

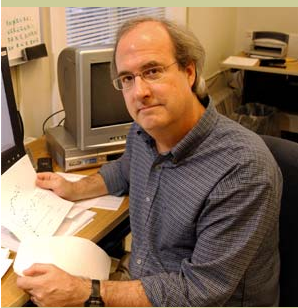


The Behavioral Neuroscientist and Comparative Psychologist

Division 6, American
Psychological Association

Editor

David J. Bucci, PhD
Dartmouth College



**Mark Bouton, PhD
Division 6 President**

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Volume 24, Issue 2

Summer/Fall, 2009

Finding a niche for Division 6 in the larger community of behavioral neuroscientists and comparative psychologists

Mark Bouton, Division 6 President

It is an honor and a privilege to serve as the Division 6 President this year. I look forward to working with all the new (and old) members of the Executive Committee, who are identified in other places in this issue of the newsletter. I want to give a warm and special thanks to Nancy Dess, our Past-President, for her energy and hard work over the past year—it will also be a pleasure to continue working with Nancy.

These are interesting times for the scientific divisions of the APA. According to statistics that Nancy Eisenberg (President of Division 7, Developmental) recently shared with other division presidents, a surprising percentage of members of the scientific divisions are now over 50 years of age. For example, in Nancy's own Developmental Psychology division, only 21.5% of the members are under 50. For Divisions 1 (General) and 3 (Experimental), the percentages are 6.4% and 12.4%, respectively. And for our own division, the percentage of members who are under 50 is 12.5%. These data need to be interpreted in the context of APA membership as a whole; APA itself is aging (currently only about 27% of APA members are under 50). But membership in the scientific divisions is not especially strong to begin with, and APA's appeal to younger scientific psychologists in particular seems clearly challenged.

This isn't news, of course, and the state of affairs has many causes. Many scientists now find intellectual homes in other professional organizations, membership in APA is not cheap, and many of the issues APA seems to tangle with are connected with the clinical profession. But during my brief tenure as President of the division, I would like to begin the process of coming to grips with the issue in a new way. Those of us who are active in Division 6 (and in other scientific divisions) believe that APA still does good things for scientists, for example, by representing the interests of animal research before congress and governmental agencies. Because of activities like this, the larger community of behavioral neuroscientists and comparative psychologists that exists outside of APA benefits from Division 6's ties with APA. Over the next couple of months I hope to work with APA's

Science Directorate to develop a place, presumably on their website, where all this will be spelled out succinctly. That way, we will have a url to send our colleagues to when they ask why it still makes sense to be involved in APA as we enter the second decade of the new century.

But more important, what I think the division needs to do is find a niche or function or service that it can develop and provide to the larger community of behavioral neuroscientists and comparative psychologists. As a modest start, over the next few months, David Bucci (our new webmaster and newsletter editor), a few members of the Executive Committee, and I hope to start enhancing the division's website in ways that will be more useful to that community. For instance, we are considering modernizing and enhancing the member list on the website so that it provides a searchable database that includes each individual's research interests and expertise in a way that will facilitate collaborations and attract prospective graduate students. We expect that the entries on the new list will also link to each member's own websites—to further facilitate attraction of graduate students. We will also explore other new features, such as archives of good teaching ideas, links to videos useful in teaching, ethics resources, and so on.

These ideas are in their early stages of development, and I expect that the process will be incremental. But in the meantime, please feel free to share with me your own ideas—website or otherwise—on how we can “tool” the Division to provide a service or resource that will further benefit the community of behavioral neuroscientists and comparative psychologists at large. Please e-mail me (mark.bouton@uvm.edu) or call me (802 656-4164) with your ideas. I will be reporting back in future issues.

Meanwhile, have an excellent Fall semester.

Warm regards, Mark Bouton

Division Officers & Committees 2009-2010

President: Mark Bouton
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Membership & Growth: Jonathon Crystal
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Introducing new Division 6 Officers

Secretary-Treasurer, Mary Cain is an Associate Professor in the Psychology Department at Kansas State University. She completed her graduate training with Bruce Kapp, PhD. at the University of Vermont and her post-doctoral training with Mike Bardo, Ph.D. at the University of Kentucky. She studies how individual differences in response to novelty and environmental enrichment affect Pavlovian conditioning and the response to drugs of abuse.



