidentiality.)
- 3.08 Exploitative Relationships
 - Psychologists do not exploit persons over whom they have supervisory, evaluative or other authority such as clients/patients, students, supervisees, research participants, and employees. (See also Standards 3.05, Multiple Relationships ; 6.04, Fees and Financial Arrangements ; 6.05, Barter with Clients/Patients ; 7.07, Sexual Relationships with Students and Supervisees ; 10.05, Sexual Intimacies with Current Therapy Clients/Patients ; 10.06, Sexual Intimacies with Relatives or Significant Others of Current Therapy Clients/Patients ; 10.07, Therapy with Former Sexual Partners ; and 10.08, Sexual Intimacies with Former Therapy Clients/Patients.)
- 3.09 Cooperation with Other Professionals
 - When indicated and professionally appropriate, psychologists cooperate with other professionals in order to serve their clients/patients effectively and appropriately. (See also Standard 4.05, Disclosures.)
- 3.10 Informed Consent
 - (a) When psychologists conduct research or provide assessment, therapy, counseling, or consulting services in person or via electronic transmission or other forms of communication, they obtain the informed consent of the individual or individuals using conducting such activities without consent is mandated by law or governmental regulation or as otherwise provided in this Ethics Code. (See also Standards 8.02, Informed Consent to Research ; 9.03, Informed Consent in Assessments ; and 10.01, Informed Consent to Therapy.)
 - (b) For persons who are legally incapable of giving informed consent, psychologists nevertheless (1) provide an appropriate explanation, (2) seek the individual's assent, (3) consider such persons' preferences and best interests, and (4) obtain appropriate permission from a legally authorized person, if such substitute consent is permitted or required by law. When consent by a legally authorized person is not permitted or required by law, psychologists take reasonable steps to protect the individual's rights and welfare.
 - (c) When psychological services are court ordered or otherwise mandated, psychologists inform the individual of the nature of the anticipated services, including whether the services are court ordered or mandated and any limits of confidentiality, before proceeding.

CLINIC AND RESEARCH CORNER CONT...

- (d) Psychologists appropriately document written or oral consent, permission, and assent. (See also Standards 8.02, Informed Consent to Research ; 9.03, Informed Consent in Assessments ; and 10.01, Informed Consent to Therapy .)
- 3.11 Psychological Services Delivered to or Through Organizations
 - (a) Psychologists delivering services to or through organizations provide information beforehand to clients and when appropriate those directly affected by the services about (1) the nature and objectives of the services, (2) the intended recipients, (3) which of the individuals are clients, (4) the relationship the psychologist will have with each person and the organization, (5) the probable uses of services provided and information obtained, (6) who will have access to the information, and (7) limits of confidentiality. As soon as feasible, they provide information about the results and conclusions of such services to appropriate persons.
 - (b) If psychologists will be precluded by law or by organizational roles from providing such information to particular individuals or groups, they so inform those individuals or groups at the outset of the service.
- 3.12 Interruption of Psychological Services
 - Unless otherwise covered by contract, psychologists make reasonable efforts to plan for facilitating services in the event that psychological services are interrupted by factors such as the psychologist's illness, death, unavailability, relocation, or retirement or by the client's/patient's relocation or financial limitations. (See also Standard 6.02c, Maintenance, Dissemination, and Disposal of Confidential Records of Professional and Scientific Work .)
- (APA,2003, 2010: <https://www.apa.org/ethics/code>).



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WEEKLY WEDNESDAY

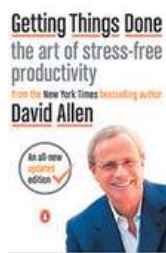
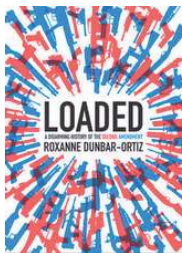
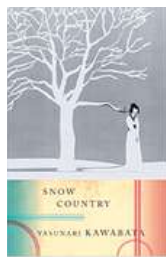
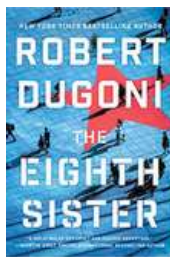
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ANNOUNCEMENTS

- **Guess which EDPS staff member read which book this summer?** Email your answers to Edith by August 16th, 2022 and the winner will receive a \$10 Starbucks gift card!
 - Alisa
 - Edith
 - Heather
 - Kyle
 - Miguel
 - Susan



- Reminder the EDPS department has a "Little Free Library!" It's located in the mailroom in TEAC 114. Feel free to stop by, borrow a book, keep a book, or share a book! Happy Reading!

