

The Psychological Science Agenda



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APA Activates Grassroots to Protect Peer Review at NSF

by Heather O'Beirne Kelly

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On May 2nd, APA's Science Government Relations Office kicked into high gear after hearing from colleagues at COSSA (the Consortium of Social Science Associations, of which APA is a Governing Member) about a congressional attack on the peer review process.

The U.S. House of Representatives was scheduled to debate the FY 2007 National Science Foundation Reauthorization bill, H.R. 1867, that day prior to a vote for passage. APA was supportive of the overall bill, which provides guidelines for future programming and funding at NSF, having worked for months with congressional staff on the House Science Committee on language relating to funding and sharing of research results. However, two Members of Congress (Republican Reps. Scott Garrett from New Jersey and John Campbell from California) had filed amendments to H.R. 1867 prohibiting NSF funds from being used for nine peer-reviewed and currently-funded grants in the social and behavioral sciences, including two on which APA members were principal investigators. These two amendments, among others, were up for votes on the floor before a vote up or down on the full bill ([click here](#) to see the full text of the amendments).



Representative Brian Baird (D-WA)

APA immediately activated a grassroots advocacy effort among our members, asking that they call and urge their Representatives to vote "NO" on both amendments. These grants had been reviewed for their scientific merit by scientists from universities across the country and approved for funding by NSF. NSF's peer review process is the gold standard for determining the quality and relevance of grant proposals, and APA views efforts to restrict peer-reviewed research as undermining one of the core principles of the research enterprise.

In addition to calling upon our own APA members, Science Government Relations Office staff reached out to other science associations and university offices here in Washington

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SCIENCE BRIEFS

Internet-Based Research

by John Eustis Williams



John Eustis Williams, Assistant Professor of Psychology, University of Northern Iowa, received his undergraduate degree in Psychology from Tulane University in 1991, his master's in clinical psychology from Western Carolina University in 1997, and his Ph.D. in clinical psychology from the University of Mississippi in 2002. He has served as the Internet Editor of The Society for the Teaching of Psychology, Division 2 of APA and on the Web Advising Committee for Society for Personality and Social Psychology. He has also been instrumental in the development of PsychExperiments, <http://psychexps.olemiss.edu> and several other websites.

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Because of the potential of web-based research to enhance and facilitate data collection, and the lack of instruction on these methods in most psychology training programs, many psychologists are now seeking to acquire web-based skills on their own. One way that colleagues and I are contributing to the skillful use of web-based surveys and experiments in psychology is by organizing an Advanced Training Institute in Performing Web-Based Research, sponsored by the American Psychological Association's Science Directorate. The next workshop will be held July 9-13, 2007, at the University of Northern Iowa (please see the webpage http://www.apa.org/science/ati_wbr.html for more information).

Possibilities

Conducting psychological research using the Internet as a delivery tool opens many possibilities to researchers. Many researchers may think the Internet is only suitable for presenting surveys to unknown possible participants. However, the Internet can be used with as much control over methodology as a lab setting and used imaginatively in combination with traditional methods.

Several possibilities come to mind: using the Internet to collect data from low base rate populations; using the Internet to collect a diverse and representative sample for a specific population; using Internet based methodology to accomplish automatic data collection; using Internet based methodology to accomplish real-time data and trend analysis. There are many more possibilities limited only by the researcher's inventiveness and access to appropriate expertise.

One example of the use of the Internet for research was when I conducted a study designed to collect clinician perceptions of various automated psychological reports then provided for the MMPI-2. In this study, clinicians logged into a website to view, download, and print their respective reports. They also responded to questions online. Data was collected in an online database and summary statistics provided on a webpage. In addition, clinicians were able to view past reports, and track the status of their participation, all online.

I used this approach for several practical reasons; there were few available clinicians in my relatively rural area; I wanted a sample

representative of clinicians on a national level; I wanted to avoid the expense of mass mailings via the postal service; and I wanted automatic data collection avoiding possible input errors. Using the Internet as the means of method delivery accomplished all of these.

Another example employs using the Internet to coordinate and collect data from multiple lab settings. In a multi-site study, using the Internet allows all data to be collected centrally in a database. I use the same procedure for collecting information from three to four sites where all participants use the same online application. The data is summarized and participants get immediate feedback on their performance. Depending upon the need for stringent method control, these procedures can be carried out in a lab under the supervision of a research associate or independently by the participants at a location of their choice.

