

“Out beyond ideas of wrongdoing
and rightdoing there is a field.
I'll meet you there.

When the soul lies down in that grass
the world is too full to talk about.”

— Rumi

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Board of Psychology
1625 N. Market Street, N-215
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RE: GOULD, MICHAEL AARON
Case Number: 6002021001098

To Whom It May Concern:

1. **Why were Dr. Gould's services sought out and obtained?**

I finished building my new home on the five acres my mother willed me. Just before Christmas in 1985, I felt good (probably too good for many at AT&T) and signed up for the Air Force National Guard to give back to my hometown. Unfortunately, I encountered a hostile workplace. I was initially forced on AT&T's disability plan in 1986 because I complained of two assault and batteries and poisoning with LSD during lunch at AT&T around March of 1986. While on this forced disability, I was called up and graduated from Air Force Officer Candidate School (OCS) in 1987. On December 19, 2006, AT&T illegally stopped disability payments when I was finishing my second masters at USC, but they refused to return me to work. In 2008, I applied for Veteran' Administration (VA) Disability, claiming I graduated OCS while on forced mental disability. The VA asked me to see Gould for evaluation as part that claim. I never wanted to see a psychologist or psychiatrist but was forced by the racist medical plans. This is called blaming the victim and which shifted the blame away from AT&T and onto me.

What were the start and end dates of treatment with Dr. Gould? I believe I saw Gould in Oct. 2018 and Apr 30, 2020.

2. **In your complaint you state you were assaulted and drugged various times around 1986 and 1987, how is Dr. Gould connected to these occurrences?**

After complaining for 35 years, I now understand my complaint as a spiritual awakening or at least a performance art piece. I graduated from Air Force Officer Candidate School (OCS) while on forced mental disability from

AT&T. This usually raises no question to racist psychologists like Gould. This OCS experience alone should be enough to question the validity of my racialized forced alleged mental disability. Due to racism, this is not enough, but the American Psychological Association understands its members have this race problem.

- Gould's racist evaluation does not tell the whole story.
- I deserve an apology from Gould for the racist actions of him and psychologists and psychiatrists in the past, as the American Psychological Association has.
- Gould must be made aware of this apology for Racism in his profession.
- Like racist psychologists in the past, Gould failed to challenge Institutional Racism.
- It would have been appropriate for us to discuss and parse Racism because it has been the basis of my complaint for over 35 years.
- His failure, besides causing further harm, has (for the past four years) made it impossible for me to obtain Vocational Rehabilitation Services through the Veterans Administration because VA Voc Rehab does not believe that Gould or psychology have anything to apologize for.
- Because of Gould's evaluation, it has been impossible to receive VA Voc Rehab services for the past four years. For example, because of Gould's evaluation, I had difficulty expressing to VA Voc rehab that I would consider training in Artificial Intelligence Ethics. I tried to convey to VA Voc Rehab some problems in AI Ethics in one of the leading companies in the field. I told VA Voc Rehab that one of the AI researchers on Ethics at Google (Ms. Timnit Gebru) was fired because when she researched racial bias in Google AI (**Geburu found Google Photos has had bias issues since at least 2015, when it identified a Black woman as a gorillas**). Also minority Google employees who complained of racial bias were advised to take a psychiatric leave. ("**Google advised mental health care when workers complained about racism and sexism,**" from <https://hrexecutive.com/sumser-googles-ai-ethics-problem-just-got-even-worse/>) ("**Google's AI ethics problem just got even worse,**" from "<https://www.nbcnews.com/tech/tech-news/google-advised-mental-health-care-when-workers-complained-about-racism-n1259728>"). Because of Gould's incomplete evaluation (his evaluation should have mentioned racial bias in psychology) VA Voc Rehab told me that I was talking "Gobbly-Gook," and hung the phone up on me. I attribute this reaction of VA Voc Rehab to the stigma of Gould's evaluation. I've had constant problems with VA Voc Rehab for the past four years because they refuse to recognize racial bias in psychology.
- **Gould and other psychologists incorrectly pathologized my normal response to Institutional Racism because it made them feel uncomfortable. To arrest his distress, Gould used microaggressions and stigmatized me. Because of guilt, white psychologists are uncomfortable discussing Racism, but the APA says that**

people of color should not be harmed because of a psychologist's perception of cognizant dissonance. The discomfort is triggered by the person's belief clashing with new information perceived, wherein the individual tries to find a way to resolve the contradiction to reduce their pain.

- After over 35 years, this psychological abuse is inhumane and is torture.

3. Please explain in detail the reason for your complaint filed against Dr. Gould.

The American Psychological Association Studies Member's Role In Racial Bias

From the APA: "One study found that a sample of largely APA members diagnosed more Black than white patients with schizophrenia, even when both had otherwise identical vignette-style clinical presentations. This reveals the basis for embedded discrimination within psychiatry that has contributed to reduced quality of care for BIPOC (black, indigenous, and people of color) populations and perpetuation of dangerous stereotypes. The everyday use of microaggressions, which are subtle, verbal and non-verbal "put-downs" directed toward BIPOC, further maintains structural racism today."

Psychology Weaponized at AT&T

The APA says: "Work is integral to adult life and human identity, a critical source of economic opportunity, and a key contributor to the welfare of families, communities, and society at large (Katz & Kahn, 1978), yet ample research evidence demonstrates how racism at all levels can powerfully undermine equal access and equal outcomes at work and in the workforce (Avery et al., 2018; Avery & Ruggs, 2020);

WHEREAS, The history of the U.S. includes the use of racism to divide the workforce, facilitate unsafe and racist workplaces, and justify low wages, especially for workers of color (Gee & Ford, 2011);

WHEREAS, Both work and racism interact with one another to profoundly affect the world of work, including disempowering multiracial labor unions, facilitating deindustrialization's disproportionate impact on communities of color, and promoting the "wages of Whiteness" privileging White workers and marginalizing immigrant workers and workers of color (Roediger, 1999)"

"WHEREAS, The failure to understand how the role of power, combined with the systematic exclusion of vital cultural and psychological knowledge and resources and inadequate cultural competency of providers to work with people of color, results in the application and misapplication of diagnoses and therapeutic interventions less well-suited to those who are not White and Western (American Psychological Association, 2021c);

WHEREAS, This misapplication can reinforce inaccurate theories, models, and interventions and stigmatization, which result in inadequate, inappropriate, potentially harmful and fundamentally poor health care for people of color (American Psychological Association, 2021c);

WHEREAS, The history of oppression suffered by people of color has resulted in intergenerational trauma that calls for a developmental, culturally responsive, and race conscious, trauma-informed, and lifespan approach to treatment (Comas-Diaz, Hall & Neville 2019; Mohatt et al., 2014); “

I wish, thru example, to work with the California Board of Psychology to purposely help eradicate rampant Racism in psychology and to benefit society and improve lives. As the APA says, **“Psychology should be an actively anti-racist discipline.” Unfortunately, Gould was not actively anti-racist.**

“Since its origins as a scientific discipline in the mid-19th century, psychology has, through acts of commission and omission, contributed to the dispossession, displacement, and exploitation of communities of color. This early history of psychology, rooted in oppressive psychological science to protect Whiteness, White people, and White epistemologies, reflected the social and political landscape of the U.S ...”

APA continues: “Employers will perpetuate systemic racism in their work environment whenever they fail to adopt a lens of equity, diversity, and inclusion, thereby risking the creation of discriminatory policies and practices that uphold a broader climate and culture rife with biases, both explicit and unintentional; **WHEREAS, Ethnic and cultural diversity yields a substantial positive financial return for U.S. companies, especially for diversity at the executive level (Hunt et al., 2015; Roberson & Park, 2007) and may lead to other valued organizational outcomes when implemented well from the top and integrated into organizational policy and practice, including increased profitability and increased employee motivation, commitment, and productivity (Peterson & Mann, 2020); and WHEREAS, Applied psychology has developed evidence-based interventions for addressing racism in the workplace as a systemic problem requiring multimodal solutions prior to, during, and subsequent to entering the workforce, including congenial and productive intergroup contact in the workplace. **THEREFORE, BE IT RESOLVED that APA will collaborate through consultation and policy with private and public sectors at local and national levels to meaningfully increase representation of people of color at all levels in the workforce by helping to ensure equal access and opportunity along all critical educational and training pathways showing evidence for a more diverse and robust workforce applicant pool ...”****

From the American Psychology Association website (<https://www.apa.org/topics/racism-bias-discrimination>):

“What is Racism?”

Racism is a system of structuring opportunity and assigning value based on physical properties such as skin color and hair texture. This “system” unfairly disadvantages some individuals and groups and damages their health and mental health. Its effects range from daily interpersonal interactions shaped by race to race-based opportunities for good education, housing, employment, etc. It is reflected in disparities in, but not limited to health, wealth, income, justice, and voting. It also unfairly advantages individuals belonging to socially and politically dominant racial groups. Racism is structural, institutional, interpersonal, and internalized.”

Rev. Fred Shaw, a spokesperson for the Task Force Against Racism & Modern-Day Eugenics (<https://www.cchrtaskforce.org/>) says: **“Psychiatry has demonstrated to the Black community that it cannot be trusted. These are the people that laid the medical model for racism, who backed the eugenics theory of Black inferiority and never truly considered Blacks as human.”**

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“American Psychological Association says it's sorry for perpetuating systemic racism.” From <https://www.npr.org/2021/11/03/1051992407/american-psychological-association-apology-for-systemic-racism-apa>

“Apology to People of Color for APA’s Role in Promoting, Perpetuating, and Failing to Challenge Racism, Racial Discrimination, and Human Hierarchy in U.S. OCTOBER 2021” follows:



Apology to People of Color for APA’s Role in Promoting, Perpetuating, and Failing to Challenge Racism, Racial Discrimination, and Human Hierarchy in U.S.

OCTOBER 2021

The American Psychological Association failed in its role leading the discipline of psychology, was complicit in contributing to systemic inequities, and hurt many through racism, racial discrimination, and denigration of people of color, thereby falling short on its mission to benefit society and improve lives. APA is profoundly sorry, accepts responsibility for, and owns the actions and inactions of APA itself, the discipline of psychology, and individual psychologists who stood as leaders for the organization and field.

The governing body within APA should have apologized to people of color before today. APA, and many in psychology, have long considered such an apology, but failed to accept responsibility. APA previously engaged in unsuccessful efforts to issue apologies in the past, including an apology to Indigenous peoples. The work done to make this apology to people of color a reality was led by the people and voices of a broad cross-section of today’s APA—members, APA’s elected and appointed leaders, and staff—in a shared commitment to not only truly assess the harms and the harmed, but also to take responsibility and commit to taking those collective learnings and direct them into an apology that will affect true change. It is informed by listening with intention to the voices of the past—as outlined in a stunning chronology of psychology’s history—and especially informed by the voices of today, the lived experience of psychologists of color, Ethnic Psychological Associations, and those who serve people of color.

Consistent with its February 2021 commitment to catalogue the long history of harms to people of color and to inform an apology and a path forward toward healing and reconciliation, APA commissioned historical research by the Cummings Center for the History of Psychology at the University of Akron (Cummings Center, 2021). In addition, recognizing that many existing historical records and narratives have been centered in Whiteness, APA also concluded that it was imperative to capture oral history and the lived experiences of communities of color, so commissioned a series of listening sessions and surveys, which also inform this resolution, by Jernigan & Associates Consulting.

The narrative that emerged from the listening sessions, surveys, and historical findings put into stark amplification the impact of well-known and lesser-known actions. It leaves us, as APA leaders, with profound regret and deep remorse for the long-

term impact of our failures as an association, a discipline, and as individual psychologists.

We know too well that history can repeat itself, that the past informs the present, and that many harms will continue to be perpetuated absent purposeful intervention. In offering an apology for these harms, APA acknowledges that recognition and apology only ring true when accompanied by action; by not only bringing awareness of the past into the present but in acting to ensure reconciliation, repair, and renewal. We stand committed to purposeful intervention, and to ensuring that APA, the field of psychology, and individual psychologists are leaders in both benefiting society and improving lives.

ABOUT THIS RESOLUTION

In constructing this apology, APA benefited greatly from a report generated by APA Division 45, the Society for the Psychological Study of Culture, Ethnicity, and Race, titled *Protecting and Defending Our People: Nakni tushka anowa* (The Warrior’s Path; APA Division 45, 2020). This Warrior’s Path report reflects upon how APA and psychology can shed racist and colonial roots to embody the principles of equity, diversity, and inclusion to become an actively antiracist discipline.

The structure of this apology focuses on acknowledging the roles of psychology and APA in promoting, perpetuating, and failing to challenge racism, and the harms that have been inflicted on communities of color as a result. It should be noted that this apology is accompanied by a second proposed resolution, “Psychology’s Role in Dismantling Systemic Racism,” which delves more deeply into methods by which psychological science can be used to remedy harms in practice, education, criminal justice, training, and other domains.

WHEREAS psychology cannot harness its potential to disarm and dismantle racism without addressing its own history of racism and support for human hierarchy (APA, 2021c). Since its origins as a scientific discipline in the mid-19th century, psychology has, through acts of commission and omission, contributed to the dispossession, displacement, and exploitation of communities of color. This early

history of psychology, rooted in oppressive psychological science to protect Whiteness, White people, and White epistemologies, reflected the social and political landscape of the U.S. at that time. Psychology developed under these conditions, helped to create, express, and sustain them, continues to bear their indelible imprint, and often continues to publish research that conforms with White racial hierarchy (Cummings Center, 2021; Helms 2003; Luther et al., 1996; Santiago-Rivera et al., 2016).

WHEREAS APA was established by White male leadership, many of whom contributed to scientific inquiry and methods that perpetuated systemic racial oppression, including promoting the ideas of early 20th century eugenics; Eugenics is defined as the idea that racial differences and hierarchies are biologically based and fixed, and was used to support segregation, sterilization, and antimarriage laws (Cummings Center, 2021).

WHEREAS eugenicists focused on the measurement of intelligence, health, and capability, concepts which were adopted by the field of psychology and used systemically to create the ideology of White supremacy and harm communities of color (Cummings Center, 2021; Gillham, 2001).

WHEREAS psychologists created, sustained, and promulgated ideas of human hierarchy through the construction, study, and interpretation of racial difference, and therefore contributed to the financial wealth gap and social class disparities experienced by many communities of color (Cummings Center, 2021).

WHEREAS APA has recently adopted a framework that affirms that human rights are universal and inalienable, that racism is a violation of human rights, and that APA must oppose racism in all its forms (APA, 2021e) and implemented an equity, diversity, and inclusion (EDI) framework (APA, 2021d) to be infused throughout the association that holds APA accountable for promoting psychological safety, emotional intelligence, and belongingness throughout APA.

WHEREAS in February 2021, APA "reaffirm[ed] its denunciation of racism in all forms for its destructive psychological, social, educational, and economic effects on human rights and human welfare throughout the lifespan;" committed to "undertake an analysis of psychology's history, with the goal of understanding the harms that marginalized racial groups have experienced and the actions necessary to create a more equitable, diverse, and inclusive association, discipline, and society going forward;" and [established a standard definition of racism \(PDF, 95KB\)](#) and a framework for understanding the following four levels of racism in designing and implementing antiracist research, education, training, policy, and clinical applications through the lens of intersectionality: structural racism, institutional racism, interpersonal racism, and internalized racism (APA, 2021c).

WHEREAS this framework for understanding the four levels of racism recognizes that racism is woven into the fabric of the historical origins of the U.S. and its territories and has become

integral to the functioning of its core institutions and organizations (APA, 2021c).

WHEREAS acts of racism have exposed long-simmering racial inequities and injustices and have prompted a national conversation about systemic racism, bigotry, and xenophobia (APA, 2020a, 2021c).

WHEREAS psychology has minimized and marginalized psychologists from communities of color and their contributions to the field (Guthrie, 2004). APA specifically acknowledges the harm it caused the field and the Black community during the height of the civil rights movement. APA ignored the opportunity to take a formidable stand to address poverty, racism, and social concerns affecting African Americans, despite the strong advocacy of our members, some of whom consequently left the organization to form the Association of Black Psychologists (ABPsi), an independent association. Further, APA acknowledges often excluding American Arab, Middle Eastern/North African (AMENA) individuals from APA statements regarding the impact of racism and discrimination and makes an affirmative statement here regarding their inclusion in this resolution (Awad et al., 2019).

WHEREAS psychologists established, participated in, and disseminated scientific models and approaches rooted in scientific racism when the discipline was first founded (Winston, 2020).

WHEREAS the field of psychology has not historically supported research on communities of color by not adequately reporting and including them, minimally reporting them as a demographic data point, and/or interpreting results based on Eurocentric research standards, thereby perpetuating invisibility and resulting in a lack of quality research that can inform practices and policies that impact communities of color (Helms et al., 2005; Buchanan, Perez, Prinstein, & Thurston, in press).

WHEREAS these views have often been centered in research used to advance the careers of White researchers who became "experts" with respect to the ethnically diverse studied group, without providing any follow up to that community or insight into the data findings and the implications for the researched community (Buchanan et al., in press; McFarling, 2021).

