

# The General Psychologist

American Psychology Association (APA)  
Society for General Psychology

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## Stop! Don't flip that electric switch!



### ***Chronicling the experience of Ed English - Camera-man for Stanley Milgram's experiment***

As cameraman and editor for Stanley Milgram's original documentary "Obedience," I have, over the years, come to believe that his experiment never attained the impact on society at large that it might have had. I suggest, in this personal comment, that it was too powerful to receive acceptance at a time when the authority of the government and military establishment were being challenged. The many comparisons of the study to the tragedy of the Holocaust overshadowed most applications of the study to the war in Vietnam. Sadly, the more sensational aspects of the study were emphasized, often out of context, except among an informed minority. My hope is that scholars will work to correct this for Milgram himself, the psychology profession, and the good of society.

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### Special points of interest

- Book Review: *Sitting Together: Essential Skills for Mindfulness Based Psychotherapy* (11-14)
- Book Releases from our members (14, 40)
- *Alfred Adler's profound understanding of social motivation*—Eva Dreikurs Ferguson (18-21)
- Spotlight on Past Presidents of Division 1 - *Edward C. Tolman* (22-23)
- Ernest R. Hilgard's Award Lecture—*Morton Ann Gernsbacher* (29-37)

## Stop! Don't flip that switch! By Edward English

### Introduction

On August 28, 2013, I was surprised to hear a review on National Public Radio by Leonard Lopate of Gina Perry's book on Stanley Milgram's "Obedience" experiment. Serendipitously, the author requested an interview with me the next day. She did extensive research for her book, and, she was interested in speaking with me because I'm listed in the film credits of "Obedience", a documentary record of the Milgram experiment.

The title of Gina Perry's book "Behind the Shock Machine: The untold story of the notorious Milgram psychology experiments" (2013) indicates how the publisher may be trying to capitalize on the sensationalism that has undermined Milgram's powerful experiment through the years. The psychology profession has frequently debated the controversial ethical aspects of the experiment, thereby not encouraging further research except for "Milgram lite," (Burger, 2009; Elms, 2009). Ms. Perry told me that she had studied Milgram in her early psychology courses and was intrigued, as many other students were, with the setup for the experiment.

In 1960, when I graduated from the free, public City College of New York, I was fortunate to land an assignment at the prestigious Yale University, to make Russian language training films for the US Office of Education. The University also gave me the opportunity to work with Stanley Milgram. He explained that the experiment he was conducting may expose the inherent dangers in blindly obeying authority. Publically, two subjects were recruited for the experiment to investigate if electric shock given as punishment can improve learning. The "leader" of the experiment asked the two subjects to draw slips of paper to decide who will be the "learner" and who will be the "teacher." The drawing was rigged so the newcomer was always the "teacher" and the actual "subject" of the experiment. The "learner" and the "leader" were both trained as confederates (acting according to Milgram's instructions). I understood the experiment was really designed to find out if, and how far the newcomer or "teacher/subject" was willing to follow orders from

the "leader/actor" even when it seemed increasingly apparent that the "learner/actor" was experiencing pain. Predictions, prior to the actual experiment, even by psychiatrists, stated that only a pathological fringe of one or two percent would continue through to the maximum shock of 450 volts, (Milgram, 1973a). Astonishingly, the results of the experiment showed that almost half of the "teachers" across different exper-

Filming secretly over 50 years ago, behind a two-way mirror, I could not believe as I was zooming in on the faces of many of the "teachers", that they could conceivably flip to the next higher voltage switch to shock the poor "learner,".

imental variations willingly inflicted electric shock punishment on the "learners," (Milgram, 1973a).

### Filming the 'subject' experience

Ms. Perry said she was greatly influenced by the 1975 CBS TV program, "The Tenth Level," featuring William Shatner playing Stanley Milgram. The film opened dramatically with a camera shot of a train transporting Jews to the gas chamber. Much later when she began her research and diligently interviewed all the participants in Milgram's experiment, she learned how deeply the subjects felt the shame of being compared on national television to people

who allowed the atrocities of the Holocaust because they claimed to be just obeying orders. This raised serious doubts for her about Milgram's experiment that she detailed in her book.

I told Ms. Perry I was very grateful to her for explaining the plight of the participants to me. I had not thought of this specifically before and am deeply sympathetic to them. (I never saw the CBS TV version.)

I still vividly remember many of the people she interviewed and I too have had troubling thoughts over the years but from a decidedly different perspective.

Filming secretly over 50 years ago, behind a two-way mirror, I could not believe as I was zooming in on the faces of many of the "teachers", that they could conceivably flip to the next higher voltage switch to shock the poor "learner". Their actions continued even after escalating calls from the 'learner' asking to stop, demanding to be let go, crying out in agony, pleadings because of a heart condition, to ultimately non-responsiveness. At this point only the sound of the switch being clicked at 450 volts was heard. And all this merely because of routine-sounding prompts to continue by a man in an off-white lab coat with a clip board who sat nonchalantly behind the "teachers."

This took place *after* I had filmed the "teachers" undergoing a slight shock themselves to feel what would be given to the "learner." Each "teacher" was asked to sit in an old-fashioned, wooden chair with flat arm supports. Some special electrode paste was applied to the arm that was to be shocked. It was explained that the paste would help to avoid blisters and burns. A mild shock was given and each subject said they definitely felt it. The leader told them it was only 45 volts. Casually, the "teachers" were given a paper towel to wipe their forearm and then led into an adjacent room in order to administer the test objectively apart from the "learner" who had been left strapped into what resembled an electric chair.

## President's Column

### Joan C. Chrisler, Ph.D.

It is difficult to believe that my presidential year is more than half over already! The time has flown by, but a lot has been accomplished. Here I will share some of the highlights with you.

Our energetic program chair, Maria del Pilar Grazioso, has put together a diverse and interesting set of papers, posters, symposia, and conversation hours for the Toronto APA convention. In addition, of course, we have invited addresses by last year's award winners, and several other invited addresses and invited panels. She and her team of student assistants are at work now planning activities to take place in our divisional hospitality suite. I hope that many of you will be able to be in Toronto to enjoy the program.

2015 marks the 70th anniversary of the founding of Division 1, and we will be celebrating 70 years of bringing psychology together. If you will be in Toronto, please plan to join us at the Division 1 Social Hour to eat anniversary cake and share your favorite memories of the division's activities and accomplishments at our open mic. We will offer a ticket for a free drink to the first 70 students and early career psychologists to arrive at the social hour. Information about the history of the division, including daily trivia sheets (Come every day to collect them all!), will be available in our hospitality suite. So, please, spread the word that Division 1's Social Hour and Hospitality Suite are the places to be in Toronto this August. *We're number one!*

On February 28th, at the APA building in Washington, Division 1 held an unusual midwinter meeting of the extended executive committee. Sixteen of us attended. It proved to be an excellent opportunity for us to develop our working relationships (the EC has many new members), to plan the anniversary celebrations, review what we are currently doing as a division, and to consider what we might like to do in the future. All of us agreed that the meeting was a success.

One of the things we did at the meeting was to revise our division's mission

statement and develop a set of goals. (You will be able to read these documents elsewhere in this issue of the newsletter.) The goals we developed are intended to be both descriptive and aspirational. That is, they cover all of our current, traditional activities (i.e., our awards, the newsletter, the journal, the convention program, the Staats lecture), and they are broad enough to encompass new program initiatives we might take (some of which were discussed at the meeting, but others we have not yet imagined).

Our treasurer, Deborah Johnson, reported to us that we are in excellent financial shape, and she presented us with a 2015 budget, which we tweaked a bit and then voted to implement. We agreed that we would use our newly established goals to guide our budgeting so that we spend our funds primarily on projects and activities that contribute to the achievement of our goals. Our treasurer expressed concern that we have too much money in our checking account, and we agreed to seek information and advice about investing it more wisely. If any of you have experience with investment committees in other divisions, please write to Deb with your ideas for how we should proceed:

djohnson@usm.maine.edu. We also discussed the possibility of setting up a fund with the American Psychological Foundation (APF). Our president-elect, Nancy Baker, is heading up an ad hoc committee to discuss the cost and feasibility of such a program. Several ideas were entertained about how we could allocate money from the fund once it is established. We will be sure to let you know the outcome of these discussions after the ad hoc committee reports back to us at our August meeting.

We heard interesting reports from our Membership Chair, Mark Sciotto, and our Student Representative, Emily Dow. Both told us that the most frequent reason why people join Division 1 is because someone asked them (or told them!) to do so. Like many (if not most) APA divisions, our division's membership is skewing older than the



traditional retirement age of 65. If we are going to survive and thrive for the next 70 years, we need to recruit and retain new members, especially those at the beginning of their careers. If you want to celebrate Division 1's anniversary, whether you can attend the party or not, the best way to do so is to reach out to a colleague or student and invite her or him to join Division 1. Look for a membership form elsewhere in this newsletter. Feel free to copy the page and distribute it.

We discussed membership trends at length during our meeting, and we decided to do several things: 1) to survey members who have left the division to find out why they did not renew; 2) to do more membership outreach (such as communication via our divisional list serve) to engage members in divisional activities; 3) to launch a membership drive targeted at faculty who teach at small, primarily undergraduate, colleges and universities, as those faculty are often generalists of necessity, if not by choice. We will be reaching out to Psi Chi and to Division 2 (Teaching of Psychology) as we plan our membership drive. If you would like to join the Membership Committee to work on this initiative, or have ideas to advance the committee's work, or both, please contact Mark: mark.sciotto@gw.muhenberg.edu.

## President's Column - Joan C. Chrisler, Ph.D.

..... Continued from page 4

Student members of Division 1 would like more interaction through social media. Our tech-saavy newsletter editor, Alicia Trotman, volunteered to set up a Division 1 YouTube channel. Look for details about her plans and how you can contribute to them elsewhere in this issue of the newsletter. If you are willing to set up a Facebook or Research Gate page for the division, please contact me: [jcchr@conncoll.edu](mailto:jcchr@conncoll.edu). These activities also require a few creative thinkers who can develop and maintain the pages once they are set-up. These do not have to be time-consuming projects, but they do mean looking for ideas to post and thinking about how to make the pages interesting. If that sounds like something that you (or you and a team of your students could do – maybe as a class project?), we want to hear from you!

The Division's Portraits of Pioneers in Psychology book series continues to sell well and provide us with annual royalties. The most recent volume, Portraits of Pioneers in Devel-

opmental Psychology, was published in 2011. Over the past few years, we have talked during our meetings about a desire to develop new volumes for this series, but we have not progressed beyond discussion. What we need is a series editor to take charge, give this some thought, propose topics, solicit people to edit books on those topics, and serve as liaison with our publisher. This is a great job for someone with an interest in the history of psychology, as the books contain biographies of major contributors to the field. If you are interested, please contact me: [jcchr@conncoll.edu](mailto:jcchr@conncoll.edu). If you know colleagues who might be interested, please ask them to contact me.

As I close, I would like to express my thanks to the extended executive committee of our division for their work, advice, and support during my presidential year. I am grateful to them all! In addition to those mentioned above, I thank Janet Sigal, Anita Wells, Jocelyn Turner-Musa, Richard Velayo, Mindy Erchull, Gerianne Alexander,

John Hogan, Carrol Perrino, Sue Dutch & Sue Frantz, Terece Bell & Nicholas Noviello, and Wade Pickren.

Happy spring, everyone! See you in Toronto, eh?



**INCREASING OUR SOCIAL MEDIA PRESENCE**

If you are willing to set up a Facebook or Research Gate page for the division, please contact me: [jcchr@conncoll.edu](mailto:jcchr@conncoll.edu)



**American Psychology Association (APA)  
Society for General Psychology**

**Why should I become a Member of Division 1**

**Because we are number 1!!!**

**Contact Emily Dow if you are a student! She is featured on page 9!**

**Otherwise if you have any questions, check out our membership brochure on page 10 designed by our Membership Chair: Mark Sciutto ([mark.sciutto@gw.muhlenberg.edu](mailto:mark.sciutto@gw.muhlenberg.edu))!**



## 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 academics, scientists, practitioners, psychologists whose main concern is the public interest, and students of psychology.

### **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*

## 2015-16 Election Statements

*These are the two nominees for the president-elect position.*

### Irene Hanson Frieze, Ph.D.

Irene Hanson Frieze, Ph.D., is a Professor of Psychology at the University of Pittsburgh. Her current research areas include intimate partner violence, motivation and the migrant personality, and cross cultural work on changing gender-related beliefs. Her work is widely cited [h index=49, with over 10,000 citations]. Her most recent book is *Hurting the One You Love: Violence in Relationships*, published in 2005. She is working now on a revision and update. She was Editor of the *Journal of Social Issues* from 2001 to 2005, and is currently Editor of *Sex Roles: A Journal of Research*

(beginning in 2007). Her Division 1 service includes membership on the William James Award Committee this year. She is a Fellow of Divisions 8, 9, 34, 35 and 52, and also is a member of 1 and 51. She has served in many roles for Division 9, including being President in 2006-7. She has also been active in Division 35, serving as President from 1983-84. Currently, she chairs the International Committee for Women for Division 52. She hopes to bring her experiences with other Divisions to help build additional networks for Division 1.



### Josephine Tan, Ph.D.



Josephine Tan is an APA Fellow with Divisions 1, 12, 35, and 52, and a tenured clinical faculty at Lakehead University, Canada. She is active in research and has published in areas related to psychopathology, gender, and culture. She has received national research grant funding, presented at scientific meetings and other events including at the United Nations, and served as a journal and grant reviewer. Her service record includes President of the Canadian Council of Professional Psychology Programs (CCPPP, 2009-2010), Council Member of the College of Psychologists of Ontario (2004-2007), and more recently, as Member-at-Large and Awards Coordinator for Division 1 (2011-2014). As the Awards Coordinator, she regularly updated the Awards Manual, ran the Awards program, and liaised with APA, APF, APS, award committee chairs, and award winners. She received the Di-

vision 1 Presidential Award for her work. She continues to serve Division 1 in a joint task force with Division 2 on core curriculum in introductory psychology. She has received other Division 1 awards, the 2008 CCPPP Award of Excellence in Professional Training (Academic), and was recently selected as one of Lakehead University's 50+ research success stories in its 50-year history. She is also a Psi Chi faculty advisor and active mentor. Her vision for Division 1 includes the promotion of integrative work across subfields and encouraging participation from early career psychologists and students in divisional matters. She considers both to be important to the continued vitality and future of Division 1.

## 2015-16 Election Statements

*These are two of the three nominees for the member-at-large position.*

### Mark Sciutto, Ph.D.

I am honored to be considered for a member at-large position in Division 1. I have been actively involved in Division 1 for the past few years. I served as the Division 1 program co-chair at the 2010 APA convention and I am currently serving as the Division's membership chair. The goals of Division 1 (elsewhere in this newsletter) speak to the importance of coherence and connection among the diverse areas of psychology. As a faculty member at a small liberal arts college, the Division's commitment to integration in education, research, and practice are particularly valuable for me; working with undergraduate students in my classes and in my research frequently demands that I

be a "generalist". In a field that seemingly is becoming more specialized, I see great value in Division 1 and I hope to have the chance to support the Division's activities as a member at-large. As member at-large, I will be a strong advocate for improving Divisional resources that promote integration, collaborating with other APA Divisions, and reaching out to the next generations of psychologists.



### Lisa M. Osbeck, Ph.D.



Lisa Osbeck is Professor of Psychology at the University of West Georgia, where she teaches courses historical and philosophical foundations and comparative theories of psychology. She holds a PhD in General Psychology from Georgetown University. She is the lead author of *Science as Psychology: Sense-Making and Identity in Science Practice* (Cambridge, 2011), which was co-winner of the William James Book Award from APA Division 1 for 2012 (General Psychology), and co-editor of *Rational Intuition: Philosophical Roots, Scientific Investigations* (Cambridge, 2014), with Barbara Held. Lisa is a Fellow of the American Psychological Association (APA Division 24) and the Center for Philosophy of Science, University of Pittsburgh. She received

the Sigmund Koch award for Early Career Contributions to Psychology in 2005 and the Theodore Sarbin award from Division 24 in 2012. Her involvements with APA governance include several positions on the executive committee of Division 24, including program chair, secretary/treasurer, and Council representative. She was program chair for Division 1 in 2013.

