Since the events of September 11, 2001 we have heard a great deal about the need to use the media constructively to deal with our concerns about terrorism and the many threats to the safety of our population. An example is the dilemma we face about the color alert system. How do we create more awareness without needlessly frightening the population when the alert status goes from yellow to orange? How do we prepare people for the worst without giving away valuable information? While this is a very important issue, it harkens back to the long-standing issues of using the media for information and education as well as for entertainment value. Since the advent of newspapers, radio, television, and now the Internet, there has been great potential to influence the public. (Remember the impact of Orson Welles’ “War of the Worlds” broadcast, the California Gold Rush as portrayed in the Newspapers 150 years ago, and now terror alerts covered on TV and electronic news media.) Each time there is a real, imagined, or embellished event, a real or potential disaster or a crisis, it becomes newsworthy and there is the potential for significant impact on the public. We must remember that psychologists and media psychologists in particular have been dealing with the aftermath of disasters for decades.

Psychologists are now part of the process of crisis and disaster response. The definition of disaster or crisis implies instability or suddenness. It is these latter characteristics that are likely to make such events publicized in the press. Webster’s Dictionary defines crisis as “an unstable or crucial time or state of affairs in which a decisive change is impending. Disaster is defined as “a sudden calamitous event bringing great damage, loss, or destruction; broadly: a sudden or great misfortune or failure.” We are now routinely asked to judge the psychological impact of events such as the Columbine school shootings, a deadly hurricane, or terrorist threat on individuals and the culture as a whole. How are we as media psychologists best to respond?

I believe there are three useful parts to a helpful and effective reaction. First, we must be prepared with the best facts and information that the research and theory psychology tells us. For instance, what are the effects of trauma on the later development of children’s behavior or the contributions of attachment theory to understanding how parents can work with their children during stressful times. There is a tendency to use “pop” psychology messages in the media that have little or no grounding in science. It is our obligation to address misinformation about these matters as well. The second part of a good response is crafting the message to be most effective. Using informative, non-inflammatory words to convey the points we want to make and constructing reasonable and uncomplicated phrases that can be repeated in news stories create a higher likelihood of this information making it out to the public. We must make it easy for what we say to be repeated and understood. Finally, it is essential that we educate those who use our information or report what we say to the public about the impact of their reporting. It is not just what has occurred, but HOW it is reported that can influence the public’s response. Consider how an attack or a disaster is covered? Does it include interviews that inflame people’s anxiety or does it allow them to see a path to effective action or an ability to seek help? If possible, it is important to talk with a reporter or make sure ourselves that the effect of our information is to produce help-seeking not hysteria, action, not aggravation. With these few steps in mind, we can make things better in the face of disasters, not worse.

Good luck. We can all make a difference!

Dr. Peter Sheras (pls@cms.uva.edu) is at the University of Virginia in Charlottesville, VA.
President-Elect Paragraphs

Charles D. Spielberger, PhD, ABPP

It is a great pleasure to congratulate Rochelle Balter and James Bray on their election as President-Elect and Treasurer of our Division. Rochelle and James have served effectively as Members-at-Large of our Board of Directors, and have made outstanding contributions to our Division. Rochelle provided effective leadership in revising our Division Brochure and in working on the revision of our Bylaws, which are being sent to our members for immediate review and approval. James currently serves as Chair of our Program Committee and has done a great job in stimulating the development of an outstanding program for the APA Convention in Washington, DC.

I would also like to congratulate Roger Klein and Mary Gregerson on their election as Members-at-Large of our Board of Directors. Roger has been a leading contributor to Media Psychology and an active member of our Division for a number of years. Mary ably serves as Editor of the Amplifier, and continues to improve on this wonderful publication that provides our members with information regarding the activities of our Division. I would also like to thank the other candidates for these offices, and sincerely hope that you will continue to contribute to the activities of our Division and be willing in the future to accept leadership positions.

During the past year, President Sheras has provided strong leadership in keeping with his goals of revising our Bylaws, improving our infrastructure, and expanding membership. Your officers and Board members have been especially busy in completing two important projects: Revising the Bylaws, which are being sent to our members for immediate review and approval. James cur- rently serves as Chair of our Program Committee and has done a great job in stimulating the development of an outstanding program for the APA Convention in Washington, DC.

Past President’s Reflections

Media Psychology Within APA: 2004–2005

Louis A. Perrott, PhD
loupero@infionline.net

This, the third of my “Past President’s Reflections” continues looking through the Division 46 rear-view mirror, while we are moving forward.

A third theme that I filled during my Presidential year was widening Media Psychology’s sphere of influence within APA people and projects. Division 46 is all about various integrations of media and psychology, as our mission statement indicates:

[The Division of Media Psychology’s mission is to enhance psychologists’ roles in the research, application, training, and practice of both traditional media and newer information and communication technologies. . . . The Division also seeks to facilitate interaction between psychology and media representatives, to prepare psychologists to interpret psychological research to the lay public and to other professionals.]

But, merely because Division 46 members possess media expertise does not necessarily mean they will be able to utilize it within APA projects. Social psychologists tell us that two of the main ways operations can be influenced within organizations are: (a) through knowledge, skills, and expertise; and (b) through role relationships. In order for media expertise to be applied within an organization, what are needed are specific media-related roles to be identified within specific organizational projects. Without these roles being specified, readymade means for Media Psychology contributions are not present. And, without identifying such roles for Media Psychologists, little opportunity for significant impact continues looking through the Division 46 rear-view mirror, while we are moving forward.

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From the Computer of the Editor...

Within the Wake of Catastrophe...

Mary Gregerson, PhD

Disaster.

The word conjures images of swirling air currents, churning waters, flying debris, and hate between humans. Both natural and human made disasters have the same core in their preparedness and recovery activities. Fundamental differences emerge, though, in the media role, and, thus, in the role for media psychologists.

Some disasters are predictable, others are thrust upon us. Sadly, human-made disasters spot the landscape of modern life as much as, or even more so than, natural disasters do. In early August, the Pentagon announced the first plan in U.S. history to

(continued on p. 6)

Featured Disaster Media Psychologist

Media Psychology: On Culture, Trauma, and Resilience

Lillian Comas-Diaz, PhD

At age six I told my parents that I wanted to become a psychologist. Their response: “Great, but what is that?” Years later, my parents congratulated me when they saw me on TV. They were more impressed with my media appearances than with any other professional achievement. The media has a tremendous influence among Latino communities. Indeed, many practitioners use media as an effective health education tool.

I work mainly with the media in Spanish. Those who invite me into their homes via the TV and radio call me Doctora Lillian. Most of my career as a media psychologist is centered on the cultural context of behavior. Relational issues with a Latino flavor, such as the “dance” of love, identity and nuevo Latino(a), translocation and acculturation, among others, are popular topics with my audience. Of course, members of a sociocentric culture are hungry for advice on relationships. My 15

(continued on p. 6)
Media Coverage of Terrorism

By Lisa Finnegan Abdolian

It is difficult to discuss how the media has covered terrorism because it requires isolating what is meant by terrorism. The Sept. 11 attacks were, without a doubt, terrorist acts and media coverage of the event can be discussed and debated. The same is true about the terrorist bombings in Madrid, and more recently, London.

These horrific events received worldwide attention and widespread media coverage and rightfully so. World leaders united, called the acts barbaric and vowed to win the war on terror. However, similar terrorist acts occur in Iraq weekly and receive far less attention. On June 26, three suicide bombs killed 26 in Mosul. The story ran on page A11 in the Washington Post. On July 2, three suicide bombs killed 20 people and wounded 59 in Baghdad. The story ran on page A12 in the New York Times. The terrorist bombings in Iraq rarely make the front pages or lead the news. Those killed by terrorists in Iraq were civilians going about their daily lives, just like the Londoners.

Crisis in the Media: The Professional Calm in the Storm

Robin F. Goodman, PhD

There is often much banter about the media—regularly occurring in the media itself: We believe what we’re told, we’re skeptical, we crave information, we argue with people reporting it, we spend too much time attending to it, it’s the cause of violence and obesity, it’s entertaining, we must limit or avoid consumption of it. But when there is a traumatic and tragic event—bombings, school shootings, hurricanes, kidnappings—we have come to expect a great deal from television, electronic news sources, newspapers, magazines, and radio. And mental health professionals have increasingly become an integral part of the media’s crisis management. So how can psychologists interact and contribute to the media in responsible and helpful ways at such times?

Although a degree mental health professional rather than an academically schooled journalist, I have become somewhat acquainted with the media during my professional career, and called upon in the aftermath of tragic events. In a crisis, having commented on television and radio, been interviewed for different outlets, and created numerous print and internet public information materials in the form of manuals and fact sheets, I have found there is an impetus to obtain, and need to deliver accurate and reliable information. And psychologists are particularly well poised to be a resource involved in both gathering and disseminating mental health related news.

The following are some general questions and answers to consider, based on my experience, that I offer to others who find themselves responding to tragic events.

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Media Coverage of Terrorism
(continued from p. 3)

Certainly there are reasons for the difference in the coverage. Iraq is a war zone and violence is an accepted element of war. Additionally, George W. Bush says U.S. troops are fighting terrorism in Iraq so the homeland remains safe.

But is this true? It is difficult to know. The media has become so conditioned to passively accept information that it has done very little to provide an understanding of terrorism or the war on terror. I spent a year comparing and contrasting the way the American media and the international media covered terrorism for a book I decided to call No Questions Asked. The title summarizes my findings, which is that the international media provided more information and a deeper understanding of the issues than the American media did.

Over the past few years the American media has provided a real-life case study of the principles of social psychology and a glimpse at how the American public shields itself from difficult realities. The problem, as psychologists know, is avoidance is never a good long-term solution.

