

PSYCHOLOGICAL SCIENCE AGENDA

SCIENCE DIRECTORATE of the AMERICAN PSYCHOLOGICAL ASSOCIATION

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of BEHAVIOR



ON BEHALF OF SCIENCE

President Bush Signs Education Reform Bill

by Karen Studwell, JD, Public Policy Office

President Bush began 2002 by signing the No Child Left Behind Act, H.R. 1, his education reform package. The law, which reauthorizes the Elementary and Secondary Education Act of 1965 and brings new testing requirements for reading and math, is expected to have a considerable impact on science's role in education research. The legislation seeks to increase accountability and student achievement in public schools and ensure that all children are proficient readers by the third grade by requiring education interventions, curriculum development and teacher training methods that have been demonstrated to be effective and based on scientific research. As a result, the Department of Education will be looking to experts in cognitive science and other disciplines to demonstrate the effectiveness of education programs in the classroom.



Included in the law is President Bush's *Reading First* initiative, which seeks to provide assistance to states and local education agencies in establishing science-based reading programs for children in kindergarten through third grade. In addition, the Early Reading initiative seeks to improve preschool curricula so that children are prepared to enter kindergarten. Grants will be available to local education agencies to support early language, literacy, and pre-reading development of preschool-age children, particularly those from

low-income families. Reading First and Early Reading are central parts of the Administration's overall literacy strategy that acknowledges the importance of research and requires the Secretary of Education to fund only those initiatives that are scientifically based.

To provide guidance to the Secretary and the research community, the legislation includes a definition of scientifically based research. The law requires that education research involve the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. The definition also expresses a preference for randomized trials and findings that have been

accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review. Some education stakeholders are concerned that this definition will put restrictions on some education research.

The Office of Educational Research and Improvement (OERI) will be instrumental in funding this research, and has already announced some fund-

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ing opportunities to evaluate preschool curriculum and cognition. Science PPO met with Russ Whitehurst, Assistant Secretary of Educational Research and Improvement, who encourages psychological researchers to get involved in this endeavor. A list of current funding opportunities can be found by going to <http://www.ed.gov/GrantApps/>.

APA's Science PPO staff has been working to ensure that the bill does not create barriers to school-based research. See related article, bottom of page 2.

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Attend An Academic Career Workshop

As part of its outreach to graduate students and postdocs, the Science Directorate is proud to sponsor, "Academic Career Workshops" throughout the country. Topics range from how the academic culture varies across institutions to the pragmatics of the hiring process.

The next workshop will be held at the Midwestern Psychological Association in Chicago Illinois on **Thursday, May 2, 2002** from 8:00 am to noon. Look for more details soon on the APA Science website at www.apa.org/science/

These workshops are FREE! ■

Early Learning and School Readiness Program Offers Funds

by Jennifer Smulson, Public Policy Office

APA representatives recently met with Melissa Welch-Ross of the National Institute of Child Health and Development (NICHD) to discuss research and training opportunities for psychologists and psychology graduate students.

Welch-Ross is the new director of the Early Learning and School Readiness Program in the Child Development and Behavior Branch of NICHD at the National Institutes of Health. Broadly, the goal of this program at NICHD is to support research on what experiences children need from birth to age 8 to be prepared to learn and achieve success in school. More specifically, the office will fund research that focuses on "the development of cognition, emergent literacy, language, numeracy and mathematics, social and emotional competence, metacognition and self-regulation, motor development, and physical health."

Welch-Ross visited the offices of APA to describe the program and discuss mechanisms for disseminating information about current and new grant opportunities. At this meeting, participants discussed the newly established interagency partnership for Early Childhood Development. Funds from



MELISSA WELCH-ROSS

this partnership will be available to support planning for complex, large-scale, multi-disciplinary, multi-site effectiveness trials of comprehensive and integrative early childhood programs for children from birth through age 5. This initiative was first announced at the First Lady's White House Summit on Early Childhood Cognitive Development held at Georgetown University in late July 2001. For more information about grant opportunities, please visit the following website: <http://grants.nih.gov/grants/guide/rfa-files/RFA-HD-02-005.html>

For more information on the Early Learning and School Readiness program, please visit the following website: http://www.nichd.nih.gov/about/crmc/cdb/p_learning.htm. ■

Increasing Psychology's Role in Education Research

In January, Science Directorate Executive Director Kurt Salzinger and APA staff met with Reid Lyon, Child Development and Behavior Branch Chief at the National Institute of Child Health and Human Development (NICHD). The purpose of the meeting was to discuss various implications of the passage of the President's education reform bill and to highlight psychology's contribution in developing the scientific foundation of education research. Lyon, a psychologist specializing in early learning and reading development, was active in formulating President Bush's educa-

tion reform initiatives. With the recent passage of the No Child Left Behind Act, Lyon and his staff are working on implementing the law's provisions that require scientifically-based research on early learning and reading development programs.

While small demonstration projects have shown success in reading interventions, the Administration is looking for ways to increase the scale of those projects so that success can be demonstrated throughout entire school districts. Lyon is committed to involving psychological researchers

in this endeavor, and he emphasized NICHD's interest in attracting experienced educational psychologists as well as researchers without prior experience in education research.

While still in the development phase, an array of funding opportunities will be available from NICHD as well as the Office of Educational Research and Improvement this year. Information for these opportunities is available on the web at http://www.nichd.nih.gov/crmc/cdb/funding_rfa.htm#HD-02-005 or <http://www.ed.gov/GrantApps/>. ■

EXECUTIVE DIRECTOR'S COLUMN

KURT SALZINGER, Executive Director for Science

The Science Organization

A lot of people complain about writer's block, but that is definitely not my problem. I suffer from writer's flow. It's not that I don't have enough to say; it's that what I have to say, my friends and colleagues won't let me say. Now what is that, you wonder? If I try to tell you, they will eventually convince me that that is not the way to win people over. Now you are really getting curious and a little concerned, especially if you are one of my friends.

How to put it? The other day I came across a paper on urban legends. Indeed, I came upon it not because of my habit of scanning PsycInfo and PsycArticles (which I feel quite confident you all also visit), but because that paper was sitting right there in front of everything on the very first page of the APA web site, namely www.apa.org.

"What", you ask, "just what is PsycArticles, another misprint among the many errors which characterize APA's output, which shows how little APA cares for its members -- especially its scientist members? Just when will the APA enter the twentieth century -- yeah, yeah, I know it's the 21st century, I mean when will they enter the 20th? Just when will the APA put its journals on the web? Other organizations have done so already. Just when will the APA do it?"

Of course, the cognoscenti among my readers will know and say the APA is already doing it. And some will admit, "Just the other day, I read a bunch of papers from *Journal of Experimental Psychology* and *Psychological Review*. Of course, I subscribe to them and so that is only a minor convenience. But I also subscribe to all journals in electronic form all the way back to 1988."

"Hey that sounds like a deal. From the APA?!"

