

The Psychological Science Agenda



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Benbow, Bruer, Thompson Nominated for National Science Board

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President Bush has nominated two psychologists and one philosopher of science/applied cognitive scientist to the National Science Board (NSB), the oversight body of the National Science Foundation (NSF). Camilla Persson Benbow, John Bruer, and Richard Thompson each will serve six year terms of office on the Board beginning this year. Benbow and Thompson are both APA fellows.

The National Science Board is composed of twenty-four members who are chosen based on distinctions in the areas of basic science, medicine, social science, engineering, agriculture, education, research management, or public affairs. Each member is appointed by the President and confirmed by the Senate. In addition to overseeing the management of and scientific programs sponsored by NSF, the National Science Board serves as a resource to the federal executive and legislative branches. This is the first time in the NSB's 50+ years as one of the elite federal science advisory bodies that the behavioral sciences have had such strong, rich representation.

"These are extremely important and influential appointments," commented APA Science Director Steve Breckler, who served for nearly nine years as an NSF Program Director. "The National



Camilla Persson Benbow



John Bruer



Richard Thompson

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EXECUTIVE DIRECTOR'S COLUMN

STEVEN BRECKLER, Executive Director for Science

APA Governance 101: Science

Last month, I discussed the organization of APA governance at the broadest level of the association. I described the APA Council of Representatives, and the Board of Directors (technically, the Executive Committee of the Council). This month, I will focus on another facet of APA governance: Boards and Committees, with specific reference to those that serve the science community.

The APA bylaws establish a system of Boards, one set of which aligns with the central office organization of Directorates. The Board of Scientific Affairs (BSA) is the one designated with responsibility for the APA science community, and it provides oversight for the APA Science Directorate. Similar Boards are aligned with the Education Directorate (Board of Educational Affairs, BEA), the Practice Directorate (Board of Professional Affairs, BPA), and the Public Interest Directorate (Board for the Advancement of Psychology in the Public Interest, BAPPI). Other Boards provide oversight for convention, publications, and policy and planning.

The Board of Scientific Affairs (BSA) is responsible for liaison with agencies giving financial support to scientific projects, for awards and honors in recognition of scientific achievement, and for seeking new ways in which the Association can assist scientific activities. BSA oversees scientific programming at the APA Annual Convention and psychology's relations with other scientific bodies (www.apa.org/science/bsaweb.html). Nine members serve terms of three years each.

The Boards also provide oversight for Committees, which tend to focus on



specific aspects of association business such as finance, membership, ethics, and elections. Falling within the scope of BSA are five committees:

- Committee on Animal Research and Ethics (CARE)
- Committee on Scientific Awards (COSA)
- Committee on Psychological Tests and Assessment (CPTA)
- Ad Hoc Committee to Advance Research (CAR)
- APA Student Science Council (APASSC)

The organization is not quite as simple as it may seem. For example, three of the science-oriented committees are *continuing committees* (CARE, COSA, and CPTA), which means that they are specifically mandated as part of the Association Rules (www.apa.org/governance/rules/assocrules.pdf), and they have an indefinite duration. In contrast, the Committee to Advance Research (CAR) is an *ad hoc* committee – it was created to address a specific set of issues, and for limited duration. Although CPTA is formally designated to report through BSA, three other Boards (BPA, BEA, and BAPPI) also provide oversight.

Participation in APA governance can take many forms, and the many Boards

and Committees provide some of the best ways to get involved. Most of these groups add new members every year, as old ones rotate off. Typically, a slate of candidates is formed for vacant positions, and the Board(s) that provide oversight make the selection (with ultimate approval by the APA Board of Directors).

If you have an interest in participating on one of the science-oriented Boards or Committees, you should express that interest to the chair of BSA and also to the chair of the specific committee. There is a strong desire to ensure a diversity of participation on APA Boards and Committees, and they all welcome expressions of interest.

To get a better sense of what the science-oriented committees do, here is a brief description. Much more information is available at the Science Directorate website.

Committee on Animal Research and Ethics (CARE): The charge is to (a) safeguard responsible research with animals, other than humans, and establish and maintain cooperative relations with organizations sharing common interests, (b) disseminate in cooperation with other organizations accurate information about such research, (c) review the ethics of such research and recommend guidelines for its ethical conduct, and (d) disseminate, in cooperation with other organizations, guidelines for protecting the welfare of animals, other than humans, that are used in research, teaching, and practical applications, and to consult on the implementation of these guidelines. Six members serve terms of three years each. See www.apa.org/science/resethicsCARE.html for more.

