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The effectiveness of psychotherapy for depression in private practice: Benchmarking and trajectories of change.
10.1037/pro0000518

Professional Psychology: Research and Practice
Bugatti, Matteo; Owen, Jesse; Reese, Robert Jeff; Richardson, Zachary; Rasmussen, Wendy; Newton, Douglas A.

The efficacy and effectiveness of psychotherapy for depression are well established in many clinical settings. Nonetheless, its effectiveness in private practice, perhaps the most common clinical setting, has yet to be examined. Likewise, the trajectories of change in depressive symptoms observed during psychotherapy for depression in private practice have yet to be studied. The present study harnessed a large practice-research group of private practitioners to
address these important omissions in the literature. The sample of clients with depression (N = 2,268) included in the study displayed medium-to-large and large-sized reductions in depressive symptoms following treatment (depending on baseline severity). These effects were benchmarked against those synthesized from randomized controlled trials (RCTs), a comparable benchmark study, and the course of untreated depression. The outcomes exhibited by the private practice clients were found to be superior to no treatment, equivalent to those reported in other naturalistic clinical settings, and nonequivalent to those exhibited by experimental groups in RCTs. Furthermore, the analysis of trajectories of change indicated that higher session frequency early on in treatment led to better outcomes. Overall, these findings attest to the effectiveness of psychotherapy for depression delivered in private practice. Additionally, they provide clinically useful findings underscoring the importance of higher session frequency in the early phase of psychotherapy.

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**Dynamic associations of relational conflicts at work and consequent negative emotion dynamics with diurnal cortisol variations.**

10.1037/ocp0000358
*Journal of Occupational Health Psychology*
Sommovigo, Valentina; Carnevali, Luca; Ottaviani, Cristina; Rosa, Valentina; Filosa, Lorenzo; Borgogni, Laura; Alessandri, Guido

This study examines the predictive value of conflict and conflict-related variations in negative emotion dynamics, with respect to three cortisol indicators (cortisol awakening responses; overall cortisol output; diurnal cortisol slopes). A total of 166 workers provided momentary reports on conflict(s) with colleagues and negative emotions 10 times a day for 2 workdays and salivary cortisol samples 5 times a day. The results of latent growth curve piecewise multilevel models revealed that the occurrence of a conflict and the number of conflicts introduced significant variations in specific cortisol parameters indicating greater cortisol levels throughout the day. Moreover, the conflict-elicited negative emotion boost predicted a lower reduction of cortisol levels from morning to evening. Last, the postconflict decline in negative emotions was negatively associated with overall cortisol production. This study contributes to establishing a potential association between naturally occurring episodic conflicts at work and daily cortisol patterns, identifying within-person fluctuations in negative emotions as psychological mechanisms through which this occurs.

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**Someone who knows and someone I trust: Investigating how and with whom U.S. 8- to 14-year-old youth seek to learn about racial inequality.**

10.1037/dev0001631
*Developmental Psychology*
Kneeskern, Ellen; Elenbaas, Laura

This study investigated 8- to 14-year-old U.S. children’s (N = 202, 47% girls, and 49% White) evaluations of statements reflecting individual and structural attributions for the causes of racial inequality between Black and White people in the United States, the epistemic characteristics they used to seek out more information on this topic, and who they believed reflected these characteristics. With age, participants increasingly endorsed statements reflecting structural attributions for racial inequality (i.e., educational and occupational exclusion), and increasingly
reasoned about privilege and racism. In contrast, participants did not endorse statements reflecting individual attributions at any age (i.e., group differences in intelligence and effort), instead reasoning about equality between racial groups. Overall, participants sought expertise (i.e., content knowledge) and interpersonal trust (i.e., closeness and support) in a scenario where they could choose a discussion partner to learn more about racial inequality, and were most likely to seek out their family members, though some also sought out their friends, teachers, and the internet or social media. This study provides insights into who children see as relevant sources for learning about racial inequality and their reasons for trusting them.

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Interpersonal problems as a predictor of outcome in psychotherapy for depressive and anxiety disorders: A multilevel meta-analysis.

