Cautions in Publishing Case Studies

Many psychologists in their writings will utilize case studies to make certain points. This is a perfectly acceptable approach, provided certain cautions are taken. Cases regarding slander and defamation, while rare, can be troublesome. The most cautious strategy, of course, is to obtain written consent from a client to discuss his or her case in print. This is in fact done by certain clinicians, but often forgotten is the fact that the client has to be competent to give that consent. There are, to my knowledge no written guidelines promulgated by any professional association that provides guidelines for such determinations of competence. In one recent case that I saw, the client was a defendant in a high profile criminal case who wanted his case publicized so that the world could see the crime from his point of view. I had seen him both in an acute psychotic state and when he was in remission, and considering the fact that there was an underlying psychosis that could be affecting his reasoning, I did not pursue the idea of a case study. In other cases where consent is not able to be obtained, the clinician must disguise the case and the clients sufficiently so that readers will not know who is actually being discussed. Some guidelines even suggest that the client be unable to recognize himself or herself. One of the “balancing acts” to be done here is that enough be presented accurately so that the essence of the case study is not lost. In other words, if the case study involves a young adult, one probably would not disguise the case as that of an elderly person because the psychological issues would be quite distinct. A final caution involves cases that are “matters of public record.” This does not give the psychologist free rein to discuss intimate matters involving the case that did not actually appear in the public record. For instance, a high profile murder case involving a serial killer, did not give the psychologist the permission to discuss the client’s sexual fantasies which in fact did occur in the publication. Despite the public record, a psychologist must adhere to an ethical standard that cautions against taking actions that can harm individuals.
President-Elect’s Column

Opportunities for You in Division 46!

Pauline Wallin
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We are one of APA’s smallest divisions. We don’t have a large budget. But our small size means that it’s very easy for you to get involved and make a difference.

Whether you’re a “seasoned” clinician or researcher, or you’re in the early stages of your career, Division 46 needs your energy and expertise.

Why get involved in Div 46 activities?

• Meet and work with colleagues who share your interests
• Learn more about APA and the many ways it serves its members
• Enjoy the satisfaction of mentoring less-experienced members
• Learn from expert colleagues about different aspects of media psychology
• Get involved in projects that might lead to new opportunities within APA and/or your career

How you can get involved in Division 46:

1. Join a committee. No experience necessary for most committees—just your interest and your ideas. Some of our standing committees include:

   • Membership Committee: Help set up ways to bring in new members and retain existing members. If you like to connect with other people, this committee is for you.
   • Student Committee: Get involved in student-related activities within Division 46. We welcome suggestions and requests from students.
   • Media Watch Committee: Review movies, TV shows and books that have a mental health theme or that depict mental health professionals. Consult with other committee members to recommend an award for accurate portrayal of mental health in these media. Are you a film buff? Do you enjoy TV and novels with a psychological theme? Then this committee is a perfect fit!
   • News Media, Public Education and Public Policy Committee: Help identify journalists who do an excellent job of reporting on psychological information and research. If you like to follow psychological topics in the news, you’ll be a great asset to this committee.
   • Ethics Committee: Help educate other psychologists on how to work with the media in a responsible, professional manner. Many of our colleagues are unaware of the potential minefields in dealing with news media, TV programming and online communications. Can you be of some guidance?
   • Program Committee: Participate in selecting programs and planning the social hour for the APA convention. With your help, we can make the convention a memorable experience for Division members and others.

   • Publications Committee: Work on the Amplifier and other publications of Division 46. It’s one of the best ways to get to know what’s going on in Division 46, and who’s doing what.

You’ll find a list of all committees and chairs at Division46.org

2. Run for office. Division 46 governance welcomes nominations, including those of early career psychologists. It’s perfectly acceptable to nominate yourself. Watch your email for nomination announcements, or contact Nominations Chair, Dr. Phyllis Koch-Sheras (sherfam@aol.com).

3. Contact me directly at drwallin@drwallin.com. Want to be involved in Division 46, but not sure of the best fit for you? Let’s arrange a convenient time to chat on the phone. If you have a special interest that relates to Media Psychology, I’ll do my best to help you pursue it within the Division.
Past President’s Column

Danny Wedding
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This is my last formal column for the Amplifier, and I want to thank the members of the Division for the opportunity to serve for the past three years. Our debates are sometimes contentious and the arguments occasionally heated, but overall the experience has been positive, and I have learned a great deal more about media psychology as a result of my work with the Division.

I’ll continue to write about psychological themes in films as my colleagues and I publish new editions of Movies and Mental Illness and Positive Psychology at the Movies. Both books have been successful, and I’ve been gratified by the number of professors who have elected to use the books in courses in psychopathology, abnormal psychology and positive psychology.

Many of you know that I’ve recently retired from the University of Missouri School Of Medicine where I’ve taught and directed the Missouri Institute of Mental Health for the past 19 years. My new position is serving as Associate Dean for Management and International Programs on the San Francisco campus of the California School of Professional Psychology at Alliant International University. I’m directly responsible for psychology training programs in Mexico City, Tokyo, and Hong Kong, and this new job presents a remarkable opportunity to survey the interests of perspective and current psychology graduate students around the world.

I have been gratified by the extent to which these students have been interested in U. S. media—they listen to music by U. S. musicians, watch television shows produced in New York, and watch films made in Hollywood. In return, these students and my international colleagues have made me appreciate the music, culture and movies that arise from their own cultural heritage—for example, Chan-wook Park’s film Oldeuboi (Oldboy, 2003) is one of the most amazing movies I have ever seen, and I wouldn’t have known about it if I hadn’t been introduced to the film by the Korean students I taught in my abnormal psychology course at Yonsei University.

