

**TFR Integrated Research, Teaching, and Service Statement**  
**Patricia Kerig**  
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***Research***

Since my last TRF review in 2019, I have continued my active program of research in developmental psychopathology, focused on uncovering the underlying mechanisms linking early trauma to adverse outcomes in childhood, adolescence, and adulthood. In collaboration with my students, I have published peer-reviewed papers focusing on psychophysiological processes linking trauma to delinquency (e.g., Lin, Kidwell, Kerig, Crowell, & Fortuna, 2021; Kilshaw, Kerig, & Baucom, 2023), as well as emotion dysregulation (Charak, Ford, Modrowski, & Kerig, 2019; Kerig, 2020; Kerig & Modrowski, 2019; Modrowski, Chaplo, Kerig, & Mozley, 2019), and posttraumatic risk-seeking, a construct I introduced to the literature (Kerig, 2019) and which my students and I have subsequently been working on validating (Modrowski & Kerig, 2019; Modrowski, Mendez, & Kerig, 2021).

In addition, my lab has made important contributions to extending the concept of moral injury to maltreated and polyvictimized youth (Alexander, Mendez, & Kerig, in press; Chaplo, Kerig, & Wainryb, 2019; Kidwell & Kerig, 2023; Litz & Kerig, 2019; Mozley, Modrowski, & Kerig, 2019). We also have extended this research to youth dually involved in the child welfare and juvenile justice systems (Modrowski, Chaplo, & Kerig, 2022, 2023), as well as youth gang members (Kerig et al., 2022, in press; Mendez & Kerig, 2023a; Mendez, Modrowski, Mozley, & Kerig, 2023). Ethnic/racial differences and issues related to racial discrimination as a form of potentially traumatic experience also have been highlighted in our work (Jaggers et al., 2023; Mendez & Kerig 2023b; Mendez, Mozley, & Kerig, 2020, 2021). Other works we have published focus on improving measurement and assessment of trauma in juvenile justice contexts (e.g., Ford, Kerig, & Cruise, in press; Jaggers et al., 2021; Kerig, Mozley, & Mendez, 2020, in press; Modrowski, Munion, Kerig, & Kilshaw, 2021; Ross et al., 2020). I also published a major solo-authored piece critiquing the literature regarding the lack of truly developmental perspectives on understanding traumatic experiences and the posttraumatic response (Kerig, 2023).

All told, as my cv indicates, since 2019 I have published 38 peer reviewed articles and 8 book chapters. Four additional papers are under submission, all coauthored with students. During this period I also have published 5 editorials; guest-edited 16 special issues; written or coauthored 8 technical reports or briefing papers for general audiences; and have two books in preparation, one solo-authored and the other coauthored. My students and I have made 33 presentations at US and international scholarly conferences.

Regarding grant funding, I was a PI on a major grant from the National Institute of Justice that was completed in 2020 and have since then been a co-investigator or consultant on several grants, including from NIMH, SAMHSA, SSHRC, and NIJ.

## **Service**

In the six-year period since my last TFR, I have continued to perform service roles at the departmental, university, and national levels. Regarding departmental service, I served as the Director of Clinical Training of the clinical area up until Spring 2019. I also served as the Chair of the Personnel Committee for two years and as the co-Chair of the PIE committee for three years. I also continue to serve as an active member of the Clinical Training Committee, and am our program's representative to the Academy of Clinical Psychological Science.

At the university level, I am currently serving as the Psychology Department representative to the College RPT committee. Regarding national service, I was the Editor-in-Chief of the *Journal of Traumatic Stress* from 2016-2022 and am currently an Associate Editor of the journals *Psychological Injury and Law* and *Journal of Child and Adolescent Trauma*. I am also an Editorial Board Member of the *Journal of Family Psychology* and *Nature Portfolio*. I also regularly serve as an ad hoc reviewer for multiple journals, conferences, and book publishers; have served as a grant reviewer for multiple agencies; have acted as an external reviewer for several dissertations, tenure and promotion reviews; and regularly offer consultations and inservice trainings to various community agencies. In addition, I have been named as a Fellow of APA Divisions 56 and 53.