10.1037/ccp0000828
Journal of Consulting and Clinical Psychology
Gómez Penedo, Juan Martín; Flückiger, Christoph

Objective: Although interpersonal problems are assumed to play an important role in the treatment of depression and anxiety, meta-analytic attempts to explore the association between interpersonal problems and outcome in psychotherapy for these patients are missing. This study aims to conduct a systematic review and meta-analytic synthesis of the association between patients’ baseline interpersonal problems and outcome in psychotherapy for depressive and anxiety disorders. Method: We conducted a three-level meta-analysis (i.e., disaggregating sampling variance, within-study variance, and between-study variance) of the interpersonal problems–outcome prediction (IPOP; as measured by the total distress factor of Inventory of Interpersonal Problems). Results: We found 40 effect sizes (ESs) nested within 21 primary studies. The three-level model showed a significant aggregated effect size of IPOP, r = −.13, SE = 0.02, 95% CI [−.18, −.09]; t(39) = −5.71, p < .001; d = −0.27, with greater interpersonal distress being associated with worse psychotherapy outcome. Results showed significant heterogeneity across effect sizes with considerable variability across studies (I² = .39) and to a lower extent across reported outcomes (I² = .19). Graphical measures did not show evidence of a substantial publication bias. Conclusions: This meta-analysis showed that baseline overall interpersonal problems are a small but robust negative predictor of psychotherapy outcome. Therapists might benefit from exploring patients’ interpersonal problems at the beginning of therapy to enhance their prognostic inferences.

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10.1037/fam0001119
Journal of Family Psychology
Rea-Sandin, Gianna; Li-Grining, Christine Pajunar; Causadias, José M.; Doane, Leah D.; Gonzales, Nancy A.; Lemery-Chalfant, Kathryn

There is a dearth of research examining the relation between culture and childhood self-regulation in family psychology. Family orientation refers to the emphasis on providing support, respect, and obligation to the family system, and it is important for children’s functioning, yet existing literature on related constructs often relies on parent-reported measures. Additionally, twin research has neglected the role of culture in the genetic and environmental contributions to
children’s self-regulation. Using observational and self-reported data from children, parents, and teachers, this study (a) proposed novel coding schemes and factor analytic approaches to capture family orientation, (b) examined associations between family orientation and self-regulation, and (c) tested whether family orientation moderated the heritability of self-regulation in middle childhood. Twin children (N = 710; Mage = 8.38 years, SD = 0.66; 49.1% female; 28.3% Hispanic/Latino/x, 58.5% White) were drawn from the Arizona Twin Project, which recruited children from birth records at 12 months of age. Family orientation values were indexed by parent-reported familism, and family orientation behaviors comprised coded measures of children’s family orientation and experimenter ratings of caregiver and child behavior. Self-regulation was assessed using multiple task-based assessments of executive function and parent- and teacher-reported effortful control. Net of covariates, higher family orientation behaviors positively predicted nearly all measures of children’s self-regulation, and associations were consistent across sex, family socioeconomic status, and race/ethnicity. There was no evidence that family orientation values nor behaviors moderated the heritability of children’s self-regulation. This study highlights the complex nature of cultural variation within the family and its importance for children’s self-regulatory abilities.

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Test boredom: Exploring a neglected emotion.
10.1037/edu0000807
Journal of Educational Psychology
Goetz, Thomas; Bieleke, Maik; Yanagida, Takuya; Krannich, Maike; Roos, Anna-Lena; Frenzel, Anne C.; Lipnevich, Anastasiya A.; Pekrun, Reinhard

The emotion of boredom has sparked considerable interest in research on teaching and learning, but boredom during tests and exams has not yet been examined. Based on the control-value theory of achievement emotions, we hypothesized that students may experience significant levels of boredom during testing (“test boredom”; Hypothesis 1) and that test boredom may be significantly related to theoretically hypothesized antecedents (control and value appraisals; Hypothesis 2) and outcomes (performance; Hypothesis 3). We further hypothesized that test boredom was more detrimental when students felt overchallenged during the test than when they felt underchallenged (“abundance hypothesis”; Hypothesis 4). We tested these hypotheses in two studies (Study 1: N = 208 eighth graders; 54% female; Study 2: N = 1,612 fifth to 10th graders, 47% female) using both trait and state measures of test boredom in mathematics and their proposed antecedents and outcomes. In support of Hypothesis 1, participants reported statistically significant levels of boredom during tests. Furthermore, the relations of test boredom with its control and value antecedents (i.e., being over- or underchallenged, facets of value) were in line with our assumptions (Hypothesis 2). In support of Hypothesis 3, test boredom was significantly negatively related to academic achievement (grades). In line with Hypothesis 4, test scores were negatively related to boredom due to being overchallenged but unrelated, or even positively related, to boredom due to being underchallenged. Directions for future research on test boredom as well as practical implications are outlined.
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Measurement invariance of the Center for Epidemiologic Studies Scale–Depression within and across six diverse intervention trials.
10.1037/pas0001262
Psychological Assessment
Depression, a major contributor to the global burden of disease, is an outcome of interest in clinical trials. Researchers and clinicians note that depression often presents differently across cultures, posing challenges in the accurate measurement of depressive symptoms across populations. A commonly used self-administered screening tool to measure depressive symptoms, the Center for Epidemiologic Studies Scale–Depression (CES-D), has been translated into dozens of languages and used in thousands of studies, yet gaps remain in our understanding of its factor structure and invariance across studies and over time in the context of interventions. In this secondary analysis, we sampled six recent trials from lower- and middle-income countries to (a) establish the factor structure of the CES-D, (b) assess measurement invariance of the CES-D across treatment versus control arms and over time, (c) examine cross-study invariance, and (d) identify items that may be driving potential noninvariance. We performed exploratory/confirmatory factor analysis to establish the factor structure of the CES-D within each trial and used multiple group confirmatory analysis to assess within-study cross-arm/cross-time and cross-study invariance. After removal of positive affect items, a unidimensional model performed equivalently over time and across arms within trials, but exhibited noninvariance across trials, supporting prior literature describing differences in factor structure of the scale across populations. While our findings suggest that the CES-D without positive affect items is a valid measure of depressive symptoms within trials in our sample, caution is warranted in interpreting the findings of meta-analyses and multisite/multicountry studies using the CES-D as an outcome measure.

