

The Psychological Science Agenda



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Popular Capitol Hill Science Exhibit Highlights Math and Science Education

by Heather Kelly

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APA co-sponsored an exhibit with the American Educational Research Association (AERA) for the annual **Coalition for National Science Funding (CNSF) Capitol Hill Exhibit and Reception** on June 7th. Marcia Linn, University of California-Berkeley Chancellor's Professor and a Fellow of APA Divisions 15 and 35, presented her National Science Foundation (NSF)-funded research on the use of technology in teaching middle- and high-school math and science.

Linn studies math and science education from both the learner and teacher perspectives. She is director of the Technology Enhanced Learning in Science (TELS) Center at Berkeley, where scientists design and test learning environments that incorporate educational software and simulations of scientific phenomena to help students master complex scientific concepts and methods for inquiry. The TELS Center, one of the NSF-funded Centers for Teaching and Learning, has developed partnerships with seven universities and seven school districts, bringing together researchers with middle and high school educators. The research Linn presented involves the use of technology to teach middle and high school students scientific concepts in a more exciting and effective way than is used traditionally.



Marcia Linn discusses her research with the Director of NSF, Arden Bement

The evening event aims to highlight stellar research supported by NSF for Members of Congress and their staff. Given recent congressional threats to the NSF behavioral science portfolio, this was an important year to emphasize the critical roles psychological science plays in addressing national challenges such as science and math education. Linn discussed the results of her center's research with Members of Congress including Reps. Bob Etheridge (D-NC), Howard Coble (R-NC) and Vern Ehlers (R-MI), as well Arden Bement, Director of NSF, and his Deputy Director, Kathie Olsen. ■

EXECUTIVE DIRECTOR'S COLUMN

STEVEN BRECKLER, Executive Director for Science

APA Governance 101: The Association

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A little over two years ago, I started working at APA. Until then, I enjoyed the benefits of APA membership, but paid very little attention to how its members governed the association. I think my experience is common among the scientist members of APA. In hindsight, I regret that I had not become more involved. In part, it was because I understood very little about how APA governs itself. This month and next, I will use this space to explain the basics of APA governance (as I understand it). My hope is that more members of the science community will gain enough understanding to become more involved.

APA is a membership organization. All of the business, policies, and activities of the association are governed by its members. A large staff (including myself) serves the membership, but it is the members who make the big decisions. The system of member oversight is called APA Governance, and almost everything you need to know about governance is posted on the APA website at www.apa.org/governance.

The principle governing body of APA is the Council of Representatives. The Council includes 162 representatives who are elected by the members of APA. The Bylaws of the association (www.apa.org/governance/bylaws) spell out how those representatives are chosen, and who they represent. Seats on Council are allocated by a formula, based on the percentage of votes submitted by members. Every Division of APA is given one seat on council, with additional seats allocated based on the voting.

The Council is an extraordinarily



important part of APA governance. It is APA's main legislative body. Very little happens at APA without the approval of Council, and many new initiatives and activities have their origin in Council. If you are interested in serving on Council, you should indicate this to the Divisions or State Psychological Associations with which you are most active. The representation of the science constituency of APA depends on its active engagement on Council.

Another important governing body is the APA Board of Directors. The Board's composition may be the least understood among the members of APA. The Board includes 11 voting members, but only three of them are selected as a result of at-large elections (the President, President-Elect, and Past-President). The others are selected by the members of Council. Thus, the Board of Directors is really the Executive Committee of the Council, making Council the true APA Board of Directors.

If you follow this organization of APA governance, there is an important lesson: although the APA Board of Directors may enjoy greater visibility (especially its President), it is the membership of APA's Council of Representatives that selects most seats on the Board, and that ultimately has the

final say on important matters of the association. As I wrote earlier, the representation of the science constituency of APA depends on its active engagement on Council.

Whenever you hear that APA has taken a certain policy position, or appointed a new task force, or approved a major new initiative, it is almost always the case that APA's Council of Representatives has debated it and approved it.

