

The Psychological Science Agenda



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2007 Distinguished Scientific Contribution Awardees Named

by Suzanne Wandersman

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The Board of Scientific Affairs (BSA) and the Committee on Scientific Awards selected the following individuals to receive the 2007 APA scientific awards in recognition of their outstanding theoretical or empirical contributions to basic or applied research in psychology. They will be honored at the APA awards ceremony that will take place during the APA Convention in San Francisco, CA, on Saturday, August 18, 2007.

The Distinguished Scientific Contribution Award was granted to the following individuals:

Marilynn B. Brewer, Eminent Scholar and Professor of Social Psychology at the Ohio State University, is being honored for her contributions to our understanding of social identity and intergroup relations. Over her career, Dr. Brewer has studied how our identities and social behavior are shaped by our group memberships. Her work changed the way scientists around the world think about issues of prejudice and discrimination. Her groundbreaking research has shown that intergroup bias is often driven not by the perception that other groups are bad, but rather by the belief that our own groups are good. Further, her Optimal Distinctiveness Theory has shown how people reconcile a need to belong with a need to be unique.

Currently, she is working to unravel the complex web of multiple social identities—that is, how do people who identify with multiple groups define their in-group and how does this affect their attitudes toward diversity and social change.

Jean M. Mandler, Distinguished Research Professor of Cognitive Science at the University of California, San Diego is being honored for her contributions to our understanding of the mind of infants and early cognitive development. Dr. Mandler is well known for her work in the 1970's on children and adults' perception of and memory for scenes and her program of research on story representation and memory. Her work on story grammars and on the content and structure of knowledge representations was productive for both cognitive and developmental psychology. Her work on event schemas led her to study how infants organize their experience. She discovered that infants can recall events considerably earlier than Piaget had assumed. This implied that infants begin to form an accessible conceptual system at an early age, contrary to established Piagetian wisdom that infants are solely sensorimotor creatures with no concepts that enable

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them to recall the past or to engage in conceptual thought. This work in turn led to her research on preverbal concept formation.

Paul Rozin, Edmund J. and Louise W. Kahn Professor for Faculty Excellence and Associate Director of the Solomon Asch Center for Study of Ethnopolitical Conflict at the University of Pennsylvania is being honored for his research contributions to our understanding of the interplay among biological mechanisms, psychological processes and socio-cultural factors in food regulation, reading and memory, the emotion of disgust, and social and cultural psychology.

Early in his career, Dr. Rozin studied specific hungers and taste aversion in rats. Through his studies, he showed that although the negative effects of dietary selection (illness) were felt hours after ingesting the food, the rats consistently and easily learned to avoid food that made them ill. His work on dietary selection in rats led to Dr. Rozin's interest in food selection in humans. Dr. Rozin showed how dietary selection developed from infancy to childhood and he showed why dietary preferences and dislikes are difficult to alter. He also showed that social factors, such as size of the portion we are served, the amount that is socially acceptable to eat, and memory of what, and how long ago, we've eaten, play as important a role in regulation as biological factors. His studies on attitudes to food in different countries and on portion sizes have been influential in research on eating and obesity. His research has contributed to the idea that one of the keys to understanding and controlling obesity is social as much as biological.

The Distinguished Scientific Award for Applications of Psychology was granted to two individuals:

Karl G. Jöreskog, Emeritus Professor of Multivariate Statistical Analysis, at Uppsala University, Sweden, and **Peter M. Bentler**, Professor of Psychology and Statistics, at the University of California, Los Angeles, are being

honored for their contributions in the field of psychometrics, particularly in the area of structural equation modeling (SEM).

In the 1960's and 70's, Dr. Jöreskog developed models, procedures and computer programs (LISREL) for using observational data to test psychological theories. These developments included confirmatory factor analysis and path analysis with latent variables. These methods, using the same computer program (LISREL) became known as structural equation modeling (SEM). With SEM, theory was specified *a priori* by specifying models that were hypothesized to account for the patterns of covariances and correlations in the data. Dr. Jöreskog included many illustrative models for varying hypotheses, statistical developments and estimation methods and defined a new approach. However, Dr. Jöreskog's developments were available to the most quantitatively inclined psychologists and many statistical issues in modeling testing and development had yet to be developed.

Dr. Bentler made SEM available to the broader audience in psychology. His developments included models, statistical procedures and a new computer program, EQS. With Dr. Bentler's developments, hypotheses could be stated by simple regression-relationships that included both latent and observed variables. In collaboration with his students, Dr. Bentler developed statistics and procedures that were needed for model testing, model comparison and model development. These developments included model fit indices, multivariate methods for model testing and development. He also developed methods to assess power to detect differences between alternative models. He developed methods to handle data that did not fit the assumed multivariate normal distribution.

Both Drs. Jöreskog and Bentler continue to teach psychologists and other social scientists how to apply SEM to their data, which continues to make their developments widely available. Their contributions are

outstanding due to their influence on the way psychologists make inferences from their data.

The recipients of the Distinguished Scientific Award for Early Career Contribution to Psychology are:

Applied Psychology

Robert D. Gray, Department of Applied Psychology, at Arizona State University is recognized for his research contributions in the area of applied psychology. He conducts research in the area of perception and action in the context of real-world performance. In contrast with researchers who find research topics in the laboratory or in the literature, Dr. Gray finds problems to investigate by observing people functioning in some actual task such as playing sports, driving automobiles, or flying airplanes. He then finds ways of studying these issues carefully in controlled laboratory situations, while keeping the original motivation for the research in mind. His approach produces research that is both fundamentally rigorous and relevant to application. Dr. Gray earned his Ph.D. at York University in 1998.

Behavioral and Cognitive Neuroscience

Patrik O. Vuilleumier, Department of Neurosciences and Clinic of Neurology, at the University of Geneva, University Medical Center, Switzerland is recognized for his research on the understanding of emotional modulation of perception and memory, and its breakdown following temporal-lobe sclerosis; on attentional influences upon perception and memory; on the attentional deficits that can follow parietal or frontal lesions; and also on the neural basis of awareness. He uses a wide variety of approaches to study the influences of attention and emotion on perception and behavior in humans, and the neural bases of these in both health and disease. He brings together clinical insight, decisive behavioral studies, and state-of-the-art functional neuroimaging, in both basic and applied research settings. His fMRI work has applications to lesioned patients, to study the remote effects of damage in

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one area upon functional activity in structurally intact, remote but interconnected regions. Dr. Vuilleumier earned his M.D. at Geneva University in Switzerland.

Individual Differences

R. Chris Fraley, Department of Psychology at the University of Illinois at Urbana-Champaign is recognized for his innovative work on individual differences in adult attachment dynamics. Dr. Fraley's research has played a pivotal role in shaping the way scholars conceptualize individual differences in attachment, the dynamics of stability and change, and the psychological processes underlying the regulation of attachment-related thoughts, feelings, and behavior. His research provides insights into the basic processes through which people regulate their thoughts and feelings and the developmental roots of individual differences in cognitive and affective functioning. Dr. Fraley's work has helped advance the way in which individual differences in attachment security are conceptualized and measured, the way researchers think about the continuity of attachment security over time, and the evolutionary functions of attachment in adult romantic relationships. Dr. Fraley earned his Ph.D. from the University of California, Davis in 1999.

