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APA Presidential Election 2011

by *MaryLou Cheal, PhD*
Arizona State University



Again this year, there are five candidates for president of the American Psychological Association: Donald Bersoff, James Bray, Douglas C. Haldeman, Robert McGrath, and Steven Reisner (statements below in the order of receipt). Each of these candidates was invited to submit a 500-word statement of how he felt about the integration of psychology and the importance of unity within psychology. The candidates were asked how they would encourage unity as president of APA. This statement could include comments on the importance of a general psychology, if desired.

As you know, Division One does not support any one candidate for APA President, but the Executive Committee is interested in who is running and in how they feel about the unity of psychology. Our division leadership feels that it is very important for the division members to vote in this election and that each member consider the goals of the division in casting his or her vote. It is important to remember the Hare system used by APA and to rank order the candidates. In the Hare system, if your first choice candidate is not elected, your vote goes to your second choice. If both your first and second choice candidates are defeated, then your vote goes to your third choice, and this continues for your fourth and fifth choices, if they are necessary in determining the final winner.

For this column, the candidates were told that their statements would be published in the order received.

To be definite about our goal, we are not telling you how to vote, but rather we include the statements here from the candidates who responded to help your decision in voting...Nothing was changed and the statements are within the length requested. NOTE, the important thing is to VOTE!



Donald N. Bersoff, Ph.D., J.D.



As the former program chair for Division 1 when Kurt Salzinger was president. I am pleased to respond to your request that I address the issue of unity within APA. This is a particularly timely issue because I am very concerned that APA has become a fractionated association.

I took General Psychology over 50 years ago at NYU. The first thing we learned was the definition of psychology--the scientific study of the behavior of human beings and other animals. The definition has not changed, only our forgetting of it. Science and behavior are like conjoined twins connected by their brains—impossible to separate and deadly to both if they should be. Whether psychologists are clinicians or involved in public interest policy, the scientific underpinnings of what they do is crucial to their credibility.

Psychologists who engage primarily in assessment must rely on psychometrically sound instruments developed by our colleagues who specialize in measurement and evaluation. In fact, the United States Supreme Court in 1993 ruled that forensic testimony in federal courts must be based on facts, theory, and methodology that is scientifically valid, not merely generally accepted. Similarly, psychologists who provide therapy are increasingly realizing that if they are to survive the transformational changes that health care reform will bring, they must rely on evidence-based interventions, not empirically-unsupportable theoretical orientations.

One of the activities I cherished most when I served as APA's first general counsel was the drafting of friend of the court (amicus) briefs in the Supreme Court and lower courts on issues of public interest, e.g., reproductive rights for women and adolescents, sex stereotyping, "death qualified" juries. Whatever the topic, APA's arguments were always based on the scientific literature. This tradition has continued. For example, in *Roper v. Simmons*, the recent case in which the Supreme Court ruled that it was unconstitutional to execute minors, much of the argument was based on research produced by neuroscientists and developmental psychologists.

APA's public interest and professional advocacy in the courts and in the legislatures will only have credibility if it is grounded in science. That is why practitioners should support science and science should support empirically-valid professional activities. My presidential platform is based on the concept of data-based public policy. To paraphrase the song from Oklahoma, the scientist and the practitioner should be friends. By its very title, the Division of General Psychology should advocate and foster this relationship.

James H. Bray, Ph.D.

Unity within our field is critical. By electing a president who understands the broad spectrum and diversity of psychology we can realize the potential of our great discipline. I am running for APA President to continue to get things done for YOU and our profession. In 2009 we began some very important work with the Future of Psychology Practice and Science initiatives that should be continued and expanded. I have the knowledge, experience and established working relationships with governance, APA staff and Members of Congress to get things done.

Unlike other candidates, there will be no learning curve for me. I know how to be an effective President and can focus efforts on getting more things accomplished for YOU and our profession. My track record is clear and compelling—for instance, see 2009 APA Annual Report (<http://www.apa.org/pubs/info/reports/2009-annual.pdf>).



Science Issues. The new Congress has taken aim at behavioral and psychological science funding to help balance the budget. This is a veiled attempt to undermine psychological science at a time when understanding the integration of behavior, genetics and neuroscience are at a critical juncture and vital to our national interests. We cannot allow this and we need strong advocacy from all psychologists to protect the funding for our basic and applied science. Political advocacy is one of my strengths. Furthermore, APA and APS should work together for all psychologists.

Practice Issues. The Future of Psychology Practice Task Force recommended a strong focus on the economic viability of psychologists to protect the current generation of private practitioners who provide assessment and psychotherapy, while continuing to transition to new models of health care and practice afforded in health care reform. Minority, underserved, and elderly patients suffer even more from these systems of care. Psychologists can provide solutions to effectively treat the major health and mental health problems of our nation because we are the profession that knows the most about human behavior and how to change it. We need to use our basic and applied psychological science to improve our practice and expand our practice opportunities.

Education Issues. We need to develop new educational models to train the next generation of practitioners and scientists to be successful in the changing health care and academic environments. We need to address the financial burdens of training and solve the internship and post-doctoral crisis. See Bray, J. H. (2011). Training for the future of psychology practice. *Training & Education in Professional Psychology*, 5, 69-72.

We need to work together to support all psychologists. Please visit my web page: www.BrayforAPA.Info for more information.

James H. Bray, Ph.D. is Associate Professor of Family and Community Medicine and Psychiatry, Baylor College of Medicine and psychology faculty at the University of Houston. Dr. Bray was the 2009 President of the American Psychological Association. His presidential themes were the Future of Psychology Practice, Psychology as a STEM Discipline and Psychology's Contribution to Ending Homelessness. Dr. Bray's federally funded research focuses on adolescent substance use, SBIRT, divorce, remarriage and stepfamilies and applied methodology.

Steven Reisner, Ph.D.

What is “unity” in psychology – what brings the field together? I believe psychologists are united by core values. I became a psychologist because I wanted to join a humanitarian community that applies psychological knowledge to change the world for the better. But I don’t hear psychologists talk about values much lately – they are talking about survival.



Psychologist-practitioners talk about their struggle in a health-care system where therapists are treated as if they were interchangeable; training is undervalued and reimbursement rates are dropping.

Colleagues in higher education talk about losing their funding and watching tenured positions disappear. Researchers face drastic cutbacks while being pressured by agenda-focused restrictions determined by government and corporate funders.

Students can’t find internships. Early career psychologists are commonly displaced by social workers and masters-level therapists. Young psychologists of color report feeling frustrated with an association that co-opts them for association goals, but doesn’t listen to their opinions.

The APA responds by trying to convince psychologists they can somehow flourish in a fundamentally flawed system. Little is done to change the system itself. My fellow APA presidential candidates often repeat the theme of amelioration and accommodation. This is not a surprise; the APA leadership maintains close ties to military, government, and corporate interests, even where these interests contradict our core professional values and ethics.

In my view, the struggles facing psychologists are part of a greater crisis: the undermining of values in our society and the progressive concentration of power and wealth in the hands of the few whose aims are often profit without regard for human welfare.

Good science and good healthcare cannot be separated from good values. What will unite our field is a commitment to these values: integrity, ethics, mentorship, compassion, and wisdom. It is the responsibility of the APA President to bring the field together by reminding psychologists of the values that brought us here in the first place, and by challenging our government, corporations, and the military when these values are overthrown for unethical or unjust reasons.

APA should unite psychologists by supporting public health and accessible care – not befriending the divide and conquer policies of corporate America and managed care. We should help our nation prevent war and minimize trauma – not facilitate and justify abusive interrogations. We should be creating good internships and jobs for psychology students and recent graduates – not adding them to the ranks of the indebted and unemployed. And we should reduce client stress by helping to empower struggling women and men – not blindly embrace the strategies of the pharmaceutical industry.

As APA president, I will initiate a broad campaign linking individual, family, and community mental health to a sense of fairness, human rights and social justice. I will use the Presidency to advocate for the value of compassionate and highly-skilled individuals providing service, information, teaching and training for the good of all and available to all.

Let’s unite to advocate for a healthier, more equitable, and wiser country and profession. Please visit my website, www.reisnerforpresident.com, for more information.

Douglas C. Haldeman, Ph.D.



For a strong connection with our culture, we need strong connections within all aspects of psychology – hence the “Connections” theme of my campaign. The initiatives I propose all include participants from the scientific, practice, education and policy realms. I also plan on discipline-specific “think tanks” to produce state of the art research papers to guide our work. Through it all, I promise a faithful attention to issues of diversity in every aspect of research, practice, training and policy development.

My initiatives as APA President include the following:

(1) **The Evolving Family:** Changes in gender roles, family structures and society have expanded our cultural conceptualization of “family” beyond the nuclear hetero-centric version to include same-sex families, multicultural immigrant families, single parent families, and combinations thereof. Millions of Americans fit into such family groups, and our research offers a basis for understanding and inclusion of these families in our social policy agenda and clinical applications. For psychology to establish and maintain a leadership position in our culture, it is essential that we maintain our contact with society’s changing demographics.

