



**Division of Applied Experimental
and
Engineering Psychology**
Division 21 of the American Psychological Association

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William Howell

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Membership Committee Chair

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Fellows Committee Chair

Nancy Anderson

Richard Pew

Pictures from the Mid-Year Meeting:

See the mailed version for pictures.

Poster Session with US Military Academy Cadets

(The Posters can be read, beginning on page 12.)

President Bob Swezey welcomes attendees

Message From the President

Bob Swezey, President

Dear Division 21 Members,

It has been an honor to serve as the Division 21 President during the past year. I appreciate your support and trust that our President-Elect, Jerry Krueger, will be the beneficiary of continued member participation during his term

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What have we accomplished this year? Well, here are some of the activities that have occurred:

- We received a grant from APA to upgrade our Mid-Year Meeting and did so with a blockbuster attendance and a meeting that included a student poster session (with student

participants from the US Military Academy, George Mason University, and the University of Central Florida), a terrific tour of the National Capital Area Medical Simulation Center at the Uniformed Services University, an excellent Keynote address by Hank Taylor, a challenging Invited address by Sue Bogner, and two symposium sessions on training and simulation issues involving eight nationally recognized experts in the area.

- We compiled a new Division Membership Directory and posted it on our dramatically expanded and improved division website: <http://www.apa.org/divisions/div21/>
- We placed the Newsletter plus the Mid-Year and Annual Meeting programs on the website, as well as dozens of other items of interest to the membership. Many of these items were also communicated to members directly via placement on the APA Division 21 Listserv: DIV21@LISTS.APA.ORG
- We took over management responsibility for Division 21's Earl Alluisi fund and award from its previous trustee – Old Dominion University).
- We expanded and upgraded the Newsletter, and moved to first class mailing (to ensure receipt by members).
- We successfully expanded our thrust to attract new student members to Division 21

.We provided testimony to Congress on behalf of APA to help maintain funding levels for government labs conducting research in applied experimental/engineering psychology.

These are just some of the major Division 21 activities of the past year. As always, they could not have been accomplished without the outstanding help of literally dozens of people. Special thanks go to Mid-Year Meeting Chair – Doug Griffith; Newsletter Editor – Susan Kirschenbaum; Website Manager – Henry Emurian; Membership Chair – Hank Taylor; Secretary/Treasurer – Dave Schroeder; Annual Meeting Chair – Mark St. John; APA Council Member – Bill Howell; Past President – Jim Callan; Student Issues Chair – Jim Hitt; Listserv Manager – Wendy Rogers; Nominations Chair – Jerry Krueger; Fellows Co-chairs – Dick Pew and Nan Anderson; At-Large Members – Mike Wogalter, Steve Goldberg, and Jim Driskell; and many others who are not listed here.

Financially, we ended up in fairly good shape (due primarily to receipt of the APA grant for the Mid-Year Meeting). Nevertheless, we need to increase our membership (and dues) base in order to remain financially solvent and still be able to provide the member benefits that we currently offer.

As always, we encourage and solicit member participation – to help with the Newsletter, to serve on committees, to help with the Annual and Mid-Year Meetings, to recruit new members (particularly students) and to otherwise get involved in the myriad of Division 21 activities.

Thanks for a great year!

February 2001 Council Meeting Report

By Bill Howell, Council Rep.

Overview. Although there were a number of hotly debated issues this time, few had much direct relevance to applied experimental and engineering psychology. There were updates on some topics of general interest—such as a very compelling ad campaign

on violence prevention that APA is launching in conjunction with the Ad Council and other sponsors, fundamental changes in the convention, and Jack McKay's characteristically lucid financial presentation—but mostly it was dullsville. As usual, however, there were issues lurking in the weeds and wafting around the hallways that could have an impact on us down the road, so I'll focus on the most significant of these. "Break-out sessions" were held again, purportedly to enhance discussion of a couple of pressing issues (the role of Council in priority setting, and the report from a "Commission" on licensure requirements), but the real purpose was to make Council members feel more involved in the Association's decision making. [Editorial comment: I personally hope it's a passing fad].

General stuff. The Association finances remain in good shape—the budget for 2001 is around \$86.6M, with a projected deficit of about \$300K (compared with around \$84.3M

and \$270K for 2000), and we have a healthy net worth despite the recent downturn in the stock market. Such deficits are

trivial for a budget that size, and when the books are closed, they could well be zero. Our two buildings are 100% leased. Some concerns remain, however, over the stagnant growth in membership, the sharp downturn in journal subscriptions, and upturn in dues-exempt memberships.

The term "health" was added to the APA mission statement—our purpose now being "...to advance psychology as a science and profession and as a means for promoting *health* and human welfare.. blah, blah, blah..." instead of just "human welfare."

Big deal. Nobody reads this stuff anyway.

A move to put Council "new business" agenda items on a fast track was headed for the dumpster, so the advocates pulled it before it got there—hoping, I'm sure, to regroup and bring it back when the climate improves.

The three most vigorously debated issues involved a resolution on assisted suicide, ethics adjudication, and the Commission on Education and Training for Licensure report. The resolution, which passed (narrowly), spends pages of "whereases" basically to resolve that we neither endorse nor oppose assisted suicide, but think psychologists should learn more about it. Wow! The gravity of this pronouncement is sure to shake the very foundations on which society rests. I could hardly contain my excitement.

The cost of adjudicating ethics cases has been increasing dramatically in recent years, for benefits that are difficult to

identify. Some, including the Board of Directors and Ethics Office, feel this activity should be curtailed and the emphasis shifted to ethics education. Others are hell-bent on continuing to stick it to those suckers who get caught violating the code, no matter what. This one generated a lot of heat (including the coining of terms like “ethics lite”), no visible light, and no *resolution* (in the meaningful sense)—just a lot of “resolution language.”

Funny thing about these resolutions. We spend endless hours of Council time arguing and debating them, and when they’re finally passed—which they usually are—we move on and they are totally forgotten. Theoretically, they define (collectively) APA policy, but since nobody remembers them or pays any attention to them, they wind up a hodge-podge of inconsistencies buried in past Council minutes.

The ad campaign on violence prevention is, in contrast to a lot of APA’s adventures in Public Interest advocacy, something I strongly endorse. One reason: it’s based on solid psychological science. Another reason: we’re leveraging a relatively tiny (six-figure) investment into a huge (eight- or nine-figure) product that could have a real social impact—rather than just making us feel good. This is possible mainly because of our “partnering” with the Ad Council (the advertising industry consortium which has access to public service ad time that we could never afford).

Important Stuff (for us). First, the report of the *Commission on Education and Training for Licensure* which has some potential bearing on the few Division 21 folks who are licensed to practice—or want to be, or might need to be in the future. I won’t go into all the facets of this gnarly issue except to say that there *are* state laws in which “practice” includes things that some of us do, and technically, we should be licensed to do them. And a few of our folks would *like* to be licensed but find they can’t. Problem is, the licensing laws (and requirements) are written exclusively for health-care providers (HCP’s)—so whether we ought to be or want to be, we usually can’t be. Some states find ways to sneak us in, and others look the other way, but it’s a chronic problem.

