

[START AT 00:08:10]

CLINTON: --discuss the questions, and on the table in front of you is a sheet with some demographic questions on one side. Would you please complete those demographic questions if you haven't already or when you are completed would you just raise your hand so I know briefly and can see who has not completed them.

FEMALE 1: Excuse me.

PERSON: Bless you.

CLINTON: So now, under Article 15, governments are committed to recognize the right of everyone to enjoy the benefits of scientific progress and its applications. In order to understand what this means for psychology, we start with what the benefits of psychology are. So please turn over the sheet you just did your demographics on and write down three benefits of psychology and its applications.

[SILENCE]

So while some of you continue, I'm wondering if one of you would volunteer one of your benefits to share with the group.

FEMALE 2: Okay, well I just enhance mental health of people.

CLINTON: The enhancement of the health of people?

FEMALE 2: Mm-hmm.

FEMALE 3: Mental health.

FEMALE 2[?]: That could be health too. Well, it depends on the [INDISCERNIBLE]

CLINTON: Well, I didn't mean to not repeat what you said. You said mental health.

FEMALE 2: I did say mental health, but I think, I think broader is better health, all in all.

CLINTON: Did anyone else write down that benefit? Okay. So we've got two, three, four, five, six. . .

FEMALE 4: I reworded it a little bit differently in terms of true quality of life, which includes health, but it's not exclusive.

CLINTON: Let's put quality of life down there. I think there--

FEMALE 4: And I included mental health, absence of treatment, so maybe that's just a

refinement.

CLINTON: So now, will someone give us a specific example of current work in psychology and its applications that is providing this benefit?

FEMALE 3: These benefits, or. . .?

CLINTON: Well, let's start with the first one and then, if it works for both is fine, but let's try to not try to push these two things together prematurely, because I think there maybe some worthwhile differences between the two of them that we wouldn't want to miss or dilute. So let's start with the enhancement of mental health, maybe incorporating the access that MERRY had said. Some specific example in psychology that is achieving or realizing this benefit.

FEMALE 2: Defining psychopathology as a disease, not a charactological. I mean defining mental health as a health issue, not a personality issue or moral issue.

CLINTON: Yes, ma'am? From a--

FEMALE 2: I don't know how you want to write that, but it's that we understand that mental health is a. . . I don't know the terms to use. It's a--it's a health issue.

FEMALE 4: It's not a choice. Yeah.

CLINTON: Yeah, I understand, and I think that what we were looking for was something more specific about some actual current psychological work or--

FEMALE 2: That is--I meant that as specific.

CLINTON: Can you frame it then a little more specifically in terms of describing what people might be doing--?

FEMALE 2: Depression is a disease, not a character flaw.

FEMALE 5: Is there a--

FEMALE 2: I don't know what you mean.

CLINTON: Well, I mean what I don't hear in what you're saying is I don't hear any psychologists are doing this. . .

FEMALE 4: Psychotherapy.

CLINTON: --is what I was trying to get at, is something that specifically describes an example of psychologists doing something that achieves what you're doing, that provides that benefit.

FEMALE 2: I mean, I think it seems psychologists are redefining mental health. I mean that--

FEMALE 4: Yeah.

FEMALE 2: -- psychologists can--

CLINTON: Okay.

FEMALE 4: And put redefining right.

CLINTON: And I don't, I think maybe Howard, did you have your hand up?

HOWARD: How about cognitive behavioral therapy for depression? The development of that type of therapy which has been demonstrated to be very effective.

CLINTON: Okay. Cognitive behavioral, CPT for depression.

FEMALE 2: Go ahead. Please go ahead.

FEMALE 3: Okay, all right, great.

CLINTON: I'm not doing, keeping track of who's--

FEMALE 4: I think the specific example I have fits in with something else I have, but I would say implementation of school-based interventions like bullying intervention-prevention work.

CLINTON: Okay.

FEMALE 2: Sexual harassment, among [INDISCERNIBLE] schools, prevention-intervention.

CLINTON: Okay.

FEMALE 4: A school-based intervention?

FEMALE 2: Yeah, school-based interventions.

FEMALE 4: I would want to include defining mental health that includes biological, social and individual factors.

FEMALE 4: For which I was actually thinking more of yours.

FEMALE 2: Yes, exactly.

FEMALE 4: And I guess I want to make sure it's not booked in on the sort of biological, deterministic genetic piece, because I think there's a movement towards that without looking at

the others.

CLINTON: Yeah.

FEMALE 5: Sorry, why don't you think just the press?

FEMALE 4: Well, I don't think I can do it.

CLINTON: Well, there is a term, bio-psychosocial. Is that what you're trying to--?

FEMALE 4: It's different.

CLINTON: Okay.

FEMALE 4: Well, it's different for me, anyway. Including social, cultural and biological determinants in understanding mental health. We can expand that.

FEMALE 2: It might also be like also adopting an ecological perspective.

FEMALE 4: It's actually an ecological perspective.

CLINTON: Okay. So now let's go back to that second benefit that someone, about quality of life, and are there concrete examples, specific examples of that one that might be different than the ones we've just been given?

FEMALE 2: Psychologists have devised procedures to lessen the medical risky decision-making. Medical error, medical error.

