



NATIONAL RESILIENCE RESOURCE CENTER LLC

Directory to Health Realization Articles

By

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NOTE: *This is a comprehensive categorized list of all known Health Realization articles from journals and other indicated publications through fall of 2013. It is intended to strengthen the resource base and understanding of trainers and scholars interested in the Health Realization principles (also called Three Principles, Psychology of Mind or Innate Health).*

Most entries were published in copyrighted journals. Permission to copy should be obtained from the publisher as needed. Some items are available on-line or through university data services; a few items are posted at nationalresilienceresource.com.

Additional literature may be added to this list in the future. Please send complete citations for new items to marsh008@umn.edu. For manageability, with few exceptions, unpublished papers (including those from principle-based conferences) are not included.

– Kathy Marshall Emerson, 11/2013

Category 1 – Clinical Trials

None at this time.

Category 2 – Peer Reviewed Pilot Studies (with study subjects)

Banerjee, K., Howard M., Mansheim, K., & Beattie, M., (2007). Comparison of Health Realization and 12-step treatment programs. *The American Journal of Drug and Alcohol Abuse*, 33, 207-215.

Halcon, L., Robertson, C. & Monsen, K. Evaluating the Health Realization intervention with Somali and Oromo refugee women. *Journal of Loss and Trauma*, 15:408-425, 2010. doi: 10.1080/1532504.2010.507645.

Kelley, T. (2011). Thought recognition and psychological well-being: An empirical test of principle-based correctional counseling. *Counseling & Psychotherapy Research*, 23, 112-123.

Sedgeman, J. & Sarwarj, A., (2006). The effect of a Health Realization/innate health psychoeducational seminar on stress and anxiety in HIV positive patients. *Medical Science Monitor*, 12(10). 397-399.

Category 3 – Peer Reviewed Journal Articles (theory, application)

- Charbit, R. & C.F. Kiefer. (2004). Insight and wisdom: insight for leaders. *Reflections The Sol Journal*, 5(9). 1-10. See reflections.solon.org.
- Halcon, L., Robertson, C., Monson, K., & Claypatch, C. (2007). A theoretical framework for using Health Realization to reduce stress and improve coping in refugee communities. *Journal of Holistic Nursing*, 25(3). 186-94.
- Kelley, T. (1990). A neo-cognitive model of crime. *Journal of Offender Rehabilitation*, 16(1/2), 1-26.
- Kelley, T. (1993). An advanced criminology based on psychology-of-mind. *Journal of Offender Rehabilitation*, 19(3/4), 173-190.
- Kelley, T. (1993). Neo-cognitive learning theory: Implications for prevention and early intervention strategies with at-risk youth. *Adolescence*, 28(110), 439-460.
- Kelley, T. (1996). A critique of social bonding and control theory of delinquency using the principles of Psychology of Mind. *Adolescence*, 31(122), 321-337.
- Kelley, T. (1996). At-risk youth and locus of control: Do they really see a choice? *Juvenile and Family Court Journal* 47, 39-53.
- Kelley, T. (2003). Health Realization: A principle-based psychology of positive youth development. *Child & Youth Care Forum*, 32(1), 47-71.
- Kelley, T. (2004). Positive psychology and adolescent mental health: False promise or true breakthrough? *Adolescence*, 39(154), 257-277.
- Kelley, T. (2008). Principle-based correctional counseling: Teaching health versus treating illness. *Applied Psychology in Criminal Justice*, 4(2), 182-205.
- Kelley, T., Mills, R., & Shuford, R. (2005). A principle-based psychology of school violence prevention. *Journal of School Violence*, 4(2), 47-73.
- Kelley, T. & Lambert, E. (2012). Mindfulness as a potential means of attenuating anger and aggression for prospective criminal justice professionals. *Mindfulness*, 3, 261-274.
- Kelley, T. & Pransky, J. (2013). Principles for realizing health: A new vision of trauma and human resilience. *Journal of Traumatic Stress Disorders and Treatment*. doi: 10.4172/2324-8947.1000102 .
- Kelley, T. & Stack, S.A. (2000). Thought recognition, locus of control, and adolescent well-being. *Adolescence*, 35(139), 533-550.
- McCombs, B. (1991). Overview: Where have we been and where are we going in understanding human motivation? *Journal of Experimental Education*, 60(1), 5-14.
- McCombs, B., & Marzano, R. (1990). Putting the self in self-regulated learning: The self as agent in integrating will and skill. *Educational Psychologist*, 25(1), 51-69.
- Mills, R. (1991). A new understanding of self: The role of affect, state of mind, self-understanding, and intrinsic motivation. *Journal of Experimental Education*, 60(1), 67-81.
- Mills, R. (2005). Sustainable community change: A new paradigm for leadership in community revitalization efforts. *National Civic Review*, 94(1), 9-16.
- Mills, R., Alpert, G., & Dunham, R. (1988). Working with high-risk youth in prevention and early intervention programs: Toward a comprehensive wellness model. *Adolescence*, 23(91), 643-660.