That, however, wasn’t what prompted appointment of this Commission; rather, it was the fact that HCP *psychologists* are now at a disadvantage relative to other kinds of (usually cheaper, non-PhD) HCP’s because of our higher educational standards (notably the post-doctoral supervised experience requirement). The Commission recommended reducing that requirement, recognizing that newly minted psychology PhD’s already have supervised experience and are well prepared to practice (far better, in most cases, than the competition). So this report spells out the Commission’s opinion on what appropriate training for licensure involves. After getting APA’s endorsement, the idea is to sell this policy pronouncement to the state boards, legislatures, and other relevant groups. However, our concern (along with that of the I/O folks and other practice types who don’t shrink heads) is that the requirements *not* be written in a way that would continue to exclude professional training models other than the clinical kind from eligibility for licensure. Given that the Commission is trying to curtail the supervised experience requirement—heretofore a major stumbling block for those trained in non-HCP models—this would seem pretty easy to do. Nevertheless the Commission report failed to fix the problem, clinging tenaciously to the clinical training model. So we bitched loudly

in the breakout sessions, on the Council floor, and behind the scenes, and eventually got their attention.

Once the Commission spokespersons understood our dilemma, they agreed to tinker with the language until it accommodated the non-HCP practice models. With that proviso, Council passed a motion permitting the Commission to circulate an amended version of the report to outside groups (e.g. the State Licensing Board people) for comment. In the meantime, Council members have been engaged in a productive e-mail exchange that seems to be moving the report language in the promised direction. We’ll probably get to vote on the final version at the next meeting.

The second relevant item, which involves the chronic issue of Council representation, falls into the “bears careful monitoring” category. You’ll recall that when last engaged, this issue was resolved by adding “wild card” seats in a manner that would ensure representation for most state/provincial associations and smaller divisions, but in proportions that would not alter the balance between state/provincial association and divisional representation. Well, the few tiny “states” still excluded want representation—the most recent being Guam, with some 10 members, whose petition for a seat was approved. There is a Task Force working on yet another plan to address this situation, and what will probably happen is that the number of seats will be increased again until every state and division—no matter how small—is accommodated. Problem is, there is a threshold requirement for division size, but none for states; hence a potential inequity. However, there’s a limit to the number of states, but none for divisions; hence also a potential inequity. In my view, the key is keeping the *proportion* between the two constant—a few more seats in what is already a cumbersome body can’t do much harm, but a shift in the balance of power would be catastrophic. Except for Guam, no action was taken this time, but look for this issue to heat up at the next Council meeting.

Finally, there is the matter of Council participation in the Association’s decision making. This is another of those chronic issues that shows up in a variety of guises but has been pushed to the forefront recently by a group that calls itself COUNT. I’ll give you the nub of the issue followed by a summary of its appearance at this meeting.

Basically, a lot of Council members feel that the important decisions of the Association are now made elsewhere (by Boards and Committees, staff, political leaders, whatever); hence Council—supposedly the chief governing body—has been relegated to a “rubber stamping” role. [Editorial comment: this is, in fact, pretty accurate but not altogether a bad thing in my view]. So COUNT is looking for ways to get Council more involved, and has made a number of proposals to that end.

This time it showed up in the form of a “break-out” session devoted to identifying and rating Association priorities through a “group process.” All of 1 ½ hours was devoted to this exercise, and the results from the various groups were pooled to arrive at a list of 21 ranked corporate objectives. Included were items as narrow as “provide seats on Council for all state and provincial associations” and “advocate prescription privileges;” as global as “enhance membership recruitment, retention, and services in APA” and “improve the organizational functioning of APA.” When Council reassembled, they got so excited

about this “exercise in involvement” that they started pushing the idea of making it a regular feature of the meetings and forming a committee to make sure their wonderful ideas get adopted! I don’t know about you, but to me the notion of a gaggle of 150-plus semi-informed, part-time volunteers—most with narrowly defined, highly political constituency objectives—setting corporate objectives in a 1 ½ hour, context-free group grope doesn’t seem like a very prudent way to run a \$86M organization. Somehow I prefer the more deliberate (if sometimes cumbersome) process we have now through which well-informed bodies elected by Council work closely with

Staff professionals to understand the issues and sort out the options that ultimately come to Council for action. Maybe I’m just paranoid or old-fashioned, but as I see it, there are potentially some very serious implications in all this for the science/academic minority, should it actually catch on—like ultimate redistribution of resources. Unfortunately, caught up in the euphoria of participation, few of our representatives seem to realize it.

And on that happy note, I’ll sign off until next time.

Mac’s Division History

H. McIlvaine (Mac) Parsons wrote the History Of Division 21 which was published in Volume III of Dewsbury, D. A. (Ed.) *Unification through division: Histories of the divisions of the American Psychological Association*.

Mac did a valuable service to the Division by writing this history, and we are grateful to him for his work and the document. The History Chapter was mailed to the members of the Division with a Newsletter in 1999. In April of 1999, Mac sent to Wendy Rogers (then Division President) a set of six single spaced pages listing the titles of Division 21 “participations” in annual APA meetings and Division 21 Midyear meetings from 1974 to 1997. This document was to be included in the version of “History,” but was omitted for lack of space (except for a brief summary).

As the Archivist for the Division, Nancy Anderson is holding the six pages that Mac prepared and is willing to send

them to anyone who requests them. Those who would like to examine the variety of topics the Division members presented during those 24 years should request a copy.

These materials are being sent to APA with other archival records of the Division. You may write to Nan at either of the following addresses or send email, if you wish.

Dr. Nancy S. Anderson
Department of Psychology
University of Maryland
College Park, MD 20742

Or

Dr. Nancy S. Anderson
P.O. Box 515
Chincoteague, VA 23336
Email: na5@umail.umd.edu

Biographical Sketches of APA Division 21 Election Candidates – Spring of 2001

Members of Division 21 will soon receive the year 2001 Election Ballots from APA Headquarters. The following is a listing of short biographical sketches of the candidates for Division 21 Office for the Spring of 2001 Election.

FOR OFFICE OF PRESIDENT ELECT OF DIVISION 21:

STEPHEN L. GOLDBERG, Ph.D.

Stephen L. Goldberg received his doctorate in Cognitive Psychology from the State University of New York at Buffalo in 1974. Steve has twenty-six years experience as a Research Psychologist for the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI). Dr. Goldberg’s career has included positions at ARI, Alexandria (Training Technical Area), Ft. Knox Field Unit, ARI Liaison to the Army’s Training and Doctrine Command at Ft. Monroe, VA, and since 1989, his current assignment as the Chief of ARI’s Simulator Systems Research Unit, Orlando, Florida. Steve’s research interests include training methods, skill retention, use of virtual reality for training, and performance measurement. Dr. Goldberg is Chairman and US National Leader of the Training Technology

Panel of the five English speaking nations’ The Technical Cooperation Program (TTCP). He recently completed an assignment as US National Leader to a NATO Research Study Group investigating human factors issues in the use of Virtual Reality technology for military purposes. Steve is a past Program Chair, Secretary, and President of the Division of Military Psychology (Division 19). He is currently Member-at-Large on the Executive Council of Division 21.

DAVID J. SCHROEDER, Ph.D.

