The Psychological Science Agenda



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Science Leadership Conference Hits a Home Run!

by Sara Robinson

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On December 2-4, APA's Science Directorate and the Board of Scientific Affairs (BSA) convened the first-ever Science Leadership Conference (SciLC). The theme of the inaugural conference, which will now be an annual event, was "The Public Face of Psychological Science." The goal of the conference was to bring together key leaders to develop a common agenda that will advance psychological science and help secure its future.

Following stage-setting remarks from Science Directorate Executive Director Steve Breckler and BSA Chair Roberta Klatzky, participants were welcomed by APA CEO Norman Anderson and APA President Ron Levant. Breckler and Klatzky made sure the 160-plus psychologists in attendance knew that we had high expectations for their participation in the meeting. They must have listened well, as the action plan resulting from the conference is ambitious.

Former APA President Phil Zimbardo moderated the first plenary session on Psychology in the Media, featuring talks by two well-respected print journalists covering the science beat, Shankar Vedantam of *The Washington Post* and Jamie Talan of *Newsday*. Both reporters discussed the challenges the media faces when trying to represent science accurately while making it consumable for a lay audience, and shared tips with the audience on how psychologists can make themselves more likely to get desirable media coverage. Following the plenary, participants broke into smaller groups to develop action plans and recommendations for APA on more specific media issues, such as "Psychological science under attack" and "Psychologists as media producers."

SciLC Participants consider "The Public Face of Psychological Science."

The highlight of Friday afternoon was a special broadcast of National Public Radio's Science Friday with host Ira Flatow. Conference participants, as well as area high school students and other groups, comprised the studio audience at the National Geographic Society Building, where Science Friday was broadcast live from the SciLC!

After the broadcast, participants headed to the Reagan International Trade Center Building for a reception, where APA President Ronald Levant and President-Elect Gerry Koocher announced the election of Sharon Brehm as the 2007 APA President.

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Participants then enjoyed the sharp political satire of DC's infamous Capitol Steps.

Saturday it was back to work for the conference participants. Alan Leshner, CEO of AAAS, kicked off the morning's plenary talk on "Embracing Major Audiences." Leshner talked about psychology's relationship to other sciences, as well as the importance and inevitably of the trend toward multi- and inter-disciplinary research. Well-known high school psychology teacher Charles Blair-Broeker switched gears and provided a refreshing perspective on how we teach young people about psychological science and inspire new generations of science leaders. Breakout sessions focused on psychology's various audiences and how to communicate most effectively with them. The afternoon plenary concentrated on "Infrastructure for the Science of Psychology." James Swanson presented on the National Children's Study and its significance as one of the most ambitious data-collection projects to date and its enormous potential for developing critical new findings. Bennett Bertenthal introduced participants to his *Social Informatics Database GRID*, another cutting edge project allowing for mass data-sharing.

While the day was over for conference participants to experience the DC nightlife, the work was only beginning for Roberta Klatzky and Science Directorate staff. They worked into the night dissecting the notes taken during all breakout sessions to develop concrete recommendations for APA action to be presented the following morning.

On Sunday morning, Steve Breckler and Roberta Klatzky presented an overview of the action items suggested and invited ideas for future SciLC themes. APA President-elect Gerry Koocher presented lucky participants with prizes in a well-received drawing for science prizes. Rhea Farberman, APA's Executive Director for Public and Member Communications, then introduced the participants to media training. In addition providing guidelines for interacting with reporters in various media settings, she showcased examples of psychologists who have appeared on live television to represent, and in some cases defend, their research.

In addition to collecting evaluation forms to identify areas for improvement, the Science Directorate has received much positive feedback about the conference. Commended for the "smooth organization and creative programming," the meeting was called "wonderful and thought provoking" and "inspired and inspiring." While we are delighted that so many attendees were impressed with our first effort, we look forward to making the second annual SciLC even better!

Shankar Vedantam, *The Washington Post*

Jamie Talan, *Newsday*

SciLC participants discuss "Psychological Science under attack."

APA President Ron Levant and BSA Chair Roberta Klatzky with the special award recipients. From left to right: (first row) Roberta Klatzky, Ellen Diane Witt, Cora Lee Wetherington, Susan Chipman, Ron Levant, (back row) Robert Bjork, Wanda Ward, Bruce Overmier, and Susan Brandon.

Science Friday comes to SciLC!

by Pat Kobor

National Public Radio's program, Science Friday, is acknowledged to be one of the finest live discussions of serious science issues broadcast anywhere, so it was a thrill for the APA Science Directorate when the show agreed to broadcast live from the Science Leadership Conference. The many logistical and content arrangements took several months to complete.

Science Directorate staff worked with the Science Friday producers to develop ideas for seven topic areas, around which the meeting could offer key experts. The Science Friday producers chose "Gender Differences in Cognition" and "Stress and Health." Although we provided information about topics and participants, the producers had final say about both topics for the broadcast, and did a great deal of research on their own so that host Ira Flatow could ask good questions.

The scientists who took part were Diane Halpern, Janet Hyde, Lynn Liben, and Nora Newcombe for the Gender Differences panel, and Janice Kiecolt-Glaser, David Krantz, Wendy Berry Mendes, and Faris Tuma for the panel on Stress and Health.

An interesting addition to the broadcast was the inclusion of local high school students in the broadcast audience. Walt Whitman High School (Bethesda, Maryland) and Georgetown Preparatory High School (Washington, DC) both sent bright, talkative students. Several students had the courage to step up to the microphone and ask questions on the national broadcast.

To listen to the broadcast, go to www.sciencefriday.com and click on the show broadcast for December 2, 2005. For those in the studio audience, it was exciting to watch the show happen live.

Host of Science Friday Ira Flatow (far left) and the panel on Gender Differences (from left to right) Nora Newcombe, Diane Halpern, and Lynn Liben. Janet Hyde participated by remote broadcast.

Janice Kiecolt-Glaser, David Krantz, Wendy Berry Mendes, and Faris Tuma for the panel on Stress and Health.

In addition to the terrific staff of Science Friday, we must thank the National Science Foundation (whose support made it possible for Science Friday to have a remote broadcast), and the National Geographic Society for the many efforts that made the broadcast possible.

Listen to a Live Broadcast of Science Friday at:

www.sciencefriday.com

Looking Forward at the SciLC

by Geoff Mumford

On Saturday evening, December 4, senior staff of the Science Directorate worked with BSA Chair Roberta Klatzky to digest two days' worth of Science Leadership Conference breakout sessions flipcharts. The flipcharts and edited notes taken by dedicated breakout session computer scribes revealed several preliminary action items which were compiled and presented by Science Executive Director Steve Breckler to conference participants on Sunday morning. These action items were meant to serve as first impressions (a more detailed assessment is underway).

Among the suggestions that will be considered by the Board of Scientific Affairs and the Science Directorate are:

- Prepare information suitable for the general public to help address misconceptions about general research/science issues.
- Provide a wider array of APA journals to selected media outlets
- Initiate a public education campaign for psychological science
- Develop a comprehensive APA guide to help psychologists navigate Institutional Review Board issues

Watch future PSA articles for more information on outcomes of the Science Leadership Conference.