In the aftermath of the horrendous 9/11 attacks reporters succumbed to fear and their coverage continues to be colored by this overwhelming emotion. Susan Watts, a photographer for the New York Daily News, survived a kidnapping and murder attempt in Honduras but told a reporter for Editor & Publisher that the 9/11 attacks were far more traumatic.

“When those buildings were coming down and we were running for our lives, we weren’t journalists anymore—we were victims. We became part of the story. Everything became surreal—and it still is. There’s a hole in the sky, and your compass is gone. You lost your sense of place.”

As reporters searched for their sense of place, they allowed fear to penetrate their professional armor and avoided asking questions that could have enhanced understanding. There was little critical examination of the way officials framed events, threats and policy options and the American media did little to provide the public with a balanced perspective.

This passivity continued as the administration created the Department of Homeland Security, shielded the department from the Freedom of Information Act, and implemented laws that purportedly protect the nation from future terrorist attacks. A Columbia Journalism Review study found “that over the last couple of years, [media] coverage of the effort to prevent another 9/11 has been spotty, episodic, reactive, and shallow.”

Amid the lingering fear, reporters succumbed to obedience tendencies described by Stanley Milgram. White House officials told reporters to be careful what they said and wrote, and they were. Condoleezza Rice urged network executives to self-censor, and they did. Virtually every uncomfortable dialogue or opinion that was perceived as anti-American was ignored or mocked by the media after Sept. 11.

The international media was far more inquisitive. Canadian journalists, for example, provided analysis of bin Laden’s messages and fostered discussions about the attacks, the reasons behind the attacks and potential responses. In Madrid, reporters badgered leaders until they acknowledged the bombings there were done by al-Qaeda operatives and not members of the Spanish terrorist group, ETA. I believe this type of critical examination led to a greater public understanding of issues than in the U.S.

After the war in Iraq moved from a “cakewalk” to a prolonged engagement, the media said it succumbed to groupthink. Some major newspapers even did some healthy self-reflection. They acknowledged errors, but took little responsibility for them. Instead, they placed the blame on tricky Iraqi dissidents.

So, how has the media covered terrorism? I believe journalists have spent more time avoiding uncomfortable realities than reporting the facts and they continue to do so. Reporters were, and are, easily manipulated and distracted from major stories.

Do we know if the country is safer now than before the 9/11 attacks? Not really. Airport security is more cumbersome, but is it better? Are ports and borders secure? Whistleblowers have complained about incompetence in a number of important government departments—including the Federal Aviation Administration and the FBI, but the media has not followed up. The terror alerts that were abundant before the last presidential election have all but disappeared and former Homeland Security chief Tom Ridge recently said many were unnecessary. How do we define terrorism in this war on terror? Are we really winning and how do we define success? Is our country safe?

These are relevant issues that have not been adequately addressed by the media. Now that public opinion is turning against the war in Iraq, the populist media is beginning to ask questions. Perhaps dialogue and discussion will once again be embraced and the press corps will break free of its avoidance tendencies and bring more clarity and understanding to the public. If they don’t, answers to important questions will remain sparse.

Guest Expert Lisa Finnegan Abdolian (lisafinnegan@hotmail.com), MSEd, a journalist and educational psychologist, spent the past year studying how the American media covered terrorism and the war on terror. For more information about Lisa’s book, visit her website: www.noquestionsasked.org.

Crisis in the Media
(continued from p. 3)

- Why should the public be served? In times of crisis individuals can become uneasy, overwhelmed, anxious, confused, worried, angry, depressed, and feel unsafe. In the short term, personal relationships, health, and performance at work and school can be negatively impacted. Over the long haul, if problems persist and go unaddressed, the consequences are more severe and more difficult to treat. As psychologists we seek to alleviate stress and suffering and the media provides far reaching access to individuals who may be distressed and who may avoid or otherwise not have access to a mental health professional.

- Who is the public being served? The consumer audience comes first rather than the needs of any particular individual from the media.
Mental health professionals are uniquely well qualified to inform the public at large, be an advocate for victims, and protect the rights and privacy of those experiencing a traumatic event, especially children. It is essential to be cautious about exploiting a situation or engaging in an unethical (or compromised) relationship, in particular when asked for a client to speak with the media. The mental health professional can also proffer advice to the media about trauma coverage (e.g., For Members of the News Media: Childhood Traumatic Grief @ http://www.nctsn.org/nctsn_assets/pdfs/reports/media_package.pdf). It is also helpful to be sensitive to the well being of the news professional. Being absorbed in coverage of tragic and traumatic events creates the potential for vicarious traumatization and stress of its own kind.

- **What should the public be served?** Mental health professionals can use the media to: provide psychoeducation about the event; normalize an individual’s reactions; increase awareness of current or potential mental health related problems; help individuals understand who is at greatest risk; provide support via concrete recommendations; be a calm presence; increase sensitivity to ethnic, racial, religious and cultural issues; suggest appropriate preventive strategies and future intervention options; destigmatize the need for mental health services; demystify the mental health process; and encourage the most severely affected to seek services.

- **When should the public be served?** The professionals’ goal varies. Different content is required depending upon the type of event: e.g., a horrific terrorist attack vs. ongoing sniper attacks, and the time of delivery: e.g., within the first 24 hours of a crisis vs. after months of ongoing investigation or on the anniversary of an event.

- **Where should the public be served?** Assorted individual preferences are benefited by the multiple avenues available for reaching people during difficult times. Television allows for immediate updates when crucial information is needed whereas downloading internet summaries and tip sheets allows users to digest and use information when and however it is needed—and with less exposure to children.

- **How is the public best served?** When being a provider of services it is essential to be as thorough as possible in gathering the facts about the issue, know the research related to the topic, and write or speak within the bounds of what’s reasonable given one’s own experience. At times it may mean politely refusing to answer a certain set of questions, declining to encourage an unhelpful storyline, or refraining from promoting a misleading or personally offensive line of inquiry.

- **What it is not.** Being able to comment on a specific individual’s care, being confident about a person’s diagnosis, or claiming certainty about what provoked specific behavior without having first hand knowledge is not likely possible and should be handled with extreme caution. Most importantly, talking, writing, e-mailing, and spontaneously answering general questions in times of crisis via the media is not a substitute for in-depth face-to-face communication and intervention with a mental health professional.

What is the impact of crisis involvement on the mental health professional? When contending with the often frenzied media pace during a crisis, the psychologist does well to practice whatever self care is being preached. Although direct feedback and proof of success is hard to come by from the vast unknown audience, one must take comfort in knowing that if a single viewer, listener, or reader is helped, you have done your job.

Robin Goodman, PhD (rfgoodman04@aol.com), A.T.R.-BC, is Director of Family Programs, Voices of September 11th and a consultant for the National Child Traumatic Stress Network.

**Media and APA’s Disaster Response Network**

(continues from p. 3)

The program was established in response to the American Red Cross identifying a need to help its relief workers manage the stress they were experiencing at disaster sites. The Red Cross looked to APA for help and the two organizations entered into a Statement of Understanding in December 1991. As part of this agreement, APA agreed to develop a national network of trained, licensed psychologists to be mobilized in times of disaster and to advise the Red Cross on developing disaster mental health training. APA’s Practice Directorate developed and maintains the DRN program with governance oversight by APA’s Committee for the Advancement of Professional Practice (CAPP).

Disasters attract media coverage. Based on its agreement with Red Cross, APA refers inquiries about specific disaster relief operations to the American Red Cross’s Public Information Office. By and large, the Red Cross runs the relief operations and is the appropriate organization to speak to its activities. Public information officers may identify a disaster mental health professional (possibly a DRN member) to talk with reporters but such interviews would be coordinated through the Red Cross. Other media inquiries that come to APA often focus on common reactions to disasters or trauma and ways people can manage these challenging situations. The Practice Directorate’s public relations department refers these inquiries to members with relevant DRN and public education experience.

The DRN’s Training Advisory Committee, comprised of experienced disaster responders and educators, happened to be meeting this past January when it was tapped by APA leadership to make recommendations on how the association could best help the people affected by the tsunami. The committee recommended that APA’s initial action be to make a donation to an established relief organization. APA’s Board of Directors subsequently donated $100,000 to the American Red Cross’s Tsunami Relief Fund. In June, the American Red Cross recognized APA’s contribution and presented the Board of Directors with a Red Cross humanitarian award.

With today’s threats of terrorism and anticipated active hurricane season, it is likely that media interest in disaster preparedness and relief services will continue. For more information on the DRN program, please contact Georgia Sargeant at the DRN Office at 202-336-5898 or gsargeant@apa.org.
President-Elect Paragraphs
(continued from p. 2)
Division’s Bylaws and developing a new MEMBERSHIP BROCHURE that provides detailed information concerning the programs of the Division, the benefits to our members, and reasons why colleagues who are not current members should join with us.

We are especially grateful to our Secretary, Pauline Wallin, who accepted a major leadership role in revising our Bylaws, which often included sending three or four revisions to our Board for review during a single week! As stated in our revised Bylaws, the goals of our Division are to “enhance psychologists’ roles in the research, application, training, teaching and practice of both traditional media and newer information and communication technologies.” The revised Bylaws also clearly articulate the specific objectives of the Division for achieving our goals.

The Division Officers and Board members also actively participated in revising our MEMBERSHIP BROCHURE, which was out of date. Our President-Elect designate, Rochelle Balter, exercised the major leadership role in revising the Brochure, which will be available at the APA Convention in Washington. We anticipate that the revised Brochure will greatly help us in recruiting new members to work with us on our Division’s various projects.

Please join us at the APA Convention and actively participate in the Division’s program activities, membership meetings, and the social hours. Look forward to seeing you in Washington at the APA Convention.

