University for a training session of language acquisition by orangutans. The Q and A session was wonderful but as with all good research it just continued to raise questions. Both groups had seen "Wild Child" and the window of opportunity for learning another language became a discussion point. Students spent the remainder of the day exploring the exhibits on language and social interaction and explored games in communication skills.

Social psychology became a focus when Sean McArdle, a motivational speaker from "Life Mapping" explored taking control and changing behavior. Students enjoyed the interactive process. Some stayed for the second lecture hoping for more hints. This is a time of uncertainty for the group completing the college application process and confidence was bolstered by his suggestions.

Collectively, we learned much about our host nations and families, but most importantly, we learned more about ourselves. Would we do it again?.... in a skinny minute.
Psychology Awareness Initiative

By Kristin H. Whitlock, TOPSS Member-at-Large

As students begin to register for classes next year, it is the perfect time to broaden awareness of what psychology really is and to advertise your program! Involve your current students or psychology club in developing a Psychology Awareness Initiative, formerly called Psychology Awareness Week (PAW).

There are no formal dates or expectations for your Psychology Awareness Initiative, so pick a week (or more) within a month that works for you to celebrate psychology in your school. Be creative as you work to develop ideas that match your talents and resources. If you are pressed for time, start small...there is always next year to try something more ambitious.

Here are some ideas, collected from Charlie Blair-Broeker, Dr. Ronald G. Shapiro, and Carol Dean, to get you started.

• Plan a special psychology club activity. If you don’t have a club, here’s an opportunity to form one. The TOPSS web page http://www.apa.org/ed/topss homepage.html has suggestions about how to begin. If you do have a club, they may be the vehicle for developing plans for the Psychology Awareness Initiative.

• Invite a special speaker to your class. Introduce your students to potential careers by asking professional psychologists in your community to speak.

• Contact the media about some unique aspect of your curriculum. Pick an activity that photographs well and involves some humor as well as solid psychological content. Don’t forget the school newspaper!

• Plan a joint activity with other high school psychology teachers in your community. How about a Quiz Bowl? Challenge a neighboring school. Hold a preliminary event to select your best team of four and send them into battle!

• Have a poster contest for your students. You may pick a unifying theme, such as diversity. Display the posters in your school and/or in local businesses.

• Involve your faculty. Too many people do not understand what psychology is. Prepare a poster for the faculty bulletin board saying, “What do these people have in common? Showing psychologist doing a variety of activities. At the bottom, or built into the poster, place the words, All of them are psychologists.

• Create a PAI brochure and/or bookmarks. On one side put a catchy illusion, on the other a description of the psychology class(es) offered at your school and an interesting psychological tidbit... Did you know...

Such events can build your psychology courses, as well as grow to become a significant factor in the public perception of psychology.
Disaster intervention and crisis counseling are relatively new undertakings for mental health professionals. Widescale preparation for disaster response has emerged from studies of war and many natural and man-made disasters. It is only in the past few years that these efforts have been nationally coordinated to mobilize mental health professionals to visit disaster sites. As studies of post-disaster trauma have indicated that both short- and long-term psychological needs of survivors exist so has the field of disaster response evolved. This article will provide an overview of the history of the study of trauma from war, natural and man-made disasters and the subsequent efforts of psychologists to make their assistance available.

Civil War
During the Civil War, neurologists were assigned to work with soldiers who were exhibiting nerve wounds (Deutsch, in Deutsch, Shryock, Sigerist & Zilboorg, 1944, p. 370). Soldiers who exhibited stomach problems and acted in any way “insane” were described as suffering from “nostalgia” (Deutsch et al., 1944, p. 375). Later, this term was used to describe afflictions among many of the soldiers who appeared to be suffering from homesickness. The remedy for this was hard work and many opportunities for furloughs so that the soldiers wouldn’t have time to yearn for home (Deutsch et al., 1944).

World War I
During World War I, neuropsychiatrists were involved with the war efforts and in working with patients who suffered from mental ailments. Mental nervous disorders associated with the war were termed war neuroses, shell shock or nervousness (Bailey, 1918, p. 2148). There was concern that the longer the war went on, the more widespread the nervous disorders would be. It was felt that shellshock was a curable ailment, especially if the soldier was treated closer to the front lines of battle as quickly as possible. There was considerable concern among the medical departments about the rising number of cases of shell shock (Bailey, 1918).

A Division of Neurology and Psychiatry was created to combat the high numbers of soldiers who suffered from shell shock. They were instructed to carefully examine recruits to check on their mental stability. Many neuropsychiatry hospitals were established. As not enough psychiatrists and neurologists were familiar with the immense problem, short intensive training courses were offered at some universities (Strecker, 1944).

Medical professionals believed that many soldiers were claiming to have shell shock so that they could be discharged from the army. There was no medical explanation offered for shell shock. It was assumed that the majority of people who entered the military were healthy at the time they entered or they would not have been accepted for service. Bailey (1918) felt that a small proportion of the cases arose after the individual was exposed to a traumatic event—severe enough to have caused lesions of the central nervous system without external wound (p. 2149). Therefore, it was maintained that shellshock was an organic disorder and not one that could be cured using psychotherapy.

Medical officers were under the impression that they could cure patients of shell shock with a firm attitude and strict war protocols. Patients were encouraged to believe that they would be better soon. It was felt that the longer patients were permitted to believe that they suffered from a neurosis, the more likely it would be that they would end up in a soldier’s home after the war. Patients with nervous disorders were told that they would receive no furlough. Punishments and discipline were instituted for those patients who relapsed or who did not respond adequately. Though these forms of punishment were not often used, the existence of the medical personnel’s control over the soldiers was believed to rid many of the patient’s neuroses (Bailey 1918).

When shell shocked patients returned to England or the United States, they were encouraged to continue working for the war effort and were told by many nurses and previously shell-shocked soldiers about the certainty of a cure (Bailey, 1918). Many hospitals were set up to care for the large numbers of neurotic soldiers returning from war. These disabilities were the single worst ailment among soldiers in World War I (Strecker, in Deutsch et al., 1944).

