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A Time to Share our Quarter Century of 21<sup>st</sup> Century Empirical Research  
that Demonstrates the Utility of Religion for Each & Every Division  
Project REED <sup>1</sup>  
Glen Milstein, PhD

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In 1995, a group of eleven eminent sociologists, psychologists and public health researchers <sup>2</sup> was given the task to return empirical scholarship to what for many – even until today – is fraught with what is considered an immeasurable mystery, and an abstract phenomenon without utility: the connection between Religion/Spirituality (R/S) with health and other wellbeing/detriment variables. The group identified those domains of R/S that had been studied and found those most likely to have an impact on health. The group then created a survey for use in clinical research. In October, 1999 the **Multidimensional Measurement of Religiousness / Spirituality for Use in Health Research** – supported by both the Fetzer Foundation and the National Institutes of Health – was published.

At the time, I had a NIMH-T32 NRSA with a NIH-funded research center that studied Geriatric Depression. The **Measurement** directly expanded the work of our team. We all knew that Religion/Spirituality (R/S) was a frequent topic among older persons, R/S was also an important topic for persons at risk for – or who experienced – geriatric depression. Nevertheless, there had been no plan – and no tools with which – to study R/S as variables. You can't use a tool that you do not know exists.

We began to include R/S questions from the **Measurement** in our interviews. We found and published results from 130 homecare patients, which demonstrated an overall effect of attendance at religious services that was independent of social support, pain and history of depression. We found that persons who attended religious services in the previous year had significantly lower rates of depression. When grouped by gender this effect only held for women. This advance in knowledge about geriatric depression, was made possible through inclusion of questions from the **Measurement**.<sup>3</sup>

There has now been more than a quarter-century of sustained empirical measurement development and data evaluation of the psychology of religion and spirituality (R/S): mental health risk and protective factors have been identified, interventions have been developed, training programs have been implemented, and their outcomes have been studied. Across these years, the methodologies for basic research on R/S, as well as positive and negative clinical implications of R/S, have been demonstrated. Harold Koenig's recent edition of his Handbook<sup>4</sup> and the extraordinary 2022 JAMA article by Tracy Balboni and colleagues<sup>5</sup> summarized the highest quality research, which demonstrates that we have emerged in our research from *Wonder if? . . . to . . . Look at that!*

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<sup>1</sup> **Note:** Reeds have ancient connotations.  
Reeds make music.  
Reeds are also a tool to support weaving . . .

<sup>2</sup> **Note:** These persons also became significant leaders in their own fields: Ronald Abeles, PhD; Christopher Ellison, PhD; Linda George, PhD; Ellen Idler, PhD; Neal Krause, PhD; Jeff Levin, PhD; Marcia Ory, PhD; Kenneth Pargament, PhD; Lynda Powell, PhD; Lynn Underwood, PhD; David Williams, PhD

<sup>3</sup> Milstein, G., Bruce, M. L., Gargon, N., Brown, E., Raue, P. J., & McAvay, G. (2003). Religious practice and depression among geriatric homecare patients. *The International Journal of Psychiatry in Medicine*, 33(1), 71-83.

<sup>4</sup> Koenig, H. G., VanderWeele, T., & Peteet, J. R. (2023). *Handbook of Religion and Health* (3rd ed.).

<sup>5</sup> Balboni, T. A., VanderWeele, T. J., Doan-Soares, S. D., Long, K. N. G., Ferrell, B. R., Fitchett, G., Koenig, H. G., Bain, P. A., Puchalski, C. M., Steinhauer, K. E., Sulmasy, D. P., & Koh, H. K. (2022). Spirituality in Serious Illness and Health. *JAMA*, 328(2), 184-197. <https://doi.org/10.1001/jama.2022.11086>

## Project REED: Religion for Each & Every Division

Today, the research of our members of the *Society for the Psychology of Religion and Spirituality* (Division 36 of the American Psychological Association, “Society 36”), when applied to the research of any of APA’s other 53 divisions, can expand what is known. The good news and bad news about religion is that it is powerful, while the effects can be positive; they can also be negative and traumatic. The work of our colleagues across *Society 36* can provide necessary concepts and tools to learn about a subject that few psychologists know how to study or address in basic research or clinical practice, because R/S is not a standard element in our curricula, even though R/S was studied with methodological rigor at the beginning of academic psychology.

This project is a return to the empirical understanding that R/S is real, as demonstrated by its enduring presence across all human history, and the investigation of religion and spirituality by the earliest academic psychologists, including Wilhelm Wundt and William James. Further, our 21<sup>st</sup>-century research has demonstrated that R/S influences cognitions, emotions, and behaviors of persons across geography, ethnicity, age, economic resources and gender. Religious communities and their leaders are part of networks of spiritual/faith-based organizations (SFBOs), which are naturally occurring social infrastructures (churches, mosques, synagogues, temples . . .). There are over 356,642 SFBOs in the United States. They support both well-resourced as well as underserved communities. Persons from underrepresented ethnic groups who contend with other social determinants of poor health (e.g., systemic racism, poverty), as well as older persons—with higher disease burdens and poorer health outcomes—tend to be more likely to participate in community SFBO activities, as well as seek help and counsel there.