## 2015-16 Election Statements

*This is the third nominee for the member-at-large position.*

### Maria del Pilar Grazioso, Ph.D.

Maria del Pilar Grazioso is currently the director of a recently approved doctoral program in Applied Psychology at Universidad del Valle de Guatemala. She has continuously strived to foster and develop international collaborations to enhance the training and enhancement of General Psychologists at the research, teaching, and practitioner levels who can consequently further advance the integration and foundations of our discipline.

Her formal international education at the undergraduate, graduate, doctoral and post-doctoral level in Guatemala, United States and Argentina, was complemented by training opportunities in Canada and Europe provided her with an enormous array of perspectives that can enrich her possibility to serve as a Non US based, member-at-large in Division 1. She has been an active member in Division 52, 17 and continuously collaborated with other divisions and asso-

ciations. She has served in academic, professional, administration, and leadership positions in Guatemala as well as internationally; her work in the Interamerican Society of Psychology attests for this as well as recognitions she has received for her continuous work in favor of the development of the Psychological science, discipline and profession.

She is active in conducting research in cultural, supervision, prevention, family, training, gender, ethics, and community research. She targets funding, publishing, and dissemination as top priorities of her endeavors not only for coordinating efforts but working collaboratively with teams, editorial boards, and task forces.

As a member at large for division 1 she will commit her efforts to enhance diversity in a culturally respectful manner serving to achieve the integrative, generic, and fundamental goals of our division.



# APA Presidential Nomination Ballot

The following candidates (in order of number of nominations received) have been nominated to run for president of the American Psychological Association:

Antonio E. Puente, Ph.D.  
Jessica Henderson Daniel, Ph.D.  
Todd E. Finnerty, PsyD.  
Jack Kitaeff, Ph.D. J.D.  
Sharon L. Bowman, Ph.D.

Dr. Puente is a Fellow of Division 1.

Ballots will be sent to APA members on September 15th; voting closes on October 29th.



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## DIVISION ONE STUDENT CORNER



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Dear student members of Division 1,

I hope this finds you well into your spring semester! I would like to thank everyone who responded to the brief survey I circulated in January. I presented the results to the Executive Committee Board at the mid-winter meeting, and we discussed the composition of the student membership and student needs in great detail.

Networking seemed to be a priority for many students. As a result, a **social hour just for students** in the Division 1 suite will be scheduled for the APA Convention in Toronto. More details about the social hour will be distributed via the listserv once the suite schedule has been finalized. Similarly, in order to develop networking opportunities outside of the APA Convention, I will be **spotlighting various members of the EC** via the student listserv over the next couple of months. Please keep an eye out for these virtual meet-and-greets! In the meantime, if you have not already done so, please be sure to join our Student Division 1 listserv through the APA listserv portal (<http://lists.apa.org/>).

While I am excited to support and promote these initiatives for student members, my term as the Division 1 Student Representative will come to an end in August. I will be circulating a call towards the end of the semester for a new student representative. If you are interested, please email me directly. From personal experience, I can tell you it is a great opportunity to develop professionally and meet some amazing mentors in the field!

I will be at the Convention in Toronto this year, and hope to see you at the student social hour!

-Emily

Emily A. A. Dow, MA

Doctoral Candidate

Developmental Psychology

The Graduate Center, City University of New York

emilydow@gmail.com

# Become a member of Division 1 today!



The Society of General Psychology, Division 1 of the APA, encourages students, academicians, and professionals in psychology to be educated and trained across the broad areas of the discipline and to promote unity and coherence in psychology.

To this end, we would like to offer you a **free 1-year membership to Division 1.**

## By accepting this free offer you will:

- ⇒ Receive our biannual newsletter, *The General Psychologist*;
- ⇒ Be added to our email list to receive announcements about the society;
- ⇒ Be cordially invited to involve yourself in all of the activities of the division, such as serving on committees of the society, presenting your research and scholarship at the annual APA convention, and enjoying the congenial fellowship of like-minded colleagues.

## Benefits of Ongoing Membership:

- ⇒ *The General Psychologist*, the Division 1 newsletter — the best newsletter in psychology
- ⇒ A subscription to the *Review of General Psychology*, Division 1's outstanding journal (this can be added to the free membership for an additional \$22.00)
- ⇒ Discounts on Division 1 books, which includes six volumes of *Pioneers in Psychology*
- ⇒ Exciting programs at APA that present distinguished award winners
- ⇒ Great people who support coherence among psychology's many subfields
- ⇒ Low dues

Please visit [www.apadivisions.org/division-1/membership](http://www.apadivisions.org/division-1/membership) for more information on this exciting offer.

## Alicia Trotman, PhD - Newsletter Editor

This issue begins with Ed English's experience filming Milgram's experiment. Here we attain a 'behind the scenes' understanding of the pervasive influence of authority. Social interest under an Adlerian scope clearly was not a motivation for most participants, as we slowly comprehend via Eva Dreikurs Ferguson's article. However, thanks to our historian, John Hogan, we learn that academic freedom, as championed by one of our past Presidents of Division 1, Edward Tolman, was indeed crucial to Milgram's research.

Distinguishing the influence of authority from many different perspectives, including those that are international may be vital to the growth of psychology. Richard Velayo's research with his students on internationalizing the curriculum in psychology may be the first step in

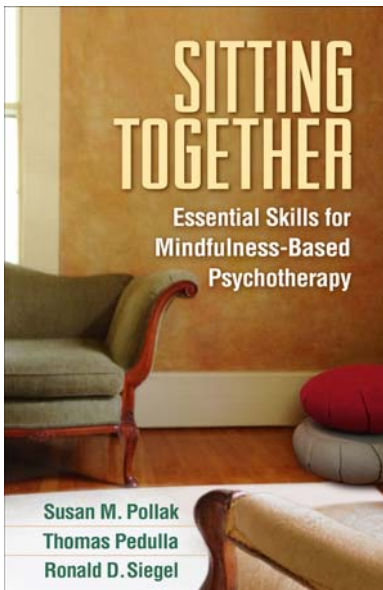
that direction. Secondly, reciting Shakespeare plays may help with discerning one's emotional status in charged roles as gleaned from Patrick O'Reilly's article. Thirdly and more importantly, Morton Ann Gernsbacher, our Ernest R. Hilgard winner in 2014, argues in her lecture that there is a need to move beyond dualistic thought to recognize cognitive obstacles that persons may face may actually *not* be obstacles but advantages. The brain automatically rewires itself to cope with loss and gain simultaneously; and dis/ability is redefined. Finally, an opportunity to learn about mindfulness-based practices may be instrumental to comprehending how existence without force is closely and uniquely tied to the present moment transforming thought and action.

## Book Review

I had the sincere pleasure reading this book written by Susan M. Pollak, Thomas Pedulla and Ronald D. Siegel. New to this form of therapy, the book informed me of practices that are proving effective in healing persons with psychological illness, destabilizing anxieties and chronic pain. The authors have utilized their years of experience treating patients and have conducted substantial historical research to compile a volume that details a gradual process of utilizing mindfulness based therapy. They provide a historical basis for every practice and instructional guidelines. In addition, they include a clinical illustration to address when the practice should be used, and with whom it may be most effective. As a result, I find this book to be accessible to anyone who has a keen interest incorporating a new form of therapy or wanting to elevate their current practices with a focus on the 'present'.

I was fortunate to have the opportunity to interview the first author, Susan M. Pollak, MTS, EdD.

1: *You stated in your preface that the book was intended to provide mindfulness skills to psychotherapists who may encounter different individuals that will require a practice suited to remediating their development. Since its publication, did you witness the book being helpful to other populations as well? If so, in what way? While the*



Sitting Together was written for therapists, we are delighted that it is now being used as a textbook in undergraduate and graduate courses. Some professors are assigning a chapter each week to teach the fundamental skills of mindfulness, help students establish their own practice, and safely introduce mindfulness to their patients. Our hope is that Sitting Together will continue to be an accessible, hands-on guide for beginning as well as experienced therapists who want to bring the power of mindfulness into their clinical practice.

2: *There seems to be a mental trend that resisting discomforting memories and experiences spark their persistence. In resisting, we engage in bombastic and pleasurable behaviors to escape the pain that in reality never leaves. As a result, you mention that patients' minds 'create suffering'. Thus, how does mindfulness-based therapy help a patient recognize that the pain is still present? Furthermore, when the pain is recognized, what are some common behaviors patients have consequentially engaged in to manage the pain? A useful maxim in mindfulness is, "What we resist persists." Or as many meditation teachers put it, "Pain is inevitable, but suffering is optional."*

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## Book Review - Sitting Together: Essential Skills for Mindfulness Based Psychotherapy

- 2: We are not going to be able to avoid pain, just as we won't be able to avoid sickness, old age, and death. However, we try not to add on to the pain. For example, I am working with someone who sustained an injury while training for a marathon. Before consulting a doctor, she spent hours on the internet diagnosing the problem, and was convinced that she had fractured her hip. She then began to worry that she would never run again, and was sure that if she couldn't run she would never be happy. Clearly, although she was only 23, her life was ruined. As we worked with this situation, she realized that not only was she anticipating the worst outcome but also was adding emotional upset to the physical pain. As we reflected on this, she realized this was a pattern that dated back to childhood. When she saw her doctor and had an MRI, it turned out that her fears were just fears and the injury was not debilitating. One practice that is very effective for people in pain is the Body Scan, part of the MBSR (Mindfulness-Based Stress Reduction) course developed by Jon Kabat-Zinn. By staying with sensations in the body, bringing kind and gentle attention to them, not resisting or exaggerating them, but simply being with them, many people find that the perception of pain, along with the mental proliferation that often accompanies the pain, decreases and they subsequently have more resources to manage it.
- 3: *Mindfulness-based therapy involves many meditation practices. Is there yet any experimental data that show the effects these practices have on patients' ability to face painful memories?* This is an excellent question that brings us to the issue of traumatic memories and how to treat them. While MBI's (Mindfulness-Based Interventions) can help with symptom stabilization and reducing hyperarousal, current research suggests that the traumatic memories remain relatively intact. Researchers are now thinking of MBI's as useful adjunctive treatments, in

addition to EMDR and exposure-based treatments, which can reduce re-experiencing symptoms. One excellent new book on this subject is *Mindfulness-Oriented Interventions for Trauma: Integrating Contemplative Practices.*, edited by Follette, Briere, et al. (Guilford, 2014). David Kearney's chapter on working with Veterans speaks to this specific question.



- 4: *There appears to be a heightened bodily awareness that arises as persons engage in mindfulness-based therapy. They feel the sensations from painful emotions and are able to stay with those feelings as opposed to only thought or solely 'thinking about a narrative' that can be destructive to themselves and/or others without feeling. Through the therapy, have you seen patients' ability to stay with these emotions increase, and are they able to apply this skill in different situations? More importantly, when they do face a distressing situation, does 'feeling' come before 'thought' or do they work in conjunction?* Yes, through therapy and continued daily mindfulness practice there is often increased bodily awareness. Patients can learn to stay with painful emotions, learning to ride the waves of strong feelings. One phrase from a meditation teacher that we have found useful is, "You can't stop the waves but you can learn to surf." Mindfulness practice teaches us is that no thought, no feeling, lasts forever.

Like a wave, or the breath, thoughts arise and then pass away. Rather than shut off painful emotions that emerge during challenging situations, patients can learn to work skillfully with the thoughts and feelings that they evoke. Rather than allowing our feelings to dominate our thoughts, or vice versa, we learn to be with both. One useful mindfulness exercise that we often teach is the practice of "labelling" thoughts, available on our website [www.SittingTogether.com](http://www.SittingTogether.com). When it comes to thoughts and feelings, psychiatrist Dan Siegel puts it succinctly: We name them to tame them.

5: *Now you stated that there is a balancing act between knowing when a patient needs to stay with the narrative or the experience. I can guess patients who decide to stay with the narrative that gives rise to painful or pleasant feelings benefit from labeling which is a meditation practice that labels the experience and has been amply researched. Do you find that there are a particular group of patients based on their backgrounds/identities that gravitate more towards the narrative than the experience? Or vice-versa? Or it does not matter - each patient takes a different pathway with narrative and/or experience?* There is a balancing act between the narrative and the experience, and every clinician needs to find a balance that works for both patient and therapist. I have learned to be with the patient where he or she is, rather than impose my agenda.

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## Book Review - Sitting Together: Essential Skills for Mindfulness Based Psychotherapy

5: In one workshop we gave a few months ago, one participant commented, "My therapist keeps pushing mindfulness, but I just want to talk! I need someone to hear me." Since psychotherapy is the "talking cure," we don't want to neglect the importance of giving voice to experience so that it can be acknowledged and understood. It's always important, as in any therapy, to really listen to the patient, and not think that there's one "right" way to heal, or that mindfulness is a magic bullet that will cure all ills if only the patient will cooperate and meditate. It's always hard to generalize, but I find that patients who have experienced neglect or abuse in childhood often need to develop a narrative relationship with what happened to them, which in itself becomes an emotionally reparative experience. For most patients, it's important to start by building a strong, trusting alliance before introducing mindfulness. I think of the interpersonal relationship as the foundation of therapy, even mindfulness-based therapy.

6: *Meditation does not always work. As you stated, there are a number of reasons stated in the book where meditation practices are used as 'counterproductive defenses'. Also in many of the clinical illustrations mentioned in the book, a number of patients leave therapy and then return. Do you think these defenses emerge more with persons unfamiliar with meditation? And those who are experts in mediational practices, do these defenses arise as well but with less frequency?* As with any type of therapy, one size does not fit all. Mindfulness does not work for every patient. Defenses and transference do not magically disappear when you introduce mindfulness into the clinical hour. Often, patients turn to meditation as a defense against trauma or interpersonal distress, seeking some refuge from the misfortunes and hardship of life. I don't think we can accurately say that defenses are greater for those unfamiliar with meditation, or

less frequent in those who meditate. We have all suffered, we have all been wounded, and we all construct defenses to help us navigate through the storms of life.

7: *In part of the book it is mentioned that therapy is more an art than a science because truths become more relative than absolute when working with patients. In addition, there is a quote from Freud stating that therapy, in particular 'psychotherapy' as an "impossible profession" (Freud, 1937). It appears that there are many uncertainties, so why continue if not only for the love of the profession? There appears to be*

*"It's always important, as in any therapy, to really listen to the patient, and not think that there's one "right" way to heal, or that mindfulness is a magic bullet that will cure all ills if only the patient will cooperate and meditate."*

*'compassion fatigue' or burnout that is experienced by some who do this work. As a result, what have been your rationales for continuing psychotherapy coupled with mindfulness practices? And for those who do have burnout, do you find that many return to the profession? Therapy is often more art than science, and Freud, who advised us to turn to the works of the poets and novelists to understand the human heart, understood this well. He stated that therapy (along with raising children and governing of nations), is an impossible profession. Many therapists continue out of love of the work, and because they feel that they can make a difference in many, though not all,*

lives. When the work is going well, it can be enormously rewarding, and can at times feel sacred. As we discuss in *Sitting Together*, recent research suggests that what we call "compassion fatigue" may in fact be "empathy fatigue," if caring for others is not balanced by self-compassion and equanimity. Mindfulness and compassion can help clinicians mediate burnout in the workplace.

8: *In Chapter 2 of the book, you outline the benefits of practicing mindfulness-based therapies for the therapist. It appears that the effectiveness of these therapies increase once the therapist makes mindfulness practice part of their daily life-style. In making mindfulness a habit, what exercises or recommendations does the clinician find most difficult?* Mindfulness is most effective when it becomes a daily practice. In talking to clinicians, one theme that often arises is the difficulty of practicing alone. Mindfulness doesn't have to be a solitary pursuit, and traditionally it was done with the support of a community. So I encourage folks to find a community of mindfulness practitioners, even if it's a virtual one, if they possibly can. And when people worry that they aren't doing it "right," I like to remind them of something one of my meditation teachers often says, which is that you can't fail at mindfulness. Unlike academia and clinical work, where we often don't feel that we are good enough, effective enough, or powerful enough, mindfulness allows us to let go of the "comparing mind" and relax in the present moment without grasping and without needing things to be different from the way they are.

