

PSYCHOLOGICAL SCIENCE AGENDA

SCIENCE DIRECTORATE of the AMERICAN PSYCHOLOGICAL ASSOCIATION

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ON BEHALF OF SCIENCE

Countering Terrorism: Integration of Practice and Theory

by Susan Brandon, PhD, Senior Scientist

Academic scholars and researchers, and personnel from justice, intelligence and law enforcement agencies met at the FBI Academy in Quantico, Virginia, on Feb. 28, 2002, for an invitational conference on "Countering Terrorism: Integration of Practice and Theory." The meeting was sponsored by the FBI Academy's Behavioral Science Unit, the School of Arts and Sciences and the Solomon Asch Center for Study of Ethnopolitical Conflict at the University of Pennsylvania, and the American Psychological Association.

More than 70 participants, roughly half academic scholars and researchers and half law enforcement personnel, dispersed into seven small groups to discuss "scenarios" that had been developed before the conference by the FBI. These scenarios described some of the current problems that the FBI, law enforcement and intelligence agencies are facing as they try to discover cadres of terrorists or those who harbor them, as well as deter support for terrorism by individuals, designated groups, and communities. Two hours of scenario discussions were followed by two hours of small group discussions centered on questions that had been developed before the conference by the academic researchers and scholars. These questions were about stereotyping and ethnopolitical conflict, risk perception and communication, education regarding fundamentalism in all religious traditions, analysis of intelligence



The Pentagon after September 11th attacks.

data, and strategies to deal with bioterrorism. The whole group convened for a final meeting where issues and concerns raised in the small groups were described and further analyzed. Conversations continued at a dinner provided in the large atrium meeting room at the Academy. The proceedings and recommendations offered by the various discussion groups will be reviewed and edited by the members of the individual groups, and then given to the Behavioral Science Unit of the FBI Academy to use and distribute as it sees fit.

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ON BEHALF OF SCIENCE

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The ten or so discussants in each small group were likely to be scholars or researchers from psychology, political science or medical science, an attorney with expertise in immigration laws, someone from the Office of Science and Technology Policy or from the National Academy of Sciences or the National Science Foundation, a member of a training or operational unit of the FBI, personnel from the CIA, the U.S. Secret Service, National Security Agency, Department of Defense, State Department, or someone on staff at the Office of Homeland Security or the new Transportation Security Administration, and officers from the Stafford, Virginia, Washington D.C. or New York City Police or Sheriff's Departments. Each participant was able to offer a different point of view and expertise on the issues raised by the scenarios and the questions. The juxtaposition of people whose expertise lies largely in theory with those whose expertise lies largely in practice, allowed each to expand on what they already knew and to be informed by the view of the other. The conversations were reported to be lively and sobering, informative and probing, and consistently collegial and respectful.

National and local government offices and agencies have received a large volume of information and offers of assistance from Americans across the country, as well as concerned individuals

Research in Social Psychological Aging Workshop

Nationally recognized experts in research methodology related to social psychological aging will lead a workshop at the APA convention specifically designed for social psychology faculty. The overarching goal of the workshop is to expand the pool of social psychologists engaged in conducting research on aging. The workshop will be held at the Essex Inn preceding the APA Convention in Chicago on **August 19-21, 2002**. Participants will also have the opportunity to maintain contact with the workshop faculty and with the NIA staff during the following year and attend a follow-up workshop prior to the 2003 APA

Convention. Food, lodging, and travel support will be provided for twelve applicants selected to participate in the program. Please visit program Web site: <http://www.css.edu/socialPsyAging/> for additional information.

Because the potential value of psychological science has received relatively little attention in the aftermath of 9/11 via the formal hearing process on Capitol Hill, Public Policy Office staff arranged a follow-on activity for scientists to discuss their research with Congressional staff. The day after the conference, a subgroup of the participants met with staff of the House and Senate Science Committees including: **Major Jonathan Drummond**, Princeton University; **Victoria M. Esses, PhD**, University of Western Ontario; **Baruch Fischhoff, PhD**, Carnegie Mellon University; **Deborah Frisch, PhD**, National Science Foundation; **Arie Kruglanski, PhD**, University of Maryland; **Donald Norman, PhD**, Northwestern University; **Eldar Shafir, PhD**, Princeton University and **Peter Suedfeld, PhD**, University of British Columbia. For more details see the May edition of the APA Monitor. ■

For more details and application materials, please contact:

Chandra M. Mehrotra, Director,
Social Psychological Aging Workshop,
The College of St. Scholastica, 1200
Kenwood Avenue, Duluth, MN 55811
or via email: cmehrotr@css.edu.

Application deadline is **May 15, 2002**. ■

APF/Todd E. Husted Memorial Award

The Science Directorate is pleased to announce that it will administer on behalf of the American Psychological Foundation the fifth annual APF/Todd E. Husted Memorial Award. This is a single award in the amount of \$1,000 for the dissertation research that indicates the most potential to contribute toward the development and improvement of mental illness services for those with severe and persistent mental illness. Applicants for the Husted Award must meet the same eligibility requirements as the Dissertation Research Awards. A panel of experts on serious mental illnesses will select the awardee.

Completed applications must be *received by Monday, September 16, 2002*. APF/Todd E. Husted Memorial Award notifications will be made in late **January 2003**.

For eligibility requirements and additional information about this award, please visit: www.apa.science/dissinfo.html. ■

APA Dissertation Research Awards

The Science Directorate of the American Psychological Association sponsors an annual competition for dissertation research funding. The purpose of the Dissertation Research Award program is to assist science-oriented doctoral students of psychology with research costs. In 2002, the Science Directorate will grant this \$1000 award to approximately 50 students whose dissertation research reflects excellence in scientific psychology.

APA Dissertation Research Award recipients will be announced in late December 2002. Funds will be provided directly to the students following the announcement of the award recipients.

For more information about the award and the application form, please visit online at: www.apa.org/science/dissinfo.html ■

EXECUTIVE DIRECTOR'S COLUMN

KURT SALZINGER, Executive Director for Science

Ask Not What Psychology Can Do for You...

Ask what you can do for psychology. They warned me not to do this but I will anyway. A major activity of the Science Directorate is to tell all psychologists — members of the American Psychological Association, but especially non-members when we can find them — about all the wonderful things that APA offers its science members. We provide many of you with close to 40 top journals and electronic access to full text; we get you a 25% reduction in dues; we provide financial support for scientific conferences, for dissertations, for student travel to the APA convention, and many other wonderful things that are listed on our website — www.apa.org/science. Whoops, there I go again.

Let's start again. Our role here at APA is to facilitate your working in and for psychology. For example, President Phil Zimbardo has an initiative to list psychology's contributions that make a difference in people's lives. Using Tiffany Field's work with preemies as an example, we begin with the observation that handling rats allows them to thrive, with the eventual transfer (translational research) of that fact to the handling of premature babies who end up leaving the hospital sooner and healthier, and saving everybody from both heartache and money loss. The idea is to let the public, particularly granting agencies and Congress know all the wonderful things psychology does. (See <http://research.apa.org/survey/compendium> to add your favorite examples to this list of psychological research that made a difference.)

