



OBSERVER

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Who Owns Your Research?

Proposed changes to OMB Circular A-110 would allow FOIA access to data

It took one Senator, stung by a refusal to allow access to raw research data from a published study, to insert a relatively small provision into last year's omnibus appropriations bill that now has the entire scientific community in a giant uproar. The provision would make all data produced under a federal grant available through the Freedom of Information Act (FOIA).

If implemented, this could have far-reaching effects on both the pragmatic and philosophical dimensions of federally-funded science, raising the specter of enormous administrative burdens for research institutions and individual investigators, and prompting fundamental questions of intellectual property rights. For behavioral researchers and others who conduct research

involving human subjects, it also raises significant questions about confidentiality and protection of sensitive information.

"There is no question that this would have a profoundly chilling impact on research in our field," said APS Executive Director Alan G. Kraut. "It's not a matter of legitimate issues about access to data, or sharing information. Parties with vested interests could use this as a way to shut down projects on issues they disagree with, or intimidate research participants with the threat of exposure. The potential for abuse is enormous."

The sponsor of the provision, Sen. Richard Shelby (R-AL), first became involved when researchers from the Harvard School of Public Health would not release data

from a study that was the basis for an Environmental Protection Agency (EPA) regulation. Invoking the public's right to know, and claiming that data underlying a federal rule or policy should be accessible, Shelby tucked his seemingly-punitive measure into the massive, 4,000-page legislative package that Congress used to wrap up all of its unfinished must-do business before adjourning prior to last year's election.

Critics of the omnibus measure both inside and outside of Congress feared exactly this scenario, that legislators would be able to skirt the usual process of open hearings and public comment by hiding their pet projects or peeves in the giant bill.

SEE FOIA ON PAGE 16

The Commitment of a Lifetime

It's that time of year again! You reach into your mailbox, pull out your mail, and shake your head. Besides the credit card bill, coupons for pizza and the circular to that store in the shopping plaza down the street, you recognize the blue and white APS envelope and inside you find your membership renewal notice. You think to yourself, "Didn't I just pay my membership dues recently?" Then you realize it has been a year already. Where did the time go?

A number of APS Members no longer have to worry about that dues statement. In fact, they don't have to worry about paying dues at all anymore because one year they decided to opt for Lifetime Membership, an option listed on every APS Membership application or renewal form. Of course Lifetime Membership is not free. In fact it is \$2,500, but

broken down over, say, 25 years, this seems like a bargain, compared to the \$3,100 you might pay if dues were to stay at the current rate of \$124. And, let us not forget that as a Lifetime Member you would never miss out on any of APS's publications!

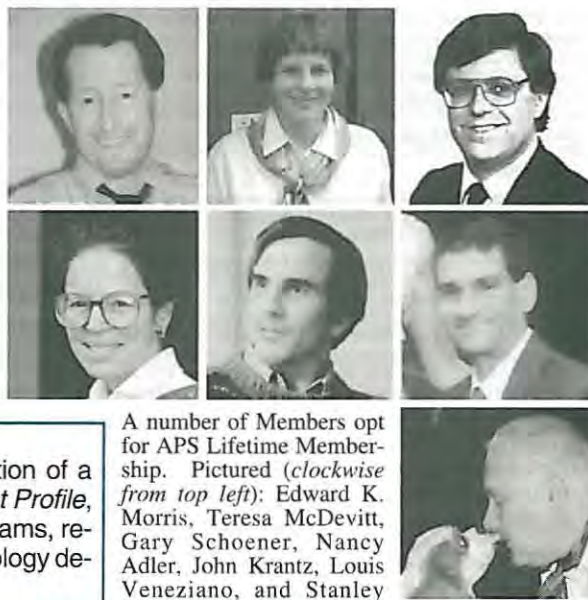
According to APS Executive Director Alan G. Kraut, the original aim of Lifetime Mem-

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NEW FEATURE!

The *Observer* offers the addition of a new feature called *Department Profile*, which details the faculty, programs, research, and activities in psychology departments.

A number of Members opt for APS Lifetime Membership. Pictured (clockwise from top left): Edward K. Morris, Teresa McDevitt, Gary Schoener, Nancy Adler, John Krantz, Louis Veneziano, and Stanley Coren.





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 APS is dedicated to the promotion, protection, and advancement of the interests of scientifically oriented psychology in research, application, and the improvement of human welfare.

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Who Would You Thank?

Elizabeth Loftus

President, American Psychological Society

The call came more or less out of the blue from Art Woodward, the chair of the University of California-Los Angeles's (UCLA) Psychology Department. Would I like to attend UCLA's "College Awards Dinner" to be held in a few weeks? He explained that it was a black tie soiree designed to pay tribute to outstanding faculty, students, alumni, and friends of the College of Letters and Science.

With his powers of persuasion, I came to realize that this was not an event I wanted to miss. The Psychology Department would be celebrating some important achievements, including the acquisition of several new endowed chairs, and one of their current graduate students was receiving a major award. Sounded good to me—an appreciative former undergraduate in the department. But, black tie? Living in Seattle, I have few if any opportunities to think about black tie. That nagging question was still there after all these years: What would I wear?

I rummaged through my closet looking for that faithful long black dress that looked really nice in the 70s. The moth holes still seemed small enough that only I would notice. But when I tried the dress on for a girlfriend, she said, "May I be blunt? It's too tight!" Later, I managed to scrounge up something to wear and not look too out of place.

The evening was luxury par excellence. The setting—the Beverly Wilshire Hotel in Beverly Hills—is one of the most splendid venues in the city. The meal was chicken, yes, but not your banquet rubber chicken. It was double breast of chicken stuffed with asparagus, toasted pine nuts, and goat cheese, served with a crispy potato tart, baby squash, and carrot puree. The wines were from the Christopher Creek Winery of Sonoma, California. The Master of Ceremonies was billed as "the most successful Academy Awards show producer in history." The Chancellor and Provost were, of course, on hand.

Outstanding students, faculty, and friends received their awards. As I watched each one of them come up to the stage to receive their award, I found myself particularly moved when I listened and read about the people whom they thanked. The faculty award winner—a Chaucer scholar—thanked specific friends and colleagues and his partner. One undergraduate award winner from the Department of Spanish and Portuguese thanked God for blessing her with beautiful friends and mentors throughout her life. She thanked her parents and others whom I didn't recognize.

One of the graduate student awards went to APS Student Affiliate Terri Conley whose research has focused

on two topics, namely the relationships between members of different groups and also on social-psychological barriers to the practice of safer sex among young adults. The published tribute to this young psychologist mentioned that both lines of her research address urgent social issues, specifically the issues of prejudice and discrimination. Upon receiving this honor, Conley thanked her mentors—four of them—by name: APS Charter Fellows Barry Collins, Anne Peplau, Shelley Taylor, and APS Member Curtis Hardin. She thanked them for "their wisdom, guidance, and support." I know them all, and couldn't help but think, "They must feel proud. It must feel great to hear something like that."



Well it couldn't have been clearer at that point that it mattered little what people wore. And it didn't matter much what they had just eaten. What really mattered was seeing these scholars and future scientists basking in the glow of their achievement, and hearing their heartfelt thanks for those mentors who played a role.

And it wasn't long before this thought occurred to me: Why wait until you've won an award to say "thanks." Why not thank people now.

If I'd taken my own advice earlier I would have thanked Allen Edwards, my long-time colleague at the University of Washington, for all those articles he used to clip out of the *Wall Street Journal* that he thought I might find interesting. Neatly clipped, he would hand print "Beth, from Allen" at the top of the articles. Unfortunately, I have waited too long to thank him; he died several years ago.

There are many mentors for me, and I have much thanks to give. I hope to thank them soon, one at a time, for their wisdom, guidance, and support (to borrow a phrase from a future leader in our field). For the moment, let me just thank one—APS Fellow Arien Mack, a world class perception researcher, who was my colleague when I first began teaching. Those were the days when I was so nervous that I would forget something that I wrote out every word of every lecture, including the jokes.

Arien taught me that it is ok to be a hard-nosed psychological scientist and also to be caring, sensitive, fun-loving (and in her case, interesting and beautiful). Sorry I waited so long to tell you, but thanks. ♦

Letters to the Editor



GIVING AWAY PSYCHOLOGY

Editor:

I read your recent article, "Giving Psychology Away" with great interest. Since I do research on relationships and dating services, I have been contacted by the press on numerous occasions, particularly around Valentine's Day (of course, no one in the press is ever interested in my academic research on social and everyday cognition). I always try to restrict my comments to the press to issues that I either have data on or other research evidence that I believe is relevant, though, as many psychologists in my position can attest, what I say usually is distorted in print anyway.

In any case, I have a question regarding the work that APS is doing to change the image of psychology in the media. For the past six months I have been concerned with the resident "experts" that Oprah Winfrey has been highlighting (and worshipping) on her revamped show, e.g., John Gray, Dr. Phil, and her African American relationships "expert." I am appalled not only with the "pop psych" tenor of their expert advice, but also with Oprah's premise that "if it touches you or strikes a chord or just FEELS right, then it must be TRUE." For example, in a recent show starring John Gray, she mentioned how many thousands of people had been "touched" by Gray's earlier appearances, but that there were, of course, some who still "pooh-poohed" his ideas. These latter people, she assured the audience, would undoubtedly "pooh-pooh" anything. These people, she suggested, "just didn't get it." (In an email message to her, I suggested that our capacity for critical discernment was probably just as important and distinctive human faculty as her own rather overdeveloped talent for faith and belief.)

So my question is this: do you think that it would be worthwhile for APS to establish some kind of watchdog committee to contact shows such as this, and that would have a list of our own "experts" who might comment on the preachers, snake oil salesmen/women, and pop psych advisors—not to mention the Dr. Laura's of the world—and might cite the relevant research on these pop psych topics? I realize that such a watchdog function might turn into a full-time commitment, and that it's unlikely to have much of a direct effect on true believers such as Oprah, but it does seem to be worth thinking about.

STAN WOLL
CALIFORNIA STATE UNIVERSITY-FULLERTON

Editor:

I read the article in the January 1999 issue of the *Observer*, on "Giving Psychology Away," with considerable sympathy for the frustration many psychologists feel when people they are chatting to assume that they must be psychotherapists, or quote psychological "facts" learned from daytime television or the *National Enquirer*. Even as a behavioral sciences editor, I frequently find myself explaining (sometimes to clinicians themselves) that there is more to psychology than clinical psychology.

So I am on the side of the APS members who want to raise the public's consciousness about real research in psychological science. But the way to do it, I am convinced, is not to take the medicinal approach ("stop swallowing that seductively sweet nonsense and let us give you what is good for you"), but to convey the sense of pleasure in discovery, study, and curiosity, which is what undoubtedly drew most successful psychologists into research in the first place.

Consider the wonderful article by David Schkade and Daniel Kahneman in the September issue of *Psychological Science*, on comparative judgments of life satisfaction, and their susceptibility to a focusing illusion. The paper combines an elegant research design and a careful analysis with a title that gets straight to the point—"Does Living in California Make People Happy?"—and a witty and mordant conclusion: "Our research suggests a moral, and a warning: Nothing that you focus on will make as much difference as you think." I have posted this article above the photocopier in our office, and seen a lot of grins as editorial assistants read it while photocopying contracts and catalog copy.

The great scientists who are also great teachers are the ones who have the confidence to play with their subjects, and who can be serious without being solemn; they can make connections between their own arcane preoccupations and those of their audience, without cheapening the one or condescending to the other. A sense of fun never hurts. After all, how can high school students or policy makers or anyone else enjoy learning about research, unless the researchers convey the joy they take in it themselves?

ELIZABETH KNOLL
SENIOR EDITOR FOR THE BEHAVIORAL SCIENCES
HARVARD UNIVERSITY PRESS

WHAT'S IN A NAME?

Editor:

I think the acronym should be changed, not only the name, as it is too close to APA. How about something like AAPS for American Association for Psychological Science?

FERNAND GOBET
UNIVERSITY OF NOTTINGHAM

Editor:

I comment on two Board of Director's themes, acceptance as "real scientists," and giving psychology away. We should, of course, change the name to the American Association for By God, Real and We Mean Really Real, Scientific, Really Scientific, Really, Really Scientific, By God, Psychological Science. Admittedly, the acronym becomes too spacious, but at least, everyone who receives psychology-given-away would know, at last, that we are scientifically serious about this whole business, and they need to take us seriously—or else.

Does physics have this problem? Sociology? History? Biology? Would History have higher status called Historical Science? You bet! What fools they be for not doing it. Perhaps our second class members, the practitioner-scientists (vs. the scientist-practitioners) could address the Board of Director's obsessive need to attain "scientific" status. They also might consider the related neurotic need to give psychology away.

I offer two examples of important social institutions that seem to have little interest in what scientific psychology might offer. In the Executive branch, no cabinet member in recent history has identified himself or herself as a psychologist. No president from Washington to Clinton has asked any psychologist of any ilk to sit at the large table. In the courts, Bershoff has eloquently written in the article accompanying his *amicus* brief in *Lockhart* regarding the use of psychological "science" by the Supreme Court. As our president knows, (no, no, not that one; our eyewitness one) for every expert witness armed with an array of scientific studies, there is an equivalent expert witness armed with equivalent contrary studies. Shall we market dueling studies?

Perhaps before we try to assess psychological literacy we should take one step back. Why not first assess the worth of psychological knowledge? Change the focus from the perceived ignorance of the great unwashed to establishing the validity of the perceived knowledge of the elitist, condescending, psychological "scientists." Give psychology away? Who wants it?

FREDERICK MEEKER
CALIFORNIA STATE POLYTECHNIC UNIVERSITY

Editor:

I am in favor of changing the name to Association for Psychological Science.

Some reasons include:

1. I see no need to restrict our field (and members and identity) to the United States.
2. I see no need to restrict the society (if only in name) to psychologists; certainly, much of the research that I find useful and relevant to my own research is done by folks who would not identify themselves as "psychologists" (although I suspect they would be amenable to labeling their own research as an example of "psychological science").
3. It's good PR to have the word "science" in the title (I don't think that this term would alienate the more applied, practitioner-oriented members; after all, I would certainly hope that they base their applications and practice on science).
4. I agree with Carol Tavris that it helps differentiate us from APA.

STEPHEN CHRISTMAN
UNIVERSITY OF TOLEDO

Editor:

Here's a "yes" for changing to the Association for Psychological Science.

LINDA S. DAY
UNIVERSITY OF MISSOURI-COLUMBIA

Editor:

I am a psychologist looking for a home. Maybe I am in the wrong place. I certainly know that the American Psychological Association does not want me since they have worked hard to prevent me from being licensed in any of the states in which I worked. My doctoral degree is from a university which is not APA-approved. The reason for this is that it did not cotton to the scientist-professional model of preparation for psychologists. In fact the program was Humanistically based.

I joined APS because I understood its reach was broader than APA. I knew that that association expected me to be a scientist before I learned the practice of psychology. I thought this association was a place for a philosophically-oriented psychology since it invited and welcomed academicians. Apparently I was wrong. Apparently, APS is also looking to have psychology recognized as a science rather than as a social science or even a humanities, an art. Where did I go wrong? Was it assuming that the name, American Psychological Society, implied an acceptance of a breath in psychology beyond the narrow confines of an antiquated physics? I guess so?

If you change the name, where are the likes of me to go? My doctorate is from an

accredited institution. I wrote a dissertation based on research but I do not consider myself or my profession to be a science. So, where am I to go?

ROBERT B. HARRIS

Editor:

YES. I think changing to the Association for Psychological Science is definitely the way to go. This name more appropriately states the purpose for the organization and delineates from APA (I never get through what APS stands for before the listener pipes in with, "Oh, APA.>").

The argument that changing the name will be confusing is absurd. It will only get more difficult as time goes on and we note that the name should more directly refer to psych science. Short-term confusion should not be the reason to stay with an inaccurate name.

LISA RIOLO
VA MEDICAL CENTER

Editor:

After reading the statements by some APS Members in February's *Observer*, I find myself in agreement with those favoring a change of name for APS, from American Psychological Society to Association for Psychological Science.

I agree with most of the reasons provided for changing the name. Besides—as a foreign member of the Society—I think that the new name being discussed, by eliminating the reference to "America," would be more reflective of the international nature of the scientific approach to psychology and more likely to attract members from countries other than the United States.

ANGEL FERNANDEZ
UNIVERSIDAD DE SALAMANCA-SPAIN

Editor:

I think the name change for APS is a terrific idea. Although there may be a bit of confusion during the transition, the name "Association for Psychological Science" will help educate the public about the fact that a psychological science exists—something most people don't even know. For that reason alone, we ought to make the change.

CAROLE WADE
DOMINICAN COLLEGE OF SAN RAFAEL

Editor:

Ordinarily, I oppose changing the name of any organization or journal. Any change requires extra bookkeeping, adds confusion, makes it harder to track the history of the organization, etc. But for APS, I would vote yes. The similarity in name to APA causes

problems even for those of us who know both organizations well. For example, when I see a charge on my credit card statement that says "AMERICAN PSYCHOLOGICAL... WASHINGTON DC..." I don't know whether it refers to APA or APS. Also, I like the title Association for Psychological Science. That name pretty much sums up what we stand for, and by deleting "American" from the title, we may become more inviting for international members.

JAMES W. KALAT
NORTH CAROLINA STATE UNIVERSITY

Editor:

I have to say that I was pretty dismayed to learn that APS was even contemplating a name change, from the American Psychological Society to the Association for Psychological Science. Reading the proposal put me in mind of that old comment by Noam Chomsky, apropos cognitive science (as well as political science, I think), that the first sign that a discipline isn't scientific is that it calls itself a science.

Psychology is a science. There is no non-scientific psychology. There may be non-scientific psychotherapy, but there is no non-scientific psychology, because psychology is a science by definition.

Anyone who wants to clarify the differences between the APS and the APA can be told that APS is an association exclusively for scientists, while APA emphasizes the guild interests of psychologists in professional practice, while also supporting psychology as a basic and applied science. APS has no guild interests (and if it did I would resign immediately, as there would no longer be any difference between it and APA).

The analogy to the AMA strikes me as inappropriate. Medicine is a (science-based) profession, not a science. There is no confusion in anyone's mind between AMA as a professional guild and the scientific societies in biology, genetics, pharmacology, etc., which promote basic and applied science as their exclusive activities.

There's no contradiction between my views and my editorship of a journal called *Psychological Science*. In my view, the title *Psychological Science* is a play on words: "We publish the psychology that *Science* should be publishing."

JOHN F. KIHLMSTROM,
EDITOR, *PSYCHOLOGICAL SCIENCE*
UNIVERSITY OF CALIFORNIA-BERKELEY

SEE LETTERS ON PAGE 11

APS Offers Online Access to Journals

Psychological Science issues are now online with Current Directions coming later this year

Ever get the feeling that you just *have* to read the most up-to-date copy of *Psychological Science*? Wish you could get your hands on that article from the January 1998 issue at 3AM but can't find your copy? Well, have no fear! Through the wonders of electronic publishing, APS and publisher Blackwell Publishers are proud to announce that *Psychological Science* will be available online.

Any APS Member that has access to the Internet can take advantage of this members-only privilege. Members have access to all the issues from January 1998 to the present. In addition, 1999 issues of *Current Directions In Psychological Science* will be available later this year.

According to APS Deputy Director Diana Green, APS is very excited about this new member service. "I see our movement toward electronic publishing as a natural step in APS's progression in efforts to provide our members with outstanding service and access to as much information on scientific psychology as we possibly can," she said. "The beauty of this service being offered through Blackwell is that our members will also have access to abstracts in numerous other scientific publications as well."

Convenience, Convenience, Convenience!

"This is just the latest in a series of efforts by APS to facilitate the 'giving away of psychology in the public interest,'" said APS Director of Communications Elizabeth Ruksznis. "Giving our members—as well as university libraries—another way to get information from our journals will increase the exposure and impact of the journal and the scientific research within its pages."

According to Sue Corbett of Blackwell Publishers, the biggest benefit of having *Psychological Science* online is convenience.

"The ability to access the full text of articles from all the issues in a volume from wherever you happen to be working—at home, in the office, while traveling—is very helpful," said Blackwell's Corbett. "I imagine people will search and browse on screen but then will print out the complete articles they want to read. The SGML tagged titles and abstracts are easily searchable. The full text in PDF format preserves the look and feel of the printed page while being easy to print out. I see this new service complementing rather than replacing the printed copy. The print edition is still the most easily portable and browsable if you want to look at several articles in a single issue. And it remains the format in which the articles are archived."

