



THE GENERAL PSYCHOLOGIST

LORI JORDAN FOUNTAIN CO-EDITOR
STACEY R. STANLEY CO-EDITOR
FALL/WINTER 2021
VOLUME 56 ISSUE 1

Society for
General Psychology

APA DIVISION 1

FALL/WINTER 2021



PRESIDENT'S COLUMN

Taking the **DIVE: Promoting **Diversity**, **Inclusion**, **Visibility**, and **Engagement** By Jocelyn Turner-Musa, Ph.D.**

Greetings fellow members of The Society for General Psychology. It is my privilege and honor to serve as your President. As I begin my presidential year, the APA is making "Psychology's Diversity Problem" more salient. In April 2021, the APA's Equity, Diversity, and Inclusion (EDI) Office released its EDI Framework, which provides a guide for APA to broaden its representation of diverse groups and perspectives to fulfill its mission of advancing the

IN THIS ISSUE

President's Column	1
In Memoriam	6
Editors Note	8
Member Spotlight	9
Student Member Submissions	11
Division 1 Engagement Opportunities	15
Call for Awards	18
Member Submissions	23
Notes From Members	36
Review of General Psychology	40

President's Column Cont...

creation, communication, and application of psychological knowledge to “benefit society and improve lives”.

The framework has a tripartite approach focusing on APA as an organization, the field of psychology, and society in general. As a foundational division, we are distinctively poised to assist with this effort.

There is no doubt that progress and achievement in science relies on curiosity, persistence, and willingness to listen to differing viewpoints. Indeed, some of the most important discoveries throughout history have come from individuals and/or groups with different opinions from the majority. Yet the diversity we strive for in research, theory, teaching, and practice often fails to reach the levels in which it could. As a discipline, psychology is diverse and as lamented by Dewsbury (2009, p. 288), “a wonderfully complex discipline”. Division 1 is positioned to “bridge the gap” between diverse specialties within psychology, other scientific disciplines, and the humanities. The mission statement reflects this sentiment “The Society for General Psychology *promotes* the creation of coherence among psychology’s diverse evidence-based specialties, other scientific disciplines, and the humanities. It encourages analysis of the merits and challenges of *bridging* concepts, methods, and theories.” In the context of the EDI framework, I believe this includes *diversifying our membership* and *promoting the utilization of diverse perspectives in psychological science* to address current societal challenges.

Diversifying Membership

In her Fall 2018 Presidential Column in *The General Psychologist*, Alexandra Rutherford charged us to engage in an “ongoing process of critical self-reflection” with a goal of considering who we are as psychologists and how we can individually or collectively engender a more socially just world. We can start this process by examining who we are. Central to our division’s mission is diversity and inclusion.



Jocelyn Turner-Musa, Ph.D.

**President APA Division 1
Society for General Psychology**

“There is no doubt that progress and achievement in science relies on curiosity, persistence, and willingness to listen to differing viewpoints. Indeed, some of the most important discoveries throughout history have come from individuals and/or groups with different opinions from the majority.”



Society for
General Psychology
APA DIVISION 1

President's Column Cont...

Data in the most recent APA membership profile show that 60% of APA members are White, 1.7% Hispanic, 2.5% Asian, and 2% Black (CWS, 2017). While more recent data are not available, it is unlikely these percentages have significantly changed. In fact, data from the APA Center for Workforce Studies show that in 2019, 83% of the psychology workforce was White, 7% Hispanic, 4% Asian, and 3% Black. Within Division 1, current membership profiles do not include race/ethnicity or gender data, but it can be inferred that our demographic composition mirrors that of the APA.

My goal is to work with our membership chair, Miraj Desai, to examine our demographics and to recruit and retain psychology faculty and students from Minority Serving Institutions such as Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs), Asian American, Native American, Pacific Islander Serving Institutions (AANAPISI), and Tribal Colleges/Universities (TCUs). These institutions are untapped resources with faculty and students who can potentially aid in diversifying the division by bringing non-mainstream paradigmatic worldviews and frameworks as well as different perspectives of psychological science and its applications. With the assistance of the Executive Committee, I plan to offer more opportunities for members to engage with the division to promote a greater sense of belonging and community. These opportunities include contributing to the newsletter by sharing your research, pedagogy, and advocacy work; volunteering to assist with divisional initiatives and activities; heightening our visibility through collaborations with other APA divisions; and providing mentorship and greater networking opportunities for students and early career professionals. I also plan to

increase our visibility through social media and website improvements. I encourage you to interact with our social media (Twitter - @APADivision1) or post relevant professional announcements that may be of interest to fellow members on the division listserv, div1announce@lists.apa.org, as a starting point.

"...Data from the APA Center for Workforce Studies show that in 2019, 83% of the psychology workforce was White, 7% Hispanic, 4% Asian, and 3% Black. Within Division 1, current membership profiles do not include race/ethnicity or gender data, but it can be inferred that our demographic composition mirrors that of the APA."

Promoting the Application of Diverse Perspectives in Psychological Science

The current social, political, educational, health, environmental, and economic climate concretize the need to integrate multiple perspectives to address complex societal problems. Police brutality, immigration challenges, the COVID-19 pandemic, climate change, and the opioid crisis are among societal problems highlighting disparities among Black, Indigenous, People of Color (BIPOC). Compared to Whites, BIPOC communities are more likely to be disproportionately affected by physical and mental health conditions as a function of these problems.

President's Column Cont...

Contributing to these racial/ethnic differences are perceptions and beliefs of individuals regarding the accuracy and trustworthiness of research, researchers, and practitioners most of whom are not members of affected populations. In my own longitudinal research with African Americans diagnosed with chronic physical illness, participant engagement was improved when members of the recruitment and research team were from the same racial/ethnic group or utilized culturally relevant approaches when engaging with African American patients and their families. Our team was comprised of an ethnically and disciplinary diverse group of researchers, academicians, and practitioners allowing us to draw from our respective cultural worldviews and disciplines to address chronic illness process through an interdisciplinary lens. Interdisciplinarity in this vein involves different disciplines looking at a shared problem from their unique perspectives such that each discipline informs various aspects of the problem under investigation.

Under the stewardship of program chairs Alicia Trotman and Barbara Thelamour, our 2022

conference theme is ***Bridging the Gap: Integrating Diverse Perspectives of Psychological Science***. The program will draw from different disciplinary and epistemic approaches and the application of these approaches to address current social problems.

In essence, within the structure of the APA's EDI framework, I would like for the division to become more diverse, inclusive, visible, and engaging (DIVE). I invite you to take the DIVE to help achieve this goal. I look forward to working with you.

References

American Psychological Association (2021). *Equity, Diversity, and Inclusion Framework*.

Dewsbury, D. A. (2009). Is Psychology losing its foundation. *Review of General Psychology*, 13(4), 281-289.

Rutherford, A. (2018, October). Advancing Psychology: What Kind? For Whom? To What Ends? *The General Psychologist*, 53 (1).

American Psychological Association (2017). *2017 APA Member Profiles*.

[American Psychological Association. \(2020\). *Demographics of U.S. Psychology Workforce* \[Interactive data tool\].](#)



President's Column Cont...

Finding Inroads: Getting Involved with Division 1

Dr. Clare Mehta

Division 1 President Elect

I first joined APA – very proudly – as an undergraduate in 2002 about 6 months or so before my college graduation. I did not plan on pursuing a career in psychology at the time. A very rewarding part time job planning parties for the Newbury Street League in Boston made me certain that I wanted a career in event planning. In spite of this I kept up my APA membership and was pleased to have done so when I surprised myself by starting a PhD program in lifespan developmental psychology at West Virginia University in 2004. APA was the first conference I submitted a poster abstract to during the first year of my graduate program, and after enjoying my experience at the conference I wanted to become more involved in the organization. I started looking around for entrance points to APA but found it exceedingly difficult. I contacted some divisions about student rep positions, but either didn't hear back or was not chosen. I maintained my APA membership but felt increasingly disconnected from the organization. Every December when it was time to renew my membership I debated cancelling altogether. Then, as a tenure track assistant professor, a friend who I had met at a conference 4 years earlier invited me to join Division 35, The Society for Psychology of Women as the co-chair of a graduate student grant. Serving in this position opened up the organization and the whole field of psychology to me. I met people whose work I had read and admired for years, and finally felt the connection to APA that I had wanted since my graduate student days. The network that I was able to build as co-chair of a grant committee led me to the executive committee of Division 1 where I served as program chair for the 2016 convention. As program chair, I emailed our membership frequently to encourage participation in our conference programming. In



doing this I heard from a number of people who, just like me, were eager to connect with APA and Division 1. This experience made me think about taking on a larger leadership role in Division 1 so that I might be able to swing open the gates of APA to more people. I am now writing this column as president elect of Division 1 with this very intention. I hope that this column will reach those people who, like me, are looking for ways to be more connected to and involved with APA and our Division, and that you will feel encouraged to reach out to me. Our Division can only benefit from having more member involvement. If you are interested in getting involved with Division 1, please email me at mehtac@emmanuel.edu.



In Memoriam

A Tribute to Lewis P. Lipsitt, Ph.D. (1929-2021)

Dr. Lewis P. Lipsitt, a past President of the Society for General Psychology (Division 1 of the American Psychological Association) passed away peacefully on September 30, 2021. He was also past President of APA Division 7 (Developmental Psychology) and was elected to the APA Council of Representatives for four terms. He chaired APA's board of scientific affairs, and was the APA executive director for science.

Dr. Lew Lipsitt was born in New Bedford, MA on June 28, 1929. The family later moved to Marion, MA. He attended Tabor Academy, the University of Chicago (BA, '50) and the University of Massachusetts (MA, '52) before serving in the Air Force (1952-1954) and working as a clinical psychologist in San Antonio, TX. Subsequently, he attended the University of Iowa and earned a Ph.D. in Child Psychology in 1957. His dissertation research was on the effects of delayed reward on discrimination learning in children. Since then, he authored many articles on infant learning and perception, perinatal risk, crib death, adolescent suicide, and various conditions threatening young people's lives.

He began his teaching career at Brown University in 1957, where he worked until retirement in 1996. There, he established the Brown University's Child Study Center and also launched and edited various publications including *Advances in Child development and Behavior* and *Advances in Infancy*. As emeritus professor of Psychology, Medical Sciences, and Human Development, he continued his work as a researcher, consultant, author, editor and lecturer until 2016.



**Dr. Lewis P.
Lipsitt**

Lew Lipsitt's Curriculum Vitae reveals his amazingly high energy, the evolution and expansion of his interests, his ability to collaborate effectively with many others on research and on dissemination of scientific information, his enterprising spirit that propelled him to initiate publication venues and a new scientific organization, and the need that drove him to be of service to the scientific community and the public in general. The first 28 pages of his Curriculum Vitae (CV) detail his professional appointments, his advisory appointments, selected lectureship/conferences

In Memoriam Cont...

scientific and professional associations, committee memberships, elected offices/honors and awards, community service, university service, selected grants, editing and reviewing, consultancies, legal consultation, TV appearances, TV Consultations, media/articles/

posters. Pages 29 through 51 of his CV list his many scientific publications. The sheer quantity and the quality of Lipsitt's diverse contributions are inspiring.

