It’s hard to imagine a world before email, Google and Amazon.com. But 15 years ago, Google did not exist. Ten years ago Facebook, Twitter and LinkedIn did not exist. Five years ago the iPhone and iPad did not exist.

There’s no question that technology has changed our lives. Without leaving home we can do research; purchase a book and start reading it in seconds; create and publish a video in minutes; play games with, or get help from someone thousands of miles away; pick up news as it happens; participate in a political revolution... well, you get the drift.

And if the recent proliferation of articles and books on the topic is any indication, there’s no shortage of experts to explain the impact of the Internet and electronic media on society.

Some of the findings seem contradictory. Is Google making us smarter? or more stupid? Is social networking helpful? or harmful? Has the Internet caused a desire for instant gratification? Or was it there all along? Is long-distance psychological treatment a boon or a minefield for patients?

Ongoing research will help tease out all these factors, and the findings will extend far beyond academic circles. Armed with knowledge about the parameters and their effects, consumers will be able to make informed decisions about their choices and use of electronic media.

But it will be a challenge to get this knowledge out to the public. Back in pre-Internet and early Internet times, most information flowed down through a few well-controlled channels. On the one hand that limited public access to information, because the output depended on decisions of those in control of the media. On the other hand, most information came from authoritative sources and was typically fact-checked and reliable.

Now, with free online communication, anyone can publish anything, resulting in an exponentially expanding universe of information—all readily accessible with a few clicks or taps—and much of it inaccurate, misleading or harmful.

For the average person, it’s difficult to separate high-quality psychological knowledge from hyped up junk science. Add to that the cognitive bias that leads people to seek information that fits with what they want to believe, and you can see how difficult it is to guide them toward objective, scientific data.

How Media Psychologists can help…

Using simple marketing strategies, we can promote psychological science to the public, and help clear up some of the confusion about the impact of technology and media on people’s lives. Here are some suggestions:

- **Blog about recent research in this area.** To save yourself the trouble of searching online every day, set up Google alerts at http://Google.com/alerts for certain keywords or key phrases (e.g., *video games* or *teens social media*.) You’ll get a steady stream of links to news stories and press releases. In your writing, alert your audience not only to the findings themselves, but also to the limitations of the research and why they should be cautious in interpreting it.

- **Think keywords.** When writing your blog post, consider what keywords your target audience might be searching on, and include these keywords in the title and body of your blog post. This makes your blog more likely to appear early in the search results. To explore which keywords to include, use the Google
From the President
(continued from p. 1)

Keyword Tool (Google it—it's a long URL.)

- Promote links to solid research via Twitter. Add a sentence about why that particular piece of research is important.

- When you come across online news stories about media, leave a comment (if allowed)—either additional information or a critique of why the results should be taken with a grain of salt. The author probably reads every comment. Other journalists also read comments, looking for new or different angles on a story. Thus, your comment may result in your being contacted later by a journalist.

- Contact journalists directly. If the topic is currently popular or if you have a controversial viewpoint, your ideas might get published in newspapers or magazines. Or you might be asked to appear on a TV show.

- Start your own Internet radio show at BlogTalkRadio.com, and interview experts in Media Psychology. Show segments are automatically recorded, stored in a public space, and indexed on Google.

- Give talks at schools. PTA groups often seek interesting speakers for parent groups. Many high schools have Career Days, where professionals from the community are invited to talk to students. These are ideal opportunities to enlighten kids and their parents about ways in which media impact social and family life—both positively and negatively.

- Give talks to community groups. Rotary, Lions, Kiwanis and other community organizations meet frequently and are always looking for speakers. Also, the YMCA has an agreement with APA to provide meeting space for psychologists’ community presentations. Local presentations don’t give you as wide an audience as national TV or the Internet. However, those who do attend are very interested in what you have to say—and they may later tell friends and relatives in distant places.

Will all these blog posts, comments and presentations really do any good? Individually each one may reach only a small segment of the population. But collectively they will encourage widespread critical thinking about technology and how to integrate it into one’s life in a psychologically healthy way.

Join Division 46 Today!

You can find the online membership application form at the APA website (http://memforms.apa.org/apa/cli/divapp/).
**President-Elect's Column**

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After attending a presentation today at the University of Virginia Medical School on the topic of ethics and confidentiality in the realm of social media, I am even more convinced of the need for our Division to take on the area of media ethics in the coming year. Anita Allen, JD, PhD, spoke about the “burden” of maintaining professional ethics in our current “age of revelation.” As Jim Lehrer of PBS said at another recent presentation when I asked about the topic of media ethics and civil discourse, “the time is right for this discussion.” To this end, I am planning various activities for next year, including a Presidential Panel at the APA Convention on the topic of media ethics, including social media. There have also been requests for a Manual on Media Ethics to come from our Division. Please let me know if you are interested in assisting with this very important task.

It is vital for us as media psychologists to be the stewards of protecting the dignity of those involved with and affected by the media. Through our Division, we can keep disseminating and teaching the principles of ethical use of the media. We all know how valuable and important the media is for public education and welfare, and we need to be responsible for maintaining that value in ethical ways that benefit all. I look forward to working with you on developing and promoting various aspects of media ethics through Division 46.

Speaking of working together, it is almost time to establish committee heads for the coming year. I applaud those of you who have worked so hard in past years to keep these committees alive and well. Please let me know if you are interested in becoming or continuing as a committee head, or if you are interested in serving on any of the committees. (See the Division 46 website for a list of the committees.) The Program Committee chairs have already been at work creating an exciting theme for our programs for the next convention. I hope you have already sent in your program proposals or that you will do so by the December 1st deadline. We had many good presentations and panels last year, and we look forward to more at this coming convention. The Board is also working on an Interdivisional grant for 2012 which hopefully will support our program development. More news on that as it becomes available.

The recently initiated Presidential Trio, consisting of myself, our current President and the President-Elect, are continuing to have valuable monthly meetings, learning from and supporting each other. We have been talking about having an open Board Meeting, as has been our custom to do in February, at the APA offices in Washington, DC on February 23rd before the Council meetings. This has been cleared with the Central Office, and I will keep you posted on the time and agenda. Please let me know of any things you would like to have discussed there. I look forward to hearing from you and seeing many of you in February. Have a great holiday season. Best wishes.

**Past President’s Column**

**Correcting Media Misrepresentations**

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Recently, the United States Supreme Court issued a stay of execution for a defendant in Texas who had been sentenced to death. The Court did so because it became apparent to them that the prosecution had willfully and wrongfully introduced racial issues into their justification that the defendant was dangerous and therefore met one of the aggravating factors for execution. The way it was reported in the media was that a psychologist had testified that because of his race (African American) he was at higher risk for future violent behavior; it was further reported that the psychologist said he based this on the fact that there are more African Americans in prison with a history of violent behavior than Caucasians.

In fact, this was not the psychologist’s testimony; he had been retained by the defense to testify that he did not believe the defendant posed a risk of future violence. It was on cross-examination that the expert conceded that more African Americans are convicted of violent crimes than Caucasians. It was the prosecution that then “ran” with this and argued that the defendant’s race was a factor in predicting future violence. The psychologist could perhaps have been faulted for not knowing the research literature regarding assessment of violence better, but he certainly never made the statement attributed to him by the media.