The tools that members of our *Society* have developed can generate data across all of the different subjects of study of our APA divisions; whether it is children or adults or families; whether history or philosophy; whether community or trauma or the military; or the emerging psychological research of AI and psychedelics. We have reached the maturity of concepts and methodology and analyses that NIH and Fetzer hoped for when they released the, **Multidimensional Measurement of Religiousness/Spirituality for Use in Health Research** in October, 1999. Nevertheless, most of our academic and practice colleagues use few of our resources: they still haven’t *received the memo*.

This is now our task. We need to *send the memo* that R/S is salient to the work of each and every division of the American Psychological Association and inform them that we have *plug and play* concepts and tools that can expand their research and add knowledge toward answers of their basic questions. Even with great advances in empirical analyses of R/S variables, there will be lived experiences of religion and spirituality – of awe and transcendence – that will remain immeasurable. Across the 800 members of *Society 36*, we need to learn how many of our members also affiliate with other APA divisions. We need to look to the central questions of each division’s areas of inquiry to suggest both how R/S variables could contribute to their research along with ideas and tools from our extant work that will assist their work.

We propose that members of *Society 36* report:

- A) The central interests and key questions of each Division.
- B) Religion/Spiritual (R/S) variables that are salient to these interests and questions.
- C) Useful R/S Scales / Measures / Analyses to study the variables.

This will become presentations at our *Society 36 Midyear Conference* in **Salt Lake City, UT (1 & 2 April 2027)** and a review article wherein we show ourselves and our field and our allied fields the utility of R/S to better do what they already do. One easy reference tool will be the 54-line table found below, that we will use to summarize the information from our work. This will also be a way to acknowledge and direct the next steps toward knowledge gained through empirical research. Let’s *write the memo*.

Project REED: Religion for Each & Every Division

| #  | Name                                                                | A) Key Question(s) and Areas of Interest for each Division                                                                                                                                                                                                                                                                                                                                  | B) Salient R/S Concepts / Variables | C) Useful R/S Scales / Measures / Analyses |
|----|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------------------|
| 1. | <b>Society for General Psychology and Interdisciplinary Inquiry</b> | <ol style="list-style-type: none"> <li>1. Integrative studies</li> <li>2. Interdisciplinary studies</li> <li>3. Overarching studies</li> </ol>                                                                                                                                                                                                                                              |                                     |                                            |
| 2. | <b>Society for the Teaching of Psychology</b>                       | <ol style="list-style-type: none"> <li>1. Faculty burnout &amp; well-being</li> <li>2. Affirming DEI commitment and protecting faculty and researchers doing DEI work</li> <li>3. Ethical use of AI and applications to student learning</li> <li>4. Financial health and sustainability of the organization</li> </ol>                                                                     |                                     |                                            |
| 3. | <b>Society for Experimental Psychology and Cognitive Science</b>    | <ol style="list-style-type: none"> <li>1. Promote research and teaching of experimental psychology and its subdisciplines.</li> <li>2. Support experimental psychology through research, advocacy, service, and policy.</li> <li>3. Stimulate exchange of information among its members and other sciences.</li> <li>4. Support basic and applied research in cognitive science.</li> </ol> |                                     |                                            |
| 4. | <i>There is no Division 4</i>                                       |                                                                                                                                                                                                                                                                                                                                                                                             |                                     |                                            |
| 5. | <b>Quantitative and Qualitative Methods</b>                         | <ol style="list-style-type: none"> <li>1. Advancing validity theory and evidence in psychological measurement with modern approaches (e.g., network analysis, process data, generative AI applications).</li> <li>2. Ensuring responsible and integrative use of generative AI and other emerging technologies in psychological research.</li> </ol>                                        |                                     |                                            |

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|    |                                                                       | <ol style="list-style-type: none"> <li>Advancing integration of quantitative, qualitative, and mixed methods with cross-paradigm initiatives and dialogue.</li> <li>Strengthening the methodological pathway with community engagement.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                     |                                            |
| 6. | <b>Society for Behavioral Neuroscience and Comparative Psychology</b> | <ol style="list-style-type: none"> <li>Promote the value of animal research within and beyond the American Psychological Association by communicating its scientific, ethical, and translational importance.</li> <li>Increase conference participation by positioning the Division 6 conference as a welcoming and valuable venue for researchers and their students. Emphasize opportunities for graduate students to present research and build professional connections, and for undergraduate students to explore the field and network in preparation for graduate study.</li> <li>Advance and expand DEIA (Diversity, Equity, Inclusion, and Accessibility) initiatives by continuing to support inclusive practices and identifying new strategies to promote equity among students and researchers in the field.</li> <li>Strengthen engagement with open science practices, including transparency, reproducibility, and data sharing across research communities.</li> <li>Enhance understanding of Comparative and Behavioral Neuroscience through presentations, publications, and newsletter communications, highlighting its foundational role and broad applicability across psychological science.</li> </ol> |                                     |                                            |
| 7. | <b>Developmental Psychology</b>                                       | <ol style="list-style-type: none"> <li>Understanding and fostering healthy child, adolescent, and lifespan development</li> <li>Expanding research and scholarship to include development in underrepresented communities globally and domestically</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                     |                                            |