Lew was recognized and rewarded for his achievements. For example, he was a Guggenheim Fellow, a Fellow of London's Tavistock Institute of Human Relations, a Cattell Fellow at Stanford University's Center for Advanced Study in the Behavioral Sciences and Fellow of the American Psychological Society (APS), for which he was a founding executive board member. He was a Past president of the Eastern Psychological Association during 1992-93, and on the executive committee of the New England Psychological Association, which honored him with the Distinguished Scientific Achievement Award. He received the Nicholas Hobbs Award for "science in the service of children" in 1990 from the American Psychological Association (APA) Division of Child, Youth, and Family Services, and won the 1994 American Association for the Advancement of Science (AAAS) Lifetime Achievement Mentor Award for his work with minority persons and women in the pursuit of scientific careers.

Lew Lipsitt sought and attracted the collaboration of many and mentored many others. I met him during 1983-1986 when he was a member of the *MacArthur Network for the transition from Infancy to Early Childhood*, led by Dr. Robert Emde, MD and I was a post-doc member on the same network. Later, I interacted with him in connection with my first peer reviewed Friedman et al. paper which was



Lewis P. Lipsitt, Ph.D.

published in the journal he launched and edited, *Infant Behavior and Development*.

More years have passed and Lew assumed the role of the third chairperson of the Steering Committee of the National Institute of Child Health and Human Development (NICHD) Study of Early Child Care and Youth Development, a long term longitudinal study on which I served as the NICHD Scientific Coordinator and as a co-investigator with many others. He then transitioned to serve on the Advisory Board for that study. I was thankful for the opportunity to benefit from his vast knowledge, wisdom and generosity.

Lew was a historian at heart and wanted his work and other materials of historical value which he saved to be available for interested others to review after he was gone. He arranged for his works to be archived at the Cummings Center for the History of Psychology. Therefore, the family suggests that donations in his memory be sent there.

I hope that the life and work of Lew Lipsitt will continue to inspire others. May his life and contributions to science and society be for a blessing.

Memorial Contributions by Sarah L. Friedman, Ph.D.

EDITORS NOTE

On the Theme of Student Engagement

Lori Jordan Fountain & Stacey R. Stanley, Ph.D.

Division 1 Newsletter Co-Editors

This Fall/Winter edition of The General Psychologist is intentionally student-centric. We chose the theme of *Student Engagement* as a reflection of the goals previously outlined by Jocelyn and Clare in the Presidential Column.

As your editors, we are aligned in their efforts to offer more opportunities for student members to engage with the division in order to promote both diversity and a greater sense of belonging within the community,

In the following sections you will see we are already working to deliver on Division 1's commitment to provide student volunteer

opportunities to assist with divisional initiatives and activities, offer mentorship and greater networking opportunities for students, and include student contributions to the newsletter by sharing their research, pedagogy, and advocacy work.

We hope you will enjoy reading about the lives, work, and future plans of the student members of Division 1 highlighted in this issue.

Respectfully,

Lori and Stacey



Executive Committee Student Member Spotlight

Division 1 Student Representative Stephanie Miodus

I am a fourth-year School Psychology Ph.D. Candidate at Temple University and Division 1's Student Representative. I received my B.A. in psychology from the University of Pennsylvania and M.A. in Forensic Psychology from John Jay College of Criminal Justice. I am actively involved in APA leadership, including serving on the APAGS Advocacy Coordinating Team, as Division 46 Student Committee Co-Chair, as Division 16 SASP Editor-Elect, as Division 48 Immigration Working Group Chair, and on the Division 37 DREAM SIG Executive Committee. Clinically, I am interested in working with children with autism and youth in juvenile detention. My main research interest is the school to prison pipeline and disparities in school discipline, particularly for children with disabilities.

I have been involved with Division 1 for a year and a half and been in my current position as Student Representative for the past year. In this role, I have formed a Student Committee which is currently working on various initiatives including an increased social media presence for the Division, a mentorship program, and social/networking events. I have also worked to increase access to resources for students in the Division, and encourage increased student involvement through opportunities such as contributing to the newsletter. I see part of the future of Division 1 as serving as a home for psychology students who are looking to explore psychological ideas. I believe Division 1 can continue forming a community passionate about interdisciplinary work in the field, and love being a part of supporting and encouraging the students in this Division to be engaged in this community.



Stephanie Miodus
Ph.D. Candidate, Temple University

"I see part of the future of Division 1 as serving as a home for psychology students who are looking to explore psychological ideas. I believe Division 1 can continue forming a community passionate about interdisciplinary work in the field, and love being a part of supporting and encouraging the students in this Division to be engaged in this community."

Student Member Spotlight

Division 1 Student Member

Swestha Jain



Swestha Jain

Undergraduate, University of Delhi

I am completing my last year as an honors undergraduate student in the Department of Applied Psychology at The University of Delhi. My research interests include LGBTQ+ psychology, social cognition, computational psychiatry, psychopathology, and substance abuse. I am particularly interested in mental health care for LGBTQ+ individuals and the importance of healthcare providers becoming compassionate towards the community.

During my time at The University of Delhi, I had the opportunity to work at Harvard's Langer Lab researching mindfulness in a variety of contexts. Currently, I am a lab member at Contextual Dynamics Lab where I work on perceptual dynamics research. I also serve as a research assistant at Columbia Psychiatry and the New York State Psychiatric Institute in conjunction with The Justice Community Opioid Innovation

Network through the NIH HEAL Initiative. In addition, as part of the Telemedicine in Emerging Markets book project, I wrote a chapter on "Adoption Strategies for Telemedicine," as well as contributed to the book series Early Psychological Research Contributions from Women of Color. Some of the most noteworthy of my experiences are listed above. In the coming years, I intend to pursue a Ph.D. in a related field.

"The division has provided me with wonderful chances through the dissemination of important information about employment in the field, as well as serving as an excellent networking platform. Being a member of the student committee and contributing to its excellent work in the field is a crucial component of my relationship with the division."

I have been a member of Division 1 since August of 2020. As a psychology enthusiast, I was enthralled by the division's outstanding work and wished to contribute in some way. The division has provided me with wonderful chances through the dissemination of important information about employment in the field, as well as serving as an excellent networking platform. Being a member of the student committee and contributing to its excellent work in the field is a crucial component of my relationship with the division.

Student Submissions

Temporal Self-Appraisals of Older Adults with Depression Submitted by:



INTRO

Temporal self-appraisal (TSA) examines how individuals view themselves over time (past, present, and future). Previous studies have found that most individuals with depression report viewing themselves as declining from the past to the present and as improving from the present to their projection of the future, thus forming a “V” shape trajectory of self-view. No study to date has examined the role of age in depression’s association with self-perception over time.

METHODS

Using the Depression Subscale of the Depression Anxiety and Stress Scales 21 (DASS-21), this study examined three groups of individuals with moderate to severe depression including young adults (18-25), adults (26-49), and older adults (50 and older) on a validated task of temporal self-appraisal: the TSA Me/Not Me Performance Task. From this task, a score of positive self-view was created for each participant’s appraisal of their past, present, and future. The scores for each mood group were averaged together at each of the three temporal points.

RESULTS

The TSA trajectory of young adults with depression depicted a deeper “V” shape than older adults, with greater perceived improvement in the future. **Older adults with depression depicted a more stable self-view with less expectation of improvement in the future.** A repeated measures MANOVA indicated a significant interaction between time period and age group overall for those with moderate to severe depression ($n = 369$), Pillai’s Trace = .03, $F(4, 732) = 3.17$, $p = .013$, $\eta^2 = .02$. A follow-up multivariate analysis found a significant interaction when comparing those with moderate to severe depression split by age group on their change in self-view from present to future:

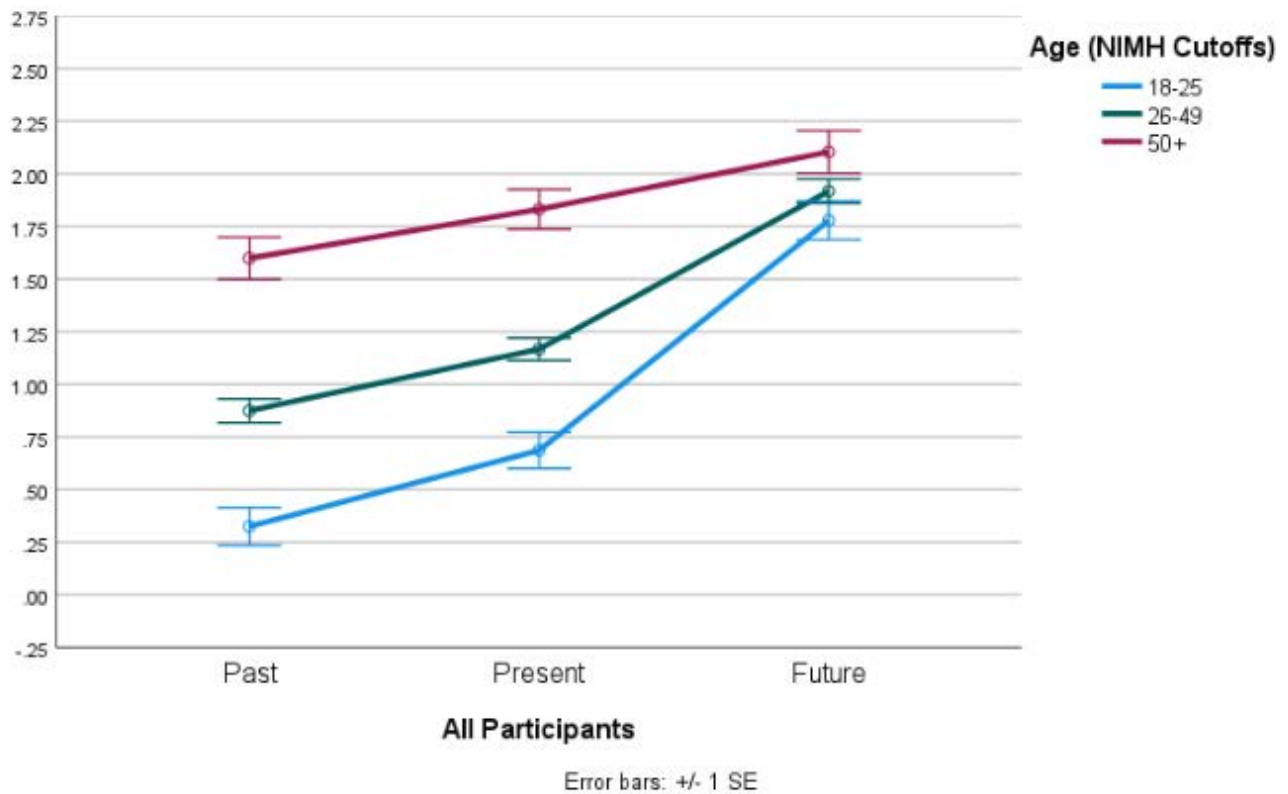
- Young adults with depression viewed themselves as improving more significantly over time from the present ($M = -.14$, $SD = 1.07$) to the future ($M = 1.22$, $SD = 1.47$)
- Older adults with depression displayed significantly less prediction of improvement from present to future (present: $M = .14$, $SD = .92$; future: $M = .67$, $SD = 1.68$, Pillai’s Trace = $F(1, 14) = 12.55$, $p = .001$, $\eta^2 = .08$).