Charles Spielberger, PhD, ABPP (spielber@cas.usf.edu), is Distinguished University Research Professor at University of South Florida, Tampa, FL.

Past President’s Reflections
(continued from p. 2)
will exist, and occasions for valuable media attention on key Psychology projects can be lost or squandered.

During 2004 and 2005, several APA programs that have identified roles for media interactions were prioritized, looking at ways to actively involve media-trained psychologists. Current Div 46 President Peter Sheras continues to actively collaborate with APA representatives to expand media training for APA member psychologists, which is yet another means of sensitizing psychologists to the importance of media in their projects. It would be highly sensible for Division 46 members to be actively involved with providing this training. APA’s Public Education Campaign (PEC) is another project that features integral ways media and psychologists can interact. In some state psychological associations, Division 46 members serve as PEC Coordinators or on the committee, thus assuming leadership roles in demonstrating effective interactions between media representatives and psychologists.

At both the 2004 and 2005 State Leadership Conferences, the Public Education Campaign Coordinators from state and provincial psychological associations, met together with the Business of Practice Network (BOPN) representatives, to discuss strategies for enhancing cooperation

Media Psychology
(continued from p. 2)
minutes of fame when I discussed the cultural context of Lorena Bobbitt’s crime on national TV. As some of you may remember, the South American Lorena mutilated her husband by cutting off his penis. Her explanation that because her husband abused her, he didn’t deserve to be man was embedded in a machismo–protector cultural paradigm.

Besides relationships, trauma is an important issue among many Latinos. In 1986 I visited Chile with an APA delegation to study the psychological effects of political trauma. I learned that a psychologist-as-witness acknowledges the cultural and systemic role in coping with trauma. My therapeutic work with survivors of political repression led to media appearances on terrorism and torture. The events of September 11, 2001 ignited this work. APA invited me to become a member of their team: “The Road to Resilience” (www.APAHelpCenter.org/resilience). Through my participation in the tract ‘Dudley-Grant, R.; Comas-Diaz, L.; Todd-Bazemore, B.; & Hueston, J.D. (2004). Fostering resilience in response to terrorism: For psychologists working with People of Color. Fact Sheet from the American Psychological Association Practice Directorate’s online Help Center (www.APAHelpCenter.org), I advocated for cultural approaches to enhance resilience. In my advice to the general public I integrate individual psychological orientation with communitarian approaches. In addition to personal resilient characteristics of self-efficacy, hardiness, a sense of mastery, and coherence, many Latinos, develop resilience within their sense of connectedness. Under distress, they tend to reaffirm their bond with others. As a result, personal resilience is tied to cultural resilience.

Cultural resilience is the host of values and practices that promote coping mechanisms and adaptive reactions to trauma within a cultural context (Elsass, P. [1992]. Strategies for survival: The Psychology of cultural resilience in ethnic minorities. New York: New York University Press). Factors promoting Latino cultural resilience include connectedness, cultural adaptation, spirituality, generativity, and creativity. Familism or somos familia (we are a family) promotes connectedness and the survival of the community. In the face of adversity, several Latinos embrace high-risk populations such as mothers with young children, previously traumatized individuals, the poor, and the infirmed. Moreover, many Latinos resort to spirituality to enhance their cultural resilience. My discussion of psychospiritual strategies such as indigenous psychology and collective cultural rituals are frequently popular among the audience.

Working with clients from different parts of the globe gives me an array of cultural interventions to promote transcendence and foster resilience. Many are creative responses to adversity such as ethnic songs, dusmic (transformation of oppression into strength; Algarín, M & Piñero, M. (Eds.), (1975). Nuyorican poetry: An anthology of Puerto Rican words and feelings. New York: William Morrow & Co.) poetry and dance, “arpilleras” (weavings) testimony, Orisha (gods) incorporation, and ancestor consultation.

Trauma is a bonding experience. I often hear of the most resilient responses from the public in my media appearances. Each of us has personal, collective and cultural resilience. There is so much we can learn from each other.

Dr. Lillian Comas-Diaz (cultura@starpower.net) is at the George Washington University Medical School.
**Disaster and the Media: Experience and Advice**

*Dr. Judy Kuriansky*

“*When it bleeds, it leads.*” That was the criteria for a story that makes air on television—a phrase I learned as a TV reporter starting in 1980, and that sadly prevails. In light of intensive media coverage of disasters—hurricanes ripping through Florida, the Asian tsunami, troops murdered in Iraq, and suicide bombings in Spain, Turkey and London, psychologists’ roles are even more crucial in helping the public cope.

Fortunately there are positive examples where media involved psychologists in coverage even on the “the first night” of a disaster, as happened when commentary was sought by a local TV station from Division 46 then-President Lawrence Balter after the 9’11 terrorist attack, and by network news and newspapers from Division 46 Past-President Elizabeth Carll after the tragic 1996 TWA 800 explosion.

Yet, no psychologists were included in a major telethon for the Asian tsunami, (celebrities like Brad Pitt and Ben Affleck were featured), even in the segment on “psychological aftermath.” And throughout extensive news coverage of the Michael Jackson trial on child sexual molestation charges (a “disaster” of another kind), legal pundits dominated TV commentary, as did even image consultants, with only sporadic psychologists’ valuable input on varied issues involving child sex abuse. Only Court TV included psychologists regularly on panels. While some of us like myself can address these topics in our own media outlets, as a group we need united efforts to make psychology recognized as an important partner to media in disaster recovery.

Another important challenge is to agree about terms and messages for the media, given professional debates about psychological first aide versus crisis intervention, and about resilience versus PTSD. More media training should be integrated into disaster response courses, like those offered in the Asian region post-tsunami by the APA in collaboration with the International Association of Applied Psychology.

Consider advantages of varied forms of media. Despite the seductive reach of TV, radio is a powerful media in times of trouble to air shared personal experiences and offer advice, as I’ve seen in hosting radio call-in advice talk over twenty years. Poignantly, after one disaster, I fielded calls from a mother worried about her child’s nightmares, a relief worker terrorized over seeing body parts, and a housebound elderly woman.

Newspapers are a valuable outlet, because electronic media get story ideas from print. Submit an article to your local newspaper, or write an op-ed piece including statistics, your opinion, and controversial issues (a favorite of media). I’ve learned to think like a “first responder journalist,” that is, staying up all night if necessary to comment on breaking news, as I did for my www.nydailynews.com column when I was at a conference in Dubai to write about the mind of a mass murderer when Saddam Hussein was discovered, and when in Sri Lanka after the tsunami to write about cross-cultural relief work.

Advocate—to make government bodies, institutions, and private sector companies aware of possible collaborations. For example, post-tsunami, I proposed a model of using psychologists on call-in radio programs to ambassadors to the U.N. in order to communicate to the media outlets and health officials in their country. Join efforts of organizations like APA, the Mental Health Outreach Project, or Green Cross.

Do research or case reports about psychologists’ role in disasters as covered by the media, and make presentations at professional conferences, like APA or those specializing on trauma issues (e.g. the International Society for Traumatic Stress Studies). I will be making one such presentation at the upcoming meeting of the World Council of Psychotherapy.

Be prepared to react and be proactive to the media. Use media kits and fact sheets offered by the APA and Practice Directorate (see www.apa.org), Red Cross, and others. Use “new media”; consult websites like www.IUPsyS.org, or create your own blog. Work with the media on other stories and to be called in times of crisis. Send story ideas to reporters and media outlets which use the word “psychological,” as they will be more receptive. Create public education forums integrating psychological perspectives and media like the one I moderated at last year’s UN conference entitled “Winning Ways: Media Approaches that Work” with executives from IBM and Pfizer, and a panel I was on after an earthquake that included TV executives, local politicians, and community groups, and titled, “Handling Disaster: How the Community Works with the Media.”

Overcome resistance to the media based on how it covers disasters or creates “secondary trauma” by providing corrective messages and educating media behind the scenes. Offer background source material information to reporters about disasters. Pitch continued coverage of a story when its front page appeal fades to prevent “secondary victimization” from withdrawal of intense media attention.

Make good use of a media opportunity to communicate messages of hope and healing with “user-friendly” tips about how to “get back to normal” that can be listed in newspapers or chyroned (printed) on a TV screen, as I did for tips for grandparents after 9’11, and to explain psychological phenomenon like the nature of panic attacks resulting from disasters.

Most of all, continue collaboration with the media in peace times to perpetuate positive mental health.

*Dr. Judy Kuriansky* (Dr Judy K@aol.com; Division 46 Fellow; Columbia University Teachers College) has provided disaster relief and worked with the media after 9/11, SARS in China, bombings in Jerusalem, and the Asian tsunami. Trained by the Red Cross, she was featured in their media campaign post 9/11, has received the International Outreach Award from the American Women in Radio and Television, and has an upcoming article, “Working Effectively with the Mass Media in Disaster Mental Health” in Reyes, G., & Jacobs, G. (Eds.). (2005) International Disaster Psychology, 4 vols. Westport, CT: Praeger Publishers.
**Member News**

**Presentations and Interviews**

Dr. Kimberly S. Young, (kyoung@sbu.edu) address for the 46th annual conference at the Institute on Addiction Studies held in Toronto. Her lecture “Caught in the Net: Understanding Internet Addiction” focused on diagnostic and treatment implications of this emerging disorder. Dr. Young also gave an invited workshop with Dr. Pauline Wallin for the Pennsylvania Psychological Association on June 15th held in Harrisburg, PA. The workshop “Working with the Media to Educate the Public on Psychological Issues” reviewed strategies on how to work with various journalists in radio, print, and television for psychologists. Dr. Young was also interviewed by CNBC, the Folha de S. Paulo, a Brazilian newspaper, the San Diego Union Tribune, and by WPSX Public Television “To the Best of My Knowledge” hosted by Dr. Graham Spainer, president of Penn State Union Tribune, and by WPSX Public Television “To the Best of My Knowledge” hosted by Dr. Graham Spainer, president of Penn State.

