



THE GENERAL PSYCHOLOGIST

LORI JORDAN FOUNTAIN, EDITOR
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Society for
General Psychology

APA DIVISION 1



PRESIDENT'S COLUMN

The New Year: A Time for Change and Big Ideas By Clare Mehta, Ph.D.

Welcome to the first newsletter of 2023. This is a newsletter of firsts. The first newsletter of the new year, my first newsletter column as the president of Division 1, and Lori's first newsletter as a solo editor.

At the start of a new year, most of us are looking forward and thinking about changes we want to make over the upcoming year. What better time of year then, to be sharing some of the changes that are happening in our division? Since I started my tenure as Division 1 President in August, the Division 1 Executive Committee (EC) has submitted paperwork

IN THIS ISSUE

President's Column	1
In Memoriam	4
Call for Nominations	6
APA Program Convention Slideshow	7
Div 1 Engagement Opportunities	8
Member Spotlight	11
Invited Column	14
Member Submissions	23
Notes From Members	30
Review of General Psychology	37

President's Column Cont...

to officially change the name of Division 1 from *The Society for General Psychology* to *The Society for General Psychology and Interdisciplinary Inquiry*. The EC also voted to form an investment committee and put them to work right away, overseeing the stock market investment of division funds that had been languishing in a bank account. Investing this money (in ethically responsible companies of course) will ensure that we are able to remain on firm financial footing and will help support division activities. And while I'm on the subject of division activities, we have been working on plans to spend some of the division's funds on you, the members. We are in the process of developing free workshops and programming for members that we will launch later this year, and will be hosting social events that we hope you'll attend at the APA convention in August.

This new year will also see us building a new and more engaging website full of useful information and resources for our members. And finally, we are in the process of hiring an administrative officer for the Division, someone who will be able to help us with important administrative tasks and who will be able to support some of our new, big visions for the division. One of my many visions for the Division is looking at Division 1's track record in terms of diversity, equity, and inclusion and actively improving it. We plan to take strides to live our values, as outlined in Past-President Jocelyn Turner-Musa's [Diversity Statement](#) that was adopted by the Division, and are working on developing programming and resources relevant to psychologists of color. [Alex Onuoha](#) has joined us to spearhead these efforts.

I want us to think big in terms of what we can do as a Division, but I also want us to be thinking big in terms of what we can do as general and interdisciplinary psychologists. My presidential theme that will be highlighted at the conference



Clare Mehta, Ph.D.
President APA Division 1
Society for General Psychology

is *Using Big Ideas to Unify Psychology*. What do I mean by this? Time and space in which people can work on developing big or new ideas or theories in psychology has become increasingly hard to come by. Those of us who are academics are trapped in a cycle of publish or perish that demands us to work quickly, and I would argue, shallowly, so that we can produce the prolific amounts of work demanded of us by academic institutions and granting institutions. This work tends to be largely quantitative empirical work.



President's Column Cont...

This type of work is important for our discipline, but it cannot be all that our discipline produces. Those of us in practice or other applied work may find ourselves needing to take on more and more clients to meet the needs of people subsumed by the mental health crisis that started before, but was certainly exacerbated by, the pandemic. Similarly, those of us who teach, may find ourselves burning out under the relentlessness of students' pastoral needs, again, that have been exacerbated by the pandemic. Where, in all of this busyness, is there time to stop and think, and be creative in our work? How can we encourage a new generation of theorists theorists who are diverse both in terms of identity and thought to think big and develop new ideas to shape the future of psychology, if we are not providing people with the time to do this? It is a lofty goal, but I want to encourage all of us to think about how we can make space in our careers, and support others in making space in their careers, to allow for the percolation of big ideas. General and interdisciplinary psychology, with its commitment to building connections between the subspecialities of psychology and other disciplines is the perfect place to start this conversation. So as we start the new year, perhaps allow yourself some time and some space in your work calendar to think big, not just about your own life and career, but about our larger discipline, looking for connections or gaps in our knowledge. Where should we be building or developing new or better theories? What shifts in perspectives or approaches to how we think about and/or do psychological science or practice can we propose? Our science is a living, breathing thing, and while I recognize that the systems we are a part of seldom leave space for deep thinking, I hope that many of you will be able to find that space in 2023 to devote to exploring some of your big ideas.

"How can we encourage a new generation of theorists theorists who are diverse both in terms of identity and thought to think big and develop new ideas to shape the future of psychology, if we are not providing people with the time to do this?"



In Memoriam

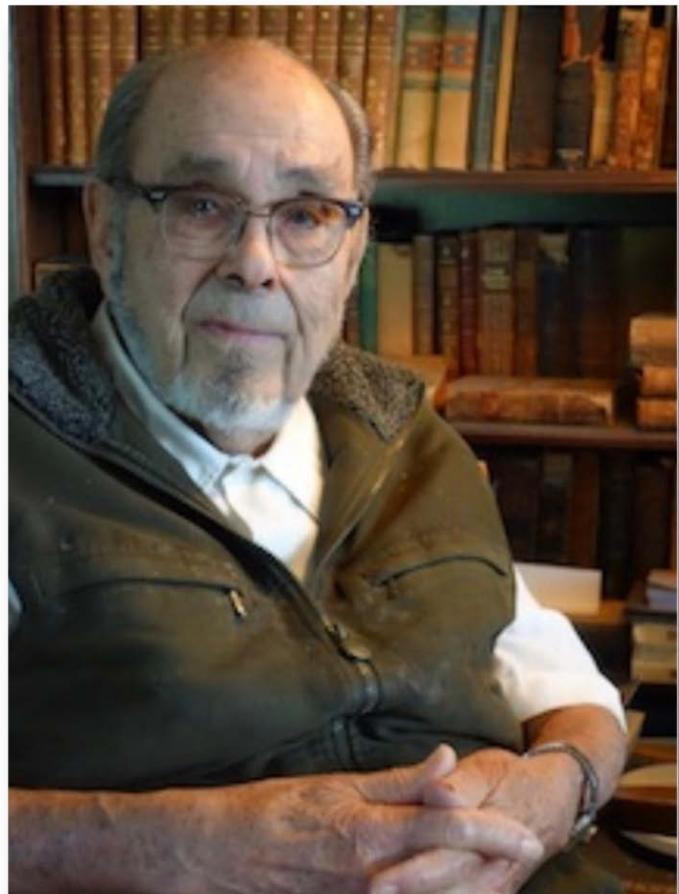
A Tribute to Michael Wertheimer (1927-2022)

Sadly, Michael Wertheimer, professor emeritus of psychology and neuroscience at University of Colorado at Boulder, passed away on December 23, 2022, at the age of 95. An insightful scholar and highly valued colleague, he served on the APA Board of Directors and was active in several divisions of APA including Divisions 2 (Society for the Teaching of Psychology); 24 (Society for Theoretical and Philosophical Psychology), Division 26 (Society for the History of Psychology) and our own division, the Society for General Psychology.

Wertheimer made extensive contributions to Division 1. Specifically, he served as president of our division from 1975-76, as member-at-large on the Executive Committee from 1984-1985 and from 1990-1991; as APA Council Rep from 1986 through 1988 and from 2003 through 2005; as division historian in 1995; as division secretary from 2001-2006, and on the recent Hilgard award committee in 2021. In addition, he served as co-editor of all seven volumes in the Division 1 series Portraits of Pioneers in Psychology. It is noteworthy that much of Michael Wertheimer's divisional service postdated his term as Division President, and took place when he was actively involved in the work of other divisions (he also served as President of Divisions 2, 24 and 26).

You are invited to a Michael Wertheimer Memorial Zoom Call on Sunday, February 12, 2023 at 1:00 PM Pacific time, 2:00 PM Mountain, 4:00 PM Eastern, 9:00 PM England.

More information [here](#).



Michael Wertheimer, Ph.D.

An individual with great energy and bonhomie, he richly deserved the honor of receiving the division's award for exceptional service in 1992. For fuller accounts of Wertheimer's life and contributions please access the following obituaries by [D. Brett King](#) and [Legacy.com](#). You are also welcome to post memorial notes, images, essays, poems, memoirs, commentaries, etc. at [Michael's Memorial Website](#) (or just visit that website to see what others have posted).

But perhaps the best account of Michael Wertheimer's very interesting life can be found in his 2020 autobiography, *Facets of an Academic's Life: A Memoir* (Springer, 2020). We will miss him.

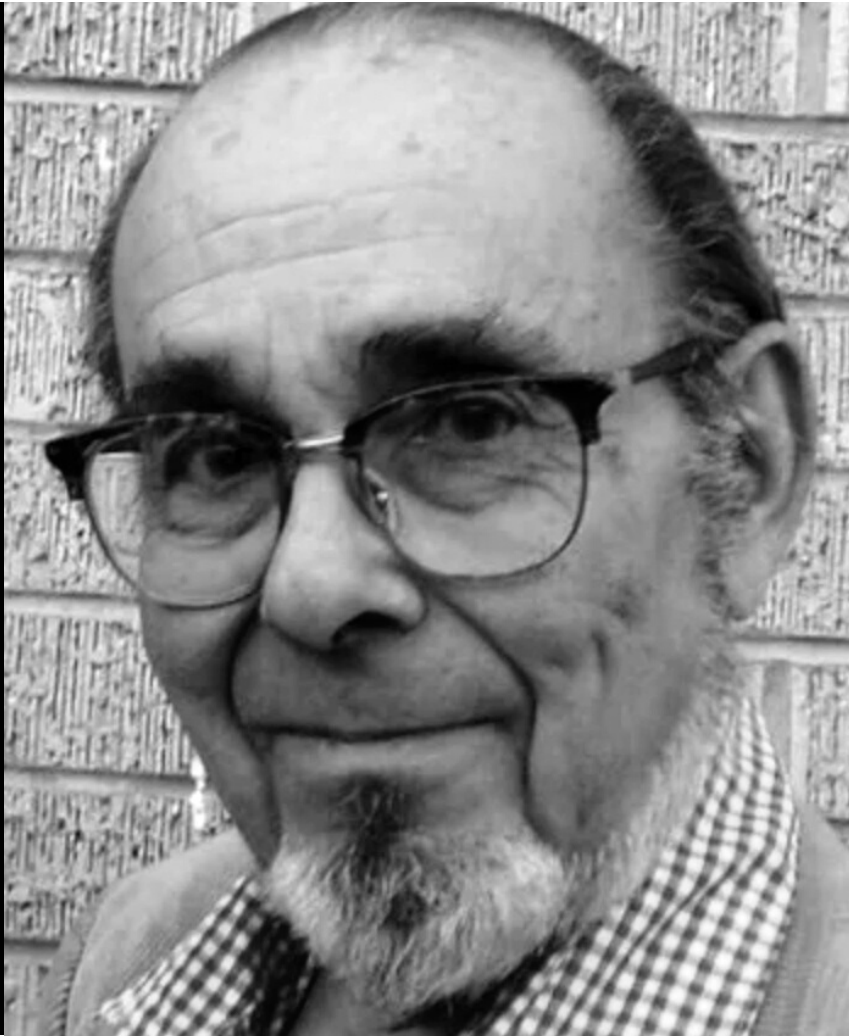
Memorial Contributions by Dr. Deborah Johnson



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In Memoriam Cont...