Student Submissions Cont...

DISCUSSION

This study extended prior research by examining the TSA profile of depression for separate age groups and indicates that the TSA profile for depression may vary in expression in association with age. These data have implications for the treatment of older adults with depression and can help clinicians sensitively work with this age group to understand their unique profile of self-appraisal and how they relate to their sense of self.

“Older adults with depression depicted a more stable self-view with less expectation of improvement in the future.”



ABOUT THE WINNER: Chynna Levin is currently pursuing her master’s degree in clinical psychology at Teacher’s College, Columbia University.

Student Submissions Cont...

Lasting Psychological Trauma Incurred by Children Separated at the Border and the Impact of Reunification

Submitted by Doctoral Students:

Samantha Torres, M.A., Elizabeth Stuart, M.A., Brian Gutierrez, M.S., M.A. BCBA

The 44th Administration of the United States saw major shifts in immigration policy, resulting in stricter control of U.S. Borders and the license of more officers to detain and deport undocumented individuals (The White House, 2017). One of the most notable and criticized is the policy of involuntary separation of families and detainment of children at the U.S.-Mexico border (Dreby, 2015).

In the last remnants of 2021, the United States continues to address the ramifications of familial separation at the border from the previous presidential administration (Muñiz de la Peña, et al., 2019). The policy, which was officially adopted as law in the United States in April of 2018, has created lasting impacts on asylum-seekers. Although the policy was officially repealed only months later in June of 2018, thousands of families remain separated in detention centers at the border with the promise, but no certain guarantee, of reunification (Shear, et al., 2018). Although there remains some issues with the current migration policy, the issue of removing children to be placed in forced detention has at the very least been removed (Joffe-Block, 2021).

Although the elective decision to seek asylum in the United States includes the likelihood of separation for families journeying toward the U.S.-Mexico border, the potential, albeit, delayed promise of improved livelihood is likely a driving factor for individuals and families facing violence, poverty, and threats of harm. For individuals of culturally collectivistic cultures, the value of cohesion and prioritization of group over self is paramount (Shwartz, 1990).

The risk of separation includes perceivably temporary discomfort to self, though holds the possibility of everlasting liberty. The relocation of entire or portions of families is innately stressful, and is associated with serious psychological trauma.

"Although the policy was officially repealed only months later in June of 2018, thousands of families remain separated in detention centers at the border with the promise, but no certain guarantee of reunification."

The process of migration entails many unanticipated ramifications for families, including trauma and major stressors prior to, during, and following a declaration of asylum (Torres, et al., 2018). Research has demonstrated that above most other traumas incurred in the process, the policy of familial separation is a particularly significant contributor to poor mental health outcomes. In addition, separation from caregivers in early childhood can lead to the development of unhealthy attachment styles and mental health issues later in life (Goldsmith, et al., 2004). Furthermore, the literature has examined the traumatic impact on mothers (Miranda, et al., 2005) and fathers (Letiecq, et al., 2013) who are separated from their families at the border.

Student Submissions Cont...

It appears consistently evident that the policy of familial separation leads to trauma and poor mental health outcomes for every member of the family, which has lasting intergenerational impact.

Along with poor mental health outcomes, recent waves of migrants have been faced with the unprecedented impact of COVID-19 in the modern era. The impact of previously identified stressors in the migratory process have now been compounded by a global pandemic. Lack of adequate care for asylum-seekers has been consistently reported by media outlets and watchdog groups (Daley, 2019). In addition, poor treatment and dehumanization of border patrol, not limited to the detainment of asylum-seekers with lassos by horse-ridden officials, has been the subject of widespread outcry. Despite public expression of abhorrence, there has been little attention given to collective groups of professionals with the power and magnitude to advocate on behalf of asylum-seeking individuals and families.

The role of psychologists and other mental health and medical professions is paramount in remedying the consequences of familial separation. Torres and colleagues (2018) have reported on the vital importance of psychological professionals in the development of lasting reasonable and humane policies at the border. Although U.S. immigration policy states that a primary goal is family reunification, actions seem to suggest otherwise (The White House, 2017). Family reunification has been documented as the primary need for improved quality of life (Miller, et al., 2017). In addition, reunification will also provide closure and assuage the sense of “ambiguous loss” which prevents functional coping (Boss, 2010). A thorough review of existing literature reveals that for those families who have been separated already, reunification is necessary (Suarez-Orozco, et al., 2002).



“The impact of previously identified stressors in the migratory process have now been compounded by a global pandemic.”

Psychological professionals have a duty to address the severe psychological trauma which these families have incurred. Research has shown that this population requires special attention (Muñiz de la peña, et al., 2019).

Now, especially in the wake of the COVID-19 pandemic, it is very likely that these families have experienced severe physical health threats. Ongoing support and intervention at the assistance of governmental bodies to provide medical and psychological assistance can serve to ameliorate the lasting consequences of flawed immigration policy.

Student Submissions Cont...

References

- Boss, P. (2010). The trauma and complicated grief of ambiguous loss. *Pastoral psychology, 59*(2), 137-145.
- Daley, J. (2019, July 26). *Detained Migrant Children Need Continuous Medical Care*. Scientific American. <https://www.scientificamerican.com/article/detained-migrant-children-need-continuous-medical-care1/>
- Dreby, J. (2015). US immigration policy and family separation: The consequences for children's well-being. *Social Science & Medicine, 132*, 245-251.
- Goldsmith, D. F., Oppenheim, D., & Wanlass, J. (2004). Separation and reunification: Using attachment theory and research to inform decisions affecting the placements of children in foster care. *Juvenile and Family Court Journal, 55*(2), 1-13.
- Joffe-Block, J. (2021, February 26). *Claim of 'kids in cages' hypocrisy is missing context*. AP News. <https://apnews.com/article/fact-checking-afs:Content:9970724533>
- Letiecq, B. L., Grzywacz, J. G., Gray, K. M., & Eudave, Y. M. (2014). Depression among Mexican men on the migration frontier: The role of family separation and other structural and situational stressors. *Journal of Immigrant and Minority Health, 16*(6), 1193-1200.
- Miller, A., Hess, J. M., Bybee, D., & Goodkind, J. R. (2017). Understanding the mental health consequences of family separation for refugees: Implications for policy and practice. *American journal of orthopsychiatry, 88*(1), 26.
- Miranda, J., Siddique, J., Der-Martirosian, C., & Belin, T. R. (2005). Depression among Latina immigrant mothers separated from their children. *Psychiatric Services, 56*(6), 717-720.
- Muñiz de la Peña, C., Pineda, L., & Punsky, B. (2019). Working with parents and children separated at the border: Examining the impact of the zero tolerance policy and beyond. *Journal of child & adolescent trauma, 12*(2), 153-164.
- Shear, Michael D.; Goodnough, Abby; Haberman, Maggie (June 20, 2018). "Trump Retreats on Separating Families, but Thousands May Remain Apart". The New York Times. Archived from the original on June 20, 2018. Retrieved June 21, 2018.
- Schwartz, S. H. (1990). Individualism-collectivism: Critique and proposed refinements. *Journal of cross-cultural psychology, 21*(2), 139-157.
- Suárez-Orozco, C., Todorova, I. L., & Louie, J. (2002). Making up for lost time: The experience of separation and reunification among immigrant families. *Family process, 41*(4), 625-643.
- Torres, S.A., Santiago, C.D., Richards, M., & Kaufka Walts, K. (2018). Immigration Policy, Practices, and Procedures: The Impact on the Mental Health of Latino Youth and Families. *The American Psychologist*. Advance online publication.
- White House. (2017). Executive Order on Protecting the Homeland. Retrieved from <https://www.dhs.gov/executive-orders-protectinghomeland>

Student Submissions Cont...



Samantha Torres, M.A. Ph.D. Candidate, Elizabeth Stuart, M.A. Ph.D. Candidate, and Brian Gutierrez, M.S., M.A. BCBA, Ph.D. Candidate are all Ph.D. Candidates in their last year of graduate training and internship placements. Their submission "Lasting Psychological Trauma Incurred by Children Separated at the Border and the Impact of Reunification" is an opinion piece. The article holds the position that as psychologists we should actively advocate and address the current social issue of immigrant familial separation and the negative mental health consequences associated with it. Given that APA works to *advance the creation, communication and application of psychological knowledge to benefit society and improve people's lives*, we have included an opportunity for members of Division 1 to bring greater attention to this issue by becoming advocates to help ameliorate the psychological ramifications of familial separation. Considering the complex nature of this issue, addressing it will require professionals from diverse disciplinary backgrounds to come together and advocate. You can get started by utilizing the **APA's guide to being an advocate for immigrants**. Their advocacy tool kit will help you find representatives to contact, write letters or emails, make phone calls, and visit your congressperson.



APA's Advocacy on Immigration

APA advocates for federal policies focusing on minimizing the negative psychological impact that results from the separation of families.

Student Submissions Cont...



Decolonizing Feminism

A Poem By Erinn C. Cameron

A ship on the sea
without a natal port
no longer the captain
he built the walls
which ceased to exist
in the ebb and flow,
or doesn't he know?
A selkie cannot be tamed.

A colonized failure,
displaced on the map of our
fathers,
seeping, seething Jezebel
burning down walls
breaking free from the patriarchy.

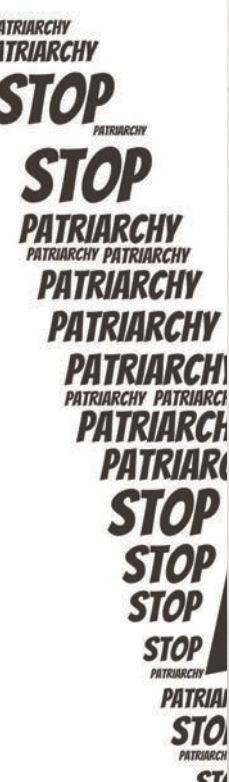
Blinding passion,
mesmerising,
vowing to never leave.
Awaiting and praying,
sifting through broken promises
on foreign shores.

Insatiable longing,
another earnest display.
Metamorphosis of the roots
that weave and bind and tie.
Crying out, "am I not the
earth?"

A narcissist's unrequited
longing
of luan synchronicity
Darwin's bailiwick
transmitted through the stones
of ancestral souls.

Sacrificial?
An impregnable cath.
Stalled domestication,
feigned shame
and diminutive failure.
The cailleach are in flames,
drowning.

But softer was suffocating,
piercing
rushing mortality
like the wide-eyed fawn.
An irresistible beauty
rising from within the terror.
And before the strike,
the selkie sings.



Student Submissions Cont...

Student Contributors



Samantha Torres, M.A

Samantha Torres is a Doctoral Candidate (PhD) at the California School of Professional Psychology at Alliant International University, Los Angeles. She holds master's degrees in Forensic and Clinical Psychology. Samantha has long committed herself to working with underserved populations, specifically those who have interacted with the criminal justice system. Her research interests include the intersection of psychology and law, particularly as it pertains to the impact of public perception on offender rehabilitation and the ethical treatment of incarcerated populations.



Elizabeth Stuart, M.A.

