

# The General Psychologist

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# DIVISION 1 PRESIDENT'S COLUMN

By Wade Pickren, Ph.D.  
Ithaca College

## What We Talk About When We Talk About General Psychology

When we look back over the Presidential themes and addresses of the Society for General Psychology, we can see that the term *General Psychology* has been deployed in many ways. For some, it has meant a unified psychology, for others it has indicated a pluralistic approach, and for some, it has referred to the need for foundational principles in psychology.



I realize that my three examples only begin to indicate the plasticity and flexibility of the term. It is possible to see this plasticity as a weakness, but I prefer to see it as opening exciting intellectual possibilities. For any field or discipline or profession to endure, it must hold within itself the possibility of renewal so that each generation can articulate a new expression of the field. Such, I believe, is the case with *General Psychology*.

Allow me to give one example. Over the last 20-30 years, much of what has traditionally been called *psychology* has recast itself as cognitive science, neuroscience, social neuroscience, etc. Developments in these “new” fields have been terribly exciting and have garnered much well-deserved attention. However, there has been a heavy price paid in regard to psychology. Many of these new fields have taken a highly reductionistic approach to understanding psychological processes. Many of the research

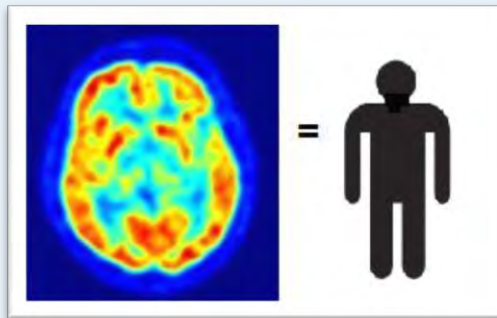
findings are discussed only in terms of the brain or neural events. Often, this has been so much so that the person—the human being—has been hard to find. While reductionistic explanations are appealing—after all, they appear to “explain” some aspect of human behavior—upon closer examination they may actually explain very little of felt human experience. One result has been a divorce, or at least a separation, from much of what people experience about themselves as psychological beings. This often

leads to a disconnect between psychological science and everyday experience, begetting the question Ludy Benjamin asked some years ago: “Why don’t they understand us?”

Thus, from where I stand, I see a great possibility for *General Psychology*. Although I find colonialist language distasteful, allow me to use it metaphorically. There is a vast territory of psychological experience that has been virtually abandoned by European and North American psychologists.

(Interestingly, this is not the case in other countries and cultures, many of them former colonies, e.g., India). We can colonize this territory with a fresh vision of *general psychology* that resonates with what many human beings

experience about themselves as psychological persons. *General Psychology* would be that which speaks to emotions, human relationships, and the felt experience of spirituality, and that which offers possibilities for addressing human



needs and problems. And these are only some of the possibilities.

But APA Division One, Society for General Psychology, cannot do it alone. We must align ourselves with like-minded psychologists and thinkers in many other areas. Among APA divisions, we are likely to find colleagues we can work with in historical, theoretical, humanistic, and social psychology, as well as many in the helping professions of psychology.



In light of these possibilities, Division One Program Chair for 2013, [Lisa Osbeck](#) (left), is creating a program for Honolulu that will make a start toward this expression of general psychology. We have forged relationships with colleagues and leaders in APA Divisions 9, 24, 26, 32, and 39, as well as with scientists and theorists from other fields. I hope you will join us by preparing and submitting papers, symposia, and posters that articulate your own expression of *General Psychology*.

### Call for Volunteers

Please help us **review submissions** for the D1 program at the 2013 American Psychological Association Convention in Honolulu, HI.

If you would like to volunteer, please contact **Lisa Osbeck**, Program Chair, at [losbeck@westga.edu](mailto:losbeck@westga.edu).



**Scenes from the APA Convention...**



**Wade Pickren, President of Division 1, presents the Presidential Gavel to Past President Dean Keith Simonton.**



## D1 IRB session in the Hilton D1 suite



# ***Notes from the 2012 APA Convention***

**Division 1 Executive Committee Meeting  
Thursday August 2, 2012  
7:00-8:50pm  
Peabody Hotel Celebration Room 11**

Present: *Josephine Tan, Brian Stagner, Gina Brelsford (recording), Greg Feist, Wade Pickren, Don Dewsbury, Doug Candland, Eric Charles, Joan Chrisler, Janet Sigal, John Hogan, Rosie Philips Bingham, Zoeann Finzi-Smith, Christine Charyton, Mark Terjesen, Dean Simonton, Richard Velayo, Nancy Felipe Russo, Harold Takooshian*

1. Meeting was called to order at 7:15pm by the president. At Dean's suggestion, each person introduced himself or herself, identifying his or her respective role(s) in the division.
2. It was mentioned by various committee members that George A. Miller passed away recently. D1 has an award related to Dr. Miller, so do we need to change the title of the award?
3. The minutes from the 2011 EC meeting were approved.
4. Dean Simonton needs to amend his president's report because he did not announce that Janet Sigal was president-elect and Gordon Burghart was elected to member-at-large for D1.
5. Dean Simonton spoke about the awards for 2012 to be presented in 2013. He indicated they were stellar. He indicated that Piers Steel won the George A. Miller award for his article on procrastination.
6. Wade Pickren gave his president-elect report and announced the William James Book award winners. Co-award winners include: Wilma Koutstaal for the book *The Agile Mind* and *Science as Psychology: Sense-Making and Identity in Science Practice* by Drs. Osbeck, Nersessian, Malone, and Newstetter. Lisa Osbeck is our program chair for 2013. Theme for next year at APA (Hawaii) is "General Psychology in the 20<sup>th</sup> Century."
7. Program chairs (Mark Terjesen and Greg Feist) reported on their program. Paper session submissions 11/13 accepted. Posters 30/40 posters accepted. Invited 2 addresses via invitation. Based on membership and attendance, 41 substantive hours and 7 non-substantive hours allocated from APA. We did not use all of our spaces this year, but in coming years our allotted hours will change.
8. Mark Terjesen as hospitality suite coordinator spoke about his push for filling the suite with presentations. First year for a pure Division 1 suite in some time. We put out a lot of notices about the suite, but not everyone may know about it. Please encourage

others to attend the hospitality suite events. Costs are close to \$1800 this year for the suite. When in Hawaii, think about the suite next year to optimize the time because suite programming is typically closed earlier.

9. Past-President report by Nancy Felipe Russo. Project that she developed was a policy committee. Thinking about the kinds of things that can be done in Division 1. Who else might be nominated for these committees? Nancy would prefer to have volunteers. Would like approval to explore a project for which we take on promoting voter registration for our members for the public interest. Check with APA to make sure everything is done correctly and the initiative is non-partisan. Could there be interdisciplinary collaboration? Nancy would like to do something to empower people through giving them information on how to advocate to vote. Dean asked if she would like to continue to chair a committee on policy. Nancy would like to continue this role and would like to get collaboration on this issue. Brian Stagner asked if research would be involved in understanding voting and psychological issues. Dean suggested that this be part of the Policy committee's agenda if Nancy would like to continue to chair this committee. Nancy agreed to take on this task and requested that folks email her if they would like to be part of that committee.
10. Nancy also talked about mentoring students and developing collaborative processes between psychologists. Division 1 is a natural leader in stimulating cross-disciplinary collaboration.
11. Joan Chrisler presented the treasurer's report. Income for last year was over \$66,000. D1 spent only \$23,000, so we ended with a surplus of over \$43,000. For 2012 we are seeing more downloads for the journal and a slightly higher income from the *Pioneers* series. Membership is down, so that income is not as high as in 2011. Dean suggested that we look at ways to utilize some of this money in important ways.
12. Why are we losing members? There was a brief discussion about this, but will continue when we talk about membership by Mark Terjesen.
13. The executive committee approved the budget.
14. Doug Candland provided a history of the *Review of General Psychology*. Royalty income will continue to increase by 20% per year for some years according to APA and then will level off. As of yesterday 66 manuscripts to date have been submitted to *RGP*. Acceptance rate is 25%. Financial situation gives the division some freedom, which it has not had before. Doug suggested that we might use the monies to build the division membership. Don Dewsbury inquired if there is a way to support the division journal more fully. Special issues are doing well. Human nature and pop culture is a new special issue, but the figures are not out on that issue. Special issues are treated differently (financially).
15. Gina Brelsford gave the secretary's report. The roster was updated and will be emailed to the executive committee after the meeting. Attendance was taken and will be

recorded in the meeting minutes. The D1 manual needs to be updated to cover all changes including by-law changes. Dean noted some inconsistencies in the manual related to roles.

16. Rosie Philips Bingham presented as the council representative and talked about the Good Governance model. Do we want all of the fiduciary responsibility to move to a smaller body of APA? This was a big question of debate. Internship placement crisis was discussed. APA provided 3 million dollars help APPIC approved programs to become APA accredited internship sites. There was a committee on human trafficking. Public Education campaign related to psychology as a science. APA is in sound financial shape. Buildings are fully leased. Don talked about reorganization of the program hours is concerning and council action on this is very important.
17. Marissa Harrison was unable to make the meeting, so her report was not present.
18. Brian Stanger discussed his role in working with Wade to determine who will take over as journal Editor. Doug's time is dwindling and a new Editor needs to be appointed.
19. Josephine Tan indicated that much of her work this year was spent on the Awards manual. She is member-at-large as well.
20. Don Dewsbury (as Historian) suggested that all correspondence be sent to him after D1 members leave their respective roles in the division or after each year for submission into the division archives.
21. Don Dewsbury presented on the *Portraits of Pioneers*. History of this series: The Division published six volumes and the total royalties go to Division 1. After Vol. 6, APA did not want to continue and Taylor and Francis took over from Erlbaum and did not want a 7<sup>th</sup> volume. Wade and Don were brought in as co-editors for this next volume focused on the pioneers in the developmental psychology field. Don and Wade need someone to take over as incoming editor(s) if there is an interest with the publishers. Could we collaborate with another division, or someone who is a member of Division 1 and another Division?
22. Zoeann Finzi-Smith presented on her role as student representative. She had an opportunity to meet with other student reps and find ways that students can benefit from membership in Division 1.
23. Josephine Tan indicated that she revised the awards manual. She reorganized the manual. The manual will be published twice per year to reflect changes. The next revision will occur in January of 2013.
24. Mark Terjesen discussed how membership in D1 is declining. We should invite those who submit and publish in *RGP* to become Division 1 members. There are also a large number of people who are APA members, but are not members of any division. We could tap into those members for division membership.



25. Eric Charles presented his report on early career membership. There needs to be a concerted effort to discuss what Division 1 has to offer early career psychologists (ECPs). What are the practical and immediate benefits for ECPs or new members?
26. Harold Takooshian discussed that we have 225 speakers in the speaker's network. He also indicated that we had a record number of submissions for the Anastasi award. Judging these submissions are very time consuming and some form of compensation for future judges may be a responsible request.
27. Fellows report presented by Richard Velayo. Fellows breakfast that is a collaboration with Division 52 will be held on Saturday morning. Four new fellows were approved and four fellows from other divisions were also approved.
28. Dean discussed how Josephine and Nancy all worked together to improve the awards handbook. There are a number of issues:
  - a. Honorarium for judges for the Anastasi Research Award (there were a large number of submissions this year).
  - b. Tax forms-award chairs need to work with treasurer on this, not the awards chair
  - c. Medals, plaques, etc. will be presented at the business meeting. The William James Award will not be presented at the business meeting. The Staats award will also not be presented at the business meeting, but at that award winner's talk, which is organized by APF.
  - d. Josephine recommended an overlapping year between past and incoming award coordinator.
  - e. Josephine will revise the awards manual twice a year.
29. Discussion of monetary award increase for three awards (Miller, James, Boneau). Monetary awards increased to \$1500 for each award per unanimous vote from the executive committee.
30. Nancy and Greg talked about the importance of not neglecting our general psychologists, specifically at two-year and four-year colleges.
31. Josephine talked about membership: Could we have travel awards for students?
32. Meeting adjourned at 9:05pm.

Respectfully Submitted,

Gina M. Brelsford, Ph.D.  
Secretary, D1

**Division 1 Business Meeting**  
**Friday, August 3, 2012**  
**11:00-11:50 am**

1. Dean Simonton called the meeting to order at 11:10 a.m.
2. The executive committee business meeting minutes from 2011 were approved.
3. Dean mentioned that this was his last hour as president. He suggested we might want to look at a system of having the president remain in office for two years and possibly the president-elect remains in office for two years.
4. Wade Pickren mentioned that he chaired the William James Book Award. There were two award winners this year. Lisa Osbeck et al. *Science as Psychology* and Wilma Koutstaal for the book *The Agile Mind*. Fellows chair is now Richard Velayo.
5. Gina Brelsford gave the secretary report. Any communication regarding changes in meeting minutes or the handbook should be directed to her.
6. Joan Chrisler (treasurer) was not present, but Dean mentioned that our financial state is sound and in fact doing very well.
7. Brian Stagner and Josephine Tan as member-at-large: Brian was on the Miller award committee and is on the committee for selecting the new *RGP* editor.
8. Greg Feist indicated that out of the 48 allotted hours by APA we used 30 at this convention. As it turns out we could have invited more speakers. This is on par with other years.
9. Bonnie Strickland indicated that we might want to look into how sessions can be used for continuing education credit. It was suggested that you could only have a few sessions listed as available for acquiring CEUs.
10. Mark Terjesen as the hospitality suite coordinator indicated the he only filled half the time in the suite. This is our first time having our own D1 suite. We can build on this next year to increase our D1 presence.
11. Don Dewsbury presented as the historian. He pleaded to collect materials and he will submit them to the archive for D1. *Portraits of Pioneers Vol. 7* (Developmental Psychology) was just published. We are uncertain as to the future of this series. The current editors will not continue, so new editors will need to be selected.
12. Doug Candland (Editor of *RGP*) indicated that the journal is now in volume 16. We now print 400 pages. We have 90 to 100 submissions this year, but this does not include the special issue. Special issues do very well and APA sells them as separates as a way to make more money that can come to the division. Acceptance rate is 25%, but Doug

suggested that a 33% to 35% acceptance might be more appropriate. 60% of the submissions are from the US. Great Britain, Israel, Canada, and Australia are the most common international contributors. All royalties from the *RGP* now go to the division. We can do what we would like with the journal at this point. Bruce Overmier mentioned that 100 submissions a year is not very many for a well-read journal. There was discussion as to what can be done about increasing the number of submissions. Bruce Overmier suggested we might want to increase the number of pages in the journal from 400 to 480. Doug suggested that we might have a discussion about this with the next editor.

13. Josephine Tan as awards coordinator indicated that she revised the handbook and distributed it in July of 2012, most recently. The handbook is updated twice a year. APF coordinates the Staats award, D1 nominates a person and then APF's board confirms it. All 2012 awards will be presented at the social hour.
14. Dean mentioned that a meta-analysis on procrastination won the George A. Miller award written by Piers Steel.
15. Dean mentioned that the new webmaster has been very helpful. The new format for the website is excellent.
16. Mark Terjesen mentioned that as students change into ECPs we have to make sure to retain them. We have to target divisions that there is a large overlap to gather new members as membership is down.
17. Florence Denmark indicated as Fellows chair, they recommended four names to become fellows. We also approved current APA fellows as fellows of D1 (four individuals). There are a few other applications that came in after the current fellows were approved. All fellow submissions will become electronic in the coming year.
18. The D1 by-law change includes the change to make ballots electronic. D1 members approved the by-law change unanimously.
19. Past-president report by Nancy Felipe Russo. She chaired the Hilgard award committee, for which the winner will be announced at the social hour. Nancy wanted to get people involved in fostering voices of general psychology in public policy. Public interest is an important way to unite people. Getting involved in voter registration would be in the best interest of all people. Her goal is empowering members to influence public policy through voting and advocacy.
20. Dean Simonton presented awards to new fellows, but they were not present at the meeting.
21. Dean presented recognition awards for distinguished service. Greg Feist was presented a recognition award as a program co-chair, Mark Terjesen was presented a recognition award as suite co-chair, Gina Brelsford was presented a recognition award for her work

as the past newsletter editor. Josephine Tan was presented a recognition award as the awards coordinator. A double award was presented to Florence as the fellow's chair and a presidential citation for being a great D1 citizen. C. Alan Boneau award was presented to Bruce Overmier for his long-term service.

22. Eric Charles mentioned that the Australian government reviewed 623 journals in psychology and *Review of General Psychology* was in the top rating section.
23. The presidential gavel was presented to Dean as the outgoing president.
24. Meeting was adjourned at 11:53pm.