9: *Besides reading this comprehensive book, what advice would you have for therapists now seeking to learn and engage with mindfulness practices?* I would also suggest to therapists that they listen to talks (so many are available for free, online) from meditation masters who are also psychologists such as Tara Brach and Jack Kornfield.

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## Book Review - Sitting Together: Essential Skills for Mindfulness Based Psychotherapy

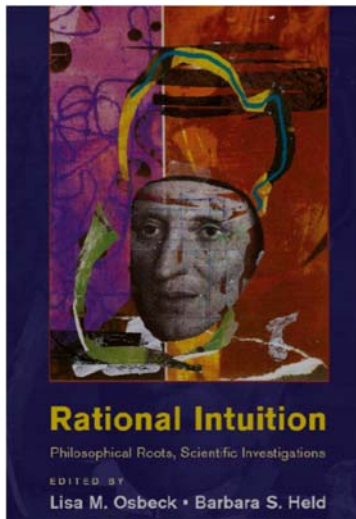
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10: Besides reading this comprehensive book, what advice would you have for students who may be seeking to incorporate these practices into their educational trajectory? What resources (e.g. internships, scholarships, etc.) are available to them? At this point, there are only a few programs that offer internships, scholarships, or rigorous training in integrating mindfulness with psychotherapy. However, hopefully this will be changing soon. We have started a new Center for

Mindfulness and Compassion at Cambridge Health Alliance, <http://www.challiance.org/ForProviders/CMC.aspx>, which we hope will become a model for ways to bring mindfulness into a clinical setting.

11: Any closing thoughts? People may also be interested in following my blog on Psychology Today, which has many new practices and applications that are not in *Sitting Together*, <https://www.psychologytoday.com/blog/the-art-now>.

## New Book Releases from our Members



### **Rational Intuition: Philosophical Roots, Scientific Investigations**

Edited by *Lisa M. Osbeck*, University of West Georgia & *Barbara S. Held*, Bowdoin College, Maine

What is intuition? What constitutes an intuitive process? Why are intuition concepts important? After many years of scholarly neglect, interest in intuition is now exploding in psychology and cognitive science. Moreover, intuition is also enjoying a renaissance in philosophy. Yet no single definition of intuition appears in contemporary scholarship; there is no consensus on the meaning of this concept in any discipline. *Rational Intuition* focuses on conceptions of intuition in relation to rational processes. Covering a broad range of historical and contemporary contexts, prominent philosophers, psychologists, and cognitive scientists explore how intuition is implicated in rational activity in its diverse forms. In bringing the philosophical history of intuition into novel dialogue with contemporary philosophical and empirical research, Lisa M. Osbeck and Barbara S. Held invite a comparison of the conceptions and functions of intuition, thereby clarifying and advancing conceptual analysis across disciplines.

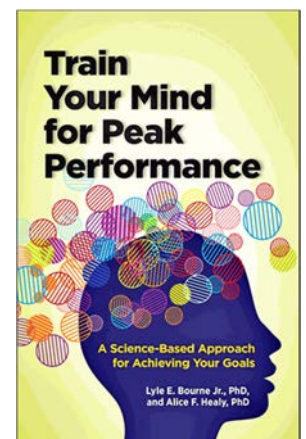
### **Train Your Mind for Peak Performance: A Science-Based Approach for Achieving Your Goals**

Authors: *Lyle E. Bourne, Jr.* & *Alice F. Healy*

Whether you're training to play the piano, speak a foreign language, shoot a target with a bow and arrow, or master the techniques of fine carpentry, the conditions of your training will affect how successfully you learn and perform.

- How can you process new information in order to remember it better and use it in the future?
- How long should you work, study, or practice before taking a break?
- Is it desirable or even possible to "overlearn"?
- How can you counteract fatigue and boredom to improve performance if the task is tedious?

Cognitive psychologists Lyle Bourne and Alice Healy have studied these and other questions for decades to determine the best training conditions for learning and job performance. Readers will learn how best to acquire, retain, and transfer knowledge and skills to new situations.



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The door between them was closed and the “teacher” was seated at a table in front of a very large, imposing, highly scientific looking electric-shock machine. Watching unnoticed behind the two-way mirror, I thought, how could anyone who had just received a mild electric shock not question or at least express some doubt about administering shocks from a machine labeled “Shock Generator” with switches running incrementally from 15 to 450 volts and with corresponding descriptors starting with “Slight Shock” and progressing to “Intense Shock”, “Extreme Intensity Shock”, “Danger Severe Shock”, and the “XXX” at the highest range? Nonetheless, everyone during the filming proceeded as they were instructed.

Even though I had been told that no one was actually going to be progressively shocked and that this was essential for the bona fide scientific experiment, I felt queasy about filming. A few years earlier in a college course, I had studied the role of the cameraman in intense situations like riots and war, and I had made a documentary inside the violent prison at Riker’s Island, NY, so I continued filming the subjects in the experiment.

I also remembered, as a very young student in parochial school, how ineffective it was being struck by a teacher with a ruler across my hand, and how it made me suspicious of teachers who did it. So, in a strange way I was curious about how these “teachers” would administer punishment during Milgram’s experiment.

### The implication of war with Milgram’s experiment

I told Ms. Perry who was a journalist, psychology researcher, and Australian citizen and was most likely young at the time of the Milgram experiment, how American college students felt in the 1960’s. What was uppermost on every young man’s mind was his draft status with the Selective Service System. (Milgram had joined the Air Force ROTC in 1951 at Queens College and served his time (Blass, 2004).)

We all knew that if Elvis Presley – the King - could be drafted away a few years earlier from millions of his adoring fans to serve in the military, what chance did anyone of us have as the path to war in Vietnam seemed to be inexorably heating up? I told her that, like other recent college graduates, I had a deferment from the military to work on a government contract, and so I was at Yale



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available to work on Milgram’s experiment as well.

Ms. Perry told me about one of the subjects in her book, who participated in the early experiments. Herb Weiner, who quit before finishing because of the intense pressure he felt upon being prompted to administer the shocks even after the “learner” expressed pain. After the experiment, Weiner bitterly complained to Milgram about his own reaction and voiced his ethical concerns. He was proud of that, and rightly so, but being a member of the Yale faculty, Weiner could easily disobey because he had the higher authority of the institution on his side. He was an assistant professor at Yale when he entered the experiment. Ms. Perry said she wasn’t sure if Weiner mentioned this when he signed up. Most subjects chosen for the experiment were just ordinary Americans from diverse backgrounds unaffiliated with the University. It proved to be far more difficult for these individuals to disobey authority on their own, which was exactly the purpose of the experiment, (Milgram, 1973a).

More pointedly, could the short prompts that were unemotionally spoken to Weiner prod him to continue the experiment by the “leader/actor” in a lab coat with a clipboard sitting behind him, be as threatening as a uniformed SS officer barking orders backed by the Third Reich? Yet this comparison between the pre-Vietnam War Americans and the World War II Germans was very commonly drawn with the Milgram experiment. Obviously, this comparison was, I believe, to be highly offensive to Americans.

Clearly, with Stanley Milgram’s background, this was implausible. His parents were Jews who left Eastern Europe before the Holocaust. His father still had relatives there during the war, so they were acutely aware of the evils of the Nazis. (Blass, 2004). He was not trying to make the case to restore the reputation of the “good” Germans.

Neither was Milgram directly implicating Vietnam War era Americans. Yet the results of the experiment were overshadowed by the comparison to the Holocaust almost from the beginning. Some of this may be due to the notoriety of the trial of Adolphe Eichmann, which had begun with much publicity shortly before the Milgram experiment. On the one hand, Milgram’s studies were influenced by the bedrock of irrefutable evidence on the Holocaust in European culture. On the other hand, should Americans have introspectively linked themselves to these horrendous events? Hadn’t many of the ‘greatest generations’ fought and died to defeat Hitler and win the Second World War? Milgram’s studies might have been received better if he had deemed them applicable to the authority of the military-industrial complex that President Eisenhower warned about in his farewell address in 1961. However, that connection was overlooked in his book *Obedience to Authority* published in 1974, where Eichmann is referred to at least seven times.

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In the early 1960's, some of us naively thought the Milgram experiment might be used as a rationale to stay out of the draft. I thought of being a conscientious objector, but realized that such a sudden shift would not be consistent with my history. I joined the Universal Life Church and paid for a card and certificate that said I was a religious minister, but that attempt to avoid the draft would have certainly been obvious to my draft board. I asked to join the Peace Corps, but was told I might be drafted afterwards anyway. I would not lie to dodge the draft, and even though I felt we were making a terrible mistake in Vietnam, I wanted to serve my country in some way, so I enlisted in the US Army Reserves. There was a real sense of desperation everywhere among young people and even some parents. The whole country seemed to be falling apart, and "revolution" was shouted out as if it were a real possibility. The draft had burrowed into our collective gut; the Eichmann trial was only, rarely, a very, small part of a specific conversation.

### Conclusion

Milgram's experiment could have been used to help power the anti-Vietnam War movement. Had he directly confronted the war establishment, and received support outside the psychology profession, his work might not have been subjected to the endless rounds of discussions by the profession over ethical and methodological concerns, (Elms, 2009).

Thinking back over all the enormous amount of criticism Milgram got for his experiment, he might have spared himself a lot of grief if he had just stopped the experiment as soon as the door closed on the "learner" and the "teacher/subjects" agreed to the casual prompt by the "leader" to administer the first shock. At that instant, it was obvious to me behind the two-way mirror that when the "teachers" took their seat

right in front of the imposing shock machine, that they were willing to ignore any cautions of good conscience they might have had to obey the flimsiest of authority under a barely credible scientific rationale.

With the tumult of the civil rights and early, anti-war protests still rumbling in my mind, when the door shut and the first switch was about to be activated, I can distressingly remember squelching my own inner commands to run into the room and shout, "Stop, don't flip that electric switch!" Had I done this,

If Stanley Milgram could respect these people who had spontaneously revealed, on film, after varying protestations, such an unambiguous obedience to, at best, a perfunctory and questionable, minor authority, surely, he was committed to probing the darker side of our nature for the benefit of all of us.

however, and the experiment was halted just before the first switch, most of the same professionals clamoring that he went too far, would probably have scoffed at those results and Milgram's experiment would not have been so significant.

But what has made the most sense for me over all the years is remembering, from the time of the filming, how compassionately Stanley Milgram would debrief the subjects after the experiment. If he could respect these people who had spontaneously revealed, on film, after varying protestations, such an

unambiguous obedience to, at best, a perfunctory and questionable, minor authority, surely, Stanley Milgram was committed to probing the darker side of our nature for the benefit of all of us.

We do not want to believe that our authorities are out to control us and Milgram doesn't blame our authorities either. His experiment delineates in numerous variations, that it is our complicity with authority that is the crux of the problem. People are relieved, in trying situations, when someone in authority takes responsibility for their actions. (Milgram, 1973b).

Many of the subjects in the Milgram experiment, Ms. Perry told me, have had a difficult time trying to understand what they went through and what it meant. Personally, I have lasting memories, but always with the understanding that the experiment I was participating in was of valid scientific concern. This has only deepened over the years, even as the psychology profession has continued to flounder with how to further build on his results. Ms. Perry said her opinion of Milgram deteriorated after she spoke with many of the participants in the experiments as they recounted the emotional stress they had endured. It would be a very sad irony if her book "Behind the Shock Machine" confirmed their worries and they believed that their participation was for naught.

In 1984, at Stanley Milgram's funeral, his colleague, Irwin Katz, reflected on the obedience experiment, "After two decades of critical scrutiny and discussion, there remains one of the most singular, most penetrating, and most disturbing inquiries into human conduct that modern psychology has produced in this century. Those of us who presume to have knowledge of man are still perplexed by his findings, with their frightful implications for society," (Blass, 2000, p. 136).

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## CALL FOR BOOK SERIES EDITOR

### PORTRAITS OF PIONEERS IN PSYCHOLOGY

Are you a generalist with an interest in the history of psychology? Do you have editorial skills and experience? If so, we have a job for you! The Society for General Psychology (APA Division 1) is calling for a volunteer to serve as Editor of our book series, known as *Portraits of Pioneers in Psychology*. The most recent volume, *Portraits of Pioneers in Developmental Psychology*, was published in 2011. Duties of the series editor are to: serve as liaison with our publisher; prepare a list of topics for potential volumes; recruit experts to serve as volume editors; and coach less experienced potential volume editors through the prospectus writing and editing phases. Interested parties should send a cover letter and c.v. to Joan C. Chrisler, Ph.D. at [jcchr@conncoll.edu](mailto:jcchr@conncoll.edu). Review of candidates will begin in May and continue until the position is filled.

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#### Historical note

Making 16 mm documentaries in the 1960's, meant that directors and producers often were their own cameramen and editors because of the physical, hands-on technology. (Purists like Frederic Wiseman have only recently switched to digital.) Stanley didn't really shoot or edit himself; consequently 'Obedience' is a classic well-constructed, powerful documentary without any special effects. This editing style reflected the scientific rigor Stanley strove for at Yale. At the very end of the later version re-edited, narrated, and distributed by Pennsylvania State University, there is an artistic visual and narration sequence that steps outside the strict documentary form and points the finger at "governments." Milgram did not receive adequate additional funding for future obedience experiments and ever the brilliant scientist, he moved on. (Blass, 2011.)

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'Milgram lite' is a term coined by Alan C. Elm to describe the tasks executed by participants in replicated studies of Milgram's experiment to be less noxious. Compared to the higher degree of shock levels administered in Milgram's experiment, the tasks in these subsequent studies had to comply with institutional review boards ensuring participants were not subjected to possible stress or trauma.

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# Alfred Adler's profound understanding of social motivation

By Eva Dreikurs Ferguson, Ph.D.

## Abstract

Alfred Adler (1870 -1937) developed a holistic and dynamic theory that emphasized social motivation and goals as the basis of thought, emotion, and actions. For Adlerians, *Gemeinschaftsgefühl* (Social Interest) is the key to mental health and is inextricably interwoven with the need to belong, and democratic relationships with equality of value of each individual help enhance well being.

## Alfred Adler's profound understanding of social motivation

Early in the 20th century, Alfred Adler, a Viennese psychiatrist, postulated that humans, and social animals generally, have a basic need to belong that has evolutionary and survival value (Ferguson, 1989). Adler's theory is built on the concept that humans, as part of their evolutionary heritage, have a need to feel belonging (Ferguson, 2010). When they feel belonging they thrive, and they feel inadequate when they do not feel belonging. Well-being occurs when one feels belonging, of having value as an equal among equals. Malaise occurs when one feels one does not belong. Although it is called a 'feeling' it contains cognitions ("I am convinced I do not belong") and emotions ("I feel hurt"). Feeling one does not belong can lead to various emotional and behavioral disorders. Long before Baumeister and Leary (1995) wrote their seminal paper on the need to belong, Adlerian counselors, educators, and psychotherapists identified the symptoms of discouragement and disorder in children and adults as a result of the feeling that one does not belong.

## Equality and need to belong

According to Adlerian psychology, the feeling of belonging involves a conviction that the person has value as an equal among equals (Dreikurs, 1999). The feeling that one has value is amplified when one's contributions to the 'greater good' of the community in which one lives is valued.

Whereas much of psychology in the past century has focused on negative emotions, in part stemming from the influence of Freud (1900, 1936a, 1936b), Adlerians can be said to be the first 'positive psychologists' (Ferguson, 2009). Aggression as behavior and anxiety, fear, and alienation as emotions were viewed by Adlerian psychologists as outward symptoms of a more fundamental process of discouragement

*Adler (1933) postulated that *Gemeinschaftsgefühl* (loosely translated as Social Interest) was the crucial motivation that assures well being. When humans have high social interest, of caring for and being committed to the welfare of all members of the community, physical and mental health are increased.*

with respect to being valued and feeling belonging. Adler (1929, 1931, 1933) viewed humans as fundamentally social beings, and their motivation, thought, emotion, and action can be understood only in social terms. Because humans live in groups, they share characteristics with other social animals, as Seyfarth and Cheney (2012, 2014) and de Waal (2013), among others, have notably indicated.