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Committee on Scientific Awards

(COSA): The charge is to recommend to the APA Board of Directors the winners of the APA Award for Distinguished Scientific Contributions and the APA Distinguished Scientific Award for the Applications of Psychology. Six members serve terms of three years each. See www.apa.org/science/bsaweb-cosa.html for more.

Committee on Psychological Tests and Assessment (CPTA):

The charge is to (a) address problems regarding sound psychological testing and assessment practices, and initiate discussions with specific agencies and institutions outside APA concerning sound testing and assessment practices; (b) review regularly the Standards for Educational and Psychological Testing and recommend revision, when necessary; (c) serve as technical advisors to other APA boards and committees on all issues affecting testing and assessment as it involves policy, practice, and science; (d) monitor actions of government and other organizations concerning

regulation and control of assessment and testing practices and make appropriate recommendations; (e) maintain a knowledge of and concern regarding current policy issues on the use of tests and assessment in clinical, counseling, educational, and employment settings, and (f) promote the appropriate use of tests and sound assessment practices. Nine members serve terms of three years each. See www.apa.org/science/bsaweb-cpta.html for more.

Ad Hoc Committee to Advance

Research (CAR): The newest, limited duration committee, CAR provides expertise and oversight on research issues, particularly as they pertain to the full range of responsible conduct of research issues. The ad hoc committee will assist in the development of materials and training, provide expert advice to staff who monitor and respond to proposed legislation and regulations that affect the conduct of research, and will position APA and BSA (and its committees) to provide psychological scientists with the advice, information, and tools important to sustaining

research in the evolving regulatory climate. See www.apa.org/science/psy21.html for more.

APA Student Science Council

(APASSC): This group represents the needs and interests of science graduate students, and advises the Science Directorate from the student perspective. The APASSC manages an annual competition for early researcher awards. The APASSC meets twice a year with the other science governance groups, and maintains connections with the American Psychological Association of Graduate Students (APAGS). Nine students, from diverse areas of psychology, serve terms of two years each. See www.apa.org/science/apasscweb.html for more.

Whether your interests lie at the association-wide level (Council, Board of Directors), or the domain-specific areas (BSA, CARE, COSA, CPTA, CAR, or APASSC), please consider getting involved. It is a great way for your voice to be heard and your influence to be felt. ■

Applications Invited for the Husted Memorial Dissertation Award for Mental Illness Services Research

The American Psychological Foundation and APA's Science Directorate invite proposals for the 2006 Todd E. Husted Memorial Dissertation Award. This \$1,000 award supports dissertation research on mental illness services with great potential to improve services for those with severe and persistent mental illnesses, by, for example:

- Developing interventions that prevent deterioration, homelessness, and premature deaths of those with serious mental illness.
- Improving the medication and treatment compliance of those with schizophrenia and bipolar affective disorder.
- Improving the identification, diversion, and treatment of people who enter the criminal justice system as a result of their mental illness.
- Educating professionals in the criminal justice system about the role of serious mental illnesses in the behavior of mentally ill offenders.
- Increasing access to and use of services and support for the most treatment-resistant and severely mentally ill individuals.

The application deadline is September 15. Applicants for the Husted Award must meet the same eligibility requirements as applicants for the APA Dissertation Research Awards. Applications will be reviewed by a panel of experts on serious mental illnesses. For more information, please visit <http://www.apa.org/science/dissinfo.html>

SCIENCE BRIEFS

Psychological Science and Bipolar Disorder in Children and Adolescents

by Eric Youngstrom



Eric Youngstrom is an associate professor of Psychology at the University of North Carolina at Chapel Hill. He is the first recipient of the Early Career Award from the Division of Child and Adolescent Clinical Psychology, and has also been an American College of Neuropsychopharmacology Travel Fellow. Youngstrom is a member of APA and its divisions 5 and 53. He is the principal investigator on an NIH-sponsored multi-site collaboration to improve the diagnosis of bipolar disorder in children and adolescents, especially in underserved populations. His doctorate in clinical psychology is from the University of Delaware, with a pre-doctoral internship at the Western Psychiatric Institute and Clinic. Youngstrom studies the emotions, developmental psychopathology, and the clinical assessment of children and families. Youngstrom has published more than 85 peer reviewed publications on the clinical assessment, emotion, or bipolar disorder, and he has served as an ad hoc reviewer on more than thirty prominent psychology and psychiatry journals.