(2) **The Body/Mind Connection:** we often hear it put the other way around (Mind-Body), but what happens when we put the body first? Research shows us that the effect of physical health and fitness on mental health and well-being is profound. This initiative also includes the latest in brain research, and its application to clinical work, as well as recommendations for psychology’s inclusion in integrative health care.

(3) **Trauma in Everyday Life:** in a world stricken by war and natural disaster, it’s easy to overlook the traumas we all suffer, from time to time, in daily living. Some of these traumas, such as the epidemic of bullying and cyber-abuse leading to teenage suicide, are highly visible. Others are more insidious and covert, and can range from reactions to offensive, racist or homophobic to the invisibility and neglect accorded the disabled and aged. I propose an action plan to address psychology’s role in identifying and healing these traumas, on an individual and societal level.

Further, I foresee attention to a global perspective in my Presidency. American psychology has a great deal to offer the international community with respect to human rights. What we take for granted in this culture is beyond comprehension for those abroad who are sold into sexual slavery, or gay people incarcerated or murdered.

Finally, a word about character: you are electing a person to be the public face and voice of psychology. I believe I am that leader who will successfully bridge gaps and strengthen connections among all of psychology, so that we can better serve our mission to society. I encourage you to join your colleagues in the diverse Divisions (Counseling, Psychotherapy, Independent Practice, Ethnic Minority Issues, Aging and Adult Development, Trauma, LGBT, Women, Men) who have ranked me #1 and give me your #1 vote for APA President. For more information, and to join the discussions on my interactive website, please visit: <http://president.drdoughaldeman.com/>

Robert E. McGrath, Ph.D.



One of my sentimental attachments is to a place called Telegraph Cove in British Columbia. Among the reasons for my interest in the area is the speculation among some researchers that the several populations of killer whales living in the area are slowly speciating. What is fascinating about this phenomenon is that the inter-population isolation necessary for speciation to occur results not from any geographic barriers, but from differences in culture. By listening to the songs they sing, orcas can identify whether other whales are members of their or an alien population, and interbreeding between the populations has ceased. The hypothesis goes that over time the cove will become home to several distinct species of whales isolated solely by their shared customs.

I find myself reminded of the metaphor of the orcas when I think about the future of psychology. The cultural differences among psychologists can sometimes seem so compelling that perhaps the discipline is doomed to fracture. However, as an academician, a clinician, and a quantitative researcher, I regularly interact with psychologists from very diverse backgrounds, and I believe there are two core values we all share and of which we should be appropriately proud. First, we believe our discipline exists primarily for the betterment of society. Second, we believe our contributions to that process result from using rigorous scientific method as the arbiter of questions about behavior and experience. Despite our cultural differences, that common base makes us very much alike.

In these challenging times, when all are experiencing financial pressures, it is particularly important that we recognize our essential unity and work collaboratively to advance all branches of the discipline. For example, scientific rigor in our practices can be used to enhance the image of healthcare psychologists in the public eye, while the contributions of psychologists to public health can be used to help justify our research support.

It is the very diversity of psychology that is its strength. It is what makes psychology one of the hub sciences, and it is what makes psychology such a popular degree option at the undergraduate level (some would even say too popular an option). Through respect for what each of our branches contributes to the understanding and enhancement of behavior and experience, we can avoid the isolation of the orcas to remain one species, and stronger for it. For more information, please visit my website, www.bobmcgrath.org.

Student Poster Presentation:

Student Posters from APA Division 1
Washington, DC
2011

Poster winner:

Megan E. McFarland, BS Negative Social Exchange As a Mediator of the Relation Between Interpersonal Relationship Style and Psychological Distress



Certificates of Recognition:

Amy M. Racanello, MS Too Few Symptoms to Diagnose? A Managed-Care Ethical Dilemma

Too Few Symptoms to Diagnose? A Managed Care Ethical Dilemma

Amy Michael Racanello, and Georgiana Shick Tryon
The Graduate School and University Center
of The City University of New York

Nicole L. Fischer, MS Acculturation and Life Satisfaction Among West African Immigrants in the United States

Arti Sarma, BA Self-Esteem, Valuing of Education, and Academic Stress Among Undergraduates in Thailand

Vanessa B. Watts, BS Effect of Harmful Family Dynamics on Continuous Dating Violence: A Mediation Model

Ba Ole Choi, MA Relationship Between Maladaptive Perfectionism and Suicidal Ideation: The Mediating Effects of Hopelessness, Depression, and Psychache

Managed care rations health care to populations by using gate keeping methods to counterbalance cost. Subsequently, managed care dictates treatment decisions made by mental health practitioners. Managed care has been implicated in damaging relationships within the practice of psychology including: unethical and fraudulent practitioner behaviors and undesirable client-practitioner relationships. The study attempted to understand when practitioners would feel that there were too few symptoms for an individual to warrant a diagnosis even when he was paying via managed care. Results of this study suggest that when clients who are paying for psychological services via managed care present with symptoms that overtly do not meet DSM-IV criteria practitioners will still diagnose the individual. Interestingly, the results revealed a sample of the participants who reported that they acted ethically and abided by professional ethical standards all of the time. These same individuals also reported that they would incorrectly diagnose a client who did not meet diagnostic requirements to receive payment for services through managed care. Current research is building on the findings from this study, and paying particular interest to the subgroup of participants who reported incongruous personal ethical standards and behaviors.

Amy Michael Racanello, MEd is a doctoral candidate in the Ph.D. Program in Educational Psychology, School Psychology Specialization at The Graduate Center, The City University of New York. Amy earned her master's and advanced certificate in school psychology from the School Psychology Graduate Program at Brooklyn College of the City University of New York and her bachelor of science degree from Cornell University. In addition to being interested in the relationship between managed care and clinical psychology, her research interests include the relationship between the regular practice of therapeutic yoga and depression, anxiety, and well-being; the relationship of otitis media and children's language, learning, and social development; and students' self-efficacy and academic outcomes. Amy published three articles and a book chapter, and has been invited to speak as a researcher at yoga conferences. At the Graduate Center, Amy has focused her course work on school psychology, as well as, advanced research methods and statistics. When away from her desk, and SPSS, Amy loves traveling and adventuring, cooking, and attempting to be a mindful yogini.

A Frequency Analysis and Comparison of Shyness for Shy Black and White Individuals

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Although a variety of different groups have been examined, discussions of shyness as a personal concern has emphasized investigations conducted with predominately White (Euro-American) populations (cf. Carducci, 2000; Carducci & Zimbardo, 1996; Zimbardo, 1977). Previous research comparing shyness for Black (African-American) and White participants has focused on the expressions of shyness and social behaviors in populations of college students (cf. Goering

& Breidenstein-Cutspec, 1990). The present study represents an initial attempt to conduct a cross-racial comparison of the intrapersonal and situational pervasiveness of shyness from a nationally based, matched sample of shy Black and White individuals.

Methods

Selected from a sample of over 800 respondents, the participants of the current study consisted of a nationwide matched sample of 47 Black (12 males & 35 females), with a mean age of 31.47 (SD = 11.36 and a range of 13 to 58 years of age), and 47 White (13 males & 34 females), with a mean age of 30.51 (SD = 10.68 and a range of 14 to 55 years of age), self-identified shy individuals from within the United States who completed the Psychology Today Survey on Shyness appearing in Psychology Today as part of an article on shyness (Carducci & Zimbardo, 1996) and returned it to the postal address of the second author. The survey included fixed-format items relating to nine self-perceived expressions of shyness (e.g., Compared to your peers, how shy are you?) and 14 different types of interactions with individuals that might elicit feelings of shyness (e.g., interacting with members of the same sex in a group). The respondents represented a variety of ages and educational and professional backgrounds and were matched as closely as possible for gender, age, and education.

Results

Intrapersonal Experience of Shyness

A frequency analysis indicated that shy Black and White participants expressed similar views regarding self-perceptions of their own shyness. More specifically, the Black and White shy participants endorsed with similar frequency the belief that they had been shy their entire life (92.9% vs. 85.7%, respectively, $\chi^2[1] = 1.12$, ns.) and that they experienced their shyness on almost a daily basis (70.2% vs. 66.0%, respectively, $\chi^2[5] = 9.83$, ns). Shy Black and White participants also reported similar self-perceptions in believing that they tended to be more shy than their peers (76.6% vs. 76.6%, respectively, $\chi^2[4] = 6.61$, ns) and that being shy is undesirable for them (78.7% vs. 89.4%, respectively, $\chi^2[4] = 2.69$, ns.). Both Black and White participants responded "yes" that their shyness is/was a personal problem for them either often, sometimes, or occasionally (97.9% vs. 100%, respectively, $\chi^2[3] = 6.20$, ns). Finally, both shy Black and White participants

expressed similar views that their shyness could be overcome (51.1% vs. 57.8%, respectively, $\chi^2[2] = 1.60$, ns) and that they would be willing to work to overcome it (78.7% vs. 80.4%, respectively, $\chi^2[4] = 0.99$, ns)

Discussion

The present study represents an initial attempt to compare the personal and situation experiences of shyness in a matched sample of Black and White shy individuals. The results revealed a high degree of similarity in the extent to which Black and White self-identified shy participants experience the intrapersonal and situational pervasiveness of their shyness. The pattern of results indicated that both Black and White shy individuals expressed similar self-perceptions of being shy their entire lives, experiencing shyness on almost a daily basis, viewing themselves as being shy that their peers, viewing their shyness as undesirable, and considering their shyness to be a common personal problem. Both Black and White shy participants reported similar frequencies in terms of the types of people who make them feel shy. Consistent with previous research (cf. Carducci, 2000; Carducci & Burger, 2006; Zimbardo, 1977), strangers, authority figures, and members of the opposite were the types of individuals who most frequently made both the Black and White shy participants feel shy.