Multiple options exist for creating web applications for psychologists. Survey research can often be accomplished through the use of html and one of several available server-side scripting languages (i.e. php, vbscript, perl).

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Using a server-side script is crucial for saving the data to a database or text file. In addition, it allows a researcher greater flexibility than can be obtained easily in a pencil-and-paper version of a survey. For example, surveys can be automatically randomly presented or presented in counter-balanced order. In fact, individual questions can be randomized or presented in ways that would not be possible otherwise. However, a researcher may be interested in more interactive procedures, such as measuring reaction times, choosing objects on screen, pattern recognitions, implicit association tests, and manipulating objects. All these can and have been done through the Internet but to do so requires more advance programming often utilizing something like Java, Flash, or Authorware. One site which Ken McGraw, Mark Tew, and I created at the University of Mississippi, <http://psychexps.olemiss.edu> provides many examples of these types of tasks and studies (McGraw, Tew, & Williams, 2000a).

PsychExperiments

The Internet based psychology laboratory, PsychExperiments, at <http://psychexps.olemiss.edu/> has been using Macromedia's Authorware since its inception in 1998. Experiments in social psychology, experimental psychology, and cognitive psychology have been conducted over the last nine years.

When Authorware is combined with a web server, html, and a database the development of a full featured web application is quickly available. PsychExperiments uses Authorware programs as the front end for user interactions. The data is then transmitted to web server based scripts and placed into a database. Data can be just as easily extracted from the database and either displayed on a web page or within Authorware. Authorware is deliverable through any web server.

PsychExperiments is set up primarily for in-class lab demonstrations. This

includes student participation in research concerning common psychological phenomena, often used in lab courses. The downloading and analyses of class data are also components available to instructors. Typical lab exercises include facial recognition tasks, implicit association tests, Stroop experiments, Ponzo illusion, pitch memory test, numerical memory, the Mueller-Lyer, mirror drawing, and mental rotation tasks. Although class use is the main focus of PsychExperiments, it also offers assistance and placement of research experiments programmed in Authorware. Experiments such as perception of gender, person recognition, semantic differential studies, and Stroop experiments have been programmed in Authorware and run from the PsychExperiments Internet laboratory.

Reaction Time Measurements

In order to determine the accuracy of response timing from within Authorware, the programming tool used at PsychExperiments, McGraw and Tew (2002) conducted a series of experiments. They examined the ability of Authorware to accurately detect keystrokes at 150, 200, 250, and 1000 ms intervals. Performing these measurements under several conditions, they found that for the 150, 200, and 250 ms intervals — with the exception of one extreme condition which involved running an additional CPU intensive program — Authorware's measurements were within plus or minus one millisecond of the target intervals on 36 out of 36 sets of measurements. For the 1000 ms interval, Authorware was within one millisecond on 29 out of 36 sets of measurements. (McGraw & Tew).

Authorware runs on different Windows platforms and there is some suggestion from the data mentioned by McGraw and Tew (2002) that Windows platforms based on the NT kernel (Windows 2000, Windows XP) may offer better timing.

Visual Illusions

Visual illusions such as the Stroop, Line Motion, Mueller-Lyer, Poggendorff, and Ponzo are all possible through the Internet and readily presented within the Authorware programming environment. The ability to layer graphics such as in the Poggendorff illusion where an obstructing graphic is imposed between two segments of a moveable diagonal line is a built in feature of Authorware. Layering of different graphics, ability for a user to manipulate graphics by moving or adjusting the length, the ability to animate graphics along paths or within certain areas, and finally the ability to import detailed display graphics created in external programs provide the necessary tools for many different visual effects within an experiment.

Matching to Sample

Studies involving human learning and utilizing a matching-to-sample procedure are easily implemented within Authorware. An example of an exercise of this type, titled "Learning and Memory," can be viewed at <http://psychexps.olemiss.edu/Exps/labexperiments.htm>.