What should the psychologist do? According to the APA Ethics Code, when we learn of misrepresentation of our work, we need to take reasonable steps to correct the misrepresentation. We need to take “reasonable steps” to prevent harm where it is readily foreseeable. The psychologist however is constrained by the legal structure. It is up to an appellate attorney to argue the point, perhaps with the psychologist as a consultant, but he cannot merely write a “letter to an editor” stating that he was misquoted.
From the Editor

The Shouting Media: Getting Points Across

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An article in the Wall Street Journal (WSJ) reported that the government has required the tobacco companies to supersize their warning labels with graphic images of its dangers to health. These “color labels must occupy the top half of the front and back of a cigarette pack, and 20% of an ad’s space” (Mckay, 2011 p. A3). Another article reported that “the Air New Zealand has run videos with naked flight attendants, an obnoxious puppet, and 1980s exercise guru Richard Simmons” (Michaels, 2011, p. A1). In the safety-instruction video “Bare Essentials,” the Air New Zealand cabin crew wore only body paint with their “naughty parts… blocked due to strategic camera angles” (Schneider, 2009). The Philippine’s Cebu Airline staged a dance routine with music set to Lady Gaga’s “Just Dance” and Katy Perry’s “California Gurls” and performed by flight attendants to provide a demonstration on safety features (Fenno, 2010; Siegfried, 2010). Then, there was Deeanne Gist who appeared in her skivvy’s to demonstrate to a packed audience of Victorian romance writers to help them learn how to dress, and perhaps more so, to undress their characters in love scenes (Alter, 2011). I wonder what would happen if a university literature professor attempted this live modeling strategy in his or her classroom!

Implicit in the use of the above mentioned attention-grabbing, rather than attention-getting, strategies is the assumption, that to be heard, the message does not only need to stand out, but to stand out so prominently that it simply cannot be ignored. This is tantamount to someone screaming to get attention, not unlike politicians and sometimes ordinary folks who undertake a fast, immolate themselves, or strap themselves to explosives and blow themselves up to draw attention to their causes. A letter to WSJ Editor, in response to McKay’s piece on the new regulations for tobacco ads, asks “What’s next? Photos of diseased obese people on candy-bar wrappers? Diseased livers on wine bottles? Burned human skin on fast-food coffee cups?” (Locklair, 2011).

It may be hard to give up an old belief, as aptly stated in the adage, “the squeaky wheel gets the grease” even though research may suggest otherwise. Chua and her colleagues (2011) observed that personalized self-referenced messages are more effective than generic messages in helping people quit smoking. One of the first things a psychology student learns is the Yerkes-Dodson inverted U function linking medium levels of arousal with optimal learning and performance. On the contrary, any textbook on learning and performance. On the contrary, any textbook on learning and memory will inform you that anything that stands out will be remembered better, but at some expense. For example, a professor tells a juicy story to illustrate something or sometimes just to tell a story; in such situations, students are more likely to remember the story but not the pertinent material being illustrated. Furthermore, there can be amnesia for materials that came before and after the material that stands out. Michaels (2011) noted that Southwest Airlines use one-liners as “If you haven’t been in a car since 1957, this is a seat belt…” (p. A1). Michaels further noted that a man complained to Herb Kelleher, Southwest founder, that such messages were inappropriate. In response, Kelleher asked the complaining man whether he listened to the messages; the man replied with a yes, ostensibly implying that their strategy was indeed working. However, I suspect, had the Southwest founder followed up with a question as to how much the man retained, he might have been in for a surprise.

All of us struggle with getting our points across, whether we are trying to persuade our better halves (I guess they are at their worst halves when they make it difficult to be persuaded), or our associates in a Board meeting, or even conveying subject matter to our captive audiences in classrooms and conferences. In recent years we have seen great advances in technology that are specifically designed to get our points across—most notably the PowerPoint software which in conjunction with other video and graphing technologies can make your presentation a multi-media one with you as the maestro to make just about everything you present stand out. However, when everything stands out, we may have a situation much like a noisy party where you cannot converse meaningfully, or enjoy the loud music playing in the background.

I got on the PowerPoint bandwagon quite early to use it for my class lectures. There were, indeed, some positive outcomes: I stuck to content displayed in the slides, covered everything I wanted to cover (which was mostly redundant with text), and very rarely wandered off to tell a story. However, my initial enthusiasm for using PowerPoint in my classes diminished quickly, as I discovered students became less interactive, asked fewer questions, and some simply chose not to attend class as the PowerPoint slides were made available to them. On my part I disliked being glued to my PowerPoint slides, as well, covering “bare essentials,” so I stopped using them as the main stay of my classroom lectures, but then I got labeled as a “traditional professor.”

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From the Associate Editor

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At this year’s MTV Movie awards, actress Reese Witherspoon addressed sexting in her Generation Award speech. Possibly responding to the nude photos of yet another young celebrity circulating the internet, she advised the audience that in her day, you didn’t need to act “bad” to succeed, but if you are going to take a nude picture, “Hide your face people, hide your face!”

Is Reese Witherspoon the voice of reason in the ongoing debate on how to handle sexting? Public service announcements have aired cautioning girls not to take nude photos. Teens have been prosecuted for distributing child pornography and placed on the sex offender list. Lawmakers in New York are currently pushing a bill that would require teens accused of sexting to enter a government education reform program to teach them the impact graphic photos could have on their future relationships and careers. However, it is unknown if these actions actually do reduce adolescent sexting.

Sexting has become a mainstay of sexual behavior. According to Pew Research, almost 60% of young adults engage in it. Provocative photos can be viewed as a physically safe form of sexual expression which does not expose the participant to the risks of unwanted pregnancy or STIs. While millions of Americans sext every day without repercussion, there are those in the unlucky minority whose images have gone viral. These unfortunate individuals come from all walks of life, from average high school students, celebrities, pro-athletes, even politicians. The risk for teenagers is especially high because most do not have fully formed decision-making capabilities or the emotional maturity to handle the pressures of such a scandal. While it may be difficult to dissuade teens from sexting, it certainly seems the damage would be lessened if the sexters knew to “hide their faces.”

As the PSAs and the education reform programs warn, a sext can follow us for the rest of our lives. A potential mate or employer could see the photo and pass judgment; however, a body shot can live forever without anyone knowing who posed for the picture. Denial can go a long way without a face to prove otherwise. So, Reese Witherspoon may have offered some practical and free advice to teens watching the MTV Movie Awards, “Hide your face people, hide your face!”

APA Council of Representatives Report - August 2011

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APA Strategic Plan

Council approved $2.1 million to fund seven initiatives designed to support and advance APA’s three strategic goals: maximizing organizational effectiveness, expanding psychology’s role in advancing health and increasing the recognition of psychology as a science. The seven projects are:

• Improve APA business models, member communications and the convention to increase member engagement.
• Analyze the psychology work force to meet national needs.
• Continue to develop and promulgate treatment guidelines to promote the translation of psychological science into health interventions.
• Continue to expand the APA public education campaign to include the entire discipline of psychology.
• Expand opportunities for graduate education and continued professional development for psychologists and psychology students in order to advance the discipline’s participation in interdisciplinary health delivery and interdisciplinary science.
• Increase support for research, training, public education, and interventions that address and reduce health disparities among underserved populations.
• Forge alliances with health-care organizations to increase the number of psychologists working in integrated health-care settings.

Each of the above strategic plan initiatives is designed to be multiyear projects. Their progress will be evaluated and further funding provided on a year-by-year basis.

Life Membership Status (Dues Exemption)

Council voted to include pro and con statements and the following explanatory statement with the Bylaw amendment ballot revising the bylaws to increase eligibility from 65 to 69 years of age for a total of 29 instead of 25 years of membership in APA.