Feeling Old Fashioned?

Not ready to jump on the electronic publishing bandwagon? Don't worry. As a paid APS Member, you will continue to receive your copy of *Psychological Science* via the U.S. Postal Service.

"We see the provision of electronic access to the journals as one step along the way to creating a richer information environment for psychologists," said Corbett. "We'd welcome ideas from members about what else they would like to see provided."

In addition to online journal access, APS Members can expect to see some additions to the APS Website (www.psychologicalscience.org) throughout the coming year. In the next few weeks, the job ads—a very popular page on the site—will feature an improved search option with which users can look for all of the ads in a given month by location, area of interest, position level, and other keywords. Also, with the addition this year of a secure server, members will be able to submit their convention registration online for this year's APS Annual Convention in Denver.

One of the more exciting additions coming to the website later this year will be a "members only" section featuring an online searchable membership database of APS Members. Members will be able to look up their APS colleagues—as well as check and make changes to their own membership record—right online. Watch future *Observers* for more information on these exciting developments. In addition, we invite members to let us know what they would like to see added to the site. Contact the APS Web Administrator Kristen Bourke with your suggestions and ideas at kbourke@aps.washington.dc.us. ♦

To access *Psychological Science* articles online:

- 1) Go to the following website:
<http://www.ingenta.com/journals/browse.bpi/psci>
- 2) Type in the following:
username: **bidiaps**
password: **apsmem99**
- 3) Once you have successfully logged on, you will come to the *Psychological Science* page, which lists the issues that are available online.
- 4) **Select the issue** you wish to access. You will come to a page that lists the articles for that particular issue.
- 5) **Select the article** you wish to read. You will then see the abstract for that article.
- 6) Select **Document Availability**. You will need Adobe Acrobat to view the article, which is in PDF format.
- 7) Select **Deliver Document** to open the article.

Note: APS Members will also have access to the abstracts of a number of other scientific journals by using the options on the left side of the screen. You can either search for a specific journal, or choose the first letter of the journal's title using the list of letters in the column on the left.

Please keep these directions for future use. Directions for accessing the journal articles and a link to the starting website—in addition to any changes or updates in the process—will be available on the APS Website on page (please bookmark for future reference):

http://www.psychologicalscience.org/publications_journalonline.htm

Santa Barbara Projects: A Call for Ideas

Deadline: May 15, 1999

The Summit Steering Committee invites you to Think Big. Really Big.

One of the outcomes of the Santa Barbara Summit was agreement that psychological science has some large-scale, cross-cutting topics that need to be addressed. It was decided then that these kinds of initiatives would be referred to as "Santa Barbara Projects," our version of the Manhattan Project.

(For more on the Summit, see the aps website: www.psychologicalscience.org.)

As the name implies, we're talking about projects that direct large amounts of resources toward facets of psychological science that are poised for major substantive breakthroughs. These might be basic or applied research, or both; emerging areas or traditional fields; something that involves psychological science as a whole; or initiatives for specific segments of the discipline. The initiatives might focus on the development of databases, new technology, new theoretical approaches, new interventions, new facilities, new methods, new uses for old methods, translational research, interdisciplinary projects, training. You could even launch a whole new subdiscipline. The point is, the field is literally wide open for ideas.

Following are some examples of topics for which large scale projects and initiatives could enrich and accelerate progress in our field. This list includes several suggestions that were offered at the Summit. Bear in mind these are only examples and not meant in any way to limit your vision of what a Santa Barbara project should look like:

- ◆ New longitudinal studies of human development, and mining of existing archives
- ◆ Research on the development of intellectual skills, i.e. critical thinking
- ◆ A national consortium for the study of cognitive neuroscience, with an emphasis on integrating brain imaging and cognitive science
- ◆ A research infrastructure initiative that provides increased resources for instrumentation, software, and training in a given area
- ◆ A human diversity project
- ◆ National centers for the study of cognitive processes
- ◆ A network of regional interdisciplinary centers for the study of violence and conflict
- ◆ Studies of the effects of information technology
- ◆ Studying the challenge of change
- ◆ An initiative in translational research

The Steering Committee invites your reactions and additions to this list of ideas and welcomes your participation and sponsorship. As a first step, please:

Describe your idea briefly, ideally in one to two pages. Also, to the extent possible, identify groups and individuals within those groups who would have an interest in the success of the idea. We will be looking for people who could provide the leadership and effort needed to make the idea a reality.

Based on experience from summit meetings over the past decade, concerted action is more likely to be effective than is action by single societies or individuals. This call is issued as a means by which ideas and initiatives might be proposed, shared with a larger group of potentially interested parties, and then pursued by groups of interested organizations and individuals.

Project ideas may be presented by anyone, whether acting as individuals, as informal groups, or scientific organizations. Ideas need not be endorsed by an organization, however, organizational endorsements are welcome.

The deadline for submissions is May 15, 1999. The Steering Committee will meet during the APS Convention in Denver in early June to review the ideas submitted. Following that, the Steering Committee will circulate a summary of the ideas to all Santa Barbara Summit participants, and will attempt to establish task forces or other mechanisms for the pursuit of one or more of the suggested projects.

Project ideas may be submitted via email, regular mail, or fax to any member of the Summit Steering Committee (roster below). Please also send a copy to: Sarah Brookhart, APS, 1010 Vermont Avenue, NW, Suite 1100, Washington, DC 20005-4907; email: sarahb@aps.washington.dc.us ♦

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Behavior, Biology, and NIH

APS Executive Director talks about a lack of priority at health agency for the behavioral causes of illness

Despite the fact that more than 50 percent of the leading causes of death are due to behavior, the National Institutes of Health, says APS Executive Director Alan G. Kraut, has to be “dragged kicking and screaming” to the behavioral science table.

“Saying ‘biomedical’ does not mean you’ve said ‘behavioral,’ any more than saying ‘men’ means you’ve said ‘women,’” he said. “We need to change our view of what health research is just as we need to understand that health involves more than biological functioning. It also involves psychological, social, and environmental issues.”

Kraut’s provocative comments were made at a recent conference sponsored by The Hastings Center to explore a variety of social and ethical issues raised by the development of biological knowledge and clinical progress at NIH. Kraut—who was joined on the dias by a political science and public policy professor and the chair of Columbia University’s Department of Physiology and Cellular Biophysics—took part in a panel on understanding the biomedical versus the behavioral causes of illness. Kraut noted that behavioral research at the country’s largest source of health research funding is *not* a priority.

At the heart of NIH’s problem with the behavioral aspects of health, said Kraut, is the agency’s reductionist culture. “Its overarching question too often is: What is the smallest unit that relates to the phenomenon? Where is the gene? What is the neurotransmitter? Which part of the cell is responsible for what?” he said and added that instead, NIH should look to explain the broader phenomenon. “Otherwise we will be in danger of understanding something like the complete genetics of nothingness. What we want to know is how that gene shows itself in obesity, or how that neurotransmitter affects emotion, or how that cell supports the organism’s life. We want to know about the disease, the trait, and the human behaviors that result from all of the small pieces.”

Acknowledging that the behavioral and biomedical sides of an individual are inexorably linked, Kraut suggested that most molecular/biological scientists and administrators—outside of paying lip service to it from time to time—don’t make that connection.

“I often hear outright astonishment from my biological colleagues after they’ve just sat through a talk on, say, the impact of learning on brain structure, or the way genes work to allow a child to live within his or her environment, or some new finding about the biological basis of emotion, or information about electrical brain activity associated with changes in thinking. ‘Oh, so *that’s* behavioral science,’ they say. ‘I didn’t know you people did that—but that’s real science,’” said Kraut. “Aaarrgh! It’s as if ‘real’ sci-

ence can only be reductionistic.”

Kraut also said that behavioral science is not a priority because of the disease model that drives NIH policies.

“When you look at what determines health, you can’t help but notice behavior. Smoking, drinking, and taking drugs all begin as behaviors. But in the disease model, the initial behavior is ignored. It isn’t usually until a person gets lung cancer, emphysema, heart disease, liver damage, or brain damage that doctors even address the origins of the problem. Just think of the many connections between health and behavior,” he said, citing obesity, substance abuse, drinking, teen pregnancy, suicide, child abuse, and AIDS as examples. “Most would probably agree these are major public health problems. Probably no one is untouched by these problems. But how much NIH research is being done on the fundamental processes of thinking, motivation, on social development, attitude change, and community or family support underlying these behaviors? What cognitive, emotional, and psychological mechanisms are involved when teens ignore the risks associated with substance abuse or unprotected sex? What are the individual and environmental origins of violence? And just as important, what are the protective factors that keep so many kids from engaging in these risky behaviors?”

Kraut said behavior also has a key role in addressing health problems that originate in biological causes, and cited a recent *Journal of the American Medical Association* report that showed that behavioral treatment was not only significantly more effective than drug treatment for urinary incontinence in older women, but it also didn’t have the side effects pharmacological treatments can have. He cited other studies that have shown the effectiveness of behavioral techniques in helping people suffering from arthritis and diabetes manage their pain, their health status, their psychological state, and their use of health services.

“The point is, behavior is as threatening to health as any genetic or biological condition,” he said. “Yet NIH officials talk as if they sponsor only biomedical research on disease, a curious position for the National Institutes of *Health*. But does it really matter if NIH is ignoring behavior because of reductionism or the disease model in the way I describe if the money keeps rolling in? Won’t those huge budget increases NIH has gotten fix the underfunding of behavioral research there? I don’t think so. NIH has always been relatively prosperous, so that’s not the issue here. The problem is structural. True, the budget increase hopefully means everyone’s boat will rise. But without a change in the hierarchy of priorities, a hierarchy in which behavioral science is now on a lower tier—increases at NIH won’t correct the imbalance.”

NIH, said Kraut, owes its existence to the belief that science holds the answers for solving health problems.

“But a too-narrow scientific focus has eclipsed the part about ‘solving health problems,’” he said. “It’s time to revisit the original philosophy of NIH and reconsider what drives the nation’s preeminent health research organization. The space between behavior and biology is shrinking in research; in real life and in health, it doesn’t exist at all. It shouldn’t exist at NIH either.” ♦



Kraut, pictured above at last year’s Summit of Psychological Societies, said NIH needs to give behavioral research higher priority.

APS Invites Nominations for Fellows

(Effective 12/98)

Purpose

Fellowship status is awarded to APS Members who have made sustained outstanding contributions to the science of psychology in the areas of research, teaching, and/or application. Although Fellow status is typically awarded for one's scientific contributions, it may also be awarded for exceptional contributions to the field through the development of research opportunities and settings. Candidates will be considered after 10-15 years of postdoctoral contribution, though exceptional candidates with fewer years will be considered.

Nomination Requirements

Fellowship nominees must be an APS Member. Nominators must supply the following documents to the APS Membership Committee:

- 1) A letter of nomination specifying why the candidate is judged to have made sustained outstanding contributions.
- 2) The candidate's current Curriculum Vita.
- 3) Letter of support from three outstanding contributors to the field of scientific psychology familiar with the nominee's work, one of whom must be an APS Fellow.

Review and approval of nominations

Nominations may be submitted at any time. Fellows nominations are reviewed by a Subcommittee consisting of APS Fellows from diverse areas within psychological science. The Subcommittee, which is appointed by the APS Board of Directors, makes recommendations to the Board concerning Fellowship status for nominees. The Board votes on the Subcommittee's recommendations twice a year, at its regularly scheduled convention and winter meetings.

Fellowship Nomination

I would like to nominate

In support of this nomination I have enclosed the following documents:

- ◆ Letter of nomination
- ◆ Curriculum vita of nominee
- ◆ Supporting letters from 3 colleagues, at least one of whom is an APS Fellow

(your signature)

(printed name)

(address)

(telephone, email)

Mail to: APS Membership Committee, Attn: Vanessa Ellis
1010 Vermont Avenue, NW, Suite 1100
Washington, DC 20005-4907

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White House Names Two APS Members Outstanding Young Scientists

In February, APS Members Marlene Behrmann and Nalini Ambady were named recipients of the prestigious Presidential Early Career Award for Scientists and Engineers (PECASE). This is the highest honor bestowed by the United States government on young professionals at the outset of their independent research careers. Behrmann and Ambady were among 60 young researchers honored in a ceremony at the White House by Vice President Al Gore.

Established by President Clinton in February of 1996, the PECASE awards recognize the research contributions and commitment to broader societal goals of these scientist-scholars as well as advances in science that serve important government missions. The awards are intended to reflect the priority the Clinton Administration places on producing outstanding scientists and engineers and nurturing their continued development. Eight Federal departments, including the National Institutes of Health (NIH) and the National Science Foundation (NSF) join together to nominate the most meritorious young scientists and engineers who will broadly advance science and technology that will be of the greatest benefit to the participating government agencies. Those selected receive five-year research grants to further their study in support of critical government missions.

Behrmann, a cognitive neuroscientist and associate psychology professor at Carnegie Mellon University, was honored for her contributions to understanding the psychological and neural mechanisms of visual cognition and the effects of brain injury and rehabilitation interventions on these mechanisms. The National Institutes of Mental Health (NIMH) nominated her for the award.

"It's really a great honor," said Behrmann. "I am very grateful to NIMH for sponsoring me for this award. Because the federal research support during this 'Decade of the Human Brain' has been



The PECASE Award was given to Nalini Ambady (above) and Marlene Behrmann (right), who displays the award citation.



very generous, this has been an incredibly exciting time to study the human brain."

"I was delighted and very honored to

be named a recipient of this prestigious award," said Harvard University's Ambady, an assistant professor of psychology, whose research interests include social perception, social judgment, and communication. Nominated by NSF, she was honored for her fundamental contributions to the understanding of accuracy of social judgments and development of undergraduate and graduate courses on related topics.

Ambady is also a 1998 NSF Faculty Early Career Development (CAREER) Award winner. ♦

APS Member Awarded McDonnell Fellowship

APS Member Daniel J. Povichelli of the University of Southwestern Louisiana was one of 10 exceptional early-career scientists and scholars recently granted the James S. McDonnell Foundation's Centennial Fellowship in the amount of \$1 million.

The Centennial Fellowships—the largest individual research awards sponsored by a private foundation—commemorate the birth of James S. McDonnell, whose company became the McDonnell Douglas Corporation and who established the McDonnell Foundation in 1950. The fellowships were awarded in five categories and Povichelli was one of two scientist-scholars named in the category of human cognition. Fellowships awarded in this category support research in the fields of cognitive neuroscience, cognitive science, or philosophy that promises to significantly enhance understanding of the human mind/brain or that applies the findings of cognitive science to pressing societal problems in such areas as child development, education, or re-

habilitation.

Candidates were judged by an international panel of scientists and scholars who considered the entrants' scholarly promise, excellence of research programs, and ability to communicate the relevance of the research to broad audiences.

Included on the panel was APS Charter Fellow Endel Tulving, who has been associated with the McDonnell-Pew program in cognitive neuroscience since its inception in 1988. In 1997, the McDonnell Foundation initiated the Centennial Fellowship and Tulving was asked to serve as chair of the advisory committee for cognitive science.

A total of 70 applications from both the

CONTINUED ON NEXT PAGE



Povichelli

FROM PREVIOUS PAGE

United States and overseas were received for this category of the Centennial Fellowship. "Many of them were excellent candidates," said Tulving. Povinelli was chosen for his research program that focuses on fundamental issues concerning human nature.

For the past seven years Povinelli has explored a fundamental question about human nature: Is there anything truly unique about the human mind? To do this, he established two laboratories at the University of Southwestern Louisiana, one for testing the mental abilities of human children, and the other for testing the mental abilities of chim-

panzees, our nearest living primate relatives. His experiments have allowed him to do something that many previous studies of chimpanzees and other animals, both in the laboratory and the wild, have not: to unveil which of our inferences about the mental abilities of other species are justifiable, and which are merely projections of our own way of thinking.

"Povinelli was chosen because his research program was original in the best sense of the word," said Tulving. "He has carried it out highly systematically with great integrity and he himself is an excellent communicator of his ideas both to fellow scientists and the broader public. Povinelli was perfect for the fellowship because his re-

search program is focused on a fundamental issue concerning human nature."

According to Tulving, the fellowship will allow Povinelli to carry on and extend his research in ways that would not have been possible with out it. "Because his work is original, it would probably not find much support from conventional granting agencies," said Tulving. "The fellowship will not only change Povinelli's life, it will also change behavioral science of the future. His research should also provide encouragement to many other young behavioral and brain scientists who are engaged in creative work that not everyone appreciates." ♦

LETTERS FROM PAGE 5

Editor:

Retaining the "APS" initials may be critical. I like the science word in the title. If others could be considered, however, I suggest the Society for Psychological Science or Psychological Science Society—then, of course, there is the "I" word: International Society for Psychological Science.

ROBERT K. BRANSON
FLORIDA STATE UNIVERSITY

Editor:

I support the name change. Too many of my colleagues don't know that APS is different from APA. We need a distinct name. I would certainly support Association of (or for) Psychological Science. American Association of (or for) Psychological Science would also be all right.

JAMES W. CLIFTON

Editor:

Although I am not a member of the American Psychological Society, I read with great interest the article in the February 1999 issue of the *Observer*, about the possible name change of the society. I am the Psychology Librarian of Princeton University and deal everyday with hundreds of journals in the field of psychology and its allied disciplines. I also deal with negotiating for more funds, equipment, databases, services etc., for the Psychology Library. For many years at Princeton, the Psychology Library has not been given its due in proportioning funds in comparison with the other branch libraries on campus, the "science" libraries. They (the "science libraries"), are taken more seriously and treated differently than the Psychology Library. This has been my experience in the past 16 years that I have worked here. There are always allusions to the "hard sciences" being more important

and viable on campus. I can assure anyone that what goes on in this department, as well as the social studies that happen here, are highly scientific studies carried on in controlled laboratories. It is my opinion that any society or association with the word "science" or "scientific" in it would be taken more seriously.

MARY CHAIKIN
PRINCETON UNIVERSITY

Editor:

I object strenuously to the proposed name change. APS has represented for us scientist-practitioners a collegial bridge over the great divide between the two landmark areas of psychology.

A name change to the Association for Psychological Science will destroy that bridge, allowing the "rat psychologists" among us to claim APS as their own while disowning those of us serving primarily as practitioners but who see the need to keep abreast of scientific progress in this young science. What will happen then? The victors will carry on with their oh-so-esoteric research that only other permanent laboratory residents would appreciate, leaving those who engage in psychology to apply the principles of psychological science with nowhere to turn but the venerable, stodgy APA.

Another often cited reason for proposing a name change is avoidance of confusion between APS and APA. Is this quasi-cowardice not akin to a child wanting to avoid a school bully by hiding in his bedroom with the curtains closed? APS can stand on its own two feet—one of scientists and the other of scientist-practitioners—without fear of APA, a bloated organization destined to the same fate of obscurity as the AMA which APA appears to emulate.

FRED GRAF

Editor:

Let me add my name to the list of those in favor of changing the name to Association for Psychological Science. I also like David Myers' suggestion: Association of Psychological Scientists. Both highlight the society's focus, which led me to become a member of APS in the first place.

DOUG MAYNARD
SUNY-NEW PALTZ

Editor:

An emphatic YES to the name change. When I describe APS to non-psychologists (and sometimes psychologists), I'm forever having to explain the difference from APA and I always describe the emphasis on the science of psychology. I think Association for Psychological Science is perfect because it says it all right there. Please count my vote twice!

RON ULM
SALISBURY STATE COLLEGE

LETTER TO THE APS PRESIDENT

Dr. Loftus:

I met you once during the 1980s at an APA convention. I do not remember where it was, but I remember your enthusiasm and it has stuck with me over these years. That intensity was exciting to feel, and I want to thank you for the experience. I also want to thank you for your efforts as President of APS. Your Presidential Column in the January 1999 *APS Observer* is a continuing example of your continuing enthusiasm expressed in support of a cause as well as cogent consideration of critical issues. It is important that we not only support pure science for its inherent value, but also that we take pride in our contributions as scientists.

RICK C. BAUMAN
HUMBER, MUNDIE & McCLARY, LLP

People

Recent Appointments, Awards, Promotions...

APS Fellow **Aaron T. Beck**, a retired professor of psychiatry at the University of Pennsylvania, was recently awarded a lifetime achievement award from the Association for the Advancement of Behavior Therapy. Beck has achieved world wide acclaim for his pioneering therapeutic methods in the treatment of depression, anxiety, panic, substance abuse, and personality disorders. Many of these treatments have been adapted and extended and are now under study to assess their efficacy in the treatment of such disorders as schizophrenia, bipolar disorder and posttraumatic stress. Beck was also recently inducted into the Institute of Medicine of the National Academy of Sciences. He was recognized for single-handedly restoring the relevance of psychotherapy and for influencing the treatment of psychiatric disorders throughout the world.