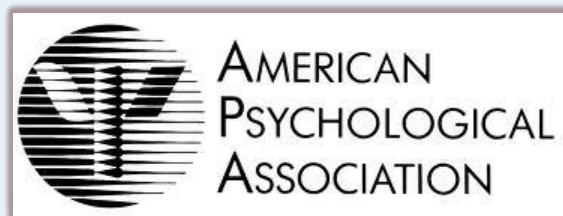
Respectfully Submitted,

Gina M. Brelsford, Ph.D.  
D1 Secretary

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**Please visit the APA Homepage at:**

<http://www.apa.org/>



## MEMORANDUM

**DATE:** September 1, 2012

**TO:** Division 1

**FROM:** **Psychologists for the Seating of the 4 Ethnic Minority Psychological Associations**

**SUBJECT:** **Proposed Amendments to Provide a Voting Seat on Council for Each of the Four National Ethnic Minority Psychological Associations**

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In the spirit of honoring APA's position to increase diversity in membership and governance, please pay special attention to the provisions of the proposed Bylaws amendment. When called upon to cast your vote, please support the amendment.

### **Highlights:**

APA Council of Representatives was strongly in favor in its support of this amendment.

The ethnic minority psychological associations' (EMPAs') missions include the advancement of the science, practice, and education in psychology.

Increasing diversity in membership and governance is an APA priority.

The seats from the four EMPAs are added to the current 162 seats on Council and will not affect the current structure of the apportionment balloting systems. Council's role is to support APA's mission to "advance the creation, communication and application of psychological knowledge to benefit society and improve people's lives." Diversity figures prominently in achieving this mission.

Each representative from an EMPA is a dues-paying member or Fellow of APA and in good standing.

The campaign to educate the APA members about the national EMPAs and getting members to vote on this issue is currently underway; the proposed amendment was only defeated by 129 votes in 2008.

### **Important Questions and Answers**

**Q1: Who are the national ethnic minority psychological associations and why did the Council of Representatives decide to provide seats to them?**

**A:** The groups consist of the Asian American Psychological Association, Association of Black Psychologists, National Latina/o Psychological Association, and Society of Indian Psychologists. Each of these national organizations was established 20 to 40 years ago, along with APA and the Society for the Psychological Study of Ethnic Minority Issues (APA Division 45), form the Council of National Psychological Associations for the Advancement of Ethnic Minority Interests (CNPAAEMI). The Presidents (or their designated representatives) of those associations have met twice a year for over 15

years. A basic assumption in the historical design of representation on the APA Council of Representatives is that the APA is strongest when a diverse and wide range of perspectives is included, and this strategy is one step toward inclusion. The APA Council of Representatives determined that the provision of seats to the national ethnic minority psychological associations would serve to advance the relationships between APA and the ethnic minority psychological associations, which was formally initiated at the Opening Ceremony of former APA President Richard M. Suinn's 1999 convention. More importantly, increasing ethnic minority diversity in APA membership and governance has been identified by Council and other governance groups as an APA priority. This amendment would directly address this priority and continue to ensure that APA's representation nationwide reflects the changing demographics in the U.S.

***Q2: Would the APA Council's Representatives from these groups be required to be APA members?***

**A:** Yes, just as Division, State, Provincial and Territorial representatives are required to be APA members, these members would be required to be dues-paying members as well.

***Q3: Do these associations reflect the mission of the APA or are they simply political entities?***

**A:** The missions of the four associations include the advancement of science, practice, and education in psychology. Members of the four ethnic minority associations are scientists, educators, and practitioners, many of whom have much to offer APA in regard to *all* areas of psychology, including the growing field of ethnic minority psychology. More importantly, increasing ethnic minority diversity in APA membership and governance has been identified by Council and other governance groups as an APA priority. This amendment would directly address this priority. Three of the associations have scientific journals, and all have engaged in public policy advocacy related to critical psychological issues in ethnic minority communities.

In addition, the increase of ethnic minority diversity in APA governance has been identified by the APA Council of Representatives and other governance groups as an APA priority. Moreover, the vision statement of the APA underscores the association's desire to serve as the primary resource for all psychologists and as an effective champion of the application of psychology to promote human rights, health, well-being and dignity.

***Q4: Why should we vote for the Bylaws amendment for a third time? What will our members think if they have to vote for the same (or similar) amendment yet again?***

**A:** The amendment, which requires a 2/3 plurality, was only defeated by 177 and 129 votes in 2007 and 2008, respectively. Only about 12% of the eligible APA members cast their ballots for the 2008 election. With Council's support and participation, we are launching a national "get out the vote" grassroots campaign to inform and educate APA members about this initiative, the mission and contributions of the four national ethnic minority psychological associations, and the importance of casting their vote in support of the Bylaws change. Further, past history indicates that APA members are not necessarily offended by being asked to vote for something 3 times. This has been a most successful strategy of many elected Presidents of APA — progressively sensitizing members to their vision and increasing the visibility of their concerns through multiple presidential candidacies.

***Q5: Will other ethnic group societies be encouraged to join Council in the future? Where would this inclusivity stop?***

**A:** The Society for Indian Psychologists, National Latina/o Psychological Association, Asian American Psychological Association, and Association of Black Psychologists are the only extant national associations of ethnic minority psychologists in the United States and the only ethnic minority groups recognized by the US government. Ethnic minority psychologists remain a very small percentage of US psychologists. These four groups, in existence for 20-40 years, have been meeting twice a year for over 15 years via the Council of National Psychological Associations for the Advancement of Ethnic Minority Interests, which includes APA Division 45. It is a unique coalition of Ethnic Minority Psychological Associations.

**Q6: Should APA seek to extend an invitation to other groups/associations to accept a seat on the Council of Representatives?**

**A:** If other ethnic minority psychological associations seek a seat on the APA Council of Representatives, the APA may, at its discretion, subject those associations to the rigorous governance review, comment, and deliberations that the national ethnic minority psychological associations and aspiring new divisions have undertaken.

**Q7: I have heard that some of the national ethnic minority psychological associations include members who are not psychologists? Why should such members be able to vote for their Association's APA COR representative?**

**A:** Current APA Bylaws permit persons who hold the APA membership status of "Associate Member" for 5 or more consecutive years to acquire APA voting rights. APA Associate members are persons with a Masters' degree (or its equivalency) in psychology. Many divisions currently have persons with such status who are not ethnic minorities.

**Q8: Why do we give the four ethnic minority psychological associations voting seats on the APA Council of Representatives when I have to "fight" for one for my Division/State through the apportionment ballot?**

**A:** All of the 54 Divisions, 50 US states, 6 Canadian provinces, and 4 US territories are allocated one or more seats on Council every year (total of 162 seats based on the 10 apportionment votes that all APA full members are allowed to distribute). The four ethnic minority groups would add 4 seats (for a total of 166) and **would not** be part of the apportionment system. The current allocation of seats would not be affected. Should this proposed amendment pass, it would not impact SPTAs and Divisions by increasing the number of people fighting for a limited numbers of seats.

***Should you have any questions, please contact:***

Rosie P. Bingham - rbingham@memphis.edu

Iva Greywolf - iva@ivagreywolf.com

Helen Neville - helen.neville1@gmail.com,

Miguel Gallardo - Gallardo@pepperdine.edu



## COR Meeting Notes

August 2012 APA [Council of Representatives](#) meeting summary

### APA's council takes historic action on two key issues:

- Earmarks \$3 million to increase the number of accredited internship slots
- Adopts a resolution on psychotherapy effectiveness

Recognizing the growing imbalance between the number of psychology graduate students who need a clinical internship to complete their degree requirements and the availability of those internships, APA's Council of Representatives voted to fund a \$3 million internship stimulus program to increase the number of accredited internship positions. The funding is expected to help as many as 150 programs move from non-APA accredited to accredited status and create 520 new accredited internship positions over the next three years.

The council's decision at its meeting in Orlando, FL, in August commits APA to fund up to \$1 million a year for three years to internship programs seeking APA accreditation. The money will help offset program expenses in such areas as application and site visit fees, program consultation fees and intern stipends and benefits. The typical maximum grant to an individual program will not exceed \$20,000. Funding will be available starting this fall through an application process.

APA has called on the entire psychology graduate education community to work together in the face of the multifaceted imbalance problem. The Association's goal, in addition to ensuring that all students are able to complete their graduate training, is to ensure quality in all facets of that training. APA is particularly concerned that students who complete unaccredited internships limit their future career opportunities.

In other action, the council adopted a resolution designed to increase the public and allied health professionals' awareness of psychotherapy's effectiveness in reducing people's need for other health services and in improving long-term health. The resolution was organized by APA Past-President Melba J.T. Vasquez, Ph.D., to help educate the public about the value of psychotherapy, particularly as it compares with medications in addressing mental health problems.



“Every day, consumers are bombarded with ads that tout drugs as the answer to their problems,” said Vasquez. “Our goal is to help consumers weigh those messages with research-based information about how psychotherapy can provide them with safe, effective and long-lasting improvements in their mental and physical health.” The resolution cites more than 50 peer-reviewed studies on psychotherapy and its effectiveness in treating a spectrum of health issues and with a variety of populations, including children, members of minority groups and the elderly (To read a press release about the resolution and link to its full text go to [www.apa.org/news/press/releases/2012/08/psychotherapy-effective.aspx](http://www.apa.org/news/press/releases/2012/08/psychotherapy-effective.aspx)).

The resolution also states that psychotherapy is effective for a variety of behavioral health issues and among various population groups, and that the average effects of psychotherapy are greater than those of many medical interventions. Large multi-site and meta-analytic studies have demonstrated that psychotherapy reduces disability, morbidity and mortality; improves work functioning; and decreases psychiatric hospitalization. In addition, the resolution notes that psychotherapy teaches patients life skills that last beyond the course of treatment. Furthermore, while the resolution recognizes that in some instances the best treatment is a combination of medication and psychotherapy, the results of psychotherapy tend to last longer than psychopharmacological treatments and rarely produce harmful side effects.

### **Council votes to make bold changes to governance structure**

APA's Good Governance Project Team (GGP) is tasked with ensuring that APA's governance structure is appropriate for the challenges psychology faces in the 21st century. Under the current system, APA's council is the only governance body with the authority to determine policy, yet it only meets twice a year. The system is often criticized for being slow, cumbersome and unable to respond to rapidly changing circumstances, such as new legislation in Congress.

With input from members and governance groups, the GGP team has developed a plan to create a nimbler, simpler and more flexible governance system that would allow for more direct member input and be more strategically focused. At its August meeting, the GGP team asked the council to consider the degree of change needed to meet those goals, whether through incremental change, moderate change or a “clean-slate” approach.

In a show of overwhelming support for a new system, the council voted 135 to 22 for bolder change, moving toward the moderate change and clean-slate end of the continuum.

The option for moderate governance transfers responsibility for budgeting, oversight of corporate responsibilities and internal policies to a newly created Board of Trustees, while a Communities of Interest Assembly would concentrate on strategically driven issues of interest to psychology and the public. The clean-slate option calls for a single governing body whose members are selected based on specific competencies. This body would be responsible for gathering broad input on a variety of issues through ad hoc advisory groups, expert summits, member surveys and more.

The GGP team will next work on how these changes would be implemented, considering, for example, how members of the new governance groups could be selected. The GGP team will solicit further council input at its next meeting in February and throughout the spring. Final approval for the new governance plan is expected next August.

For a copy of the GGP report to the council, the approved motion and the chart outlining the three scenarios, go to [www.apa.org/about/governance/good-governance](http://www.apa.org/about/governance/good-governance). If you have questions or ideas, contact APA Executive Director of Governance Affairs Nancy Gordon Moore, Ph.D., M.B.A., at [nmoore@apa.org](mailto:nmoore@apa.org).

In further action, the council:

- Received the report of the Presidential Task Force on Educational Disparities. The report, produced by a task force appointed by Vasquez, focuses on the growing gap between minority and non-minority student achievement and the role psychology can play in addressing the impact of educational disparities on poor and racial and ethnic-minority students. The report recommends more funding for early childhood education programs and increased access to bilingual education. The task force also noted that more study is needed on the individual characteristics and educational programs that have allowed some minority and immigrant students to excel; the need for unbiased expectations for all student achievement; and the re-segregation occurring in some U.S. schools systems.
- Approved the creation of APA's first open methods, open-data, open-access journal -- *Archives of Scientific Psychology*. The publication will be APA's first fee-based journal. According to APA Publisher Gary Vandebos, Ph.D., it will allow APA to gain valuable experience in the growing fee-based, open-access publishing environment. Fee-based publishing now represents approximately 15 percent of all scholarly publishing.
- Approved the 2012 class of APA Fellows. A total of 109 members were elected to Fellow status in recognition of their contributions to psychology.
- Approved funding for representatives of the four ethnic-minority psychological associations (EMPAs) to continue to attend APA council meetings as delegates/observers. In a related action, the council approved a bylaws amendment to create official council seats for the four EMPAs. Because the proposed change requires a bylaws amendment, it will be forwarded to the full APA membership for a vote this fall. The EMPAs are: the Asian American Psychological Association, the Association of Black Psychologists, the National Latina/o Psychological Association and the Society of Indian Psychologists.
- Approved funding for an APA task force that will study the trafficking of women and girls.
- Approved the 2013 budget revenue forecast of \$108 million. APA Chief Financial Officer Archie Turner reported that the association's financial position is strong. Licensing revenue from APA's databases continues to be the largest component of APA revenue budget.

The awarding of the 2012 Raymond D. Fowler Award to William C. Howell, Ph.D., was reported to Council. Howell, a longtime member, governance leader, psychology researcher and educator, and APA executive director for science, died in April (See the June *Monitor*).

***These notes were compiled by the APA Communications Staff.***

***From the American Psychological Association:***

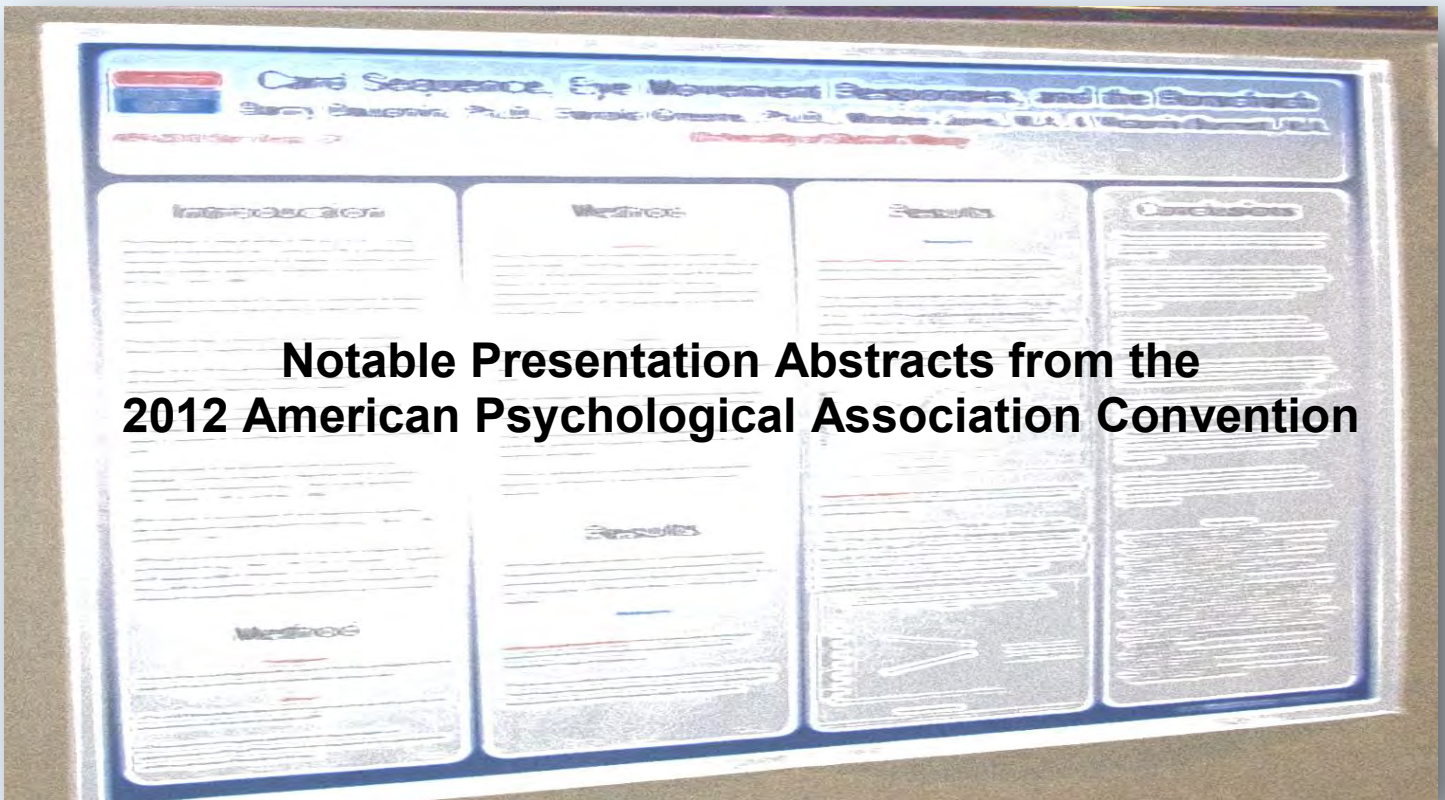
The Council of Representatives is the legislative body of APA and has full power and authority over the affairs and funds of the association within the limitations set by the certificate of incorporation and the Bylaws, including the power to review, upon its own initiative, the actions of any board, committee, division or affiliated organization.