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|----|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------------------|
|    |                                                                     | <ul style="list-style-type: none"> <li>3. Understanding children’s and adolescents’ everyday lived experience</li> <li>4. Studying the role of family processes in child development and well-being</li> <li>5. Understanding the effects on development of children’s exposure to trauma in their homes, communities, and nations, and preventing it</li> <li>6. Developing and evaluating interventions to improve children’s well-being in everyday community contexts</li> <li>7. Widening the portfolio of qualitative and quantitative research methods</li> </ul> |                                     |                                            |
| 8. | <b>Society for Personality and Social Psychology</b>                | <ul style="list-style-type: none"> <li>1. Advocating for federal research funding</li> <li>2. Fostering policy-relevant psychological research</li> <li>3. Addressing systemic racism and advancing diversity, equity, and inclusion</li> <li>4. Tackling ideological polarization</li> <li>5. Promoting societal health and well-being</li> <li>6. Battling the disinformation epidemic</li> </ul>                                                                                                                                                                      |                                     |                                            |
| 9. | <b>Society for the Psychological Study of Social Issues (SPSSI)</b> | <ul style="list-style-type: none"> <li>1. Support and advance the psychological study of a broad range of social issues (e.g., human rights and racial equity, health equity for underserved and vulnerable populations, criminal justice reform, climate change, LGBTQ+rights, reproductive justice, immigration and immigrant rights, misinformation and distrust of science, political polarization, racial justice, economic justice) via SPSSI publications and other communications, conferences, events, and trainings.</li> </ul>                                |                                     |                                            |

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|     |                                                                          | <ol style="list-style-type: none"> <li>2. Amplify the policy impact of psychological research and the scholarship of SPSSI members.</li> <li>3. Promote diversity, equity, and inclusion in SPSSI membership, governance, research, teaching, and practice, and facilitate the application of justice and equity-oriented approaches.</li> <li>4. Attract new members and engage existing members across the career span (e.g., trainings, awards, funding opportunities).</li> <li>5. Attacks on higher education, science, and social justice and DEI research/researchers (support for academic freedom).</li> </ol>                                                                                                                                                                                                                           |                                     |                                            |
| 10. | <b>Society for the Psychology of Aesthetics, Creativity and the Arts</b> | <ol style="list-style-type: none"> <li>1. The Psychology of Aesthetics - studies how we perceive, experience, and respond to art, beauty, and design in both artistic and everyday contexts.</li> <li>2. The Psychology of Creativity - explores the interplay between creative individuals, processes, environments, and outcomes across diverse settings, including educational, organizational, artistic, design, social, etc.</li> <li>3. The Psychology of the Arts - investigates how individuals create, experience, and respond to diverse art form across cultural and contextual settings, integrating cognitive, emotional, and social perspectives.</li> <li>4. Creative Arts Therapies - examines how clinical engagement with the arts is associated with well-being and health across diverse populations and settings.</li> </ol> |                                     |                                            |
| 11. | <i>There is no Division 11</i>                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                     |                                            |
| 12. | <b>Society of Clinical Psychology</b>                                    | <ol style="list-style-type: none"> <li>1. Promoting Evidence Based Practice - An overarching commitment to evidence-based assessment and interventions designed to be accessible to a wide range of</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                     |                                            |

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|     |                                         | <p>populations and age groups around the globe, addressing areas of increased demand as they arise (underserved groups; diaspora; trauma; aging). Supporting basic through applied clinical psychological science through protection of research funding and support (e.g., NIH, NSF).</p> <ol style="list-style-type: none"> <li>2. Ensuring Education &amp; Training Standards - Ensuring high standards in the preparation of psychologists combined with encouraging life-long learning to enhance and maintain workforce competencies. Educating the public about the role of psychology in health.</li> <li>3. Supporting Integrated Healthcare - Enhancing and developing Psychology's role within medical systems and population health frameworks.</li> <li>4. Advancing Digital Mental Health &amp; Technology - Supporting awareness, education, and innovation in digital mental health and technology-enabled interventions. Advocating for appropriate governance regarding safety and privacy in the use of AI.</li> <li>5. Systems Level Implementation &amp; Innovation - Scaling effective practices, improving access and uptake, and driving organizational and policy change.</li> </ol> |                                     |                                            |
| 13. | <b>Society of Consulting Psychology</b> | <ol style="list-style-type: none"> <li>1. Enhancing the quality and brand of consulting psychology in the market for individuals, teams, and organizations.</li> <li>2. Ensuring that applied psychology remains a priority for APA.</li> <li>3. Facilitating communication across differences.</li> <li>4. Cultivating human-centered workplaces and AI.</li> <li>5. Helping members of other APA Divisions (especially those in healthcare settings) to expand their current and future</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                     |                                            |