DR. WERTHEIMER'S VIRTUAL MEMORIAL



Dear Colleagues, Friends, and Family of Michael Wertheimer,

You are invited to a Michael Wertheimer Memorial Zoom Call on Sunday, February 12, 2023 at 1:00 PM Pacific time, 2:00 PM Mountain, 4:00 PM Eastern, 9:00 PM England.

[Here is the link to join](#)

There is a maximum of 100 attendees, so if you plan to be there, please let us know by Sunday, February 5, using one of the addresses listed below. There is a limit of 20 speakers, so if you would like a short opportunity to speak, please let us know February 5. Please pass this message along to anyone who might be interested in attending. A follow-up message a few days before the event will provide additional details to those who have let us know you are coming.

Please feel free to contact any of Michael's three children if you have any questions. We look forward to joining you in remembering our beloved father on February 12.

Benjy Wertheimer – benjywertheimer@me.com
Mark Wertheimer – profwert@yahoo.com
K Wertheimer Watkins – 4kwatkins@gmail.com

Division 1 Call for Nominations

Nominations are invited for the William James Book Award presented by APA Division 1, The Society for General Psychology



Society for
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APA DIVISION 1

2023 CALL FOR NOMINATIONS

William James Book Award

Honors a book published within the last two years that brings together diverse subfields of psychology and related disciplines. The book should provide a creative synthesis of theory, fact and themes that serve to unify or integrate the field.

Nominations are invited for the William James Book Award presented by APA Division 1, The Society for General Psychology. Division 1 is devoted to promoting the integration of theory, research, and perspectives across psychology's many subdisciplines, as well as between psychology, other scientific disciplines, and the humanities. The book that is selected for the William James Award is the one that best exemplifies this mission, among the books nominated that year.

Nomination materials should be sent to the Chair of the WJ Book Award committee, Jeffrey Jensen Arnett, and should include:

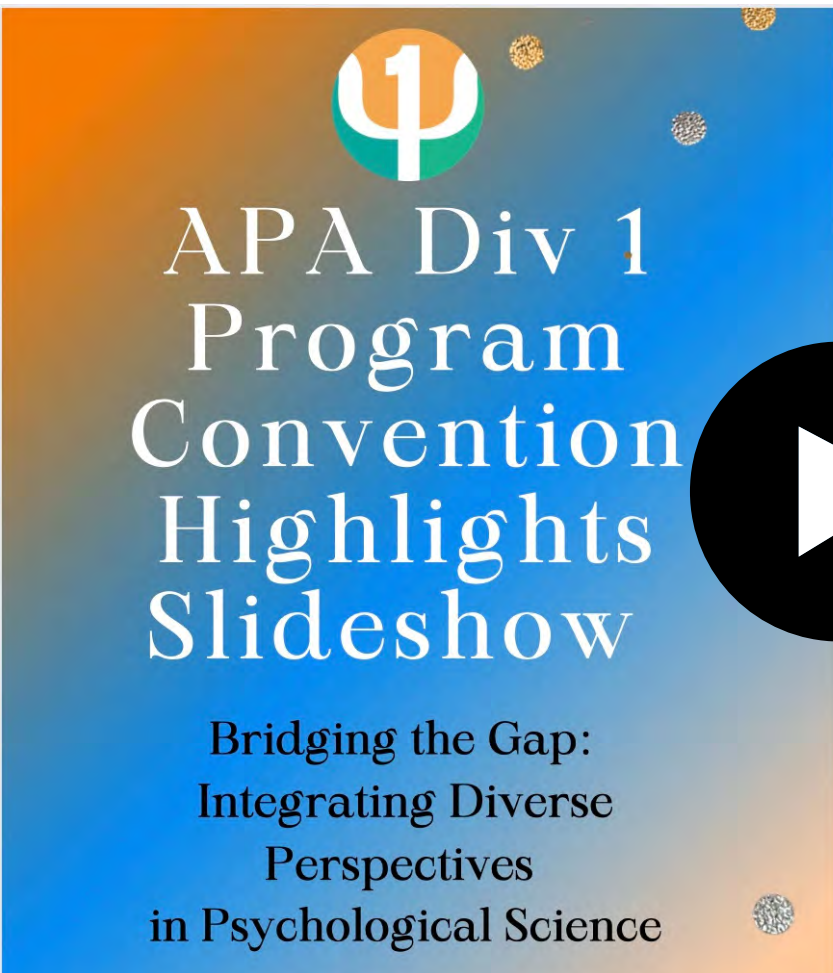
- a) One electronic copy of the book, published within the past two years (2021, 2022, or 2023 copyright year);
- b) The CV of the author(s);
- c) A one-page statement (250 word limit) that explains the strengths of the submission as an integrative work and how it fulfills the mission of Division 1 as stated above; and
- d) Confirmation of the authors' membership in Division 1.


All nomination materials must be received by February 15, 2023



APA Div 1 Program Convention Highlights

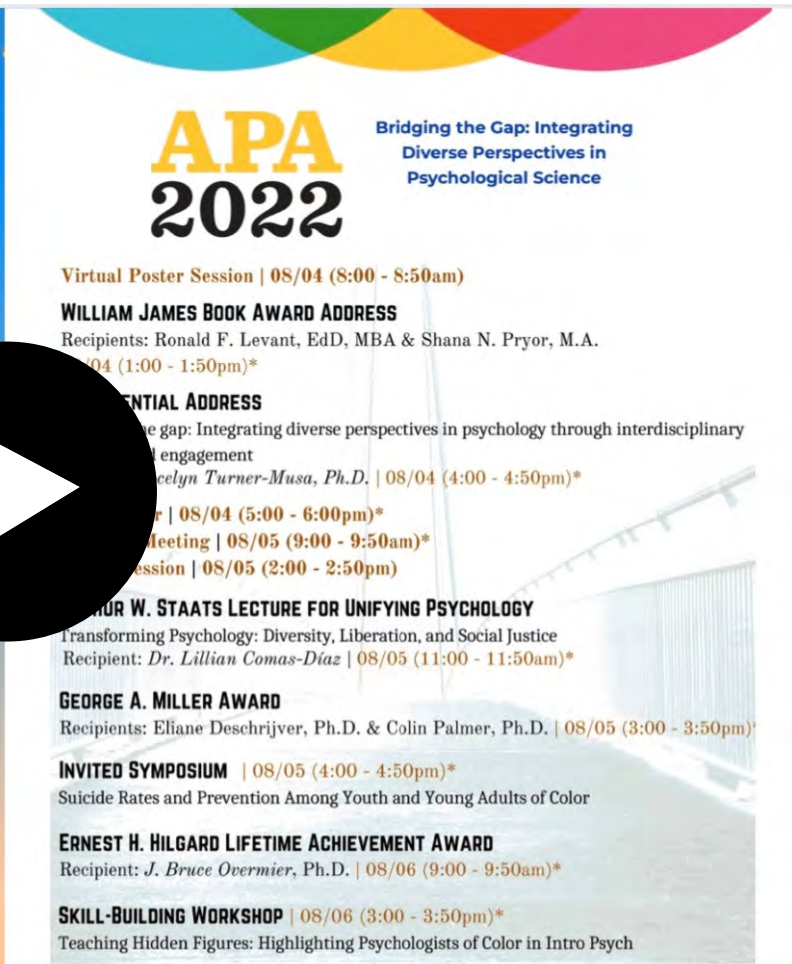
Click below to watch a slideshow of APA Division 1 Program Convention Highlights





APA Div 1 Program Convention Highlights Slideshow

**Bridging the Gap:
Integrating Diverse
Perspectives
in Psychological Science**

**APA
2022** **Bridging the Gap: Integrating Diverse Perspectives in Psychological Science**

Virtual Poster Session | 08/04 (8:00 - 8:50am)

WILLIAM JAMES BOOK AWARD ADDRESS
Recipients: Ronald F. Levant, EdD, MBA & Shana N. Pryor, M.A.
08/04 (1:00 - 1:50pm)*

CONFIDENTIAL ADDRESS
Bridging the gap: Integrating diverse perspectives in psychology through interdisciplinary engagement
Melcelynn Turner-Musa, Ph.D. | 08/04 (4:00 - 4:50pm)*

08/04 (5:00 - 6:00pm)*

Meeting | 08/05 (9:00 - 9:50am)*

Session | 08/05 (2:00 - 2:50pm)

THUR W. STAATS LECTURE FOR UNIFYING PSYCHOLOGY
Transforming Psychology: Diversity, Liberation, and Social Justice
Recipient: *Dr. Lillian Comas-Díaz* | 08/05 (11:00 - 11:50am)*

GEORGE A. MILLER AWARD
Recipients: Eliane Deschrijver, Ph.D. & Colin Palmer, Ph.D. | 08/05 (3:00 - 3:50pm)*

INVITED SYMPOSIUM | 08/05 (4:00 - 4:50pm)*
Suicide Rates and Prevention Among Youth and Young Adults of Color

ERNEST H. HILGARD LIFETIME ACHIEVEMENT AWARD
Recipient: *J. Bruce Overmier*, Ph.D. | 08/06 (9:00 - 9:50am)*

SKILL-BUILDING WORKSHOP | 08/06 (3:00 - 3:50pm)*
Teaching Hidden Figures: Highlighting Psychologists of Color in Intro Psych

Division 1 Engagement Opportunities

Nominations and Elections Committee is seeking nominations for President-Elect and Council Representative.



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Division 1 “Needs You”!

The APA Division 1 Nominations and Elections Committee is seeking nominations for President-Elect and Council Representative. Each of these positions involves a 3-year term starting after the APA Convention in August 2023.

Narrative Description of Positions (From the Policy Manual The Society For General Psychology, Division 1 of the American Psychological Association, August 2022)

- **President-Elect:** Serves as a member of the Society’s Executive Committee (EC); serves as a member of the Presidential Trio, chairs the William James Book Award committee; appoints a person to serve as convention Program Chair designate; serves as a member of the Nominations and Elections Committee.
- **Council-Representative(s):** Serves as a voting member of the EC.; reports to and seek guidance from EC concerning upcoming matters in Council; report to the EC concerning actions taken in Council that are of interest to the Society; following meetings of the APA Council of Representatives, prepares and presents a written report of the meeting’s discussions and decisions.

Qualifications: Nominees must be current members of Division 1 and should have interest in contributing their ideas, service, and leadership skills to advancing the mission of the division.