(continued on p. 6)
APA Council of Representatives...
(continued from p. 5)

APA Annual Convention
Beginning with the 2014 Convention and bring an evaluation of the changes back to Council in 2017. In 2014 no division’s hours will be reduced more than 30%, in 2015 no more than 35%, and 2016 no more than 40%.

Advocacy for Psychology as a STEM Discipline
Adopted as APA policy the Resolution on Advocacy for Psychology as a STEM (science, technology, engineering, and math) discipline in support of the recognition of psychology as a science by increasing resources for advocacy and instructed the CEO to develop a plan of action with budgetary implications in support of it. Such recognition is important to have psychology remain competitive in market share and funding of research.

Other Motions:
- Approved Guidelines for the Conduct of President-Elect Nominations and Elections-
- Approved extension of the expiration date for the Guidelines on Multicultural Education, Training, Research, Practice and Organizational Change for Psychologists to 2013.
- Adopted as APA policy the revised National Standards for High School Psychology Curricula.
- Approved the proposed Accord on Mutual Recognition of Accreditation/Quality Assurance Mechanisms for Doctoral and Internship Programs in Professional Psychology.
- Approved the revised Principles for the Recognition of Specialties in Professional Psychology.
- Approved the renewal of recognition of Sport Psychology as a proficiency.
- Approved the renewal of recognition of Clinical Health Psychology as a specialty.
- Approved extension for recognition of Industrial-Organizational Psychology as a specialty in professional psychology for an additional period of one year.
- Increased the members of the Committee on Professional Practice and Standards from seven to nine members.
- Adopted as APA policy the Specialty Guidelines for Forensic Psychology.
- Adopted the Resolution on Marriage Equality for Same-Sex Couples as APA policy.
- Adopted the Resolution on Family Caregivers as APA policy.

When Reporters Call, Don’t Be Afraid To Answer

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Frank Farley, Consulting Editor, and I invited Preston M. Moretz, Science and Technology Writer in the Office of University Communications at Temple University, to write a guest article for the Amplifier sharing his thoughts about how to relate with the media. He has more than 25 years of experience working in the news media, as well as media relations for two universities.

V. Krishna Kumar, Editor

But following days of frantic searching and a tremendous outpouring of public support for the grieving mother, the child’s lifeless body is found partially buried in nearby woods. Suspicion quickly turns as the kidnapping is exposed as a fabrication and the child’s mother is arrested for murder.

As the public wonders aloud how a mother can perpetrate such a heinous act on her own child the news media looks for answers. It often finds what it believes to be the correct answers about the mother’s state-of-mind in interviews with celebrity mental health professionals more known for their television and radio shows than their solid credentials in the field.

And as these interviews air on the TV and radio broadcasts or appear in print or online, trained professional psychologists shudder and shake their heads.

Why, it is often asked, does the news media run to these celebrity types at such times? The answer is quite simple: they are usually the ones who are willing to take the questions and give answers, even if they are not necessarily the correct ones.

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I have worked in media relations for over 25 years and the past five years I have had the privilege to work with psychologist Frank Farley, a Laura H. Carnell Professor at Temple University. Many of you probably know Frank since he has twice served as president of the Division on Media Psychology, as well as president of the American Psychological Association.

Farley, an expert in human behavior—particularly risk-taking, thrill seeking and extreme behavior—does countless news media interviews each year on a wide range of stories, from political and celebrity sex scandals to fear to violence to voting behavior to New Year’s resolutions.

Unlike many, he does not shy away from doing interviews with the news media. In fact, his philosophy is that it is incumbent upon him to do these interviews to get the correct information to the public. As he points out, if he and his colleagues don’t talk with reporters, the celebrity types will.

Contrary to popular belief, doing an interview with a reporter is not the equivalent of going to the dentist for root canal. I’m sure if you have not had any, or limited, experience in dealing with the news media, it can certainly play out that way in your mind. But, if you understand how the news media works, prepare and follow some of these simple guidelines, it can be a very easy experience.

The first piece of advice is when a reporter calls be responsive. Most reporters are working some sort of deadline, so don’t return their call two days later. Get back to them in a timely fashion. The majority of news media interviews take place by telephone and last no more than 10-15 minutes. TV, being a visual medium, is different in that it requires an in-person, face-to-face interview which could last from a few minutes to an hour depending on the needed visuals.

When a reporter calls, they are usually seeking your assistance in helping them tell a particular story to their readership or listenership or viewership. You are the expert who can provide credibility or validity to what it is they are reporting upon. In most cases, reporters are not concerned if the topic is your main area of expertise; if it is, so much the better.
What the Brown v. EMA Ruling Means for Media Psychologists

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Last spring, the US Supreme Court overturned a California law requiring minors to have parental consent for the purchase of violent video games. This was a clear victory for the First Amendment. It also seems to me to be the correct ruling, as this was likely to be an unenforceable and ineffective law. The ruling influences the national debate among psychologists, educators, politicians, and advocates, upping the ante when it comes to providing data about the impact of violent media.

What the ruling DOES mean: The Court had many aspects to consider, including (but not limited to) legal precedent, the historical difference between violence and pornography, the differences between different types of media, the specific wording of the California law, and the research on the effects of violent video games. In reading the majority opinion, it becomes clear that the justices focused all of these issues through a First Amendment lens. The First Amendment not only protects the right to create speech, but also to access speech. If a law potentially impinges on a fundamental right, the Court applies the standard of strict scrutiny, in which the law is presumed invalid unless the state demonstrates a compelling interest.

Video games are a form of speech, and children have First Amendment rights to access them. Therefore, in Brown v. EMA, the Court focused primarily on the question of whether video games were so different from other media that they deserved a lower level of legal protection. They concluded that there seems to be no reason to believe that they are different from other media, and indeed, the current literature seems to support that. Therefore, if video games are speech and are deserving of the same First Amendment protections as other speech, then there is no legal precedent on which to restrict violent content, as this “country has no tradition of specially restricting children’s access to depictions of violence” (Brown v. EMA, p. 2).

What the ruling DOES NOT mean: It does not mean that the scientific evidence on violent video games is invalid, of poor quality, or even equivocal. In fact, although several of the justices commented on the literature (some feeling it was compelling, others feeling it wasn’t), it ended up being largely irrelevant to the case.

What we can learn: There are four lessons that media psychologists should learn from this ruling. First, the legal system practices a very different standard of analysis than psychologists. The Court can only uphold a law restricting speech if there is a clear and compelling case that the speech causes immediate harm. This is why freedom of speech does not apply to yelling “Fire!” in a crowded room or to inciting others to violence. Note that these examples fit a causal model that lawyers call proximal cause: Taking an action will cause an immediate result with a high likelihood of serious harm, and without which that harm would not have occurred. Media violence does not meet this standard. I have no doubt that media violence is a real risk factor for children, but the risk is stochastic, increasing the probability of aggression at some point in the future. The lesson is that if psychologists wish to provide data that are of the greatest value to the legal system, they need to focus on more extreme outcomes (such as criminal level aggression) and to demonstrate both short-term and long-term harm. Note, however, that extreme outcomes are not testable in an experimental design because of ethical considerations, so we may never have this type of causal data.