World War II
As World War II approached, the US government made plans to ensure that only mentally healthy individuals joined the Army. Statistics showed that from 1923-1940, the government had paid out nearly one
billion dollars for the care and treatment of World War I veterans who suffered from psychiatric disabilities. It was found that there was far more presence of shell shock in soldiers who had previous psychiatric histories than among those who did not. There were few trained psychiatrists available to assist in the screening of new recruits. While anyone who had a history of prior mental illness was not to be admitted to the army, many people with histories of psychiatric disorders were admitted. A school to train psychiatrists to work within the parameters of the military was established in 1942 and in 1943 and a stronger demand on intensive screening was initiated (Deutsch, 1944).

The concerns with shell shock or what was being called ‘combat fatigue’ were once again surfacing. Many soldiers, flyers, marines, and sailors who had served in combat areas were experiencing flashbacks of the maneuvers, somatic complaints, persistent fears of dying, and startle reactions. Again, these cases were considered to be best served quickly, near the battle lines, in order that soldiers be able to return to active duty. It was felt that good food, rest and encouragement would make the soldier healthy again.

After reviewing the extensive numbers of survivors who were exhibiting these behaviors, a program was created by the United States Public Health Service that created homes for the veterans. Seeing the devastating damage that the war had inflicted on mass numbers of personnel, the National Committee for Mental Hygiene, the American Red Cross, the Veterans Administration and other committees actively participated in plans to rehabilitate the psychiatric casualties after the war (Deutsch, 1944).

Natural and Man-Made Disaster Studies

Stateside, during the time of World War II, a fire in Coconut Grove nightclub occurred that killed 491 people and injured many more (Jacobs, 1995). Working through the Departments of Psychiatry and Neuropathology of Harvard Medical School, Cobb and Lindemann (1943) reported neuropsychiatric observations of the survivors of the fire. Many of the patients exhibited psychoneurotic reactions and somatic complaints. There were additional concerns over when to tell a survivor about the death of a family member of friend.

Adler (1943) and Lindemann’s (1944) writings about the survivors’ psychological reactions to the disaster constituted the first research conducted into traumatic stress as a result of experiencing a disaster. Lindemann (1944) described acute stress as a normal reaction to a distressing situation (p. 141), similar to today’s definition of posttraumatic stress disorder (PTSD). His early studies into acute stress showed that acute grief was a syndrome with psychological as well as somatic symptomatology. He acknowledged that the response might occur immediately following the incident, may be delayed or not exist at all.

This was one of the first pioneering studies to identify that a valid psychological post-traumatic stress reaction can occur to uncontrollable disastrous events. Psychiatrists could be useful members of a disaster unit as they could work with patients towards a solution to their personal problems. Immediately following the disaster, the psychiatrist could arrange for attending nurses and social workers to visit with patients, as many of the patients felt lost and bewildered and needed a stable presence. Additionally, Lindemann (1943) suggested that as part of a crisis response team, the psychiatrist should assist in readjusting the patient to the community.

Following the reports of combat fatigue as well as concerns over atomic threat and the implications of nuclear disaster, a Committee on Disaster Studies was convened in 1952 by Army, Navy and Air Force medical services. This group received federal funding to cover research into human problems in disaster. Their goals were to understand soldiers’ reactions to war stress including moral, depressive and emotional shock and how they could best prepare soldiers in future wars to meet with traumatic elements. Using interviews and field studies to study survivors’ responses to natural disasters, the committee hoped to identify how people respond to disaster. Likewise, social scientists were encouraged to conduct laboratory research on response to disaster. By 1959, there were 99 publications regarding the human response to disaster. New theories were espoused and psychology and

In opposition to the stance taken by psychiatrists during the World Wars, [researchers found that] psychological distress could be exhibited in anyone who had faced an extreme stress, regardless of psychiatric history.
sociology contributed much to this emerging field (Baker, 1962).

The research conducted in the 1950s appeared to define terminology, to discover how to obtain information from survivors, and to understand what constitutes the behavior of a community during normal times. This research confirmed that the individual’s response to disaster was typical of an expected pattern of behavior observed among most of the survivors.

Community Response to Crisis

The 1960s and 1970s extended the work of disaster response. During the 1960s there was no formal network for assisting communities after a disaster though the need for it was recognized. It was during this time that suicide prevention centers, crisis centers, hot lines and similar agencies developed. There was a shift away from treating clients one at a time. It was understood that the community would be the place to provide interventions and assistance by mental health professionals, educators, and public health officials who would work conjointly with the police, religious and other volunteer relief organizations.

Increasingly, psychologists more often than psychiatrists addressed the needs of disaster victims. Disasters normally produced mass numbers of victims who did not evidence severe mental illness, but who were in need of immediate attention. Psychiatrists training had not prepared them to work under these circumstances as they were used to working one-on-one, in long term therapy, with individuals with grave psychopathology. Psychologists, more familiar with outreach programs due to their work in the community arena, were better prepared to do crisis intervention (Quarantelli, personal communication, July 1, 1996). Nonprofessional volunteers were trained to work in the crisis centers too, especially as counselors (McGee, 1974).

In 1970, the occurrence of a flood in Buffalo Creek, West Virginia offered extensive study of survivors of a natural disaster. Psychiatrists were obtained by a law firm that was representing many of the survivors of the flood that occurred when a dam broke. The psychiatrists reported the psychological effects of the disaster on the survivor including recurring terrifying dreams, guilt, anxiety surrounding rain and water, withdrawal, apathy, depression and difficulties with interpersonal relationships (Lifton & Olson, 1976). The symptoms observed in these survivors provided further support of the contemporary definition for PTSD.