Mills, R. & Chen Naim, A. (2007). Toward a peaceable paradigm: Seeing innate wellness in communities and impacts on urban violence and crime. *National Civic Review*, 94(4), 45-55.

Category 4 – Edited Book Chapters

- Kelley, T. (1994). Crime and Psychology of Mind: A neo-cognitive view of delinquency. In G. Barak (Ed.), *Varieties of criminology* (pp. 29-45). Westport, CT: Praeger.
- Marshall, K. (2006). A conversation with Kathy Marshall. In Chapter 7 of C. Auer, with S. Blumberg, (Eds.), *Parenting a child with sensory processing disorder: A family guide to understanding and supporting your sensory-sensitive child* (pp. 135-138). Oakland, CA: Harbinger.
- Marshall, K. (2004). Resilience research and practice: National Resilience Resource Center bridging the gap. In H. C. Waxman, Y. N. Padron, & J. P. Gray (Eds.). *Educational resiliency: student teacher, teacher, and school perspectives*. (pp. 63-84). Greenwich, CT: Information Age Publishing.
- McCombs, B& Pope, J. (1994). Helping students to understand and value themselves. In B. McCombs, (Ed.), *Motivating hard to reach students: Psychology in the classroom series* (pp. 37-79). Washington, DC: American Psychological Association.
- McCombs, B. Integrating metacognition, affect, and motivation in improving teacher education. In N. Lambert & B. McCombs (Eds.). *How students learn*. (pp. 379-407). Washington, D.C., American Psychological Association.
- Pransky, J. & McMillen, D. (2013). Exploring the true nature of internal resilience: A view from the inside-out. In D. Saleeby, (Ed.). *The strengths perspective in social work practice*. 6th ed. Upper Saddle River, NJ: Pearson.

Category 5 – Published Conference Proceedings or Papers

- Marshall, K. (1998). Reculturing systems with resilience/Health Realization. *Promoting positive and healthy behaviors in children: Fourteenth Annual Rosalynn Carter Symposium on Mental Health Policy* (pp. 48-58). Atlanta, GA: The Carter Center.
- Marshall, K. (2005). Resilience in our schools: Discovering mental health and hope from the inside-out. In D. White, M. Faber, and B. Glenn (Eds.). *Proceedings of persistently safe schools 2005* (pp. 128-140). Washington, DC: Hamilton Fish Institute, The Georgetown University for U.S. Department of Justice, Office of Juvenile Justice & Delinquency Prevention.

Category 6 – Theory and Application

- Borg, M. (2002). The Avalon Gardens men's association; A community health psychology case study. *Journal of Health Psychology*, 7(3), 345-357.
- Mills, R. (1997). Tapping innate resilience in today's classrooms. *Research/Practice*, 5(1), 19-27.
- Polsfuss, C. & Ardichvili, A. (2008). Three Principles Psychology: Applications in leadership development and coaching. *Advances in Developing Human Resources*, 10(5), 671-685.