Final Considerations

Conducting research through the Internet requires the researcher to have an understanding of differences in ethical treatment. Online studies may require more attention to issues such as debriefing, deception, and data security. While a full discussion of these issues is beyond the scope of this article, there are steps a researcher can take. Debriefing, if absolutely required for a particular study, may have to be conducted in a lab setting. Otherwise, debriefing information can easily be provided for participants to view online, though with no guarantee that it will be viewed. Data security is not unique to Internet-based research, but a researcher should be aware of how the data collected is stored, transmitted,

EXECUTIVE DIRECTOR'S COLUMN

STEVEN BRECKLER, Executive Director for Science

Here For You

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There they go again – members of Congress attacking federally-funded grants, proposing legislative amendments to terminate the funding of grants already awarded by NSF or NIH. It is a cheap political stunt, but one that is destined to be used again and again.

This time, the targets were several anthropology and psychology grants awarded by NSF. The proposed amendments were attached to the FY 2007 House NSF Reauthorization bill (H.R. 1867). The amendments were defeated. For a full recap and all the details, see this month's [SPIN](#) article by Heather Kelly.

The defeat of an amendment

Anyone who follows the legislative process knows that amendments are frequently attached to otherwise popular bills. Such amendments are not necessarily friendly or innocuous, and can easily pass in the absence of any protest.

The social and behavioral science advocates here in Washington are on constant alert for these moves. We know they will happen, but we don't always know when or where. Inaction on our part could have disastrous consequences. Effective action requires a special dedication of people and resources.

APA works in partnership with other advocacy and policy groups. In this case, it was Howard Silver, Executive Director of the [Consortium of Social Science Associations](#) (COSSA) who first alerted us to the proposed amendments. He knew that APA would spring into action, because two of the targeted grants involved psychologist principal investigators – both members of APA.



Fast action was required. APA became aware of the attacks on the morning of May 2. Debate and votes were scheduled for later that same day. APA quickly contacted the investigators, and then relayed information about their projects to members of Congress who we expected would rise to challenge the amendments. At the same time, APA activated its action alert network, to initiate a grassroots effort among network members to contact their congressional representatives and asking them to vote "NO."

It worked. At the end of a long day, the amendments were defeated.

APA was here

We don't know what the result would have been had APA not taken action. Nobody wants to do that experiment. We are fairly confident, however, that APA's quick and decisive action played a central role in defeating these amendments.

We have lots of people to thank. The APA Science policy staff knew exactly what to do, and did not skip a beat. Heather Kelly in particular deserves much of the credit. The science community of psychology should also be grateful to Representative Brian

Baird (D-WA). A psychologist himself, Baird led a brilliant debate in opposition to the amendments.

And we have ourselves to thank – by joining together as members of the world's largest professional association of psychologists, we have the resources and the know-how to respond to such threats and deal with them effectively. That's what professional associations do, and that's why we belong and support them.

The attack was focused on just two among us, but it was an attack on all of us. It was an attack on behavioral science, it was an attack on peer review, it was an attack that could just as easily have been focused on you.

If you ever wonder about the value of belonging to APA, I hope you will remember events such as this. Imagine, if you can, what our science would be like if members of Congress regularly succeeded in cutting off funding for psychology-related grants. And imagine the consequences if nobody was here to rise in your defense. ■

San Francisco Beckons!

Don't forget to register for the APA Convention in the beautiful city by the bay, August 17-20. Preconvention registration rates are available until July 2 – go to www.apa.org/convention for complete Convention details!

The Science Directorate's *Scientist's Guide to the APA Convention* will be available on the Science Directorate website in mid-June. Paper copies will be available at the Directorate's booth in the Moscone Convention Center. Stop by to see us!

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for support through the Coalition for National Science Funding. Many in turn activated their own advocacy campaigns, even those without direct disciplinary links to any of the grantees slated for de-funding.

APA also contacted Representative Brian Baird (D-WA), a psychologist and new Chairman of the House Science and Technology Subcommittee on Research and Education. Chairman Baird, whose Subcommittee had drafted H.R. 1867, led the House floor debate on the bill the evening of May 2nd. He was a brilliant defender of the peer review process and of social and behavioral research in particular ([click here](#) to read the full transcript of the debate as recorded in the Congressional Record) and it is largely due to his efforts that night and those of Rep. Vernon Ehlers (Michigan Republican and physicist) that the Garrett and Campbell amendments were defeated. APA was pleased to see that Chairman Baird used our briefing information on the two psychologists and their research studies in his arguments.

