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For

APA President

***Leadership and Collaborations as Citizen Psychologists***

My perspective: Psychology is every day in almost every way. Psychological practice, science, education and policy encompass and enhance the human experience. Consequently, it is critical for the discipline of psychology to have a presence in the room, at the table and at the head of the table in making policy decisions. Seeking collaborations is critical first, for the inclusion of psychological science and practice in the provision of health care and advancing human welfare; second, in education, research, social policy initiatives; and third, at the community level. All matter in order to foster the inclusion of the discipline in multiple venues. Being present at many “tables” enhances the role of psychology and supports the current focus on APA becoming more nimble in responding to crucial societal issues. Our field has the ability to make a difference every day in almost every way and we must take the lead in doing so.

## Division 29 Statement

### Requesting Endorsement

Division 29 “aims to advance the science, teaching and practice of psychotherapy. The Division of Psychotherapy is committed to preserving and expanding psychotherapy, to advancing the evidence-base of psychotherapy and psychotherapeutic relationships, as well as making the benefits of psychotherapy accessible to all. The division is a community of practitioners, scholars, researchers, teachers, health care specialists and students.”

My career has focused on education, training and mentoring.

**Education:** Since 1986, I have been an adjunct faculty member in the Clinical Psychology Program at Boston University where I initially taught a required course on Psychology and Social Oppression. Beginning in 1988, I also assumed the role of adviser to the Minority Collective which had been formed by students of color in

the 1970's. I have continued in both roles until the present. Prior to my appointment, I had served on dissertation committees in the BU clinical program. I have continued in that role for the past 28 years. While the initial focus of the course was on race and ethnicity, I have expanded the scope by including issues related to gender, SES, sexual orientation, gender identity and immigration. Given the demographics in the US and immigration patterns, I believe that persons who provide psychotherapy need to have contextual information to provide quality services to a range of persons. My invited participation on dissertation committees has affirmed that the class has had an impact on how students infuse contextual factors into their research. I support education that includes a range of theories and practices.

**Training:** I am currently the Director of Training in Psychology at Boston Children's Hospital. I was licensed as a psychologist in the Commonwealth of Massachusetts in 1977. Since 1988, I have had a leadership role in the training program at Boston Children's Hospital. Over the past 26 years, 132 pre-doctoral interns have trained at BCH. The theoretical

orientation of the Department of Psychiatry has changed several times during the past 26 years. Currently, there is a focus on evidence-based interventions. The program emphasizes the importance of meeting the needs of the patient. Consequently, the training program stresses the utility of having a tool-box of intervention strategies that are consistent with the contexts of people's lives.

As at BU, I have included a range of topics in the clinical seminar that focus on race, ethnicity, gender, SES, sexual orientation, gender identity and immigration. I added religion and spirituality as well. Inter-sectionality has been explored in two separate sessions on sexual orientation. One included religion/spirituality and the other gender. As this is a Clinical Child/Adolescent Psychology—Pediatric Psychology Training Program, I have also presented on the role of extracurricular activities such as music (both vocal and instrumental) and forensics in the lives of children and adolescents both in the US and abroad.

Ten years ago, I introduced a new Grand Rounds in the Department of Psychiatry—Diversity Training through Literature. Training faculty and trainees read books by

and about persons of color. The panel discusses the book (the fishbowl) and then the audience is invited to ask questions or to make comments. It has been a very engaging way to teach about different racial and ethnic groups in the United States. I believe that engagement is critical in both education and training.

**Research:** While I have not had a career as a researcher, I understand that psychological research is integral to the profession. In 1999, with a total of \$46,000, I initiated Next Generation, a mentoring program to increase the number of women of color researchers who focus on the lives of children and adolescents of color. The curriculum based on what I had observed over the years. I invited three senior WOC (women of color) who had experience as quantitative and qualitative researchers to serve as mentors. Eight of the nine attendees continued to attend conferences with the group after the initial retreat. The results: one RO1, three K awards, and two who are in research administration (IOM and CDC). All of their research initiatives are related to either clinical child/adolescent psychology or pediatric psychology.

I have also written letters in support of four successful K awards application submitted by members of the four major racial ethnic groups—African American, Chinese American, Northern Cheyenne (Native American) and Dominican-American. My support crosses lines that can separate us.

**Mentoring:** I am very committed to mentoring graduate student, interns, fellows and early career psychologists. I chaired the APA Presidential Task Force Centering on Mentoring. As chair, I visited all the Boards and Committees at the Consolidated Meetings to solicit their support. Currently, most divisions and SPTAs have mentoring awards. It has become an integral part of the discipline's culture. I have received a number of mentoring awards over the years. I consider it to be an investment in the profession.

Finally, I am committed to increasing the probability that **the benefits of psychotherapy are accessible to all**. First, this means educating marginalized groups of persons about the benefits of psychotherapy. Stigma continues to be an issue. Second, I support APAPO's advocacy in seeking reimbursement for services rendered.

**Psychology is every day in almost every way.** Given the relevance of psychology in science, education and practice, I will advocate for psychologists to become active in their communities by serving on boards, committee and councils as citizen psychologists who contribute to the enhancement of their “neighbors”. We need to be in the room, at the table and often at the head of the table as policies are developed and implemented, The more we engage in our respective communities, the more likely we will be invited to share our knowledge and skills as citizen psychologists. The people at those tables often make decisions about the impact of psychological services. My hope (actually agenda) is that a psychologist would be present to provide an accurate perspective on the discipline and profession.