Field-specific ability beliefs as an explanation for gender differences in academics’ career trajectories: Evidence from public profiles on ORCID.Org.

Hannak, Aniko; Joseph, Kenneth; Larremore, Daniel B.; Cimpian, Andrei

Academic fields exhibit substantial levels of gender segregation. Here, we investigated differences in field-specific ability beliefs (FABs) as an explanation for this phenomenon. FABs may contribute to gender segregation to the extent that they portray success as depending on “brilliance” (i.e., exceptional intellectual ability), which is a trait culturally associated with men more than women. Although prior work has documented a relation between academic fields’ FABs and their gender composition, it is still unclear what the underlying dynamics are that give rise to gender imbalances across academia as a function of FABs. To provide insight into this issue, we custom-built a new data set by combining information from the author-tracking service Open Researcher and Contributor ID (ORCID) with information from a survey of U.S. academics across 30 fields. Using this expansive longitudinal data set (Ns = 86,879–364,355), we found that women were underrepresented among those who enter fields with brilliance-oriented FABs and overrepresented among those who exit these fields. We also found that FABs’ association with women’s transitions across academic fields was substantially stronger than their association with men’s transitions. With respect to mechanisms, FABs’ association with gender segregation was partially explained by the fact that women encounter more prejudice in fields with brilliance-oriented FABs. With its focus on the dynamic patterns shaping segregation and its broad scope in terms of geography, career stage, and historical time, this research makes an important contribution toward understanding the factors driving gender segregation in academia.
The psychological drivers of self-reported risk preference.

**10.1037/xlm0001266**

*Journal of Experimental Psychology: Learning, Memory, and Cognition*

Rolison, Jonathan J.

Why are some people more willing than others to take risks? While behavioral tasks (e.g., monetary lotteries) are often regarded as a gold standard for capturing a person’s risk preference, recent studies have found stated preferences (e.g., responses to hypothetical scenarios) to exhibit higher reliability, convergent validity, and test–retest stability. Yet, little is known about the psychological drivers of stated preferences. Central to the stated preference approach, the psychological risk-return model conceptualizes a person’s propensity to engage in an activity or behavior as a tradeoff between their risk perceptions and expected benefits. To cast a light on the psychological drivers of risk preference within the psychological risk-return framework, in a series of studies participants reported how they evaluated the risks and benefits of activities and their propensity to engage. Individual differences in analytic and intuitive thinking dispositions were also measured. Some participants referred explicitly to risks and rewards of activities when deriving their risk propensity, which was associated with sensitivity to their risk perception and expected benefit ratings. Associations with thinking dispositions indicated that participants who considered risks and rewards were more disposed to analytic thinking. Participants’ reports also revealed a broad repertoire of psychological drivers (e.g., intuition, imagination, and feeling) of their evaluations of activities. These were stable over time, associated with thinking dispositions, and influenced their risk preference. The findings provide support for the psychological risk-return model of risk preference. A multifaceted model of preference is urged by the findings to acknowledge the multiple co-occurring psychological drivers of risk preference.

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Vertical attention bias for tops of objects and bottoms of scenes.

**10.1037/xhp0001117**

*Journal of Experimental Psychology: Human Perception and Performance*

Langley, Matthew D.; McBeath, Michael K.