The Council meets twice a year – typically in February and again at the annual convention. Most of the meeting is open to members of APA. If you want to gain a better understanding of how APA governs itself, I'd encourage you to attend these public meetings. During the New Orleans convention this year, Council will meet on August 9 and on August 13. I always attend the Council meetings, and will be happy to provide a guided tour for the uninitiated.

The APA Council of Representatives and the Board of Directors provide oversight for the entire association. Another facet of APA governance is a system of Boards and Committees, each focused on specific areas of function and interest. Next month, I will describe this facet of governance and how it relates to the science community of APA. ■

An I-O Psychologist's Perspective on Licensure

by Nancy Tippins



Nancy Tippins is currently the Managing Principal for the Selection Practice Group of Valtera (formerly Personnel Research Associates) where she is responsible for the development and execution of firm strategies related to employee selection and assessment. She has extensive experience in the development and validation of selection tests for all levels of management and hourly employees as well as in designing leadership development programs, including the development of assessment programs for executive development and the identification of high-potential employees. Tippins has been active in professional affairs and the Society for Industrial and Organizational Psychology. She is a Fellow of the Society for Industrial and Organizational Psychology and the American Psychological Association. Tippins received her M.S. and Ph.D. in Industrial and Organizational Psychology from the Georgia Institute of Technology. She holds a M.Ed. in Counseling and Psychological Services from Georgia State University and a B.A. degree in History from Agnes Scott College.

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Who cares?

Many science-based psychologists believe that the licensure of psychologists is a practice issue only and wonder if any science-based psychologist cares about licensure. Industrial and organizational (I-O) psychologists apply psychology to people in the work place and study a wide range of topics ranging from employee selection and placement to training, leadership, and employee engagement. By the very nature of I-O psychology, virtually all of us are both scientists and practitioners, and as scientist-practitioners, we must pay attention to any laws or regulations that affect our ability to practice our chosen field. Consequently, many I-O psychologists are deeply concerned about current issues in licensure.

The Society for Industrial and Organizational Society (SIOP), or Division 14 of the American Psychological Association, has studied licensure issues for a number of years. In 1993, SIOP's Executive Committee established a task force to review the issues around licensure of I-O

psychologists. After reviewing the Task Force's report and receiving comments from the membership, SIOP adopted the following policy:

Policy Preamble:

Licensure of the title of "Psychologist" and/or practice of "Psychology" is restricted in many states. Industrial and Organizational Psychologists, as citizens, obey the laws in the states in which they live and work. Concurrently, it is also true that many of the work and research activities of I-O psychologists are not unique to this discipline, do not pose a threat of harm to the public, and are not subject to licensure. In accord with these principles, SIOP has formulated the following policy on licensure.

SIOP recognizes that some states require that certain areas of I-O practice be licensed. SIOP members should be allowed to be licensed in these states if they desire, and SIOP should provide guidance to state licensing boards on how to evaluate the education and training of an I-O psychologist.

In addition, many, if not most, I-O

psychologists practice in more than one state from time to time. SIOP recognizes that some states require that I-O psychologists must be licensed in that state before practicing in that state. SIOP believes that this is inappropriate for I-O Psychologists. Therefore, it is SIOP's position that:

A licensed I-O psychologist should be allowed to practice in another state for a reasonable period of time without having to obtain a license in that state (e.g., 60 days of professional services per year).

For more information about SIOP's position on licensure, go to the section on licensure on SIOP's website: <http://www.siop.org/licensure/licensure.aspx>.

What are the issues?

The central issue in the licensure of I-O psychologists is the criteria for licensure. The laws of various states and provinces vary considerably, but with respect to the licensure of psychologists, most have four components:

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- a. PhD/PsyD from an accredited university
- b. supervision for some period of time by a licensed psychologist
- c. a qualifying score on the Examination for the Professional Practice in Psychology (EPPP)
- d. a qualifying score on an oral exam conducted by the state board

Normally, I-O psychologists can meet these criteria. However, over the years, states and provinces as well as APA Task Forces have recommended language related to these four criteria that are problematic for I-O psychologists. One common suggestion is that the PhD/PsyD must come from an APA accredited university and that internships must be approved by APA. APA does not accredit I-O psychology programs nor does it approve internships in I-O psychology. Moreover, many I-O internships are in organizations, and it is unlikely that businesses will allow APA to specify the terms of employment (including the type of work and degree of supervision) for interns. Occasionally, a state or provincial board will require specific course work that is not common in I-O psychology programs today.