Early social psychologists, like Kurt Lewin (1948), understood the link between personality, social identity, and various psychological processes. Years before Lewin, but congruent with him, Adlerians emphasized the importance of 'equality' as

essential for well being. One cannot feel 'belonging' if one does not feel 'equal.' The work of Kenneth Clark (1967), in providing research evidence that led to the end of segregation in public schools in the USA, was based on Adler's concept of the need to belong and the importance of feeling equal with others.

Adler and his younger colleague Rudolf Dreikurs (1999) recognized that 'well being' and 'belonging as an equal' were irrevocably linked. Adler (1933) postulated that *Gemeinschaftsgefühl* (loosely translated as Social Interest) was the crucial motivation that assures well being. When humans have high social interest, of caring for and being committed to the welfare of all members of the community, physical and mental health are increased. Social interest is a potential in all humans, but like language, it needs to be taught. Without social interest, humans become self-oriented. This in the long run leads not only to poor social relationships but to diminished health. Social interest is reciprocally related to the human need to belong as an equal. The process involves a positive spiral: when humans feel belonging and equal they are more likely to have high social interest and seek to contribute to the larger community, and when they have strong social interest this is likely to lead them to increase their feeling of belonging as equals.

For Adlerians, social relationships that involve reciprocity, collaboration, and mutual support are more likely to occur when humans in their beliefs and actions relate to each other as equals. This is also found in non-human social animals (de Waal, 2013). Autocratic relations among human beings, based on an 'obedience' model (Milgram, 1974), do not involve equality nor mutual support, and thus, in terms of Adlerian psychology, the autocratic process leads not only to social and societal difficulties but also to various kinds of psychological disturbances.

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### The importance of goals

Adler's theory is teleological in the sense that human motivation, emotions, and actions are goal-directed (Ferguson, 2014). Whereas other theories emphasize a variety of sources for motivation and emotion, Adlerians postulate that human motivation and emotion is a function of goals the individual is seeking. If one wishes to change the motivation or the emotion it is necessary to change the goal. Goals within Adlerian psychology are primarily based on 'private logic,' which is the private reasoning each person gives to the immediate situation. Adler showed that one is not necessarily aware of one's goals and private logic nor, ordinarily, need one have such awareness. However, when one faces life problems that one tends not to be able to solve readily, understanding one's private logic and unaware goals helps one find solutions.

Educators and parents, especially, have gained increased benefit by learning about the mistaken goals of children (Dreikurs, 1947, 1958). Children's disturbing behavior can be readily altered if the adults understand the mistaken goals of the child and if the adults have learned effective ways of dealing with these goals. The effective solutions have the aim of increasing the child's social interest and increasing the child's feeling of belonging. Specific Adlerian methods have been developed that help children meet the challenges they encounter (Dreikurs, Cassel, & Ferguson, 2004; Dreikurs & Soltz, 2014; Gfroerer, Nelsen, & Kern, 2013; Nelsen 2011).

### Democratic processes increase mental health

According to Adlerian psychology, just as autocratic processes diminish the sense of being an equal among equals, democratic process more likely increase the feeling of belonging. According to Dreikurs (1958; Dreikurs, Grunwald, &

Pepper, 1999), democratic processes involve freedom with order. This contrasts to the obedience-based autocratic processes, in which there is order without freedom. In the third kind of process, called 'laissez faire,' people do as they like without regard to others and there is freedom without order. The parenting and education methods developed by Adlerians separate these three styles of leadership. The Adlerian model, which emphasizes the democratic style of leadership, shows the kinds of problems that occur with autocratic and laissez faire styles of parenting and education.



In his writings and teachings, Dreikurs showed that problems in homes and schools would occur when parents and teachers used autocratic and laissez faire methods that minimized the feeling of belonging and equality. When children are trained to be responsible and caring with high social interest, and when they understand the consequences of their behavior, they feel encouraged and function in prosocial ways. This requires democratic procedures, in which the children are partners in the rules and decision making. In autocratic homes and schools, the children follow rules set by the authorities. They are not contributing as equals to the life of the community.

In an obedience-oriented home or school the child tends to have two possible behavior routes: to obey or to rebel. Dreikurs warned in his writings and speeches that until homes and schools learn democratic leadership and the methods developed by Adlerians, children are increasingly likely to rebel. Whereas in centuries of punitive control the authorities could beat the children

into submission and obedience, in the democratization of modern society, when such punitive methods were removed, new methods of democratic parenting and leadership were required. Countless books and articles were written by Adlerians (e.g., Dreikurs, 1958; Dreikurs & Soltz, 2014; Nelsen, 2011) that described Adlerian methods for parenting and educating children and youths. These methods were based on the democratic model of 'freedom with order.' In his description of methods, Dreikurs (Dreikurs, Grunwald, & Pepper, 1999) credits the work of Lewin, Lippit, and White (1939) for demonstrating the crucial elements of autocratic, democratic, and laissez faire styles of leadership.

Research by Ferguson, Hagaman, Grice, and Peng (2006) has found that modern parenting styles are likely to be a mixture of democratic and laissez faire styles. Follow up studies verified that not only do young adults, when reporting how their parents raised them, show confusion between the democratic and laissez faire styles but that parents themselves have this confusion. Parents who themselves were raised by autocratic methods know they do not wish to adopt these methods in raising their own children, and so they follow what they consider to be the opposite styles of parenting. In the process, although they often call their parenting style 'democratic,' they in fact follow many laissez faire procedures. The data obtained by Ferguson, Hagaman, Maurer, Mathews, and Peng (2013) and in many related studies showed that parents and their young tend to have a 'binary' set of concepts, that parenting is either autocratic and based on obedience or it is what they call 'democratic' and based on unlimited freedom given to children.

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This binary belief system leads to many homes having a laissez faire and not a democratic style of parenting, as defined by Lewin (1948) and Dreikurs (1958). In the Adlerian approach, a clear distinction is made between democratic methods, that involve freedom with order, and laissez faire methods that involve freedom without order.

From the point of view of Adlerian psychology, just as social interest can be learned, democratic methods of human relationships also can be learned (Ferguson, 2007). Thousands of parents and teachers in the United States and abroad have followed the methods offered by Adlerians and have found that unruly and disgruntled children become cooperative and appreciative members of the family or school community. They grow up to be responsible and caring members of the larger society, in work and in their many personal relationships. The Adlerian methods apply equally to the workplace and to international relations (Ferguson, 2012), and they are used effectively in many treatment programs in counseling and psychotherapy (e.g., Shulman & Mosak, 1988; Sperry, 2009, Walton, 2012).

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## General Psychology Trivia Quiz Part 2

By John D. Hogan, PhD \*

The brief descriptions below all refer to past-presidents of the APA. How many can you identify? (Correct answers can be found on p. xx. Don't peek! :)

1. His first name was Burrhus but he preferred to be called Fred.
2. She was the first woman to receive a PhD degree in psychology.
3. More APA presidents received their doctoral degrees from this university than any other.
4. William James referred to this as a "bloated tumefied mass." What was he referring to?
5. One past-APA president wrote this to another past-APA president about the book of a third past-APA president: "It is chock full of errors, masturbation, and Jesus. The man is a mad man." The people involved? The book?
6. She was likely the oldest member of APA ever.
7. This highly regarded U.S. Western university, home to several APA presidents, is so large, it resides in two different zip codes.
8. She was the only woman to receive a PhD degree under the mentorship of Wilhelm Wundt.
9. The brain of this pioneer psychologist is on display in a case outside the psychology department of his home university.
10. The birth name of this future psychologist was Harold Israel, but he was known professionally by a different name.

**Bonus Question:** Josiah Royce was a Harvard faculty member and a president of the APA. His home in Cambridge, MA was later bought and lived in by a very prominent television personality. Which TV personality lived in Josiah Royce's house?

\*John D. Hogan is the historian for APA Division One.

## A Spotlight on Past-Presidents of APA Division One

### **EDWARD C. TOLMAN**

#### ***Eminent Learning Theorist and Outspoken Supporter of Academic Freedom***

by John D. Hogan and Nate Frishberg - *St. John's University*

Edward C. Tolman was one of the most prominent learning theorists of the 1930s and beyond. Although he was a behaviorist, his theory incorporated some strikingly non-behavioral elements. One of his most important creations was the notion of “intervening variables,” a concept that was immediately taken up by other learning researchers. As an educator, Tolman also became embroiled in a political brouhaha regarding academic freedom. His stand on the issue eventually earned him high marks and the praise of many of his contemporaries. Tolman was president of APA Division 1 from 1947-48, and again from 1952-53, one of only two presidents in the Division’s 70 year history to serve two terms.

#### **Early life and education.**

Tolman was born on April 14, 1886, in Newton, Massachusetts, the son of a well-to-do rope manufacturer and a Quaker mother. Although his father encouraged him to enter the family business, Tolman chose instead to become an academic. At first he studied engineering at the Massachusetts Institute of Technology (MIT) but, after reading works by William James, he found himself drawn to philosophy and psychology. Immediately following graduation from MIT in 1911 with a BS degree in electrochemistry, he entered the psychology doctoral program at Harvard University, where he was exposed to the work of many prominent psychologists of his day, including Robert Yerkes, Hugo Münsterberg, and Herbert Langfeld.

In the summer following his first year at Harvard, Tolman went to Germany to prepare for the language requirement of the doctoral degree. (For many years, one of the requirements for a U. S.



doctoral degree was familiarity with French and/or German.) In Germany, he had his first encounter with Kurt Koffka, the Gestalt psychologist, who would later have such an influence on his learning theory. Indeed, in 1923, he would return to Germany for further study of Gestalt theory. Upon graduating from Harvard in 1915, he was hired as an instructor at Northwestern University where he taught for three years until he was dismissed—in part, he thought, due to his pacifist beliefs. Following that, he became a faculty member of the University of California, Berkeley, where he remained for the rest of his professional life.

#### **Theory and professional accomplishments.**

Although Tolman was educated in the behaviorist tradition, he nonetheless remained interested in the concept of introspection. It was during his early years at Berkeley that he began to develop the learning theory for which he would become famous. He established an animal laboratory in which he and his students studied the ability of rats to learn mazes. Unlike prominent theorists

of his era, most notably E. L. Thorndike and John B. Watson, Tolman extended learning beyond simple stimulus-response connections. He emphasized that stimuli and responses exist in a given context, that is, they relate to other stimuli and responses as opposed to being isolated phenomena. He also argued that learning is purposeful rather than consisting of simple repetition of stimulus-response pairings -- that it can be conceived of as consisting of a series of “sign-gestalt-expectations.” (This term is exemplary of Tolman’s fondness for constructing hyphenated neologisms.) In 1932, he published his theory in a book titled, *Purposive Behavior in Animals and Men*.

Expanding on these ideas, Tolman introduced a concept he called “intervening variables.” Intervening variables are hypothesized internal states of a human or animal that are proposed to link stimuli (or independent variables) with responses (or observable, behavioral outcomes). Although Tolman remained a behaviorist who believed that all of learning could be understood by studying a rat in a maze, his formulations were a departure from the strict behaviorist position so common then. Instead, his theory is seen as a precursor to the cognitive movement that would later come to dominate the field. Some commentators have characterized his theory as the best theory of learning to emerge in the 1930s. In 1936, at age 51, he was honored by his fellow psychologists by being elected the 46th president of the American Psychological Association.

Continued on next page...

## A Spotlight on Past-Presidents of APA Division One

### EDWARD C. TOLMAN

#### *Eminent Learning Theorist and Outspoken Supporter of Academic Freedom*

by John D. Hogan and Nate Frishberg - *St. John's University*

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For all his important contributions, Tolman's legacy is not solely the result of his achievements in psychology. In the late 1940s, U.S. Senator Joseph McCarthy drew great public attention when he charged that government institutions and academia were filled with Communists and other individuals disloyal to the country. As a result of his accusations, some state legislatures required loyalty oaths from their employees. In 1949, consistent with state law, Berkeley required its faculty members to sign such an oath.

Tolman's loyalty to the United States had never been in question and he had never given evidence of political beliefs that were considered "radical." Nonetheless, he objected to the oath and refused to sign it. His resistance was based on both personal liberty and the idea of academic freedom—that external pressure on educators decreases their ability to learn and teach accurate, objective truth. Indeed, academic freedom carried particular significance for Tolman as well; throughout his life as an academic, he had felt a sense of personal release in being able to conduct research and publish his ideas freely and openly. In his defiance, he became a leader of those opposing the oath.

University officials threatened Tolman with dismissal. In response to this threat, he sued the university, taking the case to the Supreme Court of California. In the 1952 decision, *Tolman vs. Underhill*, the requirement of the loyalty oath was removed. Tolman's courage in standing up

against this rule cannot be understated. Indeed, the climate of McCarthyism made it very dangerous for anyone to take such a stance—even in the absence of Communist beliefs. In 1959, ten years after his refusal to sign the oath, Tolman was awarded an honorary LL.D degree from Berkeley. A few years later, a new Psychology and Education building at Berkeley was named Tolman Hall in his honor.



#### **In summary.**

Not all of Tolman's ideas have stood the test of time. In particular, his belief that laws of learning applied equally to all living creatures, is dated. Still, his legacy is strong -- found not only in his theory and its anticipation of cognitive psychology, but in his students, many of them distinguished, who benefitted from his kindness and from the intellectual stimulation he provided. Unlike other learning theorists, he did not demand loyalty to his system. He has been remembered as a gifted and passionate teacher who placed great value on his students. Moreover, as one of his students has pointed out (Gleitman, 1991), he was always open to new ideas and willing

to draw from all parts of psychology as well as other disciplines – the least dogmatic of theorists. Perhaps this openness and commitment to the exchange of ideas is what gave him the courage to stand up against the impact of McCarthyism in academia. Edward Chace Tolman died in Berkeley, California, on November 19, 1959, at the age of 73.

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## Division One Mentored Activities

### INTERNATIONALIZING THE PSYCHOLOGY CURRICULUM THROUGH MENTORED STUDENT RESEARCH



(From left to right): Sarika Persaud, Richard Velayo, Ph.D., Wallis Back, Ranya Marjieh, and Lucio Forti.

(Not in photo: Suchun Dong and Michael Trush)

At Pace University's Psychology Department (New York City Campus), one of the recently developed course offerings for its psychology undergraduate and graduate students is a "mentored lab" course. This course, which may be taken for a maximum of two semesters, allows students to be involved in faculty research as research assistants but with the benefit of obtaining credit towards their degree. Such hands-on and active learning experience has become highly sought after by students who wish to continue in their psychology education at the masters or doctoral level.

Dr. Richard Velayo, Professor of Psychology at Pace University, is one of the instructors involved in this mentored lab initiative. His research group called "Internationalizing the Teaching of Psychology (IToP) Team (<http://rvelayo.jimdo.com/itop-team/>) focuses on

exploring and assessing strategies that help infuse international content and promote a global perspective within the discipline of psychology at the higher education level. The essential requirements for this mentored lab involve a weekly meeting with the principal researcher/faculty and other research assistants/students involved in the research, and a 10-page experiential final paper. In addition, each student member develops a proposal or research project related to one of the following subtopics: (1) identifying effective pedagogical strategies to internationalize psychology courses, (2) developing of an assessment tool for an internationalized psychology course, and (3) applying Internet-based technologies (IBTs) as teaching and research tools to help infuse international content.

Their projects are presented at an upcoming research psychology conference.

Some of the psychology conferences in which the IToP team has presented include the annual meetings of the American Psychological Association, Eastern Psychological Association, Greater New York Conference on Behavioral Research, Hunter College Psychology Conference, and Pace University Psychology Conference.

There are currently 5 students actively involved in Dr. Velayo's mentored lab class. Each student is actively undertaking research projects of interest to them, which ties in one of the topics related to the IToP team research subtopics (as mentioned above). At each weekly meeting, students provide the entire team with updates about their individual work and discuss preparations for presentations (e.g., poster, paper, symposium) at an upcoming conference.