Membership & Growth Chair, Jonathon Crystal is a Professor in the Neuroscience and Behavior Program at the University of Georgia. His research focuses on animal models of cognition, including episodic memory, metacognition, and time perception.



Program Committee Chair, Jeansok Kim is currently a Professor in the Department of Psychology and Program in Neurobiology and Behavior at the University of Washington. His research focuses on neurocognitive effects of stress as studied through fear and eyeblink conditioning;



Division Historian, Gary Greenberg is Professor Emeritus at Wichita State University where he taught for over 40 years. While "retired" he is teaching at University of Illinois - Chicago and working on a book with Richard Lerner of Tufts, "The heredity hoax." <http://webs.wichita.edu/?u=psychology&p=/people/faculty/greenberg/>



Newsletter Editor/Web Manger, David Bucci is an Associate Professor in the Psychological and Brain Sciences Department at Dartmouth College. His research focuses on neural substrates of classical conditioning and interactions between attention, learning, and memory.



Student Representative, Drina Vurbic is a 3rd year grad student and is interested in exploring learning and memory with a translational perspective. In Mark Bouton's lab, she has continued on the path she began as an undergraduate working with Brian Thomas at Baldwin-Wallace College. Her current work investigates processes of Pavlovian conditioning and extinction that play a significant role the development and treatment of psychological disorders. She is thrilled to serve as Student Rep and have the opportunity to engage student members in furthering the mission of APA.



Fellows Chair, Mark Stanton is a Professor of Psychology at the University of Delaware and interested in the developmental psychobiology of learning and memory and its applications to developmental neurobehavioral disorders.



Awards Chair, Cody Brooks began his education in psychology at Gettysburg College, where he became interested in competing learning theories, Pavlov, the hippocampus, and flavor aversion. He went on to earn his Ph.D. with Mark Bouton at UVM. After a subsequent 4-year stop at Fresno State, he is in his tenth year at Denison University. Cody continues to work on animal models of relapse, with mainly Pavlovian conditioning methods, and doing a lot of teaching. He was recently elected an APA Fellow.



Member-at-Large, Mary Meagher is a Professor of Psychology and Cornerstone Faculty Fellow at Texas A & M University. Her research focuses on the role of stress and emotion in health, with an emphasis on pain and immune-related diseases.



President-Elect, Gordon Burghardt

As President-elect of Division 6 I would like to introduce myself and provide a few comments and requests. I am a long-time APA and Division 6 member. My focus has been more on the ethological and comparative sides of animal behavior than physiological, but I have strong interests there also, especially in both the chemical senses and animal play behavior. I am a professor in the departments of Psychology and Ecology & Evolutionary Biology at the University of Tennessee, although my primary appointment is in Psychology. Currently I am also editor of the Journal of Comparative Psychology. In the past I have edited Animal Learning & Behavior and Ethology and served as president of the Animal Behavior Society.

I think that in many ways both neuroscience and comparative psychology are becoming increasingly relevant to the other areas of psychology, though I think that most of them do not yet realize this. This lack of recognition is perhaps more true of comparative psychology, where recent studies can refine, question, and even revamp traditional received wisdom in many areas targeted by other APA divisions such as development, personality, gender, social, family, clinical, evolution, cognition, ethics, addiction, and religion. We need to come up with more creative ways of seeing our work not only used but acknowledged as derived from studies on non-human species. I am also concerned with the lack of knowledge of Division 6 areas in many graduate students being produced today. This came home to me starkly when I attended a "Meet the Editors" reception hosted by the APA graduate student association at the Toronto APA meeting this August. What seems to pass as a 'biological' requirement in many programs, especially in clinical and counseling, is often really rather minimal

and superficial in many cases. Undergraduate majors also often seem to be able to get degrees without an appreciation of what we do. I welcome comments and suggestion, regardless of whether you think this is a problem or not.