I’ll remain active on the Division’s listserv, and I’ll try to post relevant articles that relate to the fast changing world of media psychology. In addition, I’ll continue to publish reviews of media relevant books in PsycCRITIQUES: Contemporary Psychology—APA Review of Books, and I’ll continue to call on my Division 46 friends to review these books for the journal.

It’s been a good run, and I’ll always be grateful for the opportunity. Thank you.

From the Editor

The Great “Wall” Media: The Sounds of Silence

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We marvel at our latest medium—the Internet. However, the “wall” medium that has been used extensively since the ancient times is equally fascinating. Who has not heard of ancient cave paintings, hieroglyphics, and sculptors carved into the walls around the world?

When we think of media, we rarely think of “walls.” Free association to the word “walls,” can bring to mind such famous walls as the Great Wall of China, Weeping Wall of Jerusalem, Berlin Wall, and others. These walls have stories to tell and stand for something that is recognized universally.

Indeed, there are a variety of “walls” that provide space for expression of creativity and messaging. People post pictures, videos, links, and messages on a “Facebook Wall.” People decorate their home walls showing their unique tastes and preferences by choosing particular colors and displaying their collected art and religious artifacts on the walls that often have stories associated with them and serve as conversational pieces. Architects create walls for function and aesthetic value; individuals, communities, and religious organizations create large murals on building walls, some primarily for aesthetic purposes, some for political activism, and others for disseminating religious and inspirational messages for bringing their community together. Neighborhood gangs mark their territories by their unique signatures on the walls of buildings, bridges, and subway tunnels; graffiti artists abhor empty spaces on walls and create “art” that is mostly beyond comprehension, at least to me.

In a marketing article, titled “Written on the Subway Walls,” Ian Federgreen (2002) noted that subway tunnel walls provide “prime advertising space”; he is not the only one to be inspired by the lyrics of Simon and Garfunkel’s song. Consider the editorial by Tony Dixon (1986) on health-related ads on buses and subways titled “The Words of the Prophets are Written on the Subway Walls (with apologies to Simon and Garfunkel).” In these ads, he noted (p. 2302), “The promise is often held out of the discovery of a ‘cure,’ given a little more time and a lot more dollars.” He further noted, rather poignantly, that “The language used [in the ads] often reflects

(continued on p. 4)
From the Editor (continued from p. 3)

a militaristic metaphor . . . "Battles" are fought to 'defeat' disease ('Cancer can be beaten') while patients under assault are supported ('Back a fighter')." Further, citing Berwick (1986), Dixon noted that "the 'search and destroy' reflex belongs in war movies rather than health policy. The risk of such metaphors is that they emphasize the drama of the doctor struggling against disease, with all the technological weapons at his command. The idea is encouraged that taking action is a virtue, and that death is a defeat."

In psychology, “walls” symbolize something we create around ourselves—a defense mechanism or a barrier to serve a certain purpose—we define ourselves in terms of our interests, preferences, and abilities which serve boundary functions much like physical wall structures. In common parlance, we use the expression “read the writing on the wall.” If other psychology departments are like mine, then the lobby walls and hallways are typically used to post notices, coded exam grades for large classes, reprints of articles, and most importantly sign-up sheets for recruiting participants for research. The latest addition is probably a flat panel TV that runs 24/7 probably distracting students and visitors from posted reprints and other notices. Classroom walls typically contain one or more white or black boards, screens for projection, employment opportunity notices, student societies’ notices, and occasionally a left over student poster presentation from a previous class. Perhaps student classrooms, student lounges, and hallway walls, may be better used for disseminating historical as well as current psychology—pictures of notable individuals, quotations, figures from classic experiments, and early instruments used in experiments—the possibilities are truly endless. Indeed, the “wall” is a great medium, not quite “silent” though, that can be effectively utilized to inform, foster interest, and plant visions of creative possibilities in the minds of our psychology majors.

References

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You can find the online membership application form at the APA website (http://memforms.apa.org/apa/cli/divapp/).

From the Associate Editor

Teens vs. Adults: Who Partakes in More Tech Risks?

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It is commonly believed that teens use technology recklessly; however, when it comes to risky behaviors, are teens and adults comparable?

Texting While Driving: Many teens (both males and females) are glued to their cell phones texting an average of 50 and 80 times a day, but a recent study indicates that adults text at similar rates while driving. According to a 2010 Pew Internet Foundation study, 27% percent of adults and 26% of teens of driving age report having texted while driving. Adults are also more likely (61% vs. 43%) to have used their cell phones while driving.

Sexting: Public service messages alert teenagers to the potential risks of sending sexually charged photos or texts. Teens are told these images can follow them for the rest of their lives, but are adults getting the message as well? A 2009 study from the Pew Internet Foundation found that only 4% of teens have sent sexually graphic text messages. A similar 2008 study from the National Campaign to Prevent Teen and Unwanted Pregnancy and CosmoGirl Magazine found this number to be 20%; for young adults, the percentage rose to 33%. In fact, older adults also text actively as reported in an AARP article by Leshnoff (November, 2009) “Sexting Not Just for Kids.”

Online Presence: Teenagers posting personal information online have also raised concerns that range from worry over presenting an image that can never be retracted to fear of online predators. However, results from a 2010 Pew Internet Foundation survey found that younger people are better than older adults at managing online personal information. Forty-four percent of young adults take steps to limit personal online information, compared to only 33% of adults ages 30–49, 25% of adults ages 50–64, and 20% of adults ages 65 and older. Younger people are also more likely to choose strict privacy settings on social networking sites, remove unwanted comments posted by others about them, and remove their names from photographs shared online. It appears that young people have received the message to be safe online, but older adults still have a thing or two to learn.

