



Toolkit #5

Creating a Policy-Relevant Psychology: Best Practices for Research and Mentoring

Developed by

Fostering Policy-Relevant Psychological Research project team members:*

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This toolkit was designed to complement the fifth webinar in the five-part webinar series on Fostering Policy-Relevant Psychological Research. To download this toolkit, other toolkits, and to watch all of the webinars as they are released, visit:

www.spssi.org/CODAPARpolicyseries.

COMMISSION

Commissioned through a 2022 Committee on Division/APA Relations (CODAPAR) grant awarded to:

Division 8	The Society for Personality and Social Psychology (SPSP)
Division 9	The Society for the Psychological Study of Social Issues (SPSSI)
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Division 45	The Society for the Psychological Study of Culture, Ethnicity and Race

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CREATING A POLICY-RELEVANT PSYCHOLOGY: BEST PRACTICES FOR RESEARCH AND MENTORING

This toolkit complements a one-hour webinar aimed at creating a policy-relevant psychology and providing best practices for research and mentoring. Access a recording of the webinar by visiting:

www.spssi.org/CODAPARpolicyseries.

Panelists:

- **HIROKAZU YOSHIKAWA, PhD** (Courtney Sale Ross Professor of Globalization and Education at NYU Steinhardt and University Professor at New York University)
- **BIANCA D.M. WILSON, PhD** (Rabbi Zacky Senior Scholar of Public Policy at the Williams Institute, UCLA School of Law)
- **OLENA HANKIVSKY, PhD** (Professor, School of Public Policy, Simon Fraser University)

Moderator:

- **NICHOLAS GRANT, PhD, ABPP** (Clinical Psychologist, U.S. Navy)

TRAINING RESOURCES

American Psychological Association. *Psychologist's guide to advocacy*. <https://www.apaservices.org/advocacy/get-involved/guide>

Research to Policy Collaboration Trainee Program:

<https://research2policy.org/interns-fellows/>

Fine, M., & Torre, M. E. (2021).

Essentials of critical participatory action research. APA Books.

Advocacy Handbook for Social and Behavioral Science Research, created by the Consortium of Social Science Associations (COSSA):

<https://cossa.org/wp-content/uploads/2022/03/2022-Advocacy-Handbook.pdf>

Hage, S. M., Miles, J. R., Lewis, J. A., Grzanka, P. R., & Goodman, L. A. (2020).

The social justice practicum in psychology training. *Training and Education in Professional Psychology*, 14(2), 155-166.

<https://doi.org/10.1037/tep0000299>

Mallinckrodt, B., Miles, J. R., & Levy, J. J. (2014). The scientist-practitioner-advocate model: Addressing contemporary training needs for social justice advocacy. *Training and Education in Professional Psychology*, 8(4), 303–311. <https://doi.org/10.1037/tep0000045>

Shaw, J., Feeney, H., & Campbell, R. (2019). Never too early to start: Training graduate students for policy work. *American Journal of Orthopsychiatry*, 89(4), 426–433.
<https://doi.org/10.1037/ort0000356>

LITERATURE ON IMPACTING POLICY

Bagdett, M. V. L. (2016). *The public professor: How to use your research to change the world*. NYU Press.
<https://nyupress.org/9781479861392/the-public-professor/>

Cole, E. R., & Duncan, L. E. (2022). Better policy interventions through intersectionality. *Social Issues and Policy Review*, 17(1), 62-78.
<https://doi.org/10.1111/sipr.12090>

Eaton, A. A., Grzanka, P. R., Schlehofer, M. M., & Silka, L. (Eds.) (2021). Public psychology: Cultivating socially engaged science for the 21st century. *American Psychologist*, 76(8), 1209-1345.

Hankivsky, O. (2014). Intersectionality 101. The Institute for Intersectionality Research and Policy, Simon Fraser University.
https://www.researchgate.net/publication/279293665_Intersectionality_101

Humphries, D. L., Sodipo, M., & Jackson, S. D. (2023). The intersectionality-based policy analysis framework: demonstrating utility through application to the pre-vaccine U.S. COVID-19 policy response. *Frontiers in Public Health*, 11.
<https://www.frontiersin.org/articles/10.3389/fpubh.2023.1040851/full>

Kozyreva, A., Smillie, L., & Lewandowsky, S. (2023). Incorporating psychological science into policy making. *European Psychologist*. Advance online publication. <https://doi.org/10.1027/1016-9040/a000493>

Lang, H., Witts, B.N. Briefing the Canadian Government on Experimental Voter Policy: Lessons Learned. *Behav. Soc. Iss.* 28, 8–12 (2019).
<https://doi.org/10.1007/s42822-019-00008-9>

Maton, K. I. (2017). *Influencing social policy: Applied psychology serving the public interest*. Oxford University Press.