In addition to presenting in July at the World Congress of Sexology, held in Montreal, on Which aphrodisiac foods, libations and aromas are the hottest for 21st century sensibilities?, Linda De Villers, Ph.D. (sexpert@EARTHLINK.NET) was also interviewed by Discovery Health on this topic for their Sex Files series.

**Chapters and Books**

Dr. Linda De Villers’ (sexpert@EARTHLINK.NET) popular book, whose working title is Aphrodisiac Cookery: Sexy Food Stories and Recipes to Whet Your Appetite, is in progress.

Florence Kaslow, Ph.D., ABPP (kaslowfs@worldnet.att.net), remains busy with her writing. Recently published works include Welcome Home: An International and Non-Traditional Adoption Reader, co-edited with Dr. Lita L. Schwarzt and published by Haworth; and the 4-Volume Comprehensive Handbooks of Psychotherapy, of which she was editor-in-chief. Published by Wiley, this collection is available in hardback and softback editions. Florrie’s next book, due out next year, is entitled Family Business and Family Business Consultation: A Global Perspective, as this has been a major arena of activity for her in the past decade. She was overwhelmed with the publication of Family Therapy Around the World: A Festschrift for Florence W. Kaslow, edited by William Nichols in 2004. Florrie is a Past President of Division 46 and was Producer/Director of our talent show for APA for two years.


**Research**

Dr. Kimberly S. Young (kyoung@sbu.edu), executive director of the Center for Online Addiction, had the article “An Empirical Examination of the Client Attitudes towards Online Counseling” published in CyberPsychology & Behavior. The article examined 48 online clients and their attitudes towards the delivery of mental health services over the Internet. She also had the article, “Profiling Online Sex Offenders: A Preliminary Analysis of 22 Cases” published in the Journal of Behavioral Profiling, the online journal for the American Academy of Behavioral Profilers. Finally, she had the article “Treating the Internet-Addicted Employee” published in a recent issue of the Journal of Employee Assistance the official journal for the National Association of Employee Assistance Professionals.

Dr. Linda De Villers’ (sexpert@earthlink.com) is currently extending the survey 21st Century Aphrodisiac Foods Questionnaire to national and international audiences and would welcome the participation of Division 46 members (Stuart Fischoff inspired several of the “tweaks”; you really can be a disbeliever, even psychological power of food to amp sexual interest, and complete it!). The revised online survey can be accessed on the home page of her website, www.loveskills.com, or at www.zoomerang.com/survey.zgi?p=WEB224FM444X2W. She is currently extending the survey to national and international audiences and would welcome the participation of Division 46 members.

**Appointments and Elections**

Dr. Irene Deitch (ProfID@aol.com), Dr. Ed Donnerstein & Dr. Stuart Fischoff are to serve on the Film Committee for 2006 APA Convention in New Orleans.

Dr. Irene Deitch (ProfID@aol.com) was elected to the Board of Directors of the Division of Psychotherapy (APA).

**Honors**

Dr. Irene Deitch (ProfID@aol.com) was honored by the Richmond County Psychological Association, NY.

Dr. Pauline Wallin (drwallin@drwallin.com; http://www.drwallin.com), on 6/17/05 at the Pennsylvania Psychological Association Convention received the “Psychology in the Media” award, “for outstanding efforts in the presentation of psychology and psychological issues to the public.”

**Advocacy**

Dr. Irene Deitch (ProfID@aol.com) was trained as a legislative advocate in the field of Mental Health and Aging (APA Public Policy).

Dr. Mary Gregerson (oltowne@aol.com) and Dr. Judy Kuriansky (DrJudyK@aol.com) were selected for training at the 2005 Annual Pre-Convention Advocacy Training Workshop, 17–18 August, 2005.
Raising Psychological Awareness in a High Tech Community

Dr. Margaret Bibb and Dr. Patrick Quirk

Huntsville Alabama has been called the “Silicon Valley of the South” because of its strong high tech base. The metropolitan area, with a population of about 350,000, has one of the highest per capita education and income levels in the southeast United States and one of the highest concentrations of degreed scientists and engineers in the country. A sleepy cotton town of 15,000 people in the 1950s, the Huntsville area has continuously grown as NASA and Redstone Arsenal have drawn in many space and defense contractors.

Having moved to Huntsville in the 1960s with their engineer fathers, Dr. Margaret Bibb and Dr. Patrick Quirk have learned from an early age how to win credibility for the science of psychology when dealing with a skeptical high tech population. In addition to clinical practice, Dr. Bibb and Dr. Quirk have had a strong presence in local employment settings, providing wellness oriented educational experiences and employee assistance services. Through most of the ‘90s they served as part-time faculty with the Alabama School of Medicine’s Huntsville Campus, educating future physicians about the value of psychology to medical practice. Over the last twenty years they have maintained a presence in local newspaper, radio and television, providing interviews on a range of psychological subjects.

After a combined fifty years of experience in the mental health field, last September they took another step toward raising public awareness of psychology. They now write a weekly column titled “Real Life” for the Huntsville Times, the largest newspaper in north Alabama. The column at times responds to readers’ questions and at times provides reflective articles on the psychological significance of everyday experiences. Simultaneous with starting the newspaper column, they began a radio talk show on WAHR FM, the area’s top-rated adult contemporary station.

Dr. Bibb and Dr. Quirk are very involved in the lives of their two daughters (eldest daughter Anna wants to be a psychologist). Margaret also sings and plays bass guitar in a professional rock and roll band, where the girls make guest appearances. The entire family is very involved in local musical theatre. They hope some day to be able to find an appropriate interface between their interest in media psychology and their musical and theatre interests.

Dr. Bibb and Dr. Quirk have a keen interest in optimizing the information, entertainment and ethics goals of media psychology, and would like to develop a strong sense of community with other members of the media psychology community who have similar interests. One project that may grow out of that connection may be a group presentation at next year’s APA convention regarding issues in print or broadcast media psychology.

Anyone interested in becoming part of a networking group (or who knows of one already in place), please contact Dr. Bibb or Dr. Quirk at reallifeanswers@bellsouth.net or at Longwood Psychological Center, 256-534-8161.
counter terrorism in our homeland. With the latest terrorist claimed mass transport attacks in London, the urgency seems steady, if a bit momentarily remote to attend, train, and provide psychological and media service for both types of disasters.

Disaster, in whatever form, discombobulates, disrupts, and disturbs. These perturbations can be accentuated or minimized. They are ironically predictable. This predictability means preparedness and recovery can be facilitated by a systematic, informed approach. Preparedness and recovery from both types of disasters have a similar core and essential peripheral differences. Moreover, the role of the media and psychologists in disaster preparedness and recovery transformed recently.

Definitions of Terrorism

State Department: Premeditated, politically motivated violence perpetrated against non-combatant targets by sub-national groups or clandestine agents, usually intended to influence an audience.

Department of Defense: The calculated use of violence or the threat of violence to inculcate fear; intended to coerce or to intimidate governments or societies in the pursuit of goals that are generally political, religious or ideological.

Federal Bureau of Investigation: The unlawful use of force against persons or property to intimidate or coerce a government, the civilian population or any segment thereof, in the furtherance of political or social objectives.

In both types of disasters, as media psychologists we have a dual duty and obligation toward the media and toward the public.

For the media we can scientifically investigate its effective and ethical use. For instance, research after 9/11 documented PTSD symptoms in frequent viewers of human casualty but not in viewers of property destruction (Ahern, J., Galea, S., Resnick, H., Kilpatrick, D., Bucuvalas, M., Gold, J., & Vlahov, D. (2002). Television images and psychological symptoms after September 11 terrorist attacks. Psychiatry: Interpersonal and Biological Processes, 65(4), 289–300). Mass communication can facilitate preparations for predictable disasters and recovery from both predictable and unpredictable disasters. With forethought, we can also influence preparedness for unpredictable disasters.

For the public we can educate and intervene. Education can promote critical consumption of media wares to improve judicious attention of the audience so that the media elevates and reinforces the public taste, stability, and resiliency. Taste concerns choosing quality content, technique, and images that appeal to the higher human nature while eschewing the unseemly expedient attraction of the base, prurient, and sensational. Stability concerns imparting information to maximize safety and security. Resiliency means the “bouncing back” ability to counteract adversities from disaster, and to even transform products of the disaster into better circumstances than before.

This media alchemy truly changes the “lead” of disaster into the “gold” of opportunity and development. Psychological intervention aims to do just that. Designed psychological intervention through mass communication can soothe disaster trauma to promote healing, avoid secondary trauma caused by expedient reportage, and stem the tide of terrorism or panic.

Both terrorism and panic come from the intimidation that disasters spread among humans. Terrorism is associated with human made disasters, panic with natural disasters. The extra edge of terrorism is that fellow humans perpetrate harm and mayhem upon us. Unwitting, unprofessional, and unsavory reporting becomes the tool of the terrorist like the collateral damage of the hurricane. The contoured content and composed images of containment reporting counters terrorism and panic.

Choose. Train. Perform.

The choice of exacerbation or abatement of disaster effects—especially for those not at the epicenter—is in the hands of the media. Be a part of the swirling debris causing more havoc and damage. Or, be a part of the calming gyroscope center that absorbs the disaster, stays the course, and moves forward steadily, swiftly, and securely. The modeling aspects of the mass communicator cannot be understated in this instance as one of the potent meta-messages of reportage.