While the sample size is a limitation of the present research, the consistency of the pattern of results within the present study, along with a high degree of similarity with previous research, suggests a number of areas for future research. More specifically, while the overall pattern of results suggests a certain degree of similarity regarding how both the Black and White shy participants reported the intrapersonal and situational pervasiveness of their shyness, addition research should be done in an attempt to compare the responses of Black and White shy individuals in an attempt to replicate and extend previous shyness research that has focused on investigating more thoroughly the underlying dynamics of the subjective experience of how shy individuals conceptualize their shyness. For example, future research comparing the responses of Black and White shy participants might examine the self-perceived causes of their shyness (cf. Carducci et al., 2000; Carducci & Bocchiaro, 2011; Carducci & King, 2008), the self-perceived problem areas (e.g., social,

professional, educational) associated with their shyness (cf. Carducci et al., 1998), and the self-selected strategies they might employ to deal with their shyness (cf. Carducci, 2009; Carducci & Bocchiaro, 2011) in an attempt to replicate and extend the previous research noted that has focused primarily on White shy individuals.

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Quentin Stubbins is a second year doctoral student studying counseling psychology at Andrews University in Berrien Springs, Michigan. I attended Indiana University Southeast where I work alongside my mentor Dr. Bernardo Carducci studying shyness in African-Americans. I continued my studies at Washburn University in Topeka, Kansas; there I completed my master's thesis on religious coping methods such as prayer or forgiveness and their relation to mental health. My research focuses on resiliency factors within young African-American males what help them overcome the odds, professional development of African-American males, and the effects of a person's faith on the prevalence of mental health.

Dr. Bernardo J. Carducci (Ph.D., Kansas State University, 1981) has taught at IUS for the past 31 years. Dr. Carducci is a full professor of psychology and Director of the Shyness Research Institute at Indiana University Southeast and a Fellow of the American Psychological Association. He is the author of *The Pocket Guide to Making Successful Small Talk: How to Talk to Anyone Anytime Anywhere About Anything* (1999, Pocket Guide Publishing), an easy-to-use summary of the techniques for mastering the art of conversation; *Shyness: A Bold New Approach* (2000, HarperCollins), a popular-press book offering strategies for controlling shyness in adults and children, which has been translated into six different languages; *The Shyness Breakthrough: A No-Stress Plan to Help Your Shy Child Warm Up, Open Up, and Join the Fun* (2003, Rodale), a parent-guided program for helping children of all ages to develop critical social skills; *The Shyness Workbook: 30 Days to Dealing Effectively with Shyness* (2005, Research Press), a concise,

self-directed program for helping shy adults help themselves to develop a personalized plan for understanding and managing their shyness; *The Shyness Workbook for Teens* (with Teesue H. Fields, 2007, Research Press), a self-guided program for teens to help them gain control over their shyness, and *The Psychology of Personality: Viewpoints, Research, and Applications*, 2nd ed. (2009, Wiley-Blackwell Publishers), a college-level textbook. In addition to his multiple appearances on ABC's "Good Morning America" and other national and international media services, including the BBC, Professor Carducci's writings and advice have been featured in such diverse sources as *Psychology Today*, *U.S. News and World Report*, *USA Weekend Magazine*, *Vogue*, *Allure*, *YM*, *TWA Ambassador Magazine*, *Glamour*, *JET*, *Parenting Magazine*, *WebMD*, *MSNBC.COM*, *Walking Magazine*, *Good Housekeeping*, *Essence*, *Child Magazine*, *Reader's Digest*, *Patents*, *Redbook*, *Real Simple*, *Cosmopolitan*, *First for Women Magazine*, *The Futurist*, *Entrepreneur*, *Fitness Magazine*, *The Chronicle of Higher Education*, *The Chicago Tribune*, *The Wall Street Journal*, *The London Times*, *The Los Angeles Times*, and *The New York Times*, to name just a few.



***Developmental Assets Profile:
A Ugandan Youth Population***

Christopher Fox Drescher, Eu Gene Chin, and Laura R. Johnson
University of Mississippi
Julie S. Johnson-Pynn
Berry College

Abstract

Cultivating developmental competencies and civic engagement are crucial for youth in the developing world given the economic, social, and natural resource challenges they face. This piece discusses the utility of a positive youth development (PYD) approach in Uganda, which emphasizes strengths (such as problem solving, self-efficacy, and leadership) that are essential for healthy youth development. This study utilizes the Developmental Assets Profile (DAP; Search Institute, 2004), a 58-item survey that measures 40 developmental assets, to evaluate positive attributes in Ugandan youth (N = 68), ages 14 – 23. Other measures of youth assets utilized include the General Self-Efficacy scale (Schwarzer & Jerusalem, 1995), Civic Attitudes and Skills Questionnaire (Moely, Mercer, Ilustre, Miron, & McFarland, 2002), Inclusion of Nature in Self scale (Schultz, 2001), and Connection to Nature scale (Mayer & Franz, 2004). While a number of studies have utilized the DAP with US populations, to our knowledge no studies have evaluated the usefulness of this measure with international populations. Results indicated acceptable internal consistencies for the DAP total score and most of the DAP subscales. DAP scores were correlated with a range of the PYD outcomes. Scores were generally higher on the DAP in the Ugandan sample than scores reported by previous studies done with U. S. samples. Differences in psychometric properties may be due to cultural differences, age and/or selection effects, and small N. These results provide preliminary evidence for the usefulness of the DAP and the PYD framework in Ugandan youth.

Chris Drescher is a graduate student pursuing his PhD. in clinical psychology at the University of Mississippi under the mentorship of Dr. Laura R. Johnson. His areas of interest include youth development, international psychology, conservation psychology, and disaster mental health. He is originally from Charleston, West Virginia and graduated from West Virginia University with a B.A. in psychology in 2005.

An Endemic Approach: Understanding Corruption and Migration as Vulnerabilities to Labor Trafficking in Thailand



Sarah Scott, MA

Doctoral Candidate, The Chicago School of Professional Psychology

Abstract

Thailand is a country laden with labor trafficking issues – a convenient destination for individuals trafficked from other countries and a prime hub for syndicates who wish to transport Thai persons nearby and abroad. Despite significant attempts to combat this issue in Thailand, there remains a dearth of empirical research on the cultural idiosyncrasies and vulnerabilities perpetuating this problem. Therefore, this potential research undertaking will attempt to fulfill the gaps in the human trafficking body of literature by employing a mixed-methods design, selecting a representative sample that includes men and individuals from various economic backgrounds, and investigating the extent to which underlying factors – corruption and migration – perpetuate the pervasiveness of labor trafficking throughout Thailand.

Keywords: Labor Trafficking, Thailand, Corruption, Migration

Sarah Scott, MA is a research consultant for Free the Slaves in Washington, DC where she conducts data analysis and writes reports for this international, anti-trafficking non-profit. Previously she worked as a clinical psychologist intern at the University of Central Florida Counseling Center in Orlando, Florida. She is currently pursuing a PhD in International Psychology at The Chicago School of Professional Psychology. She earned

her MA degree in Clinical Psychology from the University of Central Florida and her BA degree in Psychology from Baylor University. Sarah has six years of research experience, in addition to two years of clinical training. She is passionate about global travel, anti-trafficking research, and applied, international work.

Psychometric Examination of a Coping Measure in Humanitarian Aid Workers



Dow-ann Yeh, M.A.; Daniel A. Martinez Reyes, M.S.; Jeffrey P. Ansloos, M.A.; Ashley M. Wilkins, M.A.; & Cynthia B. Eriksson, Ph.D.

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Humanitarian aid workers encounter perpetual stress in their assignments and must develop good coping skills in order to persist in their work and to maintain psychological well-being. As part of a longitudinal study, 204 expatriate humanitarian aid workers completed the Coping with Stress measure, which was adapted from Amirkhan's Coping Strategy Indicator (CSI; J. H. Amirkhan, 1990). An exploratory factor analysis found a replication of the CSI subscales of Problem Solving ($\alpha = .60$), Seeking Support ($\alpha = .76$), and Avoidance ($\alpha = .60$), as well as two additional subscales of Distracting Activities ($\alpha = .56$) and Contemplation ($\alpha = .45$). These 5 coping style factors provide a good starting point to conceptualizing the coping framework of humanitarian aid workers.

Dow-ann Yeh is a 5th year PhD student in Clinical Psychology at Fuller Graduate School of Psychology. She is interested in research and clinical work in trauma and neuropsychology,

and work with the populations of humanitarian aid workers, veterans, and geriatrics. In terms of research work, she is currently working as the Research Coordinator at the UCLA Longevity Center, and as a Project Manager at Fuller's Headington Research Center. In terms of clinical work, she is currently working as the a Pre-intern at the VA-Los Angeles Ambulatory Care Center, as a Neuropsychology Extern at the UCLA School of Medicine-Semel Institute, and as a Psychological Assistant in the Department of Rehabilitation at Cedars-Sinai Medical Center.