One thing that Lifton and Olson (1976) found was that the way the disaster relief agencies handled this community may have contributed further to the psychological demise of many of the survivors. They assigned people to makeshift trailers on a first-come, first-served basis rather than keeping any of their prior community patterns. Large numbers of people were assigned to live in each of the trailer parks. As a result, the survivors were made to feel displaced. Many of the trailer parks were quite close to the remains of their old communities further provoking their anxious reactions to the reminders of the traumatic incident. In opposition to the stance taken by psychiatrists during the World Wars, Lifton and Olson (1976) agreed with other researchers who presented the notion that psychological distress could be exhibited in anyone who had faced an extreme stress, regardless of psychiatric history. Hurricane Agnes, the storm which caused the dam in Buffalo Creek to break, also caused a flood in Wilkes Barre, Pennsylvania. Nine mental health response teams assisted in disaster response to this community (Jacobs, 1995).

Lower SES communities appeared to be more vulnerable to the effects of disasters since they did not have the material and emotional stability before the disaster or the resources to deal with the crisis afterwards. Additionally, communities where there existed few leaders, weak associations between people, high amounts of crime, broken homes and weak links of communication were also more susceptible to the tragic effects of a disaster (Baker, 1962).

Around the same time as these studies, research was also being conducted on rape trauma syndrome and survivor syndrome. These clinical disorders, named for their emergence following such a traumatic event, evidenced some characteristics similar to those found in survivors of natural disasters. Furthermore, many returning Vietnam Veterans were exhibiting a disorder similar to shellshock. Schools of thought on all of these disorders merged towards a more cohesive posttraumatic diagnosis. Posttraumatic stress disorder became an official diagnosis embracing many of these syndromes in the Diagnostic and Statistical Manual (DSM) of the American Psychiatric Association 1980 (Green, 1991).

The Emergence of Disaster Response Teams

The handling of the Buffalo Creek disaster and the Wilkes Barre flood of 1972 prompted Section 413 of the Federal Disaster Law of 1974. A new office in the National Institutes of Mental Health arose that was mandated to offer help in postdisaster situations (Baisden & Quarantelli, 1981). Known as the Disaster Relief Act of 1974, disaster victims were officially targeted for mental health services. This program worked in cooperation with the Federal Emergency Management Agency (FEMA). Federal funding could
Psychology Students Participate in International Exchange Program

By Nancy Bluthardt, The Bullis School, Potomac, MD

My days and exploits as a student at Westfield College, University of London, added to my enthusiasm as I read the invitation for a psychology exchange program to England in the March/April 1998 issue of Psychology Teacher Network. Karen Duffy, the Chair of Psychology at St. Hilda's, a grant maintained school for 800 girls, was anxious for a research and cultural visit. The Bullis School in Potomac, Maryland is a co-ed private preparatory school that encourages students and faculty to pursue learning opportunities. It sounded like a match.

E-mail announced our selection over groups from France and Canada and the planning for a July visit became frantic. Sixth form students would be hosting us in London as they finished the A level exams, those used to qualify students for university entrance and to clep from basic level classes, a process similar to our AP exams.

With only one day and night to spend in London, we hit the ground running for a full day tour by double decker bus that included cathedrals, Buckingham Palace, sculling on the Thames, and a chess game at Westminster.

A three hour rail trip put us in Liverpool for an overnight stay with host families. The next morning we were off for a long weekend in Dublin while their students completed the examination process. The rail trip through Wales provided some laughs at sheep sprayed pink and blue grazing on golf courses and the carts that rolled through the train aisles for an endless tea time. An artist completed a pastel portrait of one student while others conversed in French, Spanish and Italian with fellow travelers.

Our return to Liverpool gave us the opportunity to attend classes at St. Hilda's and to get to know our host families. The Lord Mayor, Bertie Ahern, met with us and spoke of heartfelt thanks for the US involvement in troubled Ireland. The city of Liverpool treated us to a sightseeing tour complete with a ferry ride on the Mersey, provided visits to all of the Beatles attractions, and even opened the Caverns for a private tour. The local papers and a Cable TV station followed all of our adventures. The British were hospitable at every turn and dead excited at our involvement.

Faculty at John Moore University presented a study of the development of group dynamics and leadership in emergencies. The study is funded by the National Transportation Board and deals with airline problems. A dissolution of the cooperative spirit ensued when it was announced that the first five people off the plane would receive a monetary award. The discussion that followed ran the gamut from operant conditioning to bribe vs. reward and motivational factors. At Hope University we enjoyed tea and biscuits while exchanging ideas with the chair of psychology, Neil Cook, a fellow of the British Psychological Society.

The British students were in the first year of what is a two-year study of general psychology. After each year they take A level exams in the modules for the syllabus. First year studies include social psychology, research methods, and statistics. The American students were well prepared as well, similar to their British counterparts, though they did exhibit a deficit in research methods and statistics, currently a focus of our AP class. A discussion of the medical model and its impact in the two countries showed the Americans well versed in pharmacology and the British moving further away.

We visited with Justin Thomas, a Ph.D. candidate at Hope University, who was completing a study of the Influence of Body Image at Adolescence. He explored the process of research with the students and his development of the software that allows subjects to manipulate body image. Students served as subjects and completed eating surveys, were photographed with the digital camera, and sought to find their own body images. Both groups of students had stories to tell about the high prevalence of eating

See Exchange, page 10
On October 9, faculty and students attended the fall psychology conference for the southwestern region of the United States. The students and faculty from five community colleges and two universities came to Collin County Community College in Plano, Texas to update knowledge, learn of new research, network with students and faculty from other colleges, discuss sharing of resources, and to collaborate on research projects to enhance psychology education at the undergraduate level. The conference was sponsored by the Two-year College Working Group of the Education Directorate of the American Psychological Association, Prentice-Hall Publishers, Psi Beta, and Collin County Community College.

The day's events began with a conversation hour with Charles Morris, Ph.D. from the University of Michigan. During this time students and faculty engaged in an informal question and answer session with Dr. Morris centering around the future of psychology, graduate programs, career information, the direction of textbooks and multimedia, and current areas of research in the discipline. The keynote address entitled “Beyond the Big Five Personality Factors” explored the controversy of only five important personality dimensions. Dr. Morris included interactive exercises to involve the students and faculty in the presentation. During lunch, faculty and students from the different colleges had an opportunity to network and informally discuss psychology issues.