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The Need

Recent epidemiological data indicate that 4% of the general adult population will have either bipolar I or bipolar II disorder at some point in their lives, and the rate might be as high as 6% for the youngest cohort (Kessler, Berglund, Demler, Jin, & Walters, 2005). These are shocking figures – my graduate school psychopathology textbook cited a 1% prevalence for bipolar disorder (BD). BD takes a tremendous toll, with mood disorders ranking in the top ten causes of death and disability around the world (Lopez, Mathers, Ezzati, Jamison, & Murray, 2006). These numbers also omit the “spectrum” cases affected by cyclothymia, or bipolar disorder “not otherwise specified;” but these appear to be even more common in adults, and they are associated with high rates of impairment, treatment seeking, and suicide risk (Judd & Akiskal, 2003; Lewinsohn, Seeley, & Klein, 2003).

A considerable amount of time passes from when symptoms first begin to create problems and when patients finally receive a diagnosis and

appropriate treatment. Three different surveys of patients have found median lags ranging from 11 to 19 years between the onset of mood symptoms and formal BD diagnosis (Calabrese et al., 2001; Hirschfeld, Lewis, & Vornik, 2003; Lish, Dime-Meenan, Whybrow, Price, & Hirschfeld, 1994). More than half of adults affected with bipolar disorder had their mood disorder begin at age 16 or younger (Kessler, Berglund, Demler, Jin, & Walters, 2005).

The rate of diagnosis in children has changed drastically in the last ten years in the U.S.A. For most of the past century, pediatric BD was considered so rare that case reports were published to describe the phenomena when it appeared. Now pediatric BD has been the cover story for *Time* magazine, had its own M-TV special, spots on “20-20” and “The Oprah Winfrey Show,” and more than a dozen new trade books published on it in the last five years. Marketing research in 2001, before the media blitz, indicated that roughly 100,000 children were medicated for BD in the U.S.A. The rate of diagnosis has more than doubled in the last ten years in outpatient (E. A. Youngstrom, Youngstrom, & Starr, 2005), residential

(Naylor, Anderson, Kruesi, & Stoewe, 2002, October) and inpatient settings, with bipolar disorder being the most common diagnosis in children under age 12 receiving psychiatric hospitalizations according to data from the Centers for Disease Control (Blader & Carlson, 2006).

There are good reasons to be worried about the rising diagnosis in youths. Even if the diagnoses were all accurate, little is known about the long term side effects of the medication regimens being used, and there are no medications with FDA approval for treating mania in children or adolescents. The state of affairs in 2006 is probably that bipolar disorder is both under-diagnosed and over-diagnosed at the same time.

An R-Rated Diagnosis?

There are several issues that ratchet the tension about pediatric BD even higher, including concerns about the age of onset. BD clearly has a strong genetic contribution, and genes of risk will be present from the moment of conception.

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The challenge is to decide how early it is possible for environmental experiences to promote gene expression in ways that we would recognize as a mood disorder.

Another set of controversies tug around whether the mood disturbance needs to be episodic (as seen in “classic” bipolar disorder) versus being more chronic (as often seen in youths), or whether people must show episodes of extreme elated/giddy/goofy mood in order to be called bipolar, versus mostly feeling irritable and aggressive. There also is debate about the rate at which moods “cycle” from mania to depression in children. Occurrence in adults at a rate of four or more episodes in a year is linked to earlier age of onset, more substance use, poorer response to lithium, more comorbid mental health issues, and higher risk of suicide. If four episodes per year signify such a different clinical course, many clinicians are alarmed and dubious about reports that children with “bipolar” disorder cycle tens of thousands of times in a year (Geller & Luby, 1997).

These controversies and the media attention showered on the diagnosis have led to some backlash, where many decide that bipolar is an “admission for adults-only” diagnosis. However, denying the possibility of its occurring can be as dogmatic and unscientific as is the zealous labeling of lots of children as having “BD.”