Hispanic Serving Institutions and Psychology



Alicia Brown, M.Ed.

Edward Delgado-Romero, PhD
University of Georgia

Abstract

The number of Latino students entering college has increased dramatically in the past several years. As these numbers continue to increase, Hispanic Serving Institutions (HSIs) are becoming increasingly more important. HSIs are comprised of both private and public educational institutions with at least 25% Latino student enrollment. Presently, HSIs provide higher education for the majority of Latino students in the United States. Psychology is one of the most popular majors for Latino students at both the undergraduate and graduate level. As Latinos are entering college at a higher rate and selecting psychology as a field of study, it is appropriate to examine the status of psychology degrees programs at HSIs.

The Effect of Harmful Family Dynamics on Continuous Dating Violence: A Mediational Model



Vanessa B. Watts, MA, Danita D. Wynes, Miguel A. Martin Del Campo, Jamie L. Kissee, Emilio Ulloa, PhD, Audrey Hokoda, PhD

Abstract

Teen relationship violence (TRV) is defined as sexual, physical, and psychological actions that are used to harm or control a partner in an intimate relationship. TRV is prevalent in today's youth with about thirty percent of adolescents reporting either being a victim or a perpetrator of dating violence in at least one relationship in their lifetime and about thirteen percent report TRV in two or more relationships. Adolescents who are involved in a pattern of abusive behavior in one or more dating relationships are defined as being involved in continuous dating violence. TRV has serious and long lasting consequences, one of these being depression. Harmful family dynamics has been identified as a risk factor for TRV and includes interparental conflict, authoritarian parenting and sibling bullying. Social learning theory states that a child who witnesses or experiences violence in their family may learn maladaptive conflict resolution tactics. These maladaptive tactics may then be used in dating relationships. By testing a model that predicts continuous dating violence as opposed to isolated instances of abuse, we can begin to distinguish risk factors that contribute to a pattern of violent intimate relationships. This study assessed six

mediational models that test the hypothesis that depression will mediate the relationship between interparental conflict, authoritarian parenting, and sibling bullying and continuous dating violence in middle and high school teens. Results indicate that depression partially mediated the relationship between interparental conflict and perpetration of continuous dating violence. In addition, depression partially mediated the relationship between authoritarian parenting and both perpetration and victimization of continuous dating violence. However results did not provide evidence for any other mediation. These results suggest that depression may play an important role accounting for the relational pathway from harmful family dynamics to continuous dating violence.

Vanessa Watts is a first year Clinical Psychology Ph.D student at Miami University, Ohio. She has a Masters in Arts in Psychology from San Diego State University. Vanessa's research at San Diego State University examined Teen Dating Violence and her thesis looked at the effects of harmful family dynamics on continuous dating violence. Currently at Miami University, Ohio, Vanessa is involved in research that is focused on school and community based programs and services that target preventing school violence as well as promoting school connectedness and social and emotional competence.



Call for Award Nominations The Society for General Psychology

American Psychological Association Division 1: The Society for General Psychology Call for Nominations 2012 Awards

The Society for General Psychology, Division One of the American Psychological Association is conducting its Year 2012 awards competition, including **the William James Book Award** for a recent book that serves to integrate materials across psychological subfields or to provide coherence to the diverse subject matters of psychology, **the Ernest R. Hilgard Award for a Career Contribution to General Psychology**, **the George A. Miller Award for an Outstanding Recent Article in General Psychology**, and **the Arthur W. Staats Lecture for Unifying Psychology, which is an American Psychological Foundation Award** managed by the Society. In addition, there is an award for graduate students: **The Anne Anastasi General Psychology Graduate Student Award** (see below for details).

All nominations and supporting materials for each award **must be received on or before February 15, 2012**. With the exception of the William James Award, you are encouraged to submit your materials electronically.

There are no restrictions on nominees, and self-nominations as well as nominations by others are encouraged for these awards.

The Society for General Psychology encourages the integration of knowledge across the subfields of psychology and the incorporation of contributions from other disciplines. The Society is looking for creative synthesis, the building of novel conceptual approaches, and a reach for new, integrated wholes. A match between the goals of the Society and the nominated work or person will be an important evaluation criterion. Consequently, for all of these awards, the focus is on the quality of the contribution and the linkages made between diverse fields of psychological theory and research.

Winners will be announced at the annual convention of the American Psychological Association the year of submission. The awardees for the first four awards will be expected to give an invited address at the subsequent APA convention and also to provide a copy of the award presentation for inclusion in the newsletter of the Society (*The General Psychologist*). These Awardees will receive a certificate and a cash prize of \$1000 to help defray travel expenses for that convention.

For the William James Book Award, nomination materials should include three copies of the book (dated post-2006 and available in print); the vitae of the author(s) and a one-page statement that explains the strengths of the submission as an integrative work and how it meets criteria established by the Society. The award criteria can be found at www.apa.org/div1/awards. Textbooks, analytic reviews, biographies, and examples of applications are generally discouraged. Nomination letters and supporting materials should be sent to Wade Pickren, Ph.D., Pace University, 41 Park Row, New York, NY 10038, wpickren@pace.edu

For the Ernest R. Hilgard Award, nomination packets should include the candidate's vitae along with a detailed statement indicating why the nominee is a worthy candidate for the award and supporting letters from others who endorse the nomination. Nomination letters and supporting materials should be sent electronically to Nancy Felipe Russo, PhD, Department of Psychology, Box 871104, Arizona State University, Tempe, AZ 85287-1104 NANCY.RUSSO@asu.edu.

For the George A. Miller Award, nomination packets should include four copies of the article being considered (which can be of any length but must be in print and have a post-2006 publication date), vitae of the author(s), and a statement detailing the strength of the candidate article as an outstanding contribution to General Psychology. Nomination letters and supporting materials should be sent electronically to Dean Keith Simonton, PhD, Department of Psychology, One Shields Avenue, University of California, Davis 95616-8686; dksimonton@ucdavis.edu.



Awards Announcement.....

The 2013 Arthur W. Staats Lecture for Unifying Psychology is to be awarded in 2012 and given at APA's 2012 annual convention. Nomination materials should include the candidate's vitae along with a detailed statement indicating why the nominee is a worthy candidate for the award including evidence that the nominee would give a good lecture. They should be sent electronically to John Hogan, Ph.D., Professor, Dept. of Psychology St. John's University Jamaica, NY 11439 (hoganjohn@aol.com).

The Anne Anastasi General Psychology Graduate Student Award is in its third year and some changes are being introduced. This nomination must be submitted electronically to Harold Takooshian, , PhD, Psychology-916, Fordham University, New York NY 10023, takoosh@aol.com.

Please send the Following Cover Sheet:

Candidates for the Anne Anastasi General Psychology Graduate Student Award should submit the following:

1. There are 2 levels of the Anastasi Award: Students with 2 years or less of graduate study and those with more than 2 years of graduate study. Circle the one that best applies to you:

- a. Two years or less of study beyond the baccalaureate.
- b. More than two years beyond the baccalaureate.

2. I completed my masters' degree in year: _____; or did not complete _____

3. Include:

- a. Name + email:
- b. Institution:
- c. A mentor + email:
- d. Focus of research, title:

II. Send the next three as attachments:

1. Research statement on your past/present/future work (2-3 pages, with limited number of important citations)
2. Your Curriculum Vitae
3. Supporting letter from one mentor, either attached or sent separately

These materials should be sent electronically to the 2011 Chair of the committee, Harold Takooshian, PhD, Psychology-916, Fordham University, New York NY 10023, takoosh@aol.com.

Each of two recipients of this award will receive \$300 and a certificate in 2011. The winner will be decided based on the student's vitae and research plan, plus a supporting letter from the student's advisor.

Requests for further information about Division One Awards may be directed to (Awards Coordinator), Josephine Tan, Department of Psychology - Lakehead University, 955 Oliver Rd, Thunder Bay ON P7B 5E1 (jtan@lakeheadu.ca)

General Psychology's Wonderful New Benefactor

by Dean Keith Simonton, Ph.D.

University of California-Davis



Just when it seems a dark and gloomy night, something unexpected comes along to brighten up the next day. Perhaps the bank is about to foreclose on your house when you find out that a rich relative (who you feel guilty not seeing in umpteen years) has left you a hefty inheritance—enough even to pay off the rest of the loan. After the same fashion, Division One has been counting its pennies for a very, very long time—ever since we launched the *Review of General Psychology*. To get the journal off the ground, we owed APA's "bank" big time. Even if we didn't ever face foreclosure, the division definitely made a substantial sacrifice to live the American (Psychological Association) dream ... to have our own journal dedicated to our special mission.