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|     |                                                             | career opportunities into consulting psychology through education, training, skill building, networking, etc                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                     |                                            |
| 14. | <b>Society for Industrial and Organizational Psychology</b> | <ol style="list-style-type: none"> <li>1. Use and strengthen our ability to gather, energize, and align all those invested in understanding and improving work and workplace issues in ways that inspire action and inclusive dialogues</li> <li>2. Support our members in light of changes in governmental practices and policies</li> <li>3. Collaborate with organization leaders, communities, and policymakers to understand and confront relevant real-world problems and translate scientific knowledge to promote individual and organizational health and effectiveness</li> <li>4. Strengthen and support I-O psychology programs</li> <li>5. Anticipate, study, and help guide the future of work, including the role of AI in the workplace</li> </ol> |                                     |                                            |
| 15. | <b>Educational Psychology</b>                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                     |                                            |
| 16. | <b>School Psychology</b>                                    | <ol style="list-style-type: none"> <li>1. Advocacy</li> <li>2. Updating and improving the website</li> <li>3. Increasing membership and being more intentional in sharing APA issues with our membership</li> <li>4. Anti-racism</li> <li>5. Burnout in psychologists and how we can combat</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                     |                                            |
| 17. | <b>Society of Counseling Psychology</b>                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                     |                                            |
| 18. | <b>Psychologists in Public Service</b>                      | <ol style="list-style-type: none"> <li>1. Access to care/health equity,</li> <li>2. Suicide Prevention/High Risk Outcomes,</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                     |                                            |

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|     |                                        | 3. Applied Psychology in Public Service Settings,<br>4. Workforce Training/Development,<br>5. Research/Science Infrastructure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                     |                                            |
| 19. | <b>Society for Military Psychology</b> | 1. Promotion, retention, and compensation for military psychologists.<br>2. Collaboration between and professional support of the various types of psychologists serving the military and service members (i.e., clinical, applied, research).<br>3. Support well-being, connection, and cohesion of Division 19 military and civilian psychologists and students through education, training, and mentorship throughout the career life-cycle.<br>4. Support for and collaboration with international colleagues in times of war and peace.<br>5. Development of military psychologist's leadership skills.                                                                                 |                                     |                                            |
| 20. | <b>Adult Development and Aging</b>     | 1. Developing strategic connections with APA and its divisions to address ageism and to advance age-inclusivity as part of broader diversity, inclusion, and equity, including D20's Age-Friendly University (AFU) efforts in collaboration with the Gerontological Society of America.<br>2. Developing strategic connections within APA to protect and promote federal funding and policies aimed at efforts to support the health, independence, well-being, quality of life, and social connectivity of individuals at midlife (age 40+) and older people (age 65+).<br>3. Developing strategic connections with other divisions interested in strengthening the connections and flow of |                                     |                                            |

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|-----|--------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------------------|
|     |                                                        | <p>information between those who do research on aging and those who practice with and who engage in care provision for older adults.</p> <p>4. Developing strategic connections with APA and its divisions to build pipelines to careers in adult development and aging and to support early career professionals (e.g., through mentorship programs, hosting informational workshops and events, etc.).</p> <p>5. Develop strategic connections within APA to protect and promote policies that coordinate services for older adults and their personal and professional caregivers across the lifespan.</p> |                                     |                                            |
| 21. | <b>Applied Experimental and Engineering Psychology</b> | <p>1. Explore the future of human-technology interaction;</p> <p>2. Design considerations of Human-centered AI systems;</p> <p>3. Foster a strong sense of belonging among division members;</p> <p>4. Support and promote student research and networking opportunities for students and early-career professionals;</p> <p>5. Enhance communication and information sharing within the division, and elevate the visibility and impact of Division 21.</p>                                                                                                                                                  |                                     |                                            |
| 22. | <b>Rehabilitation Psychology</b>                       | <p>1. Promoting the recognition/inclusion of disability and intersectionality models of diversity.</p> <p>2. Improving the science related to optimizing function with and for persons with disabilities, their families, and community-based support systems in domestic and international settings.</p> <p>3. Improving training for psychology and disability issues including active efforts to dismantle barriers to participation.</p>                                                                                                                                                                  |                                     |                                            |