CLINTON: Okay.

FEMALE 5: To reduce?

FEMALE 2: To reduce medical error. On the part of doctors and other, and nurses and medical professionals.

CLINTON: So now let's go on to another benefit. Will someone else give us another benefit?

MALE 2: I'll give you one that's very different, though--

CLINTON: Go ahead.

MALE 2: Someone's not going to like it, I'm sure. Intelligence testing leads to more effective and efficient meritocracies.

CLINTON: I think that. . .

FEMALE 3: Efficient and effective?

CLINTON: Hmm?

FEMALE 2: Can I ask, just can you elaborate on that?

HOWARD: Well, we have about 105 years of intelligence testing starting with Binet and Simon, and they have effectively transitioned the diagnosis of mental retardation from a medical model which was an MD sitting a kid down, looking at how narrow-set his eyes or her eyes were or how much their forehead sloped, to a system that is based on behavioral sampling of cognitive function.

FEMALE 2: Oh, I meant the meritocracy.

HOWARD: Well, the whole, the whole process of psychological ability and educational ability testing leads to more effective selections for college and university study, graduate school, jobs, all of this. Like I said, I knew somebody wouldn't like it, but that's--

FEMALE 2: I guess, I mean, I could see that for certain populations, but I also think we should recognize that the intelligence testing is not bias-free and doesn't have the same predictive validity for all populations, depending on. . .

FEMALE 4: A part of improving quality of life for someone as well because you, psychologists who are competent, ultimately competent, multiculturally competent, will start to look at those kinds of differences and disparities and address them.

FEMALE 2: So I guess that I, I mean, I like the idea in the beginning that you said that you can disagree or that there won't be consensus on things, but I do feel uncomfortable with that as it is because I don't feel it's a necessarily benefit, at least for ethnic minority communities.

FEMALE 4: Yeah, I agree.

FEMALE 2: And also American Indian.

FEMALE 4: So, and there are other groups that we could add, but I think one of the benefits of psychologists and what we do is provide a better means of understanding human behavior and cultural context and social context. And if you're doing this well, we are working in the advocacy role to minimize the disparity and the biases.

FEMALE 6: I would actually add that for me, it's separate. I think psychologists just really have the techniques and the methods for robustness about measurement, which is very different from the application, the implications. And I guess I'd want to separate that because I think they get married a lot, and. . . it makes me uncomfortable, too.

FEMALE 5: You weren't writing any of this down.

CLINTON: So, I guess I'm trying to get a sense of what is sort of the benefit. I mean, some of this discussion I think is very relevant to some of the questions that will be coming down the pipe when we talk about issues around vulnerable populations and we talk about issues around the potential misuse, so I think that, and so at this point, what would you like to have up here that is about benefits and about illustrations of benefits?

FEMALE 2: I would want that I will not jeopardize-- The whole issue of human factors research in terms of increasing safety. Generally.

CLINTON: Okay.

FEMALE 2: Just to move back to the one we just left, could we just move up a level of generality and just talk about robust assessment methodologies? I mean, one of the things psychologists do, and I think we all have to do this, we assess things. So--

CLINTON: We can put as many benefits as you want on this list, and we don't have to all agree on even one benefit on that list.

JESSICA: Do you want to restate that one, MERRY, like a--?

MERRY: Robust assessment methodologies.

FEMALE 3: And if I can just do a tiny little process check--

CLINTON: Yep.

FEMALE 3: Valerie is taking very detailed notes of what you are saying, so if you feel like my idea isn't represented on that board, that board is just to give us a set-up point for conversation--

FEMALE 4: Okay.

FEMALE 3: -and I'm taking additional notes as well as process notes. So what you're saying is getting recorded, and we also have a tape recorder, so we won't lose you.

FEMALE 6: Would you like us to go out more than we find?

FEMALE 3: That's Clinton's job. I just wanted to let you all know that we're not ignoring what you're saying.

CLINTON: We don't have a, you know, a definite. . . We want you to use this process to help us writ large, very large, to understand this right, so what serves that purpose from your perspective as psychologists in this room, in this process, you know, we don't really know. We're learning here. This is the first one of these we've done.

MERRY: I guess I appreciate your comment but I'm a little concerned because this becomes a visual cue for us for our discussions.

FEMALE: Mm-hmm.

MERRY: And so I think it does become instructive, what gets put on visually and what doesn't. so it's just a point.

FEMALE 3: Thank you.

CLINTON: So whatever you would like to have put up there, please just make sure that we get it up there, okay? So, one, do we have a new benefit, a different benefit?

FEMALE 4: Increased understanding of the structure and function of the human mind.

CLINTON: Increased understanding of the structure and function of the human mind. And how about a concrete illustration of that?

FEMALE 4: Memory is fallible.

CLINTON: Let me repeat. When I say concrete illustration, what we're looking for is a concrete illustration of psychologists working to yield that benefit.

HOWARD: [INDISCERNIBLE] --short illustration is that eyewitness testimony is much more fallible than the legal system tends to give it credit for.

CLINTON: Okay.

ALAN: And other specific studies like, you know, by [PH] Loftus and a bunch of other --

CLINTON: Yes. So the demonstrations that eyewitness testimony is fallible.