But, why don't I get back to that interesting paper I spotted on the APA web



page. It is "Emotional Selection in Memes: The Case of Urban Legends" by Chip Heath, Chris Bell and Emily Sternberg, published in the *Journal of Personality and Social Psychology*, December 2001. The paper drew a very interesting conclusion on the basis of three studies and that was that legends that develop in our society are often a function of their emotional value, that is, the emotion they evoke, rather than their truth value. And that started me thinking about APA legends.

You know the one that says the APA is a practitioner organization, that is, that it is for practitioners only. There are a few facts that gainsay that, of course. For example, our current president is Phil Zimbardo, who is a scientist; our president-elect is Bob Sternberg, who is a scientist. Our Board of Directors has, in addition to Phil and Bob, other scientists plus other members who are practitioners and academics.

And what about the legend that scientists are not represented on the staff? You do know, of course, that there are four directorates, of which only one is practice, one deals with public interest, one with education and yes, one with science. And our budgets are comparable.

And if we do not represent science, how do you account for all those journals -- close to 40 of them, and the conferences we underwrite, and the students who we support when they do their dissertations, and the undergraduates who we expose to the best research in

the country through our Summer Science Institutes and the Advanced Training Institutes that we offer to train scientists in Longitudinal Research and in Magnetic Resonance Imaging, among others?

And if the APA does not care about its scientists, how do you account for the special privilege we have of lowering our dues by 25 % just because we are members of certain other science organizations?

The fact that there are members whose primary interest is in areas other than science is hardly a problem. Indeed, it is what allows us to influence other psychologists and other parts of psychology. To have influence over the science of psychology, we must also be able to interact with practitioners, educators and those whose primary interest is the welfare of people.

Let me say it as clearly and directly as I can: Take a look at the Science website and see just what the APA manages to provide for scientists. Educate those who spread APA legends, that is, stories without any factual foundation. Come join me in spreading the word: APA is the *science* organization. ■

Help APA Prepare IRB Information!

The Science Directorate is compiling a list of case examples to further dialog between researchers and IRBs. We are particularly interested in: (1) examples of how difficult research issues (e.g., deception—especially with children, informed consent issues, and subject-pool consent issues) were successfully negotiated with IRBs; and (2) examples of IRB activities that are friendly to the behavioral sciences (e.g., those features that make *your* IRB function effectively). Please send your examples to science@apa.org, and include "IRB Example" in the subject line of your message. ■

Calling on Science & Technology to Counter Terrorism

by Geoff Mumford, PhD, Public Policy Office

Two weeks after the September 11 attacks, the Presidents of the National Academy of Sciences, National Academy of Engineering and the Institute of Medicine began to convene meetings of small groups of senior national experts to explore the new dimensions of terrorism. Within the next few weeks, the Academies initiated a rare internally funded activity, the Committee on Science and Technology for Countering Terrorism. The project was conceived as a fast-track response to develop a science/technology strategy for risk assessment and threat mitigation. Details of the Committee's schedule and membership were publicly released on December 3, 2001 and are available on the NAS website by using "countering terrorism" as the search term on the Academies website: <http://www4.nationalacademies.org/cp.nsf>.

The Committee will conduct its activities in two phases with the hope of completing Phase 1 in six months and Phase 2 by September 11, 2002. Phase one of the project includes the following three tasks: 1) prepare a carefully delineated framework for the application of science and technology for countering terrorism; 2) prepare research agendas in seven key areas; and 3) examine a series of cross-cutting issues. The plan is to characterize the range of threats to the nation's security by targets, weapons, and delivery systems, and the possible points of intervention. Next, research agendas will be developed across the topical domains of seven separate panels: 1) Biological, 2) Chemical, 3) Nuclear and Radiological, 4) Information Technology, 5) Transportation, 6) Electric Facilities, Cities and Fixed Infrastructure and 7) Behavioral, Social and Institution issues.

For each key area, the research agenda will identify the highest-leveraged opportunities for research to contribute to counter-terrorism. Additionally, each panel is being asked to: 1) identify the areas in the typology of terrorism to which the technical domain relates; 2) evaluate the current state of knowledge and capacity for dealing with the

most significant threats; and 3) identify significant barriers to the use of technology and knowledge that may be available but underutilized. Finally, multidisciplinary research topics that cut across the above domains and threats that arise from the interdependence of these areas will be considered in developing the final integrated science and technology program plan and research strategy for combating terrorism. The final report from Phase 1 is expected to be issued May 31, 2002.

Phase two will commence with the completion of the team studies in May. The work will be done by the committee and will focus on improving inter-agency capabilities and coordination, while promoting continuous input from the science and technology community into these activities. The second phase will focus on conducting reviews of key intergovernmental research programs and examining the kinds of institution building that are needed to carry out the overall agenda and to ensure top-quality, continuous input from the S&T community. The "customer" for the S&T Program Plan and Research Strategy would be the newly created office of Homeland Security, headed by Governor Tom Ridge; the Office of Science and Technology Policy, headed by the President's Science Advisor John Marburger; and the Office of Management and Budget.

Population of the seven panels was occurring coincident with the December press release, and there was no formal nomination process in place. However, the NAS Committee on Human Factors rallied quickly to affirm its role across all seven panels. In a December 21 memo to the staff director for the academies counter-terrorism effort the Committee wrote:

"Many of the S & T responses to terrorism, as well as the systems to which they apply and which must be protected against threats (e.g., air transportation, energy infrastructure), involve human operators 'in the loop.' Whenever people interact with machines or organizations to fulfill a mission, this interaction is

crucial to mission success. A systems approach must be taken to ensure that these interactions are achieved with a minimum of error. Taking a total systems approach to understanding vulnerabilities or deployment implications of S & T countermeasures will necessitate including the "human factor" in your deliberations. Human factors issues are critical to the effective deployment of countermeasures in all seven of the fast-track panels identified by your Committee.

Human factors is the study of humans and their interaction with systems, products, and the environment. Human factors is both a science of human performance as well as an engineering discipline concerned with the design of systems for both efficiency and safety. The purpose of human factors design activities is to match systems, jobs, products, and environments to the physical and cognitive abilities and limitations of people. The Committee on Human Factors stands ready as your conduit to our nation's expertise in such areas as human error, efficiency, safety, automation, biomechanics and anthropometry, signal detection and vigilance, perception, cognition, and decision making, performance under stress, personnel selection, training, and organizational behavior."

The memo detailed a compelling role for human factor research across each of the panels' domains and provided nominations for each. That document (sans nominations) is available on the PPO website (<http://www.apa.org/ppo/scippo.html>). APA reinforced the nominations by sending them directly to one of the "customers," the Office of Science & Technology Policy. In addition, Kurt Salzinger, Executive Director for Science, delivered a separate list of nominees, covering a broader range of psychological and behavioral science expertise directly to the President's Science Advisor, John Marburger, in a White House meeting on December 10.