APS Charter Fellow **Louise Evans** was recently recognized as one of the 2,000 Outstanding Scientists of the 20th Century. The International Biographical Centre (IBC) in England awarded the medal to her. The IBC has also selected her for inclusion in *Who's Who in Asia and the Pacific Nations*. Evans, who is retired, earned a bachelor of science degree at Northwestern University and her master's and doctorate degrees in clinical psychology from Purdue University.



APS Charter Fellow **Robert W. Hotes** has been appointed Executive Director of the American College of Counselors (ACC), a national professional and credentialing organization based in Indianapolis, Indiana. As a provider of certification and continuing education to psychologists, social workers, counselors, clergy, and other professionals, ACC seeks to ensure that certified practitioners have an appropriate grounding in psychological science as well as therapeutic practice. The College's



activities include development and sponsoring of research initiatives in the behavioral sciences aimed at improving standards of practice.

APS Charter Fellow **Harry Reis**, a professor of psychology at the University of Rochester, was recently voted president-elect of the International Society for the Study of Personal Relationships. His two-year term will begin in July 2000. Founded in 1984, the International Society for the Study of Personal Relationships has approximately 600 members from all over the world. The society was created to promote scholarship and research on personal relationships, improve communication among researchers in the field, and establish the field of personal relationships within the scholarly community. Reis, a researcher whose work has been published more than 80 times is known for his studies of everyday social interaction using event-sampling techniques.



APS Member **Kenneth J. Sufka**, associate professor of psychology and pharmacology at the University of Mississippi (Ole Miss) was recognized in January as one of the top 40 professionals under age 40 by the *Mississippi Business Journal* and the Bank of Mississippi. Since joining the faculty at Old Miss, Sufka has been named Elise M. Hood Outstanding Teacher of the Year (1996) and he received the Alpha Epsilon Delta Outstanding Teacher Award (1997). When not in the classroom, Sufka spends his time volunteering for Habitat for Humanity and refereeing high school volleyball.



People News Welcomed . . .

The Editor invites announcements of noteworthy awards, appointments, etc., for possible publication in the **People** news section of the *Observer*. Send with photo (if available) to: *APS Observer*, 1010 Vermont Ave., NW, Suite 1100, Washington, DC 20005-4907; Email: kbourke@aps.washington.dc.us.

It's A Boy!

APS offers congratulations and best wishes to Membership Manager Maria Burke and her husband on the birth of their son, Anthony MacPherson Burke, born December 12, 1998.



Spotlight on Research

The Emotional Brain and the Emergence of Affective Neuroscience

APS Charter Fellows take part in NIH seminar series highlighting the latest in behavioral research

Although emotion has historically referred to fleeting and ephemeral subjective experiences, the methods of modern neuroscience have started to unlock the neural substrates of emotion in the brain.

"Emotion is a topic that has become 'tractable' in serious neuroscientific terms," said APS Charter Fellow Richard Davidson recently in a talk titled *The Emotional Brain: The Emergence of Affective Neuroscience*. "It has given us a handle on affective phenomena that we have just not had previously."

Davidson's talk was the second in this year's Behavioral and Social Sciences Seminar Series at that National Institutes of Health (NIH). Developed by the Behavioral and Social Sciences Research Coordinating Committee and sponsored by the NIH Office of Behavioral and Social Sciences Research, the series features behavioral and social scientists providing the NIH community and the general public with overviews of current research on topics of scientific and social interest. APS Charter Fellow Robert Sternberg is also part of the series and will discuss "Successful Intelligence" on April 15th. (Sternberg will also take part this June in the Presidential Symposium at the 11th Annual APS Convention. See page 24 for details.)

"One of the important strategies that is exemplified by affective neuroscience is really similar to cognitive neuroscience in that the study of the circuitry underlying emotion provides us with a means to parse emotion into more specific and elementary constituents and examine the neural substrates of those more specific constituents," said Davidson. "For example, important distinctions arise between the perception of emotional information and the production of emo-

tional responses—between the generation of emotion and the regulation of emotion. These different facets of emotion all involve different circuitry of the brain. Appealing to the neural substrates gives us an objective way to parse this domain in a very precise fashion."

In the talk, Davidson presented information from his research that is dedicated to understanding the mechanisms responsible for why people differ in their reactivity to emotional challenges.

Emotion is a topic that has become 'tractable' in serious neuroscientific terms. It has given us a handle on affective phenomena that we have just not had previously.

RICHARD DAVIDSON
UNIVERSITY OF WISCONSIN-MADISON

"One of the salient facts about emotion is the extraordinary variability among individuals in their reactivity to life's slings and arrows," he said. "Some people are extremely reactive in response, for example, to a negative life event. They will show a very strong response and if it is repeated over time, they can decompensate rapidly into psychopathology, whereas other individuals are much more resilient and appear to show a considerably less deleterious response to a stressful event. Why are those differences present? What are the brain mechanisms that give rise to them? What can we learn about how those individual differences are instantiated in the brain and what are the consequences of those differences?"

Davidson said a lot of his work has focused on individual differences in two specific parts of the circuit that underlies emotional responding: the prefrontal cortex and the amygdala.

"They interact together in important ways and our work has established that there are individual differences in the activation asym-

metry in the prefrontal cortex," he said. "Those individuals that show a preponderance of left sided prefrontal activation are much more apt to respond positively to emotional challenges. They recover more quickly from negative emotion and they show more intense and sustained positive emotion to a positive emotional event. There are a whole host of biological differences and psychological differences that differentiate between these individuals. We also

find that individuals that show more activation in the amygdala—which is detected either with positive emission tomography or functional magnetic resonance imaging—show more dispositional negative emotion. These are individuals who report being chronically distressed over much longer durations of time. On objective

measures of emotional responding—for example, using startle probe methods—those individuals show elevated startle both during and after the offset of negative emotional stimulus. There are a whole constellation of differences that we have identified that can be associated with specific patterns of activation in critical components of the circuitry that underlies emotional reactivity and affective regulation."

Davidson also illustrated the importance of converging methodologies—such as quantitative brain electrical activity measurement, positron emission tomography, functional magnetic resonance imaging, studies of non human primates as well as measuring behavior and subjective experience—in the study of emotion.

"Putting all of those together enables us to get a focused look at these underlying brain mechanisms in a fashion that would not be possible with a more mono-method approach," he said.

Elizabeth Ruksznis

Department Profile

A new feature, DEPARTMENT PROFILE informs the research community about faculty, programs, research, and activities in psychology departments across the country and around the world. This feature is designed to give *Observer* readers a taste of what is happening outside their own environment. The *Observer* welcomes psychology departments to submit their department for inclusion in the profile. Contact: Editor, APS *Observer*, 1010 Vermont Avenue, NW, Suite 1100, Washington, DC 20005-4907; or by email at ewr@aps.washington.dc.us. *Department Profile* will appear in every other issue of the *Observer*.

Washington University in St. Louis

Founded in 1853 by William Greenleaf Eliot, grandfather of author T.S. Eliot, Washington University in St. Louis is an independent university with an international reputation as a leader in research and education. The university attracts about 5,000 undergraduate and 7,000 graduate students each year, including students from more than 100 countries. For more information, visit the university web site: <http://www.wustl.edu>

Psychology Department

Washington University has granted advanced degrees in psychology since the early 1930s. Today the department is in the midst of substantial growth and expansion. In the early 1990s, the University developed a strategic plan for the next century calling for a significant investment in the Arts and Sciences and identifying psychology as a center for excellence and growth. In 1995, as part of this commitment, the University completed construction of a \$28 million, four-story psychology building. The department is currently engaged in an ambitious effort to recruit faculty that will nearly double its size. The current fulltime faculty includes 25 professors, 10 of whom have been hired within the last three years.

Chair

Henry L. "Roddy" Roediger III joined the department in 1996 as chair and was later named the James S. McDonnell Distinguished University Professor. His research interests lie within cognitive psychology, particularly human memory.

Faculty

Fulltime Faculty

Richard A. Abrams	Alan J. Lambert
David A. Balota	Randy J. Larsen
Deanna M. Barch	Michael Merbaum
Todd S. Braver	Gregory E. Miller
Randy L. Buckner	Henry L. Roediger, III
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Saul Rosenzweig

Undergraduate Program

Psychology is the most popular undergraduate major at Washington University, with approximately 170 majors each year. A new program bringing additional students to psychology is the Hewlett Mind-Brain Program, an interdisciplinary, campus-wide course of study allowing incoming undergraduates to immerse themselves in a hands-on, research-based exploration of cognitive neuroscience. Besides a broad set of courses, the undergraduate program is noted for having experimental psychology/research methods taught in small, intense sections of 10-15 students. Many undergraduates participate in research and each year about a dozen top students conduct honors projects under close faculty supervision.

Contact Information

For information on psychology programs and research at the Washington University in St. Louis contact:

<http://www.artsci.wustl.edu/~psych/>

Graduate Programs and Specializations

The Department has 70-80 graduate students and provides financial support for five years of graduate study. The graduate program is organized into four major areas.

Graduate Training

Aging and Development: Funded by a training grant from the National Institutes of Health since its inception in 1957, the program was one of the first to focus on aging issues. Research interests include basic research on the normal life-span development and decline of memory, attention, perception and other cognitive skills, as well as pathological conditions such as dementia. Other work focuses on social psychology and clinically relevant topics such as health promotion and neuropsychology.

Clinical Psychology: Students are expected to develop active research programs and be open to learning a broad range of clinical skills; the primary goal is to educate students as competent scientists and secondarily as clinical practitioners. Clinical specializations are aging, which includes training in aging research; neuropsychology, which includes training in theory, assessment and research in human neuropsychology; or health, which trains students for research careers in health psychology and behavioral medicine.

Cognitive/Experimental Psychology: This program prepares students for careers in research on fundamental aspects of behavior, including research on learning, memory, perception, attention, language, and decision making. The primary emphasis within the program is on human cognition and cognitive neuroscience. Training includes broad courses on experimental psychology, specialty seminars and student research projects. A recent focus includes neuroimaging using functional magnetic resonance imaging.

Social and Personality Psychology: The program emphasizes basic theories and concepts of the discipline, plus cognitive and motivational underpinnings of normal social behavior. The program includes both basic and applied research in such topics as stereotyping, the development of self-concept, racial dynamics, personality and emotion, and decision making related to health, careers, and relationships.

Research

The Department of Psychology conducts research on a wide range of topics and includes a number of cross-disciplinary explorations, especially with researchers in the medical school. Some examples are included below:

- ◆ linking specific cognitive problems (attention, memory, and spatial processes) to specific brain abnormalities (neuropathology in frontal, medial temporal, and parietal areas, respectively) in Alzheimer's patients, thus paving the way for a better understanding of the disease's onset and progression
- ◆ using functional magnetic resonance imaging (fMRI) to capture snapshot images of the birth of a memory - the split second when the human brain encodes an event for future reference
- ◆ understanding the influences of peers and social support on health behavior including the marshalling of peer and social influences in reducing death rates among children with asthma in predominantly low-income, African American neighborhoods in St. Louis
- ◆ exploring the transdisciplinary field of behavioral economics which combines the experimental methodology of psychology with the theoretical constructs of economics
- ◆ examining questions about an inhibitory effect in visual attention in which people are slower to attend again to a recently attended location
- ◆ developing a paradigm that reliably induces illusory memories on both recall and recognition tests by presenting lists of words associated to a common (missing) word that is recalled and recognized with the same probability as list words
- ◆ studying ways in which individuals differ in terms of vulnerability to emotional states
- ◆ showing that racism and racial conflict within small groups appears to be more of a problem for men than for women.

Joint/Interdisciplinary Programs

Center for Cognitive Neuroscience conducts ongoing imaging research and is helping Psychology build close ties with the medical school. The recently developed Image Analysis Center in Psychology (funded by NSF) allows fMRI images collected in the medical school to be sent to psychology via fiber optic cable and analyzed there. Participating faculty include Marcus E. Raichle, Steven E. Petersen, Maurizio Corbetta, Gordon Shulman, and David Van Essen.

The Philosophy-Neuroscience-Psychology (PNP) program offers a doctorate in philosophy with a special emphasis in cognitive neuroscience and/or cognitive psychology. This initiative explores all aspects of mind-brain research, including consciousness, perception, memory, learning, language and cognitive development. Of the 30 faculty members involved in the program, eight are from psychology. Participating faculty include Adele Abrahamsen, William Bechtel, Andy Clark, Jesse Prinz, Mark Rollins, and James Wertsch.

The Center for Health Behavior Research focuses research on health psychology and behavioral medicine. Participating faculty include Robert Carney, Kenneth Freeland, Barry Hong, and Patrick Lustman.

The Psychological Service Center is a department-run, faculty supervised clinic that allows doctoral students the opportunity to gain hands-on experiences providing psychological counseling to community residents. Amy Bertelson is Director of the Psychological Service Center.

FOIA FROM PAGE 1

Legislation (H.R. 88) to repeal the Shelby provision has been introduced by Rep. George Brown (D-CA), a leading Congressional supporter of science, who said that it was passed without being considered by Congressional science committees and without consulting the scientific community. Brown and others in Congress also have told federal regulators that this provision would compromise sensitive data and would result in enormous legal and administrative costs. APS strongly supports H.R. 88.

Some proponents of the Shelby measure claim that the federal government uses junk science to justify regulations, and that opposition to Shelby is an attempt to hide bad science. The American Association for the Advancement of Science (AAAS), the National Academy of Sciences, and the National Science Board (the governing body for the National Science Foundation [NSF]) have all issued statements opposing the Shelby provision.

Despite the concerns that have been raised by Congress and the scientific community, the regulations to implement the FOIA changes are proceeding apace. The Office of Management and Budget

(OMB) has issued draft regulations that would amend OMB Circular A-110 to include the requirement that all data produced under a federally-funded award will be made available to the public through FOIA procedures. OMB Circular A-110, which has been in effect since 1976, governs the management of federal grants by universities.

Based on statements concerning the legislation by Shelby, Senate Majority Leader Trent Lott (R-MS) and Sen. Ben Nighthorse Campbell (R-CO), OMB has indicated that the requirement will pertain to:

- research that is the basis for any federal policy or rule;
- all underlying data, not just published data;
- all federally-funded research, regardless of the level of funding or whether the investigator is also using non-federal funds.

This provision has raised questions

about who owns the data from federally-funded research.

FOIA is intended to provide public access to government records, and FOIA requests are made of federal agencies. But data technically are the property of universities, which are the recipients of federal award money. So under the proposed regulations, the federal agency, for example the National Institutes of Health (NIH) or NSF, would be required to get the data from the university.

Let's assume for a moment that federal agencies could do this (and that is a big assumption, given the legal challenges that would arise). The prospect of handling such FOIA requests raises many concerns for federal research agencies, ranging from the

ing that "premature data are fragile," and their release would be "devastating." At the worst, she envisions private sector companies using FOIA to raid federal research, which she believes would hamper leading-edge, high-risk research. She also believes early interception of data would have the potential to wreck promising scientific careers.

Both Baldwin and Sheridan point out that there are mechanisms to ensure appropriate transfer of data from universities to agencies, and there are no protections for the confidentiality of information in such transfers. Imagine the reaction of a potential research participant who is told that the information they give may be available under FOIA, said Sheridan.

Shelby says that existing FOIA exceptions and protections are adequate to protect this and other kinds of information, such as personnel records and medical history. It appears that the scientific community disagrees.

The message to OMB, said Sheridan, is that "you can't have good implementation of a bad statute."

A scientist from the private sector sees this as an opportunity for the scientific community to improve access to data. Speaking along

with Baldwin and Sheridan at a briefing sponsored by the AAAS, Roger McClellan, president of the Chemical Industry Institute of Toxicology, said that scientists can have differing interpretations of data. He believes it is the scientific community's responsibility to develop procedures that allow access to critical data, particularly those bearing on public health rules and regulations. Such data should be open to reanalysis, he said.

OMB's proposed regulations were published in the *Federal Register* on February 4th, and are currently open for comment. (They can be accessed online at http://www.access.gpo.gov/su_docs/fedreg/a990204c.html.) The comment period ends on April 5, 1999. APS's response to the proposed regulations will be available on the APS Website (<http://www.psychologicalscience.org>).

Sarah Brookhart

There is no question that this would have a profoundly chilling impact on research in our field. It's not a matter of legitimate issues about access to data, or sharing information. Parties with vested interests could use this as a way to shut down projects on issues they disagree with, or intimidate research participants with the threat of exposure. The potential for abuse is enormous.

ALAN G. KRAUT
EXECUTIVE DIRECTOR
AMERICAN PSYCHOLOGICAL SOCIETY

definition of data to who pays the administrative costs of complying with the request, said Wendy Baldwin, NIH deputy director for extramural research.

"What do we mean by data?" she asked. Does it include individual laboratory notebooks, videotapes of families interacting? And what's covered by "published?" Does it include a poster or a presentation of preliminary data at a scientific conference?

The administrative costs of complying with FOIA requests would also be considerable, said Baldwin. Beyond just getting the raw data, she asked: Who would pay for the analysis that would make the data understandable? And even if costs are recoverable, she pointed out that under current law, recovered FOIA costs go to the U.S. Treasury, not to the agency incurring the costs.

Mary Ellen Sheridan, assistant vice president for research at the University of Chicago, echoes Baldwin's concerns, not-

LIFETIME FROM PAGE 1

bership was twofold. "Frankly, we needed to raise some money early on," said Kraut. "Remember, APS began with nothing but the fervor of the academic community wanting an organization solely devoted to the discipline of psychology. Now that's not a bad way to start off, but we needed to pay the rent. But more importantly, we also were looking for a core of members to make a solid commitment to the long-term goals of APS. That's what has been gratifying in continuing to get Lifetime Members. It signals that APS is an important part of their professional lives."

For example, Lifetime Fellow Edward K. Morris of the University of Kansas chose this option because of his optimism about the future of psychological science within APS.

"A discipline's members should be invested enough in the discipline to commit to it both professionally and personally. I was invested enough to be not only a card-carrying APS Fellow, but also a card-carrying Lifetime Fellow."

APS's Lifetime Members represent all areas of research and are in all different stages of their careers. The *Observer* decided to contact a few of these Lifetime Members and see why they chose to invest a lifetime in APS.



Morris

Balance Due

"Every time the dues statement comes I'm glad I don't have to pay," said Lifetime Member Teresa McDevitt, a professor of educational psychology and assistant dean at the College of Education at the University of Northern Colorado. This statement was of course echoed by many of those interviewed.

"As a professor, I live with fragmentation in my knowledge of psychology," said McDevitt whose research interests include children's listening and communicative skills, parent-child relations, social con-

texts of learning and achievement, science and mathematics education and evaluation, epistemology, and teacher development. "My specialization pertains to the development of children and the meaning of this work for teachers. To contribute to my fields of specialization, and also to teach, I need to know a few things well. But depth definitely occurs at the expense of breadth. Throughout my career, I've sought ways to stay connected to the larger picture. APS is one of those ways. APS reminds me of my own psychological heritage, which is more broadly based than I've become in my day-to-day professional life."

McDevitt enjoys APS's publications as well. "APS's publications contain articles that are brief, readable, and of high quality. When I can steal the time, I do like to read 'out of field,'" she explained. For McDevitt, this means articles that don't directly address child development or professional preparation for teachers.

"I appreciate the implicit reminder from APS that psychology takes many forms, and that to understand children's development, I need to know something about neurological development, behavioral genetics, social psychology, cognitive psychology, socialization, community psychology, adolescent and adult development, psychological diversity, etc.," said McDevitt, who earned her PhD from Stanford University.

"I'm a better psychologist when I have depth and breadth. In fact, breadth makes me smarter about where I dig for depth."

The Last American Free Clinic

Self-described as one of the world's oldest living PhD candidates, APS Lifetime Member Gary Schoener managed to get through everything but dissertation in 1969.

"I was a Paul Meehl advisee and was a research assistant for he and David Lykken at the University of Minnesota," said Schoener. "Getting a job as a psychologist after my internship, then getting certified in 1973, and then grandfathered into licensure

in 1974 as licensee #13 in Minnesota, I have been able to practice without the degree and so I still have a dissertation on hold. Ironically, in 1997 the Minnesota School of Professional Psychology awarded me an Honorary Doctorate in Psychology—my mother had inquired whether I might one day get an honorary degree!"