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- **EDPS Faculty, Staff and Students:** Save the Date for the EDPS Back to luncheon 2022 on Friday, August 19th, 2022 at Noon in the Buros Library. As a reminder, our new student orientation will be held from 9am to 12 noon in Henzlik Auditorium. All faculty and current students are welcome to join us at 9am to introduce yourselves to our new graduate students. In order to submit an accurate order for lunch, please answer the questions in Qualtrics survey below by Friday, August 5th, 2021 so we can order the correct number of Chipotle burritos
 - Fill out Qualtrics form [here](#).
- **CoPsych and SchPsych faculty who are NPA members:** Consider applying or referring a colleague to the new NPA Leadership Development Academy. See details [here](#).

NEWS

- **Read more about Dr. Katie's Edwards' research in South Dakota, "Youth Voices in Prevention,"** funded by the CDC: <https://news.unl.edu/newsrooms/today/article/husker-program-empowers-rapid-city-youth-to-stop-sexual-violence/>. Dr. Edwards is a leading researcher in the U.S. in community-based and culturally informed research.

DIVERSITY, EQUITY, AND INCLUSION

- **The National Association of School Psychologists (NASP)** recently released their position statement, **"Safe and Supportive Schools for Transgender and Gender Diverse Students,"** which affirms support of the civil, educational, and human rights of transgender and gender diverse (TGD) student and asserts that to optimize TGD students' academic, social, emotional, behavioral, and developmental potential, schools must be safe, secure, equitable, and inclusive environments for all. Please read the attached PDF for the full statement.

Upcoming birthdays

Sue Sheridan- July 20

Happy Birthday



Please let Edith know if you would like your birthday listed in "Weekly Wednesday!"

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CLINIC AND RESEARCH CORNER CONT...

- 4.01 Maintaining Confidentiality
 - Psychologists have a primary obligation and take reasonable precautions to protect confidential information obtained through or stored in any medium, recognizing that the extent and limits of confidentiality may be regulated by law or established by institutional rules or professional or scientific relationship. (See also Standard 2.05, Delegation of Work to Others .)
- 4.02 Discussing the Limits of Confidentiality
 - (a) Psychologists discuss with persons (including, to the extent feasible, persons who are legally incapable of giving informed consent and their legal representatives) and organizations with whom they establish a scientific or professional relationship (1) the relevant limits of confidentiality and (2) the foreseeable uses of the information generated through their psychological activities. (See also Standard 3.10, Informed Consent .)
 - (b) Unless it is not feasible or is contraindicated, the discussion of confidentiality occurs at the outset of the relationship and thereafter as new circumstances may warrant.
 - (c) Psychologists who offer services, products, or information via electronic transmission inform clients/patients of the risks to privacy and limits of confidentiality.
- 4.03 Recording
 - Before recording the voices or images of individuals to whom they provide services, psychologists obtain permission from all such persons or their legal representatives. (See also Standards 8.03, Informed Consent for Recording Voices and Images in Research ; 8.05, Dispensing with Informed Consent for Research ; and 8.07, Deception in Research .)
- 4.04 Minimizing Intrusions on Privacy
 - (a) Psychologists include in written and oral reports and consultations, only information germane to the purpose for which the communication is made.
 - (b) Psychologists discuss confidential information obtained in their work only for appropriate scientific or professional purposes and only with persons clearly concerned with such matters.
- 4.05 Disclosures
 - (a) Psychologists may disclose confidential information with the appropriate consent of the organizational client, the individual client/patient, or another legally authorized person on behalf of the client/patient unless prohibited by law.
 - (b) Psychologists disclose confidential information without the consent of the individual only as mandated by law, or where permitted by law for a valid purpose such as to (1) provide needed professional services; (2) obtain appropriate professional consultations; (3) protect the client/patient, psychologist, or others from harm; or (4) obtain payment for services from a client/patient, in which instance disclosure is limited to the minimum that is necessary to achieve the purpose. (See also Standard 6.04e, Fees and Financial Arrangements .)
- 4.06 Consultations
 - When consulting with colleagues, (1) psychologists do not disclose confidential information that reasonably could lead to the identification of a client/patient, research participant, or other person or organization with whom they have a confidential relationship unless they have obtained the prior consent of the person or organization or the disclosure cannot be

CLINIC AND RESEARCH CORNER CONT...