Second, this case nonetheless demonstrates the value of psychologists being involved in social issues. Several psychologists supported one of two Amicus Curiae Briefs for this case, providing their expert opinions about the research. One of these argued that the evidence that violent video games are a risk factor is strong, and one of these argued that the evidence is weak. I believe that this was appropriate, as opinions do differ among scientists (as they should). What is inappropriate, however, is that some are heralding this ruling as vindicating one side’s opinion. The justices are not scientists, methodologists, or statisticians. They are legal experts. This is why it is important for scientists to submit Amicus Curiae briefs – the justices need experts in other fields to help them interpret data. This means that the justices are also not particularly qualified to judge the quality of our studies, especially because that was not their charge – their mission is to judge whether laws fit within the current interpretation of the Constitution. Therefore, one cannot interpret this ruling to suggest that the psychological research literature on violent video game effects is of poor quality or that it shows no effects.

Third, this case demonstrates the potential for motivated cognition and the danger it can represent. It is important that our beliefs not influence our science. This is why I helped to write the Amicus Curiae brief that was entered in support of the law (known as the Gruel brief), despite the fact that I personally believed that the law should be struck down. I felt that it was my responsibility to help the Court understand the scientific studies, some of which I had conducted. It was interesting to see who signed the briefs, as both briefs had a large number of supporters. An analysis of publication records demonstrated that the scientists who signed the Gruel brief had published over 40 times as many actual studies in top tier journals on media effects as the signers of the opposing brief (Sacks, Bushman, & Anderson, 2011). This makes me wonder why people who haven’t ever conducted research on either aggression or media

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effects would sign a brief. Psychological research demonstrates that we often let our biases influence our thinking and are not good evaluators of our motivations. Thus, it is critical when faced with situations where science intersects with public policy, we should be very cautious about our motivations for our actions. Our individual reputations and our collective reputation as a valuable science are at stake.

Finally, if we care about children’s health outcomes and public policy, we should take this as a wake-up call. We should stop focusing on access restriction as the only public policy response. Research on media ratings, for example, has demonstrated that (1) all of the rating systems have serious problems with reliability and validity, and that (2) parental use of ratings nonetheless is a protective factor. Therefore, we could have a much greater effect on reducing potentially harmful media effects if we began focusing on improving the rating systems. Unfortunately, policy-makers have put all of their effort into access restriction for years, and the Supreme Court’s decision makes it clear that they have been wasting their time. If we were to improve the ratings and help parents understand why using them matters, we could have a major impact without any Constitutional problems.

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Mary Gregerson

Mary Gregerson

Both Psychology and Journalism seek “truth.” Psychologists seek it through research, clinical, and consulting services. Journalists seek truth by producing stories that discover, uncover, and communicate facts. Everyone benefits when good science and good journalism wed, as in the case of psychologist and science journalist Dan Goleman (2011). A specific example of “truth defense” is *The New York Times* October 21, 2011, interview with media psychologist Stuart Fischhoff who explained the societal preoccupation with the Internet viral video showing Col. Omar Qaddafi’s brutal assassination.

Yet, these two traditions may miss-communicate, distorting “truth” when journalists quote, or misquote, psychology experts. Also psychologists may obfuscate information in technicalities. Gary Schwartz (2011) termed these departures “truth abuse.” A recent spate of such mistakes prompts media psychology guidelines for both journalists and psychologists to prevent truth abuse and promote truth defense.

Two recent high profile examples illustrate truth abuse. First, American Psychological Association (APA) Past President Alan Kazdin issued this rebuttal to his September 2011 *Time* magazine interview “Q&A: A Yale Psychologist Calls for the End of Individual Psychotherapy” (Szalavitz, 2011):

I deeply regret the distortion of the message and the consequences that distortion has caused for fellow practitioners and the many individuals who have experienced the benefits of treatment.

Current APA President Melba Vasquez’s (2011) letter to the *Time* Magazine editor had initially replied:

Dismissing the value of individual psychotherapy is not supported by the research data and does not help address the access and barriers-to-care issues that many mental health consumers currently experience…. Importantly, for some disorders, psychotherapy treatment can be more effective, safer, and less expensive in the long-term than drug treatment. Unfortunately, your article may discourage people who could be helped by psychotherapy from seeking such treatment.

As President Vasquez noted, truth abuse consequences can be dire for the public. In addition, Marlene Maheu, Director of the Telemental Health Institute, issued a video retort (Maheu, 2011) to a *New York Times* newspaper article on her online psychotherapy services (Hoffman, 2011). How can two professions when they work together depart so radically from their shared goal of defending truth? It is important to note that Kazdin and Maheu continued working with both journalists toward resolution of their concerns.

Truth abuse is not just a recent phenomenon. Details on one past instance of “truth abuse” come from Albert “Skip” Rizzo, who is Associate Director of the Institute for Creative Technologies and Research Professor for the University of Southern California Department of Psychiatry and School of Gerontology. Since 1997 more than 350 popular media reports appeared featuring his use of Virtual Iraq treatment to help soldiers suffering from post-traumatic stress disorder (PTSD) after returning from Iraq (Rizzo, 2011). Although developed initially from an existing war game, the final treatment was a process independent of that game. Rizzo recounts one *Fox News* feature (Hunt, 2007) which selectively focused on the “game” aspect while virtually ignoring Rizzo’s point that the therapeutic technology had become a virtual process independent of the game. Such misinformation may mislead readers into thinking that over-the-counter war games treat PTSD or that children’s war games train them to become killers. Yet, neither would be accurate.
nor truthful. How many children play cowboys and Indians, or army? On the other hand, a *New Yorker* article (Halpern, 2008) whose writer spent days fact-checking provided balanced coverage of Rizzo’s *Virtual Iraq* work, which demonstrates that the topic was not inherently too technical for translation into popular terms.

Furthermore, some psychologists report a subset of the media who are skeptical and hostile to the scientists’ research and produce unchecked truth abuse rather than open-minded fair reporting. For example, Schwartz (2011) relates that ABC News did not describe accurately his research on those claiming to be psychics, and did not safeguard the scientific nature of the experiments they conducted by failing to understand and maintain the important timing of certain interview sequences. This truth abuse occurred as part of a mostly negatively slanted ABC *Primetime* report.

Perhaps this basic misunderstanding between journalism and psychology arises from their fundamentally different cultures. In essence, journalists treat psychologists like journalists, while psychologists guilelessly assume journalists understand science. Both may miss the mark. Obviously, these professions have fundamental differences in agenda and method. In the second article of this two part series presentation of media psychology guidelines may assist their mutual understanding and ultimate success at defending the truth rather than sinking into fiction.

**Journalism Culture**

*Any* journalist desires to entertain and inform the public with immediacy and a local angle within required space and time constraints—and often while concomitantly juggling a number of various stories. A print journalist writes a story not in traditional timeline format but in an inverted triangle with the “meat” of the story at the top. Broadcast journalists write in sound bites and edit with teasers leading into advertisements.

Reportage goals of accuracy and balance can be obfuscated by scientists with political agendas or a too technical presentation. For instance, in the coverage of global warming, anti-environmentalist scientists have created a cacophony which undermines the ability of reporters to distinguish junk science from real science.

In a personal communication to the *Time* magazine ‘article cited above and to this *Amplifier* article, Dr. Kazdin noted:

We (scientists) need to better appreciate that media is about directing traffic to them and that traffic translates directly into money. As an example, the person who made the headline from my *Time* interview was not the journalist in charge of the story. Rather that person’s job was to direct traffic to the story. The headline completely distorted the article, my message, and was flat out wrong. But it was very successful in directing traffic by noting an extreme position. We (scientists) must begin with the view that our information will be used for an end that is not our end and that hopefully our message will get out and it is better to get it out in this context than not to get it out.