David J. Schroeder received his Ph.D. in Psychology from the University of Oklahoma in 1971. He started working at the FAA Civil Aeromedical Institute as a research psychologist in 1980, and has served as the manager of the Human Resources Research Division since 1991. He is responsible administratively for the aviation human factors research program conducted by two laboratories in the division. The research touches on many aspects of the National Airspace System, including selection of air traffic controllers, human factors of advanced ATC displays, age and stressor effects on performance, general aviation human factors, and the conduct of human factors assessment of advanced multi-function displays and controls for future general aviation aircraft. David has served on several high profile FAA working groups

including: an Aviation Rule Making Advisory work group on air carrier pilot pre-employment screening standards and criteria; assessing ATC operations in the northeast corridor; the investigation of runway incursion incidents; aircraft accident investigations as a member of the NTSB/FAA team; as a member of the scientific team involved in developing the National Plan for Civil Aviation Human Factors; and the U.S.-Russian aviation medicine human factors working group. Outside working groups included the USAF Scientific Advisory Board (SAB) Scientific Technology Review – Human Centered Technology Panel (1996), the DOT (OST) steering committee on “Improving Transportation in a Maturing Society,” and the Summit of Psychological Science Societies for Advancing the Scientific Basis of Psychology: Achievements, Obstacles, and Opportunities (representative of Div. 21).

David’s research interests include aspects of clinical psychology, personality, and human factors. Most recently he was involved in research concerning the effects of low levels of alcohol and "hangover" on performance, the use of gaze measures as possible indices of fatigue and inattention on a simulated ATC monitoring task, and evaluations of the effectiveness of an EEG-based drowsiness-detection-system. He has made numerous presentations at national and international scientific meetings and is the author/coauthor of 50 scientific/technical reports.

David has been an active member of the Oklahoma Psychological Association, the American Psychological Association (APA) and the Aerospace Medical Association (AsMA). In OPA he served on the board of directors and as president in 1992. He is a fellow of AsMA and APA Division 21. He has been active in Divisions 12 and 21. For Division 12 he served as a reviewer for the program committee for several years, as president of Section II (Continuing Professional Development 1981/82) and as chair of the Division 12 Post Doctoral Institutes (1984). Within Division 21 he served as Chair of the program committee (1997/98) and is currently serving a three year term as Secretary/Treasurer. David served on numerous AsMA committees, including Chair of the Scientific Program Committee (1990/91) and Chair of the Aerospace Human Factors Committee (1998-2000). He is currently serving as the AsMA vice president of education and research and is a member of the Aviation, Space, and Environmental Medicine Advisory Editorial Board (1999-2002). In 1997 David received the Raymond F. Longacre Award for “Outstanding accomplishments in the psychological and psychiatric aspects of aerospace medicine” from the Aerospace Medical Association and is scheduled to receive the Henry L. Taylor Founders Award from the Aerospace Human Factors Association in May 2001.

FOR MEMBER AT-LARGE ON THE DIV. 21 EXECUTIVE COMMITTEE

REGINA COLONIA-WILLNER, Ph.D.

Regina Colonia-Willner earned her Masters and Ph.D. in Applied Experimental Psychology from the Georgia Institute of Technology (1996). Her dissertation was awarded Division 21’s George E. Briggs Award. Dr. Colonia-Willner’s research has been published in distinguished scientific journals such as the APA’s *Psychology and Aging*, *Proceedings of the Human*

Factors and Ergonomics Society, and the *International Journal of Behavioral Development*, among others. Her findings in analysis of electronic self-service systems which are generated through her information technology methods to "catch real-time data" generated by people while conducting business transactions have been featured by international and national media, including CBS Television and *Forbes* magazine.

Regina is the Vice-President for Research and Development of Modus OSI Technologies, an information technologies consulting firm, and is the founder and chairman of Practical Intelligence at Work, Inc., a consulting firm that assists domestic and international customers to gain competitive business advantages in electronic self-delivery products by applying advanced scientific methods. Her recent work includes (1) real-time electronic data unobtrusively collected and statistically analyzed to develop recommendations aimed at optimizing ATM customer performance and return on investment during a merger at a \$3 billion international financial institution and (2) developing specifications based on cognitive systems engineering principles to introduce major design improvements at an international credit card’s call center. Fluent in five languages, Regina has extensive international work experience, was a professional journalist and a diplomat before coming back to Psychology, and in addition to the US has lived and worked in Europe, Africa and South America.

Regina has been a very active participant in Div. 21 activities, especially our annual convention programming. Regina served as Div. 21’s Program Chair for the 1999 Convention in Boston, for which she organized a comprehensive program of more than 30 hours of events and obtained the co-sponsoring and co-chairing of 20 other Divisions, Boards and Mini-Conventions -- thus giving Division 21 wide spread visibility among APA Divisions and Groups. Among the many symposia she has assembled over the years, additional visibility for Division 21 was achieved through the IT symposium she chaired at the APA Convention in Washington last year ("Information Technology Breakthroughs: Building Opportunities in the New Millennium") which was co-chaired and co-listed by 14 Divisions. Regina currently represents Division 21 on the APA Committee on Women in Psychology (CWP), and she belongs to and frequently interacts with many Divisions and related Groups within APA. She is also an active member of HFES and other psychological organizations.

DOUGLAS GRIFFITH, Ph.D.

Douglas Griffith received his Ph.D. in psychology from the University of Utah in 1974 with an area of concentration in human information processing. In the same year he started working for the Army Research Institute’s Field Unit at Fort Hood Texas, where he conducted human factors field evaluations for the Army’s major field testing activity, TCATA. Evaluations ran the gamut from the Pershing Tire Changer to the first automated command and control system for the Field Artillery, TACFIRE. Doug also conducted research into the use of mnemonics and mnemonotechnics in military training. In 1981 Doug moved to the Environmental Research Institute of Michigan (ERIM) in Ann Arbor, MI where he worked on image interpretation of nonconventional sensors, such as synthetic aperture radar (SAR) and Multi-Spectral Imagery

(MSI). Research concerned assessing the utility of the imagery and evaluation the effects of different processing and display techniques on the quality and utility of the imagery. He also worked on training issues for non-conventional imagery. At ERIM he developed computer-assisted instruction for software programs. He also served as the principal scientist on a research program into the use of computers by the blind and visually impaired. This and related work was summarized in an article he published in Human Factors.

In 1990 Doug moved to the Washington, D.C. area where he became active in the Potomac Chapter of the Human Factors and Ergonomics Society. He has served as treasurer and president of the chapter. During this time ERIM also underwent several transformations going from a not-for-profit research institute to a for profit research institute. In 1989, ERIM was purchased by Veridian and is now part of Veridian Systems. In Washington, Doug's work expanded to other areas of the intelligence community. He recently finished work on a project to develop cognitive aids to counter denial and deception. In 2000, Doug worked as the liaison between the Potomac Chapter and Division 21 for the mid year symposium and meeting. This past year, he served as co-chair for the March meeting. He is currently serving on the APA's Ad Hoc Group On Psychology in the Workplace.

FOR DIVISION 21 REPRESENTATIVE TO APA COUNCIL:

JAMES R. CALLAN, Ph.D.

