

HGAPS Wikimedia User Group

Annual Report for June 2021 to May 2022



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Executive Summary

The 2021-2022 year was one of both consolidation and growth for HGAPS. We continued using the methods that worked in the previous year, such as hybrid working meetings that blended in-person, synchronous Zoom, and asynchronous work. These projects included volunteers from other regions of the USA (notably, growing numbers from Oregon and California on the West Coast), Brazil, Mexico, Canada, England, and Ireland. The 501c3 completed expansion of its Board of Directors to 16 members drawn from 5 different countries (USA, Canada, Singapore, United Kingdom, and Australia), with Anna Van Meter, PhD, continuing as President, and Eric Youngstrom, PhD, continuing as Executive Director. The 501c3 received two Rapid Grants from the Wikimedia Foundation, a teaching grant from the Association for Psychological Science, and significant funding from universities to support and expand the HGAPS Speaker Series, with a set of talks by prominent contributors to psychological science getting added to the HGAPS YouTube channel. The performance periods for these grants will have the products done for inclusion in next year's report. The Evidence-Based Assessment page pile on Wikiversity expanded to more than 2,200 printed pages of material (using the "print a book" tool to build a PDF) with more than 350,000 views (using Massviews tool). Wikiversity content accrued more than 600,000 total views across all of our page piles (which include sets under [HGAPS](#) - 252 pages and 249,000 views, Evidence Based Assessment - 216 pages and [359,000 views](#), and Conferences, including 50,000 views under SCCAP, and another 20,800 views for the the Bipolar Disorders Special Interest Group at ABCT). Cumulatively, this is roughly 100,000 new views since the previous year. Membership in the Wikimedia User Group increased. More students presented work at professional societies based on HGAPS affiliated projects (see appendix). HGAPS also engaged with two classes in the Shuford Entrepreneurship Minor at the Kenan Flagler Business School of the University of North Carolina at Chapel Hill, resulting in 8 different student projects focused on raising visibility or rebranding HGAPS platforms. A new internship program was started with the North Carolina School of Science and Mathematics, a state-wide magnet high school program. Eric Youngstrom delivered a Presidential Address to Division 5 of the American Psychological Association about HGAPS and opportunities for psychologists to collaborate with HGAPS and engage with various Wiki platforms (Wikiversity, Wikidata, and Wikipedia, as well as other language versions besides English).

Our Vision and Mission

Helping Give Away Psychological Science (HGAPS, pronounced as two syllables: "H-Gaps") is a volunteer-based non-profit (501c3) that is dedicated to helping the best information about psychological science reach the people who would benefit. HGAPS aims to bridge the gap between students, clinicians, researchers, and the public by creating and spreading accessible and free resources. We bring together students and content experts to gather and present the best information about psychological science to the people who benefit. We aim to link

Wikipedia (and Google) with high-quality resources and information about psychological science, improving the next generation of training, and creating tools that help practitioners and researchers.

The official vision and mission statements are:

Vision: Share psychological science to help improve lives.

Mission:

Bridge the science-practice gap by collecting, distilling, and sharing psychological science to promote well-being in the community.

HGAPS Wikimedia User Group

The HGAPS Wikimedia User group is one of the most important parts of the many ways that HGAPS is executing its mission objectives. One of the goals for 2021-2022 was to better document on Meta-Wiki and on Wikiversity what HGAPS has been doing **outside** of Wiki. We continued to make a lot of progress on documenting activities on Meta, visible [here](#).

Having better documentation visible on-Wiki will continue to improve communication and coordination of activities. A strategic goal is to increase partnerships between content experts and professionals with little or no experience with Wiki paired with experienced Wikimedians. Success will require building bridges between existing communities inside and outside of Wiki.

This page underwent rapid updates at the end of 2021, sharing the "back catalog" of activities outside of Wiki that will make the range and scope of activity more visible to the Wiki communities.

Goals for 2021- 2022: How did we do?