WHEREAS a general lack of faculty and advisors of color to assist with navigating and completing graduate programs has placed great burdens on current faculty of color to support students of color and champion all university-related issues pertaining to race and diversity, all of which is a consequence of racial disparities in the field and discipline of psychology which may be rooted in negative training-related and other experiences of faculty and students of color (DeBell, 2017; Constantine & Sue, 2007; El-Ghoroury, 2012; Keels, 2017; Johnson-Bailey et al., 2009; McCoy et al., 2015).

WHEREAS psychological science and practice have been used by psychologists and others to support segregated and subpar

education for many children of color (Jackson, 2005; Kazembe, 2021; Richards, 1997).

WHEREAS psychologists created and promoted the widespread application of psychological tests and instruments that have been used to disadvantage many communities of color (Fass, 1980; Helms, 2002; Kaestle, 2013; Kevles, 1968), contributing to the overdiagnosis, misdiagnosis, and lack of culturally appropriate diagnostic criteria to characterize the lived experience and mental health concerns of people of color (Anderson & Mayes, 2010; Cermele et al., 2001).

WHEREAS APA and its leadership failed to take concerted action in response to calls from Black psychologists (many of whom later formed ABPsi) for an end to the misuse of testing and assessment practices (including standardized assessments) and interventions in education and the workplace developed by psychologists and others that perpetuated racial inequality (Cummings Center, 2021; Gomez, Cano, & Baltes, 2021; Pickren & Tomes, 2002; Williams & Mitchell, 1978; Wilson, 2020).

WHEREAS for students of color, the system has been built to perpetuate multiple barriers to entry and completion, including the completion of training requirements that omit taking the perspective of diversity into account, the costs of tuition, and the costs of entrance examinations and related preparation programs (Lantz & Davis, 2017), all of which along with many other factors adversely impact the recruitment and retention and successful transition into the field of psychology for students of color.

WHEREAS APA recognizes that traditional diagnostic methods and standards do not always capture the contextual and lived experiences of people of color, which influences mental health outcomes and emotional well-being (Anderson & Mayes, 2010; Cermele et al., 2001).

WHEREAS psychology has been complicit in failing to effectively elevate the science behind the disproportionate concentration of adverse social determinants of health in communities of color, as well as the impact of climate change on these same communities. That includes acknowledging that neighborhoods populated primarily by people of color and members of low-socioeconomic backgrounds are overburdened with lack of access to healthy food, quality health care, and community safety, as well as disproportionate exposure to environmental hazards, including lead paint in older buildings, toxic waste facilities, and other sources of pollutants. As the incidence of adverse social determinants of health and climate change worsens, there will be increasingly deleterious effects on both the physical and mental health of these communities of color (Bullard et al, 2013; Rosner, 2016; Schell et al., 2020; Williams, 2018).

WHEREAS racist behaviors and ideologies are evidenced in the health inequities of pandemics and disease on Indigenous people (including over 570 Tribal Nations), Black/African American, Asian

American, Pacific Islander American, Latina/o and Latinx, and AMENA peoples and communities; psychologists also provided ideological support for, and failed to speak out against, the colonial framework of the government-sponsored industrial (boarding) and day school systems for Indigenous youth (Cummings Center, 2021); the tragic hate crimes and killings of Black people at the hands of law enforcement; the surge in hate crimes against and ongoing harms perpetuated by "model minority" stereotyping of Asian Americans Americans (Yip, Cheah, Kiang & Hall, 2021); the inhumane treatment and systemic targeting and historical exclusion of immigrants of color from the civil rights granted by U.S. citizenship, through immigration policy and its aggressive enforcement and the mistreatment and criminalization of undocumented immigrants who lack access to a pathway to U.S. citizenship; the continuing hate crimes and speech perpetrated against AMENA people; and the overall climate of xenophobia in the U.S. These examples of racism are widespread and impact either directly or indirectly all individuals who belong to marginalized racial groups, including multiracial persons (APA, 2019, 2020a, 2020b, 2021a, 2021b).

WHEREAS racial inequities result from laws, systems, policies, practices, and cultural narratives that reflect racial bias and White supremacist ideology, and that APA and psychology, in keeping with the ethical values reflected in the APA Ethics Code (2016) have an important role and responsibility to disarm and dismantle racism in all its forms (APA, 2021c; Thomas, 2005; Yearby et al., 2020).

WHEREAS racism harms all people and infects their beliefs, ways of understanding the world, and interpersonal interactions (APA, 2021d; C.P. Jones, 2003).

THEREFORE, BE IT RESOLVED that APA sincerely and formally acknowledges, accepts responsibility for, and owns the actions and inactions of APA itself, the discipline of psychology, and prominent individual psychologists who stood as leaders for the organization and field, and that APA sincerely and formally apologizes to communities of color for these actions and inactions.

THEREFORE, BE IT RESOLVED that APA rejects "hegemonic science"—that is, research focused on identifying and reinforcing supposed hierarchies of human value based on a White-default—and will continue to oppose it through culturally responsive training, ethical/equity-focused approaches, peer review, and publications (e.g., APA, 2021d).

THEREFORE, BE IT RESOLVED that APA reaffirms that race is a social construct with no underlying genetic or biological basis and debunks the notion that different groups can be ranked hierarchically on the basis of physical characteristics (APA 2021c).

THEREFORE, BE IT RESOLVED that, consistent with the 2012 Final Report of the APA Presidential Task Force on Preventing Discrimination and Promoting Diversity, the 2017 APA Multicultural

Guidelines, the 2019 Race and Ethnicity Guidelines, and the 2021 Resolution on Human Rights, APA will encourage psychologists and trainees to consider the limitations of White Western-oriented clinical practice, and gain awareness of other healing approaches emanating from Indigenous and other non-Western and cultural traditions. APA will continue to learn and update new information on racism in diagnosis and clinical practice, and on the pursuit of equity, diversity, and inclusion in health service psychology, including psychological testing and assessment, while fostering practice based in culturally relevant evidence.

THEREFORE, BE IT RESOLVED that APA commits to developing future policy that is grounded in its ethical values; is based on a broad definition of research that appropriately includes knowledge by, for, and about communities of color; and decenters Whiteness in science, scholarship, and practice. Given that such research is currently lacking for many communities of color, APA will advocate for increased funding and opportunities for scholars of color to fill this void and will encourage the development of future policy that considers the generalizability and appropriateness of current research to inform recommendations and actions and ensure rigorous, evidence-based approaches for all populations.

THEREFORE, BE IT RESOLVED that APA encourages ethical scientific research that actively engages communities of color as equitable partners and is based on the lived experiences and perspectives of those communities of color to develop needed interventions created for diverse populations and delivered by diverse providers.

THEREFORE, BE IT RESOLVED that APA will examine, review, make recommendations, or require revisions for terms referencing communities of color (such as "minority") in journals, correspondence, titles, etc., to ensure that they are consistent with the *APA Publication Manual* (APA, 2020) and the EDI inclusive language guidelines (APA, December 2021) to accurately describe the communities in a nonderogatory manner.

THEREFORE, BE IT RESOLVED that APA acknowledges that an apology absent ameliorative action is without impact, and thus commits to the following immediate actions of remedy and repair, in addition to long-term actions specified above. These actions are anchored in creating immediate and real structural change for the organization.

- APA will engage in a comprehensive audit of all its EDI and other antiracism-related activities including ethnic representation of governance leaders and central office staff and policies, practices, and procedures currently underway and in use—to include how psychologists of color will have access to the results of the audit and its intended impact on society, to be concluded by the February 2022 meeting of the Council of Representatives.
- Not later than August 2022, initial actions will be proposed for approval by Council, based on recommendations from members and ethnic groups, with respect to implementation of the following three priorities, though Council may offer different tactics than the examples noted below:
 - » **APA will prioritize efforts in knowledge production and scholarship**, such as those that enhance psychology's scientific methods based on culturally diverse knowledge production, and those that create mechanisms to count and acknowledge all racial and ethnic groups in APA-sponsored research and membership surveys (e.g., regularly offering "AMENA" as a demographic category that survey respondents may choose, avoiding clustering small population samples, such as American Indian and Alaska Native psychologists, in "other" categories).
 - » **APA will prioritize efforts in training, opening pathways, and workforce development**, such as those that expand opportunities for students of color to pursue careers in psychology; promote mentorship of psychologists of color; improve psychology graduate education and training to include diverse, non-Western cultural perspectives; increase mechanisms, strategies, and practices to raise participation and success rates for psychologists of color in academia, publishing, and governmental licensing; increase representation of communities of color throughout APA's elected and appointed leadership; expand opportunities for leadership and leadership training for psychologists of color; and enhance the visibility of psychologists of diverse backgrounds.
 - » **APA will prioritize efforts in clinical practice and health equity**, such as those that elevate both advocacy for and training in culturally competent, easily accessible care models; and those that improve the discipline's knowledge of and responsiveness to the needs of communities of color. The foundational work on this has already begun, as outlined in the "Resolution on Advancing Health Equity and Psychology," developed by APA's Presidential Task Force on Psychology and Health Equity.
- To improve accountability and transparency, APA will establish and share metrics on progress toward the objectives identified, establish timeframes for accomplishing these objectives, communicate regularly to members of the association regarding progress toward meeting the objectives, and incorporate feedback received from key stakeholders regarding progress toward objectives, as a means of continuous quality improvement.

THEREFORE, BE IT RESOLVED that future APA actions could include targeted apologies and restorative processes for specific communities of color that extend beyond the content, format, and style of this formal Council resolution to be responsive to, and respectful of, the unique cultures and traditions of a given group, such as by the inclusion of elements respectful of the cultural traditions of Indigenous peoples.

THEREFORE, BE IT RESOLVED that future APA actions could also include targeted interventions to benefit other groups that have experienced systems of oppression, including those based on religion, sex, class, sexual orientation and gender diversity, and disability identity.

THEREFORE, BE IT RESOLVED that APA reaffirms its rejection of racism and racist ideologies and its commitment to dismantling racism in all forms, including within the discipline itself, will continue to work to identify psychology's significant potential to dismantle racism in important systems and sectors of society, and will continue to advocate for policies that create a more equitable and inclusive society that honors the needs and well-being of people of color.

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Role of Psychology and the American Psychological Association in Dismantling Systemic Racism Against People of Color in the United States

OCTOBER 2021

Historically, racism has been used to divide the public, fuel racial violence, and reduce support for health care, economic, and education policy that would benefit the well-being of society (Blacksher & Valles, 2021; Cui & Worrell, 2019; McGhee, 2021). American psychology, including APA, has been complicit in actions that have perpetuated racism. Therefore, an important aspect of APA's continued work in understanding how psychology can meaningfully contribute to disarming and dismantling individual and systemic racism, is to first acknowledge that racism has had a historical underpinning in White supremacy and in supporting structures of White privilege institutionally and structurally for centuries.

The purpose of this resolution is to identify psychology's role in helping to expose, understand, and ultimately dismantle racism that is operating across all levels in each of the following systems of society – education, science, health care, work and economic opportunities, criminal justice, early childhood development, and government and public policy, as addressed below, while acknowledging that systemic racism also has impact beyond these sectors.

For the first time, APA and American psychology are systematically and intentionally examining, acknowledging, and charting a path forward to address their roles in racism. At the same time, this is an insufficient response with respect to both psychology's responsibility and its potential to heal. In short, this resolution is in itself necessary but not sufficient. The resolution possesses moral legitimacy only as one step in an ongoing process, not as an endpoint. Not later than the Council of Representatives' second meeting of 2022, and with advice from the Task Force on Strategies to Eradicate Racism, Discrimination, and Hate and other subject matter experts within and outside the Association, APA's CEO will develop a plan to prioritize, operationalize, and ensure accountability for achieving the goals of the resolutions set forth below.

This resolution also acknowledges the complexity of ethnoracial dialogues, especially in the United States (U.S.). While the limited and forced federal categorization and definition of ethnicity and race exist, the minoritized experiences of individuals and communities facing systemic racism cannot be easily and plainly described. For this reason, in this resolution, "ethnic and racial minorities," "ethnically and racially diverse individuals," "people

of color," and other terms are interchangeably used while also mentioning specific ethnic and racial groups. Terms such as "people of color" are also used as inclusive language for biracial and multiracial individuals who must navigate multiple race-related systemic challenges. The resolution also warns that a monolithic approach to understanding ethnically and racially categorized people without appreciating the diversity-within factors and intersectional identities in itself is a form of systemic racism that denies various unique challenges and strengths that exist within each ethnic and racial group.

EDUCATION

WHEREAS, Racism at every level permeates the landscape of education in the United States (U.S.), from housing and policies that determine where children are zoned to attend school in prekindergarten through postsecondary and lifelong learning, to the detriment of the academic achievement, self-concept, persistence, and success of students of color (Baumgartner & Johnson-Bailey, 2010; Burt et al., 2018; Sosina & Weathers, 2019; Voight et al., 2015; Wong et al., 2003);

WHEREAS, Access to quality education, affirming and safe education environments, and positive academic support impact not only people of color but also the larger society, given that attainment of education positively influences economic, vocational, physical health, psychological health, community, and social well-being (Gage et al., 2019; Krezmien et al., 2006; Sullivan et al., 2014);

WHEREAS, Education holds the promise of personal and communal well-being for students of color (Worrell et al., 2020), but that the history of racism has consistently led to defunding, under-resourcing, and police presence in schools, specifically depriving people of color and affecting their job procurement, job experiences, and other educational outcomes (Freeman, 2021; Metzl, 2019);

WHEREAS, teachers of color continue to be underrepresented in U.S. K-12 schools, which can negatively impact the self-image of students of color in predominantly White educational spaces (Clark & Clark, 1947; Gaias et al., 2021; Jordan & Hernandez-Reif, 2009; Kohli, 2008; Mabokela & Madeson, 2003; Okonofua et al., 2021);

WHEREAS, Students of color are increasingly enrolled in majority-underserved, high-poverty schools and school segregation is associated with significant racial disparities in a) per-pupil school funding, b) teacher qualifications and experience, c) access to honors and Advanced Placement courses, and d) access to health and mental health services in schools, among other disparities, and therefore represents a structural form of racism that is foundational to racial and ethnic inequities in educational attainment (Graves & Blake, 2016; Sosina & Weathers, 2019; Teranishi, 2010);

WHEREAS, Asian American and Pacific Islander children in educational settings are harmed by the “model minority” myth, which suggests that these students do not experience educational or mental health challenges and homogenizes very diverse Asian American populations (Leong & Lau, 2001; Luther et al., 2021). In addition, increased racism and xenophobia directed against Asian American and Pacific Islander children may negatively impact their self-image and mental health, potentially impairing their educational attainment. Immigrant Asian American and Pacific Islander children may have also experienced trauma due to war and conflict in their countries of origin, which may also affect their educational attainment (American Psychological Association, 2009, 2013);

WHEREAS, Previously unexamined ethnocentric curricular and co-curricular activities need to be carefully reviewed and addressed for the perpetuation of systemically racist beliefs in education policies (Brown & Brown, 2010; Harper, 2012; Hyland, 2005);

WHEREAS, individual interactions and everyday experiences of students of color with their peers and educators should be respected, and not considered a cultural enrichment to White educators and students (Lewis, 2003; Modica, 2015; Perez Huber & Cueva, 2012; Sera & Wall, 2021; Sue et al., 2007; Young, 2011);

WHEREAS, Educators should strive to provide inclusive learning experiences for all students, but they may fail to see the impacts of negative linguistic stereotyping and biases toward students of color, in contrast to affirmation of White students from Western and European backgrounds when both groups experience English-proficiency challenges and present with accents (Blanchard & Muller, 2015; Byrnes et al., 1997; Palmer & Eun-Young, 2005). Such discrepancies of treatment and reactions toward certain heritage languages can lead to a sense of shame and an expectation to assimilate to the White American norm, further systematically oppressing students of color with linguistic diversities (Flores et al., 2015; Gándara et al., 2004; Lippi-Green, 1997; Matthews & López, 2019; Ready & Wright, 2011; Tatum, 1987);

WHEREAS, Discriminatory policies and practices (forms of institutional racism), the inappropriate application of psychometric tests and assessment instruments, and teacher biases have prevailed in the overrepresentation of children of color classified in: special education; identified with behavioral problems; subjected to suspensions, expulsions, and placements in alternative schools; and associated with low graduation rates

(Downey & Pribesh, 2004; Fulks et al., 2020; Gilliam et al., 2016; Girvan et al., 2019; Losen & Martinez, 2013);

WHEREAS, Education has been used as a weapon of oppression against people of color within the U.S. domestic context, including boarding schools designed to strip Indigenous Americans of their language and culture, and segregated schools that provided inferior education and opportunity (Mohatt et al., 2014; Family and Children’s Trust Fund of Virginia, 2019), and international students of color whose families settle in the U.S. with refugee, asylee, immigrant, and/or undocumented statuses face additional layers of systemic racialized oppression (Chen & Rhoads, 2016; Gildersleeve & Vigil, 2015; Merriam et al., 2001; Suárez-Orozco et al., 2015; Teranishi et al., 2015);

WHEREAS, Interlocking systems of oppression negatively affect students marginalized by their intersectional identities. For example, Black female students with a disability—such that they experience exclusionary discipline at significantly higher rates than their White peers, leading to school pushout (Gage et al., 2019; Krezmien et al., 2006; Sullivan et al., 2014). In addition, for girls and women of color, systemic racism and systemic sexism are intersecting oppressive factors in education (Crenshaw, 1991; Eaton et al., 2020);