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|            |                                                             | <ol style="list-style-type: none"> <li>Promote the representation of psychologists with disabilities (includes attention to increasing the number of trainees with disabilities)</li> <li>Promote advocacy efforts in collaboration with persons with and for disabilities, chronic illness, and injury to support them, their families, and communities.</li> <li>Increasing recognition of the function of rehabilitation psychology and its role and value in the fields of medicine and psychology.</li> </ol>                                                                                        |                                     |                                            |
| <b>23.</b> | <b><i>There is no Division 23</i></b>                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                     |                                            |
| <b>24.</b> | <b>Society for Theoretical and Philosophical Psychology</b> | <ol style="list-style-type: none"> <li>Theoretical psychology and conceptual analysis</li> <li>History and philosophy of psychology</li> <li>Critical psychology and critiques of mainstream mental health discourse</li> <li>Psychological humanities and interdisciplinary scholarship</li> <li>Madness, subjectivity, and alternative frameworks for understanding distress</li> </ol>                                                                                                                                                                                                                 |                                     |                                            |
| <b>25.</b> | <b>Behavior Analysis</b>                                    | <ol style="list-style-type: none"> <li>We aim to increase strategic partnerships within APA and with other organizations that represent the interests of behavior analysts. Through these partnerships, we hope to increase engagement opportunities for our members, strengthen representation of behavior analysis within APA, and help to advance our practice and science at the national level.</li> <li>We are committed to increasing access, equity, and inclusion within behavior analysis. This goal applies to the population of practicing behavior analysts and behavior-analytic</li> </ol> |                                     |                                            |

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|     |                                              | <p>researchers such that we help to reduce barriers to education and resources necessary to become a behavior analyst. It also applies to the populations that we serve (e.g., individuals with intellectual and developmental disabilities, brain injuries, age-related needs, or substance use disorders), where we hope to reduce barriers to accessing behavioral healthcare.</p> <p>3. We advocate for the science and practice of behavior analysis. By doing so, we hope to increase public awareness of the benefits of behavior analysis, reduce misconceptions about our field, and advance cutting-edge research that helps behavior analysts provide more effective and efficient services to populations in need.</p> <p>4. We aim to provide high-quality training opportunities for our members. These include mentorship opportunities that will strengthen members' professional skillsets and increase our fields' access to education surrounding professional, ethical, and culturally competent care. They also include leadership training that will ensure that the next generation of behavior-analytic scientists and practitioners are prepared to move our field forward.</p> |                                     |                                            |
| 26. | <b>Society for the History of Psychology</b> | <p>1. Mobilizing history for psychology by bringing exemplary professional historians of psychology to Convention to meet and share with interested audiences, while also supporting the development of new historical research in collaboration with partner organizations (e.g., Cheiron and ESHHS for the upcoming "Three Societies Meeting" in Paris)</p> <p>2. Helping teachers of psychology and textbook authors to integrate high-quality historical materials into coursework in order to fulfill accreditation requirements by drawing especially from high-quality peer-reviewed specialist sources</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                     |                                            |

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|     |                                                                                    | <p>(e.g., History of Psychology, the Journal of the History of the Behavioral Sciences, History of Human Sciences, Isis, etc.)</p> <p>3. Ensuring other APA divisions are aware of the importance of partnering with appropriate service providers to protect and preserve their records and correspondence so that future historical research is made possible (e.g., the Cummings Center for the History of Psychology)</p> <p><b>Note:</b> for divisional histories, see “”Unification through division: Histories of the divisions of the American Psychological Association”” (Dewsbury, multiple volumes accessible through PsycBOOKS)</p> |                                     |                                            |
| 27. | <b>Society for Community Research and Action: Division of Community Psychology</b> | 1. Strategic Plan Implementation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                     |                                            |
| 28. | <b>Society for Psychopharmacology and Substance Use</b>                            | <p>1. Advocate for the science of psychopharmacology and substance use to ensure that our life-saving research can continue.</p> <p>2. Grow our membership and engage our current membership. We place a specific emphasis on growing early career investigator new members as well as providing them with career growth opportunities within our division.</p> <p>3. Grow digital and social media presence.</p> <p>4. Advocate for the interests of our membership on a national level.</p>                                                                                                                                                    |                                     |                                            |

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| 29. | <b>Society for the Advancement of Psychotherapy</b>                        | <ol style="list-style-type: none"> <li>1. Generate, share, and disseminate psychotherapy research to improve psychotherapy's effectiveness throughout the world.</li> <li>2. Offer training, continuing education, and learning opportunities for students and professionals to improve competencies relevant to psychotherapy.</li> <li>3. Establish guidelines for the use of AI in psychotherapy.</li> </ol>                                                                                                                                                                                                                                                                                                                                   |                                     |                                            |
| 30. | <b>Society of Psychological Hypnosis</b>                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                     |                                            |
| 31. | <b>State, Provincial and Territorial Psychological Association Affairs</b> | <ol style="list-style-type: none"> <li>1. SPTA membership growth and retention</li> <li>2. State legislative trends and hot button topics</li> <li>3. Insurance reimbursement</li> <li>4. State licensure issues</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                     |                                            |
| 32. | <b>Society for Humanistic Psychology</b>                                   | <ol style="list-style-type: none"> <li>1. De-pathologizing natural human distress and reactions to injustice, dehumanization, and sociopsychological illness. Addressing existential grief, angst, despair, and terror while promoting existential hope, creativity, meaning, and authenticity.</li> <li>2. Promoting de-stigmatized mental health and pluralized, decolonized psychological wellness within and for minoritized communities inclusive of communities of color, ability and neurodiversity, and sex and gender diversity.</li> <li>3. Promoting empirically supported qualitative research practices in documenting psychological phenomena and the effectiveness of therapeutic and experiential learning approaches.</li> </ol> |                                     |                                            |