Following lunch, students attended a workshop presented by Dr. Shirley Clay of Northeast Texas Community College. This workshop included an examination of leadership skills needed to be successful as a student and an officer in student organizations such as Psi Beta. Concurrently, faculty met with Dr. Richard Miller of Navarro College and Robbye Nesmith, National Psi Beta President-Elect to share ideas on teaching undergraduate psychology and providing sponsorship for Psi Beta chapters on local college campuses. The day's activities ended with the faculty and students coming back together for an idea exchange. The hour was spent sharing ideas and solutions on common problems facing undergraduate students and faculty.

By all accounts, the fall conference was a great success. Students left with a greater understanding of research in psychology and the future of the discipline. They commented on the importance of meeting students from other colleges and universities who are also interested in psychology. Talking with other students about research projects, areas of interest, and future careers was a benefit that all participants and conference planners had underestimated. As one sophomore commented, “This is the best event I have attended since I have been in college—in any discipline. It was really fantastic! I hope we do more workshops like this.” Faculty left the conference with updated knowledge, new activities for the classroom, and renewed enthusiasm for student research at the undergraduate level. Plans are currently underway for next fall’s conference which will include a poster session of student research and extending an invitation to area high school advanced placement psychology classes. Based on post event response, the conference planners are expecting 300 faculty and students at next year’s conference.

Reminder: APF/TOPSScholar Competition deadline is February 8! Make sure your class participates!
Highlight on TOPSS’ New Jersey State Coordinator: Debra Parks

By Kristin Whitlock, TOPSS Executive Board Member-at-large

Debra Parks is an enthusiastic teacher who motivates her students to actively investigate the field of psychology and is dedicated to improving the teaching of psychology through her involvement in TOPSS and the APA. Debra serves at the TOPSS State Coordinator for New Jersey and has done an outstanding job of building teacher networks by planning workshops, sending creative mailings, and by hosting local conferences.

Debra began her involvement as a State Coordinator by sending out letters and information but was not sure if anyone would respond! To the contrary, the enthusiastic response led to the development of a small conference that was held at her high school. Participants enjoyed the speakers and left with many new ideas to implement in their own classrooms.

Debra sensed that local teachers wanted additional resources that would be immediately useful in the classroom and has incorporated that need into her mailings. These mailings play a vital role in Debra’s networking efforts. Debra often includes ideas, along with student samples, to assist teachers in planning new projects. Also, since Debra utilizes Internet resources often, she shares the addresses to helpful sites, along with explanations of how they can be used.

Teachers appreciate the reviews of books and movies she often sends out. Articles that Debra has copied, or recommendations from The APA Monitor are resources that teachers can use immediately in their classrooms. Debra has found that teachers appreciate the names and phone numbers of catalogs and book publishers as they are often unaware of the resources available to them. Debra’s mailings assist teachers in their daily preparation and are a helpful tool in creating bonds among the teachers in her area.

Debra hosted a morning conference to better acquaint local teachers and bring useful resources directly to them. She invited speakers from local colleges and practicing psychologists to address the participants. Teachers brought with them favorite teaching ideas and lessons to share. Debra created workshops that focus on the use of technology in the classroom such as acquainting teachers with specific Internet sites and giving them time to explore how they would be useful in class.

Debra’s enthusiasm for psychology and efforts to network local teachers has benefited the many teachers in her state. If you have questions concerning these initiatives, contact Debra at dark@wdeptford.k12.nj.us.

For more information on the state coordinator program, or how to develop such networks in your state, contact Kristin Whitlock at kwhitlock@admin.vhs.davis.k12.ut.us

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Briefing, from page 4

now be obtained to relieve mental health problems caused or aggravated by such major disasters or its aftermath (Hartsough, 1982, p. 255). Only those disasters that were presidentially declared national disasters were eligible for funding. This money covered primarily short-term crisis counseling services, training of disaster workers and personnel to relieve the disaster workers.

The Disaster Response Network

In 1982, the American Red Cross was mandated by Congress to respond to every disaster in the U.S. They use no federal money to provide services such as food, shelter, health care, material goods and information about the condition of survivors or deaths to family and friends. By 1988, the American Red Cross was considering the possibility of including mental health response procedures as part of their disaster response efforts. It was understood that mental health professionals could offer assistance to both disaster victims as well as relief personnel who needed mental health intervention (Jacobs, 1995).

A series of disasters that occurred in the late 1980s made the need for coordinated mental health assistance during disaster relief even more striking. A DC-10 that crashed in Iowa killed 112 people. Two other disasters within months of the airplane crash, Hurricane Hugo and the Loma Prieta earthquake, also put great strains on the American Red Cross. Mental health professionals from surrounding communities made themselves available for care of the survivors and for the families of the dead. However, it was felt that a more coordinated plan for the activities of mental health professionals would have produced greater benefits. The psychologists who participated in the disaster efforts recommended to the American Psychological Association that a national plan be developed with the American Red Cross to address
TOPSS Elects New Board Members

By Margaret Davidson, TOPSS Past-Chair

The executive Board of Teachers of Psychology in Secondary Schools (TOPSS) is pleased to announce the results of the 1998 TOPSS elections. The votes were tallied and the results are as follows:

Chair-Elect: Mary Spilis, Northview High School, Michigan
Secretary/Treasurer-Elect: Barbara Loverich, Hobart High School, Hobart, IN
Member-at-Large: Rob McEntarffer, Lincoln, NE

These newly elected Board members join those currently serving on the Board:

Past-Chair: Nancy Grippo, Henry M. Gunn High School, Palo Alto, CA
Chair: Carol Dean, Ed.D., Lake Park High School, Roselle, IL
Secretary/Treasurer: Craig Gruber, Walt Whitman High School, Bethesda, MD
Member-at-Large: Kristin Hibashi Whitlock, Viewmont High School, Bountiful, UT

Each of the newly elected Board members is a fine educator who will make a positive contribution to the teaching of psychology through TOPSS.

