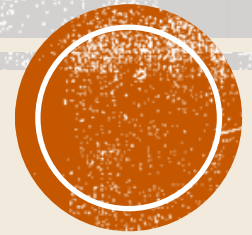


# Psychology Advocacy and U



Psychology Department  
Spring 2025 PIE Workshop  
4/24/25

# Overview

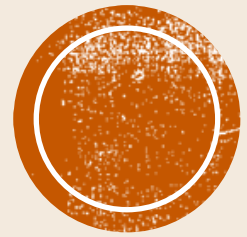
## Premise

- Advocacy: an important role in our professional capacities as psychologists
- Social and political threats to our professional values lead to ethical conflicts
- Our duty is to navigate these conflicts thoughtfully

## Outline

- Introduction to Advocacy Roles
- Overview of codes, policies, and resources
- Panel Discussion





# Advocacy Roles



# Levels of Advocacy

## One-to-One

- Accommodations
- Resources
- Education



## Group

- Social issues
- Community engagement and support



## Systems

- Laws
- Institutional policies
- Public awareness





# Advocacy in Academia

## 1:1 Connection

- Vocalize individual needs
- Gather resources
- Accommodate needs

## Institutional

- Service and leadership positions
- Collaboration with communities
- Ex: PIE, Mutual Aid Fund

## Science & Teaching

- Use up-to-date language
- Consult with communities
- Research social issues or policies

## Policy

- Educate legislators
- Research relevant to legislative issues



# Advocacy in Academia

Connect



Collaborate



Study



Disseminate



# Your Role in Advocacy



Recognize advocacy as important and at the intersection of research, service, and teaching



Partner with people or organizations that do work that is important to you



Ask research questions important to you, your populations, stakeholders, and policymakers



Consider internships or volunteer work (e.g., Hinkley Institute, Research Translation Platform, or non-profits)



Coordinate with advisors/department heads to balance work expectations



# Your Role in Advocacy: *Policy-Informed Research*



Community-based  
research models

Connect with community  
stakeholders

Assess current community  
needs



Learn about the issues:

- Review existing local, state, federal policies
- State reports on the topic (e.g., DHHS)
- Media reports or posts



Select research topics  
that answer policy  
questions



Track legislation at [www.le.utah.gov](http://www.le.utah.gov)





# Your Role in Advocacy: *Collaboration*



Local or national organizations/non-profits

- *Ex: Utah Health Policy Project, YWCA, Brain Injury Alliance of Utah*

Policy branches of research organizations

- *Ex: APA, SRCD*

Research translation or evaluation organizations

- *Ex: Research Translation Platform*

Interdisciplinary collaborations

- *Ex: political science, public administration, consumer and family studies*



# Your Role in Advocacy: *Dissemination*

## Researchers

- Conferences
- Policy-relevant journals (e.g., *Translational Issues in Psychological Science*)



## General public

- Op-eds
- Social media posts
- Media interviews



## Stakeholders

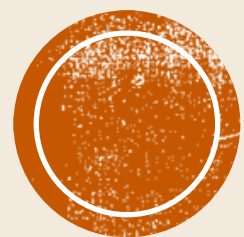
- Talking points
- Fact sheets
- Reports



## Policymakers

- Policy briefs
- Policy analysis
- Call your legislator
- Testify at bill hearings





# Resources and Info

# APA Advocacy Resources

<https://www.apaservices.org/advocacy/get-involved/guide>

## Psychologist's Guide to Advocacy

Your training and expertise as a psychologist give you unique insights into key issues facing the nation.

Learn about the policy process, how to engage directly with elected officials, and how to conduct successful advocacy meetings. The APA Services advocacy team is here to help you every step of the way. Please reach out to us as a resource before and after you reach out to your elected officials.

Do you want to:



Build relationships or advocate on a specific issue with Congress



Learn where to start your advocacy with state legislators



Consult the APA Services Voter Guide





# APA Ethics Code: *General Principles*

## Current Principles

- Beneficence and Nonmaleficence
- Fidelity and Responsibility
- Integrity
- Justice
- Respect for People's Rights and Dignity.