Panel rosters had not been finalized as this issue goes to press, but will be available soon at the NAS website.

Other standing Boards and Committees in the Division of Behavioral and Social Sciences and Education are in the process of reviewing the scope of their activities, including the Board on Behavioral, Cognitive and Sensory Sciences, to determine what they can contribute to the development of a counter-terrorism research agenda.

Public Policy Office staff will be working closely with the lead staff of all the panels over the coming months to ensure that they receive up to date information on behavioral and psychological research relevant to their domains. Please contact Geoff Mumford, Director of Science Policy (gmumford@apa.org) if you have any recommendations to share. ■

APA Co-Sponsors National Sleep Awareness Week

National Sleep Awareness Week (NSAW) is a nationwide public awareness campaign organized by the National Sleep Foundation to educate the public about the benefits of adequate sleep and alertness. To help draw attention to behavioral research on sleep, APA has recently joined the diverse coalition of organizations, associations, and state and federal agencies sponsoring NSAW. The campaign aims to encourage Americans to recognize how good sleep contributes to their health, safety, and productivity—whether at work, at school, at home, or on the highway.

NSAW will be held during April 1-7, 2002. The week will be filled with a variety of media activities and public events, including:

- The release of the annual “Sleep in America” poll, looking at the impact of sleepiness on our daily lives.
- The “Public Policy and Sleep Leadership Forum,” bringing together sleep professionals, Members of Congress, and citizens nationwide.
- The presentation of the “Healthy Sleep Capital Award,” recognizing significant contributions to the sleep field.

For more information, please visit the website of the National Sleep Foundation at www.sleepfoundation.org. ■

BSA Working Group Tackles Issues on Conducting Research on the Internet

by Suzanne Wandersman, Director, Governance Affairs

The Board of Scientific Affairs' (BSA) new Working Group on Conducting Research on the Internet held its first meeting December 8-9, 2001. The group was formed to explore emerging ethical and scientific issues related to the conduct of research over the Internet. This group emerged from BSA's conviction that it is especially important for psychological scientists to be proactive in discussing emerging issues and in providing suggestions for the ethical conduct of research using the Internet. The group afforded a unique opportunity to forge discussions with ethicists, legal scholars, Internet experts, and other social scientists.

Working Group members include Robert Kraut, Carnegie Mellon University (chair); Amy Bruckman, Georgia Institute of Technology; Jeff Cohen, Office for Human Research Protections, DHHS; Mick Couper, Institute for Social Research, University of Michigan; Judy Olson, School of Information, University of Michigan, and Mahzarin Banaji, Harvard University and BSA liaison.

Some of the issues the Working Group discussed include:

- How genuine “informed” consent for participation can be ensured
- Difficulties in ensuring debriefing when participants may leave a site immediately upon completion of the experimental task
- Privacy and confidentiality of the participants (including such technical issues as encoding, and encryption of data)
- Data quality and validity
- Mechanisms to authenticate researcher and participant identity

Read future issues of the *Psychological Science Agenda* for updates on the group's activities. ■

The Fifth Annual Research Training in Psychology of Aging Institute

Nationally recognized experts in research methodology will lead a training institute specifically designed for psychology faculty who received their doctoral degree at least 4 years ago in any area of psychology. The institute, sponsored by APA's Division 20 and funded by the National Institute on Aging (NIA), aims to strengthen participants' knowledge and skills essential for developing an active research agenda and integrating scholarship with teaching. The institute will be held at The College of St. Scholastica in Duluth, Minnesota, from **July 21-31, 2002**. The participants will have the opportunity to obtain individualized consultation with NIA staff, to interact with members of previous cohorts, and to review successful proposals developed by past participants. Participants will attend two follow-up meetings,

one in February of 2003 and the other in the summer of 2003. Food, lodging, and travel support will be provided for the 15 applicants selected to participate in the program. To date, ten past participants have already received NIA funding and others are in the process of preparing their grant applications. Please visit the program website: www.css.edu/depts/grad/nia for institute information, including topics of proposals submitted to date.

For more details and application materials, please contact:

Chandra M. Mehrotra
Director, Research Training Institute
The College of St. Scholastica
1200 Kenwood Avenue
Duluth, MN 55811.
E-mail: cmehrotr@css.edu.
Application Deadline: May 1, 2002. ■

Planes, Trains, and Automobiles...

However you plan to travel, it is almost time to pack your bags for the 2002 Annual APA Convention in Chicago! Distinguished speakers will abound at the McCormick Place Convention Center, **August 22 to 25, 2002**. The new format for the Convention will provide many opportunities for convention-goers to hear from our most eminent colleagues, attend cross-disciplinary programming, and have plenty of fun, too.



Aronson by John Darley, Elizabeth Gould (*Neurogenesis in the Adult Mammalian Brain*), Jamie Pennebaker (*Expressively Easing Trauma*), and Steve Pinker (*Language*).

In addition to these APA-wide programs, the cross-division

cluster group programming will feature more in-depth, thematic presentations on such topics as *Consciousness and Unconsciousness*; *Stability, Change and Early Experience*; and *Psychotechnology*. Among the speakers are John Bargh, Walter Mischel, Roy Baumeister, Wendi Gardner, Robert Siegler, Dare Baldwin, Sally Boysen, Jeanne Brooks-Gunn, Carol Dweck, Martha Farah, Gilbert Gottlieb, Jim Flynn, David Woods, Doug Griffith, Allen Parchem, Alan Nicewander, and Bill Macey.

Master lecturers include Lyn Abramson and Lauren Alloy in a joint lecture (psychopathology area), Peter Bentler (methodology area), John Kruschke (learning, behavior, and action area), Anne Peplau (social and cultural psychology area), and Stephen Porges (developmental area).

Please visit www.apa.org/convention for information on programming, discounted early registration rates and forms, lodging, and travel information. ■

The first day, Thursday, will include the Opening session at 11am, which will feature Studs Terkel, author of *Working, Coming of Age, and My American Century*, also known as "Mr. Chicago." Later, Daryl Bem will present the evening talk, *Does ESP Really Exist?*

Friday highlights include plenary sessions from 3pm until 5pm. Among the featured speakers are John Cacioppo (*The Anatomy of Loneliness*), Paula Tallal (*Overcoming Dyslexia with High Tech*), Teresa Amabile (*Making Organizations More Creative*), and a debate on *Empirically Supported Treatment*, with David Barlow, Dianne Chambliss, Larry Beutler, and Bruce Wampold. Stop by the joint social hour sponsored by the Science Directorate and many science-oriented divisions at 5pm, then join us in attending "Psychological Jeopardy" at 8pm, with Diane Halpern acting as host. All who have seen this buzzing frenzy agree that it is tops in entertainment!