Schoener has done a great deal of media work all over the world due to his work on sexual misconduct by professionals—from psychologists to physicians to clergy. He has testified in the United States and Canada in malpractice cases, criminal cases, and administrative cases



Schoener

dealing with licensure and employment, typically dealing with professional misconduct. In the early 1970s he was involved in drug abuse work and services to alienated teenagers and consulted to the Special Action Office on Drug Abuse Prevention in the Nixon White House, and also to Elliot Richardson when he was secretary of the Health Education and Welfare department.

Currently, Schoener is the executive director of the Walk-In Counseling Center located in Minneapolis, Minnesota. "Our Center is the largest pool of mental health professionals volunteering under one roof in the world—about 300 psychologists and social workers each year. It is probably the last American 'free clinic,' as there is no charge for our services," explained Schoener.

Schoener had originally joined APS because he felt that psychology had drifted from its scientific roots and he was tired of dealing with the damage done by psychologists who were not accountable, whether in court, or in clinical settings. "I believe in psychology's scientific base and believe that it was being abandoned," he said. "Even though I am predominately a clinician, the adherence to scientific method, and the use of scientific data—when it exists—is important."

Schoener told the *Observer* that becoming a Lifetime Member was a way of



McDevitt

CONTINUED ON NEXT PAGE

FROM PREVIOUS PAGE

giving a boost to a young and developing organization.

"If successful, APS would not need my future dues," he explained. "If unsuccessful, at least APS would have had a 'run' for it. If you expect the organization to last, Lifetime Membership is a 'bargain.' Any real scientist should be able to do the math."

Wearing Many Hats

APS Lifetime Member and Fellow Nancy Adler is a very busy woman.

A professor of psychology in the Departments of Psychiatry and Pediatrics at the University of California-San Francisco (UCSF), she is also vice-chair of the Department of Psychiatry; director of the Health Psychology program; head of the curriculum committee for the School of Medicine at UCSF; and director of a campus-wide center called the Center for Health and Community.



Adler

"This center brings together social, behavioral and policy sciences here at UCSF," explained Adler, who said her research interests span two areas. "One is decision-making regarding health behaviors with a particular focus on reproductive decisions. And the other is in the mechanisms by which socioeconomic factors affect health. I am doing the latter work in the context of a research network which I head and is funded by the McArthur Foundation," she explained.

Adler decided to become a Lifetime Member of APS because she was very enthusiastic about an organization that focused on the science of psychology with an emphasis on research and education. "I knew that this would be a lifelong passion for me so it made sense to become a Lifetime Member."

The Gift of a Lifetime

Over the years, APS has made keeping up with changing technology a top priority. But, without the generous help of APS Lifetime Member John Krantz, APS could still be in the dark ages.

Krantz, an associate professor of psychology and department chair at Hanover College was APS's first webmaster and developer. Krantz had gotten involved in the technology before the Internet boomed. When Mosaic, the first web browser for PCs came online, Krantz immediately saw the value of a graphical interface and he started developing web pages.

"At the time, I had been developing some resources for my department and said that



Krantz

this is something APS should get involved in. A web page would provide access to all kinds of resources for APS Members—from access to information about research, teaching, as well as other departments." said Krantz. "I thought creating a web page for APS would be a nice way use the technology at the national level," said Krantz.

The APS web page kept Krantz—who

offered his services as an unpaid volunteer—busy for four years. The time he spent working on the page—adding or making changes—varied week to week. "I estimated it was five hours or less most weeks. There were weeks when it was more; for example, the job ads could get pretty time intensive because I had to convert the files into formats for the web to make them searchable," he explained.

Soon, APS's web page was growing by leaps and bounds. "There were times I got behind with what I wanted to do—particularly with things APS needed—then it was time for things to go in house," he said. The result was unveiled in October when www.psychologicalscience.org, APS's new site, was opened to the public.

Krantz said he has really enjoyed his involvement with APS both in terms of being a member and through working with the web page.

"I believe deeply in APS because of the need to organize the science of psychology and have psychology better represented," he said. "I really felt without an association until APS came along."

In appreciation for Krantz's hard work and dedication, APS honored Krantz with a Lifetime Membership last fall.

"I have really been very pleased with all my interactions and working with APS over the years. I was honored by the gift of Lifetime Membership from APS. It touched me very deeply," he said.

The Scientist and the Practitioner

"I am a strong proponent of the Boulder Model, and I have always felt that a psychologist should be both a scientist and a practitioner. I have attempted to integrate these two roles throughout my career," said Lifetime Member Louis Veneziano.

A clinical psychologist and professor of psychology at Southeast Missouri State University, Veneziano has worked in a number of applied settings with diverse clinical populations. He is also a principal investigator for the Bootheel Initiative—a multidisciplinary effort to enhance the economic and social development of individuals residing in the Bootheel region of southeast Missouri.

The majority of Veneziano's research

COMING THIS SPRING . . .**Lessons Learned: Practical Advice for the Teaching of Psychology**

The Teaching Tips columns that have been featured in the *Observer* over the years will soon be at your fingertips. APS is compiling all of the columns into a book that will be available through APS this spring. The book—titled *Lessons Learned: Practical Advice for the Teaching of Psychology*—will include all of the columns that have been printed since the series began as well as those that will be printed this year. This book will be available at a reduced rate for APS Members. Watch the *Observer* for more details including availability, ordering, and price information.

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activities have involved the interface between the fields of psychology and criminal justice. He often collaborates with his wife Carol, a professor of criminal justice at Southeast Missouri State University. His current research finds him with two ongoing lines of research in the areas of boot camps and sexual offenders.

Veneziano decided to become a Lifetime Member of APS because he felt APS reflected the integration of the roles of scientist and practitioner. "I am strongly committed to the application of psychological research to the improvement of human welfare. As long as APS continues to advocate the use of psychological knowledge in this way, I see no disadvantage of being a lifetime member."



Veneziano

Canada, eh?

"I became a life member because I felt that APS needed some 'up-front' funds in order to get rolling and make a go of it," said

Lifetime Member and Fellow Stanley Coren. "Besides, I am inherently lazy about administrative details, and this would be one set of annual dues payments that I wouldn't have to make regularly."

Coren, a professor of psychology at the University of British Columbia, received his doctorate from Stanford University. His research has covered many areas in psychology, including human vision and hearing, neuropsychology, brain, laterality, birth stress, sleep, and cognitive processing. His research has resulted in the publication of well over 250 articles in scientific journals and 14 books and monographs for professionals and students. He has also served on the editorial boards of various journals.

"I joined APS because I respected the people who were putting APS together and felt that they should get all of the support that the psychological research community could give," said Coren. "Overall I am pleased with the way APS has turned out."

Kristen Bourke



Coren

The 22nd Annual National Institute on the Teaching of Psychology

Cosponsored by the American Psychological Society and the University of South Florida, the 22nd Annual National Institute on the Teaching of Psychology will be held January 2-5, 2000, in St. Petersburg Beach, Florida.

Registration is limited to 400 participants; early registration (before September 15) is highly recommended.

Poster session proposals should be received by October 1, 1999, to guarantee space in the program, although later submissions from registered participants will be considered if poster space remains available.

The preliminary conference program includes several preconference workshops, three poster sessions, two participant idea exchanges, a social hour, an optional dinner and conversation on topics submitted by participants, book and software displays, and about 35 featured speakers well-known for their excellence in teaching psychology.

The conference fee is \$340, which includes meals (except dinners), refreshments at coffee breaks and poster sessions, and an evening reception.

For more information, contact:

Joanne Fetzner

Dept. of Psychology ♦ Univ. of Illinois
603 East Daniel St. ♦ Champaign, IL 61820

Tel.: 217-398-6969; email: jfetzn@s.psych.uiuc.edu

University of Michigan Institute for Social Research RCGD Summer Workshops

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June 21-25, 1999 (one week course)

9:00 am - 5:00 pm

This course will review statistical techniques useful for data that are nonindependent due to social interaction. For example, data collected from a dating couple might be nonindependent because the two individuals may influence each other. Other examples where this type of nonindependence may occur include mother-infant interaction, family research, jury research, workgroups and teams. The techniques allow one to examine statistical relationships data at the level of the individual as well as the level of the group, thus permitting theory testing at more than one level of analysis.

A good background in correlation and regression techniques is necessary. The discussion will focus on the intuitions underlying the techniques, details surrounding computer packages, and the interpretation of computer output. We will review several techniques including round robin analysis, social network analysis, regression techniques, and latent variable techniques; we will make use of several frameworks including structural equations modeling and hierarchical linear modeling, though familiarity with these more advanced techniques is not a prerequisite. Non credit fee: \$750.00

Experimental Methodology

July 19 - Aug. 13 (four week course)

9:00 - 11:00 am

A specialized workshop in innovative research design and methodology geared for experimental studies in psychology. The workshop will address lab experiments, field experiments, and applications to public policy and organizational behavior. Instruction will cover all aspects of the research process: from getting ideas to implementing lab studies to final write-up. There will be a series of exercises, some involving actual data collection, designed to develop skill in all aspects of experimentation. The workshop will emphasize critical thinking, especially how it relates to alternative explanations and designing studies to test those alternatives. Participants will also develop skills in writing research papers. Non credit fee: \$750 (please refer to website for credit fees)

For further information visit our website:
<http://www.isr.umich.edu/rcgd/summer>

APS Members In the News . . .

The news media in recent weeks have featured APS members on various research-related topics. The members are listed here along with their affiliation, the name and date of the publication/broadcast in which they were quoted/mentioned, and a brief description of the topic. The *Observer* urges readers to submit such items for publication in future issues of this column. Email your listing to: kbourke@aps.washington.dc.us

David O. Antonuccio, Univ. of Nevada, *USA Today*, Feb. 2, 1999: Depression

Arthur Aron, State Univ. of New York-Stony Brook, *abcnews.com*, Feb. 10, 1999: Love

David Barlow, Boston Univ., *20/20*, Feb. 24, 1999: Treatment for panic attacks

Cathryn L. Booth, Univ. of Washington, *The Washington Post*, Feb. 23, 1999: Daycare

David M. Buss, Univ. of Texas at Austin, *Science News*, Jan. 30, 1999: Sexual jealousy across cultures; *The New York Times Magazine*, Feb. 21, 1999: Sex differences in human mating strategies.

Jennifer L. Butler, Case Western Reserve Univ., *Mademoiselle*, March 1999: Performance anxiety

Lindsay Chase-Lansdale, Univ. of Chicago, *abcnews.com*, Feb. 28, 1999: Working mothers and children

Kenneth Dodge, Duke Univ., *The Washington Post*, Feb. 26, 1999: Violence and impulsivity

Frank Farley, Temple Univ., *USA Today*, Feb. 2, 1999: Parental influence

Irene Frieze, Univ. of Pittsburgh, *abcnews.com*, Feb. 4, 1999: Love and friendship

Gordon Gallup, State Univ. of New York-Albany, *The Chronicle of Higher Education*, Mar. 5, 1999: Chimpanzees, monkeys, and learning

Peter Grossenbacher, National Institute of Mental Health, *The New York Times*, Feb. 23, 1999: Synesthesia

Judith Rich Harris, *USA Today*, Feb. 2, 1999: Parental influences

Elaine Hatfield, Univ. of Hawaii-Manoa, *abcnews.com*, Feb. 10, 1999: Love

Myron Hofer, New York State Psychiatric Institute, *The New York Times*, Mar. 2, 1999: Fear and anxiety

Timothy Jay, Massachusetts College of Liberal Arts, *Los Angeles Times*, Jan. 25, 1999; *CBS Evening News*, Feb. 3, 1999: Profanity

Marcel Kinsbourne, New School for Social Research, *The New York Times*, Jan. 19, 1999: Depression

Roberta Klatzky, Carnegie Mellon Univ., *The Chronicle of Higher Education*, Feb. 26, 1999: Virtual reality

Alan I. Leshner, National Institute on Drug Abuse, *Mademoiselle*, March 1999: Effects of marijuana; *The Chronicle of Higher Education*, Mar. 5, 1999: Gambling addiction

Christopher T. Lovelace, American Univ., *The New York Times*, Feb. 23, 1999: Synesthesia

David Lykken, Univ. of Minneapolis, *Weight Watchers Magazine*; March 1999; *FIT*, April 1999: Happiness; *USA Today*, Feb. 2, 1999: Parental influence

Lawrence Marks, Yale Univ., *The New York Times*, Feb. 23, 1999: Synesthesia

Robert McCrae, National Institute on Aging, *Weight Watchers Magazine*, March 1999: Happiness

Brenda Milner, McGill Univ., *The New York Times*, Jan. 19, 1999: Depression

Irene M. Pepperberg, Univ. of Arizona, *Scientific American*, Winter 1998: Parrot intelligence; *Scientific American Frontiers*, Jan. 20, 1999: Animal Einsteins

Steven Pinker, Massachusetts Institute of Technology, *USA Today*, Feb. 2, 1999: Parental influences

Daniel Povinelli, Univ. of Southwestern Louisiana, *The Chronicle of Higher Education*, Mar. 5, 1999: Chimpanzees and anesthesia

Arnold J. Sameroff, Univ. of Michigan, *The New York Times*, Feb. 2, 1999: Happiness and money

David N. Sattler, College of Charleston, *CBS This Morning*, Jan. 21, 1999: Psychological reactions to natural disasters.

Terrence Sejnowski, Salk Institute, *The New York Times*, Jan. 19, 1999: Depression

Myrna Shure, Allegheny Univ. of the Health Sciences, *The Washington Post*, Mar. 3, 1999: Dinner time and families

Robert Sternberg, Yale Univ., *abcnews.com*, Feb. 10, 1999: Love

Scott F. Stoltenberg, Univ. of Michigan, *National Public Radio The DNA Files*, Feb. 22, 1999: DNA and Behavior

Carol Tavis, *The Chronicle of Higher Education*, Mar. 5, 1999: Male and female relationships

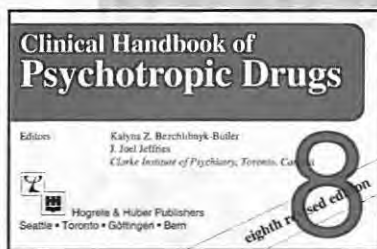
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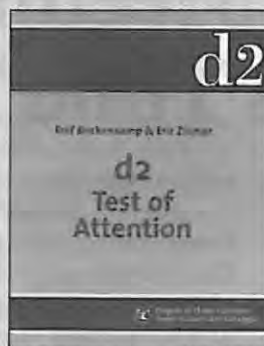
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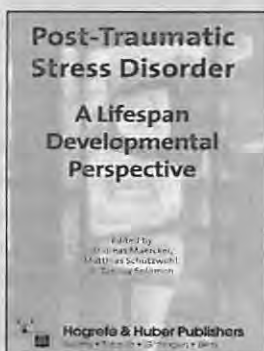
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The Student Notebook

Karen M. Falla ♦ Editor

The Winter Meeting in Atlanta: A Peach of a Time

Kim MacLin
APSSC President

The American Psychological Society Student Caucus (APSSC) executive council met over Super Bowl weekend in Atlanta, Georgia, for our annual winter meeting. It was great to finally meet together in person after seven months of working over email!

We conducted a tremendous amount of business over the day and a half of meetings, covering executive council and committee chair reports, convention planning, administrative and structural issues, as well as goal setting and future directions.

An issue we covered at length is how to best reach and serve you, the student affiliates of APS. We're finding that electronic communication is where it's at for our busy graduate and undergraduate affiliates. Check out our website as it is continually updated (most recently with our Mentorship page where you can hook up with a mentor by email to get advice on issues related to graduate school, research, teaching, finding a job, etc.). Also, we're having great success reaching a lot of you by email. If you are not receiving our email updates and would like to, contact Otto MacLin at otto@pogonip.scs.unr.edu, to get your email

address on the list.

One way we serve you is through our awards programs. This year we received a record number of submissions for the APSSC research competitions. There is some serious talent out there! Please join us at the Opening Ceremony and our Business Meeting at the APS Convention in Denver to find out the winners of all of the competitions. These students and their research will be highlighted in the July/August issue of the *Student Notebook*.

Another way to get involved is by starting a local chapter. The benefits for getting your psychology club or organization designated as an APSSC Local Chapter include speaker funds, national recognition through the *Student Notebook*, the possibility of winning the Chapter of the Year Award, as well as a creating a home base for the development of your professional identity in the field of psychology.

Remember, undergraduates are people too! We encourage you undergraduates out there to get involved at the local level through chapters, as well as at the national level via the convention.

In terms of what we covered at our meeting, these topics are just the tip of the iceberg! If you're interested in knowing more about APSSC or the issues discussed



The APSSC executive council: Back row (left to right) Susan Yoder, Otto MacLin, David Samonds and Danny Richard. Front row (left to right) Karen Falla, Richard Yuen, Kim MacLin and Suzanne Altobello Nasco.

at the winter meeting there are a few things you can do.

- 1) regularly check our website: <http://psych.hanover.edu/APS/APSSC/apssc.html> (minutes of our meetings are posted there),
- 2) contact any of our officers by email
- 3) attend our Social Hour in Denver
- 4) attend our Business Meeting in Denver.

Watch your email for a call for agenda items for our business meeting. Some items that are currently on the agenda are: elections of new officers, discussion of local chapter involvement and accomplishments, and a discussion on how graduate students can get involved in the widespread dissemination of psychological science.

I look forward to seeing you in Denver!

APSSC Convention Activities

APSSC's Ethnic Minority Concerns Paper Session

Friday, June 4
from 5:30PM-6:50PM

APSSC Social Hour

Saturday, June 5
from 5:30PM-6:15PM

APSSC Business Meeting

Saturday, June 5
from 6:15PM-7:15PM

APSSC New Officers Meeting

Sunday, June 6 from 9AM-10AM

Please join us!

Hot Site

This site is a University of Illinois-Urbana-Champaign project that provides interactive, multimedia demonstrations and experiments in auditory and visual perception, learning and memory, and cognition. It's a terrific tool for lab instruction, particularly perception-related, because it has experiments you can do online. Thanks to Susan Yoder for letting us know of this great site!

Visit it today at <http://kahuna.psych.uiuc.edu/ipl/index.html>
Have you run across a web site you think might be of interest to other students? If so, please contact Karen Falla (tfal5939@aol.com)

APSSC News for the 11th Annual Convention

Student Volunteers Needed

The APS Student Caucus sponsors a student volunteer program at the Annual Convention each year. Volunteers must be student affiliates and must work six hours at the conference in various capacities. In exchange for volunteering, students will be reimbursed for their convention registration fee. Only APS student affiliates may apply for the volunteer program. No other prerequisites exist, however, winners of the APSSC Travel Award are not eligible to apply.

To apply for volunteer status, please send your name, email address, home or department address, phone number, the dates you will be attending the conference, and a brief statement of your conference goals or the circumstances surrounding your conference trip to the APSSC Volunteer Coordinator, Suzanne Altobello Nasco at Altobello.1@nd.edu. Please indicate whether you have volunteered at previous APS conferences. The deadline for applying is April 21, 1999.

Student Hotel Match-Up Program

If you are an APS student affiliate planning to attend the Denver conference and would like to contact other students about the possibility of sharing hotel accommodations, please send your name, email address, phone number, smoking preference, the number of people in your party, the maximum number of students with whom you would like to share a room with, and student preference (males only, females only, undergraduates, graduates) to the APSSC Volunteer Coordinator, Suzanne Altobello Nasco at Altobello.1@nd.edu.

Please send your information to Suzanne by April 21, 1999. The Volunteer Coordinator will compile a list of students desiring hotel match-ups and will distribute the list via email to all participating student affiliates. It is the responsibility of the students to contact each other to make hotel arrangements.

EARLY CAREER PATHWAYS: Opportunities for Researchers

The National Institute on Drug Abuse (NIDA) recognizes a need to attract early career investigators into the field of drug abuse research. The National Institutes of Health has a number of funding mechanisms available to support research training at the pre- and postdoctoral level, and funds are also available for career development following the completion of formal academic training.