Participants talk with AAAS CEO Alan Leshner about how to engage with other science fields.

Robert Sellers, Chris Lo, and James Bray discuss measures to reach parents, teachers, and community groups.

Participants discuss how to best represent psychological science to federal research agencies.

Bjork, Overmier Selected for Service Awards

by Suzanne Wandersman

Two psychologists were honored with the Award for Distinguished Service to Psychological Science during the December 2005 Science Leadership Conference. This award, established by the Board of Scientific Affairs (BSA), recognizes individuals who have made outstanding contributions to psychological science through their commitment to a culture of service. Some examples of service to the discipline include 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. Award recipients received an honorarium of $1,000 and a hand-calligraphed citation.

Robert A. Bjork

Bruce Overmier

Robert A. Bjork was selected for his record of extraordinary service and leadership in psychological science. The scope of Dr. Bjork's influence and leadership in the fields of psychology and cognitive science are unique. His service to psychological science has been both extensive and effective. His colleagues hold a special kind of admiration for him, recognizing his contributions by honoring him with leadership and editorial positions that are among the most important to the field. His service to science has both breadth and depth, with countless association and society roles, and in sharing psychological science with other disciplines and the public through his service on national panels. Throughout his career he has been generous, energetic, and remarkably creative. A self-giving leader and a genuinely nice and gracious human-being, Dr. Bjork stands out in his service to psychology.

Dr. Bjork is currently Professor and Chair of Psychology at the University of California, Los Angeles. His research focuses on human learning and memory and on the implications of the science of learning for instruction and training. He has served as Editor of *Memory & Cognition* (1981-85); Editor of *Psychological Review* (1995-2000); Co-editor of *Psychological Science in the Public Interest* (1998-2004), and Chair of a National Research Council Committee on Techniques for the Enhancement of Human Performance (1988-94). His positions of leadership include President of the American Psychological Society; President of the Western Psychological Association; Chair of the Psychonomic Society; Chair of the Society of Experimental Psychologists; and Chair of the Council of Editors of the American Psychological Association.

J. Bruce Overmier was selected for being a visionary leader, wise administrator, extraordinary mentor, and zealous advocate of psychological science. For 40 years, he has committed himself to advancing psychological science through leadership of psychological associations and initiatives within his university, serving as a journal editor and reviewer for grant panels and journals, and mentoring an extraordinary number of graduate students. Dr. Overmier has made this commitment because he believes that at its best our science can be exciting and important, and therefore that efforts must be made to improve the quality of the science and to encourage the brightest people to engage in it. Dr. Overmier's high energy and enthusiasm, sympathetic nature, willingness to listen to diverse points of view, extraordinary problem-solving ability, and decisiveness make him an exemplary facilitator, bringing out the best in organizations and individuals.

Dr. Overmier is currently Professor of Psychology at the University of Minnesota. He is former Director of the Center for Cognitive Science. He also held the position of Professor II of Biological and Medical Psychology at the University of Bergen (Norway). His research focuses on learning, memory, stress, psychosomatic disorders, and their biological substrates. His positions of leadership include currently serving as President of the International Union of Psychological Sciences and elected as a member of the APA Board of Directors (1999-2004). He served as President of the Pavlovian Society (1996-97) and as President of APA's Division 1. Dr. Overmier was elected an officer of the American Psychological Society (APS), the Psychonomic Society, the Midwestern Psychological Association, and the Federation of Behavioral, Psychological, and Cognitive Sciences.

Nominations for the 2006 awards will be accepted beginning in the spring. For additional information, please see: http://www.apa.org/science/serv_award.html.

EXECUTIVE DIRECTOR'S COLUMN

STEVEN BRECKLER, Executive Director for Science

A Good Year

This is the time of year when many of us reflect on the past 12 months, and look ahead to the next. 2005 was my first full year at APA, and it was a good year for us in the APA Science Directorate. Our new initiative – Psychological Science for the 21st Century (PSY21) – got off to a good start. The first ever APA Science Leadership Conference was a great success. And we are building momentum for an even better 2006.

PSY21

The PSY21 initiative provides the foundation on which APA will help to advance the science of psychology. Funding for the initiative was built into the 2005 budget, and will grow in 2006. PSY21 is built around three interlocking areas of emphasis: responsible conduct of research, infrastructure, and culture of service.

In the area of responsible conduct of research, APA is taking an active role in addressing current concerns with IRBs. For example, in the Spring of this year, APA convened a workshop bringing together experts from research ethics, IRBs, and federal agencies to build some consensus on how to guide IRBs in defining "minimal risk." The result will be a procedure that IRBs can use in making "minimal risk" determinations.

In the area of infrastructure, we devoted a significant portion of the Science Leadership Conference to the prospects of developing new infrastructure for the science of psychology.

To recognize those who devote themselves to improving our science, we developed a new Culture of Service Award. The first recipients of the award were Robert Bjork and Bruce Overmier – two scientists who stand as role models when it comes to service to the discipline. In 2006, these awards will expand to also include Departments that instill a culture of service in their training of students and mentoring of faculty.

Science Leadership Conference

The crown jewel of PSY21 is the Science Leadership Conference (SciLC). The first of these annual conferences took place December 2-4, at the Mayflower Hotel in Washington, DC. The theme was *The Public Face of Psychological Science*. Media experts shared their insights in working with public audiences, and NPR's Science Friday broadcast its December 2 show live from the conference.

By all accounts, the first APA SciLC was a huge success. My only regret was the inevitable limit on size – we could only accommodate about 150 participants. We will host the Science Leadership Conference every year, and pledge to spread inclusion so that others will have the opportunity to participate in the future. Until then, look for coverage of the first SciLC in this issue of PSA, on our website, and in the February issue of the Monitor.

Goodbye, Hello

The Science Directorate staff had significant changes over the past year. Merry Bullock, long-time Associate Executive Director, left to take over the APA International Programs Office. Amena Hassan, who brought us PSA every month, left for a new opportunity in the policy office. Dianne Maranto, who managed our office on psychology in the workplace, left to pursue a great opportunity in the federal sector. We also said goodbye to Jessica Bryant who managed the Decade of Behavior, Frank Beylotte who assisted in many of our projects in scientific affairs, Jonathon Tin who handled some of our student-oriented programs, and our webmaster Jason Bennett. We miss them all.

With the many departures have come many new faces to the Science Directorate. I hope everyone will join us in welcoming Amy Test who is handling our programs in the areas of testing and assessment, research ethics, and governance; Stephanie Cox who is working as our outreach and development coordinator; Jennifer Webb who manages many of our student-oriented programs and awards; and Claire Porac who is spending the year with us as the visiting Senior Scientist.

The Science Directorate is growing, and we have many new exciting opportunities for employment. I hope that some in the science community of psychology will be interested in joining our team as we prepare for a new century of science at APA.

From all of us in the APA Science Directorate, we wish you a happy, healthy, and productive new year.