Perception, Motor Performance

Jörn Diedrichsen, School of Psychology at the University of Wales is recognized for his contributions in the field of computational motor control and cognitive neuroscience. His work has helped promote a radical reconceptualization about the nature of bimanual coupling, shifting the theoretical analysis from abstract descriptions of the phenomenon to the development of explicit psychological process models in which component operations can be linked to neural substrates. Another example of his outstanding work is the development of a virtual reality system for the MR environment that would allow the precise measurement of kinematics and forces. This system allows for the

precise measurement of the participant's movement while giving the experimenter the opportunity to impose external forces. He also came up with an innovative method for detecting and adjusting for artifacts in fMRI time series data. Dr. Diedrichsen earned his Ph.D. from the University of Göttingen, Germany in 1998.

Social Psychology

Matthew D. Lieberman, Department of Psychology at the University of California, Los Angeles is recognized for his work using cognitive neuroscience to do social psychology. One could say he was a pioneer in the

field of social cognitive neuroscience. He examines the relation among processes operating at the social/affective/experiential levels, the cognitive computational level, and the neural level of analysis and studies them in ways that are mutually interactive or constraining. Some of Dr. Lieberman's research includes an exploration of the neural bases of the dual processing distinction and his research on social rejection that illustrates how the neurocircuitries for social and physical pain overlap. Dr. Lieberman earned his Ph.D. from Harvard University in 1999. ■

Research Funding Available for Stigma and Mental Illness

APF seeks proposals for the 2007 Violet and Cyril Franks Scholarship for graduate-level scholarly projects that use a psychological perspective to help understand and reduce stigma associated with mental illness.

Applicants for the \$5,000 award must be graduate psychology students enrolled full time and in good standing at an accredited university. Proposals should answer the following five questions in five pages or less:

- What is the project's goal?
- What prior research in the area has been conducted?
- Whom will this project serve?
- What are the intended outcomes and how will the project achieve them?
- What is the total project cost?

Proposals, a letter of recommendation from a faculty advisor, and a cv should be submitted online at <http://forms.apa.org/apf/grants/>. **The deadline is May 15.** For more information, contact Idalia Ramos at iramos@apa.org or (202) 336-5814.

This scholarship is made possible by the generosity of Drs. Cyril and Violet Franks. Cyril Franks is distinguished professor emeritus of the psychology graduate school of Rutgers University and is co-founder and first president of the Association for the Advancement of Behavior Therapy. Violet Franks has been a psychologist in private practice since 1960 and has also served as consultant and director of the psychology department of the Carrier Clinic in Belle Mead, New Jersey.

APA Adopts Resolution Rejecting the Teaching of Intelligent Design as Science

At its February 2007 meeting, the APA Council of Representatives adopted a resolution rejecting the teaching of Intelligent Design (ID) as scientific and reaffirming its support of evolutionary theory.

The driving force behind the adoption of this resolution was the APA Committee on Animal Research and Ethics (CARE), which believed that it was imperative that APA respond to the recent resurgence of anti-evolutionary theory activism in the United States.

Members of CARE believe that repeated calls for the teaching of ID alongside evolution in science classes by political leaders and school boards poses a threat to the scientific enterprise in general and to the CARE constituency in particular. Thus, by adopting a resolution rejecting ID as science and its teaching as science education, APA (1) recognized evolutionary theory as a major unifying force in contemporary science; (2) affirmed that fully understanding the thoughts, feelings, and behaviors of humans and other animals requires attention to evolutionary heritage and processes; and (3) reaffirmed previous APA resolutions that endorsed the importance of teaching and research activities grounded in evolutionary reasoning as vital to psychological science.

Why are APA resolutions important? First, resolutions are a primary means of creating APA policy — putting the Association on record on matters of import to the members. Second, our legislative and federal affairs staff members are able to use these APA policies as the groundwork for advocacy activities. And last, they serve as meaningful reminders of our commonalities as a discipline.

Following is the text of the APA resolution rejecting Intelligent Design as Science.

APA Council of Representatives Resolution Rejecting Intelligent Design as Scientific and Reaffirming Support for Evolutionary Theory

The science, practice, and application of psychology depend on science education and the culture of evidence and critical thought to which it contributes. Evolutionary theory is one of the most powerful elements of contemporary science. With due diligence in repudiating misappropriations of evolution to justify social injustices, scholars informed by evolutionary theory can unify scientific knowledge and serve public interests in invaluable ways. Proponents of Intelligent Design (ID) present ID theory as a viable alternative scientific explanation for the origins and diversity of life. However, ID has not withstood the scrutiny of scientific peer review of its empirical, conceptual, or epistemological bases and thus is not properly regarded as a scientific theory.

WHEREAS Intelligent Design Theory poses a threat to the quality of science education in the United States, and recognizing the urgency pressed upon it by the endorsement of teaching ID alongside evolutionary theory by some political leaders; (Baker & Slevin, 2005; Santorum, 2005)

WHEREAS Evolutionary theory is a major unifying force in contemporary science; (Gould, 1994; National Science Teachers Association, 2003; Wilson, 1998)



WHEREAS The bases of continuity and variation that follow from evolutionary theory inform, explicitly or implicitly, the work of many psychologists with humans and other animals; (Caporael, 2001; Crawford, 1989; Gray, 1996)

WHEREAS ID proponents dismiss contemporary evolutionary theory as scientifically invalid; (Discovery Institute, n.d., Wells, 2000/2001)

WHEREAS ID proponents promulgate their theory as science in the absence of empirical evidence or, indeed, a means of testing it that passes scientific muster; (Young & Edis, 2004) and

WHEREAS The teaching of ID as science would seriously undermine both the vitality of psychological science and the science literacy so essential to an informed, responsible citizenry; (Gray, 1996; Lombrozo, Shtulman, & Weisberg, 2006; National Science Teachers Association, 2003)

THEREFORE BE IT RESOLVED that APA applauds the consistent repudiation by federal courts of Creationism, Creation Science, and now ID as a part of science education; (*Edwards v. Aguillard*, 1987; *Kitzmiller et al v. Dover Area School District*, 2005;

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McLean v. Arkansas Board of Education, 1982; *Peloza v. Capistrano Unified School District*, 1994; *Webster v. New Lennox School District*, 1990)

THEREFORE BE IT FURTHER RESOLVED that the APA reaffirms earlier relevant resolutions (APA, 1982 & 1990) and joins other leading scholarly organizations including American Association for the Advancement of Science (2002), American Astronomical Society (2005), American Society of Agronomy (2005), Federation of American Societies of Experimental Biology (2005), and National Association of Biology Teachers (2005) in opposing the teaching of Intelligent Design as a scientific theory.

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EXECUTIVE DIRECTOR'S COLUMN

STEVEN BRECKLER, Executive Director for Science

Science, Practice, and Federal Funding

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One of the main activities of the APA Science Directorate is a vigorous science policy and advocacy effort. We work especially hard to represent the interests of psychology when it comes to federal funding for research. Much of what we do as a science depends on grants from NIH, NSF, DoD, NASA, Education, DHS, and other federal agencies. We work closely with the funding agencies, and we make sure that their congressional authorizations and budgets are inclusive of psychological research.