NIDA is sponsoring a symposium at the 11th Annual Convention to highlight accomplishments of some particularly prominent junior behavioral scientists, who have been supported by these training and career development vehicles. The symposium is entitled "Motives for Behavior: From Neurobiological to Cognitive Perspectives." George V. Rebec, will deliver an address on neurochemical substrates and electrophysiological correlates of motivated behavior. Three junior investigators will then give scientific presentations summarizing their basic and applied research programs, and will highlight the influence of prior training experiences on their career development. NIDA representatives will be on-hand to explain these various funding sources and answer questions. The symposium will be held June 5, from 6:30-8PM

For more information contact: Minda R. Lynch, Program Officer, Behavioral Sciences Research Branch, NIDA: email: mlynch@ngmsmtp.nida.nih.gov

APSSC Officers ♦ 1998-1999

Each Executive Council Member welcomes students and others to contact them about any concerns relevant to the member's respective office.

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APS Convention ♦ Denver 99

APS is entering its second decade of commitment to the Science of Psychology and will hold its 11th Annual Convention in Denver, Colorado, on June 3-6, 1999. The convention program will be one of interest to all APS Members, striking a balance between specialty topics and integrative themes. Check out the next few pages to see what to expect from this year's highly anticipated event. Be sure you are part of the excitement in Denver this spring!

A Gold Mine for Psychological Scientists

THE 1999 APS PRESIDENTIAL SYMPOSIUM

Science and Pseudoscience



ORGANIZER
Elizabeth Loftus

University of Washington



PARTICIPANT
Robert Sternberg

Yale University

"How more and more research can tell you less and less until finally you know much less than when you started"



PARTICIPANT
Carol Tavris

"Power, politics, money, and fame: Sources of pseudoscience in research and therapy"



DISCUSSANT
Ray Hyman

University of Oregon

Researcher Stephen Jay Gould will **not** be participating in the Presidential Symposium, as had previously been announced.

KEYNOTE ADDRESS

How Stereotypes Can Shape Identity and Performance



Claude Steele
Stanford University

BRING-THE-FAMILY ADDRESS

Jumpy Monkeys



Stephen Suomi
National Institutes of Health

Writing Psychology Textbooks: A Nuts and Bolts Workshop for Prospective Authors

On Sunday, June 6, Writing Psychology Textbooks: A Nuts and Bolts Workshop for Prospective Authors will be offered. This six-hour workshop will cover virtually every aspect of textbook writing in a format that combines formal content presentation with group discussion and question-and-answer exchanges. The emphasis will be on offering practical information and advice.

APS Convention ♦ Denver 99

Don't Miss the Sixth Annual Institute on the Teaching of Psychology

THURSDAY, JUNE 3

The sixth annual Institute on the Teaching of Psychology—the annual one-day preconference to the APS Convention—will be held June 3. It will combine substantive talks by leaders in scientific psychology. The mix of topics featured in the this year's invited addresses will be more pertinent than ever to the interests and concerns of psychology faculty.

In addition, poster and roundtable presentations will feature opportunities for learning and discussing innovative teaching strategies and effective classroom tools. Teachers of psychology at two- and four-year colleges and universities and graduate students will benefit from the experience of their peers in an informal atmosphere that encourages group interaction.

Saul Kassin, Williams College
Teaching Social Psychology:

Indestructible Classroom Demonstrations

Robert S. Feldman, University of Massachusetts-
Amherst

A Beginner's Guide to Teaching with Technology:
Why It's Time to Bite the Cyber-Bullet

Bruce Goldstein, University of Pittsburgh
Perception, Cognition, and Reality

Susan Fiske, University of Massachusetts-Amherst
Five Themes for Teaching Social Psychology

Carole Wade, Dominican College of San Rafael
Teaching More by Teaching Less

Steven Schwartz, Murdoch University
Case-Based Learning in Abnormal Psychology:
The Way Forward

Stephen F. Davis, Emporia State University
Academic Honesty in the 1990s:
Encouragement in a Discouraging Situation

Spencer Rathus, Montclair State University
Using Profiles in Psychology to Teach Introductory
Psychology

THE 11TH ANNUAL APS CONVENTION SCHEDULE SO FAR!*

WEDNESDAY, JUNE 2

1-5PM	APS Board Meeting
4-5:30PM	SPSP Symposium
5:30-6:30PM	SPSP Reception/Social Hour

THURSDAY, JUNE 3

8AM-7:30PM	APS Registration
8:30AM-NOON	APS Board Meeting
9AM-5PM	NIAAA Symposium
9AM-5PM	Academy of Psychological Clinical Science (APCS)
9AM-5PM	APS Institute on the Teaching of Psychology
9AM-5PM	SPSP Conference
10AM-4PM	American Board of Prof. Neuropsychology
6PM-7:30PM	APS Opening Ceremony & Keynote Address
7:30-9PM	APS Opening Reception & Poster Session I

FRIDAY, JUNE 4

7:30AM-7PM	APS Registration
7-8:30AM	NIMH Junior Investigator Breakfast
8AM-NOON	APS Concurrent Sessions
NOON-1:30PM	APS Poster Session II and Federal Posters
NOON-1:30PM	Psi Beta Chapter/Natl. Council Info. Exchange
NOON-1:30PM	APCS Internship Event
1:30-3:20PM	APS Cross-Cutting symposia
3:30-5:30PM	APS Presidential Symposium
5:30-6:50PM	APSSC Paper Session
6:30-8PM	APS BTF Reception & Poster Session III
8-9PM	APS Bring-the-Family Address

SATURDAY, JUNE 5

7:30AM-5PM	APS Registration
8AM-NOON	APS Concurrent Sessions
9:30-11AM	Psi Chi Symposium
NOON-1:30PM	APS Poster Session IV
1:30-3:20PM	APS Cross-Cutting symposia
3:30-5:30PM	APS Cross-Cutting symposia
5:30-8PM	APSSC Social and Business Meeting
5:30-7PM	APS Poster Session V
6:30-8PM	NIDA Symposium

SUNDAY, JUNE 6

8-10AM	APS Registration
8AM-NOON	APS Concurrent Sessions
9AM-3PM	APS Workshop on Writing Psychology Textbooks
NOON-3:00PM	APS Cross-Cutting symposia
NOON-1PM	APS Business Meeting

*as of March 1999; subject to change. Events in blue signify APS.
Black type indicates affiliate meetings

Just A Sample of the Program!

CROSS-CUTTING SYMPOSIA

Emotion Regulation Across the Life-Span

Co-Chairs: Robert W. Levenson, Univ. of California-Berkeley and Carroll Izard, Univ. of Delaware

Emotion regulation is a lifelong developmental task that has profound implications for both personal and interpersonal well-being. Long an important topic in studies of infancy and early childhood, emotion regulation is being studied with increasing frequency in other age groups as well. Symposium participants, each having special expertise with a particular segment of the life span, will use their own work to address a set of common questions concerning emotion regulation that address: (a) definition, (b) measurement, (c) origins, (d) stability and change, (e) individual differences, and (f) implications for well-being.

Presenters: Carroll Izard, Univ. of Delaware

Emotionality, Emotion Knowledge, and Emotion Regulation in Childhood

John Gottman, Univ. of Washington

Meta-Emotion in Families and Emotion Regulation in Children

Daniel A. Hart, Rutgers Univ.

Success and Failure in School: The Role of Emotional Regulation

Robert Levenson, Univ. of California-Berkeley

Emotion Regulation in Adulthood:

Competence, Capacity, and Cost

Laura Carstensen, Stanford Univ.

Emotion Regulation in Old Age: An Area of Continued Growth?

Discussant: Philip A. Cowan, Univ. of California-Berkeley

An Impressionist Approach to Emotion Regulation:

We Have the "Dots," but do They Create a Picture?

Perceptual Processing Deficits In Developmental And Psychiatric Disorders: Evidence And Implications

Chair: Stephen Oross, E. K. Shriver Center

To what extent are low-level perceptual processing deficits evident in developmental and psychiatric disorders? To address this question, this symposium will present current research that examines behavioral and neurological functioning in a variety of disorders. Diagnostic utility, contribution to common behavioral difficulties, and etiology will be among the issues explored.

Presenters: Stephen Oross, E. K. Shriver Center

Visual Perception Abilities In Individuals With Mental Retardation: From Behavior To Neurology

Deborah P. Waber, Harvard Medical School

Processing Of Rapid Auditory Stimuli In School-Age Children Referred For Evaluation Of Learning Disorders: Behavioral And Neurophysiological Studies

Yue Chen, Harvard Medical School

Motion Processing And Its Relationship To Smooth Pursuit Deficits In Schizophrenia

The Psychology of Prejudice

Chair: Gregory M. Herek, Univ. of California-Davis

Social and behavioral scientists have been studying prejudice for much of the past century. What is the current state of psychological science on this topic? Contributors to this symposium will discuss a variety of theoretical and methodological perspectives for understanding prejudice based on race, ethnicity, gender, and sexual orientation.

Presenters: Mahzarin Banaji, Yale Univ.

The Ontology of Unconscious Prejudice

Jim Sidanius, Univ. of California-Los Angeles

The Interactive Interface Between Gender and Ethnic Discrimination:

A Social Dominance and Evolutionary Perspective

Janet Swim, The Pennsylvania State Univ.

Modern Sexism and the Identification of Everyday Sexism

Gregory M. Herek, Univ. of California-Davis

Interpersonal Contact and Sexual Prejudice

Stuart Oskamp, Claremont Graduate Univ.

Multiple Paths to Reducing Prejudice and Discrimination

The Changing Nature of Work and Organizations

Chair: Walter C. Borman, Univ. of South Florida

This symposium consists of three presentations describing important issues around the changing nature of work and what this means for organizations in our economy.

Presenters: Michael D. Coovert and Lori Fosters, Univ. of South Florida

Future Work
Jerry W. Hodge, Personnel Decisions Research Institutes; and Walter C. Borman, Univ. of South Florida

A Glimpse at the Future of Performance Evaluation

Donna Chrobot-Mason, Univ. of Colorado-Denver

Creating a Learning Organization at Xerox Corporation: Strategies for Success, Lessons Learned, and Research Opportunities

Why We Age Differently: Effects of Genes and Environment

Co-Chairs: Richard Rose, and Julie Stout, Indiana Univ.

Three distinguished speakers discuss: (1) genetic-environmental interactions in complex developing systems using examples of human aging from twin and cross-cultural studies and from animal models of aging; and (2) the heritability of cognitive function and the possible increasing influences of genes for speed and sensorimotor functioning during aging.

Presenters: Gerald E. McClearn, Pennsylvania State Univ.

Genes and Environment: Two-Part Harmony

Deborah G. Finkel, Indiana Univ. Southeast

Contributions of Sensorimotor Functioning and Perceptual Speed to Genetic Influences on Adult Cognitive Ability

Hugh C. Hendrie

Possible Gene-Environment Interaction in Alzheimer's Disease: The Value of Cross-Cultural Studies

Just A Sample of the Program!

METHODOLOGY MINI-TUTORIALS

Organizer, David A. Kenny, University of Connecticut

Effect Size Estimation

Bruce Thompson, Texas A&M University

Eleven studies of journal articles published since the 1994 APA style manual began encouraging effect size reporting demonstrate that this admonition has been ineffective. At the same time, a recent study of the number of articles published per decade that criticized conventional significance testing has grown from around 40 in the 1970s, to around 90 in the 1980s, to around 160 in the 1990s. These findings suggest that additional work is needed to overcome past bad habits. Alternative ways to estimate effect sizes are developed.

Meta-Analytic Synthesis

Wendy Wood, Texas A&M University

Meta-analyses are statistical techniques used to estimate the size of an effect across a body of literature. In addition to answering the basic question in a research area, "Is there an effect?" meta-analysis is useful for addressing more sophisticated questions about moderators of an effect, or "What does the effect depend on?" Because the studies included in a meta-analytic synthesis typically represent a variety of participant samples, settings, and operations of variables, meta-analysis provides greater insight into moderators of an effect than is possible in any single primary investigation. By evaluating the impact of moderating variables, meta-analyses can test theories and can identify promising avenues for future research in an area. This presentation will cover the basic techniques in conducting a meta-analytic synthesis and will provide examples of the uses of the approach.

Mediational Analyses

Charles Judd, University of Colorado

In addition to knowing whether a particular independent variable or treatment has an effect, researchers typically want to know about the mechanisms that are responsible for the effect. This is the question of mediation. This workshop will explore data analytic procedures that can be used to examine hypotheses about mediating mechanisms. The classic procedures outlined by Judd and Kenny (1981) and Baron and Kenny (1986) will be covered, including latent variable approaches. Additionally, more recent work on mediation in within-subject designs will be discussed.

CROSS-CUTTING SYMPOSIA

Addiction Motivation: Behavioral, Cognitive, and Neurobiological Perspectives

Chair: Timothy Baker, Univ. of Wisconsin

Models of addiction must address certain vexing questions. Why do addicted individuals persist in drug use after drug ceases being pleasurable? Why is it so difficult to show a link between withdrawal symptomatology and relapse? Symposium participants will address these and other knotty issues in addiction motivation.

Presenters: Terry E. Robinson, Univ. of Michigan

The Neurobiology and Psychology of Addiction:

An Incentive-sensitization View

Michael A. Sayette, Univ. of Pittsburgh

Cognitive and Affective Processing in Craving

Maxine Stitzer, Johns Hopkins Univ.

Cravings and Urges in Smokers:

Recent Insights from Laboratory Research

Discussant: Timothy B. Baker, Univ. of Wisconsin

Current Problems and Directions in Research on Motivational Processes in Addiction

The New Synthesis of Nature and Nurture in Developmental Psychology

Chair: Eric Turkheimer, Univ. of Virginia

The debate about the roles of genes and environments in the development of human behaviors has established that neither correlations among biologically related family members nor estimation of independent genetic and environmental variance components provide deep insight into the ontogeny of behavior. Modern geneticists and environmentalists are working together to overcome old dichotomies.

Presenters: Eric Turkheimer, Univ. of Virginia

Will the Real Nonshared Environment Please Stand Up?

Mike Stoolmiller, Oregon Social Learning Center

Some Solutions for Environmental Range Restriction Problems in Adoption Studies

Theodore Wachs, Purdue Univ.

Going beyond Variance:

Environment as Structure, Environment as Process

Gregory Carey, Univ. of Colorado-Boulder

Developmental Behavior Genetics of Problem Behaviors in Adolescents

1999 APS Convention in Denver

INVITED ADDRESSES

Eliot Smith, Purdue Univ.

Properties of Connectionist and Symbolic Representations:
Implications for Social Psychology

**Tom Pyszczynski, Univ. of Colorado -
Colorado Springs**

The Human Quest for Self-Esteem and Meaning:
A New Perspective on Unconscious Motivation

Jennifer Crocker, Univ. of Michigan

Rescuing Self-esteem:
A Contingencies of Self-worth Perspective

Lynne Reder, Carnegie Mellon Univ.

Relating Implicit and Explicit Memories:
A Source of Activation Confusion Account

Kathryn Bock, Univ. of Illinois

When Mind Meets Mouth

Timothy McNamara, Vanderbilt Univ.

Spatial Memories, True & False

David Balota, Washington Univ.

Attentional Control and Memory in
Dementia of the Alzheimer's Type

Rebecca Treiman, Wayne State Univ.

The Foundations of Literacy

Neal Schmitt, Michigan State Univ.

Adverse Impact: A Persistent Dilemma

Steven Maier, Univ. of Colorado

The Immune System as a Sensory System:
Implications for Psychology

**Randolph J. Nudo, Univ. of Kansas
Medical Center**

Adaptive Plasticity in Motor Cortex:
Implications for Recovery from Brain Damage

Michael Gabriel, Univ. of Illinois

Functional Modules of the Limbic Memory Circuit

Raymond P. Kesner, Univ. of Utah

A Process Oriented View of Hippocampal Function

Randall O'Reilly, Univ. of Colorado

Conjunctive Representations in Learning and Memory:
Principles of Cortical and Hippocampal Function

Jerry Rudy, Univ. of Colorado

Stimulus Conjunctions, the Hippocampus and
Contextual Fear Conditioning

Caryl Rusbult, Univ. of North Carolina

Accommodation Processes in Close Relationships

Wayne Cascio, Univ. of Colorado-Denver

The Future World of Work:
Opportunities and Challenges for Psychological Science

Stephen Zaccaro, George Mason Univ.

Recent Developments in Executive Leadership Theory

Janet Polivy, Univ. of Toronto

Paradoxical effects of self-change efforts:
The 'False Hope Syndrome'

Thomas Borkovec, Pennsylvania State Univ.

The Nature and Psychosocial Treatment of
Generalized Anxiety Disorder

G. Alan Marlatt, Univ. of Washington

Harm Reduction and the Clash between
Behavioral Science and U.S. Drug Policy

William Grove, Univ. of Minnesota

Clinical vs. Mechanical Prediction:
The Literature and Its Impact on the Clinician

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INVITED SYMPOSIA

**Demand-Withdraw Couple Interaction:
Contextual Perspectives on Problems and
Change**

Chair: Varda Shoham, Univ. of Arizona

**From Basic to Applied Research, and Back Again:
The Army's Project A and Related Studies**

Chair: John P. Campbell, Univ. of Minnesota

Hormonal Effects in Learning and Plasticity

Chair: Dale Sengelaub, Indiana Univ.

**Individual, Team, and Organizational
Learning: Been There, Do That**

Chair: Kurt Kraiger, Univ. of Colorado-Denver

Inhibition and Disinhibition in Psychopathology

Chair: Peter R. Finn, Indiana Univ.

Information Sharing in Work Groups

Co-Chairs: Richard Moreland: University of Pittsburgh and Linda
Argote: Carnegie Mellon Univ.

**Can Thinking About Emotions
Change The Way We Study Behavior in
Organizations?**

Chair: Howard M. Weiss, Purdue Univ.

A Psychological Science Gold Mine

SUBMITTED SYMPOSIA

The Viability of Diverse Societies

Chair: Tom Tyler, New York Univ.

The Dynamics of Structural Integrity: Re-thinking Structure in Groups

Chair: Kelly Bouas Henry, Univ. of Oklahoma

Self-Determined Motivation and Physical Health

Chair: Youngmee Kim, Univ. of Rochester

Cognitive Vulnerability to Emotional Disorders

Chair: Lauren B. Alloy, Temple Univ.

Theoretical Perspectives on Attitudes Toward and Perceptions of Lesbians and Gay Men

Co-Chairs: Kimberly T. Schneider and Phanikiran Rhadakrishanan, Univ. of Texas-El Paso

Children's Beliefs about the Transmission of Properties Across Social, Physical, and Psychological Entities

Chair: Ivelisse M. Martinez, Albion Col.

Sensation, Cognition, and Emotion in the Social Brain

Chair: John T. Cacioppo, Ohio State Univ.

Advances in Experimental Cultural Psychology: Cultural Influences on Cognition, Emotion, and Motivation

Chair: Jeanne L. Tsai, Univ. of Minnesota

The Social Cognition of Sexual Harassment Judgments

Chair: Richard L. Wiener, Saint Louis Univ.

Beneficial Repercussions of Positive Emotions

Chair: Barbara L. Fredrickson, Univ. of Michigan

The Cerebellum and Cognitive Function

Chair: Arnold M. Golub, California State Univ.-Sacramento

New Directions in Child Witness Research: Lying and the Oath

Chair: Thomas D. Lyon, Univ. of Southern California Law School

The Social Representations of Human Rights: Interpretative Systems in Social Context

Chair: Gina Philogene, Sarah Lawrence College

Beyond Traits: Complexity and Contextualization in Person Perception

Chair: Jason Plaks, Columbia Univ.

Personality and Personality Disorders: Alternatives to Self-reports

Chair: Drew Westen, Harvard Medical School

Diversity Revisited

Chair: Edward J. Wygonik, Roosevelt Univ.

Lay Theories:

Their Role in the Perception of Groups

Chair: Sheri R. Levy, Columbia Univ.

From Smoking Cessation to Freefall Parachuting: Domain Specific Efficacy and its Transfer

Chair: Steven M. Samuels, United States Air Force Academy

The Representation of Meaning: Latent Semantic Analysis and its Applications

Chair: Walter Kintsch, Univ. of Colorado

The Malleability of Automatic Stereotypes and Prejudice

Chair: Irene Blair, Univ. of Colorado

Beyond Self-Esteem: Self-Protection, Threat, and Self-Worth

Co-Chairs: Robert M. Arkin, The Ohio State Univ.; and Kathryn C. Oleson, Reed Col.

Cultural Diversity in the Models of Mind

Chair: Hazel Rose Markus, Stanford Univ.

APSDENVER 1999

Check the APS Website for the most complete and up-to-date program, registration, schedule, and housing information:
www.psychologicalscience.org

AMERICAN PSYCHOLOGICAL SOCIETY ADVANCE REGISTRATION FORM

11TH ANNUAL CONVENTION

JUNE 3-6, 1999

ADAM'S MARK DENVER HOTEL



REGISTRANT INFORMATION

(Please type or print clearly.)