In February of this year, the APA Council considered a statement that required two years of supervised experience, one of which would be a predoctoral internship and the other, a year of supervised professional training. The year of predoctoral internship would be quite problematic for I-O psychologists as few exist and most I-O psychologists have not had such training. Fortunately, with the support of many science divisions, this proposal was revised to require two years of full-time training that can be completed before or after the receipt of the PhD/PsyD degree.

Some states and provinces have adopted laws that effectively prevent I-O psychologists from becoming licensed. For example, Indiana has proposed regulations that would restrict the use of tests commonly used in employment settings to licensed psychologists while

at the same time excluding I-O psychologists from licensure by setting unobtainable criteria.

Most states that license psychologists require that a psychologist be licensed in that state, regardless of where else he/she may be licensed. This concept works well for a clinical practitioner who works in only one geographical area. The concept doesn't work at all for an I-O psychologist who works for a national firm that has a footprint across the entire United States or for a consulting firm whose clients may come from any state in the U.S.

Another fundamental question regarding the licensure of I-O psychologists is whether I-O psychologists should even bother with licensure. Licensure is designed to protect the public from harm, but in many cases, the clients of I-O psychologists are organizations, not individuals, so the opportunity to inflict harm on an individual is somewhat limited. However, many I-O psychologists argue that the impact of organizational interventions can affect individuals. Hence, SIOP's policy position is that licensure should be available to those who desire it.

A related concern is the perception by some that licensure only regulates the "good people." For example, charlatans may sell pre-employment tests that lack any information about validity and reliability with impunity while the licensed psychologist must adhere to state and provincial laws and ethics codes. Charlatans typically lack the credentials to become licensed.

What can we do to ensure licensure laws allow those who are properly trained to practice in their field of expertise?

No professional association — including APA, CPA, and SIOP — can control the licensing laws of a state or province. In fact, a 501 C(6) organization like SIOP cannot even lobby state legislatures without jeopardizing its tax exempt status. Only the state and provincial legislatures can

pass laws that establish Licensing or Regulatory Boards that are empowered to define the criteria for licensure. However, professional organizations like APA can supply information to legislatures and boards that apprise them of the various needs of all disciplines of psychology — not just those associated with health care. APA should work for all of us, scientists and practitioners alike, and public statements from APA that are designed to influence licensure must deal with all the issues related to licensure of a diverse constituency. ■

Happy Anniversary to OBSSR! Your comments invited on the new Strategic Prospectus

The Office of Behavioral and Social Sciences Research (OBSSR) at the National Institutes of Health is celebrating its ten-year anniversary on June 21-22, 2006 with a power-packed event on the NIH campus. The event will include a Town Meeting at which the new draft Strategic Plan will be presented and discussed.

OBSSR is asking for comments through June 30, 2006. The draft plan is called "The Contributions of Behavioral and Social Sciences Research to Improving the Health of the Nation: A Prospectus for the Future." You can access the draft prospectus and share your comments via the OBSSR website: <http://www.conceptsystems.com/OBSSR/> Please share your comments with APA as well so they can inform APA's response to OBSSR. Send a note to Pat Kobor of the Science Policy Office (pkobor@apa.org) by Wednesday, June 28, 2006.

Board of Scientific Affairs and Spring Time in Washington

by Ronald T. Brown, BSA Chair

The Board of Scientific Affairs met April 6-8, 2006 at the APA consolidated meetings. The meeting was particularly interesting as it followed the Multicultural Leadership Workshop that featured two eminent speakers, John Dovidio and Derald Sue. In response to the workshop, BSA affirmed the need for further research efforts related to the psychological benefits of ethnic diversity, training for investigators in the recruitment of ethnically diverse samples for research studies, and a need for greater discourse on the pros and cons of tailoring specific treatments and therapies to specific racial and ethnic groups. Further, the Board also recommended that its mission statement be reviewed with regard to diversity issues. Moreover, the members of the Board affirmed their commitment to diversity by insuring diverse membership on the various standing and ad hoc committees that the Board oversees. There is no doubt that attention to diversity issues will be a critical concern as plans are developed for the Science Leadership Conference to be held in December of 2006.