HOWARD: Highly fallible.

CLINTON: Okay.

MARGARET: Should we move on?

CLINTON: Yes. Okay. Thank you, Margaret. If you, we're going to ask you to give us your sheets because we do want the demographic information and we also want the benefits, so over the course of the rest of the focus group, if additional benefits come to your mind that you would like to see there, or illustrations that you would really like for us to have in our midst, please feel free to jot them down and then we will have them. So now we're going to move on to the next question. We're going to switch perspectives. you shared your opinions about the benefits of

psychology, now what about the barriers that people have in accessing these benefits? What barriers exist for the general public in accessing the benefits of psychology and its applications?

FEMALE 4: And do you want us to write this down?

CLINTON: No, I want you to just, we're not going to, there will be no more writing necessarily unless you want to write something that you would like everyone to have. We're just going to have a discussion.

HOWARD: Well, the major barrier is that we don't have open and free access to all of APA's publications.

CLINTON: We don't have--

ALAN: It's not free.

CLINTON: Okay. So a barrier is access to scientific publications requires a subscription, or you've got to be, you've got to be somehow--it's not free, it's not open. Okay.

MERRY: I think that extends just to cost of treatment.

CLINTON: Excuse me?

MERRY: I think that extends just that it's not free, available. The cost can be prohibitive for many people to access treatment.

CLINTON: Treatment is not free for most people. yeah.

ALAN: There's a misunderstanding and stereotypes about psychology.

CLINTON: Misunderstandings and stereotypes about psychology.

ALAN: And psychologists.

CLINTON: And psychologists, is a barrier to accessing the benefits of psychology.

FEMALE 6: I would say that was, the access to health care, which is I think covered under the treatments issue.

FEMALE 7: And I already answered the third point that we're just writing down is the myth that if you go to see someone, you're crazy. I mean, the stigma is still badly present.

CLINTON: Mm-hmm.

FEMALE 7: Not as much as it once was, but it's still there.

CLINTON: Okay, good. Other barriers.

MERRY: I'd say the way we have to describe our work is not accessible to the general public.

CLINTON: Okay.

MERRY: Miscommunication. That's one.

CLINTON: Okay. Other barriers?

FEMALE 6: General lack of understanding of scientific principles. So that when they do encounter the information, they don't know how to process it.

CLINTON: Okay, a general lack of understanding of the principles of science.

FEMALE 4: Science literacy stuff.

MERRY: Distrust between the public and the psychology as a profession, specifically among certain communities.

CLINTON: Okay. Distrust of psychologists and psychology, particularly among certain communities. Okay.

FEMALE 6: I think that--

CLINTON: Think about the benefits that we talked about, the benefits and, are there any barriers that we have missed, that you haven't mentioned yet for any of those benefits? I know that's a very complicated question for you to think about, but just think about it for a second. Are there barriers to some of those benefits that we were talking about that haven't come up?

MERRY: It's not concrete. It's not like you break your arm and somebody puts a cast on.

HOWARD: Well, part of it is there's a lack of consensus opinion in psychology on almost any scientific principle or application.

CLINTON: So the first one is that the psychology is not concrete, not physical, not--

FEMALE 6: Tangible, you can see it.

CLINTON: Tangible, okay. [OVERLAY]

FEMALE 6: And it's kind of a, kind of what you were saying to the sense of not understanding, but--

CLINTON: And what you were saying is that there's a disagreement, that within psychology the consensus and the basic--help me out.

HOWARD: Well, no, I was trying to dovetail with what she was saying, which was we don't, it's not like a, you know, a handbook where everybody can say "You have this problem, and here's the solution," the way it would be if it was an engineering handbook, or a physics handbook, or you know, something like that. I guess in the basic areas, we don't have, you know, you get a dozen psychologists, they're just like a dozen economists, they'll come to the completely different recommendations on what should be done. That's how.

FEMALE 4: One, I guess it goes to the earlier ones, the issues that we don't include everyone in sampling for research. So there's the issue of generalizability.

CLINTON: By--by-- barrier is that, because the research is not done upon [INDISCERNIBLE]

MERRY: Sometimes it's more limited cultural confidence, researchers and practitioners.

FEMALE 4: It would obviously affect science then.

FEMALE 5: Someone and resection?

MERRY: Limited cultural confidence of scientists and practitioners.

CLINTON: Okay, so are there any big barriers that we haven't talked about yet, or are we ready to move on to the next question? Okay, let's move on.

In order to fully realize the right to enjoy the benefits of scientific progress and its applications, Article 15 requires governments to take the steps necessary for the conservation, development and diffusion of science. In the next series of questions, we're going to first ask you to tell what you think the key words conservation, development and diffusion mean for psychologists. Then we'll ask you to identify the steps that governments must take to achieve conservation, development and diffusion. Let's take them in reverse order. What is necessary for the diffusion of psychology?

FEMALE 3: Could you define diffusion?

FEMALE 4: Mm-hmm.

CLINTON: How would you define diffusion?

[OVERLAY]

FEMALE 4: Exactly.