Those who follow NIH know that funding priorities have been changing, and many among us believe that support for behavior-based research is being pushed aside so that more money can go to neuroscience and genome-based research. We touch upon this issue frequently in APA Science Directorate communications.

If it is true (and we believe it is), we need to focus on the reasons. We can entertain dozens of explanations, but I would like to focus here on one that we don't talk much about. It has to do with the relationship between the science of psychology and the practice of psychology, in particular the health-related interventions and services delivered by psychologists.

One reason why the biomedical research enterprise enjoys favored status for NIH funding is because it is perceived as being part of a smooth flow and translation of new knowledge into practice. Medical practice is seen by most as a well-established, well-functioning system for delivering interventions based directly on research in biology, genetics, chemistry, pharmacology, physiology, and other fields.



In contrast, the perception of behavioral research is that it has no well-established, well-functioning system for the delivery of interventions. If the leadership of NIH believes that behavioral research cannot be delivered effectively, it may be using that to justify a lower priority for funding.

Of course, it is not true. The practice community of psychology is well-established, well-functioning, and perfectly capable of delivering interventions that are the direct result of behavior-based research. Indeed, in many areas of health and disease, the interventions delivered by psychologists are far more effective than those delivered by medically-oriented providers.

Why, then, do we suffer from this misperception? I believe it is because psychology has allowed itself to feed a perceived divide or rift between our science and our practice. We speak often of the science-practice divide. It is framed as *us* versus *them*. We let ourselves be placed into silos, and force ourselves to identify either as practice or as science. And as any social psychologist will tell you, we therefore

lay the groundwork for animosity, intergroup conflict, and turf battles.

This is counterproductive, and it hurts both our science and our practice. Many in the science community of psychology want to place greater distance between themselves and the health-related practice of psychology. Indeed, some among us work hard to sever the connection between scientific psychology and clinical practice. I believe that some professional societies exist with this purpose in mind.

If the leadership of NIH perceives a disconnect between the science and practice of psychology, who have we to blame? I think it falls squarely with those who seek to divide psychology along science-practice lines. If the science community of psychology wants to gain favored status among health-related funders, we must find ways to embrace and integrate with our colleagues in practice. We need to set aside our family squabbles, and move forward as the integrated, translational science we really are. ■

SCIENCE GOVERNANCE NEWS

Members of APA Science Governance groups met the 4th weekend of March at the Consolidated Board and Committee meetings in Washington, D.C. Below are summaries of what took place at these meetings:

Board of Scientific Affairs

contributed by Ronald T. Brown

This past March, the Board of Scientific Affairs (BSA) met and discussed a number of issues of relevant to psychological science. BSA is very excited about the Scientific Leadership Conference (SciLC) that will be held in Washington, D.C., October, 2007. The theme of this year's meeting will be advocacy at the Congressional level for federal funding of behavioral science research. All conference participants will visit with their members of Congress to advocate for issues important to the psychological sciences. While visits to Capitol Hill have been the standard for other APA leadership conferences, this will be the first time for SciLC attendees to participate in advocacy activities. Many psychological scientists may think that Congressional visits are not important to their work; however, in recent years, psychological science has been threatened many times. There is a history that members of Congress have threatened to rescind research grants, hence lobbying Congress should be a concern for all of us involved in the sciences.

BSA members always receive a briefing from staff in the Science Directorate's Government Relations Office and we are always struck by the efforts put into lobbying by the staff. They are very successful at what they do on Capitol Hill and at federal agencies.

The Board of Scientific Affairs was asked to comment on the proposed revisions of the Recommended Guidelines in Postdoctoral Training in Psychopharmacology for Prescription Privileges and Model Legislation. While there has been considerable divide among academic psychologists with regard to prescription privileges for psychologists, there is no doubt that psychologists have made important



The Board of Scientific Affairs (BSA)

empirical contributions to the fields of both experimental and clinical psychopharmacology. It was the consensus of BSA that the proposed curriculum was well designed, although the Board would like the Task Force to consider including resistance training to the curriculum, guidance on disclosing financial conflicts of interest with pharmaceutical companies, and a clarification of domains of instruction that include the core content and clinical competencies with regard to differences in drug actions and interactions arising from individual differences including gender, developmental level, comorbidity of disease and concurrent medication use.

We invite you to get in touch with us, provide your expertise and your opinion and apprise us of important developments in the field.

Members are Ronald T. Brown (chair), Toni C. Antonucci, Patricia M. Greenfield, Barbara Landau, Frederick T.L. Leong, Liora P. Schmelkin, Norman E. Spear, Lois E. Tetrick, and Alice M. Young.

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APA Science Student Council

The Science Student Council met with the Board of Scientific Affairs several times over the course of the Consolidated Meetings weekend, most particularly to discuss a number of items of interest to the graduate student community.



The APA Science Student Council (SSC)

The SSC made some refinements in the application and review process for the Early Researcher Awards (<http://www.apa.org/science/era.html>), put the finishing touches on plans for the three APA Convention programs it is organizing for 2007 (see page x for a full listing), and met with the APA Membership Committee to discuss the needs of graduate students in scientific societies. Members also met with gradPsych editorial staff to pass along their ideas for science-relevant articles, and made final revisions in two new documents on the SSC website (statements about peer review and authorship).

Members are Janet Tomiyama (chair), Marc Berman, Marcella Boynton, Jennifer Brielmaier, Suzanne Dean, Kelly Dunn, Camilla Hileman, Paul Poteat, and Felix Thoemmes.

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Committee on Psychological Tests and Assessment (CPTA)

CPTA welcomed three new members at the spring 2007 meeting. Marcia Andberg, Andberg Associates, LLC., Michael Kolen, University of Iowa, and Frank Worrell, University of California, Berkeley, will serve three year terms on the committee.

During the meeting, members of the Committee continued their work on the

Science Governance News continued on next page...

SCIENCE GOVERNANCE NEWS



The Committee on Psychological Tests and Assessment (CPTA)

8 revision of two position statements, *Observers and Third Parties in Psychological Testing and Assessment*, and *Disclosure of Test Data and Materials*. The Committee also reviewed the status of the activities of the Task Force for Increasing the Number of Quantitative Psychologists. The Task Force plans to make final a report to the APA Council of Representatives and establish a website devoted to quantitative psychology by late summer.

Wayne Camara, chair of the *Standards for Educational and Psychological Testing* management committee, reviewed the timeline for the upcoming revision of the *Standards* with members of the Committee. In development is a web-based survey which will be designed to capture specific information regarding those areas/topics in the current *Standards* that are in need of revision. It is anticipated that the survey will be available by early summer.

Members are Antonio E. Puente (chair), Marcia M. Andberg, Madonna G. Constantine, Michael J. Kolen, David F. Lohman, Eric N. Miller, Samuel O. Ortiz, Chockalingam Viswesvaran, and Frank C. Worrell.