What Psychology Can Contribute

As a discipline, psychology can make huge contributions to our understanding, assessment, and treatment of bipolar disorder. These include:

Critical thinking and strong research designs: Psychology’s tradition of empiricism can accelerate progress in contentious areas. As investigators, we contribute most when we are not too skeptical to even engage with the topic, but instead get close to the data and let it shape our thinking.

Developmental perspectives: Psychology recognizes that the same risk factor can lead to highly different outcomes, or that similar outcomes can be the endpoint of highly different mechanisms. Most of what gets labeled “bipolar disorder” in childhood is probably not going to look like “classic” BD in adulthood. Instead, pediatric BD probably involves a mix of different causes and courses. So does adult BD, though (Tsuchiya, Byrne, & Mortensen, 2003). In a way, pediatric BD has the advantage of not being so reified that we assume that it is a single entity. A developmental psychopathology approach that focuses on the interplay of temperament and environmental risk factors, is likely to be a productive model for describing pediatric BD. Psychology has been more willing than many other disciplines to “color outside the lines” of diagnostic categories, which also will help identify cross-cutting factors and developmental continuity.

Improved assessment: Psychometrics and careful attention to factors influencing agreement across parent, teacher, clinician, and youth ratings are unique strengths of a psychological approach to assessment. Our group’s work has concentrated on comparing different questionnaires as aids for diagnosing bipolar disorder as well as measuring response to treatment (E. A. Youngstrom et al., 2004; E. A. Youngstrom et al., 2005). Bipolar disorder appears especially likely to be misdiagnosed as schizophrenia or conduct disorder in African American or Latin American families, and psychological research is beginning to isolate the factors contributing to this pattern (Bhatnagar, Youngstrom, Flowers, Calabrese, & Findling, under review). This work has culminated in recommendations for evidence-based strategies of assessment for pediatric bipolar disorder, using a combination of techniques that lessens the risk of over-diagnosing a trendy but rare condition while improving early detection of cases (E.A. Youngstrom, Findling, Youngstrom, & Calabrese, 2005).

Improved treatment: There is no cure for

bipolar disorder, and the best pharmacological treatments often are less effective because of problems with adherence. “Pills do not come with skills,” and psychoeducation and psychotherapy are crucial ways of building positive skills to improve relationships, promote academic and vocational success, and produce better coping and quality of life (Fristad, Goldberg-Arnold, & Gavazzi, 2002).

Improved management: BP is much like diabetes and other chronic illnesses. It requires lifelong vigilance and a preventive stance. The tools developed in health psychology for managing chronic conditions such as diabetes would be tremendously helpful for families learning to monitor sleep, social activities, and diet to not just stabilize illness but to enhance positive outcomes (Danielson, Feeny, Findling, & Youngstrom, 2004).

Bipolar Disorder – It’s Not Just for Clinicians Anymore

It would be a mistake to consider bipolar disorder solely as an issue for “clinical psychology.” Psychological science has a lot to offer, and much that could be learned working with BP. Here is a brief list of “teasers”:

Study of emotion. BP offers a fascinating window into emotion recognition as well as emotion regulation.

Positive emotions. Is it possible to have too much of a good thing? The experience of mania raises interesting questions about whether positive emotions such as joy or exuberance can be pushed to extremes where they lose their adaptive or prosocial qualities.

Creativity. Intriguingly, BP is linked with exceptional creativity in family members as well as affected adults during periods of good functioning. It is less clear if this is true in affected children, or what could be done to enhance the creative aspects of the syndrome.

Group dynamics. Having a mood disorder creates challenges and changes in the

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way that families, as well as peer groups, interact. It would be fascinating to bring attachment research techniques or “social information processing” models to bear on pediatric bipolar disorder (Miklowitz, 2004).

Are there sharp edges to temperament?

When do we cross from temperament or personality into a qualitatively different phenomenon? These sorts of boundary issues have implications for social psychology and for our understanding of individual differences. They also establish the foundation for early intervention and prevention work by helping distinguish between what is personality versus prodromal illness.

There are other connections to physiological psychology, personality research, parenting, and the effects of sleep and diet on mood and energy. Bipolar disorder — and the underlying genes of risk and interpersonal processes — offers a fascinating window into the role of mood and cognition on the development of identity. Working in this area guarantees there will be no lack of challenges, but it is doubly rewarding: Not only are there exciting questions inviting basic science research, but the results have the potential to immediately change lives for the better.