Reference
I was elected President-elect of the American Psychological Association (APA) in 1992, serving as President in 1993–1994. The Internet and email were not yet widely used in psychology; there were no BlackBerries, iPads or ebooks, no “social media.” Text messaging was just becoming possible, and 2G mobile phone systems were slowly increasing in person-to-person use. It was estimated that in 1991 only 4,000,000 people world-wide were using the Internet, with 700,000 host computers. Most people wrote letters and sent them through the mails, and made phone calls, mostly on landlines, and sometimes from payphones in street kiosks. Some phones were rotary dial. Long-distance could be direct-dialed or handled through an operator if you didn’t know a number or were making a collect call. Do you remember collect calls? No one would ever take mine. I was glad when they mostly went away….

I brought to the APA Presidency considerable media experience, particularly TV, radio and print. Work I had done on risk-taking, thrill-seeking, heroes and heroism and other work had gotten extensive media coverage, with articles in Time Magazine, USA Today, New York Times, Wall Street Journal, Washington Post, NBC Today Show (a 3-day sequence covering the thrill-seeking work), Dateline NBC, ABC, CBS, and NBC evening TV news, Good Morning America, CBS Early Show, National Public Radio, all sorts of radio shows and magazines, etc. So I had some first-hand sense of the power of the media to get our messages out.

We had at APA a few years before my Presidency, made the ill-fated decision to purchase Psychology Today (PT), and APA had become the publisher of a newsstand magazine, which turned out to be the media and business experience from hell. But we finally got rid of it at a substantial financial loss. We had at one time created a mock-up and one complete issue of our own popular-style magazine, simply called Psychology, but market research said kill it, which was done, deciding that it could not compete with PT, which became one reason to purchase PT. One problem is you can’t have about 135 editors of a popular magazine as was alleged of our Council of Representatives. The ads began to dry up when we stopped carrying liquor and beer ads (we have members working hard to get people off of booze, so selling booze via PT raised a serious conflict), cigarette ads (same problem), ads for what some felt were diploma mills, ads for such books as “How to Pick Up Women,” etc. With ad revenue plummeting, PT was not a viable venture. We had to close sales offices in various cities. Our final ignominy was selling our buildings, in part to keep PT afloat, and we were further subjected to the humiliation of renting back space in what were once our own buildings so that APA could continue to function! But once we sold PT, things started to turn around, and soon we were solvent enough to break ground on our own new and beautiful building, the one we are in now.

So, the seldom-told story of APA’s adventure with newsstand magazine publishing showed how popular media almost bankrupted us, but we survived! No PTSD (Psychology Today Stress Disorder).

As a footnote, I point out that we were so close to filing bankruptcy that APA’s original charter from 1892 was checked to see who would get such remaining assets as furniture, etc., if bankruptcy happened (the answer is the American Association for the Advancement of Science).

During my APA Presidency I did several interviews with major national media on psychological matters, and participated in at least one national press conference. I have argued for many years that the final stage of research should be to inform the public, if the research or scholarship has public value. If we are to make the world a better place, we must see the media as our ally in carrying our best work to the many publics. Making the end point of research its publication in a journal that few but a handful of narrow specialists and other researchers will read is our dominant model. If the research or scholarship has useful implications for the public, this model will do little to facilitate an informed citizenry. “Giving Psychology Away” and “Taking the Call” are not hollow invocations. They should be our media mantras, key ideas in APA leadership.

Since my APA Presidency I have continued a very active media life, being the only person elected twice to the Division 46 Presidency, being interviewed several times a month by a variety of media, writing and speaking about the online and new media, especially concerning adolescent and young adult issues. I have long felt that APA should partner with other media entities in an ongoing national TV show on psychology, or even an Internet-based show. After completing my APA Presidency, I worked with a couple of national media leaders to develop a 24/7 TV channel on psychology under the name The Help Channel. We developed a whole series of interesting program proposals to be carried on the Channel, but the project, for several reasons, mostly financial, did not come to fruition.

I’m preaching to the choir, the choir being media psychologists, but APA needs to be reminded that, as William James, our Founding Father in America, understood, when he wrote popular magazine articles, our best psychology needs to be made public, what I call public psychology, where people living beyond the academic or clinic walls, can know our best psychology and make their lives better because of it.
Communicating Psychology Through the Media

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There is a growing awareness, expectation, and need for psychologists to disseminate our work and research to the general public. Much of our research has important implications for the health and well being of our nation and it is essential that we make this information available to the general public. Throughout my career, I have worked with the media for a variety of reasons including disseminating research, using the media to expand my practice and for political advocacy to advance our profession.

However, my first media appearances came during junior high when I was invited to dance on a local version of American Bandstand. I learned several valuable lessons about the media that were important for my professional career. The first lesson was to dress appropriately for TV—you had to look the part. Whenever you are on TV it is important to portray a professional appearance. Remember that you represent not only yourself, but the profession of psychology. The second lesson was to always be prepared to be on the record. We were warned that the cameras would be roving about and we should always assume that they were “ON.” During a brief commercial break I went to have a donut. Just when I took the first bite, we went live and the camera focused on me with white powder streaming down on my new blue blazer. I was embarrassed, but the producers thought it was funny and replayed the shot several times—thank goodness there was no YouTube. Rule #1 with the media—you are always “on” with TV and radio and you need to be prepared.

**Psychological Research and the Media.** My first professional work in the media came in the early 1980s after I was awarded a grant from the National Institutes of Health. The study, *Developmental Issues in StepFamilies,* examined the impact of parental divorce and remarriage on children’s development and behavioral adjustment. We contacted the media to help us recruit families into the study and to discuss the current status of research in this area. If your study is interesting to the broader public, print media will often help you with the process. As we completed our study, local and national media were interested in our findings and it resulted in many appearances and ultimately a national book tour for my book, *Stepfamilies: Love, Marriage and Parenting in the First Decade,* with John Kelly (Broadway Book).