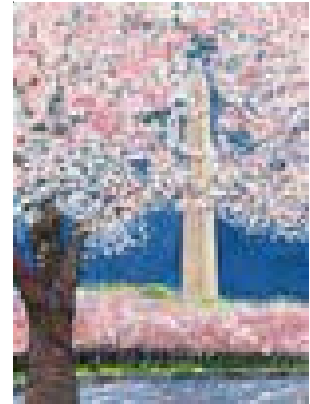
During our meeting the Board reviewed and supported a number of task force reports including the Development of a Strategic Plan for a Workforce Analysis of Psychology as a Discipline, the Policy and Planning Board 5-Year Follow-Up Report, the Task Force on the Impact of Elementary and Secondary School Zero Tolerance Policies, and finally, the Report on the Working Group on Psychotropic Medications for Children and Adolescents. Other reports received additional discussion and specific recommendations from the Board including the Report of the Presidential Task Force on Psychological Ethics and

National Security. The discussion centered on major themes of this Task Force including process and participants, relevance of scientific evidence, content of the document, and recommendations regarding the case book. In addition, we discussed the Task Force on Socioeconomic Status, and made a number of important recommendations regarding socioeconomic status as a risk factor for mental health.

The Board met with the President of the Association, Gerald Koocher and President-Elect Sharon Stephens Brehm. President Koocher discussed his initiatives that include mentoring, loan forgiveness, and diversity in curriculum and teaching materials. Brehm discussed with the Board a number of issues with regard to appointment of members for various task forces within the Association as well as the review of task force products that emanate from these working groups.

Other routine, albeit important business was conducted at the Board meeting including the current liaisons to the various boards and committees, the BSA annual report, the Culture of Service Awards, an update from the Ad-hoc Committee to Advance Research, monetary awards for Distinguished Scientific Contribution Award recipients, and updates from the publication and journal arena.

Staff in the Public Policy Office presented a briefing of their important activities on Capitol Hill as well as with the various federal agencies. Their lobbying to the various agencies and Congressional staff underscores enhancing psychological research funding; strengthening the scientific



infrastructure, sharing psychological research findings with policymakers, and increasing the ability of scientists of the Association to advocate for their discipline.

Finally, plans were revealed for the 2006 APA Convention that will include the Distinguished Scientific Contribution Award addresses, the Neal Miller annual lecture, the Master Lectures, the CPTA and CARE programs, and a Science Student Council program. The annual meeting promises to be a showcase of science in psychology and everyone is urged to attend.

While a complete outline of the BSA meeting is not possible within the scope of this article, the meeting had a full agenda and much was accomplished. For those interested in the minutes of the meeting that details all of the discussions, the interested reader is encouraged to contact Suzanne Wandersman, Director of Governance Affairs, in the Science Directorate (swandersman@apa.org). ■

Advanced Training Institutes Are A Hit - More to Come

by Nicolle Singer

The first three of five ATIs planned for 2006 took place in the past month and the Science Directorate is looking forward to the final two ATIs that it will sponsor this year, which will take place in July. Participants were pleased to be in attendance at these long-anticipated programs, and were enthusiastic to delve deeper into their chosen topics with their peers.

Massachusetts General Hospital was once again the site of the popular ATI on **functional MRI**. Supported by a grant from the National Institute on Mental Health, this ATI series began in 2000, and held its final session in late May. At the week-long event, dubbed "Camp fMRI" by participants, Robert Savoy and colleagues at Mass General Hospital Nuclear Magnetic Research Center provided an overview of the science behind fMRI and its application to psychological science. All participants were currently using fMRI for research projects or had firm plans to begin work in the area, so the pace was quick and interest was intense. The experience included classroom demonstrations, lecture, and lab time with a working scanner. Instructors thoroughly covered topics that will be immediately useful to all participants' research, such as experimental design issues and data analysis methods. On the second day of the program participants were divided into small groups by research area. Each of these groups was then responsible for designing an experiment during the week and presenting their plan for praise and critique on the last day of the program. This experience introduced ATI participants to many of the complexities of design and provided ample time to network with fMRI researchers who share interests.