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Ad hoc Committee to Advance Responsible Research

The BSA *Ad Hoc* Committee to Advance Research held its third meeting February 2-3 in Washington, DC. At the

meeting, the Ad Hoc Committee proposed that BSA approve a slight modification to its name. The Committee deemed the name change necessary so that its mission is not misconstrued as one aimed at advocating for increased funding of behavioral and psychological research. The Committee recommended that BSA consider changing the Committee's name to *Ad Hoc* Committee to Advance Responsible Research (CARR). The name change was approved by BSA at its spring meeting in March.

The Committee discussed the importance of infusing responsible conduct of research (RCR) issues into the psychology curricula at both the undergraduate and graduate school levels. While ensuring that RCR becomes an integral part of education and training in scientific psychology is a long-term goal that the Committee will pursue, in the short-term, the Committee decided to develop a number of different initiatives and projects, all of which were geared towards developing resources on the various aspects of RCR. Some of its proposed projects include developing a statement on psychology participant pools, exploring avenues for introducing graduate students to the peer review process, and collaborating with the Committee on Animal Research and Ethics (CARE) on developing an annual RCR summer institute.

Members are Arthur Daniel Fisk (chair), Karen Calhoun, Neil Charness, Thomas Eissenberg, Martha A. Mann, and Diane Scott-Jones.

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Committee on Animal Research and Ethics

At its spring meeting, the Committee on Animal Research and Ethics (CARE) discussed mechanisms to foster the next



The Committee on Animal Research and Ethics (CARE)

generation of non-human animal researchers. The Committee reviewed applications and selected winners for the 2007 CARE Imprinting Awards Program, which is a collaborative effort with Divisions 3, 6, 25, and 28. CARE also explored the feasibility of a broader initiative to introduce high school students to scientific psychology in general and psychological research with nonhuman animals in particular, the details of which will be discussed at its fall meeting. The Committee also reviewed a rough cut of a video on the importance of touch and contact in social behaviors such as attachment and aggression. The final video and study guide is expected to be completed and distributed to high schools by the fall.

CARE will also sponsor a conversation hour at the 2007 Convention during which laboratory animal researchers in psychology will have the opportunity to discuss regulatory and other challenges that they are currently facing and inform CARE about their needs for meeting these challenges.

Members are Steven I. Dworkin (chair), Jennifer Higa, Theresa A. Jones, Robert Lickliter, James K. Rowlett, and Pamela Scott-Jones. ■

Outlook for Fiscal Year 2008 Appropriations

by Karen Studwell

While Congress spent most of April out of session for a long Easter recess, Science Government Relations staff continued to work independently and in broader coalitions to educate Congress and key congressional staff about important science funding issues.

With the House under Democratic leadership, there is renewed interest in restoring recent cuts to important research, health, and education programs. As the new chair of both the full House Appropriations Committee and the Subcommittee on Labor, Health and Human Services and Education, David Obey (D-WV) will play a critical role in making these decisions and has expressed his support for a broad range of health and research programs.

In recent meetings with Chairman Obey's committee staff, as well as in congressional testimony, APA has continued to push for a 6.7 percent increase for the National Institutes of Health and increases for other health programs. On March 30, 2007, APA submitted its testimony citing concern over falling success rates at NIH (now below 20 percent in many institutes). APA's testimony also raised concern about research training and the need to maintain programs to support young and minority investigators who are most vulnerable in the current funding climate.

Other House members have shown their support by signing a Congressional "Dear Colleague" letter to support 6.7 percent increases for NIH for the next three years, which they state is necessary to "restore the funding lost to NIH since 2003 and preserve our investment in biomedical research." The letter currently has 161 Congressional signatures.

However, before Congress gets started on individual appropriations bills, it has to complete its work on the concurrent

Budget Resolution, which limits how much money the appropriations committees can allocate to discretionary programs. Currently, the House budget resolution provides approximately \$22 billion more than the president requested and nearly \$6 billion more than the Senate budget resolution. We expect the final budget resolution to emerge from conference within the next week.

One specific issue that has been of concern to individual investigators supported by the National Institute of Child Health and Human Development (NICHD) is the funding for the [National Children's Study](#), which seeks to enroll a cohort of 100,000 children from before birth to age 21 to look at the environmental influences on child health and development. The Bush Administration proposed to stop the study in its FY 2007 and FY 2008 budget requests only to have Congress provide a new funding stream for the NCS through the Office of the NIH Director. At a congressional hearing in March, Chairman Obey asked NIH Director Elias Zerhouni about the NIH's lack of support for the NCS, and Zerhouni explained that the decision was based on budget priorities and that

funding the NCS would drastically reduce NICHD's ability to fund other research. In response, Obey indicated that Congress would again provide additional funds to NIH for the NCS. As co-chair of the Friends of NICHD, APA's Karen Studwell submitted the coalition's congressional testimony to the House in late March, which called for \$111 million for the NCS.

Some of the additional goals advocated in APA's Labor-HHS-Education [testimony](#) were increases in suicide prevention programs at the Substance Abuse and Mental Health Services Administration and Centers for Disease Control and Prevention; increases in the Graduate Psychology Education program in the Health Resources and Services Administration that trains psychologists to work in integrated care settings with rural and under-served populations; and expansion of Child Trauma treatment and prevention programs.

Chairman Obey is pushing to have all appropriations bills, including the Labor-HHS-Education bill, completed in the House by the July 4th congressional recess. ■

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Funding Available for Violence Prevention

APF will award up to \$20,000 in 2007 for innovative community programming aimed at interventions to prevent and reduce violence in society. Proposals from non-PhD holders and non-psychologists will be accepted provided their proposal meets the following program goals:

- Encourages the transfer of psychological science with regard to violence, its prevention, and intervention strategies to programmatic applications within the community
- Supports the implementation of innovative community programs aimed at preventing violence in a number of social settings (e.g. young adult populations, the elderly, domestic partnerships, and others)

Applicants must be engaged in research-based program implementation. Special consideration will be given to programs that show promise for broad-based community support. For application information, visit www.apa.org/apf/violence.html. **The deadline is June 1.**

Start Packing... San Francisco Calls!

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What's on your planner for August 17-20? Let's hope it is the APA Convention, because that is where the action will be – at the Moscone Convention Center in San Francisco! Don't miss what will prove to be an excellent meeting for Science!

If you are a graduate student (or if you teach or work with graduate students...) you will find the programs organized by the **APA Science Student Council** to be of particular interest. See page 12 of this newsletter for a fuller description of each program.

-Conducting interdisciplinary research – A guide for graduate students
Sunday, August 19, 4:00 – 4:50 pm.
Featuring panelists **Lois Tetrick, Elissa Epel, and Baldwin Way.**

-Feeling rejected?? Graduate students dealing with the journal review process
Sunday, August 19, 3:00 – 3:50 pm.
Featuring panelists **Robert Kaplan, Matt Lieberman, and William Stoops.**

-Psychological science graduate superstars: Datablitz
Sunday, August 19, 11:00 – 11:50 am.
Featuring 18 top graduate students and plenty of coffee!