WHEREAS, Because of the disproportionate concentration of students of color in lower economic strata resulting from racism, students of color seeking higher and graduate education are often in a disadvantaged economic position, which necessitates increased reliance on student loans, in turn leading to further systemic disadvantage on the basis of race (Jiménez & Glater, 2020; Lantz & Davis, 2017; Wilcox et al., 2021a, 2021b);

WHEREAS, Assessments of the impacts of systemic racism in education often center around what negative and hurtful experiences students face, but what remains lacking are institutional/school-level conversations and actions to intervene and address systemic oppression that educators of color face. Educators of color, often being the only or one of the few in educational spaces, are expected to navigate White norms set by their peers and administrators but also students (and their families) without adequate support and resources, and with an additional, disproportionate, and often under-appreciated role in advancing institutional diversity, equity, and inclusion agendas (Alger, 2000; Gonzalez, 1995; Jackson & Phelps, 2004; Jimenez et al., 2019; Perna, 2003; Turner et al., 2008);

WHEREAS, Although education is intended to liberate and enlighten, it has too often oppressed and silenced the voices of people of color who know and have experienced a different history. Psychological education comes from a White, Western European and ethnocentric perspective that has distorted the lives of people of color, omitted their contributions in history, and portrayed them in pathological and stereotypical ways. The detrimental impact to people of color is demeaning, and it provides those with power and

privilege a false reality that allows them to oppress and pass racist policies in innocence and naivete (Cross, 2005; Huber et al., 2006);

WHEREAS, The use of standardized test scores in the admissions process are viewed inappropriately by some as a barometer of applicants' academic merit, when in fact they "do not measure the full range of abilities that are needed in higher education, nor were they designed to . . . tests are therefore best viewed as imprecise estimates of how students might be expected to perform" (Institute of Medicine, 2004, p. 6; Worrell, 2009); and

WHEREAS, The climate for diversity in higher education and graduate psychology programs can encourage or suppress underrepresented racial and ethnic group participation (Worrell, 2011); in education, students of color are subjected to more negative racial experiences, and their racial and ethnic backgrounds are often portrayed in a stereotypical and demeaning fashion (Cheryan & Monin, 2005; Maton et al., 2011; Mendoza-Denton et al., 2002);

THEREFORE, BE IT RESOLVED that APA reaffirms its commitment to combating every level of racism throughout the education system, from prekindergarten through postsecondary education and lifelong learning, for its devastating effects on the academic, physical, psychological, and economic well-being of people and communities of color;

THEREFORE, BE IT RESOLVED that APA will advocate for rigorous education policy in order to create equity across learning environments that will positively impact students of color and the larger society, fostering educational attainment that will reverberate across social determinants of health, complemented with population-specific policies to redress the history of violence and inequity disenfranchising Indigenous American, Latinx, Black, Middle Eastern and North African, Asian American and Pacific Islander, and biracial and multiracial communities;

THEREFORE, BE IT RESOLVED that APA affirms the importance of teaching the history of racism in the U.S. and will continue to provide resources to support the teaching of this history to prepare all students to think critically about identity, community, and civics, fostering both educational success and solidarity to build a more just future;

THEREFORE, BE IT RESOLVED that APA will advocate for evidence-based pre-service and in-service training for teachers to raise awareness of and mitigate against biases, both explicit and implicit, that negatively affect learning and development among students of color;

THEREFORE, BE IT RESOLVED that APA will support school desegregation efforts to achieve a better balance across schools to reflect the diversity of the communities that public schools serve while ensuring that resources are adequately advocated for historically minoritized and marginalized students;

THEREFORE, BE IT RESOLVED that APA urges all schools and school districts to review student disciplinary policies and collect and monitor demographic data on students under disciplinary action, ensuring that these policies do not disproportionately affect students of color;

THEREFORE, BE IT RESOLVED that APA further urges all schools and school districts to provide culturally responsive and age-appropriate mental health services and supports to students, particularly historically minoritized and marginalized students at risk for behavioral, academic, or other psychosocial challenges that may affect student learning;

THEREFORE, BE IT RESOLVED that through appropriate mechanisms, APA will encourage higher education admissions policies that require a comprehensive, holistic review of each applicant, including an assessment of applicants' attributes that support the mission of the institution, and balance quantitative data with these qualitative characteristics. Further, APA will encourage programs to consider interview processes that are not cost-prohibitive to applicants of color and do not disadvantage applicants who cannot travel;

THEREFORE, BE IT RESOLVED that APA will advocate for Public Service Loan Forgiveness and college affordability in order to promote equitable access to higher and graduate education for students of color;

THEREFORE, BE IT RESOLVED that APA calls on psychology departments and programs to engage in sustainable and systemic antiracist efforts, and actively work to change educational environments that are ethnoracially discriminatory and oppressive;

THEREFORE, BE IT RESOLVED that APA will encourage higher education institutions and graduate psychology training and internship programs to develop and regularly evaluate the climate for equity and inclusion; regularly train students, faculty, and staff regarding institutional antiracism and anti-racist policies and expectations; and establish confidential mediation processes for students and faculty who experience racism and/or racism;

THEREFORE, BE IT RESOLVED that through appropriate mechanisms, APA will support and lead efforts to encourage undergraduate and graduate departments and programs of psychology to systematically review instructional materials and goals, and incorporate greater attention to psychology's historical role in perpetuating racism;

THEREFORE, BE IT RESOLVED that through appropriate mechanisms, APA will encourage Health Service Psychology graduate programs to establish explicit policies regarding the value of culturally competent care pursuant to the APA Multicultural Guidelines and the role of institutional diversity in achieving this goal;

THEREFORE, BE IT RESOLVED that APA will support and lead research, advocacy, prevention, and program development efforts that seek to ameliorate the antecedents and consequences of all levels of racism throughout the education system through psychological science and practice;

THEREFORE, BE IT RESOLVED that APA calls on all psychologists to actively engage in antiracist efforts to address the causes and effects of all levels of racism in the education system; advocate for changes to policies and procedures that contribute to racist practices and outcomes; engage in antiracist practice through an intersectional lens; develop preventive and intervention efforts to promote racial justice; and promote racial justice through their research, teaching, practice, and advocacy; and

THEREFORE, BE IT RESOLVED that because racism in criminal justice, employment, housing, health care, and other systems both causes and is caused by racism in the education system, APA will support and lead research, advocacy, prevention, and program development efforts that seek to address systemic racism at the intersection of education and other systems.

SCIENCE

WHEREAS, Stereotypes, insufficient education and information, and structural biases and barriers have limited the access and interest of populations of color to the field of psychological science (e.g., Buchanan et al., in press; Roberts et al., 2020);

WHEREAS, Structural biases and barriers, such as a lack of appreciation for qualitative and mixed-methods research, have limited the research on historically marginalized groups and from diverse scholars (Chavez et al., 2008; Howard & Hoffman, 2018);

WHEREAS, Structural biases and barriers, such as biases toward research with White comparison groups, have created inequities in the review processes used to evaluate research based on theories and methods relevant to the study of diverse populations (Buchanan et al., in press; Hall & Maramba, 2001);

WHEREAS, Convenience sampling has maintained a “White-default” approach to the reporting of findings in psychological science, which also reproduces Whiteness as the standard against which outcomes for marginalized populations are measured (Buchanan et al., in press);

WHEREAS, Epistemological biases and the devaluation of all but those epistemologies most closely aligned with Whiteness have limited sampling designs, research designs, and methodological approaches that, in turn, stand to limit our understanding of the qualitative and quantitative characteristics and experiences of underrepresented and historically marginalized groups within the scientific literature (Cokley & Awad, 2008, 2013; Grzanka & Moradi, 2021);

WHEREAS, The boundaries of psychological science have often been controlled to define “good” psychological science as that which centers “objectivity,” an extension of well-established literatures despite the historic marginalization of scholars and communities of color from those literatures, is quantitative in nature, and is rooted in paradigms most closely aligned with Whiteness, thereby equating “good” psychological science with the reproduction of systemic and structural barriers to antiracist scholarship (Grzanka & Cole, in press);

WHEREAS, Scholarly structures pertaining to the propagation, dissemination, and recognition of research, such as impact factors and citation counts, have created disparate opportunities, processes, and outcomes for scholars from racial/ethnic and intersecting marginalized backgrounds. This has implications for their retention and recruitment into the field, provision of mentoring tailored to the needs of junior faculty of color, and their prospects for professional development, such as procuring tenure in departments of psychology and related fields (Buchanan et al., in press);

WHEREAS, The devaluing of contributions of scientists of color has resulted in their marginalization from full participation in the field of psychology, including APA governance groups, journal editorial and peer review positions, and tenured and tenure-track university positions, in turn harming the scope of scientific progress (Roberts et al., 2020);

WHEREAS, Research training has inadequately prepared new cohorts of psychological scientists to identify, understand, and correct systemic inequities, such as the lack of recruitment of diverse and underrepresented participants, the use of measurement tools normed for White populations and the underuse of participatory approaches that emphasize collaboration with community stakeholders, thereby continuing to perpetuate inequity in psychological science (Helms et al., 2005); and,

WHEREAS, Psychological science has focused predominantly on examining and changing individuals rather than examining and changing the institutions that result in psychological detriment, such as the harms caused by systems of racism to people of color, and its diversity efforts have centered on the comparison of people of color to White people rather than seeking to critique and dismantle racism (Buchanan & Wiklund, 2020; Grzanka & Miles, 2016; Grzanka & Cole, in press);

THEREFORE, BE IT RESOLVED that APA reaffirms its commitment to combating every level of racism throughout psychological science, from education and training, support for scholars of color, addressing the marginalization of those methods and epistemologies less aligned with Whiteness, enhancing expectations in the reporting of psychological science, to working to ensure that the future of psychological science atones for its historical misuse that has resulted in academic, physical, psychological, and economic harm for individuals and communities of color;

THEREFORE, BE IT RESOLVED that APA will invest in the training of scientists to ensure all can identify, understand, and address the historical and contemporary rootedness of much psychological science in White socio-cultural norms; and to develop a psychological science that helps to dismantle systemic and structural racism that has disproportionately excluded perspectives, scholars, and samples of people of color from psychological research;

THEREFORE, BE IT RESOLVED that APA affirms that scholars strive for samples that take a more careful approach to representative sampling in quantitative research, so that research results are applicable beyond merely White, middle class, college-educated populations, and that genuinely and thoroughly integrates intersectionality;

THEREFORE, BE IT RESOLVED that APA affirms that the body of psychological science must be comprised of rigorous research conducted across the epistemological continuum, to include not only those positivist and postpositivist paradigms that most closely align with Whiteness, but also constructivist, critical-ideological, and other critical paradigms; that no one methodological approach is “better,” but rather, each may be conducted with or without appropriate scientific rigor and with or without appropriate applicability to the research question(s). High-quality psychological science includes quantitative, qualitative, mixed-methods, and participatory approaches conducted in accordance with the standards of rigor unique to each approach, and conclusions informed by the totality of the high-quality psychological science that spans these methods which are more likely to be racially just;

THEREFORE, BE IT RESOLVED that APA affirms and will encourage psychological scientists to conduct and report research within APA journals in a manner that better incorporates samples that are more inclusive of participants of color relevant to their psychological research, as appropriate, to increase the diversity of the samples examined and reported in psychological research. This includes engaging representatives of communities of color in planning, conducting, interpreting, and communicating about such research to help ensure that their human rights are respected and protected, and to promote the objectivity of scientific inquiry by considering historical, cultural, and political contexts;

THEREFORE, BE IT RESOLVED that APA will adopt practices and collect data to ensure accountability, reflected in metrics such as the proportion of papers including racially diverse samples sent for peer review, commensurate practices in manuscript titling, and monitoring of discriminatory or racist comments within the reviewing and editorial process;

THEREFORE, BE IT RESOLVED that APA will create resources to guide scientific departments in addressing inequities in review, promotion and tenure criteria (and critically evaluate publication impact metrics) to place a value on the work of scholars of color, provide career resources, mentoring, and reinforcement for research that adopts practices that promote standards for how

research is conducted, reported, and disseminated that are less rooted in Whiteness;

THEREFORE, BE IT RESOLVED that APA will advocate for increased research funding and opportunities for scholars of color to expand the foundation of knowledge that informs diagnosis and intervention and other aspects of psychological practice;

THEREFORE, BE IT RESOLVED that APA re-affirms its commitment to Evidence-Based Practice as the standard of science-informed treatment, including a commitment to promote the need for and support of research questions being answered by a body of methodologically and epistemologically diverse, high-quality psychological science;

THEREFORE, BE IT RESOLVED that APA will strive to ensure that scholars of color are represented on APA and other peer review panels, editorial boards, and governance groups and in leadership positions that shape practices and policies (which may be enhanced by mentoring and guidance for early career scientists of color); and

THEREFORE, BE IT RESOLVED that APA will systematically evaluate the policies and practices used to review psychological science (e.g., grant proposals, publications, and reports) and evaluate the progress of scholars of color, as well as among researchers studying individuals and communities of color, to dismantle all forms of racism within psychological science and engage in reform and redesign of policies and practices to assure equity and move toward an antiracist psychological science.

HEALTH CARE

WHEREAS, Health care in the U.S. reflects the history of racism denying communities of color access to care, resulting in an inequitable and inaccessible health care system for all (American Psychological Association, 2021b; Bailey et al., 2021; Gee & Ontniano Verissimo, 2016; James, 2017; Krieger, 2021);

WHEREAS, The dominant health care model informing education, training, and practice interventions has largely been derived from White and Western populations and professionals without systematic inclusion of other perspectives, resulting in systems and practices that do not acknowledge or incorporate non-White, non-Western knowledge and perspectives (Interlandi, 2019);

WHEREAS, The traditional “medical model” of health care pathologizes cultural difference, driving underutilization by marginalized communities due to stigma and creating barriers to a population health approach, which aims to provide access to primary, secondary, and tertiary levels of prevention and intervention services for historically minoritized communities (Bailey et al., 2021);

WHEREAS, The failure to understand how the role of power, combined with the systematic exclusion of vital cultural and psychological knowledge and resources and inadequate cultural competency of providers to work with people of color, results in the application and misapplication of diagnoses and therapeutic interventions less well-suited to those who are not White and Western (American Psychological Association, 2021c);

WHEREAS, This misapplication can reinforce inaccurate theories, models, and interventions and stigmatization, which result in inadequate, inappropriate, potentially harmful and fundamentally poor health care for people of color (American Psychological Association, 2021c);

WHEREAS, The history of oppression suffered by people of color has resulted in intergenerational trauma that calls for a developmental, culturally responsive, and race conscious, trauma-informed, and lifespan approach to treatment (Comas-Diaz, Hall & Neville 2019; Mohatt et al., 2014);

WHEREAS, The COVID-19 pandemic has magnified the profound existing socioeconomic, racial/ethnic, and intersectional inequities in access to diagnostic assessment and behavioral health services to address anxiety, depression, and grief, among other mental health concerns (Evans & Bufka, 2020); and

WHEREAS, Many people of color experience multiple barriers to accessing needed behavioral health services, including cultural and linguistic barriers, the high cost of care, limited or challenging insurance options, unaffordable or not easily accessible transportation, and a paucity of appropriately trained and culturally responsive providers in communities of color (American Psychological Association, 2017).

THEREFORE, BE IT RESOLVED that APA will strongly encourage educators and trainers of health care providers to address the limitations of knowledge derived primarily from White and Western populations, and will promote education and training structures across the professional lifespan that are inclusive of diverse perspectives to improve the knowledge and cultural responsiveness of professionals;

THEREFORE, BE IT RESOLVED that APA affirms that psychological practice needs to adopt culturally responsive, evidence-based prevention, early intervention, and recovery frameworks based on a population health approach to dismantle power structures in the behavioral health care system that serve to create barriers to effective and quality care to people of color;

THEREFORE, BE IT RESOLVED that through continuing education policies, as appropriate, APA will encourage psychologists and other providers to seek further education and training on implicit bias, microaggressions, and the necessity of a developmentally, culturally sensitive and race conscious, trauma-informed, and

lifespan approach to treatment when working with populations with histories of oppression and intergenerational trauma;

THEREFORE, BE IT RESOLVED that APA will partner in interprofessional and interdisciplinary program development, consultation, and advocacy efforts in support of culturally derived, informed, and adapted evidence-based and practice-based evidence, assessments, and interventions that reflect the knowledge, experience, and inclusion of intersectional communities of color;

THEREFORE, BE IT RESOLVED that APA will continue to advocate for greater federal investment and funding in training of psychologists from underrepresented groups and to expand incentives for psychologists and other mental health professionals to work in underserved communities (e.g., through expansion of federal Health Resources and Services Administration's programs, such as the National Health Service Corps);

THEREFORE, BE IT RESOLVED that APA will continue to advocate for the availability and accessibility of and payment for culturally responsive telehealth practices, such as audio-only telemental health services and interjurisdictional practice, that reduce barriers to access for all populations, especially those in rural and remote areas, without access to significant technology, and to those with disabilities, and thereby reduce geographic, cultural, functional and linguistic barriers to accessing care;

THEREFORE, BE IT RESOLVED that APA will continue to develop and advocate for access to Current Procedural Terminology (CPT) codes and reimbursement models to capture the ways in which psychologists practice across diverse groups in addressing mental health, physical health, and social determinants of health;

THEREFORE, BE IT RESOLVED that when advancing a population health approach, APA will also promote quality measurement that captures disparities across diverse groups, such as poor quality care, and advance the development and implementation of quality and trusted services that eliminate ethnic and racial disparities in care; and

THEREFORE, BE IT RESOLVED that APA will continue to advocate for equitable health care for all, including comprehensive health care for communities of color at federal and state levels, and stronger enforcement of mental health parity laws to ensure that behavioral health treatments are adequately covered by insurance plans.