The next two events of the summer tookplace in early June. At the

University of Virginia, 30 psychologists dedicated a week of their summers to learning the fine points of



Structural Equation Modeling. This intensive seminar was well received by the participants, all of whom use or anticipate using SEM in their next research project. Jack McArdle began the seminar by providing an in-depth overview of the principles and practice of SEM, before moving on to increasingly advanced topics. Most participants brought their own data and research problems to the ATI, and all were encouraged to apply the concepts discussed in class to their data in the lab time that was distributed between lectures. Instructors were busy during the computer labs, helping with difficult stats programs and further explaining new concepts. The hands-on nature of this program is one of its huge benefits. Psychologists must often rely upon written text in order to learn new statistics, but having a room full of instructors at hand greatly expedites the learning process.

The third ATI of 2006 focused on learning to use the large, rich dataset developed as a result of the **National Institute of Child Health and Human Development (NICHD) Study of Early Child Care**. Hosted by Research Triangle Institute and the University of North Carolina, this institute provided thorough training on the background and use of the dataset. As a prerequisite to this innovative training program, each researcher must obtain

institutional approval for their proposed research project in advance. This preparation provides each participant with an introduction to the dataset, along with a sense of its complexity and value, deepening interest in the lectures and improving the content of discussions. The Study of Early Child Care is designed to answer many questions about the relationships between child care experiences and developmental outcomes. Data collection began in 1991, when the study investigators enrolled 1,364 children at 10 sites across the country.

Since then, four waves of data collection have followed more than 1000 of the original children through age 15. The APA ATI orients new users of this massive dataset to the variables it contains and the types of questions that are most readily answered with this type of data. Participants especially enjoyed the SEM and HLM workshops, and having the chance to discuss their research ideas with data and methodology experts. The last two sessions of this ATI will be held in 2007 and 2008. ■



To learn about the other ATIs planned for this summer, be sure to check [the website](#) or email ati@apa.org!

2006 APA Meritorious Research Service Commendations Awarded

by Suzanne Wandersman

Three psychologists were selected to receive the Meritorious Research Service Commendation for 2006. This award, developed by the Board of Scientific Affairs (BSA), recognizes outstanding psychologists who help foster the discipline through their programmatic activities in support of psychological science at funding agencies. BSA members developed this award to provide a clear mechanism for recognizing the important ways that programmatic contributions can advance the discipline.

Psychologists in funding agencies can play a crucial role in the development of the discipline — in running the programs that fund psychological scientists, in identifying new opportunities and directions, in working with the science community to chart needs and challenges, in serving as a catalyst for promoting cutting edge opportunities, and in shepherding behavioral research within their institutions.

Nominations were solicited during the winter of 2005 and 2006 and the recipients are:

Vivian B. Faden [National Institute on Alcohol Abuse and Alcoholism (NIAAA)]
Dr. Faden is Deputy Director in the Division of Epidemiology and Prevention Research at the National Institute on Alcohol Abuse and Alcoholism. She is being recognized for her role in shaping the priorities of the federal alcohol research effort and her strong and articulate advocacy for the importance of social and behavioral research on alcohol abuse and related problems.

Fred Stollnitz [National Science Foundation (NSF)]
Dr. Stollnitz is Program Director for Cross-Directorate Activities at the

National Science Foundation (NSF). He is being recognized for an exceptional record of over 30 years of service as Program Director at the National Science Foundation. Dr. Stollnitz influenced the shape of research on animal behavior and nurtured research on the biological basis of behavior. He has been a tireless mentor to young scientists and an advocate for the expansion of training opportunities.

Betty Tai [National Institute on Drug Abuse (NIDA)]
Dr. Tai is Director of the Center for the Clinical Trials Network at the National Institute on Drug Abuse (NIDA). She is being recognized for her leadership of the NIDA Clinical Trials Network and her instrumental role in defining future research issues and identifying new avenues for collaboration within the Network.