Related to this is the recent financial crisis hitting APA, which is causing major cuts in some areas of the organization. Journals are being cut severely. My budget for the JCP was just cut 50% for this year and even more for 2010. This will cause problems at several levels. Without full transparency as to the financial situation facing APA and the ability of stakeholders to at least advise and comment on major changes in advance, I fear that the movement of APA from a scientific and scholarly focused organization to an almost completely commercially driven professional support outfit may become irreversible. As some of you may know, Ludy Benjamin, a long-term stalwart and active editor, author, and officer of APA, has just resigned from APA and is returning his awards due to the shabby treatment and underhanded way cuts were made in support for the history archives, in addition to the torture accepting attitudes by APA before the membership voted to ban such participation. While this may be an exceptional situation, I want to make sure that what presence and influence we have in APA remains.

However, it is our scientific fields that I most want to foster and the current leadership of the Division shares this goal. One of my duties for the coming year is to appoint some committee chairs. If anyone is interested in serving Division 6, including graduate students, please let me know. The next meeting in San Diego is not that far away!



"In many ways both neuroscience and comparative psychology are becoming increasingly relevant to the other areas of psychology, though I think that most of them do not yet realize this"

Reflections of a Past-President

Nancy Dess



“In the late 1980s, a rat changed my life.”



Past President Regresses

I write this piece having just passed the Division 6 Presidential baton to Mark Bouton’s capable hand. Pausing to reflect takes me back, way back, to childhood... I do not regress in a Freudian sense; my eye is more on the future than the past. I muse, not for the first time, about my changing relationship with statistics and what it leads me to hope lays over the horizon for our scholarly community.

I grew up believing I was bad at math. That bit of self schema was not entirely irrational. I still have some trouble with on-the-spot arithmetic, for instance. Mostly, though, the belief derived from received wisdom that girls aren’t good at math – even Barbie has opined, “Math class is tough!” In college, I barreled through Intro Statistics by brute force with no expectation of understanding. In graduate school, my wonderful statistics professor, Ray Collier, loved his subject and punctuated pivotal points with a WHACK of his prosthetic hand on the chalkboard. His passion and the infinite patience of Bruce Overmier notwithstanding, I persevered in approaching statistics computationally and with trepidation. Oh, what I was missing.

Milo and Me

In the late 1980s, a rat changed my life. Dick Anderson, a pal of mine, recently named him Milo. Milo hated saccharin. A 20-year selective breeding project on high- versus low-saccharin consuming rats ensued. My decision to follow Milo (My- Low, get it?) rather than excluding him as an outlier has made the difference. What difference did it make?

“Error” terms in a fresh light. I knew, of course, that statistical error terms quantify unexplained variance, not “mistakes.” Milo gave a whole new meaning to error terms. He exploded mine. Why? Unexplained variance is not *unexplainable*, after all. From then on, MS_{error} and error bars on graphs that were big – or, even better, unequal – symbolized new questions and opportunity, just as much as patterns of means did.

Accounting for more variance. How to account for the variance to which Milo contributed so abundantly? This question led me to regression. We all learn early that regression handles continuous variables. What I didn’t appreciate then

were the fine, flexible lines between types of variables. Categorical variables can be reconceptualized as continuous and vice versa, “groups” can be combined and disaggregated, cases can be coded and recoded to pose different questions of the data and for future studies. Milo led me to tests I either didn’t appreciate or hadn’t heard of – like ANCOVA with parallelism tests and hierarchical regression with dummy coding. With these tests, more variance can be explained and, potentially, *understood*.

Whole new worlds. Buying Cohen & Cohen’s (1983) magnificent book on regression and being able to select and interpret new tests were important. Being able to click in SPSS instead of feeding punch cards to a mechanical monster was important. A more important, metacognitive development accompanied my statistical awakening: Instead of almost unconsciously shaping each study so data handling would be straightforward, I started letting questions drive my designs and analyses. Literatures worth reading didn’t have to afford immediate operationalization, interesting variables certainly didn’t have to be categorical. When I did design an experiment, I became mindful of each cell in a factorial, considering whether the questions it would help answer really mattered. The incomplete factorials that resulted from such scrutiny offered practical and ethical advantages, such as reducing time and rats and their exposure to aversive events. When I became conscious of the extent to which, insidiously, statistics had become the boss of me, I turned them from tyrant to tool.