James R. Callan received his MS (1973) and his Ph.D. in Biological Psychology from the University of Oklahoma Health Sciences Center in 1976. Jim is a Licensed Research Psychologist with the California Board of Medical Quality Assurance, and he is a Certified Professional Ergonomist (CPE), Board of Certification in Professional Ergonomics.

From 1976 to 1982, Dr. Callan served as an Engineering Psychologist and Head of the US Navy's Human Performance Division. After his Navy stint, Jim became a founder of Pacific Science and Engineering Group, Inc., an applied experimental and engineering psychology research and development company in San Diego. As the President and a principal scientist of Pacific Science and Engineering Jim led the company in successful research projects for over 17 years. He has been principal scientist and principal investigator for many government and commercial research projects, and he has over 30 years in applied human factors and human engineering research and development. He has authored many scientific and technical publications, served as an expert and discussant at panels and symposia in military design and application of displays and controls in new ships and submarines and on advisory groups and planning teams for naval command and control system design. Jim served as an advisor to national committees on medical instrument design standards and as a consultant to government and industry on human factors of medical device design. Jim Callan is an APA Fellow, served as Secretary Treasurer and later as President of Division 21. He is also a member of the Human Factors, and Ergonomics Society, and Sigma Xi, the Scientific Research Society.

HENRY L. TAYLOR, Ph.D.

Henry L. Taylor received his Ph.D. in psychology from Florida State University, Tallahassee, FL in 1965. During Dr. Taylor's long and distinguished Air Force career, he served as Staff Scientist 6571st Aeromedical Research Laboratory; in the Air Defense Command's 13th Fighter Inspector Squadron; was Commandant of the Academic Instructor and Foreign Office School; attended the Air University; served as Military Assistant for Training and Personnel Technology, Office of the Secretary of Defense; served as Program Manager, Air Force Human Resources Laboratory, HQ AF Systems Command; and he did a combat tour in Vietnam. Dr. Taylor is a USAF Colonel (Ret.).

From 1980 to present Hank has been Professor of Aviation and Psychology and Director of the Institute of Aviation at the University of Illinois, and head of the Pilot Training Department, since 1993. He is responsible for the Institute of Aviation's academic programs, the research program in human factors aspects of aviation, and the University of Illinois-Willard Airport commercial airport operations. Hank's research interests are concerned with the design and instructional use of flight training simulators. He has served as principal and co-investigator on a number of research contracts and has written and published over 100 book chapters, journal articles, proceedings and technical reports. He has made over 120 presentations at scientific and technical meetings; many of these were invited addresses.

Hank is an APA fellow (Divisions 19, 21), and he is a fellow of the American Psychological Society, the Human Factors and Ergonomics Society, the Aerospace Medical Association, and the Aerospace Human Factors Association. Hank served Division 21 as Secretary (1984-1987), as Div. 21's President, 1988-1989; as Div. 21 member-at-large from 1991-1994; and as Div. 21's representative to the APA Council of Representatives in 1995. Hank has served as Division 21 membership Chair since 1998. Hank also served as Division 19's Member of Executive Committee at Large from 1994-1997; and as the Div. 19 Representative to APA Council for three years, 1998-2000.

Hank is past president of the Aerospace Human Factors Association; and the Illinois Public Airport Association. Taylor has served as a member of the USAF Scientific Advisory Board which reported to the Secretary of the Air Force and the Air Force Chief of Staff (1993-1997) and he served as a member of the Office of the Secretary of Defense Program Review (TARA) for Human Systems, March 1997. He has received a number of awards including the Longacre Award in 1992 for outstanding accomplishment in the psychological aspects of aerospace medicine; the Franklin V. Taylor Award in 1994, for outstanding contributions to the field of engineering psychology; the Paul T. Hansen Award in 1997, for outstanding contributions to Aerospace Human Factors; and the 2000 Illinois Public Airports Presidents Award for dedicated service through the promotion of aviation education.

Dr. Dee H. Andrews Receives the "British Silver Medal" from The Royal Aeronautical Society of The United Kingdom

Dr. Andrews received the "British Silver Medal" from Royal Aeronautical Society President, Mr. Trevor Truman, at the 89th Wilbur and Oliver Wright Lecture and Awards Ceremony. The Ceremony was held at the Society's Headquarters in London, England on 7 December 2000.

The British Silver Medal was presented to Dr. Andrews, "In recognition of his considerable contribution to research in the field of warfighter training research and systems." Since 1988, Dr. Andrews has held the position of Division Technical Advisor for the Warfighter Training Research Division. The Division's Distributed Mission Training R&D Program has been widely recognized for its scientific quality and impact on the warfighter. For example, the Division won the "Aviation Week and Space Technology's "Technology Innovation Award" in 1998 for its work in Distributed Mission Training (DMT). In 1999, the Division went on to win the Red River (Vietnam) Fighter Pilots' Association Award, which recognizes excellence in aviation and space disciplines and exploration for the DMT program. Dr. Andrews was awarded the Director's Award for Excellence from the U.S. Air Force Training Systems Product Group in 2000. The

award presentation also recognized Dr. Andrews for his expertise in aircrew training on a national and international basis. He has over 60 professional publications (books, book chapters, journal articles, and technical reports) and over 45 presentations, and has presented at seven international conferences in Europe and Australia.

Distributed Mission Training uses various simulation, instructional and networking technologies to create a synthetic battlefield allowing warfighters to train as they intend to fight. DMT is revolutionizing training not only in the U.S. Air Force, but it also is starting to have a significant impact on the training strategies of many allied air forces, especially in NATO countries and Australia. Some of the benefits of DMT include; increased combat effectiveness by warfighters who will be able to learn and practice mission critical skills more effectively and frequently, reduced training cost due to less use of operational equipment, longer life for weapon systems that will not have to be used for training so often, and better measurement of critical skill levels for mission teams.

Notice

If you are not on the Division 21 list serve (if you have not received any announcements in the last month) send an email to Wendy Rodgers, wr43@prism.gatech.edu.

Membership Survey Results

We have just completed a survey of Division 21 members. While we had a relatively low return rate the responses to questions 1 and 2 were very consistent. Almost all responding listed these three reason for joining and continuing. There was a relatively lack of consistency for the final two questions and some failed to respond to these two questions.

1. What are the three most important reasons that you joined Division 21?

- a. Involvement/ support of the scientific area of applied experimental and engineering psychology. 82%
- b. Disseminate research information in the area of applied experimental and engineering psychology including JEP: Applied. 88%
- c. Interaction/networking with other applied experimental and engineering psychologists. 65%

2. What are the three most important reasons that you remain a member of Division 21 organization?

- a. Involvement/ support of the scientific area of applied experimental and engineering psychology. 76%
- b. Disseminate research information in the area of applied experimental and engineering psychology including the JEP:Applied. 82%
- c. Interaction/networking with other applied experimental and engineering psychologists.53%

3. What are your most common complaints about Division 21 and/or its activities?

- a. No complaints 29%
- b. APA annual meeting:cost,location, too big, low attendance, low priority,topics outside area of interest 35%

4. What aspects and/or activities of Division 21 do you feel are outstanding or worthy of praise?

- a. Communication/service to members 35%
- b. Division awards 24%
- c. Newsletter 18%

F.Y.I.: Awards, Post Docs, and other Opportunities

2002 Templeton Positive Psychology Prizes Call for Nominations

The American Psychological Association (APA), with generous underwriting support from the John Templeton Foundation, has established the Templeton Positive Psychology Prizes to recognize outstanding mid-career research in positive psychology.