My op-ed initiative (www.apa.org/science/editorial.html) is a second request for your help. Newspapers all over the country publish columns written by experts in many different fields. My initiative is to get as many of you as possible to write about psychological sci-



ence — to explain to people how beautiful our experiments are, or to show how psychological principles can explain what is happening in the world around us and how one can employ psychological principles to improve the world. First of all, such columns acquaint the lay public with the science of psychology in the area where they appear (no matter how small that area is). In addition, their influence extends further: they are also placed in a data bank and then consulted by press and media people looking for a good story. Thus, they may be useful twice in spreading the word that psychology is science.

There is yet a third task: A mountain of disinformation exists about APA, especially the Science Directorate — for those people who realize that there is such a thing in APA. And you can help clarify the misapprehensions: Tell your colleagues about our activities; suggest that they join APA, if not yet a member, because of the many wonderful things that APA does for psychology and for psychologists. And by the way, you do talk to your students to tell them why they should join, don't you? You are telling them about the dissertation support and the travel support and the low dues payments they have to make, and the journals they can get and the electronic access? If you want

to know more, click the Get Involved! icon on our website (www.apa.org/science).

But never mind what psychology does for you. We've been telling you and telling you. How many of you have been giving any thought to joining other general science organizations like the American Association for the Advancement of Science (AAAS)? What for? Not only because of what you learn from hearing other scientists' research, but also because it will give you the opportunity to tell your scientist colleagues who are not psychologists what you know and what you do.

Many fellow scientists know even less about what scientist psychologists do than laypersons. I still recall when I taught at an engineering university and an engineer, working on the same floor as I was, saw a bank of computers in my animal lab and wanted to know just how much word processing I was doing. I took him on a tour of my rat boxes and traced the wires back to the computers. After that, at least one engineer knew about one psychologist who used the kinds of devices he was familiar with. I give this autobiographical information just to illustrate that one can spread the word about the science of psychology.

I look forward to hearing about your stories of success, whether you've sent in a description of a psychological study or studies that have made a difference; whether you've written an op-ed piece describing how psychological knowledge obtained through the science of psychology can help us to understand how people forget something, why they are having difficulty discriminating one tone from another, what makes one piece of information easier to learn than others or what psychological process can help us to understand the motivation of terrorists, and finally, whether you've talked to your colleagues about the science of psychology. ■

Visit our Op-Ed Page at
www.apa.org/science/editorial.html

Education Bill Includes Compromise on School-based Research Controversy

by Patricia Kobar, Public Policy Office

In the version of the education bill passed by the House of Representatives last summer, an amendment authored by Reps. Lindsey Graham (R-SC) and Todd Tiahrt (R-KS) would have required that any research in schools in which students were questioned about risk behaviors such as substance abuse, exposure to violence or sex be conducted only with prior, written parental consent. The assumption behind this amendment was that only a written authorization from parents would show that their permission had given for their children to participate in the survey. Psychological research has shown that written consent requirements have a negative effect on survey samples, diminishing the overall rate of return and disproportionately diminishing the pool of minority and at-risk students who have permission to participate. Further, follow-up studies have shown that the parents of these children seldom object to participation in surveys, but just failed to return the consent forms.

APA staff co-chaired a broad coalition of public health groups, research societies and education organizations who opposed the Graham-Tiahrt amendment. This coalition persuaded Senator Edward Kennedy (D-MA) and others in the Senate leadership to oppose the amendment, and it was not included in the Senate version of the bill. In the conference committee, however, the House and Senate worked to find a compromise, encouraged by the White House. The compromise that resulted represents only a partial victory for survey research.

The Graham-Tiahrt amendment was not included in the conference report, which was approved in January, 2002, so the federal government does not mandate that school-based research on risk behaviors be done only with written parental consent. However, the final bill does require each local educational agency (school district) to develop a policy that will protect students' privacy in the event a survey on risk behaviors or attitudes is administered. Privacy policies are also to cover how schools will handle parental requests to view curricular materials and view surveys in advance of their administration. Researchers are concerned that, because they are required now to produce policies, school districts will adopt stringent policies without understanding the consequences to research (and ultimately, to the information on which policies on children and youth can be based). It is unlikely that school districts will adopt policies that are friendly to survey research without the involvement of researchers who can explain alternative procedures, such as passive assent, and the ethical review, via Institutional Review Boards, that federally funded research must already undergo as a condition of funding.

The APA Public Policy Office is working with federal officials and coalition organizations to develop materials that scientists can use in influencing the development of local policies on privacy that may affect research. Science Policy staff are planning to include psychologist who conduct research in schools in an advocacy training workshop on this issue. ■

On Your Behalf

Did you know that APA regularly weighs in on science policy issues – on proposed federal regulations, agency program development, and requests for commentary on important research, ethics and science issues? Staff across the Science Directorate and in the Science Public Policy office regularly scour the Federal Register, newsletters, and listservs for events and requests of relevance to psychological scientists, and also are regularly contacted by agencies or other organizations to provide comments, feedback and information.

Now you can read what APA writes on your behalf – the text of letters and commentaries is posted in a special section, *On Your Behalf*, on the APA-Science Website. There are also links on that site so you can read what the Science Public Policy office says on your behalf in testimony, report language, and legislative alerts; and you can read what your colleagues have written in support of psychological science in the new op-ed initiative (www.apa.org/science/editorial.html) ■

Check out the OBSSR Website!

NIH's Office of Behavioral and Social Sciences Research (OBSSR) website at obssr.od.nih.gov provides information for scientists interested in learning more about specific funding opportunities in the behavioral and social sciences, as well as the politics regulating research and training supported by the NIH. ■

APA Science PPO Introduces SPIN E-Newsletter

Are you looking for a way to stay up to date on APA's science policy activities? For those of you who want more information on science policy issues, APA's Science Public Policy (PPO) staff has created the Science Policy Insider News, SPIN, a free monthly email newsletter that takes you inside the Administration and Congress to keep you up to date

on policy issues as they happen. As you may know, the Science PPO staff advocates for psychological science not just with members of Congress, but also the Department of Defense, Department of Health and Human Services, Department of Transportation, Department of Veterans Affairs, National Aeronautics and Space Administration, National Science Foundation,

and the Department of Education. You can register to receive SPIN highlights via email, or check it out on the APA Web site at: <http://www.apa.org/ppo/issues/spinmarch.html>

To register to receive SPIN, please send your email address to ppo@apa.org and indicate that you would like to receive SPIN. ■

Human Factors and Basic Research on Stress & Performance

by Heather Kelly, PhD, PPO and Dianne Maranto, Science Directorate

APA Divisions 19 (Military Psychology) and 21 (Applied Experimental and Engineering Psychology) joined forces with the Potomac Chapter of the Human Factors & Ergonomics Society again this year to sponsor a mid-winter meeting along the scenic Potomac River at Fort Belvoir, Virginia. An impressive group of researchers kept the 100+ participants engaged throughout the two-day symposium, with presentations on research in human factors issues and cognitive and physical performance under stress. Highlights of the meeting also included a U.S. Army Night Vision Lab demonstration at nightfall, and an “up close and personal” look at a soldier wearing the latest version of the Army’s Land Warrior high-tech infantry suit, courtesy of Ft. Belvoir’s PEO/PM Soldier Systems group. Under-

scientists from the University of Central Florida, Kansas State University, Catholic University and the University of Minnesota. The team has begun a line of research examining stress and performance theory, focusing on providing more support for soldiers in the modern battlespace contexts. Researchers are investigating such questions as, how does stress impact the perception of time? How does time pressure affect cognitive performance during combat? How does automation unreliability affect decision-making accuracy?