WORK AND ECONOMIC OPPORTUNITIES

WHEREAS, Work is integral to adult life and human identity, a critical source of economic opportunity, and a key contributor to the welfare of families, communities, and society at large (Katz & Kahn, 1978), yet ample research evidence demonstrates how racism at all levels can powerfully undermine equal access and

equal outcomes at work and in the workforce (Avery et al., 2018; Avery & Ruggs, 2020);

WHEREAS, The history of the U.S. includes the use of racism to divide the workforce, facilitate unsafe and racist workplaces, and justify low wages especially for workers of color (Gee & Ford, 2011);

WHEREAS, Both work and racism interact with one another to profoundly affect the world of work, including disempowering multiracial labor unions, facilitating deindustrialization's disproportionate impact on communities of color, and promoting the "wages of Whiteness" privileging White workers and marginalizing immigrant workers and workers of color (Roediger, 1999);

WHEREAS, Technological advances (e.g. artificial intelligence, automation) in a globalized world worsen racial and economic inequities across the globe, fueling survival immigration and anti-immigrant sentiment (Matamoros-Fernández, 2017);

WHEREAS, Racism diminishes workforce training and development opportunities for people and communities of color, contributing to higher levels of unemployment, poverty, crime, community violence, and problems for the re-entry population securing jobs;

WHEREAS, Employers will perpetuate systemic racism in their work environment whenever they fail to adopt a lens of equity, diversity, and inclusion, thereby risking the creation of discriminatory policies and practices that uphold a broader climate and culture rife with biases, both explicit and unintentional;

WHEREAS, Ethnic and cultural diversity yields a substantial positive financial return for U.S. companies, especially for diversity at the executive level (Hunt et al., 2015; Roberson & Park, 2007) and may lead to other valued organizational outcomes when implemented well from the top and integrated into organizational policy and practice, including increased profitability and increased employee motivation, commitment, and productivity (Peterson & Mann, 2020); and

WHEREAS, Applied psychology has developed evidence-based interventions for addressing racism in the workplace as a systemic problem requiring multimodal solutions prior to, during, and subsequent to entering the workforce, including congenial and productive intergroup contact in the workplace.

THEREFORE, BE IT RESOLVED that APA will collaborate through consultation and policy with private and public sectors at local and national levels to meaningfully increase representation of people of color at all levels in the workforce by helping to ensure equal access and opportunity along all critical educational and training pathways showing evidence for a more diverse and robust workforce applicant pool;

THEREFORE, BE IT RESOLVED that APA will advocate for organizational and policy solutions with robust equity, diversity,

and inclusion initiatives across public and private sectors, along with comprehensive health care and a broad parental leave and daycare program, all of which will benefit communities of color, and thus the good of all families, communities, and the nation;

THEREFORE, BE IT RESOLVED that APA will encourage employers to use reliable, valid, and fair employment testing and personnel selection practices that minimize bias, reduce adverse impact, and comply with professional standards, legal requirements, and ethical guidelines (Equal Employment Opportunity Commission [EEOC], 1978; EEOC 2012; Hough et al., 2001; Morelli, 2019; Ployhart & Holtz, 2008; Schmidt & Hunter, 1998; Society for Industrial and Organizational Psychology [SIOP], 2018). Such practices require continuous evaluation and investment in personnel selection systems to maintain their high quality and reflect their commitment to providing people of color applying to jobs with fair and equitable hiring opportunities (Jones et al., 2017; SIOP, 2018);

THEREFORE, BE IT RESOLVED that APA will urge all organizations to examine, redefine, and improve organizational culture to fully include and support employees of color at all levels. This requires a systematic examination of policies and practices including but not limited to performance management, training, compensation, and changes to organizational climate;

THEREFORE, BE IT RESOLVED that APA will advocate—within and outside the discipline—for top-down organizational cultural change implemented with employees and cultivated through leadership, teamwork, and day-to-day individual behaviors that contribute to productive intergroup contact. This should include feedback structures and processes that facilitate bottom-up, assessment, and change in the form of organizational diversity, equity, and inclusion committees and multiracial labor unions; and

THEREFORE, BE IT RESOLVED that APA will advocate—within and outside the discipline—for specific support structures, mentorship, professional development, and retention and recruitment of employees of color in leadership and upper management positions, especially given the additional burdens such employees face due to intersecting marginalization.

CRIMINAL AND JUVENILE JUSTICE

WHEREAS, The U.S. criminal justice system originated in laws, policies, and practices that criminalized and punished Indigenous and African people for resisting colonization and slavery, and has evolved to require or incentivize the oppression of people of color through convict leasing; the Jim Crow era; the wars on crime and drugs; broken-windows, zero-tolerance, and quality-of-life policing; mass incarceration; and the criminalization of immigrants (Chavez-Dueñas et al., 2019; Cunneen & Tauri, 2019; Hinton & Cook, 2021; Muhammed, 2019);

WHEREAS, The criminal justice system produces glaring racial and ethnic disparities for people of color, compared to White people, through more aggressive policing and prosecution, increasing the likelihood that people of color plead guilty and are convicted by judges and juries, are detained and imprisoned for longer periods of time (Kovera, 2019), and experience a host of negative educational, economic, health, and mental health consequences as a result (Bor et al., 2018; Bryant-Davis et al., 2017; Burke et al., under contract; Stevenson et al., 2020);

WHEREAS, Bias and discrimination can have cumulatively worse impacts at each juncture within the criminal and juvenile justice systems (Hunt, 2015; Kovera, 2019; Stevenson et al., 2020) and are especially pronounced against individuals who hold multiple marginalized identities (Ritchie, 2017); and

WHEREAS, Decades of psychological science have yielded incontrovertible evidence that negative criminal and juvenile justice outcomes for people of color are facilitated by (a) structural racism in the system that generates bias and discrimination (Muhammed, 2019); (b) institutional racism in policies and practices, including professional socialization into subcultures of social control and intolerance (Hall et al., 2016; Stoughton, 2015) and chronic situational conditions that are known to intensify bias (Pryor et al., 2020; Swencionis & Goff, 2017); and (c) interpersonal racism arising from stereotypes and attitudes among criminal and juvenile justice professionals, both explicit and implicit, that dehumanize people of color and associate them with criminality and threat (Andretta et al., 2019; Eberhardt, 2019; Willis-Esqueda, 2020), all of which threatens the perceived legitimacy of criminal and juvenile justice actors and undermines the system as a whole (Trinkner & Goff, 2019; Tyler, 2017);

THEREFORE, BE IT RESOLVED that APA will advocate for the development of empirically rooted, culturally informed policies, programs, and practices that seek to eliminate the disproportionate criminalization and punishment of people of color by reducing opportunities for discriminatory outcomes, such as discouraging law enforcement actions that overpolice communities of color; addressing factors known to relate to increased risk of bias in criminal justice professionals' decision-making, such as racial bias, serious mental illness, and substance use; and instituting services that match both momentary and long-term needs, including responding to individuals' mental health crises or disabilities with appropriately trained behavioral health professionals and community-based programs, and supporting successful rehabilitation of people of color who enter the system and reintegrate into their community (Goff & Rau, 2020; Klukoff et al., 2021; Kovera, 2019; Primm et al., 2005; Pryor et al., 2020; Thompson et al., 2016);

THEREFORE, BE IT RESOLVED that APA will work to address the harms inflicted upon people of color by the criminal and juvenile justice system by advancing historically and culturally informed programs, policies and practices that foster educational, economic,

physical, and psychological well-being and resilience among people, families, and communities of color (Arditti & Johnson, 2020; Fine & Cross, 2016);

THEREFORE, BE IT RESOLVED that APA will promote partnerships between psychologists and criminal and juvenile justice agencies to foster research and development related to the use of rigorous, diversity-science informed methods that facilitate measurement, analysis, and identification of racial and ethnic disparities throughout the criminal and juvenile justice system and support data-driven changes to laws, policies, practices, and multicomponent interventions that will eliminate structural racism, dismantle institutional racism, and facilitate the democratic ideal of equal justice for all (Boxer et al., 2021; Miller et al., 2019); and

THEREFORE, BE IT RESOLVED that APA will support criminal and juvenile justice agencies as they build antiracist values into their organizational policies and practices, including encouraging administrators and supervisors to endorse antiracist principles through the execution of evidence-based reforms that eradicate bias and discrimination; adopt effective interventions that raise awareness of the conditions that produce racial and ethnic disparities at every level of the criminal justice system (Brannon et al., 2018; Neville & Spanierman, 2012); and implement recruitment, hiring, and promotion practices that attract, retain, and advance racially and ethnically diverse people who understand the lives and perspectives of people of color as well as people who are committed to equity and justice (Ba et al., 2021; Ward et al., 2009).

EARLY CHILDHOOD DEVELOPMENT

WHEREAS, Attitudes toward race are learned very early in life, through modeling within the family and within cultural contextual experiences. These socialization experiences may begin as parent-led processes but may become more peer-led during adolescence (Hu et al., 2017);

WHEREAS, Interpersonal and internalized racism develop through direct methods of transmitting race-related messages, such as educational conversations with parents, or through indirect socialization experiences, such as observation of parental attitudes and behaviors, which produce the development of attitudes and biases towards oneself and others (Boykin & Toms, 1985; Hughes & Chen, 1997; Hughes et al., 2006; Liu et al., 2019);

WHEREAS, Research on racism and implicit bias has shown that anti-Black racism and discrimination relates to parental discipline and occurs from toddlerhood throughout adolescence. Racism may be more likely to be indirectly communicated through parents' negative attitudes towards people of color (Brown et al., 2007; Lesane-Brown et al., 2010; Xu et al., 2014);

WHEREAS, Disparities in school discipline grow from racism of school staff as well as policing in schools and the influence of

the norms of White sociocultural norms consequently impacting Black, Indigenous, and other students of color (Anyon et al., 2016; Sevon et al., 2021; Skiba et al., 2002);

WHEREAS, Research suggests that implicit biases may be reduced through interventions designed to either address biases directly or increase teachers' empathy for children of color (Gilliam et al., 2016);

WHEREAS, Systems and structures of racism affect youth of color even prenatally through such mechanisms as maternal health care, stressors associated with experiencing racism, and disparities in access to resources and opportunity, and continue to affect youth of color throughout the lifespan (APA 2021);

WHEREAS, Racist attitudes that often begin in early childhood have been linked to racial inequity (Kovera, 2019) and negative group outcomes (Dovidio et al., 2002; Greenwald et al., 2009);

WHEREAS, Significant adversity in life such as exposure to racism can undermine the foundations of healthy development (Shonkoff et al., 2021);

WHEREAS, Parents of color are more likely to be in low-wage jobs and paid less compared to White counterparts and to experience erratic work hours, and are less likely to have employment benefits like paid time off or parental leave. These challenges are often exacerbated for women of color. While evidence suggests that parents of color tend to spend more time with their children despite long and inconsistent work hours, this comes at the cost of overall well-being, with implications for childcare and ultimately child/adolescent mental health (Moorman, 2021);

WHEREAS, Children of all backgrounds who learn about their own culture and that of other ethnoracial identities yield more optimal psychosocial outcomes (Priest et al., 2014); and

WHEREAS, Increased contact between youth and people of different ethnoracial identities yields reduced racial conflict in the organization or environment (Dovidio et al., 2017);

THEREFORE, BE IT RESOLVED that all APA antiracism efforts should consider a developmental approach to how racism is socialized across the lifespan and include consideration of protective factors in the prevention of both interpersonal and internalized racist attitudes;

THEREFORE, BE IT RESOLVED that APA will support the development and implementation of interventions designed to address the prevention of racism and promotion of antiracism that are developmentally appropriate beginning in very early childhood;

THEREFORE, BE IT RESOLVED that to improve children's positive racial and ethnic socialization, APA will advocate for strategies to improve cross-racial experiences before children attend school, and increase contact with peers before age six, when they typically

become a part of a school group. The adults in close contact with children need skills and guidance to provide environments that appreciate diversity and inclusion and reject racism and discrimination. Such adults include family members, caretakers, educators, and professionals serving children;

THEREFORE, BE IT RESOLVED that APA will advocate for increased research on racism that includes not only race-related outcomes but also childhood racism socialization processes, as well as support for the development of standardized effective measurement tools that quantify both direct and indirect racism socialization methods. This information will then help in the development of policies, practices and recommendations for promoting antiracism within and across generations;

THEREFORE, BE IT RESOLVED that APA will update materials developed for the public to be inclusive of cultural differences and current experiences of all communities, including citizens of diverse races and ethnic origins and more recent migrant groups;

THEREFORE, BE IT RESOLVED that APA will increase dissemination to the public of educational information addressing the prevention of racism and the promotion of antiracism in early childhood by engaging subject matter experts in opportunities to communicate via television, social media, audio and other visual formats, and other venues as available;

THEREFORE, BE IT RESOLVED that APA will advocate for learning environments (e.g., school, extracurricular activities) that are culturally diverse and antiracist; and

THEREFORE, BE IT RESOLVED that APA will promote alliances with other health professionals, educators, and community groups committed to children's well-being and concerned with systemic racism.

GOVERNMENT AND PUBLIC POLICY

WHEREAS, Public policy at all levels plays an inextricable role in perpetuating and eradicating racism through policy changes in areas including, but not limited to, education, health care, science, criminal justice, and employment;

WHEREAS, Racism, especially its institutional and structural forms, cannot be dismantled without effective public policy, as existing or absent public policy pertaining to (but not limited to) education, health care, science, criminal justice, and employment is rooted in both historical and contemporary racism;

WHEREAS, Psychology is uniquely positioned, and has a responsibility to inform antiracist and equity-driven public policy through psychological science and practice;

THEREFORE BE IT RESOLVED that APA reaffirms its commitment to promoting comprehensive strategies to address systemic racism, as well as actively taking steps to eradicate racism in U.S. governmentwide programs;

THEREFORE BE IT RESOLVED that APA is committed to the education and training of psychologists who are well-versed in both public policy as well as systemic and social determinants of health, including racism; and

THEREFORE BE IT RESOLVED that as Congress and state legislatures consider legislation concerning race and racism, APA will consider and apply psychological science in determining how best to educate, support, and/or oppose such proposals.

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The American Psychiatric Association also apologized below (from their website <https://www.psychiatry.org/newsroom/apa-apology-for-its-support-of-structural-racism-in-psychiatry>).

APA's Apology to Black, Indigenous and People of Color for Its Support of Structural Racism in Psychiatry
January 18, 2021

Today, the American Psychiatric Association (APA), the oldest national physician association in the country, is taking an important step in addressing racism in psychiatry. The APA is beginning the process of making amends for both the direct and indirect acts of racism in psychiatry. The APA Board of Trustees (BOT) apologizes to its members, patients, their families, and the public for enabling discriminatory and prejudicial actions within the APA and racist practices in psychiatric treatment for Black, Indigenous and People of Color (BIPOC). The APA is committed to identifying, understanding, and rectifying our past injustices, as well as developing anti-racist policies that promote equity in mental health for all.

Early psychiatric practices laid the groundwork for the inequities in clinical treatment that have historically limited quality access to psychiatric care for BIPOC. These actions sadly connect with larger social issues, such as race-based discrimination and racial injustice, that have furthered poverty along with other adverse outcomes. Since the APA's inception, practitioners have at times subjected persons of African descent and Indigenous people who suffered from mental illness to abusive treatment, experimentation, victimization in the name of "scientific evidence," along with racialized theories that attempted to confirm their deficit status. Similar race-based discrepancies in care also exist in medical practice today as evidenced by the variations in schizophrenia diagnosis between white and BIPOC patients, for instance. These appalling past actions, as well as their harmful effects, are ingrained in the structure of psychiatric practice and continue to harm BIPOC psychological well-being even today. Unfortunately, the APA has historically remained silent on these issues. As the leading American organization in psychiatric care, the APA recognizes that this inaction has contributed to perpetuation of structural racism that has adversely impacted not just its own BIPOC members, but also psychiatric patients across America.

Events in 2020 have clearly highlighted the need for action by the APA to reverse the persistent tone of privilege built upon the inhumanity of past events. Inequities in access to quality psychiatric care, research opportunities, education/training, and representation in leadership can no longer be tolerated. The APA apologizes for our contributions to the structural racism in our nation and pledges to enact corresponding anti-racist practices. We commit to working together with members and patients in order to achieve the social equality, health equity, and fairness that all human beings deserve. We hope this apology will be a turning point as we strive to make the future of psychiatry more equitable for all.

Historical Addendum to APA's Apology to Black, Indigenous and People of Color for Its Support of Structural Racism in Psychiatry

January 18, 2021

In this document, the APA hopes to elaborate on some past events that have contributed to structural racism's pervading presence today.