**References**


Kazdin, A. E. (2011, September 20). Response to *Time Magazine* “Q&A:” Personal communication (alan.kazdin@yale.edu).


**Acknowledgements:** Special thanks for pre-reviewing this article goes to Susan Stone, a member of the APA Division 46 Media Psychology Media Watch and Ann Brill, Dean of the William Allen White School of Journalism at the University of Kansas, Lawrence, Kansas.
Truth Defense vs. Truth Abuse: Part II
Media Psychology Guidelines to Defend Truth

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Both psychology and journalism seek to present “truth,” often fail inadvertently from cultural misunderstandings, and could steer better toward defending and presenting truth.

The Culture of Science

Journalists believe “key elements” or “facts” from scientific experts provide greater veracity. Scientists translate technical information for public palates. Ironically, both professions miss truth defense, given the abusive way some journalists misuse scientific information. The scientists themselves, who believe they are performing a pro bono professional service, may mistakenly misjudge the professional risks involved. For instance, fellow scientists criticized the late Carl Sagan as a “publicity hound” for popularizing astronomy (Sims, 1999).

This two part series itself demonstrates somewhat “slanted” journalism since mostly the rough side of science + journalism is examined, with few nods to truth defense. As Lee Edson, who regularly wrote for the New York Times Magazine section, explained to Gary Schwartz in the 1970’s, the goal of science writing is not to tell the “truth” but to “communicate.” A more extreme expression of this philosophy was offered by another distinguished science writer who said off the record: “Don’t let the facts get in the way of a good story.” Media psychologists refuse to believe that journalistic communication is not about “truth.”

The world of entertainment has realized how important accuracy is for such scientific information. In testimony before the US Department of Health and Human Services, Mary Gregerson (2010) noted that The University of Southern California’s (USC) Norman Lear Center Hollywood, Health, and Society (HHS) program “provides entertainment industry professionals with accurate and timely information for health storylines” (Buffington, 2011). Since 1999 the Center for Disease Control through HHS has bestowed annual Sentinel for Health Awards to recognize television writers with outstanding achievements that “inform, educate and motivate viewers to make choices for healthier and safer lives through their storytelling” (see http://www.learcenter.org/pdf/SentinelFactSheet.pdf). If entertainment can protect medicine and science, then, surely journalism can, too.

How to Defend Truth: A Journalist’s Guide

The goal of this article is to guide journalists to appropriately interview and use scientific information. Toward this end, the following guidelines help journalists:

1. Always allow the scientist final approval of the content and presentation.
   a. If s/he wants small changes in the basic science, make them.
   b. If s/he wants large changes, realize understandings and distortions have occurred either in investigation, writing, or editing, and investigate further.
   i. If the scientist wants to withdraw participation, allow it, note that in the article, and seek others to replace the withdrawing scientist.
   c. If the scientist approves without changes, secure permanent assignment to the science beat.

2. For balanced reporting, look for other scientists who agree and disagree.
   a. Present both sides evenly and fairly for audience consideration.
   b. If the debate is heated, then moderate with a third party within the same profession.
   c. If budget does not permit such footwork, inform the audience how to find “the other side of the story.”

3. Follow-up with the scientist so dialogue continues.
   a. Write a letter of thanks for the pro bono service performed—-the interview is the journalist’s job, not the scientist’s.
   b. Furnish a hard copy, whether print or electronic, of the article/program so that the scientist can have it for educational purposes.
   c. Inquire what type of professional “fall-out” has occurred. There actually might be “more of the story” here.

How to Defend Truth: A Scientist’s Guide

The responsibility to protect science lies also with the scientists being interviewed. Note in his earlier comments how psychologist Alan Kazdin took full responsibility for a story and headline that distorted his work. Yes, the scientist is obliged to reach beyond technical circles to the larger public audience. Yes, paid scientific work will be interrupted so that pro bono media service can occur. Yes, there may be both professional and non-professional responses to participation in any journalistic enterprise.

Certain guidelines for scientists being interviewed can maximize the chance of scientific “truth” reaching the audience:

1. Before granting the interview, secure in writing a promise of 24 hours for final approval of the content and presentation, including headlines.
   a. Be prepared to not participate or to withdraw instead

(continued on p. 13)
Truth Defense vs. Truth Abuse (2)
(continued from p. 12)

of having reputation and work “butchered.”

b. Do not be dissuaded by pleas about time pressures.

Science is scientists’ employer, not journalism.

2. During the 24 hours review, show the work to trusted persons outside the field being featured.

a. If they understand accurately, approve what is presented.

b. If they misunderstand, prepare for constructive disapproval.

i. Pinpoint what misleading.

ii. Offer constructive suggestions on correcting, and expect the corrections to be done even if not exactly as proposed.

iii. Extract a timeline for receipt of these changes to arrange another non-professional viewing within the next 24 hours review period.

1. Follow the same procedures with the revisions.

3. Plan to use the “thank you” hard copy furnished in teaching about communicating the technical information in the field to the public. Students need to learn how good journalism can communicate science and “defend truth.”

a. Make sure to credit the production company to enhance their reputation with future scientists.

To Be Continued…

The story of journalism and science does not end here. The naiveté phase already exists. Both psychologists and journalists are naïve to the other’s professional culture.

Now comes the informed phase in which professionals from both fields know better the exigencies, aims, and values in the other’s world. Can substantive constructive changes occur without the necessity of penalties for violations? Perhaps. This continuing saga will receive updates through progress to the next phase. Expect evidence of learning.

Carl Sagan said:

When Kepler found his long-cherished belief did not agree with the most precise observation, he accepted the uncomfortable fact. He preferred the hard truth to his dearest illusions: That is the heart of science.” (New Mexico Museum of Space History (2005-2011)

In Kepler fashion, let all journalists become like scientists, and scientists welcome journalism. Truth defense hinges on scientists and journalists partnering, joining forces against truth abuse.

Karl Popper (1963) precisely noted that science only fails to prove false the null hypotheses, never fully confirms, and always allows flexibility for future refinement.

References


Acknowledgements: Special thanks for pre-reviewing this article goes to Susan Stone, a member of the APA Division 46 Media Psychology Media Watch and Ann Brill, Dean of the William Allen White School of Journalism at the University of Kansas, Lawrence, Kansas.

Attention Division 46 Student Members!

Please consider joining the official student Facebook page. Search for “APA Media Psychology Division 46 Student Committee” and “like” us today!
In recognition of the importance of news reporting to benefit the public, the News Media Recognition Award for excellence in the reporting of psychological information and research was launched in 2002 by the News Media, Public Education, Public Policy Committee. The 2011 News Media Recognition Award was presented to Kelly Kennedy, health-policy reporter with USA Today, at the 2011 APA Convention. This was a milestone award, being the 10th Annual News Media Recognition Award presented. Ms. Kennedy’s most notable work described the effects of PTSD on soldiers from her experience as an embedded journalist in Baghdad with Charlie Company’s 26th Infantry Regiment, which lost 14 men in Iraq. Melissa Healy, a science and health writer with The Los Angeles Times, with a long history of diverse stories, who was the 2010 recipient of the News Media Award, was unable to attend last year and was also recognized.

A symposium was organized for the 2011 APA Convention, The News and Social Media - Tools for Social Change, by the Div. 46 News Media Committee and co-sponsored with Div. 35 Media and Public Policy Task Force. The symposium, which generated lively discussion, included a variety of topic such as social media, cyber bullying, personality characteristics of social media users, news coverage of healthcare, and ethics in the media.