The recipients of the 2006 commendations will be honored at the December 2006 APA Science Leadership Conference.

Past recipients of the Meritorious Research Service Commendation are:

2005:
~Susan F. Chipman (Office of Naval Research)
~Mary Ellen Oliveri (National Institute of Mental Health, NIH)
~Cora Lee Wetherington (National Institute of Drug Abuse, NIH)
~Ellen Diane Witt (National Institute on Alcohol Abuse and Alcoholism, NIH)

2004:
~Ronald P. Abeles (Office of Behavioral and Social Science Research, NIH)
~Israel I. Lederhendler (National Institute of Mental Health, NIH)
~G. Reid Lyon (National Institutes of

Child Health and Human Development, NIH)
~Willo Pequegnat (National Institute of Mental Health, NIH)
~Anita Miller Sostek (National Institutes of Health)

2003:
~Steven J. Breckler (National Science Foundation)
~Edgar M. Johnson (Army Research Institute)
~Peter G. Kaufmann (National Heart, Lung, and Blood Institute, NIH)
~Lisa S. Onken (National Institute of Drug Abuse, NIH)
~Delores Parron (National Institutes of Health)

2002:
~Rodney Cocking (awarded posthumously) (National Science Foundation)
~Robert Croyle (National Cancer Institute, NIH)
~Sarah Friedman (National Institutes of Child Health & Human Development, NIH)
~David Shurtleff (National Institute of Drug Abuse, NIH)
~Joseph Young (National Science Foundation)

Nominations for the 2007 awards will be accepted beginning in the fall. For additional information, and nomination forms, please see: <http://www.apa.org/science/meritorious.html>. ■

New Leadership at the NICHD Child Development and Behavior Branch

by Karen Studwell

In March, Peggy McCardle was selected as the new Chief of the Child Development and Behavior Branch (CDBB) at the National Institute of Child Health and Human Development (NICHD). McCardle had been Acting Chief for approximately a year following the departure of psychologist Reid Lyon. In May, McCardle and Dan Berch, Associate Chief of the CDBB, sat down with APA Executive Director for Science Steve Breckler and Senior Legislative and Federal Affairs Officer Karen Studwell to discuss some of the new directions and opportunities for psychological scientists within the branch's research portfolio.

Given the prominent role that Lyon played in the President's education reform efforts, the branch became particularly well known for its work on reading and reading disabilities. McCardle emphasized that, while reading remains an important research topic, there are other priority areas as well within the branch and views this time as an opportunity to educate investigators about the broader mission of the branch that ensures a balance across several domains of child development and behavior research.

One of the newest programs within the CDBB is run by Associate Chief and psychologist Dan Berch and is focused on math and science cognition and learning. The program was established in 2002 and supports basic and intervention research on math and science cognition from infancy through the undergraduate years, including research on both normal and atypical development in these areas.

Valerie Maholmes, manages the portfolio on Affective and Social Development/Child Maltreatment and Violence. In June, NICHD held a strategic planning meeting with

developmental psychologists and other researchers to identify future funding priorities in the program.

Lynne Haverkos directs the Behavioral Pediatrics and Health Promotion Research program that is focused on risk behaviors and risk prevention.

And in June, Jim Griffin, a psychologist who has spent the past few years at the Institute of Education Sciences, joined NICHD as the director of the Early Learning and School Readiness research program. The program encompasses the Interagency School Readiness Consortium, which examines preschool curricula that integrate various areas of learning and child development. In addition, a new consortium is being formed of grantees who have recently been funded to develop new, theory-driven measurement approaches for use with young children, designed universally for large-scale studies and diverse populations.

Lisa Freund directs the Developmental Cognitive Psychology, Behavioral Neuroscience, and Psychobiology Program that funds everything from basic developmental cognitive psychology and cognitive neuroscience research to basic and cognitive neuroscience to behavioral psychobiology.