The TOPSS concept statement gives direction to the Board members to aim for continued dedication to the advancement of the study of psychology. The focus of the organization will continue to be the advocacy of the highest standards in the teaching of psychology. In addition, TOPSS purposes include the promotion of student understanding of psychology as a science and potential profession, facilitation of communication between all levels of psychology educators, and motivation for leadership development for high school educators. TOPSS efforts will be directed to development of teacher and student services, communication among psychology professionals, and advocacy representation for current issues in the field. The objectives of TOPSS provide an opportunity to make an impact on the teaching and learning of psychology. Your elected officials will serve to fulfill these objectives.

The 1999 Executive Board has a busy year before them. I encourage each of you to communicate your comments and concerns to the newly elected and current Executive Board members. I strongly encourage you to submit your name for consideration for a future position on the Executive Board. It is an experience that will allow you to contribute ideas and information, network among psychology professionals of all levels, and represent your students’ interests on the national level. Nominees for this year’s election brought an impressive list of credentials. As such, I am pleased to see that the future of TOPSS is in such capable hands.
Teachers interested in knowing about contemporary clinical psychological science will find much to learn from this collection of articles. The learning curve, however, is steep. Solicited to celebrate the centenary of clinical psychology since Lightner Witmer founded the first psychological clinic in 1896 at the University of Pennsylvania, these 12 chapters suggest future directions for clinical psychology research. One unifying theme throughout the book is that clinical psychologists need to be knowledgeable about the findings and methods of each other and of other scientific disciplines. The chapters average length is 20 pages and average number of research citations is 60.

Each chapter is written by different authors, and there is little cross-referencing among chapters. Part I deals with causes and risk factors of psychopathology. Chapter 1 by William G. Iacono describes attempts to identify endophenotypes (measurable endogenous qualities of individuals which are products of a psychopathology predisposing genotype). Iacono synthesizes a wide variety of evidence suggesting that deviant eye tracking may be linked to a single gene in families with schizophrenia.

In Chapter 2 Carrie E. Bearden and Tyrone D. Cannon marshal evidence that schizophrenia may be fundamentally caused by early (even in utero) cerebral maldevelopment. Research by Judy Garber and Cynthia Flynn described in Chapter 3 pinpoints relationships between children's self-worth, mothers self-worth, maternal acceptance, maternal control, and the etiology and development of depression. These authors offer a plethora of ideas for future investigations of vulnerabilities to depression and for depression prevention programs. David Barlow, Amy Bach, and Susan Tracey draw upon a diverse range of research areas and quantitative methodologies and provide a scholarly review of the origins, nature, and structure of anxiety and mood disorders in Chapter 4.

In Chapter 5, Gary E. Schwartz and Linda G. Russek highlight a provocative research program investigating relationships between family love and lifelong health based on the 35- and 42-year follow-up to the Harvard Mastery of Stress Study. Included in their presentation is an appendix outlining the authors unorthodox dynamical systems approach analysis of love and caring.

Section II briefly deals with two eclectic approaches to assessment. Lester Luborsky in Chapter 6 presents two examples of clinical-quantitative measures the symptom-context method and the CCRT method, which seems to be a reliable measure of Freud's clinical concept of transference. In Chapter 7 Richard M. McFall, Teresa A. Treat, and Richard J. Viken give an overview of the history of cognitive psychology and suggest that competing conceptions of cognition have resulted in several cognitive revolutions in psychology which can be differentiated by problem focus, methodologies, and concepts. They then illustrate how two methodologies (multidimensional scaling and classical eyeblink conditioning techniques) from modern cognitive theories of human information processing can be used to better understand problems of interest to clinicians such as men's sexually coercive behavior; women's eating disorders; and children's peer group relations.

Section III (Interventions) consists of four chapters which can more easily be integrated into an introductory psychology course on the high school, 2-year, and 4-year levels than the chapters discussed so far. In Chapter 8 Martin E. P. Seligman asserts that there is an epidemic of depression among young people today, speculates on the adverse effects of the self-esteem movement, and describes two research programs designed to prevent depression in young people at risk. Philip Kendall describes in Chapter 9 his latest research investigating the development and evaluation of treatments of anxiety-disordered youths. In Chapter 10 Edna B. Foa and Martin E. Franklin describe their research program investigating the causes and treatment of obsessive-compulsive disorder. In this section's last chapter Thomas N. Bradbury, Matthew Johnson, Erika Lawrence, and Ronald Rogge argue convincingly that rather than expecting basic research to inform marital therapy, clinical psychology research should proactively focus research on the prevention of dysfunctional marriages. Their proposal is similar to the plea made earlier by Seligman to redirect psychology toward notions of human strength rather than human weakness.

The book's closing chapter by John and Lucy Canter Kilhstrom argues eloquently for the necessity of integrating science and practice and speaks to some of the challenges to psychology of the contemporary environment of managed health care. Clinical psychology is likened to both an applied science like engineering and an art like architecture. These authors argue that by using scientific tools to design studies and assess the efficacy, cost effectiveness, and quality of clinical interventions, clinical psychologists can both better assume a more powerful position with respect to managed care and advance also the profession.
**DEAR DOCTOR**