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A Year as Senior Scientist

by Clare Porac

*T*he year began with lunch. This is the opening line of Peter Mayle's, *A Year in Provence*, a whimsical and often humorous account of his first year as an ex-patriot British writer living in the south of France. My year in Washington also began with lunch. However, it was not a lunch in a picturesque French bistro accompanied by a series of carefully-selected wines that Mayle describes in his book. Rather, my lunch was a selection of dubious-looking salads from the local delicatessen that I ate while sitting on the floor, salads on top of a cardboard box, in the center of the living room of my vacant apartment in northwest Washington DC. I would have a week of lunches like this while I waited for my belongings to arrive from Pennsylvania.

My gastronomic introduction to Washington was not as spectacular as Mayle's was to Provence. However, in all other respects the experience of living in Washington and spending my sabbatical year as the visiting Senior Scientist in the Science Directorate at APA was certainly a memorable one. Let me describe some of these experiences by concentrating on two themes that I think capture the flavor of my year.

Learning how APA works

As Steve Breckler, Executive Director of the Science Directorate, discussed in his June, 2006 Psychological Science Agenda column, most APA members have, at best, only a vague understanding of how APA and APA governance work. I admit that I was one of those members. My year at the APA head office gave me the opportunity to observe meetings of the various directorate oversight boards and committees and to learn about the issues that were under current discussion. Members of the APA staff were generous with their time in explaining

the history of these issues and the current areas of agreement or debate. I was able to attend APA Council and caucus meetings and to observe the discussion, voting and approval processes regarding several APA task force and policy proposals. I also learned what it takes to publish each issue of the *APA Monitor* during my many interactions with the *Monitor* editorial and writing staff. Among other tasks, I often read pre-publication drafts of articles describing research findings to be featured in forthcoming *Monitor* issues. I was able to indulge my love of the study of the history of psychology during several interesting conversations with the APA historian and archivist and I was given a personal tour of the APA archives.

The Science Directorate engages in a number of outreach programs that provide resources and services to other societies of psychologists including the regional psychological associations. As part of this effort, I chaired a series of career workshops co-sponsored by APA and presented at the meetings of various host organizations. These workshops brought together, as panelists, psychologists from a variety of career paths and career stages who gave advice and guidance to post-doctoral fellows, graduate and undergraduate students on topics relevant to starting their careers as psychologists.

Since the visiting Senior Scientist is considered to be a member of the APA staff, I was able to experience, as a staff member, the work place environment of the APA head office. The APA head office management makes every attempt to apply the principles thought to promote a healthy, productive and inclusive workplace. There are opportunities for all staff members to make suggestions to the management about improvements or innovations and many of these suggestions are implemented. For example, APA staff



Clare Porac, Visiting Senior Scientist

members have diverse educational and training backgrounds and many wish to further their knowledge of psychology and psychological research. For this reason, I was asked to give a series of lunch time presentations on brain-behavior relations where I covered topics ranging from the effects of drugs on the brain to the current state of knowledge about the causes of Alzheimer's disease. My series of talks was just one of the many informational, professional training and health and wellness opportunities offered in-house to APA staff members.

Learning how Washington works

In recent years, I have become an avid follower of the local and national political scenes but, even given that background, spending time in Washington is an eye-opening, almost life-transforming, experience when it comes to gaining insight into how the national political process actually works. Some of the most informative moments of my year as visiting Senior Scientist were spent accompanying the APA Science Policy Office (SPO) staff to congressional hearings and briefings, to meetings with the Assistant Director of Social and Behavioral Sciences at the

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White House Office of Science and Technology Policy, to meetings of coalitions of various behavioral science and science organizations, and to federal budget rollouts as they pertained to the funding of scientific research. Being effective in Washington is based on what you know and who you know and the members of the SPO staff are highly-respected, knowledgeable and well-connected in the Washington community of organizations that advocate on behalf of issues of importance to science in all of its manifestations.

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Members of the SPO staff shared their expertise and insider knowledge as they patiently explained the role of and the relationships among the dizzying array of advocacy coalitions and organizations at work in Washington. They were particularly helpful in explaining all of the inside-the-Beltway buzzwords and acronyms. After about six months I finally felt that I had a good grasp of what was going on; at least I understood what was being said. I was able to observe first hand how important a role the APA lobbyists play in advocating on behalf of the discipline of psychology and of individual psychologists. Because of their network of connections and experienced knowledge about how the system works, the SPO staff was able to step in to prevent congressional intervention that threatened to remove funding from two psychologists whose grants had already been approved by the peer review process. This is just one of the many examples of effective advocacy that I saw in action during my time in the Science Directorate.