Choices in Context

The choice to follow Milo had much to do with my intellectual style and institutional setting. I like change, leaps away from and back to Big Questions, and long-loop speculation that might or might not be put to a test. These tendencies, along with small n and ethological sensibilities, were nurtured by John Garcia and Stefan Soltysik, two postdoc mentors. As a faculty member, the reinforcement contingencies at Occidental – a small liberal arts institution – favored such a style, as long as contributions valued by a scholarly community resulted. The College also embraces pluralism along many dimensions – intellectual, cultural, political – which suits me (as it did President

Obama, who was transformed from Barry to Barack as an “Oxy” student in the early 1980s).

Intellectual impetuosity, distractibility and academic freedom in an institutional context congenial to unreconstructed postmodernism might have spelled doom for the scientist in me. True, I embrace ideas such as the constructed nature of scientific thought and the underdetermination of knowledge by data – however, those insights have only deepened my commitment to teaching and doing science. I am and always will be a scientist, with a special fondness for the power and elegance of experiments. But Milo and regression emboldened me to build on that foundation, to learn how to follow a tangent without being undisciplined. In fact, going off leash statistically has made me *more* sensitive to the assumptions and meanings that shape and constrain my work. It has fed my need to understand the larger context in which my research is situated, to explore how it intersects the interests and methods of developmental, social or clinical psychologists, or economists or historians or geneticists or...

Blending empirical traditions means blending epistemologies and scholarly communities. Don't misunderstand. Science is psychology's lodestone. Anti-science insurgencies are inimical to advancing psychology in the 21st century; even constructionist and psychodynamic modes of inquiry that are commensurable with science cannot be as central as science to psychology due to their human-centrism. Yet a scientific community aware of its philosophical premises and respectful of diverse perspectives and methodologies will be a stronger one, more certain to avoid insularity

and irrelevance. A comparative psychobiology with the potential to coherently integrate across multiple levels of analysis and species must be informed by many discourses and willing to balance concern for the next rigorous experiment with engagement in a larger scholarly and lay community. It is exciting to contemplate the curricula, research and relationships comprising a future field in which such eclecticism is conventional.

So Long and Thanks for All the Fish (Google it if baffled)

Serving as Division President has been a privilege. Supporting the CARE Imprinting program for junior scholars has been so rewarding, as has been collaborating on an excellent meeting in Toronto and on the Awards and Fellows programs, which celebrate exceptional achievement by colleagues. More rewards are in store, with exciting plans for membership, web-based resources, and allying with other organizations underway. Promoting our science offers more than proximate, individual rewards. It furthers causes critical to our long-term, collective well being – creating knowledge that enhances health and global sustainability, achieving science-literacy in the voting public, advancing gender equity, intergroup understanding, and other social justice projects. By leveraging diversities and resources unique to APA, Division 6 can become a catalyst for transforming behavioral neuroscience and comparative psychology into the kind of lively, engaged, porous community that talented up-and-comers will want to join for generations to come. Let's take a cue from Nike and just do it.

“By leveraging diversities and resources unique to APA, Division 6 can become a catalyst for transforming behavioral neuroscience and comparative psychology into the kind of lively, engaged, porous community that talented up-and-comers will want to join for generations to come.”

Do you have information of historical interest to Division 6?