Another goal of the research team is to develop tools that could be used in a variety of studies to examine a variety of cognitive processes. For example, *Viking* is a software package developed by the MURI team that simulates a multi-task environment relevant to infantry personnel.

By having individuals track such dynamic subjects as platoon spacing, aircraft activity, or troop status, this system provides measures of cognitive processes such as monitoring, tracking, decoding, spatial processing and decision making. Other factors can be manipulated in the environment, such as stress, workload and fatigue, allowing for analysis of the impact of stressors on task output. Another group of MURI researchers is developing a team-based testbed, also a computer-based simulation program, to examine the impact of stress on cognition and team performance.



An Army “Land Warrior” shows off his high-tech infantry suit of the future, developed and redesigned with the expertise of human factors experts.

Peter Hancock, PhD, one of the MURI scientists, noted that this group has no desire to keep to themselves. “We’re addressing a very large and vast problem at the edges of behavior, and we have a good core group but we don’t view ourselves as a closed system. There are lots of good scientists out there who can contribute to our efforts and we welcome their ideas.” And it seems to be a two-way street. The *Viking* program is already being loaned to researchers at the University of Toronto, who’ll be using Canadian military subjects, and the MURI team welcomes others who are interested in conducting similar research to take advantage of their research tools. Anyone interested in more information about this research effort can check the team’s web site at www.mit.ucf.edu. ■



Division 21 President Gerald P. Krueger

graduate behavioral science students made a strong showing, and two groups of cadets from the U.S. Military Academy at West Point won awards from Division 19 for Best Student Poster and Best Student Presentation.

One of the symposium’s featured research teams is the first behavioral science collaboration to receive a Multidisciplinary University Research Initiative (MURI) grant from the Army Research Office (ARO). ARO traditionally has sponsored multidisciplinary research groups in a variety of physical and technological sciences. In June of 2001, the program made history in awarding \$5 million over five years to a behavioral research team that includes



Jane M. Arabian, President of Division 19

Center For Disease Control Broadens Research: An Interview with Rod Hammond

Rodney Hammond, PhD, is the Director of the Division of Violence Prevention of the Centers for Disease Control (CDC)'s National Center for Injury Prevention and Control (NCIPC), a position he has held since 1996. In his current position, Dr. Hammond is responsible for research and programs to prevent homicide, suicide, intimate partner and child abuse, and youth violence. The NCIPC's mission is to provide national leadership in preventing injuries and controlling the severity and adverse outcomes of injuries.

Hammond earned his PhD in psychology from Florida State University and completed post-doctoral study at Harvard University. Prior to joining the CDC, he was Assistant Dean of Wright State University's School of Professional Psychology, and before that, he was Director of Children, Youth, and Family Services, as well as Assistant Professor of Psychiatry, at Meharry Medical College. He conducted this interview with Pat Kobor, Senior Science Policy Analyst in APA's Public Policy Office.

Q: What misconceptions do you find that psychologists have about research funded by CDC?

Hammond: I think the most common and widespread misconception is that CDC funds only research on diseases and biomedical issues. CDC also funds research on injury prevention, and a large part of that funding is for preventing injuries and death caused by violence.

I think people often believe that CDC prefers to fund other disciplines more closely aligned with public health than psychology. However, CDC has extended numerous funding opportunities to psychologists.

Another misconception is that grant applications are handled differently at CDC than at NIH. Some people think CDC does only internal reviews instead of involving expert peer reviewers. Sometimes psycholo-

gists think that if you want to work with a federal agency in terms of violence research, you would more



ROD HAMMOND

likely work with NIH or the Department of Justice. In fact, psychologists interested in violence prevention research should consider CDC as an important funding source and partner. Psychologists play a vital role in the public health approach to preventing violence.

Q: How did CDC get interested in funding research on violence?

Hammond: CDC efforts in violence prevention go back to the early 1980s following the US Surgeon General's report, *Healthy People*, which identified stress and violent behavior among the key priority areas for public health. CDC established the violence epidemiology branch in August 1983 to focus efforts in violence prevention. In 1993, CDC established the Division of Violence Prevention, which I direct, within the National Center for Injury Prevention and Control. This division leads CDC efforts to prevent injuries and deaths caused by violence. Since 1993, CDC has provided a significant amount of funding for research in our priority areas.

Q: Which aspects of violence research are you most interested in funding?

Hammond: The mission of the Division of Violence Prevention, within the National Center for Injury Prevention and Control, is to eliminate

preventable deaths and injuries caused by violence. CDC's priority areas for violence prevention are child maltreatment, family and intimate partner violence, sexual assault, youth violence and suicide prevention. In general, CDC sponsors research that will have implications for preventive services and policies. As is typical with the public health prevention research framework, CDC is interested in identifying the strategies that will affect known risk factors that contribute to violence as well as strategies to support known protective factors to thwart violence among populations at risk.

Q: What are the mechanisms through which CDC supports research?

Hammond: CDC makes research grants to individual investigators and also to multiple investigators. Funding for multiple investigators are typically handled through co-op agreements for research conducted in multiple settings. CDC funds National Centers in areas of youth violence, violence against women, and suicide, in addition to general injury control research centers. CDC also provides research contracts to qualified research institutions for some of its work.

Q: How many psychologist-researchers does your branch support?

Hammond: The Division of Violence Prevention is currently supporting more than 20 psychologists in research projects to prevent violence. The projects include monitoring and tracking the problem of child maltreatment, developing a suicide prevention research center, preventing dating violence among adolescents, and implementing and evaluating a middle-school violence prevention program in four geographic locations.

CDC is currently developing a new research agenda that will be unveiled late next year. Many members of APA have provided input into the research priorities. This agenda will

broaden the themes for future funding of prevention research in areas of violence. We know that we need to evaluate the health consequences of intimate partner violence, sexual violence, and child maltreatment victimization across the life span. In suicide prevention, we need more research into effective prevention programs. In youth violence prevention, we need to identify modifiable factors that protect youths from becoming victims or perpetrators of violence. Through the research agenda, in partnership with psychology and other disciplines, CDC intends to dramatically advance new discoveries in the priority areas of violence prevention based on the best available science.