SCIENCE BRIEFS

New Models for Understanding and Treating Psychosocial Risk Factors in Patients with Coronary Heart Disease

by: James Blumenthal
Duke University Medical Center
Department of Psychiatry and Behavioral Sciences
Durham, North Carolina

James Blumenthal is Professor of Medical Psychology in the Department of Psychiatry and Behavioral Sciences at Duke University Medical Center and Professor of Psychology: Social and Health at Duke University. He received his Ph.D. from the University of Washington in Clinical Psychology and is board certified from the American Board of Professional Psychology in Clinical Psychology. He completed his pre-doctoral internship training and a postdoctoral fellowship in Aging and Human Development at Duke University Medical Center, where he later joined the faculty. Dr. Blumenthal is the recipient of several awards including an honorary doctorate from Uppsala University, the Michael L. Pollock Established Investigator Award for his work in cardiac rehabilitation, and the Outstanding Contributions to Health Psychology award from Division 38 of the American Psychological Association. He is a founding fellow of the American Association of Cardiopulmonary Rehabilitation and holds fellowship status in the American Psychological Association, the Society of Behavioral Medicine, and the Academy of Behavioral Medicine Research. He also is former President of the American Psychosomatic Society and Division 38 (Health Psychology) of the American Psychological Association.

Coronary heart disease (CHD) is the leading cause of death for American Indians and Alaska Natives, blacks, Hispanics, and whites. In 2002, 696,947 people died of heart disease (51% of them women), accounting for 29% of all U.S. deaths. In 2005, CHD is projected to cost $393 billion, including health care services, medications, and lost productivity. In roughly half the cases the first clinical manifestations of CHD, myocardial infarction (MI) or sudden death, are catastrophic: these events are sudden, unexpected, unpredictable, and fatal. Moreover, the traditional risk factors, cigarette smoking, hyperlipidemia, diabetes, and hypertension, do not fully account for the timing and occurrence of these events.

Research from our laboratory and others has suggested that psychosocial and behavioral factors may play a significant and independent role in the development of CHD and its complications (1,2). This evidence has also provided a rationale for developing psychosocial interventions for modifying the natural history of these clinical events. However, knowledge of the role of psychosocial factors in CHD has been impeded because there have been few intervention studies that have included effective treatments with appropriate clinical endpoints. By traditional "cardiology" standards, only "hard" clinical outcomes, such as MI or death, are considered legitimate endpoints. However, these endpoints occur infrequently over relatively short follow-up periods and require large sample sizes using multiple clinical sites. Unfortunately, these large scale studies are so expensive that they are not feasible for most investigators interested in psychosocial interventions.

Technological advances have provided new opportunities to study the relationship of psychosocial factors and CHD outcomes: transient myocardial ischemia, a condition in which there is an inadequate supply of blood to the heart, has proven to be a useful surrogate marker for CHD, and has been the focus of our work for more than a decade. Ischemia can be measured easily and reliably; is prevalent among many patients with CHD (3); may be triggered by emotional stress (4-6); is associated with worse prognosis (7-10), and may be modifiable with treatment (11-13). Our research team at Duke, along with a number of collaborators including Alan Rozanski at Columbia University, David Krantz at Uniformed Services University of the Health Sciences, David Sheps at the University of Florida, and Alan Hinderliter at the University of North Carolina at Chapel Hill, have performed a series of studies that have provided new insights into the relationship of stress and CHD, which we highlight below.

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Characteristics of transient myocardial ischemia during daily activities

The traditional method for the assessment of myocardial ischemia, exercise treadmill testing, is well-validated and accepted but does not typically reflect ischemia occurring outside of the laboratory setting during activities of daily life. Identification and quantification of ischemia is best accomplished by ambulatory electrographic (ECG) monitoring. Ambulatory ECG studies have noted that ischemia in daily life is subject to a variety of influences that produce a wide range of ischemic events over time: It has been shown that ischemia (a) occurs *frequently*, and that the majority of episodes are *painless* (14,15); (b) occurs at *low heart rates*, well below levels found to elicit ST-segment depression during exercise (15); (c) has a *circadian rhythm* with greatest density in the early morning hours (16-18); (d) is associated with *variability over time* that cannot be explained simply by changes in clinical status or fixed coronary obstruction (19); (e) frequently occurs in the absence of strenuous physical exercise and *in the presence of stress* both in everyday life (4,5) and in the laboratory (6,20)**;** and (f) when induced by stress**,** may be an important *predictor of adverse CHD events* (7-10).

Characteristics of transient myocardial ischemia during laboratory testing

A number of studies have shown that myocardial ischemia is inducible in the laboratory during mental stress testing in a substantial subset of patients with CHD. The typical stress protocol requires patients to undergo a series of "mental stress" tasks such as performing mental arithmetic, outlining the shape of a star from its refection in a mirror, or giving an extemporaneous speech on a current events topic. We studied 132 CHD patients who underwent radionuclide ventriculography (or nuclear imaging of the heart) during exercise and mental stress testing (20). In this population, almost two thirds of patients exhibited evidence of ischemia in response to a battery of mental stressors. Interestingly, patients who displayed mental stress-induced ischemia in the laboratory were more likely to exhibit ischemia during daily life. These patients also were followed over a period of more than 3.5 years in which 28 patients suffered at least one cardiac event, such as fatal and non-fatal MI, or revascularization procedure such as coronary angioplasty or coronary bypass surgery. Patients who exhibited ischemia during at least one of the mental stress tasks were 3 times more likely to suffer a subsequent coronary event compared to patients who did not exhibit ischemia during the mental stress testing (10). Similar findings have now been reported by a number of other investigative teams (7-9). These findings suggest that ischemia induced by mental stress is associated with increased rates of adverse events in patients with CHD and may help to identify a subgroup of cardiac patients who may be especially appropriate for psychosocial intervention efforts.

Stress Management Training in CHD patients

There is now growing evidence that psychosocial interventions, independent of medical therapies, offer considerable benefit to patients with CHD (21). In a meta-analysis almost 10 years ago by Wolfgang Linden (22), 2024 patients who received psychosocial interventions and 1156 control subjects who received standard medical therapy and usually some form of exercise training were compared. Relative to controls, psychosocially treated patients showed greater clinical improvement not only in psychological distress, but also in lower blood pressure, heart rate, and cholesterol levels. More importantly, Linden et al. also concluded that patients who received psychosocial interventions were over 40% less likely to die and 65% less likely to have a recurrent coronary event than controls over a two year follow-up period. Although changes in cardiac risk factors were observed in the treatment group, the mechanisms by which the interventions reduced the event rates could not be determined.

One mechanism by which psychosocial interventions might contribute to improved outcomes is alterations in ischemic activity. In an initial study (11) we showed that, compared to usual care, patients in stress management showed greater improvements in wall motion abnormalities (detected by nuclear imaging) during mental stress testing and exhibited fewer ischemic episodes during ambulatory ECG monitoring. Stress management patients also showed clinically significant improvements in diary-reported chest pain and negative emotions, as well as improvements in perceived health and well-being. In addition, follow-up data suggested that the stress management intervention also had an impact on clinical prognosis. Twenty-two (21%) of the 107 patients who participated in the trial experienced at least one event: only 9% of the patients in the stress management group suffered an event, compared to 21% in exercise training and 30% in usual medical care. Thus, the stress management intervention not only modified the occurrence of ischemia, but also had a significant impact on longer-term clinical outcomes. A more extended follow up of participants revealed that the clinical benefits of stress management training were maintained over a period of 5 years, and there also was a significant reduction in medical expenses compared to usual care controls (12).