Well, this year we got some very good news: Our mortgage is paid off! We officially received the title of ownership at the DC APA, so *RGP* now belongs to us alone. That means that rather than a monetary obligation it has become a financial asset. The journal actually makes considerable cash, especially in this era where it is commonplace for people all over the world to pay for articles they might have encountered in a google search. Those *RGP* readers and appreciators were our distant but rich relative. Better yet, the person apparently set us up with a big trust in the form of a journal that should continue to be highly profitable well into the future. Only if the pirates who are now stealing music and movies decide to turn their evil ways to APA's PsycNET will we have anything to fear.

So what are we going to do with this nice inheritance? One thing for sure, we are going to stop begging on the street. In the past, we often saved money by sharing social hours and hospitality suites. Now we no longer need to be a tag-along. This puts us in a much stronger position to recruit new members and maintain old ones. A hospitality suite of our very own would certainly facilitate our outreach efforts regarding both graduate students and early career psychologists. Our new resources might be used in other ways to attain the same end: Attracting our younger colleagues who we hope will become our successors in the division's leadership. Any suggestions?

And here's another consideration: Our awards programs! Right now, we offer the prestigious James, Miller, Hilgard, Staats, Boneau, and Anastasi awards. These honors are bestowed on our more senior colleagues, those mid-career, and even graduate students at the or near the beginning of their training as psychologists. Can our division do more to promote these awards or create new honors? I served for several years on award panels for our neighboring division, the Teaching of Psychology. I was struck that Division Two honored excellent teaching at multiple levels—graduate school, 4-year college/university, 2-year college, high school, and early practitioners—as well as a special instructional resource award. Is there a group of outstanding contributions by general psychologists that is being neglected by our awards program? Or, can our current award offerings be better served? Any recommendations?

To be sure, we do not want to become profligate with our growing treasury! How many poor souls have come into huge inheritances—or awesome professional sports contracts—only to find themselves selling off their assets years later? We may now own *RGP*, but we do not want to take it to a pawn shop for spare change. Hence, we have to make wise decisions and investments to take full advantage of the bounty bestowed on us. Yet the opportunity is there that we didn't have before. When it knocks, we got to answer!

Speaking of the money running out, I must address one final issue. The *RGP* is our heirloom, our trusted resource for moving forward as the only division dedicated exclusively to maintaining psychology as a united and inclusive discipline. That resource is only as good as the journal itself. That implies that a primary goal must be to do everything we can to raise its stature as a publication vehicle. And, that goal means that if you have a great article that's getting the finishing touches on your laptop, please send it to *RGP*'s editor for review. If you have a fantastic idea for a special issue, then, by all means, submit the proposal for the editor's consideration. In that way alone can we repay the benevolence that Division One just received from its journal.

2011 Award Announcement
The Society for General Psychology
American Psychological Association

WILLIAM JAMES BOOK AWARD

Paul Bloom



The winner of the 2011 William James Book Award is Paul Bloom for his book *How Pleasure Works: The New Science of Why We Like What We Like*. Bloom is a professor of Psychology and Cognitive Science at Yale University. He received a B.A. in Psychology from McGill University in 1985 and his Ph.D. in Cognitive Psychology from MIT in 1990. He taught at University of Arizona from 1990 to 1999, and then moved to Yale, along with his wife and fellow psychologist, Karen Wynn. His research explores how children and adults understand the physical and social

world, with special focus on morality, religion, fiction, and art. He has won numerous awards for his research and teaching, and has held a number of distinguished visiting professorships. His Introduction to Psychology class was selected as an outstanding course to be made available worldwide through the "Open Yale" course initiative. He is past-president of the Society for Philosophy and Psychology, and co-editor of *Behavioral and Brain Sciences*. Besides his scientific publications, Bloom has written for popular outlets such as *The New York Times*, *The Guardian*, and *The Atlantic*. His other books include *How Children Learn the Meanings of Words* and *Descartes' Baby: How the Science of Child Development Explains What Makes Us Human*.

The WJBA awards committee, chaired by the President of Division One, Dean Keith Simonton, PhD., included Nancy Segal, and Gregory Feist, Ph.D. The committee reviewed 24 books and selected *How Pleasure Works*. For inquiries regarding the 2011 award, please contact Dean Keith Simonton, PhD (dksimonton@ucdavis.edu). Inquiries for the 2012 award should be addressed electronically to the incoming president-elect, Wade Pickren, (wpickren@pace.edu).

Ernest R. Hilgard Award for Career Contributions to General Psychology



John C. Norcross

The winner of the Ernest R. Hilgard Award for Career Contributions to General Psychology is John C. Norcross, Professor of Psychology and Distinguished University Fellow at the University of Scranton, a clinical psychologist in part-time practice, and editor of the *Journal of Clinical Psychology: In Session*. He has authored over 300 publications and has co-written or edited 20 books, principally in the areas of psychotherapy, clinical training, and self-

change.

Dr. Norcross is past-president of the International Society of Clinical Psychology, past-president of the APA Division of Psychotherapy, Council Representative of the American Psychological Association, and a Director of the National Register of Health Service Providers in Psychology. He is the 2009 president of the Society of Clinical Psychology (APA Division 12).

2011 Award Announcement
The Society for General Psychology

Among his awards are the Pennsylvania Professor of the Year from the Carnegie Foundation, the Distinguished Contributions to Education & Training Award from the American Psychological Association, and election to the National Academies of Practice.

An engaging teacher and clinician, Dr. Norcross has conducted workshops and lectures in 25 countries. He lives in northeast Pennsylvania with his wife, two children, and their deranged cat. John C. Norcross is Professor of Psychology and Distinguished University Fellow at the University of Scranton, a clinical psychologist in part-time practice, and editor of the *Journal of Clinical Psychology: In Session*. He has authored over 300 publications and has co-written or edited 20 books, principally in the areas of psychotherapy, clinical training, and self-change.

George A. Miller Award

Ariel Knafo

The winner of the 2011 George A. Miller Award for an Outstanding Recent Article on General Psychology is the article, “The developmental origins of a disposition toward empathy: Genetic and environmental contributions”, by Ariel Knafo (The Hebrew University of Jerusalem), Carolyn Zahn-Waxler (University of Wisconsin – Madison), Carol Van Hulle (University of Wisconsin – Madison), JoAnn L. Robinson (University of Connecticut-Storrs), and Soo Hyun Rhee, *Emotion*, 8, 737-752.



Although there was strong competition for the award, the decision was influenced by the elegant and comprehensive design of the research. The integration of longitudinal and twin design and genetic and neuroscience methods was critical for revealing the changing influences of genetics versus shared environment over time on multiple aspects of empathy and related prosocial behavior.

This article was the choice of the awards committee, which included Nancy E. Eisenberg (Arizona State University), George Loewenstein (Carnegie Mellon University), Alyson Shapiro (Arizona State University) and Josephine Tan (Lakehead University), and was chaired by Society president Nancy Felipe Russo. Please address inquiries for the 2011 award to Nancy Felipe Russo (nancy.russo@asu.edu). Enquiries for the 2012 award should be addressed electronically to Dr. Dean Keith Simonton, University of California – Davis, (dksimonton@ucdavis.edu).

C. Alan Boneau Award,

2011 Award for outstanding contributions to the Society for General Psychology, “promoting general psychology across specialties.” In 2011, two Awards were presented:

Mary Lou Cheal, PhD, Arizona State University and
Harold Takooshian, PhD, Fordham University



2011 Award Announcement
The Society for General Psychology

Arthur W. Staats Lecture for Unifying Psychology

Ellen Langer



Division One nominated Ellen Langer to give the 2012 Staats Lecture. Dr. Langer, a professor in the Psychology Department at Harvard University, has described her work on the illusion of control, aging, decision-making, and mindfulness theory in over 200 research articles and six academic books, including *Mindfulness*, *The Power of Mindful Learning*, *On Becoming An Artist*, and *Counterclockwise*.

Her work has led to numerous academic honors including a Guggenheim Fellowship, the Award for Distinguished Contributions to Psychology in the Public Interest of the American Psychological Association, the Distinguished Contributions of Basic Science to Applied Psychology award from the American Association of Applied & Preventive Psychology, the Adult Development and Aging Distinguished Research Achievement Award from the American Psychological Association, the James McKeen Cattell Award, and the Gordon Allport Intergroup Relations Prize.

The citation for the APA distinguished contributions award reads, in part, "...her pioneering work revealed the profound effects of increasing mindful behavior...and offers new hope to millions whose problems were previously seen as unalterable and inevitable. Ellen Langer has demonstrated repeatedly how our limits are of our own making."

Dr. Langer is a Fellow of The American Psychological Association; The Sloan Foundation; the Association for Psychological Science; The American Association for the Advancement of Science; Computers and Society; The Society for the Psychological Study of Social Issues; and The Society of Experimental Social Psychologists. In addition to other honors, she has been a guest lecturer in Japan, Malaysia, Germany, and Argentina.