Dr. Mr. Ms.

Name:

Last

First MI

Institution: *As you wish it to appear on your badge.
Do not exceed 35 characters.*

Mailing Address:

Street Address

Street Address

City State

Zip code Country

Telephone (day): _____

Special Needs: *Please check here and list any special needs
that we may assist you with during the meeting
(wheelchair accessibility, assisted listening device, etc):*

APS 1999 MEMBERSHIP DUES

Full Member: \$124

First Year PhD: \$ 74

Student Affiliate: \$ 48

TOTAL DUES: \$ _____

For more information call 202/783-2077, ext. 3021

Registration forms should not be mailed/faxed after May 12, 1999. After that date, please bring completed form to on-site registration at the convention. Thank you.

*Checks and money orders should be made payable to the American Psychological Society in US dollars only
OR you may pay via credit card by completing the section below.*

MasterCard Visa **Account #** _____ **Expiration Date** _____

Name (as it appears on card) _____

Signature (required) _____

By signing this, I understand that if this form is faxed/post marked later than 4/30/99 I will not be entitled to the 'early bird' discount.

2 Ways to Register!

◆ **MAIL to APS 1999 Convention, P.O. Box 90457, Washington, DC 20090-0457.**

◆ **FAX to 202-783-2083 (credit card registrations ONLY) Avoid duplicate billing—do NOT mail hard copy if you registered via FAX.**

REGISTRATION FEES ("Early Bird" refers to postmarked or faxed by 4/30/99. Those interested in signing up for the Teaching Institute are advised to register early as enrollment is limited.)

◆ APS Teaching Institute	Early-Bird	On-Time	
APS Member, Fellow, First-year PhD	\$55	\$70	\$ _____
APS Student Affiliate	\$30	\$45	\$ _____
Nonmember of APS	\$85	\$100	\$ _____

◆ APS Convention Only	Early-Bird	On-Time	
APS Member, Fellow, First-year PhD	\$90	\$105	\$ _____
APS Student Affiliate	\$60	\$75	\$ _____
Nonmember of APS	\$140	\$155	\$ _____
Dependent/Significant Other	\$25	\$30	\$ _____

(Dependents/significant others may not be psychology students nor psychology professionals; list name for badge below—do not use a separate form; appropriate fee must be paid for each individual.) Please note, children under 16 are not required to pay the dependent fee when accompanied by a registered adult.

First Last MI

First Last MI

◆ APS Convention AND Teaching Institute	Early-Bird	On-Time	
APS Member, Fellow, First-year PhD	\$120	\$135	\$ _____
APS Student Affiliate	\$75	\$90	\$ _____
Nonmember of APS	\$190	\$205	\$ _____

◆ **Special Workshop:** (Registration is limited; combination discounts not applicable)
**Writing Psychology Textbooks:
A Nuts and Bolts Workshop
for Prospective Authors**
Sunday, June 6, 1999 \$75 \$ _____
9AM-3PM

TOTAL AMOUNT OF REGISTRATION FEES \$ _____ 4310.02

TOTAL AMOUNT OF MEMBERSHIP DUES \$ _____

VOLUNTARY CONTRIBUTION:

To help keep convention costs affordable, I would like to contribute: \$ _____ 4410.01

TOTAL AMOUNT OWED \$ _____

(Refunds must be requested in writing prior to May 5, 1999; no refunds will be made after that date.)



AMERICAN PSYCHOLOGICAL SOCIETY CONVENTION HOUSING FORM

**11TH ANNUAL CONVENTION
JUNE 3-6, 1999**

ADAM'S MARK DENVER HOTEL

Please type or print. Complete the entire form, particularly arrival and departure dates. Send applications immediately to ensure desired accommodation at convention rates. Send for arrival no later than **April 30, 1999**, directly to the Adam's Mark Denver at:

Adam's Mark Denver
1550 Court Place
Denver, Colorado 80202
Phone: 303-893-3333 ♦ Fax: 303-626-2544

APS SPECIAL CONVENTION RATE = \$129 per night plus tax for single or double rooms
Reservations received after April 30, 1999, will be made on a space available basis.

GUEST INFORMATION

Name: _____
Last *First* *MI*

Mailing Address: _____

City State Zip code/Postal Code Country (if not USA)

Telephone (day): _____ **Telephone (evening):** _____

Room Type: Single (1 Person) Double (2 People/1 Bed) Double (2 People/2 Beds) Triple (3 People/2 beds) Quad (4 People/2 Beds)
Single and double rooms are guaranteed at \$129 plus tax per night. Triple and Quadruple rooms are \$144 per night. Rooms containing two beds cannot accommodate cots or roll-away beds.

Names of Other Occupants: (Maximum of three others); Persons sharing a room should send only one housing form. Room confirmation will be sent only to the person requesting the reservation.

Last First MI

Last First MI

Last First MI

Special Requests: Smoking Non-smoking Handicapped Accessible Other: _____

ARRIVAL/DEPARTURE INFORMATION

Arrival: _____ (Check-in time: 3PM)
Day Date Time

Departure: _____ (Check-out time: 12NOON)
Day Date

DEPOSIT INFORMATION

All reservations at the Adam's Mark Denver require one night's deposit or a credit card guarantee.

(A) Enclosed is a check or money order for \$ _____.

(B) Enclosed is my credit card information authorizing my account to be charged a deposit of one night's room and tax.

Check credit card: American Express Carte Blanche Diners Club Discover MasterCard Visa

Credit Card Number _____ Expiration Date _____

Print name as it appears on card _____ Signature (required) _____

Failure to cancel your reservation 48 hours prior to arrival will result in one night's room and tax being charged to your credit card. Reservations are guaranteed for late arrival.

Please make sure all information is completed before sending this form **DIRECTLY** to the Adam's Mark Denver.



Announcements

ANNOUNCEMENTS

Behavioral Measurement Database Services (BMDS) publishes a semi-annual newsletter, *The Behavioral Measurement Letter*, containing original articles dealing with innovative measurement issues in the psychosocial and health sciences. Contact Evelyn Perloff, Director, BMDS, PO Box 110287, Pittsburgh, PA 15232-0787; tel.: 412-687-6850; fax: 412-687-5213; email: bmdshapi@aol.com.

The Journal of Forensic Psychology Practice is devoted to providing a forum for disseminating timely and practical developments to the forensic psychology practitioner and professional. This new journal will promote original research that examines the impact and/or effect of new knowledge in the field as it relates to the work of the practicing forensic psychologist and related specialist. The *Journal* accepts practice-oriented research, quantitative/qualitative analyses, and single-case designs from a broad range of disciplines, including forensic psychology, neuropsychiatry, clinical psychology and counseling psychology. The charter issue is available at no charge to professionals writing on their institutional letterhead. Contact: Free Sample Copy, *Journal of Forensic Psychology Practice*, The Haworth Press, Inc., Sample Copy Dept.- Box Comp, 10 Alice St., Binghamton, NY 13904-1580; email: getinfo@haworthpressinc.com; <http://www.haworthpressinc.com>.

Fifth International Summer School on Behavioral Neurogenetics at the Institut François Magendie Université de Bordeaux II FRANCE A short course in basic quantitative and molecular genetics as applied to the study of brain and behavior will be taught September 12-17, 1999. Topics covered include linkage analysis, quantitative trait loci analysis, transgenics, psychiatric genetics, neurodegenerative diseases, animal behavior and neuroscience, pharmacogenetics and contemporary research. The course is intended for advanced PhD students or postdocs in behavioral neuroscience-related fields. Investigators who are interested in adding genetic definition to their work are also welcome. Contact: Laboratoire de Neurogénétique et Stress, INSERM Unité 471, Université Victor Segalen, 33077 Bordeaux, France; email: gstress@bordeaux.inserm.fr; fax: 33 5 57 57 37 52; tel.: 33 5 57 57 37 51.

The National Science Foundation (NSF), in partnership with the Office of Educational Research and Improvement (OERI) in the Department of Education (ED), and the National Institute of Child Health and Human Development (NICHD) in the National Institutes of Health (NIH), announce an Inter-agency Education Research Initiative (IERI). This Initiative will build a knowledge base for

improving educational practice by: 1) fostering innovative research on basic learning, teaching, and organizational mechanisms; and, 2.) developing sustainable and scalable interventions in education. The long-term goal of the IERI is to develop the knowledge and experimental methods that will allow for the implementation and evaluation of large-scale educational interventions, which will, in turn, inform educational policy and practice. A particular area of interest is the use of information and computer technologies (ICT) as supports for reaching these goals, both for the initial exploration of ICT for teaching and learning, as well as the innovative use of existing ICT in homes, schools, and other learning environments. For Fiscal Year 1999, IERI proposals will be research directed toward understanding how to make substantial improvements in: school readiness for learning reading and mathematics, K-3 learning in reading, mathematics, and science, and education of preK-12 mathematics, reading, and science teachers in content knowledge and science underlying cognitive development and learning. Under this announcement, NSF and its partners solicit proposals to include a range of investigations from targeted smaller studies of limited scope, but significant utility in a larger national effort, to intermediate and larger studies. While projects of shorter duration may be proposed, awards will typically be for 36 months duration. Funding for smaller studies is expected to be in the range of \$150,000 to \$250,000 for the life of the award and for large studies in the range of \$1 to \$3 million for the life of the award. One or two awards of up to \$6 million for 60 months will be considered for exceptional projects. Pending the availability of funds, the total funds available under this initiative will be \$30 million, with \$22 million from NSF and \$8 million from ED. NICHD will participate in the evaluation of proposals and will, budget permitting, participate in the funding of recommended proposals that are relevant to NICHD's mission through existing NICHD programs. An electronic version of the Program Announcement can be found at: <http://www.nsf.gov/cgi-bin/getpub?nsf9984>. **Letters of INTENT (Optional), April 1, 1999; Proposal deadline date: May 14, 1999.** For additional information contact: Program Director, Education Research Initiative, Room 855, Division of Research, Evaluation, and Communication, Telephone 703-306-1650, e-mail: eripd@nsf.gov.

The National Institute on Alcohol Abuse and Alcoholism (NIAAA), National Institutes of Health, will sponsor a day-long symposium on **Adolescence and Alcohol: Implications for College Drinking**. The symposium will be held on June 3, 1999 in conjunction with the APS 1999 Annual Convention in Denver, Colorado. Recently, deaths on college campuses due to abusive drinking have received widespread coverage in the media. While undeniably tragic,

those losses have overshadowed other damaging consequences of alcohol use such as campus violence, date rape, and property damage that affect hundreds of other students at all types of academic institutions. Because drinking by college students is often accepted as a "rite of passage," it has received less research attention than it deserves. This conference will redress that oversight by stimulating new efforts among both alcohol researchers and other interested scientists to: Identify what is currently known about the problem, and Propose next steps in the development of a research agenda aimed at preventing and intervening with risky college-age drinking behaviors. Drinking abusively during college does not occur solely because young people are living in a new environment free of parental influences. Instead, it occurs within the context of a series of recognized developmental changes and the risk and protective factors that influence them. Research has identified a number of these changes including the shift in social roles that characterize the transition to college, as well as individual differences in stress reactivity and self-regulatory processes that place students at increased risk for health and mental health problems. Heritable genetic factors also influence biological changes, which in turn affect adolescent behavior. Developmental events in the brain, particularly changes in the prefrontal cortex and other forebrain projection regions likewise appear to predispose young people to initiate alcohol use. Although more work is needed in this area, findings to date have important implications for risk-reduction and prevention efforts. Research has also uncovered striking differences in both binge drinking and daily consumption patterns. For further information and to register for the symposium, contact Fred Donodeo 301-443-6370 or Stephen Long 301-443-5080. Registration is free.

CALL FOR PAPERS

The 32nd Annual Meeting of the Society for Mathematical Psychology will be held at UC-Santa Cruz, July 29-August 1. **Deadline for Submissions: April 15, 1999.** Papers for the meetings may be submitted by regular members, student members, and non-members. Any one may present only one paper, but may be a coauthor of other papers, or may be an invited speaker or symposium participant. Programs of past meetings appear in the *Journal of Mathematical Psychology*, are available on the web at <http://www.soesci.uci.edu/smp/>. Information regarding registration, lodging, and travel will be available at <http://psych.ucsc.edu/~mjwenger/mp99/>. Contact: Michael J. Wenger, Dept. of Psych., Social Sciences 2, UC-Santa Cruz, Santa Cruz, CA 95064; tel.: 831-459-5679; mjwenger@cats.ucsc.edu; <http://psych.ucsc.edu/~mjwenger/mp99/>.

Meeting Calendar

May

88th Annual Meeting for the American Psychoanalytic Association

May 7-16, 1999
Contact: American Psychoanalytic Association; tel.: 212-752-0450

Socioeconomic Status and Health in Industrial Nations: Social, Psychological and Biological Pathways

Bethesda, Maryland
May 11-12, 1999
Contact: Science and Technology Meetings Department, New York Academy of Sciences, 2 East 63rd Street, New York, NY 10021; tel.: 212.838.0230, ext. 324; fax: 212.838.5640; conference @nyas.org; www.nyas.org

Eighth Conference on Computer Generated Forces and Behavioral Representation

Orlando, Florida
May 11-13, 1999
Contact: Allison Griffin, AGRIFIN@ist.ucf.edu, tel.: 407-658-5033, fax: 407-658-5059; http://www.sisostds.org/cgf-br/index.htm

American Psychiatric Association

Washington, DC
May 15-20, 1999
Contact: http://www.psych.org/sched_events/ann_mtg_99/

14th Annual Meeting of the international Research/Study Team on Nonviolent

Large System Change
San Antonio, Texas
May 16-18, 1999
Contact: Donald W. Cole; tel.: 440-729-7419; email: DonWCole@aol.com; http://members.aol.com/ODInst

29th Annual Information Exchange on "What Is New In Organization Development and Human Resources Development"

San Antonio, Texas
May 18-21, 1999
Contact: Donald W. Cole; tel.: 440-729-7419; email: DonWCole@aol.com; http://members.aol.com/ODInst

The Northern Illinois Chapter of the Employee Assistance Professionals Association (NIEAPA)

Oak Brook Terrace, Illinois
May 26, 1999
Contact: Christine Langer, tel.: 312-440-0540

Third International Conference on Cognitive and Neural Systems

Boston, Massachusetts
May 26-29, 1999
Contact: http://cns-web.bu.edu/cns-meeting/ or Cynthia Bradford, CNS Dept., Boston Univ., 677 Beacon Street, Boston, MA 02215; fax: 617-353-7755; email: cindy@cns.bu.edu

June

American Psychological Society

Denver, Colorado
June 3-6, 1999
Contact: Erika Davis, APS, 1010 Vermont Ave., NW, Suite 1100, Washington, DC 20005-4907; tel.: 202-783-2077; fax: 202-783-2083; email: edavis@aps.washington.dc.us

The American Aging Association (AGE) and the American College of Clinical Gerontology

June 4-8, 1999
Seattle, Washington
Contact: American Aging Association, The Sally Balin Medical Center, 110 Chesley Drive, Media, PA 19063; Tel.: 610-627-2626; FAX: 610-565-9747; email: Ameraging@aol.com.

International Society for the History of Behavioral and Social Sciences

Ottawa, Ontario
June 10-13, 1999
Contact: Ellen Herman, tel.: 541-346-3118; fax: 541-346-4895, email: eherman@darkwing.uoregon.edu

Festschrift for Robert G. Crowder

New Haven, Connecticut
June 11-12, 1999
Contact: Ian Neath, 1364 Psychological Sciences Building, Purdue University, West Lafayette, IN 47907-1364; email: neath@psych.purdue.edu; http://www.psych.purdue.edu/~neath/crowder/

Seventh Annual Congress on Women's Health

Hilton Head, South Carolina
June 12-16, 1999
Contact: tel.: 914-834-3100

The Association of Genocide Scholars

Madison, Wisconsin
June 13-15, 1999
Contact: Roger W. Smith, Department of Government, College of William and Mary, Williamsburg, VA 23187; tel.: 757-221-3038; fax: 757-221-1868; Frank Chalk, Dept. of History, Concordia University, 1455 de Maisonneuve Boulevard, Montreal, Quebec H3G 1M8, Canada.

The International Association for Conflict Management

San Sebastian, Spain
June 20-23, 1999
Contact: William P. Bottom, Olin School of Business, Washington University, One Brookings Drive, St. Louis, MO 63130; tel.: 314-935-6351; fax: 314-935-6359; email: bottom@mail.olin.wustl.edu

5th International Conference on Functional Mapping of the Human Brain

Dusseldorf, Germany
June 23-26, 1999
Contact: CPO Hanser Service; tel.: 49 40 670 88 20

CUR Annual Councilor Meeting

Duluth, Minnesota
June 23-26, 1999
Contact: www.cur.org.

The Research Society on Alcoholism

Santa Barbara, California
June 26 - July 1, 1999
Contact: Debra Sharp, Director; tel.: 512-454-0022; email: debbyrsa@bga.com; www.rsa.am

Association for Health Services Research 16th Annual Meeting

June 27-29, 1999
Contact: AHSR; tel.: 202-223-2477

1999 Summer Institute Family Research Consortium III

Bretton Woods, New Hampshire
June 24-27, 1999
Contact: Dee Frisque, tel.: 814-863-7108; fax: 814-863-7109; email: dmr10@psu.edu

3rd Australian Industrial and Organizational Psychology Conference

Brisbane, Queensland, Australia
June 26-27, 1999
Contact: Conference Secretariat, tel.: 61 7 3846 5858; fax: 61-7- 3846-5859; email: kcross@eventcorp.com.au; http://www.ozemail.com.au/~evc/iop

Animal Behavior Society

Lewisburg, Pennsylvania
June 26-July 1, 1999
Contact: Michael Pereira, tel.: 717-524-1430; mpereira@bucknell.edu; www.cisab.indiana.edu/ABS/index.html

The Research Society on Alcoholism

Santa Barbara, California
June 26 - July 1, 1999
Contact: Debra Sharp, Director; tel.: 512-454-0022; email: debbyrsa@bga.com; www.rsa.am

Association for Health Services Research 16th Annual Meeting

Chicago, Illinois
June 27-29, 1999
Contact: AHSR; tel.: 202-223-2477

Eleventh Annual Conference of the International Society for Humor Studies

Oakland, California
June 29- July 3, 1999
Contact: Martin D. Lampert, Psychology Dept., Holy Names College, 3500 Mountain Blvd., Oakland, CA 94619-1699; tel.: 510-436-1699; email: humor99@academ.hnc.edu; http://www.hnc.edu/events/humor99

American Psychological Society 1999 Member Application

(The membership dues below are valid through 12/31/99.)

Check one:

- This is my first membership application to APS. (Send application to: APS, PO Box 90457, Washington, DC 20090-0457)
 This is to change my membership record. (Return to: APS, 1010 Vermont Ave, NW, Ste 1100, Washington, DC 20005-4907)



AMERICAN
PSYCHOLOGICAL
SOCIETY

Name _____
Last First MI

Mailing Address _____

City _____ State _____ Zip _____ Country _____

Telephone _____
Office (include extension) Home Fax

Institutional Affiliation _____
(spell out)

Education _____
Highest Degree Year of Degree Institution (spell out)

Major Field (circle one): Biological/Physiological ♦ Cognitive ♦ Clinical/Counseling/School ♦ Developmental ♦ Educational
 Experimental ♦ General ♦ I/O ♦ Personality/Social ♦ Quantitative

Specialty Area _____ Email Address _____

ANNUAL DUES

TO JOIN, SIMPLY COMPLETE THIS FORM AND RETURN IT TO APS WITH YOUR DUES PAYMENT OR VISA OR MASTERCARD AUTHORIZATION. THANK YOU!