- avoided, and (2) they disclose information only to the extent necessary to achieve the purposes of the consultation. (See also Standard 4.01, Maintaining Confidentiality .)
- 4.07 Use of Confidential Information for Didactic or Other Purposes
 - Psychologists do not disclose in their writings, lectures, or other public media, confidential, personally identifiable information concerning their clients/patients, students, research participants, organizational clients, or other recipients of their services that they obtained during the course of their work, unless (1) they take reasonable steps to disguise the person or organization, (2) the person or organization has consented in writing, or (3) there is legal authorization for doing so.
- **CPSP Supervising Psychologists and Student-Clinicians:** Learn how to develop and integrate cultural formulations for Latinx families in your clinical practice. Consider signing up for the clinical practice institute, “Use of cultural formulations in clinical practice with Latine families.” Link [here](#).
- **CPSP Supervising Psychologists and Student-Clinicians:** Consider attending the 20th annual Great Plains Disaster Behavioral Health Conference in Omaha, NE. The 2022 Great Plains Disaster Behavioral Health Conference is focused on learning how to recognize, prepare for, and respond to the psychological effects of disaster and mass casualty events. For more information check out this website [here](#).
- **Did you know?:** EDPS department plans to install hammock stands in our courtyard!



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SUMMER OFFICE HOURS: BY APPOINTMENT.
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WEEKLY WEDNESDAY

Department of Educational Psychology Newsletter

We acknowledge Arapaho, Tsististas & Suhtai (Cheyenne), and Kaw Peoples, as well as the relocated Ho-Chunk, Iowa, and Sac and Fox Peoples, upon whose homelands now reside the campuses and programs of the University of Nebraska, a land-grant institution. Let us recognize the legacies of violence, displacement, and survival that bring us here today.

In this newsletter, you will find announcements, news, and resources from the Educational Psychology Department to help keep you engaged and informed! Be sure to check follow us on Twitter @UNL_EDPS for additional updates. If you would like an announcement posted to the newsletter, please email your information to Edith at: erezamartinez2@unl.edu.

ANNOUNCEMENTS

- **CONGRATULATIONS** to Dr. Neeta Kantamneni (CoPsych) and her co-investigators on being awarded a three-year, \$600,000 grant from the National Science Foundation to develop an AI app called, "Messages from a Future You," aimed at providing college students with targeted counseling designed to help boost their performance in STEM courses. For more information on the project, please check out this article: [Husker researchers developing AI-based app to boost STEM grades | Nebraska Today | University of Nebraska–Lincoln \(unl.edu\)](#).



HERE'S WHAT'S UP!

1 - ANNOUNCEMENTS

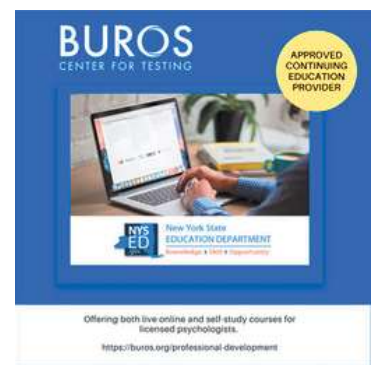
2 - NEWS

3 - DIVERSITY, EQUITY, AND INCLUSION

4 - CLINIC & RESEARCH CORNER

ANNOUNCEMENTS CONT...

- **EDPS Students:** Check out the newly added course: EDPS 991: “Testing Members of Special Populations” the will be taught this fall by Dr. Geisinger on Wednesdays from 9am to 11am. This is a great opportunity to learn from the Director of the Buros Center for Testing!
- **EDPS Graduate Teaching Assistants:** The Office of Graduate Studies is hosting on orientation for new TAs. It will be held on August 16th from 8am to 1pm. Please [register](#) for this great training opportunity by August 1st.
- **EDPS Graduate Students:** SAVE THE DATES for the Office of Graduate Studies Orientation activities on Canvas, in-person classes, and details about the Graduate Welcome Fair: [Save the date, register for upcoming orientation events to kick off Fall 2022 | Announce | University of Nebraska-Lincoln \(unl.edu\)](#)
- **EDPS Faculty, Staff and Students:** Save the Date for the EDPS Back-to school luncheon 2022 on Friday, August 19th, 2022 at Noon in the Buros Library. As a reminder, our new student orientation will be held from 9am to 12 noon in Henzlik Auditorium. All faculty and current students are welcome to join us at 9am to introduce yourselves to our new graduate students. In order to submit an accurate order for lunch, please answer the questions in Qualtrics survey below by Friday, August 5th, 2021 so we can order the correct number of Chipotle burritos
 - Fill out Qualtrics form [here](#).
- **Research Poster Reimbursement Policy Reminder:** Now that conferences are moving back to in-person, I would like to remind you how poster reimbursements work. EDPS will cover the cost of a 40X30 poster printed through the Pixel Lab. Requests need to be approved by the Department FIRST before you can submit the poster to the Pixel Lab for printing. This is not a new policy; the department has always approved poster requests before they can be submitted to the Pixel Lab. Please submit your requests to Edith Reza Martinez erezamartinez2@unl.edu.
- **Buros Center for Testing** is now recognized by the New York State Education Department as an approved provider of continuing education for licensed psychologists. The Buros Center offers live online and self-study professional development courses focused on improving testing, assessment, and measurement practices in psychology and education. Courses addressing ethics and the testing of diverse populations are available. To learn more, visit <https://lnkd.in/gfiMxjed>.