**QUESTION:** What techniques are used in sports psychology and why do they work?

Sport psychologists study the effect of mental strategies and habits on performance, and also teach athletes and others how to use these strategies to achieve their best. Understanding how people perform at their very best is a critical undertaking. You might wonder what you can learn from athletes? The answer is, plenty! Athletes know all about the pressures of competition. They have developed the competitive skills necessary to survive and excel. These skills can be used by anyone who works in a competitive environment. Being able to do your best when the pressure's on is as important for business people, salespeople, professionals or students as it is for athletes. How well do you perform in competitive situations? Do you look forward to public presentations and exams and evaluations with excitement, or do you dread the thought of them? Are you known as a 'pressure performer' or do you wish you could do better when the pressure is on? Developing the skills to perform your best in competitive situations is the key to successfully handling pressure. Sport psychologists have discovered that athletic success is determined by two sets of skills. The first set of skills is technical. You must know how to do the job. A gymnast, for example, must thoroughly know all the difficult moves she will perform on the mat and on the balance beam. She must be technically proficient in the skills of jumping, balancing and somersaulting. The second set of skills, often ignored until now, allows you to cope with the pressures of competition and deliver your best when the pressure's on. These mind/body skills allow you to stay in what athletes often call the Zone. The gymnast must be able to stay calm and focused at the Olympics, ignoring the glare of television lights and the noise of the crowd. This requires mastery of a very different set of skills, including the ability to calm down, the ability to concentrate, and the skill of refocusing quickly after a mistake. Successful athletes consistently use the same mind/body skills in order to help them succeed. These skills enable the mind and body to work smoothly together to achieve success. Most importantly, athletes learn these skills during their training.

Some of the most important mind/body skills we have discovered in sport psychology are:

1. **Goal Setting.** This is the skill of knowing how to successfully reach your long-term goals. It requires focusing on the task you need to accomplish, rather than on the desired result. It means setting achievable goals as a stepping stone to ultimate success. I use a lot of goal-setting in my swimming. I tend to make one long term goal and then make little steps along the way. As long as I keep moving towards that big goal I don't get flustered if I miss some of the little ones. That approach helped me set the world record.

2. **Creative Thinking.** This is the skill of using your imagination to achieve your goals and solve problems. Visualization is a key part of sports. That was the reason why I won the bronze medal. I think that if you can't visualize, it's important to practice it. I used to have a tough time visualizing good performance. But I worked on it and got better and better at it.

3. **Productive Self Talk.** We all have an inner voice, but if we talk to ourselves negatively we perform poorly. Productive thinking helps us stay confident. It also helps us identify weaknesses and find ways to improve. If I swim a bad heat, I say to myself, Well, it's a morning swim, I'll do better this evening. Then I work on the mistakes I made. My coach tells me to relax, and I work on those things. I say, I'll be ready for them tonight.

4. **Keeping Cool.** The Keeping Cool skill allows you to deal with anxiety and prevent panic. Top athletes recognize that they will be nervous before big competitions. They practice skills such as deep breathing and muscle relaxation so they can calm down when the pressure's on. When I'm in the Zone, I'm calm and relaxed. Confident, yet a little scared, as in, This isn't going to be easy, but I can do it.

5. **Concentration.** The ability to forget about the past, not worry about the future, and enjoy the present is critical for competitive success. Elite athletes learn to focus their concentration so they pay attention only to the things which will help them succeed. As a result, their performance flows smoothly. For me, the Zone is a feeling of absolute focus. It's ultimate concentration on the moment. I tune everything else out but what I'm doing.

Successful athletes work on their mental skills in the same way as they work on their physical skills - through practice and more practice. Now that you know more about the mind/body techniques used in sport psychology, you should be able to improve your skills and achieve higher levels of performance.

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**Exchange, from page 5**

Disorders in their own countries. The results of this study will be published in January.

The ten British students spent two days in NY exploring the long list of 'must see' sights and sounds and arrived in Maryland with an enthusiasm that matched our host families. Sitting in on classes in a co-ed school were a first for a group who have been educated in a single sex atmosphere. Students traveled to University of Maryland to meet Laura Miller, a Ph.D. candidate who is currently studying Abusive Behaviors in Dating Relationships. Her presentation included an overview of the process of becoming a Ph.D. candidate in America, including funding and teaching opportunities. She discussed ethics in research, rights of participants, confidentiality, the choice of instruments for her study, the research process, and data analysis. Students took the survey but found that age excluded them from the study. The general opinion was that this study should be replicated in a teenage population because esteem issues are usually prevalent in that age group.

Rob Shumaker of the Think Tank at the Smithsonian National Zoo included the psychology students with a group studying neuro-biology at American..
Development: The Reproduction of a Shape

By Bates Mandel, Philadelphia School District, Philadelphia, PA

This activity is based on a lab activity developed by T.L. Engle and Louis Snellgrove in *Psychology: Its Principles and Applications Lab Book, 7th Edition*. It is a good demonstrator of how motor, perceptual and analytical skills develop as people get older.

The geometric shape below and five to ten sheets of blank paper. (Art has been reduced 20%.)

Materials:

Students should complete this activity as a homework assignment by selecting five to ten subjects of varied age to complete the task. Each subject is given the geometric shape and instructed to replicate it as accurately as possible on the blank sheet provided. Subjects may be instructed to replicate both the size as well as the shape of the object. This activity is to be completed free-hand without the aid of any rulers.

Instructions:

Students should try to select some subjects between the ages of three and ten years old as well as no more than one subject from each of the other decades of life. It is also interesting to have at least one subject between the ages of sixty and ninety years old. What students should try to avoid is selecting five or ten subjects between the ages of fourteen and eighteen.

Once the assignment is completed, a session is held to analyze the class results. The original shape is taped to the board. On the board a series of categories can be set up based on age. The following row headings could be tacked on the board: 3 years old, 4 years old, 5 years old, 6 years old, 7 years old, 8 years old, 9 years old, 10-12 years old, 13-14 years old, 16-19 years old, 20 s, 30 s, 40 s, 50 s, 60 s, 70 s, and 80 s-90 s. At this point, students should bring examples of each category and tape them to the board. This process should continue until there are three to five examples for each category.

Discussion:

During the class discussion it is interesting to focus on the early years and how the replications improve markedly over a short period of time. The discussion should also address the age category when the shape can be produced accurately. Accuracy should be defined in terms of object size as well as shape. What is required developmentally to produce an accurate drawing? Students could also select the most accurate replication. Another concept to be addressed is individual differences.

Why do some seven-year-olds produce a surprisingly accurate drawing while others do not? When focusing on the years between fifty and ninety the issue of decline in performance is addressed. Is there any evidence of decline during this period? Is this evidence, if it exists, a general trend or only seen in some individuals? What processes may be involved which contribute to a decline in the accuracy of the replication?