Goals for the year included:

- ✓ Increase membership,
- ✓ Actively reach out to experienced editors to enlist them in working with professional societies and HGAPS to improve key articles to GA status,
- ✓ Improve technical skills of volunteer editors, with an increased emphasis on Wikidata,
- ✓ Continue to gather psychological assessment materials,
- ✓ Increase usage of the Assessment Center,
- ✓ Increase awareness of HGAPS and engagement by mental health professionals, researchers, and educators
- ✓ Expand our following on social media platforms
- ✓ Change tax filing to 990EZ instead of 990N with the Internal Revenue Service of the United States of America
- ✓ Provide increased detail about budget and accounting corresponding with the 990EZ
- *In preparation* - Apply for Wikimedia Foundation Project Grant
- *In preparation* - Engage in strategic planning for growth and increased engagement with the Wikimedia Foundation over the next five years.

We made progress on all of our goals, achieving most of them. This included several meetings with program staff in May 2022 to discuss preparations for a General Support Fund application, which is a goal to submit in the coming year.

Increasing Awareness Among Mental Health Professionals

An area of particular success was the goal to “Increase awareness of HGAPS and engagement by mental health professionals, researchers, and educators.” Following up on a keynote address delivered to the Association of Behavioral and Cognitive Therapies in November 2021, several follow-up activities worked to build on that success.

These included a Presidential Address to Division 5 of the American Psychological Association, presented virtually (due to COVID) at the Annual Meeting of the American Psychological Association in August 2021. The presidential address was recorded during the presentation, and a version of it is available on the HGAPS YouTube channel. The slides have a CC BY 4.0 license in them and are freely available. Both of these links are included on the HGAPS User Group page.

The Association for Behavioral and Cognitive Therapies (ABCT.org) has a Dissemination and Implementation Special Interest Group (SIG) that invited a video keynote talking about HGAPS and open science at their post-convention event. Those slides also are CC BY 4.0 and available.

The JCCAP Future Directions Forum also occurred in an online-only format this year. The JCCAP-FDF has been a historically strong partnership with HGAPS, featuring talks and workshops about it in previous years. The meeting is exceptionally geared towards mentorship and early career development, making it a particularly good venue for didactic material and skills transfer.

These events were in addition to a continued series of posters and other conference presentations at psychology meetings that traditionally reach audiences interested in mental health, teaching of psychology, and applied psychological research. All of these used the combination of file sharing on OSF.io, with links to and from pages on Wikiversity related to each event. Several also included recordings on the HGAPS YouTube Channel.

All of these not only maintained an ongoing presence and relationship with several professional societies, but they also shared models of how to share psychology differently using free

resources. These efforts also continued to raise awareness about Wiki platforms—including Wikiversity, Wikidata, and Wikimedia Commons—as ways of finding and sharing information.

Teaching: Increasing Awareness of HGAPS among Educators and students

In the teaching arena, a suite of educational activities got integrated into multiple undergraduate and graduate courses. A core set of pedagogical activities, including exposure to HGAPS, basic orientation to Wiki (including making an account, completing the Wikipedia Adventure and select training modules from Wiki Education), and making some basic edits and creating OSF.io accounts, as well as using Zotero as a Wiki-friendly open source reference management program, got integrated into several courses at the University of North Carolina at Chapel Hill, including Clinical Assessment (PSYC 814) in Fall 2021, and Developmental Psychopathology (PSYC 500) and Archival Data Analysis for the Social Sciences (PSYC 525) as well as several independent studies in Spring 2022.

The data science class (PSYC 525) also included modules about using other open access tools, including ORCID as a personal authorship identifier, *R* software for visualization and data analysis, and Google Suites as a collaboration tool. In the data science class, all students made a research poster and archived copies of their poster, abstract, selected references, and their *R* code on a “project” on OSF.io. These activities provided experiential learning opportunities about practices in open science. Some of the exercises and educational activities got converted to Wiki format and added to Wikiversity [here](#), with a [loose adaptation of a syllabus](#) (minus dates and other location- and semester specific details). Some of the more developed examples include resources about [data visualization](#) and [exploratory visualization](#), as well as Abelson’s [MAGIC](#) criteria for evaluating a research product. In addition, many of the students submitted their work to national conferences and had it accepted for presentation. Those are listed [here](#), as well as in an appendix to this report.

The university also funded a small service learning grant to support an edit-a-thon attached to the two spring semester classes. Students worked on reviewing and linking materials to Wiki pages (mostly on Wikiversity), including pages about clinical case vignettes illustrating the use of some of the resources that HGAPS has been gathering and organizing to share better on the web (see especially “[Lea](#)” and “[Tamika](#)”).