The amendment offered by Rep. Garrett was defeated in a voice vote, and the amendment offered by Rep. Campbell was defeated 195-222 in a recorded vote ([click here](#) to see how individual Members of Congress voted). APA will stay active in educating Members of Congress on the importance of peer review in the federal scientific enterprise, and will remain vigilant in looking for other similar amendments to the NSF funding bills likely to come up for House and Senate votes in the next couple of months.

More than 200 APA members and colleagues used APA's system to record phone calls to their Representatives, and 131 out of 435 House offices received phone calls from psychologists on this issue! This was an outstanding grassroots advocacy response given the incredible time constraint, and we are confident that the constituent advocacy made a strong impression, especially in Republican offices where Representatives in the end voted with the majority Democrats. ■

Time Sharing Experiments for the Social Sciences Partners with DHS

Time Sharing Experiments for the Social Sciences (TESS) is principally a National Science Foundation (NSF) funded platform for conducting population-based survey research. The project is lead by political psychologist, Diana Mutz and political scientist, Arthur Lupia. And although TESS accepts proposal on a rolling schedule throughout the year, they have issued a special request for proposals with a deadline of July 1. This round will focus on three substantive areas of interest to the Department of Homeland Security: 1) risk communication and its effects on disaster preparedness; 2) government and individual attributions of responsibility and perceived responsiveness; and 3) inter-group threat and cooperation. While those are the primary foci, the website does indicate that "Other areas of research with relevance to terrorism, disaster preparedness, or the public health and public policy consequences of terrorism and of man-made and natural disasters will also be considered." For full details see: <http://www.experimentcentral.org/>

Upcoming Deadline: APF/COGDOP Graduate Research Scholarships

Promising graduate students are invited to apply for one of the graduate research scholarships offered by the American Psychological Foundation (APF) and the Council of Graduate Departments of Psychology (COGDOP). The purpose of this scholarship program is to assist graduate students of psychology with research costs. To be eligible for these prestigious awards, students must be enrolled in a COGDOP member department, in a doctoral program or in an interim master's program en route to a doctoral program.

The application deadline is June 15, 2007. Applications must include an official application form approved by the Department Chair, a letter of recommendation from the nominee's graduate research advisor, an outline of the nominee's thesis or dissertation research project, and a vitae. Application forms and detailed instructions are available online, at www.apa.org/science/apf-cogdop.html

Test Standards Management Committee Seeks Comments for Revision

by Marianne Ernesto

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The Standards for Educational and Psychological Testing (the Standards) are frequently cited in federal and state legislation, court decisions, and other policy and legal documents as the preeminent professional and scientific guidelines on the development, use and validation of psychological and educational tests and assessments. A revision of the Standards (1999) has been approved by the three sponsoring associations - the American Educational Research Association (AERA), the American Psychological Association (APA) and the National Council for Measurement in Education (NCME).

In 2005, the sponsoring associations (AERA, APA, and NCME) appointed a Management Committee that is responsible for determining the general scope and emphasis of the revision, coordinating input and review of the revision, overseeing the financial and

managerial aspects of the revision, and appointing of chairs and members of the Joint Committee who will conduct the revision. The revision will begin with a general call for comments from members of the associations and other groups and individuals having expertise and interest in educational and psychological testing. A call for comments is posted at <http://www.apa.org/science/revisions.html>. Individuals and organizations are welcome to submit comments on line through **October 15, 2007**.

All comments submitted to APA will be reviewed by the Committee on Psychological Tests and Assessment (CPTA). The members of CPTA will compile a summary of all comments and submit it as part of APA's formal statement on the current version of the Standards. After all comments have been received and reviewed, the Management Committee, with

collaboration from the Joint Committee co-chairs, will determine the general areas or priorities for the revision and timeline. Based on the scope and focus of the revision, individual members with expertise in testing will be appointed to a Joint Committee which will begin the revision of the Standards in 2008.

Please contact Marianne Ernesto, Director Testing and Assessment, APA Science Directorate at mernesto@apa.org if you have questions or need additional information concerning the Standards revision process. ■

Contribute to HHS Blog on Pandemic Flu

On June 13, Michael Leavitt, Secretary, U.S. Department of Health and Human Services (HHS), is convening a leadership forum on pandemic preparedness, which brings together highly influential leaders from the business, faith, civic and health care sectors to discuss how best to help Americans become more prepared for a possible influenza pandemic.