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|     |                                                                             | <ol style="list-style-type: none"> <li>Advocating for meaning-centered, community-driven responses to ecological issues, emphasizing our interconnectedness with the natural world.</li> <li>Ensuring the work of humanistic psychologies remains mindful of psychology's historical, philosophical, and sociocultural rootedness, and the psychological insights that present themselves for study emanating from the humanities at large.</li> </ol>                                                                                                                                              |                                     |                                            |
| 33. | <b>Intellectual and Developmental Disabilities/Autism Spectrum Disorder</b> | <ol style="list-style-type: none"> <li>Work to address various perspectives on intellectual and developmental disabilities and autism, including ethical considerations for assessment and intervention approaches.</li> <li>Increase the involvement of professionals with diverse backgrounds and viewpoints in our field, our Division 33membership, and our leadership.</li> <li>Focus on promoting inclusive research on intellectual and developmental disabilities and autism.</li> <li>Continue to improve scientific communication with the public.</li> </ol>                             |                                     |                                            |
| 34. | <b>Society for Environmental, Population and Conservation Psychology</b>    | <ol style="list-style-type: none"> <li>Organize a virtual environmental sustainability 2 day conference on alternative years, with the next conference planned for 2026.</li> <li>Organize several virtual learning circles starting in Fall 2025 that focus on topics that are important to advance the field of environmental psychology, such as understanding and nurturing climate activists.</li> <li>Design and implement collaborative multi-years efforts with other APA divisions to advance environmental psychology, focusing now and continuing in 2026 on climate justice.</li> </ol> |                                     |                                            |

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|     |                                                                | 4. Advocate for APA to take internal and external actions to address ecological crises through public policy advocacy, internal operations, research and knowledge transfer.                                                                                                                                                                                                                                         |                                     |                                            |
| 35. | <b>Society for the Psychology of Women</b>                     | <ol style="list-style-type: none"> <li>1. Advancing Intersectional Feminism into the Future</li> <li>2. Social justice advocacy for groups at the intersections of the experiences of oppression</li> <li>3. Advocacy and support for gender inclusivity</li> </ol>                                                                                                                                                  |                                     |                                            |
| 36. | <b>Society for the Psychology of Religion and Spirituality</b> |                                                                                                                                                                                                                                                                                                                                                                                                                      |                                     |                                            |
| 37. | <b>Society for Child and Family Policy and Practice</b>        | <ol style="list-style-type: none"> <li>1. Human rights for children and families</li> <li>2. Increase advocacy and policy engagement on issues focused on youth and families</li> <li>3. Improve services for families exposed to violence or maltreatment</li> <li>4. Supporting efforts related to educational access for youth</li> <li>5. Foster collaborative research for child and family practice</li> </ol> |                                     |                                            |
| 38. | <b>Society for Health Psychology</b>                           | <ol style="list-style-type: none"> <li>1. Health equity</li> <li>2. Workforce survey</li> <li>3. Administrative succession planning</li> <li>4. Member engagement and growth</li> <li>5. Translating science into practice</li> </ol>                                                                                                                                                                                |                                     |                                            |

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| 39. | <b>Society for Psychoanalysis and Psychoanalytic Psychology</b> | <ol style="list-style-type: none"> <li>1. Promotion and advancement of Psychoanalysis and psychodynamic clinical theory and practice, along with other depth oriented therapies, both within and outside of APA.</li> <li>2. Supporting the specialty education and training of psychoanalytic and psychodynamic psychologists, in addition to the subspecialty in Psychoanalysis.</li> <li>3. Strengthening of psychological ethics based on ‘Do No Harm’ principles, which includes a focus on social justice, cultural and structural sensitivity about the ways in which systems can perpetuate harm, as well as systems informed psychoanalytic practice.</li> <li>4. Advocating for and supporting academic and research-focused psychoanalytic and psychodynamic psychologists/bridging clinical and research perspectives.</li> <li>5. Community, mentorship, and systems of belonging within the division (including relational, creative, and restorative spaces for connection).</li> </ol> |                                     |                                            |
| 40. | <b>Society for Clinical Neuropsychology</b>                     | <ol style="list-style-type: none"> <li>1. Support for our members during challenging sociopolitical times, particularly where laws and ethics are in conflict</li> <li>2. Affirming commitment to our new structure and bylaws, including our DEI commitment</li> <li>3. Support for research, advocacy to protect scientific integrity, and science communication to the wider public</li> <li>4. Neuropsychology scope of practice issues</li> <li>5. Enhancing our members’ engagement and experience, including recruiting, retaining and supporting students and early career psychologists.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                           |                                     |                                            |