Purpose:

Now in its third year, the Templeton Positive Psychology Prizes are the largest offered in psychology today, with four awards that total \$200,000. The Prizes are designed to recognize and encourage scientific excellence in

the new field of Positive Psychology, which includes such topics as subjective well-being, goal-focused living, self-control, character-building, future-mindedness, optimism, persistence, wisdom, work ethic, thrift, courage, moral identity, and positive institutions. The Awards encourage the best of today's young scholars to devote their research efforts toward understanding what constitutes the best things in life and how to identify the human strengths that build resilience and buffer against mental illness.

We construe Positive Psychology very broadly: It includes work in neuroscience, sociology, political science, religion, and anthropology as well as psychology itself. We are interested therefore in nominations that originate outside the discipline of psychology, but have a bearing on such topics as those listed above.

Up to four awards will be given annually. The First Place Award totals \$100,000, which is divided as a prize of \$30,000 to be used in any way the recipient chooses, plus a grant of \$70,000 to support research in the Positive Psychology field. The Second Place Award totals \$50,000, which includes a prize of \$15,000 and a grant of \$35,000; the Third Place Award totals \$30,000, which includes a prize of \$10,000 and grant of \$20,000; and the Fourth Place Award totals \$20,000, which includes a prize of \$7,500 and a grant of \$12,500.

The selection criteria for the Awards include the following:

- Extraordinary talent and future promise as a researcher;

- Extraordinary talent and future promise as a communicator of ideas;
- Extraordinary talent and future promise specifically in the topical research area, as defined in the Purpose section of the program

Guidelines:

- A deep, passionate, and realistic commitment to the vision for which the award program was established to accomplish;
- An altruistic passion to make a substantial contribution to the well-being of others through research of the highest quality and scientific rigor; and
- An ability and dedication to effectively and publicly communicate the most significant and important results of the research at appropriate times.

Eligibility:

- Individuals from all countries are eligible; U.S. or Canadian citizenship is not required for application.
- Candidates must not be more than 40 years of age, or if older than 40, not more than 12 years past receiving their doctoral degree at the time of the application deadline.
- Applicants need not be psychologists; relevant work in the other social sciences and disciplines, including sociology, anthropology, political science and religion will also be considered.
- Candidates who were previously nominated (for the 2000 and/or 2001 Templeton Prizes) remain eligible for re-nomination.

Deadline: The deadline for applications is October 1, 2001 (postmark date).

Application Procedures:

Nominators, who must hold the rank of Professor or its equivalent, may nominate one scholar each year. In conjunction with the nomination letter, the nominee must submit the following:

- Two papers, published or written within the previous 24 months of the date of nomination;
- A brief statement of future scientific aims; and

- Up to four letters of recommendation in sealed envelopes.

All nominations will be reviewed by a selections committee. The four finalists will meet individually with the committee. Applications, postmarked no later than October 1, 2001, should be mailed to:

Terry Kang
Positive Psychology Network
University of Pennsylvania
3815 Walnut Street
Philadelphia, PA 19104-6196

Postdoctoral Research Associate In Cognitive Aging And Attentional Processes

One-year position, with possible extension to a second year. Candidate to supervise and conduct NSF-funded and NIA-

funded research that focuses on basic attentional processes and the effects of aging and expertise on strategic control of time-sharing. Preference will be given to candidates with strong theoretical and methodological background. Computer and technical skills, experience in aviation, and high interpersonal skills are desirable. Send letter of research interest, vita, relevant publications, and three letters of recommendation to Pamela Tsang, Department of Psychology, Wright State University, Dayton, Ohio, 45435-0001. Review of applications will begin immediately and will continue until the position is filled. Further information about the Department of Psychology and the University may be obtained by accessing www.psych.wright.edu. Direct questions to pamela.tsang@wright.edu.

Membership News

New Student Members

Erik C. B. Olsen, M.S.

Erik is a graduate student at Virginia Tech and is the HFES Student Chapter President

Changes

Bill Farmer

Bill is no longer at the FAA and now works as a personnel research psychologist at the Navy Personnel Command in Millington, Tennessee. His new email address is Bill.Farmer@persnet.navy.mil

From the Editor: Travel is Stimulating

Susan S. Kirschenbaum, Newsletter Editor

As some of you already know, I have just returned from three months "sabbatical" in Australia. I was based at the Swinburne Computer-Human Interaction Lab (SCHIL) at Swinburne University in Melbourne although my research took me to several Royal Australian Navy bases. I can't say enough nice things about my time there. Everyone, my colleagues at SCHIL, the RAN officers, and the people in the restaurants, shops and on the street conspired to make this an exceptionally successful trip.

I am not writing just to praise the Australians. I am writing about this trip in this space to praise the power of discussing, exchanging, even arguing about ideas within the framework of a common intellectual heritage. In our case, that heritage is applied experimental psychology. I work among engineers,

oceanographers, computer scientists, and mathematicians. We are all dedicated to building tools that solve real, critical, and important problems. However, 1836-2989I often need to argue about how to best accomplish that from the psychological perspective. So were do I get the evidence to make a credible argument? From you, my fellow applied experimental and engineering psychologists. Now, I can't return to SCHIL very easily, but I have a resource for those very necessary scientific discussions, much closer to home. That resource is Division 21. While I can participate in meetings and read journal articles, for me, nothing can replace the discussion of ideas. Therefore, I highly recommend the hallway conversations that happen during conventions and meetings. If you enjoy and benefit from exchanging ideas, then you should attend the next Division 21 event!

Travel to the 2001 convention and see!

Posters for the Mid-Year Meeting

The Effects of Physical Stress on Attentional Breadth

Michael Block, Angela McConnell, & James Merlo, United States Military Academy

In the Army, physical stress plays an integral role in the life of a

soldier. In the heat of battle, soldiers must stay calm and focused to defeat the enemy and maintain situational awareness. While there are a myriad of concerns regarding the effects of physical stress on performance, this study explores the effects

of physical stress on visual performance. In the experiment, physical stress was applied to 16 soldiers by having them carrying a load on their back for a short distance and then measuring any changes in their attentional breadth using a light board and a useful field of vision (UFOV) computer task. Using field amylose kits as a measurement of physical arousal, the experimental group received significantly more physical stress than the control group. However, no significant difference was found between the test scores of pre-treatment and post-treatment vision tests; thus, physical stress in the experiment did not have an effect on attentional breadth.