Included among her books are: Langer, E. & Dweck, C. *Personal Politics*. New Jersey: Prentice-Hall, 1973; Langer, E., *The Psychology of Control*. Beverly Hills, CA: Sage Publications, 1983; Langer, E. *Mindfulness*. Reading, MA: Da Capo Books, 1989 (Translated into thirteen languages); Alexander, C. & Langer, E. (Eds.) *Higher Stages of Human Development: Perspectives on Adult Growth*. New York: Oxford University Press, 1990; Schank, R. and Langer, E. (Eds.) *Beliefs, Reasoning and Decision-making: Psychologic in Honor of Robert Abelson*. New Jersey: Erlbaum Publishing, 1994; Langer, E. *The Power of Mindful Learning*. Reading, MA: Da Capo Books, 1997 (Translated into nine languages); Langer, E. *On Becoming an Artist: Reinventing Yourself Through Mindful Creativity*. Ballantine Books, 2005; Langer, E. *Counterclockwise: Mindful Health and the Power of Possibility*. Ballantine Books, 2009.

**ENTERING THE ROLE OF STUDENT REPRESENTATIVE:
ADDRESSING THE NEEDS OF STUDENTS**

by Zoëann Finzi-Smith, Howard University

As a proud member of the American Psychological Association (APA), I have benefited from a copious amount of information, opportunities, and network. The extensive wealth of knowledge that I have gained has ultimately guided my academic endeavors and career goals, all of which have been indispensable to my personal and professional growth. When considering the significance that APA and its various divisions have played in my professional development, I would be remiss not to seek opportunities to offer my services to the organization. When I was informed of the opening for the position of student representative for division one: general psychology of the APA, I was thrilled to hear of the opportunity and felt that it was perfectly aligned with my strengths and interests. The goal of division one in embracing general psychologists and those that cross the boundaries of the various subdisciplines, highlights key aspects that initially drew me to the field of psychology. After submitting my information for election I was elated to learn of my appointment to the position of student representative. My excitement and enthusiasm combined with my eagerness has equipped me with the wherewithal to effectively fulfill the task that lies ahead. As I began to organize my goals and objectives as the newly appointed student representative, my initial thoughts were what new ideas I can offer, new programs I can implement, and concerns I can address. After exploring what those goals would entail, my thoughts then transitioned to what it meant to be the student representative. I thereafter realized that I was called to connect other students with those aforementioned opportunities that continue to assist my educational pursuits. Additionally I felt my foremost responsibility was to address the needs of the student population. As a doctoral student, I was able to draw from my firsthand experiences as well as those from colleagues, as reference for identifying specific objectives. One consistent trend was the expression of the benefit and importance of mentorship from professionals already seasoned in the field. Many stated that the guidance offered by mentors has been instrumental in their academic matriculation as well as served to propel their drive and focus. Furthermore, mentorship facilitated by individuals in diverse subdisciplines has shown to be advantageous in bridging gaps as well as offering alternative perspectives. Many in their respective fields (mine being Counseling Psychology) have minimal exposure to various subdisciplines in the field of psychology, which in turn limits the level of interdisciplinary components in their studies. The numerous perspectives within the field of psychology lend itself to greater depth and insight into the subtle nuances that encompass the human psyche. The mentoring piece is but a small portion of the many needs held by students, all of which I look forward to exploring during my appointment as student representative. I hold the belief that as part of my position, it is my duty to be the sounding board and advocate for the concerns of the students for which the division serves. I hope to attract new student members to division one, so they may also benefit from the wealth of knowledge and information that exists within the division. Finally, it is my aim to facilitate continual communication between the student members of division one and its professional members, in anticipation that the blending of the student perspective and the professional expertise will yield pioneering advancements within the field of psychology.



**CALL FOR NOMINATIONS
AMERICAN PSYCHOLOGICAL FOUNDATION
GOLD MEDAL AWARDS**

The American Psychological Foundation (APF) invites nominations for the APF 2012 Gold Medal Awards. The awards include a mounted medallion and an all-expense-paid trip for the award winner and one guest to attend the 2012 American Psychological Association (APA) Convention in Washington, DC, for two nights and three days (Coach round-trip airfare, reasonable expenses for accommodations, and meals for two individuals will be reimbursed).

The Gold Medal Awards recognize life achievement in and enduring contributions to psychology. Eligibility is limited to psychologists 65 years or older residing in North America. Awards are conferred in four categories:

- Gold Medal Award for Life Achievement in the Science of Psychology recognizes a distinguished career and enduring contribution to advancing psychological science.
- Gold Medal Award for Life Achievement in the Application of Psychology recognizes a distinguished career and enduring contribution to advancing the application of psychology through methods, research, and/or application of psychological techniques to important practical problems.
- Gold Medal Award for Life Achievement by a Psychologist in the Public Interest recognizes a distinguished career and enduring contribution to the application of psychology in the public interest.
- Gold Medal Award for Life Achievement in the Practice of Psychology recognizes a distinguished career and enduring contribution to advancing the professional practice of psychology through a demonstrable effect on patterns of service delivery in the profession.

Nomination Process: Nominations should indicate the specific award for which the individual is being nominated and should include a nomination statement that traces the nominee's cumulative record of enduring contribution to the purpose of the award. There is no formal nomination form. The nominee's current vita and bibliography should be attached. Letters in support of the nomination are also welcome, but please refrain from sending supplementary materials such as videos, books, brochures, or magazines. All nomination materials should be coordinated and collected by a chief nominator and forwarded to APF in one package.

The deadline for receipt of nomination materials is December 1, 2011. Please mail materials to: American Psychological Foundation, Gold Medal Awards, 750 First Street, NE, Washington, DC 20002-4242.

Questions? E-mail krowsome@apa.org or call 202-336-5622

**The 2011 Anne Anastasi Graduate Student Research Award,
APA Division One, the Society for General Psychology**

(Photo by Jonathan Galente)



Harold Takooshian, Chair (takoosh@aol.com)

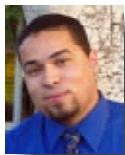
The APA Society for General Psychology is pleased to announce its winners for 2011. A total of 17 completed nominations were received by the February 15 deadline. Each was independently reviewed by a national panel of 12 judges--all Fellows of the Society or APA, and representing diverse specialties. The final ratings reflected the extraordinary quality of the nominees, with a mean rating of 7.4 on a 0-10 scale, and 6 nominees at 8.5 or above. The results:

The two Anastasi Award winners:

1a. under 2 years of graduate work:

Luis D. Medina, BA

San Diego State University & University of California-San Diego



Mentor: Paul E. Gilbert, PhD

Individualism, collectivism, and cognitive fluency: How self-construals affect cognition

1b. 2 or more years of graduate work:

Michael K. Scullin, MA

Washington University in Saint Louis



Mentor: Mark A. McDaniel, PhD

What is the role of sleep in cognition, health, and aging?

Anne Anastasi Graduate Student Research Award

2-6. Four Anastasi finalists (in alphabetical order, rated 8.5+ on the 0-10 scale):

Kristy E. Benoit, MS



Virginia Polytechnic Institute and State University

Mentor: Thomas H. Ollendick, PhD

Interpretation bias in anxious mothers and their children

Rachel G. Higier, MA



University of California-Los Angeles

Mentor: Tyrone D. Cannon, PhD

Neurocognitive functioning in twins with schizophrenia and bipolar disorder: An etiological perspective

Theresa A. Morgan



University of Iowa

Mentor: Lee Anna Clark, PhD

Links between temperament and function of problem behavior

Michael L. Sulkowski, MEd



University of Florida

Mentor: Thomas D. Oakland, PhD, ABPP, ABPN

Violence prevention and school crisis management

**The Society thanks the
12 experts who kindly offered their**

expertise as judges:

MaryLou Cheal,

David S. Glenwick,

Rosalind S. Dorlen,

Monroe P. Friedman,

Robert V. Levine,

Slater E. Newman,

Thomas D. Oakland,

Cecil R. Reynolds,

Elizabeth V. Swenson,

Emanuel Donchin,

Vincent W. Hevern,

Ronald G. Shapiro.

Division 1 Fellows

Fellows in the APA Society for General Psychology, which is based on “outstanding contributions to general psychology across specialties.” (Pictures included if provided by Fellow)



Asuncion Miteria Austria, PhD
Chair and Director of Clinical Psychology, Cardinal Stritch University



Gordon M. Burghardt, PhD
Alumni Distinguished Service Professor,
Departments of Psychology and Ecology & Evolutionary Biology
University of Tennessee-Knoxville



Dana S. Dunn, PhD Professor of Psychology, Moravian College
and Past-President, Society for the Teaching of Psychology.

William H. Gottdiener, PhD (no picture)
Professor and Director, Addiction Studies Program, John Jay College of Criminal Justice



James Kaufman, Professor of Psychology, and Director, Learning Research Institute
California State University at San Bernardino



Mercedes A. McCormick, PhD, Department of Psychology, Pace University

Stephanie Shields (no picture)



Janet A. Sigal, PhD
Professor Emerita of Psychology, Fairleigh Dickinson University

APA Council of Representatives Meeting

by Bonnie R. Strickland, University of Massachusetts



The Council of Representatives met in Washington, DC on August 3 and August 5, 2011.

The meeting began with a Plenary Session chaired by President Melba Vasquez. She welcomed the participants and asked those candidates for President-elect of APA to say a few words in regard to their candidacy. The candidates for President-elect are Don Bersoff, James Bray, Doug Haldeman, Robert McGrath and Steve Reisner. President Vasquez presented the Consent Agenda for the Council meeting and asked if there were any items to be removed. There was also a brief discussion about the dues reduction and its impact on the Canadian Psychological Association.