Of course all of these work experiences took place against the vibrant and exciting backdrop of Washington DC itself. My dining experiences definitely improved as I sampled fare from the pubs of Capitol Hill filled with chattering congressional staffers, to the trendy bistros of Dupont Circle, to the more elegant restaurants along Pennsylvania Avenue. I saw all of the important monuments and visited all of

the museums at least once and I took advantage of Washington's diverse theatre scene that features both traditional offerings, such as Shakespeare, as well as off-beat and edgy contemporary comedies and dramas. I could spend many pages describing the various art galleries and artistic masterpieces available for public viewing in the city, with the best possible feature being that most of these venues are free so that you can return frequently to enjoy and get to know the various collections over time.

There is always something exciting going on in Washington. You hear on the radio news that President Bush is spending the weekend at Camp David and, a few minutes later, you see the President's group of helicopters flying over head on route to the Maryland hills. There are motorcades of dignitaries that stop traffic. There are demonstrations in front of the White House, on the National Mall or on Capitol Hill, depending on the issue. There are interesting characters conducting individual political protests. My favorite is the man who stations himself on a bench in front of the Capitol. He holds a cardboard picture frame with a printed request asking you to vote for him for President. As you pass by, he raises the frame to circle his face and asks you for a campaign donation. By now he could have amassed quite a war chest since this area is always teeming with tourists photographing each other in front of the steps to the Capitol.

A final highlight was the fact that a year spent at APA allowed me to meet a large number of psychologists who are either APA staff members or members of various APA governance groups and committees. All of these psychologists are interesting people and many have fascinating careers that have not followed traditional paths. I even met two psychologists who work in counter intelligence. My students back at Penn State will be so impressed! ■

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Science Board sets the policies and priorities for NSF, and the social and behavioral sciences will be very well-served by these three scholars."

The three scientists bring varied research interests to the Board. Benbow is an educational psychologist and is Dean of Education and Human Development at Peabody College of Vanderbilt University. She has conducted research on mathematically precocious youth, working for many years as co-director or director of talent search studies. Prior to her arrival at Vanderbilt in 1998, she was on the faculty at Iowa State University and Johns Hopkins University. Bruer, a philosopher of science and applied cognitive scientist, has been President of the James S. McDonnell Foundation since 1986. At McDonnell, he has established a focus on applying cognitive science to educational practices. Bruer was on the staff of the Josiah Macy Foundation prior to joining McDonnell. Thompson, a professor of psychology and biology at the University of Southern California, studies mammalian memory and classical conditioning. He received the APA Distinguished Scientific Contribution Award in 1974. He has also served on the faculty at University of California – Irvine, Stanford University, and Oregon Health Sciences University. ■

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Announcing the 2006 APA Dissertation Research Awards

The Science Directorate of the American Psychological Association sponsors this annual competition for dissertation research funding. This award program assists science-oriented doctoral students of psychology with research costs by awarding 30-40 grants of \$1000 each, along with several larger grants of up to \$5000. Awards are provided to students whose dissertation research clearly reflects excellence in scientific psychology.

Dissertations in any area of psychological research are eligible for the award. Eligible students have had their dissertation proposals approved by their dissertation committees as of the application deadline, but have not yet received a doctoral degree. Awards are given directly to the individual graduate student recipients, who will be listed in an upcoming issue of *Psychological Science Agenda*.

The application deadline for the Dissertation Research Awards is **September 15, 2006**. More information about this exciting opportunity can be found on the website, <http://www.apa.org/science/dissinfo.html>

OBSSR Celebrates 10th Anniversary with Scientific Meeting at NIH and Poster Session on Capitol Hill

by Pat Kobor

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NIH Director Elias Zerhouni welcomed an overflow crowd to Natcher Auditorium on the NIH campus on June 21, 2006 for the celebration of the tenth anniversary of the founding of the Office of Behavioral and Social Sciences Research (OBSSR). In his prepared statement, which he amplified for the audience, Zerhouni acknowledged the importance of behavioral and social sciences research to NIH's mission:

"We are faced with an enormous and evolving national burden of disease and disability, much of which has roots in personal behavior or socioeconomic influences. The need for behavioral and social research and intervention has never been greater, and its impact has never been clearer. We need but look at recent decreases in rates of cancer, largely due to dramatic decreases in tobacco use. We can point to a remarkable demonstration of the pronounced benefits of diet and exercise - more effective than drug therapy - in preventing the onset of type 2 diabetes among high-risk individuals. These are but two among many shining examples of the widespread benefits to public health realized through our investment in basic and applied behavioral and social science research, so critical to our understanding of health and disease."