Saturday will feature APA President Phil Zimbardo's presidential programs from 9am to 1pm, including Martin E. P. Seligman and some of the Templeton Positive Psychology Award recipients (*Positive Psychology*), political scientist Robert Putnam, author of the best-selling book *Bowling Alone (Civic Engagement)*, Martha Curtis (*Surviving Epilepsy*), Ken Dodge (*Violence Prevention*), Claude Steele (*Prejudice*), Christina Maslach (*Job Stress*), Malcolm Gladwell (*Psychology in Public Service*), Tom Pettigrew (*Contact Hypothesis*), and Tiffany Field (*Power of Touch*).

Later on Saturday, more plenary sessions will take place, including *Mentoring*, an interview of Eliot

Be an Op-Ed Author!



Would you like to share the excitement of psychological science with others? Do this by writing op-ed pieces for local or national newspapers. Such pieces can influence the understanding and appreciation of psychological science by the general public and policy makers.

Your op-ed piece can be about the implications of your own research, news topics of the day, or about the applications of psychological science in general.

More information about op-ed pieces, including several sample articles and tips on how to write and place your own article, is available on the Science Directorate website at www.apa.org/science/editorial.html. ■

ORI Funding for Conference/Workshop on Research Integrity

Funding is available through the Office of Research Integrity (ORI) at the Department of Health and Human Services for organizing a conference or workshop focusing on issues related to scientific misconduct and/or the promotion of research integrity. ORI "oversees and directs Public Health Service (PHS) research integrity activities on behalf of the Secretary of Health and Human Services with the exception of the regulatory research integrity activities of the Food and Drug Administration."

Every year ORI co-sponsors, with institutions or professional associations, four to six conferences or workshops that focus on issues such as definition,

detection, prevention of scientific misconduct, record-keeping in research, data management, intellectual property rights, and prevention of misconduct. The amount of funding available is between \$5,000 and \$20,000. Only institutions or organizations are eligible to apply for this award. ORI staff are amenable to active involvement in the planning and organization of the conference. Although proposals are welcome throughout the year, target dates for applications are **June 1**, and **October 1**.

For more information, check the ORI website at <http://ori.hhs.gov> or contact Alicia Dustira, PhD at adustira@osophs.dhhs.gov. ■

Science Directorate Welcomes New Staff Member

Shona Bramble joined the Science Directorate in January 2002 as the Science Communications Officer. Her primary responsibility is to edit the *Psychological Science Agenda* – PSA, and to maintain and update the Science Directorate's website. She will also assist in creating other publications for the directorate.

Shona is very pleased to be working as the Communications Officer because it will allow her to work in areas that she finds fascinating such as Desktop Publishing and editing for the Web. She is currently taking classes at Montgomery



College to complete the Web Specialist Certificate – which she will receive in May. She holds a Bachelor's Degree in English and Business Administration from Seton Hall University - NJ.

Shona has worked for APA for the past 3½ years as an Electronic Publishing Specialist in the Journals Department. Immediately after graduating from Seton Hall University in 1995 and before coming to APA, she was a Technical Editor at McGraw-Hill Continuing Education Center (CEC). Shona replaces Kate Haber, who now works in the APA Executive Office on APA Presidential Initiatives. ■

Funding for Animal Research Declines

by Susan Brandon, PhD, Senior Scientist

The Science Directorate has been working with psychology researchers in animal learning and cognition to facilitate funding for this research from the National Science Foundation (NSF). Because such research is in the basic processes underlying learning and cognition (including memory and motivational variables), it falls under the purview of the NSF, whose mission is “to promote the progress of science.” Support for research in learning and cognition has come primarily from the NSF's Division of Integrative Biology and Neuroscience (IBN) in the Directorate for Biological Sciences. The particular Program is Animal Behavior, which resides in the Physiology and Ethology cluster in IBN. This program focuses in part on “nonhuman learning and cognition.”

The funding rate for research in animal learning and cognition from the Animal Behavior Program has dropped considerably since about 1995. In 1995, 18% of the funds went to the program, but dropped to only 2% in 2000. Conversations with researchers, members of the NSF review panels, and Program Directors and Divisional Directors at the NSF have indicated several likely causes for this decline. In some part, it is because directors of the Animal Behavior Program have been people whose background is in biology rather than psychology. This increases the likelihood that proposals from the psychology community are viewed as difficult to understand, not only by the Program Directors but also by the review panel members whom they select. And, although research in animal learning and cognition is of fundamental importance to much of neuroscience and psychology, support at the NSF for research in animal learning has been limited to the

Animal Behavior Program for what may be largely pragmatic reasons. For example, last year about 33% of the proposals funded in the Behavioral Neuroscience Program (in IBN) were focused on learning and/or cognition, but the Neuroscience Program will support only research that includes invasive techniques, and not those limited to behavioral analyses. Support for the majority of research in psychology actually is provided by the Directorate for Social, Behavioral and Economic Sciences (SBE) of the NSF, but Programs in this Directorate are limited to research with human subjects (with the exception of some support for work with primates that involves comparisons with humans). Even the newest SBE Program, Cognitive Neuroscience, is limited to analyses of human brain functioning.

The research community has responded to the funding problem in several ways. There has been a concerted effort to get a member of that community appointed as Animal Behavior Program Director. Members of the community have offered to serve on the Program Panels. A more long-term strategy is underway to organize a meeting of the Assistant Directors for the NSF of the Biological and the Social, Behavioral, and Economic Science Directorates with several key members of the animal learning and cognition research community. It is hoped that this meeting will provide an opportunity for creative discussions of the importance of this research to psychology and neuroscience in particular, and to science in general. This meeting is viewed as timely because there may be some reorganization of the Biological Directorate, so that repositioning these researchers within the NSF might be an appropriate new direction to seek. ■

**Do you have an Interesting Career?
If you do, please tell us and we'll spread the word.**

For more information, write to: science@apa.org

SCIENCE BRIEFS

Just Because We “Know” It’s True Doesn’t Mean It’s Really True: A Case Study in Kenya

by Robert J. Sternberg, PhD, Yale University and Elena L. Grigorenko, PhD, Yale University and Moscow State University

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“**H**e specializes in showing that what we ‘know’ is true—isn’t true.” That’s the way the senior author of this article once described the work of his undergraduate advisor at Yale, Endel Tulving. The lesson was that just because we “know” something is true does not mean it necessarily *is* true. Often, we only *think* we know the thing is true.

In some of our work, we have questioned a belief that has been prevalent in much of psychology since the turn of the twentieth century, namely, that all tests of mental skills show a positive manifold—that is, uniformly positive correlations (Spearman, 1904). Such correlations have been viewed as a prerequisite for the existence of the so-called *g* or general factor of intelligence—a factor that is believed by some to pervade performance on all fairly complex mental tasks (e.g., Carroll, 1993; Jensen, 1998). In the overwhelming majority of cases, there is a positive manifold. But is there *always* a positive manifold? Or might it depend on what we test, whom we test, and where we test them? And if there is not always a positive manifold, can there be a completely general factor of intelligence?