Train with psychologists savvy in what helps and what hinders quality reporting. After working in the disaster aftermath of 9/11, observing subsequent media coverage, and reviewing scientific studies on the media and disasters, I wrote a “call to arms” for media professionals (see Gregerson (Jasnoski), M.B. (2003). Media and psychology could partner to counter terrorism. Journal of Social Distress and the Homeless, 12(4), 279–306). Content, image, personal appearance, and format all can be contoured to counter terrorism.

Perform. Psychologically imbued journalism is the wave of the future. The military for some time has termed “psychological services” the communication of a particular message to elicit a particular cultural response and create a particular consciousness. Civilian journalists, now imbedded in military forces on the front lines, can also bring home these lessons by becoming “a very small stone making very small reverberating circles in the homeland pond.” Such understatement can speak quite loudly.

Terrorism is psychological warfare. We are each soldiers in this war of intimidation. There is no choice in the matter. The only choice is how we soldier.

Similarly, natural disasters come unbidden upon us. We are each victims, survivors, or thrivers of this force of Mother Nature. Again, our choice in the matter is how not whether.

So, choose whether the advances in media skills will complement the
new advances in media technology. In this Amplifier issue a bevy of disaster psychologists are shown on the front page with their articles contained on inside pages. Our ranks are swelling. APA has a Disaster Response Network (see article in this issue on p. 3). Our current APA Division 46 Media Psychology President Peter Sheras leads the American Red Cross Disaster Mental Health Services in the Charlottesville, VA area. Our leadership presence as disaster mental health intervention specialists has only just begun.

Now, our presence as educators needs to catch up. A faculty in a school of journalism and departments of communication should have at least one media psychologist, if not more. The field of media psychology has formed, has developed, and is refining as I write. We need specialist media psychologists, those who have already “done,” to move into teaching.

Where will we find these specialists? Answer: In our very ranks. Last year in the Summer Amplifier issue, education was featured with curricula and bibliographies. Next year for APA Division 46 Media Psychology when I move from Editor of the Amplifier into Program Chair for the 2006 APA Convention, teaching Media Psychology will be a theme. Interested presenters have already started contacting me. Let’s use the Amplifier, the communication tool of the Division, to heighten the profile of Media Psychology education and Media Psychology educators.

We know what to do. Now as well as working “magic” in our therapy and consultation sessions, let’s teach the journalist and the communication specialist. They, in turn, will affect the very quality of our personal lives, so we will truly reap what we sow.

Let us take up the gauntlet thrown by those who would undermine the quality of American life in addition to destroying American lives. We can make America safer, from a psychological point of view. If we do this, then we will have countered terrorism in one of its most fundamental mechanisms—that of spreading havoc and panic among the innocent civilians and in their inner sanctums. If we psychologically bolster journalists and civilians, we all stand more ready to resiliently recoil from whatever attacks are foisted our way.

Remember, our choice is how we deal with disasters, not whether.

Past President’s Reflections
(continued from p. 6)

and collaboration. The BOPN’s major effort is the yearly presentation of Psychologically Healthy Workplace Awards. This project features media as a primary means of publicizing the awards and their criteria, as well as the awards winners. An article featuring this project appeared in a Supplement within the July 24, 2005 issue of Fortune Magazine.

APA, as well as its member psychologists, are paying more attention to and developing better means for getting media involved with bringing to public awareness Psychology’s knowledge and its projects. Opportunities will continue growing for the utilization of Division 46 expertise. As this process continues, specific roles need to continue being created within APA and SPPA projects, out of which the collective expertise held by our Media Psychology members can be utilized.

This Past President’s retrospective view will be concluded in the next Amplifier issue.

APA Disaster Response Network State Coordinators gathered at the State Leadership Conference in Washington in March 2005 (see story on pp. 3, 5).

Join the Membership Committee!

Are you creative? Do you enjoy reaching out to touch someone? Do you like networking with both old and new friends? If so, we want you. The membership committee needs creative “people” persons. The time commitment will be minimal, but the pleasures will be great. Get involved. Our division needs you. Contact me at 917-783-6877 or RBalt@aol.com.

Rochelle Balter, Membership Chair
9-1-1, A YEAR LATER: A REFLECTION

Rich Rosenfield

There is something sacred and surreal about staring into a nearly identical azure sky a year later that evokes a sense of awe at how much we have been suspended in time.

Each of the past 365 days has served as a fragile container for our shock and grief and rage; each day has helped us knit a bond of unity and resolve that has marked a characteristically American response to national tragedy.

We did our very best to honor our dead, celebrate our heroes and tell their stories; these are the most tangible and reassuring signs that goodness did not perish when foreign terrorists penetrated the security of our homeland.

But a year has not been long enough to quell our fear, to temper a lingering anxiety that blankets our land like an invisible shroud, or alter our growing awareness that the legacy of the past year is not limited to place or time.

The legacy of 9-1-1 is more than the horrific images of our sunken fleet on that other day of infamy; it is more than the hollow skeleton of the Federal building in Oklahoma City or the gaping hole in the USS Cole; it is more than the unimaginable human toll of over 3000 lives lost amid the rubble of the fallen towers, the gash in the Pentagon and the debris scattered over a peaceful Pennsylvania countryside.

Now, over a year later, we have learned that the legacy of 9-1-1 is more encompassing; it is a symbolic message chance imposed on our time; it implores us, like a siren’s wail, to search for a deeper meaning beneath the assault to our most cherished sensibilities.

9-1-1 lingers as an eerie call for help; it calls us to wonder and question; it asks us what we have learned from the fragile distance of one year’s time that will sustain our unity and sanctify our pride.

We are reminded, everyday, that our search for security is tentative and incomplete; we are reminded that we, as a nation, have forever lost our innocence and must now live with a heightened vigilance and fear that is slow to rest, a fear that has invaded our consciousness, affected our freedoms and disrupted our way of life.

Perhaps the message of 9-1-1 that remains most visible, a year later, is that we have only just begun to glimpse, as a people, what many experience day by day around the world: anxiety, uncertainty and even despair about what is to come.

But this message is hardly new; it is as old as time; recent events are still emblazoned in our memories; but as these images inevitably begin to fade, perhaps then we will draw strength from what we can remember about our own struggles as a nation when viewed through the prism of time.

The American way of life drew its first breath from our founding fathers; it was their words of inspiration and courage that sparked a war of independence to free us from tyranny; but that triumph, the triumph that became America, secured freedom for some, rather than freedom for all, that triumph produced a sleeping legacy of our own inequalities, inequities that have opened the door to the growth of our own prejudices and hatreds and our own inconsistencies and greed; these are the legacies that may do more than the attacks on our shores to shatter our ideals.

As we continue to grow ever restive about what is to come, let us not forget that the horror of 9-1-1 was far from America’s worst hour; the dead at Gettysburg and Antietam, and so many other battlefields that dot our countryside, remind us of our own bloody war, pitting brother against brother, in a struggle to preserve a nation and end an economic system built on the enslaved backs of our fellow man.

We need to remember, in ways we would rather forget, that there was a time in America when some, in positions of power, were blind to the principle of equality for all and did as much to degrade human rights as today’s Taliban.
We need to remember that the undercurrents of our own shameful legacy of bigotry still reverberate within our land, undercurrents that surface anew in present outcries of fear and lack of tolerance for the diversity that is at the core of what it means to be an American.

Today, as we stand together at the beginning of another year let us not squander the unity and inspiration that 9-1-1 has left in its wake; apart from our grief and mourning, there is a deepening weariness in the land, not because we lack feeling or compassion, but because it is frightening to acknowledge the complexity of what 9-1-1 has revealed about our vulnerabilities and how we need to conduct ourselves as a nation, both at home and around the world.

The legacy of 9-1-1 calls to us to trust our capacity for openness, to foster an honest debate on what is right and what is wrong in America and have the courage to heal our missteps and human failings that threaten our ideals and lessen respect for our way of life.

Our track record, as a nation, is far from clean; abroad, our foreign policy has, at best, lacked consistency and, at worst, has been rife with duplicity and pursuit of self-interest; at home, our government has often been slow to put the American peoples’ need for safety and for health and welfare above the needs of lobbyists and corporations; the legacy of Enron reflects an inner rot within our fundamental systems and the failure of Congress to unite and act wisely on behalf of its constituents, the American people, is a failure born of its complicity and willingness “to be full of sound and fury, signifying nothing.”

9-1-1, a year later, continues to challenge us; life must go on, even as we continue to mourn and try to absorb the threat to our most precious freedoms: life, liberty and the pursuit of happiness; such is the reality we all face, still early in a new millennium.

9-1-1 reminds us that these are still very dangerous times; we are not accustomed to facing an enemy that barely has a face, that knows no borders, that lurks in the shadows and operates in secret across the globe.

Yet, even in the face of threat America ought not be a bully on the world’s stage; our government’s position on Iraq asks the American people to endorse a dangerous escalation of violence on little more than faith, especially when accusations of American hegemony fill the air.

We didn’t need 9-1-1 to know that we Americans have always defended our freedoms and our heritage; what we need most, now, is a dose of humility, not hubris, to balance our pride.

The legacy of 9-1-1, a year later, remains a call for help that deserves our collective attention; we have learned that our might does not always protect us and our enemy is no longer wrapped in the conventional package of nationality; we have learned that our enemy is hatred, poverty and ignorance and mankind’s penchant for self-destruction and its long-lived reluctance to heal old wounds and join together to live in peace.

9-1-1, a year later, affirms unquestionably that the stakes are high; our future generations await the correctness of our actions to strengthen our nation at home and around the world.

And as we ask ourselves “how have our lives changed since 9-1-1?”, a year later, my own answer is clear: each time I look into my infant granddaughter’s eyes and see the face of innocence brimming with a trust that is fresh and fragile, I know, in my bones, now, more than ever, how imperative it is to safeguard our future and decide, as individuals and as a nation, for what values we will continue to proclaim, “united we stand.”