The three scientists who have directed OBSSR since its founding made remarks. Norman Anderson, now the CEO at the American Psychological Association, recalled how in his role as the first OBSSR director, his credo was to find ways to make OBSSR as helpful as possible to NIH institutes and centers. He told scientists, "Ask not what NIH can do for the behavioral and social sciences: ask what the behavioral and social sciences can do for NIH."

Raynard Kington, now the Deputy Director of NIH, recalled speaking at multiple institute advisory councils, talking about the behavioral and social science research agenda published by the National Academies Press, "New Horizons in Health: an Integrative Approach." Kington challenged the assembled scientists to continue to sharpen instruments of measurement and assessment and expand interdisciplinary training. David Abrams, the current director of OBSSR, emphasized the need to study gene-environment interactions, saying that one of his chief messages to NIH institute and center directors is, "the action is in the interaction." Abrams expressed his belief that the dissemination of knowledge to practitioners and the public is going to be an important challenge of OBSSR's next ten years.

Nobel Laureate Daniel Kahneman gave a well received talk on his work on well-being, and efforts to measure satisfaction in real-time experience as well as reflection. Several other psychologists spoke during the two day meeting, some of whom included Martha McClintock, Rena Wing, James Jackson, Elissa Epel, Steve Suomi, and



Congressional staffers and other guests visit various posters to learn more about NIH-funded research projects.

Marilyn Carroll. To see the agenda and a complete list of speakers, <http://obssr.od.nih.gov/OBSSR10th/agenda.htm>.

A highlight of the NIH meeting was a poster session that included as many as three posters per NIH institute, featuring contributions of behavioral and social science research funded by that institute. APA and other behavioral and social science partner organizations decided to bring the posters to Capitol Hill so that they could find a wider audience. On June 23, 2006, APA and 18 other organizations brought the posters, the featured scientists, and a dozen gallons of ice cream to the Cannon Caucus Room in an extension of the tenth anniversary celebration. About two hundred congressional staff, along with at least one U.S. Representative— Rep. Darrell Issa (R-CA)— agency staff and federal policymakers attended. ■

Supporting Human-Centered Defense Research on the Hill

by Heather Kelly

On May 24th, Bill Strickland, APA member and Vice President of the Human Resources Research Organization (HumRRO), delivered APA's oral testimony on Fiscal Year 2007 funding for research within the Department of Defense (DoD) before the Senate Appropriations Subcommittee on Defense. Testimony focused on reversing the proposed decline in support for DoD basic and applied research accounts in President Bush's budget (a 16.3% decrease over the current funding level).

In terms of the DoD behavioral research accounts more specifically, Strickland urged Senate appropriators on behalf of APA to avoid cutting human-centered military research in FY07. The service laboratories support research in the broad categories of personnel, training and leader

development; warfighter protection, sustainment and physical performance; system interfaces and cognitive processing; and intelligence-related processes such as detection of deception. The May hearing was another opportunity to highlight how critical these areas are to national

security and how important it is, in today's environment, for DoD to sponsor this mission-related research directly. To see APA's written and oral testimony regarding DoD research funding, see <http://www.apa.org/ppo/issues/dodoraltestfy07.html>.



Bill Strickland testifies on funding for research before the Senate Appropriations Subcommittee on Defense.

A Scientist's Guide to the 2006 APA Convention

The Science Directorate has prepared a listing of science-focused programs for the 114th APA Convention which is being held in New Orleans, LA from August 10-13, 2006.

Science Directorate sponsored programs as well as sessions sponsored by APA Divisions are highlighted. This web-based guide is available online at (www.apa.org/science/conv06guide.html). Copies will also be available for distribution during the convention at the Science Directorate Booth.

This guide was developed to highlight and promote science-focused convention programming. Convention programs include symposia, paper and poster sessions, invited addresses, discussions, and workshops.



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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.

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