PLEASE CHECK APPROPRIATE **MEMBERSHIP DUES** CATEGORY BELOW.
 ALL MEMBERSHIP CATEGORIES, EXCEPT THOSE NOTED, INCLUDE A SUBSCRIPTION TO THE **APS OBSERVER NEWSLETTER, PSYCHOLOGICAL SCIENCE, AND CURRENT DIRECTIONS IN PSYCHOLOGICAL SCIENCE.**

- Member U.S. \$124
 Member U.S. (two years; ends 12/99) \$227
 Member outside U.S. \$134
(Journals via surface mail, Newsletter via air mail)
 Retired (Over 65) \$74
 Retired (No journals) \$34
 Spouse (No journals) \$59
 Spouse name _____
 Student \$48
 Student \$86
(Residing outside U.S. with air delivery of newsletter)
 Postdoc or First-year PhD \$74
 Lifetime Member \$2500

TOTAL DUES \$ _____ *IED300*
 Contribution \$ _____
 TOTAL PAYMENT \$ _____
 (U.S. Currency)

Please check method of payment:

- My check is enclosed (payable to APS)
 Please charge my Visa MasterCard

Account # _____

Expiration Date _____ Interbank # (MC Only) _____

Signature _____

If you elect **not** to receive *Current Directions*, deduct \$10 from Total Dues Payment. This deduction is NOT APPLICABLE to *Retired (No journals)* or *Spouse (No journals)* membership categories.



OBSERVER

Published by the American Psychological Society

Employment Bulletin ♦ April 1999

ALABAMA

DIRECTOR OF MEDICAL/CLINICAL PSYCHOLOGY PROGRAM: THE UNIVERSITY OF ALABAMA AT BIRMINGHAM is seeking a tenured full professor or advanced associate professor to direct its doctoral program in Medical / Clinical Psychology. This is a unique APA-approved Boulder-model clinical psychology training program which emphasizes clinical applications and research at the interface of psychology, biology, and medical illness and health. The program is a combined effort of some 45 faculty in the Department of Psychology and in various departments of the School of Medicine. The professional community is also highly supportive of the program. We are seeking a senior-level individual who combines an established and funded research program with clinical training and/or clinical practice experience. Area of specialization is open. Primary appointment will be in the Department of Psychology, with secondary appointments in appropriate medical departments. UAB strongly encourages collaboration across programs, departments, and schools. Collaborative opportunities are available within UAB's Civitan International Research Center (human development and developmental disabilities), the Comprehensive Cancer Center, the Center for Aging, the AIDS Center, the Vision Science Research Center, the Comprehensive Head Injury Center, the Center for Outcomes and Effectiveness Research and Education, the Dental School, the School of Public Health, and various departments within the university's internationally respected medical center. *UAB is an Equal Opportunity/Affirmative Action employer, and qualified minority candidates are encouraged to apply.* Send letter of interest, vita, representative reprints, and the names of at least three references to Carl E. McFarland, Jr., Chair, Department of Psychology, 415 Campbell Hall, University of Alabama at Birmingham, Birmingham, AL 35294-1170. Informal inquiries may be directed to Dr. McFarland (cmcfarla@uab.edu, 205-934-3850), or to Edwin Cook (ecook@uab.edu, 205-934-8283) or J. Scott Richards (richards@sun.rehabm.uab.edu, 205-934-3454), the Interim Co-directors of Clinical Training. We will continue to consider applications until the position is filled. **ALI**

ARKANSAS

HENDERSON STATE UNIVERSITY Experimental Psychologist: Tenure track Assistant Professor of Psychology beginning August 1999. Candidate will have completed Ph.D. in some area of experimental psychology by time of appointment. Will teach eight psychology courses per year including General Psychology, Applied Psychology, Tests & Measurements, and Experimental Psychology. In addition to professional scholarship, must show willingness for active involvement in undergraduate research and will be expected to mentor experimental psychology students and directed independent study students. Candidate will be prepared to engage in academic advising of psychology students and represent department on various college and university committees. Application review begins May 1, 1999, continuing until position is filled. Send letter of interest, curriculum vitae documenting teaching experience and scholarly research activity, official transcripts, and three letters of recommendation to: Dr. Todd Wiebers, Search Committee Chair, 1100 Henderson Street, Box 7753, Arkadelphia, Arkansas 71999-0001. *Henderson State University is an AA/EEO/ADA employer.* **ARI**

CALIFORNIA

Cognitive Neuroscience Research Position UNIVERSITY OF CALIFORNIA, IRVINE-LONG BEACH VA Healthcare System seeks a Cognitive Neuroscientist with an interest and training in functional neuroimaging. The successful candidate will join a team of behavioral scientists, psychiatrists and MR physicists in a program of research on central nervous system disorders. The VA has a 1.5 tesla MRI with MR compatible equipment for visual and auditory stimulation and an optically linked 64-channel EEG for simultaneous recording of functional MRI and evoked or event-related potentials. Available on the University campus is a 4.0 tesla fMRI and a PET scanner. The laboratory has UNIX workstations with several of the popular analytic packages for functional brain imaging. Salary and benefits are very competitive with excellent opportunities for advancement. The successful candidate will be jointly appointed at UCI in a relevant department. Please send vitae and names, addresses and telephone numbers of three references to Michael J. Cohen, Ph.D., Asso-

ciate Chief of Staff for Research and Development, Long Beach VA Healthcare System, 5901 E. 7th Street (151), Long Beach, CA 90822. **CAI**

Advanced Research Associate: The Spoken Language Processes Laboratory of the **HOUSE EAR INSTITUTE** (a private non-profit research institute) has an opening for a full-time scientist to participate in NIH- and NSF-funded research on auditory, visual, and vibrotactile speech perception and word recognition. The position is available immediately. Qualifications include a Ph.D. in a relevant academic area such as speech perception or psycholinguistics. Candidates with strong background in experimental methods, statistics, and mathematics are being sought. Competitive salary scale. Applicants should send curriculum vitae and three reference letters to: Dr. L.E. Bernstein, House Ear Institute, 2100 W. Third St., Los Angeles, CA 90057. **CA2**

Coordinator of Undergraduate Evaluation UNIVERSITY OF CALIFORNIA-LOS ANGELES. The Coordinator of Undergraduate Evaluation is responsible for providing information and analysis to support planning, program and policy development, and other decision-making about undergraduate education at UCLA. The Coordinator reports directly to the Vice Provost for Undergraduate Education in the College of Letters and Science and works collaboratively with a wide range of UCLA administrators, faculty, staff, and students. The Coordinator will be expected to work with the Vice Provost to establish a detailed workplan for implementing the research, evaluation, and assessment function within the College. Ph.D. is preferred, with experience in research and evaluation, institutional research, and/or research methods. Knowledge of higher education issues and experience working in higher education is required. Salary range: \$50,700-\$76,000. Send a letter of application, current resume and names and phone numbers of three references to: Search Committee-Coordinator of Undergraduate Evaluation C/o Dr. Betty Glick, A265 Murphy Hall-UCLA Los Angeles, CA 90095-1571. Position closes April 23, 1999. **CA3**

DELAWARE

Research Postdoctoral Fellow UNIVERSITY OF DELAWARE Psychology The Department of Psychology and Cognitive Science Program at the University of Delaware seeks an outstanding postdoctoral fellow for research on spatial cognition, broadly construed. The position is funded by NIH, and supports a one-year fellowship for collaborative studies on spatial cognition in children and adults with Williams Syndrome, a rare genetic deficit which results in a profound spatial disorder together with relatively spared language. Work in the two collaborating labs includes a broad range of studies on spatial cognition, including spatial attention, object recognition, navigation, and spatial language, as well as the interfaces among these systems. A variety of methodologies are being employed including eye-tracking, event-related brain potentials, and several behavioral measures. Candidates should have prior background in behavioral and neurobiological approaches; strength in computational approaches would also be advantageous. The fellowship is currently a one-year position with the possibility of renewal. **CONTACT:** Applicants should send a letter describing their graduate training and research interests, a curriculum vitae, and arrange to have three letters of recommendation sent to either Professor Barbara Landau or Professor James Hoffman, Wolf Hall, University of Delaware, Newark, Delaware 19716. **DEADLINE:** Review of applications will begin on February 15, 1999, and continue until the position is filled. The expected start date is July 1, 1999. Applicants can learn more about the research programs involved by referring to our Web pages (<http://hoffman.psych.udel.edu> or <http://udel.edu/~zukowski/lab.html>). *The UNIVERSITY OF DELAWARE is an Equal Opportunity Employer which encourages applications from Minority Group Members and Women.* **DE1**

FLORIDA

Rehabilitation Therapist 40-hrs per week, OT as needed 8:30AM-4:30PM \$24,000.00/year, located in Miami, Fl 33135 Requires bachelor in Psychotherapy/Mental Health, and 2-years experience in

See Subject Index and the index instructions on page 40.

job offered. Is responsible for interviewing, counseling, and evaluating patients to determine their individual therapeutic activity needs; consults with other professionals and team members concerning recommended programs; preparing reports on patient's progress and their reaction to various activities; evaluates rehabilitation therapy programs and makes recommendations for adjustment and revisions; perform related work as required. Send resume to: The Department of Labor/Workforce Support Program, P.O. Box 10869, Tallahassee, Florida 32302. Attention: EH, RE: JOFL#1810786. FL1

MAINE

BOWDOIN COLLEGE seeks candidates for two entry-level positions at the rank of Visiting Assistant Professor or Instructor in the Department of Psychology. Responsibilities include teaching four courses per year and supervising independent study and honors projects. (1) A one-year position in **Social Development**. Courses include Introductory Psychology or Statistics, a Lab in Social Development, and two courses in the candidate's area of specialization. (2) A one-year position in **Experimental Social/Personality Psychology**. Courses include Introductory Psychology, a Lab, and two other courses in the candidate's area of specialization. Bowdoin is a highly selective undergraduate liberal arts college, located about two hours north of Boston on the coast of Maine. Visit www.bowdoin.edu to learn more about the College. To apply for either position send a cover letter, vita, evidence of excellence in both teaching and research, and at least three letters of reference to Louisa M. Slowiaczek, Chair, Department of Psychology, Bowdoin College, 6900 College Station, Brunswick, ME 04011. Review of applications will begin April 15, 1999 and will continue until the positions are filled. *Bowdoin College is committed to equal opportunity through affirmative action. Minorities and women are encouraged to apply.* ME1

MARYLAND

Postdoctoral Research Fellowships SUBSTANCE ABUSE BEHAVIORAL PHARMACOLOGY RESEARCH AT JOHNS HOPKINS Postdoctoral human research fellowships in a stimulating and productive environment with excellent resources. Prepares for a career as independent investigator. **HUMAN LABORATORY STUDIES**—behavioral and clinical pharmacology of abused drugs (abuse liability testing, drug discrimination, drug self-administration, physical dependence) and anti-drug-abuse medications development. Opioids, cocaine, anxiolytics, caffeine, nicotine. **CLINICAL TRIALS OF SUBSTANCE ABUSE TREATMENTS**—controlled evaluations of pharmacotherapies and behavior therapies

(esp. incentive-based therapies), and their interactions. Opioid, cocaine, nicotine, mixed/other dependence. Start Date: Flexible; some immediately. Eligibility: U.S. citizens or permanent residents. Minorities encouraged. Appropriate for experimental, physiol, biopsych, neuroscience, clinical. Stipends: USPHS/NIH stipend levels \$26-41K. Contact: George E. Bigelow, Ph.D., Roland Griffiths, Ph.D. or Maxine L. Stitzer, Ph.D.; BPRU, Behavioral Biology Research Center; 5510 Nathan Shock Drive; Johns Hopkins Bayview Campus; Baltimore, Maryland 21224-6823. (410) 550-0035; bigelow@jhmi.edu. MD1

MASSACHUSETTS

ONE-YEAR POSITION IN PSYCHOLOGY. THE COLLEGE OF THE HOLY CROSS invites applications for a one-year position in psychology to replace a faculty member on leave. *Responsibilities include:* teaching service courses such as Introductory Psychology and History & Systems and teaching specialty-area courses. Candidates should possess or be near completion of the Ph.D. Review will begin immediately and will continue until a suitable candidate is found. Materials must include a curriculum vita, recent reprints, a statement of teaching interests and philosophy, and three letters of recommendation, at least one of which comments on teaching or teaching potential. Send all materials to: Patricia Kramer, Chair, Psychology Department, College of the Holy Cross, PO 38A, Worcester, MA 01610. *The College of the Holy Cross, a Jesuit undergraduate liberal arts institution with a strong commitment to scholarship, teaching, and service, is an Equal Opportunity/ADA/Affirmative Action employer.* www.holycross.edu. MA1

UNIVERSITY OF MASSACHUSETTS, AMHERST Postdoctoral Traineeships in Cognitive, Developmental, or Educational Psychology: The Department of Psychology at the University of Massachusetts/Amherst has up to three post-doctoral fellowships available. The traineeships are funded by the National Institute of Health. Recipients must be US citizens or permanent residents. Ph.D. or equivalent required. Salary: \$26,256 with no prior post-doc experience and \$27,720 with one year experience. Send vita, statement of interests, and three letters of recommendation by April 26, 1999 to Professor Keith Rayner, Department of Psychology, University of Massachusetts, Amherst, MA 01003. The traineeships will begin as early as July 1st and as late as September 1st. *The University of Massachusetts is an Affirmative Action/Equal Opportunity Employer. Women and Members of Minority Groups are Encouraged to Apply.* MA2

NEVADA

Nicholas Cummings Chair in Organized Behavioral Healthcare Delivery. The Department of Psychology, UNIVERSITY OF NEVADA, RENO announces the availability, pending final funding, of an endowed chair in organized systems of behavioral healthcare delivery. Position will be located in the APA-approved doctoral program in clinical psychology. Rank open, tenure track. Competitive academic salary. Position will have three primary duties: 1. Development of a training track in organized systems of care; 2. Development of a research and development program in behavioral healthcare delivery, and 3. Development of entrepreneurial efforts in behavioral healthcare. The successful candidate will demonstrate evidence of both scholarship and business acumen, including a successful track record of business involvement in the behavioral healthcare industry, and scholarly publication about topics relevant to that domain. We are interested in candidates who have a commitment to an integration of science and practice and the ability to function as a member of a team. Successful grant and contract experience is a plus. Ph.D. in psychology and APA-approved clinical internship required. Reno is a medium-sized community with excellent access to outdoor recreation and entertainment. Female and minority candidates are especially encouraged to apply. Chair, Search Committee: William O'Donohue, (775) 784-8072. Applications, including a cover letter, vita, four letters of recommendation, and representative reprints and preprints should be sent to: Peggy Hart, Secretary, Cummings Chair Search Committee, Department of Psychology/296, University of Nevada, Reno, NV 89557. Review of applicants will begin May 1, 1999. *The University of Nevada, Reno is an AA/EOE.* NV1

POST-DOCTORAL POSITION IN SURVEY RESEARCH METHODOLOGY. Applications are being accepted for two 2-year postdoctoral positions available at the Center for Applied Research at THE UNIVERSITY OF NEVADA-RENO (UNR) beginning August 1, 1999. The Center is an academically-based, multidisciplinary survey research center housed in the College of Human and Community Sciences at the University of Nevada, Reno. UNR was founded in 1867 as a land grant college, which is now part of the seven campus University and Community College System of Nevada. UNR is located at the base of the Sierra Nevada Mountains, a short drive from beautiful Lake Tahoe. Recreational opportunities are plentiful, including snow skiing at the area's 30 ski areas, abundant fishing in hundreds of alpine lakes, water skiing, and mountain hiking. The Center's research agenda has been focused primarily on high risk

health behaviors, including the conduct of behaviorally health related surveys supported by federal grants from the Centers for Disease Control and Prevention and the Centers for Substance Abuse and Treatment (CSAT). Recent multi-year federal grants include the Behavioral Risk Factor Surveillance Survey and CSAT-funded grants to estimate substance abuse incidence using DSM-IV criteria, and social indicator and other modeling studies. The Center's Survey Research Laboratory is supported by a UNIX-based Computer-Assisted Telephone Interview (CATI) system consisting of 22 workstations, with additional support from a second Windows NT-based network with 20 workstations. Responsibilities include implementing research in an area pertinent to survey research methodology, supervising doctoral students, and initiating collaborative studies of the candidate's choosing. Applicants must have received the doctoral degree by time of appointment. Send vita, a letter describing your research interests and have three letters of reference sent by April 30, 1999 to: Dr. Judy Calder, Center for Applied Research, Mail Stop 088, University of Nevada-Reno, Reno, NV 89557. NV2

NEW JERSEY

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY PSYCHOLOGY. Asst. Prof., Tenure Track, Sept. 1999. Ph.D. in clinical psychology with a specialization in neuropsychology and teaching experience required. Active research interests preferred with opportunities at general and rehabilitation hospitals on campus. Successful applicant shall be able to teach theories of counseling, tests and measurement, abnormal, personality, physiological, an advanced undergraduate seminar in neuropsychology, and a course in the college's innovative general studies program. Additional duties as expected under collective bargaining agreement, including an expectation of ongoing scholarly activity. Salary: \$35,846-\$41,224. Salary may be higher depending upon qualifications, experience and increases in the appropriately established compensation plan. Screening begins immediately. Send letter of application, resume, documentation of completion of degree or expected date of completion, and three letters of reference to Professor William Jaynes, Interim Dean, Social and Behavioral Sciences, AA84, The Richard Stockton College of New Jersey, P. O. Box 195, Pomona, NJ 08240. *Stockton is an AA/EOE. Women and minorities are encouraged to apply.* R903923 NJ1

Assistant professor—BLOOMFIELD COLLEGE invites applications for a tenure-track position starting in September 1999 or January 2000. Candidates should be prepared to teach Industrial/Organizational courses as well as gen-



NATIONAL INSTITUTES OF HEALTH
NATIONAL INSTITUTE OF MENTAL HEALTH
Division of Mental Disorders, Behavioral
Research and AIDS (DMDBA)

The DMDBA of the National Institute of Mental Health (NIMH) invites applications for two positions in the newly-formed Health and Behavioral Science Research Branch (HBSRB). The research of the HBSRB is concerned with general medical illnesses and behavior and their relationship to mental disorders. The emphasis is on factors that influence adherence to treatment, therapeutic alliance, and help-seeking behavior. Research also deals with cognitive and decision-making factors that influence choice of treatment or mental health services, acceptance or denial of illness, stigma, and services utilization for both physical and mental illness. One of the positions to be filled is that of the **Branch Chief**, a Supervisory Interdisciplinary Scientist at the GS-15 level. The incumbent will have overall responsibility for the goals, organization, administration, integrity and conduct of the Branch including development of work programs, operating plans, determining budget requirements and preparing budgets, allocating resources, and integrating the program within the Institute and other agencies in the field. DMDBA also seeks to fill a **Program Chief** position, an Interdisciplinary Scientist, GS-13/14, to head the Adherence and Behavior Change Program to provide scientific leadership and direction for the major extramural research program.

Qualifications include an M.D. or Ph.D. in psychiatry/psychology with significant training and experience in psychiatric/behavior research. GS-15 Civil Service positions have a salary range from \$80,658 to \$104,851 per annum. GS-13/14 Civil Service positions have a salary range from \$58,027 to \$93,233. Both salaries include the special salary for locality and Medical Officers. Physicians may be eligible for a Physician's Comparability Allowance (PCA) of between \$5,000 to \$20,000 a year. The position may also be filled through the Commissioned Corps.

The full text vacancy announcements are available via the World Wide Web: <http://www.nimh.nih.gov/orm/pmb/jobs.htm>. Interested candidates may contact Ms. Malca Giblin, NIMH Personnel Management Branch, at (301) 443-9094. Applications will be accepted if postmarked by June 1, 1999 and received within 5 working days.

