



The General Psychologist

Society for General Psychology

A Publication of the Society of General Psychology
Division 1 of the American Psychological Association

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Kelli Vaughn-Johnson, Editor

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div1newsletter@gmail.com

President's Column

Alexandra Rutherford Advancing Psychology: What Kind? For Whom? To What Ends?



Like many of you, I recently cast my ballot for the next APA president. In considering the presidential candidates' statements and visions, and in contemplating the recent requests for input into APA's new strategic plan by CEO Dr. Arthur Evans, I found myself in a reflective mood. One of the bylines of the APA – featured prominently on its webpages and throughout its branding – is “Advancing psychology to benefit society and improve people’s lives.” As a psychologist-historian with a

longstanding interest in the relationships between psychology and society, I found myself having a complicated response to this assertion. On the one hand, I wholeheartedly endorse “**benefiting society**” and “**improving people’s lives**” as central goals for psychological science, education, and practice and I am glad that APA promotes these goals. They are aspirations that should guide our work. On the other hand, I am well aware that historically and in the present, “advancing psychology” has not always resulted in such benefits or improvements, especially for those who are socially and politically marginalized.

In their zeal to “advance psychology,” for example, white intelligence testers in WWI both “put psychology on the map” and used the test results to substantiate and perpetuate scientific racism (Guthrie, 1998; Samelson, 1979). In their desire to be practically and professionally relevant in business and industry, psychologists have sometimes allowed their work to be guided by the goals of managers rather than the well-being of workers (Zickar, 2001). In their zeal to “advance psychology,” some members of APA continue to argue that they should be allowed to administer their services in sites that violate basic **human rights**, even when the work they do can be used to harm rather than help the people whose mental health they seek to

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President's Column Cont: Alexandra Rutherford Advancing Psychology

protect. Finally, improving some individual lives (including those of psychologists themselves) may come at the expense of working towards the overall public good through structural change. **What is the appropriate balance** and where does psychology – with its interventions that typically focus on individual adjustment to the status quo – weigh in?

So the phrase “advancing psychology,” for me, requires considerable unpacking. It is not a straightforward agenda. What kind of psychology do we want to advance? On behalf of whom? To whose benefit? To what ends? Fortunately, there is also a vibrant counter-history to the excesses I described above, a history of psychology as “**emancipatory science**.” One well-known example includes the use of psychological research to de-pathologize “homosexuality” and help same-sex couples gain access to legal rights they were previously denied (see Hegarty, 2018; Minton, 2002). This is not to suggest that it is easy to categorize psychological science and practice as either liberatory or oppressive. Indeed, in most cases it is never that clear cut. But if we commit ourselves as psychologists to working towards **positive social change**, we must recognize when self-advancement might not necessarily accomplish that aim. The key is to be continually, critically self-reflective about the kind of psychology that we are advancing and its impact on society.

As the members and leaders of APA engage in strategic planning it is my hope that the goal of “advancing psychology” does not overshadow this ongoing process of **critical self-reflection** on what kind of psychology to advance, and on what kind of society psychology might contribute to. In this vein, the 2018 program chair for

Division 1, Dr. Jeffery Yen, has crafted a theme for Division 1 programming “**Psychology and prefigurative change**” that challenges us to consider the possible worlds that psychology might help envision. In his words, “We invite individual and program proposals that explore psychology’s potential contributions to envisioning and prefiguring a more socially and environmentally just world.” Thanks in advance for your proposals!



Further reading:

- Guthrie, R. V. (1998). *Even the rat was white: A historical view of psychology* (2nd ed.). Needham Heights, MA: Allyn & Bacon. (First edition published 1976)
- Hegarty, P. (2018). *A recent history of lesbian and gay psychology: From homophobia to LGBT*. London and New York: Routledge.
- Minton, H. (2002). *Departing from deviance: A history of homosexual rights and emancipatory science in America*. Chicago: University of Chicago Press.
- Samelson, F. (1979). Putting psychology on the map: Ideology and intelligence testing. In A. Buss (Ed.), *Psychology in Social Context* (pp. 103-157). New York: Irvington.
- Zickar, M. (2001). Using personality inventories to identify thugs and agitators: Applied psychology’s contributions to the war against labor. *Journal of Vocational Behavior*, 59, 149-164.





Call For Submissions:

PROGRAM CHAIR: JEFFERY YEN
UNIVERSITY OF GUELPH

PSYCHOLOGY AND PREFIGURATIVE CHANGE

As an empirical science, Psychology has focused on investigating and documenting the world as it is. The discipline has thus, appropriately, prioritized the production of accurate representations of social and psychological phenomena. However, one has only to look at the goals and practices of psychotherapists, or community psychologists, to see that Psychology has not only concerned itself with “what is”, but has, from its earliest days, contributed to rethinking and remaking the world as it could be. And, unwittingly or not, the discipline’s theories of behaviour and psychological functioning have helped to either reinforce or critique the unjust social relations and social practices of their time.

In an era of widening global inequality, the erosion of solidarity, and a rapidly warming planet, what would a Psychology look like that is oriented towards these realities? How might the discipline of Psychology contribute, not only to understanding, but “prefiguring” the kinds of emotional, relational, and intergroup dynamics that might constitute more egalitarian and sustainable social arrangements? And what forms of social movement, or psychological theory and practice already embody an early version of the kind of world we would seek to build?

We invite proposals that explore this theme and these questions, both theoretically and/or empirically. While proposals that relate to our programming theme are especially invited, all proposals addressing issues in General Psychology are welcome.



2019 Division 1 Program Chair Jeffery "Jeff" Yen was trained as a counselling psychologist and has worked as both practitioner and researcher in university and public health settings in South Africa and China. His early work dealt with race and culture in mental healthcare. More recently his research has focused on the socio-technical aspects of psychological science (such as the Implicit Association Test), as well as the psychology of science and technology. He has a long-standing interest in critical psychology and the history of psychology in South Africa. Jeff is currently Associate Professor in the Department of Psychology at the University of Guelph, Canada, and is Book Review Editor for the journal Theory & Psychology.

Email div1programchair@gmail.com
or jyen@uoguelph.ca

Deadline

Collaborative programs: October 12th, 5pm ET
Division programs: December 3rd, 5pm ET

Location APA Convention Chicago, IL

Conference Dates August 8-11, 2019

Submission Portal

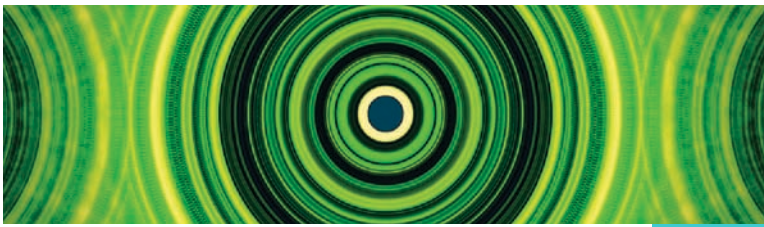
<http://convention.apa.org/2019-call>

Fellows Call
FELLOWSHIP IN DIVISION 1
NOMINATIONS
DUE DECEMBER 1ST

• APA Division One •
The Society for General Psychology

BARNEY BEINS, FELLOWS CHAIR, BEINS@ITHACA.EDU
WWW.APA.ORG/MEMBERS/YOUREMEMBERSHIP/FELLOWS/APPLY





Review of General Psychology: 2019 A New Mission And New Co-Editors

The **Review of General Psychology** focuses on what humans psychologically share and aims at a comprehensive and integrative understanding of mental life. The journal publishes original work on the biological bases of experience, and on the historicity, sociality, and culturality of subjectivity, research on the possibility and impossibility of generality, and global, international, and indigenous projects that might **support or challenge** general psychology and topics that catch the interest of all psychologists. We seek to showcase original work that does not fit neatly within one subdiscipline of psychology and/or that puts psychology into connection and dialogue with other disciplines. Articles that **contribute to the knowledge of the human psyche**, based on the psychological sciences or the psychological humanities, are welcome, as are **interdisciplinary and transdisciplinary** studies. Analyses on how biopsychosocial beings conduct their lives may include critical or constructive research on psychological systems, methodologies, and applications that draws on a diversity of ontological and epistemological traditions, Western or non-Western. The Review is dedicated to “big” empirical or theoretical debates on the psychological in academia, in professional practice, as well as in the larger culture.