FEMALE 3: Well, if I guess if I think of it in concrete terms, I define diffusion as what happens

if you put a drop of some substance in a solution and it bleeds out and becomes more pleasant but diluted.

FEMALE 4: More like the other.

FEMALE 3: More like the other, right. So I just, I don't--

CLINTON: Are there other definitions of diffusion that other people would like to put on the table? The right does not provide a definition of its words.

FEMALE 3: Do you mean dissemination?

FEMALE 4: Yeah, I'm wondering if they mean dissemination, but--

FEMALE: Yeah.

FEMALE 4: It's not the word. I would have just used the word dissemination.

FEMALE 2: Diffusion sounds like dilution.

FEMALE: Yeah.

FEMALE 2: It feels like dilution to me.

FEMALE 7: Or it could mean that it becomes part of everybody.

CLINTON: Very interesting. So the word diffusion has an ambiguity about it that may in itself be a problem, and we should note that. Good. So far, you are saying perhaps you would prefer to answer the question as if we had said dissemination rather than diffusion. So, I will rephrase.

[OVERLAY]

FEMALE 3: But since you won't tell us--

FEMALE 3: --we're going to have to, defining it so that we can answer your question because we're going to be talking about different things.

HOWARD: What you're saying is that dissemination can be part of one way--

FEMALE 3: Yeah.

CLINTON: Okay.

HOWARD: But that there may be other ways to think about diffusion--

FEMALE 2: Exactly.

HOWARD: That would be important.

CLINTON: So let's work with the dissemination a little bit, and then maybe that will clarify what is left out that might be the other parts of diffusion that dissemination doesn't cover. So in psychology, what is necessary for the dissemination of psychology?

[OVERLAY]

ALAN: And that's what governments can do. you're going to ask what we can do.

MERRY: Yeah, what governments can do.

CLINTON: Because, well, we're asking, we're not asking now about what governments can do.

ALAN: Oh, I'm sorry.

CLINTON: We're asking now what does it mean, what is necessary for the diffusion of psychology? We're going to then ask, now what must governments do to achieve those necessary things because diffusion is what's required under the right. The reason governments come in is because it's governments who have the obligation with regard to rights. But we need to understand what it is they are trying to work with, so, do I see a couple hands up?

FEMALE 7: Yeah.

FEMALE 3: I'm sorry, but I just cheated and I looked up the definitions, and there is one definition that I thought was helpful.

CLINTON: Great!

FEMALE 3: One definition was "The spread of cultural elements from one area or group of people to others by contact."

FEMALE 4: Right. Yeah.

FEMALE 3: I think that could be nice and helpful. It does more than dissemination, does more than just dissemination itself.

CLINTON: [PH] Rebecca, would you say that again for us?

FEMALE 3: Yeah. It's "The spread of cultural elements from one area or group of people to others by contact."

CLINTON: So the spread of psychology from one group to others through contacts is a

definition of diffusion.

FEMALE 8: And I was actually like, we're on the same wavelength today. If we're talking about what's necessary, it's having psychologists in culminating bodies for that contact, right?

MERRY[?]: But I also think that notion of cultural elements is more than just the field of psychology. It has to do with the principles and leaves--so it's more than just psychology, it's what we stand for in practice to other people.

FEMALE 8: Psychological perspective?

MERRY: Yes.

FEMALE 3: It also seems we have to be close to the communities that we serve.

CLINTON: The diffusion of-- One thing that's necessary for the diffusion of psychology is for psychologists to be close to the communities they serve? Is that it?

FEMALE 3: Yes, that's one piece of it. You know, there has to be an exchange, there has to be an exchange, it can't just be that we bring psychology to the people when psychology, the principles and values that are embedded in psychology have to be the result of that cultural exchange.

FEMALE: Mm-hmm. Mm-hmm.

CLINTON: Okay.

[OVERLAY]

ALAN: I think third, it's the dissemination of knowledge that we haven't--

FEMALE 3: -talked about.

ALAN: I think it fits better with just the word "dissemination". The building of knowledge and--

CLINTON: The one thing that's necessary for the diffusion of psychology is the dissemination of knowledge, dissemination of psychological knowledge. Okay?

FEMALE 4: And the creation of knowledge. I mean again, it's the exchange.

FEMALE 3: Interaction.

ALAN: Not necessarily the service, I think of the--

CLINTON: And Terry?

TERRY: And maybe something that dovetails with all these is, for diffusion, we need to think more creatively about the context in which psychology is relevant. I mean it's kind of what, it's sort of what you said about psychologists and policy setting bodies. I guess you would want psychologists at every table.

FEMALE 6: Mm-hmm.

CLINTON: Okay. That's good. I think, let's move on to development, which is the next question.

TERRY: Do you want dissemination at all? Have we done that?

CLINTON: Dissemination as I understood it was one of your sub-definitions of diffusion that we just--

FEMALE 4: Oh.

CLINTON: --just been talking about.

FEMALE 4: Okay.

CLINTON: And so, I think in terms of time, remember you can always write down additional things on your piece of paper. This is what I think is necessary for diffusion of psychology. Let's go through the development. What is necessary for the development of psychology?