I attended three Caucuses, the Committee for the Association of Scientific and Applied Psychology, the Lesbian, Gay, Bisexual, and Transgender Caucus and the Women's Caucus.

The business meeting convened on August 3.

After the roll call, President Vasquez recognized the retiring, continuing and new members of Council. There was a moment of silence for those members of APA who had passed away since our last meeting.

President Vasquez then gave a report on her Presidential year. She has appointed three Task Forces, one on Immigration, a second on Preventing Discrimination and Promoting Diversity. The third is the Presidential Task Force on Educational Disparities. There are also Telepsychology Projects and a Project on the effectiveness of psychotherapy.

CEO Norm Anderson discussed progress on developing and implementing the Strategic Plan for the Association. Strategic Plan Initiatives were approved.

Council passed a Consent Agenda covering items that required no discussion. These included the withdrawal of certain items, the renewal of recognition for certain specialty areas and resolutions on family Caregivers and Marriage Equality for Same-Sex Couples. Council also approved new Fellows.

The Good Governance Project is soliciting input from various constituencies for the deliberations of the group.

Council discussed election guidelines involving the reporting of campaign funds. Guidelines including

a scholarly review of scientific/empirical findings are to accompany Council resolutions. Diversity training for 2012 will focus on disability. New models for improving diversity training will be examined. The Committee on Professional Practice and standards was increased from 6 to 8 members. Specialty Guidelines for Forensic Psychology were approved. The National Standards for High school Psychology Curricula was approved until 2018. A resolution on Advocacy for Psychology as a Stem discipline passed overwhelmingly. Proposed changes to improve the Convention were discussed. These changes are proposed to add cutting edge themes, permit more opportunities for distinguished speakers, and reduce competing sessions. The change means that Divisions will lose some hours but they may be recovered in the overall program.

Council received an update, as mandated by the World Health Assembly, of the development of ICD-11, the Classification of Mental and Behavioural Disorders. This is the most widely used classification system in the world and psychology is represented in the deliberations for the first time. We also heard a report of the APA Disaster Response Network. Some 3,000 psychologists are committed to disaster work.

The Treasurer, Bonnie Markham, and our Chief Financial Officer, Archie Turner, presented information about APA's financial picture. The equity in our real estate holdings is valued at almost \$120M. The buildings are fully leased and do not appear to have been affected by the economic downturn. Our long term investment portfolio is at \$72M. The 2011 budget is on track and a proposed 2012 budget with revenues at \$106,160,000, expenses of \$106,104 and a margin of \$56,000 was approved.

Joe and Ruth Matarazzo received an award from the American Psychological Foundation for their generous contributions to psychology. I received the Raymond D. Fowler Award for Outstanding Member Contributions.

Respectfully submitted.

Bonnie R. Strickland, Ph.D., ABPP
Council Representative, Division 1

*Division 1 Executive Committee Meeting
Thursday, August 4, 2011
7:00 - 8:50 PM
Renaissance Hotel Room 5*



Present: Robin Cautin (recording), Josephine Tan, Joan Chrisler, Nancy Russo (presiding), Don Dewsbury, Gina Brelsford, Dean Simonton, Harold Takooshian, John Hogan, Mark Terejesen, Janet Sigal, Brian Stagner, Doug Candland, Rosie Philips Bingham.

1. Meeting was called to order at 7:10. At Nancy's suggestion, each person introduced himself or herself, identifying his or her respective role(s) in the Division.

2. Nancy asked if there were any questions regarding her annual report. She mentioned an item that wasn't included in her report that she'd like the EC to discuss: more Division 1 sponsored sessions in future APA conventions.

3. The minutes from 2010 EC meeting were approved.

4. John Hogan reported on recent election winners: Wade Pickren was elected President-elect, and Rosie Philips Bingham was elected Council Representative. John Norcross is the recipient of the Ernest Hilgard Award.

5. Dean Keith Simonton reported that there were two dozen nominations for the William James Book Award. The committee consisted of Dean Keith Simonton, Nancy Sigal, and Gregory Feist. The winner of the William James Book Award is Paul Bloom, for his book, "How Pleasure Works." Dean Simonton announced that he has appointed Gregory Feist as Program Chair for 2012.

6. Nancy mentioned that she'd like to discuss the Division's awards structure, emphasizing that it should be designed to foster the mission of the division.

7. Robin gave Secretary's report. She requested that any corrections be made to the hard copy of the roster that she distributed. She would send updated files of roster, operations manual and Bylaws to all following the meeting.

8. Joan distributed the financial report and a proposed budget for next year. Joan reviewed these documents, noting that our journal is doing quite well — three times as well as we had anticipated. She also noted that there remain several expenses that will be

encumbered following the convention so that this report is not final. Nancy suggested that we make notes about things on which we'd like to spend money (e.g. mid-winter meeting) and keep track of their respective costs; Joan will take these notes. Joan suggested that we raise the catering budget line by \$1,000. Janet stated that we've been giving Division 52 about \$500 each year to use their hospitality suite; it might be nice, she suggested, to have our own suite next year. It was then suggested that we budget \$2,000 for a hospitality suite. Mark suggested that some of our extra monies be channeled into increasing membership.

9. Rosie said that APA is currently working on several strategic initiatives, including investing in its publishing enterprise. APA will do some thing like some databases that will earn money. APA is also considering reducing division programming hours beginning in 2014. If this motion passes, reductions would be put into effect beginning 2014.

10. Nancy related Janet's suggestion that in the future the Division accept only posters, and no papers. After some discussion, it was suggested that the Program Chair would figure it out, and it was agreed that there would be no change at this time.

11. Dean reported that the journal is doing really well. There was a slight drop in the impact factor, but that could be attributed to the increased size of the journal. The revenue from licensing seems to be going up and up, and the APA subscriptions have increased slightly. Doug Candland shared some history about the Division's journal. The journal celebrates 15 years. When it was established, a \$325,000 debt was incurred, and it has taken 14 years to pay it. With the advent of the Internet, the format of the journal was changed, allowing us to increase the number of articles published per year. Don stated that Doug Candland and Peter Salovey deserve a ton of credit for the success of the journal. He also stated that Bruce Overmeir was critical in helping us keep the journal. Nancy stated that Bruce would say some words at the awards ceremony.

12. Certificates and checks will be presented at the Awards social hour.

13. Gina Brelsford announced that Marissa Harrison would take over as Editor of the Newsletter.

14. Harold related the history of the Anastasi Award. This week we'll give the two Anastasi Awards: one to Michael Scullin of Washington University and the other to Louis Medina of San Diego State University; there were also four finalists: Kristy Benoit of Virginia Polytechnic Institute, Rachel Higier of University of California- Los Angeles; Theresa Morgan of University of Iowa; and Michael Sulkowski of University of Florida. The following 7 current APA fellows were approved for fellowship in Division 1: Siony Austria, Gordon Burghardt, Dana Dunn, William Gottdeiner, James Kaufman, Stephanie Shields, and Janet Sigal; Mercedes McCormick became a new Fellow through Division 1.

15. Nancy started a discussion about the awards program: How can we use it to foster the mission of the division? How should we proceed about the awards programs? John suggested that we not present major award addresses at 8am. John also suggested that the Staats award be awarded for work that is unifying, for that was the intention of the award. It was suggested that a mid-winter meeting is needed, given the number of topics we have yet to cover. Dean asked if travel expenses would be paid for, and Joan responded that if the budget allows, the voting members of the EC would be subsidized for the travel to a mid-winter meeting. It was agreed that Dean Simonton would explore the possibility of a mid-winter meeting.

16. Mark distributed the membership report. The issue of a decreasing membership is a topic that should be discussed at the mid-winter meeting.