McCardle herself still directs the program on Language, Bilingualism and Bilingual Development and Disorders, but also has been covering the Human Learning and Learning Disabilities program formerly directed by Lyon, which has been renamed the Reading, Writing, and Related Learning Disabilities program. The Branch is currently recruiting for a program director in Reading, Writing and Related Learning Disabilities.

While there is a high concentration of behavioral research within the CDBB,



Peggy McCardle

McCardle also pointed out that there are program staff across the NICHD who are interested in behavioral research, and investigators should not overlook funding opportunities in these other branches. Staff from several NICHD branches have initiated a Behavioral and Social Sciences Research Consortium to share ideas about how behavioral research can be incorporated across the institute and into NIH-wide initiatives like the Roadmap.

McCardle sees continuing research opportunities for psychological scientists despite the recent cuts to the overall NIH and NICHD budgets, while recognizing that there remain deep concerns within the scientific community about the likelihood of receiving NIH funding. McCardle offered some good news for those seeking funding from her branch, whose budget was nearly \$130 million in FY05. Psychologists applying for CDBB programs have fared quite well despite budgetary constraints affecting the Institute and the NIH overall. This is due in part to the traditional policy at the NICHD to fund research based on the quality of the applications as judged by peer review. Under this approach to

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decision-making, CDBB has received a significant share of the overall NICHD budget based on the high quality and scientific merit of applications in those areas of research.

For new and experienced investigators alike, McCardle recommends talking with program officials at the Institute before applying for funding. These discussions can help stimulate new ideas or assist researchers in enhancing their proposals to meet both the branch's priorities and the high standards to which the peer reviewers will hold them.

Representatives from CDBB will be available for consultations for those attending the APA convention in New Orleans. Valerie Maholmes will be a panelist at the session titled "Practical Guide to Federal Funding for Child-Adolescent Mental Health" on Friday, August 11, from 2:00 - 2:50 pm, and the session titled, "Research and Training Funding: Discussions with Representatives from Federal Agencies." This session is sponsored by the APA Women's Programs Office, to be held on Friday, August 11, from 11:00 am - 12:50 pm. Lisa Freund will Chair an invited symposium, "Symbol-Minded Primates—Cognitive Competencies and Future Directions," to be held Thursday, August 10, from 9:00 – 10:50 am. Both Maholmes and Freund will be glad to answer questions and discuss potential grant ideas while in New Orleans.

More information about the branch, how to reach specific program directors, and descriptions of specific research programs can be found at: <http://www.nichd.nih.gov/crmc/cdb/cdb.htm>.

For information about the application and review process, write to any branch program director, or visit the Grants page at <http://www.nih.gov/grants>. ■

Foundation for the Advancement of Behavioral and Brain Sciences (FABBS) Announces First Science Café Co-sponsored by APA Science Directorate

Tools of the Trade

Propaganda and Persuasion: Psychology's Use in Intelligence

Wednesday, August 2, 6:30 pm
The International Spy Museum
800 F St., NW, Washington, DC

Was JFK killed by the CIA? Did AIDS originate in a lab in Maryland? You may have been persuaded that these rumors were true. Ever since Aristotle developed the first scientific perspective on persuasion, people have sought to understand how to most effectively influence the opinions, beliefs, and behaviors of others. Soviet intelligence is notorious for their program of "active measures"—an array of covert and overt operations including propaganda—used to influence another countries policies and actions. In this enlightening discussion, Dr. Robert B. Cialdini, a psychologist at Arizona State University, will present an overview of the psychological research on communication, persuasion, propaganda, and social influence including information on how to effectively sway the opinions of others; and Dr. Thomas Boghardt, historian at the International Spy Museum, will overview some of the most fascinating and successful uses of propaganda and active measures in modern history. He will also discuss some recent events which may seem suspicious to the "unpersuaded."

Tickets: \$12

FABBS and members of The Spy Ring: \$10

Join Today!!



Coming Soon: A Scientist's Guide to the APA Convention

The Science Directorate is currently preparing 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 will be highlighted. This web-based guide will be available online on the Science Directorate's webpage (www.apa.org/science) in late June. Copies will also be available for distribution during the convention at the Science Directorate Booth.

This guide is being 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

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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