Elizabeth Stuart is a Ph.D. candidate in clinical psychology at the California School of Professional Psychology at Alliant International University, Los Angeles. She is currently completing her internship at The Guidance Center in Leavenworth, Kansas, where she works with a diverse set of patients. Elizabeth has a passion for working with children and adolescents, especially those with neurodevelopmental disabilities.



Brian Gutierrez, M.S., M.A. BCBA

Brian Gutierrez is a doctoral candidate (Ph.D.) in clinical psychology from the California School of Professional Psychology at Alliant International University and a Board-Certified Behavior Analyst (BCBA). Currently, he is working as a Pediatric Psychology Doctoral Intern at the Children's Hospital Los Angeles where he assists children and their families with their mental health and well-being.



Erinn C. Cameron

Erinn C. Cameron is a first-generation university student and a doctoral candidate in clinical psychology at Fielding Graduate University. She lives on an island in the Salish Sea, where she enjoys eco-living, sailing, making music, cooking, and gardening with her family. Having lived in several countries and participated in academic and humanitarian work across the globe, Ms. Cameron brings a wealth of international, cultural, and life experience to her work. Her ongoing research and clinical work focus on women's human rights, gender inequality, climate change, modern slavery, and women's health. She is the student chair-elect 2021 for the APA Division 52 board and a board member of the International Council of Psychologists. She plans to pursue an academic and clinical career focused on trauma and vulnerable populations, utilizing her research to influence global policy. Erinn's submission is a poem grounded in her Scottish heritage about decolonization and feminism from an embodied female perspective. It was originally written to be delivered at the International Council of Psychologists Human Rights Observation and Celebration.

Division 1 Engagement Opportunities

Cont...

Join the Division 1 Student Committee



Calling all students (undergraduate and graduate) interested in getting more involved in Division 1! The Division is forming a Student Committee to work on initiatives to support students in the Division. Potential initiatives include a mentorship program, social media engagement, dissemination of open resources, professional development opportunities/trainings, and student social activities. Joining the Committee will also provide you with the opportunity to connect with other student members and the Division.

If interested, please reach out to Division 1 Student
Representative
Stephanie Miodus at stephanie.miodus@temple.edu.

Division 1 Engagement Opportunities Cont...



APA Division 1 Call for Submissions APA 2022 - Minneapolis, MN

Bridging the Gap: Integrating Diverse Perspectives in Psychological Science

Division 1 advocates psychological science as the foundation of knowledge, action, and practice. Our mission promotes coherence among psychology's diverse specialties, other scientific disciplines, and the humanities. As a division, we are in a unique position to bridge the gap between psychology's diverse perspectives by utilizing interdisciplinary approaches to address current societal challenges. These perspectives include different disciplinary and epistemic approaches demonstrating how disparate techniques, modalities, and philosophies come together to address complex problems.

This year's conference theme gives special consideration to proposals from individuals or interdisciplinary teams focusing on the role of psychological science and allied disciplines in addressing social, educational, economic, and/or health disparities through research, teaching, theory, or practice.

Submission Portal Opens on November 1, 2021
Submission Deadline: Friday December 17, 2021

Program Chairs:

Alicia M. Trotman (Sul Ross State University)
Barbara Thelamour (Swarthmore College)

Email: div1convention@gmail.com

For more information, [please check our site!](#)

Photo by Luke Besley on Unsplash



Division 1 Engagement Opportunities Cont...

COMING SOON!

Holiday Social

CALLING ALL DIVISION 1 MEMBERS! WE ARE IN THE PROCESS OF DEVELOPING A HOLIDAY-THEMED EVENT & NEED YOUR INPUT! PLEASE ANSWER A SHORT SURVEY:
[HTTPS://FORMS.GLE/BTPFA5HCHGM9WB6Q8](https://forms.gle/BTPFA5HCHGM9WB6Q8)



Division 1 Engagement Opportunities Cont...



Society for
General Psychology

APA DIVISION 1

2022 Call for Awards

William James Book Award

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

Ernest R. Hilgard Lifetime Achievement Award

Recognizes an individual who has made significant and long standing contributions to the division's ideals and mission.

George A. Miller Outstanding Article Award

Acknowledges an outstanding article on general psychology, published within the past three years.

Arthur W. Staats Lecture for Unifying Psychology

Deliver an address on a body of work which has held great significance for many fields of psychology, or has the potential to be extrapolated to have unifying power within the discipline of psychology as a whole.

Citizen Psychologist Award

Recognizes a servant leader who engages in community based activities to benefit the lives of others.

Submit before February 15th, 2021



Executive Committee Member Submissions

COR Report: APA Division 1 Council of Representatives Report

I attended the Council of Representatives (CoR) meeting in October 2021. A summary of the business handled at that meeting is below.

Given the constraints of the pandemic, this was a hybrid meeting. Some Council reps attended in person while others attended virtually. I was one of the virtual attendees.

I applaud APA for trying to make this work, but many virtual attendees, myself included, felt we were not able to participate as fully as those attending in person. CoR, and other APA groups, will continue to have hybrid meetings for at least the next year, so we'll have to see how this process evolves.

Council of Representatives Meeting: October 2021
(held as a hybrid meeting)

- As is typical, we received updates about what has been going on with APA. These were largely focused on what APA did during the pandemic, both internally and externally.
- We also received updates about the continuing work to update the ethics code
- We passed both an apology for the role of APA in promoting, perpetuating, and failing to challenge racism, discrimination, and human hierarchy in the US as well as a resolution on the role of psychology and the APA in dismantling systemic racism in the US.
- We passed a resolution on advancing health equity in psychology.
- We passed a motion support of the CDCs recent addition of mental health conditions to the list of conditions impacting COVID-19 risk.
- We received the final report of the Council Diversity Work Group (CDWG) which is disbanding and adopted a proposal for an organization ombuds program that came out of the CDWG report recommendations.

If you would like further details about any of the items mentioned above, feel free to reach out to me. I am happy to talk with you.

- As noted in my previous CoR summary about the February 2021 meeting, many members of Council worked together between the meetings to develop proposals for how to make CoR more effective. Some of the proposals to come from this process aren't yet ready to be voted on or put into practice, and work continues on those. As part of this, we voted to create a task force to oversee recommendations from the work groups and continue work on them.
- We passed a change to the association rules regarding the use of pro/con and explanatory statements for bylaw change votes. We passed another one adapting language related to finance committee roles, etc. to reflect what is actually being done.
- There was substantial debate around a motion to create a lifetime term limit for CoR reps. Currently, people can serve two consecutive terms as CoR reps (for the same or different groups) and then must be off CoR for at least 1 year. The motion was to add a lifetime term limit of 4 terms (12 years) in addition to the current policy. There was concern about this not being needed as only a small number of people serve more than 4 terms, concerns about a loss of institutional memory if people can't cycle back on to CoR, and concerns about this being an ageist policy. For those in favor of the motion, there was concern about people who continue to serve having greater power than other CoR reps, concern about a lack of diversity in CoR reps, and concerns about lack of development of leadership pipelines. In the end, the term limit motion passed with just over 60% of CoR voting in favor of the motion.

Respectfully Submitted by:

**Mindy J. Erchull (merchull@umw.edu),
Member, Council of Representatives, Division 1**



Executive Committee Member Submissions

Addressing Systemic Racism: The Interdisciplinary Mind of Frantz Fanon Submitted By Miraj U. Desai, PhD, Yale University

Though the American Psychological Association has only this year issued apologies and allied resolutions concerning psychology's contributions to systemic racism, intellectuals and activists of color have long drawn attention to these problems. Notable among these are Frantz Fanon, a psychiatrist-philosopher-activist from Martinique who has had a foundational impact on the history of ideas pertaining to racism and anti-racism but remains a marginal figure in his own fields of psychiatry and psychology. An upcoming book, *Fanon, Phenomenology, and Psychology* (edited by Leswin Laubscher, Derek Hook, and this author), attempts to correct this disciplinary exclusion and to highlight Fanon's pioneering and enduring contributions to the psychology and philosophy of race, racism, and colonialism. Fanon is shown to be an expansive and still timely thinker, addressing such matters as anti-Blackness; structural racism; decolonial approaches to psychology; the embodiment and temporality of race; social psychiatry; and indigenous psychology. Fanon presaged so many of the issues that the field is still grappling with today. In addition, Fanon was a true generalist and interdisciplinary scholar, and would have much to offer psychologists and others who hold such inclinations as well. Overall, his work will continue to be an indispensable resource for present and future times of transformational change and struggles for racial justice.

Reference

Laubscher, L., Hook, D., & Desai, M.U. (2022). *Fanon, phenomenology, and psychology*. New York: Routledge.



Dr. Miraj U. Desai
Division 1 Membership Chair

Miraj U. Desai, PhD is an Assistant Professor at the Program for Recovery and Community Health of the Yale University School of Medicine, Department of Psychiatry. Dr. Desai's book, *Travel and Movement in Clinical Psychology: The World Outside the Clinic* (Palgrave) addresses the relationship between mental health and various forms of structural oppression, including racism. His overall work has been funded by a range of sources, including the National Institute of Mental Health, National Institute on Minority Health and Health Disparities, the Robert Wood Johnson Foundation, and the Yale Center for Clinical Investigation.

Executive Committee Member Submissions

New virtual exhibit:

“Inspiring Histories, Inspiring Lives: Women of Color in Psychology”

Submitted by Deborah Johnson, Division 1 Historian

We're excited to let you know that the virtual exhibit “Inspiring Histories, Inspiring Lives: Women of Color in Psychology.” has just become available on the [Smithsonian Learning Lab Website](#). This is a valuable resource for teachers, students, and all of us who wish to learn more about the contributions and impact of women of color on the field of psychology. Division 1 was a contributing supporter in the development of this exhibit, so we are thrilled that this valuable resource has now become available to a larger audience.

The original exhibit, presented in March 2016, at the Smithsonian’s “Museum Day Live!” event was developed by Shari Miles-Cohen at the APA Women's Portfolio, Cathy Faye at the Cummings Center for the History of Psychology, and Alexandra Rutherford with the Psychology's Feminist Voices Oral History and Digital Archives project along with their dedicated staff and volunteers. Other event collaborators included the White House Council on Women and Girls, the Smithsonian Affiliations program and several donor psychology organizations, including our own Society for General Psychology (APA Div.1).

Groups of young women from the DC area, including local high school students, a Latin American youth group and a Girl Scout troop, attended the Smithsonian event. Guided tours of the exhibit, as well as an “I Am Psyched!” laboratory and neuropsychology demonstration, were led by members of the project’s Girls Advisory Group, shown in the adjacent photo. In addition, two panels of eminent women of color psychologists described their lives and careers in psychology and answered questions from young women in the audience.



Dr. Deborah Johnson
Division 1 Historian

Our current president, Jocelyn Turner-Musa, represented Division 1 at the 2016 Smithsonian event. As she reported in our newsletter, “**The pop-up exhibit was developed to empower girls of color to explore the social and behavioral sciences and to use psychology to engage in positive social change.**” Jocelyn also noted that the event “was inspirational and motivational. [All the young women attending] . . . learned about the rich contributions that women of color have made to psychology.”

Subsequently, the exhibit toured several venues throughout the United States, including Morgan State University, our Div. 1 president’s university.

Member Submissions Cont...