Thomas Teo is a professor of psychology in the Historical, Theoretical, and Critical Studies of Psychology Program at York University, Toronto, Canada. Born in London (England), he earned his Dr. phil. in psychology from the University of Vienna in Austria. From 1992 to 1995 he worked as a postdoc and then research scientist at the Max Planck Institute for Human Development and Education in Berlin, Germany. He started his professorial track at York University in 1996. He is former president of the International Society for Theoretical Psychology and of the American Psychological Association’s Society of Theoretical and Philosophical Psychology (Division 24). He was twice Chair of the History and Philosophy of Psychology Section of the Canadian Psychological Association (CPA). He is Fellow of CPA and APA, and former editor of the *Journal of Theoretical and Philosophical Psychology* (2009-2014). With a research record of 9 books and more than 200 refereed publications and presentations, he has been active in the advancement of psychology throughout his professional career. His research has been meta-psychological to provide a more reflexive and general understanding of the foundations, trajectories, and possibilities of human subjectivity.

Wade Pickren earned his doctorate in psychology at the University of Florida, with concurrent training in the history of science. He has served as the Founding Historian and Director of Archives at the American Psychological Association and as the editor of *History of Psychology*. For the last 15 years his scholarship has been a progressively deeper dive into the study of knowledge development and certification in historical and cultural context, with special emphases on race, ethnicity, and indigeneity. Wade is deeply committed to inclusion and equity in the academy and all its processes, including scholarship and editing. For the last seven years he has served as Founding Director of the Center for Faculty Excellence at Ithaca College in New York.





Awards: Celebrating The 2018 Division One Award Recipients

By Phyllis A. Wentworth, Division One Awards Coordinator



Each year Division One celebrates exemplary integrative scholarship in psychology with a wide array of awards announced during APA’s Annual Convention. This year, during the 2018 Convention in San Francisco, we congratulated the following recipients on their impressive achievements.

- The **2018 William James Book Award** was awarded to **Sunil Bhatia** (Connecticut College) for *Decolonizing Psychology Globalization, Social Justice and Indian Youth Identities* (Oxford University Press, 2017). [Photo 1]
- The **2018 Ernest R. Hilgard Award** for Career Contributions to General Psychology was presented to **Nancy Hill** (Harvard’s Graduate School of Education). [Photo 2]
- The **2018 George A. Miller Award** for an Outstanding Recent Journal Article in General Psychology was awarded to **Grainne Fitzsimons, Eli Finkel, and Michelle van Dellen**, for their article “Transactive Goal Dynamics” published in *Psychological Review*. [Photo 3,4,5]
- The **2019 Arthur W. Staats Lecture for Unifying Psychology**, administered by the American Psychological Foundation, will be delivered by **Janet Helms** (Boston College), during the 2019 Convention in Chicago. [Photo 6]
- The **2018 Raymond Corsini Student Poster Award** went to **Bryan Rojas-Arauz, Darien Combs, Derrick Bines, & Ellen McWhirter** (University of Oregon) for their poster entitled: “Quien Soy y Adonde Voy: Ethnic identity, Spanish- Language Engagement, and Critical Consciousness.” { See abstract and photo on page 6}
- The **2018 Anne Anastasi Graduate Student Research Awards** went to **Klaus Cavahieri**, (Southern Illinois University), for two or more years of graduate work; and **Nathan Cheek**, (Princeton University), for under two years of graduate work. [Not Pictured]

Sincere thanks to the chair(s) of each committee: Alexandra Rutherford (William James Award); Deborah Johnson (George Miller Award); Irene Frieze (Ernest Hilgard Award), Janet Sigal (Arthur Staats Award), Carrol Perrino (Anne Anastasi Award), and Nick Noviello and Joycelyn Turner-Mesa (Corsini Student Poster Award), as well as all committee members. A big special thanks to **Joycelyn Turner-Musa** for her hard work and dedication as the Division One Awards Coordinator for four years! Please see the division’s awards information page for more details on each award, including deadlines and past winners.





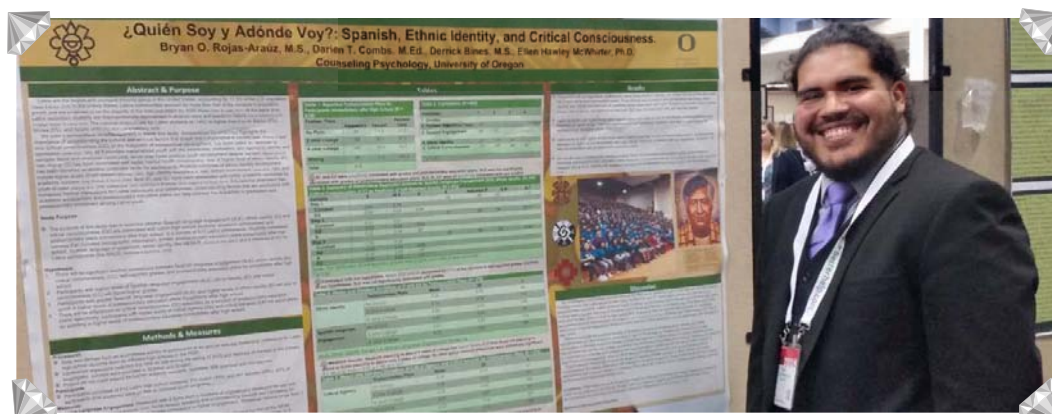
Raymond Corsini Student Poster Award: ¿Quién Soy y Adónde Voy?: Spanish, Ethnic Identity, and Critical Consciousness by Bryan O. Rojas-Arauz (with Co-authors Darien Combs, Derrick Bines, and Ellen McWhirter)

Abstract: Latinx are the largest and youngest minority group in the United States, accounting for 17.3% of the U.S. population (Stepler & Brown, 2016). In the United States, Latinx communities account for more than half of the increase in population growth and are projected to be the majority of the total population by 2050 (Passel, Cohn, & Lopez, 2011). At the same time, Latinx secondary students are disproportionately represented in dropout rates and academic failure (Lee & Hatterberg, 2015; Krogstad, Stepler, & Lopez, 2015). The national dropout rate for Latinx students at (14%) is higher than it is for Blacks (8%), Whites (5%), and Asians (4%) (Fry, 2014; Lee & Hatterberg, 2015).