*Psychology Teacher Network* is looking for good ideas, activities and experiments to share with our readers. Please submit any activities to *Psychology Teacher Network*, Education Directorate.
Announcements

Council on Undergraduate Research
To Hold April Conference

The Council on Undergraduate Research’s (CUR) mission is to widen opportunities for undergraduates to study science through involvement in research, and to increase research opportunities for faculty members at undergraduate institutions to further their development as scientists and science educators.

CUR’s national office, located in Washington, DC, administers a number of programs in support of the Council’s mission: publications, conferences, communications, summer grants program, and directories of undergraduate research.

CUR April Dialogue Program Summary
CUR convenes two biennial conferences. The CUR National Conference examines issues affecting undergraduate research and faculty development in the sciences. CUR’s 8th National Conference will be held at the College of Wooster in June of 2000. CUR’s other national conference, April Dialogue, held in Washington, DC every other year, provides a setting for CUR members to meet with representatives from federal funding agencies and to discuss science policy issues with policymakers.

Special opportunities from this year’s conference include: Find out how NSF and other federal agencies are fostering the research/education connection, interdisciplinary research, and international collaborations. Learn about funding for instrumentation and facilities. Discuss how we can use the new Congressional report, Unlocking our Future: Towards a New National Science Policy, to improve the status of undergraduate research nationally and on our own campuses. Discuss issues such as the government mandate for technology in education, PUI and research university collaboration, distance learning, and interdisciplinary research. Learn how to address the needs of science, education and society through local research opportunities. Discuss how to deal with issues such as research quality, objectivity, undergraduate participation, ethics, data sharing, and the practicality of working as partners with many elements of local communities. Improve your grantsmanship skills and contribute to science and educational policy at discipline-based and general workshops organized by CUR members and friends.

Additional information about CUR programs and services can be obtained by contacting the National Office: Council on Undergraduate Research, 734 15th Street, NW Suite 550, Washington, DC 20005; Phone: 202-783-4810; FAX: 202-783-4811; E-mail: cur@cur.org; Website: www.cur.org

See Briefing, page 12

Briefing, from page 7

preparation, training and implementation of disaster mental health services (Jacobs, 1995).

APA agreed to fund a pilot course developed by the California Psychological Association to work in disaster relief. This program would work in conjunction with the Red Cross. Likewise, the American Red Cross was developing its own program in disaster relief called Disaster Mental Health Services (DMHS). DMHS personnel served as members of the mental health response teams together with local and national mental health response teams. The mental health encounters were intended for use with disaster relief workers, as well as disaster victims, and would be limited to three encounters. Beyond that the person was to be referred to additional resources. The hope was that eventually there would exist trained personnel around the country who could respond to disaster sites without the need for bringing in assistance from far away. Described as an excellent means of fulfilling social responsibility and promoting human welfare as a psychologist, APA urged member participation (Jacobs, 1995). During the 100th APA Annual Convention in Washington, DC in 1992, APA presented the Disaster Response Network as a centennial gift to the nation.

The Disaster Response Network has been a key player in many disasters since its inception: Organized DRN psychologists have been present at the floods in the mid-west, the World Trade bombing, the Los Angeles earthquake, the Long Island Railroad shootings and the Oklahoma City bombing. With each incident, their efforts are timelier and well coordinated.

As of 1996, 52 State and Provincial Psychological Associations had developed Disaster Response Networks with almost 2,000 psychologists participating. 615 Disaster Mental Health Services personnel work for the American Red Cross and over
Conferences on the Teaching of Psychology

February 19-20, 1999
Southeastern Conference on the Teaching of Psychology
Kennesaw State University, Marietta, GA

The Eleventh Annual Southeastern Conference On The Teaching Of Psychology sponsored by the Department of Psychology at Kennesaw State University will be held at the Atlanta Marriott Northwest Hotel in Marietta, GA (10 miles north of Atlanta near the intersection of I-75 and I-285) on February 19-20, 1999. The full conference program, including presentation abstracts, is available at the conference web site (www.kennesaw.edu/psychology/setop.htm). A poster session and teaching idea exchange is also scheduled for participants. The Society for the Teaching of Psychology, Division Two of APA, will present a $500 travel expense award for the authors of the best poster to present the poster at the 2000 meeting of APA. The full conference program, including presentation abstracts, is available at the conference web site (www.kennesaw.edu/psychology/setop.htm). A poster session and teaching idea exchange is also scheduled for participants. The Society for the Teaching of Psychology, Division Two of APA, will present a $500 travel expense award for the authors of the best poster to present the poster at the 2000 meeting of APA. The registration fee of $125 covers all meals and receptions during the conference. A special reduced conference rate of $85 is available for high school psychology teachers and graduate students. For additional information, contact Bill Hill, Kennesaw State University, 1000 Chastain Rd., Kennesaw, GA 30144 (770-423-6257 or email at BHILL@KSUMAIL.KENNESAW.EDU).

July 4-30, 1999
Teaching the SCIENCE of Psychology
No. Kentucky University, Highland Heights, KY

The Department of Psychology at Northern Kentucky University will host a summer institute for high school psychology teachers who wish to improve the scientific content and methods of their courses. Participants will work in small groups under the direction of noted psychology faculty and high school master teachers to enhance their understanding of the content and methods of psychology as a scientific discipline. Teachers who complete the institute will receive free room and board (individual dorm room), textbooks and other teaching materials, a $1200 stipend, and financial assistance with travel. This conference is sponsored by the Department of Psychology, Northern Kentucky University, with support from the National Science Foundation and The Northern Kentucky University Foundation.