A new teaching activity this year was the creation of an internship site for the North Carolina School of Science and Mathematics, a state-wide magnet school. Two interns participated in an inaugural summer intensive internship with HGAPS, including on-site activities at the University

of North Carolina and at the Durham Campus of NCCSM. Four interns participated in fall and spring versions of the internship. Despite logistical challenges and the inevitable learning curve of starting a new program, the interns all become intermediate or better wiki-editors and gained a variety of research skills and experiences, with several of them co-authoring posters or symposia talks accepted for presentation at national conferences. One is a co-author on an article published at the WikiJournal of Medicine. Another was a co-investigator on a successful Wiki Rapid Grant written in and funded in Spring 2022.

Lessons learned, Teaching:

These teaching activities reflect an increased sophistication about how to include exposure to open source and open science practices as well as Wiki consumption even in courses not well-suited to tackling a Wikipedia article (a type of project that the WikiEducation program offers considerable scaffolding for). The different courses augmented their content and activities in ways that avoided some of the overreach or unintended consequences of novice editing of more high-traffic Wikipedia articles. The feedback from students and interns was quite positive, and we plan to continue these teaching activities in the coming year as the academic schedule permits.

Activities

A notable list of our activities are as follows:

- We have worked on a set of more than 300 pages on Wikiversity focused on psychological assessment ([views here](#))
 - We are working on reorganizing our page piles to have them be easier to review, and increased our use of categories in late 2021 and going forward.

A complete list of our current and past projects can be found:

- [HGAPS Wikiversity Page](#)
- [Official Helping Give Away Psychological Science Page.](#)

Past Events

Event	Date	Location
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North Carolina Psychological Association Annual Meeting	9/17/2021 - 9/18/2021	Durham, NC, USA
Future Directions Forum	6/17/2021 - 6/19/2021	Washington, D.C., USA
American Psychological Association Annual Convention	8/11/2021 - 8/14/2021	(virtual)
Association for Behavioral and Cognitive Therapies Annual Convention	11/16/2021 - 11/21/2021	(virtual)
ABCT Dissemination & Implementation Special Interest Group Postconference	1/21/2022	(virtual)
Speaker series in Spring	4/12/2022 - 4/15/2022, 4/21/2022 - 4/23/2022	Chapel Hill, NC, USA

List of Grants

HGAPS has received a series of grants from a variety of sources, including professional societies (e.g., the Association for Psychological Science [APS], the American Psychological Association [APA], the Society for Clinical Child and Adolescent Psychology [SCCAP, Division 53 of the APA], the Society for Clinical Psychology [SCP, Division 12 of the APA], and the Society for a Science of Clinical Psychology [SSCP]), as well as foundations, grants, and awards made directly to students and affiliated student organizations (such as the Student Senate grants made by Student Government Associations at universities with affiliated HGAPS student club chapters).

The funds received in the calendar year covered by the report are listed below.

Student Senate grant to HGAPS for Speaker Series and Community Engagement

Funded March 2022, \$13,900 by the Student Government Association of the University of North Carolina at Chapel Hill

PI: Colin Park (Chapter President); Co-Investigators: Kyra Klemes (Chapter Treasurer) & Caroline Vincent (Chapter Past President). Faculty Mentor: E. Youngstrom, PhD

Invited speakers: Steve Lee, PhD, Thomas W. Frazier, PhD, Emily Becker-Haimes, PhD, & John Miller, JD

[Playlist of talks.](#)

Leveraging Wiki Platforms for Academic Conferences.

Wikimedia Foundation Rapid Grant.

Funded March 2022, \$4,992

PI: Natalie Charamut, Co-Investigators: Hide Okuno, Breiana Sisk, E. Youngstrom, PhD

[Funded proposal](#)

Promoting dissemination of cross-cultural mental health resources using Squid Game.

Wikimedia Foundation Rapid Grant.

Funded January 2022, \$5,000

PI: Hannah Kim, Co-Investigators: Morgan Ciochina, E. Youngstrom, PhD, Grace Chen, Noreen Xu, Phoebe Rodda, Daniel Kim

[Funded proposal](#)

UNC Graduate Research Consultant Program, Office of Undergraduate Research, University of North Carolina at Chapel Hill

Funded January 2022, \$1,000

PI: Emma Grace Choplin; Faculty Mentor: E. Youngstrom, PhD

[Creating an Open Teaching Toolkit to Level the Playing Field for Access to Research Skills for Analysis and Presentation at Conferences](#)

Funded Fall 2021, \$4,997 by the Association for Psychological Science

Co-PI: Eric Youngstrom; Wilson Jacobs; Co-Investigator: **Natalie Charamut**

Goals for 2022- 2023: What will we do next?