The **Master Lectures** are delivered by individuals selected for the excellence of their research. The 2007 Master Lecturers are:

-Vickie Mays, who will speak on Sunday, August 19, 3:00 – 3:50 pm, on “The Next Twenty-five years of HIV Epidemic: African American Women in the Deep South.”

-Martha McClintock, who will speak on Sunday, August 19, 4:00 - 4:50pm, on “Broken Ties: Social Isolation and Breast Cancer.”

-James Outtz, who will speak on Saturday, August 18, 10:00 – 10:50 am, on “Science, Practice, and Social Change: Are they Compatible?”

-Martin E. P. Seligman, who will speak on Sunday, August 19, 2:00 – 2:50 pm, on “Teaching Positive Psychology.”

-Ed Wasserman, who will speak on Saturday, August 18, 12:00 – 12:50 pm, on “Humans, Animals, and Computers: Minding Machines?”

The **Neal Miller Annual Lecture** will be delivered this year by **C. Sue Carter**, Saturday, August 18, 11:00 – 11:50 am, on “Molecules and Monogamy: What's Love Got to Do With It?”

From the **Committee on Psychological Tests and Assessment** comes an interesting panel session on “Third Party Observers in Psychological and Neuropsychological Forensic

Psychological Assessment.” Featuring **Antonio Puente, Randy Otto, and Robert McCaffrey**, it will be held Saturday, August 18, 12:00 – 12:50 pm.



The **Committee on Animal Research and Ethics** will sponsor a panel session on “Stress and Health: Revised and Revisited, from Mouse to Human.” It will feature **Mary Meagher, Firdaus Dhabhar, and Elissa Epel**, and will take place Saturday, August 18, 1:00 – 1:50 pm.

Ivor Pritchard will be a featured speaker on Saturday, August 18, 10:00 – 10:50 am, on “What Should Psychologists Think about IRB Decisions?”

“**A Scientist's Guide to the APA Convention**” will be published both electronically (on the Science Directorate website) and on paper (available at the Convention) – keep an eye out for announcements on its late June availability.

Don't forget to visit the APA Convention website (www.apa.org/convention) for the latest in plenary speakers, presidential symposia, and all the logistical information you need to attend! ■



Call for Nominations for APA Distinguished Science Awards

by Suzanne Wandersman

The APA Board of Scientific Affairs (BSA) invites nominations for its ongoing awards program. Awards are given in three categories:

The **Distinguished Scientific Contribution Award** is presented to individuals who have made distinguished theoretical or empirical contributions to basic research in psychology.

The **Distinguished Scientific Award for the Applications of Psychology** is given to individuals who have made exceptional theoretical or empirical advances in psychology leading to the understanding or amelioration of important practical problems.

To submit a nomination for the Distinguished Scientific Contribution Award and the Distinguished Scientific Contribution Award for the Applications of Psychology, you should provide a letter of nomination; the nominee's current vita with list of publications; the names and addresses of several scientists who are familiar with the nominee's work; a list of ten most significant and representative publications, and at least five reprints representative of the nominee's contribution (reprints, preferably in electronic form).

The **Distinguished Scientific Award for Early Career Contribution to Psychology** is awarded to outstanding young psychologists who are 9 years or less post-PhD (1998 or later). The Early Career Awards will be given in five areas:

- animal learning and behavior, comparative
- psychopathology
- health
- developmental
- cognition/human learning

The categories should be interpreted broadly and are not meant to be exclusive; all areas of psychology are of sufficient merit to be considered for awards.

To submit a nomination for the Distinguished Scientific Award for Early Career Contribution to Psychology, you should provide a letter of nomination, the nominee's current vita with list of publications, and up to five representative reprints.

To obtain nomination forms and more information, you can go to the Science Directorate web page (www.apa.org/science/sciaward.html) or you can contact Suzanne Wandersman, Science Directorate, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242; by phone, (202) 336-6000; by fax, (202) 336-5953; or by E-mail, swandersman@apa.org.

The deadline for all award nominations is June 1, 2007. ■

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2007 Academic Career Workshops

The Science Directorate's Academic Career Workshops have become an integral part of many scientific society meetings. We continue to receive rave review from attendees. The purpose of these workshops is to introduce graduate and postdoctoral students to the nuts and bolts of pursuing an academic career. Topics range from a description of variations in the academic culture across institutions to the pragmatics of the recruiting and hiring process.

See below for the workshops that are scheduled for the spring. If you are interested in additional information about the workshops, such as co-hosting or attending one, please contact Stephanie Cox by phone at 202-336-5918 or email at scox@apa.org. Also, please check out our webpage for more information on an academic career at <http://www.apa.org/science/careers.html>.

There is no charge to attend these workshops!

Spring 2007 Academic Career Workshop Schedule

MPA: May 3-5, 2007

Chicago, IL

Workshop Date: Thursday, May 3, 2007

Time: 3:00 pm – 5:00 pm

<http://www.midwesternpsych.org>

Career Day at University of Maryland at Baltimore County

Baltimore, MD

Workshop Date: Friday, May 4, 2007

Time: 1:00 pm – 5:00 pm

From the APA Science Student Council...

The Science Student Council is a group of nine graduate students who spend a couple of weekends a year with the Science staff, advising us on programs and activities that would benefit graduate students in psychological science. This month, and every month for the next year or so, the students will present useful information that other graduate students need to know! Visit the Science Student Council page (<http://www.apa.org/science/apasscweb.html>) to learn more about the activities of the SSC.

12 Going to the APA Convention?

by Camilla Hileman

If you're a science-oriented graduate student and you're going to the APA Convention in August, the Science Student Council has designed three convention sessions with YOU in mind! Don't miss out on the opportunity to attend these exciting sessions!

Conducting interdisciplinary research – A guide for graduate students
Sunday, August 19, at 4:00 PM

Are you a developmental psychologist – and a secret aficionado of tennis? Perhaps you're a neuroscientist – but you have dreams of starring in a Broadway musical! In interdisciplinary research, two different fields (sometimes strikingly different fields!) come together to inform one research project. Interdisciplinary research is often on the cutting edge of research – researchers push past traditional boundaries and boldly go where no researcher has ever gone before! Due to its innovative and creative nature, interdisciplinary research presents a unique set of challenges. In this session, our panel of experts will guide you through the process of conducting interdisciplinary research. Learn the “tricks of the trade” from interdisciplinary scientists themselves! **Lois Tetrick, Elissa Epel, and Baldwin Way** comprise the panel for this exciting session.

Feeling rejected?? Graduate students dealing with the journal review process
Sunday, August 19, at 3:00 PM

Your journal article wasn't accepted ... what do you do now? Revise and

resubmit? Try a different journal? Give up completely? Before you throw in the towel, get some advice from the experts! Let our panel of experts walk you through the peer review process and explain some of your post-review options. This panel will offer thoughtful advice on dealing with those murky reviews, including reviews that might seem insulting in nature, reviewers that express different opinions, and reviews you simply don't agree with! Panelists include **Robert Kaplan** (Editor in Chief of *Health Psychology*), **Matt Lieberman** (Editor in chief of *Social Cognitive and Affective Neuroscience*), and **William Stoops**, representing the views and experiences of a recent post-doc.