17. We voted in favor of Zoeann Finze-Smith to be our new student representative.

18. The meeting adjourned at 8:55pm.

Respectfully submitted,

Robin Cautin, D1 Secretary



Division 1 Business Meeting August 2011 Washington, DC

1. Nancy Russo called the meeting to order at 11:05 AM.
2. Jan Sigal reviewed the upcoming Division 1 programming events. She also related to the group present that at the EC meeting there was some discussion about the possibility of only accepting posters (as opposed to papers) in future conventions, owing to the difficulty there has been in grouping individual papers into coherent sessions. Nancy Russo presented Jan Sigal with a certificate of appreciation for her outstanding work as program chair this year.
3. The new fellows of the Division were awarded certificates. The following 7 current APA fellows were approved for fellowship in Division 1: Siony Austria, Gordon Burghardt, Dana Dunn, William Gottdeiner, Jeames Kaufman, Stephanie Shields, and Janet Sigal; Mercedes McCormick became a new Fellow through Division 1.
4. The minutes from the 2010 business meeting were unanimously approved.
5. Joan Chrisler reviewed the Division's financial report, which is quite good, particularly given the significant revenue generated by the Division's RGP.
6. Robin Cautin announced three proposals that were to be voted on at this meeting: (1). That the name of Awards Chair be officially changed to Awards Coordinator. (2) That the awards Coordinator be made a voting member of the EC, appointed by the President; and, (3) that we removed from the Bylaws language that indicates that we have to appoint a Member-at-Large as the Awards Coordinator. [In order to effect these changes, alterations are need to Article III, Section 1; Article III, Section 4; Article IV, Section 1 of the Bylaws. All three proposals were approved. Nancy presented Robin with a certificate of appreciation for her work as Division Secretary.
7. Dean Keith Simonton reported on the journal, *RGP*, which is doing quite well.
8. Gina received a certificate of appreciation for her terrific work as newsletter editor.
9. Eric Charles, chair of the Early Career Psychologist Task Force, solicited ideas about getting more people involved. He discussed the importance of making explicit the benefits of being a generalist psychologist. He proposed the idea that student travel money could be framed as a type of award.
10. Emilio Ulloa and Monica Ulebaria, of San Diego State University, reported on the student poster session competition; there were 25 student posters. Both Emilio and Monica received a certificate of recognition.
11. Harold Takooshian announced the Anastasi Award winners (Michael Scullin and Luis Medina), and mentioned the Speakers Network, which currently has 212 fellows.
12. Nancy Russo introduced Zoeann Finzi-Smith, who will serve as the new student representative for Division 1.
13. Dean announced that the William James Book Award goes to Paul Bloom, for "How Pleasure Works". The Arthur Staats Award, chaired by Don Dewsbury, will go to Ellen Langer, and the Hilgard Award, chaired by John Hogan, goes to John Norcross.
14. Nancy Russo reported on our participation in the international poster, sponsored by the APA.
15. Dean Keith Simonton handed over the gavel to Nancy Russo. Dean, the Division's new president, discussed some of his and Greg Feist's (new program chair) plans for next year's convention program.
16. The meeting adjourned at 11:50AM.

Society Expands its National Speaker Network for 2012

Harold Takooshian, Rivka B. Meir, Ronald G. Shapiro

The APA meetings in Washington DC in August of 2011 included a lively reception for APA fellows who kindly registered with the Society's speaker network. This is a national list of 212 APA fellows, arranged in zip code order, who are prepared to share their "unusual and outstanding" expertise with local audiences. In addition, some of these indicate they are also prepared to host visits to their lab or clinic, speak with the media, or advise younger colleagues or students. These 212 gracious experts include four past-Presidents of APA, several textbook authors, and some of the leaders of US psychology. The 2011 reception was kindly funded by The College Board.

This PSYCHE network—Psychology Speakers You Can Hear Easily—was first arranged in 2006 with a CODAPAR mini-grant. It currently spans four APA divisions—1 (general), 2 (teaching), 21 (human factors), 52 (international)—and will expand to include other APA divisions in 2012.

To download a PDF of this free list, simply check the Society's website, www.apa.org/divisions/div1



Passing of the Editorial Torch:

Introducing the new Editor for *THE GENERAL PSYCHOLOGIST*,
Dr. Marissa Harrison



It has been a wonderful run as editor of *The General Psychologist* over these last three years. I have to say that I learned more than expected about editing, and graphic design. I have much more to learn, but the wonderful connections that I have made with people are priceless. I will be leaving my role as editor and transitioning to the role of secretary of Division 1. I find my involvement with the division to be rewarding and I hope to continue to provide support to such a great group of people. The new editor of *The General Psychologist* is my esteemed colleague at Penn State Harrisburg, Dr. Marissa Harrison. Marissa is an exemplary psychologist with impeccable attention to detail and the ability to make connections across various disciplines of psychology. Thus, she will make a wonderful editor and I look forward to reading her future editions of *TGP*.

Sincerely,

Gina Brelsford, Ph.D. (outgoing *TGP* Editor)

SOCIETY LAUNCHES LOCAL OUTREACH ACTIVITIES

Like a handful of other divisions of APA, our Division One now offers local outreach activities, where local members of our Society for General Psychology can fellowship with one another, while non-members can learn more about “general psychology” and our Society. The first local gathering was on March 4, 2010 at Fordham Law School in New York City, where President John D. Hogan welcomed 70 students and colleagues to a forum saluting “Milgram’s legacy: 50 years later.” Seven distinguished panelists from as far as Moscow spoke about the immense impact of 50 years of Milgram’s Yale experiments on obedience. A summary was published in *TGP* (Spring 2010, pages 15-25). Based on this remarkable event, three more local forums are set for fall of 2011, all in Greater New York:

1. On September 27 at Fordham University in Manhattan, Philip Hamburger of Columbia Law School will lead an interdisciplinary symposium on the important questions surrounding “IRB reform?”
2. On October 14 at Fordham University, Dinesh Sharma of Saint Francis College will offer a lecture and book-signing at Fordham, on his new psycho-biography, “Barack Obama in Hawai’i and Indonesia: The making of a global president” (ABC-CLIO, 2011).
3. On October 20 at Manhattanville College in Purchase NY, Robin Cautin will host a conversation hour with distinguished 97-year-old psychologist Olivia J. Hooker.

For more details on these local activities, or information on hosting a local activity in another region of the USA, contact Harold Takooshian at takoosh@aol.com

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Ad Hoc Committees of the Society for General Psychology

Division One has several committees to examine issues that (a) impact psychology across specialties, (b) are relatively overlooked, or (c) may engage our younger colleagues or students. These committees are listed below.

The charge of each committee chair is to define the committee's mission, appoint a few Division One members to serve on it, including one early career psychologist (ECP), and to provide a report on its activities to The General Psychologist. In addition, it is hoped that some of the activities of these committees will turn into sessions at the APA convention. Members who would like to join a committee should contact the chair of the committee. Members who would like to chair or simply suggest a new committee topic should contact the current President of the division the President-elect.

1. Early Career Psychologists - Chair: Eric Charles

Mission: Work with APAGS and others to recruit and engage students and ECPs in general psychology.

2. Coping with Technology - Chair: Richard S. Velayo

Mission: Examine the negative impacts of email and changing technology on the field of psychology (teaching, science, practice) and practical means of coping with technostress.

3. Humor - Chair: (open)

Mission: Examine humor in psychology as a topic of research, teaching, and fun. Goals: Sponsor a best-jokes contest, with award at APA.

4. National Speakers Network - Chair: Harold Takooshian

Mission: Use CODAPAR funds to identify convenient speakers for local student and community groups, by developing (in cooperation with Divisions 2, 21, & 52, Psi Chi, Psi Beta, TOPSS) a web-based zip code list of willing Division One fellows, with their contact information and preferred topics. The division has applied for a second grant to continue this work.

5. IRB/Scientific Integrity - Chair: Richard O'Brien

Mission: Probe the impact of IRBs on science, scientists, and society, as well as academic freedom, junk science, and other trends threatening the integrity of the scientific enterprise.

6. Advisory Committee - Co-chairs: Bonnie Strickland, Harold Takooshian

Mission: Insure continuity within Division One, using a panel of past officers/presidents to help guide Division One procedures.

7. Publications - Chair: Bob Johnson

Mission: Oversee effective communication within the Society, coordinating TGP, RGP, book series, Website, listserv, and possible member surveys.

8. Evolutionary Psychology - Chair: (open)

Mission: Develop and give a home to this interdisciplinary specialty.

9. Photography and Psychology - Chair: Joel Morgovsky-See Report in this Edition of the TGP

Mission: Seek out the many members of APA who are deeply involved with photography; become a networking hub and community of psychologist/photographers.

10. Science and Practice - Chair: Mark Koltko-Rivera

Mark is developing an exciting research program that requires cooperation across much of psychology.

Call For Division 1 Fellows 2012

Members of APA Division 1 are now invited to nominate others or themselves for election as a fellow of Division 1, based on “unusual and outstanding contributions” to general psychology. Phone or write soon for a packet of forms for APA, and our Division’s 15 criteria. This year all completed materials must be submitted by 5 pm Friday, 2nd of December 2011 -- including the nominee’s vita, personal statement, and endorsements from 3 current APA fellows. At least 2 of the 3 endorsers must be a fellow of Division 1. (Those who are already a fellow of another APA division can ask about a streamlined nomination procedure.) We need more Fellows so don’t hesitate to nominate yourself or others.

Contact: Florence L. Denmark D1 Fellows Chair

41 Park Row, 13th Floor

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Phone 212-346-1551

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Membership Application

To become a member or affiliate of Division One, The Society for General Psychology, please fill out the form below and send it, along with the appropriate fees, to Division Services, American Psychological Association, 750 First Street, NE, Washington DC 20002.

Membership Category (check one):

- APA Member (includes Fellows, Associates, and Affiliates): Membership is \$25, including \$16.50 for the journal, Review of General Psychology
- APA Dues-Exempt Member (also known as Life-Status Member): Division One membership is free. To receive the Review of General Psychology, please submit \$16.50.
- Student Affiliate of APA: Membership is \$7.50. To receive Review of General Psychology, submit an additional \$16.50, for a total of \$24.
- Other Student: Membership is \$7.50. To receive Review of General Psychology, submit an additional \$16.50, for a total of \$24.
- Professional Affiliate and International Affiliate: Membership is \$7.50. To receive Review of General Psychology, submit an additional \$16.50, for a total of \$24.

Name: _____

Mailing Address: _____

City, State/Prov.: _____

E-mail address: _____

Check if this is a change in name, address, or preference in e-mail/regular mail.