Richard U. Rosenfield
September 15, 2002

For a list of the 100 “most wired” hospitals, please go to:

ARTICLE I
NAME AND PURPOSE

Section 1.01 – Name
The name of this Division shall be THE DIVISION OF MEDIA PSYCHOLOGY, henceforth referred to in this document as “the Division.”

Section 1.02 – Purpose
The purposes and objectives of this Division are to enhance psychologists’ roles in the research, application, training, teaching, and practice of both traditional media and newer information and communication technologies. Traditional media technologies include radio, television, film, video, and print media. Newer information and communication technologies include Internet, telehealth, distance learning, virtual reality, and new developments utilizing the interface between the human mind and machine, including robotics and various forms of brain signal communication and other evolving technologies. The specific objectives of the Division are:

1. To encourage the development of a set of theoretical and practical frameworks for the study and practice of media psychology, the new technologies, and their interface/interaction with psychology and with psychological issues.
2. To support research on the effects of traditional and newer media technologies on the public, and on the effectiveness of traditional and newer media in transmitting psychological information to the public.
3. To assist psychologists and APA Divisions with efforts using traditional and newer media technologies, and to transmit psychological knowledge to the public regarding psychological services for effecting behavior change to those individuals seeking to improve their quality of life physically, emotionally, and environmentally.
4. To train psychologists to more effectively use all forms of media, for the transmission of information to the public about the science and profession of Psychology, and about the impact of the newer technologies on human behavior and interactions.
5. To collaborate with APA in media training activities, in the Media Referral Service, and with projects in the public education domain.
6. To collect and contribute to information on telehealth, nanotechnology, humanoid robotics, new technologies and other issues pertaining to media psychology.
7. To encourage adherence to the ethical standards and guidelines of the APA in conducting research on the media and in the use of media for transmission of psychological information and services to the public.

ARTICLE II
MEMBERSHIP

Section 2.01 – Classes of Membership
Membership in the Division shall consist of six categories: Fellows, Members, Life Members, Associate Members, Affiliate Members, and Students. Wherever “Member” appears in these Bylaws, it is intended to include “Members,” “Fellows” and Life Members, unless otherwise specified. Only full members of APA may vote and hold office in the Division.

Section 2.02 – Definition and Qualifications for Members
To be eligible for membership, one must be a full member, associate, or student member of the American Psychological Association (henceforth referred to as APA). An Affiliate member shall be a non-APA member who has a substantial professional interest in psychology, communications, and the media.

1. “Fellows” and “Members” shall be those who are also Members or Fellows of APA and who are elected as Division Members in accordance with the provisions of Section 5 of Article 11 of the APA Bylaws.
2. “Associate Members” shall be those who are also Associate members of the APA and who are elected as Associate members in accordance with the provisions of Section 7 of Article II of the APA Bylaws.

3. “Affiliate Members” shall be members who, by reason of their competence in media and/or media psychology, wish to participate with the Division in the attainment of its objectives, but who do not hold membership in APA. Eligibility for affiliate membership shall generally require a post-graduate degree from a recognized institution in a field related to the interests of the Division.

This category will be comprised of members of the mental health sciences or professions, communications departments, media-related departments, or those in the entertainment field whose work and/or interests address the various media technologies. Affiliate members must meet those qualifications established by the professions or institutions with which they are associated, and where applicable, must be licensed in their respective professions.

Section 2.03 – Qualifications for Fellow Status
To be eligible for nomination by the Division to APA Fellow status a person must:

1. Meet the minimum standards for Fellow status established under the APA Bylaws;
2. Have been a Member of the Division for at least two years;
3. Have made a significant contribution to the research, theory, leadership or practice of Media Psychology;
4. Be actively engaged in advancing the goals of the Division; and
5. Be endorsed by three APA Fellows, including two Fellows of the Division

Section 2.04 – Qualifications for Life Member Status
“Life Members” shall be members who are age 70 or over, who have maintained themselves in good standing in APA or the Division for 25 years, and whose Division dues will therefore be waived. They shall have all the rights and privileges of full membership.

Section 2.05 – Qualifications for Student Member Status
“Student Members” shall be APA student members and shall submit proof of full-time study in an APA-approved graduate program. Student members have all the privileges of regular membership, but may not hold office or vote.

ARTICLE III
MEETINGS OF MEMBERS

Section 3.01 – Place and Time of Annual Membership Meeting
There shall be one meeting per year that is designated as the Annual Membership Meeting, which will be held at the annual convention of the APA. There shall be two meetings of the elected Board of Directors – one, to be held in February or March, and one, to be held at the APA Convention. The Mid-year meeting may, by the President’s decision, be held by conference call.

Section 3.02 -Special Meetings
1. Special meetings of members may be called at any time by the Board of Directors, the President, or ten percent (10%) or more of the members.
2. If a special meeting is called by members other than the President or the Board of Directors of the Division, the request shall be submitted in writing by such members, specifying the specific nature of the business proposed to be transacted, and shall be delivered personally or sent by registered mail to the President, President-Elect, or the Secretary of the Division. The officer receiving such a request shall cause notice to be promptly given to the members entitled to vote in accordance with the provisions of these Bylaws. If a majority of members of the Division approve a special meeting, the date of such a meeting will be announced to the full membership within 20 days of approval.
3. Special meetings shall require 30% of voting members be present to constitute a quorum and transact business. When a special meeting is called, it may deal only with the matter for which the meeting has been called, and no other business may be transacted.
4. Special Executive Committee and/or Board of Directors meetings may be convened, at any time needed by the President. These may consist of telephone conference calls.

Section 3.03 – Conduct of Meetings
Keesey’s Modern Parliamentary Procedures will be followed in the conduct of meetings, where not covered by these By-laws.

ARTICLE IV
VOTING

Section 4.01 – Eligibility to Vote
1. Persons entitled to vote at any meeting of members shall be Members, Fellows and Life members.
2. The affirmative vote of a majority of the members represented at a Board or Membership meeting, entitled to vote and voting on any matter, shall constitute the act of the members.
3. Resolution of a tie vote: On any matter properly put before the membership for a vote, including the election of officers, the President may exercise a single, tie-breaking vote where the matter would otherwise go unresolved due to the same number of votes having been cast for competing alternatives.

ARTICLE V
BOARD OF DIRECTORS

Section 5.01 – Powers of the Board of Directors
All business of the Division of Media Psychology shall be conducted by the Board of Directors with as much input as possible sought from the Chairpersons of Division Committees and other Division members.”

Section 5.02 – Number, Qualification, and Election of Directors
5.02a. The Board of Directors shall consist of the elected officers of the Division: President, President-Elect, Past President, Secretary, Treasurer, APA Council Representative(s), and 6 Members-at-Large. All Directors shall assume office on the first day of the calendar year after they have been duly elected by the membership.

• 5.02b. The officers shall consist of President, President Elect, Past President, Secretary and Treasurer (Chief Financial Officer.)
• 5.02c. The Executive Committee shall consist of the President, President-Elect, Past President, Secretary, and Treasurer.
• 5.02d. The annual election shall be held each year, in conjunction with all APA Division, State, Provincial And Territory elections. Winners for President-Elect, Secretary, Treasurer, and APA Council Representative shall be the nominees who obtain a simple majority if two candidates are vying for the position in question, or a plurality if there are multiple candidates for said position. For the Member-at-Large positions, those candidates shall be elected who receive the largest number of votes, in descending rank of number of votes received depending on the number of positions open.
• 5.02e. The term of the offices of President, President-Elect, and Past President shall be for one year each, with the President-Elect succeeding to President and Past President with no additional election needed, unless for any reason that person is unable to fulfill this three year succession.
• 5.02f. The terms of the Secretary and Treasurer shall be for three years.
• 5.02g. The Division’s APA Council Representative(s) shall be elected in accordance with APA requirements.
• 5.02h. There shall be six Members-at-Large, each serving three year terms.
Section 5.03 – Duties of the Officers and Representatives

- 5.03a. President: The President shall exercise general supervision over the affairs of the Division. S/he shall preside at all meetings of the members of the Board of Directors and shall serve ex-officio on all standing committees.
- 5.03b. President-Elect: The President-Elect shall assume the duties of the President in the absence of the latter and shall serve as Chairperson of the Nominations Committee. In addition, the Pres-Elect shall have such additional duties as may be designated by the Board of Directors.
- 5.03c. Past President: The immediate Past President shall serve as Chair of the Awards Committee and shall assume the duties of the President in the absence of the President and President-Elect.
- 5.03d. Secretary: The Secretary shall keep minutes of all meetings and maintain all corporate records. S/he shall serve as archivist and see that copies of all records are available as the need arises. The Secretary will send minutes to Board members and handle other correspondence as necessary, and work with the Division President and APA central office staff.
- 5.03e. Treasurer: The Treasurer shall work in careful coordination with APA Division Services. He or she shall serve as custodian and shall be accountable for all Divisional funds and financial issues, as the Division’s chief financial officer. The Treasurer shall be a member of the Division Finance Committee. The Treasurer will work with the President and President-Elect to prepare a projected annual budget, which will be presented to the Board for approval at the Mid-winter meeting. The Treasurer shall present semi-annual summaries of the financial standing of the Division to the Board. Together with the Finance Committee, the Treasurer is responsible for overseeing the Division’s reserve funds.
- 5.03f. APA Council Representative(s): The Division’s Representative(s) to the APA Council of Representatives shall be a member of the Division’s Board of Directors and is expected to attend all official meetings of the Division 46 Board, as well as all meetings of the APA Council of Representatives.
- 5.03g. Members-at-Large: The six Members-at-Large are each expected to chair or co-chair a major committee or task force.