When Eastern State Hospital (ESH), the first psychiatric care facility, was founded in 1773, it was not segregated. Seventy years later, however, when the 13 founders of what is now the APA met to discuss improvements in mental health care delivery, the treatment system they created and the organization they founded aligned with that era's racist social/political policies. In this system, Black patients received psychiatric care separately from white patients. A former ESH superintendent also implicated that payment for psychiatric care was accepted in the form of enslaved people at least during the facility's founding.¹ Additionally, prevailing Black stereotypes in psychiatry included fallacies that patients were hostile, unmotivated for treatment, had primitive character structure (i.e. not psychologically minded), and were child-like.² These misconceptions were perpetuated by a now-debunked diagnosis, Drapetomania, centered around the idea that Black Americans who did not want to be slaves were mentally ill.³ During that time, the APA chose to remain silent on these issues.

At critical points in the United States' sociopolitical evolution throughout the 19th and 20th centuries, the APA failed to act in Black Americans' best interest. This inactivity was notably evident while white supremacists lynched Black people during the Reconstruction Era as well as when Jim Crow segregation was in effect which led to "Separate but Equal" standards of care starting in 1896.⁴ Later, our APA failed to declare support for Brown v. Board of Education of Topeka in 1954,⁵ along with further major civil rights legislation designed to improve social/psychological conditions for Black people. In 1969, Black APA members demanded that the organization address inequities and their resultant negative impact on minority mental health. In response, the APA created the Solomon Carter Fuller Award, named for the first recognized Black psychiatrist in America, and added a non-voting seat for a Black psychiatrist to the BOT. Unfortunately, these 1969 actions served more as a conciliation rather than a commitment to meaningful structural change by the APA.

Psychiatric misdiagnosis among Black, Indigenous and People of Color (BIPOC) populations throughout the decades that followed was also common. For example, late 20th century psychiatrists commonly attributed their minority patients' frustrations to schizophrenia, while categorizing similar behaviors as "neuroticism" in white patients.⁶ One study found that a sample of largely APA members diagnosed more Black than white patients with schizophrenia, even when both had otherwise identical vignette-style clinical presentations.⁷ This reveals the basis for embedded discrimination within psychiatry that has contributed to reduced quality of care for BIPOC populations and perpetuation of dangerous stereotypes. The everyday use of microaggressions, which are subtle, verbal and non-verbal "put-downs" directed toward BIPOC, further maintains structural racism today.⁸

The [APA sincerely apologizes](#) and strives to make psychiatry's future more equitable for all.

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“Ignoring Race and Denying Racism: A Meta-Analysis of the Associations Between Colorblind Racial Ideology, Anti-Blackness, and Other Variables Antithetical to Racial Justice”

In the paper “Ignoring Race and Denying Racism: A Meta-Analysis of the Associations Between Colorblind Racial Ideology, Anti-Blackness, and Other Variables Antithetical to Racial Justice” from the Journal of Counseling Psychology American Psychological Association, the authors write “Drawing on antiracism scholarship, we aimed to better understand how colorblind racial ideology (CBRI), or the denial and minimization of race and racism, may serve as a barrier to engaging in antiracist praxis. Specifically, we conducted a meta-analysis to determine if color evasion (ignoring race) and power evasion (denying structural racism) CBRI were differentially associated with antiBlackness and processes linked to antiracism.” “In the United States, there are waves of recognition of racial inequities inevitably followed by long stretches of apathy in which the majority of Americans minimize the existence of racism, particularly directed against Black individuals. Recently, there was an increase in identifying racism as a problem in the United States after the lynching of Ahmaud Arbery in Georgia (February 23, 2020) and the murders of Breonna Taylor (March 13, 2020) and George Floyd (May 25, 2020) by police officers. However, months after the killings, levels of denial began to rebound.” “In this article, we synthesized results from 83 studies that examined colorblind racial ideology (i.e., denying and minimizing the importance of race and racism). We found that endorsing colorblind racial ideology, particularly power evasion (denying racism) rather than color evasion (ignoring race), was associated with higher anti-Black prejudice, lower

racial/ethnocultural empathy, and lower multicultural competencies. “ “The scope of the project is consistent with Miller et al.’s (2018) recommendations for the field of counseling psychology to address racism. Among the recommendations they uncovered was the critical examination of racial attitudes, including challenging color-blind racial beliefs. The project also builds on recommendations from the recent American Psychological Association (American Psychological Association [APA], 2021) resolution calling on psychology to play an active role in dismantling systemic racism. The resolution includes recommendations for psychology to help educate teachers and mental health professionals about racism-related processes.”

After over 35 years, what I described to Gould is torture. I always complained about the torture from AT&T and was still complaining about it when I saw Gould. Gould diagnosed this natural response to racialized attacks and torture as a mental illness. Instead of expressing professional empathy and saying something like, “That’s too bad.” He had a nervous silence, which I interpreted as a sense of racial guilt. In fact, I detected a faint smile on his face, as if he enjoyed the description of my torture. Rather than enjoying the agony of others, psychologists should instead assist patients in reporting torture and physical and mental abuse to appropriate authorities. This never happened. Part of the goal of this abuse was to make me lose the new house that I had built on the five acres that my mother willed me in my hometown. Which I did lose in 1990, because AT&T refused multiple times to make court orders disability payments, that they initiated. That home is currently on the market for \$775,000. I was also rebuilding the house on the five acres my father built with his bare hands where I grew up. So I can argue that I have over \$1,000,000 invested in this complaint.

Due to AT&T, I Lost My Home To Bankruptcy

WERNER H. VON ROSENSTIEL & ASSOCIATES
Attorney at Law

720 21 South 12th Street
Philadelphia, PA. 19107
569-1058

July 9, 1990

TO: Russell H. Johnson, III & Diane K. Johnson
828 Evansburg Road
Collegeville, PA. 19474

RE: NOTICE OF SALE OF REAL PROPERTY:
828 Evansburg Road, Collegeville, PA. 19474
Amount of Judgment: \$ 105,000.52
Date of Judgment: July 9, 1990
Court Term and Number: Court of Common Pleas of
Montgomery County, #87-15434
Plaintiff: GMAC Mortgage Corporation of Iowa
Defendants: Russell H. Johnson, III, Real Owner, & Russell
H. Johnson, III & Diane K. Johnson, h/w,
Mortgagors

Dear Mr. & Mrs. Johnson:

Please be advised that the property and improvements, if any, located at and known as 828 Evansburg Road, Collegeville, PA. 19474 will be sold by the Sheriff of Montgomery County on September 19, 1990, at 1:00 p.m. in the Montgomery County Court House, Norristown, PA. 19401. This property and improvements are being sold pursuant to a judgment entered as indicated above in favor of the above named plaintiff, and against the above named defendants.

The name of the owner, real owner, and reputed owner of the aforementioned property is Russell H. Johnson, III.

A schedule of distribution will be filed by the Sheriff on a date specified by the Sheriff no later than 30 days after said sale, and distribution will be made in accordance with the schedule unless exceptions are filed thereto within ten (10) days after the date of the filing of said schedule. You should check with the Sheriff's Office by calling 278-3000 to determine the actual date of the filing of the schedule.

Sincerely yours,

Martha E. Von Rosenstiel

WHVR:dmb

DESCRIPTION

ALL THAT CERTAIN messuage and lot or piece of land, Situate in the Township of Skippack, County of Montgomery and State of Pennsylvania, bounded and described according to a Survey and Plan thereof made by Will D. Hiltner in August, 1942, as follows, to wit:

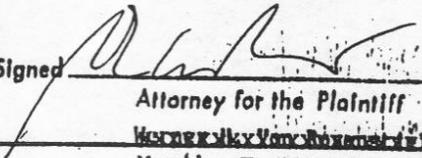
BEGINNING at a spike in the center line of a public road known as Evansburg Road in line of this and land formerly of Issac K. Godschalk; thence along the said title line in the bed of Evansburg Road, the three following courses and distances, to wit: North 4 degrees 43 minutes West 289.45 feet to a point a corner; thence North 21 degrees 6 minutes East 95.13 feet to a point, a corner; North 50 degrees 33 minutes East 431.6 feet to a spike, a corner of land now or late of John Willis; thence along said land of John Willis, South 46 degrees 17 minutes East 365.5 feet to an iron pin, a corner of land now or late of John Stein; thence along said land of Stein South 56 degrees 4 minutes West 719.4 feet to a stake, a corner in the bed of Evansburg Road aforesaid; thence through said bed, North 79 degrees 27 minutes West 11.52 feet to the place of beginning.

BEING Parcel No. 51-00-01444-00-8.

TO THE SHERIFF OF MONTGOMERY COUNTY:

As the Attorney for the Plaintiff, in the matter of GMAC Mortgage Corporation of PA,
Plaintiff, VS Russell H. Johnson, III, L/O & Russell
H. Johnson, III, & Diane K. Johnson mtg Defendant, I submit the following
information with the request that it be used, verbatim, WHEN DRAWING UP THE SHERIFF'S POSTERS
AND SHERIFF'S DEED.

Date 7/5/90

Signed 

Attorney for the Plaintiff

~~Martha E. Von Rosenstiel~~

Martha E. Von Rosenstiel

SHERIFF'S SALE

By _____ of a Writ
By virtue of a Writ of Execution No. 87-15434 issued out of the
Court of Common Pleas of Montgomery County, Pa., to me directed will be sold at Public
Sale on

Wednesday, September 19, 1990

at 1:00 O'clock P.M., prevailing time, in Court Room "A" at the Court House, in the
Borough of Norristown, said County the following described Real Estate:

SEE ATTACHED LEGAL DESCRIPTION

GMAC Mortgage Corporation : COURT OF COMMON PLEAS OF
of Iowa : MONTGOMERY COUNTY
P.O. Box 780 :
Waterloo, Iowa 50704 :
v. :
Russell H. Johnson, III, Real :
Owner & Russell H. Johnson, : NO. 87-15434
III, & Diane K. Johnson, h/w :
Mortgagors :
828 Evansburg Road :
Collegetown, PA 19474 :

CLAIM FOR EXEMPTION

To the Sheriff:

I, the above named defendant, claim exemption of property from levy or attachment:

(1) From my real property in my possession which has been levied upon,

(a) I desire that my \$300.00 statutory exemption be set aside in kind (specify real property to be set aside in kind):

I request a prompt court hearing to determine the exemption. Notice of the hearing should be given to me at

(Address)

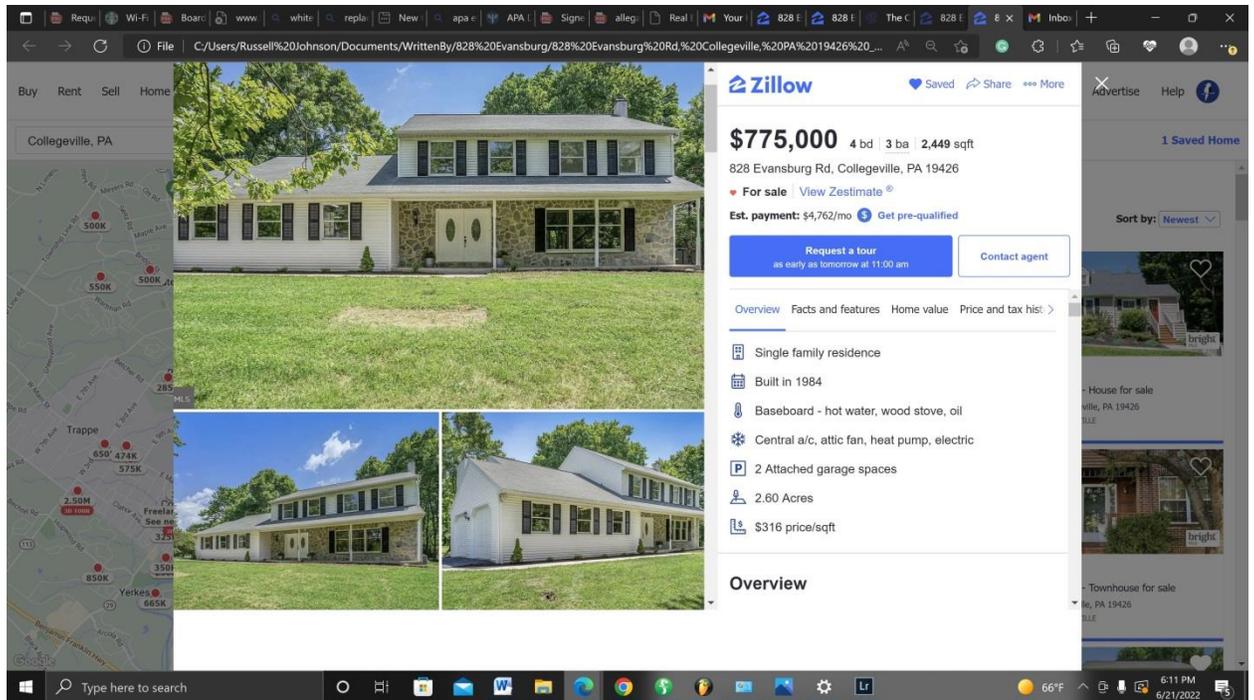
(Telephone Number)

I verify that the statements made in this Claim for Exemption are true and correct. I understand that false statements herein are made subject to the penalties of 18 Pa. C.S. Section 4904 relating to unsworn falsification to authorities.

Date:

Signature

THIS CLAIM TO BE FILED WITH THE OFFICE OF THE SHERIFF
Court House, Norristown, PA. 19401
278-3000



Psychologists should not participate in torture, but rather show professional empathy.

The APA defined empathy as:

n. understanding a person from his or her frame of reference rather than one's own, or vicariously experiencing that person's feelings, perceptions, and thoughts. Empathy does not, of itself, entail motivation to be of assistance, although it may turn into sympathy or personal distress, which may result in action. In psychotherapy, therapist empathy for the client can be a path to comprehension of the client's cognitions, affects, motivations, or behaviors. See also perspective taking.

I have extremely diverse cultural background, which gives me vast amounts of empathy. Where I grew up, there were no black people. All of my friends in school and in my community were white. My DNA reports that I am 65% Nigerian-Ghanese and 35% Dutch, but I grew up white in the sticks of Pennsylvania in a Mennonite community. Plus I am attractive and athletic. My first supervisor eventually cried to while expressing his racial bias. The department head (Lew Miller) that started this mental disability fiasco at AT&T told me, "When you enter a room, people stop working." He also said, "They never seen anything like you," Can you really afford your new home on five acres," and "I'm going to teach you a lesson." My alleged disability started as an elaborate hoax by Lew Miller at AT&T, as retaliation to a potential racial discrimination lawsuit. Using a bogus disability, AT&T wanted to create a situation of plausible deniability related to their culpability.

The fourth sentence of Lew Miller's obituary below says that he retired in 1989. He was fired in 1989 because I won my 1989 ERISA case against AT&T, and his boss was fed up with his "Shenanigans," which included forcing me on mental disability and not dealing appropriately with my initial complaints

of a hostile workplace. Because of the 1989 date, it is at least plausible that his retirement was related to my ERISA lawsuit.

Service Details

Obituary/Notice

Condolences and Tributes

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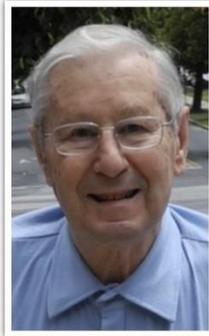
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Edward J. Kuhn Funeral Home, Inc.
739 Penn Avenue
West Reading, Pennsylvania
UNITED STATES
19611

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Obituary for Lewis E. Miller



Lewis E. Miller, age 92, passed away, Monday August 22, 2016 in the Highlands of Wyomissing.

Born September 30, 1923, in Dalton, PA, he was the son of the late Alex and Mary (Jocsak) Miller.

Lewis was married for 69 years to his beloved wife, Doris P. Miller, whom passed away November 29, 2015.

He was a 1941 graduate of Penn Argyl High School and also graduated from Lafayette College in 1949 earning a B.S. in engineering.

Lewis was a U.S. Army Engineering Corps veteran during World War II. Serving in the Pacific Theater, he bravely fought in many battles earning a Purple Heart.

He was employed as an electronic engineer for Bell Telephone Laboratories for 37 years. He retired in 1989 as the head of semi conductor device development laboratory in Reading.

Lewis was a member of (IEEE), Institute of Electrical and Electronics Engineers and the American Physical Society. He was also an author in several chapters of Microwave Semiconductors, Reliability of Silicon Diodes and Transistors, and over 20 articles for Science and Engineering Journals.

He is survived by one son: Alex Lewis, husband of Nancy Miller, Huntingdon Valley, and two grandchildren: Eric A., Arlington, VA, and Katie Ann Miller, Philadelphia, PA.

In addition to his wife, Lewis was predeceased by three brothers: Albert and Joseph Nagy and Charles Miller. Four sisters: Mary Blewitt, Julia Endress, Theresa Hofschild and Helen Keiper also predeceased him.