We used a sociopolitical development lens to frame this study. Sociopolitical Development highlights the importance of understanding the cultural and political factors that shape one's experience in society (Watt, Williams, & Jager, 2003). Critical consciousness (CC), or the outgrowth of sociopolitical development, has been called an 'antidote' to oppression (Watts et al., 1999), as it provides marginalized youth with the awareness, motivation, and agency to identify and navigate social and structural constraints, which may foster positive youth development despite barriers (García Coll et al., 1996). Higher CC has been associated with better mental health outcomes (Zimmerman et al., 1999). A higher level of ethnic identity (EI) has been identified as another protective factor for adolescents. Positive outcomes of ethnic identity

development include higher levels of self-esteem (Phinney, 1992), ego identity (Markstorm et al., 1998), school involvement (Taylor et al., 1994), and academic success (Ong, Phinney, & Dennis, 2006). Both EI, and CC have been associated with better academic outcomes for youth of color (Altschul, et al., 2006; Cabrera et al., 2014; McWhirter & McWhirter, 2016; Rogers & Terriquez, 2013). Consistent with our hypothesis, higher levels of ethnic identity and critical consciousness accounted for unique variance in students' self-reported grades. These findings are consistent with the literature identifying ethnic identity and critical consciousness as protective factors associated with better academic outcomes (Altschul, Oyserman, & Bybee, 2006; Cabrera et al., 2014; McWhirter & McWhirter, 2016). Additionally, Latinx students with higher levels ethnic identity and critical agency were more likely to plan to immediately enroll in postsecondary education at higher levels. That was consistent with our hypothesis. However, Spanish Language Engagement and Critical Behavior were not associated with postsecondary education plans.

Our results were consistent with literature linking critical consciousness with positive Latinx youth academic outcomes and postsecondary education plans (Cabrera et al., 2014; McWhirter & McWhirter, 2016; Rogers & Terriquez, 2013), and with research linking ethnic identity with academic success and achievement (Ong, Phinney, & Dennis, 2006; Rivas-Drake et al., 2014). Educational attainment has numerous lifetime implications for Latinx individuals and communities. Understanding factors that are associated with academic achievement and postsecondary education plans can help address the disparities in graduation and postsecondary enrollment among Latinx youth.





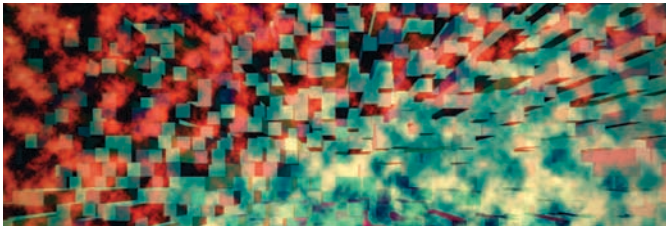
A Student Poem: On Being Shy by Alice Vo Edwards

Walden University, graduate student in Industrial/Organizational Psychology

They say twins who are
separated at birth
Often experience
a soul-deep sense of alone-ness
That nothing but being reunited with their twin, fills.
I am not a twin
And yet, I feel so alone.
In a crowded room, a pool of silent loneliness
Surrounds me.
Invisible, yet sensed, this uneasy curse I carry
Is rarely broken through by others
Or broken free of, by me.
In the lunch room
No one tries to sit next to me, or say "hi."
In a conference, seats further away from me
Fill up, until at last the room is nearly full
And the seat beside me is taken.
I don't want it. This aloneness.
It is crushing. It tears down hope
And leaves only hopelessness behind.
Yet I have learned no way to dispel it.
This curse of being shy.
I can be brave by email
On LinkedIn
On a contact form
In a poem.
But in a crowd, I am swallowed up
Shrinking to a pinprick
A speck of sand.
This is my cry
To you, who are brave, who can.
Seek out those of us who cannot find our voice
Share yours with us.
Be the hero
Who can start a conversation with a stranger
And share your bravery with us, with me.
If you but open the gate,
I long to connect with you
To delve into you, what you know, what you want to share
For I am starved, soul deep, for those mental intersections.
To whom, or how, could you more easily
Perform a good deed
Then simply by speaking with a shy girl, like me?

A Note from the Author: This poem reflects my experience of being an introvert at my first convention as a graduate student, while at a conference in Hong Kong. I was doing a poster presentation and I knew no one, but knew I should be networking. The guilt I felt at paying for and taking the time to attend and then not talking to hardly a soul was quite significant at the time and still gives me guilty twinges that make me think twice about attending future conventions. I was inspired by the speakers and know it's an amazing experience, so I will endeavor to show up, and hope that this will inspire some of the extroverts among you to make it a little easier for introverts like me.





Member Spotlight: **Natasha Otto**

Lecturer, Morgan State University
Professional website: <https://psychdevelopmentallab.weebly.com/>

What is your research or practice area?

As a developmental psychologist my area of research focuses on community college students and their levels of persistence.

What area in or outside of psychology would you most like to collaborate with?

As a researcher I have worked with colleagues in public health to educate community members of various health disparities. I have also worked with colleagues on issues pertaining to literacy. I would love to continue collaborations in those areas and am also open to discussing new collaborations in other areas.

What's your best experience as a Division 1 member thus far?

My best experience as a division one member has been the opportunity I have had to share and collaborate with colleagues teaching general psychology.

What gets you out of bed in the morning?

The fact that I love what I do. I love educating minds. I love the look students give when they finally understand a concept being taught.

What was your childhood dream job?

As a child I thought I would love to work for Mattel toys helping them develop age appropriate toys.

What's your favorite moment of your career so far?

I don't have one moment but moments. Seeing my students achieve and earn Masters and doctoral degrees and do well in their careers are all favorite moments.

What woman in the history of psychology inspires or intrigues you and why?

As a Developmental Psychologist I really appreciate the work of Mary Ainsworth. I love reading and working with children and her work demonstrated the significance of early childhood parent-child attachment.

Guilty Pleasure: What can you not live without?

I cannot live without chocolate ice cream. I love it.

What is the last book you read?

"The Immortal Life of Henrietta Lacks" by Rebecca Skloot

How is your area of psychology socially relevant to the general public?

As a developmental psychologist my area is socially relevant because understanding the developmental process is important to understanding human behavior.



What is the biggest social concern from your perspective?

- **Globally:** Poverty & Tolerance
- **Nationally:** Poverty, Classism & Tolerance
- **Locally:** Tolerance & embracing diversity

If Hollywood made a movie of your professional life; who would you like to see play the lead role as you and what would the tag line be?

Tika Sumpter would play lead in movie of my life and the Tag line would be "Inspiring Minds"

What gives you hope?

Knowing that I played a role in educating future psychologist gives me hope that this profession will have passionate individuals willing to help their society.

Member Spotlight: **Bridget Rivera**

Undergraduate Psychology Faculty/Licensed Psychologist
Professional website: <https://www.purdueglobal.edu/>

What's your current job?

I am a full time faculty member for Purdue Global University's Undergraduate Psychology Department. In addition, I hold a small private practice where I conduct psychological assessment and facilitate cultural competence trainings.

What is your research or practice area?

My practice area focuses on psychological assessment and I hold a special interest in the Rorschach. I conduct psychological evaluations for the FAA and pre-ordainment evaluations for the Catholic Church. My research interests include diversity training and psychological assessment.