Some of you might have been fortunate enough to have attended one of these showings or to have seen a portion of the exhibit on display during a recent live APA convention. At many of these locations the pop-up exhibit was accompanied by discussions with eminent women of color psychologists and their reflections upon their lives and careers in psychology.

If you missed all of these pop-up exhibits, you now have the opportunity to view the [virtual exhibit online](#). Access to exhibit is free (though you may need to register with Smithsonian Learning Lab). As well as describing inspiring lives of many women of color in psychology and their transformative impact, the exhibit presents discussion of critical social psychological concepts, innovative research methods, questions for reflection and several short videos. In fact, even if you were able to attend a pop-up event, please take this opportunity to refresh your memory and reflect further on the work of these remarkable women. We encourage all of you to view this virtual exhibit and think about ways you could utilize its messages in your teaching, practice, and social justice outreach.



About the contributor: Deborah Johnson, who recently succeeded John Hogan in the role of Div. 1 Historian, is no stranger to the Society for General Psychology. Serving as division treasurer from 2014-2017, she joined the Presidential Trio in 2016 and served as Division 1 President from 2017-2018.

Division 1 Member Submissions

What Can Animal Research Tell Us About Complex Human Behavior?

Submitted by: **Thomas R. Zentall**

University of Kentucky

Animal research has a rich history in the psychology of learning. Major contributions to our understanding of learning were made by Thorndike, Skinner, and Hull. However, the “cognitive revolution” resulted in a separation between mainstream research involving the learning of humans and other animals. Although Skinnerian approaches to learning are still used in many settings - behavior analysis is widely practiced in institutional, educational and correctional establishments - cognitive psychologists have tended to focus on the more complex processes that humans are capable of demonstrating.

Nonetheless, the field of comparative cognition has developed in parallel with research on human cognition. Borrowing and honing procedures from developmental psychologists, animal researchers have discovered that many species are capable of much more than traditional behaviorists gave them credit for. The attraction to developmental psychologists came about largely because developmentalists were interested in early learning by children, before they had fully developed human language. Since developmental psychologists could not count on their subjects to understand instructions, or produce appropriate verbal responses, they had to rely on integrating instructions into the task.

Unlike cognitive psychologists who could give human adults explicit task instructions (e.g., recall as many items as you can from the first list you learned), the challenge for both developmental and comparative psychologists was to incorporate the task instructions into the task itself. When their subjects performed poorly, these researchers could not be sure if

the failure represented the absence of the ability in question or the failure of instructions. Developmental psychologists have developed a number of ingenious procedures that have proven to provide insights into children’s early understanding of their environment. For example, when young nonverbal children are shown an impossible or unexpected event, they tend to look at it longer (a procedure known as a violation of expectation, e.g., Baillargeon, 1987). And as it turns out, dogs do as well (Pattison et al., 2010).

Macphail (1989) proposed a radical theory that much of the assessed differences among vertebrate animals could be attributed to (1) differences in their sensory abilities, (2) the way that their responses were measured, or (3) their motivation to engage in the presented task. Whether this proposition is correct or not, it correctly identifies three important components of any task that must be arranged to maximize the chances that the animal will be able perform the task presented. Our anthropocentric perspective often gets in the way accurately assessing the abilities of many species. A classic example comes from Harlow’s (1949) research on learning set. When monkeys are given a set of simultaneous object discriminations, one at a time, they improve their learning as the number of discriminations increase. Rats, however, show only minimal improvement over a similar set of object discriminations. Rats being essentially nocturnal animals, however, do not have the visual acuity of primates. When a similar experiment was conducted using odors as the discriminative stimuli, Slotnick and Katz (1974) found improvement over discriminations that rivaled that of the monkeys. Thus, they too showed clear evidence of learning to learn.

Division 1 Member Submissions Cont...

The sameness concept

Do pigeons recognize the sameness relation between two stimuli? Skinner (1950) famously proposed that they do not. We have recently found, however, that when pigeons learn matching-to-sample and mismatching-from-sample, they base their choice on the matching comparison stimulus; in the case of matching, they learn to choose it. In the case of mismatching, however, they learn to avoid it (Zentall et al., 2018).

Acquired equivalence

The phenomenon of “acquired equivalence” is a form of symbolic association in which, for example, when an object and a word mean the same thing, whatever one learns about one may transfer to the other. For example, a young child may learn from experience that dogs are friendly, playful animals, yet one hopes that telling the child that some dogs may bite is likely to change the child’s behavior to novel dogs. Under laboratory conditions, we have found that similar equivalence relations can be shown to occur with arbitrary stimuli in pigeons (Urcuioli et al., 1989). As equivalence relations form the basis of human language acquisition, this research with pigeons suggests that the building blocks of language are present in other animals as well.

Cognitive biases

Cognitive biases, such as cognitive dissonance, are often attributed to processes thought to be uniquely human. If these biases can be found in other animals, it would suggest that they may not depend on complex human social experiences. Furthermore, if they can be found in other animals it suggests that a different approach may be useful in reducing or eliminating their effect on human decision making processes.

Justification of effort. There is a form of cognitive dissonance found in human subjects, in

which they show a preference for outcomes that require more effort to obtain over those that require less effort (justification of effort; Aronson & Mills, 1959). Does this preference result from the rationalization of the dissonance between one’s belief in the law of least effort and the behavioral effort expended? We have found that, under a variety of conditions, pigeons show a very similar effect (e.g., Clement et al., 2000). Thus, justification of effort may result from a simpler mechanism, positive contrast.

Sunk cost. A sunk cost is an expenditure of resources that has already occurred. When one allows a sunk cost to determine the future investment of resources, it is referred to as the sunk cost fallacy. For example, humans often continue to invest in a failing business because to give up would be to lose the investment already made. But that investment has already been lost, and further investment will likely lead to further losses. This phenomenon would appear to be based on a human cultural value, avoid wasting resources, yet it can be shown that pigeons show a similar effect (Pattison et al., 2012). After learning that reinforcement requires 30 pecks to a green light but only 10 pecks to a red light, after making several pecks to the green light, pigeons are given the option of completing pecks to the green light or switching to the red light. Although the optimal decision would be switch to the red light, unless 20 or more pecks had already been made to the green light, pigeons generally stay with the green light, which requires more pecks and increased delay of reinforcement. Thus, pigeons, like humans, give added value to task completion.

Unskilled gambling. When humans are engaged in unskilled gambling (e.g., slot machines, lotteries, roulette) their choice is almost always suboptimal (their investment is almost always greater than the return). People who engage in that form of gambling claim that they do so because it is entertaining. Would other animals

Division 1 Member Submissions Cont...

show a similar phenomenon?

Optimal foraging theory suggests that animals have evolved to forage for food in the most efficient way possible. Thus, if given a choice between an infrequent but high valued reward and a more optimal, more frequent but lower valued reward, an animal should opt for the more optimal outcome. We have found, however, that they behave like problem gamblers. They are attracted to the suboptimal low frequency high valued “jackpot” (Zentall & Stagner, 2011).

Later research suggested that for the pigeons when they choose the low frequency high valued alternative and lose, it does not register as a loss (Laude et al, 2014). It is as if they expect to lose, so losing does not have negative value. Furthermore, the value of the win appears to be greater than the reward itself (Case & Zentall, 2018). The excitement of the win may be what unskilled gamblers mean by the *entertainment value* of gambling.

We have also examined some of the demographics of problem gamblers. For example, problem gamblers are often those who can least afford to lose money. What about pigeons? In fact, less hungry pigeons tend to choose optimally; they are less hungry, but they get more food.

Another demographic is problem gamblers generally do not engage in other behavior that might give them comparable enjoyment. Gambling appears to be their sole source of pleasure.

Laboratory pigeons generally live in small, single cages with limited opportunity for enrichment. Would exposing pigeons to an enriched environment affect their suboptimal choice? As it turns out, giving pigeons a few hours a day in a large ‘flight cage’ with other

pigeons, significantly reduces their tendency to choose suboptimally. This finding may have implications for the treatment of human problem gambling. If it is the excitement of winning or even the thought of winning that motivates problem gamblers, it may be possible to provide problem gamblers with other exciting activities (e.g., sky diving, rock climbing, or even nature walks with the Sierra Club).



Conclusions

The research described offers but a few examples of the kind of research presently conducted with animals. Comparative cognitive research has advanced well beyond what we are typically exposed to in an undergraduate or graduate learning course. The breadth of comparative cognitive research lends credence to Macphail’s brash proposition that the cognitive behavior of animals is largely an untapped resource. More important, however, the similarity of biases found in humans and other animals suggests that the underlying source of those biases may have less to do with complex social behavior than with basic evolved mechanisms. If so, research with animals may suggest alternative therapies to deal with related human problems.

Division 1 Member Submissions Cont...

References

Aronson, E., & Mills, J. (1959). The effect of severity of initiation on liking for a group. *Journal of Abnormal and Social Psychology*, 59, 177-181.

Baillargeon, R. (1987). Object permanence in 3½- and 4½-month-old infants. *Developmental Psychology*, 23(5), 655-664.

Case, J. P., & Zentall, T. R. (2018). Suboptimal choice in pigeons: Does the predictive value of the conditioned reinforcer alone determine choice? *Behavioural Processes*, 157, 320-326.

Clement, T. S., Feltus, J., Kaiser, D. H., & Zentall, T. R. (2000). 'Work ethic' in pigeons: Reward value is directly related to the effort or time required to obtain the reward. *Psychonomic Bulletin & Review*, 7, 100-106.

Harlow, H. F. (1949). The formation of learning sets. *Psychological Review*, 56, 51-65.

Laude, J. R., Stagner, J. P., & Zentall, T. R. (2014). Suboptimal choice by pigeons may result from the diminishing effect of nonreinforcement. *Journal of Experimental Psychology: Animal Behavior Processes*, 40, 12-21.

Macphail, E. M. (1987). The comparative psychology of intelligence. *Behavioral and Brain Sciences*, 10, 645-695.

Pattison, K. F., Zentall, T. R., & Watanabe, S. (2012). Sunk cost: Pigeons (*Columba livia*) too show bias to complete a task rather than shift to another. *Journal of Comparative Psychology*, 126, 1-9.

Skinner, B. F. Are theories of learning necessary? *Psychological Review*, 1950,57, 193-216.

Slotnick, B. M., & Katz, H. M. (1974). Olfactory learning-set formation in rats. *Science*, 185, 796-798.

Urcuioli, P. J., Zentall, T. R., Jackson-Smith, P., & Steirn, J. N. (1989). Evidence for common coding in many-to-one matching: Retention, intertrial interference, and transfer. *Journal of Experimental Psychology: Animal Behavior Processes*, 15, 264-273.

Zentall, T. R., & Stagner, J. P. (2011). Maladaptive choice behavior by pigeons: An animal analog of gambling (sub-optimal human decision making behavior). *Proceedings of the Royal Society B: Biological Sciences*, 278, 1203-1208.

Zentall, T. R., Andrews, D. M., & Case, J. P. (2018). Sameness may be a natural concept that does not require learning. *Psychological Science*, 29, 1185-1189.



Division 1 Member Submissions Cont...