Nelson, G. (2013). Community psychology and transformative policy change in the neo-liberal era. *American Journal of Community Psychology*, 52(3-4), 211–223.
<https://doi.org/10.1007/s10464-013-9591-5>

EXAMPLES OF POLICY RESEARCH (INCLUDING WORK WITH STUDENTS)

Grzanka, P. R., DeVore, E. N., Frantell, K. A., Miles, J. R., & Spengler, E. S. (2020). Conscience clauses and sexual and gender minority mental health care: A case study. *Journal of Counseling Psychology, 56*(5), 551-567. <https://doi.org/10.1037/cou0000396>

Grzanka, P. R., Zeiders, K. H., Spengler, E. S., Hoyt, L. T., & Toomey, R. B. (2020). Do beliefs about sexual orientation predict voting behavior? Results from the 2016 U.S. presidential election. *Psychology of Sexual Orientation and Gender Diversity, 7*(3), 241-252. <https://doi.org/10.1037/sgd0000434>

Grzanka, P. R., Spengler, E. S., Miles, J. R., Frantell, K. A., & DeVore, E. N. (2020). "Sincerely held principles" or prejudice?: The Tennessee Counseling Discrimination Law. *The Counseling Psychologist, 48*(2), 223-248. <https://doi.org/10.1177/0011000019886972>

Nalani, A., & Yoshikawa, H. (2023). White Christian Nationalism and Youth Development in the USA. *Society, 60*, 551-565. <https://doi.org/10.1007/s12115-023-00863-8>

Nalani, A., Yoshikawa, H., & Carter, P. L. (2021). Social Science–Based Pathways to Reduce Social Inequality in Youth Outcomes and Opportunities at Scale. *Socius, 7*. <https://doi.org/10.1177/23780231211020236>

Nelson, G., Aubry, T., Tsemberis, S., & Macnaughton, E. (2020). Psychology and public policy: The story of a Canadian Housing First project for homeless people with mental illness. *Canadian Psychology / Psychologie canadienne, 61*(3), 257–268. <https://doi.org/10.1037/cap0000206>

van Anders, S. M., Schudson, Z. C., Abed, E. C., Beischel, W. J., Dibble, E. R., Gunther, O. D., Kutchko, V. J., & Silver, E. R. (2017). Biological Sex, Gender, and Public Policy. *Policy Insights from the Behavioral and Brain Sciences, 4*(2), 194-201. <https://doi.org/10.1177/2372732217720700>

Yoshikawa, H., Chaudry, A., Rendon Garcia, S., Koball, H., & Francis, T. (2019). Approaches to Protect Children's Access to Health and Human Services in an Era of Harsh Immigration Policy. New York University: Institute of Development and Social Change. https://research.steinhardt.nyu.edu/scmsAdmin/media/users/ac190/IHDSC_Approaches_to_Protect_Childrens_Access_to_Health_and_Human_Services_in_an_Era_of_Harsh_Immigration_Policy.pdf

EXAMPLES OF APPLICATIONS OF SOCIAL SCIENCE RESEARCH TO IMPACT PUBLIC POLICY:

- Ilan Meyer’s testimony to the House Committee on Oversight and Accountability

<https://www.youtube.com/watch?v=uhCunI2v-Qg>

(minutes 54-60 seconds approximately) & the written version:

<https://williamsinstitute.law.ucla.edu/publications/house-oversight-violence-testimony/>
- <https://williamsinstitute.law.ucla.edu/publications/lgbtq-youth-foster-care-opinion/>
- Public Comment similar to the above opinion piece but submitted to ACF ([see attachment](#)).
- Comments submitted in response to the former and late Chairman of the Committee on Ways and Means, Honorable John Lewis ([see attachment](#)).
- Bowleg, L., Boone, C. A., Holt, S. L., Del Río-González, A. M., & Mbaba, M. (2022). Beyond "heartfelt condolences": A critical take on mainstream psychology's responses to anti-Black police brutality. *The American psychologist*, 77(3), 362–380.
<https://doi.org/10.1037/amp0000899>
- DeVylder, J. E., Anglin, D. M., Bowleg, L., Fedina, L., & Link, B. G. (2022). Police violence and public health. *Annual Review of Clinical Psychology*, 18, 527-552.
<https://doi.org/10.1146/annurev-clinpsy-072720-020644>
- Sara McClelland offers expert testimony against the 48-hour “waiting period” for abortion services in Tennessee (2020):
<https://www.gc.cuny.edu/news/science-alumni-spotlight-sara-mcclelland>

EXAMPLE OF THE WAYS SOCIAL SCIENCE CAN GET USED IN POLICY THAT IS BEING SET

- <https://www.federalregister.gov/documents/2023/09/28/2023-21274/safe-and-appropriate-foster-care-placement-requirements-for-titles-iv-e-and-iv-b#footnote-4-p66753>
- <https://www.whitehouse.gov/briefing-room/presidential-actions/2022/06/15/executive-order-on-advancing-equality-for-lesbian-gay-bisexual-transgender-queer-and-intersex-individuals/>
(does not cite directly but uses information from numerous public comments submitted and internal memos)
- Guttmacher Institute:
<https://www.guttmacher.org/>
- Center for Reproductive Rights:
<https://reproductiverights.org/>

ABOUT THIS WEBINAR AND TOOLKIT SERIES

This five-part webinar and toolkit series on **Fostering Policy-Relevant Psychological Research** covers five topics:

1. Why Policy? Understanding the Critical Link Between Research and Policy
2. Taking the First Steps Toward Policy-Relevant Research
3. How Do You Make Your Research Matter to Policy Makers and Practitioners?
4. How Do You Manage Your Presence to Non-academic Audiences if Your Research Is Relevant to Policy and Practice?
5. Creating a Policy-Relevant Psychology: Best Practices for Research and Mentoring

To access webinars that have already been recorded and toolkits that have already been created, visit:

www.spssi.org/CODAPARpolicyseries