What area in or outside of psychology would you most like to collaborate with?

Social justice organizations.

What's your best experience as a Division 1 member thus far?

Co-presenting with my APA Division I colleagues as part of a collaborative program for the 2017 APA Annual Convention. Our session was titled: Psychology Mythbusters: Separating Psychology Fact from Psychology Fiction.



• **APA Division One** •
The Society for General Psychology



Member Spotlight Cont:
Bridget Rivera



In addition to having the honor of being able to present with such esteemed colleagues for the goal of highlighting the role of APA as a unifying force in psychology, I always enjoy being in what I call my professional home when I am at APA and learning from others in the field.

What gets you out of bed in the morning?

Looking forward to what the day will bring, knowing I'll learn something new, meet someone new, and experience something new.

What was your childhood dream job?

I had many childhood dreams ranging from travelling to Africa to feed the hungry, becoming an author, to working with animals. I had a map of Africa on my bedroom wall, which my late father and I used as we day dreamed about where we would travel to.

What's your favorite moment of your career so far?

Being awarded the Martin Mayman Award from the Society of Personality Assessment for distinguished contribution to the literature in 2010 was such an honor.

What woman in the history of psychology inspires or intrigues you and why?

Melanie Klein due to her early work in understanding children's play and it's contributions to the therapeutic process. She was such an innovator in her thinking and one of the few women in her field. Her work heavily impacted my early training.

Guilty Pleasure:

What can you not live without? Chocolate, especially if it's English made Cadbury's - something from my birthplace that I love and could never give up.

What is the last book you read?

House Rules by Jodi Picoult.

How is your area of psychology socially relevant to the general public?

I teach classes for the Addictions Program which trains students to embark on a career to help reduce addiction, substance use and co-occurring disorders. I hope to inspire young professionals who can work with the public in this area and provide services to those in need.

What is the biggest social concern from your perspective?

Globally: Hunger; more than 795 million people suffer from hunger, and while that number has dropped since 1990 (according to the United Nations), that's still too many!

Nationally: To name a few of some of the various inequities we face as a nation: gender, race, socio-economic and sexual identity.

Locally: I live in Baltimore and have concerns about the socio-economic and racial inequities in the city.

If Hollywood made a movie of your professional life; who would you like to see play the lead role as you and what would the tag line be?

The tag line would be "Embracing with love, respect and education!" and I would like Joanna Lumley to play the lead.

What gives you hope?

That the ever increasing technological advances enable people to become more tolerant, supportive and community minded, and provide the basis for a more equitable society where disadvantage can be overcome.



PRACTICAL RESEARCH WITH CHILDREN

Edited by Jess Prior and Jo Van Herwegen

"Informative text regarding the various methods that can be employed to investigate issues within Developmental Psychology. Not only will readers gain knowledge of individual methods, but they may also succeed in learning how unique methods can complement each other and consider a mixed or multi methods approach to their research...This book is no doubt a valuable addition to anyone who conducts research within the field of Developmental Psychology. However it should not be pigeon holed to only Developmental researchers as it could offer a useful perspective and great deal of knowledge to those who investigate issues surrounding children in other areas of psychology." – Tamsyn Hawken, Psychology Teaching Review

RESEARCH METHODS IN
DEVELOPMENTAL PSYCHOLOGY
A HANDBOOK SERIES





Past-President: 2017-2018 Service Commendations Awarded

At our annual business meeting in San Francisco, Past President Deborah F. Johnson, University of Southern Maine, recognized the following individuals for their outstanding service to the division in the previous year. Each honoree received a certificate of commendation:



Emily Dow Award presented for exemplary leadership, excellent organization, and positive can-do attitude, while developing and publicizing an outstanding Division 1 Program.



Clare Mehta Award presented in recognition of service as program chair mentor and for conscientious attention to the responsibilities of division Secretary.



Lisa Osbeck Award presented in appreciation of active participation on the division's publications committee, as well as several key divisional committees, while serving as executive committee Member-At-Large.



Phyllis Wentworth Award is presented for leadership, excellent teamwork and professional communications, while developing and publicizing an outstanding Division 1 convention program.



David Devonis "Above and beyond" citation presented for your service as division treasurer while also maintaining active participation on several of the division's award committees.



Irene Frieze Citation presented in appreciation for continuous leadership in the Society for General Psychology and for thoughtful guidance and support provided the President during the year.



Jocelyn Turner-Musa Citation presented for outstanding organization, professional communication, and cheerful demeanor while skillfully coordinating a large and active program of awards during the past four years.



Avis Jackson Citation presented in appreciation and gratitude for complex work developing, managing, and updating the Division 1 website.



Alexandra Rutherford Citation presented with gratitude for leadership, quote solicitation, development, and analysis of new publishing contracts for the divisions flagship journal.



Alicia Trotman This "above-and-beyond" citation recognizes your many years of service and excellence in developing, editing and publishing as a former Editor of *The General Psychologist*, and willingness to serve as an important record of division activities.



Mark Sciotto Citation presented with appreciation for teamwork in developing and publicizing the division's new Mary Whiton Calkins research grant and for leadership in the selection of the inaugural Calkins' grant recipients.

MEMBER-AT-LARGE
ALICIA TROTMAN



I am Dr. Alicia Trotman an Assistant Professor at Sul Ross State University. I am native to the twin island republic of Trinidad and Tobago, then settled in New York City, and now Alpine, Texas which is now my third beloved home. I specialize in teaching General Psychology, and my research is currently based in Humanistic/ Existential Psychology and the realm of Emotion. As Member at Large in our Division, I will investigate the LinkedIn media platform to determine its suitability for connecting to current and prospective members. In addition, as a former Editor I will utilize the platform to promote featured articles in the newsletter, *The General Psychologist*. Furthermore, I'll support Clare Mehta with social media development, and Emily Keener with membership initiatives.





Invited Column: Teaching With Primary Sources In All Of Your Courses From The Archives Of The History Of American Psychology

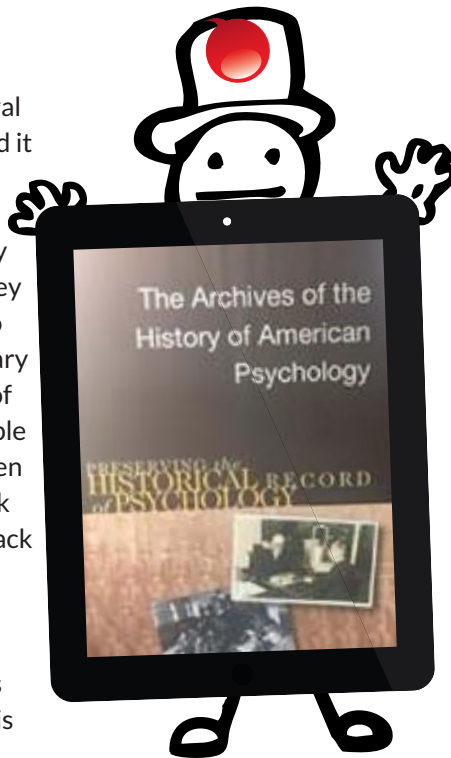
Lizette Royer Barton, MLIS, Reference Archivist, Cummings Center for the History of Psychology

Archival research is applicable to all instructors of psychology, not just those who teach the history of the field. Archival research helps foster critical thinking and it enhances information literacy; two skills we should all be aspiring to teach to our students. Archival materials (aka primary sources) are subjective in nature thus they provide the perfect opportunity for us to help our students learn the skills necessary to determine the reliability and validity of resources and data and to identify possible bias or interpretative differences between secondary sources (your course textbook perhaps) and the primary sources that back them up.