Council is composed of representatives of divisions, representatives of state, provincial and territorial psychological associations (SPTAs) and the members of the Board of Directors.

Please visit the COR website: <http://www.apa.org/about/governance/council/index.aspx>

**[Rosie Phillips Bingham](#)**  
***is Division 1's Council Representative***





## **Notable Presentation Abstracts from the 2012 American Psychological Association Convention**

### **Displacement and Belonging for Korean-Born Adoptees: The Personal Journey of Discovery and the Decision to Return to South Korea**

Jason D. Reynolds and Christina Lecker  
Fordham University

The diaspora of Korean-born adoptees raised in the U.S. has led to a range of quantitative and qualitative research into the experiences of ibyangin (adult adoptees) including acculturation, racial/ethnic identity development, self-esteem, belongingness, and overall psychological well-being. Since the passing of the Overseas Korean Act in 1999 and the Nationality Law of 2010, the accessibility of visas and social programs have given adoptees the opportunity to return to South Korea introducing returning to the birth country as an important factor in the lives of Korean adoptees. Using a qualitative phenomenological design as the theoretical foundation for our use of an interpretivist-constructivist paradigm, we conducted 1-2 hour semi-structured interviews with seven participants. The researchers' exploratory process was focused on gaining knowledge and insight into the *erlebnis* of each participant. One of the two primary investigators was a participant in the study. His experiences guided the cultural sensitivity and design of the interview procedures. The investigators explored with participants their retrospective experiences with ethnic/racial identity development, and the motivations and outcomes of their decision to return or not return to Korea in order to gain a better understanding of the clinical/practical implications of ethnic/racial identity development and the impact it can have on life meaning, goals and expectations.

Initial findings revealed embedded themes of identity and protecting adoptive parents. The investigators hope to apply their findings in developing psychological and educational interventions and to inform future grounded theory research on identity development models designed to target the unique ontology of Korean adoptees.

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## **The Effect of Varied Stress Levels on Memory Recall of Emotional Words**

Annie Sheerin  
University of New Haven

Stress has widely been shown to have an effect on memory. To date, the research is not conclusive as to whether this effect has a positive or negative influence on memory. The current study explores how increasing amounts of stress caused by psychosocial methods affect memory recall. It was hypothesized that memory recall for words would significantly decrease with higher levels of stress. It was also hypothesized that emotional words would be recalled less than neutral words. The participants were separated into three conditions: no stress, low stress, and high stress. The study consisted of three phases: learning, stress, and recall. The participants were all first shown a list of 64 words. Following the learning phase the stress conditions were administered a stressor using an adjusted Trier Social Stress Test (TSST) (Kirschbaum, Pirke, & Hellhammer, 1993). The TSST is a psychological stress test that requires participants to give an impromptu speech and to complete mental arithmetic. At the conclusion of the stress phase all groups were given a written recall test for the words they were previously shown. The results indicated that the participants recalled more neutral words than positive or negative words. There were no significant differences between the stress conditions with regard to the number of words recalled. The results of this study were minimal; however, there are implications from this study that support previous research. Further research on this theory combined with larger sample sizes could help to concretely understand the relationship between stress and memory.

### References

Kirschbaum, C., Pirke, K.-M., & Hellhammer, D. H. (1993). The Trier Social Stress Test- A tool for investigating psychobiological stress responses in a laboratory setting. *Journal of Neuropsychobiology*, 28, 76-81

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# The Mediating Effects of Narcissistic Personality and Proactive Relational Aggression in Adolescents

Chiu-O Cheng & Tzu-Wei Fang

Institute of Education, National Chiao Tung University, Taiwan

This study is aimed to investigate why some people tend to attack their friends offensively. We explore the relations of narcissistic personality, proactive relational aggression, hostility attribution, and anger and sadness to explain the current status of relational aggression in adolescents. In consequence, we found that both hostility attribution and anger show partial mediating effects between personality and proactive relational aggression.

According to a study by Campbell (1999), those with a high narcissism tendency seek power by dominating or exploiting others. In this observation, we clarify previous research which states that proactive aggression relates to narcissism (Seah & Ang, 2008), and simultaneously support that relational aggression correlates with narcissistic personality (Golmaryami & Barry, 2010).

From previous studies, we know the relationship among narcissistic personality, expression of anger, and hostility in young adults (Papps & O'Carroll, 1998; Raskin, Novacek, & Hogan, 1991; Rhodewalt & Morf, 1995). In ambiguous relation conditions, a person with a highly narcissistic personality tend to use negative reaction as a response; for instance, a person with a high, hostile attribution tends to attack with emotion when responding to social information processing. This research provides evidence of personality, cognition, and affect in proactive relational aggression in adolescents. Teachers, parents, and counselors can pay attention to adolescents' psychosocial development and try to help students who tend to use hostile attribution to think positively and realistically.

We can also train adolescents about emotion regulation and anger regulation (i.e., teach them how to interdict angry emotions, like distracting attention). Besides this, a school can build an agreeable, helpful, and empathic school atmosphere.

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Campbell, W. K. (1999). Narcissism and romantic attraction. *Journal of Personality and Social Psychology, 77*(6), 1254-1270.

Golmaryami, F. N., & Barry, C. T. (2010). The associations of self-reported and peer-reported relational aggression with narcissism and self-esteem among adolescents in a residential setting. *Journal of Clinical Child and Adolescent Psychology, 39*, 128–133.

Papps, B. P., & O Carroll, R. E. (1998). Extremes of self-esteem and narcissism and the experience and expression of anger and aggression. *Aggressive Behavior, 24*, 421–438.

Raskin, R., Novacek, J., & Hogan, R. (1991). Narcissism, self-esteem, and defensive self-enhancement. *Journal of Personality, 59*, 16-38.

Rhodewalt, F., & Morf, C. C. (1998). On self-aggrandizement and anger: A temporal analysis of narcissism and affective reactions to success and failure. *Journal of Personality and Social Psychology*, 74, 672–685.

Seah, S.L., & Ang, R.P. (2008). Differential correlates of reactive and proactive aggression in Asian adolescents: relations to narcissism, anxiety, schizotypal traits, and peer relations. *Aggressive Behavior*, 34(5), 553-562.

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## Addressing parental stress in a neonatal intensive care unit

[Alexa Bonacquisti](#), M.S.<sup>1</sup>, Pamela A. Geller, Ph.D.<sup>1,2</sup> & Chavis A. Patterson, Ph.D.<sup>3</sup>

<sup>1</sup>Drexel University, Department of Psychology

<sup>2</sup>Drexel University College of Medicine, Department of Obstetrics & Gynecology

<sup>3</sup>The Children's Hospital of Philadelphia, Division of Neonatology

Approximately 10-15% of infants born each year in the United States are treated in a neonatal intensive care unit (NICU; March of Dimes, 2009), and often the experience of parenting an infant in the NICU is particularly distressing. While managing their child's medical conditions, parents must also develop their parental identities and cope with their own feelings of sadness, anger, fear, helplessness and grief (Davis & Stein, 2004). An understanding of factors that contribute to parental stress and adverse psychological consequences, such as depression and anxiety, is warranted. In addition, the provision of support for parents is critical, yet how to best help parents understand their role and cope with the associated physical, psychological and social demands remains understudied (Cleveland, 2008). This poster highlighted the current literature on the stress of parenting in the NICU, with a focus on the psychological and psychosocial consequences. The poster also included information on the development and pilot testing of a program being implemented in the Harriet and Ronald Lassin Newborn/Infant Intensive Care Unit (N/IICU) at The Children's Hospital of Philadelphia entitled "N/IICU Survival Guide." This program represents a multidisciplinary collaboration, encompassing pediatric, health, and clinical psychology, with applications for public health and medical education and training. The group-based "N/IICU Survival Guide" program aims to help parents better manage their experience in the N/IICU through the provision of information, psycho-education, coping strategies and resources. This poster highlighted the development and implementation of the program in the N/IICU.

Cleveland, L.M. (2008). Parenting in the neonatal intensive care unit. *Journal of Obstetric, Gynecologic and Neonatal Nursing*, 37, 666-691.

Davis, D.L. & Stein, M.T. (2004). *Parenting your premature baby and child: The emotional journey*. Golden, CO: Fulcrum Publishing.

March of Dimes (2009). *In the NICU*. Retrieved from [http://www.marchofdimes.com/baby/inthenicu\\_whichbabies.html](http://www.marchofdimes.com/baby/inthenicu_whichbabies.html)

**Anne Anastasi Graduate Student Poster Award Winner**

**Research Spotlight**

**Religious Coping in African-American and White Women following Pregnancy Loss**

Efrat Eichenbaum, M.S.

Mitra Khaksari, B.S.

Pamela A. Geller, Ph.D.

*Drexel University*

**Introduction**

The rate of stillbirth and miscarriage is approximately two times higher in African American women than non-Hispanic White women (MacDorman & Kirmeyer, 2009). However, the majority of studies concerning coping after pregnancy loss have featured middle-class, mostly White participants. Therefore, little is known about the emotional needs and coping resources of African American women following a pregnancy loss. The current study was designed to bridge this literature gap.

Religious coping (classified as positive or negative) is a common behavior following pregnancy loss (e.g., McGreal, et al., 1997, Pargament, Koeing, & Perez, 2002). Religion is a well-documented coping resource in African American women (e.g., El-Khoury, et al., 2004). Positive religious coping utilization in African American women has been identified in quantitative literature addressing pregnancy loss coping in this population (Kavanaugh & Hershberger, 2005; Van & Meleis, 2003).

The current study examined two hypotheses. We predicted that, compared with non-Hispanic White women, African American women will endorse: 1. greater rates of religious coping overall, and 2. higher levels of positive religious coping.

**Method**

**Participants**

The participants in this study were women between ages 19 and 50, who experienced a pregnancy loss in the past six months to four years, and who identified as either White/Caucasian or Black/African American.





## Procedure

Several recruitment sources and methods were utilized (e.g., Ob/Gyn clinics, churches, flyers, snowballing, social media). Most participants (> 85%) were recruited via the internet, including 88% of African American participants. Women participated in-person, over the telephone, or online. Measures included a demographics questionnaire and several quantitative instruments: Brief R-COPE (Pargament, Koeing, & Perez, 2002), Brief COPE (Carver, 1997), Ways of Coping Questionnaire – Revised (Folkman, Lazarus, Dunkel-Schetter, DeLongis, & Gruen, 1986), and Hogan Grief Reactions Checklist (Hogan, Greenfield, & Schmidt, 2001).

## Results

Data from 119 participants were analyzed via independent-samples t-tests. Results revealed that, compared to non-Hispanic White women, African American women ( $M = 3.21$ ,  $SD = 1.02$ ) reported significantly higher religious coping use compared with White women ( $M = 2.43$ ,  $SD = 1.10$ ),  $t(108) = -2.96$ ,  $p < .01$ ,  $r^2 = 0.08$ . African American women also endorsed higher rates of positive religious coping ( $M = 3.07$ ,  $SD = 0.93$ ) compared with White women ( $M = 2.07$ ,  $SD = 0.99$ ). This difference was statistically significant,  $t(105) = -4.20$ ,  $p < .01$ . Thus, both hypotheses were supported.

## Discussion

After experiencing pregnancy loss, African American women were significantly more likely to engage in religious coping overall, and specifically positive religious coping, relative to White women. Several limitations restrict the generalizability of these results, including recruitment difficulties (particularly with African American women) and high rates of partial survey completion. Nevertheless, findings have implications for future research and for after-loss care providers serving African American women. For example, future research could investigate whether religious coping type (i.e., positive or negative) predicts mental health outcomes (e.g., depression, post-traumatic stress disorder) or quality of life following pregnancy loss. In addition, African American women's utilization of positive and negative religious coping should be further assessed. Finally, clinicians and researchers may examine whether negative religious coping is amenable to intervention.

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- El-Khoury, M., Dutton, M. A., Goodman, L. A., Engel, L., Belamaric, R. J., & Murphy, M. (2004). Ethnic differences in battered women's formal help-seeking strategies: A focus on health, mental health, and spirituality. *Cultural Diversity and Ethnic Minority Psychology*, 10(4), 383–393.
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Grief Reaction Checklist. *Death Studies*, 25, 1-32.

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- Van, P., & Meleis, A. I. (2003). Coping with grief after involuntary pregnancy loss: Perspectives of African American women. *Journal of Obstetric, Gynecologic, and Neonatal Nursing*, 32(1), 28-39.



AMERICAN PSYCHOLOGICAL FOUNDATION

PSYCHOLOGY PHILANTHROPY

## CALL FOR NOMINATIONS AMERICAN PSYCHOLOGICAL FOUNDATION CHARLES L. BREWER DISTINGUISHED TEACHING OF PSYCHOLOGY AWARD

### **About the American Psychological Foundation**

APF provides financial support for innovative research and programs that enhance the power of psychology to elevate the human condition and advance human potential both now and in generations to come.

Since 1953, APF has supported a broad range of scholarships and grants for students and early career psychologists as well as research and program grants that use psychology to improve people's lives.

APF encourages applications from individuals who represent diversity in race, ethnicity, gender, age, disability, and sexual orientation.

### **About the Charles L. Brewer Distinguished Teaching of Psychology Award**

The Charles L. Brewer Distinguished Teaching of Psychology Award recognizes significant career contributions of a psychologist who has a proven track record as an exceptional teacher of psychology.

### **Amount**

- \$2,000 award, all-expense paid round trip, and plaque presented at the APA convention
- Awardees are invited to give a special address at the APA convention

### **Eligibility Requirements & Evaluation Criteria**

Nominees should demonstrate and will be rated on the following dimensions:

- Have demonstrated achievement related to the teaching of psychology
- Exemplary performance as a classroom teacher
- Development of innovative curricula and courses
- Development of effective teaching methods and/or materials

- Teaching of advanced research methods and practice in psychology
- Administrative facilitation of teaching
- Research on teaching
- Training of teachers of psychology
- Evidence of influence as a teacher of students who become psychologists

### **Nomination Requirements**

- Nomination cover letter outlining the nominee's contributions to the teaching of psychology
- Current CV and bibliography
- Up to ten supporting letters from colleagues, administrators, and former students
- An appendix of no more than two to three supporting documents
- A one to three page statement of teaching philosophy from the nominee
- *(All nomination materials should be submitted or forwarded to APF in one package)*

### **Submission Process and Deadline**

Submit a completed application online at <http://forms.apa.org/apf/grants/> or mail to the American Psychological Foundation, Distinguished Teaching Awards, 750 First Street, NE, Washington, DC 20002-4242 by **December 1, 2012**.

*Please be advised that APF does not provide feedback to grant applicants or award nominees on their proposals or nominations.*

Questions about this program should be directed to Parie Kadir, Program Officer, at [pkadir@apa.org](mailto:pkadir@apa.org).

**Division 1**  
**The Society for General Psychology**  
**2012 Awards Announcement**

*Division 1 is pleased to announce its 2012 award recipients who were recognized at the 2012 APA meeting that was held in Orlando, Florida. For more details on awards, please go to <http://www.apadivisions.org/division-1/awards/index.aspx>.*

***C. Alan Boneau Award***

This award recognizes outstanding service to the APA Division 1.



**Bruce Overmier, Ph.D.**  
*University of Minnesota*

# George A. Miller Award for the Outstanding Journal Article in General Psychology

This award is for an outstanding article on general psychology, published within the past five years.

Steel, P. (2007). The nature of procrastination: A meta-analytic and theoretical review of quintessential self-regulatory failure. *Psychological Bulletin*, 133, 65–94.

**Piers Steel, Ph.D.**  
*University of Calgary*

Psychological Bulletin  
2007, Vol. 133, No. 1, 65-94

The Nature of Procrastination: A Meta-Analytic and Theoretical Review of Quintessential Self-Regulatory Failure

Piers Steel, Ph.D.