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## Division One Mentored Activities

### INTERNATIONALIZING THE PSYCHOLOGY CURRICULUM THROUGH MENTORED STUDENT RESEARCH

Richard Velayo, Ph.D., Sarika Persaud, Lucio Forti, Wallis Back, Ranya Marjieh, Michael Trush, and Suchun Dong ~ *Pace University, New York*

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Below are brief descriptions of each of the student-initiated research projects:

**Lucio Forti (lf72881n@pace.edu)** - *"Incorporating an International Perspective in the Classroom Through Web-based Technology: Best Practices and Demo"*

Recent advances in technology have contributed toward an increase in the availability and usage of web-based collaborative tools in higher education. Previous research has examined how internet based strategies can be used to cultivate critical thinking, engagement, discussion, and improve learning outcomes in the classroom. This presentation will focus on a summary of best practices gathered from the current literature for instructors seeking to leverage technologies in order to incorporate an international perspective in psychology courses. Challenges and potential barriers to success will also be explored as well as how to navigate the plethora of choices in collaborative tools available online. A brief live demonstration will highlight how strategies can be applied as well as how to find additional resources for those interested in exploring how an internet based strategy can be integrated into a course. Directions for future research aimed at examining tools and pedagogy will be discussed.

**Wallis Back (wb94354n@pace.edu)** - *"Shamanic Healing Techniques: An Exploratory Case Study on Its Implications To Western Approaches to Therapy"*  
There is a growing interest within modern Western society to explore

implications of ancient Eastern practices and traditional Shamanic healing techniques. Preliminary research has emerged on the benefits of mindfulness practices such as meditation and herbal alternatives to pharmaceutical medication. However, there lacks psychological research, on the how spirituality and the significance of incorporating non-Western therapeutic approach into the psychological healing process. A review of the current academic literature on the post-psychological effects of a traditional Shamanic "ayahuasca" ceremony and the perceived importance of a deeper sense of spiritual connection, suggest a viable means of integration into Western therapy. In addition, a personal explorative case study will be conducted in order to assess pre and post quantitative measures of neurotransmitter levels, quantitative measures of anxiety, depression, spiritual connection and overall subjective well-being after participating in a traditional Shamanic ayahuasca ceremony in Peru.

**Ranya Marjieh (rm52659p@pace.edu)** - *"How are Graduate Psychology Programs Becoming Internationalized? A Side-by-side Comparison of Programs in Transpersonal Psychology and Cross-Cultural Psychology."*

This literature review and critique provides a comparison of curricula between transpersonal psychology and cross-cultural psychology graduate programs - two programs deemed to inherently infuse an international psychology perspective in the education and training of the graduate students in each of these programs. In addition, a listing of graduate pro-

grams that offer these two graduate degrees, with relevant background information, history, similarities and differences in curricula will be presented. Moreover, descriptions of how these two programs differ in the way they integrate an internationalized perspective will be provided. Suggestions and implications for further for curricular reform will be incorporated in the report.

**Suchun Dong (sd76217n@pace.edu)** - *"An Investigation Into The Use of Active Learning Approach To Teaching Graduate Psychology Courses in China"*

Psychology in China has received unprecedented attention in recent years. At the same time, there is an increasing number of psychology programs are provided in graduate schools to train students to be psychologists. However, the approach to teaching that professors tend to utilize in these programs to encourage students' active learning in China remains unclear. The current study will collect and analyze graduate program training information from selective ten official graduate school websites in China, interview twenty Chinese psychology professors via email about their training plans and teaching methods, and will also conduct an online survey regarding program evaluation to fifty psychology graduate students in China.

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## INTERNATIONALIZING THE PSYCHOLOGY CURRICULUM THROUGH MENTORED STUDENT RESEARCH

Richard Velayo, Ph.D., Sarika Persaud, Lucio Forti, Wallis Back, Ranya Marjieh, Michael Trush, and Suchun Dong ~ *Pace University, New York*

.....Continued from previous page

**Michael Trush (mt09725n@pace.edu)**  
- "Memory for Concept Pairs as a Function of Participant Culture and Bimodality Type"

This internet-based study will commence with the participant providing consent, and completing demographic information, including the culture(s) that they most closely identify with. Participants will then be encouraged to select a recall strategy they deem will be most effective in remembering visual concept pairs. Participants will randomly be assigned the presentation in a visual-textual format, or the visual-textual presentation with an auditory component, in which the name prescribed to each picture will be presented auditorily. Following the concept

pair presentation, subjects will be presented with one of the two associated concepts, and tested as to which image appeared alongside the testing item. The participant will be asked to select the associated pair from five multiple-choice options. Lastly, the subject will complete The Cultural Orientation Scale, to determine their orientation towards either a collectivistic or individualistic culture, and if they tend towards a horizontal (egalitarian) or vertical (hierarchical) nature. Descriptive statistics and correlations will be run in order to determine the relationships between, memory strategy, culture, and bimodality type.

These student-initiated research projects exemplifies what could be an effective strategy to get students to

develop a more international perspective about psychology and a greater appreciation of how the psychological constructs we learn need to take into consideration the cross-cultural and cross-national contexts in which it applies. There is tremendous value in involving students in the process of internationalizing the teaching of psychology. More importantly, it is essential to prepare them for a society that is increasingly becoming global. For more information about this presentation and of the IToP team, please contact Dr. Richard Velayo at [rvelayo@pace.edu](mailto:rvelayo@pace.edu) or Sarika Persaud (Dr. Velayo's graduate research assistant) at [ap75294n@pace.edu](mailto:ap75294n@pace.edu).



### **Division 1 70th Anniversary**

#### **MARK YOUR CALENDARS!**

2015 marks the 70th anniversary of the founding of Division 1.

We will be celebrating 70 years of *bringing psychology together*. If you will be in Toronto, please plan to join us at the Division 1 Social Hour!

## Division One Member Activities

### Shakespeare Plays

By Patrick O'Reilly, Ph.D.

I am a clinical psychologist at Napa State Hospital in Napa, California. The hospital is a locked facility housing over a thousand adults who have been diagnosed with serious and long-lasting biological mental disorders. Patients receive psychiatric services and individual and group psychotherapy. Group therapy at Napa is intensive and includes groups modeled on Dialectical Behavioral Therapy (DBT) and Cognitive-Behavioral Therapy (CBT), substance abuse relapse prevention skills training, identifying and correcting criminal thinking, and psycho-educational classes. In addition to these groups, normally facilitated by psychologists, psychiatrists and social workers, Napa State Hospital also has a vibrant recreational therapy program.

#### **"To thine own self be true" (Hamlet)**

In a departure from my scheduled psycho-education, identifying criminal thinking and substance abuse relapse prevention groups, I applied to facilitate a group I had long wanted to do. I had been an undergraduate English major and had often thought that Shakespeare could be both psychotherapeutically helpful and entertaining to the patients if presented in the right way, and so, with the permission of my supervisor, I started a Shakespeare group. To my delight, several patients quickly enrolled in this time-limited group. It is also worth noting that because the great majority of our patients experienced their first psychotic break while in their late teens and early twenties, most had not been exposed to Shakespeare's plays. I thought that providing genuine intellectual stimulation in conjunction with psychotherapy could be a valuable learning experience for them.



My justification in facilitating this group, which was done in collaboration with Napa State Hospital psychologists Doctors Ian Chapman and Thomas Knoblauch, was that Shakespeare's characters represent the gamut of moral strength, moral weakness and human emotion. Maybe, I thought, the patients could find a way to relate personally to the situational challenges faced by the characters in the plays and in the process, acquire insight into their own behavior and the way they face adversity and temptation. We chose five plays for the group (Macbeth, Hamlet, A Midsummer's Night Dream, Romeo and Juliet and Much Ado About Nothing) that we thought were easily accessible to people unfamiliar with Shakespeare's work and had plot lines that were fairly straight forward.

#### **Thought this be madness, there is method in it" (Hamlet)**

The majority of the group members were diagnosed with schizophrenia and many were dually diagnosed, and, even though medication compliant, they continued to experience intense internal stimuli. For that reason, the format of the group was purposely uncomplicated. I typed a brief (less than one page) synopsis of the play that included a description of the play's

characters, which I passed out to the patients at the start of each group. Dr. Chapman, Dr. Knoblauch, or I would then ask for a volunteer from the group to read the synopsis aloud. A separate volunteer would read the descriptions of the characters. The group met weekly and each group meeting consisted of reading and listening to one act of the play. The group members were each provided with a print out of the act we were covering that week and after reading the synopsis, the group listened to an audio CD of the play while reading along with their printed copies. The CD was paused frequently so that the patients could discuss what they were reading and hearing, ask questions of each other as to the play's meaning up to that point and speculate about possible plot twists or motivations of the characters. Most of the patients were quite engaged in this process and at the conclusion of the weekly group would often express disappointment that they would need to wait a week before continuing. When the entire play had been read and listened to, the group watched a DVD of the play, also pausing the DVD frequently to encourage discussion.

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## Division One Member Activities

### Shakespeare Plays

By Patrick O'Reilly, Ph.D.

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"For man is a giddy thing, and this is my conclusion." (Much Ado About Nothing)

What was gratifying to Doctor s Chapman, Knoblauch and myself was the depth of connection the patients felt towards the characters in the plays and the surprising interpretations they gave to plot development, all of which they related to their own experiences in the mental health system and their often chaotic and trauma filled lives in the community prior to their current hospitalization. The group discussions were lively and often quite detailed and it is worth noting just a few of the reactions the patients expressed as the group progressed.

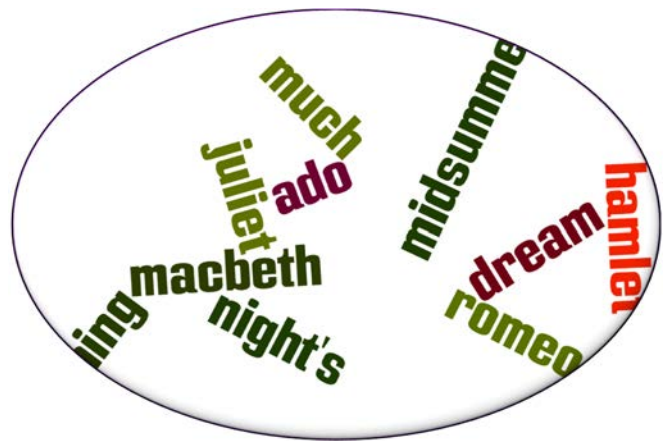
By far, the patients' favorite play was *Macbeth*. One patient, who spent years as a homeless drug addict, said early on in the play that Macbeth was "on a slippery slope." He explained to us that Macbeth "had it all - riches, a castle, a beautiful wife" and then threw it all away because, the patient explained, once somebody started sliding down the slippery slope, there was no going back. The patient equated Macbeth's downfall to the patient's own years of addiction, saying that before the patient began using drugs, he had subsidized housing, a monthly disability check and friends. He told us that the drug use was a slippery slope for him because he lost everything to his addiction just as Macbeth had once he killed King Duncan. A female patient commented that she could relate to Lady Macbeth's obsessive hand washing and ultimate suicide because before being hospitalized at Napa she had been "a cutter" and had attempted suicide multiple times. Her final comment was "maybe Lady Macbeth should have tried DBT."

*Hamlet*, which we felt surely would be a success with the patients, was more

problematic. We had purposely left the concluding act of the play off the synopsis given to the patients each week and the comments during discussion were relevant and occasionally surprising. One patient pointed out that Hamlet's faked madness would not have fooled any of the group members and nodding to the facilitators added "but you guys would probably have bought it." Since many of the patients in the group, the female patients especially, had experienced serious trauma in their lives, they were able to express empathic compassion for Ophelia and found Hamlet's treatment of her reminiscent of abusive relationships they'd experienced. The most surprising comments made during the discussion of the play's conclusion were by two male patients who'd said very little in the group up to that point. One statement, made with considerable indignation, was "I didn't know Hamlet was going to die! Hamlet wasn't supposed to die!" The other patient, when asked if he wanted to add to the group conversation said "I didn't really understand the play but I liked the sound of the words."

Oh, I am fortune's fool!" (Romeo and Juliet)

*Romeo and Juliet* was especially easy for the patients to understand and they related to the play in interesting and insightful ways. One male patient thought that the dilemma faced by Romeo and Juliet would be the equivalent of a patient and a nurse at the hospital falling in love. He explained that their love could be real but no one would understand it, and both would be punished by the hospital administration. When we



explained to him that such a relationship would be an abuse of authority on the part of the nurse and would be viewed as he or she taking advantage of the patient, he said simply "if it's real love, it's real love, just like Romeo and Juliet."

The patients' observations about *A Midsummer Night's Dream* were also interesting, particularly because they felt a connection to the magical elements of the play. One patient explained that had he been a character in the play, he would not have been one of the "rich" characters or one of the lovers, nor would he have been a member of the fairy world. He thought that being in the mental health system brings with it its own degradations (although he did not use that word) and it would be foolhardy to imagine that he could be someone of importance. He added that if he was in the play he would certainly be one of the tradesmen who were laughed at and mocked during their serious attempt to stage Pyramus and Thisbe. Another patient said that there is a fine line between the magic world (in her case the auditory hallucinations she experiences daily) and the real world and that the line was easy to cross. She finished up by adding that her observation was the only thing she felt like saying about *A Midsummer Night's Dream*.

Continued on next page...

# Shakespeare Plays

By Patrick O'Reilly, Ph.D.

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While it appeared that the patients enjoyed *Much Ado About Nothing*, mostly they said that there was nothing particularly complicated about the story and they didn't relate to the characters in a personal way. One patient commented that it was immediately apparent that Benedick and Beatrice loved each other and the patient found their bickering pointless, adding "why waste all that time if you love somebody." Another patient said that he's known "lots of people just like" Don John, the villain of the play and was at a loss to understand why people are mean to each

other. The group members all enjoyed the character Dogberry the policeman and pointed out that because he was not a rich man and because he was different and clumsy he had been underestimated by the wealthy and better educated characters in the play. I believe they were making a pointed reference to themselves in relation to hospital staff.

The patient observations that I noted in this paper are a miniscule sampling from often remarkably detailed and animated group discussions. The patients' ability to analyze the plays from their own life experiences – and do this in ways that

were immediately relevant to their own lives, was both gratifying and humbling to the group facilitators, and for those reasons we considered the group successful and have discussed repeating the group with five different Shakespeare plays.

*Patrick O'Reilly, Ph.D. is a clinical psychologist at Napa State Hospital in Napa, California and is an Assistant Clinical Professor of Psychiatry at the University of California, San Francisco School of Medicine.*

## 2014 Ernest R. Hilgard's Award Lecture

### Diverse Brains

By Morton Ann Gernsbacher, PhD



What a great era it is to be involved in brain research, because the public loves brains. From just the books that are sold on Amazon.com, you can learn how to Use Your Brain (Amen, 2013), Use Both Sides Of Your Brain (Buzan, 1991), and Challenge Your Brain (Tuller & Rios, 2005). You can also find out how to Boost Your Brain's Power (Pasinski, & Neporent, 2012), Feed Your Brain (McCleary, 2011), Power Up Your Brain (Perimutter, 2012), even Beef Up Your Brain (Noir, 2009). But just remember: You Are Not Your Brain (Schwartz, & Gladding, 2012).

However, if you want to, you can Change Your Brain, indeed, Change Your Brain To Change Your Body (Amen, 2010). You can Save Your Brain (Nussbaum, 2010), Rewire Your Brain (Arden, 2010), and more specifically, Rewire Your Brain For Love (Lucas, 2013). You can Educate Your Brain (Brown, 2012), Entertain Your Brain (Stickels, Harris, & Christin, 2007), Stress Proof Your Brain (Hanson, 2010), Evolve Your Brain (Dispenza, 2008), Unchain Your Brain (Amen & Smith, 2010), even Outsmart Your Brain (Reynolds, 2004).

But Don't Check Your Brains At The Door! (McDowell & Hostetler, 2011), because you need to Train Your Brain about food (Hughes, 2012), Train Your Brain For Success (Seip, 2012), Train Your Brain For Wealth, Prosperity, and

Financial Security (Aubele, 2011), Train Your Brain the Green Beret Way (Martel, 2012), and Train Your Brain More (Kawashima, 2008). If all of this is confusing, you are in luck because Amazon also sells a Training Your Brain for Dummies manual (Alloway, 2011).

These book titles illustrate just how much the public wants to read about anything to do with the brain. Journalists are also aware of our passion for reading about the brain. Riffing off the 1980s Public Service Announcement, "This is your brain. This is your brain on drugs" (Suddath, 2009), we now have a whole slew of articles, proclaiming "This is your brain. This is your brain on love" (Popular Science, n.d.).

