



OBSERVER

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Translational Research at NIMH:

Behavioral Science's Golden Spike

By SARAH BROOKHART

In case you weren't there, the first transcontinental railroad linking East and West was completed in Promontory Point, Utah in 1869, when the two sides were united by a golden spike. At the National Institute of Mental Health (NIMH), the basic and clinical frontiers of behavioral science are being similarly linked by a report that may turn out to be behavioral science research's golden spike.

Written by an interdisciplinary panel of prominent behavioral and social scientists, *Trans-*

lating Behavioral Science Into Action is a blueprint to "jump start" the field. Part of the plan is to inject new life into NIMH's current translational research activities. The other part of the plan is to encourage a coordinated initiative of expanded basic and applied behavioral science activities throughout NIMH.

NIMH has already begun an enthusiastic implementation of the report across its major extramural components, including basic research, clinical research, and health services research. (See related story on

Page 5). The impetus for this initiative comes from NIMH Director Steven E. Hyman, who presents his views on translational research in this month's Presidential Column on Page 3. Hyman projects that money will soon follow. Translational research in behavioral science also has the strong support of NIMH's national advisory council.

"At this point, we see a big gap in the application of behavioral science to the whole spectrum of prevention, diagnosis, treatment and related services, and rehabilitation," said APS

Fellow Anne C. Petersen, chair of the workgroup and a member of the NIMH council. "This is not to say that no one is doing this work. Rather, we concluded that most behavioral researchers are not focused on these questions and on these populations, and that those who are encounter significant impediments."

"We identified a neglected area of work that really needs behavioral research, and which will advance behavioral science if engaged," said Petersen, who is senior vice president for pro-

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High-tech, large N, long term—it's all part of ...

Thinking *BIG* in Psychological Science

By RICHARD HEBERT

When the new \$10.5 million Brain Imaging and Behavior Laboratory opens on the University of Wisconsin campus this summer, it will occupy 20,000 square feet and house two MRI scanners, a PET scanner, a tandem accelerator and an assortment of other high-tech computer-supported equipment not usually associated with psychological research.

But that's precisely what will be conducted there: Cut-

ting-edge research into the links between emotions and health, with the goal of understanding why some people bounce back from stressful events and others suffer the ill effects longer.

The Wisconsin lab is one of five mind-body centers to which the National Institutes of Health awarded \$2 million each at the end of 1999, an unmistakable sign that psychological research involves much more than indi-

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A House (sub)Divided

A piece of psychology's history could be going condo. The Cambridge, Mass., house where psychology's founding father, William James, spent the last 21 years of his life has been sold to a developer who wants to split the house into condominiums.

James took up residence at 95 Irving St. in the fall of

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Reshaping Behavioral Science at NIMH

Steven E. Hyman

Director, National Institute of Mental Health

Guest Contributor

Every Institute within the National Institutes of Health (NIH) supports basic science research with the well-founded belief that it will ultimately pay off in improvements to the public health. The National Institute of Mental Health (NIMH) is no exception, and is proud of its long-standing investment in basic behavioral science, one that has resulted in significant work in such areas as cognition, emotion, personality, interpersonal interactions, and social and societal processes. Of course, the Institute also invests in basic biological science, and an historical priority has been to ensure rapid and effective translation of basic information in molecular and cellular biology, neuroscience and basic pharmacology into interventions for mental disorders. In contrast, I have been struck at how little organized effort NIMH has made until now to build bridges between basic behavior science and other areas of research.

Research that would benefit from an infusion of ideas from basic behavioral science include clinical neuroscience, where, for example, many otherwise careful imaging studies are vitiated by lack of cognitive or psychophysiological expertise. Similarly, in studies of psychopathology, symptoms involving cognition, social cognition, emotion, and motivation are often still assessed with rating scales or other tests that date back 30 to 40 years. Intervention development for behavior change, such as improved adherence to treatment, and development of new interventions to treat symptoms of mental disorders, especially in the young and in the elderly, have attracted few new investigators. The inability to attract investigators may be partially a reflection of the absence of new conceptual frameworks and ideas that could be provided by basic science.

Yet another fertile ground for applications of basic science is in health services research, where many barriers to appropriate treatment are behavioral. Parents do not bring depressed children, and depressed adults do not bring themselves for evaluations, in part because of shame and fear. These same attitudes greatly compound the difficulty providers continue to have in identifying depression and suicide risk; one tragic end result of this difficulty is reflected in findings that more than 70 percent of elderly males who kill themselves have seen a primary care provider within a month of their suicide.