A memorial service will be held Friday, August 26, 2016 at 2:30 p.m. in Edward J. Kuhn Funeral Home, Inc., 739 Penn Avenue, West Reading. Interment will follow in Charles Evans Cemetery. Friends may call from 1:30 p.m. to 2:30 p.m. in the funeral home. In lieu of flowers, contributions can be made to: Reading Symphony Orchestra, 147 N. 5th Street, Suite 4, Reading, PA 19601-3494, or Reading Health System Foundation, P.O. Box 16052, Reading, PA 19612. Online condolences may be recorded at www.kuhnfuneralhome.com.

Organizations like AT&T have plans to retaliate against and discredit whistleblowers who speak out, this plan was applied in my case. My ERISA lawsuit against AT&T was in 1989. The suit was brought because I was illegally fired in 1987 after I graduated from Air Force Officer Candidate School, (while on forced AT&T mental disability). From his obituary and talks with fellow AT&T employees, I have found that the AT&T department head who started this elaborate hoax was forced to retire in 1989 because of my winning the ERISA case. I was informed another black person was forced on mental disability just before I transferred in there, which Lew Miller initiated.

Dr. William Shockley: Eugenics AT AT&T

The Southern Poverty Law Center says " William Shockley, Stanford professor and winner of the 1956 Nobel Prize in physics for his co-invention of the transistor, was arguably the single person most

responsible for ushering in the computer age. He was also an ardent eugenicist whose theories of black racial inferiority eventually made him an academic pariah.” “Despite having no training whatsoever in genetics, biology or psychology, Shockley devoted the last decades of his life to a quixotic struggle to prove that black Americans were suffering from “dysgenesis,” or “retrogressive evolution,” and advocated replacing the welfare system with a “Voluntary Sterilization Bonus Plan,” which, as its name suggests, would pay low-IQ women to undergo sterilization. ” “ Shockley partly succeeded in rehabilitating eugenics as an ideology by providing the foundations for a new, more politically savvy generation of academic racists, including Arthur Jensen, Richard Lynn and Charles Murray.” Arthur Jensen and Richard Lynn are psychologists. The Southern Poverty Law Center labeled Shockley a White Nationalist.

Dr. William Shockley won the Noble Prize for the invention of the transistor, while at AT&T, and was a eugenicist who supported the extermination of black people and people of color. Shockley’s racist ideas impacted the work culture at AT&T and would often come up in discussions at work.

1989 ERISA TRIAL

Below is the August 1989 ERISA case that I won Pro Se (I represented myself). I filed this lawsuit because I was fired from AT&T after I graduated from Air Force Officer Candidate School (OCS), while on forced mental disability from AT&T. In fact, I entered entered OCS on forced mental disability. In 1987, AT&T saw how my graduation would nullify their forced disability. Two weeks before graduation from OCS, AT&T took me off of mental disability and put me on Leave of Absence. AT&T told me to see their psychologist when I returned from OCS. When I returned, I saw the AT&T psychologist (Dr. Hassle) in my uniform as an Air Force Lieutenant, and the only question that she asked me was, “Are you going to sue me.” She was more concerned with her legal welfare than my mental health. I told her that I had not thought about suing her, but I was assault and battered twice on my job and they did nothing about it. She then forced back me on mental disability and I was fired. During the ERISA trial, Dr. Hassle asked me “Did you ever think you were going crazy.” This is a peculiar question from a psychologist. For me, this question makes sense only if Dr. Hassle knew that I was poisoned with LSD on my job. This case was abruptly halted just before lunch when the head psychiatrist for AT&T (Dr. Hess) would not stop stuttering from nervous tension, when the judge frowned at him after he answered “Yes” to my question to him, “Are black people paranoid?” The judge then took the gavel, slammed it into his desk, said, “We are breaking for lunch.” The judge then pointed the gavel at me and yelled, “You’re crazy.” The only person acting crazy was the head psychiatrist for AT&T. We came back from lunch and the judge said, “Sorry for doing it this way, but you won your disability payments.” He said this because he understood that I had a racial discrimination case, but racism in psychology was not recognized in 1989.

The department head Lew Miller who started this mental fiasco in 1986, was fired just after (and because) I won the 1989 ERISA trial. On the second page of the document below, you will see that AT&T mandated that I see one of three psychiatrists that I suspect were favorable to them and who AT&T thought they could control. This direction to see one of three psychiatrists is also peculiar. This is different from what I would think a normal unbiased healthcare plan would require, where you could see any qualified healthcare provider under the plan. AT&T knew that I was not disabled, and their

doctors they selected were racist. To prove this, I did see Dr. Rubel from the list of approved AT&T doctors below. After about three visits with Dr. Rubel I told him, "You are always nervous when I see you. I think there is some racial content in the way you are treating me." He replied, "Yes, but we have to figure out how much." I suspect the two doctors on the list from AT&T were racist.

After leaving Dr. Rubel, I saw a sports psychologist who did not think I was mentally disabled and refused to treat me unless AT&T explained why I was disabled. AT&T claimed in court that they lost his request. Because I was benching 300 pounds and squatting 450 pounds at the time, I was anything but disabled. My healthiness did not stop AT&T from labeling me as disabled.

IN THE UNITED STATES DISTRICT COURT FOR THE
FOR THE EASTERN DISTRICT OF PENNSYLVANIA

<hr/>		
RUSSELL H. JOHNSON, III	:	
	:	
Plaintiff,	:	CIVIL ACTION
	:	
v.	:	No. 89-2089
	:	
AT&T BELL LABORATORIES,	:	
INC., et al.,	:	
	:	
Defendants.	:	
<hr/>		

ORDER

AND NOW, this day of August, 1989, after a trial of this matter, judgment is entered in favor of the Plaintiff under the following conditions:

1. Plaintiff's case is remanded to the Benefits Review Committee, which is directed to place Plaintiff on short-term disability for the remaining fifty-five days of his eligibility. Thereafter, AT&T Bell Laboratories is directed to notify Equicor, the administrator of long-term disability, of Plaintiff's current eligibility for long-term disability benefits.

2. Retroactively, from May 14, 1987 to September 1, 1989, Plaintiff shall receive disability benefits in accordance with AT&T's benefit plan minus the amount Plaintiff would have received if he were receiving Social Security disability benefits during that time. Plaintiff shall receive payment of such retroactive benefits on or before September 15, 1989.

3. Plaintiff is directed to apply immediately for Social

SEP 13 09 14:08

Security benefits and is directed to provide proof to Defendant and Equicor that he has done so. Plaintiff is also directed to notify Defendant and Equicor of Social Security's determination of his disability, and furnish Defendant and Equicor with proof of said determination. If Plaintiff fails to apply for Social Security benefits, Equicor shall take an appropriate estimated deduction in Plaintiff's long-term disability benefits as provided in the long-term disability plan. Plaintiff shall continue to receive long-term disability benefits on the schedule contemplated by the long-term disability plan for such period as his disability continues.

4. By September 15, 1989, Plaintiff is directed to place himself under the sustained care of one of the recommended qualified psychiatrists set forth below:

- a. Dr. Martin Rubel, 111 N. 49th Street,
Philadelphia, 471-2149
- b. Dr. Robert Sadoff, Hospital of the University of
Pennsylvania, 887-6144.
- c. Dr. Peter Wybel, Hospital of the University of
Pennsylvania, 662-4000.

If Plaintiff chooses a psychiatrist other than one listed in paragraph 4 of this Order, said psychiatrist must be approved by Defendant and/or Equicor.

5. Plaintiff is directed to furnish adequate proof to Defendant and Equicor on a monthly basis that he is engaged in an ongoing satisfactory treatment program with a qualified

physician.

6. Plaintiff, through his treating psychiatrist, is directed to furnish to Defendant and Equicor an opinion rendered by his treating psychiatrist regarding Plaintiff's ability to adhere to the treatment plan established by the treating psychiatrist. Said treating psychiatrist, on a monthly basis, shall make a determination regarding Plaintiff's competency to adhere to a treatment plan. Said determination shall be conclusive upon the Court.

7. Plaintiff is directed to appear for examination before AT&T Bell Laboratories Medical Department, or before a physician designated by Equicor, upon receiving written notice from Defendant or Equicor to do so. Such examinations shall be conducted at reasonable intervals and at reasonable times and locations.

8. Defendant, or Equicor, may, at any time, petition this Court to terminate the benefits being received by Plaintiff upon Plaintiff's failure to adhere to the terms of this Order or upon any other just and sufficient cause, including but not limited to a medical determination that Plaintiff is no longer disabled. Moreover, under appropriate circumstances, Defendant, or Equicor, may petition this Court for the return of benefits previously paid to Plaintiff pursuant to this Order. Upon the occurrence of any such petition, this Court shall promptly schedule a hearing to adjudicate the matter at issue.

9. Plaintiff shall notify Defendant if his address and telephone number change at any time.

10. When corresponding with Defendant, Plaintiff shall direct his communications to:

Medical Department
Reading Works
2525 North 12th Street
P. O. Box 13396
Reading, PA 19162-3396

and when corresponding with Equicor, Plaintiff shall direct his communications to:

Equicor
P. O. Box 22326
Pittsburgh, PA 15222

11. The Court retains jurisdiction over this matter for the purpose of hearing any claim which may arise out of the implementation of this Order.

12 The clerk shall close the docket for statistical purposes.

BY THE COURT:

Edward N. Cahn

EDWARD N. CAHN, J.

After I won the ERISA suit in 1986, in retaliation and to silence me, AT&T sent a psychiatric ambulance from the Eagleville Hospital to pick me up at my home. AT&T wanted to institutionalize me

because of the poor showing of Dr. Hess in the trial. I was not home when they arrived, and they did return. Interestingly, when I was five years old, I had an appendix problem, and my parents took me to the Eagleville Hospital, the nearest hospital to our home. I remember arriving at the hospital. It was then a general hospital. In 1962, Eagleville Hospital refused to admit me because I was black. We had to drive ten miles further to Montgomery Hospital for treatment. I could have died. In 1989, after the ERISA trial, Eagleville Hospital was a mental hospital and coming to pick me up. This is an example of racist healthcare and torture. Dr. Hess must have told Eagleville Hospital that I was a threat to myself or others. If AT&T had their way, I would be in a mental institution at the very moment. After the ERISA trial, the AT&T medical department nurse told me they wanted me to see a psychiatrist, "So they can put you on drugs." I did not want to be put on drugs. These drugs would have been more torture. I was healthy and wanted to get healthier. I never knew that doctors who took an oath to heal are weaponized to be so vindictive. As a result, upon hearing my story, psychologists and psychiatrists at the Veterans Administration Hospital are afraid for liability issues, speaking with me.

The boss of Lew Miller was tired of Lew's "shenanigans" and was aware that I was being "hit on." The firing of Lew Miller should have ended my disability, and I should have been immediately returned to work. But I was never returned to work, even after AT&T illegally threw me off their disability plan in 2006, violating my disability rights. I think that if someone was thrown off of a disability plan, he should be returned to work. Instead, AT&T abused me for twenty years, forcing me into bankruptcy and losing my home on the five acres my mother willed me, leaving me with no income. This forced me into a halfway house in Watts, CA, for five years, where I was forced to live with drug addicts and criminals. It was interesting to say the least.

At the time in 2006, AT&T said that I was not disabled because I was finishing my second masters at USC. The weird thing is Dr. Shamie had filled out a medical for AT&T in 2006, saying that I was disabled. Before AT&T threw me off the medical plan 2006, we had a hearing with a judge in Philadelphia over the phone. I asked the judge if I could record the conversation. I had conversations with AT&T lawyers who expressed microaggression. The judge asked the attorney for AT&T (LaQueshia Clemons), "Hasn't he suffered enough?" LaQueshia Clemons replied, "No." There was a long silence while the judge took this in, but he did nothing to help me. AT&T wanted me to suffer more. AT&T ignored the 2006 medical form filled out by Dr. Shamie and kicked me off disability but refused to return me to work. When I called the court back to tell them that AT&T illegally dropped me from the disability plan but refused to return me to work, the court clerk said, "Well you recorded the conversation." As if I was being punished for recording the conversation. I replied, "I did not record the conversation, I only asked to record the conversation." The court clerk let out a large gasp and hung up the phone.

Others Drugged at AT&T

I am not the first person drugged at AT&T. Mr. Tim Vawter states in the notarized affidavit below that he was drugged at AT&T, in the same building where I worked in 1982. I was probably in the building when Mr. Tim Vawter was drugged at AT&T. Notice the No-Nazi sign on his document. White supremacy is a problem in psychology recognized by the APA. I have spoken with Mr. Tim Vawter. He lives off the charity of others. If AT&T had their way then I would probably be in a mental institute at

this time.



United States District Court



Affidavit on BZ chemical weapons testing
conducted on Tim Vawter at Bell Labs

by Tim Vawter, [REDACTED] USA. Tel# [REDACTED]

I Tim Vawter do hereby swear and attest that the following statements are true. I am fully competent. I am aware of the penalties for lying on an affidavit, and I will not. I will gladly take a lie detector test to show everything I say here is 100% true.

In 1982, during the Summer or early Fall, I read a small advertisement in a local newspaper saying Bell Labs was paying people \$20.00 to test their new telephones. I specifically remember the ad saying something like "People don't need to call, just come in to Bell Labs in Holmdel". I answered that advertisement and arrived at the main entrance Bell labs, 101 Crawfords Corner Rd, Holmdel, NJ.

I parked in front and went inside. I told the secretary I was there to test the phones, that there was an ad in the newspaper offering \$20.00. The secretary gave me a long questionnaire to fill out. It asked me all kinds of questions like my address, schooling, what political party I am affiliated with, etc. I finished filling out the questionnaire and gave it to the secretary. I then waited quite a long time. Finally, a man dressed in a business suit marched down the long staircase. He had short black hair and had military mannerisms about him. He spoke in abrupt, firm sentences. He told me to follow him up the stairs. I followed him into a room that was empty except for one chair with a small desk and a phone. I specifically remember the phone was a regular phone, not special or new in any way.

He instructed me to sit down and he left the room, He returned about 10 minutes later and held out a glass of water to me, saying it was part of the test to drink the water. I nicely told him I wasn't thirsty, that I could answer the phone fine without drinking any water. He stepped forward and raised his voice firmly, telling me I have to drink the water, that it was part of the test. The man didn't say anything about the phone or even look at it. He raised his voice and firmly said I wouldn't get the \$20.00 unless I drink the water, that it was part of the test. I was young and felt somewhat intimidated, so I figured it probably didn't matter if I drank the water, so I said "okay".



The plaintiff Tim Vawter is shown building the second castle ordered by the rock star Bruce Springsteen. The motorcycle crash resulted in permanent spinal cord injuries that prevented Mr Vawter from earning proper income since 1982.

Hereby Sworn to,

Tim Vawter 10/8/2013
Tim Vawter Date

Page 1 of 2

Virginia R. Egan
VIRGINIA R. EGAN
Notary Public State of New Jersey
My Commission Expires 01/21/2017



Affidavit on chemical weapons tests conducted on Tim Vawter

For a moment, the man hesitated and withdrew the glass of water, saying "One more thing I want to ask you. Are you connected with any congressmen? Such as, do you work with any congressmen, or are you related to any congressmen?" He sounded nervous and fearful. Prior to that, he sounded very firm and confident. I replied to him no, I don't have any close connections with any congressmen. The man became calm again and said "Okay, then you can take the test". He gave me the glass of water to drink and told me he's leaving the room. He said when the phone rings, I am to answer it. He never told me anything was in the water, just that I had to drink the water or I wouldn't get the \$20.00.



Among the worst of the atrocities committed by the Nazis were the medical experiments conducted on people without their consent.

I took just one sip of the water and put the glass down. The man then raised his voice again "You have to drink all the water or you won't get the \$20.00". I felt intimidated, so I drank the glass of water. The man said he would be back when the test is over and left the room. When the phone rang, I picked it up and said hello several times. No one was there, so I hung up. The man returned and said the test was over. I told him there was no one on the phone. He said that's okay, it didn't matter. He didn't even look at the phone. He gave me a \$20 bill and said I could leave, that the test was over.

I exited the building, and left on my motorcycle. About an hour later I became very disoriented and my body felt funny, like it was moving when it wasn't. My eyes saw trails of light and shimmering colors. I became distrustful due to the strange feelings in my body. I constantly complained about a very loud buzzing sound in my inner ears which I thought was airplanes. While driving my motorcycle that night, both my arms went paralyzed and I crashed, breaking my tail bone back and crushing two discs at the base of my spine. From the time when I drank the water at Bell Labs in September 1982, lasting for about a week, I experienced all the effects of the chemical weapon BZ; paralysis, delirium, a loud buzzing sound in my inner ear. I hereby swear I never had these conditions before or after that time in 1982. Medical websites say only BZ causes those symptoms. BZ is a NATO chemical weapon called *Agent BZ* or *Agent Buzz* (3-quinuclidinyl benzilate).



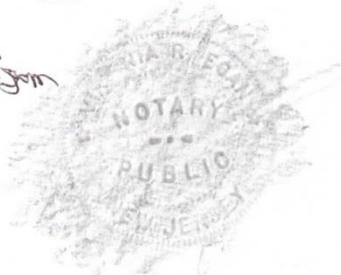
Tim Vawter's MRI scan shows two badly crushed discs from the motorcycle crash.