Self Care Advice in 2021 and Aerobic Exercise 1983 Style

Kenneth D. Stewart, PhD

Professor Emeritus, Frostburg State University

Earlier this year (2021) I took note of the growing calls within the APA for psychologists to pay more attention to self care. The primary impetus for heightened concern, of course, is the unrelenting stress that caregivers are experiencing as a result of the effects of the Covid epidemic along with our awareness of the potential negative impact that lack of self care can have on the quality of care we give to others. I am sharing herein my experiences with self care in an earlier era. What I learned (and taught) about the interactions and bidirectional impacts of physical and emotional well being in the 70s, 80s and 90s may well still apply to the lives and work of today's caregivers.

In the late 70s and early 80s I taught advanced undergraduate and graduate courses, held leadership positions in faculty governance, academic administration, and university wide task forces. Halfway through eleven years as Chair of the Psychology Department I decided to use my skills as a psychologist to train other professionals how to help people lower stress by adding regular aerobic exercise to their daily lives.

In 1973 my inability to climb a second flight of stairs while rushing to chair a Graduate Studies committee meeting prompted me to initiate a shift from no exercise to regular exercise. That shift began with a one lap run around a quarter-mile track at a time when I'd ignored my health for fifteen years and weighed about 185 pounds. One year later I was 25 pounds lighter and running four or five miles a day. Nine years later, 35 pounds lighter, I was healthier, happier and more effective in my work.

Because of the benefits I experienced from that shift in lifestyle, I decided to take a sabbatical semester at Duke University to do background research in the then-developing area of Health Psychology. Months of access to Duke's major libraries and discussions with Duke psychologists led me to design a survey focused on how my colleagues defined *Psychological Health*, *Health Psychologist*, and *Health Psychology* and conceptualized the relationship between psychological and physical health. I sampled all self-identified Health Psychologists listed in the APA directory and more than 120 colleagues answered every question thoughtfully and offered many excellent, but varying, insights. My effort

to publish a qualitative and quantitative analysis of what I had learned in the *American Psychologist* was unsuccessful because the sample was too small.

Moving on, I created a workshop I called *Aerobic Exercise and Lifestyle Change* (see Appendix A for an excerpt from my 1983 workshop handout). My goal was two-fold: give helping professionals (of any stripe) a deeper understanding of the value of physical lifestyle changes for physical as well as mental health and expose them to my evolving thoughts about helping people make regular physical activity part of their everyday lives.

In the beginning I ran to lose weight and improve cardiovascular health. Soon I became increasingly interested in maintaining the other benefits of *running with friends* regularly: my sense of tension decreased and the hassles and frustrations associated with the leadership positions I held at the time lost much of their negative impact on my mood. Gradually I became competitive and ran numerous road races for ten or so years—most of the time giving it everything I had. In many ways road racing reminded me of the fun I'd experienced competing in sports events in high school.

After I became Dean of Natural and Social Sciences I quit racing and ran only for fun and to spend time with friends. It seemed as though my competitiveness diminished when I began that new role. Still, looking back, I notice I ran at least 2,000 miles annually for 15 straight years and six of those years were as a Dean. If you take time off for business travel or illness or severe weather, most years you actually have 50 or fewer weeks to run. Running 2,000 miles a year boils down to 40 miles per week for 50 weeks. Also note that from 1976 (age 43) to 1995 (age 62) I averaged 45 miles per week; that's the equivalent of running 6.4 miles every day for 7,300 days! I kept running because that hour each day was my most effective timeout from work hassles. Being a "middle man" for 2,000 or so students, ten Department Chairs, and 90 to a 100 faculty members, while satisfying other university executives, involves more than enough work hassles. I greatly enjoyed running with friends *because of the strong sense of effectance as well as feelings of well-being that flowed from it. Nevertheless, the most sustaining factor for me was our healthy interpersonal camaraderie.*

Division 1 Member Submissions Cont...

Our “Rat Pack” (FSU’s students nicknamed us that) created an experience that felt like a bunch of fun-loving, good-hearted, reliable, loyal, honest-to-a-fault, emotionally healthy siblings interacting. We regularly confronted each other’s flaws, misdirected thinking, and over-reactions to life events with good humor. Those of us who stuck with it became more able to laugh at and accept ourselves. I didn’t fully realize how much I valued our group until one friend left FSU to enhance his work career. I expressed the strength of my feelings at his going-away party with a brief but heart-felt toast, “To Don, a brother to us all!” My other closest running friends (Dave, Patricia, Dustin, and Bob) also cheered for Don that day.

I revisited Frostburg a few years after I retired and spent part of my time visiting FSU friends. All those moments with colleagues and friends were gratifying and enjoyable that week. *Nevertheless, I cherished most the fun I had while on a four-mile walk with two of my FSU running friends.* At the time, one friend had not had much to smile about for about a year: a deteriorated disk in his neck prevented him from running. It saddened me that our most talented middle distance runner could no longer join other “Route 36 Hill Climbers” and enjoy the fun and relaxation of running with good friends. At the time I was still running regularly but decided to spend time with him doing whatever he was up to doing.

After sitting and talking for about an hour in his office, I invited him to go for a four mile walk with another running friend and me to the local high school and back to FSU. He jumped at the opportunity. As we walked out the back door of FSU’s gym the three of us immediately slipped into our old joking, talking, kidding, running mode. We created new twists to old stories, altered the endings of old jokes, and shared recent experiences. Underneath our rapid-fire banter were years of shared runs and our still strong friendship. A little more than a mile into our walk the three of us were laughing nonstop. Choking with laughter, almost in tears, my injured friend put his hands to his face and yelled, “Stop, stop, I can’t take it anymore! I’m laughing so hard my jaws are hurting!” That walk was priceless because the three of us re-created the kind of fun we’d enjoyed all those years working, running, talking, and laughing together. As usual, our laughter was about our human flaws and our latest missteps at work or at home.

Our “Rat Pack” did the running part of our lives about as right as it gets: we created an every-day experience that allowed us to have fun and become truly relaxed in the company of each other. We became emotionally

connected to the point we agreed to ban discussions of issues that arose in the context of the university’s business. On occasion we would speed up our pace and leave behind colleagues who were breaking our rule by discussing work issues on the run. Our core group consisted of an English Professor turned Arts and Humanities Dean, a History Professor, an Art Professor, a Bookstore Manager, a female Psychology Professor, a staff member who worked with special needs students, and yours truly. We developed a level of trust in each other that enabled us to healthily face our overly critical thoughts, feelings, attitudes and actions, self-directed and other-directed. As I view it now, running, *especially* running with friends, reduced the negative impact of my work stressors primarily because it dampened to some degree my *self-induced perfectionistic strivings and tendency to be hyper-conscientious*. The physical health benefits, of course, were a very worthwhile bonus.

My attitude toward work and *care of self* was evident in many of my choices. For example, as FSU’s Interim VPAA (1990-93) I assigned an academic affairs assistant to represent me during the Vice President for Student Affairs’ weekly luncheons with the Student Government Association officers. Although VPAAAs were expected to attend, the event had little to do with our primary work responsibilities and it interfered with my stress-break runs with friends. Contrary to my previous pattern in such matters, I decided to assign that duty to a trusted assistant and kept my *run-with-friends* self-care boundary in place throughout my six remaining full-time work years.

Now, after 67 years studying innumerable explanations of human behavior and human nature as well as decades training psychologists and other professionals, I think our best answers about humans are found in our working images of body-brain-mind-brain-body *bi-directional feedback loops*. Within those bi-directional loops of images, feelings, and thoughts our working views of self and others are formed and those integrative images subsequently guide much of our behavior. Understanding the implications of those multidirectional connections and feedback loops is fundamental to helping others take care of themselves as well as taking care of ourselves.

Running
WITH FRIENDS

Division 1 Member Submissions Cont...

Thirty-one Years Of Running With Friends*

Year	Miles	Notes	Weight	Age	Miles/Week
1973	?	No Record Kept	188	39	12
1974	990	Running to control weight	163	40	20
1977	1,865	Running and playing Basketball	160	43	35
1980	2,440	First Marathon (3:47)	159	46	48
1982	2,910	Personal Best Marathon (3:05)	145	48	57
1988	2,262	No more races, became a Dean	152	54	44
1991	2,260	Became Interim VPAA	151	57	44
1994	1,881	Resumed as Dean of Sciences	155	60	37
2021	No Idea	Walking and Biking Only	152	87	No Idea

*A year by year version of this chart appeared in a memoir [Play, Sports, and Running with Friends] I shared in 2004 with family and friends.

Appendix A

AEROBIC EXERCISE AND LIFESTYLE CHANGE

Introduction: Caveat: Re-introducing exercise activity into my life at age 39 was an excellent choice for me. However, I do not believe such a change can be viewed as a necessary or desirable change for everyone. Your physician should be consulted before you begin substantive exercise changes. The recent research literature suggests that certain short-term (weeks and months) and long-term (years) health benefits are related to regular aerobic activity but the research is not of a kind that allows cause-and-effect interpretations. I suspect, however, that in a few more years evidence will strongly support the position that regular, moderately intense, sustained aerobic activity has a positive impact both on psychological health and long term physical health. For now (1983), introducing aerobic exercise as a new element in one's life must be based upon a person's values, common sense, and preferences because current studies do not offer fully confirmed evidence of the long term psychological effects of exercise. We do know two kinds of things about aerobic exercise: (1) there are intermediate level physiological changes which are interpreted as health beneficial and (2) most people who initiate and sustain an aerobic exercise program for several months often report a wide range of positive psychological changes (such as improved mood, less tension and anxiety).

Based on ten years of experience with daily running, I can document for you the facts of my physical changes (weight loss, increased lean body mass, increases in level of HDL [the good kind of cholesterol], decreased resting and faster recovery heart rates, lower times for endurance events, and of course, my orthopedic injuries). Based on self-observations I can also describe changes in my mood and affect that include less intense and less frequent depression, less frequent anxiety and tension, greater sense of calmness and relaxation more of the time, and a very stable feeling that I am much more in charge of

Division 1 Member Submissions Cont...



my life. Nevertheless, I cannot tell you with certainty how my running is related to these changes in my mental and emotional experiences. Despite that uncertainty, my goal in this workshop is to share my best ideas about what happens during aerobic activity lifestyle changes. Lifestyle change and/or behavioral change can be examined at several levels and many different facets of behavior or experience may be chosen for primary focus. At each level or for each facet (e.g., biochemical events, physiological systems, behavioral changes, cognitive shifts, attitudinal adjustments, affective experiencing, value re-orientation, changes in one's view of self, etc.) a wide variety of explanations, organizing principles, and theoretical perspectives are available to help us in our efforts to understand issues contained within this topic.

In what follows I will share with you the perspectives and organizing ideas which have caught my attention and fit best my observations of others, reading of the recent literature, and especially my personal experiences with aerobic exercise. As you will see, I am at least as impressed by older, very basic ideas as by newer, very recent ones. Perhaps this has something to do with my age and the era in which I was educated. First, I must emphasize I believe my ideas on lifestyle change best apply to adults. By adults I mean people in their mid-twenties or older. In the context of lifestyle change and in summary form, my image of the typical human adult is something like this: He or she has met and dealt with millions of external and internal changes and made adjustments to all of those events. Those adjustments range from the homeostatic, automatic, reflexive responses of one's physiological systems (including conditioned changes in the nervous system) to behavioral, cognitive, and affective changes. As time passes and individual development proceeds, the usual directions of growth towards differentiation and then, integration, occur, and to some degree our behavioral repertoire is shaped by our reinforcement experiences.