There are important ideas and ways of thinking within the basic behavioral science community that are critically needed for progress in the areas that I have highlighted above and in many others. At the same time, I am certain that, as is true for any discipline in our field, basic behavioral science will gain greater vitality through interactions with various disciplines of neuroscience, clinical and prevention research, and health services research.

Much of my confidence about the potential impact of basic behavioral science on the public health is based on the NIMH experience with research on the behavioral prevention of HIV

transmission. In this case, the prevention research community has used theoretical approaches derived from basic behavioral science to develop several types of interventions. These now have been tested in rigorous clinical trials and have made an enormous difference in slowing infection rates in the United States and in many other countries. To my dismay, however, outside of our HIV portfolio, there remains an enormous gulf between basic behav-

ioral and many other disciplines. In response to my concern about this "disconnect," the National Advisory Mental Health Council initiated a Workgroup led by Drs. Anne Peterson and Robert Levenson, with staff direction from Dr. Jane Steinberg. The Council charged the Workgroup with identifying the barriers to research aimed at bringing basic behavioral science to bear on other scientific areas, and most notably on public health issues relevant to the NIMH portfolio. The Council also asked the group to draft a plan for overcoming identified obstacles and for moving swiftly to bring the best of basic behavioral science to bear on NIMH's more clinically oriented clinical research.

The Workgroup has done an exceptional job in outlining what NIMH must do to reshape its portfolio. While I was aware of the essential disconnect, the panel's findings truly surprised me. They determined that some of the most creative and productive basic behavioral scientists do not see any possibility of applying their work to mental disorders. Further, among those who have considered such translational research, there are concerns over the inability to access clinical populations, a lack of expertise in clinical issues, and the conviction that translational applications would do poorly in the peer review process. Whether these perceptions are correct or not, the result, of course, is an enormous loss for science and for the public health.

I hear repeatedly from our constituency groups that the stigma confronting people with mental illness in their families is a priority issue. Fortunately NIMH has invested in work on stereotyping over the last three decades. This research has achieved considerable insight into the psychological processes involved on the part of people who hold gender, age, and minority stereotypes, and contributed to our understanding of



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grams of the W.K. Kellogg Foundation. "The gains to the mental health of the public will be enormous."

Push and Pull

As defined by the workgroup, "translational research in the behavioral and social sciences addresses how basic behavioral processes inform the diagnosis, prevention, treatment, and delivery of services for mental illness, and conversely, how knowledge of mental illness increases our understanding of basic behavioral processes," examples of which include cognition, emotion, motivation, development, personality, and social interaction. Using this definition, the group found an alarming paucity of translational research in behavioral science at NIMH.

In their quest to articulate the questions that need to be studied in translational research, the Behavioral Science Workgroup, operating under the auspices of the NIMH council, consulted with experts from the realms of science, policy, groups representing patients and their families, and mental health care organizations. (They tapped into a goldmine of scientific expertise at the APS convention last year, meeting with dozens of leading psychology researchers who were in attendance.) From there, the workgroup identified three priority areas of study "in which the push of research progress converges with the pull of public health need."

The priority areas are:

- **Basic behavioral processes in mental illness:** how they're altered, and how they relate to brain functioning
- **Functional abilities in mental illness:** how mental illness and treatments affect the ability to function in various settings and roles
- **Contextual influences on mental illness and its care:** the impact of environment on developing and treatment of mental illness

"These priority research areas are critical starting points for progress in translational science because they are at the interface of what end-users have identified as important and what behavioral science researchers regard as areas of opportunity," said the workgroup, which recommended that NIMH issue Requests for Applications (RFAs) to in each of these areas, starting with the basic research component.



Petersen

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Making Translational Research Happen at NIMH

Energized by the report of the Behavioral Science Workgroup, the National Institute of Mental Health (NIMH) is making a renewed effort to connect basic behavioral science with clinical and services research. (See related story on Page 1 and a column by NIMH Director Steven E. Hyman on Page 3).

Implementation of the translational research initiative is taking place across NIMH's three extramural divisions, known informally as the basic research division, the public health division, and the health services research division. That NIMH is organized along this convenient continuum probably is no coincidence. Hyman, the architect of the institute's current organizational structure, has been talking about the importance of translational research since coming to NIMH four years ago, and about putting significant NIMH resources behind the behavioral initiative in each of the research divisions to, for example, start new translational research centers and to add translational training and research experiences early in a scientist's career.