Goals for the year included:

- Increase membership by rebooting and reorganizing affiliated university clubs that have experienced significant turnover
- Continue to reach out to experienced editors to enlist them in working with professional societies and HGAPS to improve key articles to GA status,
- Improve technical skills of volunteer editors
 - Document more of the techniques and “best practices” on Wikiversity
 - Make videos illustrating more complicated skills and put them on YouTube
- Increase usage of the Assessment Center
 - Explore adding REDCap version to diversify platforms, increase research engagement, and facilitate working with other languages besides English
 - Make additional versions of landing pages geared towards segmented audiences (e.g., college students, high school students)
- Increase awareness of HGAPS and engagement by mental health professionals, researchers, and educators
 - Maintain presence at traditional psychology conferences
 - Write articles for newsletters, peer reviewed publications
 - Facilitate submission of articles to the WikJournals of Science, Medicine, and Humanities
- Expand our following on social media platforms - 20% growth on LinkedIn, YouTube, Instagram by May 2023
- Continue HGAPS Speaker Series in partnership with the UNC Affiliate and Student Government Association
- Improve organization of teaching materials for sharing (syllabi, class exercises, Wikiversity pages around Open Science and archival data analysis)
- Improve organization of assessment research & interpretation materials (“Manual in Cloud”) on Wikiversity
 - Streamline clinically themed portfolios and toolkits
 - Complete page about General Behavior Inventory as demonstration project
 - Linked to OSF.io repository with scales and scoring code
 - Submit to WikiJournal of Medicine as review article
 - Disseminate over social media, LinkedIn, ResearchGate
- Complete active grants
 - Rapid Grant for Connecting Psychology Conferences and Wiki platforms
 - Rapid Grant for Addressing Psychology Topics Portrayed in Squid Game Netflix Series
 - APS Teaching Grant
- Apply for Wikimedia Foundation General Support Fund Project Grant
- Engage in strategic planning for growth and increased engagement with the WikiMedia Foundation over the next five years.

Appendix I: List of student projects for June 2021-May 2022

Students are connecting with HGAPS around a variety of topics, and learning and using a wide variety of skills. It is exceptional experiential learning. One of the neatest aspects is how many of them lead to tangible products. Often these are things that they can add to their resume or *curriculum vitae* (CVs). Even better, many of these are things that they share with larger audiences. These include professional societies, conferences, social media, and --increasingly often -- various Wikis!

We also built our own [project dashboard](#) and attached our most active editors and collaborators to it.

[HGAPS Student Products complete list on Wikimedia User Groups](#)

Selected Class Projects

HGAPS also has been partnering with students in the Kenan-Flagler School of Business at the University of North Carolina at Chapel Hill, with Chris Mumford as the professor teaching design thinking and innovation.



Splash screen from presentation

Projects have included presentations about ways to improve visibility of free resources and increasing student engagement with HGAPS and Wiki resources. There have been several dozen accepted for presentation in Summer and Fall of 2022; please see the User Group for list and links!

From June 2021

- **Karamitros, V., **Andrews, A., **DeBlois, N., & **Riginos, A. (2021, November). [HGAPS Social Media Campaign](#). Project presented in Shuford Entrepreneurship Minor Program, Kenan Flagler School of Business, University of North Carolina (UNC) at Chapel Hill, NC.
- **Berridge, E., **Nielsen, M., **Miller, P., & **Huffman, C. (2021, November). [Academic Publishing](#). Project presented in Shuford Entrepreneurship Minor Program, Kenan Flagler School of Business, University of North Carolina (UNC) at Chapel Hill, NC
- **Ramirez, C., **Rivell, M., **Zhang, J., & **Desto, J. (2021, November). HGAPS [Google Ads Initiative](#). Project presented in Shuford Entrepreneurship Minor Program, Kenan Flagler School of Business, University of North Carolina (UNC) at Chapel Hill, NC

- **Hearn, L., **Hinojosa, J., **Lahoti, R., **Burnett, R., **Vann, T. (2021, November). [Competitive Landscape for Assessment](#). Project presented in Shuford Entrepreneurship Minor Program, Kenan Flagler School of Business, University of North Carolina (UNC) at Chapel Hill, NC.
- **Glass, K., Shuford, J., Berry, J., & Brown, S. (2021, November). [HGAPS YouTube Channel](#). Project presented in Shuford Entrepreneurship Minor Program, Kenan Flagler School of Business, University of North Carolina (UNC) at Chapel Hill, NC.