Psychological science graduate superstars: Datablitz

Saturday, August 18, at 11:00 AM

Two minutes, two slides! In this session, 18 top graduate students from around the country will present their research at a lightning-fast pace. Go ahead and skip your morning coffee (**coffee will be available in the room!**) – this session is sure to keep you on your toes! From prosocial behavior in high-risk toddlers to motor stereotypy in macaques, these presentations will span multiple research domains of psychology. Whatever your area of research, this session is guaranteed to have something to pique your interest! Come join in the excitement, cheer for your favorites, and watch as the students race to complete their presentations in under two minutes!

When you aren't attending these convention sessions, check out some of the other convention highlights. The Science Directorate provides a valuable list of science-oriented presentations – a

great way to help the research-oriented student navigate through the convention! Also, don't forget about the big-name speakers sponsored by the American Psychological Foundation. Prominent psychologists, such as **John Monahan, Baron Perlman, Donald Stuss, James Gallagher, Bruce McEwen, and Michael Wessells**, are only a presentation away. Be sure to add these convention highlights to your schedule...and see you in August!

APA Listservs for Informed Minds

by Felix Thoemmes

Listservs and Newsletters are a great way to keep yourself informed about the latest events within APA: funding opportunities, award deadlines, job openings, and other relevant topics. Listservs are simply email distribution lists that allow subscribed members to obtain and disseminate information via email. Some of the listservs available allow direct input from you to other subscribed members; others are more restrictive and function more as a newsletter to subscribed recipients. However, all listservs work via email, are easy to set up on the APA website, and provide up-to-date information about the latest events. For most of the listservs, a single subscription email is all that is needed to sign up and even that can be done easily and hassle-free on the APA website. The web-based listserv management service offered by APA makes it easy to subscribe to one of the mentioned mailing lists. After providing an email address and

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password for the initial registration, a simple click on “Join” is all it takes to subscribe to the listserv of your choice. More detailed information on this process is available on the website. APA has set up comprehensive lists of all listservs that are being maintained through the APA server. These lists include overarching committees and boards, most of the divisions within APA, and many “local” entities within APA. The lists are currently accessible online through two websites:

<http://listserv.apa.org/cgi-bin/wa.exe>
and
<http://lists.apapractice.org/cgi-bin/wa-apapractice.exe>

Both websites can be used for the management of your subscriptions. Through the sites you can subscribe, unsubscribe, post messages, and search the complete archives of any of the listservs that you are eligible to access or are already subscribed to. APA has listservs that vary in terms of the audience addressed and the scope of the information provided. They range from very general listservs announcements tailored to a larger

audience of researchers, professionals, practitioners, or students to quite specific ones that contain information relevant to just a single division or special interest group. Among the most subscribed of these mailing lists are:

- The Science Oriented Grad Students List that announces relevant topics to science-oriented students
- The Science Policy Insider News (SPIN) by the APA's Public Policy Office that informs about current advocacy issues
- The APAGS Special Announcement mailing list that caters information relevant to Psychology Graduate Students in general
- The Advancing Psychology E-news newsletter

All of these listservs provide information relevant to a wide audience within APA.

If you are not already subscribed, or just want to know what kind of listservs

are out there, visit one of the sites mentioned above and give it a try. You will be surprised by all the information that is floating around the APA listservs. ■

Announcing the 2007 APF/COGDOP Graduate Research Scholarships

The American Psychological Foundation (APF) and the Council of Graduate Departments of Psychology (COGDOP) are jointly offering graduate research scholarships. Promising graduate students are invited to apply for one of these awards, including the \$3,000 Ruth G. and Joseph D. Matarazzo Scholarship, the \$2,000 Clarence J. Rosecrans Scholarship, and a number of \$1,000 scholarships.

The purpose of the scholarship program is to assist graduate students of psychology with research costs. Eligible students are those enrolled in a doctoral program or an interim master's program in a COGDOP member department. Students currently enrolled in terminal master's programs in COGDOP member departments are eligible for the award if they intend to enroll in a PhD program immediately after earning the master's degree. Students at any stage of graduate study are encouraged to apply, and several fellowships have been reserved for students who, at the time of application, are within the first two years of graduate study in psychology.

Applications must be received by June 15, 2007. Visit www.apa.org/science/apf-cogdop.html for complete instructions and a link to the application form.

Culture of Service Awards: Nominate Now!

by: Suzanne Wandersman

The Science Directorate is looking for nominations for its two Culture of Service awards. One award honors individuals and the other award honors academic departments.

Award for Distinguished Service to Psychological Science

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The APA Board of Scientific Affairs (BSA) is soliciting nominations for the Award for Distinguished Service to Psychological Science. This Award recognizes individuals who have made outstanding contributions to psychological science through their commitment to a culture of service. Award recipients will receive an honorarium of \$1,000. The deadline for nominations is **May 20, 2007**.

Nominees will have demonstrated their service to the discipline by aiding in association governance; serving on boards, committees and various psychological associations; editing journals; reviewing grant proposals; mentoring students and colleagues; advocating for psychological science's best interests with state and federal lawmakers; and promoting the value of psychological science in the public eye. Nominees may be involved in one service area, many of the areas, or all of the service areas noted above. An individual's service to the discipline and not a person's scholarly achievements are the focus of this award.

Nominations will be accepted only as electronic submissions to cultureofservice@apa.org. Please be sure to submit the nomination as a package that includes the letter of nomination, vita, and three letters of support.

Past award recipients include:
2006: Robert L. Balster and Nora Newcombe
2005: Robert A. Bjork and J. Bruce Overmier

Departmental Award for Culture of Service in the Psychological Sciences

The APA Board of Scientific Affairs (BSA) is soliciting nominations for the Departmental Award for Culture of Service in the Psychological Sciences.

This Award recognizes departments that demonstrate a commitment to service in the psychological sciences. Departments selected for this award will show a pattern of support for service from faculty at all levels, including a demonstration that service to the discipline is rewarded in faculty tenure and promotion. Successful Departments will also demonstrate that service to the profession is an integral part of training and mentoring. Each Department selected will receive an award of \$5,000 to be used for departmental activities. The deadline for nominations is **May 20, 2007**.

Service to the discipline includes such activities as departmental release time for serving on boards and committees of psychological associations; editing journals; serving on a review panel; or chairing an IRB. Other culture of service activities that a department would encourage include mentoring students and colleagues; advocating for psychological science's best interests with state and federal lawmakers; and promoting the value of psychological science in the public eye. The focus of this award is a department's faculty service to the discipline and not their scholarly achievements.

Both Undergraduate and Graduate Departments of Psychology are eligible. Self-nominations are encouraged.

Nominations will be accepted only as electronic submissions to cultureofservice@apa.org. Please be sure to submit the nomination as a package that includes the letter of nomination, vita, and three letters of support.

Past award recipients include:

2006: Davidson College and the University of Minnesota Departments of Psychology ■

Want more information?

Contact Suzanne Wandersman, Science Directorate, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242; by phone, (202) 336-6000; by fax, (202) 336-5953; or by email: swandersman@apa.org.