If we can get students to comprehend course specific subject matter and teach them how to gather additional resources and critically interpret them – well, that is just a win-win.

As the reference archivist at the **Cummings Center for the History of Psychology (CCHP)** at the University of Akron I am in the unique position to witness numerous teaching opportunities come across my desk on a daily basis from the variety of primary source materials we house in our collections. And I am always on the hunt for the perfect partner to help some of these projects come alive for students.

Sure, it's probably extra work. But it's highly likely you can integrate an element of archival research into your existing curriculum without too much trouble. An exercise as simple as the analysis of a single document (letter, photograph, work of art, etc.) is a great start to a meaningful class discussion and you can find document analysis sheets available in PDF at the **National Archives website** (<https://www.archives.gov/education/lessons/worksheets>).

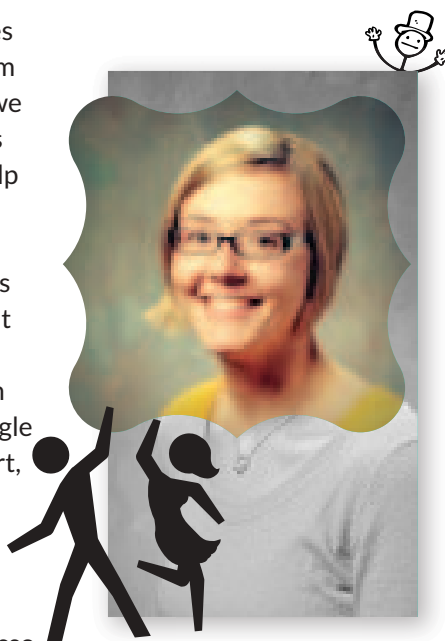


Another quick idea is to assign students to read an original publication. Most psychology students have some basic knowledge about **Stanley Milgram's** obedience research but how many of them have actually read a primary source? Milgram, S. (1963). Behavioral Study of obedience. *The Journal of Abnormal and Social Psychology*, 67(4), 371-378 is available in full-text on PsycNet and it is only 8 pages. Just imagine the discussion you could have regarding what your students think they know about a classic study in psychology and what they know after reading the original research article.

If you're teaching a developmental or introductory psychology class you may cover **Eleanor Gibson and Richard Walk's visual cliff** research. A way of introducing an archival element with this would be to have your students examine the original study proposal, housed here at the CCHP in the Richard Walk papers. Learning more about how "famous studies" are developed helps demystify them and helps students understand psychological research as a process and not just a finished result.

The Cummings Center for the History of Psychology houses archival manuscripts, still images, sound recordings, moving images, artifacts, tests, books and periodicals, and more. And while it is true that not much of our content is available online, our digital repository provides basic records for nearly all of our holdings and we are happy to provide specific information via email or a phone call. Please take some time to explore our collections – <http://collections.uakron.edu>.

If something interests you and you'd like to discuss the possibility of **creating a project for your classroom** please feel free to reach out. Like I said, we're always looking for partners to help us **tell the archive's stories**.






Secondary Teaching: A Valentine from Mr. Feldman's AP Psychology Class


Alan Feldman, Glen Rock High School, New Jersey. Feldman is a winner of the APA TOPSS Charles T. Blair-Broeker Excellence in Teaching Award (2015).

Assignment: Make and decorate a Valentine's Day card based on psychology. Be appropriate, creative but do not use any glitter!



Below are some of the card inscriptions from my high school psychology classes.

Wundt you be mine?



I love your normal bell-shaped curves.

MaSLOW dance with me? You're at the top of my hierarchy of needs.

This experiment requires that you continue to be mine.

If I were a duck, I hope the first thing I see is you..

Either my vestibular sense is off, or I'm falling head over heels for you.

Will you marry me? Or maybe we can go out to dinner sometime. (Door in face technique)

Can I perform a longitudinal study on you?

My love for you could never experience habituation.

When I saw you for the first time, I had to change my schema of perfection to accommodate your beauty.

And the comment students voted to as the best: I want to top down process you baby!

You be my axon-I will be your myelin sheath-lets meet at the Nodes of Ranvier for dinner



Trivia: In Their Spare Time ... An Exercise in Psychology Trivia

John D. Hogan, PhD, Div 1 Historian, St. John's University, NY.

- (1) Trained as a counseling psychologist, and active as an academic and sport psychologist, he also served as mayor of Fort Collins, Colorado.
- (2) In addition to a consulting business, which she ran alone after her husband died, she managed to raise 12 children. Her family life was later depicted in both books and movies.
- (3) Known for her writing on testing and individual differences, she and her husband, also a psychologist, were collectors of African art. At her death, their art was willed to the Metropolitan Museum of Art in New York City.
- (4) While a full-time faculty member at Columbia University, he created a publishing empire which included such journals as Science. He edited the latter for 50 years.
- (5) He interrupted his work as a pediatric psychologist to open a chain of 66 Sonic Drive-In fast food enterprises. After selling the chain and returning to his work in psychology, he created a charitable foundation from the proceeds of the sale.

When they weren't tending to their work in psychology, these psychologists were busy doing different -- and sometimes surprising -- things. Can you identify them from their extracurricular activities? Hint: Four of them were past-presidents of APA. (Answers on page 20).

- (6) Although he was trained in medicine, he never practiced it. His interest in the unconscious and in symbolism led him to become an expert on the novel Moby Dick.
- (7) Before studying for his doctorate at Clark University under G. S. Hall, he took a temporary position at the University of South California where he taught Latin, history and botany, and served as co-coach of the first USC football team in 1888.
- (8) When not tending to his "individual psychology," he co-authored several horror plays for the Grand Guignol Theatre in Paris.
- (9) He was in the first group to receive PhD degrees from Johns Hopkins University (1878). Later, as a professor at Harvard, he was a founding member of the American Society for Psychical Research and vice-president in charge of haunted houses.
- (10) Trained as an architect, he wrote frequently on aesthetics. Several of the structures he designed still exist. He was also active with the Art Commission for the City of New York, where he served as the executive secretary.





Invited Column: APA Division 2 Society for the Teaching of Psychology Helpful Resources for Division 1 Members

Danae L. Hudson, & Amy Silvestri Hunter

The Society for the Teaching of Psychology (STP) is Division 2 of the American Psychological Association. With approximately 3500 members, we are psychology instructors (high school, 2-year, and 4-year institutions) committed to promoting excellence in teaching and learning of psychology. We provide a variety of free resources ranging from teaching/classroom resources to eBooks to mentoring services. In this column we will introduce you to two of our most popular offerings: Teaching Resources and Project Syllabus. These collections include only peer-reviewed resources and have been helpful to both early-career and seasoned psychology instructors alike.