A few years ago, the New York Times offered us "Your Brain on Computers" (2010) and followed that offering with "Your Brain on E-Books and Smartphone Apps" (Bilton, 2012). TIME Magazine offered us "Your Brain on Laughter" (Szalavitz, 2013); NPR offered us "Your Brain on God" (2009) and Psychology Today, "Your Brain on Food" (Wenk, 2010). Even TED conferences got into the act, with "Your Brain on Improv" (Limb, 2010).

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Websites are also honed into our love of the brain, and they seem to be mining the 'your-brain-on' meme for click bait. For example, Mashable.com, which covers social media, lured readers with the headline, "My Brain on YouTube" (Erickson, 2012). For the Scholastic Corporation, it was "Your Brain on Reading" (Cunningham & Rose, n.d.). For a website called The Credits, "Your Brain on the Movies" (Nuwer, 2013), and from Coupons.com, "Your Brains on Coupons" (Pavini, 2012).

During the 2012 election cycle, there was great interest in your brain on politics. A Science Daily press release claimed that, "Neuroscience reveals brain differences between Democrats and Republicans" (University of South Carolina, 2012). A research study described in USA Today claimed that brain differences can be found based on faith (Shimron, 2011). A study reported in PositScience claimed brain differences between morning people and night owls (Fitzgerald, 2012).

In my presentation, I outlined when, we as scientists, should accentuate brain differences, and when we probably should resist doing so; why we, as individuals, should accept the brain differences that truly exist; and, how, we as a society, can accommodate those brain differences.

### Scientists Should Resist Over-Hyping Brain Differences

I began my presentation by focusing on an area of putative diversity that has held popular mystique for centuries: the potential differences between male versus female brains. A 2007 issue of Scientific American (Halpern et al., 2007b), to which I contributed, was based on a juried review of scientific evidence that we had previously published in the APS journal, Psychological Science in the Public Interest (Halpern et al., 2007a). The starting point for our scholarly review was the stereotypic assumption that men's brains are best suited for analytical careers, such as being math and science professors at Harvard (Summers, 2005).

In another APS journal, Current Directions, author Cordelia Fine (2010), had reminded the public that centuries before our

current stable of high-tech brain imaging tools, such as MRI scanners, other tools were used to identify brain differences, such as scales. In the Victorian era, the 'missing five ounces,' the difference in weight between the average male and female brain, was considered the source of women's intellectual inferiority.

On average, female brains still weigh less (Ruigrok et al., 2014), and, on average, a female brain has a thicker cortex, which is the outermost sheet of neural tissue (Im et al., 2008; Luders et al., 2006; Preul et al., 2006; Sowell et al., 2007). But, these days, most neuroscientists no longer interpret the fact that women have thicker cortices than men – or conversely, that men have thinner cortices than women – as a deficit. It is simply a difference. However, such a progressive interpretation of difference as diversity rather than different as always deficient does not extend to all other groups.

As I reviewed in one of my APS Presidential columns (Gernsbacher, 2007b), when one research study reported that autistic persons have thicker cortices than non-autistic persons, the finding was interpreted as an autistic deficit (Hardan et al., 2006). When other research studies reported the opposite finding, autistic persons have thinner cortices, that finding was also interpreted as an autistic deficit (Chung et al., 2005; Hadjikhani et al., 2006). In neither case, was the effect size larger than what is observed between average males and females, but such heads you lose, and tails you also lose interpretations that pervade the neuroimaging-of-autism literature (Gernsbacher, 2006; 2007a; 2010).

Indeed, a few years ago, one of my PhD students, Jennifer Stevenson examined all of the autism-related neuroimaging studies in the literature at that time. The list included 36 studies with data on the cerebellum; 32 studies with data on the Superior Temporal Gyrus and Sulcus; 30 studies with data on the inferior frontal gyrus; 29 studies with data on the amygdala; 27 studies with data on the fusiform gyrus; 24 on the striatum; another 24 on the cingulate gyrus; and another 24 on the hippocampus.

To make a long story of meta-analyses short, for none of these brain regions was there a consistent pattern of results across

studies. There were inconsistent findings among the functional imaging studies; there were inconsistent findings among the structural, volumetric, imaging studies. Not one brain region showed a consistent pattern across studies. But, whenever a difference between autistic and non-autistic participants was reported, even if the direction of the difference conflicted with the finding of another study, the difference was always interpreted as an autistic deficit.

For example, among studies examining the volume of the hippocampus, six studies reported that autistic participants had larger hippocampi than non-autistic participants. In each of those six studies, the autistic participants' larger hippocampi were interpreted as an autistic deficit. Another three studies reported just the opposite: that autistic participants had smaller hippocampi than non-autistic participants. In each of these studies, the autistic participants' smaller hippocampi were also interpreted as a deficit. Another study reported no difference between autistic and non-autistic participants' hippocampi. This study suggested that it must be other brain regions that are to blame for autistic participants' deficits.

As another example, among studies examining task-related functional activation in the superior temporal sulcus or gyrus, nine studies reported that autistic participants produced greater task-related activation, and that greater activation was interpreted as an autistic deficit. Another seven studies reported just the opposite – that autistic participants produced less task-related activation, and that was considered a deficit. And two other studies split the difference.

As a third example, among studies examining task-related functional activation in the amygdala. Five studies reported that autistic participants produced greater task-related activation, and that was a deficit. Three studies reported less activation, and that was a deficit. And seven studies found no difference between autistic and non-autistic participants, with some of these studies suggesting that the autistic participants must have been 'compensating for there to be no differences.

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Inconsistency characterized all the brain regions that Jennifer Stevenson reviewed. Such inconsistencies might be due to methodological pitfalls that can befall cognitive and affective neuroscience, for example, small sample sizes and what's known as p-hacking. Indeed, in research made possible by the Simons Foundation, Haar et al. (2014) drew similar conclusions.

Examining a collection of neuroimaging data from nearly a thousand autistic and non-autistic participants, made possible by Autism Brain Imaging Data Exchange, and motivated by the fact that previous findings "have not been replicated consistently in the literature" most likely due to "small samples of participants," Haar et al. (2014, p. 1, 9) found "no evidence for between-group differences in any measures of gross anatomy or in specific brain regions including the amygdala, hippocampus, most segments of the cerebral cortex, and the cerebellum".

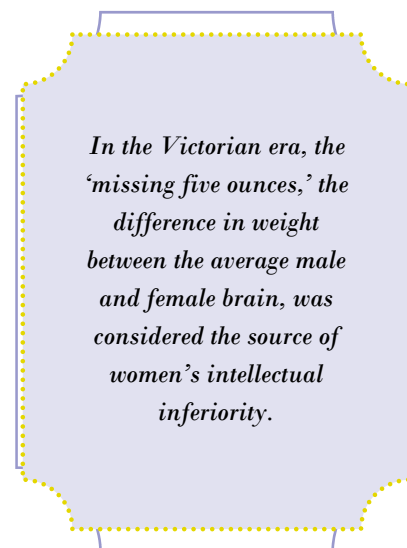
However, in all the previous, less-powered studies, whenever a difference was observed, regardless of whether it was consistent with the previous literature or not, the difference was always attributed to an autistic deficit. Similarly, a few years ago in the APS journal *Perspectives on Psychological Science*, I reviewed the evidence for whether mirror neuron dysfunction underlies autism (Gallese, Gernsbacher, Heyes, Hickok, & Iacoboni, 2011). This body of data was also riddled with inconsistencies.

For example, one study measured autistic and non-autistic participants' brain activity during imitation and reported that autistic participants demonstrated greater task-related activity in the inferior parietal region. That greater task-related activity was interpreted as evidence that autistic persons have broken mirror neurons (Williams et al., 2006). But another study, also using an imitation task, reported that autistic participants demonstrated less task-related activity in the inferior parietal region, and that finding was also interpreted as evidence that autistic persons have broken mirror neurons (Dapretto et al., 2006).

I think we as neuroscientists can do better; I think we can be more sophisticated when we conceptualize diverse brains. Attributing every difference, regardless of the direction of the effect, to a minority group's deficit is cheap – and boring. A considerably more fruitful, approach has been demonstrated by an exciting series of neuroimaging studies of blind individuals (Bedny, Pascual-Leone, Dravida, & Saxe, 2012; Bedny, Pascual-Leone,

Dodell-Feder, Fedorenko, & Saxe, 2011; Burton, Snyder, Diamond, & Raichle, 2002; Ofan & Zohary, 2007; Röeder, Stock, Bien, Neville, & Rösler, 2002; Watkins et al., 2012).

Although the brain is not nearly as regionally functional as our color-coded schematics lead us to believe, some of the most explicit functional specificity is found in the lobe farthest to the back, the occipital lobe. In sighted people, the occipital lobe shows strong specificity for processing visual infor-



mation. But what about blind people, particularly people like Stevie Wonder, who have been blind since birth? If the occipital lobe's usual job is to handle visual processing, what do the occipital lobes of blind people do?

It would be boring and rather foolish to give blind people a bunch of visual stimuli, and when the blind participants' occipital lobes showed less task-related activity than that of sighted participants, pop the champagne, write up the study, and conclude that one has found a blind deficit. A more interesting approach is to investigate what type stimuli the occipital lobes of congenitally blind persons do respond to, and several recent neuroimaging studies have done just that.

These studies show that the brains of blind people are amazingly flexible organs. They take that prime brain real estate known as the occipital lobe, and they use it for other functions, like higher-order reasoning, judgment and decision-making, and spoken language comprehension. From my vantage point, that discovery provides a stellar model for how we as neuroscientists can more fruitfully go about studying brain differences. Similarly fruitful models have also been demonstrated recently by developmental psychologists who study children with disabilities other than autism.

For example, Susan Goldin-Meadow has demonstrated a masterful approach to studying deaf children (2003). Most compelling to Susan Goldin-Meadow are deaf children who neither are exposed to a spoken language, because they are deaf and cannot hear a spoken language, nor are these children exposed to a signed language, because their hearing parents resist using it. These deaf children develop what is known as home sign, a unique gesture system, which does not resemble their hearing parents' gestures. Rather, deaf children's home signs resemble other deaf children's home signs – even deaf children halfway around the world.

Thus, instead of describing deaf children as having a deficit in learning their parents' spoken language, and instead of describing deaf children as having a deficit in learning their speaking parents' gestures, Susan Goldin-Meadow describes deaf children's home signing as a masterful demonstration of their cleverness. Susan Goldin-Meadow appreciates that deaf children's home signing can provide an informative window into the resilience of human communication.

Another example of a more fruitful model for how to study differences without calling everything a deficit is represented by Miguel Perez-Perera and Gina Conti-Ramsden's book analyzing *Language Development and Social Interaction in Blind Children* (1999). As one of this book's reviewers notes: "This book summarizes and discusses the existing and very often conflicting literature and concludes that blind children's language development is not just a slower version of 'normal' development. Rather, blind children's language acquisition follows a different route" (Schleef, 2002, p. 589). A different route, not a deficit route.

Members of another minority have also witnessed a progression from their neuroanatomy and behavior being defined as a deficit to simply a difference. I am referring to left-handers. In the 19th-century, left-handedness was considered extremely pathologic (Kushner, 2011; 2013); it was assumed to be an indicator of primitivism, savagery, possession by the devil, and criminality, hence the term, sinister (Goodman, 2014).

By the middle of the 20th century, some of the cruelest of those assumptions had attenuated, at least in Western societies. As developmental psychologist Gertrude Hildreth reported in 1949, parents had become a bit more willing to accept that their left-handed children must have been, presaging the words of Lady Gaga, "born that way" (Hildreth, 1949, p. 213).

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### Diverse Brains

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Nonetheless, when over 100 upper-middle class parents were asked whether they would prefer that their child be right-handed, all but 2% of the parents indicated a preference for right-handed children. Similarly, when parents were asked if their child showed a left-handed tendency would they make the child shift to the right hand, nearly three fourths of parents said yes. And when parents were asked if their child showed a left-handed tendency would they help him become a better left-hander, only a minority of parents said that they would (Hildreth, 1949).

Times have changed, and in Western societies, attitudes toward left-handedness now epitomize the United Nations Convention on the Rights of Persons with Disabilities, which prescribes "respect for difference and acceptance of persons with disabilities as part of human diversity and humanity," which led me to the second part of my presentation.

#### Individuals Should Accept Their Brain Differences

I described a bountiful literature of behavioral studies, because these studies empirically document the robust, positive effects of accepting disability as diversity. The statement "It is important for me to accept myself as I am" is one of the key items on the Acceptance of Disability Scale, which was constructed over 40 years ago, and has been used in numerous research studies around the world (Linkowski, 1971). The Acceptance of Disability scale also includes other items, such as "I feel ok talking about my disability with others," "There are more important things in life than those my disability prevents me from doing," and "Because of my disability, I have a lot to offer other people."

As with most psychological scales, the Acceptance of Disability Scale comprises both positively scored items, like these items, for which acceptance of disability is indicated by a person's agreement with the item, and negatively scored items, such as "My disability affects aspects of my life that I care the most about," "My disability prevents me from doing the things I want to do," and "My disability has disrupted my life greatly." For these items, agreeing with the statement indicates a lack of acceptance of disability.

Using the Acceptance of Disability Scale, and other measures like it, a wealth of scientific data has been collected from persons of all ages, with various disabilities, in numerous countries. Unlike the morass of inconsistent brain imaging data, the body of data on acceptance of disability is remarkably consistent. Each study demonstrates a positive association between acceptance of disability and positive psychological states.

For example, one large-scale study of nearly 1300 individuals in the U.S, with a wide range of various disabilities, demonstrates that disabled persons' acceptance of their disability is highly and positively correlated with their self-esteem (Li & Moore, 1998). The more the individuals accept their disability, the more positive their self-esteem. This strong positive relation between acceptance of disability and self-esteem, for persons with disabilities, is independent of the person's gender, race, level of education, or marital status, and it is only weakly a function of whether the person has multiple disabilities or just one (see also Belgrave, 1991; Heineemann & Shontz, 1982; Linkowski & Dunn, 1974; Starr & Heiserman, 1977).

Other studies measuring acceptance of disability demonstrate a related, positive effect. Persons who accept their disabilities have better psychological well-being, as demonstrated in a U.S. study of nearly 120 Polio Survivors (Tate et al., 1994) and a Belgian study of nearly 100 individuals with Chronic Fatigue Syndrome (Van Damme, Crombez, Van Houdenhove, Mariman, & Michielsen, 2006). A Dutch study of nearly 600 persons with Spinal Cord Injury also demonstrates a strong, positive correlation between acceptance of disability and psychological well-being (Wollaars, Post, van Asbeck, & Brand, 2007).

This Dutch study, as well as a Thai study (Attawong & Kovindha, 2005), and an Australian study (Snead & Davis, 2002) with persons with Acquired Brain Injury, also illustrate another important principle: Acceptance of disability is frequently independent of severity of disability. There are individuals with severe spinal cord or brain injury who fully accept their disability and reap those positive benefits of acceptance. And there are individuals with much milder injury who resist accepting their disability and therefore, they miss out on the benefits of acceptance.

Independence between acceptance of disability and severity of disability has also been shown in a Polish study of 115 persons with chronic lower back pain (Janowski, Steuden, & Kurylowicz, 2010) and a U.S. study of 50 persons with pain from a spinal cord injury (Summers, Rapoff, Varghese, Porter, & Palmer, 1991).

Multiple studies also demonstrate that quality of life for persons with disabilities is also independent of the severity of the person's disability. For example, a British study of nearly 50 adults who were disabled by prenatal exposure to thalidomide demonstrates that their quality of life is independent of the severity of their disability (Bent, Tenant, Neumann, & Chamberlain, 2007).

In this British study, severity of disability was precisely determined because of the long-term financial compensation provided by the UK Thalidomide Trust. There were individuals with severe levels of impairment due to their exposure to thalidomide as well as individuals with only minor levels of impairment. A U.S. study of nearly 100 adults with Parkinson's also demonstrates that quality of life is independent of degree of or severity of disability (Gruber-Baldini, Ye, Anderson, & Shulman, 2009). Rather, the primary predictor of quality of life was the person's optimism.

All the studies that I reviewed pertain to individuals themselves accepting their own disability and reaping positive effects on their own self-esteem and their own quality of life. But frequently I am asked to speak to parents of children with disabilities, perhaps because in addition to being a researcher in this field, I too am a parent of an offspring with a disability.