Beyond these oft-described trends in development, three other factors impress me as importantly related to the issue of adult lifestyle change and are part of my working image. First, something like Clark Hull's Principle of Least Effort appears to operate to a significant degree in many (perhaps, most) human lives. At least there is a movement towards an economy of effort relative to one's goals which includes a tendency to routinize large chunks of our day-in, day-out behavioral activities. Automatic, routinized, habitual activity requires less attention, and thus, less psychological effort. But changing one's lifestyle requires disruption of current routine and it dictates increased attention and psychological effort. Of course, increases in aerobic exercise also means an increase in physical effort.

While humans are marvelously capable of change, physically and psychologically, as adults we've also developed powerful resistances to making changes. Beyond the difficulty overcoming the economy of effort involved in habit and routine, other factors such as the unknown risks of changing, fears of failure, and not really valuing the change are all a part of this picture. Thus, lifestyle change is not merely a matter of establishing a new objective or goal and proceeding to alter one's behavior to achieve that goal—frequently it is also a matter of overcoming significant resistance to shifting one's existing habits.

A second factor likely to be present when lifestyle change is being considered is the presence of significant stress in the person's current life. We need to remind ourselves that one effect of stress is it intensifies our tendency to hoard our psychological resources. When distressed, we rely even more heavily on automatic, habitual, low effort responses and actions. Under stress we also become more rigid and inflexible, and less inclined to embark on new paths which require increased psychological effort. A person under stress because of lifestyle pressures (either external or self-produced pressures) is caught between their need *to change* and their need *not to change now*. This happens in part because their mental resources are being consumed by their efforts to simply *cope now, in the current moment*.

Thirdly, old friends such as "immediate versus delayed reinforcement" or maybe the "pleasure principle versus the reality principle" are likely to play a role in behavioral changes which require an increase in effort. Moreover, exercise is often experienced as a painful or unpleasant effort. For the typical out-of-condition adult, the prospect of *more exercise* offers little to no expectation that the change will be pleasant or gratifying. As usually carried out, we expect more physical discomfort than most of us want to endure. Some of the implications of these factors for the person making a change *and* for the *person helping* another person to do that are as follows:

Division 1 Member Submissions Cont...

1. Since such changes involve strong resistances, equally strong motives or reasons for changing must be present or gradually developed; a clear image of the highly valued outcomes you expect to result from a lifestyle change is one way to hang on to your motivation for that change.
2. Reduction of those factors which support resistance to change is highly important and includes such strategies as: beginning with very small, low effort changes; surrounding the change activities with associated pleasurable events—for example, embedding one's exercise activities within a social or interpersonal context (run with a group of friends or pair off with a friend).
3. Creation of "bridges" between the present activity change and your future goals or desired outcomes—for example, charting your time spent in the activity, your weight, heart rate, blood pressure when relaxed, etc., may serve as "here and now" connections to one's eventual lifestyle goals.
4. Reduction of stress in other ways (e.g., changing your situation or circumstance, getting assertiveness training, relaxation training, doing cognitive reframing, or learning other stress coping skills) either before the changes or simultaneously with the aerobic activity changes.
5. Include no activities initially which, in fact, are truly unpleasant or painful for you. For example, this could mean that walking would be the activity of choice for you rather than jogging or running.
6. Consider and initiate other small initial changes such as regularly parking further from your office and/or always walking upstairs; identify other small active things that are non-disruptive in the early stages of your program.
7. Routinize as many aspects of your new physical activity as is possible in the early stages and then continue your aerobic activity routinely despite pressures or enticements from others to change it.
8. Eliminate as much as possible the hindrances that get in the way of taking care of yourself through your exercise routine and also eliminate as many self-induced and situation-induced frustrations as you can.

Suggestion: Learn to tune in to your body and interpret realistically what is going on physically

Aches, tightness, soreness, and pains—any uncomfortable internal signal can (and often will) be used as a means (a "reason") to not change one's lifestyle. Before aerobic activity becomes established as part of one's pattern of living, ignorance of the probable meaning of various body signals is a fertile ground for the development of rationalizations which support a return to non-activity. Not everyone will do so or want to do so (it's not their "style"), but learning as much as you can about the body, bodily responses to exercise activity, injuries (especially overuse injuries), one's vulnerabilities to injury, and the reasonable management of injuries will enable a person to establish realistic interpretations of discomfort and not fall as easily into rationalizations which hinder progress towards physical lifestyle change.

Interestingly, ignorance of likely meanings of internal signals is used in another way by highly active and/or competitive people whose physical activity has become a well established element of their lifestyle. During the years I was road-racing I sometimes denied or minimized the significance of physical discomforts and pains associated with my exercise activities. As a result I set myself up for a few serious overuse injuries which forced me into long periods of inactivity. If you've never seen a serious runner in this position you may be surprised when their reactions, not necessarily the sequence, resemble Kubler-Ross' grief behaviors.

- *Denial*: "Nothing's really wrong, maybe I just ran too many hills this week" or "I remember stepping on a rock, it's nothing."
- *Anger*: Forced to acknowledge there is a serious problem, she becomes frustrated, angry and irritable. In this stage, she may attempt to fight through the injury, continue to run, and depending upon the type of injury, do more damage. When truly hobbled, she may resort to a quite different pattern.
- *Bargaining*: "O.K., I'll just run every other day" or "I'll only do five miles a day instead of seven." When none of the above works, our runner moves on.
- *Experiencing the grief emotions*: Of course, each runner expresses grief in their own way. Most athletes I've seen going through this reaction remain angry for days or weeks alongside some sadness and grief.
- *Acceptance*: They stop fighting with the truth and acknowledge they will have to stop running, allow their body time to heal, and rehabilitate.

Some important questions to think about

What have habitual, dedicated, exercisers lost when they have been injured that results in all this complicated, psychologically loaded, highly emotional stuff? Their daily shot of increased endorphins? An effective and relaxing time out from work hassles? Social contacts with running friends? Self-esteem? Sense of self-worth? A chunk of their self-image or identity? Their sense of increased control over their lives? The accomplishment of some long-term goal of theirs? All of the above? Some of the above? Other? My answer is All of the above and very probably a few things I've not yet thought about. I'll leave you to explore your own answers.

Division 1 Member Submissions Cont...

About the Contributor: Ken received his AB degree in Psychology from Duke University in 1956 and his PhD in Clinical Psychology from the University of Nebraska, Lincoln in 1962. He was a member of the clinical teaching faculty at the Medical College of Georgia in the Department of Psychiatry and Neurology from 1962 to 1967, Director of Special Services programs for Aiken County, SC public schools, 1967-1969, Head of the Psychology Department at Augusta College, 1969-1970, and then was hired as Professor of Psychology at Frostburg State College (FSC) in Frostburg, Maryland. His primary assignment at FSC (later FSU) was the development of a graduate program in Counseling Psychology. That program was among the first five masters level programs to receive national accreditation. He remained at FSU for 29 years and served there as Head of Psychology, Dean of Natural and Social Sciences, and Interim vice President for Academic Affairs. Ken credits Gregory Kimble for sparking his interest in psychology his junior year during his Learning and Motivation course. He views Oscar Parsons, for whom he worked as an undergraduate research assistant, and with whom he later published several research articles, as his primary mentor.



Dr. Kenneth D. Stewart
Professor Emeritus, Frostburg
State University



Notes From Members

SAVE THE DATE!



ISTP
International Society
for
Theoretical Psychology



2022 ISTP Conference | May 27 - 28 and June 3 - 4, 2022
Building Community: Theoretical Psychology in the Service of Social Issues

What will attending the online conference look like?

We will take full advantage of the online platform by engaging in innovative, creative, and discussion-centered virtual session formats. For instance, we will hold "Virtual Salons," where speakers will first upload pre-recorded conference presentations to this site (available to all registered attendees) and then use the online conference meeting time to discuss key ideas. Similarly, we have asked our keynote speakers to pre-record their presentations (available below!) and engage in "Keynote Conversations" during the online meeting, where they will elaborate on their ideas with selected discussants. We are also offering free registration to community members so that they can join ISTP scholars in discussing their diverse collaborations in "Community Engaged Sessions." These and other innovative session formats will allow for a genuinely dialogical experience with ample opportunity for conversation, building connections, and sharing ideas across geographical settings in real time.

When and where is the conference?

We will meet online during two consecutive weekends: May 27-28 & June 3-4, 2022. To help ensure that attendees can reserve time for attending the full conference, we will stagger our conference hours to accommodate multiple time zones. That said, we are already kickstarting our conference dialogues with keynote presentations available for all to view (see below)! Moreover, prior to the conference, registered conference attendees will have the opportunity to view a number of pre-recorded conference presentations that will serve as material for discussion-centered sessions during the synchronous online meeting.

Keynote Speakers



Dr. Regina Langhout
University of California
Santa Cruz



Dr. Peter Pál Pelbart
Pontifical Catholic
University in São Paulo



Dr. Puleng Segalo
University of South Africa,
Pretoria



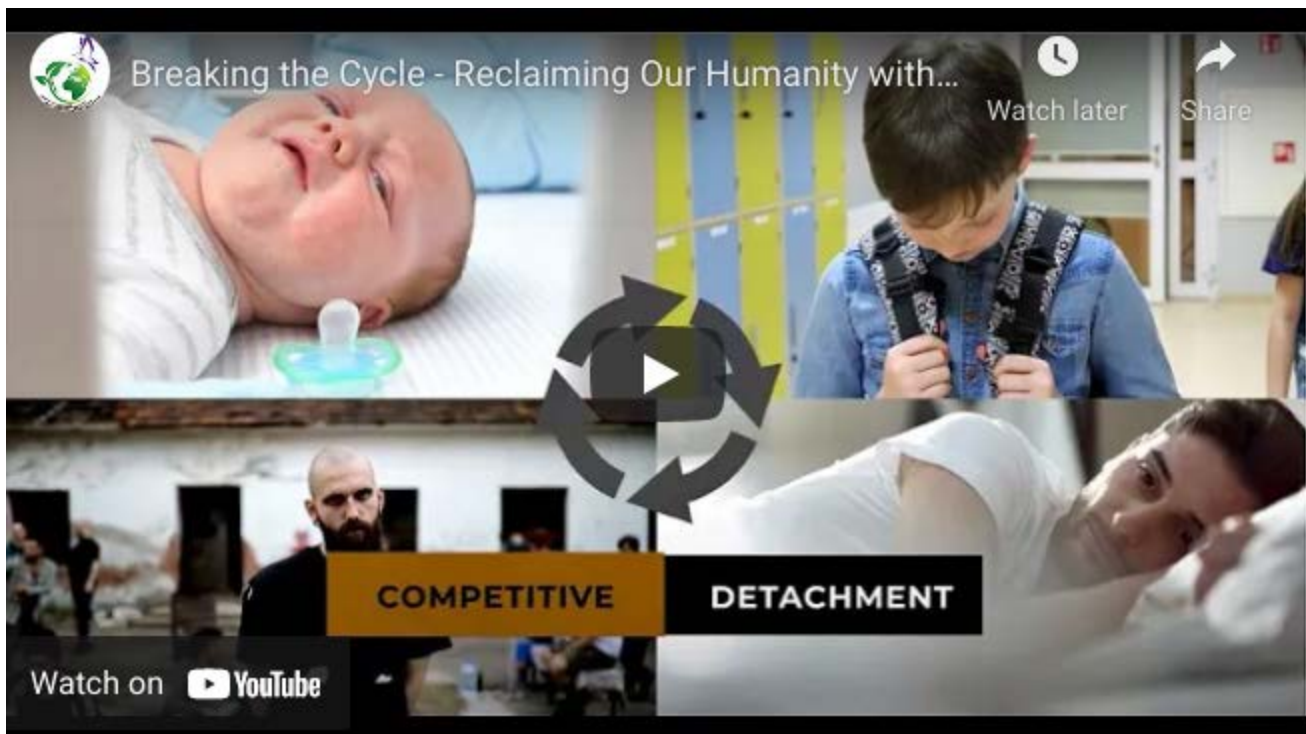
Dr. Alexander Sidorkin
California State University,
Sacramento

**For more information visit our conference
website**

Notes From Members

VIEW NOW: *Breaking the Cycle*, a 6 minute short film based on Division 1 fellow Darcia Narvaez's transdisciplinary book that previously won Division 1's William James Book Award!