Reading Comprehension: An evaluation of Linear versus Non-Linear Text Organization in Reading Tasks

Boyce Buckner, Benjamin Crombe, Brett Gendron, & Lawrence G. Shattuck, United States Military Academy

Previous studies have tested the different aspects of non-linear, or hypertext, versus linear organization of text. However, the literature does not discuss the mental models that people form when reading and trying to comprehend material presented in these different forms. With this in mind, this study evaluated reading comprehension and reading speed when changing the type of text organization used, as well as examining participants' mental models depicted from the provided text in the experimental condition. By giving 60 participants a passage adapted from the Nelson-Denny reading test and recording their time and number of correct answers, it was found that there is no significant difference between linear and non-linear presentation. The non-linear group organized the information mostly non-linearly while the linear group organized it linearly. This has implications on deciding if information should be presented or even taught on-line or through paper books.

Improving Team Performance Through Telepresence: Face Versus Common Operating Picture in the Execution of Visual and Spatial Military Tasks

Anna Feliz, Christina Canelli, Erica Reiner, & James Merlo, United States Military Academy

Numerous studies have been conducted that show the usefulness of telepresence, or the ability to see as well as hear a distant person via computer. There have also been many studies on common operating pictures, in which two or more people can view each other's work as they progress. The purpose of this experiment was to examine both of these forms of telecommunication in relation to visual and spatial team tasks to see which form of telepresence most improves team performance. Visual and spatial tasks are especially relevant to today's military, where map orientation and troop and equipment placement becomes vital to success on the battlefield. Likewise, because success on military battlefields requires quick and correct action, performance was measured according to the variables of time and correctness. Statistically significant differences between the two forms of telepresence were found for both measurements of team performance. Our hypothesis was supported, despite the popularity of seeing the person with the telepresence technology; the common operating picture is best for enhancing team performance in visual and spatial skills.

Digital and Analog Displays: An Examination of the West Point Power Plant Control Room

Robert W. Dickerson, Roscoe Woods, Vashaun A. Wrice, Lawrence G. Shattuck, United States Military Academy

The incidents at Chernobyl, Three Mile Island, and Bhopal illustrate the hazards that nuclear power plants pose. Researchers have been studying the faults in power plants and the faults in design of control rooms. Recently, the West Point, NY power plant has undergone changes in its control room. The control room displays have been updated from analog to digital gauges. The purpose of this study was to determine if the digital gauges decreased human error while increasing operator performance. We used retrospective analysis and cognitive task analysis in a series of interviews with the plant operators. The results showed that the digital gauges did not decrease human error. We found that most error was due to faulty equipment. Secondly, the digital gauges did increase operator regulating and monitoring performance. However, this was only the case when the system was in its normal

Simulating the Effects of Training Interventions in the Cockpit A Cognitive Modeling Approach

Melanie Diez, Wolfgang Schoppek, Deborah A. Boehm-Davis, Robert W. Holt, Jeffrey T. Hansberger, & Mary E. Pinney, George Mason University

The advent of highly-automated commercial cockpits has brought about a change in the roles, responsibilities, and activities of pilots. Although automation has certain benefits, it also leads to new types of errors on the flight deck such as automation-induced complacency, errors of omission, and errors of mode awareness. These errors can arise from sources such as an incomplete knowledge of current environmental parameters, an inaccurate mental model of the flight management system, or the improper (or inappropriate) execution of a procedure.

Detailed cognitive modeling of the mental processes underlying human-automation systems has the potential to detect and identify causes of automation errors. By using a cognitive model capable of learning procedures and associations in combination with a flight simulator, we can study the effects of changes in knowledge representation on overall pilot performance. Furthermore, proposed training interventions can be 'taught' to the model before being introduced to humans, allowing for *a priori* predictions to be made concerning changes in pilot performance. This poster will illustrate the role of cognitive models in the iterative process of designing and testing training interventions for the abatement of automation errors.

Mental Model Reliability

A. W. Evans III, James Hitt II, & Florian Jentsch, University of Central Florida

Several methods/tools for knowledge elicitation and assessment are available today, for example, similarity ratings, concept mapping and card sorting. However, there continue to be questions about the reliability of knowledge elicitation and assessment tools, i.e., whether the methods lead to results that

are stable and consistent over time. Each of these assessments has its own strengths and weaknesses, ranging from the amount of data returned to the length of time required for the assessment. This paper will focus on the reliability of these test measures and how effectively each can depict a participant's mental model.

The current study was performed using three different knowledge elicitation techniques, Pathfinder, concept mapping and cardsorting. Pathfinder Associative Networks (Schvaneveldt, 1990) is a similarity program requiring participants to rate the relatedness of word pairs. Concept mapping is a technique in which participants try to create a diagram of their mental model through the use of concepts, arrows and function terms. Cardsorting is an evaluation in which participants are given a number of terms and asked to group them into piles and to then describe each of these piles with the use of a title.

Each of these evaluations was administered using a set of twenty driving-related terms taken from the owners' manual of a common sedan sold in the United States. Participants were graduate and undergraduate students from a large Southeastern State University, 3 of whom were male and 27 of whom were female. Each participant was randomly assigned to one of the three above-mentioned conditions. They were asked to complete one mental model assessment followed by a short distracter task. After the distracter task participants completed a second administration of their assigned assessment.

Results of this study showed moderate reliabilities (.50 to .70) among the assessments. At the same time, the average overlap among participants that used the same assessment technique was rather large. The average sharedness among participants in the same evaluation condition was as high as 29 percent. Further results will be presented at the conference

Schvaneveldt, R.W. (Ed.) (1990). *Pathfinder associative networks: Studies in knowledge organization*. Norwood, NJ: Ablex Publishing.

False Memories: A Look at Contextual versus Domain/Contextual Word Lists and Recall

Christina O'Hara, Erich Wigley, James Merlo, United States Military Academy

The study of false memories has been reported in psychological research for some time. Many studies have shown false memories and their occurrence in a list learning paradigm. The lists most used involve contextual words that are relevant to everyone. This study focuses on domain specific lists to see if false memories are more prevalent in participants familiar with word list from within their own domain, providing a context that is not necessarily available to participants outside the domain. Using 30 cadets from the United States Military Academy we explored the occurrence of false memories of contextual word lists and word lists that were contextual, but specific to the cadet domain. We replicated the general findings of the literature, finding a significantly greater number of false memories in word list that were contextual versus ones that were not. However, we did not find a higher occurrence of false memories in our domain specific contextual word lists.

This was contrary to our hypothesis and warrants further investigation into whether it was a function of our domain word lists or the fact that domain experts are not as susceptible to ghost memories.

Soldier Self-Assessments of Performance in a Digital-Training/Learning Environment.

Andrea L. Rittman, Consortium of Research Fellows, U.S. Army Research Institute for the Behavioral and Social Sciences & George Mason University

New challenges in soldier training emerge with the military's transformation into an information age of digitized computer equipment. In order to maintain a high level of performance, the Army must effectively train soldiers to carry out their tasks in a digital environment. One component of developing soldiers for the digital future relies on an individual's ability to accurately assess their own performance on the required digital tasks. This research examined the accuracy of soldier self-assessments of their ability to perform digital-system tasks in a training-learning environment. Results found self-assessments made before completing a practical exercise (PE) were consistently higher than actual performance across all tasks and were significantly higher than actual performance in 2 of 9 digital-system task dimensions. Soldier assessments of performance after completing the PE were consistently lower than assessments made before the PE. Furthermore, assessments made after the PE were more strongly correlated with actual performance across all learning objectives and digital-systems task dimensions. The importance of accurate self-assessments for performance in digital-systems is discussed and recommendations for improving the accuracy of such assessments are introduced.