An area in which parents are deeply interested, particularly parents of children with disabilities, is stress. And the data could not be clearer that for parents of children with a wide range of disabilities and medical conditions, parents' stress is not related to objective measures of their children's impairments. That is, parents' stress is not a function of, it is independent of, the severity of their children's disabilities.

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For example, in a US study of nearly 100 parents of children with congenital heart disease, parents' subjectively reported stress was unrelated to objective measures of their child's illness, including the number of hospitalizations, operations, catheterizations, outpatient visits, or a cardiologist's independent rating of the severity of the child's illness (DeMaso et al., 1991). In a Canadian study of 53 mothers of children with intractable epilepsy, parents' subjectively reported stress was unrelated to seizure type, seizure frequency, number of failed treatments and surgeries (Wirrell, Wood, Hamiwka, & Sherman, 2008).

In a US study of 63 parents of children with intellectual disability, parents' subjectively reported stress was unrelated to objective measures of their children's functioning levels, for instance, whether their children were so-called high functioning or low functioning (Guralnick, Hammond, Neville, & Connor, 2008). For 70 Taiwanese parents of children with Duchenne muscular dystrophy (Chen & Clark, 2007), and for 270 US parents of children with cerebral palsy (Manuel, Naughton, Balkrishnan, Smith, & Koman, 2003), parents' subjectively reported stress was unrelated to objective measures of their children's disability.

The same, highly consistent pattern has been shown for the disability of autism. Although parents of autistic children sometimes report experiencing even more stress than parents of children with other disabilities, parents' stress is unrelated to every objective measure of autism. Parents' stress is unrelated to their autistic children's level of social interaction (Davis & Carter, 2008), receptive and expressive language (Davis & Carter, 2008; Kasari & Sigman, 1997), IQ and cognitive abilities (Baker-Ericzen et al., 2005; Bishop, Richler, Cain, & Lord, 2007; Kasari & Sigman, 1997), and even the degree of or severity of their children's objectively measured autistic traits (Baker-Ericzen et al., 2005; Davis & Carter, 2008; Epstein et al., 2008).

In contrast to objective measures of impairment, for children with autism, and for children with other disabilities, their parents' stress is related to parents' subjective judgments of their children's impairments. The more stress the parents feel, the more impaired they judge their children to be (Arnaud et al., 2008; Beck et al., 2004; Benson et al., 2006; Benson & Karlof, 2009; Ekas & Whitman, 2011; Georgiades et al., 2011; Kasari & Sigman, 1997).

Given the powerful role of affect on per-

ception, the strong relation between parents' subjectively reported stress and their subjective evaluations of their children's abilities and disabilities is not surprising. But the strong relation between parents' subjectively reported stress and their subjective evaluations of their children's abilities should throw caution to any researcher who relies on parent report for any aspect of assessment in their studies.

*The United Nations prescribes "respect for difference and acceptance of persons with disabilities as part of human diversity and humanity."*

If parents' stress is not a function of how disabled their children are, at least not as objectively measured, then what can attenuate parents' stress? In collaboration with fellow University of Wisconsin Psychology professor, Hill Goldsmith, and former graduate student Emily Schweigert, we investigated whether parents' acceptance of their children's disabilities attenuated those parents' subjective levels of stress. The disability we worked with was autism, and we modified items from the Acceptance of Disability Scale (Linkowski, 1971).

For example, rather than parents responding to the item, "It is important for me to accept myself as I am," we asked them to respond to the item, "It is important for me to accept my child with autism as they are." Rather than "My disability prevents me from doing the things I want to do," the item was stated as, "My child's autism prevents me from doing the things I want to do." Rather than "My disability affects aspects of my life that I care the most about," the item was "My child's autism affects aspects of my life that I care the most about." And rather than "Because of my disability, I have a lot to offer other people," "Because my child has autism, they have a lot to offer other people."

Our participants were parents of twins, one or both of whom were objectively diagnosed as autistic. In this way, we could investigate whether parents' stress was compounded by having two children with autism. It was not. In fact, as countless other studies have shown,

parents' subjectively reported stress was not related to any objective measure of their children's disabilities – even, as our study demonstrated, when those disabilities were doubled. Rather, parents' subjectively reported stress was solely a function of their acceptance of their children's disabilities.

By acceptance, I surely do not mean doing nothing. Indeed, the parents, in our study, who scored high on acceptance of their children's disability reported enrolling their children in just as many conventional therapies as the parents who scored low on acceptance.

But the parents in our study who scored high on acceptance of disability, as well as persons with disabilities who score high on acceptance of disability, are adept at reframing their situation (Gerber, Reiff, & Ginsberg, 1996; Hastings, Allen, McDermott, & Still, 2002; King et al., 2006). Reframing is the art of stepping back from the current frame or lens through which one is viewing a situation, reconsidering that frame, and reconstructing a new frame, as the adage recommends: "Life may not be the party we hoped for. But while we're here we should dance."

Reframing is illustrated by a flyer from the Canadian Association for Community Living: Superimposed over a full-page photo of a school-age boy with Down syndrome, the caption reads, "Chances are he'll never cure cancer, walk on the moon, or be Prime Minister. Then again, neither will you."

Reframing is also illustrated by a case study of a pair of identical twins who were raised apart (Neubauer & Neubauer, 1996). That is, through adoption, each twin was raised in a different family. When one of the adoptive mothers was asked if her adopted child was a picky eater, the mother responded with frustration, consternation, and exasperation, saying something akin to, "Oh! My goodness, yes!" She is such a picky eater! She won't eat anything unless – unless – I put cinnamon on it. She wants to have cinnamon on everything she eats. It's bizarre, and it tries my patience on a daily basis."

When the adoptive mother of this child's identical co-twin was asked the same question about her adopted daughter's eating habits, she responded calmly and evenly, with a response such as, "No, she's not a very picky eater at all. In fact, she's a great little eater, with a very healthy appetite. I bet she'd eat just about anything — well, just as long as I put some cinnamon on it." This cinnamon anecdote illustrates the heart and soul of the concept of accommodation, which is the last topic I spoke about.

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### Diverse Brains

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#### Society Should Accommodate Brain Differences

Accommodation is key to supporting disability and enabling the diversity that disability affords. We can classify accommodations into two broad categories. There are accommodations such as curb cuts, which were initially established to level the playing ground – literally level the playing ground – for one minority group, namely persons with mobility disabilities. But in reality, although curb cuts have been incredibly important for improving the mobility of wheelchair users and scooter users, look at any street corner, and you'll see that the overwhelmingly vast majority of persons who benefit from curb cuts are not persons with disabilities, but rather bicyclists, people pushing strollers, and people pushing dollies.

Similarly, closed captions have been incredibly important for improving access to entertainment and education for deaf and hard of hearing people. But the majority of people who benefit from captions are not deaf or hard of hearing. Rather, the majority of people who benefit from captions are hearing people – and not just hearing people at bars, airports, or work cubicles who want to watch YouTube without getting caught by their boss.

Numerous studies show that captions increase literacy skills for hearing children learning to read (Linebarger, 2001; Linebarger, Piotrowski, & Greenwood, 2010). Other studies show that captions increase language comprehension skills for hearing persons learning a second language (Garza, 1991; Neuman, & Koskinen, 1992). And still other studies show that captions increase language comprehension and memory for hearing people of all ages (Bean & Wilson, 1989; Griffin & Dumesire, 1993; Kruger & Steyn, 2013).

Indeed, every study ever conducted demonstrates that captions are beneficial to a wide range of hearing people because bimodal redundancy almost always trumps unimodal presentation (Bird & Williams, 2002; Hinkin, Harris, & Miranda, 2014).

In contrast to accommodations like captions and curb cuts, which although implemented initially to aid only disabled people are now used predominantly by non-disabled

people, are accommodations that remain specific to a disability, such as Braille for blind people and sign language for deaf and hard of

*Accommodation is the key to supporting diversity; without accommodation we cannot level the playing field for our diverse society.*

hearing people. Accommodations, like Braille and sign language that remain specific to disability groups are often, still shrouded, in stigma.

A prime example of the stigma that still surrounds disability-specific accommodations is provided by hearing aids. A 2014 article on the Mayo Clinic's website provides potential hearing aid consumers with the following advice: "Perhaps you've thought about getting a hearing aid, but you're worried about how it will look." The article explains: "All hearing aids contain the same parts to carry sound from the environment into your ear. However, hearing aids ... differ in size ... Some are small enough to fit inside your ear canal, making them almost invisible."

The Mayo Clinic article further explains that in general, the smaller a hearing aid is, the less powerful it is, the shorter its battery life, the harder it is to use, and the more it will cost. Yet, that is what the Mayo Clinic, as well as every other hearing aid website I have perused, assumes that consumers prioritize: the least visible hearing aid. Can't we, as a society, agree to not be prejudiced about the visibility of a person's hearing aid? I think we can, given the strides, all puns intended, that we as a society have made in overcoming prejudice

about the form of prosthetic limbs.

For centuries, the overarching goal was to create a prosthetic that most closely resembled a flesh limb. But prosthetics that prioritized the superficial aspects of a flesh limb, were bulky, often quite uncomfortable, and not very functional (Oatman-Stanford, 2012). We now prize function over form.

Indeed, some prosthetic wearers like Dan Horkey, who runs a business creating "prosthetic tattoo art" want their prosthetics to be noticed. After avoiding showing his prosthetic for two decades, decorating it was a way to be proud of it, Horkey said. "It was instant – it just made me feel good. When I walked around in public, people wouldn't look away and avoid eye contact. Instead it would provoke compliments. I was proud of my leg for the first time" (Perez, 2013). Kiera Roche wears a floral prosthetic leg, sculpted by hand, because "it's personal, it's a fashion statement" (Schweitzer, 2012).

Speaking of fashion brought me to clothing tags. For years, persons like me, persons with enhanced tactile sensitivity, what diagnosticians call "sensory defensiveness," told garment producers that clothing tags were annoying (Goldsmith, van Hulle, Arneson, Schreiber, & Gernsbacher, 2006). For such persons, our only recourse was to perform meticulous apparel surgery, being careful to remove each offending tag without creating a hole in its garment. But a few years ago, clothing manufacturers finally listened to this neural minority of consumers, and guess what they learned? Like curb cuts and captions, it is not only a minority of people who benefit from the accommodation, it is a lot of people (Murphy, 2011).

Lastly, I turned to discuss one more accommodation, quite familiar to those of us on university campuses. As chair of my University's Committee on Access and Accommodation in Instruction, I have received a lot of boots on the ground experience with regard to accommodating diverse brains. The most frequently requested accommodation made by students at my university is not Braille or sign language, which is not surprising, because the most frequent disability among students at my university, and most other universities, is not visual or hearing disabilities.

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Indeed, at my university, students with vision disabilities comprise less than 2% of the population of students with disabilities. And students with hearing disabilities comprise less than 3%, as do students with the disability of autism. Students with mobility disabilities comprise 7% and students with chronic health disabilities comprise 13%. The highest frequency disabilities on my university campus and other campuses are learning disabilities, such as dyslexia and ADHD, and the most frequent disabilities are psychological disabilities, such as anxiety and depression.

Therefore, it is not surprising that the most frequently requested accommodation is not Braille, not sign language, and not curb cuts. It is extended time on in-class exams and tests, what is often called 'time and a half.' But the terms, extended time and time and a half, are misnomers. When students request extended time or time and a half, what they really want is to take the quiz or exam without the pressure of being timed. From everything we know about the psychometrics of testing, these students are barking up the right tree.

Psychometrically, tests can be classified into speeded tests, which as the name implies, test how rapidly the examinee can complete all of the items, and power tests, which are designed to measure the examinees' power – their skill or knowledge, regardless of speed of performance (Gulliksen, 1950).

Because speeded tests are timed, speeded tests typically contain more items than every examinee can complete during the testing time. Therefore, the number of items completed during a fixed period of time is expected to vary among examinees. In contrast, power tests have no time limit whatsoever. All examinees are allowed as much time as they need. All examinees are not expected to answer correctly all items on a power test, but that is not because they run out of time. Rather it is because they do not know the information.

Most of us who teach on college campuses assume when we administer an in-class test, we are administering a power test, not a speeded test. We assume we are measuring how well the students have learned the material and how skillfully they can apply what they have learned. But if an in-class exam has a stop time, it is by definition a speeded test.

When students request extended time or time and a half, what they are really requesting is not to feel the pressure of time ticking off; not to experience anxiety about running out of time; not to have a power test administered as a speeded test. And just like curb cuts, captions,

and tagless clothes, power tests, that is, tests without time limits, aid everyone.

Numerous studies across all age ranges, indicate that removing time limits not only decreases students' anxiety, but also increases the tests' validity and reliability (Attali, 2005; Elliott & Marquart, 2004; Lovett, 2010; Lu & Sireci, 2007; Scrams, & Schnipke, 1999). A decade ago, the tenth version of the Stanford Achievement Test removed all time limits for all of its subtests. This decision was based on data from 360,000 students (Brooks, Case, & Young, 2004).

Therefore, if you use in-class exams, and you too want to measure power, I have two suggestions: Either allow all students to remain as long as they want to finish every exam, or if that is infeasible, design exams that last no longer than two thirds of a class period, and tell students that. Announce to all students that everyone is welcome to remain for the entire class period, if they so desire. You will be accommodating all students, those with and without disabilities, and you will be increasing the validity and reliability of your exams (Attali, 2005).

Students, use that extra time, to review your answers and change them if you are not sure. Every research study in the literature shows that the majority of changes on tests are from wrong to right, rather than right to wrong (Fischer, Herrmann, & Kopp, 2005; Higham & Gerrard, 2005; Lynch & Smith, 1975; McMorris, DeMers, & Schwarz, 1987; Schwarz, McMorris, & DeMers, 1991; Vispoel, 1998).