Hereby Sworn to,

Tim Vawter 10/8/2013
Tim Vawter Date

Page 2 of 2

VIRGINIA R. EGAN
Notary Public State of New Jersey
My Commission Expires 01/21/2017



More Racialized Healthcare

Using psychiatry and psychology in racialized and discriminatory manners is not new. In the copy of the June 7, 1958 letter below, Dr. Martin Luther King complains to the Governor of Mississippi (James P. Coleman) that Mr. Clennon Washington King Jr. (who was black and no relation to Dr. King) was forcibly sent to a mental institution because he wanted to attend Mississippi University for his PhD. Blacks were not allowed to attend Mississippi University, similar to Eagleville Hospital refusing to treat me when I was five. The police who sent Mr. Clennon King to the mental institution is reported to have said, "If he wanted to attend Mississippi University, then he had to be crazy."

To James P. Coleman

7 June
1958

7 June 1958
Atlanta, Ga.

In a 22 May letter, history professor Clennon King asked King to support his effort to enroll in graduate school at the University of Mississippi: "Every hypocritical ruse is being used to keep my application from being recognized solely because of my black African background."¹ Nine days later, after meeting King at the SCLC meeting in Clarksdale, Clennon King wrote to inquire why he had received no reply. After Clennon King was sent to a state mental facility following his attempt to register for classes at the university, King writes this letter of protest to Mississippi's governor.²

Governor J. P. Coleman
State Capitol
Jackson, Mississippi

The Southern Christian Leadership Conference wishes to voice the strongest possible protest against the inhumane and unchristian treatment to which Professor Clennon King has been subjected as a result of his attempt to enroll at the University of Mississippi Thursday, June 5.

News headlines that Professor King had been "hauled" bodily from a university building and put into the back of a station wagon were shocking enough; but even more disturbing are the latest reports that in a little more than twenty-four hours without the protection of legal counsel, he has been judged mentally incompetent and confined to Whitefield State Mental Hospital.³

Such deliberate speed in depriving a man of his freedom is difficult to accept even under ordinary circumstances; but circumstances here are far from ordinary. Negro residents of Mississippi are still barred from the University of Mississippi and thus denied access to graduate study. When Professor King upheld segregation and attacked the U.S. Supreme Court in a series of newspaper articles a few months ago, his mental competence was not challenged by Mississippi but praised instead.⁴ Now that he seeks to further his education at the only available

1. Clennon King (1920–), born in Albany, Georgia, received a B.S. (1940) from Tuskegee Institute, a B.A. (1944) from Adelbert College, and an M.A. (1945) from Case Western University. Before becoming head of the history department at Alcorn A&M in 1956, King taught at several southern schools including Albany State University, Virginia Union University, and Lemoyne-Owen College.

2. This letter was also read at an 11 June protest rally in Hattiesburg, Mississippi, organized by SCLC executive board member W. H. Hall (Hall to Ella Baker, 10 June 1958; SCLC, Press release, 12 June 1958). Hospital officials later determined Clennon King to be sane, and he was released after a little over a week of confinement.

3. King refers to the Mississippi State Mental Hospital in Whitfield.

4. The articles, published in the *Jackson State Times* in early 1957, provoked a school boycott by more than five hundred Alcorn A&M students, who demanded Professor King's firing. King left his teaching post and the college president, who supported the students, was fired by the state college board ("Rally for Expelled Alcorn Students," *Tri-State Defender*, 23 March 1957).

10 June university in his state, the State responds by rushing him into a mental institution.
1958 The connection seems clear.

In light of this and especially Chancellor Stokes Robertson's action in ejecting Professor King's lawyer from the hearing, we shudder at the prospects of what might follow.⁵

Rev. Martin L. King, Jr, President
Southern Christian Leadership Conference
208 Auburn Avenue, N.E.
Atlanta, Georgia

TLc. MLKP-MBU: Box 72.

5. Stokes V. Robertson, Jr. served as chancellor of Mississippi's Fifth Chancery Court District (1955-1966).

Gould expressed little empathy for the racialized abuse (even in forced therapy) that I have experienced in the past. His interactions appeared forced, fake, and lacked the level of empathy required for effective communications required by the APA. You would think the fact that I graduated from Officer Candidate School while under forced mental disability from AT&T would impress a normal person to find my disability ironic. You would think that alone would generate the required empathy to make the normal sensitive person question the validity of my alleged disability. To ask for more from me borders on perversion. Gould and the VA Voc Rehab must become aware that the APA recognizes the problem of racism in psychology. When I asked Gould about Ethics in his field, there was a strange silence, and he refused to discuss it.

ETHICS OF TORTURE

Torture is unethical. Psychologists played a key role in the CIA torture program, and that program was used mostly against brown and black people of color. Two contract psychologists (Dr. James Mitchell and Dr. John Bruce Jessen) devised the CIA's enhanced interrogation techniques and played a central role in the operation, assessments, and management of the CIA's Detention and Interrogation Program. They developed the program by apparently reverse engineering the Air Force Survival, Evasion, Resistance & Escape (SERE) training. By 2005, the CIA had overwhelmingly outsourced operations related to the torture program. No psychologist was ever prosecuted for this torture. The Veterans Administration outsources disability psychological evaluations to Dr. Gould and QTC Medical Services (his employer). Psychology is used detrimentally not only in CIA Torture Programs, psychology is also used to squelch racial discrimination employment complaints. If left unregulated, psychologists and psychiatrists have a tendency to monitor and participate in torture. Torture exists, and institutional racism in America from the time of slavery to the present is torture. I have experienced a pattern of

torture over the past thirty-five years, which would have resulted in different and better outcomes if I were white.

To put torture in the words of the American Psychological Association (APA). “The psychology of torture refers to the psychological processes underlying all aspects of torture including the relationship between the perpetrator and the victim, the immediate and long-term effects, and the political and social institutions that influence its use.” (From “**When and why we torture: A review of psychology research.**” American Psychological Association, <https://doi.apa.org/doiLanding?doi=10.1037%2Ftps0000120> accessed 6/20/2022.) “Racial politics or race politics is the use of race, as a human categorization or hierarchical identifier, in political discourse, campaigns, or within the societal and cultural climate created by such practice.” “... punishing him for an act he or a third person has committed or is suspected of having committed, or intimidating or coercing him or a third person, or for any reason **based on discrimination of any kind**, when such pain or suffering is inflicted by or at the instigation of or with the consent or acquiescence of a public official or other person acting in an official capacity.” The police and the American Courts have allowed this torture to continue.

More from the APA: “**The United States signed the Convention Against Torture (CAT), a set of laws that explicitly prohibits torture under any circumstances, wherein torture is defined as: Any act by which severe pain or suffering, whether physical or mental, is intentionally inflicted on a person for such purposes as obtaining from him or a third person information or a confession, punishing him for an act he or a third person has committed or is suspected of having committed, or intimidating or coercing him or a third person, or for any reason based on discrimination of any kind, when such pain or suffering is inflicted by or at the instigation of or with the consent or acquiescence of a public official or other person acting in an official capacity.**”

If you don’t believe I was tortured, there is a reason. Research has found that people hold more favorable views of torture if they score high on right-wing authoritarianism (Benjamin, 2016), social dominance orientation, and political conservatism (Homant & Witkowski, 2011; Houck & Conway, 2013). Other work suggests that males view torture much less negatively than females (Fallahi, Austad, Keishman, Gendron, & Wood, 2008). “But how people think about torture is much more complicated than personality, ideological differences, and gender divides or situational factors. In addition to aforementioned factors, **systematic biases contribute to the endorsement of torture.** Many human biases operate underneath the surface, interfering with the way information is evaluated and decisions are made.”

The 9th Circuit Court of Appeals has ruled that I may have experienced “Severe Intentional Infliction of Emotional Distress.” The judge that wrote this ruling died and was replaced with a panel that included Judge Bybee (who signed the Torture Memo for Bush when he worked in the Justice Department) with negative outcomes. I was prohibited in filing a case for Torture. Even though the United

States signed the Convention Against Torture (CAT), I could not bring a suit for Torture "... the U.S. government has not criminalized acts of torture committed in the United States — even though the United States has been a party to the Convention against Torture, an international treaty that defines torture and obligates state parties to criminalize it, since 1994. The current [U.S. criminal statute for torture](#) applies only to conduct that occurs abroad." (Washington Post <https://www.washingtonpost.com/politics/2022/02/18/chicago-/> , accessed 6/20/22), because "Torture," as defined by United States law as occurring outside of the United States: TORTURE defined by (18 U.S.C. 2340A) Section 2340A of Title 18, United States Code, "prohibits torture committed by public officials under color of law against persons within the public official's custody or control. Torture is defined to include acts specifically intended to inflict severe physical or mental pain or suffering. (It does not include such pain or suffering incidental to lawful sanctions.) The statute applies only to acts of torture committed outside the United States." Thus, even though I am a Survivor of Torture, I can not bring a legal claim for Torture in the United States Courts.

More from the APA: "Given the general consensus among field experts and torture survivors, and research findings about torture's ineffectiveness, why do many people still believe that torture is effective? Research suggests that part of the reason is due to latent motivations that bias one's perceptions of torture's effectiveness. For example, some work indicates that how people think about torture's effectiveness is often biased in favor of one's own motives. Specifically, findings from Houck, Conway, and Repke (2014) revealed that feeling personally close to potential victims in a hypothetical torture dilemma causes people to believe that using torture on a potential perpetrator would be more effective than when one does not feel personally close to a potential victim. This particular bias has applied implications." Instead of speaking out, whites defend whites in racist situations.

The white psychologists that I was forced to see, first by the AT&T Medical Department and disability plan, had unrecognized racial bias, which allowed them to participate in my torture. For twenty years, AT&T had no black psychiatrists in their medical plan. And when I pressed AT&T on that matter after twenty-years, the only black psychiatrist that AT&T added to their plan, on my insistence, (Dr. Laja Ibraheem) refused to see me because I was suing AT&T on this matter. Below is the envelope and the return receipt of Dr. Laja Ibraheem.

LATA IERAHEEM, MD.
PO BOX 20140
LONG BEACH, CA 90801-3140

LONG BEACH CA 908

03 NOV 2006 PM 4 T

85109 00390 NOV 02 06
6549 MAILED FROM ZIP CODE 90807

Russell Johnson
1315 S. Flower Street #416
Los Angeles, CA 90015

90015+2375 0055

469212128885
LAJA IBRAHEEM
3545 LONG BEACH BLVD
LONG BEACH, CA 908073941
562-426-1345

Sale

ID: 00728108
11/01/06 15:17:13
Batch #: 000163

VISA
4635516375779238 Exp: 08/10
Appr Code: 015024 Inv#: 000002
Amount: \$ 25.00
Tax: \$ 0.00
Total: \$ 25.00

I agree to pay above total amount according to card issuer agreement (Merchant agreement if credit voucher)


RUSSELL JOHNSON III
Merchant Copy
THANK YOU!

469212128885
LAJA IBRAHEEM
3545 LONG BEACH BLVD
LONG BEACH, CA 908073941
562-426-1345

Refund

ID: 00728108
11/02/06 13:58:44
Batch #: 000164

VISA
4635516375779238M Exp: 08/10
Inv#: 000001
Total: \$ 25.00

I agree to pay above total amount according to card issuer agreement (Merchant agreement if credit voucher)

X-----

Merchant Copy
THANK YOU!

469212128885
LAJA IBRAHEEM
3545 LONG BEACH BLVD
LONG BEACH, CA 908073941
562-426-1345

Refund

ID: 00728108
11/02/06 13:58:44
Batch #: 000164

VISA
9238M
Inv#: 000001
Total: \$ 25.00

Customer Copy
THANK YOU!

The United States also lacks a federal statute criminalizing crimes against humanity, a category of offense that refers to specific acts of violence or persecution committed against civilians as part of a

“state or organizational policy.” My only legal recourse appears to be International Criminal Court or the United Nations Human Rights Council.

More from the APA: “Of course, while torture is not believed to be effective by most experts, the slightest ambiguity in the purported effectiveness opens the door for confirmation bias. Confirmation bias (Plous, 1993) represents yet another bias which may encourage one who wants to believe that torture is effective see evidence in support of that position.” There is also Racial Confirmation Bias: “This bias is the tendency to interpret or remember information in a way that confirms what we already believe, and helps us to ignore new data.” Gould was affected by both kinds of “Confirmation Bias.”

More from the APA: “Moreover, there is a tendency to underestimate a person’s ability to resist torture. Indeed, research suggests that people are better able to withstand torture than most think, and because of this assumption people often falsely believe that torture will work (Janoff-Bulman, 2007). In addition to the biases people may hold toward the act of torturing another, biases related to the in-groups and out-groups involved in torture scenarios are also critical to understanding the psychological processes underlying torture justification. The belief that one’s group is good. Group membership plays an important role in terms of how we view our own behavior and the behavior of out-group members. People are psychologically motivated to believe that their own group is good and just (Tajfel & Turner, 1979), but this belief becomes problematic when one’s group engages in undesirable behaviors. Thus, the awareness that torture is sometimes used by one’s own group is another driving force behind the justification of torture. Tarrant, Branscombe, Warner, and Weston (2012).” My resilience after over 35 years of torture and inhumane treatment is an example of someone withstanding torture.

Below is a 12 page internal email from Ms. Karen Drosendahl of CIGNA Healthcare (who handled the disability plan for AT&T) which is a forwarded email that I sent her describing my then 20 years of torture and inhumane treatment by AT&T. This was my attempt to put into context my treatment from AT&T. Two years later, AT&T dropped me from the medical plan:

Gibson, Alan 250

From: Drosendahl, Karen A 250
Sent: Tuesday, January 20, 2004 7:38 AM
To: Gibson, Alan 250
Cc: Paluselli, Michael A (Mike) 250
Subject: FW: To Whom It May Concern.doc

This claimant's SS number is 190-50-4194. You may want to review the claimant's file.

Karen Drosendahl
Case Manager
800-238-2125 ext. 3147
Fax 412-402-3529
Karen.Drosendahl@CIGNA.com
-----Original Message-----

From: russell [mailto:russell@luentsucks.com]
Sent: Saturday, January 17, 2004 9:55 PM
To: Drosendahl, Karen A 250; Parker, Scott W 250
Subject: To Whom It May Concern.doc

To Whom It May Concern

Thank you sending a copy of my file but there are several things wrong; first several pages are too light to read and second most of the file is full of lies and imaginations of fiction first started as a joke by my department head Lew Miller. Lew Miller was asked to resign because of this; it is humorous that you still keep files like these. After looking at my file, I noticed that some important things are missing which bring into question the credibility of the entire file. The file fails to mention that your organization is trying to cover up that I was assault and battered twice on my job at the AT&T Bell Laboratories Reading, Pennsylvania facility long before I had contact with the medical department. I believe that minorities have it hard enough without the Racist fabricated stigma created by Lucent Technologies to cover up a crime. This whole thing is racist and infantile. What is clear is that you people have not progressed far up the food chain. For a little taste of reality, I present the following information for inclusion in my file:

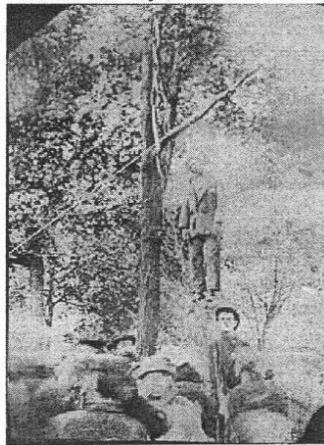
BOB SANFERRARE: "JUST BECAUSE STEVE WALTERS IS FAT AND FROM THE SOUTH DO NOT ASSUME HE IS A REDNECK, GIVE HIM A CHANCE." I gave Steve Walters a chance.

BOB SANFERRARE: "JUST BECAUSE YOU ARE PARANOID DOES NOT MEAN THAT NO ONE IS OUT TO GET YOU." He was at the time Department Head but retired as VP of AT&T.

01/20/2004



ALAN BRUCE: "IT IS A PLOT." He was at the time Director but was later found dead in his own back yard of an apparent heart attack. He said this after I returned from an AT&T Bell Laboratories seminar designed to "help sensitize white managers to Black employees." The person heading up the seminar stated, after three days, that "there was a conspiracy against Blacks at AT&T Bell Labs." I returned to work and told my three managers about the seminar they sent me to. Alan Bruce said that it was not a conspiracy, "It was a Plot."



DR. STEVE WALTERS: "EVERY TIME I LOOK AT A BLACK PERSON, IT DOES NOT MATTER IF THEY HAVE A PHD. OR NOT, I THINK NEGATIVE THOUGHTS ABOUT THAT BLACK PERSON." He was my supervisor for three years and was transferring to Bell Communications Research when he said the above statement, he then began to cry. I transferred to the AT&T Bell Laboratories Reading, Pennsylvania facility to be closer to the five acres in my home town that my mother willed to me when she passed away. Steve Walters introduced me to the eugenics works of the AT&T Bell Labs Nobel Prize winning physicist Dr. William Shockley. Dr. William Shockley advocated the extermination of people of color in America due to their high birth rates and low IQs. Dr. Shockley ask the National Science Foundation (NSF) to further explore his ideas on eugenics in America, but they never did.