Effect Of Visual Displays in Real-Time Strategy Games on Situational Awareness

Cheryl Hamilton, Tyler Tafeski, Thomas Tolman, and Lawrence G. Shattuck, United States Military Academy

As information systems and other technological developments allow us to present more information to a commander it has become increasingly important to determine how much information a commander can process. Field research in military settings can be costly and time consuming. Real-time strategy games give us the opportunity to manipulate information displays and test situational awareness in a laboratory setting. In this study, we used Microsoft's Age of Empires as a command and control environment where the participant must maintain situational awareness to accomplish the mission. Situational awareness was divided into military strength, logistical strength and location information areas. The results suggest that, given our environment, as the display became more complex participants actually increased their situational awareness in two of the three areas. This runs counter to other research in this area that suggests that complex displays actually impede performance. We concluded that there is a critical level of optimal information presentation and past this threshold situational awareness will decrease. Our displays did not reach this information threshold level.

News from APA

National Academy Reviewing Scientific Evidence on Polygraphs

As you may be aware, the U.S. Department of Energy has asked the National Academy of Sciences to conduct a study of the scientific evidence on the polygraph. The study, which is just beginning, is focused on the use of the polygraph in the context of personnel security screening. It will also examine techniques other than the polygraph that may be used for similar purposes.

The Committee to Review the Scientific Evidence on the Polygraph is now collecting the information needed to complete its task. Because not all this information is available in published sources, the committee is casting a wide net. We are writing to ask if you are aware of any information relevant to the committee's task that might not be discovered through a normal search of the open scientific literature. If you are aware of such information, we would like to acquire it, either from you or from its authors. Among the kinds of information that we consider relevant are:

- Validation studies of the polygraph (either in screening or event-specific applications and using either field-based or laboratory methods)
- Validation studies of other technologies or methods used for the same purposes as the polygraph
- Information on how government agencies use polygraph data in making decisions in personnel security screening processes
- Studies addressing the theoretical base for polygraph testing
- Studies of inter-individual differences in polygraph response
- Studies of polygraph countermeasures and their effectiveness
- Studies of the effects of interviewing techniques, stimulation or acquaintance testing, subjects' beliefs, and related factors on the validity of polygraph tests

The committee wants to examine all information that is of value for a scientific assessment, including but not limited to the items listed above. We encourage you to send us relevant information and to pass this request on to others who may have such reports or data.

IMPORTANT: According to guidelines of the National Research Council and our specific requirements for compliance with the Federal Advisory Committee Act, information you provide will normally be filed with our Public Access Records Office and made available through this venue (by e-mail from the Public Access Records Office and by hard copy from our study office) to requestors from the general public. However, the guidelines and legal requirements do provide for exceptions. If you have relevant information that you feel cannot be made public as described, please contact Paul C. Stern, the study director, telephone (202/334-3005), before submitting such

information, and discuss it with him informally to determine whether the information can be made available to the committee without being made public.

Please send information to the following e-mail address: crsep@nas.edu

If you prefer to mail information, send it to:

Susan R. McCutchen, Research Associate
National Research Council
2101 Constitution Ave., N.W (HA-178)
Washington, DC 20418

Please identify the source of any information you send. Also include your full address and contact information. Thank you very much for your assistance.

Show Me the Money!

By Elizabeth Klint, Science Program Associate, APA Science Directorate

The "Decade of Behavior" presents a powerful new funding search tool. Announcing a valuable new resource for the behavioral and social sciences! The Decade of Behavior initiative is excited to present FundSource, the first searchable website devoted exclusively to seeking funding opportunities across the gamut of behavioral and social sciences. FundSource is unique because it offers a variety of search formats. It can deliver either a description and contact information for funding sources, or it can perform a direct, full-text search of funding source web pages. Searches can be tailored by organization name, discipline, or topic, and they can be done separately for foundations, federal agencies, and international sources. At present, FundSource concentrates on funding for research activities. As it expands, it will also include tips on writing grants, as well as links to information on fellowships, sabbatical support, and conference funding. Keeping up with research funding can be a full-time job; this website will save researchers time and enhance their ability to match their research interests with a source that funds their specialty area. In the spirit of the Decade of Behavior initiative, FundSource is also an important element in fostering increased cooperation among the behavioral and social science disciplines. The website was made possible thanks to the generous support of the National Science Foundation and the American Psychological Association. Take advantage of this powerful new search tool! Visit FundSource via the Decade of Behavior homepage at: www.decadeofbehavior.org.

APA's Media Referral Service

All Division 21 members are invited to join more than 1,400 of our colleagues in the APA's Media Referral Service (MRS).

The MRS is a database housed in APA's Public Communications Office, which serves as a resource for the national media locating psychologists with expertise in a variety of topic areas. APA receives several calls a day from national and local print, broadcast and online journalists seeking on-the-record interviews or background from leading scientists,

practitioners and educators. Requests run the gamut of psychological endeavor. The MRS database allows APA to quickly find the right expert for the request, thus making the process a more efficient one for both the reporter and the interviewee.

If you wish to join, please request the appropriate form from David Partenheimer or Pamela Willenz in APA's media relations program at (202) 336-5700.

Important Mobility Deadlines: If you might ever want to be licensed in another state

By Barbara A. Van Horne, Ph.D.

Receiving a Psychology License in another state or province is getting easier. Meeting the qualifications for licensing in another jurisdiction has often been a hassle, particularly for psychologists who've been practicing for some time. Not only have licensing requirements changed over time, but supervisors may no longer be available to verify supervised experience. Psychology Licensing Boards have been aware of this problem and along with the Association of State and Provincial Psychology Boards (ASPPB) have created a way to address potential problems. The **Certificate of Professional Qualification (CPQ)** provides qualified psychologists with a credential that is already recognized by 12 jurisdictions and 14 more have voted to accept it and are taking the necessary step to implement their decision. An increasing number of psychology boards are also considering the CPQ as a means of easing the licensure process.

In addition to the standard requirements for qualifying for the CPQ, an easier route is currently available to members of both the National Register and the Canadian Register but only until **12/31/2001**. All applicants for the CPQ must have been licensed and practicing independently for a minimum of five years on the basis of a doctoral degree in psychology. There also cannot be a history of disciplinary action (more serious than a reprimand) by a licensing board.

Psychologists who don't take advantage of the time limited National Register/Canadian Register option must either be able to document 2 years of supervised experience, successful completion of both the national exam (EPPP) and an oral examination; or have been awarded an ABPP. (Some requirements are remediable.)

The CPQ was designed to promote mobility for doctoral level licensed psychologists. ASPPB also offers a **credentials bank** that is available to any doctoral-level psychologist or graduate student, regardless of whether he or she is eligible for the CPQ. With the credentials bank, important data can be archived (e.g. education, documentation of supervision, exam scores) for easy reporting to a licensing board or other entity.

For more information on the CPQ or the credentials bank, access the ASPPB web site at www.asppb.org and look for the Certificate of Professional Qualification in Psychology (CPQ), or call (334) 832-4580 or send an e-mail inquiry to cpg@asppb.org.