FEMALE 4: I like what Tina said in terms of looking at bidirectional relationships to make sure, and bidirectional relationships deals with a scientist / practitioner kind of approach, how we're defining that, and the practice does not have to be individual practice. It can be our work with groups and with larger communities that we share our knowledge, but then that knowledge is changed by the information we get so it's bidirectional and it's, and it's scientist / practitioner approach.

CLINTON: Great. Now, what else is necessary for the development of psychology? Money?

FEMALE 6: Yeah.

ALAN: Money. Research funding.

CLINTON: Money? Necessary for the research funds?

ALAN: Yeah.

FEMALE 4: Education and training for pipeline issues.

CLINTON: Education and training. Pipeline. What else is necessary for the development of psychology?

FEMALE 4: It has to be some level of advocacy. I mean, there has to be purposeful action to bring about change, transformation, growth. I'd use the word development to define development.

CLINTON: Okay.

FEMALE 4: Yeah.

MERRY: Increased complexities of our method, methodological approaches.

CLINTON: Okay.

MERRY: And that would include more interdisciplinary perspectives.

CLINTON: So, let's move on to the one that we had anticipated perhaps being the most difficult, which is, what is necessary for the conservation of psychology? That's the one we thought you were going to ask a definition for.

FEMALE 8: Looks like he's about to click it in there, so--

CLINTON: What is necessary for the conservation of psychology?

FEMALE 8: I'm waiting for the definition.

CLINTON: Well, I have a definition for that one. Conservation is the careful preservation and protection of something. Especially planned management of a natural resource to prevent exploitation, destruction or neglect.

FEMALE 5: Can you read the last part again?

FEMALE 8: That was clean.

FEMALE 5: Yeah.

CLINTON: Careful preservation and protection of something. Especially planned management of a natural resource to prevent exploitation, destruction or neglect. Obviously that latter part is what we typically say if we say conservation about the natural environment. But I actually, the reason I've included that because I was fascinated by the thought of thinking about psychology as a natural resource. And what that would, how that might alter how you think about things.

HOWARD: That was my--

FEMALE 2: I think ensuring we're connected to societal needs so we have the relevancy issue about what we're doing.

CLINTON: Very good.

FEMALE 6: There's immediately this sort of global came to mind because if the world is becoming flatter, the only way to make, to ensure psychology is to ensure that it's relevant. What brought me, otherwise, it's something that becomes less useful as we become integrated, more international more, whatever the word is.

CLINTON: What else is necessary for the conservation of psychology?

ALAN: I think, I think valuing the field. It's so an academic institution, and disciplines are cut lines and things like that, just-- possibilities because they're relevant, because they're --

JESSICA: I was going to ask you but cutting lines, that's a question--

ALAN: Let me give you an example. For the next few days, cutting hay on, budget line programs --

FEMALE 2: Programs?

ALAN: So Merry--

FEMALE 2: So really concretely I think it's necessary to read certain psychological literature and data. I'm not sure exactly what that means, if anything.

CLINTON: So conserving data, conserving publications, conserving knowledge that's already been generated?

FEMALE 8: Data sharing? No, I'm mean.

HOWARD: Preserving a historical record.

FEMALE 2: And maybe conserv-- if you're thinking about are there dangers, conserving those things that aren't so easily accessible, as conserving the literature and the data that are not in AKA journals, and that are already being conserved in data assessment.

CLINTON: Okay.

FEMALE 3: Yeah, I know what's bugging me a little bit. I'm trying to figure out how to put it in words, but it's. . . Understanding humanity of any . . . I think we have a history of valuing the plans of humanity on one end of the spectrum and not on others. Conservation of psychology is a little curved as we embrace humanity more fully because then we can make it more relevant. You know, then it is more global, it is-- it grows. But what we have are these little pockets where we

think we understand all the good things we need to about people...

FEMALE 4: So, from a committee on human research perspective, the issue of data sharing. And open access. Which is not necessarily a cultural norm that we share.

CLINTON: But?

FEMALE 3: Oh, educating the public and policy makers about the role and contributions of psychology. And knowing we do that, we need--

CLINTON: Okay, well, so now we have identified a number of things that are necessary for the conservation, development, and diffusion of science / psychology. So, now in terms of Article 15, what is the government's role in those things? What steps should the US government take for the conservation, development and diffusion of psychology in order for the right to enjoy the benefits of psychology to be fully realized? I know that's, it's a complicated question we're asking you. I get that. It felt that way to us, but in order to try to develop the meaning of the right, we have to first, of course, understand what conservation, development, diffusion might mean. Now we've got to grapple with, what is a government, what does a government need to do in order to make that happen so that everyone can actually realize fully this right?

FEMALE 4: And are you talking about the US government?

CLINTON: We are talking about the US government because -- right. We're talking about our government and certainly if you have more general or abstract ideas, you can offer them but we're trying to take this perspective of Americans and the US government. some of you may have familiarity with other governments in a very direct way. If you do, then you might offer those.

FEMALE 4: As a private citizen, I can say adequate funding for infrastructure.

CLINTON: Adequate funding for infrastructure.

FEMALE 2: I would say it has to first value social justice or justice, equality, equity, those kind of things, and then--

FEMALE 4: Based on social. Based on social justice principles.