A series of interviews with journalists is being developed by the News Media Committee. The interview series was kicked off by Pauline Wallin as part of her presidential initiatives, and Pauline completed one of the interviews with additional interviews underway by Elizabeth Carll and Linda Berg Cross. Each episode (audio interviews) will focus on specific recommendations, which will be helpful to psychologists who are interviewed by the media.

We would like to thank the members of the News Media, Public Education, and Public Policy Committee for their ongoing work and participation.

Committee members for 2011 include: Elizabeth Carll, founder and chair; Jon Cabiria, co-chair; Mary Alvord, Linda Berg Cross, Sharon Brennan, Helen Friedman, Jerri Lynn Hogg, Michelle Ronayne, Pamela Rutledge, Paul Scheinberg, June Wilson.
We had a terrifically successful convention this year with over 30 posters and 12 symposia and skills building session presentations. This represents a significant number of members contributing that do not typically submit programs, as well as many non-members getting involved with Division 46. We attribute the added interest to the cross-divisional theme of media, technology, and communication and look forward to the new participants becoming members and frequent contributors to Division 46.

There were several opportunities for Division members to network and socialize. We had a particularly lively discussion on The Future of Media Psychology attended by many of the past Division 46 presidents and led by our current president, Pauline Wallin. Awards were given to many distinguished members for work in the field of media psychology at the Division 46 Social Hour. Awardees included: Bernie Luskin, Lifetime Achievement Award for Contributions to Media Psychology; Frank Farley, Lifetime Achievement Award for Contributions to Media Psychology; John Grohol, Distinguished Professional Contributions to Media Psychology Award; Amy Nathanson, Distinguished Scientific Contributions to Media Psychology Award; and Ryan Niemiec, Early Career Psychologist Contributions to Media Psychology Award.

Programs included interactive media, social networking, emerging technologies, and telemental health. More than half of the programming was devoted to the newer and innovative technologies theme, while the remaining program covered the diversity of media psychology. The programs received excellent feedback.

Programming included invited symposium Innovative Technologies for Psychological Intervention, Consultation, and Training with panelists Albert Rizzo, Hunter Hoffman, Timothy Lacy, Jon Cabiria, and Chair Elizabeth Carll. Div 46 president-elect Phyllis R. Koch-Sheras spoke on Ethics and Civil Discourse in the Media as part of the News and Social Media – Tools for Social Change symposium. Other panelist included Pamela Rutledge, Elizabeth Carll, June Wilson, Martha E. Banks, and Jerri Lynn Hogg.

Submissions were blind reviewed and rated to give everyone a fair chance of participating. In the upcoming year, we hope to be able to offer even more programming through co-sponsorship with other Divisions. If you are a member of another Division as well as Division 46, please let us know of topics where we can join forces. The deadline for submissions for the 2012 convention, in Orlando, Florida, is December 1st and proposals must be submitted through the APA convention website. Jerri Lynn Hogg (HoggJLATgmail.com) and Sharon Brennan (drsharonbrennanATearthlink.net) will be serving as the Program Committee Co-Chairs for 2012.

It was an honor to be a part of the planning for the 2011 APA Division 46 Convention.
Honored by Division 46 at the 2011 APA Convention

**Lifetime Achievement Award for Contributions to Media Psychology**
Bernard Luskin

![Photo of Bernard Luskin and colleagues](image1.jpg)
Dr. Bernard (Bernie) Luskin (center) with colleagues at Division 46 social hour.

**Lifetime Achievement Award for Contributions to Media Psychology**
Frank Farley

![Photo of Frank Farley](image2.jpg)
Photo by Michael Fenichel

**Distinguished Professional Contributions to Media Psychology**
John Grohol

![Photo of John Grohol](image3.jpg)

**Distinguished Scientific Contributions to Media Psychology**
Amy Nathanson

![Photo of Amy Nathanson](image4.jpg)

**Early Career Psychologist Contributions to Media Psychology Award**
Ryan Niemiec

![Photo of Ryan Niemiec](image5.jpg)
The Division 46 Poster at International Poster Session at the 2011 APA Convention

Judy Kuriansky
drjudyk@Aol.com

The Annual convention of the American Psychological Association this past August featured a poster session in which all divisions were invited to participate, to present their international work. The session was launched by the APA Office of International Affairs, as a result of discussions within the APA Committee on International Relations (CIRP) about the international connections, membership and activities of the various APA divisions.

An email was sent to all the APA division Presidents to invite their division to participate. The email described the purpose of the poster, “to provide information and to foster interaction among Divisions around international activities.” It included suggested topics to include on the poster.

The poster session was titled “Psychology Around the World – APA Divisions Reach Out.” It took place on Friday, August 5 from 1:00-1:50 PM at the Convention Center Halls D and E.

Division 46’s Judy Kuriansky, who has attended the CIRP meetings, agreed to head the committee to produce the poster. The final committee members included Dr. Judy’s student from Columbia University Teachers College, Brittany Miller, as well as Division 46’s Mary Gregerson and Krishna Kumar.

A notice about the poster was posted on the listserv, inviting Division members to submit information about their international work. The committee then collated all this information, including as much as possible, and added other information to fit the various categories determined to be important to represent the range of division members’ activities and fit APA’s interests in knowing about the division. Producing the poster took many long hours.

The Poster was titled “Shining a Global Lens on Media Psychology: International Activities of Division 46.”

Given the variety of interesting international work by division members, there were many subtopics presented on the poster, with examples of division members’ work. The subtopics are (1) on overview of division membership and publications, including the Division 46 book series and the new journal (Psychology of Popular Media Culture); (2) Traditional media (television, radio, print); (3) New Media; (4) International editions of books; (5) Psychology courses/education; (6) Teaching in international settings; (7) Presentations at international conferences; (8) Research; (9) Public policy projects; and (10) Division members’ activities at the United Nations.

The Division 46 poster was also on display at the division reception. It was exceptionally well received on both occasions, as indicated by positive comments on site and on the listserv thereafter. The poster is available on the Division website, http://www.apa.org/divisions/div46/articles/internationalposter.ppt.

Given the success of the poster session, APA and the CIRP committee agreed to repeat such a session at next year’s convention.
Media Watch Committee: A Report from the Television Domain of MWC

by Michelle E. Ronayne

Ryan M. Niemiec (Chair; rmjn@tsbcsglobal.net)
Committee: Jeremy Clyman, Karen McGraa, Mary Banks Gregerson, Michelle E. Ronayne, & Susan Stone

The average American gains a great deal of knowledge about psychology and mental health through television. In fact, for some it may provide the sole basis for their understanding and awareness. As a result it is important that we applaud television where it is deserved but also offer feedback on ways that it may provide misinformation or perpetuate existing stereotypes about mental health.

The Media Watch Committee has been aggregating data on a variety of television shows examining their themes of mental illness, themes of positive psychology, the degree of the show’s focus on mental illness, the show’s popularity, myths the show may perpetuate and the presence or absence of mental health professional. We have included a variety of traditional fictional shows (for example: Law and Order: SVU, Necessary Roughness, Criminal Minds, Friday Night Lights, House, Dexter) and reality television (for example: Intervention, Hoarders, Hoarders Buried Alive, OCD House, 16 and Pregnant, Celebrity Rehab).