Procrastination is extremely prevalent. Although virtually all of us have at least dallied with dallying, some have made it a way of life. Estimates indicate that 80%–95% of college students engage in procrastination (Ellis & Knauts, 1977; O'Brien, 2002), approximately 75% consider themselves procrastinators (Potts, 1987), and almost 50% procrastinate consistently and problematically (Day, Mensink, & O'Sullivan, 2000; Haycock, 1993; Micek, 1987; Onwuegbuzie, 2004). Procrastination is also a major problem in the workplace (Kasper, 2004). Similarly, the medical field reported that procrastination on the part of patients is a major problem (e.g., Morris, Menashe, Anderson, Malmow, & Illingworth, 1990; White, Wearing, & Hill, 1994); this is also reflected in the meta-analytic work of Bogg and Roberts (2004).

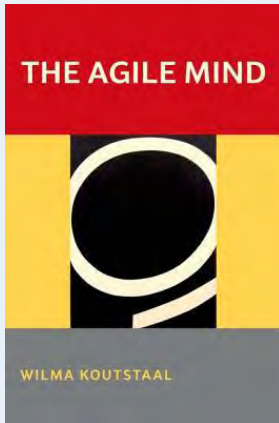
A variety of other fields report this theme, that procrastination is a major problem in the workplace (Kasper, 2004). Similarly, the medical field reported that procrastination on the part of patients is a major problem (e.g., Morris, Menashe, Anderson, Malmow, & Illingworth, 1990; White, Wearing, & Hill, 1994); this is also reflected in the meta-analytic work of Bogg and Roberts (2004).

Keywords: procrastination, self-regulation, time management, organizational behavior, procrastination

## William James Book Award

This award is intended to honor and publicize a recent book that serves to integrate material across psychological subfields or to provide coherence to the diverse subject matter of psychology.

(Two Winners)



***The Agile Mind (2012)***

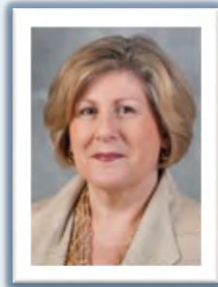
Oxford University Press



**Wilma Koutstaal, Ph.D.**  
*University of Minnesota*

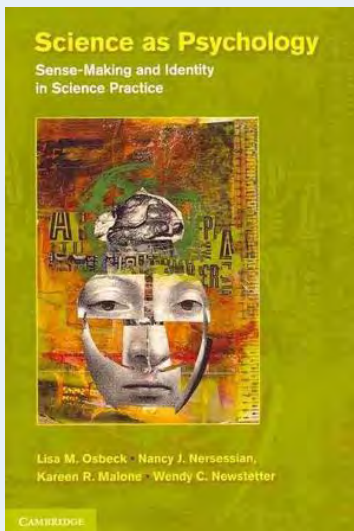
**Lisa Osbeck, Ph.D.**  
*University of West Georgia*

**Nancy J. Nersessian, Ph.D.**  
*Georgia Institute of Technology*



***Science as Psychology:  
Sense-making and Identity in Science  
Practice (2010)***

Cambridge University Press



**Kareen Ror Malone, Ph.D.**  
*University of West Georgia*

**Wendy C. Newstetter, Ph.D.**  
*University of West Georgia*



# Ernest R. Hilgard Award for Career Contributions to General Psychology

This award recognizes a distinguished contribution to the field of general psychology.

**Hortensia de Los Angeles Amaro, Ph.D.**  
*University of Southern California*

## Getting Personal: Progress and Pitfalls in HIV Prevention Among Latinas

Hortensia Amaro<sup>1</sup>, Anita Raj<sup>2</sup>, Elizabeth Reed<sup>1</sup>, and Monica Ulibarri<sup>2</sup>

As part of the *Psychology of Women Quarterly's* (PWQ) retrospective on some of its most cited publications, I was invited to reflect on what has led me to write the article, "Considerations for Prevention of HIV Infection Among Hispanic Women," published in 1988 (Amaro, 1988; please find the original article at <http://pwq.sagepub.com/content/12/4/429>), along with my thoughts on what has since changed in HIV prevention with Latinas and on the direction of my work since that publication. The purpose of this article is not to present a comprehensive review of the literature on Latina women and HIV, rather it is to provide a personal and contextual picture of the factors that shaped my work at the writing of that article, how my program of research has evolved, and the changes that have taken place in HIV prevention research with Latinas. Due to the collaborative nature of my research and the importance that mentoring junior scientists has had in



*Psychology of Women Quarterly*, 1987, 11, 524-532. Printed in the United States of America.

## CONTEMPORARY RESEARCH ON HISPANIC WOMEN

### A Selected Bibliography of the Social Science Literature

Hortensia Amaro  
*Boston University School of Medicine*

Nancy Felipe Russo  
*Arizona State University*

Jose A. Pares-Avila  
*Boston University*

One of the difficulties in developing a new area of research in any field is the lag time between the interest in the area on the part of researchers and the interest in publishing on the part of editors. Initial work may appear in books or publications outside the disciplinary mainstream and be overlooked in literature searches that focus on established journals. For work appearing in mainstream journals may be constrained by traditional paradigms and reflect Anglocentric and sexist biases of traditional research.

## Integrated Trauma-Informed Substance Abuse Treatment Increase Client Retention?

Hortensia Amaro and Miriam Chernoff  
*Urban Health Research, Bowdoin College of Health Sciences, University of Southern California*

...presents findings from a quasi-experimental, nonrandomized study that explored whether trauma-enhanced substance abuse treatment results in longer residential treatment stays and improved treatment retention. We used a subsample (N = 100) of participants in the Women, Co-Occurring Disorders and Violence Center (WOCOV) program. The intervention group was 31% less likely to drop out of treatment within 4 months. Baseline mental health and substance use scores and alcohol and drug severity scores predicted neither length of stay nor differences in retention between

COLLEGE HEALTH, VOL. 58, NO. 4

## Brief Screening and Intervention for Alcohol and Drug Use in a College Student Health Clinic: Feasibility, Implementation, and Outcomes

Hortensia Amaro, PhD; Elizabeth Reed, ScD, MPH; Erin Rowe, BA; Jennifer Picci, RN, MPH; Philomena Mantella, PhD; Guillermo Prado, MS, PhD

**Abstract.** Objective: Evaluation of the Brief Alcohol Screen and Intervention in College Students (BASICS) in a university primary care setting. Participants/Methods: Undergraduates (N = 449) participated in BASICS and electronic surveys assessing frequency/quantity of alcohol and drug use, psychosocial and mental health outcomes, and demographic information. Data were collected at baseline and 6-month follow-up between August 2006 and August 2008. Results: Drinking and drug use decreased between baseline and 6 months. Participants reported an increase in protective factors and in readiness to change alcohol-related behaviors, and a decrease in alcohol-related consequences and in distress symptoms. Heavy episodic drinking at baseline significantly moderated the changes in number of drinks in a typical week and in a typical weekend, and number of drinks on the occasion drank most on a weekend. Conclusions: BASICS can be implemented in a primary health care setting and university students may reduce their alcohol and/or drug

drinking 5 or more drinks in one sitting during the prior 2 weeks.<sup>3</sup> Furthermore, 35% of college students reported use of an illicit drug and 17% reported use of an illicit drug other than marijuana in the past year.<sup>3</sup> Studies have documented the negative health and safety consequences of alcohol and drug misuse among this population,<sup>4</sup> including increased risk of alcohol abuse and dependence,<sup>4</sup> academic impairment,<sup>5</sup> campus security problems and police involvement,<sup>6</sup> suicide attempts,<sup>5</sup> unprotected sex,<sup>6</sup> and assault and injuries.<sup>7</sup> Given the high proportion of students affected and the numerous adverse consequences, there is a need for the development of effective interventions to address this health topic among college students.<sup>3</sup>



### ***2012 Arthur W. Staats Lecture for Unifying Psychology***

This award is funded through the American Psychological Foundation after nomination by Division 1 and is to be announced and given at APA's annual convention.

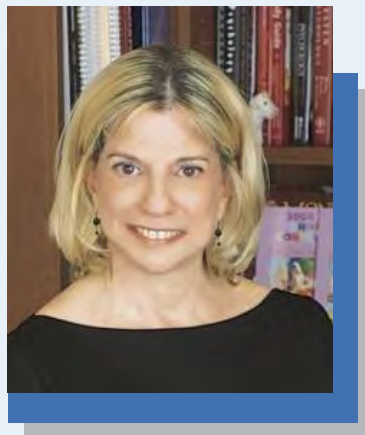


**Ellen Langer, Ph.D.**  
*Harvard University*

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### ***2013 Arthur W. Staats Lecture for Unifying Psychology***

The Lecture will be presented at the 2013 APA Convention.



**Diane Halpern, Ph.D.**  
*Claremont McKenna College*

# Anne Anastasi Graduate Student Research Awards



Photo by Jonathan Galente

APA Division One, the Society for General Psychology, is pleased to announce the winners and finalists for the 2012 Anne Anastasi Graduate Student Research Award \*\*

This award is named for the APA past-president and co-founder of the society. It is funded by the Anne Anastasi Foundation.

## The Two Anastasi Award Winners:

1a. Two or more years of graduate work:



**Dylan G. Gee, M.A.**  
*University of California, Los Angeles*  
Mentors: **Tyrone D. Cannon, Ph.D.**,  
and **Nim Tottenham, Ph.D.**

*Developmental trajectories of neural circuitry subserving emotion regulation among children and adolescents*

1b. Under 2 years of graduate work:



**Livia Veselka, B.A.**  
*University of Western Ontario*  
Mentor: **Tony Vernon, Ph.D.**

Personality assessment, behavioral genetics, and models of subclinical socially aversive traits

## Five Anastasi Finalists

(in alphabetical order, rated 9.0+ on the 0-10 scale):



**Jeremy Trevelyan Burman, M.A.**

*York University*

Mentors: **Christopher D. Green, Ph.D.**, and **Stuart G. Shanker, D.Phil.**

*Understanding the misunderstanding of psychological science, past and present*



**Nicholas C. Jacobson, B.A.**

*Pennsylvania State University*

Mentor: **Michelle G. Newman, Ph.D.**

*Evolutionary analysis of depressed and anxious moods*



**Gerardo Ramirez, M.A.**

*University of Chicago*

Mentor: **Sian L. Beilock, Ph.D.**

*The cognitive mechanism underlying math anxiety in early elementary school*



**Alice Ann Spurgin, B.A.**

*University of Texas Southwestern Medical Center*

Mentor: **Peter L. Stavinova, Ph.D., ABPP**

*Pediatric neuro-oncology and the impact of motivational states on neuropsychological performance*



**Kelly C. Young-Wolff, M.A.**

*University of Southern California & Yale University*

Mentor: **Carol A. Prescott, Ph.D.**

*Investigation of risk and resiliency factors for stress-related alcohol consumption*

*Notes: A total of 40 completed nominations were received by the deadline of 15 February 2012. Each was independently reviewed by a national panel of 19 judges--all Fellows of the Society or APA, and representing diverse specialties. The final ratings reflected the extraordinary quality of the nominees, with a mean rating of 7.3 on a 0-10 scale, and 7 nominees at 9.0 or above. The Society thanks the 19 distinguished experts who kindly shared their expertise as judges: **Andy Benjamin** (U Washington), **Arline L. Bronzaft** (New York City), **Janet F. Carlson** (U Nebraska-Lincoln), **MaryLou Cheal** (Arizona State U), **Emanuel Donchin** (U South Florida), **Monroe Friedman** (Eastern Michigan U), **Samvel Jeshmaridian** (Technical Careers Inst), **Jean P. Kirnan** (College of New Jersey), **Robert V. Levine** (CSU-Fresno), **Rivka Bertisch Meir** (Fort Lee NJ), **Slater E. Newman** (NCSU-Raleigh), **Carole A. Rayburn** (Silver Spring MD), **Cecil R. Reynolds** (Texas A&M U), **Grant J.M. Rich** (Juneau AK), **Nancy Felipe Russo** (Arizona State), **Ronald G. Shapiro** (Providence RI), **Brian H. Stagner** (Texas A&M U), **Peter Suedfeld** (U British Columbia), **Elizabeth V. Swenson** (John Carroll U).*

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## Presenting the 2012 Anastasi Award

On August 2, 2012, in Orlando FL, the Society for General Psychology hosted a suite reception to salute the 40 nominees for the 2012 Anne Anastasi Graduate Student Research Award—including the two awardees and 5 finalists. Sadly, awardee Dylan Gee of UCLA was unable to attend, as she busily prepared for her wedding in Vermont on August 18 to David Anderson. Happily, the reception was visited by Dylan's proud parents-in-law-to-be—psychologist Linda Anderson and psychiatrist Walter Anderson of Atlanta GA—who described Dylan as a wonderful family person as well as psychologist. The Andersons accepted the Anastasi Award medal and certificate on Dylan's behalf, hoping to surprise her with this award during the family supper prior to the wedding. In the photo below, Drs. Anderson accept Dylan's award on August 2 from Society President Dean Keith Simonton.





"Yesterday, Walter and I returned from a wonderful wedding weekend in Vermont! There truly was joy in the Anderson and Gee families this weekend, especially between David and Dylan! We are thrilled to have a new daughter. As promised, Walter and I began the festivities of the weekend with a presentation to Dylan, among family, of the APA Anne Anastasi award medal, certificate, and check. She was surprised that we had them and was delighted to hear our stories (which we had waited to tell her in person) about the reception at APA for awardees. At dinner, we also gave her and her parents copies of the APA reception photo. Here is our photo of the medal around its rightful owner's neck (l to r): Walter, myself, Dylan Gee, and her now-husband (and also a psychologist) David Anderson. Thank you very much for allowing Walter and me to participate in bringing this recognition to Dylan. We four hope to attend APA together next summer in Honolulu."

--Dr. Linda Anderson

# Developmental Trajectories of Neural Circuitry Subservient Emotion Regulation among Children and Adolescents: Typical Development and Risk for Psychopathology

By Dylan G. Gee, M.A.  
*University of California, Los Angeles*



Two primary lines of inquiry form the basis of my research program – characterizing the typical development of neural circuitry subserving emotion regulation, and elucidating aberrations in brain development among children and adolescents at risk for psychopathology (particularly schizophrenia). Connections between the amygdala and prefrontal cortex (PFC) support effective emotion regulation (Banks et al., 2007), and alterations in amygdala-PFC circuitry have been implicated across a wide range of psychiatric disorders including schizophrenia, bipolar disorder, anxiety, and depression (reviewed in Davis and Whalen, 2001). Given the neurodevelopmental nature of many psychiatric disorders and the increase in risk for psychopathology during adolescence (e.g., Pine et al., 1998), characterizing trajectories of amygdala-prefrontal brain development in typically developing and clinical populations is critical for understanding the emergence of psychopathology. Moreover, this research may provide opportunities for early identification and intervention for at-risk children and adolescents. As such, my research is translational in nature and draws on multiple disciplines, namely clinical psychology, developmental psychology, and affective neuroscience.

Early in my academic career I was fascinated by the difficulties in emotion regulation observed across many psychiatric disorders and wanted to explore the neural bases of these impairments. As an undergraduate at Dartmouth College, I conducted my honors thesis under the mentorship of Dr. Paul Whalen. With Dr. Whalen's guidance, I conducted a study of amygdala reactivity to ambiguous facial expressions and co-authored a paper on amygdala-prefrontal resting-state functional connectivity among anxious adults (Kim et al., 2010). Eager to learn more about emotion regulation and brain development among younger populations, I also assisted in Dr. Abigail Baird's Adolescent Studies Laboratory and worked for a summer with Dr. Daniel Pine in the NIMH Section on Development and Affective Neuroscience. My experiences in these labs facilitated my development of valuable research skills and sparked specific interests that led to my subsequent research.

Determined to pursue an academic career upon graduation, I was excited to take a full-time research position that allowed me to study cognitive and emotional brain development among clinical populations. For two years, I worked at the NYU Child Study Center in the Institute for Pediatric Neuroscience under the mentorship of Dr. F. Xavier Castellanos and Dr. Michael Milham. As a senior research assistant, I supervised our team of research assistants and was able to work on several independent projects. My primary focus was an investigation of whole-brain resting-state functional connectivity, for which I had my first opportunity to publish a first-author manuscript (Gee et al., 2011) and to present my work at conferences. I thoroughly enjoyed the research process and was fortunate to have opportunities to co-author manuscripts on brain connectivity related to adolescent depression (Cullen et al., 2009), autistic traits (Di Martino et al., 2009), adolescent

bipolar disorder (Dickstein et al., 2009), and anterior cingulate connectivity across development (Kelly et al., 2009). In the latter study, we observed an extended maturational time course for social and emotional versus cognitive networks. My work on this study played a large role in inspiring my current graduate research on functional connectivity and emotion processing across development. These experiences solidified my desire to pursue a research career exploring the intricacies of the developing human brain and risk for psychopathology, as well as providing me with a solid theoretical and technical foundation on which to build my future research.