Peer Reviewed Student Presentations (Oral Paper Presentations and Posters)

Note that these only include peer reviewed conferences or invited addresses at state or national meetings.

These are currently an under-count, as they are only the ones tracked by Eric Youngstrom (who shared a list with HGAPS)

KEY:

**Undergraduate Student or postbaccalaureate individual

*Graduate Student

2022 - January to May (reverse chronological order)

- Youngstrom, E.A., **Wilson, E., *Langfus, J.A., *Choplin, E.G., **Vincent, C., & **Kim, H. (2021, November). Best of the Free Resources for Untangling Mood and Anxiety
- ***Langfus, J.**, Reynolds, C., Findling, R. L., Youngstrom, E. A. (2022, October 17-22). Scores on Novel Measure of Impulsive Aggression Associated with Use of Medication for Aggression, Irritability, and ADHD. In A. Young (Chair), *Children's Service Use: Correlates and Proposed Solutions to Disparities in Access* [Symposium]. American Academy of Child and Adolescent Psychiatry Annual Meeting, Toronto, ON, Canada.
- ***Langfus, J.**, Reynolds, C., Findling, R. L., Youngstrom, E. A. (2022, November 17-20). Gauging the Blast: Developing a New Assessment of Explosive Outbursts in a Nationally Representative Sample of Youth. In T. Maesaka (Chair), *Innovations in Evidence-Based Assessments: Novel Strategies for Supporting Public Health, Policy, Research, and Practice* [Symposium]. Association for Behavioral and Cognitive Therapies (ABCT) 56th Annual Convention, New York, NY, United States.
- ***Langfus, J.** (2022, August 4-6). *Innovative ways to increase access and engagement with psychological assessment via open teaching* [Symposium Chair]. Annual meeting of the American Psychological Association (APA), Minneapolis, MN, USA.

2021 - June to December (reverse chronological order)

- Youngstrom, E.A., **Wilson, E., *Langfus, J.A., *Choplin, E.G., **Vincent, C., & **Kim, H. (2021, November). Best of the Free Resources for Untangling Mood and Anxiety Problems: Finding, Using, and Improving Our Toolkits. Three-hour workshop presented