Because our study was not fully randomized, there remained lingering doubts about the significance of our findings. Consequently, we undertook a fully randomized controlled trial comparing exercise or stress management training compared to usual care in a sample of CHD patients with exercise-induced ischemia (13). CHD patients completed a comprehensive assessment of a number of biomarkers of risk including measures of vascular endothelial function, heart rate variability, and baroreflex sensitivity. They

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also completed a psychometric test battery including measures of depression and general psychiatric symptoms. After a 4-month treatment program, patients were re-assessed.

Results of our study showed that compared to Usual Care, patients in both active treatment groups exhibited lower post-treatment depression and reduced distress. Patients in both active treatment groups also exhibited smaller reductions in LVEF during mental stress testing and increased flow mediated dilation (FMD), which reflects improved vascular functioning. In a subgroup of participants, Stress Management patients showed improved baroreflex sensitivity (BRS), which measures the ability to buffer the blood vessels from large surges in blood pressure, and significant increases in heart rate variability (HRV), an index of autonomic nervous system function, compared to Usual Care controls.

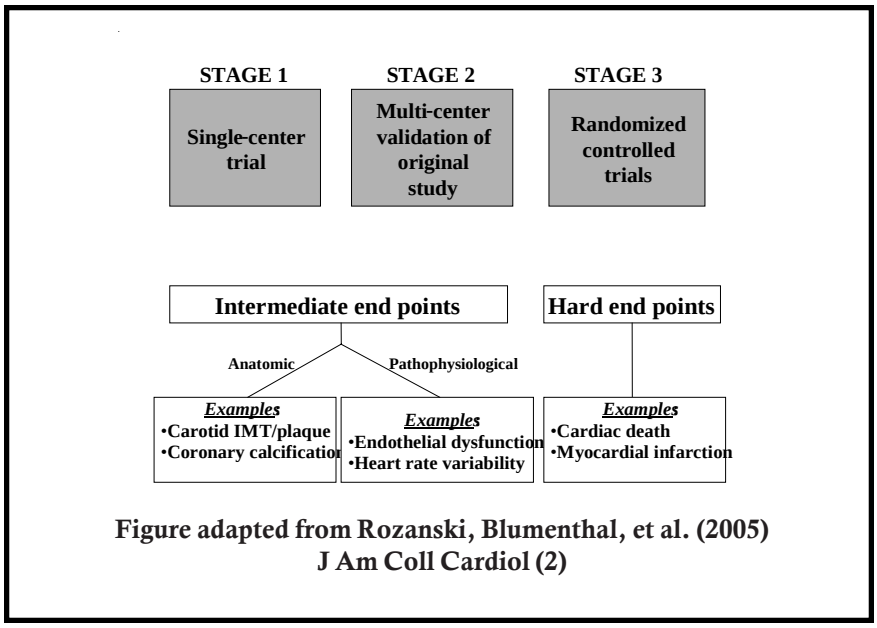

Figure adapted from Rozanski, Blumenthal, et al. (2005) J Am Coll Cardiol (2)

Conclusions

These findings collectively demonstrate that behavioral treatments provide added benefits to routine medical management of CHD patients. In our latest research at Duke, patients who underwent four months of either aerobic exercise or stress management training exhibited greater improvements in psychosocial functioning, including less emotional distress and lower levels of depression compared to usual care controls. Moreover, we observed reductions in ischemic activity during mental stress, and improvements in FMD, HRV and BRS. Although "hard" clinical endpoints are widely considered to be the "gold standard" in evaluating the effectiveness of treatment, such studies invariably require large samples of 3000 patients or more. Because such studies are often prohibitively expensive, newer models are needed to evaluate effective and innovative therapies. As shown in the figure below, the use of surrogate endpoints such as myocardial ischemia offers considerable promise for furthering our understanding of stress and CHD. We conclude that behavioral interventions such as exercise and stress management provide additional benefits to CHD patients over-and-above routine medical management. Ultimately the long term effects of these behavioral interventions will need to be evaluated prospectively with respect to mortality and morbidity in larger samples of CHD patients. However, the present findings suggest that these interventions offer considerable promise to patients with stable CHD, not only in terms of improving their quality of life, but in improving important surrogate risk markers that could result in improved clinical outcomes.

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House Science Committee Holds Hearing on Flu Preparedness, Fischhoff Testifies

by Clare Porac

On December 14, the House Committee on Science sponsored a briefing on "Gaps in the National Flu Preparedness Plan: Social Science Planning and Response." The briefing was moderated by Representative Brian Baird (D-WA), a member of the Science Committee and a psychologist. Rep. Baird introduced the three principal speakers all of whom spoke to the theme of the briefing — that the national strategy dealing with pandemic influenza has serious deficiencies when it comes to addressing the social dimensions of a possible pandemic.

Clete DiGiovanni, Chief Scientist, Defense Threat Reduction Agency (DTRA) spoke first and briefly discussed the history and occurrence of past flu pandemics and the effectiveness of various public health initiatives, such as quarantines, in dealing with these previous outbreaks. DiGiovanni then turned the floor over to two social scientists, Baruch Fischhoff, Center for Risk Perception and Communication, Carnegie Mellon University, and Monica Schoch-Spana, Center for BioSecurity, University of Pittsburgh. Fischhoff is a psychologist and Schoch-Spana is an anthropologist.

Fischhoff emphasized that social scientists have been studying human responses to risk since WWII, so there is a large body of research in this area. From this research, he extracted some basic patterns of behavior that can be expected to occur in the face of a pandemic flu or any such widespread risk. For example, the general public wants to hear the truth about the risk from government and other officials, even if the truth causes worry. Also, people can absorb only limited amounts of information at a time, so communications to the public must deal with only the critical facts in an organized fashion. Fischhoff argued that four types of experts are needed to design and evaluate communications involving risk factors. These experts are: 1.) subject matter specialists, such as public health officials; 2.) risk and decision analysts who can identify the different types of messages needed to communicate with different subgroups of the public, such as the elderly; 3.) psychologists who can identify belief systems and, thus, design appropriate messages; and, finally, 4.) communication specialists who can ensure that the messages get disseminated properly and in a coordinated fashion.

Schoch-Spana's remarks centered on the issue of whether or not the current DHHS plan embodies realistic expectations about the public's response to a flu pandemic. She argued that authorities often mistake reasonable reactions to a threat, such as repeated phone calls requesting disease-related information, as unreasonable panic reactions. Authorities should not try to fix the public but rather they should concentrate on streamlining production and distribution of information and treatment for the disease. Schoch-Spana also pointed out that the current DHHS plan talks in terms of individual action and seems to ignore the importance of coordinated community reaction to a threat that organizes itself around neighborhoods, communities of faith, social clubs and places of employment. She also took issue with the assumption that an individual's preparedness for a threat and one's compliance with instructions designed to alleviate the threat are based on personal choice. She emphasized that life circumstances, such as poverty and the need to continue to go to work, may interfere with an individual's ability to comply with flu preparedness instructions and/or quarantine restrictions if the latter are deemed to be necessary by authorities.