The Department is hosting this five-week blog summit to expand this conversation as part of an ongoing effort by the Department to help Americans become more prepared.

And as part of the effort to reach as many people as possible, a blog has been set up to discuss the conference's theme pre-and post-gathering. Comments from scientists would be especially welcomed.

Until the end of June, 2007, you may access and contribute to the blog at this address: <http://blog.pandemicflu.gov/> <<http://blog.pandemicflu.gov/>> .

The five week theme is laid out at the web site. The first week's theme (May 21) is "Why We Need to Prepare."

APA Travel Grants for International Affiliates to attend the APA Convention

This award covers the registration fee at the Annual APA Convention. Eligible applicants are APA International Affiliate members. All are invited to apply. Preference will be given according to the following criteria: (a) 1st author presentation at the APA convention; (b) Affiliate from a low income or a restricted currency country; (c) Have not attended an APA convention in the past 2 years. Application requirements: application form, affiliate number. Deadline extended to July 1, 2007.

Visit <http://www.apa.org/international/awards.html> for more information.

Child Development Scientists Address National Summit on America's Children

by Karen Studwell

On May 22, Democratic House Speaker Nancy Pelosi (D-CA) brought attention to the science of childhood development by sponsoring the National Summit on America's Children. The summit was chaired by Rep. George Miller (D-CA), Chairman of the House Committee on Education and Labor and co-chair of the House Steering and Policy Committee, Rep. Rosa DeLauro (D-CA), co-chair of the House Steering and Policy Committee, and Rep. Chaka Fattah (D-PA). Three panels of scientists from the fields of psychology, neuroscience, pediatrics, economics, behavioral medicine, and social work were invited to share recent research findings in the science of brain development, early learning, child health and mental health, and the impacts of social programs to address poverty and child development.

"Great strides have been made in understanding how children's brains are shaped and developed, how positive behaviors can be encouraged, and how investments in early childhood create success in later years. We must ensure that our policies match the latest research and that families are given what they need to take advantage of these scientific advances," stated Speaker Pelosi. Congressional leaders hoped the Summit would be a first step in making certain that federal policies affecting children reflect the latest scientific developments.

The event featured a number of psychological scientists and began with an overview of early childhood development and learning, including the important role that healthy social relationships play in normal brain development from psychologist Charles Nelson from Harvard Medical School. Megan Gunnar from the University of Minnesota's Institute of Child Development discussed the role of

stress in normal development and the dangers of chronic stress to normal brain development. Gunnar testified that infants and toddlers could experience toxic levels of chronic stress from a variety of situations, such as maternal mental illness, abuse, neglect, poverty, homelessness, or witnessing violence. Without early interventions, infants living in these environments are at higher risks not only for a variety of mental disorders and substance abuse, but also cardiovascular disease, as stress hormones impact all organs of the body.

To address the science of early learning, psychologist Oscar A. Barbarin of the University of North Carolina discussed the importance of studying both the family environment and the caregiver environment as working parents increasingly rely on either formal or informal daycare arrangements. Barbarin added that language rich interactions, exposure to books, opportunities to learn and explore objects, and intentional instruction that promotes inquiry are the qualities that best facilitate early learning. Access to high quality daycare is not equal, however, and many children are left in caregiver situations that lack these qualities. Barbarin is particularly interested in ethnic minority children and English language learners, who face additional challenges to acquiring cognitive, social and emotional skills, and arrive at school using fewer words than their peers. He recommended increasing support for intensive preschool programs, resources for teacher training and professional development, a national research strategy for educational research and development, and a national initiative for boys of color to address the problems that begin in preschool but have long-term effects on their rates of employment, divorce, and incarceration.

Highlighting the importance of early childhood mental health, Jane Knitzer, Director of the National Center for Children in Poverty, explained that infant mental health refers to the age appropriate development of infants and toddlers and their ability to experience, regulate and manage emotions; relate to adults and peers in close and secure interpersonal relationships; and explore and learn from their environment. According to Knitzer, the need for access to mental health services for younger children is evident from the growing number of children displaying challenging behaviors. Poverty and other parental factors such as paternal depression, domestic violence, harsh parenting and maltreatment increase the risk of aggression or other challenging behaviors in children and there is little access to any therapies that target the family.