As a clinical psychology graduate student at UCLA in Dr. Tyrone Cannon's Clinical Neuroscience Laboratory, I have had outstanding opportunities for research and mentorship that converge on my interests in clinical psychology, development, and affective neuroscience. My program of research has focused on understanding the neurobiological bases and behaviors associated with emotion regulation across typical development and how these processes may go awry prior to the emergence of psychopathology, with a particular emphasis on schizophrenia.

### ***Developmental Trajectories of Emotion-Related Neural Circuitry in Healthy Children and Adolescents***

While a wealth of non-human animal studies and a growing human neuroimaging literature have demonstrated bidirectional, reciprocal connections between the amygdala and ventromedial PFC (e.g., Amaral et al., 1992; Johansen-Berg et al., 2008), it remains unclear how these connections arise across typical development. Interactions between the amygdala and prefrontal cortex through these top-down and bottom-up connections are fundamental to the regulation of emotional reactivity, as demonstrated across a number of studies assessing emotion regulation with strategies such as cognitive reappraisal, suppression, and affect labeling (Ochsner et al., 2002; Lieberman et al., 2007; Goldin et al., 2008). Moreover, individual differences in emotional reactivity and regulation have been associated with amygdala-vmPFC circuitry, with stronger amygdala-vmPFC coupling predicting more effective emotion regulation (Banks et al., 2007). Studies of amygdala structure suggest that this region undergoes rapid development early in life (e.g., Humphrey, 1968; Giedd et al., 1996). In contrast to the early structural development of the amygdala, animal studies have indicated that the vmPFC develops later in life (e.g., van Eden & Uylings, 1985). The distinct developmental time courses of these regions suggest that they would exhibit developmentally unique patterns of functional connectivity and would predict changes in emotion regulation across development.

Working with Dr. Nim Tottenham in her Developmental Affective Neuroscience Laboratory, I conducted an investigation aimed at mapping the typical development of amygdala reactivity and functional connectivity from early childhood through early adulthood (Gee et al., under review). Using a cross-sectional design, we measured amygdala reactivity and amygdala-vmPFC functional connectivity to fearful faces during a functional magnetic resonance imaging (fMRI) task of facial expressions across the age range of 4-23 years old. Our findings revealed a developmental switch from positive to negative functional connectivity during the transition from childhood to adolescence. Consistent with a theorized increasing regulatory role of the vmPFC, amygdala reactivity to fearful faces also decreased with age. These results provide novel insight into the emergence of amygdala-vmPFC connections. Moreover, given the role of vmPFC in regulating amygdala reactivity, our finding of stronger negative functional connectivity and decreased amygdala reactivity



with age may provide a neurobiological basis for age-related improvements in regulation that have been previously demonstrated (e.g., Casey et al., 1997). Given the increase in risk for many psychiatric disorders during critical developmental periods such as adolescence, a normative mapping of amygdala functioning may serve as an important reference for understanding potential aberrations in the maturation of emotion-related neural circuitry across various disorders.

### ***Neurodevelopmental Aberrations in Emotion Processing among Adolescents at Risk for Schizophrenia***

In addition to mapping normative growth for amygdala-prefrontal circuitry across typical development, my research in Dr. Cannon's lab has focused on understanding emotion regulation and its underlying neural circuitry in a population of adolescents and young adults who are at risk for schizophrenia. Patients with schizophrenia show impaired performance across a wide range of tasks engaging emotion-related processes (Kring and Moran, 2008). These deficits in emotion processing are often refractory to interventions and are predictive of poor social and occupational functioning (Mueser et al., 1996). Though emotion-related difficulties are core features of schizophrenia, the extent to which these deficits are present prior to the onset of psychosis and the role that they might play in its development remain unclear. Moreover, evidence suggests that schizophrenia is a neurodevelopmental disorder and that aberrations in brain development during adolescence may play a critical role in the onset of psychosis (Karlsgodt et al., 2008). As such, my research aims to elucidate the neural underpinnings of emotion processing among individuals at clinical high risk for psychosis and to examine potential abnormalities in the developmental timing of amygdala function and emotional functioning.

In order to investigate the development of amygdala-prefrontal circuitry among adolescents at risk for schizophrenia, we designed a cross-sectional study employing an emotion labeling fMRI task that has been shown to represent a form of emotion regulation (Lieberman et al., 2007). In this study, we examined age-related patterns of amygdala and prefrontal functioning in a sample of healthy controls and in a sample of adolescents meeting clinical high risk criteria. In addition, we used a psychophysiological interaction analysis to measure amygdala-prefrontal functional connectivity during emotion labeling. Our results demonstrated distinct developmental trajectories in controls versus at-risk patients, such that controls exhibited increased prefrontal activation and decreased amygdala reactivity with age, whereas patients exhibited decreased prefrontal activation and amygdala hyperreactivity with age. Moreover, the at-risk group showed weaker functional connectivity during emotion regulation (Gee et al., 2011). These results suggest that amygdala-prefrontal disconnectivity may represent an early marker of risk and put forth a possible neurodevelopmental basis for early impairments in emotion processing among individuals who later develop schizophrenia.

Over the next three years, I will be expanding upon this research to examine potential relationships between amygdala-prefrontal connectivity and subsequent clinical and functional outcomes using longitudinal data collected across multiple time points throughout adolescence and young adulthood. In a study that I will present at the Social and Affective Neuroscience Society annual meeting in April 2012, we observed that amygdala functioning during an emotional faces task related to later clinical outcome among adolescents at risk for schizophrenia. In addition, I am examining whether neural measures of amygdala-prefrontal circuitry in the prodromal stage will

predict clinical severity, social functioning, and subsequent onset of psychosis. As part of my future research plan, I will use longitudinal data being collected in Dr. Cannon's lab to map within-subject age-related patterns of amygdala-prefrontal connectivity across healthy development and throughout the course of adolescence among individuals at risk for schizophrenia. Through this study I hope to characterize the developmental trajectories of amygdala-prefrontal functioning across healthy development and to test how these trajectories may differ and predict clinical outcomes among individuals who later develop psychosis. Finally, I am also collaborating with Dr. Matthew Lieberman to develop a novel task that will allow us to examine the effects of social contexts on emotional processing among healthy individuals and patients with schizophrenia

Given the severity of mental illnesses such as schizophrenia and the various barriers to improved quality of life for patients, the desire to contribute to research that aids in the early detection and prevention of psychiatric disorders drives my passion for this work. Over the course of my academic and research experiences to date, my dedication to pursuing an academic career has been strengthened and solidified. I aspire to be a professor and to direct my own lab as a principal investigator. In addition to conducting research, I look forward to opportunities to teach and mentor undergraduate and graduate students. I plan to continue to develop my program of research using behavioral and neuroimaging methods to study the development of emotion regulation and its underlying neural circuitry in both healthy children and adolescents and those at risk for severe psychopathology in order to identify early indicators of risk. Mapping the timing of developmental events has important implications for prediction and early intervention aimed at preventing mental illness. Thus, it is also my hope to develop novel translational approaches for intervention and prevention throughout my career. In these ways, I aspire to develop a research career that will help to elucidate the neurobiological underpinnings of severe mental illness while facilitating the early detection of risk and, ultimately, the prevention of psychopathology.

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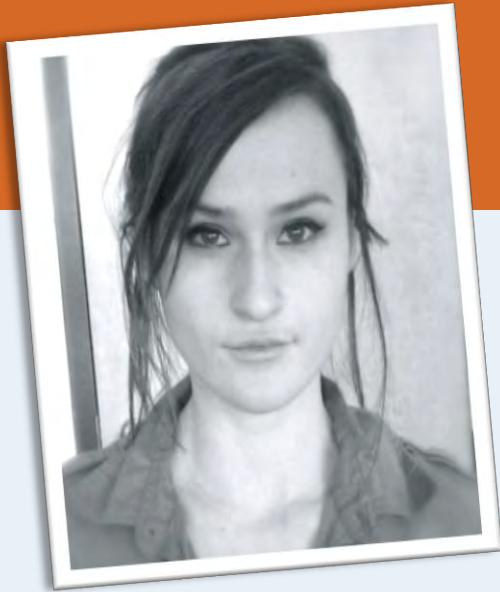
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## Born This Way? Examining Personality

By Livia Veselka  
*University of Western Ontario*



Personality—a set of distinct and relatively enduring patterns of thinking, feeling, and acting—shows large individual differences in the general population. These differences can act as determinants of a variety of behaviors. My interest in human personality stems from my work experience at the Ministry of Community and Social Services in Canada, where my involvement with the Violence Against Women sector gave me a real-world glimpse into the manner in which antisocial personality traits can trigger destructive behaviors. This observation instilled a fascination in me about the origins of these seemingly stable personal qualities. To what extent are individuals born with an inherent drive to act, feel, and think in self- or other-destructive ways? To what extent are these qualities a result of social interactions or a lack thereof? To answer these questions, I am presently pursuing a doctoral degree at the University of Western Ontario, in the Personality and Measurement area of the Psychology department, under the guidance of Dr. Tony Vernon.

Over the course of my doctoral work, my primary focus has been on personality measurement and theory, and my goal has been to investigate and apply rigorous and genetically informed statistical methods to the revision of conventional personality frameworks in order to develop a sound model of genetic and environmental influences on personality. To date, my publications and conference presentations have focused on alternative personality structures such as the general factor of personality, the HEXACO model, and the Dark Triad cluster, each of which challenge the completeness of the Five-Factor Model (FFM)—the contemporary personality model. In conducting these investigations, my findings have been in line with those of other personality researchers, suggesting that a more intensive assessment and eventual revision of the FFM may be required so that a common language in the field of personality psychology can be achieved.

For my doctoral dissertation, I am in the process of conducting a systematic and critical investigation of the FFM. A prevalent theme in personality research has been the pursuit of a sound framework of human traits. To date, many personality hierarchies have been put forth, each offering a unique perspective on the potential manner in which traits can be organized. The Five-Factor Model (FFM; Costa & McCrae, 1992) is currently the most popular of the proposed frameworks, and the conventional means by which the structure of personality is presently understood. Despite the considerable volume of empirical evidence supporting the FFM, critical investigations of this model have raised two key issues that call into question its validity as a sound personality structure. First, the model has been deemed to be limited, particularly given in its inability to account fully for individual differences in antisocial human behavior (e.g., Ashton & Lee, 2007; Paunonen & Jackson, 2000). Furthermore, it has been argued that there is an overreliance on factor analytic methodology in deriving and replicating the FFM, and simultaneously an insufficient application of genetically informed analyses to these investigations (e.g., Bouchard & Loehlin, 2001). This supposed analytical rut has resulted in a poor

understanding of the inherited structure of personality as well as in the potential popularization of an incomplete framework of personality.

To investigate the suggested inability of the FFM to account fully for individual differences in socially aversive traits, my colleagues and I conducted two studies using the Dark Triad traits of personality as a central focus. The Dark Triad represents a collection of three related but distinct antisocial constructs that are expressed at the sub-clinical level: narcissism, psychopathy, and Machiavellianism (Paulhus & Williams, 2002). In our studies, these traits were intended to be a microcosmic representation of antisocial variables in order to allow for preliminary conclusions to be drawn about the ability of FFM to account for variance in socially aversive human traits. Although we noted some significant associations between the Dark Triad and FFM constructs, we also found that the obtained relations were quite moderate (Vernon, Villani, Vickers, & Harris, 2008). Consequently, we followed up this initial analysis by assessing the Dark Triad traits in relation to the Supernumerary Personality Inventory (SPI)—a measure that assesses individual differences in ten traits believed to fall outside of the FFM sampling space (Paunonen, 2002). Results revealed many strong associations between the Dark Triad traits and all but two SPI scales, and behavioral genetic analyses using a large twin sample revealed that these phenotypic associations were primarily attributable to common genetic and common non-shared environmental factors, with some significant shared environmental effects also contributing to the observed correlations (Veselka, Schermer, & Vernon, 2011). Combined, these findings suggest the existence of a stronger link between the Dark Triad and the constructs not presently captured by the FFM. Such findings imply that contemporary personality models may not adequately capture the complexity of antisocial human behavior, providing justification for the refinement of the current framework of personality so that it is better able to account for the full range of human individual differences in personality.

In the present study, which is heart of my dissertation, our goal is to use behavioral genetic methodology to assess the extent to which conventional and alternative models of personality can account for individual differences in sub-clinical socially aversive traits. Socially aversive behavior will be defined as variation in traits that fall within the classification of the secularly defined seven deadly sins: pride, envy, wrath, sloth, greed, gluttony, and lust. These traits have been recognized cross-culturally as representing malevolent conduct or negative emotions (D'Arms & Jacobson, 2000), and they reflect a broader spectrum of human behavior than does the Dark Triad. In our analysis, we will examine the phenotypic, genetic, and environmental associations between the deadly sins traits and two models of personality. Specifically, the FFM will represent the conventional model of personality, while the SPI will be employed to measure traits falling outside of the contemporary personality framework.

Through this study, we aim to determine which of the two distinct personality frameworks can more fully incorporate antisocial human traits within its structure. Furthermore, we are interested in the extent to which associations between the deadly sins and the models' dimensions are attributable to common genetic and/or common environmental factors, thereby obtaining an initial understanding of the etiological factors contributing to the co-occurrence of these traits. The results of this study will be important in clarifying whether widely accepted definitions of immoral behaviors are presently being accounted for by the FFM—the supposed golden standard of personality models. Additionally, we hope to identify new traits that have not previously received

empirical assessment, and use them to move toward the development of a new, more comprehensive personality model.

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### Editor's Note:

Click the link below for information about Livia Veselka's recent article

"The General Factor of Personality: A critical test" published in *Personality and Individual Differences*.

<http://www.sciencedirect.com/science/article/pii/S0191886911004533>

## **Anne Anastasi Graduate Student Poster Awards (Two Winners)**

**Dana Dupuis, H.B.A.**  
Lakehead University

**Efrat Eichenbaum, B.S. & Mitra Khaksari, B.S.**  
Drexel University



## **Anne Anastasi Graduate Student Poster Recognition**

(in Alphabetical Order):

**Marisel Buque, M.A.**  
Seton Hall University

**Jessica L. Montoya, B.A.**  
San Diego State University/University of California, San Diego

**Jason Reynolds, M.A. & Christine Lecker, M.Ed.**  
Fordham University

**Congratulations to all our winners!**



## Invited Feature Article



### Psychological Interactions Through Electronic Communication and Its Implications

Mariel Buque and Sandra S. Lee  
Seton Hall University



The therapeutic environment is being transformed by the ever-growing technological developments of 21<sup>st</sup> century communication. Communication technologies are vastly contributing to the accessibility of information, which necessitates attention from the counseling community. We feel it is important to discuss the implications to psychological disclosure in particular, as disclosure is taking on a considerably new form through the availability of new communication technologies to the public. These technologies have redefined the meaning and application of disclosure in mental health professions, because clients are now able to find an abundance of information about their therapists that wasn't available in the past. Similarly, therapists have equal access to information regarding their clients. This changes the dynamics of the therapeutic relationship and the control mental health professionals now have regarding disclosure. The issue of disclosure is one

that has existed in the profession for many years, but now that technological advancements are creating new avenues for information, mental health professionals and students must consider those communication mediums as possible paths of disclosure as well. APA Ethics Director, Stephen Behnke said that these new technologies are raising the same questions we've had, in different ways (Martin, 2010).



An increasing number of therapists are joining social media networks and posting professional websites or blogs, which include extensive information.

Additionally, media-assisted psychological services, such as [Telepsychology](#), are becoming more prevalent in the counseling profession. These media-assisted interactions between clinician and client run the risk of information being unintentionally exposed. [The Ohio Psychological Association has taken lead in developing Telepsychology Guidelines](#) within their psychology regulations, including steps

to ensure the security of information that is electronically available. Their guidelines mention that with these new technologies emerging, we must agree on how to best apply them (OPA, 2009). Until clear guidelines are in place as to what the clinical approach should be to technology-assisted communication, we should closely monitor the information exchange that exists through these mediums.

Because electronic communication, such as that facilitated by social media, has the ability to distort the bounds that exist in the therapeutic setting, careful thought of the purpose of this communication is essential (Kaslow, Patterson, & Gottlieb, 2011). When a connection with a client has taken place, we should consider the motivating factors that could have led to the inquiry taking place. We should ask ourselves what the client hoped to gain from the inquiry and how to use this information to assist in promoting the well being of the client. Zur, Williams, Lehavot, and Knapp (2009) said that paying attention to the client's motivation in connecting online, a therapist could find opportunities to improve that client's treatment (Zur, Williams, Lehavot, & Knapp, 2009). A thorough examination of the benefits or harm to the therapeutic relationship and the possible implications is necessary. Upon reviewing all of these factors, a decision should be made as to



what the best course of action would be that could ultimately advance the client's therapeutic progress. We should also examine the clinical, ethical, and legal consequence of digital disclosure and perhaps establish office policies for digital connections (Zur et al., 2009). This is a critical step in the process, as it provides us with a framework on how to approach electronic communications with clients.