## **Teaching**

My teaching has mostly focused on service to the clinical area, including the required course in *Supervision and Consultation*, the *CCF Core Course*, and the first year *Psychopathology Across the Lifespan* course. The latter was a new prep for me, which I took on as a favor to my area after the departure of the faculty member who had been teaching it for the past decade. This coincided with the publication of new DSM-5-TR and ICD-11 diagnostic manuals, which made all of the course materials left to me outdated and in need of complete revision. Ultimately, the tasks of redesigning the syllabus, locating a new textbook, reviewing and selecting new readings, and writing two new lectures per week derailed the last month of my sabbatical and constituted my full-time job for the semester!

Increasingly, I have been playing teaching and mentoring roles in broader professional and community contexts. As an outgrowth of my research, my attention has been drawn to the pressing need to understand and ameliorate secondary traumatic stress (STS) vicarious trauma among those implementing trauma-informed practices (Sprang, Ford, Kerig, & Bride, 2019). Most recently, I have been involved in carrying out trainings designed to buffer the impact of STS in a variety of contexts in which community stakeholders interact with traumatized youth, including juvenile justice, child welfare, health care, mental health, and schools. To carry out this work, I have developed a novel curriculum for promoting resilience in the face of secondary exposure (Kerig, 2019), and am delighted to be able to offer my students involvement in an ongoing and exciting series of consultations, professional workshops, and invited trainings throughout the country and internationally. Evaluations of attendees are very positive for these trainings and I

was most gratified to receive the **2021 Donald Fridley Memorial Award for Excellence in Training and Mentoring from the International Summit on Violence, Abuse, and Trauma** in recognition of this work.

Regarding mentoring, I very much love the process of mentoring graduate students and fostering their transition from student, to junior collaborator, to fully-fledged colleague. One of the ways in which my teaching informs my mentoring is through my articulating to my students a philosophy of mentoring and supervision, which draws explicitly upon the readings and guidelines I expose students to in my course on *Supervision and Consultation*. Accordingly, my mentees view me as providing clarity, transparency, and scaffolding within Vygotsky's "zone of proximal development," such that they receive structure, support, and guidance where needed but also are granted independence, agency, and room for creativity and innovation as their own capacities and confidence develop. The many underlined names on my cv indicating student co-authors attest to my investment in mentoring students in scientific writing and my success in helping them to achieve the professional tasks of publishing their work and going on to successful careers. It is a source of great satisfaction to me to have not only current students but previous students, now independent professionals, continuing to collaborate and coauthor with me.

Since 2019, I have graduated 4 PhD students, all of whom have gone on to successful professional careers in clinical psychology, and 3 students have completed Master's theses under my mentorship.

Equity, diversity, and inclusiveness also are important values and abiding themes in my teaching, mentorship, and professional activities. I actively seek out and am highly successful in recruiting diverse mentees to my lab, both at the undergraduate and graduate level. The themes of my research are heavily concerned with issues of related to social justice themes and thus my work is attractive to underrepresented students eager to explore these themes and work to promote change in social systems that serve at-risk youth. In the classroom, and in my one-to-one interactions with students, I strive hard to create a welcoming and culturally responsive scholarly environment. One of the ways in which I strive to enhance openness and reflective practice regarding diversity is to include readings and discussion on a wide array of topics related to diversity in every course I teach, rather than allowing diversity to be relegated exclusively to one specific course in our curriculum. For example, in the graduate course I regularly teach on *Supervision and Consultation*, specific readings are devoted to multicultural awareness in supervision, fostering the development of sexual minority status supervisees, considerations related to differential abilities, and addressing religious and spiritual diversity; similarly, the course I teach on *Evidenced-Based Interventions with Children And Families* includes a significant set of readings and an assignment designed to help students gain competencies in assessing, addressing, and tailoring interventions in ways that are responsive to diversity and multiculturalism.