Section 5.04 – Unfulfilled Officer/Director Terms

In the event of the resignation or death of an elected officer or director, the President shall appoint a successor to fulfill the unexpired term of that person, with the approval of the remaining Board members.

ARTICLE VI
COMMITTEES

Section 6.01 – Standing Committees, Chairs, and Functions

All Committee Chairs are appointed annually by and serve at the pleasure of the President. Committee Chairs who are not Members-at-Large shall be ex-officio members of the Board of Directors, but shall not have voting rights. Each Committee Chair is expected to make semi-annual reports to the Board of Directors on its goals, activities, and progress.

Section 6.02 – Ad Hoc Committees and Task Forces

Ad Hoc Committees and Task Forces may be appointed at the discretion of the president.

Bylaws Committee

The Bylaws Committee may be constituted by the President, at any time as an ad hoc committee when needed, and may be dismissed by the President, once its specific mission has been accomplished. Its broad mission is to propose changes to the Board of Directors that will work toward improvement of the Division’s Bylaws. It will also solicit input from the membership about such changes. Proposed changes to the Bylaws are handled procedurally as indicated below in Article IX.
Section 6.03 – Missions of Standing Committees
The following standing committees have been appointed and have as their duties:

1. Membership Committee
The Membership Committee oversees all Division membership issues. It is responsible for changes to the membership brochure, devising strategies for gaining new members and retaining current members, as well as dealing with any procedural issues related to membership. It is expected to coordinate closely with APA Division Services. Its specific charge is to add to the Division’s membership numbers. The membership Committee will strive to recruit members of diverse populations.

2. Fellows Committee
The Fellows Committee shall deal with all issues and procedures related to selecting Division 46 Fellows. The Committee is responsible for soliciting Fellows nominees, evaluating their qualifications, verifying that they meet APA Fellows criteria, and then recommending them to the Board for final approval. The Fellows Committee Chair is responsible for all communications between the Committee and the nominees.

3. Nominations and Elections Committee
The Nominations and Elections Committee shall be responsible for all Division elections. The Committee shall consist of the President-Elect who shall serve as Chair, and the Committee members shall be the other officers serving on the Executive Committee. Any Committee member who is an active candidate for any Division office must disqualify himself/herself from service on the Committee in the year of that individual’s candidacy. The Chair is responsible for issuing a call for nominations so that it reaches Division members in a timely fashion. The Nominations Committee will strive to recruit members from diverse groups to stand for election. The call for nominations will appear in the Amplifier or may be sent by special mailing to all Division members. The Chair will forward the names of the nominees to APA following Board approval of all candidates at the Midwinter meeting. After the election, the Chair shall be responsible for notifying the candidates and members of the Division of the election results.

4. Awards Committee
The Awards Committee shall deal with all issues and procedures related to awards. The Chair of the Awards Committee shall be the Past President. If a Committee Member is also the candidate for an award, that person must disqualify himself/herself from the Committee for the year in which she/he is nominated. Each year, the call for awards will be published in the Amplifier in a timely manner so that the membership has an opportunity to participate in the process.

5. Ethics Committee
The Ethics Committee shall provide general education to psychologists regarding how to work with any form of the media in a responsible, professional manner. To aid in this endeavor, the committee shall compile, regularly review, update, and distribute educational materials, documents and books, and also offer APA convention presentations and more direct opportunities for questions and guidance. The Ethics Committee will endeavor to respond to inquiries from psychologists and students regarding ethical questions in Media Psychology.

6. Program Committee
The Program Committee shall have the responsibility of planning the Convention Program and Social Hour for the Annual APA Convention, as well as for any other meetings the Division may hold which involve program presentations.

7. Editorial Policies & Guidelines Committee
   1. The Editorial Policies and Guidelines Committee will, with Board Input and approval, establish, codify, and implement divisional policies, procedures, and guidelines about all editorial matters, broadly defined, related to division-sponsored media. The Committee serves as advisor to the Amplifier Editor, and the Website and Listserv Administrator, as needed. The Committee regularly reports its activities and deliberations to the Board, and brings to the Board’s attention any relevant matter, for deliberation and approval.
2. The Committee shall consist of the Chair, the Amplifier Editor, the Website & Listserv Administrator, the Publications Board Chair, at least one elected Board member (if not already represented), and at least one divisional member who is not on the Board.

3. The Committee’s recommendations will be presented to the Board for review, discussion, and approval. The Committee serves an advisory function to the Board. The Board establishes the Division’s editorial policies and guidelines.

8. Finance Committee
1. The Finance Committee will assist the Treasurer in preparing the Annual Budget, with input from Committee Chairs, monitor and make changes in the Division’s reserve funds investments, and, in general, advise the Board about any matter involving finances, investments, disbursements, or divisional income.
2. The Committee shall consist of the Chair (who is a Member-at-Large) appointed by the President, Treasurer, President, Past President, and the President-Elect.
3. The Committee will inform the Board about its deliberations, and present recommendations to the Board. The Committee serves an advisory function to the Board, which must establish the Division’s financial policy and guidelines.

9. Publications Committee
The Publications Committee shall oversee the Division’s publications, including journals, newsletters and books. The Chair of the Publications Committee may be a Member-at-Large of the Board. The President may appoint a Chair for the Publications Committee who is not a member of the Board. In such cases the Chair would serve an ex-officio member of the Board and not have voting rights. The Publications Committee shall make semi-annual reports to the Board concerning its activities.

10. Telehealth and New Technologies Committee
The Telehealth and New Technologies Committee shall educate and update the Division membership and other psychologists regarding the impact of new technologies on developments in telehealth as they relate to the Media. The Committee shall advise the Division membership and other psychologists regarding such areas as robotics, interactive modalities, and other new developments as they relate to psychology and media.

11. Media Watch Committee
The Media Watch Committee shall monitor media portrayals of mental health professionals in TV, film, electronic media and books. The Committee shall nominate and present to the Board for approval, candidates for the Shirley Glass Golden Psi award.

12. News Media, Public Education, and Public Policy Committee
The News Media, Public Education and Public Policy Committee shall promote excellence in the dissemination of psychological information and research via the news media, particularly as it relates to social issues. In addition, the News Media, Public Education, Public Policy Committee developed the News Media Recognition Award for excellence in the reporting of psychological information and research. It is the responsibility of the Committee to nominate and accept nominations of candidates, to determine the recipient, and to present the award.

13. Student Committee
The Student Committee shall provide input regarding any matter that is student-related. This Committee deals with all interactions with APAGS. The Chair of this Committee will serve as the Division’s official representative to the APAGS Student Representative Network.

14. Long-Range Planning Committee
The Long-Range Planning Committee shall work toward clarifying a vision and mission for the Division looking ahead
five years. Serving on this Committee, in addition to other members, will be the Division 46 President, the President-Elect and the Past President. The Committee will report its findings annually. The Long-Range Planning Committee may ask the Board to consider specific agenda items generated by the Committee to reflect special priorities having importance for the year in question.

15. Newsletter Editor and Website/Listserv Administrator/Chair
The Newsletter Editor and Website Chairs shall be appointed by the President and serve as ex-officio members of the Board, without voting rights. These individuals are responsible for the routine dissemination of information to the membership via print and electronic means. They shall make semi-annual reports to the Board about their ongoing activities and progress.

ARTICLE VII
RECORDS AND REPORTS

Section 7.01 – Maintenance and Inspection of Records
1. Records
The Division shall keep adequate and correct books and records of accounts; minutes of all meetings of the Board, membership, and committees; and a record of its members containing their classes of membership, names and addresses.

2. Place of Maintenance
The accounting records, and minutes of all annual membership, Board and Committee meetings shall be kept by the Secretary. All Division records are to be transferred to the next Secretary, upon conclusion of a term of office.

3. Inspection
All Division records except those containing confidential information shall be open to inspection on written demand by any Division member, for a purpose reasonably related to the Division’s interests and appropriate for member inspection. The member seeking inspection shall give reasonable notice of at least 2 business days from the time of the request for the records to be made available. The inspection may be made in person or by an authorized agent or attorney of the member, and shall include the right to make a copy and make extracts of said material. A member of the Board shall be present at said inspections. If the record is found to be inaccurate, the Board may be petitioned to officially change the record.

4. Inspection by Directors
Every Member of the Division Board of Directors shall have the right to inspect all books, records, and documents and the physical properties of the Division.

ARTICLE VIII
DUES AND ASSESSMENTS

Section 8.01 – Payment of Dues: Time
The annual dues shall be payable on or before January 1st of each year and shall cover the period from January 1st through December 31st. Members joining during the year will pay full dues through August, and no dues for that year, if joining after August 31. Dues shall be paid in accordance with APA procedures.

Section 8.02 – Review and Determination of Dues
Dues will be reviewed and recommended annually to the Board of Directors by the Membership Chair, in consultation with the President. Members, Fellows, and Associate members will pay one hundred percent (100%) of the annually determined dues. Life Members will be dues-exempt. Student members will pay fifty percent (50%) of the annual dues. All decisions regarding dues, initiation and reinstatement fees and assessments are subject to the approval of the Board of Directors, following review and recommendations by the Finance Committee.
**Section 8.03 – Non-Payment of Dues**
Members in any dues-paying category who have not paid their dues and late payment fee prior to the date required by APA for payment of dues will be considered as having resigned and will immediately be dropped from membership. Members in any category who have resigned from participation through non-payment of dues may be reinstated only upon payment of the current year’s dues.

**ARTICLE IX**
**AMENDMENT OF BYLAWS**

**Section 9.01 – Amendments and Ratification**
Proposed Bylaws amendments shall be passed by a majority vote of the Board of Directors before being submitted to the membership for a vote. All changes to the Bylaws will be in writing, and mailed to the voting members.