Significant thought and care must go into how we use Internet technologies in psychotherapy, given how it may affect our professional atmosphere. Clinicians should assess situations that arise with the client's welfare as the primary focus (Zur et al., 2009). A client's benefits must be behind the reasoning for a digital connection. If clinicians initiate contact, especially through social media platforms, their motive must be purely clinical. For example, should a therapist concern for their client's safety, a search may be warranted. A search based on curiosity or to confirm a fact, does not fit within the therapeutic realm and is not considered ethical (Tunick, Mednick, & Conroy, 2011). Additionally, substantial self-disclosure via the Internet (i.e. friending and posting on walls) should be documented and its clinical significance should be discussed in the client's clinical records (Zur et al., 2009).

Today's concept of disclosure has morphed into a hybrid of the original beliefs of self-disclosure as a therapeutic technical error and some more realistic beliefs of the digital society we live in today. Digital disclosure is a more advanced form of what we've come to know as unavoidable small world hazards, (Taylor, McMinn, Bufford, & Chang, 2010). The rapid growth of the Internet has left psychologists exposed to information they may not have otherwise shared with the world and has mandated that they approach disclosure as it applies to today's technology-centered society. The rapid nature and growth of communication media is likely to multiply with future generations, which means that we must prepare ourselves for its current and future implications. Preparation means that a clear set of guidelines must be constructed to direct clinicians on how to approach technological situations that may arise in practice. Clinicians will need APA involvement in creating these guidelines.

Although no concrete technology guidelines exist within the latest [APA Ethics Codes](#), the APA Ethics Director does recommend applying the current standards to Internet activities. According to Stephen Behnke, the APA Ethics Code was intentionally written in a way that indicates that it applies to electronic communication (Martin, 2010). He goes along to mention that the next revision of the APA ethics codes will attend to the



issues that are being raised by the Internet (Martin, 2010). Behnke said that the Ethics Committee has to be mindful of the important factors prior to creating a set of guidelines (Martin, 2010). The outlook for the inclusion of technology standards in future versions of the APA Ethics Codes is promising, although this may not occur for a number of years. Since digital transparency is still a present-day issue, then clinicians must work intelligently in assessing the possible issues that could surface until the next version of the codes is available for reference. Clinicians are not required become experts in these technologies, but to have an understanding and appreciation to the possible harm and possible benefits of using electronic communication (Nicholson, 2011).

[The American Counseling Association has created a Code of Ethics](#) that may serve as a good resource that psychologists can review as a reference to technology use. The ACA Code's section A.12. Technology Applications refers to the benefits and limitations of technology, technology-assisted services, inappropriate services provided via technology, access to information, informed consent, and website use on the World Wide Web (ACA, 2005). This code, along with the OPA's Telepsychology Guidelines, and the literary works mentioned here, could all serve as good reference for the current use of electronic communication in a therapeutic setting.

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# IRBs: Should we welcome the return of imprimaturs?

*By Harold Takooshian, Fordham University  
Past-President, APA Division One*



Since 2003, our APA Society for General Psychology has had a committee on Institutional Review Boards (IRBs) and scientific integrity, which views IRBs as one of those issues that deeply impacts all of psychology across specialty areas (Salzinger, 2004). This brief essay poses a simple question: "As scientists and Americans, should we support the return of imprimaturs?"

**In this brief quiz below, circle True or False if these 6 statements describe your personal beliefs:**

- T F 1. It was good for the Church in 1633 to forbid Galileo from publishing his scientific findings.
- T F 2. The First Amendment of the U.S. Constitution (Freedom of Speech) was not meant to protect scientists.
- T F 3. Scientists should always need permission from non-scientists to do research or publish findings (an "imprimatur").
- T F 4. If there is a way to prohibit the public from reading "unauthorized" ideas, we should find it.
- T F 5. I support PC, "political correctness," and punishment of scientists who do not comply.
- T F 6. "Academic freedom" does not apply to scientists doing research in universities.

Now give yourself 0 for each F, 1 for each T, and add your total, from 0 to 6.

Your score: \_\_\_\_\_



# Imprimatur.

**Good news.** If you scored closer to 6, we now have the IRB movement, which is forcing itself on scientists—to regulate the topics they can study, how they study them, decide on funding, whether they can publish their findings, and punishment of their employers for nonconformity. The same Papal "imprimatur" system that punished Galileo is now on its way to making a more subtle come-back.

**Bad news.** If you scored closer to 0, you are out-of-step with the efforts of non-scientists to apply a medical model to the regulation of behavioral research. Other miscreants who oppose friendly censorship appear at: [www.safs.ca](http://www.safs.ca)

In 1787, U.S. Founders **demanded** the First Amendment to the U.S. Constitution, because European authorities required prior approval before authors could use a printing press to publish their work.

**"Those who cannot remember the past are condemned to repeat it."  
-- George Santayana (1863-1952)**

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\*\* Prepared for the APA Society for General Psychology, August 2012. Orlando FL. For comments or inquiries: [takoosh@aol.com](mailto:takoosh@aol.com)



AMERICAN PSYCHOLOGICAL FOUNDATION

PSYCHOLOGY PHILANTHROPY

## CALL FOR NOMINATIONS AMERICAN PSYCHOLOGICAL FOUNDATION GOLD MEDAL AWARDS

### **About the American Psychological Foundation**

APF provides financial support for innovative research and programs that enhance the power of psychology to elevate the human condition and advance human potential both now and in generations to come.

Since 1953, APF has supported a broad range of scholarships and grants for students and early career psychologists as well as research and program grants that use psychology to improve people's lives.

APF encourages applications from individuals who represent diversity in race, ethnicity, gender, age, disability, and sexual orientation.

### **About the Gold Medal Awards**

The Gold Medal Awards recognize life achievement in and enduring contributions to psychology. Awards are conferred in four categories:

- **Gold Medal Award for Life Achievement in the Science of Psychology** recognizes a distinguished career and enduring contribution to advancing psychological science.
- **Gold Medal Award for Life Achievement in the Application of Psychology** recognizes a distinguished career and enduring contribution to advancing the application of psychology through methods, research, and/or application of psychological techniques to important practical problems.
- **Gold Medal Award for Life Achievement by a Psychologist in the Public Interest** recognizes a distinguished career and enduring contribution to the application of psychology in the public interest.
- **Gold Medal Award for Life Achievement in the Practice of Psychology** recognizes a distinguished career and enduring contribution to advancing the professional practice of psychology through a demonstrable effect on patterns of service delivery in the profession.

## Eligibility Requirements

Eligibility is limited to psychologists 65 years or older residing in North America.

## Nomination Requirements

Nominations letters should indicate the specific Gold Medal Award for which the individual is being nominated and should include the following:

- Nomination statement that traces the nominee's cumulative record of enduring contribution to the purpose of the award;
- Nominee's current vita and bibliography;
- Letters in support of the nomination are also welcome, but please refrain from sending supplementary materials such as videos, books, brochures, or magazines;
- All nomination materials should be coordinated and collected by a chief nominator and forwarded to APF in one package.

## Submission Process and Deadline

The deadline for receipt of nomination materials is **December 1, 2012**. Please e-mail materials to [pkadir@apa.org](mailto:pkadir@apa.org) or mail to: American Psychological Foundation, Gold Medal Awards, 750 First Street, NE, Washington, DC 20002-4242.

*Please be advised that APF does not provide feedback to grant applicants or award nominees on their proposals or nominations.*

Questions about this program should be directed to Parie Kadir, Program Officer, at [pkadir@apa.org](mailto:pkadir@apa.org).

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## PEARSON EARLY CAREER GRANT SPONSORS: APF; PEARSON

### Deadline: December 31, 2012

The Pearson Early Career Grant encourages early career clinicians to work in an area of critical societal need. Pearson partnered with APF to ensure psychology addresses critical needs in society. One \$12,000 grant is available. The program's goals are to support psychology's efforts to improve areas of critical need in society, including but not limited to innovative scientifically based clinical work with serious mental illness, serious emotional disturbance, incarcerated or homeless individuals, children with serious emotional disturbance (SED) and adults with serious mental illness (SMI); and to encourage early career psychologists to devote their careers to under-served populations.

For more information, please visit <http://www.apa.org/apf/funding/pearson.aspx>.



# FYI: Future APA Convention Dates

2013 Honolulu, Hawaii



July 31-August 4 (Wednesday through Sunday)

**2014** Washington, D.C.  
August 7-10 (Thursday through Sunday)

**2016** Denver, Colorado  
August 4-7 (Thursday through Sunday)

**2018** San Francisco, California  
August 9-12 (Thursday through Sunday)

**2020** Washington, D.C.  
August 6-9 (Thursday through Sunday)

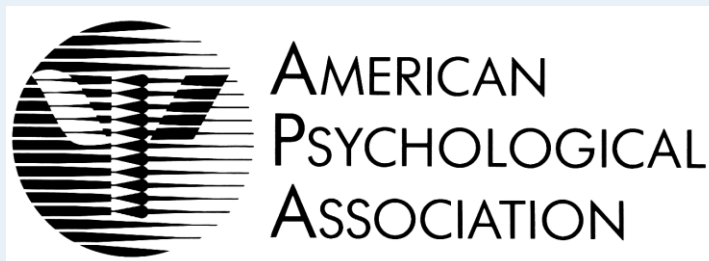
**2015** Toronto, Ontario, Canada  
August 6-9 (Thursday through Sunday)

**2017** Washington, D.C.  
August 3-6 (Thursday through Sunday)

**2019** Chicago, Illinois  
August 8-11 (Thursday through Sunday)

**2021** San Diego, California  
August 12-15 (Thursday through Sunday)

<http://www.apa.org/convention/future.aspx>



# ***Congratulations to the New Fellows of D1, Class of 2012!***



**The following new APA Fellows were recommended by the Committee and approved by APA through Division 1:**

The Fellows Committee of the Society for General Psychology (APA Division 1) is proud to announce that nine psychologists were elected as Fellows of the Division, based on their “outstanding and unusual” contributions to general psychology. Four of them were elected as new Fellows of APA, and four current APA Fellows were elected by the Division. According to APA, “Fellow status requires that a person's work has had a national impact on the field of psychology beyond a local, state, or regional level. A high level of competence or steady and continuing contribution are not sufficient to warrant Fellow status. National impact must be demonstrated.” Of the 93,000 APA members, about 5 percent are Fellows.



**Gerald Gamache, Ph.D.**  
Associate Professor of Psychology  
Flagler College



**Bernard ("Bernie") Gorman, Ph.D.**  
Professor of Psychology, Nassau Community College  
Adjunct Professor of Psychology, Hofstra University



**Miguel Roig, Ph.D.**  
Professor of Psychology  
St. John's University, New York



**Jason Young, Ph.D.**  
Associate Professor of Psychology  
Hunter College, City University of New York

The following current APA Fellows were approved for  
Fellowship in Division 1:



**Asuncion (“Siony”) Austria, Ph.D.**  
Professor of Psychology  
Cardinal Stritch University



**William Gottdiener, Ph.D.**  
Professor of Psychology  
John Jay College of Criminal Justice



**Jeffrey Mio, Ph.D.**  
Professor of Psychology  
California State Polytechnic University



**Thomas Teo, Ph.D.**  
Professor of Psychology  
York University



**Grant J. Rich, Ph.D.**  
Juneau, Alaska

## Congratulations and best wishes to our new Fellows!

For members of Division 1 who wish to apply for Fellow status, please contact Richard Velayo, Ph.D. by email at [rvelayo@gmail.com](mailto:rvelayo@gmail.com). Criteria for qualifications as Division 1 Fellow may be found at <http://www.apadivisions.org/division-1/membership/fellows/index.aspx>.

My sincerest thanks to Drs. Florence Denmark (Past-chair), Gloria Gottsegen, Antonio Puente, and Harold Takooshian, for having served as members of the Committee for at least the past two years. My gratitude to Dr. Gottsegen, who is stepping down from this position, for her outstanding service to the Committee. I also wish to welcome Dr. Janet Sigal who recently joined the Committee.

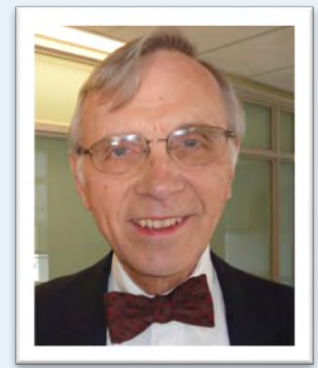
Sincerely,

*Richard S. Velayo, Ph.D.  
Chair, Fellows Committee  
APA Division 1 (Society for General Psychology)  
Email: [rvelayo@gmail.com](mailto:rvelayo@gmail.com)*



## Book Review

By James L. Rebeta, Ph.D.,  
Weill Medical College of Cornell University

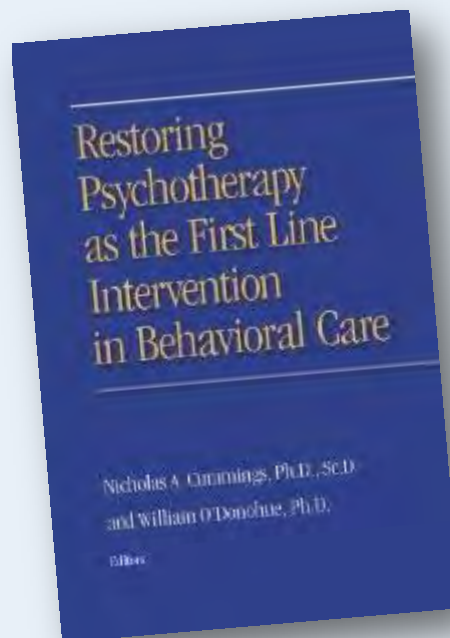


### ***Restoring Psychotherapy as the First Line Intervention in Behavioral Care***

Edited by Nicholas A. Cummings & William D. O'Donohue  
Ithaca Press, 2012, 326 pages. ISBN 978-0-9839121-1-8

#### ***Multidisciplinary Healthcare Reform: Will Patients Be Left Behind?***

While the title suggests a restoration of traditional psychotherapies to their historic place of prominence, we are instead presented with a compelling commentary on a legacy of advocacy for individuals who receive “interventions that are less effective, less safe, often more costly” and not infrequently with serious and at times lethal side effects (p. 1). The implicit challenge to all psychologists who pick up this volume is to enter into collaborative, constructive discussion about how we as a profession with our diverse empirical, analytic and evidence-based skills can make substantive contributions to patient care. Selfishly and more broadly, the potential reader might



wonder how this work might impact what we as psychologists teach, how we render clinical service, or what services might we as patients expect to receive from other disciplines in healthcare.

We psychologists—academic scientists, professional practitioners, public interest psychologists and others—frequently use professional meetings to obtain multiple perspectives that might enrich our work. These gatherings by their nature afford attendees scientific

breadth and occasionally depth on a range of topics of varying personal interest, but this same message may be difficult to convey in narrative format, which is the case with this work edited by Drs. Cummings and O'Donohue. As



such, complementary and confusing vantage points are often the rule and sometimes the appeal and challenge of such gatherings and also of this work. Nonetheless, current healthcare reform and ongoing debate frame the March 2011 presentations at a conference of the same name as the book title and argue for overlooking the occasional frustrations of a sometimes unevenly edited transcript. The potential reader should approach the volume with this in mind.

Dr. Cummings has long advocated for better behavioral health treatments. Here, he and other contributors cover the remedicalization of psychiatry, the explosion of the use of psychiatric medications, especially by a preponderance of non-psychiatric physicians, and their promotion by pharmaceutical advertising sometimes influenced by ghost-written research claims. Especially chilling is the documentation of the primacy and overuse of medication interventions in vulnerable populations, viz., children, seniors, and the seriously mentally ill. In this context, the citation of a 2004 *New England Journal of Medicine* editorial from the International Committee of Medical Journal Editors provides strong support for the case against selective reporting of clinical trials as “it distorts the body of evidence available for clinical decision-making” (De Angelis, et al., 2004, p. 1250). The constructive corrective forcefully proposed by these journal editors would

embody the accountability and transparency in clinical research for which several of this work’s contributors argue. However, bolstering the case made with the statement— “It is simply no longer possible to believe much of the clinical research that is published or to rely on the judgment of trusted physicians or authoritative medical guidelines. I take no pleasure in this conclusion that I reached slowly and reluctantly over my two decades as editor of *The New England Journal of Medicine*” (p. 121) —may be an example of uneven editing that can frustrate the reader. While it captures the spirit of the editorial position of thirteen journal editors, its attribution to Dr. Catherine De Angelis, the first listed alphabetically, is confusing as she was editor-in-chief of the *Journal of the American Medical Association* at that time. Further, the reader will not find that statement in the reference cited, but can locate it in Dr. Marcia Angell’s concurring commentary on the situation that appeared in 2009, and she had been editor of *The New England Journal of Medicine*.