FEMALE 2: Right, right. Those two actually work together.

FEMALE 4: yes.

CLINTON: Okay. What else does the government need to do? Merry?

MERRY: Support the true circulation of scientists.

CLINTON: Okay.

FEMALE 4: Circulation in terms of physical circulation or circulation of ideas?

MERRY: Well, both, actually. Ideas and physically, but physically the US government needs to allow anyone who is, oh, you know. Allows to support travel.

FEMALE 4: Yeah.

CLINTON: We said that for people could come in, but not just Americans going elsewhere.

MERRY: Right. Mm-hmm.

CLINTON: What else does the government, does the US government need to do to conserve, develop and diffuse psychology?

FEMALE 6: The obvious of course is provide funding for psychological research, and to not do so on political lines.

CLINTON: Okay. Howard?

HOWARD: And then, a little bit, to support the full range of psychology, rather than just certain areas, which is often what happens.

FEMALE 2: Ensure that psychology is a priority of any health care bills or health care reform.

CLINTON: Mm-hmm. Okay. What else does the US government need to do to conserve, develop and diffuse psychology so that all people can benefit from this right?

FEMALE 4: I'm sure that I can't put this succinctly but be sure that there are psychosocial aspects to all of the government programs.

CLINTON: Mm-hmm.

FEMALE 4: And thinking concretely is that the Red Cross, we all know that NIH and so forth cut out psychosocial programs or institutes or things like that.

FEMALE 6: So elemental government funded programs, or. . . ?

FEMALE 4: Yeah. Yeah.

CLINTON: So human services and--

FEMALE 4: Mm-hmm.

CLINTON: --health services and education services and--

FEMALE 4: Well, health and human services and research and, yeah.

CLINTON: child welfare just coming up. What else? Traffic? Traffic services, you have the construction services. . .

FEMALE 2: I'd say hire more psychologists. I want company. Hire more psychologists in management and policy positions.

FEMALE 3: I also think to either find or promote more public education campaigns with a purpose on psychosocial.

HOWARD: I wish I could collect more psychological data.

FEMALE 2: Yeah.

FEMALE 3: Mm-hmm.

HOWARD: Yes, insure that the population's educated to be scientifically literate.

CLINTON: So now, just take a quick thought back over all that big list of things that we talked about that were necessary for conservation, development and diffusion. Are there any things that we haven't said yet about what government needs to do for those things, given all the things you remember that we mentioned?

FEMALE 4: Well, I, it's an [INDISCERNIBLE] day so it's hard for me to remember, but I think the comment I had has more to do with the barriers. It seemed like the barriers had more to do with access, so something that the government could do is to increase access for all the population to, I don't know, affordable, culturally, sensitive relevant psychological services.

FEMALE 4: I don't want to brag but I just want to say in education, starting in mid-elementary levels, one is psychological health where you teach math, English, Social Studies...

FEMALE 3: Also, I think in terms of, when you were mentioning education, it's also psychology as a science. Do more in terms of incorporating psychology in the STEM fields.

JESSICA: Did you say cooperating? I have no idea what's. . .

HOWARD: Incorporating psychology--

FEMALE 3: As a STEM science.

HOWARD: As a STEM science.

FEMALE 4: I think it needs to do is we've got parity that's not being practiced. You know, I'm in an institution that does not.

FEMALE 6: Parity of what?

CLINTON: Mental health care being, mental health and physical health care being, the health care system, right? Is that what you--?

FEMALE 3: Yes, and ensuring that they, that there is a usual practice, there's no--

CLINTON: Okay, so one of the things that we wanted to mention at this point is that governments have in general three obligations, but you already knew that. They have an obligation to respect the right, they have an obligation to protect the people from violations of that right, and they have an obligation to provide ways in which the right can be fulfilled. So just in a little shorthand, let's sort of think back, now, thinking about respecting, protecting and fulfilling, is there anything we may have missed in terms of what governments, cause now it's not a two by two, it's a three by three, it's like. . . protect, respect, fulfill, conserve, develop, throw, whatever. I mean, just anything, before we define anything that comes to mind when I give you those terms about respecting and protecting and fulfilling rights.

JESSICA: Can I just add one thing. In terms of human rights, respect, protect, fulfill an element that may be missing that I think you've raised so far is the protect element, which is what the government should be doing to ensure that parties do not violate this right. And I don't think that has come up as much here as it could.

CLINTON: Yes, I. . . Now thinking about the--pardon?

JESSICA: Private sector, anybody who's not part of the government.

CLINTON: So if you consider the, you know, the person and the government, the government has a responsibility to prevent third parties from violating your rights. So if there is any person in psychology that you can think of around protecting the right to benefit from scientific progress, that governments. . . go ahead.

HOWARD: Well, this is not well developed, but a lot of government policies, economic policies are aimed at, use very narrow measures, you know gross national product, average income, things like that. But just now some psychologists a bit of the time are beginning to look at other measures of well-being and, in an objective measurable way, and so, I mean you hear about the happiness index, I mean [PH] Bhutan has developed that, so you could say the US government should take into account psychosocial measures of well-being in addition to other measures that are currently used such as economic or social-economic.