Call for Nominations for 2006 McGuigan Prize

In 2006, APF will award its third biennial $25,000 F. J. McGuigan Young Investigator Prize to recognize the efforts of a young psychological science investigator to explicate the concept of the human mind from a primarily psychophysiological perspective. Physiological and behavioral research may qualify for support, but dualistic approaches, such as those espoused by many contemporary cognitive psychologists, do not qualify for support.

Nominees must have earned a doctoral degree in psychology or a related field and be fewer than 9 years post-doctoral degree at the time of the nomination. Nominees must also be affiliated with an accredited college, university or research institution. The prize will be awarded to the recipient's institution for the benefit of his or her research. Faculty salaries and indirect costs may not be requested.

The deadline for nominations is March 1, 2006. Nomination packages must contain six (6) copies of a nomination package, each package to include: a letter of nomination written by a senior colleague (no self-nominations); 1-2 page statement of accomplishments and plans for the next five years (written by nominee); a curriculum vitae; and two representative publications. Materials should be sent to: APF Frank Joseph McGuigan Young Investigator Prize, APA Science Directorate, at the APA address.

For more information, visit www.apa.org/apf or contact science@apa.org.

Early Researcher Awards Announced

by Amy Test

Now in its second year, the APA Science Student Council Early Research Award is an annual competition for early research, the purpose of which is to reward an outstanding student research project completed before the dissertation. More than 100 highly-qualified applicants submitted their research for consideration for the 2005 awards. After careful review, the Science Student Council awarded two $1,000 awards: $1,000 for an award in basic science, and $1,000 for applied science. In addition, three honorable mention awards of $100 each were granted, two for basic science and one for applied science.

Kyle Smith and **Adam Grant** were selected as the 2005 winners of the APA Science Student Council's Early Research Awards. Smith, a fourth-year graduate student in biopsychology at the University of Michigan, received the $1,000 Early Research Award for Basic Science for his study entitled *The Ventral Pallidum and Hedonic Reward: Neurochemical Maps of Sucrose "Liking" and Eating*. Focusing on how brain systems generate sensations of pleasure and desire, Smith's research has important implications for major social problems, such as eating disorders and substance abuse. The $1,000 Early Research Award for Applied Science went to Grant, also a graduate student at the University of Michigan. His study, *Beneficiaries and the Art of Motivation Maintenance: The Impact of Relational Work Design on Persistence Behavior*, addresses increasing employee motivation through work redesign. By proposing a change in the way employees have direct contact with the beneficiaries of their work, Grant has shown how motivation can be increased through greater contact between employees and beneficiaries.

Due to the outstanding response to this year's competition and the exceptional quality of the applicants, the Science Student Council also awarded three Honorable Mention awards, each for $100. **Ryan Bogdan** of Harvard University received an Honorable Mention in the Basic Science category for his study, *Acute Stress Reduces Hedonic Capacity: Implications for Depression*. A second Honorable Mention for Basic Science went to **Eric John David** of the University of Illinois, Urbana-Champaign, for his study entitled *The Colonial Mentality Scale (CMS) for Filipino Americans: Scale Construction and Psychological Implications*. In the Applied Science category, the Honorable Mention award was given to Arizona State University student **Jenessa Shapiro** for her study, *Expectations of Obese Trainees: How Stigmatized Trainee Characteristics Influence Training Effectiveness*.

For more information about the Science Student Council and the Early Research Awards, please visit the SSC homepage at http://www.apa.org/science/apasscweb.html. More information about the 2005 Early Research Award recipients and their research can also be found on the SSC website. Congratulations to each of the 2005 Early Research Award recipients!

Call for Nominations: Meritorious Research Service Commendation

The APA Board of Scientific Affairs (BSA) is soliciting nominations for the Meritorious Research Service Commendation. This commendation recognizes individuals who have made outstanding contributions to psychological science through their service as employees of the federal government or other organizations. Contributions are defined according to service to the field that directly or indirectly advances opportunities and resources for psychological science. This may include staff at federal or non-federal research funding, regulatory or other agencies. Nominees may be active or retired but ordinarily will have a minimum of 10 years of such service. The individual's personal scholarly achievements (i.e., research, teaching, and writing) are not considered in the selection process independent of their service contributions.

To submit a nomination provide the following:

- A letter of nomination that describes and supports the individual's contributions (e.g., nature of the individual's service to psychological science, positions held, program development activities). The nomination letters should be no more than two pages long.
- A curriculum vita
- Three letters of support from scientists, at least two from outside the nominee's organization

Deadline for submitting nominations is March 1, 2006. Please send nominations to Suzanne Wandersman at swandersman@apa.org. For a list of past recipients, visit: http://www.apa.org/science/meritorious.html

ATI Application Deadlines Set

by Nicolle Singer

Due to the continued success of the ATI programs, the Science Directorate will sponsor five ATIs in the summer of 2006. The first course will run from May 21-26, 2006 at Massachusetts General Hospital in Charlestown on **functional Magnetic Resonance Imaging (fMRI)**, with a special focus on data analysis. The course provides training and hands-on experience in experimental design and imaging methods. Directed by Robert L. Savoy, head of fMRI Education at Massachusetts General Hospital, the course is designed for active researchers who are new to the field of fMRI. Applications for this course must be submitted by February 17, 2006.

The second ATI will take place June 5-9, 2006 at the University of Virginia, Charlottesville. This program will feature a series of lectures and computer workshops on **longitudinal methods, modeling, and measurement** in contemporary psychological research using structural equation modeling. John McArdle, Karen Schmidt, and John Nesselroade will lead the course. Applications must be submitted by February 28, 2006.

A third ATI will be held June 5-9, 2006 at the University of North Carolina at Chapel Hill, focusing on the **use of large-scale datasets**. Data from the NICHD Study of Early Child Care will be thoroughly introduced, so that researchers may independently use and train others to use the NICHD databases for original scholarship and publication. Applications must be submitted by February 28, 2006.

From July 10-14, 2006, APA will hold an ATI on **performing web-based research** at the University of Northern Iowa, Cedar Falls. Topics will include web-based data collection, shared databases, and Authorware. Applications must be submitted by March 15, 2006.

The final ATI of the summer will be held July 17-21, 2006 at the University of Cincinnati, Ohio, covering **non-linear methods for psychological science.** Organized by Guy Van Orden, this program will teach methods of nonlinear analysis, including tutorials on software used for non-linear statistics. Applications must be submitted by March 15, 2006.

Through a subsidy from APA's Science Directorate and grants from the National Institutes of Health, tuition for each course has been substantially reduced.

For all courses, new and established faculty, post docs, and advanced graduate students are invited to apply.

Applications are available at http://www.apa.org/science/ati.html and must be submitted electronically through each program's website.

For more information, contact APA's Science Directorate at (202) 336-6000 or ati@apa.org.