**Please forward it to Division 6 Historian, Gary Greenberg
at Gary.greenberg@wichita.edu**

Best-Poster Award Winner, APA 2009

**CONGRATULATIONS!
Jean-Francois Nankoo**

"Early Maternal Behavior in Captive Vancouver Island Marmots (*Marmota vancouverensis*)"

Advisor, Suzanne MacDonald
York University

(The Best Poster Award is for the best poster at the convention first-authored by a student)





Annual Meeting of the Pavlovian Society

Burlington, VT
October 29-31, 2009

Registration and accommodation details:
<http://www.pavlovian.org/>

Division 6 in the News

<http://www.pbs.org/wgbh/nova/sciencenow/0407/02.html>

http://www.sciencenews.org/view/generic/id/46287/title/SOS_Call_the_ants

Letter on Torture, *Nancy Dess, Past-President, Division 6*

Most Division 6 members are aware that questions concerning psychologists' involvement in 'enhanced interrogation,' or torture, have figured prominently in discussions and actions of APA's Council of Representatives, Board of Directors, and many divisions over the last two years. While prompted by concerns about the role psychologists were playing in activities undertaken during the Bush administration, the discussions, in my view, transcended partisan politics. The often-contentious debate concerned practical, ethical, and factual matters of profound importance to psychology, APA, and society; I personally am grateful to all of the psychologists who weathered accusations of political opportunism and other personal attacks to wrestle in a principled way with such a difficult issue. The outcomes will impact psychologists of diverse stripes now and in the future regardless of party affiliation; time will tell precisely how. According to long-standing policy, 'Division 6 endorses the principle of involvement in social issues such as militarism, race, and poverty' (Division 6 Policies & Procedures). This policy was adopted decades ago in recognition of the interdependent roles that Division 6 members play as scientists, psychologists, APA members, and citizens. We think nar-

rowly about what is essential to the vitality of our science at our peril. In that spirit, I want to ensure that Division 6 members are aware of three significant documents that emerged from APA-wide discussions on torture.

-- APA policy on torture per vote of the Council of Representatives, 2007, available at <http://www.apa.org/governance/resolutions/councilres0807.html>

-- APA policy on torture per vote of the APA membership at large by referendum, 2008, available at <http://www.apa.org/governance/resolutions/work-settings.html>

-- An open letter from the Board of Directors to the APA membership (reprinted on next page)



AMERICAN
PSYCHOLOGICAL
ASSOCIATION

June 18, 2009

An Open Letter from the Board of Directors

Dear Colleague,

As a psychologist and member of the American Psychological Association (APA), you no doubt share our serious concerns about reports regarding the involvement of psychologists in torture and abusive interrogations as part of the Bush administration's "war on terror." We recognize that the issue of psychologist involvement in national security-related investigations has been an extremely difficult and divisive one for our association. We also understand that some of our members continue to be disappointed and others angered by the association's actions in this regard. Although APA has had a longstanding policy against psychologist involvement in torture, many members wanted the association to take a strong stand against any involvement of psychologists in national security interrogations during the Bush administration.

Information has emerged in the public record confirming that, as committed as some psychologists were to ensuring that interrogations were conducted in a safe and ethical manner, other psychologists were not. Although there are countless psychologists in the military and intelligence community who acted ethically and responsibly during the post-9/11 era, it is now clear that some psychologists did not abide by their ethical obligations to never engage in torture or other forms of cruel, inhuman, or degrading treatment. The involvement of psychologists, no matter how small the number, in the torture of detainees is reprehensible and casts a shadow over our entire profession. APA expresses its profound regret that any psychologist has been involved in the abuse of detainees.

This has been a painful time for the association and one that offers an opportunity to reflect and learn from our experiences over the last five years. APA will continue to speak forcefully in further communicating our policies against torture and other cruel, inhuman, or degrading treatment or punishment to our members, the Obama administration, Congress, and the general public. In so doing, we will continue to highlight our 2008 petition resolution policy, Psychologists and Unlawful Detention Settings with a Focus on National Security. APA will ensure that association communications convey clearly that the petition resolution is official association policy and must be central to psychologists' assessment of the appropriateness of their roles in specific work settings related to national security. Our association's governing body, the Council of Representatives, will soon be receiving guidance from various governance groups regarding further steps to implement this resolution. The history of APA positions and actions related to detainee welfare and professional ethics can be found at <http://www.apa.org/releases/timeline.html>.