In a study in Ugingo Village, Kenya, near the town of Kisumu, Sternberg and his colleagues (Sternberg, Nokes, Geissler, Prince, Okatcha, Bundy, & Grigorenko, 2001) were interested in what we could learn about the so-called *g* factor from studying school-age children’s ability to adapt to their indigenous environment. A total of 85 adolescents from ages 12-15 (43 boys and 42 girls) participated in the study. The children were from two neighboring schools in the area of the study.

Parasitic infections are endemic among this population. Among the children



ROBERT STERNBERG

Robert J. Sternberg received his BA from Yale, working under Endel Tulving, and his PhD from Stanford, working under Gordon Bower. Sternberg is currently IBM Professor of Psychology and Education at Yale and Director of the Center for the Psychology of Abilities, Competencies, and Expertise at Yale. He is Editor of *The APA Review of Books: Contemporary Psychology*, and President-Elect of the American Psychological Association.

we tested, 94% were infected with schistosoma mansoni, 54% with hookworm, 31% with whipworm, and 19% with *Ascaris lumbricoides*.

Working with the triarchic theory of successful intelligence (Sternberg, 1997, 1999b), Sternberg et al. (2001) devised a test of practical intelligence measuring an aspect of adaptation to the environment. The test of practical intelligence measured children’s informal tacit knowledge for natural herbal medicines that the villagers believe can be used to fight various types of illnesses, especially parasitic infections. Children in the villages use their knowledge of these medicines an average of once a week in medicating themselves and others. Thus, tests of



ELENA GRIGORENKO

Dr. Grigorenko holds a PhD in general psychology from Moscow State University (1990) and a PhD in developmental psychology and genetics from Yale (1996). Her professional experiences include conducting research, teaching psychology, and designing educational curricula. Dr. Grigorenko has published more than 100 books and articles. She is currently Associate Editor for *Contemporary Psychology*. Dr. Grigorenko has worked with American, Russian, Indian, and African children. Her main interests are individual differences, child development, and exceptional children. Currently, Dr. Grigorenko is Associate Professor at Moscow State University and Research Scientist at Yale.

how to use these medicines constitute effective measures of one aspect of practical intelligence as defined by the villagers, as well as their life circumstances in their environmental contexts. Middle-class Westerners might find it quite a challenge to thrive or even survive in these contexts, or, for that matter, in the contexts of urban ghettos often not distant from their comfortable homes.

The researchers measured the Kenyan children’s ability to identify the medi-

cines, where they come from, what they are used for, and how they are dosed. Items for this study were of two types. In 25 of the stories, children were given the name of the illness or the symptoms of the illness and the children were asked to identify the appropriate herbal treatment(s). The remaining 5 stories were more complex in design, and were divided into two parts. In the first part, children were given a brief description of an illness and were asked to name it. In the second part, they were asked to identify the appropriate treatment. The total number of items was thus 30. The internal-consistency reliability was .60.

Here is an example of an item, translated from the Dholuo language in which the items were presented:

“A small child in your family has *homa*. She has a sore throat, headache, and fever. She has been sick for three days. Which of the following 5 *Yadh nyaluo* (Luo herbal medicines) can treat *homa*?

- i. *Chamama*. Take the leaf and *fito* (sniff medicine up the nose to sneeze out illness).
- ii. *Kaladali*. Take the leaves, drink, and *fito*.
- iii. *Obuo*. Take the leaves and *fito*.
- iv. *Ogaka*. Take the roots, pound, and drink.
- v. *Ahundo*. Take the leaves and *fito*.”

In this item, options i and ii represent common treatments for *homa*, option iii represents a rare treatment, option iv represents a treatment that is not used for *homa*, and option v represents an imaginary (nonreal) herb. Thus options i, ii, and iii were scored as correct answers.

Based on work done elsewhere (see Sternberg et al., 2000), the researchers expected that scores on this test would not correlate with scores on conventional tests of intelligence. In order to test this hypothesis, they also administered to the children the Raven Coloured Progressive Matrices Test, which is a measure of fluid or abstract-reasoning-based abilities, as well as the Mill Hill Vocabulary Scale, which is a measure of crystallized or formal-knowledge-based abilities. In addition, they gave the children a comparable test of vocabulary in their own Dholuo

language. The Dholuo language is spoken in the home, English in the schools.

Surprisingly, the *higher* the children scored on the test of practical tacit knowledge, the *lower* they scored, on average, on the more academic tests. In particular, the correlations, holding constant age and socioeconomic status, were $-.29$ ($p < .01$) with English vocabulary, $-.20$ ($p < .10$) with Dholuo vocabulary, $-.31$ with total vocabulary ($p < .01$), $-.16$ with Raven Matrices (NS), $-.22$ with English achievement ($p < .05$), and $-.06$ (NS) with math achievement. Although not all correlations were significant, all were negative. This surprising result can be interpreted

Throughout history and in many places still, schooling, especially for boys, takes the form of apprenticeships in which children learn a craft from an early age.

in various ways, but the researchers concluded that a plausible scenario takes into account the expectations of families for their children.

Many children drop out of school before graduation, for financial or other reasons, and many families in the village do not particularly value formal Western schooling. There is no reason, from their point of view, why they should, as the children of many families will for the most part spend their lives farming or engaged in other occupations that make little or no use of Western schooling. These families emphasize teaching their children the indigenous informal knowledge that will lead to successful adaptation in the environments in which they will really live. Children who spend their time learning the indigenous practical knowledge of the community generally do not invest themselves heavily in doing well in school, whereas children who do well in school generally do not invest themselves as heavily in learning the indigenous knowledge—hence the negative correlations.

The Kenya study suggests that the identification of a general factor of human intelligence may tell us at least as much about how abilities interact with patterns of schooling and especially Western patterns of schooling as it does about some “intrinsic” structure of human abilities. In Western schooling, children typically study a variety of subject matters from an early age and thus develop skills in a variety of skill areas. This kind of schooling prepares the children to take a test of intelligence, which typically measures skills in a variety of areas. Often intelligence tests measure skills that children were expected to acquire a few years before taking the intelligence test. But as Rogoff (1990) and others have noted, this pattern of schooling is not universal and has not even been common for much of the history of humankind. Throughout history and in many places still, schooling, especially for boys, takes the form of apprenticeships in which children learn a craft from an early age. They learn what they will need to know in order to succeed in a trade, but not a lot more. They are not simultaneously engaged in tasks that require the development of the particular blend of skills measured by conventional intelligence tests. Hence it may be less likely that one would observe a general factor in their scores, much as the investigators discovered in Kenya. Some years back, Vernon (1971) pointed out that the axes of a factor analysis do not necessarily reveal a latent structure of the mind but rather represent a convenient way of characterizing the organization of mental abilities. Vernon believed that there was no one “right” orientation of axes, and indeed, mathematically, an infinite number of orientations of axes can be fit to any solution in an exploratory factor analysis. Vernon’s point seems perhaps to have been forgotten or at least ignored by later theorists.