CLINTON: You mention qualities like--A related concept to--

HOWARD: Good. Okay, so then let's move on, and I have to now figure out where I am in my

photocopies.

FEMALE 6: Here at question 7.

CLINTON: Okay, Article 15 requires states to respect the freedom indispensable for scientific research. What challenges do US psychologists experience in exercising the freedom necessary for scientific research?

FEMALE: Hmm.

HOWARD: It's like a IRB reviews.

CLINTON: What did you say? IRB reviews?

FEMALE 4: Resources, resources.

CLINTON: Lack of money.

FEMALE 2: I think the limited notion of what's going to be findable research. Yeah.

CLINTON: What other challenges? And keeping in mind that try to think in terms particularly of challenges that the government is, in essence, playing a role in.

HOWARD: Well, certainly, people to do controversial research, difficult is in the government.

CLINTON: Mm-hmm.

JESSICA: But problems of what sort?

HOWARD: Oh, funding, having Congress try to defund your institution, or the state legislature defund your institution if you're studying sexual behavior in teenagers, for example.

CLINTON: Having an attorney general put a subpoena on all your--

HOWARD: Well, that's not psychology.

CLINTON: Right, but. . .

HOWARD: That's climate.

CLINTON: What other, any other challenges that US psychologists experience in exercising the freedom necessary for scientific research?

FEMALE 4: I have one, but I need to polish the language a little bit. It's our fellow colleagues, and, because I think at times, depending on how they're trained they don't necessarily welcome

the freedom of, academic freedom for a lot of the things that we're talking about. It's valuing sort of, valuing, it's collegial valuing--

HOWARD: --a full range of perspectives—

[OVERLAY]

FEMALE 4: Yeah, so it's like professional development, supporting professional development for academic freedom. It doesn't really get to it, but I'm not quite sure how to put it.

CLINTON: Yes.

FEMALE 4: But it--

CLINTON: Yours is the last one.

FEMALE 6: Okay, I'm going to say along with policies, to be determined by non-scientific influences or votes.

FEMALE: Mm.

FEMALE 6: And I say that as a member of CARE, so if we influence for example with animal rights activists on what you can and cannot do with scientists.

CLINTON: Okay, we need to move on. I am seeing that we are coming very close to the end of our time, and we're not very close to the end of our protocol. So under Article 15, governments have committed to recognize the benefits to be derived from the encouragement and development of international contacts and cooperation in science. What kinds of international contacts and cooperation are going on in psychology today, and for each one you mention, what is its benefit?

FEMALE 2: What?

CLINTON: Let me move away. What kind--oh, I'm sorry--what kind of international contacts and cooperation are going on in psychology today?

FEMALE 4: Conferences and congresses, meeting.

CLINTON: Okay. What are the benefits or what is the benefit of that type of international contact and cooperation?

FEMALE 4: Exposure to. . .

HOWARD: Intellectual exchange.

FEMALE 4: And I guess I think exposure to a broader, I don't, I don't know, a broader set of perspectives, of contexts, social issues. . .

FEMALE 5: Social issues.

FEMALE 4: Mm-hmm. Other organizations, for example, like OACD, which, I'll just give a personal example, where it was all around Nanoscience. But I brought psychology in to bring the whole psychology of risk assessment in to Nanoscience policy. So it's probably international contacts that may not look like our, where we should be, where we connect and contribute.

CLINTON: Okay.

FEMALE 4: But I don't know how to put that. Yeah, that sounds like you're right. [

CLINTON: So, that wouldn't necessarily have to be international, though. The benefit you're talking about could be domestic as well. You could go to a domestic panel and have a psychological benefit that might not be there otherwise.

FEMALE 4: Absolutely.

CLINTON: So, I mean there is a, there's a benefit of bringing psychology in that area in the international, I thought see what you were saying.

FEMALE 4: Yeah.

FEMALE 6: Cooperative arrangements between academic institutions in different countries, for example, countries or universities here in the United States working with other countries in Africa, places like that, to mental health and developmental disabilities and things like that, and some current programs like that.

MALE 4: I don't know if this is the science, the humanitarian aid and work with survivors of disaster and work.

CLINTON: Okay.

FEMALE 2: It expands our understanding of science and practice of psychology. Yeah, expands, grows, develops with the field.

CLINTON: So what government policies discourage or impede the development of international contacts and cooperation in psychology?

FEMALE: Uneven economic development of certain countries. So, for example, history international issues, there are certain countries where we have greater contact and exposure to, whereas in certain African countries and South American countries are underrepresented in the whole international huge world problem, and it has to do with the economic problem in those

countries.

CLINTON: Okay. We're going to move very fast now so that we will at least expose you to all these questions, and if you have any things you want to jot down, we will at least perhaps benefit from the ideas you may have had even though we have basically run out of time, and we've not run out of protocol. so, the next question is what government policies encourage or support the development of international contacts and cooperation?

So if you have any ideas, jot them down. So now, continuing. The realization of human rights for vulnerable and marginalized populations requires particular attention from the perspective of psychology. What, if any, persons or communities require special protection in the realization of this right? If you have some ideas about that, I would invite you to jot them down for us.