On a closely related matter, the Ethics Committee and APA governance as a whole are focused intently on Ethics Code Standards 1.02 and 1.03, which address conflicts between ethics and law and between ethics and organizational demands, respectively. In light of Bush administration interrogation policies and uncertainty among our membership, the Ethics Committee has issued the attached statement, "No defense to torture under the APA Ethics Code" (<http://www.apa.org/releases/ethicsstatement-torture.pdf>). Invoking language from the U.N. Convention Against Torture, this statement clarifies that the Ethics Committee "will not accept any defense to torture in its adjudication of ethics complaints." APA will continue to monitor material in official reports related to psychologist mistreatment of national security detainees, will investigate reports of unethical conduct by APA members, and will adjudicate cases in keeping with our Code of Ethics. The association's focus on these ethical standards is consistent with its position that no psychologist involved in detainee abuse should escape accountability.

In conclusion, as part of APA's elected leadership, we have an obligation to protect and further psychology's longstanding commitment to the highest standards of professional ethics—including, and especially, the protection of human welfare.

Respectfully,

American Psychological Association 2009 Board of Directors

James H. Bray, PhD
Carol D. Goodheart, EdD
Alan E. Kazdin, Ph.D.
Barry S. Anton, PhD
Paul L. Craig, PhD
Norman B. Anderson, PhD
Rosie Phillips Bingham, PhD

Jean A. Carter, PhD
Armand R. Cerbone, PhD
Suzanne Bennett Johnson, PhD
Melba J.T. Vasquez, PhD
Michael Wertheimer, PhD
Konjit V. Page, MS

Call for Nominations: Division 6 Awards
Behavioral Neuroscience and Comparative Psychology

Submission Deadline: October 30, 2009

Cody Brooks

Chair, Awards Committee 2009-2010

Division 6 Awards provide the opportunity to publicly recognize colleagues whom you judge to have made substantial contributions to behavioral neuroscience or comparative psychology. Your help is needed in identifying colleagues or former students who merit public recognition for their accomplishments. Awardees are publicly recognized with a plaque at the Business Meeting of Division 6, held at the APA Annual Convention. Please forward the name of the award, your nominee for the award, and a brief statement of support for any/all of the following awards by Friday, October 30, 2009, to **Cody Brooks via email (brooksc@denison.edu) or regular mail (Psychology Department, Denison University, Doane Bldg, Granville, OH 43209)**

The following Awards require nomination by a member of Division 6:

The **D. O. Hebb Distinguished Scientific Contribution Award** honors a psychologist who has made distinguished theoretical or empirical contributions to basic research in behavioral neuroscience and/or comparative psychology. The recipient is expected to present the D. O. Hebb Distinguished Scientific Contribution Award Lecture in August of the following year at the APA Annual Convention. (Note, nominees for this award are not limited to members of Division 6). Recipients over the period 2003-2009 have included Steven F. Maier, Duane Rumbaugh, Michael Fanselow, Steven Suomi, Joseph LeDoux, and Michela Gallagher.

The **Brenda A. Milner Award** recognizes the author of an outstanding paper in the field of Behavioral Neuroscience or Comparative Psychology, published or in press, who is a member of Division 6 and who received his/her Ph.D. within five years of the date of the deadline for submission of the award nomination. The paper may be co-authored, but the applicant must be the senior author and the paper must represent original work of the nominee. (Nominees who are nonmembers of Division 6 may apply for membership at the time of their nomination.) Please include a copy of the paper if it is not yet published or readily available. Recipients over the period 2003-2009 have included Jessie Peissig, Michael Beran, Kimberly Christian, and Nichole Avena.

The **Clifford T. Morgan Distinguished Service to Division 6 Award** recognizes members of Division 6 who have made sustained and exceptional contributions to the Division in both scholarly work and service. Recipients over the period 2003-2009 have included Karen Hollis, Nancy Dess, Sangeeta Panicker, and Eric Wiertelak.

For the following two Awards, no nominations should be sent as selections are made by editorial boards:

The **Frank A. Beach Comparative Psychology Award** is given each year to recognize the best paper published in *Journal of Comparative Psychology*, as selected by the Editor and Consulting Editors of the *Journal of Comparative Psychology*.