Teaching Resources

STP's Teaching Resources include a broad range of classroom activities, resources for academic advising, course manuals, and teaching tools/programs. Recently published resources include: 1) Instructional materials for a workshop series related to critical thinking in psychology; 2) A guide to incorporating social-emotional learning in the college classroom; and 3) A classroom activity to assess student understanding of bottleneck concepts in research methods. To reflect our focus on empirically-supported teaching, recent resources include a brief statement explaining how the resource was developed according to best practices in teaching and learning. Each submitted resource is reviewed by at least two experts familiar with the nature of the submission. All teaching resources are managed by the Director, **Danae Hudson** of Missouri State University (teaching-resources@teachpsych.org) and Associate Editor, Jenn Grewe of Utah State University (best-practices@teachpsych.org). All teaching resources can be found at <http://teachpsych.org/page-1603066>

Example Open Educational Resources

A Primer on Open Educational Resources (OER) for Psychology Instructors: Background, Resources, and Materials (2017) by author Rachael A. Robinson-Keilig; Central Community College. A 31-page resource defines and describes the Open Educational Resources (OER) movement

Project Syllabus

Project Syllabus is a peer-reviewed compendium of over 200 syllabi across a wide range of psychology courses, from Introductory Psychology to upper-level seminars and even graduate courses. These syllabi provide a sense of how other faculty members in the field design their courses, in addition to answering course-specific questions such as: What are the learning objectives and course goals? What types of assignments do other instructors require? What textbook do they use? How do they assess student learning? While there is no single "correct" way to design a course, looking at how others do so can provide faculty with ideas of best practices for specific courses. Each syllabus is reviewed using a newly revised rubric (<https://tinyurl.com/y9ndswld>) that was developed based on findings from the scholarship of teaching and learning. The rubric is organized into five categories: 1) Teaching methods; 2) Learner support and resources; 3) Assessment and evaluation of student learning; 4) Course design, goals, and learning objectives; and 5) Syllabus organization and design. Project Syllabus is managed by Editor, **Amy Hunter** of Seton Hall University (syllabus@teachpsych.org) and all peer-reviewed syllabi can be found at <https://teachpsych.org/otr/syllabi/index.php>.



As the foundational division 1 within APA The Society for General Psychology recognizes our family of foundation divisions and encourages our members to learn more. If you are interested supplementing your Division 1 membership by also joining Div 2: STP (including access to the journal *Teaching of Psychology*) see teachpsych.org/join/. Sign-up is also available during your Division 1 renewal at <http://www.apa.org/about/division/join.aspx>





This is the first of an **on-going** new **column** by our Past-Past President, Irene Frieze. She plans to provide basic information about journal publishing, and well as answering any publishing **questions** you may have either privately, or in a future column. She can be reached at frieze@pitt.edu.

Publishing 101: Deciding Where to Publish

Irene Frieze, University of Pittsburgh, Past-Past President

In thinking about where to publish, there are two major considerations: 1. Finding a good **fit** for what you want to publish; and 2. Considering what **type** of publication you need to advance your career. Understanding the career impact requires that you find out what is **valued** by the institution you work for, or by others who may be evaluating you. Some institutions focus on journal publications. At research-focused institutions, there is a strong emphasis on publishing in prestigious journals with high impact factors. Others welcome any peer-reviewed journal publications. For primarily teaching institutions, there is often a high value placed on having students as co-authors. Encouraging students to present papers at conferences may be important. [Be sure to add yourself as a co-author]. Research requirements can sometimes be met in other ways. Some institutions welcome books, but often not in more traditional departments of psychology.

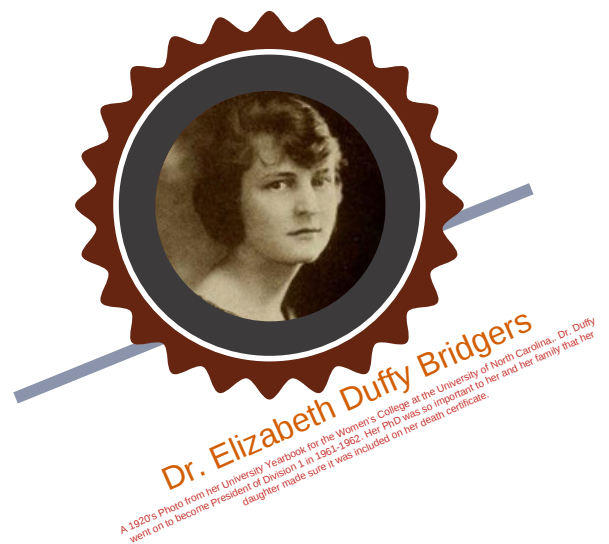
The issue of fit is often a question of which journal to submit your manuscript to for publication consideration. This will be our focus here. The first step should always be to look at your reference list. The **journals you cite** should be the first ones you consider. Select the ones where you have recent citations. Get information about any of these journals that you think might be appropriate. Go to the website of the journal you are considering to see what types of articles are being published recently. [As editors change, the nature of what is published may also change]. If you have access to the recent issues of the journal, read some of the most recent articles to see what type of format and topic areas they demonstrate. Would the readers of these papers also be interested in your manuscript?

Journal status is typically measured by the **impact** factor of the journal. [As an Editor, I was often asked by department chairs, to provide information about the impact factor and rejection rate for authors in my journal as they were being considered for tenure]. So, a higher rated journal will be more beneficial to your vita. But, such a journal is also likely to present a higher difficulty for acceptance. Reviewing takes anywhere from 2 to 8 months in recent years. If you need publications quickly, it may be better to select a journal with less rigorous standards.



Next column:
Preparing your manuscript for submission.
Email your questions to
Dr. Irene Hanson Frieze
frieze@pitt.edu.

Dr. Irene Hanson Frieze is an Emeritus Professor of Psychology at the University of Pittsburgh. She has published over 200 journal articles, book chapters, and other publications, including 4 books. She is working on her fifth book now. Her work has been cited over 15,000 times. She is a former President of Divisions 1, 9 and 35 of the American Psychological Association. She is the former editor of the journal, *Sex Roles* [2007-2016], and a former editor of *Journal of Social Issues* [2001-2005].





Council of Representatives: COR Meeting August, 2018, San Francisco, CA

Mindy J Erchull, Division 1 Council Representative



This is a summary of the major items from the August 2018 APA Council meeting. If you would like more detail on anything, please feel free to contact me at merchull@umw.edu.

Overall APA Information

- Arthur Evans, the “new” CEO of APA has been tasked with creating a **strategic plan** for the organization. This plan will come to Council in February 2019. He wants to hear from members, so provide feedback when given the opportunity to do so. You can follow the strategic plan development here: <http://www.apa.org/about/apa/2018-strategic-plan.aspx>

- APA is adding a **Chief Diversity Officer**, and a diversity and inclusion plan is currently being developed. Watch for webinars and calls for feedback from members as it's developed.

Major Issues of Concern

There were 3 issues that led members to contact me in advance of the August Council meeting. They were the c3/c6 reorganization, the APA position on psychologists in national security settings, and the placement of the Hoffman Report on the APA website.

- We continued to move forward with the **c3/c6 reorganization** – hereafter known as the “Expanded Advocacy Model”. This move to restructure so that all APA members are members of both the c3 and the c6 passed in March. At this meeting, Council was voting on what the restructuring looks like. There was a great deal of discussion and many questions asked, and there was a general message of having to trust since this is a transition year and we may need to adjust once we see how things function.