Q: What are the application and review processes at CDC? How can scientists get more information?

Hammond: To learn more about applying for grants and co-operative agreements, visit www.cdc.gov/ncipc/res-ops/funding.htm. The site features a list of current funding opportunities and information on how to apply. Applications for grants and cooperative agreements are generally due in April. ■

Administration Budget

by Geoff Mumford, PhD, Public Policy Office

Budget Wrap-up for Fiscal Year 2002

Even though the 13 appropriations bills that fund government were signed into law, the final budgets for federal agencies that support science are still considered estimates as some redistribution continues to occur through the first quarter of 2002. All of those budgets are freely available at individual agency websites. For a thorough dissection of R&D funding see the American Association for the Advancement of Science (AAAS) website: <http://www.aaas.org/spp/dspp/rd/rdwwwpg.htm> which includes the Intersociety Working Group budget analysis on Behavioral and Social Sciences co-authored by our own Pat Kobor.

Report Language

The reports that accompany the House and Senate Appropriations bills are very influential. Although report language lacks the force of law, federal agencies do pay attention to these congressional suggestions when targeting

resources. Report language can raise the profile of a program of research. APA Science Policy staff successfully encouraged House and Senate Appropriations Committee members to highlight several areas of behavioral research at the National Institutes of Health as indicated on our website: <http://www.apa.org/ppo/issues/sreplang.bsrfy02.html>. We also “placed” report language in the bill funding the Department of Veterans Affairs stating that “the Committee notes that mental health research represents just a small percentage of the VA’s total research program, and urges the VA to increase mental health research...”

Budget For Fiscal Year 2003

As part of its initiative to strengthen homeland defense, the President’s budget gives science a prominent role. Federal support for research and development would increase by 8% to \$111.8 billion, but the science and technology

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APA Science Steps Out — Get Involved!

The lifeblood of an organization like APA is its members – it is you who serve on the boards and committees that develop programs and policies; it is you who call attention to cutting edge developments and issues that direct our attention; and it is you who help us advocate for and promote the contributions of psychological science to the government, within agencies, and in the science community.

Some of the ways in which science members are active within APA are obvious. One is governance – those elected positions on the Council of Representatives, on the Board of Directors, and on the various Boards that serve science, education, practice and applied interests, and appointed positions on Committees to those Boards or on ad hoc task forces and working groups. We also ask you to serve as experts in many domains – in giving testimony before federal policy makers, in considering and commenting

on policy issues, in helping APA develop its outreach and print products, and in responding to the frequently issued calls for comments or input of one kind or another. Each of these activities requires a commitment of time, concentration and effort – a commitment that is amply repaid by seeing the results of service to the community.

But there are other, less obvious ways that members can be active within APA, and the Science Directorate staff wants to make it easy for you to find out what they are. Beginning in May, you will see a new icon on the Science web pages (www.apa.org/science) — a **Get Involved!** button. This icon will appear all over the science web pages – for each program or activity area in which your involvement is invited and welcomed. What happens when you click on this icon? For each program or activity, you will be taken to a text box that will suggest *how* you can be in-

involved. For example, under “student activities,” you will read that you can serve as a reviewer for dissertation research awards, you can become a campus advocate and give materials on APA to your students, you can become an active participant in *Exploring Behavior Week*, you can tell your undergraduates about the Summer Science Institute, and so on. Under “advocacy” you will learn that you can provide commentary on a range of proposals for regulation, data sharing, and the like. Under “other programs,” you will learn that you can suggest an advanced training institute, you can volunteer to speak at the Academic Career workshops and talk about various aspects of finding, getting and retaining an academic position, or you can simply contact us and let us know your areas of expertise and interest in being involved with relevant activities.

Look for the icon and let us hear from you! ■

SCIENCE BRIEFS

Conducting Research Following Community Traumas: Challenges, Pitfalls, and Results

by Roxane Cohen Silver, PhD, University of California, Irvine

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In the early days of March, three separate people told me that they “heard” that psychological problems as a result of the terrorist attacks of September 11th were expected around six months after the event. Apparently such was the pronouncement on the front page of a prominent newspaper, on national media telecasts, and from mental health “experts.” Given that recent surveys suggest that most people get their health information from media sources, and that radio, TV, and cable broadcasts were filling the airwaves with talk about the 6-month anniversary of the 9/11 attacks, I wondered why such claims were being made. Is there evidence to suggest that there would be a peak in distress six months after a traumatic event like this?

It is perhaps surprising that despite testimonials to the contrary, there is very little empirical data on which to base such predictions about responses following community or personal traumas. However, having spent over two decades conducting research to explore how individuals cope with stressful life events, it is not difficult for me to understand why these data are lacking. Conducting methodologically rigorous studies of responses to traumatic experiences is extraordinarily challenging in several important ways. Research in the natural laboratory is very expensive, labor intensive, and time-consuming. Obtaining samples of traumatized populations can be difficult, and research on entire groups of traumatized individuals is sometimes restricted. For example, governmental and community-based agencies may serve as gatekeepers to block access to potential respondents, even when those individuals are eager and willing to discuss their experiences with researchers. Institutional Review Boards are often appropriately (but sometimes inappropriately) uncomfortable with trauma-related research. As a result, studies are often conducted with small, non-representative samples of individu-



Roxane Cohen Silver, PhD is a Professor in the Department of Psychology and Social Behavior and Associate Director of the Newkirk Center for Science and Society at the University of California, Irvine. She completed her undergraduate and graduate training in Social Psychology at Northwestern University, Evanston, Illinois, and was on the faculty at the University of Waterloo, Ontario, Canada, before relocating to UC Irvine in 1989. Dr. Silver is the coordinator of the PhD Program in Health Psychology at UC Irvine and is also the co-Director of her department's NIMH Institutional Training Grant in Social and Environmental Contexts of Adaptation. She is currently principal investigator of a national longitudinal study of psychological responses to the September 11th terrorist attacks against the United States. Professor Silver is a Fellow of both the American Psychological Association and the American Psychological Society.

als who are willing to answer sensitive questions posed by a stranger. Many studies are conducted within clinical settings with individuals who seek professional help for their mental health symptoms. The conclusions drawn from these studies do not readily generalize to the broader population. When it comes to

measurement, there are few “gold standard” instruments for many of the independent and dependent variables of interest. In fact, researchers tend to use their favorite measures, resulting in difficulties comparing results across studies. In addition, results from studies of one population of individuals (e.g., AIDS or cancer patients) are often inappropriately generalized to the stress and coping field as a whole. Sometimes, causal inferences are inadvertently drawn from correlational results. Despite the array of methodological problems that plague much of this research, “Coping Do’s and Don’ts” are frequently espoused in the media, without acknowledgement of the limitations of the research base from which they are drawn.