The **D. G. Marquis Behavioral Neuroscience Award** is given each year to recognize the best paper published in *Behavioral Neuroscience*, as selected by the Editor and Consulting Editors of *Behavioral Neuroscience*.

Call for Nominations for Fellow of Division 6

Now is the time to nominate colleagues for fellows in 2010. Consider Division 6 members who have made outstanding contributions to the fields of behavioral neuroscience and/or comparative psychology.

Here are the basics:

1. The most important requirement is evidence of unusual and outstanding contribution or performance in the field of comparative psychology and/or behavioral neuroscience.
2. The APA requirements for fellow in Division 6 are:
 - a. Receipt of a doctoral degree based in part on a psychological dissertation, or from a program primarily psychological in nature.
 - b. Prior membership in the APA for at least one year and a member of Division 6.
 - c. Active engagement at the time of nomination in the advancement of comparative psychology and/or behavioral neuroscience.
 - d. Five years of acceptable professional experience subsequent to the granting of the doctoral degree.
 - e. Not already a fellow of Division 6 (no double fellow-ing).
3. The final criterion is that the potential nominee definitely must be interested in being a fellow of Division 6, because most of the work involved in submitting an application for the status of fellow is the responsibility of the nominee.
NOTE: If a potential nominee is already a fellow of another division, it is comparatively simple to vote on them because their application does not have to go through the entire APA application process.
4. Self-nominations are acceptable, provided other criteria are met.
5. The nominations are not secret from the nominee, so please contact a person you might nominate to find out relevant information.

Division 6 has many fellows -- as we should -- because our members contribute prolifically to the scientific literature. It is good for our division to have fellows and it is good for our members to be fellows, so do nominate those you feel deserve this honor. To be considered for 2000, please send your nominations by November 15, 2009 to Dr. Mark Stanton. All materials will be exchanged electronically. Therefore, nominations must include email addresses.

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APA Matters, Chapter 2: Research Ethics Office, Working On Behalf Of Science. Really. Big Time.

Nancy K. Dess, PhD



Do you wonder whether APA does much for the psychological science community? Or do you believe it does but find yourself hard-pressed for examples of what that means when APA skeptics challenge the notion? Here is the second installment in a series illustrating exactly how APA matters to scientists.

Sangeeta Panicker, PhD, is Director of Research Ethics at APA. Sangy's doctorate is in cognitive neuroscience and she is a Fellow of Division 6. She is the primary APA contact on issues relating to the ethical conduct of research with humans and nonhuman animals in the behavioral sciences. Her job responsibilities include:

- Serving as an internal resource for APA staff as well as an external resource for APA members and the public at large, on ethical, legal, and scientific issues pertaining to the conduct of research.
- Providing guidance, consultation, and information on issues related to research ethics and research integrity, including protection of human participants in research, humane care and treatment of laboratory animals, research misconduct such as falsification, fabrication, and plagiarism, etc.
- Monitoring federal legislative and regulatory activities that could have an impact on the conduct of research in the behavioral sciences. Reporting to APA Governance groups and informing interested APA members about the status of Federal legislative and regulatory initiatives.
- Developing advocacy positions on ethical, legal, and scientific issues pertaining to the conduct of research, on behalf of APA, with input from relevant APA constituencies
- Working collaboratively with the APA Science Government Relations Office on issues and projects related to oversight of the research enterprise at the federal as well as local or institutional levels.
- Developing and maintaining contacts with Federal agency staff (e.g., NIH Office of Lab Animal Welfare, USDA Animal Care Division, DHHS Office of Human Research Protections) to ensure APA input in the development of regulations and policies

that affect the conduct of behavioral research.