Many journals and funding agencies now require authors to prepare “lay summaries” of their research for distribution to the media. The APA regularly prepares press releases on publications they think are news worthy. The National Institutes of Health also require that funded research be disseminated to the public—one part of this being through press releases and public statements to the media.

Later in my career I once again was reminded that nothing is “off the record,” even when the interviewer says otherwise. I learned this the hard way in discussing my research on stepfamilies. The interviewer asked about my family situation. When I told her that I did not want anything about my family in the story—she said that she would not write about it, but wanted some background information on me. When the story came out, it had my personal information in it and it was not accurate. Live and learn.

Another important tip to remember is that what you say to the media never goes away. My mother called me to say that she read about me in Dear Abby. I told her that I had not done any interviews with Dear Abby. When I contacted the writer, I was told that my “quote” was taken from an old interview I had done several years ago. With the Internet, your work and interviews are even more available and can go “viral” at any point.

Most of my experiences with the media have been positive and fun and I have benefited greatly from media training I received though work with the APA. As a federal advocacy coordinator for the APA Practice Directorate, we were taught how to use the media to get psychology’s message out to the public. There are specific skills about how and what to say to reporters that increase the probability that your message will be included and that it will be well received with the public. In addition, the APA Office of Public Affairs offers media training at the annual convention and at state psychological associations. They are excellent ways to learn the basics. The real skill comes from practice. Finally, remember that talking to the media about your psychological research and practice is important for our field as we move into an era of dissemination and translation of findings for public health.
Media and Information Dissemination and Humanitarian Emergencies

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The Interagency Standing Committee (IASC) Guidelines on Mental Health and Psychosocial support (MHPSS) in Emergency Settings was launched at the United Nations in November 2007.

The IASC MHPSS was initially co-led by the World Health Organization (WHO) and InterAction, a consortium of 160 NGOs to help to plan, establish and coordinate a set of minimum multi-sectoral responses to protect and improve people’s mental health and psychosocial well-being in the midst of an emergency. Currently the IASC Reference Group is composed of over 100 individuals from 40 agencies.

The Guidelines are perhaps the most reviewed document of its kind with hundreds of organizations representing civil society, the private sector, and governments providing input and recommendations. Responders to humanitarian emergencies need to be familiar with the IASC MHPSS.

Most recently, on October 1, 2010, an advocacy campaign was launched at the UN in New York to encourage all humanitarian actors and UN Member States affected by or at risk of emergencies, to embrace and implement the IASC MHPSS Guidelines, and to highlight the progress made by countries that already implemented them. It was rewarding to see the emphasis on implementation as often UN documents are not followed upon.

Having been invited to participate in the consultation and review process of the proposed IASC Guidelines in 2005, I found the evolution of the guidelines an interesting process demonstrating the importance of the need for an extensive review process in order to achieve global support for the adoption of the comprehensive guidelines. These guidelines provide a minimum framework of action for the many agencies and responders often involved in the aftermath of large scale disasters. This is important as often there is weak coordination of services in the wake of disasters leading to further problems down the road.

Of particular interest for media professionals is the section on the Dissemination of Information domain. Key actions for information dissemination included:

1. **The formation of an information and communication team.** The team may be drawn from local media organizations, community leaders, relief agencies, government, or other parties involved in the emergency response.

2. **Regular assessment to identify key information gaps and necessary information for dissemination.** This is a complex process and may include collecting daily information, as well as monitoring both harmful and good media practices. Good media practices may include providing specific advice through the media and inviting humanitarian workers to participate in the process. Harmful media practices may include the dissemination of hate messages, aggressive questioning of people about their emotional responses, failure to organize access to psychosocial support for survivors asked about their emotional experiences, and use of images, names and identifying information without permission or in ways which may endanger survivors, especially in times of war and conflict.

3. **Development of a communication and media campaign plan.** The development of a system to disseminate useful information, educating local media organizations about potentially helpful and harmful practices, maximizing community participation, and respecting confidentiality and informed consent.

4. **Access to and dissemination of credible information.** Generating a media and communications directory of local media contacts, a directory of personnel in the various humanitarian agencies involved in media, and identifying key members of the community who are influential in disseminating information.

5. **Ensuring coordination of communication among personnel working in different agencies.** Ensuring consistency and accuracy of information disseminated to affected communities. Media outlets play an important role. Need to develop interagency platforms such as e-bulletin boards, where survivors can go to receive essential information including information on positive ways of coping with the disaster.

It should be noted, the IASC Guidelines are not intended to be a cookbook approach, rather to be combined with conducting local situation analyses tailored to the most appropriate interventions for particular communities.

For further information, the IASC publication can be obtained at http://www.humanitarianinfo.org/iasc/content/products

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Subscribe to Division 46 Listserv

Looking for a forum to join with others interested in a dialogue about Media Psychology issues?

To subscribe to the Division’s listserv, go to the following URL: http://lists.apa.org/cgi-bin/wa.exe?HOME

Scroll down to DIV46-MEDIAPSYCH, click on it, and follow the instructions for joining the listserv. (Please note: You must be either an APA member or a Div. 46 member to be eligible to join.)
Fantasy Sports: Exploring the Phenomenon from Freud to Modern Day Media

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Before the start of a sport season, a group of individuals will join a league through a website, draft players for their teams, update their rosters, participate in friendly competition against one another, and oftentimes reward the league champion with a trophy or money—this is the process of participating in fantasy sports. With roughly 27 million fantasy sports players in the United States, websites generate billions of dollars from this phenomenon (Ankeny, 2009). Fantasy sports have become ingrained in the American culture causing television to mimic the practice in FX’s sitcom *The League*. Thus, one cannot help wondering as to why fantasy sports have become an increasingly popular practice among fans.