Recruitment of potential respondents into one’s research protocol also poses its own particular challenge, since developing rapport with traumatized individuals is necessary. However, researchers must gain the cooperation and trust of individuals at a time when they are often in the throes of a life crisis. This requires extraordinary sensitivity on the part of the investigator, as well as adequate information about what these individuals are going through. Focus groups are useful in this regard, as is active involvement of victimized individuals in the design of the research questions. Without adequate planning and carefully crafted recruitment materials, refusal rates can be disturbingly high. In addition, lack of awareness of respondents’ needs, either through poorly constructed questionnaires or inadequate attention to the respondent’s experience when completing them, can lead to high rates of attrition in longitudinal research.

In addition, assumptions underlying the research can affect the quality of the data collected. Untested or unsubstantiated assumptions about the coping process can pervade all aspects of the research enterprise, from the timing of contacts with respondents, to the kinds

of questions asked, to the mode of assessment. And, unfortunately, the underlying assumptions guiding the research endeavor also drive what psychological processes are assessed, thereby limiting the explanatory power of a given study. For over two decades, I have been studying how individuals adjust to stressful life experiences, such as loss of a spouse or child, divorce, childhood sexual abuse, physical disability, war, and natural disaster. It is clear that many people have misconceptions about the coping process and its outcome, and much of my professional career has been spent identifying and challenging what Camille Wortman and I have labeled the “myths” of coping with loss. My goal has been to understand the variety of ways people cope – to go beyond the assumptions and beyond the clinical “lore.” In fact, how people are “supposed” to respond often stands in sharp contrast to the research data. After conducting studies on literally thousands of participants across a wide variety of victimizations, one conclusion I can draw about how people respond to traumatic life events is that there is no one, universal response. Some people will express less distress than outsiders might expect; others will respond with pronounced distress for far longer than might have been judged “normal” under the circumstances. Few individuals respond with an orderly sequence of “stages” of emotional response. Many clinicians have suspected that if an individual does not have a negative response in the early aftermath of trauma, he or she would be at high risk for “delayed onset” of psychological problems, yet empirical support for such a position has rarely been obtained. Positive emotions are often ignored as a part of the response to highly stressful events, yet our own research suggests that in fact positive emotions are quite prominent in the context of coping. “Recovery” from trauma rarely occurs after a few weeks or months. At this point, the data provide little support for the notion that there are “right” or “wrong” ways to respond to a stressful life event – although there are clearly “different” ways. Through my research and writing, I have maintained that we need to recognize and respect people’s need to respond to trauma in their own ways and with their own timetables.

Our research team (including Alison Holman, Daniel McIntosh, Michael

Poulin and Virginia Gil-Rivas) has recently embarked on a longitudinal investigation of emotional, cognitive, and social responses to the 9/11 terrorist attacks. Using an anonymous Web-based survey methodology, and working with Knowledge Networks, Inc., which had previously recruited a nationally representative Web-enabled research panel, we have collected data from a national sample of almost 1400 individuals over the past six months, with plans for continued follow-up over the next several years. Our design includes an over-sampling from each of four cities that have experienced community-based trauma (New York, NY, Oklahoma City, OK, Littleton, CO, and Miami, FL) as well as a sub-study of coping within the family

We need to recognize and respect people’s need to respond to trauma in their own ways and with their own timetables.

among adolescents and their parents. Assessments have been conducted two weeks, two months, and six months post 9/11, and pre-September 11th health and health care utilization data are available on most of our respondents. The purpose of our project is: 1) To investigate the psychological and social processes that help explain individual differences in response to the terrorist attacks; 2) To identify early predictors of long-term adjustment to the attacks; 3) To compare responses to the 9/11 events among individuals who have previously experienced a traumatic event (either personally or in their communities) with those who have not previously encountered trauma; and 4) To investigate the psychological and social processes that help explain the variability in responses to stressful life events more generally. At this point, our data analyses are ongoing. Nonetheless, we have found substantial mental health consequences of the attacks across the country (beyond New York City) at Thanksgiving, and have seen fascinating cross-community differences in response, although we are still exploring the reasons why residents of Littleton, Colorado might be responding so differently to the attacks when compared to residents of Miami. The degree of exposure to the 9/11 attacks (rather than

degree of loss) appears to be a significant predictor of distress. Many people have reported finding unexpected positive consequences in the wake of the attacks, such as closer relationships with family members and a greater appreciation of the freedoms our country offers its residents. Moreover, it appears that the early use of several specific coping strategies predicts heightened distress over time. It is too early to tell, however, whether psychological problems as a result of 9/11 will peak at the six-month anniversary.

As I have described, conducting methodologically sophisticated, externally valid research on coping following traumatic events is challenging at best. However, even when one successfully meets that challenge, dissemination of research findings tends to occur in scientific peer-review publications and at professional conferences. I maintain that it is also critical to bridge the all-too-often widespread communication gap between researchers, clinical practitioners, and policy-makers. While obtaining normative information concerning the adjustment process following trauma can aid mental health providers by pointing to potential risk factors, and can inform the design of effective interventions, without dissemination of this information to the broader community (including primary care practitioners and society at large), research findings tend not to reach the relevant consumers. Inaccurate information circulated in the public domain can be devastating for the victim of a trauma – it can not only lead to a self-perception that one is not coping appropriately, but it can also lead to ineffective support provision by members of one’s social network. Translating scientific findings into practical, real-world applications in health care settings, work sites, schools, and community organizations is also necessary. Working effectively with the media and others to take research findings to the public – to ensure that they are effectively applied to both policy and practice – should be an important product of trauma research. The tragedy of 9/11 has had an enormous impact on life in the United States and elsewhere in the world. Hopefully, one benefit of research on these attacks will be more evidence-based predictions and more informed, sensitive, and cost-effective recommendations for the future. ■

AN INTERESTING CAREER

Police Psychology in the Federal Government

by Neil S. Hibler, PhD, FAClinP

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Long-established ambitions can lead to great satisfaction. Mine began in elementary school with a fascination with crime solving. My twin and several neighborhood friends formed the typical “no girls allowed” tree house club we called the “Junior Detectives of America.” We thought everything about police work was cool, spending the summer between the fifth and sixth grades looking for lost pets and trying to solve other local mysteries.

When of age, we joined the Police Athletic League Rifle Team, and in time practiced with the police pistol team. With some new friends who shared our interests, we trained in first aid and rescue, establishing a “junior” auxiliary to the local ambulance corps. We reveled in the excitement of responding to emergencies. For a teen, it was empowering to have responsibilities that truly made a difference. Not to mention that it was really cool to occasionally be taken out of high school classes by a police officer with a waiting cruiser, speeding away with lights and siren to the scene of a fire or wreck. Talk about reinforcement.

In college I proudly enrolled in Air Force ROTC, but had no idea where that would lead. I was a psychology major, permitted to obtain a masters degree prior to entering active duty. I studied school psychology, which was qualifying for assignment as an Air Force Psychologist. My graduation present was a letter, informing me that the qualifying standards had just changed and now required a doctorate. I had to select another military career option and was asked, would I be interested in being a Special Agent of the Air Force Office of Special Investigations? Providence.