View draft of Ethics Code Revision here:  
[https://apps.apa.org/APACommentingPortal/attachments/Site125\\_Draft Revised Code\\_Final\\_Dec\\_2024.pdf](https://apps.apa.org/APACommentingPortal/attachments/Site125_Draft Revised Code_Final_Dec_2024.pdf)

## Proposed Principles 2025

- Beneficence
- Non-maleficence
- *Human and Civil Rights*
- *Integrity and Trustworthiness*
- *Justice and Social Justice*
- Respect for Persons and Peoples
- *Recognition of Social Systems and the Natural Environment*
- *Scientific Mindedness*



# APA Ethics Code: Conflicts

## *Section 1: Resolving Ethical Issues*

- Make the conflict known
- Take reasonable steps to resolve the conflict
- Under no circumstances is ethics code used to justify or defend violating human rights

Additional Information:

[APA Ethics Code Provisions That Address Conflicts Between Ethics and Law: A History](#)



# Guideline G1-007C: *Institutional Speech*



- **Institutional Speech:** Goal is institutional neutrality on political and social issues without inhibiting academic freedom.
- University employees acting on behalf of the university: Cannot take a position on behalf of the university on political, social, or cultural controversies, public debates, or flashpoint movements.
- The university is prohibited by state law from taking, expressing, or asserting a position or opinion on certain topics (e.g., anti-racism, bias, critical race theory, implicit bias, intersectionality, or racial privilege)



# Guideline G1-007C: *Political Advocacy*



- University employees, including faculty and staff, and students may participate in political advocacy but must do so as private citizens on their own time and should not use university resources.
  - Avoid using university resources or branding
  - Indicate you are writing/speaking on your own behalf and not representing the university
  - Must have permission from the president or a senior vice president to speak on behalf of the university.





# Guideline G1-007C: *Freedom of Speech*



- It is the constitutional right of all members of the university community to freedom of speech and assembly without prior restraint or censorship.
- This guidance does not prevent university employees from speaking on matters of public concern, lobbying, or supporting candidates, issues, and campaigns provided they do so as private citizens and not as representatives of the university.



# Student Resources

- Dean of Students: [Guidelines for Student Expression](#)
- [Student Rights and Responsibilities](#)
- The first amendment protects campus speech in most, but not all, cases
  - Civil disobedience is not considered protected speech

**Dean of Students**  
**[deanofstudents@utah.edu](mailto:deanofstudents@utah.edu)**  
**801-581-7066**



# Student Resources



- From the ACLU of New York: <https://www.nyclu.org/resources/know-your-rights/know-your-rights-students-higher-education-first-amendment>
  - What are my First Amendment rights if I attend a public institution? Do I have a right to protest on my public campus? Can my public institutions discipline me for speaking out about current events? Can my university discipline me for what I say or do off campus?
- **Important:** Code of Student Rights and Responsibilities (Policy 6-400)
  - Student conduct policies may apply when on campus AND off campus

*Faculty rights and responsibilities also apply to graduate students, especially in their role as instructors.*



# Faculty Resources



- <https://officeforfaculty.utah.edu/home-2/faculty-policies/>
- Right to examine and communicate ideas by any lawful means, both in the classroom and when engaged in scholarly work. May also, as pedagogically appropriate, express their individual views on political or social issues in their teaching, research, and scholarship.
- **Code of Faculty Rights and Responsibilities (Policy 6-316):** Faculty may promote or speak about their research areas as subject matter experts in their field.
- This includes sharing with the media (e.g., interviews with reporters, participating in podcasts, writing op-eds, or participation in the policy-making process, such as sharing expertise with policy-makers or testifying at a legislative committee hearing), as long as they do so in their personal capacity and not as representatives of the university.





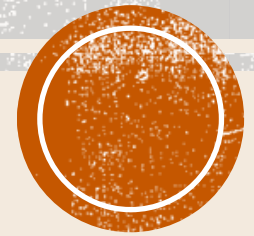
# Legal Resources



- Office of General Counsel has the *University* as their client
  - Generally does not provide legal advice and services for personal matters
- OGC Student FAQ (<https://legal.utah.edu/faq/students.php>) lists policies surrounding:
  - Demonstrations
  - Due Process
  - Legal Advice “regarding legal issues that affect their work for the University”
- General FAQ:
  - <https://legal.utah.edu/faq/>
- List of community legal resources:
  - [https://legal.utah.edu/\\_resources/documents/Utah%20Legal%20Resources%2011-27-2018.pdf](https://legal.utah.edu/_resources/documents/Utah%20Legal%20Resources%2011-27-2018.pdf)



# Panel Discussion







Alex Detrich, M.A.

ACE Committee  
Student Leader



Katie Wyant-Stein,  
M.S.

Research  
Translation  
Platform



Dr. Samuel Knapp,  
Ed.D., ABPP

Author of  
"Practical Ethics  
for Psychologists"

## Panelists