Freudian Theory

Sigmund Freud’s notions of defense mechanisms of fantasy and identification may help provide an insight into sports fans’ dependence on fantasy sports. Freud suggested that people use fantasy to escape from stressful situations in their lives. Is it possible that fantasy sports play is exactly that—an unconscious operation of the ego to “defend” the sports fan from ongoing life’s issues by way of allowing them to escape into the world of sport?

Perhaps fantasy sport is more than a hobby; it may allow the sports fans to deal with “life’s issues” more effectively because they provide a break from stress these “issues” create. According to Barber (2009), sport is more than mere entertainment, it is slowly becoming a religion in which sports fans do more than observe sport; they are also practitioners. In such a sense, fantasy sports are becoming a daily practice for their followers, providing an escape from their day.

In addition to fantasy, Freud’s defense mechanism of identification may help individuals receive satisfaction through a symbolic attachment to a powerful object (Stern, 2002), the sporting arena where fans may gain a sense of empowerment to alter a game’s outcome through engaging in critical behind-the-scenes decision-making and negotiations concerning draft picks, starters, trades, etc. Andy Wheeler, a sports analyst for CBS News in Philadelphia, observed that “Fantasy sports… [have] taken off because it gives people a certain amount of control that they don’t have over their actual [city-based] team” (personal communication, September 28, 2010). Wheeler also observed that fantasy sports serve as an emotional and social outlet for fans across the country that might feed into their desire to gamble:

[In] fantasy sports, you pick the players, set the lineups, [and] make the trades...everything from top to bottom. It gives you something else to root for…. [People may say that] “The NFL team lost, but my fantasy team won!”… So it’s about control, bragging rights among friends, and a bit of gambling.

Fantasy Sports and Media Outlets

Fantasy sports have saturated all major media outlets maximizing the sport fans’ exposure to sport culture. Such saturation allows sports fans to become a fantasy participant in the “business” of sports, thus allowing them to merge their personal and fantasy sports lives.

Within the world of fantasy sports, fantasy players can remain current regarding their teams and sports by accessing a variety of online media using the latest technological devices. Popular fantasy sports websites such as the cbssports.com, yahoo.com, espn.com, and foxsports.com provide minute-to-minute information regarding drafts, scores, and statistics. Facebook.com has pages specific to a fantasy sport such as fantasy football or baseball for dedicated fans. Moreover, you can check on your fantasy team(s) from your iPhone using such applications as Yahoo Fantasy Football 2010 or on your television with DIRECTV’s NFL Sunday Ticket. The ease of accessibility the media outlets provide could account for the growing popularity of fantasy participation. In 2000, there were approximately 2 million players—a number that increased by 25 million in 2009. The growing number of fantasy sports fans will greatly increase the already high net revenues of media sources estimated at $800 million to $1 billion annually (Ankeny, 2009).

A real-world sport provides fans and spectators with an escape from their daily hassles, stresses, and routines. However, through use of major media outlets, fantasy sports play is a real-time digital world in which fantasy has become reality. Fantasy sports may help provide not only an escape from everyday stressors but also a sense of empowerment that hopefully transfers to their everyday life—a hypothesis worth putting to test.

References


From the “Reel” to the “Real” in the Therapy Clinic: Is the Movie Bad Boy Becoming the New Prince Charming?

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As a female graduate student in a counseling/clinical psychology program, I have spent the past year formally (and sometimes what feels like informally) doing relationship therapy. My community placement in a rural part of Indiana and friendships with other women graduate students has offered me a wealth of dating dilemmas and pitfalls to work through and reflect upon. Often however, I have found a common thread that seems to tie many of these women’s stories together—the unyielding search for the right guy and attaching to him, when all the signs indicate that he’s the wrong one.

Enter a handful of the movie bad boys of the past few years. All appear in romantic comedy and dramas as men who use and abuse women, drink excessively, and are completely unrealistic as strong relationship partners. In the film The Ugly Truth, an attractive and successful single television producer finds herself falling in love with a misogynistic and crude television show host. In The Accidental Husband, a successful radio talk show host leaves her current loving and kind fiancée for an angry, vengeful fireman. Lead actors in such films as Ghosts of Girlfriends Past, Failure to Launch, and How to Lose a Guy in Ten Days play a series of men, with a womanizing past unwilling to make a commitment. With messages in such films that the bad boy is thoroughly redeemable and that love conquers all, it is understandable as to one of the many reasons why so many women remain in bad relationships for so long. While in the past, the romantic comedy genre has filled the heads of many young women with visions of soul mates and fairy tale dates, this newer trend in films has filled the heads of many young women with visions of soul mates and fairy tale dates, this newer trend in films have depicted the bad boy as a romantic interest. The male character. Yet, in all these films, there is always a happy ending between these men and the leading women.

In the Twilight film and book series, popular among young girls, the hero Edward Cullen displays many disturbing behaviors in his pursuit of the object of his affection, from following her to climbing into her window at night to watch her sleep, characteristics of abusive relationships (Saedi & Hendriks, 2010). Further exacerbating matters are the large quantity of films that follow romantic relationships over the course of decades. These range from classic films such as When Harry Met Sally, to the Ashton Kutcher and Amanda Peet film, A Lot Like Love, which follows a couples’ “hook-ups” and break-ups over the span of 7 years, to Definitely, Maybe, in which Abigail Breslin plays a young girl who attempts to set up her divorced father with a love who predates her own conception. These films convey the message that even if it doesn’t work the first time, or the second, or the third, there is still hope! Add to this the preponderance of bad boy leads and it becomes evident how few positive examples of healthy relationships exist in the films. While many of us are able to tell the difference between film plotlines and real life, repeated exposure to seemingly plausible occurrences may blur these lines in impressionable minds.