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# 2014 Ernest R. Hilgard's Award Lecture

## Diverse Brains

By Morton Ann Gernsbacher, PhD

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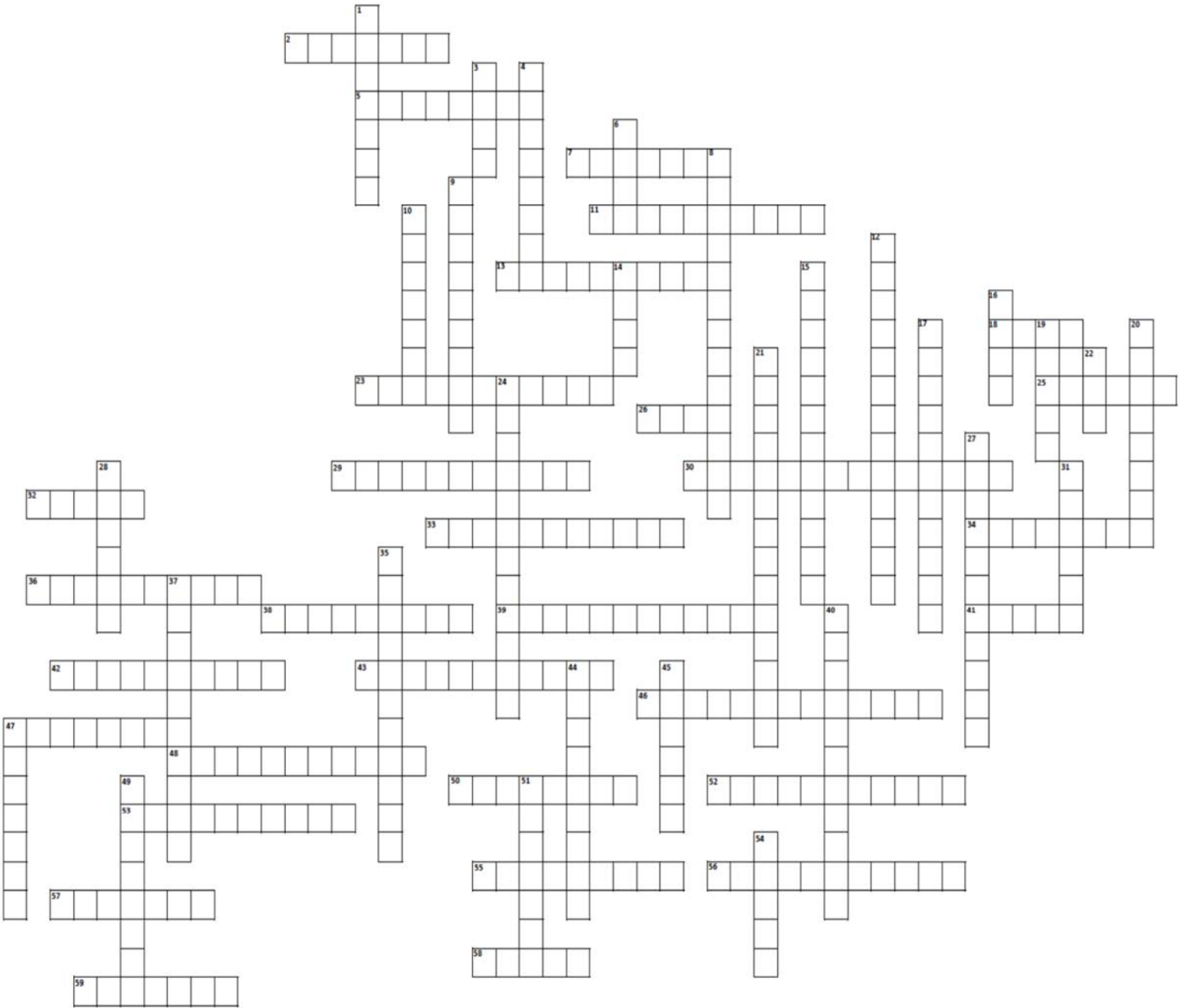
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# Division One Crossword Puzzle

Author: Stephanie Schwartz, *St. John's University*



## Division One Crossword Puzzle

Author: Stephanie Schwartz, *St. John's University*

### ACROSS

2. Using successive approximation to gradually reinforce behavior tendencies in a desired direction
5. Part of the brain that deals with emotions
7. Core units of the nervous system
11. The adjustment of people's behavior, attitudes, and beliefs to a group
13. \_\_\_\_\_ desensitization
18. Initials that identify a diplomat in psychology
23. A relationship or association between two variables, scale of -1 to +1
25. Promoted a form of person-centered psychotherapy
26. Founder and first president of APA
29. Animal researchers who stressed the importance of critical periods and early experience
30. Freud's therapeutic approach
32. First psychology laboratory at Harvard (1875). William \_\_\_\_\_
33. Ability of a test to produce similar results over time
34. Seligman's Psychology
36. A proposed relationship between two variables
38. A type of intelligence that includes identifying the emotions of others
39. Young-Helmholtz theory
41. Goal-oriented, humanistic psychologist, stressed organ inferiority
42. Knowledge is derived through experience
43. School of psychology founded by John Watson
46. Increases the likelihood that a response will occur
47. Immersion into the feared situation as an intervention to decrease the feared response
48. Tendency for the body (person) to want to maintain a state of constancy
50. First woman to receive a PhD in psychology
52. Ability to identify previously encountered information
53. Mental shortcuts that guide us in problem solving and decision making
55. The study of the meaning of words/combinations/sentences
56. An individual's pattern of behavior, thoughts, motives, and emotions; consistent over time
57. First woman president of APA
58. First psychology laboratory. Wilhelm \_\_\_\_\_
59. Openness, conscientiousness, extroversion, agreeableness, neuroticism

### DOWN

1. Disorder characterized by the inability to use language
3. The ninth International Congress of Psychology held here
4. Ability of a test to measure what it purports to measure
6. \_\_\_\_\_ Münsterberg; author of "On the Witness Stand"
8. Titchener's version of voluntarism
9. Items under consideration in a study; can change
10. First African American woman to receive a PhD degree in psychology
12. Competing school to structuralism
14. The average of a set of numbers
15. A form of learning; classical \_\_\_\_\_
16. Considered the founder of the phrenology movement
17. Genetically identical twins
19. First International Congress Meeting Location
20. Smallest unit of meaning in a language
21. Repeated behavior as a penalty for inappropriate behavior
22. Mediates id and superego
24. In Piagetian theory using existing ideas in new situations
27. Part of the brain involved in memory
28. Individual cells which receive, integrate, and transmit information
31. The founder of school psychology
35. Tests that use unstructured or ambiguous stimuli
37. Studied memory using nonsense syllables
40. Variable that is manipulated
44. Drug that speeds up activity in the central nervous system
45. An involuntary response
47. Created the formula:  $S = k \log P$
49. Strategy which helps us hold information; group things together
51. \_\_\_\_\_ von Helmholtz
54. The co-author of "Studies of Hysteria" (1895)

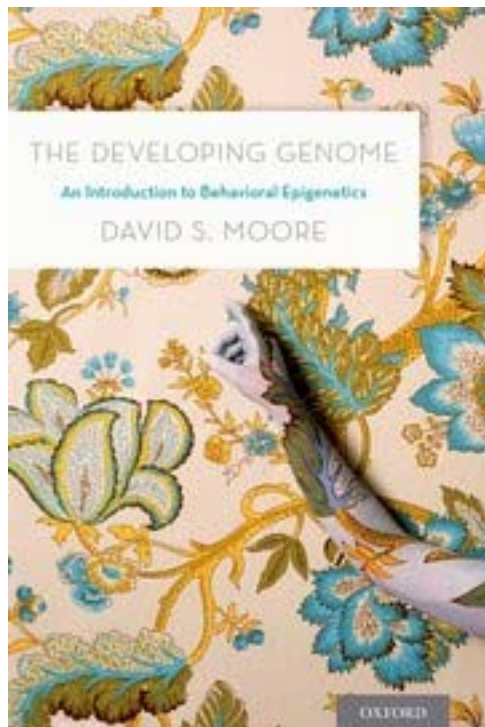
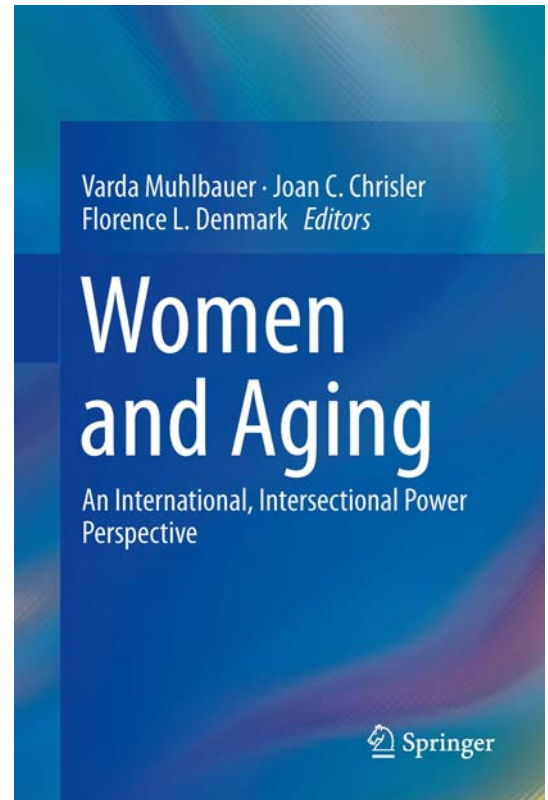
## New Book Releases from our Members

### Women and Aging

#### *An International, Intersectional Power Perspective*

Edited by Varda Muhlbauer, *Netanya Academic College*, Joan C. Chrisler, *Connecticut College*, & Florence L. Denmark, *Pace University*

This book is focused on women over 60, a group who have pushed against age and gender restrictions and challenged the traditional construction of gendered age identity and stereotypes. The authors of the chapters take a feminist/power perspective as they examine such topics as body image, economics and purchasing power, multiple roles, leadership and encore careers, sexuality and romance, older lesbians, and clinical interventions to empower older women. The book includes a foreword by Jamila Bookwala.



David S. Moore, Ph.D. , Professor of Psychology  
*Pitzer College and Claremont Graduate University*  
Claremont, CA 91711

I am pleased to announce the release of my new book, *The Developing Genome: An Introduction to Behavioral Epigenetics* (Oxford University Press, 2015). Behavioral epigenetics is important because it explains how our experiences get under our skin and influence the functioning of our genes. Because research in behavioral epigenetics has demonstrated that experiences influence genetic activity, this work has the potential to change how we think about nature, nurture, and human development. My goal in writing this book was to offer an introduction to this emerging field, which would be useful to any interested party, from undergraduates to established research scientists. As such, the book is structured to allow readers without a strong background in biology to understand the momentous implications of behavioral epigenetics; at the same time, specific chapters offer readers with more training in biology access to the latest molecular details associated with this ascendant discipline. In addition to critical background information, the book has dedicated chapters on topics such as stress, memory and learning, the effects of abusive parenting, nutrition, and transgenerational inheritance. Please feel free to contact me if you have any questions!



## Member Profiles

**David S. Moore** is a Professor of Psychology at Pitzer College and Claremont Graduate University in Southern California. He received his B.A. in psychology from Tufts University and his M.A. and Ph.D. in developmental and biological psychology from Harvard University; he also completed a postdoctoral fellowship at the City University of New York. He is a developmental cognitive neuroscientist with expertise in perceptual and cognitive development in infancy. His empirical research has produced publications on infants' reactions to infant-directed speech, on the development of spatial cognition, and on infants' rudimentary perception of numerical quantities. His theoretical writings have explored the contributions of genetic, environmental, and epigenetic factors to human development. His first book, *The Dependent Gene* (2001), was widely adopted for use in undergraduate education, was translated into Japanese, and was nominated for the Cognitive Development Society's Best Authored Volume award. His new book on behavioral epigenetics, *The Developing Genome*, was published by Oxford University Press in 2015. For more information on his new book, see the announcement in this newsletter!



**Dr. Hanley** is a Licensed Clinical Psychologist in Michigan who works with adults, adolescents, children, and couples. He specializes in outpatient psychotherapy with individuals struggling with depression, anxiety, relationship issues, addictions, trauma, and more. In addition to his psychotherapy work, Dr. Hanley is an Adjunct Instructor at the University of Detroit Mercy. He has taught undergraduate and graduate courses in Adult Development and Aging, Death and Dying, and Personality Disorders. He has published in the areas of self-actualization, psychoanalytic theory, and psychotherapy. Dr. Hanley has a warm demeanor and a particular knack for helping people figure out what has gotten in the way of living happier, less conflicted, and more fulfilled lives. His training includes a Ph.D. in clinical psychology from the University of Detroit Mercy, a B.A. in psychology from the University of Michigan, and extensive post doctorate training in psychoanalytic theory and practice. He takes an eclectic and client-centered approach to his work.

## Feature Articles/Books from our Members

Eddy, B., & Kreger, R. (2014). Splitting: Protecting yourself while divorcing someone with borderline or narcissistic personality disorder. Retrieved from <http://www.stevenjhanleyphd.com/blog/book-review-splitting-protecting-yourself-while-divorcing-someone-with-borderline-or-narcissistic-personality-disorder/>

Klinger, E. (2013). [Goal commitments and the content of thoughts and dreams: Basic principles](https://edutrotea.edublogs.org/files/2015/04/Klinger2013-18f5oye.pdf). *Frontiers in Psychology*, 4(415), 1-17. Retrieved from <https://edutrotea.edublogs.org/files/2015/04/Klinger2013-18f5oye.pdf>

## General Psychology Trivia Quiz: Part 2 Answers

Welcome to our Members who have signed up for  
our Online Newsletter!

1. B(urrhus) F(rederic) Skinner.
2. Margaret Floy Washburn, 1894, from Cornell University.
3. Columbia University. (Harvard is second.)
4. His book "The Principles of Psychology" published in 1890.
5. Edward Thorndike wrote this to James McKeen Cattell after reviewing G. Stanley Hall's Adolescence (1904).
6. Lucy May Day Boring, the wife of psychology historian E. G. Boring and a psychologist in her own right, was a few weeks shy of her 110th birthday at the time of her death.
7. Stanford University.
8. Anna Berliner who received her doctorate in 1914, near the end of Wundt's career.
9. Edward B. Titchener's brain is on display outside the Psychology Office in Uris Hall, Cornell University.
10. Harry Harlow.

Bonus Question:

11. The French Chef, Julia Child. In fact, many of her later TV shows were broadcast from the house. .

Readers are encouraged to submit their favorite psychology trivia to John Hogan at [hoganjohn@aol.com](mailto:hoganjohn@aol.com). If their trivia is used, they will be acknowledged in a future "answer" section.

1. Dr. Mindy Erchull
2. Dr. Lori Ellingford
3. Richard Meegan
4. Dr. David Leary
5. Mr. Robert Dumond
6. Mark Sciuotto
7. Katarzyba Kościcka
8. Dr. Richard Velayo
9. Barry Klein
10. Dr. Jeffery Mio
11. Dr. Raymond Fancher
12. Mrs. Rhonda Dreggors-Newport
13. Dr. Lyle Bourne
14. Mr. Ray Browne
15. Dr. Steven Hanley
16. Dr. Lisa Osbeck
17. Dr. Thomas Faschingbauer
18. Professor David Moore
19. Alan Feldman
20. Dr. Alan Skidgell
21. Dr. Andrew Bland
22. Eric Klinger
23. Dr. Joelle Mast

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### Photo Credits

1. Milgram's experiment [Photo]. Retrieved from The Skimmer at Time Magazine website: Milgram photo: <http://content.time.com/time/health/article/0,8599,1867735,00.html>
2. Adler [Photo]. Retrieved from <http://www.oigarden.com/adlerimages/home.jpg>

# Division One Crossword Puzzle - Answers

Author: Stephanie Schwartz, *St. John's University*

A crossword puzzle grid with 59 numbered starting points. The words are filled in as follows:

- 1. A
- 2. SHAPING
- 3. Y
- 4. V
- 5. AMYGDALA
- 6. H
- 7. NEURONS
- 8. S
- 9. V
- 10. P
- 11. CONFORMITY
- 12. I
- 13. SYSTEMATIC
- 14. E
- 15. C
- 16. R
- 17. M
- 18. G
- 19. A
- 20. M
- 21. O
- 22. E
- 23. CORRELATION
- 24. S
- 25. ETHOLOGISTS
- 26. HALL
- 27. I
- 28. N
- 29. JAMES
- 30. PSYCHOANALYSIS
- 31. W
- 32. U
- 33. RELIABILITY
- 34. R
- 35. P
- 36. HYPOTHESIS
- 37. E
- 38. EMOTIONAL
- 39. T
- 40. I
- 41. A
- 42. EMPIRICISM
- 43. BEHAVIORISM
- 44. S
- 45. R
- 46. REINFORCEMENT
- 47. F
- 48. X
- 49. FLOODING
- 50. WASHBURN
- 51. E
- 52. RECOGNITION
- 53. C
- 54. HEURISTICS
- 55. SEMANTICS
- 56. PERSONALITY
- 57. CALKINS
- 58. WUNDT
- 59. BIGFIVE

American Psychology Association (APA)  
Society for General Psychology

Quote from Morton Ann  
Gernsbacher, PhD:

“These studies show that the brains of blind people are amazingly flexible organs. They take that prime brain real estate known as the occipital lobe, and they use it for other functions, like higher-order reasoning, judgment and decision-making, and spoken language comprehension. From my vantage point, that discovery provides a stellar model for how we as neuroscientists can more fruitfully go about studying brain differences.”

Thank you to those who signed up with our online subscription! Currently, the most popular theme is *The Myth of the Golden Years* for Fall 2014. Eating Disorders, Racism/Prejudice and Parenting/Fatherhood/Single Families tied for second, third and fourth respectively. If you have not signed up with our newsletter, please do so now:

<https://division1apa.wufoo.com/forms/m1isbaac017bqe7/>

Our theme will coincide with the celebration of our 70th anniversary. Details will be sent out in July. Submission deadline for Fall Newsletter: **Friday September 4th**. Please do not hesitate to contact me if you have any questions/concerns (ali.trot@gmail.com).

See you in Toronto for the 70th Anniversary of Division 1!

American Psychology  
Association (APA)  
Society for General Psychology

Email: ali.trot@gmail.com



It may be that we are puppets—  
puppets controlled by the strings  
of society. But at least we are  
puppets with perception, with  
awareness. And perhaps our  
awareness is the first step to  
our liberation.

—Stanley Milgram