Following training I was assigned as a Special Investigations and Counterintelligence Officer to the Air Force OSI office in New York City. Later, I was reassigned to the Special Investigations Academy in Washington, DC



where I instructed in a variety of topics, including interviewing and interrogating, due to my psychology background. But I wanted to do more. The field of police psychology was just emerging in 1973 and my interests were fired by behavioral science techniques such as forensic hypnosis, psychological autopsies and profiling. My efforts to practice in these areas were, however, blocked by the AF Surgeon General’s Office, properly declaring that these were “psychological” methods and by military standards, I wasn’t qualified. My agency fixed that, sponsoring a fellowship for doctoral study that I was the first to occupy, resulting in my being the first police psychologist in the federal government.

More good luck. I studied under Charlie Spielberger, who some readers may not know was an Officer in the Navy Reserve. I am indebted for his commitment to my goal in applying psychological science to military law enforcement. My master’s thesis and doctoral dissertation exposed the misuse of voice stress analysis for lie detection. Voice analysis is a process that now thirty years later is enjoying resurgence in the marketplace, de-

spite the absence to date of any form of scientific validation.

Of the many applications of psychology to military, law enforcement and forensic arenas, several stand out for me due to their inherently interesting nature as well as the need for credible study. One, which has been a particular honor, regards espionage. In 1983, I participated in a conference at the CIA that was intended to reframe the counterintelligence field. The topic was personnel security; the intent was to start from square one, asking the hard questions, to include why espionage occurred, and how to investigate and stop it. The conference confirmed that the Intelligence Community had as many different conceptions of this crime as there were agencies to pursue it. The direction for investigation and security came from intelligence officers and agents for whom espionage was anathema. With few exceptions, the keepers of our national security could not comprehend how trusted employees could betray their nation. There was no understanding of the mindset from which espionage grew, nor of influences that promoted or deterred such activity. I concluded that there had been no effective effort to coordinate or scheme to share information, analyze patterns, trends and factors that might explain what was considered to be an enigma.

I proposed research to conduct a comprehensive study of espionage, incorporating multidisciplinary experts in the review of every case in which the subject was alive and willing to speak to researchers. Using a model pioneered by the FBI, we set forth to interview and psychologically assess espionage subjects and to collect corroborative information from those who knew them at the time of their crimes. By the time I retired from the government I was working full time directing this effort, which has resulted in many innovations in

countering espionage, to include the effective profiling of suspects. This important work continues today, applying research standards to understanding and reducing risk to national security.

This is just one of a number of areas where psychologists in the government are making important contributions. Since leaving military service I have established a network of police psychologists to serve Federal law enforcement agencies. Our team covers all 50 States and US Territories, providing pre-employment selection screening, fitness for duty evaluations, crisis intervention, direct investigative/operational support, team building, training and other services, when and wherever the need.

Like an old fire dog, when there is an emergency, I still see opportunity and adventure. I never figured out which I liked better, being a cop or a psychologist; this is the best of both.

Readers interested in military psychology should know that all branches of the armed forces have clinical and industrial/organizational psychologists. APA Division 19 (Military Psychology) is an excellent resource. APA Division 18 (Psychology in Public Service), Police Psychology Section, provides opportunities for networking with colleagues who apply psychological science to law enforcement. ■

Help APA Prepare IRB Information!

The Science Directorate is compiling a list of case examples to further discussion between researchers and IRBs, in particular: (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. ■

Grants Available for Scientific Conferences, Proposals Invited

The Science Directorate is currently seeking proposals for research conferences in psychology. The purpose of this program is to promote the exchange of important new contributions and approaches in scientific psychology. The next deadline for applications is **June 1, 2002**.

Grant money ranging from **\$500 to \$20,000** is available for the scientific conference. Proposals will be considered using such formats as “add-a-day” conferences (\$500-\$3,000 available), “stand alone” conferences (\$5,000-\$20,000 available), and festschrifts (\$5,000-\$20,000 available). APA is also open to innovative ways of holding conferences. The conference must be additionally supported by the host institution with direct funds, in-kind support, or a combination of the two. Please note that a detailed budget including institutional support is required for application.

Conference proposals must meet the following eligibility requirements:

- One of the primary organizers must be a member of APA.
- Only academic institutions accredited by a regional body may apply. Independent research institutions must provide evidence of affiliation with an accredited institution. Joint proposals from cooperating institutions are encouraged.
- Conferences may be held only in the United States, its possessions, or Canada.

Conference summaries or other appropriate documents **must** be submitted to APA after the conference is held for

consideration for publication and dissemination under the authority of the association. APA reserves the right of first refusal for all publications from APA-sponsored conferences and will hold the copyright on such documents. Conferences should take place within approximately 12 months after the funding decision is made.

Seventy-five percent of funds will be distributed to grantees prior to the conferences, and the remaining twenty-five percent will be released when the manuscripts (which result from the conference summaries) are ready for publication, as determined by APA. The documents will be published under the authority of APA.

Conference review committee members are: Stephen Ceci, PhD; Irene Frieze, PhD; Keith Humphreys, PhD; John Kihlstrom, PhD; Linda Parker, PhD; and Sheldon Zedeck, PhD.

For more information on review criteria, proposal contents, and budget guidelines, please refer to the APA website at www.apa.org/science/confer.html or contact Deborah McCall, Science Programs Manager, at (202) 218-3590 or dmccall@apa.org.

PROPOSAL DEADLINE:
JUNE 1, 2002

Please mail proposals to:
APA Science Directorate
750 First Street, NE

Attn: Scientific Conferences Proposals
Washington, DC 20002-4242
E-mail: science@apa.org
www.apa.org/science/confer.html



Visit the
Decade of Behavior
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BUDGET

Administration Budget... continued from page 7

category would increase by 9% to \$57 billion. The budget calls for \$56.5 billion for FY 2003 in mandatory and discretionary education spending. Within the discretionary budget, the President proposed \$50.3 billion, an increase of \$1.8 billion over last year's level (3.7%). The following paragraphs provide some highlights but the entire budget is available at: <http://www.whitehouse.gov/omb/budget/fy2003/budget.html>

12 National Institutes of Health

The Administration's budget proposal includes the final installment in the doubling of the National Institutes of Health budget over its 1998 funding level: a \$3.9 billion increase, or 17 percent. This five-year series of increases has brought several institutes to the "Billion Dollar Club." Of those with large behavioral research portfolios, the proposed budget for the National Institute of Mental Health (NIMH) is \$1.35 billion, and for the National Institute of Child Health and Human Development (NICHD), \$1.2 billion. Both the National Institute on Drug Abuse (NIDA) and the National Institute on Aging (NIA) are close to breaking the billion dollar barrier, with proposed budgets of \$967.8 million and \$971.7 million respectively. The National Cancer Institute (NCI), a longtime member of the "Multibillion Dollar Club" would receive \$4.72 billion, up from \$4.2 billion this year. The Office of Behavioral and Social Sciences Research would receive a solid increase, from \$23.4 million to \$25.8 million.