Cowan and Kinder (1985) noted that the notion of “prince charming” is an antiquated myth and its continued portrayal in films has largely done a disservice to women by reinforcing the myth. I have found that objective analysis and candid discussions of these films during therapy can allow us to see how they distort reality, especially human relationships, and how we can effectively use films to better understand ourselves and others in current and future relationships.

Reference

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Try PsycLINK instead!

Clinicians now have an interactive, online forum where they can find, share and discuss resources and useful web sites like practice management tools, anxiety, dementia, postpartum depression, and other topics relevant to their practices. Part social networking site, part community bulletin board, PsycLINK is a wiki platform “by psychologists, for psychologists.” Psychologists can also use PsycLINK to pose questions, get answers to their clinical issues, and receive e-mail updates when members add new content.

APA's Presidential Task Force on Advancing Practice developed the new tool, and the Task Force believes PsycLINK will grow over time and increase in value as practitioners add to the content. We also see it evolving as a way for clinicians to easily get pertinent clinical and patient related references and information, interact with colleagues, and have discussions that one can participate in as desired. It is an online product, and while one can get notified of postings, it is not email intensive in the slightest.

As an APA member, you can benefit from this incredible resource by signing in to my.apa.org, click on PsycLINK.apa.org and create your profile. Sign up for e-mail updates, add materials and share resources, and comment on current materials. The more psychologists that sign up, the more the Wiki will grow and evolve into a premiere resource for practitioners, educators and researchers.
The symposium “Media and Women—Global Perspectives on Promoting Social Change” was organized by the Committee for the 2010 APA Convention and was cosponsored with Division 35. Elizabeth Carll, PhD, served as symposium chair. Participants included the following: Thema Bryant-Davis, PhD, and Elizabeth Burke, MA, discussed stereotyped images of African American women in television; Elizabeth Carll discussed promoting global human rights and social change using the media; and Pamela Rutledge, PhD, spoke about the trend of using Photoshop to alter one’s picture on Facebook and other social networking sites. Martha Banks, PhD, served as the discussant.

We would like to thank the members of the News Media, Public Education, Public Policy Committee for their work and participation. Committee members: Elizabeth Carll, founder and chair; Jon Cabiria, co-chair; Mary Alvord, Linda Berg Cross, Jina Carvalho, Helen Friedman, Pamela Rutledge, Paul Scheinberg, and June Wilson.

Inception

Elise Luber
E.luber3@gmail.com

The psychological thriller of the summer was unquestionably the film Inception. Concentrating on controlling and manipulating dreams, the lead character, Cobb, is an expert at “extraction” (entering other’s dreams and stealing their inner-most secrets). Cobb, however, is presented a unique offer to perform “inception,” the act of implanting an idea into another’s subconscious, and in return he will be exonerated from legal indiscretions keeping him from entering the United States. With help from other experts in dream manipulation, Cobb attempts to perform “inception” in a young man who recently inherited his father’s company. “Inception” requires skill and involves tremendous danger, as Cobb and his crew need to plant the seed of an idea, deep within the subject’s subconscious. In order for “inception” to occur, the team needs to create levels in the subject’s dreams, creating a dream within a dream; but with each additional level, come new challenges and a less stable dream world.

This film is fascinating, especially to those interested in the subconscious. Lucid dreaming allows the dream manipulators to control other people’s dreams, allowing them to perform “extraction” or even “inception.” The skill of lucid dreaming takes much training which few have been able to master. Dreams are perhaps one of the most interesting areas of study in psychology. Most people have asked themselves “I wonder what that dream meant…” and many look to psychologists for the answers. But besides the popularity of dream analysis, few really know about lucid dreaming. It is encouraging to see something substantial about dreams in the media besides the lay “dream analysis” seen today on some popular websites and TV shows. This film challenges the common belief that we are only passive onlookers in our dreams by suggesting that we can be architects of our own dreams.
Carolyn Kaufman has published her first book, *The Writer's Guide to Psychology: How to Write Accurately About Psychological Disorders, Clinical Treatment and Human Behavior* (Quill Driver Books, 2010). Intended for novelists, screenwriters, and journalists, the book fills a gap in writers’ how-to manuals with regards to clinical and counseling psychology. For more information, visit http://writersguidetopsychology.com/

Judy Kuriansky conducted the International Student Journalism Program for the United Nation’s DPI/NGO conference for the 6th year in a row. This year she co-mounted an exhibit booth and launched a new website, www.PsychologyForGlobalHealth.com. An award-winning journalist herself, she supervised 20 students from all over the world (China, Mexico, Singapore as well as America) who came to Melbourne for the three-day event Aug 31–September 1 “Advance Global Health: Achieve the MDGs.” Under her supervision, students produced a blog (www.globalhealthstudents.wordpresspress.com) as well as wrote reports and did radio interviews for mainstream media in their native countries and language (Chinese, Serbian, Hindi). Also, Dr. Judy got an award for her directing this similar program at a model UN conference in Punta Cana, from the President of the Dominican Republic for her support and dedication for youth initiatives. She was also awarded the “International Prize of Monica Humanitarianism” from the International Association of Chinese Medical Specialists and Psychologists, in Xinhai China in July 2010, for her work in earthquake recovery and training teachers to help displaced and orphaned students in Yushu China. Three other awards given her included the Humanitarian Award from Voices of African Mothers in September 2010, for her work in Africa, the Award for Outstanding Professional Contribution presented by the International Association for Applied Psychology at the Congress of Applied Psychology in Melbourne, Australia in July 2010, and a Global Citizenship Award for Leadership in Helping Humanity from Orphans International Worldwide for her work in post-earthquake Haiti. As a news commentator, she was invited to report about the Haiti quake on ABCNews.com, and on the Chilean Miner recovery on Chinese government-run television, which also airs on cable systems in America (CCTV-9). Further, her band’s performances and panels about peace were covered on Hiroshima and NHK-TV in Japan. Her four-book set, co-edited with Dr. Elizabeth Schroeder, on *Sexuality Education: Past, Present and Future* was recently published (Westport, Connecticut: Praeger). Several books for her series for Praeger press were recently published; you can submit any book ideas to her at DrJudyK@aol.com.