**Section 9.02 – Required Votes**
Bylaws may be amended and when ratified, the amendment shall have the force of Bylaws. Written approval of a two-thirds majority of the members voting is required for amendment or repeal of a Bylaw. Alternatively, the Board of Directors may also make minor changes to the Bylaws with a unanimous vote. The dissent of one Board member would then require a membership vote, in order to approve a change in the Bylaws.

**ARTICLE X**
**PROGRAM OF ACTIVITIES**

**Section 10.01 – Type and Scope of Activities**
The Division of Media Psychology may undertake such programs of research, sponsorship of publication, and other appropriate activities as approved by the Board of Directors.

**Section 10.02 – Authorization**
1. The Board of Directors of the Division shall appoint special committees as necessary to oversee or carry out such projects.
2. Any member of the Division may submit a proposal for research, publications, or other activities to the Board of Directors of the Division. The Board shall also have the authority to initiate suggestions. Publications requiring APA approval shall be submitted to the appropriate body by the Division’s Board of Directors.
3. The Board may recommend such proposals as it deems appropriate for sponsorship, along with the supporting budgetary allocations, to the Association for approval.

**ARTICLE XI**
**USE OF THE NAME OF THE DIVISION**

**Section 11.01 – Limitations**
1. No member, committee, or subgroup of members of the Division may take any action or issue any statement in the name of the Division without prior Board approval. The Board of Directors may authorize a committee, member or subgroup to take actions or issue a statement in its name.
2. Participation or membership in the Division is not to be construed as evidence of qualification or competence to practice Psychology or to provide services to the media.
1. What does this common saying mean? “Life changes on a dime.”

- 0 pt. response: If someone gives you a dime, you can buy something OR a dime isn’t worth what it used to be?
- 1 pt. response: Don’t step in front of a moving train
- 2 pt. response: Major events, such as a serious medical condition, unemployment, a malpractice lawsuit or licensing board complaint can occur at anytime
- 3 pt. response: Life is governed by unforeseen very small events, just like a dime is a small coin. They can change your life forever and you need to be prepared.

If you scored 3 points, congratulations!
You understand the potential impact of life’s uncertainties. Now you need to assess if you have put this understanding to good use.

Be Prepared
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DIVISION OF MEDIA PSYCHOLOGY • 2005 BOARD DIRECTORY

President
Peter L. Sheras, PhD
Curry Programs in Clinical & School Psychology
University of Virginia
405 Emmet Street
P.O. Box 400270
Charlottesville, VA 22904-4270
Phone: (434) 924-0795
FAX: (434) 977-5392
pls@virginia.edu

President-Elect
Charles D. Spielberger, PhD (04-05)
Psychology Department
University of South Florida
4202 East Fowler Avenue
PCD 4118G
Tampa, FL 33620-8200
Phone: (813) 322-0348
Fax: (813) 322-0397
spielber@chumal.cas.usf.edu

Past President
Louis A. Perrott, PhD
3635 Manassas Drive
Roanoke, VA 24018
Phone: (540) 989-8896
FAX: (540) 989-8893
loupero@infionline.net

Secretary
Pauline Wallin, PhD
201 S. 32nd Street
Camp Hill, PA 17011
Phone: (717) 761-1814
FAX: (717) 761-1942
Email: drwallin@dwallin.com

Treasurer
Alexandria M. Weida, EdD
3 Skopoulos Cir
Andover, MA 01810-0527
Phone: (978) 488-4647
Fax: (978) 488-4647
amweida@netzero.net

APA Council Representative
Lenore E. Walker, EdD (05-07)
3595 Sheridan St Ste 105
Hollywood, FL 33021
Phone: (954) 322-0348
Fax: (954) 322-0397
DrLEWalker@aol.com

Members-at-Large
Rochelle M. Balter, PhD (05)
420 E. 72nd Street
New York, NY 10021
Phone: (212) 472-5035
Rhalt@aol.com

James H. Bray, PhD (04-05)
Dept. of Family & Community Medicine
Baylor College of Medicine
3701 Kirby Drive, 6th Floor
Houston, TX 77098
Phone: (713) 798-7751

FAX: (713) 798-7789
jbray@BCM.TMC.EDU

Irene Deitch, PhD (05-07)
Psychology Dept. –4s214
CUNY Col of Staten Island
Staten Island, NY 10301-4543
Phone: (718) 982-3771
FAX: (718) 273-0990
deitch@postbox.csi.cuny.edu

Lilli Friedland, PhD, ABPP (05-07)
2080 Century Park East
Suite 1403
Los Angeles, CA 90067
Phone: (310) 553-6445
FAX: (310) 553-3009
lilif@aol.com

Florence Kaslow, PhD, ABPP (04-06)
128 Windward Drive
Palm Beach Gardens, FL 33418
Phone: (561) 688-6530
FAX: (561) 625-0320
kaslowsfs@worldnet.att.net

Kate Wachs, PhD (05-06)
875 N. Dearborn, Suite 200
Chicago, IL 60610-3386
Phone: (312) 664-4339
FAX: (312) 337-5781
dokr@tamu.edu

COMMITTEE CHAIRS
Newsletter
Mary Gregerson, PhD
220 S. Washington Street
Alexandria, VA 22314
Phone: (703) 549-6000
FAX: (703) 548-2420
oltowne@aol.com

Finance Committee Chair
Charles D. Spielberger, PhD (04-05)
Psychology Department
University of South Florida
4202 East Fowler Avenue
PCD 4118G
Tampa, FL 33620-8200
Phone: (813) 974-2342
FAX: (813) 974-4617
spielber@chumal.cas.usf.edu

Nominations
Charles D. Spielberger, PhD (04-05)
Psychology Department
University of South Florida
4202 East Fowler Avenue
PCD 4118G
Tampa, FL 33620-8200
Phone: (813) 974-2342
FAX: (813) 974-4617
spielber@chumal.cas.usf.edu

Publication Board Chair
Florence Kaslow, PhD, ABPP
128 Windward Drive
Palm Beach Gardens, FL 33418
Phone: (561) 688-6530
FAX: (561) 625-0320
kaslowsfs@worldnet.att.net

Telehealth and New Technologies Chair
Meredith Cary, PhD
1325 18th Street, NW, Ste 209
Washington, D.C. 20036
Phone: 703-413-1641
FAX: None
drcary@vaزوнее.нет

Awards Committee Chair
Louis A. Perrott, PhD
3635 Manassas Drive
Roanoke, VA 24018
Phone: (540) 989-8893
FAX: (540) 989-8893
loupero@infionline.net

Convention Program Chair
James H. Bray, PhD
Dept. of Family & Community Medicine
Baylor College of Medicine
3701 Kirby Drive, 6th Floor
Houston, TX 77098
Phone: (713) 798-7751
Fax: (713) 798-7789
jbray@BCM.TMC.EDU

Convention Program Co-Chair
Jean Cirillo, PhD
27 Fairview Street
Huntington, NY 11743
Phone: 516-795-0631
Fax: 516-795-0631
jeacirillo@aol.com

Ethics Chair
Kate Wachs, PhD (05)
875 N. Dearborn, Suite 200
Chicago, IL 60610-3386
Phone: (312) 664-4339
FAX: (312) 337-5781
dokr@tamu.edu

Fellows Chair
Gloria Behar Gottsegen, PhD
22701 Meridiana Dr
Boca Raton , FL 33433-6310
Phone: (561) 393-1266
Fax: (561) 393-2823
Email: ggottsegen@aol.com

Media Watch Chair
Harriet T. Schultz, PhD
2524 Nottingham
Houston, TX 77005
Phone: (713) 526-4342
FAX: (713) 526-4339
htschultz@msn.com

Membership Chair
Rochelle M. Balter, PhD
420 E. 72nd Street
New York, NY 10021
Phone: (212) 472-5035
Rhalt@aol.com

News Media, Public Education, Public Policy
Elizabeth K. Carl, PhD
4 Bittersweet Court
Centerport, NY 11721
Phone: (631) 754-2424
FAX: (631) 754-5032
eccarl@optonline.net

Editorial Policies and Guidelines Chair
Helen Friedman, PhD
7750 Clayton Road, Suite 210
St. Louis, MO 63117
Phone: 314-781-4500
Fax: None
hfriedman5@earthlink.net

Website and Listserv Administrator
Richard Bedrosian, PhD
184 Otis Street
Northborough, MA 01532
Phone: 508-393-5638
Fax: 508-393-3671
rbdrosian@MySelfHelp.com

Long Term Planning Chair
Lilli Friedland, PhD, ABPP
2080 Century Park East
Suite 1403
Los Angeles, CA 90067
Phone: (504) 862-3006
FAX: (504) 865-5544
fkoeing@tulane.edu

Student Committee
June Wilson, MA
1120 Clark Way
Palo Alto, CA 94304-2371
Phone: (650) 723-5353
June.wilson@medcenter.stanford.edu

Historian
Fred Koenig, PhD
Rm. 220, Newcomb Hall
Tulane University
New Orleans, LA 70118
Phone: (504) 862-3006
FAX: (504) 865-5544
fkoeing@tulane.edu

Authoritative website for the Division of Media Psychology in 2005.
The Amplifier is the official newsletter of APA Division 46, Media Psychology, and is published four times this year (Spring, Summer, Fall, and 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, Mary Banks Gregerson, PhD, by e-mail at oltowne@aol.com. Submissions must be received by March 1 for Spring issue, April 15 for the Summer issue, July 15 for the Fall issue, and September 15 for the Winter double issue. Authors should ensure that their manuscripts comply with all APA publication and ethical guidelines.

Invite a Friend to Join Division 46

Know someone who should belong to the Division of Media Psychology? Ask them to send this form to: Division 46 Administrative Office, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242 to get more information. Or they can call 202-336-6013 or email kcooke@apa.org for an application.

Name
Address
City State Zip