These panelists were joined by other experts in childhood development and public policy such as Lawrence Aber of New York University and University of Chicago economist James Heckman. Heckman stressed the overwhelming influence of the family environment on childhood development and the need for early interventions so that children can develop not only the requisite cognitive skills, but also the critical social, emotional and motivation competencies that lead to success in school. According to Heckman, nearly all cost-benefit analyses ignore the social-emotional and mental health benefits of early childhood programs such as Early Head Start and the focus on only cognitive benefits leads to a fundamental underestimation of their benefits. ■

More information about the Summit can be found at:
<http://speaker.gov/issues?id=0033>

From the Science Student Council

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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 (www.apa.org/science/apasscweb.html) to learn more about the activities of the SSC.

Front row – Marcy Boynton, Suzi Dean, Kelly Dunn, Janet Tomiyama (chair). Second row – Paul Poteat, Jennifer Brielmaier, Camilla Hileman, Felix Thoemmes, and Marc Berman.

Apply to Join the Science Student Council!

Are you interested in making a difference for science-oriented graduate students of psychology? You have come to the right place! Consider applying for one of the four openings that will occur for the next set of two year terms (2008-2009) on the APA Science Student Council (APASSC)!

The positions include:

- Behavioral Neuroscience
- Clinical Science
- Health research
- Social/Personality

Candidates should be 2nd or 3rd year graduate students, or first year graduate students with a master's degree in psychology. Please visit <http://www.apa.org/science/apassc-nom.html> for full application information.

APASSC members meet twice per year in Washington, DC, and have occasional conference calls or email contact at other times of the year. Travel associated with the meetings is fully paid.

Visit <http://www.apa.org/science/apasscweb.html> to learn more about the Council and its activities.

Applications will be due at the Science Directorate office by **October 15**. All applicants will be informed of the outcome by email by mid-November.

Questions? Please contact the Science Directorate by email: science@apa.org

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 masters 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 www.apa.org/science/era_app.html

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

Congratulations to our 2007 Student Travel Award Winners!!

by Nicolle Singer

The Science Directorate sponsors an annual competition for graduate student travel awards, in order to help psychology graduate students travel to the annual APA Convention to present their research. This year, nearly 100 students will receive \$300 each to support their travel to the 2007 APA Convention in San Francisco, CA. Congratulations to all of our Student Travel Award winners!