The National Institutes of Health announces the 2006 NIH Director's Pioneer Award

A key component of the NIH Roadmap for Medical Research, the NIH Director's Pioneer Award supports exceptionally creative scientists who propose pioneering approaches to major challenges in biomedical research.
In September 2006, NIH expects to make 5 to 10 new awards of up to $500,000 in direct costs per year for 5 years.
Women, members of groups that are underrepresented in biomedical research, and individuals in the early to middle stages of their careers are especially encouraged to apply.

Open to Scientists Who Are
~U.S. citizens, non-citizen nationals, or permanent residents
~Currently engaged in any field of research
~Interested in exploring biomedically relevant topics
~Willing to commit at least 51% of their research effort to the Pioneer Award project
Apply Online
~Streamlined application includes 3- to 5-page essay and 3 letters of reference
~Apply between January 15 and February 27, 2006
~See http://grants.nih.gov/grants/guide/rfa-files/RFA-RM-06-005.html for application instructions
More Information
~See the Pioneer Award Web site, http://nihroadmap.nih.gov/pioneer
~E-mail questions to pioneer@nih.gov

Get to Know the 2005 Dissertation Research Award Winners

by Nicolle Singer

Since 1988, the Science Directorate has annually awarded funds to promising science-oriented doctoral students of psychology to assist with dissertation research costs. Since the award's inception, more than 1,000 students have received more than $1,000,000 to support their excellent research projects. The current program includes 30 - 40 grants of $1,000 each, along with several larger awards of up to $5,000. Please join us in congratulating these outstanding students and APA Dissertation Research Award Winners for 2005.

Recipients of the larger grants, in alphabetical order, include:

Hsin-Chin Chen, Texas A&M University

Mapping Orthographic and Phonological Neighborhood Effects on Word Recognition in Two Different Orthographies

Hsin-Chin is a PhD student in the Department of Psychology at Texas A&M University in cognitive psychology, working on his doctorate under the supervision of Dr. Jyotsna Vaid. His research focuses on reading processes and, in particular, on the role of graphemic, phonological, and semantic information in word recognition across different orthographies. While his dissertation focuses on comparisons of Chinese, a logographic writing system, and English, an opaque, alphabetic writing system, he has also done research on other writing systems, including Japanese, Spanish, and Hindi.

He completed his MA at the National Taiwan University, and in this research found that contrary to previous findings, visual information is more important than phonological information in Chinese word recognition. Moreover, these findings suggested that phonological information is not processed stronger or faster than orthographic or semantic information in Chinese word recognition (see Wu & Chen, *Chinese Journal of Psychology*, 2000, 2003). Recently, his work with Takashi Yamauchi, Katsuo Tamaoka, and Jyotsna Vaid (forthcoming) on Japanese kanji processing obtained similar results. Jyotsna and Hsin-Chin have also studied factors affecting polysyllabic word segmentation. They found that low frequency words visually segmented according to morphographic principles (such as the basic orthographic syllable structure proposed by M. Taft) are processed faster than those segmented according to phonological principles, such as the maximum onset principle (see Chen & Vaid, *Language and Cognitive Processes*, in press).

Hsin-Chin's dissertation research will manipulate orthographic and phonological neighborhood density effects across the Chinese and English writing systems, and examine their effects at the behavioral and neurobehavioral level (using near-infrared spectroscopy, or NIRS). Upon finishing his dissertation, Hsin-Chin plans to combine his research interests in cognitive psychology with his interest in teaching at the university level. Asked to comment on the award, he remarked that "this award allows me to pay subjects that are difficult to recruit from the psychology subject pool. It also supports me to purchase equipment and materials necessary for my NIRS study. I thus truly appreciate this award to facilitate my research."

Sapna Cheryan, Stanford University

The Consequences of Identity Denial for Female Engineers

Sapna started her career in psychology as an undergraduate at Northwestern, where she double majored in Psychology and American Studies. After graduating, she did a two-year stint as a management consultant in Washington, DC. Although being in the "real world" was fun for a while, Sapna missed doing research and the university setting so she returned to school pursue a PhD in social psychology. Sapna research career to date has been a productive one. Her senior honors thesis, with Galen Bodenhausen, on stereotype threat in Asian American women, was published in *Psychological Science*, and her Masters thesis, with Benoît Monin, on Asian Americans and identity denial, was published in the *Journal of Personality and Social Psychology*.

Sapna is currently working on her dissertation research at Stanford University, which brings her theory of identity denial to the question of why female engineers drop out of their majors at a rate higher than their male peers. She suggests that one reason for this may be because women do not fit the image of the prototypical male engineer and are reminded of that fact in daily interactions. Indeed, in a recently completed study, she found

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that female engineers were mistaken as non-engineers more often than male engineers, and they reported being met with more surprise upon revealing their majors to strangers. These interactions may (perhaps unintentionally) signal to these women that they do not belong in the field.

As you can imagine, finding female engineers willing to give up some of their valuable time to participate in studies is quite a challenge, and Sapna greatly appreciates having the funds to pay them, making her job as a recruiter of participants much more successful!

Nilam Ram, University of Virginia

Emphasizing Individuality in Models for Articulating Developmental Theory

Nilam's research interests have grown out of a history of studying change. After finishing an undergraduate degree in economics at Columbia University he worked as a foreign currency derivatives trader, studying the movement of world markets as they went up, went down, and went sideways. Later, he moved on to the study of human movement, completing a MS in kinesiology at the University of Colorado. Now, as a quantitative psychology student at the University of Virginia specializing in longitudinal research methodology, Nilam examines psychological processes – studying short-term changes in emotion, personality, and cognition, how they develop over the course of the lifespan, and how longitudinal study designs can contribute to our understanding of human behavior. He has an already impressive publication record with a number of first authored papers appearing in top journals such as *Psychometrika* and *Psychology and Aging*.

In his dissertation research Nilam examines how longitudinal multivariate methods can be used to articulate developmental theory. He uses innovative multi-person extensions of intraindividual analytic methods to empirically describe and characterize differences in the structure of individuals' emotional experiences, and uses simulation studies to determine what types of data collections might be needed in the future to more thoroughly examine how structures underlying individual behavior change over the lifespan (e.g., differentiation/re-integration).

Preliminary results suggest that particular patterns of perceived emotional experiences serve as a marker of impending death, independent of age and cognitive ability. Nilam's dissertation project serves as an entryway into the examination and analysis of psychological phenomena using new analytic techniques that more fully integrate idiographic and nomothetic perspectives – keeping the main focus on the individual while still addressing issues of aggregation and generalization. Upon completing his degree, he looks forward to further exploring how developmental science can master the interface between theory and method.

Asked to comment on the award, Nilam remarked that "It is an honor to be included among those receiving awards. This will allow me to…conduct a more elaborate and comprehensive set of simulation studies."

Renee Thompson, University of Illinois at Urbana-Champaign

An Interpersonal Model of Specific Factors in Generalized Anxiety Disorder and Major Depressive Disorder

Renee is currently pursing a PhD in clinical/community psychology at the University of Illinois at Urbana-Champaign, where she also received a BS in psychology. Her undergraduate work with Eva Pomerantz explored how various parental factors (e.g., autonomy granting, intrusive support) affect children's levels of anxiety and depression. In graduate school, she has been working primarily with Howard Berenbaum on a program of research examining responses to interpersonal conflict (e.g., shame, guilt, adaptive and aggressive assertiveness), and how such responses are associated with anxiety and depressive disorders. Her master's project, "Shame Reactions to Everyday Dilemmas are Associated with Depressive Disorders," is currently in press at *Cognitive Therapy and Research*.