These shows vary in the degree to which they promote mental health. While most do an admirable job, there are ways in which they could work to reduce stigma. Reality television shows have the capacity to produce empathy and create awareness. However, these shows are also likely to have a higher chance of perpetuating stigma because people know that these are real situations and disorders. A&E’s Hoarding and TLC’s Hoarding: Buried Alive are popular television shows that have brought to light the role that the disease plays in creating an overwhelming need and attachment to the materials that overwhelm the lives of the individuals depicted on the show. They both present factual information that informs the public and may bring possible problematic behavior to individuals who are unaware, without watching, that they too have a disorder. They earn high marks in having a strong focus on mental illness, showing that healing is possible by demonstrating progress made by the individuals, and showing that mental health professionals are often necessary in the healing process.

One particular area of concern for reality television shows is the extent to which they sensationalize the disorder. Both shows are known for finding extreme cases and showing things such as animal hoarding which may create more contempt rather than understanding in the viewer. Additionally, these shows portray different clinical perspectives. A&E’s Hoarding portrays a mostly cognitive-behavioral approach which is successful in changing the behavioral component of the disorder. TLC’s Hoarding: Buried Alive shows a mix of behavioral and interpersonal techniques. A value this latter show is the more thorough understanding of the story of the individual which makes it more likely the viewer will feel empathy. That is, they understand the underlying reasons for the development of the compulsive behavior and that works to reduce stigma.

The MWC will continue to aggregate data related to television and will present information about our other domains in the future.

Join Our Facebook Group

Media platforms like Facebook provide us with additional ways to build and maintain our network. Thus, Division 46 has developed its own Facebook Group, “APA DIVISION 46.” You must be a member of Facebook to join this Group. Facebook membership is free, so there is no cost to network, ask questions, interact, and discuss issues that are relevant to Division interests such as Internet and media psychology. This differs from the Division listserv in that it can for some be a more appropriate place for discussions since they stay between discussants, as opposed to involving everyone on the list. Please contact Joanne Broder Sumerson at joannebroder@aol.com if you would like more information.

Publication and Submission Guidelines

The Amplifier is the official newsletter of APA Division 46, Media Psychology, and is published twice a year (Spring/Summer, Fall/Winter). Unsolicited contributions from members are welcomed and encouraged. Articles must be relevant to media psychology and should not have been published elsewhere. All submissions should be sent to the Editor, V. Krishna Kumar, PhD (kkumar@twcups.edu). Submissions must be received by March 1 for Spring/Summer issue and October 1 for the Fall/Winter issue. Authors should ensure that their manuscripts comply with all APA publication and ethical guidelines.
Amplifier: Membership News Fall 2011

Joanne Broder Sumerson
Membership Chair
Joannebrodersumerson@gmail.com

Happy Fall! I really enjoyed seeing and/or meeting you at the convention in DC. Of course, I certainly am sorry to have missed so many of you! One idea that has been bounced around is a Division 46 mid-year meeting. This meeting would give division members the opportunity in addition to the annual APA convention, to reconnect and brainstorm how Division 46 could make the world a better place. Would you attend a two day event? Please forward to your feedback to me at joannebrodersumerson@gmail.com.

The APA Division 46 Facebook group is growing. The purpose of the Facebook group is for members to show off their work. Members can post and share their publications, blogs, presentation information, YouTube videos, and generally talk about current projects. You must be a member of Division 46 and Facebook to join the group. Please note that this group drastically opposes the scope of the listserv, which is not intended for self-promotion.

Division 46 also has a Facebook group for students, called APA Media Psychology Division 46 Student Committee. Our student members are our future leaders so it is essential that we connect and mentor them. Please support this group by liking it on Facebook. Psychology Today bloggers learned that this group’s Wall is a great place to post the links to their latest blogs.

APA’s newest journal, Psychology of Popular Media Culture is accepting manuscript submissions. I will post to the listserv when the journal is available in early 2012. This interdisciplinary journal will publish scholarly papers on how popular culture and general media influence individual, group, and system behavior. For more information, go to www.apa.org/pubs/journals/ppm/.

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 one 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).

The convention in Orlando, Florida will be here sooner than later. I look forward to seeing and meeting you!

Tele-health and New Technologies Committee: Evolution of the Use of New Technologies & Telehealth

Co-Chairs: Lilli Friedland, LillifATAol.com & Mary Alvord, malvordATalvordbaker.com

As the new technologies are rapidly being adopted by the public, psychologists are beginning to use these new modalities. The goal is to provide ethical, confidential, and effective treatment, evaluation, consultation, assessment, supervision, collaborative research, etc. using these methods.

Critical issues exist such as the necessity of ensuring the psychologist’s licensure in the state in which the client/patient resides, making sure the consent to treatment includes limitations and possible problems with the use of new technologies; verifying client/patient’s identity; ensuring encryption and HIPAA compliant tools are used for video-conferencing, emailing, texting, faxing, postings, etc.; ensuring security of the equipment used (if psychologist’s computer, mobile device, etc. is lost are the passwords sufficiently secure to maintain confidentiality?)(to whom does the hardware belong- the client/patient, public access ownership, or company owned- as confidentiality is directly impacted); authentication of client’s informed consent and fee arrangements; sensitivity to the cultural and diversity of population with whom psychologist is working; carefully document services provided; etc. In addition, privacy secured hardware and software products must be considered, discussed with the patient/client and alternatives if the technology has problems.

Our committee will be developing suggestions and garnering information on these and new technologies including use of avatars, virtual and augmented reality, and related topics. If you are interested in joining our efforts, please contact Lilli Friedland (lillifATAol.com) or Mary Alvord (malvordATalvordbaker.com).
Psychology Today Blogs Written by Division 46 Members

Compiled by Goali A. Saedi

**Linda Firestone, PhD** - Compassion Matters: How to save a life http://www.psychologytoday.com/blog/compassion-matters

**Stuart Fischoff, PhD** - The Media Zone: How the media make sense and nonsense of the world http://www.psychologytoday.com/blog/the-media-zone

**Howard S. Friedman, PhD** - Secrets of Longevity: The self-healing personality and The Longevity Project http://www.psychologytoday.com/blog/secrets-longevity

**Mitchell M. Handelsman, PhD** - The Ethical Professor Thinking well and doing good in academia http://www.psychologytoday.com/blog/the-ethical-professor

**Brad Klontz, PsyD** - Mind Over Money: Overcoming the money disorders that threaten our financial health http://www.psychologytoday.com/blog/mind-over-money

**Eileen Kennedy-Moore, PhD** - Growing Friendships: All about children's social and emotional development http://www.psychologytoday.com/blog/growing-friendships

**V. Krishna Kumar, PhD** - Psychology Masala: The Creative Answer http://www.psychologytoday.com/blog/psychology-masala


**Pamela Rutledge, PhD** - Positively Media: How we connect and thrive through emerging technologies http://www.psychologytoday.com/blog/positively-media

**Kathryn Stamoulis, PhD** - The New Teen Age: How teens navigate this I-self world http://www.psychologytoday.com/blog/the-new-teen-age

**Joanne Broder Sumerson, PhD** - Research Notes: Bridging the Gap Between Research and Practice http://www.psychologytoday.com/blog/research-notes

**Linda Young, PhD** - Love in Limbo: The Paradoxes of Dating and Mating http://www.psychologytoday.com/blog/love-in-limbo

Other Blogs Written by Division 46 Members:

APA Blogs: http://psyccritiquesblog.apa.org/ (See also) yourmindyourbody.org


**John Grohol, PhD** - http://psychcentral.com/blog/ (See also) http://blogs.psychcentral.com/

**Keely Kolmes, PhD** - http://drkkolmes.com/blog/

**Serena Wadhwa PsyD** - www.tlcconnections.wordpress.com
Elizabeth Carll, PhD - was re-elected for a second term as Chairperson of the United Nations NGO Committee on Mental Health. The primary mission of the Committee is the promotion of psychosocial well-being, the improvement of mental health care services, and advocacy and education in the prevention of mental illness, globally. She also founded the Media/ICT Working Group of the NGO Committee on Mental Health 8 years ago. Dr. Carll founded and chairs the Div. 46 News Media, Public Ed., Public Policy Committee responsible for the annual News Media Recognition Award and after 10 years of service, she is stepping down and leaves the Committee in good hands with 2012 chairs Jon Cabiria and Jerri Lynn Hogg.