NEWS

- **CONGRATULATIONS** to Drs. Heather Hruskoci (Counseling and School Psychology Clinic) and Susan Swearer (EDPS): The Medica Foundation will be funding a postdoctoral fellow for 2022-2023! This grant will fund the Rural Mental Health Postdoctoral Fellow Program, the first of its kind in the Counseling and School Psychology Clinic. The postdoctoral fellow supported by this grant will allow the Counseling and School Psychology Clinic to increase mental health care and

NEWS

community outreach services in rural counties in southeast Nebraska. There is a dire shortage of mental health providers in rural communities, resulting in waitlists that often exceed 4-6 months. While these shortages impact all communities, rural communities are disproportionately impacted. If you know of anyone who is interested in applying for this postdoctoral fellowship in rural mental health, please contact Dr. Heather Hruskoci @ hhruskoci2@unl.edu.

- **CONGRATULATIONS** to Dr. Katie Edwards (CoPsych; CYFS) for being awarded a \$3.9 million dollar grant from NIH to study, “An Innovative, Prospective Model to Understand Risk and Protective Factors for Sexual Assault Experiences and Outcomes among Sexual Minority Men.” Nearly half of sexual minority (SM) men experience adult sexual assault (ASA) victimization (e.g., sexual coercion, rape) in their lifetime, and as many as 30% of SM men report lifetime ASA perpetration. Rates of ASA victimization and perpetration among SM men are alarmingly high even when measured over short periods of time. However, little research has examined risk and protective factors for ASA victimization or perpetration among SM men. Research that does exist is mostly cross-sectional or focuses on sexual IPV rather than ASA across a broad range of perpetrator–victim relationships (e.g., acquaintance, established partner). The lack of research on ASA among SM men precludes researchers and practitioners from developing risk reduction and prevention programming specifically for this population. There is also a dearth of research on factors that predict outcomes associated with ASA victimization among SM men, information that is sorely needed to create affirming interventions for SM men who experience ASA victimization. The purpose of the proposed study is to utilize a longitudinal, prospective design to test three innovative models that include established (e.g., child sexual abuse, heavy episodic drinking), as well as population-specific (e.g., internalized homonegativity, LGBTQ+ sense of community), risk and protective factors to predict experiences of ASA perpetration among SM men (Aim 1); experiences of ASA victimization among SM men (Aim 2); and adverse outcomes among SM men who experience an ASA victimization (Aim 3). Exploratory analyses will examine how latent classes that capture multiple intersecting marginalized social identities (i.e., sexual orientation, race, ethnicity, gender identity) and experiences of minority-related stress, act as predictors and moderators in the hypothesized models (Aim 4). We focus on young adult SM men (ages 18 to 30) given that rates of ASA are highest among this population and primary prevention of ASA is of paramount importance. We will also include SM men regardless of their relationship status since ASA can occur in various types of relationships (e.g., serious relationship, friends with benefits, acquaintances) and less commonly among strangers. The methodology includes recruiting a geographically and racially diverse sample of SM men (N = 3,600) via various online platforms and community-based agencies across the U.S. To ensure racial, ethnic, and gender diversity in our sample for the purpose of addressing intersectionality (Aim 4), we will oversample Black and/or Latinx SM men as well as trans and transmasculine men. Participants (N = 3600) will complete online surveys at 0-, 6-, 12-, 18, and 24-months. This proposed project aligns with NIMHD’s research priorities to advance the scientific understanding of health disparities and improve minority health. Moreover, the proposed project will provide critically important information that will inform the immediate development of affirming and culturally grounded prevention programs (to reduce ASA perpetration), risk reduction programs (to reduce ASA victimization), and intervention initiatives (to reduce adverse outcomes associated with ASA victimization).