We do not believe that the dissociation between the development of more academic and more practical abilities necessarily applies only to Kenya, or even to Africa. In developed countries, many children decide that they wish to pursue occupations where conventional academic work is not the “ticket” to success. Examples are concert violinist, basketball player, plumber, carpenter, electrician, entrepreneur, and politi-

cian, among many others. Individuals who see paths to success other than that of the school may choose to develop abilities other than those most valued by conventional schooling.

The test of practical intelligence developed for use in Kenya may seem more like tests of competence or of developing expertise (see Ericsson, 1996; Howe, Davidson, & Sloboda, 1998) than of intelligence. But it can be argued that intelligence is itself a form of developing competencies, which in turn develop into expertise—that, psychologically, there is no qualitative distinction among abilities, competencies, and expertise (Sternberg, 1998, 1999a).

Conclusion

Is there a general factor of intelligence? Perhaps, although our data call this supposed “fact” into question. No one data set can overthrow an existing theory. But there are enough other data available questioning the existence of a general factor of intelligence (Sternberg et al., 2000) that one at least must pause. The bottom line is that there is precious little we truly know in psychology. Like the participants in overconfidence experiments (see Fischhoff, Slovic, & Lichtenstein, 1997), however, we may find that there is a great deal that we think we know! That is the lesson the senior author of this article learned many years ago from Endel Tulving, and the lesson is as useful today as it was then.

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Author Notes

Our research in Kenya was supported by the Partnership for Child Development. ■



Committee on Scientific Awards Names Recipients

The Committee on Scientific Awards selected the following individuals to receive the 2002 APA Scientific Awards in recognition of their outstanding theoretical or empirical contributions to basic or applied research in psychology.

The **Distinguished Scientific Contribution Award** was granted to:

- John T. Cacioppo, University of Chicago
- David E. Meyer, University of Michigan
- William T. Newsome, Stanford University School of Medicine, Howard Hughes Medical Institute

The **Distinguished Scientific Award for Applications of Psychology** was given to:

- Robert Rosenthal, University of California, Riverside

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

- Deanna M. Barch, Washington University and Donald Lynam, University of Kentucky, a shared award in the area of psychopathology
- Nicki Crick, University of Minnesota, in the area of developmental psychology
- Marvin Chun, Vanderbilt University and Julie A. Fiez, University of Pittsburgh, a shared award in the area of cognition and human learning
- Alexander J. Rothman, University of Minnesota, the area of health psychology
- Lisa M. Savage, SUNY Binghamton, in the area of animal learning and behavior, comparative

The 2002 winners will be honored at the APA Annual Convention in Chicago, IL, **August 22-25, 2002**. ■

AN INTERESTING CAREER

Research Career at HumRRO

by Peter Ramsberger, PhD, Human Resources Research Organization (HumRRO)



In the essay I wrote to accompany my applications to graduate school, I said I wanted to get a Ph.D. in Social Psychology so I could teach and do basic research in a university setting. I'm not sure when my view of this began to change, but it may well have been after I spent one of my office hours as a teaching assistant reviewing a recent exam—item by item—with a student who was unhappy with his grade. Several times I pointed out that the information covered was in the book or had been addressed in class. The student apparently felt no compunction about informing me that he had not read the book and only attended a few class sessions. After going through every question on the test, he turned to me and explained, "Look. I'm pre-law, and I can't afford to get a D on a &\$*%* Social Psychology test." Well, afford it or not, he got his D, and I think it was then that I started to consider the idea of working in other settings.

I came to the Human Resources Research Organization (HumRRO) during my third year of graduate school. Although I realized that working full time might slow down the pace of my academic progress (and it did), I felt the need to start applying what I was learning and that simply wasn't happening in my job as a clerk in a Government Printing Office bookstore. HumRRO is a nonprofit research and development firm headquartered in Alexandria, VA. My first assignment involved reading articles on leadership training and writing abstracts of them. This, in turn, allowed the senior HumRRO staff member I was working for to write an assessment of the state of the art in this field. It turned out to be a good way to start one's career, in that I don't think I've performed as mind numbing a task in the 22 years since.

It wasn't long before I got my first major assignment. I had been helping out a more senior colleague as he con-

ducted a Congressionally-mandated evaluation of the Federal Voting Assistance Program by surveying Americans living around the world. About a month into the project, he decided to take a job elsewhere and I suddenly found myself with the title of Project Director—heady stuff for such a junior member of the staff. I was lucky that the rest of the effort went well, and it was satisfying to find out that several improvements to the program were initiated in response to the results of the study.

At that point, my career took quite a detour as I became involved in a project aimed at evaluating an early interactive video system as a tool for basic skills education. It was around this time that the Department of Defense renormed its military entrance test, the Armed Services Vocational Aptitude Battery, or ASVAB. Unfortunately, in the rush to get through this process, a mistake was made. As a result, thousands of below-average aptitude youth were inadvertently admitted into the military. It wasn't until commanders in the field began to report problems they were having with these men that the mistake was found and corrected. But the challenge of training those already admitted remained.

Interactive video seemed like a natural for this purpose because of the lack of need for reading skills, the potential power to involve trainees, and the ability to provide immediate feedback and remediation. I suddenly found myself

writing training design documents and scripts for video productions, a far cry from attribution theory and research on interpersonal attraction. As it turned out, this type of activity would dominate my time for the next several years. I was part of a team that developed programs for physicians and nurses on treating trauma victims. These were video-based simulations that were derived from actual emergency room cases. The user had over 300 options available at all times to diagnose, treat, and monitor the patient, whose condition would change based on the specific combination of actions taken. By the end of the project, it was not uncommon to walk down the halls and hear staff members discussing the advisability of inserting chest tubes or intubating patients given the nature of their injuries and current condition. And it was fun to see segments of the programs when they were featured on an episode of the television program *St. Elsewhere*.

And then it was on to the rails. This was another interactive video effort aimed at helping train dispatchers understand and correctly apply the railroad's operating rules. I had honestly never given train dispatching much thought until my involvement in this project, but found it to be a fascinating business. We rode freight trains around the Midwest to learn more about how railroads work, and by the end of the project I could look over dispatchers' shoulders and figure out exactly what they were doing and why.

Eventually I returned to the more familiar world of research, but the variety continued. Several colleagues and I performed a study in which we located lower aptitude soldiers admitted during Project 100,000 and the previously mentioned ASVAB misnorming. Project 100,000 was initiated during the Vietnam era, at which time the aptitude standards were purposefully lowered with the idea that giving disadvantaged youth—who were more likely to score low on the military entrance test—

INTERESTING CAREERS

... continued from page 11

training and experience that would provide them a leg up when they returned to the civilian world. (Although there were those who suspected more utilitarian motives—namely getting the manpower needed for the war without cutting draft deferral programs.) Once located, these veterans participated in a survey in which they provided information about their subsequent life experiences. We then compared them to a group of lower-aptitude men of the same age who never served in the military. Turns out, based on our evidence, being a soldier didn't help these veterans much at all.¹ This was not a popular finding among those who feel that the military should be tasked with performing a job corps function.