- Jessica Barnack**, Univ. of Wisconsin-Milwaukee
Cheryl Barry, Univ. of Calgary
Roxanne Benoit, Univ. of Louisiana
Megan Brannan, Univ. of North Texas
Andrew Burr, Concordia Univ.
Megan Call, Univ. of Utah
Zoua Chang, Univ. of Minnesota
Manchi Melody Chao, Univ. of Illinois
Kristine Chapeau, Marquette Univ.
Angela Chiu, Univ. of California, Los Angeles
Keith Ciani, Univ. of Missouri-Columbia
Renay Cleary, Univ. of Washington
Maria Coutinho, Boston College
Michelle Cruz-Santiago, Univ. of Illinois
Jeremy Davis, Univ. of Indianapolis
Courtney DeThomas, Fairleigh Dickinson Univ.
Kelly Dunn, Univ. of Vermont
Rob Dvorak, The Univ. of South Dakota
Katie Edwards, Ohio Univ.
Laszlo Erdodi, Eastern Michigan Univ.
Jannon Farkis, Northeastern Univ.
Shannon Foster, Univ. of Colorado
Elisabeth Frazier, The Ohio State Univ.
Grace Gengoux, Univ. of California
Natacha Godbout, Universite Laval
Patricia Gonzalez, Colorado State Univ.
Debra Grammas, Univ. of Houston
Jessica Hackenberg, Indiana State Univ.
GiBaeg Han, Univ. of North Texas
Lauren Highfill, Univ. of Southern Mississippi
Sin Wan Ho, Univ. of Southern Mississippi
Kathryn Howell, Univ. of Michigan
Olivia Hsin, Univ. of Miami
Yu-Ping Huang, Univ. of Florida
Daniel Huber, Western Michigan Univ.
Adi Jaffe, Univ. of California, Los Angeles
Amelie Kotte, Univ. of California, San Diego
Betty Lai, Univ. of Miami
Yim Heng Lai, York Univ.
Brittain Lamoureux, Kent State Univ.
Richard Landers, Univ. of Minnesota, Twin Cities
Marie LePage, Kent State Univ.
Graciete Lo, Fordham Univ.
Ty Lostutter, Univ. of Washington
Soumya Madabhusi, Univ. of Nebraska-Lincoln
Radhika Makecha, Univ. of Southern Mississippi
Jon Mandracchia, Texas Tech Univ.
Maria Martinez, The Univ. of North Carolina
Molly Maxfield, Univ. of Colorado
Michele McGrady, Western Michigan Univ.
Glenn Mesman, Southern Illinois Univ. Carbondale
Nathanael Mitchell, Univ. of Louisville
Louis Mora, St. John's Univ.
Valerie Morganson, Old Dominion Univ.
Jennifer Mrnak, Southern Illinois Univ. Carbondale
Rachna Mutreja, Texas Tech Univ.
Joel Nadler, Southern Illinois Univ. Carbondale
Cynthia Najdowski, Univ. of Illinois at Chicago
Ashley Nixon, Univ. of South Florida
Erin O'Brien, Univ. of Florida
Diana Orem, Univ. of Central Florida
Laura Pence, Univ. of Alabama
Sara Perry, Univ. of Houston
Ngoc Thuy Pham, Univ. of California, Irvine
Paul Poteat, Univ. of Illinois
Colin Pottie, Virginia Commonwealth Univ.
Jessica Richmond, Univ. of Akron
Tami Rigterink, Univ. of Washington
Dario Rodriguez, Univ. of Dayton
Ariz Rojas-Cifredo, Univ. of South Florida
Monica Rosales, Colorado State Univ.
Zachary Rothschild, Univ. of Colorado
Julie Ryan, Univ. of Albany, SUNY
Natalie Sabik, Univ. of Michigan
Tiffany Schiffner, Univ. of Illinois
Anne Scott, Univ. of Missouri-Columbia
Martin Sellbom, Kent State Univ.
Olga Shcheslavskaya, Univ. of Wisconsin-Milwaukee
David Shwalb, Brigham Young Univ.
Jennifer Smith, Univ. of Illinois
Melissa Snarski, Univ. of Alabama
Frances Sothmann, John Jay College of Criminal Justice
Douglas Stenstrom, Univ. of Southern California
Chang Su, York Univ.
Benjamin Tabak, Univ. of Miami
John Tawa, Univ. of Massachusetts, Boston
Amy Taylor, Univ. of South Florida
Yoko Tsubota, Univ. of California, Davis
Eric VandeVoorde, Purdue Univ.
Elizabeth Wack, Univ. of Central Florida
Shu-wen Wang, Univ. of California, Los Angeles
Mark Weinberger, Univ. of Massachusetts Amherst
Yun-Jy Yeh, Pennsylvania State Univ.
Laura Young, Univ. of Alabama
Zhiyong Zhang, Univ. of Virginia ■

Psychologists Receive Recognition for Their Research

by Suzanne Wandersman

Since the last time we published PSA, several psychologists have been recognized for their work. They truly deserve the recognition and honors they received.

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The **National Academy of Sciences** elected the following psychologists to its ranks:

Ursula Bellugi is professor and director of the Laboratory of Cognitive Neuroscience at the Salk Institute for Biological Studies in La Jolla, California. APA recognized Bellugi by presenting her with the APA Distinguished Scientific Contribution Award in 1992.

Philip N. Johnson-Laird is Stuart Professor of Psychology in the Department of Psychology at Princeton University.

Peter H. Schiller is Dorothy W. Poitras Professor in Medical Engineering and Medical Physics in the Department of Brain and Cognitive Sciences at the Massachusetts Institute of Technology.

The **American Academy of Arts and Sciences** elected the following psychologists as members:

Renee Baillargeon is Alumni Professor at the University of Illinois at Urbana-Champaign.

Aaron T. Beck is Professor Emeritus of Psychiatry at the University of Pennsylvania. Beck received the APA Distinguished Scientific Award for the Applications of Psychology in 1989.

Anthony G. Greenwald is Professor of Psychology at the University of Washington.

Janelle Huttenlocher is William S. Gray Professor of Psychology and Chair of Developmental Psychology at the University of Chicago.

Helen J. Neville is Professor of Psychology and Neuroscience and Director of the Brain Development Laboratory at the University of Oregon.

Peter H. Schiller is Dorothy W. Poitras Professor in Medical Engineering and Medical Physics in the Department of Brain and Cognitive Sciences at the Massachusetts Institute of Technology.