Consistent with the Division’s commitment to diversity, equity, and inclusion, nominees from diverse communities inclusive of race, ethnicity, age, socioeconomic status, neurodiversity, disability status, gender identity or expression, sexual orientation, religion/non-religion, citizenship, or other identities with evidence of disparities are strongly encouraged.

Submit nominations to Jocelyn Turner-Musa, Division 1 Past-President and Nominations and Elections Committee Chair via email at jocelyn.turnermusa@morgan.edu. Provide the name, affiliation of the nominee(s), email address, and the nominated position. A copy of the nominee’s current CV/resume is preferred.

All nominations must be received by February 1, 2023.

Division 1 Engagement Opportunities Cont...

Position Announcement: Administrative Officer for Division 1



Society for
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APA DIVISION 1

Division 1 Position Announcement

Administrative Officer (AO) of American Psychological Association Division 1: The Society for General Psychology

Division 1, The Society for General Psychology of the American Psychological Association, invites applicants for the position of Administrative Officer (AO). This is a part-time position designed for an independent contractor. The salary is \$50/hour for up to \$10,000 per year for an initial 3-year position, renewable upon the recommendation of the President of D1, in consultation with the Executive Committee (EC) of Division 1.

The Position: The AO will assist the Presidential Trio and the EC with divisional duties, including, but not limited to: liaising with APA Division Services, maintaining and updating records of divisional documents such as bylaws and policy manuals, maintaining a membership database, and fielding membership inquiries, scheduling and organizing biannual meetings, coordinating with the newsletter editor in developing and distributing the newsletter, maintaining the website, social media and listservs, reimbursing EC members for divisional expenses such as meeting-related airline flights and hotel accommodations, tracking and supporting with disbursement of grants, and other duties requested by the EC.

Minimum Qualifications: Proficiency using email, spreadsheets, and word processing, as well as the ability to create, store, access and organize files electronically. Website maintenance and social media experience are also desirable.

Preferred/Desired Qualifications: Knowledge of different areas of psychology, knowledge of the goals and traditions of Division 1 (experience as a former Division 1 EC member is a plus), and availability during the two major meetings of the division, which is at the APA Convention in August and the Midwinter Meeting typically in late January or February.

Application Procedure: A completed application will consist of:

- A cover letter (limit 250 words) that describes the candidate's relevant experience and interest in the position.
- A resume/vitae.

Consideration of the completed applications will begin on 26th January, 2023 and continue until the position is filled. Early submission is highly encouraged.

To apply, please submit application packages to: Clare Mehta, President of Division 1



Society for
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APA DIVISION 1

Division 1 Engagement Opportunities Cont...

NEW Division 1 Student Mentorship Program



Society for
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APA DIVISION 1

Division 1 Student Mentor Program

The Division 1 Student Committee is starting a mentorship program!

We are seeking people interested in being paired with another member of Division 1 as a mentor or mentee. Mentoring is an effective way to increase productivity, establish relationships, and increase feelings of community. A mentorship relationship also gives students developing their interests a chance to learn more about their area of study in the field of psychology.



Mentors

Mentors in any-stage and any field psychologists or ABD and/or a health service psychologists who commit to encouraging and supporting student mentees in their career development.

Mentees

Mentees are undergraduate seniors interested in psychology or graduate students completing a master's or doctorate degree in psychology.

Details

If you are interested in joining the Division 1 mentoring program, fill out this [form](#).

Once completed, a representative from Division 1 will reach out to you. If you have any questions, please contact: Alfred Willowhawk, MS at awillowhaw@my.gcu.edu



Executive Committee Member Spotlight

Division 1 Secretary

Dr. Emese Ilyés

ABOUT EMESE: I have the honor of being a professor of psychology at John Jay College of Criminal Justice at the City University of New York and a researcher at the Bernstein Institute for Human Rights at NYU. As a critical social psychologist, my research, writing, and organizing has sought to understand the mechanics of systems that impact lives. As an educator and researcher—working with participatory methodologies that make room for poetic and non-textual ways of knowing—I continue to work in collaboration with communities who most deeply understand structural violence and who can most clearly articulate visions of a just world. With this commitment to participatory methodologies led by those most impacted, I continue to work in solidarity with communities to interrogate systems of power and to name radical possibilities. I strive to make this ethic of care and commitment to collective liberation visible in my work as a professor, as a researcher, as a secretary of Division 1, and as a human being.

How long have you been a member of Division 1? I am a fairly recent member of Division 1. I joined the Division just about 4 years ago. Until then, I did not know that this space was appropriate for my research and my approach to psychology. I'm a participatory action researcher and a critical social psychologist. I have spent time in critical and theoretical spaces but once I learned of the interdisciplinary focus of Division 1, I felt a sense of belonging in this space as well.

How did you become involved with Division 1? The legendary and incomparable Dr. Barbara Held and I got to know each other through another division. While sharing many important



Emese Ilyés, Ph.D.

City University of New York

conversations about the discipline of psychology with her, I got to learn about the culture, ethic, and focus of Division 1. Thanks to these conversations, I understood how important Division 1's commitment to plurality is, not just to my work, but also to the discipline of psychology. Thanks to her I knew that this would be a generative space for me.

How has Division 1 been beneficial to you? I have loved serving as the secretary of Division 1. It was a joy and honor to work with Dr. Jocelyn Turner-Musa and now to work with



Executive Committee Spotlight Cont...

Dr. Clare Mehta. I have loved being part of spaces at Division 1 where people take the time to hear each other and where there is a movement toward a collective vision. In particular, it has been an honor to facilitate an equitable space that embodies the commitments we have as a Division in every interaction. It has been really valuable for me to witness how we can work within complex institutions and maintain our humanity and center an ethic of care.

What do you hope the future direction of Division 1 might include? I'm excited about the direction we are going in Division 1! We have been having such explicit conversations about equity and antiracism. In the Division, we haven't stopped with statements, but are asking what it means to put these values into action. The division is creating and strengthening relationships among members while being conscious to decenter those whose perspective

"The division is creating and strengthening relationships among members while being conscious to decenter those whose perspective has historically been privileged within psychology."

has historically been privileged within psychology. Along those lines, I'm really glad we have been talking about disrupting the privileging of research psychologists over those who teach psychology. We have been discussing ways that we can make this visible, that we can highlight the brilliance that many in the Division have in terms of how they approach teaching psychology to undergraduate students.



Student Member Spotlight

Alfred Willowhawk-Cramer

Division 1 Student Member



Alfred Willowhawk-Cramer, MS
Grand Canyon University

ABOUT ALFRED: I am a Ph.D. Candidate in the psychology program at Grand Canyon University. I have been a member of Division 1 since 2019.

How did you become involved with Division 1? In 2018, I was a master's candidate in General Psychology with a concentration in Life Coaching. As an online student, I realized networking was more difficult than being a traditional student. Becoming a member of the APA and APAGS was an excellent way to begin networking with fellow students and professionals. During 2018, I was researching which divisions of the APA were most enjoyable. Division 1 was the first division that seemed to be most interesting and rewarding. In 2021 the student representative began reaching out to Division 1 student members with a unique proposal. The proposal was to become more involved in the division, focusing on students. Since I was in my second year of Ph.D. studies, I was interested in becoming involved and enhancing my ability to network with other

graduate students and professionals. In 2022, I accepted a position to lead a new mentoring program for Division 1, and we are ready to launch this program in 2023.

How has Division 1 been beneficial to you? Division 1 has increased my ability to network with professionals and other graduate students. It has allowed me to find individuals who share my challenges and expand my professional network. During the 2022 APA convention, I participated in many of the Division 1 programs, and was able to establish relationships with the President, President-Elect, and other members of the division.

"Division 1 has increased my ability to network with professionals and other graduate students. It has allowed me to find individuals who share my challenges and expand my professional network."

What do you hope the future direction of Division 1 might include? Division 1 has increased the opportunities for graduate students through the student committee. This committee, under the continuing leadership of Stephanie Miodus, has given a unique window into the field of psychology while increasing the ability of students to meet their needs. This newsletter is another example of the success of the division. I would like to see even more "social" interaction for graduate students via virtual engagement.



Invited Column

Ernest R. Hilgard Lifetime Achievement Award Recipient Dr. J Bruce Overmier



For this edition of *The General Psychologist*, we invited J Bruce Overmier, Ph.D. to submit an overview of his Hilgard award presentation from the APA Annual Convention. The Ernest R. Hilgard Lifetime Achievement Award recognizes an individual who has made significant and long-lasting contributions to general psychology consistent with the mission and goals of Division 1.

Bruce Overmier is a Professor Emeritus of Experimental Psychology at the University of Minnesota (USA) and the Graduate Programs of Psychology, Neuroscience, Cognitive Science, Psychoneuroimmunology, and Education Sciences). He has been a member of the Board of Directors, Governing Council, and the Policy and Planning Board of the American Psychological Association and has served as Treasurer of the Federation of Associations for Behavioral and Brain Sciences.

Dr. Overmier has been president of six psychological organizations including International Union of Psychological Science (2004-2008), and he served in the GAs of both International Council of Scientific Unions and International Social Science Council as well as on the US National Academy of Sciences's Board on International Organizations. Overmier's published research consists of more than 200 books, journal articles, and chapters, spans learning, memory, stress, psychosomatic disorders, and their biological substrates, and it uses animal models of human dysfunction funded by the National Science Foundation, the National Institute of Mental Health, and National Institute of Child Health and Human Development.

We would like to thank Bruce for his lifelong dedication and for sharing these words of wisdom while reflecting on 60 years of working in the field.



Invited Column Cont...

Reflections on 60 Years of Working in Psychology by Ernest R. Hilgard Lifetime Achievement Award Recipient Dr. J Bruce Overmier



When one receives recognitions such as the Society of General Psychology award, one is obviously pleased and proud. I thank the Society for bestowing this honor; the Society has been a home to me for decades. But the honor never could have happened without many people playing important developmental roles over many years. In my case, these teachers who groomed me and packed me off to college, professors who provided stimulation and opportunities and important words of calm and wisdom, my own students who creatively and vigorously carried out our shared research ideas, and generations of psychologists before us that established the educational, scientific, and formal organizational contexts within which it was all possible. Each of these in different ways are critically important to one's success, and I thank them all. Without any one of these, including an ever-patient wife, there would have been no career!

The First Lesson here—the first of several I mention herein—is that *people* are essential to your successes. Ideas may be important and constructive, but people are the key to unlocking the future!

So what does one talk about given this honor. It really is a dilemma! I chose to talk about some lessons I have learned in hopes that they will be informative to others. The talk was filled with personal anecdotes provided in historical context. This will remind you of the "old days", yet hopefully each has a kernel useful even in modern contexts.

I want to comment on how it was that I got into psychology at all. I was at Kenyon College, a small liberal arts college in Ohio. My major was Chemistry, and I have a BA in Chemistry. In Spring of my junior year, I was dating a girl at nearby Denison College who was a Psychology major. She dragged me to a couple of Psychology

Invited Column Cont...