Over the years, I've been able to take part in a wide array of other research and development efforts, including an assessment of the impact of conducting military basic training in a gender-integrated environment, validating the training provided to U.S. Customs Canine Enforcement Officers, writing an interactive video-based program on living with HIV, and developing orientation training for the Department of Labor's new occupational information system, O*NET.

Contract research has its drawbacks, chief among them being the need to keep your focus not just on what you are doing at the moment, but on what is available to do down the road. But this is offset by the fact that you generally get to do a lot of interesting work, learn new skills, and experience a big piece of the way psychology is applied in the "real world."

1. Laurence, J. H., & Ramsberger, P. F. (1991). *Low-aptitude men in the military: Who profits, who pays?* New York: Praeger. ■

See What's New at
Convention @
[www.apa.org/
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Psychology Makes a Difference (And So Can You)

by Jill Egeth, PhD, Science Directorate

As psychologists, we all know the excitement and potential value of the behavioral sciences, and we all know the utility of applying psychological knowledge in a range of everyday situations. However, the general public's perception of psychology is quite different, often limited to visions of couches and psychotherapists. When Philip Zimbardo was elected as APA's president for 2002, he immediately began work on one of his Presidential Initiatives intended to broaden the public's views on psychology, the creation of the "Psychology Makes a Difference" compendium. APA's goal to educate the public may sound familiar; in the last issue of *Psychological Science Agenda*, Kurt Salzinger, APA's Executive Director for Science, spoke about "spreading the word" through op-ed pieces authored by you, our science-oriented members. Zimbardo's "Psychology Makes a Difference" compendium is another way for us to educate the world about the value of psychological research.

The "Psychology Makes a Difference" compendium, already well underway, will be an online compilation of research that either has already or could lead to improvements in our lives. This compendium will be used as part of APA's effort to educate the public about who psychologists are and what we do, and to highlight the importance and applicability of scientific research on psychological issues to policy and decision makers. Psychology has long been at a funding disadvantage when compared to the physical sciences. Part of this disadvantage stems from the fact that psychology produces fewer concrete products than some other sciences...we don't have artificial hearts, decoded genomes, or clean fuels to flaunt when it's time to persuade Congress to fund our research. The "Psychology Makes a Difference" initiative will help science policy experts in their efforts to demonstrate that psy-

chological research does indeed positively and significantly impact all of our lives.

How are studies being selected for the compendium? To help us identify ways in which psychology has made a difference in our lives, APA members are being asked to complete a brief, online survey that has you nominate worthy studies or programs of research. You may have already received a letter via your Division listserv notifying you of the initiative and directing you to the survey's website. In case you have not received this email, the survey can be found at <http://research.apa.org/survey/compendium>.

The survey asks you to think about research that has *made a difference*. What exactly is meant by this? When researchers think of studies that have had an impact, the first works that come to mind are those that have demonstrated a significant outcome *within* a study. Although psychologists find significant outcomes within a study impressive, non-researchers are more impressed with the applications of our significant results. With this in mind, the "Psychology Makes a Difference" initiative is focused on gathering studies with results that have either already been successfully applied or could be applied. For example, work on physical touch has demonstrated that touch therapies (such as massage) can improve health outcomes. When touch therapy is used on premature infants, health is improved, hospital stays are shortened, and health care costs are dramatically reduced. This "real world" application is sure to impress not only researchers, but also the lay public and those who make science-funding decisions.

If you would like to contribute to the compendium, visit the "Psychology Makes a Difference" survey at <http://research.apa.org/survey/compendium>. ■

"PSYCHOLOGY MAKES A DIFFERENCE" COMPENDIUM

@
<http://research.apa.org/survey/compendium>

FPR Awards Grants

The Foundation for Psycho-cultural Research (FPR) is awarding grants in two categories.

The first will award limited dissertation research fellowships aimed at advancing inter-disciplinary research projects and scholarship at the intersection of psychology, culture, neuroscience and psychiatry, with emphasis on psycho-cultural factors as central, not peripheral.

The second will grant funds for research aimed at advancing inter-disciplinary research projects and scholarship at the intersection of psychology, culture, neuroscience and psychiatry, with emphasis on psycho-cultural factors as central, not peripheral.

The deadline for the receipt of applications is **August 15 2002**.

For more information, including application instructions, preparation guidelines, and mailing instructions:

Phone: 310-454-5904.

Fax: 310-454-1417.

Web: www.Thefpr.org or e-mail: foundationpsycul@aol.com ■

Experimental Psychologists Recognized by the National Academy of Sciences

Congratulations to **David J. Heeger** and **John K. Kruschke**, the two experimental psychologists who are the recipients of the Troland Research Awards, given by the National Academy of Sciences. A sum of \$50,000 is given annually to each of two recipients to support their research within the broad spectrum of experimental psychology.

Since 1998, David Heeger has been an Associate Professor of Psychology, Neuroscience, Biophysics, Computer Science, and



DAVID HEEGER

the relationship between brain and behavior. The fMRI is used to study visual pattern discrimination, stereo depth per-

ence, and Electrical Engineering at Stanford University. His current focus of research involves using functional magnetic resonance imaging (fMRI) to quantitatively investigate

ception, visual motion perception, visual attention, visual awareness and visual impairments.

A Professor of Psychology at Indiana University, John K. Kruschke's research interest is attention in associative learning and connectionist models. He recently published "Rules and Exemplars in Category Learning" in the *Journal of Experimental Psychology: General*. In 1999, he published "A model of Probabilistic category learning" in the *Journal of Experimental Psychology: Learning, Memory and Cognition*.



JOHN KRUSCHKE

Both recipients are pleased to have received the award. Kruschke stated that "winning an award of this kind encourages you to push ahead in your research," and "winning the award is a clear indication of having supportive colleagues." ■

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APA Invites Nominations for Three Distinguished Science Awards

The APA Committee on Scientific Awards invites nominations for its ongoing awards program. Awards are given in three categories:

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

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

The **Distinguished Scientific Award for an Early Career Contribution to Psychology** is awarded to outstanding young psychologists who are 9 years or less post-PhD (1993 or later). The 2003 Early Career Awards will be given in five areas:

- Social
- Behavioral and Cognitive Neuroscience
- Perception, Motor Performance
- Applied Research (e.g., treatment and prevention research, industrial/organizational research, educational research)
- Individual Differences (e.g., personality, psychometrics, mental ability, behavioral genetics)

These categories should be interpreted

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

The deadline for nominations is **June 1, 2002**. For more information about submitting nomination materials or to request a nomination form, please contact:

Suzanne Wandersman
Staff Liaison to the Committee on Scientific Awards
APA Science Directorate
750 First Street, NE
Washington, DC 20002-4242
Phone: (202) 336-6000
Email: swandersman@apa.org

Website: www.apa.org/science/sciaward.html ■

Master Lecturers Named for 2002 Convention

The Board of Scientific Affairs has named six distinguished psychologists to be the 2002 Master Lecturers at the APA Annual Convention in Chicago.