Tom Plante had the following two books published this past summer:


Danny Wedding, Past President, is enjoying his new role as Professor of Psychology and Associate Dean for Management and International Programs at the California School of Professional Psychology at Alliant International University. Danny is based in San Francisco, and he is responsible for CSPP programs in Hong Kong, Tokyo, and Mexico City.

### Call for Div 46 Programs—APA 2011

**Theme:** MEDIA, TECHNOLOGY, AND COMMUNICATION

**Deadline Dec 1**

Your program proposal may focus on descriptive presentations, how-to demonstrations, research summaries, ethics, or other material related to promoting psychology via technology. For example:

- Social Networking—Facebook, Twitter, LinkedIn, Ning, etc.
- Interactive Media—video games, health education games
- Telemental Health—online psychotherapy and education, podcasts, videos

**ALL PROPOSALS MUST BE SUBMITTED VIA THE APA WEBSITE:** http://apacustomout.apa.org/ConvCall/

All proposals submitted to Division 46 will be blind-reviewed. **QUESTIONS?** Contact the Program Committee Co-Chairs: Dr. Elizabeth Carl (ecarl@optonline.net) and Dr. Sharon Brennan (drsharonbrennan@earthlink.net).
Welcome Newly Elected Board Members

President Elect: Phyllis R. Koch-Sheras
Phyllis Koch-Sheras, PhD, received her doctorate at the University of Texas in Austin in 1974. She completed a clinical psychology internship at the Veterans Administration Hospital in Palo Alto, California, and went on to be the Training Director at the University of Virginia Counseling Center in Charlottesville for five years. Since then, she has been active in private practice, focusing on couples and sex therapy, group therapy, and dream work. She has had several books and articles published on dreams and couples work, the most recent being *Couple Power Therapy* (APA, 2008), which she co-wrote with her husband, Peter Sheras, PhD. She is a past-president of the Virginia Psychological Association, the Virginia Applied Psychology Academy, and the Virginia Psychological Foundation. She currently serves as co-coordinator of the APA Public Education Campaign for the state of Virginia. Phyllis has two grown children and is also a professional opera singer and watercolor artist.

Secretary: Jonathan Cabiria
Dr. Jonathan Cabiria received his degree in psychology, with an emphasis in Media Psychology, from Fielding Graduate University. He also has a master’s in Organizational Dynamics from the University of Pennsylvania. Dr. Cabiria teaches, researches, and consults on the interaction of media and identity development, as well as media effects related to behavior. In addition to his academic and consulting work, Dr. Cabiria has over 25 years of experience as a social change advocate for LGBTQ communities, having co-founded several, and sitting on numerous boards and committees. In 2004, he was awarded the City of Philadelphia’s highest honor, the Liberty Award, for outstanding service to the city. Dr. Cabiria resides in Philadelphia with his five dogs.

Division Representative to APA Council: Elizabeth Carlil
Dr. Elizabeth Carlil is a clinical psychologist in private practice in New York and also consults to organizations in the areas of stress, trauma, and violence. She is a Fellow of Division 46 and has served as president of the Division. She has served in many capacities for the Division founding and chairing many committees and media initiatives which have highlighted the importance of media psychology. She founded the News Media, Public Education, Public Policy Committee, which developed the annual News Media Recognition Award for excellence in the reporting of psychological information and research. She is the first psychologist to be elected and currently chairs the United Nations NGO Committee on Mental Health. Her extensive national and international advocacy experience will bring a diversity of experience to APA Council.

Members-at-Large: Rochelle M. Balter and Lenore E. Walker

Membership News Fall 2010

Joanne Broder Sumerson
Division 46 Membership Chair

Many thanks to those who completed the Division 46 Membership Satisfaction Survey! Our executive board and membership committee are working to implement your suggestions to improve our division. The data heavily reflected a request for more division networking opportunities.

The first networking event was on October 14th. It was announced on the listserv. Members from the Philadelphia area met and caught up at a coffee shop in Center City. The Philly members agreed that there will be future events, so we look forward to seeing each other again soon. We encourage you to set up causal coffee or lunch networking events in your geographic area as well. Rumor has it, the New York City folks are setting up a time to meet in the near future. It will be posted to the listserv as well.

The APA Division 46 Facebook group has 52 members and growing. The purpose of the group is for members to showcase their work. Members can post and share their publications, presentation information, YouTube videos, and generally talk about their work. Please note that this group drastically opposes the scope of the listserv. You must be a member of Division 46 and Facebook to join the group.

Finally, APA Division 10, *The Society for the Psychology of Aesthetics, Creativity, and the Arts* is offering our members a free membership in Division 10 for 1 year. Division 10 is committed to interdisciplinary scholarship encompassing the visual arts, poetry, literature, music, and dance. Their three main interconnected topics are creativity (including developmental, motivational, affective, and cognitive processes), the arts (including aesthetic content, form, and function), and audience response to the arts (including preferences and judgments).