NIH IS AN EQUAL OPPORTUNITY EMPLOYER

MD2

eral psychology, statistics, and research methods and supervise independent student research. Teaching responsibilities are three courses per semester. Applicants should have a PhD or be ABD. Deadline for applications is May 1, however, the search will continue until the position is filled. Members of minority groups are strongly encouraged to apply. Bloomfield College is a 130-year-old liberal arts institution of 2200 students located near New York City and Newark, NJ, committed to preparing students to function at the peak of their potential in a multiracial, multicultural, and global society. Send vita and evidence of teaching effectiveness and arrange to have three letters of reference sent to Carolyn Spies, Chair, Division of Social and Behavioral Sciences, Bloomfield College, 467 Franklin St., Bloomfield, NJ 07003. Faxed material may be sent to 973/743-3998; e-mail carolyn_spies@bloomfield.edu. NJ2

NEW YORK

COLUMBIA UNIVERSITY seeks two Assistant Professors in the Department of Psychology. One in the area of Cognitive Psychology and the other in Cognitive Neuroscience, both broadly defined. Both appointments can begin July 1, 1999. Candidates should provide evidence of excellence in research and a strong commitment to both graduate and undergraduate

education. Applicants should submit their vitae, copies of relevant papers, and arrange to have three letters of reference sent to either the: Cognitive Psychology Search Committee or to the Cognitive Neuroscience Search Committee, Department of Psychology, Columbia University, 1190 Amsterdam Avenue-MC 5501, New York, NY 10027. *Applications from minorities and women are encouraged. Columbia University is an Affirmative Action/Equal Opportunity Employer.* NY1

ST. BONAVENTURE UNIVERSITY-Psychology. Lecturer, non-tenure track, one-year position with possible renewal. Area of specialization in one or more of the following: Health Psychology, Developmental Clinical, Aging, Applied Cognitive, Cognitive Neuroscience, Testing and other assessment techniques. Special consideration will be given to candidates who can bring an applied orientation to their teaching and research that is consistent with the Department's commitment to behavioral science. Willingness and ability to teach a new core curriculum course in the Social Sciences will be given preference. A doctorate is required. Persons with teaching experience and demonstrated teaching excellence will be given preference. Send a letter of application, curriculum vitae, and letters from at least three references to James P. White, Dean of the School of Arts and Sciences,

St. Bonaventure University, St. Bonaventure, New York 14778. NY2

OHIO

WRIGHT STATE UNIVERSITY. Research Director. Substance Abuse Resources and Disability Issues (SARDI) within the School of Medicine, Department of Community Health is seeking a dynamic, experienced professional to direct research at a nationally recognized Rehabilitation Research and Training Center which focuses on substance abuse and co-existing disability. The successful candidate will hold a Doctorate in a social or behavioral science and demonstrate a strong record of research accomplishments. This position requires strong supervisory and organizational skills in order to manage multiple research projects. Responsibilities include supervising research staff, managing multiple data sets, developing quantitative and qualitative evaluation instruments, preparing scientific reports and papers, developing research proposals, and obtaining support for new research projects. Knowledge of substance abuse and/or disability research preferred. This position can involve a faculty appointment in the School of Medicine. Salary commensurate with experience. This is a grant funded position in its second of five years funding, with continued employment contingent on additional grant

funding. Qualified candidates should submit a vita, a personal statement of relevant skills and experiences, three references, samples of recent work (publications, evaluation reports, etc.), and salary history by May 15, 1999 to: Dennis Moore, Ed.D., SARDI, Wright State University SOM, P.O. Box 927, Dayton, OH 45401. More information about SARDI is available on our web site at www.med.wright.edu/som/sardi. *Wright State University is an EO/AA employer.* OH1

HEALTH PSYCHOLOGIST: CLEVELAND STATE UNIVERSITY. Department of Psychology, invites applications for a tenure-track faculty member whose specialization is health psychology. We conceptualize health psychology broadly; we are interested in receiving applications from individuals with research interests in behavioral medicine, brain imaging, cognitive neuroscience, genetic counseling and testing, health issues of specific populations (e.g., women, children, the elderly, minorities), health promotion, and public health psychology. The rank of appointment will be Instructor or Assistant Professor. **PREFERRED STARTING DATE:** August, 1999. **MINIMUM QUALIFICATIONS:** For Instructor - ABD in psychology or related field; for Assistant Professor - Ph.D. in psychology or related field by August 23, 1999. **PREFERRED QUALIFICATIONS:** Record of scholarship commensu-

rate with experience; record of external scholarship of research; post-doctoral experience; research interests in one of the areas listed above; and teaching experience. Responsibilities will include engaging in an active research program; teaching graduate and undergraduate courses; supervising graduate and undergraduate research projects; pursuing extramural funding; and serving on departmental, college, and university committees. To apply, submit a letter describing your qualifications and research program, your curriculum vitae, and representative (p)reprints; you should also arrange for at least three letters of recommendation to be provided on your behalf. All materials should be sent to Albert F. Smith, Chair, Health Psychology Search Committee, Department of Psychology, Cleveland State University, 2300 Chester Ave., Cleveland, OH 44114-3696. (Questions may be directed to Dr. Smith by telephone at 216/687-3723, or by e-mail at a.f.smith@popmail.csuohio.edu.) Review of applications will commence on April 15, 1999; position open until filled. *Cleveland State University is an AA/EOE committed to nondiscrimination. M/F/D/V encouraged. OH2*

PENNSYLVANIA

THE DEPARTMENT OF PSYCHOLOGY AT DICKINSON COLLEGE invites applications for full-time sabbatical replacements (instructor or assistant professor) in Child Development and Cognitive Psychology for the 1999-2000 academic year. Courses are in the respective specialty areas and include introduction to the specialty, advanced research methods, and a seminar, plus independent student projects. Candidates should have the Ph.D. (ABDs will be considered) in psychology and demonstrated excellence in undergraduate teaching. Teaching load is three course equivalents per semester, and supervision of senior projects. Send a cover letter describing your teaching experience and research interests, your e-mail address, CV, and evidence of undergraduate teaching effectiveness to Search Committee, Department of Psychology, Dickinson College, PO Box 1773, Carlisle, PA 17013-2896. Arrange for three letters of recommendation and graduate transcripts to be sent to the same address. You may contact the committee via e-mail at barber@dickinson.edu or skelton@dickinson.edu. Dickinson College is a highly selective four-year, independent liberal arts college with 1800 students. General college information is at www.dickinson.edu. *Dickinson College is an Affirmative Action/Equal Opportunity Employer. We encourage minority members and women to apply. PA1*

Personality. BUCKNELL UNIVERSITY anticipates an opening for a one-year sabbatical-replacement faculty position. PhD preferred but ABD also considered. The teaching assignment includes

an introductory course in personality both semesters, participation in a team-taught general psychology course both semesters, a lab in personality one semester, and an advanced course in personality the other semester. The ability to involve undergraduates in research is also desirable. Salary and benefits are competitive. Bucknell is a highly selective, primarily undergraduate, institution combining a strong liberal arts tradition with characteristics of a comprehensive university. Situated in an attractive setting, Bucknell supports an active cultural life that can be supplemented by visits to New York, Washington, Philadelphia or Baltimore, each of which is within a 3-4 hour drive. 570-577-1200 for more information. Send vita, 3 letters of reference, and evidence of success or promise at teaching to: Personality Search, Department of Psychology, Bucknell University, Lewisburg, PA 17837. Applications will be reviewed beginning 3/30/99 and will continue until the position is filled. *Bucknell encourages applications from women and members of minority groups (EEO/AA) PA2*

POST-DOCTORAL RESEARCH FELLOWSHIP IN CHILD PSYCHIATRY UNIVERSITY OF PITTSBURGH SCHOOL OF MEDICINE

A two-year post-doctoral research fellowship position is available in our clinical research program focusing on the following areas: the longitudinal study of the characteristics, course, risk factors, psychobiology (including functional magnetic resonance imaging) and treatment of childhood/adolescent affective and anxiety disorders, autism, attention deficit, disruptive disorders and eating disorders. Our newly established Child Research Center for Early-Onset Affective and Anxiety Disorders and three program projects (in the Psychobiology of Affective & Anxiety Disorders, Behavior Genetics of Affective/Anxiety Disorders, and the Neurobiology of Autism) provides the opportunity to work and study with some of the country's leading clinical researchers. Potential mentors include: *Boris Birmaher, M.D. - Psychopharmacology; David Brent, M.D. - Psychotherapy, Epidemiology; Ronald Dahl, M.D. - Psychobiology, Sleep Disorders; Ronald Dahl, M.D. - Psychobiology, Sleep Disorders; Walter Kaye, M.D. - Eating Disorders; Kelly Kelleher, M.D., M.P.H. - Services Research; David Kolko, Ph.D. - Conduct Disorders; Maria Kovacs, Ph.D. - Affective Disorders; Rolf Loeber, Ph.D. - Juvenile Delinquency; Nancy Minshew, M.D. - Autism; James Perel, Ph.D. - Psychopharmacology; Neal Ryan, M.D. - Psychobiology, Psychopharmacology; John Sweeney, Ph.D. - fMRI and Autism* We seek individuals with either an M.D. who have completed an accredited residency program in general psychiatry or an entry-level Ph.D. in psychology (clinical/quantitative) from an APA-accredited

program with a broad-based intellectual background, evident potential for academic/psychiatric research, and ability to think creatively. Must have clinical experience in psychiatric inpatient/outpatient and/or pediatric setting, familiarity with psychiatric nosology and interest in basic or applied research in developmental psychopathology. A high proportion of our graduates have received external funding. Please submit vita and three letters of recommendation to: **David A. Brent, M.D. Professor of Psychiatry, Pediatrics and Epidemiology University of Pittsburgh School of Medicine Western Psychiatric Institute and Clinic 3811 O'Hara Street, Suite 112 Pittsburgh, PA 15213 Email: brentda@msx.upmc.edu. FAX: (412) 624-7997. PA3**

SUMMER JOBS/INTERNSHIPS Summit Camp, a coed northeastern Pennsylvania sleep-away camp, is looking for qualified staff to join its summer faculty. Campers present issues related to ADD/ADHD/LD and require a staff familiar with behavior management techniques and social skills training and interventions. Faculty receive excellent supervision in a professional environment. Positions are for cabin supervisors (counselors) and specialty staff, June 19 - August 15, 1999. Salary/stipend provided in addition to room and board. Learn more about Summit Camp at www.summitcamp.com. Contact Eugene Bell at summitstaf@aol.com for more details (or phone 914-358-7772 ext. 104). **PA4**

SOUTH CAROLINA

FURMAN UNIVERSITY announces a one-year teaching post-doctoral position for the 1999-2000 academic year. We seek a broadly trained cognitive psychologist to teach three courses (60% of the normal teaching load) and to involve undergraduates in her/his program of research. The probable courses are General Psychology, Experimental/Statistical Methods, and Memory and Cognition. With its demonstrated history of outstanding teaching, well-equipped laboratories in a new building, and excellent computer facilities for teaching and research, the Psychology Department at Furman provides a supportive environment for someone interested in teaching at a liberal arts college where both teaching and scholarship are highly valued. You can learn more about our department by visiting: www.furman.edu/~einstein/psy.htm. Send a letter of application, curriculum vitae, and three letters of recommendation to Gil Einstein, Teaching Post-Doctoral Position, Department of Psychology, Furman University, Greenville, SC 29613-1212. Applications received by May 15 will be given first consideration. *AA/EOE. SC1*

UTAH

Faculty Position in Research and Evaluation Methodology Program in the Psychology Department at UTAH STATE UNIVERSITY. Tenure-track assistant professorship begins August 1999. See www.usu.edu/~persinfo/psu.html (2-113) for full description. The successful applicant will teach graduate courses, supervise graduate students, and conduct research and evaluation projects. Requires earned doctorate in research and evaluation methodology or closely related area, experience conducting research and evaluation projects (preferably in education, mental health, or health), and evidence of scholarly productivity. Application materials and requests for a full-position announcement should be sent to Karl R. White, Ph.D., Chair, REM Search Committee, Utah State University, 2810 Old Main Hill, Logan, Utah 84322-2810. Review of applications will begin April 10, 1999, and continue until the position is filled. *AA/EOE. UT1*

Faculty Position in Cross-Cultural Psychology: The Department of Psychology at UTAH STATE UNIVERSITY invites applications to fill a tenure-track assistant professorship in cross-cultural psychology, with emphasis in Hispanic Psychology. Position begins August 1999. See www.usu.edu/~persinfo/psu.html (2-113) for full description. Application materials and requests for a full-position announcement should be sent to: J. Grayson Osborne, Ph.D., Chair; Cross-Cultural Psychology Search Committee; Department of Psychology; Utah State University; 2810 Old Main Hill, Logan, Utah 84322-2810. Application must include letter of application, detailed vita, graduate transcripts, and three letters of recommendation. Reprints/preprints are also desirable. Review of applications will begin immediately and continue until the position is filled. *AA/EOE UT2*

VIRGINIA

Human Cognition and Perception Division of Behavioral and Cognitive Sciences. The NATIONAL SCIENCE FOUNDATION is seeking applicants for the position of **Program Director for Cognition and Perception** to begin preferably in mid-July, but no later than Sept. 1, 1999. The position is a rotational one filled on a one-three year basis. Applicants must have a Ph.D. in Cognition or Perception, and six or more years of research experience beyond the Ph.D. Applicants with a background in Cognitive Neuroscience are encouraged to apply. For more information about this position, call or e-mail Dr. Hilleary Everist (heverist@nsf.gov), Division Director, Division of Behavioral and Cognitive Sciences, or Dr. Helene Intraub (hintraub@nsf.gov), Program Director, Human Cognition and Perception, 703-306-1760. To

apply, send a cover letter and vita to Program Director Search, Human Cognition and Perception Program, National Science Foundation, 4201 Wilson Blvd., Rm. 995, Arlington, VA 22230. Information about the Program and related programs at NSF can be found at <http://www.nsf.gov/sbe/sber/hcp/start.htm>. **NSF IS AN EQUAL OPPORTUNITY EMPLOYER COMMITTED TO EMPLOYING A HIGHLY QUALIFIED STAFF THAT REFLECTS THE DIVERSITY OF OUR NATION. VAI**

Assistant Professor of Industrial/Organizational Psychology. JAMES MADISON UNIVERSITY is seeking applicants for a tenure-track position beginning August 1999. Doctorate and teaching experience preferred. Teaching responsibilities include undergraduate and graduate courses in industrial/organizational psychology, statistics/research methods, and a senior-level seminar in an area of interest. Send letter of interest, curriculum vita, three letters of recommendation, and description of college teaching experiences to Dr. Craig Shealy, Chair, Industrial/Organizational Search Committee, School of Psychology, MSC 7401, James Madison University, Harrisonburg, VA 22807. Review of candidates will begin April 26, 1999. Applications should be received by that date to assure consideration. Successful applicants will be expected to teach, conduct research, supervise undergraduate and/or graduate student research, advise students, and engage in service activities. More information about the School of Psychology may be found on our web site at www.jmu.edu/psyc. *James Madison University is an Equal Opportunity/Affirmative Action/Equal Access employer and especially encourages applications from minorities, women, and persons with disabilities. VA2*

WISCONSIN

MEDICAL COLLEGE OF WISCONSIN Postdoctoral Position in Functional MRI of Language Processing. NIH-funded research position to study speech perception and language process (word recognition, phonology, semantics) using fMRI. Facilities include state-of-the-art 3T and 1.5T fMRI systems dedicated to research and supported by a large physics and engineering core. MCW fMRI researchers comprise a multidisciplinary group working in a variety of areas in cognitive neuroscience, neurophysiology, and MRI physics. Applicants should have a PhD in experimental psychology, neurobiology, or related field. Experience in language or audiological research, human neuroanatomy, and statistical methods is desirable. Send curriculum vitae, statement of research interest, and three references to: Dr. Jeffrey Binder, Department of Neurology, Medical College of Wisconsin, 9200 W. Wisconsin

Ave., Milwaukee, WI 53226. Email: jbinder@post.its.mcw.edu. Fax: 414-259-0469. *Equal Opportunity Employer. WI1*

Tenure-Track position in Functional Brain Imaging. The Department of Neurology at the **MEDICAL COLLEGE OF WISCONSIN** announces an opening for a full-time research position at the assistant professor level in the area of functional brain imaging. The candidate will collaborate with Dr. Jeffrey Binder in the Department's fMRI laboratory on several NIH-funded programs in the areas of speech perception and language processing. Dedication to empirical research is encouraged, teaching requirements are minimal. Facilities include state-of-the-art 3T and 1.5T fMRI systems dedicated to research and supported by a large physics and engineering core. MCW fMRI researchers comprise a multidisciplinary group working in a variety of areas in cognitive neuroscience, neurophysiology, and MRI physics. Applicants should have a PhD and postdoctoral training in experimental psychology, cognitive neuroscience, neurobiology, or related field, as well as research experience in functional brain imaging. Send curriculum vitae, statement of specific research interest, and five references to: Dr. Jeffrey Binder, Department of Neurology, Medical College of Wisconsin, 9200 W. Wisconsin Ave., Milwaukee, WI 53226. Email: jbinder@post.its.mcw.edu. Fax: 414-259-0469. *Equal Opportunity Employer. WI2*

CANADA

Cognitive Neuroscientist, ROTMAN RESEARCH INSTITUTE, BAYCREST CENTRE FOR GERIATRIC CARE (fully affiliated with UNIVERSITY OF TORONTO), Ph.D., or equivalent, with 2-yr postdoc experience. Part of a collaborative cognitive neuroscience community at UofT, - research focuses include behavioral and neuroimaging studies of memory, attention, and perception. Has a fully-equipped event-related potential (ERP) lab. Access to positron emission tomography (PET), and structural and functional magnetic resonance imaging (MRI). The candidate will develop and secure funding for own independent research. Will be eligible for cross-appointment at UofT. We encourage applications from qualified persons, visible minorities, aboriginal peoples and persons with disabilities. This advertisement is directed firstly to Canadian citizens and permanent residents. Submit a letter describing current and future research, CV, 3 reprints and the names of 3 potential references, by May 1, 1999 to: Chair, Cognitive Neuroscience Search Committee, Rotman Research Institute, Fax: (416) 785-2862; rotman@rotman-baycrest.on.ca. CNI



The University of Hong Kong is one of the leading international comprehensive research universities in the Asia-Pacific region, with more than 100 departments and sub-divisions of studies and learning. There is currently an enrolment of more than 15,000 students (6,000 at postgraduate level). Research students come from more than 40 countries. The medium of instruction is English. The University is committed to the vision of globalisation, scholarship and research excellence.

Assistant Professor in Clinical Psychology

Applications are invited for appointment as Assistant Professor in Clinical Psychology in the Department of Psychology (Ref.: RF-98/99-117) tenable from 1 September 1999. The appointment will initially be made on a two-year fixed-term basis, with a possibility of renewal.

The Clinical Psychology programme started in 1971 and was the first of such programmes in Hong Kong. The programme follows the Boulder model and is committed to train competent and ethical clinical psychologists. Opportunities for research funding are available in Hong Kong. Further information about the programme is available on WWW at <http://www.hku.hk/psychodp>.

Applicants should have a doctoral degree in Clinical Psychology or an equivalent qualification, and a strong record of research, teaching, and practical experience. Preference will be given to those who have a working knowledge of Chinese and are familiar with the local setting. The appointee will be a core member of the postgraduate Clinical Psychology programme, and will be responsible for teaching both graduate and undergraduate courses, and supervising the research and practical training of students.

Annual salary [attracting 15% (taxable) terminal gratuity] for an Assistant Professor (in the grade of Lecturer) is on an 11-point scale, with starting salary depending on qualifications and experience: HK\$554,280 - HK\$925,980* (approx. US\$71,264 - US\$119,054; (US\$ equivalents as at 22 February 1999). * An appointee with an annual salary at HK\$740,640 (approx. US\$95,224) or above may be considered for the award of the title of Associate Professor.

At current rates, salaries tax will not exceed 15% of gross income. The appointment carries leave, medical and dental benefits, an allowance for children's education in Hong Kong, and, in most cases, a financial subsidy under the Home Financing Scheme for reimbursing either the actual rental payments or the mortgage repayment up to the relevant maximum entitlement may be provided.

Review of applications for this post will begin on **30 April 1999** and continue until the closing date of **31 May 1999**. Further particulars and application forms can be obtained on WWW at <http://www.hku.hk>; or from the Appointments Unit (Senior), Registry, The University of Hong Kong, Hong Kong (Fax: (852) 2540 6735/2559 2058; E-mail: APPTUNIT@REG.HKU.HK).

The University is an equal opportunity employer and is working towards a smoke-free environment

HK1

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Using the Index

To help readers easily find position openings of direct interest, use the **Subject Areas Index** found at the end of the *APS Employment Bulletin*. The job listings themselves are organized by **geographic area**, but the **subject area** index permits more flexible review of the listings. At the end of each position announcement is a unique three- to four-character alphanumeric code in bold-face type. These codes appear in a listing of **SUBJECT AREAS** at the end of the job listings.

Use the subject list to locate areas of interest and note the codes that follow the subject area of interest. Codes contain two-character postal abbreviations of state names (e.g., FL stands for Florida) as their first two characters followed by a sequential number (1 through N) assigned on the basis of the position opening's location in the list of openings for the given state. For example, the tenth job opening listed under the state of Florida would have as its unique code "FL10."

Individual subject areas listed in the SUBJECT AREAS list may be followed by more than one code, indicating that more than one job relates to that specific subject area. Each code following an individual subject area represents one specific position opening. The subject list will vary in content across issues of the *Bulletin*.

Editor's Note: Subject indexing is not intended to be exhaustive. Readers should browse the job listings for a thorough exposure to available openings. Comments regarding indexing are welcome.

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John H Newman
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