Frank Farley, former APA and Division 46 President, introduced a one-hour ESPN Prime Time Special November 1 titled “Risk” based on Type T (thrill-seeking, risk-taking) behavior and extreme sports. He is on an upcoming one-hour A&E Biography Special on risk-taking politicians, and was on a recent hour-long TLC Special on the same topic. He has been invited to blog for USA Today. Recent invited columns include two for CNN, one for the LA Times, with recent interviews including CNBC, ABC News, Philadelphia Inquirer, NBC Philadelphia, FOX Philadelphia, Wilmington (DE) News-Journal, Harrisburg (PA) Patriot-News, The Press of Atlantic City, Wisconsin Public Radio, Omaha World-Herald, among others.

Howard Friedman’s new book, The Longevity Project: Surprising Discoveries for Health and Long Life from the Landmark Eight-Decade Study (Hudson Street Press, 2011) was selected as one of ten on J. P. Morgan’s Annual Summer Recommended Reading List, and it received great reviews from the Wall Street Journal (“An absorbing and invaluable read”) and the NY Times “I would recommend you read the book.”) See http://www.howardsfriedman.com/longevityproject/ or the Facebook page at http://on.fb.me/h8NzQS for lots of links and clips to show in classes.


Pam Rutledge, and her colleague, Dr. Bonnie Buckner, on winning the Best Webinar Content Award for their webinar, The Power of Transmedia Storytelling: Persuasive Communications Across Emerging Technologies,” from the Internet Marketing Association.

Carl H. Shubs, PhD appeared on NBC news on August 12, 2011 with Colleen Williams. Please see the following link for the clip: http://www.nbclosangeles.com/on-air/as-seen-on/Cures_for_Stock_Market_Trauma_Los_Angeles-127605098.html

Call for Nominations

Please consider serving on the Board of Division 46 in a leadership role, or consider recommending a colleague. Help to develop action plans to keep Division 46 at the forefront of the ever-evolving discipline of Media Psychology.

The following positions are open for nomination:

President-Elect (2013): This position requires a commitment of three years. It begins as ‘President-Elect’ in 2013. It then becomes ‘President’ in January 2014, and ends as ‘Past President’ in 2015.

Two Members-at-Large: These positions require a commitment for two years.

Nominations, including self-nominations, are welcome. State the position for which you are making a nomination. Include a brief statement of the nominee’s interest and qualifications.

Please send nomination(s) to Mary Alvord (President-Elect 2012 and Chair, Nominations Committee): malvordATalvordbaker.com

The deadline is Monday, February 6, 2012. Thank you!
Welcome to New Board Members

Mary Karapetian Alvord
President Elect

Mary Karapetian Alvord, Ph.D. is the director of Alvord, Baker & Associates, LLC, a large clinical group practice in MD. With more than 30 years of clinical experience, her practice focuses on building resilience in children and teens through group therapy. She is co-author of Resilience Builder Program for Children and Adolescents, and a CD entitled Relaxation and Self-Regulation for Children and Teens, both published by Research Press. In 2009, she was one of three psychologists invited to the White House Stakeholder Discussion Group. Currently, Dr. Alvord serves as APA’s Public Education Coordinator for Maryland and frequently contributes interviews to the media. She has presented workshops on Media Ethics and has co-authored a journal article in Professional Psychology: Research and Practice. In addition, she has served as a content expert for APA’s online CE program “Using Technology in Psychological Practice”. She is currently Adjunct Associate Professor of Psychiatry at The George Washington University School of Medicine, and co-PI on a research project with the Department of Psychology at The Catholic University of America. Dr. Alvord was honored as the first recipient of the APA’s Presidential Innovative Practice Citation for development of an innovative group therapy program and for integration of technology in practice. On a personal note, Mary and her husband, Greg, have raised three sons and love to dance West Coast swing.

Mary Gregerson
Treasurer

The 2011 Treasurer election of Mary Gregerson, PhD, follows her (2009-2010) Div. 46 Board appointment to complete the term of the previous Treasurer. Previously she was elected as Member-at-Large (2006-2009) as well as was appointed as the 2006 Program Chair and the 2004-2006 Amplifier newsletter Editor. Mary received Div. 46 Presidential Citations in 2005 for newsletter editorship and 2006 for hosting the Ugandan Minister of State for Health for the American Psychological Foundation Lynn Stuart Weiss Lecture: Psychology as a Means of Attaining Peace through World Law.

In addition to treasuring Division financial resources, Mary consistently presents programs at the annual conference and also writes articles for the Div. 46 newsletter The Amplifier. Including symposia, workshops, panel discussions, and continuing education courses, the conference programs range from media psychology implications of the new APA Ethical Guidelines to how news outlets might use psychology to counter terrorism when reporting on such incidents to the inherent social responsibility for moviemakers since cinema mirrors and contours culture as well as the use of films in therapy and teaching. Her research focuses how the environment as media interfaces with culture, including therapy, teaching, entertainment, and news in addition to professional issues in media psychology.

Dr. Joanne Broder Sumerson
Member-at-Large

Dr. Joanne Broder Sumerson is a research psychologist dedicated to closing the gap between research and practice. For over twelve years, she has been consulting to individual and team clients from a multitude of private and non-profit organizations to help them listen and learn from themselves in order to reach their maximum potential through research and evaluation. She is an Affiliate Professor at Saint Joseph’s University in Philadelphia where she teaches ground-based and online course and advises students through their thesis research studies and capstone projects. Her courses, research, publications, and consultation projects focus on team dynamics, motivation, emotional

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Welcome
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intelligence and leadership development.

Joanne is currently writing her first book, Finish Your Dissertation, Don’t Let It Finish You! by Wiley. She is the co-founding Associate Editor of APA’s newest scholarly journal, Psychology of Popular Media Culture and the Associate Editor of the International Journal of Creativity and Problem Solving. She also blogs for Psychology Today and co-authored a book chapter in The Handbook of Group Research and Practice.

Joanne is an elected Member-at-Large and currently the Membership Chair for the Division 46, Media Psychology. She is also a member of Division 13, Society of Consulting Psychology and Division 14, Society of Organization Psychologists.

Congratulating our Division 46 Fellows

Lillian Comas-Diaz, Chair, Fellows Committee, lilliancomasdiazaTgmail.com & Alan Entin, Past Chair and Member Fellows Committee, adentin@earthlink.net

Dean Keith Simonton, PhD, Distinguished Professor
President-elect, Society for General Psychology,
Division 1, American Psychological Association
Department of Psychology
University of California, Davis

Mary Karapetian Alvord, PhD, Psychologist
Alvord, Baker & Associates, LLC

Additionally, let us congratulate our 2010 Fellows

James C. Kaufman, PhD, Associate Professor of Psychology
Director, Learning Research Institute
California State University at San Bernardino
Department of Psychology

V. Krishna Kumar, PhD, Professor, Department of Psychology
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