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## Articles


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- 133 **Being in-Between: A Model of Cultural Identity Negotiation for Emerging Adult Immigrants**  
*Julie A. Cohen and Anusha Kassan*  
This study advances the understanding of the process of cultural identity negotiation for the emerging adult immigrants and highlights the salient elements considered by this group when navigating multiple aspects of their cultural selves.
- 155 **Helping Others Increases Meaningful Work: Evidence From Three Experiments**  
*Blake A. Allan, Ryan D. Duffy, and Brian Collisson*  
This research found that people who perceive their work as benefitting others experienced more meaningfulness in their work. This helps explain how individuals and employers can increase the meaningfulness of work for the benefit of general well-being and productivity.
- 166 **Change in Post-Traumatic Cognitions Mediates Treatment Effects for Traumatized Youth—A Randomized Controlled Trial**  
*Tine K. Jensen, Tonje Holt, Silje Mørup Ormhaug, Krister W. Fjermestad, and Tore Wentzel-Larsen*  
Many traumatized youth develop negative thoughts about the world and themselves that are associated with the development and maintenance of posttraumatic stress symptoms. This study shows that youth receiving trauma-focused cognitive-behavioral therapy report fewer negative thoughts at the end of treatment compared to youth receiving standard therapy and that this difference mediates the treatment outcome on posttraumatic stress symptoms and on symptoms of depression and general mental health problems as well. Addressing and altering these negative thoughts may be crucial to successful treatment.
- 178 **Discrimination, Work Outcomes, and Mental Health Among Women of Color: The Protective Role of Womanist Attitudes**  
*Brandon L. Velez, Robert Cox Jr., Charles J. Polihronakis, and Bonnie Moradi*  
For women of color, sexism and racism in the workplace are associated with poor work and mental health outcomes. These relations are partially explained by the association of workplace discrimination with lower self-esteem and lower sense of fit with and support from the workplace. In addition, critical consciousness about the intersection of sexism and racism weakens the association of discrimination with poor mental health.
- 194 **Associations Among Psychological Distress, High-Risk Activism, and Conflict Between Ethnic-Racial and Sexual Minority Identities in Lesbian, Gay, Bisexual Racial/Ethnic Minority Adults**  
*Carlos E. Santos and Rachel A. VanDaalen*  
Building on research that shows that low-risk forms of activism may be linked to positive outcomes, our findings show that orientation toward high-risk activism in LGB and racial/ethnic minority issues and identity conflicts interact in unique ways and are each positively linked to psychological distress in a sample of LGB racial/ethnic minority adults.

- 204 Are Belongingness and Hope Essential Features of Academic Enhancement Groups? A Psychosociocultural Perspective  
*D. Martin Kivlighan III, Maleeha Abbas, Alberta M. Gloria, Arellys Aguinaga, Christina Frank, and Nick D. Frost*  
This study highlights the importance of increasing hope and belongingness within academic enhancement groups for undergraduates on academic probation. Academic enhancement groups may be effective, in part, by giving group members experiences that increase their sense of hope and belongingness.
- 214 Racial-Ethnic Microaggressions, Coping Strategies, and Mental Health in Asian American and Latinx American College Students: A Mediation Model  
*Delida Sanchez, Whitney N. Adams, Sarah C. Arango, and Alaina E. Flannigan*  
This study suggests that proactive coping strategies, such as problem solving and social support, may prepare Asian American and Latinx American college students to better respond to racial-ethnic microaggressions (subtle forms of discrimination). This, in turn, may be linked to less psychological distress. It is recommended that educators and mental health practitioners engage in supportive and validating conversations with students to help them process their experience with microaggressions and determine which coping strategies are helpful to them.
- 226 Assessing Women's Career Barriers Across Racial/Ethnic Groups: The Perception of Barriers Scale  
*Young Hwa Kim and Karen M. O'Brien*  
This study provides support for using an established instrument with college women of color to assess perception of barriers when pursuing educational and career goals. The findings highlight the importance of developing interventions to reduce barriers due to gender/racial discrimination, financial concerns, and lack of confidence and skills for college women of color.
- 239 Cultural Concealment and Therapy Outcomes  
*Joanna M. Drinane, Jesse Owen, and Karen W. Tao*  
Cultural discussions are important to the psychotherapy process and to client outcomes. Clients who feel that they can engage with their therapists openly experience more positive change over the course of treatment than clients who feel they must withhold parts of themselves. Accordingly, it is important that therapists create environments that are welcoming of clients' cultural identities, perspectives, and worldviews.
- 247 Acculturative Stress, Emotion Regulation, and Affective Symptomology Among Latino/a College Students  
*Nubia A. Mayorga, Charles Jardin, Jafar Bakhsaie, Lorra Garey, Andres G. Viana, Jodi Berger Cardoso, and Michael Zvolensky*  
The present study suggests that how Latino/a regulate their feelings influences the negative mental health correlates associated with acculturative stress. By improving emotion regulation among Latino/a, it may be possible to enhance their resiliency to adverse social experiences (e.g., acculturative stress).
- 259 Factor Structure of the Personal Growth Initiative Scale-II: Evidence of a Bifactor Model  
*Ingrid K. Weigold, Arne Weigold, Rebecca A. Boyle, Caitlin A. Martin-Wagar, and Stephen Z. Antonucci*  
The current study found that the Personal Growth Initiative Scale-II is best conceptualized as a bifactor model (i.e., with each item loading on both an overall scale and 1 of 4 subscales) across 3 different samples. These results provide suggestions for how the Personal Growth Initiative Scale-II can be modeled in research and practice.

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