Looking forward to seeing you at future events!
Tentative APA Division 46 Board Meeting Minutes

Thursday, August 12, 2010, 9:00 a.m.
Marriott San Diego – Columbia Room 1

Present: David Shapiro, PhD; President; Danny Wedding, PhD; Past President; Pauline Wallin, PhD, President-Elect; Phyllis Koch-Sheras, President-Elect-Designate; Mary Gregerson, PhD, Treasurer; Kathryn Stamoulis, PhD, Secretary; Lenore Walker, EdD, Council Representative; Frank Farley, PhD, Member-at-Large; Krishna Kumar, PhD, Member-at-Large and Editor—The Amplifier; Joanne Broder Sumerson, PhD, Membership Committee Chair; Elisabeth Carll, PhD, News Media, Public Education, and Public Policy Committee; Irene Deitch, Member-at-Large; Lilli Friedman, PhD, Member-at-Large

Non-Present Committee Chairs who submitted reports electronically: Judy Kuriansky, PhD, Telehealth and New Technologies Committee; Rochelle Balter, PhD, JD, Strategic Planning

Call to Order, Welcome, Introductions—D. Shapiro: 9:17 a.m.

Guests from APA

Representative from the Education Department
- Discussed the future of HS and undergraduate education in psychology. Directorate helps prepare curriculum that is evidence-based. Request for guidance with unit lessons plans that represent media psychology.
- Board noted that we don’t have an education committee.
- NSF funded database available. Education and training committees part of APA directorate that members can become involved.

Representatives from the Presidential Task Force
- The new Psychologist locator is up on APA and is searchable by Google. It is free for those with Practice Assessment membership.
- There is a lot of overlap between 46 and PEC. It is important for collaboration.

Representative from the Convention Committee
- Convention is being reformatted
- New values and guidelines including highlighting APA’s science contributions and attracting the next generation of psychologists.
- Discussion of how convention can be approved. Ideas include Skyping capabilities with presenters/awardees unable to attend, more poster sessions, tweet master, testimonials to attract new attendees and late-breaking news sections.

Board Remarks

Approval of Minutes—D. Shapiro
- Discussion of Awards Committee. Motion made by Frank Farley to accept the amended minutes. Motion carried.

Past President Remark—D. Wedding
- Words of thanks and welcome. The past year was a frugal one.

President Elect’s Remarks—P. Wallin
- Welcome remarks and excitement for the upcoming year expressed.

President Elect-Designate Remarks—Phyllis Koch-Sheras
- Looking forward to the upcoming years.

Treasurer’s Report - M. Gregerson
- We received $800 for the American Psychological Association Insurance Trust ad, so we are now in the black. Projected amounts for second half of the year have been formulated. There is a projected $603.36 balance for 2010.
- When the Amplifier goes completely online, a substantial savings will result. At that juncture, Div 46 may wish to consider dispersal of funds in fixed amounts, as examples, for stipends attached to the Lifetime and Distinguished Contributions Awards, one night lodging at Annual Meeting for all Voting Members, or student scholarship and research scholarship awards.

Committee Reports

Nominations and Elections—P. Wallin
- Ryan Niemiec has been named Media Watch Chair and Elizabeth Carll has been named Program co-chair with Sharon Brennan.

Convention Program—F. Farley/K. Kumar
- The social hour was enhanced by using extra money allocated to catering. Many members contributed to the raffle.

Council—L. Walker
- Council has voted to change when it meets to save money. It will now be Wednesday and Friday during the convention.
- James Bray’s proposal for psychology as a STEM science has been accepted. Psychology will also be considered a social science.
- The California courts overturn on gay marriage was discussed on council floor. Ample money (no figure given) was lost on the switch out of the Hyatt to support LGBT protest.
- Strategic plan: The public education campaign will be merged with the strategic plan.
- Budget: APA preliminary budget indicates no dues increase.
- APA funding of Dr. Reed at the WHO has put psychology front and center.

(continued on p. 14)
Finance—E. Donnerstein
• No report submitted.

Strategic Planning—R. Balter
• The Group met by phone in both February and June. A number of important issues were discussed including the Division listserv, the Division website and bylaws changes.
• Because Division 46, like some other divisions, has been experiencing some problems with the listserv including ad hominem comments, inappropriate material and domination of the listserv by a small group of members, as well as postings that were not related to media psychology or media at all, the Group agreed that more oversight was needed.
• The following steps were suggested:
  1. The Editorial Committee and the Listserv Committee be separated into two committees (bylaws change)
  2. The Listserv Committee would be charged with overseeing the listserv and would establish rules to monitor the listserv
  3. The President, President-Elect and Past President of the Division would back the listserv moderator in actions that need to be taken
• The structural change mentioned above as well as information that no longer applies necessitates a bylaws update and revision which will go to the Board in August and then the membership. This will keep the Division timely.
• The issue of consolidating all of the Awards given under the aegis of the Awards Committee chaired by the Past President was again discussed including budget implications and was suggested as a bylaws change.
• Dr. Wallin reported that the website would be up and operational before Convention.
• It was suggested that a committee be appointed to work on a Policy and Procedures Manual similar to those of other Divisions to assist the President and Board of the Division in dealing with problems.
• The need for new Fellows was also discussed.

Membership—J. Broder Sumerson
• Results from member satisfaction survey disseminated.
• High percentage of membership dissatisfied with the listserv.
• New members should be asked to join a committee.
• There is a need for a listserv moderator.
• Results from the survey will be put into action to improve member satisfaction.

News Media, Public Education, Public Policy—B. Carl/J. Cabiria
• Co-sponsoring a symposium with Division 35 on social change and new media.
Photographs From San Diego Convention by Michael Fenichel

Michael Fenichel

Our Division Presidents

Social Hour

Elaine Rodino Receiving Award for Distinguished Lifetime Contributions to Media Psychology from Awards Chair Danny Wedding

The Auction: Irene Deitch (left) and Pauline Wallin

Social Hour
**Is your professional liability protection as good as you think?**

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