Department colloquia at her school. One lecture was on the then famous "Executive Monkey" experiments with paired monkeys that received matched electric shocks but differed in the psychological context of the shocks. The experiments revealed that psychological factors surrounding stressor could result in fatal gastric ulcers. The second lecture was on Korean War POWs. The Korean War POWs were of special interest to the US military for the so-called brainwashing they received, their failures to escape, *and* for the many instances of young men simply lying down, pulling a blanket over their heads, and being found dead the next morning. This latter was attributed to the unpredictable treatments of abuse and reward and the social isolation created. They just "gave up and died"!

Together these lectures changed my life and guided some of my research foci for the future! The message I took away from both of these lectures: "*The mind can make you ill and even can kill you!*" Now, that is worth studying! I was sold! I applied to graduate school in Psychology. These two studies also planted the seeds of interest in consequences of unpredictable and uncontrolled aversive events... seeds that sprouted later in my career as learned helplessness and psychological factors in stress and gastric ulcers. Why do I discuss this here? Not for *my* career reasons, but as guidance to you students, faculty, and practitioners. This anecdote illustrates the importance of a single lecture or two.

The Second Lesson here is addressed to faculty, students, and leaders: When you are invited to give a lecture or colloquium someplace, say YES! You could change somebody's life. When as a young scholar, you have a chance to go to a lecture or colloquium—even if the topic seems oblique to your current interests—GO. It just might change your life. Chairpersons, please

include adequate funding for external colloquia in your budgets. Colloquia are important educational fare.

Now let me talk about a surprising lesson from graduate school. Graduate school was a challenge! I well recall my first week at University of Pennsylvania and my introduction by Richard Solomon to his animal laboratory. I had never worked with animals before. After a two-hour tour of the laboratory, I was handed a key and told, "Your publishable manuscript is due in May!" OMG. I was terrified! I knew nothing!

Well, the project I developed and carried out tested OH Mowrer's implicit hypotheses on the nature of anxiety and the development and persistence of phobic behaviors. The key feature of this "two process" analysis was that "phobias" were essentially avoidance responses that developed to solve the problem of anxieties. Avoidance responses were thought to be the interaction of two separable learning processes: Pavlovian conditioning of fear/anxiety and acquiring an instrumental response to cope with the anxiety, that is to "escape" the anxiety.

The project set out to explore the separability and sequential independence of the instrumental and the Pavlovian components of the phobic-avoidance behavior. Specifically: were effects of discriminative Pavlovian fear conditioning upon avoidance responding the same independent of which process has taken place first. And, was there an order effect? The project did get done, although it did not get published by June, although it eventually did get published. Mowrer's hypothesis was largely confirmed. In either order, the Pavlovian fear signal strongly and about equally evoked the instrumental response. But there was an order effect that I wanted to follow up, more about this later. The reason for bringing up my first year project was because—like all graduate students—I saw the challenges before me of that first year at Penn as an impossible one!



Invited Column Cont...

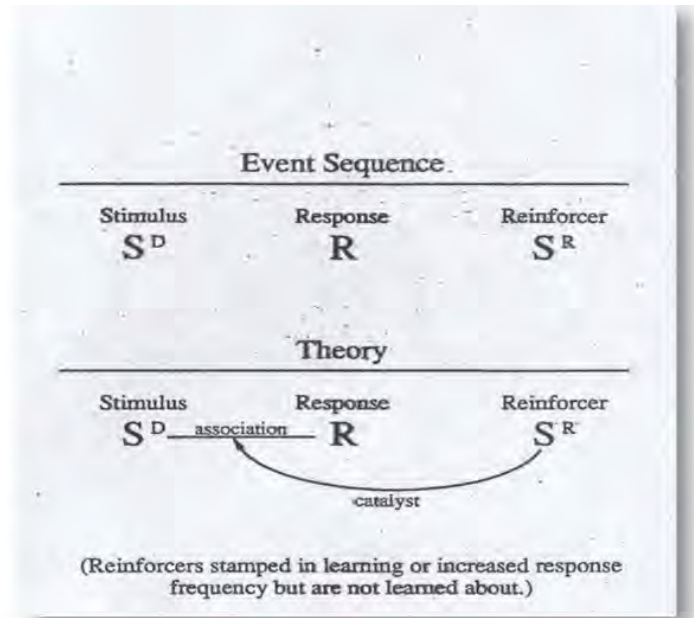
The Third Lesson here for young scholars is that the faculty are your benefactors. They want you to succeed. The "impossible" challenges they give to you are not impassable obstacles, but stepping-stones to your success!

Moving on, I came to experimental psychology of learning in 1960 just when Thondikian S-R Behaviorism—wherein Stimuli (S) get associatively bonded directly to Responses (R)—was transitioning to so-called Neo-Behaviorism. Basic Behaviorism actually was much more powerful than it is credited in modern texts and discussions. And, Neo-Behaviorism even more so. And both provided formalistic anchors for cognitive-type constructs that otherwise are left free floating even today.

Behavioristic theories challenged its proponents to test the S-R theory and its versions; Hull's theory was wonderful for this because it made very specific data predictions. And, it was constructive even as it proved itself wrong. Behaviorists found that they needed a way to incorporate the concept of goals into its structure. Neo-Behaviorism discovered new phenomena that required invoking "mediating states." They did this by invoking "conditioned fractional anticipatory states" to explain some motivation-like and frustration-like effects. These mediating states were assumed to arise out of Pavlovian S-SR relations embedded in the S-R-SR events and allowed them to retain the general associative analytic structure.

The embedded S-SR relation as "CS-US" comes to evoke a "fractional anticipatory goal response" of $(r_g - s_g)$ as mediating state such that R evocation is two steps or links:

$S \rightarrow (r_g - s_g) \rightarrow R \rightarrow S^g \text{ Goal} \rightarrow (R \text{ to Goal } r_g \text{ and its Stimulus feedback } s_g)$,
 LINK 1 LINK 2 joined by the conditioned $(r_g - s_g)$ as a mediator.



Thorndike's view of 3-term contingency

So in this theoretical approach there were two associative links based on $S \rightarrow r_g$ and $s_g \rightarrow R$ that could be analyzed and independently manipulated and the mediator quality was influenced by choice of the reinforcer outcome events. As this sketch implies, over the years, I think we did nearly every imaginable variation possible in what were called Pavlovian-to-Instrumental Transfer experiments.

Inserting a mediator raised questions as to what were the behavior-modulating properties of these mediators. As an example, one could contrast different theories within Neo-Behavioristic approach about the response controlling properties of the mediator. Was the mediating property as a motivation or a cue? Most following Mowrer argued that the mediator was general motivational and non-specifically energized action. Trapold and I argued the mediator was very specific to the specific reinforcer, thus incorporating goals into the behavior chain, and these anticipations of goals had cue properties that guided responses. This very question led to a long series of published

Invited Column Cont...

experiments in our lab and with collaborators on discriminated conditional choice behaviors. These yielded phenomena called the Differential Outcomes Effects. These differential outcomes effects revealed new phenomena that garnered substantial attention including faster learning of discriminations, persistence in the face of otherwise disrupting factors like drugs, improved short-term working memory, and enabled learning by children and college students of relations that were otherwise unlearnable.

The Fourth Lesson here is that nothing is so useful as a well-articulated theory. Even when wrong, a good theory can stimulate new approaches, new research and new findings. And, therefore, do try to work within a theoretical context.

My PhD mentor, Richard Solomon, was interested in adaptation to hedonically important events such as pain and even rewards. NIMH supported his major research efforts on this. Students working in Solomon's Laboratory Group were focused on adaptation to pain, learning of fear, as well as testing aspects of Two-Process Theory. In this project, animals were exposed to long sequences of *uncontrollable* aversive electric shocks. Of interest was the change in heart rate prior to, during, and after each shock and how these changed across the series. These changes later showed up as foundational for Solomon & Corbit's 1974 Opponent Process Theory of Motivation. This theory derived its empirical basis in part from these experiments on sequential shocks.

This Opponent Process theory of affective dynamics was actually patterned after the Hurvich-Jameson opponent process theory of color vision. In any case, the theory accounted

"Even when wrong, a good theory can stimulate new approaches, new research and new findings. And, therefore, do try to work within a theoretical context."

for the observed dynamic changes in affect across serial exposures by hypothesizing an unchanging primary response (a) and an accumulating experience-based opponent response (b) that grew with each exposure. The Opponent Process Theory of Affective Dynamics is another excellent example of how a carefully articulated theory can stimulate research and guide practice.

But back to the basic experiments on s exposures to a series of painful events. I mention these ongoing experiments because they afforded me a serendipitous opportunity to re-explore my first-year project effects of prior uncontrollable shocks had upon animals' ability to later learn avoidance responses. As animals completed the experiments in which they were exposed to the series of uncontrollable shocks, I asked permission to test their ability to then learn avoidance responses in a shuttlebox. The results were dramatic! Animals tested the next day simply did not learn to avoid. Not only did they not learn to avoid, mostly they did not even try to escape. In contrast, previously unshocked control animals immediately responded to the shocks by running and escaping. I thought back to the executive monkeys and the Korean POWs.

This "after-thought" supplemental testing for escape and avoidance learning was the first of the "Learned Helplessness" series of experiments and that we graduate students—Seligman, Maier, and I—explored further together.



Invited Column Cont...

The primary features of Learned Helplessness were affective unreactivity and inability to learn from those rare occasions on which they made an escape response. After Seligman and associates later argued that Learned Helplessness was a model for depression, many researchers became very interested. Learned Helplessness became a research and theoretical hot-topic for many years (Google Scholar says 17,000 papers have LH in the title). But, it was *almost* serendipitous, and it was done by students in graduate school!

The Fifth Lesson is that young scholars and even graduate students can and do make important discoveries. Sometimes such discoveries are not preplanned.

Had we been required to “Pre-Register” our experiment and design—a common theme in contemporary psychology—I would likely never have made the discovery. That is, while “pre-registration” may be a positive thing for some classes of replications and advanced tests of theory, it may be a barrier to serendipitous findings. Wondering “What if?” is sometimes a good motive in science. By the way, we students thought the phenomenon was *cognitively* based while Solomon thought it *motivationally* based. But Solomon let us pursue our ideas anyhow. Now, 50 years later, work by Maier suggests Solomon was right!

Does one always know what is important? A major mid-century question was “How do animals learn avoidance responses?” The traditional training procedure, harking back to Neal Miller and Hobart Mowrer in the 1940s was to present a warning signal of the impending aversive event and if the animal did not make the required response during the signal, the aversive event was turned on and continued until the animals made the response to escape the aversive event.

These opportunistic escape responses were thought to teach the animal what was required! Avoidance responses were commonly characterized either as an extra-fast escape response (Hull) or as an “escape” from an acquired fear of the aversive event (Mowrer). There was even a 1948 experiment by Mark May that purported to demonstrate that avoidance responses were basically “escape” responses.