APA Member Provides First Rate Testimony on Second Chance Act

by Geoff Mumford

On March 20, APA member Roger Peters testified before the Subcommittee on Crime, Terrorism, and Homeland Security of the House Committee on the Judiciary. Peters is Chair and Professor in the Department of Mental Health Law and Policy at the University of South Florida, Louis de la Parte Florida Mental Health Institute in Tampa, Florida, where he conducts research on the integration of drug abuse treatment in criminal justice settings. The hearing was held in support of the Second Chance Act (H.R. 1593), a bill to provide substance abuse treatment resources for those transitioning from the prison system.

Peters was joined on the witness panel by representatives of various corrections facilities, faith-based programs, Goodwill Industries, and non-profit residential work programs. Peters, the only scientist testifying, was selected as a witness after APA Science

Government Relations Office (GRO) staff contacted the subcommittee to suggest that the hearing include a research perspective. Following his testimony, Peters responded to a range of questions related to the importance of mental health services in offender rehabilitation; the effectiveness of short versus longer-term treatment services to those in re-entry programs; and the special needs of older offenders.

At the conclusion of the hearing, Science GRO staff accompanied Peters to see Judiciary Committee Chairman John Conyers, who had expressed concerns during the hearing about the lingering effects of gang violence and prison rape on those trying to get a new start via re-entry programs. Peters' appearance was timely as he served as a reviewer on a guide entitled "Principles of Drug Abuse Treatment for Criminal Justice Populations," recently published by the National Institute on



Representative John Conyers and Roger Peters

Drug Abuse. Science GRO staff had arranged for delivery of a copy of the guide to every Member of Congress in January as part of an on-going education campaign on behalf of the Friends of NIDA coalition. ■

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The National Institute on Drug Abuse has compiled a research-based guide for treating drug abusers within criminal justice settings which provides 13 essential treatment principles, includes answers to frequently asked questions, and resource information (<http://www.nida.nih.gov/drugpages/cj.html>).

Office of Applied Psychological Science

by Stephanie Johnson

In our continuing efforts to build the Office of Applied Psychological Science we are seeking your help again. It is critical that we as psychologists and members of APA promote the many contributions that applied psychological research scientists continue to make within the field of psychology. To this end, we are asking you to send us your thoughts on what are the "hot topics" in applied psychological science. We are aware that applied research within psychology is diverse and this is exactly what makes this aspect of psychology

unique. The information that you provide will be used to inform the applied science community of current research topics of interest. The new and improved applied psychological science web-link, now under construction, will have a section titled "Hot Topics" in applied psychological science where this information will appear.

If you or someone you know is working on an exciting project within the area of applied psychological

science, please send the name of the researcher and the focus of the project to srjohnson@apa.org. Please feel free to forward any manuscripts, book chapters, or articles that highlight ANY new or exciting research findings within applied psychological science. We appreciate your ideas as we continue to develop this new office within the Science Directorate. ■

APA Sponsors FABBS Science Café

by Nicolle Singer

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The Foundation for the Advancement of Behavioral and Brain Sciences (FABBS) held a public outreach event on Monday, March 26, 2007. This event, sponsored by the APA Science Directorate, was the third in the FABBS Science Café series, intended to provide free and low cost public education on “hot” issues related to brain science.

This Café was held at the American Association for the Advancement of Science (AAAS) headquarters in Washington, DC. It featured two speakers, Nicholas Schiff, MD (Cornell University) and Daniel Wegner, (Harvard University), who focused their talks on understanding the mysteries of the brain and mind in the aftermath of Terri Schiavo and related cases.

The Science Directorate used the occasion to roll out a new pair of publications on functional Magnetic

Resonance Imaging (fMRI). These booklets highlight some of the most exciting fMRI research taking place at the intersection of psychology and physiology in four sections: *Improving Lives*, *Treating Disorders*, *Addressing Social Problems*, and *Exploring the Mind*.

Through outreach activities such as the publication of these booklets, the Science Directorate hopes to increase public understanding of fMRI and psychological science. The booklets are available free of charge at the Science Directorate website (<http://www.apa.org/science>).

The presentations given by Schiff and Wegner, along with more photos from the event, can be viewed at the FABBS website (<http://www.fabbs.org>). ■



The Science Café enjoyed standing-room-only attendance.



From left to Right: Steven Breckler, Nicholas Schiff, Sharon Stephens Brehm, James Pomerantz, Thomas Wallsten, Daniel Wegner

APA Science Directorate Publishes Pamphlets on fMRI and Psychological Science

In March 2007 the Science Directorate published two new printed and web resources for students and the general public to learn about functional Magnetic Resonance Imaging (fMRI) in psychological science.

During the past six summers, the APA Science Directorate has supported a series of NIMH funded Advanced Training Institutes on how psychologists can incorporate fMRI into their research. As the capstone of this series of ATIs, we have published two new booklets (one for adults and one for teenagers) about fMRI-based psychological research. Our goal is to educate as many people as possible about the advances allowed by fMRI, with special emphasis on its applications in psychology.

These booklets highlight some of the most exciting fMRI research taking place in psychology by focusing on four broad sections: **Improving Lives**, **Treating Disorders**, **Addressing Social Problems**, and **Exploring the Mind**. A broad range of research is highlighted in each of these sections, on such problems as addiction, racism, and dyslexia. We seek to make the material come alive for readers through the use of numerous examples, straightforward language, and a full-color format including plenty of illustrations.

The booklets are intended for general audiences who are interested in learning about psychological science and its applications to everyday life. Through outreach activities, such as the publication of these booklets, the Science Directorate is working to increase public knowledge and understanding of psychological science.

Electronic versions of both the teen and adult booklets are available on the web at www.apa.org/science and www.apa.org/science/fMRIBooklets.html for educational uses. Printed copies can be requested via email, by contacting science@apa.org Be sure to share these resources widely.

Early Researcher Awards Deadline Set

The APA Science Student Council has announced **September 14, 2007** as the deadline date for submissions for the 2007 Early Researcher Awards. These awards recognize outstanding student researchers who are currently early in their graduate training. We are unable to accept submissions from advanced graduate students for research completed earlier in their graduate training.

Strong preference will be given to students who demonstrate outstanding research abilities earlier in their graduate training (i.e., up to and including master's thesis or equivalent), and who show a considerable level of independence in conducting their research.

Up to three awards will be given in 2007, drawn from basic science, applied science, and interdisciplinary science areas. **Each recipient will receive an award of \$1,000.**

More information about the Early Researcher Awards is available at www.apa.org/science/era.html. The application is now available at http://www.apa.org/science/era_app.html.

If you have any questions, please send an email to the Science Directorate (science@apa.org) or telephone at 202-336-6000.

APA Training Institutes on GIS & Web-Based Research

Applications are still being accepted for two of this summer's APA Advanced Training Institutes (ATIs). These intensive training programs expose advanced graduate students, new and established faculty, post-docs, and other researchers to state of the art psychological research methods and emerging technologies. More information about these programs can be found at: http://www.apa.org/science/ati_promo.html

We encourage you to consider these programs for yourself and to forward this announcement widely to colleagues and students who may be interested.