In her two-study dissertation research, Renee will be testing an interpersonal model of the etiology of generalized anxiety disorder and major depressive disorder. The first study will be cross-sectional in design, with undergraduate women and their parents as participants. The second study will be longitudinal in design, with community women and their romantic partners participating. Both studies will examine how the women's levels of anxiety and depression are predicted by: (a) their sensitivity to criticism and rejection; (b)how rejecting and criticizing their parents or romantic partners report being of them; (c) how rejecting and criticizing women perceive their parents or romantic partners to be of them; and (d) the interaction of sensitivity to criticism/rejection and reported/perceived criticism/rejection. The results of these studies will improve our understanding of how criticism and rejection are associated with anxiety and depression. Understanding how interpersonal relationships affect psychological outcomes will ultimately improve the mental health of women.

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In response to receipt of this award, Renee remarked that "The resources provided by this award will fund my research with women and their romantic partners. Without such support, I would not have been able to conduct this study."

The recipients of $1,000 Dissertation Research Awards are listed below:

~Michael F. Armey, Kent State University
The Influence of Affect, Cognitions, Emotion Regulation Processes, and Coping on the Occurrence of Self-Injurious Behavior: An Episodic-Experiential Model
~Carla J. Berg, University of Kansas
A Hope Intervention for Coping with Cold Pressor Pain
~Kerstin K. Blomquist, Vanderbilt University
A Cognitive-Behavioral and Interpersonal Model of Body Image: Do Romantic Interactions Impact Women's Body Dissatisfaction?
~Mary I. Campa, Cornell University
Development of Attachment Bonds: A Longitudinal, Multi-Method Study
~Bettina J. Casad, Claremont Graduate University
An Integrated Theoretical Model of Race and Gender Stereotype Violation: The Stereotype Violation Model
~Norma M. Chang, Carnegie Mellon University
Learning to Discriminate and Generalize through Problem Comparisons
~Jennifer S. Coelho, University of Toronto
Eating Behaviour in Chronic Dieters and Non-Dieters: The Effects of Exposure to Food Cues
~Daryn H. David, Yale University
Cognitive Correlates of the 'Internal Working Model'
~Inna Fishman, University of South Florida
A New Event-Related Potentials Paradigm for Examining the Alcohol Expectancy Network
~Roxana M. González, Carnegie Mellon University
Affective Influences in Strategic Social Interactions
~Kevin J. Grimm, University of Virginia
A Longitudinal Dynamic Analysis of the Impacts of Reading on Mathematical Abilities in Children and Adolescents
~Richard P. Heitz, Georgia Institute of Technology
Neural Mechanisms of Speed-Accuracy Tradeoff
~Christa M. Helms, Oregon Health & Science University
The Role of the Basolateral Amygdala in the Sensitivity of Choice to Changes in Primary and Conditioned Reinforcer Properties
~Kelly M. Kadlec, University of North Carolina at Greensboro
The Effect of Objective and Perceived Status on Interpersonal Power
~Espen Klausen, University of Wisconsin-Milwaukee
Do Imaginary Companions Provide Security in a Novel Situation?
~Christina M. Leclerc, North Carolina State University
Age-Related Differences in the Influence of Affect on Decision-Making Processes: Selectivity versus Selective Preservation?
~Jill E. MacLaren, West Virginia University
Training Nursing Students in Evidence-based Psychological Pain Management Techniques
~Jacqueline A. Maffucci, The University of Texas at Austin
The Role of NMDA Receptors in Female Reproductive Aging
~Jelena Ristic, University of British Columbia
Rethinking Human Attention and its Components
~Eileen Teresa Rodriguez, New York University
Children's Home Literacy Environments: Qualitative Patterns of Stability and Change Across the First Five Years in Relation to School Readiness Outcomes
~Ronnie M. Rubin, University of Delaware
Children's Beliefs about Peer Relations: Links to Peer Rejection, Aggression, Depression and the Beliefs of Parents and Teachers
~Susan L. Ryerson Espino, University of Illinois at Chicago
Perspective Matters: Listening to Caribbean Latina Newcomers in Transition to U.S. High School
~Christopher A. Sanchez, University of Illinois at Chicago
Dynamic Spatial Ability and Comprehension of Complex Scientific Topics
~Mary A. Sheridan, University of Missouri-Kansas City
Natural and Medically-induced Menopause: Comparison of Menopausal Symptoms and Sexual Functioning
~Hung-Bin Sheu, University of Maryland, College Park
Relation of Working Alliance and Efficacy Beliefs to Psychotherapy Outcomes: A Multilevel Analysis
~Shauncie M. Skidmore, Eastern Michigan University
Personality Disorder Identification and the Subsequent Impact on Treatment Outcomes in a Training Clinic Setting
~Amy Strachman, UCLA
Approach and Avoidance Commitment
~Chuck Tate, University of Oregon
Mental Simulation of the Future: Processes and Principles
~Patricia A. Taylor-Cooke, University of Alabama at Birmingham
Contribution of Magnocellular and Parvocellular Pathways to Visual Attention
~Amanda L. Thompson, University of Pittsburgh
Close Relationships among Young Adult Survivors of Childhood Cancer: A Quantitative and Qualitative Analysis
~Stephen J. Tonks, University of Maryland
The Role of Autonomy in the Academic Motivation of Japanese Students
~Logan T. Trujillo, University of Arizona
Neural Correlates of the Influence of Past Experience on Conscious and Unconscious Figure-Ground Perception

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I am grateful to a number of valued colleagues at Duke University Medical Center for their commitment to our research program. I am especially indebted to Andy Sherwood, Michael Babyak, Lana Watkins, Robert Waugh, Edward Coleman, Michael Hanson, Junichiro Hayano, Salvatore Borges-Neto, Jiang Wei, Elizabeth Gullette, Anastasia Georgiades, and Simon Bacon for their contributions to the studies described in this review.

Neal Miller Lecturer Nominations Sought

The American Psychological Association's (APA) Board of Scientific Affairs (BSA) is soliciting nominations for speakers for the 2006 Neal Miller Distinguished Lecture that is scheduled during the APA Convention in New Orleans, LA, August 10-13, 2006. This annual presentation spotlights experts in neuroscience and animal research. The selected speaker receives reimbursement for his/her travel expenses, up to $1,000. BSA will select the speaker at its 2006 spring meeting.

BSA is pleased to be able to dedicate time during the APA convention to neuroscience and animal research. The board honored the eminent neuroscientist Neal Miller by naming the lecture after him. Past speakers include: Neal Miller, Nancy Wexler, Larry Squire, Joseph LeDoux, Martha McClintock, Robert Adar, Linda Bartoshuk, Steven Maier, Elizabeth Gould, Edward Taub, J. Bruce Overmier, and Lynn Nadel.