- Polsfuss, C. & Ardichvili, A., (2009) State-of-mind as the master competency for high performance leadership. *Organization Development Journal* 27(3), 23-33.
- Pransky, G., Mills, R., Sedgeman, J., & Blevens, K. (1997). An emerging paradigm for brief treatment and prevention. Reprinted article *Innovations in clinical practice, A source book* (Vol. 15), L.Vandreek, S. Knapp, & T. Jackson (Eds.). Sarasota, FL: Professional Resource Press.
- Pransky, J. (1994), Can prevention be moved to a higher plane? *New Designs for Youth Development*. 11:2 (28-33).
- Sedgeman, J. (2005). Health Realization/Innate Health: Can a quiet mind and a positive feeling state be accessible over the lifespan without stress relief techniques? *Medical Science Monitor*, 11(12), 47-52.
- Solomon, B. (2007), The relationship between social decision making and Health Realization programming among delinquent and detained youth. *The Journal of Juvenile Court, Community, and Alternative School Administrations of California*, (Vol. 2007), 47-52.

Category 7 – Review Articles

- Wartel, S. (2003). A strengths-based practice model: Psychology of Mind and Health Realization. *Families in Society: The Journal of Contemporary Human Services*, 84(2), 185-191.

Category 8 – Professional Journals and Publications

- HeavyRunner, I. & Marshall, K. (2003). ‘Miracle survivors’ promoting resilience in Indian students. *Tribal College Journal of American Indian Higher Education*, 14(4) Summer. 15-18.
- Marshall, K. (2007). Keys to wellness: Resilience, spirituality, and purpose. *Wellness Works, Spring 2007*, 12-13.

Category 9 – Other Publications

- Marshall, K. (2001). Bridging the resilience gap: Research to practice. *Resilience Research for Prevention Programs*. Anoka, MN: Central Center for the Application of Prevention Technologies.
- Mills, R., & Shuford, R. (n. d.). *Health Realization: An innate resilience paradigm for school psychology*. Unpublished manuscript.

Dissertations (partial list)

- Borg, M. (1997). The impact of training in the Health Realization/community empowerment model of affective states of distress and well-being. Unpublished doctoral dissertation. The California School of Professional Psychology, Alameda.

- Carino, D. (2002). Clinicians' reported experience of integrating the Psychology of Mind paradigm into clinical practice. Unpublished doctoral dissertation. Saybrook Graduate School and Research Center, San Francisco.
- Grenelle, P. (2001). Health Realization as a psychotherapeutic intervention with children in a multicultural environment. Unpublished doctoral dissertation. American School of Professional Psychology, Hawaii Campus, Honolulu.
- McMahan-Wonels, C. (2002). The role of Health Realization training in enhancing managerial everyday creativity and co-creative processes. Unpublished doctoral dissertation. The California School of Professional Psychology, Alameda.
- Pransky, J. (1999). The experience of participants after Health Realization training: one year follow-up phenomenological study. Unpublished doctoral dissertation. Union Graduate School, Cincinnati, OH.
- Ringold, C. (1992). Changing hearts, changing minds: the usefulness of Psychology of Mind in the treatment of paranoid schizophrenia. Two case studies. Unpublished doctoral dissertation. Minnesota School of Professional Psychology, Minneapolis.
- Shuford, R. (1986). An exploratory study to determine the effectiveness of a new cognitive treatment approach when used in a clinical setting. Unpublished doctoral dissertation. University of Oregon, Eugene.
- Sedgeman, J. (2008). Effects of a mind-consciousness-thought (MCT) intervention on stress and well-being in freshmen nursing students. Unpublished doctoral dissertation. West Virginia University, Morgantown.

Master's Theses: (partial list)

- Campsall, C. (2005). Increasing student sense of feeling safe: The role of thought and common sense in developing social responsibility. Unpublished master's thesis. Royal Roads University, Victoria, British Columbia, Canada.
- Garner, S. (1993). Psychology of Mind: Delineation of theoretical constructs and comparison with selected other theories. Unpublished master's thesis. Goddard College, Plainfield, Vermont.
- Simpson, D. (2003). A study of how students' increased understanding of their own natural innate health can impact academic performance. Unpublished master's paper. University of Wisconsin, La Crosse.
- Thomas, R. (1993). Toward a seamless approach to human problems, incorporating community development and psychology with particular reference to Psychology of Mind. Unpublished master's thesis. Goddard College, Plainfield, Vermont.
- Timm, J. (1993). The relationship between the teacher's state of mind and the affective climate in the classroom: implications for Psychology of Mind as applied to teacher education. Unpublished master's thesis. Goddard College, Plainfield, Vermont.