The context for the importance of behavioral health intervention is cast in terms of “the economics of disruption or how the new replaces the old” and is based on the work of economist Clayton Christensen as it applies to healthcare (p. 31). Herein is no *apologia* for clinical practice in any sense of treatment as usual. Rather, the reader is prodded to examine

questions for which the contributors' conclusions and recommendations but demonstrate the enormity of the task unfolding and the paradigm shift needed if truly integrated behavioral healthcare is to be achieved. Advocating the goals of patient safety, education, and preferences; developing an effective array of treatment interventions tailored to prioritized physical and behavioral health problems; timelier, more efficient and accessible care delivery by competent professionals; outcome efficacy at lower cost – these are the pillars of a training paradigm for the future. Dr. Cummings, with others, has sought to develop interventions informed by these issues at Arizona State University which builds on decades of experience with the Biodyne model of integrated care and psychotherapy. This model was pioneered by Cummings “in the late 1950s in Kaiser Permanente and subsequently refined over the course of five decades in the Hawaii Medicaid Project and in the training and supervision of hundreds of psychologists in the American Biodyne managed care company” (p. 247). Cummings et al. stress the importance of such challenges and the opportunities for psychology. Others have stressed equally urgent challenges such as a 42% increase in overall chronic illness prevalence projected to occur between 2003 and 2023 (e.g., Bodenheimer, Chen, & Bennett, 2009) or projected demographic shifts that Rozensky

(2012) noted would result in “a doubling of the number of those over the age of 65 from 40.2 million in 2010 to 88.5 million by 2050” (p. 32). In either case, the prospect of confronting such problems with an unprepared healthcare workforce alone seems daunting.

This conference distillation is not an easy read. There are many premises to be met in restoring psychotherapy to a first-line intervention in behavioral healthcare and perforce each contributor had to be highly selective in developing a summary perspective. This volume's extended attention to the development of the current medicalization of behavioral healthcare even insinuates itself into a discussion of non-medication treatment alternatives. For example, John Caccavale's chapter on treatments, outcomes and cost effectiveness of psychotherapy as the first line treatment for behavioral disorders (pp. 127-143) mentions that of the five most costly conditions in the period of 1996 to 2006 – “cardiac disease, respiratory disorders, cancer, metabolic disorders and mental disorders” (pp. 137) – mental and trauma-related disorders saw the largest healthcare expenditure increase and, of course, are the traditional channel for behavioral health dollars. Behavioral health specialists do make substantive contributions to treating the narrowly defined psychological conditions, but there is less attention given to the fact that their

interventions can be applied to select medical conditions as well. Others have been more explicit in outlining how and where they have been applied (e.g., Chambless & Ollendick, 2001). The inclusion of a discussion moderated by O'Donohue that took place between Caccavale and David Antonuccio responding to each other's remarks and to wide-ranging questions from participants seems a less-than-perfect fit and may serve to illustrate the aforementioned unevenness in satisfaction that conference attendees often report. Much of this discussion begs the question of how psychologists outside of the medicalized model of treatment can increase their collaboration and how they might effect the changes needed which are listed herein.

Perhaps at its most disappointing, this work does not provide either comprehensive or targeted solutions to the widely recognized need for interdisciplinary, community-based linkages and interprofessional education (cf. Wilson, Rozensky, & Weiss, 2010). Nor does it do much to amplify a model that encompasses "a frame of reference, an interpersonal education for [a] collaborative, patient-centered practice framework" (p. 8) with linkages at and among individual, organizational and systems levels to provide an integrated and cohesive answer to the needs of the

patient/family/population that others have proposed (D'Amour & Oandasan, 2005).

**"We as psychologists and, at some point, as patients ourselves have vested interests in the outcome. "**

This volume is at its best when it describes a behavioral care training paradigm for the future (pp. 223-264), one "designed to meet the emerging needs of healthcare reform to produce clinicians who are able to provide clinical services in integrated care settings with the explicit goal of improved clinical outcome and demonstrating medical cost offset" (p. 257). These contributions must span a range of settings, empower the patient, demonstrate positive outcomes at lower cost, and provide efficient and timely services to a wider range of ill- and underserved individuals. We as psychologists and, at some point, as patients ourselves have vested interests in the outcome. If we accept the challenge, then this volume may help to guide our future training and soberly reflect on the difficulties of our past.

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## Book Review by Mark E. Mattson, Ph.D., Fordham University



### *The Corsini Encyclopedia of Psychology* (Fourth Edition)

By Irving B. Weiner and W. Edward Craighead  
Wiley & Sons, 2010, 2002 pages. ISBN: 978-0-470-17024-3

It is clearly essential to focus a review of a massive work like the four volumes of *The Corsini Encyclopedia of Psychology: 4<sup>th</sup> Edition* (2010) (hereafter *Corsini*), with over 1800 pages of entries. This review briefly covers the publication history of *Corsini*, then tries to assess its future by comparing it to Wikipedia. I had access to the first two volumes of *Corsini* for this review, and focused my analyses on Volume 1: A-C.

John Wiley is the publisher of *Corsini*. As you might expect, the first editor was Raymond J. Corsini (1914-2008). He was a well-known and well-connected clinician, editor, author, and test creator (Wedding, 2010). *Corsini*'s encyclopedia is written by expert contributors who are listed with the articles and is carefully edited.

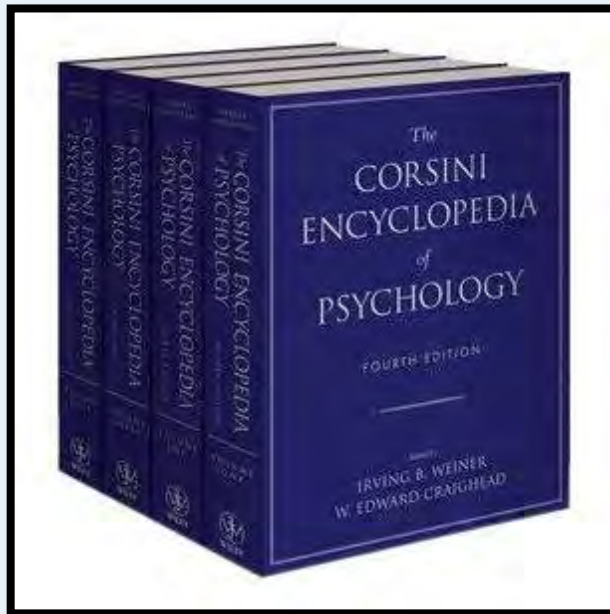
My question is, **will it be used?** I have a one volume reference work above my desk right now: *The Oxford Companion to the Mind* (Gregory, 1987). *Corsini* is not going to fit on that shelf: these volumes are library books. In addition, based on dust accretion it has been some time since I've used the book. More often I look for internet sources. As a result I decided

to compare *Corsini* to *Wikipedia*. *Wikipedia* was selected for comparison because it is often the first entry returned by internet search engines when entering names and technical terms. For example, for Alfred Adler, the top pick for Google was a *Wikipedia* entry. *Wikipedia* is

reviewed by its users, who can modify the content of the articles, but whose names are not associated with the entry. As a result, it is easy to access but not consistently reliable, and the amount of information posted is determined by user interest and expertise. Microsoft Word was used to count the words in the main text of articles for Table 1, as a way of estimating the coverage of each topic. For *Corsini* a rough estimate of words was generated by counting pages, columns,

and lines, multiplying by an estimate of words per line (9), and rounding up.

Furthermore, *Corsini* has 63 detailed biographies in the main section, and 543 additional short biographies in Volume 4. The four detailed biographies examined here were not as detailed as the corresponding biographies on Wikipedia, which were 2 to 7 times longer.



*Corsini* has articles on psychological disorders, from which these four were arbitrarily selected. In three of the four cases the coverage is about twice as long on Wikipedia. *Conduct Disorder* is the exception, with slightly more coverage in *Corsini*.

So, for relatively concrete topics with interested groups that contribute to *Wikipedia*, you may get more information – though of more questionable reliability – than in *Corsini*. The pattern is different for more general topics, like *Abnormal*

*Psychology* and more specialized topics, like specific tests, e.g., *Bayley Scales*. *Corsini* has articles on national psychologies: Argentina, Australia, China, Columbia, etc., and a substantial article on *Asian Psychology*. *Wikipedia* has no articles on these national psychologies, and has a stub with no content for *Asian Psychology*. *Corsini* sends the reader

from *absent-mindedness* to *attentional lapses*, and has more coverage there than the *absent-minded* article on *Wikipedia*, despite its

inclusion of fictional absent-minded characters.

I would certainly prefer that students and the like use *Corsini* over *Wikipedia*, since it is more reliable and has useful articles on both specific and general topics missing from *Wikipedia*. Now that I

Table 1. Comparative topical coverage: *Corsini* and *Wikipedia*

Topic	<i>Corsini</i> (2010) estimated # words	<i>Wikipedia</i> 9/12/10 words in main text
<b>Biographies</b>		
Alfred Adler	850	4469
Mary Ainsworth	270	1967
Gordon Allport	900	1820
Anne Anastasi	330	1038
<b>Disorders</b>		
Asperger Syndrome	3000	5249
Bipolar Disorder	3500	8738
Conduct Disorder	1300	966
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<b>Specialized Topics</b>		
Abnormal Psychology	3000	1924
Asian Psychology	3500	Stub
Attention Lapses	580 (Absent-minded)	222
Bayley Scales...	1300	134

know about the biographical articles in Volume 4 of *Corsini*, I expect I will occasionally go downstairs to the library to use the books for researching and teaching the history of psychology. But if I'm at home and only have internet access...

**Mark E. Mattson, Ph.D.**, is an Associate Professor of Psychology and Associate Dean of Fordham College at Lincoln Center. His research interests include connectionist models of cognitive processes and the history of experimental psychology.



*Book review*

By J. Scott Lewis, Ph.D., Penn State Harrisburg

***The Spinoza Problem: A Novel***

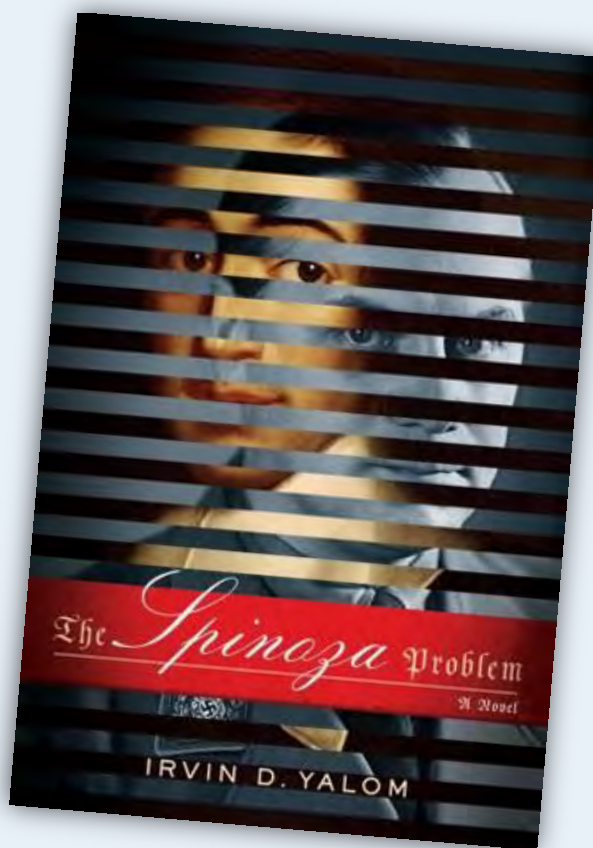
By Irvin D. Yalom

Basic Books, 2012, 336 pages. ISBN-13: 978-0465029631

Separated in history by 300 years, the lives of philosopher Baruch Spinoza and Nazi propagandist Alfred Rosenberg intertwine in fascinating and unexpected ways. Based on the historical lives of both men, psychiatrist and novelist Irvin D. Yalom weaves together the circumstances that define each of them into a colorful and playful novel exploring the question of identity and one's place in the world.

Rosenberg, a rabid anti-semitic and architect of the racial theories of the Nazi party, embarks on a lifelong quest to understand his idol Goethe's admiration for the Jewish philosopher Baruch Spinoza. Rosenberg wonders how the greatest modern Germanic writer could find value in the writings of an exiled Jew. The "Spinoza problem" becomes more than a mere academic endeavor. It becomes a search for understanding of place in a world torn by rigid identity distinctions and unyielding out-group warfare.

Rosenberg is cast as a subtly immature figure, seeking his place in the party he helped to form. Overshadowed by the charismatic Hitler, Rosenberg finds himself on the periphery of a



party he to which he desperately wants to belong. As he courts the friendship of Hitler, Rosenberg becomes a pawn to the forces of history. He finds some solace in Goethe—but the Spinoza problem niggles at him like a persistent cough.

Nearly 300 years in the past, the brilliant Baruch Spinoza undergoes his own identity crisis. Once considered the most likely successor to Amsterdam's most vocal and respected Rabbi, Spinoza rejects the rigid teachings of the Talmud and embraces immanence. This earns him permanent excommunication

from the Jewish church, a sentence which the young Spinoza accepts with dignity beyond his years. Yet, Spinoza deeply struggles with his own identity. In love with a gentile who does not reciprocate, Spinoza isolates himself from a world he knows he cannot fit into. Seeking to understand the grand nature of the universe itself, Spinoza struggles to adapt to his isolation.

As the novel portrays them, these two distant and opposite figures share a common struggle to find their identity and personal truth in radical

worlds. Though the paths are distinct, they cross often. Yalom does a masterful job of interweaving the lives of two men so distinctly different in time and space. Yalom's novel reminds us of the common struggles faced by all people, regardless of their historical era. The *sturm und drang* faced by Rosenberg and Spinoza serve as examples of the fate of all humankind, and the interconnectedness of identity through time. The novel stands as testament to the universal struggle to find one's place in the world.



**J. Scott Lewis** is an Assistant Professor of Sociology and the program coordinator for Penn State Harrisburg's Bachelor of Social Science in Secondary Education Social Studies program. His research interests include the philosophy of social science, sociobiology, and pedagogy.



## The General Psychologist

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*Book review*

By John Hollwitz, Ph.D., Fordham University

## ***Everything I know about business I learned from the Grateful Dead***

**By Barry Barnes**

Hachette Books, 2011. 222 pages. ISBN: 0446583804

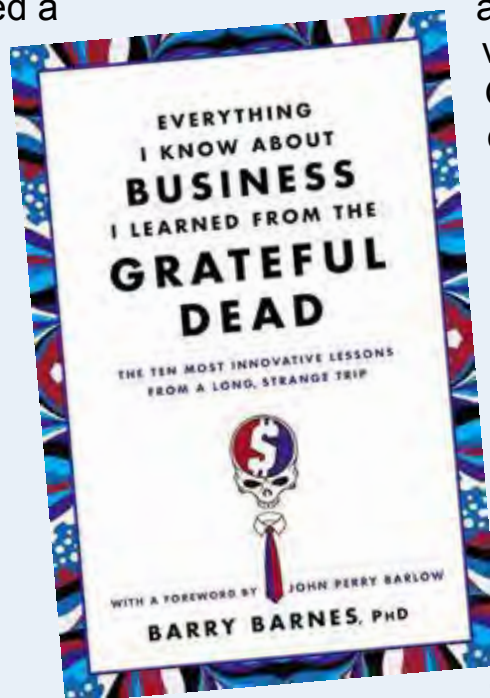
### **A Longer, Stranger Trip Than We Knew**

Barry Barnes' *Everything I know about business I learned from the Grateful Dead* is designed to catch the attention of anyone browsing the business shelves of the local or virtual bookstore. What? The Grateful Dead as a best practice business? Is he kidding?

He is not, and you'd need a bigger curmudgeon than I, if you could find one, to disparage his hugely affable and intelligent business case study of the iconic rock group. "Rock group" may be a misnomer. The band transcended categories, and so does the book. The Grateful Dead was other than or different from a "rock group"; Barnes has written something unlike any

mass market business book which I can recall. He describes a hugely successful business model unprecedented in its own time, out of conformity to what one discovers in so many of the management texts on which we usually rely.

The book is a grounded theoretical analysis based upon the voluminous evidence of the Grateful Dead's business operations. Barnes identifies ten emergent themes which form his structure. Some of these themes are highly novel ("master strategic improvisation," "share your content," "create a business tribe," "share your intellectual property," "insource and learn do-it-yourself business"). Other themes sound like the bromides which fill the contents page of so many other business books ("be kind to your customers," "innovate constantly," "transform



through leadership”). But there is nothing bromidic about the practices behind these ten principles in Barnes’ treatment of the Dead’s business model.

The book begins with a foreword by John Perry Barlow, a Grateful Dead road manager and sometime songwriter who provides a background against which Barnes shows how the band flipped traditional assumptions about profit and value.