It seemed to me that resolution of this debate about avoidance as a class of response acquired through escape was important. After all there were dozens of treatises on the topic well into the 1970s.

In our lab in Minnesota, we had already shown that presentation of a separately learned CS for aversive events could when presented to an animal evoke a previously learned traditional avoidance response.

But of course, the avoidance response had been trained in the traditional way which meant the animal had first learned to escape the aversive event and then learned to avoid it. We sought to *unconfound* escape and avoidance in the basic instrumental task.

First, each of two groups of animals received Pavlovian conditioning in which a CS was paired with aversive shocks. We then trained two groups to make the critical response, but we trained them in different ways. One learned the required response in a pure escape task. The other learned the required response as a pure avoidance response that did not allow for escape. Finally, we presented the Pavlovian CS+ cue while the instrumental response was possible. The Pavlovian CS+ only elicited the instrumental response in the avoidance-trained group. It did NOT do so in the Escape-trained group. This meant that escape responses and avoidance responses were fundamentally different.



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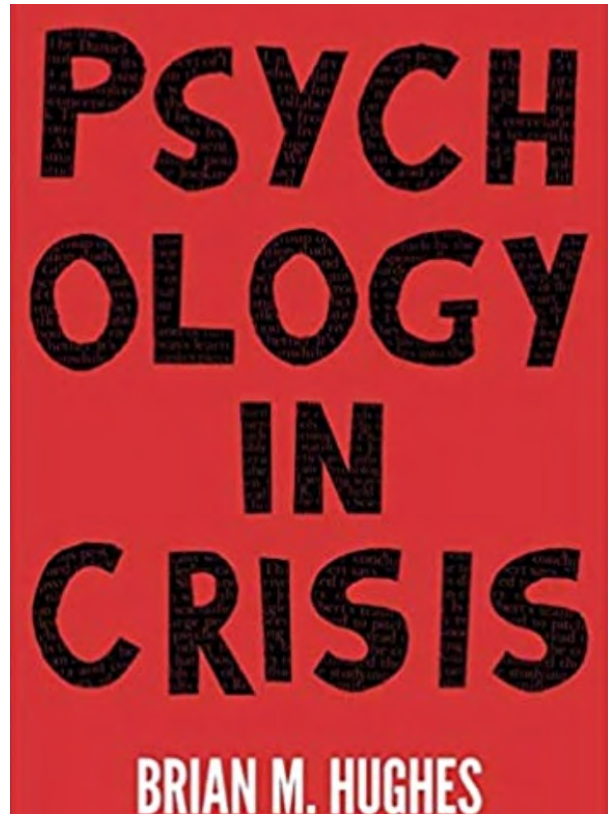
We published, of course! In those pre-internet days, one ordered hard-copy reprints to send out to people who wanted to have copies. I thought this was a WONDERFUL result; many people would find this important as resolving the question of the nature of the avoidance response (and its dependence on escapes). I ordered reprints. One usually ordered 50. I ordered 300! Recently, as I closed out my office and files, I found those old reprints. I had 295 left! And, one of the 5 sent out went to my mother!

The Sixth Lesson here is that what you think is clever and important may not be viewed as such by others. Nonetheless, such research can be informative to you and how you do future experiments. Not every experiment you do will be a break-through. You must be resilient and persist.

Is Psychology in Crisis? This topic is quite multifaceted and well beyond our dealing with it in a deep fashion. But I do have some opinions that I would like to share.

One goal of science is the discovery of new reliable principles. Discovery sometimes arises from simply "asking what if" and then exploring the data. Alternatively, it may involve making a bold hypothesis and designing a novel experiment to test it. In our lab, we used both approaches, sometimes successfully, sometimes not. One rarely knows how an experiment will come out, that is why we call it experimentation.

A current trend is to promote "Pre-registered" experiments. Part of the reason for this is to address some of the "supposed crimes" in data analysis. These crimes go by a variety of names, such as "p-hacking" and HARKing (hypothesizing after results are known), among others. Pre-registration constrains one to propose exactly what one is going to do operationally and analytically.



As I have already illustrated, with the example of Learned Helplessness, pre-registration can limit the likelihood of novel discovery. Not a good thing in our business, in my opinion.

We must distinguish between two types of research: Exploratory and Confirmatory. Pre-registration is, I agree, a useful tool for experiments attempting replication of a work—especially if the original investigator gets to comment on the proposed pre-registered experiment to ensure faithful capture of the original work. Failure of the pre-registered design and methods to faithfully capture some part of the original results in the new work being a "systematic replication" rather than an exact replication. Now, systematic replications are themselves useful because, if successful, they extend the generality of the original experiment. And that is useful. But if unsuccessful, they do not refute the original work and cannot be called a "failure of replication". Results from our laboratory typically have reliably withstood both replications and systematic replications.



Invited Column Cont...

Based on our different interpretation of the nature of mediators in response selection, we trained subjects in a discriminated conditional delayed choice task. For one group, the different correct choices all resulted in the same reinforcer. For the other, the different correct choice response each resulted in a unique reinforcer. The result was discovery of a new phenomenon, called Differential Outcomes Effect, as noted earlier. This phenomenon turns out to be a broad and very powerful effect influencing many aspects of learning and memory, *and it does so across tasks and species*. There are data that suggest that this change in how to reward choice responses actually changes how the response-choice relation is stored neurologically. I know of no EXACT replications, but I think they are unnecessary because of the many systematic replications.

This [Seventh Lesson](#) is as pre-registration goes, we need to distinguish between Exploratory Research and Confirmatory Research. And within Confirmatory Research, distinguish between *systematic* replication and *exact* replication. Each has its place.

Not everybody agrees that there is a crisis of replication or p-hacking in psychology (or in science more broadly). They see successful replications AND non-replications as the normal process of science. Because of our level of ignorance about the brain and behavior, we can expect most of our hypotheses to be *wrong*. The use of standard statistical procedures means that some portion of these wrong hypotheses will get statistical support...and perhaps get published. Some refer to this as the base-rate problem.

What I see as the "True Crisis" is that "so-called scholars" go right on citing the claims that have failed in multiple replication tests. Sadly, some authors do continue to cite papers that have failed replication.

When scholars do this, they promulgate error. So in at least one sense, science is not self-correcting or at least not efficiently so.

I am not a statistician. And I am not especially fond of statistics although, of course I do use them. I would rather not. It cannot be said too often: "Statistics are not the results." Rather, statistics are a heuristic for thinking about the results of experiments. Tukey's wonderful book, *Exploratory Data Analysis* makes this clear.

"What I see as the 'True Crisis' is that 'so-called scholars' go right on citing the claims that have failed in multiple replication tests."

If you can avoid using statistics, do it. I sound like a Skinnerian, and there is much to laud about that approach to data. My favorite statistic is what I call the "inter-ocular trauma" test: If the data smack you between your eyes, they are probably meaningful. Shortly after David Grant became the new editor of the premier *Journal of Experimental Psychology* (JEP), he published an editorial saying that from then on all papers published in JEP had to include their ANOVA tables. I could not resist. I submitted a paper that had no statistics and hence no ANOVA. I did show the data for every single trial for every individual's response to each of 3 test stimuli in a graph—some 360 data points. It was obvious that the animals responded promptly to the CS+ and responded only the CS+. They did not respond to the CS- nor to the SD for the trained response which had been extinguished before the Pavlovian conditioning. My Results section began: "These differences are so large and so consistent as to render statistical analyses superfluous." To my surprise—and his credit—Editor Grant agreed. Nonetheless, most exploratory research requires exploratory statistical examination of the data for various features. Not just a single pre-determined pre-registered statistical test.



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So the Eighth Lesson is that performance data are the results of your experiments. Not the statistics. Replication efforts are critically important in science. However, failures to get the same statistical outcome can arise for many reasons. Statistics are merely a heuristic for thinking about behavioral data. Graph your data and use the intra-ocular trauma test. Think twice about citing a study that has failed a good faith replication.

Although I was as a student unaware of the hierarchy of how psychology is organized in the world, I quickly came to see that there was a set of structures that made the discipline of psychology work. Yes, you have an experimental result, so what next? Present at a formal departmental meeting, national or international meeting, or publish in a journal? Those meetings, journals, and grants only exist as elements in truly huge organizational structures. And you and your work are dependent upon them. Many people make up the world of psychology: researchers, academic teachers, clinical practitioners, and those applying psychology in industrial, organizational, and military contexts. Those sustaining the system as reviewers, editors, and organizational officers maintain the systems that sustain it all. They have been doing so for generations, and are needed to do so into the future. Yet, we all describe ourselves as "psychologists". We use the work of our predecessors to make it possible. These much needed structures are in place to make our futures as psychologists possible.

The world of psychology is bigger than you might guess. A million of us spread across the globe. We say we are psychologists, yet we may be very different. In the USA, you generally need an advanced degree. In Vietnam, you need two college level courses. So, we may ask, "Is psychology a unitary discipline?" Physicists or chemists have unitary disciplines. They can step into any lab or facility in the world because

they share common knowledge. Currently, this is not so worldwide for psychologists. This challenge is the focal issue of organized psychology. As members of our state, regional, or national association or our state association, we send representatives to the US National Committee, which is part of the US National Academy of Sciences, which in turn support US representation at the International Union of Psychological Science, which in turn has representatives at the International Council of Science (ICSU), headquartered in Paris. The International Science Council organizes international research projects in countries around the world and also sponsors "International Years", such as the International Geophysical Year, which involve research from all of the 30 international science unions. The ICSU projects provide reports to guide UNESCO. It is a long chain that functions on your behalf. However, to function well these organizations need you to volunteer your efforts to manage the organizations and make sure they know what you and I—"WE"—want and need.

The Ninth Lesson is that for psychology to function and function well at the local, national, and international level; we—you and I—have to give our support and efforts to organized psychology. We have a moral responsibility to do so— to give back to the discipline that has been good to us. Sadly, neither the nature of our organizational structures nor the moral responsibility to maintain them is taught in college.

Unlike many who focus narrowly and make major contributions, I have been an intellectual dilatant from the classroom, to laboratories across the globe, to participating in all the organizational structures of our discipline. But I tell you, it has been a world of fun. I thank all my past students and colleagues for that. Herein, I have looked back over my career and noted some lessons I have learned. I have put these into context and shared them with you. I hope that you, professionals and students, found at least some worthwhile nuggets here.



Executive Committee Member Submissions

Presidential Profile: Joan Chrisler, Div. 1 President 2014–2015

Submitted by Deborah Johnson, Div. 1 Historian

Have you ever received a “free drink ticket” at a Society for General Psychology Social Hour during the APA Convention? If so, we hope you enjoyed your beverage, courtesy of Division 1. The tradition of distributing free drink tickets to students and early career psychologists began at the 2015 APA Convention in Toronto, when our Society was celebrating its 70th anniversary as an APA’s division. Joan C. Chrisler, our division’s 70th president, and Emily Dow, our division’s student representative, proposed the “free drink tickets” as one way to welcome new generations of psychologists to the activities and camaraderie of the Society for General Psychology. The division’s Executive Committee continues to enthusiastically approve the funding of this tradition.