No birthdays this week.

Please let Edith know if you would like your birthday listed in "Weekly Wednesday!"

CLINIC AND RESEARCH CORNER

- **APA Ethical Principles of Psychologists and Code of Conduct:** Psychologists and psychologists-in-training are bound by the “Ethical Principles of Psychologists and Code of Conduct” Each week this summer we will highlight a section of the code. We highlighted the General Principles over the past few weeks and now we’ll dive into the Ethics Code. There are 10 sections of the Ethics Code that cover the work of professional psychologists the third section is “Advertising and Other Public Statements” and covers 6 areas:
 - 5.01 Avoidance of False or Deceptive Statements
 - (a) Public statements include but are not limited to paid or unpaid advertising, product endorsements, grant applications, licensing applications, other credentialing applications, brochures, printed matter, directory listings, personal resumes or curricula vitae, or comments for use in media such as print or electronic transmission, statements in legal proceedings, lectures and public oral presentations, and published materials. Psychologists do not knowingly make public statements that are false, deceptive, or fraudulent concerning their research, practice, or other work activities or those of persons or organizations with which they are affiliated.
 - (b) Psychologists do not make false, deceptive, or fraudulent statements concerning (1) their training, experience, or competence; (2) their academic degrees; (3) their credentials; (4) their institutional or association affiliations; (5) their services; (6) the scientific or clinical basis for, or results or degree of success of, their services; (7) their fees; or (8) their publications or research findings.
 - (c) Psychologists claim degrees as credentials for their health services only if those degrees (1) were earned from a regionally accredited educational institution or (2) were the basis for psychology licensure by the state in which they practice.
 - 5.02 Statements by Others
 - (a) Psychologists who engage others to create or place public statements that promote their professional practice, products, or activities retain professional responsibility for such statements.
 - (b) Psychologists do not compensate employees of press, radio, television, or other communication media in return for publicity in a news item. (See also Standard 1.01, Misuse of Psychologists' Work .)
 - (c) A paid advertisement relating to psychologists' activities must be identified or clearly recognizable as such.
 - 5.03 Descriptions of Workshops and Non-Degree-Granting Educational Programs
 - To the degree to which they exercise control, psychologists responsible for announcements, catalogs, brochures, or advertisements describing workshops, seminars, or other non-degree-granting educational programs ensure that they accurately describe the audience for which the program is intended, the educational objectives, the presenters, and the fees involved.

CLINIC AND RESEARCH CORNER CONT...

- 5.04 Media Presentations
 - When psychologists provide public advice or comment via print, Internet, or other electronic transmission, they take precautions to ensure that statements (1) are based on their professional knowledge, training, or experience in accord with appropriate psychological literature and practice; (2) are otherwise consistent with this Ethics Code; and (3) do not indicate that a professional relationship has been established with the recipient. (See also Standard 2.04, Bases for Scientific and Professional Judgments .)
 - 5.05 Testimonials
 - Psychologists do not solicit testimonials from current therapy clients/patients or other persons who because of their particular circumstances are vulnerable to undue influence.
 - 5.06 In-Person Solicitation
 - Psychologists do not engage, directly or through agents, in uninvited in-person solicitation of business from actual or potential therapy clients/patients or other persons who because of their particular circumstances are vulnerable to undue influence. However, this prohibition does not preclude (1) attempting to implement appropriate collateral contacts for the purpose of benefiting an already engaged therapy client/patient or (2) providing disaster or community outreach services.
-
- **Intellectual humility (IH)** is an important skill to cultivate. Higher IH is linked to many benefits such as curiosity, willingness to learn new things, enhanced relationships, and acceptance. Intellectual humility helps us engage in constructive dialogue. Consider taking this quiz to determine your level of intellectual humility: [Intellectual Humility Quiz | Greater Good \(berkeley.edu\)](#).
 - **Did you know** that humor can protect us from stress at work? For more information on the benefits of humor at work and in life, check out this article from the “Greater Good Science Center: at UC Berkeley: [How a Little Humor Can Improve Your Work Life \(berkeley.edu\)](#).
 - **Good advice** for thriving in school and in life: [How to Succeed in College and Life \(berkeley.edu\)](#).
 - **CPSP Supervising Psychologists and Student-Clinicians:** Consider attending the 20th annual Great Plains Disaster Behavioral Health Conference in Omaha, NE. The 2022 Great Plains Disaster Behavioral Health Conference is focused on learning how to recognize, prepare for, and respond to the psychological effects of disaster and mass casualty events. For more information check out this website [here](#).



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