APA President Norine G. Johnson, PhD

Join APA President Norine G. Johnson, PhD and the American Psychological Association in San Francisco, August 24 through August 28th for the 109th annual APA convention. Highlights of the meeting you won't want to miss include the Opening Session keynote address by Mary Pipher, PhD. and the 2001 Presidential Mini Convention, "Psychology Builds a Healthy World: New Markets, New Research." The Healthy World mini convention, which takes place in the Moscone Convention Center from Saturday August 25 through Monday, August 27, features three days of cutting-edge programs that showcase some of psychology's most distinguished scientists and practitioners.

Each day of the mini convention will focus on a special theme and feature a presidential invited speaker in addition to workshops, dialogues and roundtable discussions. Friday's theme will be Healthy Families and the invited speaker will be William Pollack, PhD, who will talk about "Real Boys, Real Girls, Real Parents: Preventing Violence through Family Connection." On Saturday, the theme will be Healthy Communities and the invited speaker will be Susan Pick, PhD, whose address will be "Healthy Sexuality for All: The Role of Psychology." James Campbell Quick, PhD, will be Monday's invited speaker. His presentation, "Working Together: Balancing Head and Heart", will kick off a day of programming on Healthy Workplaces.

This year, for the first time, APA will offer continuing education credits for attendance at the mini convention sessions. The CE credits are free and no pre-registration is required. However, attendance is limited to 350 people on a first-come, first-serve basis, so plan to arrive early.

Each session will include learning objectives, handouts, and information that attendees can take with them and use such as ideas to build their practices and ideas for new research challenges. Rather than providing broad overviews, the speakers will cover new information that addresses the needs of the general public as well as those of psychologists. Speakers in each session will show how psychology can help and will identify the leading research and the most effective applications. They will also invite audience participation.

The mini convention program was developed by the APA Task Force on the 2001 Presidential Initiative on Health and its three dedicated co-chairs: Carol D. Goodheart, EdD, Rodney Hammond, PhD and Ronald H. Rozenky, PhD. The task force's mission is to identify core health needs of the public and the policy implications; to use the collective power of all psychology's constituencies to partner with other relevant organizations; and to translate psychology's intervention and prevention techniques back to the public in both visual and written products.

To learn more about the 2001 presidential mini conventions and other 2001 presidential initiatives visit the APA's president's web page www.apa.org/about/president. For more information about the APA convention, visit www.apa.org/convention

Showcases Psychology's Role in Building a Healthy World

**Division 21, Applied Experimental and Engineering
Psychology Convention Program for 2001**

Friday 24 August

- 0800-1000 Executive Meeting – Outgoing
- 0900-1100: Div 13- Changing organizational cultures
- 0900-1000: Div 5- Method. issues in internet research
- 1000-1200 Symposium – Older Adults and New Technologies: Psychological
Research Initiatives: Wendy Rogers, Neil Charness, Sara Czaja, Timothy Nichols,
Joseph Sharit, William Howell
- 1000-1100: TFEOS-Fred Gage
- 1300-1500 Applied Psychology poster session
- 1400-1500: TFEOS -Donald Norman
- 1500-1600 Presidential Address Division 21 – Robert Swezey
“Ten Topics On Training”
- 1500-1600: Symposium – Honoring George Harris - *Psychology Today*
- 1500-1700: TFEOS -Symposium on Nontraditional Career Paths
- 1600-1700 Division 21 Business Meeting
- 1700-1900 Social Hour – Division 21

Saturday 25 August

- 0900-1000 Symposium – Task Performance in Multi-Cultural Organizations:
Nancy Heacox, Holly Handley
- 1000-1100 New Fellow’s Address: Carlla Smith
"Shiftwork as a Source of Occupational Stress: Research and Practice in the 21st
Century"
- 1000-1100: Div 20 – Shari Waldstein
- 1000-1100: APA – Alan Lesgold
- 1100-1200: Focus on Science Plenary – Frans de Waal
- 1300-1500 Symposium – SA: Frank Durso, Alex Kirlik, Wayne Shebilske, Leo Gugerty
- 1300-1500: Div 20 aging and decision making
- 1500-1600 Briggs Award – Wesley Olson
“Supporting coordination in widely distributed cognitive systems: The role of conflict
type, time pressure, display design, and trust”
- 1600-1700 Taylor award – Eduardo Salas
“The science and practice of training: Progress and challenges”
- 1600-1700: Div 3 – Lynn Hasher on Memory and Aging
- 1700-1900 Social Hour – Co-listing of divisions 3, 7, 20, and 21

Sunday 26 August

- 0800-1000 Executive Meeting – Incoming

0800-1000: Div 20 – Aging and Memory...

0900-1100: **Symposium – Shared Visualization Tools for Decision-Making:**

Glenn Osga, Mark St. John, Harvey Smallman

1100-1200 BSA – Alan Baddeley

Symposium: Older Adults and New Technologies: Psychological Research Initiatives

Wendy Rogers, Chair

Neil Charness, Effects of Age, Experience, and Handedness on Input Device Use

Sara Czaja, Speech Comprehension and the Usability of Telephone Menu Systems

Timothy Nichols, Age-Related Differences in using Environmental Support: Resources or Strategies?

Joseph Sharit, Using Environmental Support as a Design Aid for Telephone Menus

William Howell, Discussant

Confirmed co-listings: 1, 3, 7, 14, 20, 23

Symposium: Situation Awareness

Frank Durso, “Looking for mechanisms underlying SA”

Alex Kirlik, “Modeling Situation Awareness in Uncertain Environments”

Wayne Shebilske, “Situation Awareness, Situation Model, and Training”

Leo Gugerty, Cognitive Processing and Individual Differences in Situation Awareness

Confirmed co-listings: 1, 3, 5

Symposium: Shared Visualization Tools for Decision-Making

Glenn Osga, "Decision Support Throughout the Task Life Cycle: More SA - Less Workload"

Mark St. John: “Plan visualization tools to improve joint military operations”

Harvey Smallman, “The Knowledge Wall: designing and evaluating a web-based shared display for situation assessment”

Confirmed co-listings: 3, 7, 14

Symposium: Task Performance in Multi-Cultural Organizations

Nancy Heacox, “Enhancing task performance in a heterogeneous organization”

Holly Handley, “Incorporating heterogeneity in coalition interactions”

Confirmed co-listings: 14, 52

Award Address: George E. Briggs Dissertation Award in Applied Experimental and Engineering Psychology

Wesley Olson, University of Illinois, Urbana-Champaign. Advisor: Nadine Sarter

“Supporting coordination in widely distributed cognitive systems: The role of conflict type, time pressure, display design, and trust”

Award Address: Franklin V. Taylor Award for Outstanding Contributions in the Field of Applied Experimental / Engineering Psychology

Eduardo Salas, “The science and practice of training: Progress and challenges”

New Fellow’s Address

Carlla Smith, "Shiftwork as a Source of Occupational Stress: Research and Practice in the 21st Century"

Division 21 Presidential Address

Robert Swezey, “Ten Topics On Training”

Poster Session: Applied Psychology