- o There will be a new **Advocacy Coordinating Committee** that will be key for bringing member voices and member concerns into the priority setting process for the c6. The committee will have at least 12 members with rotating terms who are appointed by the president. There is a complex matrix intended to be used for filling committee slots that takes into account sociodemographic diversity, career stage, and career path (e.g., clinical, applied, research, etc.) to try to represent the concerns of all APA members. If you have concerns about the types of issues getting identified as a priority, this is the committee you want to try to get people on who can better represent your positions.

- o There will be a **shared finance** committee for the c3 and the c6.
 - o For 2019 dues, 60% will go to the c6. That number could go up or down in future years. Under the current trial delegation of authority, the Finance Committee will make this dues split decision in the future (Council is currently set to revisit the issue of delegation of authority in 2020).

- o The name of the c6 is **APASI**: American Psychological Association Services Inc. Lots of people didn't care for this name, so you may hear it rolled out under another one.

- o CAPP (the committee for advancement of professional practice) which was part of the

priority setting for the original clinical-only c6 will continue through 2019 as part of the transition so that the issues they've been working on are continued under the new structure.

- Most of the discussion about the motion to change the APA policy about psychologist working in **national security settings** happened in closed session, so I can't share details of the discussions. I can, however, share the results of the vote which were 32.9% for changing the policy, 60.7% against changing it, and 6.4% abstentions.

- The discussion of the placement of the **Hoffman Report location** on the APA website also took place in closed session. In the end, the motion we voted on was not to remove it entirely. Rather, it was a revised motion to remove the specific **landing page** for the report but leave the report linked from the timeline about these issues (<http://www.apa.org/news/press/state-ments/interrogations.aspx>) while also adding some additional documents as links from this timeline. These changes were made as the vote was 78.8% to make the changes, 18.8% against the changes, and 2.4% abstentions.

Policy and Procedure Changes

- A series of proposed amendments to **finance rules** passed. Some concerns were raised that no such changes should be made while under a trial delegation of authority, but we were told that none of these changes are/would be impacted by decisions related to that.





Council of Representatives Cont: COR Meeting August, 2018, San Francisco, CA

- We passed an amendment to the association rules that specifies that a **strategic plan** need to be received and approved by Council every 5 years (or sent back to the CEO for more development if it is not accepted).
- We passed a motion that results in the **votes** of the Board of Directors, Council Leadership Team, and the Council of Representatives being **published**, for a trial period of the next 3 years, to the APA website and accessible to those with a member login. Technically, Council needs to vote at the start of each meeting to put this into effect, but this policy is set for the Board of Directors and Council Leadership Team for this 3 year period.

Additional Votes

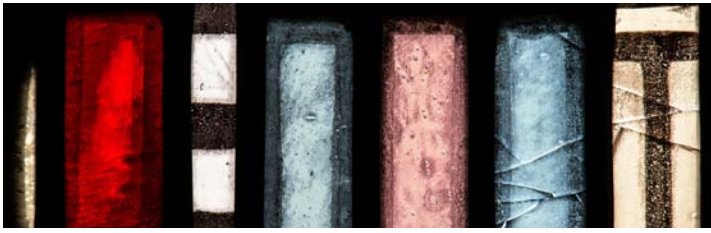
- We voted on the new Principles for the **Validation** and Use of **Selection Procedures**. A number of APA committees raised concerns about the report, particularly as related to inclusiveness, and felt that appropriate revisions were not made to the report before submit it for final approval. The Principles were accepted.

This is a summary of the major items from the August 2018 APA Council meeting. If you would like more detail on anything, please feel free to contact me at merchull@umw.edu.

- The **Guidelines** for Psychological Practice with Men and Boys were accepted.
- We voted to form a **new task force** to revisit the 2015 resolution on violent video games since there have been concerns about inconsistent findings in this area that are not reflected in the current resolution.
- We voted to form a task force **Differences of Sex** Development.
- We returned to the resolution that people tried to add to the March agenda about the use of “**patient**” rather than “**client**” in health care settings. Those in favor of this motion view it as being about having psychologists better recognized as part of care teams in these settings. Those against felt it prioritized the medical model since clinicians can already use either term. It was a close vote, but the resolution passed.

For a recap of the 2018 APA Convention see our next issue in March 2019





Graduate Student Member Submission: Is That Really Relevant? The Argument for Ethical Competencies in Religion

Carolyn Cowl-Witherspoon, Doctoral Candidate in Social Psychology, Walden University

At a recent social gathering, one of the guests shared an animated story with several of us who were standing together. The storyteller, a licensed therapist with a clinical career that has spanned decades, began sharing specific details about a recent clinical encounter with a client that appeared to demonstrate a complete lack of ethical judgment or consideration for the client and may have tipped over into an ethical violation. If the story, as it was presented, was to be believed then it indicated an episode where significant harm seemed to come to the client; and yet, the speaker seemed oblivious to that possibility. The speaker's primary focus was on how the exchange affected the speaker, with no indication by the speaker of any personal or professional awareness of what the client may have endured as a result of the distressing interaction. The topic of the exchange was religious belief.

When an individual practitioner inadvertently causes harm to a client because of a failure to act ethically or to recognize a potential ethical boundary violation once it occurs, they are not only causing harm to that specific client but to our entire profession. However, clinicians are not alone when it comes to navigating through an array of complex ethical issues for maintaining professional behavior and ethical integrity. Ethical gatekeepers within our field include supervisors and educators who are responsible for instructing, modeling, guiding, and correcting the future generation of clinicians, educators, and researchers to ensure that they understand and remain within the boundaries of ethical compliance, as detailed in our Ethics Code (APA, 2010).

The rapid changes within our industry continue to challenge all of us as we try to find or retain our footing in an increasingly global world of rapidly evolving ethical dilemmas (Nagy, 2011; Sinclair, 2017). Demonstrating and maintaining ethically compliant professional competencies is of critical importance if we are to successfully avoid the myriad of ethical tripwires that may suddenly materialize (Knapp, Bennett, & VandeCreek, 2012). For example, an early career practitioner recently relayed the following episode that left them feeling shaken. At the end of a session client from a vulnerable population,

the client unexpectedly made a request that caught the practitioner completely off guard, especially since it was out of their area of competency. Blindsided by the request and unsure of the appropriate ethical concerns associated with acting immediately on such a request, the practitioner hesitated to respond. The client became very upset by the lack of immediate compliance to their request, especially since the client did not understand that the request fell outside of the practitioner's areas of competency. The client experienced the emotionality associated with the rejection of their request fulfillment, and it left the client and the practitioner feeling confused and upset.

What was the client's request? Will you pray with me? A seemingly innocuous request that can have profound ethical consequences for any practitioner or educator who has not carefully and specifically considered the parameters of their own competencies and biases within the complex and evolving domain of religious belief, or of the client's state of mind or motivation for making such a request (Cornish, Wade, Tucker, & Post, 2014; Esperandio & Ladd, 2015; Frazier & Hansen, 2009; Oxhandler & Pargament, 2018). The rising interest in religious and spiritual integration into clinical and educational environments continues to create a multitude of new ethical challenges (Barnett, 2016), with practitioners and educators who may not consider integration or its ethical consequences until the moment that religion becomes a factor in therapeutic or educational exchanges (Vandenberghe, Prado, & Aparecida de Camargo, 2012). This can leave them ethically vulnerable, with no time to carefully consider all of the ethical implications of their decisions and whether those decisions are in the client's best interest (Tjeltveit, 2012).