Despite these remarkable increases, there is likely to be some discontent, as the doubling overall will not reflect an even distribution of percentage increases. For example, while at this point in history it might appear almost unpatriotic to question the 57% increase proposed for the National Institute of Allergy and Infectious Diseases (NIAID), largely for vaccine research/production to counter bioterrorism, public health advocates and congressional champions of other health initiatives under the NIH umbrella are likely to propose some middle ground. As this article goes to press, Aventis pharmaceuticals had just reported finding 70 million doses of smallpox vaccine

so hopefully that will free up some part of the NIAID budget for other worthy research.

Department of Defense

The Department of Defense will receive its second largest ever increase for research and development (\$5.4 billion over FY 2002). The Science and Technology account, which includes funding for all basic and applied research as well as advanced technology development, would suffer a 2% decrease from FY 2002. The Defense Advanced Research Projects Agency (DARPA), however, will see a 19.2% increase to a total of \$2.7 billion, presenting behavioral scientists with potentially new opportunities for support.

National Science Foundation

The National Science Foundation, which among 26 federal agencies received the only coveted green-dot for excellence in financial management, will reap the benefits in a tight year for basic research with an overall 5% increase. That modest increase belies better, but in some cases worse, news for research portfolios of interest to psychologists. Social, Behavioral and Economic Sciences finally leads the Directorate pack with a 15.9% increase over FY 2002 but Biological Sciences (which houses behavioral neuroscience programs) actually gets cut by 2.7%. A new foundation-wide program creating large, multidisciplinary Science of Learning Centers, which will receive \$20 million in start-up funds in FY 2003, should attract significant attention from behavioral researchers. Ongoing initiatives, including Information Technology Research and the Math and Science Partnerships (which will receive 9.9% and 25% increases, respectively) should continue to translate into support for behavioral research beyond the core disciplinary programs.

Department of Education

While more than 40 programs within the Department of Education were cut or flat funded, the Office of Educational Research and Improvement (OERI) will see a \$47 million increase, indicating the President's priorities on education research. The budget calls for \$20 million for reading comprehension research and \$15 million for randomized trials of preschool curricula. OERI will also contribute \$20 million in FY 2002 for the Interagency Educa-

tion Research Initiative (IERI), a collaborative effort between OERI, the National Science Foundation, and the National Institute of Child Health and Human Development. IERI seeks to build a knowledge base for improving educational practice by fostering innovative research on basic learning, teaching, and organizational mechanisms and developing sustainable and scalable interventions in reading, mathematics, and science education. ■

Convention Update

Don't forget to visit the following sessions at this year's convention in Chicago.

Thursday: Opening session at 11 a.m.

Friday: Plenary sessions featuring speakers John Cacioppo, Paula Tallal, Teresa Amabile

- Debate with David Barlow, Dianne Chambliss, Larry Beutler, and Bruce Wampold

- Social Hour at 5 p.m. – Hosted by Science Directorate and many science-oriented divisions

Saturday: Presidential Programs – including Tiffany Field, Ken Dodge, Claude Stelle and Political Scientist Robert Putnam

- Late Saturday: Plenary discussions – Elizabeth Gould, Steve Pinker, Jamie Pennebaker

- Master Lecturers Series will include: Lyn Abramson, Lauren Alloy, Peter Bentler, John Kruschke, Anne Peplau and Stephen Porges

Visit www.apa.org/convention for all the details of this year's convention. ■

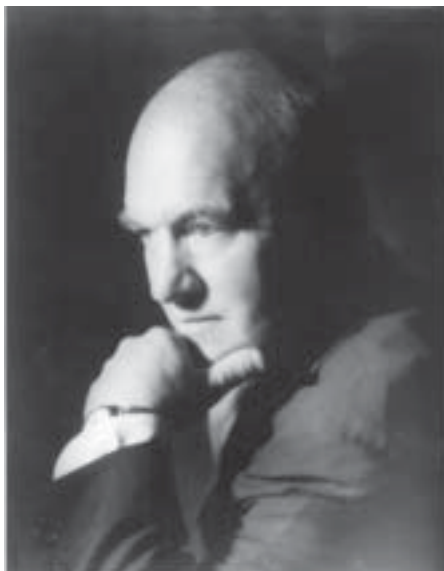


Neal Miller – A Scientist Honored

by Susan Brandon, PhD, Senior Scientist

Neal Miller, who died March 23, 2002, began his scientific career with an investigation of Freudian clinical phenomena using basic laws of learning and behavior. This work led to new perspectives on personality and social learning and two, still-influential books, *Social Learning and Imitation* (1941), and *Personality and Psychotherapy* (1950). When his empirical investigations showed him that fear can function as a learnable drive, Miller asked about other, homeostatic drives, such as hunger and thirst: can these also be learned? And whereas his colleagues were reluctant to use invasive techniques, Miller's use of the tools of the physiologist and the powerful behavioral methodologies constructed within the domain of psychological theorizing to address questions about the mechanisms of reward, motivation and drive, formed the basis of what today is known as behavioral neuroscience. Eventually, Miller's practice of reaching across the disciplines of psychology, physiology, pharmacology, immunology, and public health, led to the development of behavioral medicine and health psychology, in which he played pioneering and pivotal roles.

Professor Miller was a teacher of more than 200 psychology students. He who taught well, was himself a lifetime learner. He argued that what was important to being a good scientist was an understanding of the scientific method. This included knowledge of selection errors, regression to the mean, halo and placebo effects, the effects of motivation and expectations on scoring behaviors, and the need to use "blind" procedures and a variety of dependent measures. Students should learn how "blind alleys can be entered, discovered, and abandoned; how unexpected or accidental findings can lead to radical new advances; how commonly accepted explanations can sometimes be turned upside down; how in a new and little understood area, unsuspected confound-



ing factors can cause different experiments to produce apparently contradictory results; how controversies are ultimately resolved."

Neal Miller did more than lecture about the scientific method. Between 1966 and 1974, there were twenty published studies from the Miller laboratory demonstrating visceral learning using an acute curarized rat preparation: robust instrumental conditioning of heart rate, colon and gastric motility, gastric blood flow, arterial blood pressure, urine output, uterine contractions, and localized peripheral vasomotor contractions. The work that he described was the outcome of a long-held debate among learning theorists about whether there are two fundamentally different mechanisms of learning, one for instrumental-skeletal conditioning, and one for Pavlovian-autonomic conditioning. What Neal Miller and his laboratory cohorts were showing suggested that many behaviors controlled by the autonomic nervous system were modifiable by instrumental conditioning, thereby offering evidence against the dual-process model.