- Developing and maintaining relationships with other scientific associations and the academic community to keep abreast of events that may be of interest and/or concern to behavioral scientists, especially in research ethics and research integrity.
- Representing APA and psychology in inter-organizational coalitions and working groups focused on research ethics and responsible conduct of research issues.
- Staffing the APA Committee on Animal Research and Ethics (CARE) and the newly established Committee on Human Research (CHR). Includes soliciting input on issues of interest and/or concern to CARE and CHR, from governance groups, APA members, members, caucuses, and other constituency groups, preparing agenda materials, writing minutes, and initiating, coordinating, and overseeing follow-up activities.
- Coordinating security at the annual APA Convention with respect to anti-laboratory-animal activities, including production of media information packages, and if necessary, press releases.

I've had the pleasure of working closely with Sangy while serving on CARE, as Senior Scientist at APA, and as a member of Division 6's Executive Committee. As various folk have come and gone in APA committees and division leadership roles, Sangy has provided the continuity and expert coordination necessary to the production of the excellent CARE video series on the important of laboratory animals in psychology, to advocacy concerning federal regulation of rats, mice and birds and other matters, to preparation of outreach and ethics education materials, to the organization and funding for the CARE mentoring program of which Division 6 has been supportive, and myriad other activities critical to the vitality of neuroscience and comparative psychology. Anyone who thinks our field would have hummed along the same without Sangy's efforts is sadly misinformed! Visit <http://www.apa.org/science/rcr/animals.html> for more evidence of exactly how APA matters when it comes to Division 6.

CARE Update

Sangeeta Panicker, PhD

Greetings Members of Division 6 from APA's Committee on Animal Research and Ethics (CARE)! In pursuit of its mission of safeguarding and promoting ethically and scientifically sound research and teaching involving nonhuman animals in psychological science, CARE focuses on education, outreach, and policy. CARE works on educating the public on the importance and value of research with nonhuman animals, disseminates information about research with animals other than humans in psychology, supports researchers and teachers in their use of nonhuman animals, and monitors federal legislation and regulations governing the use of such animals in research. The following are a few of our current initiatives and projects:

1. Production of a video series on recovery function, the significance of touch and its role in development, and psychopharmacology and drugs of abuse. The series stresses the importance of nonhuman animal research in psychology, and study guides accompany the videos for instructional use in high school as well as introductory college courses. To obtain a copy, send your complete mailing address to science@apa.org.
2. Establishment of the CARE Imprinting Awards (CIA). The CIA is a mechanism that provides mentoring and networking opportunities for graduate students and post-doctoral researchers who are early-on in their careers. Awardees attend the annual APA convention where they interact with senior scientists in their field as well as individuals from different federal funding agencies. Awards range from \$750 to \$1000, to cover

travel and registration expenses.

3. Monitoring of federal legislation and developments from groups such as AAALAC and OLAW. With advice and direction from CARE, APA is an active member of various coalitions that advocate for reducing regulatory burden and evidence-based regulations for enhancing laboratory animal welfare. CARE is also currently working on a revision to the CARE Guidelines for ethical conduct in the care and use of animals.

4. Participation in convention programs, workshops, lectures series at the annual APA convention, the main goal of which is to make nonhuman animal research more accessible to the entire behavioral and psychological science community. By emphasizing the link between nonhuman animal research findings, and their application in clinical settings, such programs highlight the relevance of nonhuman animal research to psychology.

In short, CARE is here for you. For more information, resources, and updates, check out the CARE website. Please do contact us if you have any questions about the use of nonhuman animals in your research or teaching, are interested in our DVDs and publications, have issues you would like to see the Committee address, or suggestions on how to enhance the public's understanding of nonhuman animal research in psychology. Sangeeta Panicker, PhD is our staff liaison and she can be reached at spanicker@apa.org.

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The Behavioral Neuroscientist and Comparative Psychologist

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Eric Wiertelak: 5 years of service as Division 6 Newsletter Editor and Webmaster

Chana Akins: 5 years of service as Division 6 Secretary-Treasurer



Sally Frutiger, Awards Committee Chair

Joe Martinez, Fellows Committee Chair

Bernard Balleine, Membership and Growth Committee Chair

Suzanne McDonald, Program Committee Chair

Heidi Marsh, Student Representative

Kim Christian, Early Career Representative

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