James H. Sidanius is Professor of Psychology and African-American Studies at Harvard University.

Linda B. Smith is Chancellor's Professor and Professor of Psychological and Brain Sciences at Indiana University.

The **Franklin Institute** presented the 2007 Benjamin Franklin Medal in Life Science to **Nancy S. Wexler** for her role in the discovery of the gene responsible for Huntington's disease. By leading combined efforts in human molecular genetics and neurosciences, Wexler established a model now used to investigate the genetic basis of inherited diseases. Wexler is Higgins Professor of Neuropsychology at the College of Physicians and Surgeons at Columbia University.

Congratulations to all the honorees! ■

SAVE THE DATE -May 30, 2007- "Neurobiological Approaches to Autism"

On May 30, 2007, the New York Academy of Sciences is hosting a meeting entitled "Neurobiological Approaches to Autism" in collaboration with Autism Speaks that will feature talks by Gerald Fischbach, Fred Volkmar, Mirella Dapretto and Michael Goldberg. This meeting will occur from 3:00 pm to 6:00 pm, is free and open to the public and requires pre-registration through a link on the Academy's website - <http://www.nyas.org/events/eventDetail.asp?eventID=9161&date=5/30/2007%203:00:00%20PM>

APA Travel Grants for US Psychologists to Attend International Conferences

This award will cover or partially cover conference registration fees at international conferences held outside the US and Canada. APA and APAGS members are eligible to apply. Preference will be given according to the following criteria: (a) Significant contribution to the conference program (e.g., 1st author, symposium chair, roundtable moderator); (b) Have not attended an international conference in 2005 or 2006; (c) Early career or graduate student psychologist. Application requirements: Application form, Conference submission, Letter from Department Chair indicating need. **DEADLINE EXTENDED for Round III to July 1, 2007.**

Visit <http://www.apa.org/international/awards.html> for more information.

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and retrieved. If particularly sensitive data is being collected, steps will need to be taken to ensure limited access to the information. For example, a researcher may decide to physically remove the data from the server after each study session or every day.

Conducting Internet-based research is readily achievable to most psychologists. Most academic institutions will have the resources available to faculty to host and serve survey type studies. Additional expertise may be available as well to help with more interactive programming. For those researchers not associated with an academic institution, there are plenty of low-cost web hosting

companies which provide database and programming access.

References

- McGraw, K. O., & Tew, M. D. (2002). *The accuracy of response timing by Authorware programs*. Unpublished manuscript, The University of Mississippi, Oxford.
- McGraw, K. O., Tew, M. D., & Williams, J. E. (2000a). PsychExps: An online psychology laboratory. In M. Brinbaum (Ed.), *Psychological experiments on the Internet* (pp. 219-233). Orlando, FL: Academic Press. ■

Register Now for a Pre-Convention ATI on GIS

Each year the APA Science Directorate sponsors a series of Advanced Training Institutes (ATIs) on new and emerging technologies in psychological science. Professors, researchers, and graduate students of psychology take part in these programs, which provide high quality, cutting edge training at a low cost. This year we are hosting a new ATI: **a pre-Convention program on Geographic Information Systems (GIS) for Psychology**. For more information about this program visit http://www.apa.org/science/ati_promo.html

This new ATI will introduce Geographic Information Systems for Psychological Research, and will be held **Thursday August 16, 2007 at the San Francisco Marriott**, 55 Fourth Street, and is within walking distance of the Moscone Convention Center as well as many restaurants and shops. This ATI will focus on the uses (and potential uses) of GIS in psychological research, with plenty of examples from active research programs. A panel of psychologists who use GIS in their research will speak about the strengths of this methodology and its contribution to their investigations. A brief overview of the technology will also be provided, including an overview of different types of GIS software. The day will conclude with a final panel discussion to answer questions. 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 are being accepted for the ATI on GIS until seats are filled – so don't delay, register today!*

Tuition for all ATIs is substantially lower than marketplace prices because of a subsidy from APA's Science Directorate. The lineup of ATIs for each summer is announced in December. Applications must be submitted electronically through the program's website, and are being accepted for the 2007 GIS program until seats are filled. For more information, view http://www.apa.org/science/ati_promo.html or contact ati@apa.org or 202.336.6000.

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