Although there were reports from other laboratories of the instrumental conditioning of visceral responses, in the early 1970s, the Miller laboratory acknowledged that "an effort to replicate the visceral learning experiments was underway and that significant difficulties were being encountered." The systematic attempt to replicate the effects was as impressive as the original reports: 2,040 rats were run through experiments involving from 2-5 subjects, each designed to identify the critical variables. At the end of this exhaustive investigation, Miller concluded that "visceral learning remains an open question."

Surely, there are few comparable examples of a scientist as courageously committed to the methods of his discipline. Faced with the most threatening of all events for a scientist, that a long sequence of experiments with considerable theoretical and practical import did not bear replication, Neal Miller used the most powerful tool available to examine the threat – and when the weight of the evidence was contrary to the initial findings, he never shrank from describing to his community each step of discovery and failure and rediscovery that he took along the way. In the end, he showed that science will find a way to the truth if we let the method speak for us, and if we have sufficient faith in the endeavor to know that all steps are steps forward, even those that appear not to be. This may be one of Neal Miller's most enduring legacies to the psychological science which so occupied his life and to which he contributed so much.

¹ Neal E. Miller (1995). *How to Prepare for Our Future of Totally Unexpected Opportunities*.

² Dworkin, B. R., & Miller, N. E. (1986). *Failure to replicate visceral learning in the acute curarized rat preparation*. *Behavioral Neuroscience*, 100, p. 312.

³ *Ibid.* ■

For the latest science news, visit the Science Website
@ www.apa.org/science

"It's All About You"

by Pat Miyamoto, Sr. Director, Member & Publishing Services

“What do ‘I’ get for my dues payment?” This is a common question for new, continuing, departing, and returning members alike. There happens to be three “I’s” found in APA member opinion studies and they are indeed all about you: Identification, Information, and Involvement.

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“Identification” through membership itself is a benefit according to studies where members indicate this is their primary reason to join and stay with APA is identification. More than 18,000 doctoral-level psychologists in research major fields make their home in APA and among its science-oriented divisions. And note, nearly 13,000 APA Student Affiliates are in these same major fields, providing a robust incoming population.

“Information” is valued most by members in the form of journals, books, online information databases, and newsletters, among other forms of sharing knowledge and ideas. APA is a key resource for psychological science through the PsycINFO abstracts of the world’s literature in psychology. There are more than 50 scholarly periodicals and the online full-text PsycARTICLES database from those publications, an increasing library of scientific books, and the world-class APA website

Making a “top 10” list of values and direct benefits:

1. Identification – Through colleagues, Science Directorate, Divisions			
2. Information – <i>Psychological Science Agenda</i> , http://www.apa.org/science			
3. Involvement – Supporting the discipline, networking, comradeship, participation			
4. <i>Monitor and American Psychologist</i>	Included in dues	List	SAVE \$244
5. Journals (Incl. FREE Online Articles)	Up to 60% off	Ave.	\$ 51
6. Journal Credit	Dues Paying Memb.	Per Yr.	\$ 45
7. Books	Up to 20% off	Per bk	\$ 10
8. Online Abstracts & Full-text Articles	3 Options	Members-Only	
9. Dual Membership Dues Discount	25% off	Per Yr.	\$ 56
10. Convention registration		Per Yr.	\$ 30

Total direct membership savings benefits:

\$436

www.apa.org, supplemented by division journals, newsletters, and listservs.

“Involvement” opportunities are plentiful through the annual APA convention, divisional programs and meetings, and boards and committees. Members value comradeship, networking, and the means to benefit from the knowledge and expertise of others. The community of organizations including APA, its divisions, state and provincial psychological associations, regional associations, and other societies provide members with an organized way to participate in and represent the field and its issues.

Bonus Benefits: Advocacy on science legislation, regulation, and funding; employment and career information; advanced training institutes; APA support for undergraduates, graduates, and scholarly conferences in science. Many members also save on academic insurance policies as well as consumer product and service programs, in some cases saving hundreds of dollars a year.

There are other benefits and many other issues addressed by APA. Your fellow members who help direct APA activities and staff work hard on your behalf. Do your own checklist by browsing through www.apa.org! ■

See you soon in scenic
Chicago for the Annual
APA Convention!

August 22 - 25, 2002

More information
available at:
[www.apa.org/science/
convention2002.html](http://www.apa.org/science/convention2002.html).



White House Science Advisor Says Nation Needs Social Sciences

Following are excerpts from the remarks of John Marburger, Director of the Office of Science and Technology Policy, at the American Association for the Advancement of Science Annual Colloquium on R&D Policy on April 11, 2002.

Management and evaluation are activities that can be studied objectively and improved systematically with the tools of social science. As a university president, I was always puzzled by how rarely academic managers took advantage of their own disciplines in dealing with their departments. The social sciences in general have much more to offer on the difficult problems of our time than we are currently acknowledging in our federally funded programs. The September meeting on terrorism sponsored by the National Academies included a number of social scientists whose input provided structure and dimension to the discussion. We are not yet systematically including the social sciences in the mobilization for the war against terrorism, and this needs to be done.

I do not completely understand why we have failed in the past to develop and use the social sciences more effectively as a tool for public policy. Perhaps here too, we have not paid enough attention to the structure of the field itself, and what it needs to function well. Social science also possesses the three tiers of infrastructure, discovery science, and issue-driven science, and agency programs need to reflect these more explicitly. There is no doubt that the social sciences suffer from treating issues that are so familiar as to breed contempt. ■

NIAAA's Task Force on College Drinking Releases Final Report

by LaTonya Wesley, Public Policy Office

On April 9, 2002, the National Institute on Alcoholism and Alcohol Abuse (NIAAA) released its report on College Drinking entitled "*A Call to Action: Changing the Culture of Drinking at U.S. Colleges*," the first report from its Task Force on College Drinking.

The goals of the Task Force are to provide accurate scientific data, advise researchers on gaps in knowledge, and make recommendations to address the drinking issue. These recommendations include, but are not limited to intervention, treatment and evaluation of programs. Twenty-four commissioned papers have been produced by the panel members and will be available through the newly launched website:

www.collegedrinkingprevention.gov. The website provides interactive educational materials and other resources to address the ongoing problem. For example, the website features calculators to find out the cost of heavy drinking, blood alcohol content, and the effects of prolonged high risk drinking on various organ systems.

The recommendations of the Task Force are not a "magic bullet cure" for this growing epidemic, but a means to intervene and incorporate prevention and treatment programs on college campuses nationwide. It is also a valuable resource to educate college presidents, parents, prospective students, and the community on how they can get involved.

NIAAA has allocated \$8 million to fund a range of activities related to the Task Force recommendations including congressional briefings, regional workshops, and advertising initiatives. The Task Force stresses to community leaders, college presidents, parents, bar owners, and most importantly students, that it takes a group effort to eliminate the negative consequences of high risk college drinking.

This report was well-timed as April was designated National Alcohol Awareness Month. For more information visit the National Institute on Alcohol and Alcohol Abuse website at www.niaaa.nih.gov. ■



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PSYCHOLOGICAL SCIENCE AGENDA

Psychological Science Agenda is published bimonthly 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.

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