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| 41. | <b>American Psychology-Law Society</b>       | <ol style="list-style-type: none"> <li>1. Enhancing open science practices in research.</li> <li>2. Studying the impact of language and culture on mental health and treatment, forensic assessment, and legal outcomes, and working to reduce racial and economic biases that contribute to disparities in the legal system.</li> <li>3. Exploring the role and risks of AI in legal and policy decisions and forensic assessments.</li> <li>4. Contributing to the education of psychologists in matters of law, and the education of legal personnel in matters of psychology.</li> <li>5. Enhancing the science to advocacy highway.</li> </ol>                                                                                                                                                                                                                                                |                                     |                                            |
| 42. | <b>Psychologists in Independent Practice</b> | <ol style="list-style-type: none"> <li>1. Advocate for alternative reimbursement models that promote equity and sustainability in independent practice, beyond traditional insurance and CMS frameworks.</li> <li>2. Advance the use of AI and other technologies that enhance the effectiveness, accessibility, and sustainability of independent practice.</li> <li>3. Develop practice guidelines that support work in human flourishing and wellbeing management, beyond symptom-focused treatment and models driven primarily by medical necessity within larger health systems.</li> <li>4. Promote the expansion of specialties in professional psychology (e.g., psychopharmacological psychology) to further diversify the field, allow psychologists to practice to the fullest scope of their competency, and distinguish between various types of psychology professionals.</li> </ol> |                                     |                                            |

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| 43. | <b>Society for Couple and Family Psychology</b>                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                     |                                            |
| 44. | <b>Society for the Psychology of Sexual Orientation and Gender Diversity</b> | <ol style="list-style-type: none"> <li>1. Public policy and advocacy efforts given sociopolitical climate (including uplifting joy)</li> <li>2. Combatting mis- and disinformation about LGBTQ+ communities</li> <li>3. Advancing intersectional collaboration and coalition building across social identities and positions with shared values and interests</li> <li>4. Pushing back against resurgence of conversion therapy-related efforts</li> </ol> |                                     |                                            |
| 45. | <b>Society for the Psychological Study of Culture, Ethnicity and Race</b>    |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                     |                                            |
| 46. | <b>Society for Media Psychology and Technology</b>                           | <ol style="list-style-type: none"> <li>1. Disinformation, Misinformation, and Mal-information</li> <li>2. Artificial Intelligence and related topics</li> <li>3. Device, Internet/Social Media, Pornography, and Gaming Disorders</li> <li>4. Media and Technology Applied to Clinical Settings (Diagnosis via TikTok, etc)</li> </ol>                                                                                                                     |                                     |                                            |
| 47. | <b>Society for Sport, Exercise and Performance Psychology</b>                | <ol style="list-style-type: none"> <li>1. Integrate and advance issues related to EDI within the Division and in the broader sport, exercise, and performance psychology community.</li> </ol>                                                                                                                                                                                                                                                             |                                     |                                            |

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|     |                                                                                         | <ol style="list-style-type: none"> <li>2. Increase education about performance psychology within non-sport domains (e.g., performing arts, military, business, and tactical).</li> <li>3. Increase education about the aspects of clinical mental health work and applied psychology practice that co exist within the field of sport and performance psychology.</li> <li>4. Teaching, education, and research in sport, exercise, and performance psychology.</li> <li>5. Addressing the intersection of mental health, holistic well-being, and mental performance across psychological disciplines and populations.</li> </ol>                                                                                                                                                                           |                                     |                                            |
| 48. | <b>Society for the Study of Peace, Conflict and Violence: Peace Psychology Division</b> | <ol style="list-style-type: none"> <li>1. Highlighting the link between climate justice, sustainability, and peace.</li> <li>2. Highlighting the importance of climate justice and peace for well-being and for the sustainability of the entire planet.</li> <li>3. Strengthening and enlarging the community of psychologists who are committed to resisting oppression and pursuing justice through research, teaching, and activism.</li> <li>4. Providing support to vulnerable groups and individuals through public education, advocacy, and practical acts of solidarity.</li> <li>5. Elevating and sustaining the research, educational initiatives, and community projects of individuals and groups impacted by violence, armed conflict, persecution, and environmental catastrophes.</li> </ol> |                                     |                                            |

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| 49. | <b>Society of Group Psychology and Group Psychotherapy</b> | <ol style="list-style-type: none"> <li>1. Highlighting how the theory, research, and practice of group psychology and group psychotherapy can be used for social change and social justice.</li> <li>2. Raising awareness that psychologists across the discipline engage in group work and advocate for fair reimbursement of that work.</li> <li>3. Supporting the growth and maintenance of the Evidence Based Group Therapy website (<a href="https://evidencebasedgrouptherapy.org/">https://evidencebasedgrouptherapy.org/</a>).</li> <li>4. Developing new experiential group education and training opportunities and raising awareness about the applicability of groups across divisions, SPTAs, and areas of psychology.</li> <li>5. Growing our membership and engagement of current members.</li> </ol>                                                                                                                   |                                     |                                            |
| 50. | <b>Society of Addiction Psychology</b>                     | <ol style="list-style-type: none"> <li>1. Reimagining Research Through Lived and Learned Expertise – Elevating the voices of individuals with lived experience of substance use and recovery alongside scientific and clinical expertise to shape research priorities, study designs, and intervention development. Emphasizing community-engaged, participatory, and interdisciplinary approaches to ensure addiction research is both scientifically rigorous and deeply responsive to real-world needs.</li> <li>2. Advancing Addiction Science Through Stigma Reduction and Community Engagement – Promoting research, clinical practice, and public scholarship that actively challenges stigma surrounding substance use and recovery. Fostering authentic partnerships with communities to enhance trust, improve dissemination and implementation of evidence-based practices, and ensure that addiction science is</li> </ol> |                                     |                                            |