The film contrasts the two basic ways societies can function: the optimal approach, which most human societies through time have followed, is the Cycle of Cooperative Companionship where children's basic needs are met; they grow into well-functioning, cooperative community members (from neurobiology and on up); and as healthy adults, they maintain the cooperative system. Currently in the USA, the opposite pattern is in place: children's basic needs are not met, ill-being and dysregulation ensue, creating adults who are detached and distracted and keep this Cycle of Competitive Detachment going. The United Nations ranks the USA as 41st out of 41 developed countries for child and adult wellness. BreakingTheCyclefilm.org (and its host EvolvedNest.org) is about integrating psychology into transdisciplinary research and giving it away. Learn more at BreakingTheCycleFilm.org.



BREAKING THE CYCLE
Film Discussion and Resource Guide

An Evolved Nest Project
By Darcia Narvaez, PhD

95% of our human history we were a collaborative species... what happened?

We can return to our ancestral heritage by breaking the cycle. Discover the award-winning science in the new short film.

www.BreakingTheCycleFilm.org

Find Breaking the Cycle's Film Guide, Spanish version, and resources:
www.BreakingTheCycleFilm.org

Notes From Members



HURRY UP AND WAIT: SO CLOSE, BUT SO FAR AWAY PSYPACT Update By Pat Deleon, former APA President

There’s no end in sight (when you need to find the strength). It’s the faith that makes you stronger. Those who were fortunate to attend in-person the 2020 Practice Leadership Conference in Washington, DC will recall that collectively, we were just becoming aware of the pandemic; elbow-bumping and yet still hugging. Jared Skillings: “Last year we talked about what’s ahead for our profession... and about how we could come together to broaden psychology’s impact. Over the past year, we’ve done a lot of work to improve reimbursement rates. Now, moving onto innovation.... Over the past year we witnessed a major milestone in the area of psychology and technology. Through the effective leadership of ASPPB, PSYPACT has advanced. PSYPACT is the Psychology Interjurisdictional Compact that allows psychologists to practice telehealth between states that passed the PSYPACT law without needing additional licensure. Currently 12 states have adopted this law. PSYPACT will help improve the accessibility of our services to the public, and especially to rural and underserved communities – communities that really need our care. It also provides a way for psychologists to deliver services to patients who may not be able to leave their homes – like people with transportation challenges, disabilities, or concerns about a contagious virus. We’re excited to continue working with ASPPB....”

Alex Siegel, Director of Professional Affairs, ASPPB: “Since Jared made those comments during the 2020 Practice Leadership Conference, the number of PSYPACT jurisdictions has continued to grow. As of October 1, 2021, 27 jurisdictions have passed PSYPACT legislation which facilitates the electronic practice of telepsychology and the temporary in-person, face-to-face practice of psychology across state boundaries. Of those 27 states which have enacted PSYPACT, 22 jurisdictions (AL, AZ, CO, DE, DC, GA, IL, KY, MD, MN, MO, NE, NV, NH, NC, OH, OK, PA, TN, TX, UT, and VA) are active participants of the compact. In addition, there are three states which enacted PSYPACT but are not yet effective. Maine’s effective date is 10/18/21, New Jersey’s effective date is 11/23/21, and Kansas’ effective date is 1/1/22. There are two additional states (Arkansas and West Virginia) which enacted PSYPACT legislation but are under review by the Commission. There are over 6000 psychologists who have applied for an E.Passport.

In order to practice telepsychology in PSYPACT jurisdictions, psychologists licensed in PSYPACT states only, can apply to the PSYPACT Commission for an APIT. One required component of this authority granted from the Commission is that psychologists must obtain an E.Passport Certificate from ASPPB. In order to conduct temporary practice in PSYPACT states, psychologists licensed in PSYPACT states only, can apply to the Commission for a TAP. One required component of this authorization granted from the Commission is that individuals must apply for and obtain an Interjurisdictional Practice Certificate (IPC) from ASPPB.

One of the requirements for an E.Passport and IPC is that the applicant must be from an APA/CPA (Canadian) Accredited Program or an ASPPB/National Register Designated Program. An exception was created for psychologists who have been continuously licensed to practice at the independent level in one or more regionally : requirements

Reducing regulatory barriers. Increasing access to mental healthcare.

START YOUR PSYPACT APPLICATION TODAY!



Notes From Members

JOB POSTING: Assistant Professor in Child and Adolescent Development

Submitted by: Basia Ellis, Ph.D.

California State University, Sacramento invites applications for a tenure track position in Child and Adolescent Development at the Assistant Professor rank beginning Fall 2022. Faculty and staff are committed to diversity, equity, and inclusion to promote student success in academic, personal, and professional pursuits.

Required qualifications include a doctorate in Human or Child Development, Developmental Psychology, Education with emphasis/specialization in Development, or a closely related program resulting in Developmental expertise is required. (ABD considered – all degree requirements must be completed by August 2022). Candidates must have a strong background in developmental theory and research with any area of scholarly expertise; a demonstrated commitment to advancing social justice through teaching, research, and/or service; a demonstrated knowledge of applying theory and research to diverse real-world settings (e.g., education, community, policy); a demonstrated knowledge of and experience working with children, adolescents, students and/or families representing diverse populations from diverse backgrounds. Preferred qualifications include a clearly defined program of research and demonstrated success in research and scholarly activities; demonstrated experience working in an educational, community, or policy-related setting serving children, adolescents, and/or families; commitment to teaching student how to use their academic knowledge to serve children, adolescents, and families in diverse and inclusive real-world settings (e.g., fieldwork in classrooms or community, policy, research); evidence of leadership and strong interpersonal skills in a diverse environment; demonstrated experience and effectiveness in college level, undergraduate and/or graduate level teaching.

Responsibilities include teaching undergraduate and graduate courses in Child and Adolescent Development; maintaining a rigorous program of research; supervising and sponsoring student scholarship; assisting with advising and curriculum development/assessment; serving in various roles on committees and within leadership bodies at the program, college, university, and community levels; and working collegially with other faculty in a diverse environment. Salary is dependent upon qualifications and professional experience.

To apply, submit 1) a cover letter describing interest and qualifications for this position; 2) a current curriculum vitae; 3) a statement describing prior or proposed contributions and interest in promoting inclusion and equity through teaching, mentoring, service, and/or research; 4) a statement of teaching philosophy and interests (that incorporates a diverse perspective in teaching) and recent data on teaching effectiveness or teaching portfolio, if available; 5) a statement of research interests and agenda; 6) a writing sample (e.g., a recent publication); 7) the names and contact information of three references who can speak to the candidate's professional qualifications (no letters required); 8) unofficial transcripts of all graduate-level work (official copies required if offered the position).

Screening of applications to begin on January 5, 2022, with applications accepted until the position is filled. California State University, Sacramento is an employer with a strong institutional commitment to the principle of diversity in all areas. A/EEO Employer. Clery Act statistics available. Mandated reporter requirements. Background check



SACRAMENTO STATE



Society for
General Psychology
APA DIVISION 1

[APPLY HERE](#)

Review of General Psychology



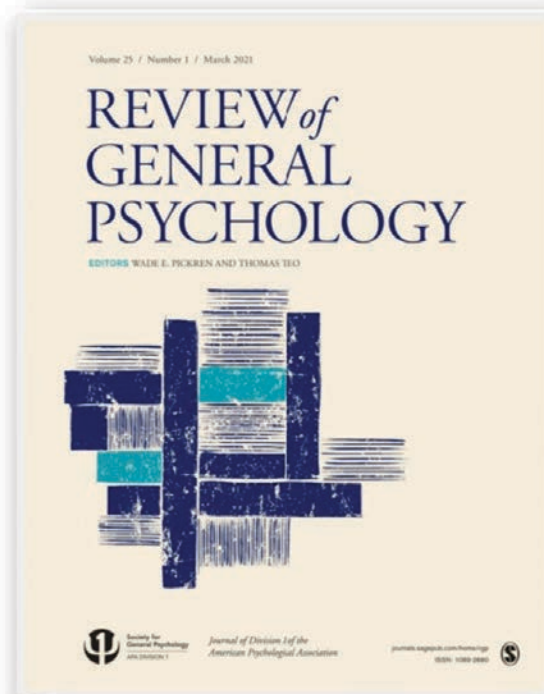
Volume 25 Number 3 September 2021

Review of General Psychology

Contents

Articles

- Vygotsky's Tragedy: *Hamlet* and the Psychology of Art 223
Tania Zittoun and Paul Stenner
- Phronesis (Practical Wisdom) as a Type of Contextual Integrative Thinking 239
Kristján Kristjánsson, Blaine Fowers, Catherine Darnell, and David Pollard
- Arts and Humanities Interventions for Flourishing in Healthy Adults: A Mixed Studies Systematic Review 258
Yerin Shim, Andrew T. Jebb, Louis Tay, and James O. Pawelski
- Review of Perfectionism Research From 1990 to 2019 Utilizing a Text-Mining Approach 283
Hanna Suh, Seoyoung Kim, and Dong-gwi Lee
- Linking Homeostatically Protected Mood, Mindfulness, and Depression: A Conceptual Synthesis and Model of Moodfulness 304
Kimina Lyall, Antonina Mikocka-Walus, Subhadra Evans, and Robert A. Cummins
- Predictors of Coping With Expectation Violation: An Integrative Review 321
Martin Pinquart, Adrian Rothers, Mario Gollwitzer, Zahra Khosrowtaj, Martin Pietzsch, and Christian Panitz



<https://journals.sagepub.com/home/rgp>

For questions, please contact RGP Co-Editors:
 Wade Pickren (rgpwade@gmail.com) or Thomas Teo (tteo@yorku.ca).

Become a Member of APA Division 1



APA Divisions

Membership in the Society for General Psychology

Div. 1 encourages students, academicians and professionals in psychology to be...

 apadivisions.org



Follow us on [@ApaDivision1](https://twitter.com/ApaDivision1)