If anyone has a burning one they really want to share, we can take one response. Somebody who had, I think, raised some relevant questions earlier to this question for sure. Okay, again, protection from the misuse of science, whether through intention, accident or neglect, is necessary to the realization of the right to enjoy the benefits of science. What do you see as the potential dangers or misuses of psychology? Again, if you would jot down any answers you have to that question, and if anybody has one that they really want to get out.

FEMALE 3: It's on the tip of Merry's tongue.

MERRY: Well, you see, speaking of, it's not the misuses of psychological science, it's taking things that people call psychology that are in fact not science.

FEMALE 4: Mm.

FEMALE: Misrepresentation.

MERRY: So, accepting, accepting [PH] crack. If you want to put it in colloquial terms.

FEMALE: [INDISCERNIBLE]

CLINTON: Okay, so now we have basically one minute left. We're going to be done at 6:25. We promised we would for those people that want to leave, so. Other issues not covered yet. Is there any other issue that you think we should consider and discuss? Again, please jot that down if there is so we can benefit from your ideas, and if there are any burning things you really want to get out, we can take one.

MERRY: I'm sorry I keep talking but one of the things we haven't really addressed exclusively is the social justice dimension, and we haven't talked about that in terms of government perspectives and things like that, so I would say a dimension that. . .

CLINTON: Thank you. So, that completes the focus group interview. Thank you for your participation. In acknowledgment of your help, we have a few modest gifts for you.

[OVERLAY]

MERRY: Chocolate? We're picky.

CLINTON: An actual Declaration of Human Rights, very cute little thing, it'll fit in your pants pocket or your purse. and then there are some travel mugs that actually came from the national multicultural summit and conference that was in Seattle in January. So. . .

MERRY: Thank you.

CLINTON: Before we adjourn, does anybody have any, you know, burning kind of feedback that you'd like to give us or, you know, anything that you think we really need to know, or before we say thank you again and let you go off to your dinner.

MERRY: We need more time.

FEMALE 4: Yeah.

[OVERLAY]

CLINTON: The original concern was that could not of course be squeezed into this, but we had this little time slot and that's what we do.

JESSICA: Thank you so much for coming.

FEMALE 3: Can I ask you a process question along those lines? If it were, if you had a lunch, if this was happening from like noon 'til two, and there was food, do you think you could do this for two hours? Or would it just be nuts?

FEMALE 6: Was it good food?

MERRY: We'd have dessert, too, right?

CLINTON: Before you leave, would it be all right for us to follow up with a questionnaire form of this, and then if you do have any further questions, then you could then give us your reaction and any feedback on the process would definitely also be appreciated, because as I said, this is our first time really in this process. Thank you.

MERRY: I don't know how focus groups work, but there's some of these it would be helpful to know some concrete examples from other fields. I kept thinking, you know, what's the diffusion of chemistry? And, I don't know, maybe. . .

FEMALE 6: We have to cross that bridge, still.

FEMALE 3: That's part of what we're trying to do.

MERRY: Yeah. [INDISCERNIBLE]

FEMALE 3: We're trying to flesh this out.

MERRY: There's an amazing book by a health person named [PH] TR Gree. It talks about health systems across multiple countries. And he makes the point that what the governments decide to do for their health system is a moral choice. So that's what, that's why, so what's missing is that governments make choices that are not just neutral.

JESSICA: And that's where I think the question about giving the focus to the marginalized populations [INDISCERNIBLE] a question of prioritizing.

MERRY: Yeah, psychology considers marginalized populations, of course a lot because of human subject retention issues.

JESSICA: Yeah.

MERRY: It's a ready definition.

[OVERLAY]

FEMALE 3: We should have a couple more demographic pages.

CLINTON: Are there right there?

FEMALE 3: Are there--here's one, seven, eight. Did you turn in your demographics page?

FEMALE 4: My what?

FEMALE 3: Demographics page?

FEMALE 4: No, I was just going to--

FEMALE: You're going to steal our information.

[OVERLAY]

MERRY: You know, it's like I think we did a really long first questions, and you can tell we reached a tiredness.

JESSICA: No, but I also think that there were more questions about what are we trying to do for the first couple of questions, and maybe three through five. . .

FEMALE 3: Thank you all so much.

FEMALE 7: I'm sorry, I didn't complete, now I have to go over my test again.

JESSICA: Take your parents to dinner.

FEMALE 9: I did.

[OVERLAY]

JESSICA: You are good.

MERRY: We should be meeting someone. Maybe like a little groupie dinner going.

FEMALE 5: You want to walk out?

MERRY: Mm-hmm.

JESSICA: Thank you very much.

[OVERLAY]

MERRY: I did a lot of work several years ago with a program on races and—others.

MERRY: So tell him I will be in contact with him. . .

JESSICA: Yes, there are changes afoot in AAAS. And as I said to the director
[INDISCERNIBLE].

MERRY: Oh, are you? Mark is terrific.

[OVERLAY]

FEMALE 3: People I was watching, and people wouldn't look, people wouldn't turn and look at him, key people wouldn't look at him when he was talking. And then he never came back in. And we have a goal of making it safe to express ideas, but he didn't look like he could say anything.

[OVERLAY]