Eligibility criteria include the following: interest in learning to teach psychology as a science, at least two years of experience teaching high school psychology, successful completion of at least one college-level psychology course, intention to continue to teach high school psychology, submission of a copy of the syllabus of the participant’s current psychology course, willingness to arrange and conduct in-service programs for other high school psychology teachers, willingness to participate fully in the evaluation of the institute, submission of a written commitment from the appropriate school administrator(s) to provide access to a microcomputer and at least $250 for equipment (including a modem if one is not already available), supplies, and other materials needed as start-up costs for an inquiry-based psychology course.

For more information, please feel free to contact Perilou Goddard or George Goedel at (606) 572-5310 (phone), (606) 572-6085 (fax), e-mail (goddard@nku.edu or goedel@nku.edu), or mail: Department of Psychology, Northern Kentucky University, Highland Heights, KY 41099.

Application deadline is May 1, 1999. Evaluation of applications will begin in January, 1999. We strongly encourage you to submit your completed application as soon as possible!

2,500 mental health professionals have had DMHS training. Several other mental health organizations are currently working to develop statements of understanding with the American Red Cross (Jacobs, 1995) and many other independent organizations have developed disaster response teams.

All of these efforts have greatly benefited the work of mental health professionals and destigmatized their role. The media and society now seek out mental health professionals expertise on the topic of trauma and stress and have greater appreciation for the far reaching impact these catastrophes have. While research on traumatic stress has been conducted since before the second half of this century, the full implications of disasters are still being uncovered.

References available upon request to Psychology Teacher Network.
Announcements

Advanced Placement Psychology Workshops

The College Board, via its regional offices, is sponsoring one-day conferences on the psychology Advanced Placement course. For more information or to register, call or write your local College Board office. All workshops are subject to cancellation due to inadequate registration. The College Board website is [http://www.collegeboard.org/ap](http://www.collegeboard.org/ap).

**Midwest Regional Office**  
APP, 1800 Sherman Avenue #401  
Evanston, IL 60201  
(847) 866-1700  
Contact Midwest Regional Office to register

**Friday, March 5, 1999**  
John Carroll University  
University Heights, OH

**Tuesday, March 16, 1999**  
(For experienced AP teachers only)  
Wednesday, March 17, 1999  
Triton Community College  
River Grove, IL

**Thursday, March 25, 1999**  
Calvin College  
Grand Rapids, MI

**Middle States Regional Office**  
Suite 410, 3440 Market Street  
Philadelphia, PA 19104-3338  
(215) 387-7600  
To register contact:  
Palisades Institute for Research  
WKlein@Palisades.org  
(800) 787-7477  
Fax (212) 460-5460

**Saturday, February 6, 1999**  
Aragon High School  
San Mateo, CA  
Annette Sattar  
(408) 452-1400  
Fax (408) 453-7396  
wro@collegeboard.org

**Saturday, February 27, 1999**  
Alhambra High School  
Alhambra, CA  
Janice Shook  
(408) 452-1400  
Fax: (408) 453-7396  
wro@collegeboard.org

**Saturday, March 27, 1999**  
California State University, Fullerton  
Fullerton, CA  
CiGi Nguyen  
(408) 452-1400  
Fax: (408) 453-7396  
wro@collegeboard.org

**Southern Regional Office**  
2970 Clairmont Road, Suite 250  
Atlanta, GA 30329-1639  
(770) 908-9737

**January 28, 1999**  
Elon College  
Elon College, NC

**February 25, 1999**  
Norfolk Waterside Marriott Hotel  
Norfolk, VA

**AP Summer Institute**  
**August 2-6, 1999**  
Manhattan College  
Riverdale, NY  
Contact: Brother William Batt  
(718) 862-7111
April Teacher Workshop
To Be Held in Colorado

The APA’s Education Directorate is sponsoring a one and a half day workshop for high school teachers of psychology in conjunction with the Rocky Mountain Psychological Association Convention in Fort Collins, CO, on April 16-17, 1999.

The workshop will provide teachers with an opportunity to: gain a greater knowledge and understanding of psychology; develop new concepts and skills; explore scientific ways of thinking; engage in problem-solving and decision-making activities; and, exchange ideas and experiences with other teachers. Participants will be involved in many exciting hands-on activities and demonstrations, and receive numerous handouts for use in their classrooms, as well as information about the Advanced Placement (AP) program.

To sign-up for the workshop, please complete the form below and return it to APA by April 2, 1999. Every effort will be made to accommodate all registrations but space is limited! For additional information about the workshop and lodging, contact Martha Braswell, APA Education Directorate, 750 First Street, NE, Washington, DC 20002. (800) 374-2721, ext. 6140.

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**Colorado Teacher Workshop**

**Registration Form**

(please print or type)

Name: ______________________________

Billing Address: __________________________

City: __________ State: ______ Zip: ______

School: __________________________

School Address: __________________________

City: __________ State: ______ Zip: ______

Daytime telephone number: __________________________

**SPECIAL OFFER FOR NON-AFFILIATES:**
Join APA as a High School Teacher Affiliate and register for the workshop for only $60. For a High School Teacher Affiliate application call the APA Membership Office at (202) 336-5580 or the Education Directorate at (202) 336-6076.

To register for the TOPSS workshops, send completed form and payment to APA, Attn: Workshop Accounting, 750 First Street, NE, Washington DC 20002-4242. Registration paid by P.O. or credit card may be faxed to (202) 336-5693.

Registration to attend the 1999 RMPA Convention is $5.00 for TOPSS members. Send checks for the RMPA Convention to Pennie Siebert Ph.D., RMPA Treasurer, Department of Psychology, Boise State University, Boise, ID 83725. Make checks payable to RMPA. For more information, contact Rick Miller at millerri@unk.edu.

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FEE: (check one)

☐ $35.00 for TOPSS members and APA members

☐ $45.00 for non-members

☐ $60.00 includes TOPSS memberships

PAYMENT: (check one)

☐ Check payable to APA enclosed

☐ School Purchase Order enclosed

Charge to:

☐ American Express

☐ Visa ☐ Mastercard

Credit Card #: ________________

Exp. Date: ________________

Name as it appears on card

Cardholder Signature

Billing Address

City __________ State __________ Zip __________