Past research demonstrated a top-salience bias in object identification, with random shapes appearing more similar when they share the same top versus the same bottom. This is consistent with tops of natural objects and lifeforms tending to be more informative locations of intentionality and functionality, leading observers to favor attending to tops. However, this bias may also reflect a generic downward vantage tendency that occurs with more informative interactive aspects of scenes typically lying below the horizon. Two experiments test for this overall pattern of vertical attention bias (VAB) for both objects and scenes. Participants observed picture triptychs and judged if the center object or scene appeared more similar to flanking comparison figures that contain the same top versus same bottom. Experiment 1 used vertically information-balanced impoverished stimuli, either polygon objects or polygon-array scenes. Experiment 2 extended the triptych stimuli to naturalistic objects or scenes. Results generally support a VAB for object tops and scene bottoms that varies as a function of the informative aspects of visually attended stimuli. This pattern held for information-balanced objects but not scenes, however, with more
ecologically valid naturalistic stimuli, VAB was large and robust, consistent with a vertical information imbalance that drives a generic downward vantage.

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**Who, what, and where? How racial composition and gender influence the association between racial discrimination and racial socialization messages.**

10.1037/cdp0000611
*Culture Diversity and Ethnic Minority Psychology*
Scott, Lorraine E.; Varner, Fatima

Objectives: This study investigated the moderating roles of contextual racial composition (neighborhood, school, and job) and parent–adolescent gender dyads on the relation between familial racial discrimination experiences and parental racial socialization messages. Method: The analytic sample included 565 Black parents (Mage = 44.7; 56% mothers, 44% fathers) who reported on their personal and adolescents' racial discrimination experiences and their communication of cultural socialization and preparation for bias messages. Results: Regression analyses in a structural equation modeling framework (path analyses) revealed that parents who personally experienced more racial discrimination or were in workplaces with more Black people communicated higher cultural socialization messages. They communicated high preparation for bias messages when reporting personal and adolescent racial discrimination. Racial discrimination experiences were positively related to preparation for bias messages among parents who worked in jobs with fewer Black people but were unrelated among parents working with more Black people. Multiple-group analyses indicated no gender differences in these associations. Conclusions: The findings demonstrate that Black parents vary in their racial socialization messages based on their family’s contexts and experiences. The findings highlight the importance of parents’ work contexts for adolescent development and family processes.

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**Intersectional microaggressions, mental health outcomes, and the role of social support among Black LGB adults.**

10.1037/cou0000684
*Journal of Counseling Psychology*
Lee, Eunmyoung Alice; Ashai, Shereen; Teran, Manuel; Shin, Richard Q.

The present study explored the relationship between intersectional microaggressions (racism and heterosexism) and psychological distress outcomes among a sample of 370 Black lesbian, gay, and bisexual (LGB) adults. Additionally, social support from family, friends, and significant others was examined as potential moderators. Results showed that intersectional microaggressions were associated with greater depression, anxiety, and stress. Also, a significant moderating effect for family social support was found, suggesting that Black LGB adults with higher family social support reported greater levels of depression and stress as their microaggression experiences increased compared to those with less family social support. These results highlight the deleterious effects of intersectional microaggressions on the health of Black LGB adults and important clinical considerations pertaining to the role of social support.

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Verbal fluency discrepancies as a marker of the prehippocampal stages of Alzheimer’s disease.

10.1037/neu0000836

Neuropsychology

Wright, Laura M.; De Marco, Matteo; Venneri, Annalena

Objective: Prior to evidence of episodic memory decline, a lengthy preclinical phase of Alzheimer’s disease (AD) exists characterized by the build-up of tau pathology within extrahippocampal structures. Semantic memory, also impaired in AD, has been linked to degradation within these earliest affected areas. This study aimed to assess the utility of performance discrepancies between letter and category verbal fluency tasks to detect neuronal loss in brain regions affected very early by AD. Method: Whole-brain voxel-based morphometry was used to assess the neural correlates of semantic processing in three patient groups: two groups of mild cognitive impairment (MCI) patients split into mildly (n = 58) and moderately (n = 53) affected and a mild AD dementia group (n = 71). Discrepancies between the level of impairment on the semantic category fluency test and nonsemantic letter fluency test were calculated for each participant and included in regression models measuring the relationship between semantic memory and whole-brain gray matter volume. Results: Patients at all disease stages demonstrated a loss of the normal semantic advantage in fluency tests, showing significantly greater impairments in category relative to letter fluency. Discrepancy scores in mild MCI correlated strongly with the structural integrity of the anterior medial temporal lobes. Correlations in more severely affected groups were weaker and more widespread. Conclusions: Semantic memory appears a useful indicator of even the earliest stages of medial temporal damage in AD. With advancing disease severity, the discrepancy index loses its focal anatomical association, reinforcing its value as an early marker of incipient decline.

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