Lyn Y. Abramson & Lauren B. Alloy (psychopathology and treatment) will present a joint lecture on “Cognitive

Vulnerability to Depression.” Abramson and Alloy have collaborated on work on depression for over 25 years, so it is quite fitting that they jointly present a lecture.

Abramson is Professor of Psychology at the University of Wisconsin – Madison. Her research focuses on vulnerability and invulnerability to depression. She is particularly interested in the developmental, cognitive, motivational, and cultural determinants of information processing about the self. Abramson received an APA Early Career Award in Psychopathology in 1981 and she currently holds a Kellest Mid-Career Award from the University of Wisconsin-Madison for her work on depression.

Dr. Alloy is Professor of Psychology at Temple University and Adjunct Research Professor of Psychiatry at Medical College of Pennsylvania

Hahnemann University. Her research areas include cognitive processes in emotional disorders, social cognition, inference in diagnostic and therapy decisions, covariation assessment in humans

and animals, and animal models of psychopathology. Alloy currently serves as associate editor of *Psychopathology Research*. Last year, she was appointed to the NIMH Workgroup on Neural and Behavioral Substrates

of Mood Regulation, NIMH Strategic Initiative on Mood Disorders.

Peter M. Bentler (methodology), Professor and Chair of the Department of Psychology, and Professor of Statistics at the University of California-Los Angeles, will discuss “Structural Equation Modeling: Accomplishments, Challenges, and EQS 6.”

Bentler is the developer of the EQS structural equations modeling program. With his many students and colleagues, he has over 400 publications that span methodology, psychometrics, and statistics as well as personality, attitudes, drug abuse, health, sexuality, and related topics. He has been an elected president of several scientific societies: the Society of Multivariate Experimental Psychology, the Psychometric Society, and the APA Division of Evaluation, Measurement, and Statistics.

John K. Kruschke (learning, behavior, and action), Professor of Psychology and Cognitive Sciences at Indiana University, will present “Attention in Learning: Rash, Rational, Real.” Kruschke’s research interest focuses on attention in human associative learning and connectionist models. His most recent honor is as recipient of the 2002 Troland Research Award from the National Academy of Sciences. Kruschke is the author of numerous publications and serves on the editorial board of *Psychonomic Bulletin & Review*.

Letitia Anne Peplau (social and cultural psychology), Professor of Psychology at the University of California-Los Angeles, will discuss “Venus and Mars in the Lab: Scientific Research on Gender and Sexuality.” Peplau received an APA Outstanding Achievement Award from the APA Committee on Lesbian and

Gay Concerns. She has published numerous articles and book chapters on such topics as gender roles in heterosexual dating and marriage, the relationships of lesbians and gay men, and the development of sexual orientation.

Stephen W. Porges (developmental psychology), Professor, Department of Psychiatry and Director of the Brain-Body Center in the College of Medicine at the University of Illinois-Chicago, will present “The Polyvagal Theory: A New Approach to Autism Spectrum Disorders.”

Porges is a developmental psychophysicologist, with particular expertise in understanding how emotion and social behavior are related to the evolution of the autonomic nervous system. He has extensive research experience in human development, but, as illustrated in his publications, he also collaborates with scientists in such diverse disciplines as anesthesiology, critical care medicine, gerontology, neurology, obstetrics, pediatrics, psychiatry, neurology, and drug abuse. He is especially knowledgeable about methodologies for measuring human emotion, which can be applied to understanding social behavior. He is the current president of the Federation of Behavioral, Psychological, and Cognitive Sciences. ■

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LYN ABRAMSON



PETER BENTLER



LETITIA ANNE PEPLAU



STEPHEN PORGES



LAUREN ALLOY



JOHN KRUSCHKE

White House Science Office Seeks Research Examples

by Susan Brandon, PhD, Senior Scientist

A unique opportunity to offer expertise has been presented to psychologists by the Office of Science and Technology Policy (OSTP), which directly advises the President, in its efforts to develop and coordinate counter-terrorism efforts and strategies to deal with the aftermath of terrorist attacks. OSTP officials explicitly asked the behavioral and social sciences community to provide short (one-page) descriptions of research that is germane to these concerns.

OSTP wants descriptions that give a sense of "hard science" but do not contain technical information that someone outside psychology will fail to understand. Ideally, each vignette will:

- (1) state the problem (e.g., how to maintain attention and observant behavior in luggage screeners);
- (2) offer a short description of some research that is relevant to this problem (e.g., J. G. Holland's work [Holland,

1958] showing that people's observing behavior is controlled by the extent to which they find the object that they are looking for); and

(3) propose how this might be relevant to current challenges (e.g., in baggage screening techniques: If we want such inspectors to look carefully, then they must at least occasionally detect the kinds of objects they are looking for. If they never find such objects, then they will stop looking very carefully; if they do find those kinds of objects, they will look more carefully. The rate of detection of planted objects could be used to provide an estimate of how well they are doing as well as to provide a way of keeping their performance at a high level.)

Additional information, such as details about particular studies, descriptions of quantitative outcome data, and references, should follow this kind of short, targeted statement. The immediate recipient of these vignettes

will be James Griffin, a psychologist who is the Assistant Director for Social and Behavioral Sciences at OSTP. He, in turn, will share the information with OSTP Director John H. Marburger, III, who previously was the Director of the U.S. Department of Energy's Brookhaven National Laboratory. The larger audience for these vignettes will be science and technology policy advisors and other federal employees who either are not scientists, or have a science background in a field other than the behavioral and social sciences. This effort, along with those of other behavioral and social science organizations, will complement on-going activities at the National Academies (see page 6) to inform US Homeland Defense policies.

Please send your examples of research to:

Susan Brandon, Senior Scientist
202/336-5925, 202/336-5953 (fax),
or SBrandon@apa.org.

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Members of Science Board and Committees (including new members)

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Roberto J. Velasquez, UCSD (2001-03)
Sheldon Zedeck, UC-Berkeley (2000-02)
Rebecca Zwick, University of California, Berkeley (2002-04)

Meeting Dates for 2002
March 15-17: BSA, CPTA and CARE
September 12-13: COSA
September 20-22: CPTA and CARE
October 25-27: BSA ■

VISIT THE BSA WEBSITE AT
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 Jean Nussbaum, *Legislative Assistant for Education Policy* (jnussbaum@apa.org)
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 Karen Studwell, JD, *Legislative and Federal Affairs Officer* (kstudwell@apa.org)
 Eva C. Vega, *Executive Associate* (evega@apa.org)
 LaTonya Wesley, *Legislative Assistant for Science Policy* (lwesley@apa.org)
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