**I TRANSFERRED TO THE READING, PENNSYLVANIA
AT&T BELL LABS FACILITY:**

**"A BLACK PERSON WAS PUT ON MENTAL DISABILITY JUST BEFORE YOU GOT
HERE"** This statement was whispered into my ear by a white supervisor as he was leaving my office and was the last time that I saw him. He was being promoted out of the facility. I regret that I did not investigate his comments further. I did not know at the time how what he said could possibly affect me. If I would have investigated his statement it would have saved a lot of trouble and my home on five acres. My personal neglect, at the time, in following up on this statement is one of the reasons I am pursuing this now.



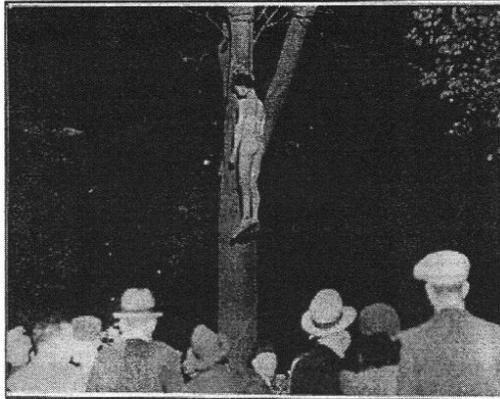
**I WAS KICKED BY THE GUY WHO EMPTIED THE GARBAGE IN OUR OFFICE. CHARLIE
WALDRON WITNESSED THE ASSAULT AND BATTERY AND AT THE TIME SAID,
"LEAVE RUSSELL ALONE, HE LIFTS WEIGHTS."** I never saw the guy coming, and never saw him again. I can only assume that he was re-assigned to another area of the facility. Charlie Waldron was a Member of Technical Staff (an engineer). In court three years later, he denied witnessing me getting kicked.



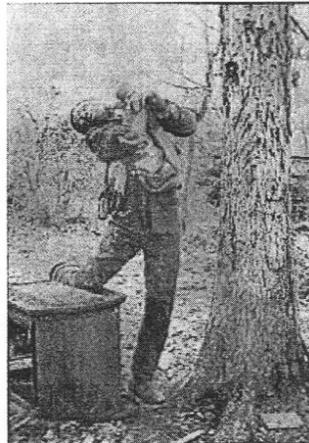
FROM THEN ON, I NOTICED THAT PEOPLE WOULD WALK INTO ME IN THE HALL.



I WAS WALKING DOWN A STAIRWELL AND NOTICED ED BONATO COMING UP. I PUT MY HEAD DOWN AND CONTINUED DOWN THE STAIRS. THE NEXT THING I KNEW, I WAS GASPING FOR AIR TRYING TO HOLD ON TO THE STAIR RAIL. ED BONATO JUST DROVE HIS LEFT SHOULDER INTO MY STOMACH AND HE WAS AT THE TOP OF THE STAIRS. HE DISAPPEARED. Ed Bonato was a technician in our department, this was the only time we actually met.

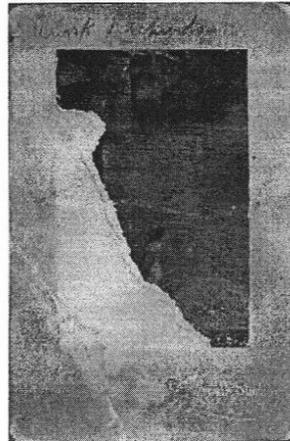


I WAS IN MY OFFICE AND JACK MORROW CAME INTO MY OFFICE, I SAID, "ED BONATO JUST SHOULDERED ME IN THE STOMACH." JACK MORROW RAN OUT OF MY OFFICE AND CAME BACK TWO HOURS LATER AND SAID, "ED BONATO SAID HE DID IT AND HE GOT YOU GOOD TOO". Jack Morrow was my supervisor at the Reading, Pennsylvania AT&T Bell Laboratories Facility. If he would have told what he knew then, it would have saved me a lot of problems. Sometimes people grow silent. I told Jack Morrow that all I wanted was a level playing field so I could compete, he said, "Your not going to get one."



I REPORTED THE ASSAULT AND BATTERY TO THE LOCAL MUHLENBERG POLICE. LATER, THE POLICE SAID THAT THEY INVESTIGATED AND THAT THEY DETERMINED THAT THE ASSAULT AND BATTERY WAS MY FAULT AND THAT THEY WERE NOT GOING TO INVESTIGATE IT FURTHER. I believe that the local Muhlenberg police helped to cover up the assault by refusing to investigate it further.

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JIM GOLDEY: "WE ARE AWARE THAT YOU ARE GETTING KNOCKED AROUND HERE."

Jim Goldey was Director at the AT&T Bell Laboratories Reading facility.



LEW MILLER: "YOU ARE GOING TO HAVE TO BE LIKE ROSA PARKS AND JACKIE ROBINSON."

He was Department Head. He claimed that Jackie Robinson was not the best ball player in the Negro League and that the only reason he was called up to the majors, to break the color line, was that he agreed not to complain about the mistreatment that he would get. Lew Miller was telling me not to complain about the assault and batteries. After the assault and battery Lew asked me to meet him every Monday morning in his office before work. Looking back on it, he wanted to meet with me to manage my complaint and to make sure that it was not presented to the proper company channels, even though it was his job to make sure that my complaint was presented to local company EEOC office. In one of these Monday morning meeting, I was late coming to work and drove in with my glasses on instead of my contacts. I took my glasses off before the meeting with Lew Miller and could not manage him by making eye contact with him. After this meeting, he said, "I don't know about you, but I feel much better about these meetings." I am sure that he was planning at that time to tell me to "go to the medical department and take a urine test for drug and go out on mental disability, or do not return to work." I asked Lew Miller how could he do this, he said, "We checked with our lawyers."

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THE SHORT OF IT: SINCE I COMPLAINED AND WENT TO THE POLICE, AND WOULD NOT DROP IT, LUCENT PUT ME ON MENTAL DISABILITY. Dr. Hassle and Dr. Hess were responsible for this.



THE FIRST SHRINK THEY SENT ME TO WAS AT THE UNIVERSITY OF PENNSYLVANIA. I SAW HIM THREE TIMES AND HE WAS NERVOUS. I ASSUMED THAT HE WAS NERVOUS BECAUSE HE HAD SEEN THE OTHER BLACK PERSON WHO WAS PUT ON DISABILITY JUST BEFORE I ARRIVED AT LUCENT IN READING, PENNSYLVANIA. I FIGURED THAT THERE WAS RACIAL CONTENT IN THE WAY THAT HE TREATED ME, SO I SAID, "I THINK THERE IS RACIAL CONTENT IN THE WAY THAT YOU ARE TREATING ME," HE REPLIED, "YEAH, BUT WE HAVE TO FIGURE OUT HOW MUCH." I NEVER SAW HIM AGAIN.



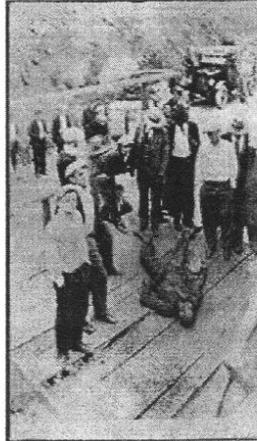
EVEN THOUGH LUCENT WANTED ME TO SEE A PHYSICIAN TRIST SO THEY COULD PUT ME ON DRUGS, I FOUND A SPORTS PHYSICOLOGIST AND TOLD HIM MY STORY. I ALSO TOLD HIM THAT LUCENT WANTED MEDICAL FORMS FILLED OUT AND ASKED HIM IF WE SHOULD SET UP A SECOND APPOINTMENT. HE SAID, "NO, I WILL SEND A LETTER TO LUCENT AND ASK THEM THE SOURCE OF YOUR DISABILITY. WHEN THEIR RESPONSE COMES BACK, WE CAN SET UP A SECOND APPOINTMENT." LUCENT NEVER RESPONDED TO HIS REQUEST AND SO I DID NOT SEE HIM AGAIN. LUCENT STOPPED MY DISABILITY PAYMENTS FOR A YEAR AND CLAIMED THAT I WAS NOT FOLLOWING THE MEDICAL PLAN.

See What Mob Did To Mack Parker



I JOINED THE AIR FORCE RESERVES BEFORE I WAS ASSAULT AND BATTERED AT LUCENT, BUT DID NOT ATTEND OFFICER CANDIDATE SCHOOL WHILE I WAS WORKING. SINCE I WAS OUT ON DISABILITY BY THIS POINT, I ATTENDED AIR FORCE

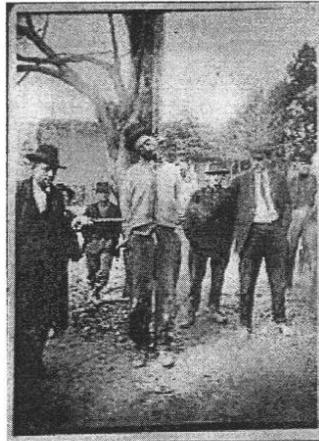
OFFICER CANDIDATE SCHOOL (OCS) WHILE ON MENTAL DISABILITY. WHILE AT OCS, LUCENT CALLED AND SENT LETTERS REQUESTING, "THAT I SHOULD RETURN TO WORK OR I WILL BE FIRED." A WEEK BEFORE GRADUATION FROM OCS, LUCENT TOOK ME OFF OF "MENTAL DISABILITY" AND PUT ME ON "LEAVE OF ABSENCE."



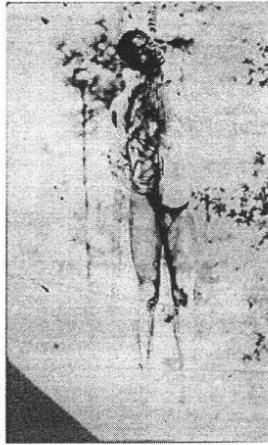
WHEN I RETURNED TO WORK FOR A CHECK-UP FROM OCS, DR. HASSLE SAID, "YOU'RE NOT GOING TO SUE ME ARE YOU?" I TOLD HER THAT I HAD NOT REALLY THOUGHT ABOUT IT, BUT "I WAS ASSUALTED TWICE ON MY JOB AND YOU HAVE DONE NOTHING ABOUT IT." I WENT HOME AND FOUND THAT SHE PUT ME

BACK ON MENTAL DISABILITY.

She was a shrink at AT&T Bell Laboratories. Dr. Hassle put me on mental disability for the second time when I returned from Air Force Reserves Officer Candidate School in Kentucky.



SINCE I WAS BACK ON MENTAL DISABILITY, I WAS ASKED TO COME BACK IN A WEEK TO SEE DR. HASSLE'S BOSS, DR. HESS, AT 6PM IN THE MEDICAL DEPARTMENT. I DROVE TO WORK FOR THE APPOINTMENT AT 6PM, BUT FOUND THAT I WOULD HAVE TO ENTER THE BUILDING DURING SECOND SHIFT THROUGH AN ENTRANCE WHERE THE PLANT WORKERS ENTERED. LUCENT STILL NEVER SAID THAT THEY WOULD MAKE SURE THAT I WOULD NOT BE BATTERED ON MY JOB (THEY WOULD NOT GARUNTEE MY SAFTY). SINCE I JUST GRADUATED FROM OFFICER CANDIDATE SCHOOL, I ASSUMED THAT FURTHER ASSAULTS WERE NOT A POSSIBILITY THAT I HAD TO ENDURE ANY LONGER. I ANAYLIZED MY OPTIONS AND SUMMIZED THAT SHOULD GO HOME WITHOUT GOING THROUGH THE PLANT DURING SECOND SHIFT. I CALLED WORK THE NEXT DAY AND FOUND OUT THAT I WAS FIRED.



I SUED LUCENT THREE YEARS LATER IN FEDERAL COURT UNDER THE EMPLOYMENT INCOME SECURITY ACT (ERISA). ERISA STATES THAT A COMPANY CAN NOT FIRE SOMEONE WHILE THEY ARE ON DISABILITY, TO GET AWAY FROM PAYING DISABILITY PAYMENTS. BECAUSE LUCENT PUT BE BACK ON DISABILITY WHEN I RETURNED FROM OFFICER CANDIDATE SCHOOL AND THEN FIRED ME WHILE I WAS ON DISABILITY, ERISA APPLIED.

WOULD NOT ALLOW FURTHER QUESTIONING OF DR. HESS AND STOPPED THE TRIAL. THE JUDGE DECLARED ME THE WINNER . THE PRIZE, ... I WON MY DISABILITY PAYMENTS BACK.



A WEEK AFTER WINNING THE COURT CASE, LUCENT SENT A MENTAL HEALTH AMBULANCE TO PICK ME TO SEND ME TO A MENTAL INSTITUTION. I WAS NOT HOME WHEN THEY CAME, THEY DID NOT COME BACK. If my memory serves me correctly, this mental facility was a hospital when I was a six year old child. I had a hernia then and the hospital would not admit me because I was Black.

I WAS TO LATER TO LOOSE MY NEW HOME ON FIVE ACRES THAT I GREW UP ON BECAUSE LUCENT REFUSED TO MAKE THE COURT ORDERED DISABILITY PAYMENTS.

Because of unrecognized racial bias, Gould considered me an out-group member. For instance I was forced to impress on Gould that I was an officer (1 LT), because of his racial bias, he had difficulty recognizing an African American Air Force Officer. Gould also did not recognize that I was evaluating him. When I sensed Gould's racial bias and lack of empathy, I asked him if he was Jewish. Gould had difficulty answering this question.

More from the APA: "This bias toward one's own group was explained by both a lack of empathy, and increased blame for the victim tortured by one's own nation. This in-group bias can also be understood within the framework of cognitive dissonance theory. Cognitive dissonance refers to an unpleasant state caused by the awareness of inconsistencies between beliefs, attitudes, or actions (Festinger & Carlsmith, 1959). Some research suggests that discomfort (dissonance) increases as one becomes closer in proximity to the torture, and in order to reduce the dissonance that this closeness causes, one changes their beliefs about the suspect being tortured (Gray & Wegner, 2010; McCoy, 2006; Lerner, 1971; Zanna & Cooper, 1974)." Because of racial bias, Gould and other white psychologists and psychiatrists experienced cognitive dissonance from their guilt in Institutional Racism, and thus felt it easier to blame the victim of their abuse (me).

Summary From The APA

"Taken together, this research suggests that while people generally hold negative views of torture, they also justify its use at least some of the time. While there are likely many reasons why this happens, the empirical evidence to date has identified personality characteristics and political ideology (Homant & Witkowski, 2011; Houck & Conway, 2013), gender (Fallahi et al., 2008), and biased beliefs about torture (e.g., Arrigo & Wagner, 2007; Houck, Conway, & Repke, 2014; Janoff-Bulman, 2007; Tarrant et al., 2012) as factors that can contribute to the attitude that torture is sometimes justified." Political ideology and personality characteristics allowed Gould to blame me for this torture, than to include analysis that AT&T tried to Gaslight me, that I deserved an award, or that I was the sanest person in the group. All comments that I heard in the past 35 years from therapists.

Because of the way Gould wrote the evaluation, for the past four years it has been impossible to receive VA Vocational Rehab Services. Because of the lack of ethics in psychology that I experienced, I initially told VA Voc Rehab that I was interested in Ethics in Artificial Intelligence as a vocation. I also told them that as part of this Ethics research, I wanted to finish my memoir and a play that I was working on. When I tell VA Voc Rehab of my forced mental disability from AT&T, they get cognizant dissidence, blame me, and threaten to call security. When I tell VA Voc Rehab that minority engineers at Google, that do Artificial Intelligence research, are told to seek mental disability leave when they complain of racial discrimination on their job, VA Voc Rehab tells me that I am "speaking Gobbly-Gook", and hangs the phone up on me. There should have been a "Minority Report," stating that my responses to abuse

were “Normal” for the racialized situation that I was forced to endure for thirty years because of AT&T plan to discredit me. Gould did not understand that when he thought he was evaluating me, I was evaluating him. In the past, I’ve had credible psychiatrists tell me “You deserve an award” (This was the head psychiatrist for AT&T, Dr. Hess, who initially forced me on mental disability). Dr. Helen Singer Kaplan, (https://en.wikipedia.org/wiki/Helen_Singer_Kaplan) a renowned Sex Therapist that I saw briefly, told that “They tried to Gas Light you.” Another psychiatrist (Dr. Sarah Miller) told me, “You’re the sanest one in the group.” (She was referring to both my four older sisters (who she interviewed to find out more about me) and AT&T that refused to pay her.” Dr. Miller had to get her ex-husband who worked at Decker, Price, and Rhoads (a law firm in Philadelphia) to sue AT&T again in 1990 (after I won an ERISA suit against AT&T Pro Se), so she could get paid. AT&T's refusal to pay the forced mental disability payments that they called for forced me into bankruptcy and the loss of my home in Pennsylvania on the land my mother willed me in my hometown.

You should not see this complaint as part of the problem; you should see it as part of the solution. I would appreciate any help parsing a more profound solution with the APA and assistance with VA Voc Rehab in finishing my memoir.

4. Please provide any additional documents supporting your allegations against Dr. Gould.

See above. I was going to add my memoir here, but that would be another 100 pages.

Sincerely,

A handwritten signature in cursive script that reads "Russell H. Johnson III".

Russell H. Johnson III

310-428-1570

6/27/2022

“Your task is not to seek for love, but merely to seek and find all the barriers within yourself that you have built against it.”

— **Rumi**