Dr. Chrisler was an active and energetic division president. Together with her predecessor, Janet Sigal, she worked to diversify the makeup of the Society’s Executive Committee. During our 2015 midwinter business meeting, she guided members of the executive committee in a revision of the Society’s mission statement and the development of a new set of divisional goals. Some of these goals were broad and aspirational, pointing the way to new directions for the division (e.g., promoting awareness of general psychology as an integrative approach to the field of psychology; supporting the development of the next generation of general psychologists.) She encouraged and supported new initiatives proposed by Society members.

In addition to serving as president of our division, Joan has held leadership roles in several other organizations, including presidential roles in the Association for Women in Psychology (AWP), the Society for the Psychology of Women (APA Div 35), the New



Dr. Joan Chrisler
Former President of APA Division 1

England Psychological Association, and the Society for Menstrual Cycle Research. She served as editor of the journal *Sex Roles* from 2002 – 2006 and was the founding editor of *Women's Reproductive Health*. She has been elected to Fellow status in the American Psychological Association, the Association for Psychological Science, and the Eastern Psychological Association.

Dr. Chrisler is currently Connecticut College’s Class of ’43 Professor Emerita of Psychology, having served in their psychology department from 1987-2019. Her primary research interest is exploring how women’s bodies impact their mental health and well-being. She has published work on socially constructed attitudes toward

Executive Committee Member Submissions

menstruation and menopause, body image and its impact on health, aging, the politics of obesity, and coping with chronic illness, alongside an authoritative two-volume handbook of gender research in psychology (co-edited with Donald McCreary). She has also made significant contributions to the literature on mentoring undergraduate women and career strategies for women in academia. As recognition for her important contributions, she has received several awards for research, publication, service, and teaching, including the Christine Ladd-Franklin Award for contributions to feminist psychology from the Association for Women in Psychology.

Chrisler's early academic career followed a non-traditional path. The first in her family to complete a college degree, she initially entered Fordham University as an English major, hoping to become a librarian. But when a psychology course introduced her to experimental psychology, in particular physiological psychology, she was inspired to switch her major. After earning her BS in psychology, she attended Yeshiva University for her graduate studies. While she credits Yeshiva's teaching methods with making her a more active and questioning student, the program afforded her limited mentoring and research guidance. For instance, she remained unaware of graduate student assistantships instead supporting her studies with a heavy load of adjunct teaching at various colleges in the area. This work left her limited time to concentrate on the research and publishing needed to build an academic career.

Serendipitously, she chose to attend a meeting of the local chapter of the AWP. There she connected with mentors and made friends who encouraged her to continue her research, present her findings and to pursue an academic career. Most importantly, as she was already a feminist and an activist, her new colleagues, as well as those at the Society for Menstrual Cycle

Echoing the spirit of George Miller's call to improve human welfare by "giving psychology away," many of Chrisler's research projects provide feminist perspectives that help women see how sociocultural pressures contribute to the problems they experience.

Research (SMCR) helped her see that she could pursue her interests in both physiological and social psychology by investigating the role played by social and cultural factors in the perception of women's bodies. With support from these colleagues, she completed her doctoral work and, in 1987, took a faculty position at Connecticut College.

Having experienced the effects of an absence of research guidance and mentoring, Joan carefully cultivated her own role as a research mentor at Connecticut College. She established the Feminist Psychology Research Group to foster the research of her undergraduate and MA degree students, and even junior colleagues. In their weekly gatherings participants in the Feminist Psychology Research Group discussed their research proposals and the progress of their ongoing projects; an approach that created an egalitarian camaraderie among participants and enabled all pursue their research interests more efficiently.

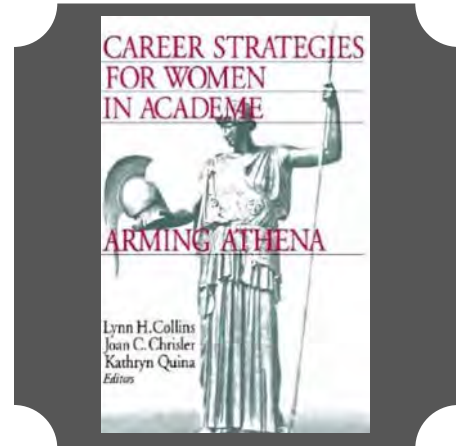


Executive Committee Member Submissions

Chrisler's Feminist Psychology Research Group has also generated a collaborative, and supportive "Old Girls Network" including, among others, Ingrid Johnston-Robledo, and Mindy Erchull. Chrisler continues to collaborate with several of her former students and the "Old Girls" enjoy reunion dinners together at the annual AWP conference. Further discussion of the role of mentoring can be found in her book, co-edited with Lynn Collins and Kathryn Quina, *Career Strategies for Women in Academia: Arming Athena* (Sage, 1998).

Chrisler also has a deep commitment to making academic work accessible for other professionals and the general public. Echoing the spirit of George Miller's call to improve human welfare by "giving psychology away," many of Chrisler's research projects provide feminist perspectives that help women see how sociocultural pressures contribute to the problems they experience. A frequently cited article, "Women and weight: Gendered messages on magazine covers" (coauthored with her students, Amy Malkin and Kimberlie Wornian in *Sex Roles*, 1999), involved a content analysis of images and text messaging on popular women's magazine covers located on grocery store magazine racks versus similarly located men's magazine covers. Among other findings, the analysis revealed that 78% of highly visible women's magazine covers contained messages concerning bodily appearance (e.g. diet or exercise) while none of the highly visible men's magazine covers contained such messages.

Other frequently cited works concern stigmas associated with menstruation or the ways stereotypes of older women impact the quality of health care they receive. In her chapter "Accidental Professor" (in *Reflections from Pioneering Women in Psychology*, edited by J. Bookwala and N. J. Newton, Cambridge University Press, 2022), Chrisler wrote that ". . . perhaps my biggest contribution has been to make the trivial (e.g., magazine messages) important and the unspeakable (e.g., menstruating and aging bodies) speakable."



In summary, Joan Chrisler offers to all graduate students and early career psychologists the following advice:

- Persist despite obstacles—don't abandon your goal of completing graduate school, locating a professional or academic position, or publishing your research. If an editor asks you to revise and resubmit a manuscript, do it—even if the task seems daunting.
- Make plans, but embrace serendipity; be alert for and open to opportunities you did not expect.
- Show up; expand your network to build supportive relationships and increase your opportunities
- Work hard, but not around the clock; make time for friends, family, and relaxation.
- Finally, if you had good mentoring, pay it forward; if you did not, figure out what you should have received and make sure that your own students or trainees receive what you did not.

(paraphrased from her 2022 chapter "Accidental Professor" in *Reflections from Pioneering Women in Psychology*)

The Society for General Psychology is grateful to Dr. Joan Chrisler for her thoughtful leadership and for the many integrative and interdisciplinary contributions she has made throughout her career.

*For those who would like to learn more about Joan Chrisler's career, a good place to start would be to consult her entry in *Psychology's Feminist Voices*.



Executive Committee Submissions Cont...

COR Report: APA Division 1 Council of Representatives Report



August, 2022 meeting – this was a hybrid meeting, and I was a virtual attendee

This is a summary of the major items from the August, 2022 meeting of the APA Council of Representatives (CoR).

- We received our usual update from the Ethics Code task force. It's still not ready for public comment yet, but it is continuing to move through all the needed reviews to get it to that point.
- The 3rd week of April will now be Psychology Week (this includes "psychology day" designated by the UN)
- We adopted a resolution about psychology's role in addressing the impact of and change required with police use of excessive force against people of color and members of other marginalized groups.
- A resolution opposing the death penalty for people aged 18-20 was passed.
- We accepted the report of the 2021 presidential task force on psychology and health equity.
- CoR accepted the Guidelines for Psychological Practice with Women with Serious Mental Illness.
- CoR accepted the report about APA's racial equity action plan and charged the CEO and BoD with implementing the priorities outlined therein - continuing forward progress on this critical topic.
- A change was passed for when presidential nominations happen and when the election happens. This will tighten the time between the nominations process and actual election, and the election will start Aug 1st to allow for voting to happen during convention while it may be more salient for people.
- Proposed guidelines for equitable and respectful treatment of graduate students in psychology training programs was postponed and will be revisited at the February 2023 CoR meeting.
- A bylaws vote will go out this fall about adding seats designated for a grad student member on various Boards and Committees (similar to what was done a few years ago for ECPs).

Respectfully Submitted by:

Mindy J. Erchull
Member, Council of Representatives
Division 1, Society for General Psychology

If you would like more detail on anything, please feel free to contact [Mindy](#).

Division 1 Member Submissions

Sources of Attitudinal Data for Social, Developmental and Educational Psychologists When Schools are Recovering from Covid Closures

Submitted by **Judith Torney-Purta, University of Maryland**

The impact of the Covid epidemic on psychological researchers across subareas is unlikely to diminish soon. Even as the pandemic eases and young people have returned to school, there will likely be a substantial period of time when obtaining permission to collect attitudinal survey data in elementary and secondary schools will be difficult. School administrators must make up for time lost during the pandemic. School officials may be wary of parents' concerns about students filling out surveys of social attitudes. However, high quality survey data from young people is what many graduate students and faculty in psychology rely on for their research publications and to carry the field forward.

This article introduces resources that can help students and faculty, especially those who specialize in developmental, social, educational or political psychology. The Civic Learning, Engagement and Action Data Sharing archive (CivicLEADS.org) at the University of Michigan (ICPSR) contains data from 23 completed survey studies of elementary, secondary and college students. These studies were conducted by psychologists, sociologists, political scientists and educational researchers. The data includes attitudes toward immigrants' rights, attitudes toward women's rights, political knowledge, and anticipated political and civic behavior. One of these studies includes both survey and interview data; some of these studies include data collected across several countries. The data sets have been curated and documented and are available free for downloading and analysis by undergraduate students, graduate students and faculty members.

Reference lists of articles reporting analyses of



Dr. Judith Torney-Purta
Professor Emerita

these data are included (a good place to begin a literature search and to indicate which parts of the data have been analyzed less fully). Collecting, curating, and archiving these data sets was originally supported by the Spencer Foundation. The data sources are all in English, but several questionnaires have been translated into Spanish and administered in countries such as Mexico, Chile and Colombia. Those questionnaires are also available for those seeking reliable attitudinal measures in English or Spanish for their own research.