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|     |                                                            | <p>accessible, respectful, and responsive to the needs and strengths of the populations it serves.</p> <p>3. Centering Health Equity, Social Justice, and Culturally Grounded Science in Addiction Research and Practice – Recognizing addiction as a public health issue shaped by systemic inequities, structural oppression, and social determinants of health, while advancing cross-cultural research and culturally grounded approaches to prevention and treatment. This includes prioritizing historically underserved and marginalized communities, integrating Indigenous and diverse knowledge systems, and promoting equitable access to high-quality, responsive care.</p> <p>4. Expanding Access to Evidence-Based, Culturally Responsive, and Person-Centered Addiction Treatments – Supporting a diverse range of empirically supported interventions that honor multiple pathways to change, including harm reduction, abstinence-based models, peer support, and integrative approaches that align with individuals’ lived experiences and cultural contexts.</p> <p>5. Harnessing Emerging Technologies to Enhance Prevention, Treatment, and Recovery – Exploring the role of digital health innovations, telehealth, and mobile applications in increasing access to care, improving engagement, and tailoring interventions for diverse populations across the lifespan.</p> |                                     |                                            |
| 51. | <b>Society for the Psychology of Men and Masculinities</b> | <p>1. Garnering more interest in men’s &amp; masculinities issues in the broader public eye</p> <p>2. Addressing secondary and post-secondary school success and barriers for boys and men</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                     |                                            |

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|     |                                                            | <ol style="list-style-type: none"> <li>3. Fostering compassion for, from, and from within men</li> <li>4. Identifying and testing strengths-based approaches to masculinities with men and boys</li> <li>5. Increase psychologists trained in men and masculinities</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                     |                                            |
| 52. | <b>Society for Global Psychology</b>                       | <ol style="list-style-type: none"> <li>1. Infusing a global perspective throughout APA</li> <li>2. Facilitating global research collaborations and dissemination of results</li> <li>3. Providing global perspective webinars</li> <li>4. Skill building workshops including cross-cultural research and publication</li> <li>5. Collaborating with other divisions, as well as the Committee on Global Psychology and Council Caucus on Global and Global Human Rights Perspectives on APA global policy initiatives</li> </ol>                                                                                                                                                                                                                                                             |                                     |                                            |
| 53. | <b>Society of Clinical Child and Adolescent Psychology</b> | <ol style="list-style-type: none"> <li>1. Enhance Practice-Oriented Specialty Training Across Career Stages: Grow programming that addresses needs of ECPs as well as midcareer and advanced psychology.</li> <li>2. Increase Relevance and Applicability to Clinicians: Create content that is highly relevant to practicing child psychologists, including practical workshops and webinars on evolving processes like technology, billing and insurance, business skills, marketing, and management. Focus on presenters with experiences in business and professional practice and a strong track record of providing education for professional learners.</li> <li>3. Foster a Professional Community: Organize engagement events and tracked programming to build a unified</li> </ol> |                                     |                                            |

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|     |                                           | professional identity and community within SCCAP with a focus of growing SCCAP's relevance as a professional home.                                                                                                                                                                                                                                                                                                                                                                              |                                     |                                            |
| 54. | <b>Society of Pediatric Psychology</b>    | <ol style="list-style-type: none"> <li>1. Special Interest Groups</li> <li>2. Pediatric psychology resources/website</li> <li>3. Operations</li> </ol>                                                                                                                                                                                                                                                                                                                                          |                                     |                                            |
| 55. | <b>Society for Prescribing Psychology</b> | <ol style="list-style-type: none"> <li>1. Continue to grow and develop increased revenue streams</li> <li>2. Launch our CE program to provide an additional member benefit</li> <li>3. Begin work on renewing our Specialty Petition</li> </ol>                                                                                                                                                                                                                                                 |                                     |                                            |
| 56. | <b>Trauma Psychology</b>                  | <ol style="list-style-type: none"> <li>1. Trauma education and training (for trauma specialists and generalists)</li> <li>2. Supporting science and evidence-based practice with survivors of interpersonal violence</li> <li>3. Supporting science and evidence-based practice with survivors of domestic and international disasters</li> <li>4. Increasing access to high-quality trauma-focused informational resources for researchers, clinicians, educators, and other groups</li> </ol> |                                     |                                            |