As a doctoral candidate, my areas of focus include the ethical complexities and appropriateness of integrating religious, spiritual, and nonreligious beliefs into therapeutic and educational environments. Recently, one of my professors challenged the relevance of considering the ethical complexities and consequences of religious integration in professional exchanges, arguing that ethics has no relevance to religion in psychology. I respectfully disagree, especially since there are no currently accepted





Graduate Student Member Submission Cont: Is That Really Relevant? The Argument for Ethical Competencies in Religion

industry-wide competencies or training guidelines for ethically appropriate religious integration protocols in clinical and educational environments. Additionally, the majority of graduate programs only require one ethics course and absolutely none in religious competencies. Ethical knowledge should always be relevant, and the necessity for understanding the ethical complexities of religious integration seems especially relevant today.

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Member Submission Column: An Exciting Challenge - Meaningful Retirement

Pat DeLeon, former APA President

Based upon our conversations with colleagues a number of years ago, VA psychology historian Rod {Rodney R.} Baker and I found that increasing numbers of psychologists were facing or entering retirement and many told us that they were not well prepared for that life shift. In 2014, we prepared a symposium for the APA convention to provide help for those approaching their retirement years. We believed that hearing the stories and lessons learned of psychologists who had already retired would be useful for others in anticipating and dealing with issues faced in retirement. Initially, our audience was small – 25 for the first symposium – although their active participation was encouraging. In 2016, several attendees mentioned that they had stayed over for the Sunday presentations just to attend “Meaningful Retirement.” We had 90 attend that Sunday morning symposium. Interest continued to grow and in San Francisco at the APA 126th Annual Convention, there were over 120 in attendance.

Reflecting, I recall that when I served as APA President in 2000, Ruby Takanishi engaged the Council of Representatives in a discussion on the nation’s (and psychology’s) changing demographics, including aging, and the potential impact of technology on the field. It was evident that few colleagues could appreciate the magnitude of change that was forthcoming. In a similar light, over the years the Sunday morning presentations on

psychology’s potential contributions to the field of gerontology, which I always found fascinating, were often sparsely attended.

During the five years we have presented at APA our symposium speakers have proffered several consistent messages. First, that many psychologists begin thinking of retirement as continuing some psychological activity with a “not-doing-as-much” intention. And that whatever psychologists were doing at the start of their retirement was not always the same as what they were doing in the middle to later retirement years. For some, the retirement years became a time to make some shifts in what they were doing for most of their careers.

Whatever was chosen in retirement, however, it was important for most to retain a sense of achievement or satisfaction that had been given them during their career. Becoming engaged in what one now felt was a meaningful activity was critical. As Rod would point out, “If you do not like what you are doing, there is only one person to talk to.”

Some of our speakers, such as APA’s Merry Bullock, have actively expanded their trademark, for her international, contributions; others, such as Tom Grisso, after 45 years of academic service, have finally taken the time to publish thoughtful reflections on developing the truly significant interface between psychology and the law, not to mention becoming involved within the APA governance. In contrast,

Mike Sullivan has been actively engaged in volunteering to serve his local community’s senior citizen population – meals on wheels; while Rod has become an accomplished author of fiction novels. Our most recent audience requests have included expanding our presentations to explore the unique challenges of increasing physical disabilities, as well as the journeys of colleagues who grew up in socially disadvantaged environments, often being the first in their families to graduate from high school, let alone obtain their doctorates. A difficult challenge in the traditional 50 minute convention format. We have no doubt that we have been surfing a wave that will become of increasing personal interest to a growing number of colleagues.

From a policy perspective, there has long been concern regarding mental health issues facing our nation’s elderly. President Carter’s Commission on Mental Health Report (1978): “At the other end of the age spectrum, the 23 million Americans over the age of sixty-five – one third of whom are below the official poverty line – constitute another large segment of the population underserved by our current mental health care system. The prevalence of mental illness and emotional distress is higher among those over age sixty-five than in the general population. Up to 25 percent of older persons have been estimated to have significant mental health problems....” The First Surgeon General’s Report on Mental Health (1999): “Mental health and mental illness are dynamic, ever-changing phenomena.... Stressful life events, such as declining health and/or the loss of mates, family





Member Submission Cont: An Exciting Challenge - Meaningful Retirement

members, or friends often increase with age.... Disability due to mental illness in individuals over 65 years old will become a major public health problem in the near future because of demographic changes."

We rhetorically ask: Should one assume that because many years ago we chose to study and/or embrace the profession of psychology, we should expect to be exempt from these national trends? Alternatively, has psychology collectively become engaged in addressing the projected behavioral and mental health needs of our nation's elderly? Or, as Mike raises, addressing the ultimate meaning-of-life issues that retirement raises? Aloha

Trivia: In Their Spare Time . . . Answers to An Exercise in Psychology Trivia (Questions on page 12 .)

1. Richard Suinn (b. 1933-), APA president, 1999.
2. Lillian Gilbreth (1878-1972). Two books were written about the family by her children. The first book *Cheaper By The Dozen* (1948) was also made into a movie (1950). A second movie with the same title (2003) retains little about the family beyond the title. [Editor's note: Gilbreth is often credited with "a dozen children" thought she in fact gave birth to 13 and only 11 reached adulthood]
3. Anne Anastasi (1908-2001), APA president, 1972, and her husband John Porter Foley (1910-1994). Anne Anastasi was also the second woman President of Div 1.
4. James McKeen Cattell (1860-1944), APA president, 1895.
5. Logan Wright (1933-1999), APA president, 1986.
6. Henry Murray (1893-1988), co-creator of the TAT.
7. Henry H. Goddard (1866-1957), author of the infamous Kallikak Study.
8. Alfred Binet (1857-1911), co-author of the Binet-Simon scales of intelligence.
9. Josiah Royce (1855-1916), APA president, 1901.
10. Henry Rutgers Marshall (1852-1927), APA president, 1907.



Division 1 Mission Statement and Goals

Mission

The Society for General Psychology (APA Division 1) is concerned with creating coherence among psychology's diverse specialties by encouraging members to incorporate multiple perspectives from psychology's sub-disciplines into their research, theory, and practice. Division 1 welcomes membership from academic scientists, professional practitioners, psychologists, and students of psychology, including those whose main concern is the public interest.

Goals

The goals of the Society for General Psychology (APA Division 1) are to:

1. Promote awareness of general psychology as an integrative approach to the field of psychology;
2. Advocate for connection and coherence among psychology's diverse specialties;
3. Provide opportunities for integration of multiple perspectives in education, research, practice, and psychology in the public interest;
4. Recognize excellence in general psychology and in the integration of multiple perspectives;
5. Provide networking opportunities to support integrative activity for psychological scientists, practitioners, educators, theorists, historians, public policy advocates, and students of psychology;
6. Support the development of the next generation of general psychologists;
7. Collaborate and cooperate with other APA divisions to develop programs and projects designed to integrate multiple concepts, perspectives, and theories.

Approved March 2015

To Join

[www.apadivisions.org/
division-1/membership/](http://www.apadivisions.org/division-1/membership/)