Please send a vita for your nominee by e-mail or fax to Suzanne Wandersman, APA Science Directorate, 750 First Street, N.E., Washington, DC. 20002-4242 (e-mail swandersman@apa.org; fax 202-336-5953). **Nominations must be received by February 10, 2006.**

Calling all researchers who work with CDC

The Centers for Disease Control and Prevention (CDC) has published the "Health Protection Research Guide 2006-2015," and is accepting public comment on the document through January 16, 2006. The draft guide, weighing in at 150 pages, can be viewed at http://www.cdc.gov/od/ophr/hpr_guide.pdf. APA needs your expertise on this issue. Please let us know your reaction to the plan and any suggestions by the close of business Friday, January 6, 2006, so that we can incorporate your concerns in APA's comments. If you wish, you may register to enter comments online yourself at http://www.rsvpBOOK.com/custom_pages/50942/index.php

Among the goals addressed in the research agenda (with the document chapter number listed below) are:

III. Prevent and Control Infectious Diseases, including sections on behavioral, social and economic research in infectious diseases; and special populations and infectious diseases, particularly health disparities;
IV. Promote Preparedness to Protect Health, including sections o risk appraisal and adaptive behavior during an extreme event; risk and recovery in vulnerable populations; public health workforce preparedness; and communications;
V. Promote Health to Reduce the Burden of Chronic Diseases and Disability, including sections on health across the lifespan; child and adolescent development; reducing burdens of disparities in, and risk factors for chronic diseases among adults, older adults, and persons with disabilities;
VI. Create Safe Places to Live, Work, Learn and Play, including sections on environmental and occupational health, injury and violence;
VII. Work Together to Build a Healthy World, including sections on global prevention and health promotion;
VIII. Manage and Market Health Information, with sections on public health data and informatics, health marketing and health literacy;
IX. Cross Cutting Research, including sections on social, anthropological and behavioral sciences in public health; mental health and well-being; and social determinants of health and health disparities.

APA is surveying divisions to gather comments to this document, but would like to take comments from individual scientists directly as well. Please forward this email to any of your colleagues who might be interested. Please contact Pat Kobor (pkobor@apa.org) in the APA Science Policy Office with any comments by January 8, 2006.

Call for Nominations

Master Lecturers and Distinguished Scientist Lecturers

The American Psychological Association's (APA) Board of Scientific Affairs (BSA) is soliciting nominations for speakers for the 2007 Master Lecture Program and the 2007 Distinguished Scientist Lecture Program. These annual programs spotlight experts in psychological science and are sponsored by the APA's Science Directorate.

Selected speakers receive an honorarium of $1,000 and reimbursement for travel expenses, up to $1,000. All nominees should be excellent public speakers. BSA will review all nominations at its 2006 spring meeting and begin to contact potential speakers for these programs. Nominations may be for either the Distinguished Lecture Program or the Master Lecture Program (or both).

The **Master Lecture Program**, developed by BSA, supports up to five (5) psychological scientists to speak at the APA Annual Convention. A list of previously selected speakers can be found on-line at http://www.apa.org/science/masterlecturers.html. BSA has organized the lectures into ten core areas that reflect the field. Each year, five of these areas are addressed by Master Lecturers. Speakers for the 2007 Convention, to be held in San Francisco, CA, August 16-19, 2007, will be chosen to have expertise in each of the following areas:

-applied psychology
-biopsychology
-cognition and perception
-health and behavioral medicine
-personality and individual differences

The **Distinguished Scientist Lecture Program**, developed by BSA, supports up to three (3) psychological scientists to speak at Regional Psychological Association meetings to be held in 2007. Speakers must be actively engaged in research, with expertise in any area. A list of previously selected speakers and their topics can be found on-line at http://www.apa.org/science/distsci-lecturer.html.

Please send in the name of your nominee(s) by e-mail or fax to Jeanie Kelleher, APA Science Directorate, 750 First Street, N.E., Washington, DC. 20002-4242 (e-mail jkelleher@apa.org; fax 202-336-5953). **Nominations must be received by February 10, 2006.**

Sharon Brehm Elected President of APA for 2007

Sharon Stephens Brehm, Professor of Psychology in the clinical and social programs at Indiana University Bloomington, has been elected president of APA for 2007.

Brehm received a BA and PhD from Duke University and an AM from Harvard. She has had a distinguished career in psychology. Her research has examined the effects of psychological reactance, empathy, and self-focus. She has published numerous articles and chapters as well as highly regarded monographs and edited. In collaboration with her colleagues, she has also published multiple editions of textbooks focusing on intimate relationships and social psychology. During her fifteen years as a faculty member at the University of Kansas, Brehm was selected as an Intra-University Professor at the University of Kansas, inducted into the University of Kansas Women's Hall of Fame, and appointed as a Fulbright Senior Research Scholar at the Ecole des Hautes Etudes en Sciences Sociales.

During her presidency, Brehm will focus on two major areas that she believes are crucial for the association and its members. First, she will emphasize the importance of communications. "In any large, complex organization, communication is crucial for reaching one's goals. We must enhance both internal and external communications," Brehm states.

Brehm is a strong proponent for increasing advocacy on behalf of psychology. "Making our case to state and federal legislators and agencies is absolutely essential for the long-term success of psychology," she states.

Brehm's second area of emphasis is on preparing psychology for the future. Her interests in this area are wide-ranging. She stresses the importance of reaching out to students and to early career psychologists. "There is nothing more important in any community than nurturing the next generation. APA has been active in this area, but I would like to see its efforts become even more vigorous."

Brehm will serve as a member of the APA Board of Directors and the association's president-elect in 2006. She will assume the office of president on January 1, 2007.

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~James M. Tyler, University of Massachusetts
Through the Eyes of Others: The Role of Relational Value Cues and Self-regulatory Resources in Monitoring One's Social Environment

~Elizabeth A. Ware, Northwestern University
Form Follows Function: The Role of Artifact Function in the Development of Shape Bias

~Brian L. Wright, Tufts University
"The Great Balancing Act": Identity and Academic Achievement of Successful African American Male Adolescents in an Urban High School in the U.S.

~Brian T. Wymbs, University of Buffalo, SUNY
Does Disruptive Child Behavior Cause Interparental Discord? An Experimental Investigation

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PSYCHOLOGICAL SCIENCE AGENDA

Psychological Science Agenda is published monthly by APA's Science Directorate. Dedicated to promoting and serving scientific psychology, *Psychological Science Agenda* provides news about national scientific policy developments, examines policy issues affecting and affected by the behavioral research community, and highlights the advocacy efforts of the Science Directorate on behalf of research and academic psychologists. *Psychological Science Agenda* also features news of APA's governance and program initiatives relating to scientific and academic psychology, and provides valuable, timely information about funding opportunities for research psychologists.

Psychological Science Agenda is distributed free to 30,000 psychologists, members of Congress and their staffs, key officials in federal agencies that fund behavioral research and use its findings, institutional libraries, and science writers in the national media.

To obtain a subscription to *Psychological Science Agenda,* contact the Science Directorate at: American Psychological Association, Science Directorate, 750 First Street, NE, Washington, DC 20002-4242.

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