- at the annual meeting of the Association for Behavioral and Cognitive Therapies (virtual). [Slides CC BY 4.0](#)
- *Choplin, E.G. (2021, November). Connecting OSF.io with Wikiversity and GoogleDocs to Speed Workflow with an Eye towards D & I. Paper presented in E.A. Youngstrom (Chair) Research and Professional Development Seminar at the Annual Meeting of the Association for Behavioral and Cognitive Therapies (virtual).
 - *Wilson, E.L. (2021, November). Assessment center -- A demonstration project for having our science help immediately. Paper presented in E.A. Youngstrom (Chair) Research and Professional Development Seminar at the Annual Meeting of the Association for Behavioral and Cognitive Therapies (virtual).
 - **Miller, J.V., **Little, G.A., **DuBois, C.M., & *Kang, R.M. (2021, November). Mentorship in the Dissemination and Implementation Space: What I Did With my Summer With HGAPS. Paper presented in E.A. Youngstrom (Chair) Research and Professional Development Seminar at the Annual Meeting of the Association for Behavioral and Cognitive Therapies (virtual). [Slides CC BY 4.0](#).
 - *Kim, H. (2021, November). Using Creative Commons Licensing to Leverage Social Media as a Way of Sharing Science. Paper presented in E.A. Youngstrom (Chair) Research and Professional Development Seminar at the Annual Meeting of the Association for Behavioral and Cognitive Therapies (virtual).
 - *Langfus, J.A. (2021, November). So You Want to Write on Wiki? Dos and Don'ts for Writing About Science Where the Most People Will See It. Paper presented in E.A. Youngstrom (Chair) Research and Professional Development Seminar at the Annual Meeting of the Association for Behavioral and Cognitive Therapies (virtual).
 - **Miller, J.V., **DuBois, C.M., **Little, G.A., *Kang, R.M., Youngstrom, E. A. (2021, November) Examining a Three-Factor Model of the Hypomania Checklist (HCL-32) in an International Sample. Poster presented at the meeting of the Association of Behavioral and Cognitive Therapies (virtual). <https://doi.org/10.17605/OSF.IO/4ZBK6>
 - *Langfus, J.A. (2021, August). Writing for Wikipedia: A Unique Method for Student Engagement. In K. Geisinger (Chair) Building from the Ground UP: Methods for Early Career Engagement in Division 5 [Symposium presentation]. Annual meeting of the American Psychological Association (virtual).
 - **Toth, S. (2021, June). Conformity to Asian Cultural Norms Is Associated with Less Concern About Eating Behavior, and Uncorrelated with Restraint Eating Disordered Behaviors on the EDE-Q. Poster presented at the Annual meeting of the Journal of Clinical Child and Adolescent Psychology (JCCAP) Future Directions Forum (FDF), (virtual). (PSYC 525)
 - **DuBois, C.M., Youngstrom, E. A., Youngstrom, J.K., Feeny, N.C., & Findling, R.L. (2021, June). Sexual abuse and female identity significantly predict PTSD symptom presentation in children and adolescents. Poster presented at the Annual meeting of the Journal of Clinical Child and Adolescent Psychology (JCCAP) Future Directions Forum (FDF), (virtual). (PSYC 525)
 - **Jacobs, W., **Lu, B., *Langfus, J., & Youngstrom, E. A. (2021, June). Gender Differences in How Agreeableness Predicts Suicidal Ideation. Poster presented at the Annual meeting of the Journal of Clinical Child and Adolescent Psychology (JCCAP) Future Directions Forum (FDF), (virtual). (PSYC 525)

- **Smith-Ayala, A., & Youngstrom, E. A. (2021, June). Does Hispanic Heritage Moderate the Relationship Between Gender and Social Anxiety Scores? Poster presented at the Annual meeting of the Journal of Clinical Child and Adolescent Psychology (JCCAP) Future Directions Forum (FDF), (virtual). (PSYC 525)
- **Hager, K., & Youngstrom, E. A. (2021, June). Men and Nonbinary People Have Significantly Higher Suicidal Ideation Than Women Even When Controlling for Severity of Depression. Poster presented at the Annual meeting of the Journal of Clinical Child and Adolescent Psychology (JCCAP) Future Directions Forum (FDF), (virtual). (PSYC 525)
- **Murphy, C., & Youngstrom, E. A. (2021, June). Contribution of Anhedonia Symptoms to Reported Burden of Depression. Poster presented at the Annual meeting of the Journal of Clinical Child and Adolescent Psychology (JCCAP) Future Directions Forum (FDF), (virtual). (PSYC 525)
- **Harmon, J.E., & Youngstrom, E. A. (2021, June). Arousal and Avoidance as Predictors of Child PTSD Symptom Scale Total Scores with Age and Gender as Moderators. Poster presented at the Annual meeting of the Journal of Clinical Child and Adolescent Psychology (JCCAP) Future Directions Forum (FDF), (virtual). (PSYC 525)
- **Shive, C., & Ljungstrom, E. (2021, June). A Cross-Cultural Study on the Role of Gender and Birth Country in Agreeableness & Openness. Poster presented at the Annual meeting of the Journal of Clinical Child and Adolescent Psychology (JCCAP) Future Directions Forum (FDF), (virtual). (PSYC 525)
- **El Hadad, S., & Youngstrom, E. A. (2021, June). Impacts of highs as predictors of sunny and dark scores on the HCL-32 in an international sample. Poster presented at the Annual meeting of the Journal of Clinical Child and Adolescent Psychology (JCCAP) Future Directions Forum (FDF), (virtual). (PSYC 525)
- **Little, G., & Youngstrom, E. A. (2021, June). The Effects of Average Length of 'Highs' and Respondent Gender on Reported Response of Others to Highs Assessed Through the Hypomania Checklist (HCL-32). Poster presented at the Annual meeting of the Journal of Clinical Child and Adolescent Psychology (JCCAP) Future Directions Forum (FDF), (virtual). (PSYC 525)