An ATI on **Performing Web-Based Research** will be held July 9-13, 2007, at the University of Northern Iowa, Cedar Falls. This program will cover the how, why, and why not of designing and implementing web-based research. Examples of interactive experiments that are conducted on the web are discussed, and instructors provide background on the history of internet-based research, as well as the ethics of collecting data on the web. Other topics include longitudinal web methods, large shared databases, web panels, and the recruitment and retention of online participants. Website creation is introduced using basic html and the Authorware software package, as needed for each individual's project. Attendees should come prepared with a web project (or an idea for a web-based experiment) that they would like to work on during the week. Applications will be accepted until seats are filled.

Another ATI will introduce **Geographic Information Systems for Psychological Research**, and will be held August 16, 2007, in San Francisco, CA. The timing of this one-day program immediately prior to the APA Convention is intended to make it easier for psychologists to attend and learn about this emerging technology. This ATI will focus on the uses (and potential uses) of GIS in psychological research, with plenty of examples. A panel of psychologists who use GIS in their research will speak about the strengths of this methodology and its contribution to their investigations. The development of current the current technology and computer programs will also be discussed. When possible, demonstrations of GIS technology will be matched to the research interests of attendees as described on the registration forms. Dr. Reginald Golledge, a leading behavioral geographer, will direct this ATI. Applications will be accepted until seats are filled.

Tuition for all ATIs is substantially lower than marketplace prices because of a subsidy from APA's Science Directorate. Applications are available at http://www.apa.org/science/ati_promo.html and must be submitted electronically through the program's website. For more information, contact APA's Science Directorate at ati@apa.org or (202) 336-6000.

Bringing Psychological Science to National Security

by Kathleen Pierce

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Before I began my APA Science Policy Fellowship, I was not sure how a social psychologist with training in basic research would fit in with the fast-paced, often hectic world of the Department of Defense (DoD). When my fellowship concludes, I will leave with a great sense of optimism about the respect, patience, and appreciation that the DoD has for psychological science that is rigorous, valid, and beneficial to both the military and the discipline.

I had no previous experience in government or the military when I started work in the Behavioral Sciences Directorate of the DoD's Counterintelligence Field Activity. Most of my new colleagues are psychologists who often must travel at a moment's notice to support counterintelligence operations or investigations. Other important goals of the Directorate include achieving a better understanding of the motivations of those who commit espionage or violence against the U.S., and seeking to improve the ways that newcomers (like me) are assessed during the security clearance process. Of course, these goals cannot be achieved without a thorough understanding of the personal, contextual, and cultural influences on human thoughts, feelings, and behavior.

As a social psychologist, I focus on the effect of the context on an individual's behavior. When understanding what might motivate someone to engage in destructive behaviors like espionage, we must understand that individual not only as a person, but also that individual's environment: how that individual is influenced by the information that flows from the people and culture surrounding him or her. As a professional, I find myself in the enviable position of re-learning my discipline every day, discovering innumerable novel perspectives on our science as I encounter intriguing and

unusual questions in my office. It is a unique education for me as I continue to discover how broadly applicable the field of social psychology is in the intelligence community.

In the counterintelligence community, there is a renewed and growing interest not just in the science of psychology, but also in related disciplines such as sociology, anthropology, communications, and cultural studies. My most gratifying experiences have been to communicate the research I learned reading academic journals into a very real and unique context. Nearly all basic psychological research has useful and beneficial applications within the counterintelligence community, and it is a welcome challenge to translate research done primarily in laboratories to a complex, complicated context that I am just beginning to learn and understand.

It is important for psychologists working with people in federal, state, and local governments to explain to them the need for time and patience when conducting rigorous research to advance the science. (After all, how many years does it take to develop and build the next generation of night-vision goggles or communication satellites?) In my office, we are aware that such time and energy is an investment that must be made to ensure that the futures of the intelligence and defense communities are guided by valid, reliable, ethical, and accurate science. Our office has undertaken a concerted outreach effort to other research psychologists around the country; there is a strong desire to learn about state-of-the-art theory development and methodology that might otherwise be hidden inside professional journals or conferences. I have learned that the alternative to collaborating with these scientists is to go forward without the benefit of trustworthy science, or even worse, to proceed with research that is flawed or



Kathleen Pierce

incomplete. By helping to bring rigorous, peer-reviewed science to a community that will understand and benefit from it, I am fulfilling what I believe to be the ultimate goal of psychological science. ■

The goal of the APA Science Policy Executive Branch Fellowship is to provide psychologists with an invaluable learning experience in research administration and policy, and to contribute to the more effective use of psychological knowledge within federal research funding agencies. The Fellowship also seeks to broaden awareness about the value of the psychology-government interaction among psychologists and within the federal government.

Fellows spend one year working as a special assistant in an executive branch research funding/ coordinating office. Past Fellows have worked in the White House Office of Science and Technology Policy, the Office of Behavioral and Social Sciences Research and the National Institute of Child Health and Human Development at the National Institutes of Health, the Department of Defense, the Central Intelligence Agency, and the National Science Foundation. For more information, please visit the APA Science Policy Fellowship webpage (<http://www.apa.org/ppo/fellows/scifellow.html>).

Grants Available for Scientific Conferences, Proposals Invited

The Science Directorate is currently seeking proposals for research conferences in psychology. The purpose of this program is to promote the exchange of important new contributions and approaches in scientific psychology. Over 90 conference grants have been awarded to date. The next deadline for applications is **June 1, 2007**.

Grant money ranging from **\$500 to \$20,000** is available for the scientific conference. Proposals will be considered using such formats as “add-a-day” conferences (\$500-\$3,000 available), “stand alone” conferences (\$5,000-\$20,000 available), and festschrifts (\$5,000-\$20,000 available). APA is also open to innovative ways of holding conferences. The conference must be additionally supported by the host institution with direct funds, in-kind support, or a combination of the two. Please note that a detailed budget including institutional support is required for application.

Conference proposals must meet the following eligibility requirements:

- One of the primary organizers must be a member of APA.
- Only academic institutions accredited by a regional body may apply. Independent research institutions must provide evidence of affiliation with an accredited institution. Joint proposals from cooperating institutions are encouraged.
- Conferences may be held only in the United States, its possessions, or Canada.
- APA governance groups, APA Divisions and other related entities are not eligible for funding under this program.

Conference proceedings and presentation materials (including electronic presentations) must be submitted to APA three months after the date the conference is held. APA will hold the conference proceedings for three years. If a book has not been published by APA or another publisher within the three-year holding period, APA will place the conference proceedings in PsycEXTRA.

Seventy-five percent of funds will be distributed to grantees prior to the conferences, and the remaining twenty-five percent will be released following the conference and after the submission of a final financial report detailing conference expenditures equal to or exceeding Grantee’s proposed total budget.

Conference review committee members are: Oscar Barbarin, Anita Davis, Michael Domjan, Kathleen McDermott, Kevin Murphy, and James W. Pennebaker.

For more information on review criteria, proposal contents, and budget guidelines, please refer to the APA website (<http://www.apa.org/science/confer2.html>) or contact Stephanie Cox at scox@apa.org.

Proposal writers **must** contact Stephanie Cox before submission.

PROPOSAL DEADLINE: June 1, 2007

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