Barlow claims that the Grateful Dead was a business suited to an information economy and that the information economy nullifies a key premise of classical economic theory, that profit depends on managed scarcity. The Dead behaved as though the opposite were true, that success can come from dissemination, the opposite of scarcity, proliferating product through multiple distribution channels at reasonable prices and sometimes even for free. Barlow asserts (and Barnes agrees) that the Grateful Dead discovered a different value proposition. The product is not the music and not even the band. Their product is the audience. Belonging to that audience is their brand.

Barlow convincingly elaborates upon this assertion. The Grateful Dead achieved

superstardom by tossing the textbooks and inventing a new notion of management at a time when the rock revolution of the 1960s was calcifying

into a mass market, multinational megabusiness. The Grateful Dead organization eschewed traditional strategy and adopted “strategic improvisation,” combining planning and operations into a single construct to be applied to highly fluid and uncertain

situations. The band immersed itself in such situations by withdrawing from traditional techniques of record production and distribution. There aren’t any textbooks that told them how to do this. Barlow shows that the musicians, staff, and road crew were highly decentralized, long on flexibility and short on structure. Years before Google, the Grateful Dead took seriously a simply stated mission of doing well by doing good, creating community with a strong culture of social value and individual dignity. This culture drove their structure (such as it was) and guided the key decisions in their operations. Barlow points out that the band’s performances were fundamentally improvisatory. He seems inclined towards the position that their improvisation is distinct from what has developed in jazz. In this I believe him



*Jerry Garcia. Photo by Carl Lender*

seriously mistaken. But his larger point is that the Dead's performances, the mainstay of their presence to their customers, were isomorphic with their business plan. The Grateful Dead deliberately disrupted routine. Partly this grew from the result of their distrust of the recording establishment; partly it grew from

creative impulse. They were not risk-averse and saw "failure" as the price tag for ultimate improvement. Their minimalist structure fostered creative ambiguities which suited a flat organizational structure and highly autonomous

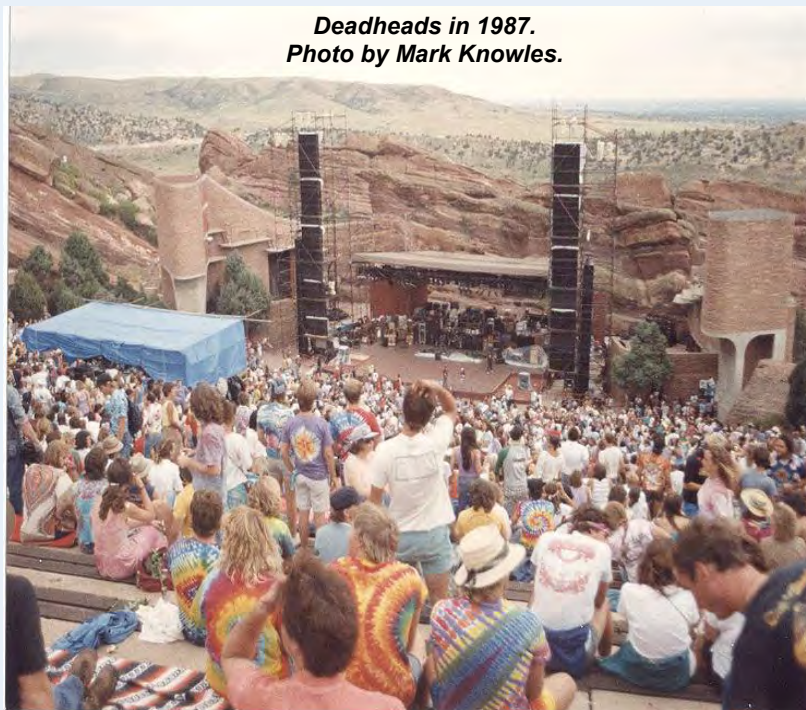
teams. The Dead allowed all stakeholders in the enterprise a critical and sometimes equal share in strategic and operational decisions, from the musicians to the janitorial staff. The money was always secondary. Guitarist Bob Weir enigmatically said that the only point of the money was to permit the band to play for free. It did no such thing in part because the Dead's practice seemed design to enhance community and to minimize traditional profit. Alone among the mega-bands of the time, the Grateful Dead deliberately restricted

revenue by capping ticket prices and refusing the corporate sponsorships which became increasingly common in live concerts over the years of their presence at the center of the stage. In addition, Barlow shows that the band invested an enormous amount of revenue into innovations in sound

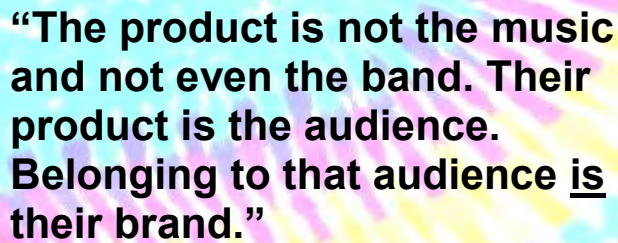
systems, customer service, talent management, and lighting. They were a successful business, but the success was on their terms, and their terms were decidedly post-modern.

Barlow shows that the Grateful Dead were innovators in the industry for marketing a wide

range of paraphernalia which remain today a significant source of revenue. Even here they took the high road, which meant restricted income. They insisted on high quality products, fair pricing, and exceptional (expensive) customer service, all directed to a sense of community. They relied on what we laterally call "viral" marketing. Paradoxically, however, the Grateful Dead substantially gave away their music and treated their merchandise trademarks as highly negotiable. The Dead were famous to some and



*Deadheads in 1987.  
Photo by Mark Knowles.*



**“The product is not the music and not even the band. Their product is the audience. Belonging to that audience is their brand.”**

infamous to others (chiefly the music industry) for encouraging audience taping of their performances. Performance taping wasn't new to the Grateful Dead; it has been occurring in music, especially in the jazz scene, for decades. The Dead, however, were unique in their response to audiotaping and the free exchange of the results among the international members of the Dead community. They saw it as perhaps the most important driver of their success and encouraged it so long as the recordings did not become centralized in what they regarded as a piratical corporate structure. They even established separate seating sections for tapers. Their approach directly contradicts standard practice in the music industry. It makes sense only if Barlow is correct in his two central theses—that their product was a community of listeners and that music dissemination, not scarcity, can be the heart of the value proposition.

Barnes, professor of management in the Huizenga School at Nova Southeastern University, elaborates on these and other counterintuitive practices in fluid, informed prose. Though clearly a fan, he is not uncritical. There are things that the Grateful Dead did not do well. For example, their decentralization forced them to navigate finely between structure and improvisation and they did not always get it right. Jerry Garcia denied that he was the leader of the enterprise although ultimately he had to be. But overall, Barnes exposes the enterprise as a wonderful experiment in organizational counterculture, a best practice for an economy that was only breaking the horizon during the band's career.

Besides serving a general public, the book is a rich case story for academic courses in organizational behavior and management essentials (where I have adopted it to enthusiastic response). The story behind the Grateful Dead experiment is compelling, informative, and entertaining.

[John Hollwitz](#) is Professor of Management Systems and University Professor of Psychology and Rhetoric at Fordham University.

**Editor's note:** You may wish to visit the *Grateful Dead Archive Online*, hosted by the University of California, Santa Cruz. The website boasts “thousands of images, artifacts, and materials,” and encourages fans to upload their own Grateful Dead memories, following the band’s “participatory spirit.”

[www.gdao.org](http://www.gdao.org)

For free Grateful Dead music, you can visit the Grateful Dead collection online at <http://archive.org/details/GratefulDead>





*Book review*

By Harold Takooshian, Ph.D.,  
Fordham University

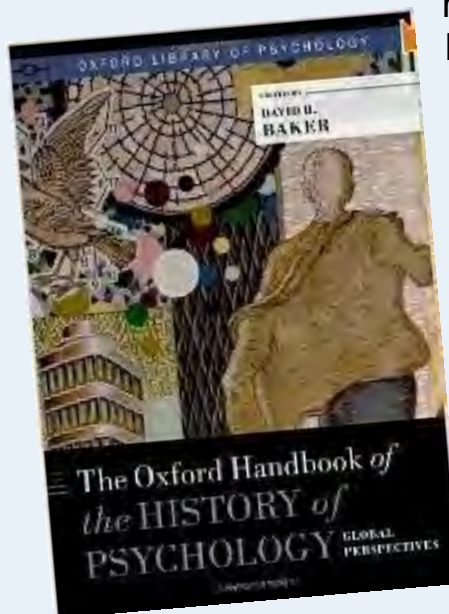
## ***The Oxford handbook of the history of psychology*** Edited by David B. Baker

Oxford University Press, 2012. 672 pages. ISBN: 978-0195366556

### ***Such a wide world of psychology...***

At over 600 pages, the purpose of this latest volume in the Oxford Library of Psychology is "to bring a historical perspective to international psychology" (page 621). It is a "handbook" in the truest sense of the term, offering a mass of detailed information in a palm-size format. Its cumulative 21-page index of names and topics alone is an invaluable index of psychology world-wide in the last century.

For most of the 20th century, we saw "history of psychology" textbooks focus exclusively on North America. This myopia was natural, since most psychologists and publications by far were concentrated in the USA. This myopia first changed in 1976, when historians Virginia Staudt



Sexton and Henryk Misiak edited *Psychology around the world*, their first-ever panorama of psychology across nations. After 1976, their volume became a model, inspiring others' edited tomes, in which each chapter would limn the history of psychology in a different nation: in 1987 (Gilgen & Gilgen), 1992 (Sexton & Hogan), 1992 (Gielen, Adler, & Milgram), 2000 (Pawlik & Rosenzweig), 2001 (Overmier & Overmier), 2004 (Stevens & Wedding), 2006 (Stevens & Wedding).

The Baker volume brings this genre to new heights in several ways. Its 29 chapters cover 27 nations, averaging about 22 pages each. The 40 contributors include key leaders in international psychology, authoring chapters that range from 8 pages (on Brunei Darussalam) up to 44 pages (on

China)--in proportion to the growth of psychology in that region. The tone of most of the chapters seems familiar--that the region's psychology had modest origins, grew despite challenges, and now has a bright future.

The editors' format for each chapter is useful: (a) an abstract, including key words; (b) a background, including key origins/ people/ events/ specialties/ concepts; (c) a glossary of terms; and (d) an extensive bibliography of indigenous sources.

The volume benefits from two chapters at the start and end of the volume, co-authored by two master historians--David Baker himself, and his erudite mentor Ludy Benjamin. Their introductory chapter (pages 1-17) offers a fascinating overview, complete with recondite but useful lists of the international congresses since 1889, and 75 national psychological associations. Their concluding chapter (pages 616-624) describes trends in the likely future of psychology world-wide. With the index on pages 625-645, it seems intentional

that it is highly detailed--as a useful resource for readers seeking people, events, or organizations of the past century.

If there is one limitation to this masterful volume, it is the relative absence of internet resources in this electronic age. So much of our knowledge has now shifted to the internet, and a roster of current organizations and resources, such as the APA ([www.apa.org/international](http://www.apa.org/international)), international psychology ([www.internationalpsychology.net](http://www.internationalpsychology.net)), or the Union of Psychological Sciences ([www.iupsys.org](http://www.iupsys.org))--indispensable internet resources for anyone seeking to learn about international psychology (Takooshian & Stambaugh, 2007).

Like other Oxford handbooks, this seems aimed at libraries more than individual purchasers. Whatever the case, it is an invaluable resource for those students and professionals who share the editors' desire to internationalize the history of psychology.

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**Editor's Note:**

Google Books offers a limited preview of *The Oxford handbook of the history of psychology*.

[Click here.](#)

**Harold Takooshian, Ph.D.**, is Professor of Psychology and Urban Studies at Fordham University, where he directs the program in Organizational Leadership.



## Editor's Reading Picks

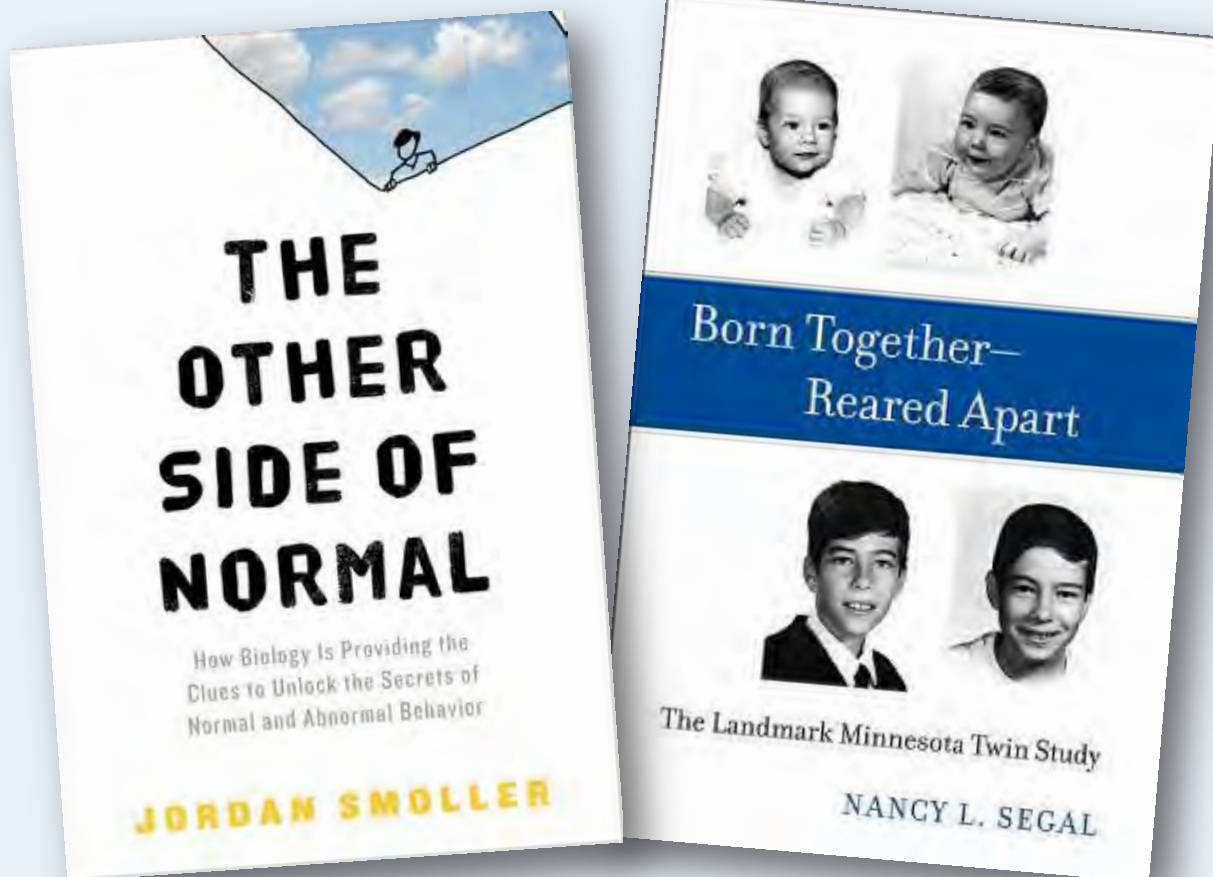
Marssa A. Harrison, Ph.D., Penn State Harrisburg

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Leavy, J. (2010). *The last boy: Mickey Mantle and the End of America's Childhood*. New York, NY: Harper. 480 pages. ISBN-13: 978-0060883522

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## Editor's Reading Picks (continued)

### Articles:

Agrillo, C. (2011). [Near-death experience: Out of body and out of brain?](#) *Review of General Psychology*, 15(1), 1-10. doi: 10.1037/a0021992

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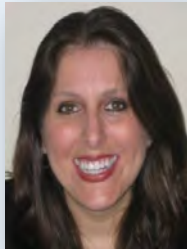
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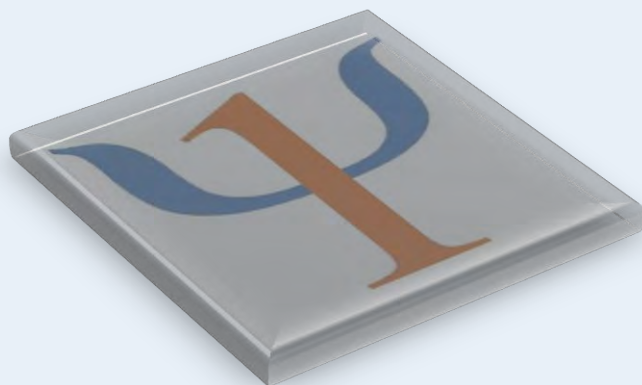


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Thank you to our friend Biggie for the helpful suggestions.

HAPPY HALLOWEEN!