After examining these data resources, those interested in further information can contact [David Bleckley](mailto:David.Bleckley@umich.edu), the curator of the dataset at ICPSR. For information about how the data is relevant to research across areas of psychology (for example, developmental, social, educational, organizational, and international psychology) contact Judith Torney-Purta (jtpurta@umd.edu). She was a recipient of the Arthur Staats Award from Division 1 for research spanning areas of psychology.

Division 1 Member Submissions

The Development of ORMA

Submitted by **George S. Howard and Scott E. Maxwell**

University of Notre Dame

ORMA's (Original Replications of Meta-Analysis) chief task is to obtain a precise estimate of the effect size of a relationship at the heart of a theoretical question. Unlike a traditional test of a new drug (e.g., does our experimental drug decrease mortality relative to the standard of care by more than chance alone would predict?), ORMA asks a somewhat different question (e.g., by exactly how much, if any, is mortality decreased by our new drug?). Stated in this manner, any systematic discarding of data (such as through the file drawer effect; Rosenthal, 1979) could lead to an incorrect answer to the ORMA question (what is the precise effect size of the relationship in question?).

The ORMA strategy consists of (1) conducting a meta-analysis of the extant literature on a given topic, (2) conducting identical replication studies of these studies, as well as a meta-analysis of these new replication studies, and (3) comparing the meta-analytic result of the extant literature with the meta-analytic result of these new replication studies. Thus, the ORMA method serves as a tool to detect possible bias due to publication bias and associated file drawer effects.

Two decades ago, our research group had been wrestling with the problems of replication in psychological research. Knowing that theory choice is a crucial task in all sciences (Howard, 1985; Kuhn, 1977; McMullin, 1983) the group was looking for ways of forming research literatures that would eventually compel agreement among researchers who disagreed initially about the relationship between concepts.

We believed that ORMA would be best applied when members of any research group disagree with one another about the likely outcome of a study. For example, we read an American Psychologist article (Gollwitzer, 1999) on implementation intentions—a self-regulatory strategy used to follow through with goals one sets for oneself by making concrete statements in the form of “I will BEHAVIOR at TIME in LOCATION.” One member of our research team (a pessimist) believed that the published research in the literature on implementation intention strategies was artificial in nature and not the result of real psychological phenomena, thus implying a true effect size near zero. A different research group member (an optimist) believed that the published research was in fact veridical, suggesting an effect size near Cohen's medium value, as the meta-analysis of the existing literature revealed. Because we know that how one frames a question can greatly influence the answers obtained, ORMA requires design considerations to be discussed until the pessimist and the optimist agree that the proposed replication design would provide a valid answer to the theoretical question and would be fair to both possible outcomes.

“We believed that ORMA would be best applied when members of any research group disagree with one another about the likely outcome of a study.”



Member Submissions Cont...

Only then were we free to run the study as many times as is required to obtain a stable estimate of the effect size, and thus agree on the magnitude of the relationship in question.

The ORMA strategy was first used by Howard, Hill, et al. (2009) who conducted a meta-analysis of the published implementation intentions literature and found a sizable average effect size of $d = 0.56$. The authors then conducted three identical implementation intentions studies and found meta-analytic results of: $d = 0.94$ in Study 1; $d = -0.02$ in Study 2; and $d = 0.60$ in Study 3, for an overall weighted mean effect size of 0.54. These data suggest that the present literature on implementation intentions ($d = 0.56$) is almost identical to the newly constructed literature ($d = 0.54$ in three studies) where any possibility of file drawer effects has been eliminated. This was good news for research psychologists. We found that the ORMA strategy could identify literatures which were not solely the result of bias due to file drawer effects. Next we tested the efficacy of remote intercessory prayer (Howard, Hill, et al., 2009), the Mozart effect (Sweeny, 2007), and human psychic powers (Howard, Lau, et al., 2009). All three relationships were found to be artifactual in nature due to file drawer effects.

The existing, peer reviewed literature on the three phenomena above were very large and impressive. Psychology's acceptance of single, underpowered studies for publication had invited the publication of Type 1 errors (see Maxwell, Lau, and Howard, 2015) the effects of which are extremely difficult to remove from a published literature by repeated failures to replicate (see Howard and Maxwell, in press). In the case of psychic powers (i. e., telepathy measured by the Ganzfeld approach), 10 failures to replicate the initial Type 1 error were required to undo the significant meta-analytic overall effect in the published literature. ORMA

represents a concrete strategy to periodically review any research literature to see whether its suggested effect size is veridical or might be the effect of early Type 1 errors combined with psychology's continuing preference for significant findings over nonsignificant results in determining what studies will in fact be published.

Finally, there is a long history in meta-analysis of methodological efforts to correct for publication bias, including such recent developments as p -Uniform (van Aert, Wicherts, & van Assen, 2016) and BALM (Du, Liu, & Wang, 2017). While these statistical adjustment methods play a role in properly interpreting meta-analyses, situations where these methods and ORMA come to similar conclusions may be especially worthwhile, leading to increased confidence in our research findings. [See Howard and Maxwell (in press) for a thorough examination of the methodological and statistical issues raised by ORMA.

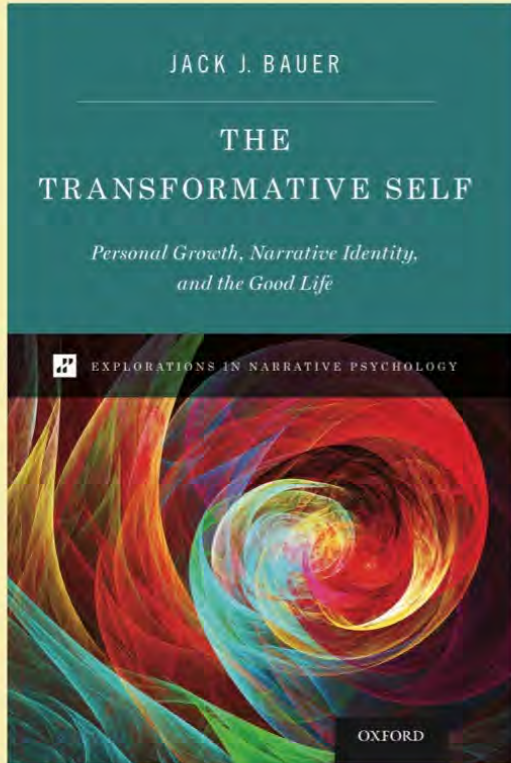
A preprint can be obtained by request to howard.2@nd.edu.

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Notes From Members



OXFORD UNIVERSITY PRESS

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JACK J. BAUER

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- Growth motivation and growth actualization
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- Growth in the hard and soft margins of society
- Nature, Nurture, and 'Ndividuality
- Stages of transformative self-authorship
- The dark side of growth
- Authenticity, self-actualizing, and a quiet ego

ABOUT THE AUTHOR

Jack J. Bauer, PhD, is Professor of Psychology at the University of Dayton. He is the co-editor of the book *Transcending Self-Interest: Psychological Explorations of the Quiet Ego*. He has been a co-editor of leading academic journals as well as the editor of a local newspaper in northern Michigan.

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Northwestern

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Notes From Members Cont...

Manhattan Psychological Association: The first 30 years

Submitted by Harold Takooshian & Leonard Davidman, Past-Presidents, MPA



Just 12 years after Wilhelm Wundt formed the world's first psychology laboratory in Leipzig in 1879, his student James McKeen Cattell brought psychological science to Manhattan in 1891, by launching New York's first psychology department at Columbia University. Over 130 years, Manhattan quickly and steadily grew into a global center for psychological science in countless ways—its people, institutions, activities, and events. As of 2022, Manhattan has well over 10,000 psychology professionals and students, including 3,352 licensed psychologists. The rock called Manhattan Island is a tiny but intense 23 square miles, filled with countless psychology organizations, and at least a dozen of the nation's premier universities: Columbia, CCNY, CUNY Graduate School, Baruch, Fordham, Hunter, Pace, NYU, New School University, Teachers College, Touro, and Yeshiva.

Manhattan Psychological Association: Formed in 1992, the MPA marked its 30th year in 2022. As its website notes (at www.MPAPsych.org), MPA is dedicated to “all things psychological in Manhattan.” The MPA Board has normally met monthly, and hosted many timely activities for students and colleagues. Thanks to The General Psychologist, many of these local events have been shared with a national audience, and appear in archived issues of TGP. For example, these include an historic forum on the 50th anniversary of Stanley Milgram's 1960 Obedience experiments (TGP, Spring 2010, pages 15-23), and a salute to the legendary Olivia J. Hooker at age 101 (TGP, Fall 2016, pages 19-24). One prime focus of MPA officers is to uncover, reveal, and celebrate the fascinating but little-known history of psychology in Manhattan. In fact, if it is true that “A thin line separates ‘discussing’ history from ‘making’ history, then MPA has often crossed this line. For example, on June 30, 2015, at Fordham University, five distinguished experts were concluding their one-hour panel on the history of psychology in Manhattan when Jerome Bruner entered the room. At age 100, Bruner was the senior psychologist in Manhattan, and created an unforgettable evening with 75 well-wishers sharing his huge “100th Birthday cake.” (TGP, Summer 2015, page 59). A video appears at: <https://youtu.be/C3EkFEH8bIA>

Lockdowns: Since the lockdown of New York City in March of 2020, MPA did not curtail its activities. Instead, it shifted to online activities, often in partnership with other groups in New York City, like the Psychology Coalition at the United Nations (PCUN) and the New York group of the Society for Psychological Study of Social Issues (SPSSI-NY). During 2020-2022, MPA co-sponsored over 30 online events. One of the most popular were the series of “web chats” co-chaired by Drs. Elaine Olaoye and Elaine Congress, where people informally shared their personal problems and solutions during the COVID lockdowns.

Resurgence: In fall of 2022, MPA began to resume some in-person activities, with 12 gatherings hosted by Fordham University. For example, on October 18, over 50 people heard 5 experts in a forum on “Behavioral science at the United Nations.” On December 9, 40 people heard Arnaldo and Liz Salinas describe “Guardian Angels: 43 years later” (photo below). Looking ahead to 2023, MPA hopes to expand to more hybrid and live activities.

Notes From Members Cont...

I Have This Thing Where I Get Older But Just Never Wiser

PSYPACT Update By Pat DeLeon, former APA President

Psychology's Legislative Presence: In the closing hours of the 117th Congress, thanks to the tireless efforts of Katherine McGuire, APA Chief Advocacy Officer, and her staff, psychology and mental health did very well during the Congressional deliberations on both the Department of Defense Reauthorization Act and the \$1.7 trillion FY 2023 Omnibus Appropriations Act. The Secretary of Defense was directed to conduct formal studies on expanding the clinical psychology graduate program of the Uniformed Services University (USUHS), as well conducting a pilot program under which scholarships would be provided for individuals enrolled in graduate programs leading to degrees in clinical psychology, social work, counseling, or a related field.

In describing the provisions of the Omnibus appropriations legislation, retiring Senate Appropriations Committee Chairman Senator Pat Leahy expressly noted its support for mental health: "The bill provides increased funding to improve mental health access, including through funding to bolster the nation's system of crisis care... addressing the needs of children who have experienced trauma. The bill also invests... (in) programs designed to increase the availability of mental health services in schools, including by expanding training programs to prepare new school counselors, social workers, and psychologists." The bill provided \$25 million for the Graduate Psychology Education (GPE) program, which represents a \$5 million increase over last year. Senator Leahy has long been a strong supporter of psychology and a personal admirer of George Albee (1921-2006). I will always remember that the Senator and his wife were personally present when I represented APA at a special ceremony at the University of Vermont honoring the life of our former President. As Katherine keeps emphasizing, personal relationships are critical in the public policy/political process.

Bob Frank, former President of the University of New Mexico: "For the last two years, a group of psychologists interested in federal advocacy (the Psychology Education & Training Policy Workgroup), have worked to push for psychologists' inclusion in Medicare's Graduate Medical Education (GME). In 2019, the Congressional Research Service reported: 'The federal government makes significant investments in GME funding through various programs that support medical residency training; it invested an estimated \$16 billion in 2015. A Government Accountability Office (GAO) analysis released in 2018 found that federal GME programs are the largest source of health workforce spending, and approximately three quarters of federal GME spending was from Medicare. Medicare GME payments are made primarily to hospitals.' This investment in physician training stands in contrast to psychology's main federal support program, former APA staff Cynthia Belar's vision, the GPE program.

"Our Policy Workgroup includes psychologists with extraordinary federal advocacy experience. We consist of former APA Presidents Pat DeLeon and Tony Puente, who for eight years served as APA's representative to the AMA's Current Procedural Terminology (CPT) committee. In this role, Tony was the first psychologist to impact the committee's decision making. The group also includes Jeffery Sherman, clinical professor in the Department of Physical Medicine and Rehabilitation at the University of Washington. Jeff directs the internship and post-doctoral fellowship programs and with APA's assistance, is working the 'ear-mark' process. Joanna Sells, a new PhD from USU is working for the VA.



Notes From Members Cont...

Joanna served on the inaugural team of the APA Advocacy Coordinating Committee, then chaired by Tony. I am currently a professor at the University of New Mexico and served on the Hill as a Robert Wood Johnson Health Policy Fellow with Senator Jeff Bingaman. I also led the State of Missouri's effort for health reform in the ShowMe Health Reform Initiative and currently lead the New Mexico Center for Health Policy.

“Over its two-year existence, we have explored ways to include psychologists in this critical program. In discussions with the APA advocacy staff, it was clear there is substantial opposition to expanding GME among medical specialties. This opposition stems from the belief that any GME expansion will reduce GME support for physician training, which remains critical as the nation faces the ongoing COVID-19 pandemic.

“We found that under the leadership of Katherine McGuire, the APA advocacy staff has made significant progress on other bills which will support psychology including an alternative proposal that would support reimbursement for doctoral interns and post-doctoral residents in Medicare. In November, 2022, the APA advocacy group convened a new type of event. Organized by Alexandra ‘Alix’ Ginsberg, Senior Director for Congressional and Federal Relations and Special Projects for APA, this ‘focused advocacy’ event included psychologists living in states with Senators on the Senate Finance Committee and the Senate Health, Education, Labor, and Pensions Committee (the HELP Committee). These two Committees are critical to health legislation and APA hoped they would move several pieces of mental health legislation in the Lame Duck session of Congress following the elections. The Lame Duck presented a last chance for the 117th Congress to pass mental health legislation.

“In a break from past APA advocacy events, the summit was virtual including a two-hour briefing on Sunday. The next day, APA arranged meetings with staff of Senators on the two Committees. Depending on the Committee, Finance or HELP, APA staff prepped us on key points for our brief meetings – 15 to 20 minutes in most cases. The menu of bill included, among others: S. 4306 Improving Access to Behavioral Integration Act; S. 1811 Mental Health Services for Students Act; and S. 4271 Garrett Lee Smith Memorial Reauthorization Act. All of these bills strengthen and provide improved access to behavioral health or mental health services.

“In my meeting with the staff of Senator Ben Ray Lujan, I was paired with Kenneth Kenney who is the only psychologist serving a small resort town in Southern New Mexico, we emphasized S. 4306 which would create grants to facilitate integrated care. We also discussed the reauthorization of the Graduate Psychology Education (GPE) program which is administered by HRSA. We each provided a bit of insight into the challenges we see for psychology. Kenneth discussed the difficulties he encounters serving a rural, underserved community. I discussed the growing emphasis upon integrated care in academic health centers. Though the virtual visits lacked the personal touch of meeting together, this format was very efficient and allowed psychologists to present personal views to their own Senate staff.”

Looking Back: A decade ago, the 2012 State Leadership Conference highlighted *Bringing Psychology To The Table: State Leadership in Health Care Reform*. At that time, Randy Phelps served as Deputy Executive Director for Professional Practice and Katherine Nordal was Executive Director. Current APA staff member Connie Galietti was then Chair of the Council of Executives of State and Provincial Psychological Associations (CESPPA). APA President Suzanne Bennett Johnson provided *The Argument for Psychologists in Integrated Health Care Reform*. The importance of the evolving Telepsychology

Notes From Members Cont...

guidelines being crafted by the APA/ASPPB/APAIT Task Force was on the front burner. Prescriptive Authority (RxP) was deemed a networking group and psychology's interest in Rural America was described admirably by Diana Prescott. Foreshadowing the future, then California State Senator Alan Lowenthal, who just retired after the 117th session of Congress from the U.S. House of Representatives, was the moderator for the 29th State Leadership Conference Plenary Session.

Katherine Nordal: "I am really thrilled to see all of the younger folks, the early career and our diversity delegates and our APAGS folks because we need your enthusiasm. We're going to need that as we work together to get the hard work done to implement health care reform at home. Our theme this year is bringing psychology to the table recognizing the very critical role of the Affordable Care Act [signed by President Obama on March 23, 2010] in implementing health care reform and shaping that at the state level. We're facing uncharted territory with proposed new models of care delivery. Different kinds of care delivery models than we've been used to working in before. We're facing new financing mechanisms. The states are in the drivers' seat, and most of what happens about health care reform is going to happen back home. There is marketplace uncertainty for us as psychologists. We have to be ready to claim our place at the table. We need to be involved at the ground level when you get back home. You've got to get involved in coalitions. As I said to you last year, *'If we're not at the table, it's because we're on the menu.'*

"If you think you will not be affected by Medicare and Medicaid because you've opted out of those systems or you don't want to participate, you really need to think again. Medicare and Medicaid contribute over 50 percent of all the funding for hospitals in this country. Medicare and Medicaid and other public funds pay for about 58 percent of all mental health and substance abuse care in this country. There is probably not any state where psychologists are fully included in their Medicaid Services program. Clearly psychology is not a player in the Medicaid game at this time. Integrating behavioral health care into primary care and the importance of interdisciplinary education and training are critical to our future. Member engagement is going to be very important if we're going to have an impact at home about health care reform. And that engagement begins at both the national and state levels. The first state association that had a summit on this was New York. It was done under the brave leadership of their President Donna Raisin-Waters.

"When you get home and you turn your focus to health care reform, I want you to remember that other groups don't automatically think about psychology and invite us to the table when they're having these discussions. And don't forget that we make up a very small part of the health care workforce, particularly the behavioral health care workforce. We have less than 108,000 licensed psychologists in this country. We have over 600,000 behavioral health care providers, most of whom are not doctorally trained. So we are small in number, which means we need to be clear, and loud, and stronger than ever in our message to consumers and policy holders. And another thing we've got to do, is we've got to stop circling the wagons and shooting in. 'Oh I don't think psychologists ought to do this.' We are all in this together. We've got to be a house united.... It will throw us all under the bus."

Policy Reflections: As both Katherines have consistently opined, building sustained personal relationships with one's elected officials and their staff is absolutely critical to success in the legislative/public policy process. One of the programs addressed within the Omnibus Appropriations legislation is a relatively small Defense initiative which Senator Inouye created during his tenure. The

Notes From Members Cont...

TriService Nursing Research account was established at the USUHS in order to provide resources for the next generation of active duty military nurses to develop their research skills. The Senator appreciated that the Department's only advanced practice nurse training program must have ready access to the most up-to-date scientific knowledge. Further, he believed that nursing possesses a unique perspective on health care delivery and how to maintain readiness within the military's often hostile, not to mention austere, environment.

During the past several years, a small but highly dedicated group of retired senior nursing officers worked steadily behind the scenes to not only protect the program but also to increase its resources. Although the Department did not request any funding in its budget, their dedication and steady persistence ultimately resulted in the Congress directing \$7 million dollars be allocated to this program, representing an increase from the previous year's funding of \$5,750,000 which they had supported that year. Yes, psychology and nursing must work to be Sitting at the table, and not on the Menu.

"Midnights become my afternoons.... It's me, hi (hi), I'm the problem, it's me" (Anti-Hero, Taylor Swift).

Aloha,

Pat DeLeon, former APA President – Division ONE – January, 2023



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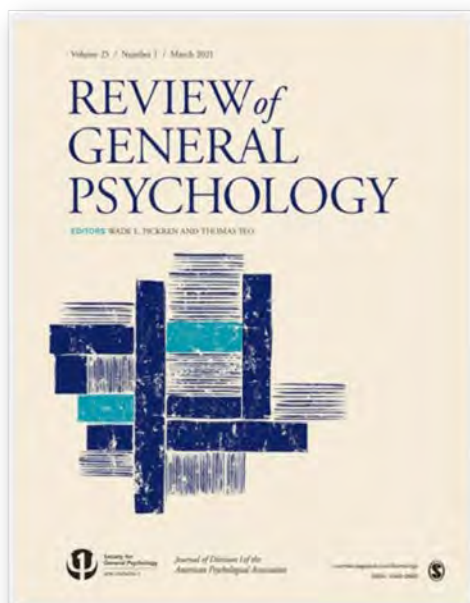
Volume 26 Number 4 December 2022

Review of General Psychology

Contents

Articles

- Making Sense of Culture for the Psychological Sciences 399
Nandita Chaudhary, Girishwar Misra, Parul Bansal, Jaan Valsiner, and Tushar Singh
- Decoloniality and Disruption of the Scientific Status Quo: Dissemination of Universal Theoretical Assumptions in International Research 416
Ana Luiza de França Sá ' and Giuseppina Marsico
- Applying Insights on Categorisation, Communication, and Dynamic Decision-Making: A Case Study of a 'Simple' Maritime Military Decision 426
Charlotte E. R. Edmunds, Adam J. L. Harris, and Magda Osman
- Phenomenological Origins of Psychological Ownership 446
Haider Riaz Khan and John Turri
- Five Approaches to Understanding Interpersonal Competence: A Review and Integration 464
Michelle R. Persich and Michael D. Robinson



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