The new push for translational research comes at a time when NIMH, along with the rest of the National Institutes of Health, is enjoying unprecedented budget increases - 15 percent in each of the last two fiscal years, with a similar increase

hoped for this year (FY 2001). Specific funding targets have not been established for the translational research initiative, but with momentum on its side, translational research is bound to get more than its share of support.

However, NIMH will not need to wait for a budget increase to implement the workgroup report. "Many of the recommendations involve the way work is done, and will not cost much in the way of additional funding," said Anne C. Petersen, chair of the workgroup. As co-chair Robert Levenson put it, NIMH is in a position to "put large carrots in front of people" to attract more investigators to translational research. These initial efforts should involve "marginal cost but great impact," said Levenson, who also is on the APS Board of Directors. At the same time, he noted, new initiatives in translational research will not be at the expense of NIMH's commitment to existing basic behavioral science research.

One of the big challenges for NIMH will be to make sure the information on translational research and training opportunities is getting out to the people who need it. In examining the lack of grant proposals in translational research, the

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So Central, So Puzzling

"The three priority behavioral research areas are so central to the core mission of NIMH that it may seem puzzling that the Workgroup needs to highlight them for special encouragement," notes the report. "They pose many interesting research questions that should attract and excite a substantial number of behavioral scientists spontaneously. However, such research is sparse at best in the current NIMH portfolio, suggesting that these are difficult areas to develop."

The difficulties may have less to do with the questions themselves, and more to do with the structural barriers facing translational research. Identifying the research questions may be the easier task. Enabling - and convincing - scientists to do the work is another story.

One of the initial challenges for the workgroup, according to co-chair Robert Levenson, was that they "had to come to terms with why there was this enormous disconnect between basic research and clinical problems despite decades of funding in these areas by



Levenson

NIMH."

"Nobody understood the extent of the disconnect. We all thought there were a lot more people out there doing this kind of work," said Levenson, who is also a member of the APS Board of Directors. Instead, an exhaustive portfolio review revealed a dearth of grants where a basic behavioral process was being studied in a clinical population.

The workgroup examined this issue in terms of the research community's perspectives and NIMH's capacity for translational research. Some of what they found is not unique to behavioral research. The issues are similar to those in any interdisciplinary undertaking: Researchers established in one area lack incentive to move into a new area of inquiry; and the existing institutional structures don't easily accommodate hybrid science.

These challenges may be especially difficult for translational research in behavior because the communities involved are so far apart in many respects. There are fundamental communication problems — it's one thing for basic behavioral scientists to talk to other scientists, it's another to try to talk to health care providers or patients or family members. However, the value of these kinds of communication hit home in the workgroup's investigations, where a number of surprising issues were laid bare.

"There was a great deal of interest in, and openness to, applying basic behavioral science to these clinical problems," said Levenson. But, he continued, the non-clinical behavioral scientists feel "very uninvited to the party." In large part, this has to do with the focus

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of clinical research, which is on symptoms of mental illness rather than on the underlying behavioral processes or on a patient's ability to function. But when you strip away who may or may not feel welcome, it is actually the non-clinical behavioral issues that form a core of what those with mental illness deal with on a day-to-day basis. The workgroup learned that the greatest areas of concern for people with mental illness and their families are the changes that take place in the person's ability to make decisions in daily life, in their memory, in their emotions and in other processes that are the focus of basic behavioral science.

"There is enormous consumer demand for behavioral research findings," said Jane A. Steinberg, NIMH's staff director for the workgroup project and an APS Fellow. People want recovery. They want new employment skills, parenting and other skills, and they're looking for research-based ways to get those skills," she said.

"Imagine," said Levenson, "that you are a basic personality theorist. Our workgroup heard over and over from families who told us that in the year before their relatives ever exhibited any symptom of, say, schizophrenia, something changed in their personality. Isn't that a problem a basic personality researcher would want to tackle if the opportunity were there?"

Catalytic Conversation

The workgroup envisioned a "catalytic" role for NIMH in providing opportunities for researchers and clinicians and health service providers and consumers to exchange ideas and develop mutual understanding. "Let the end-users of translational research - patients, providers, payers, and policymakers - join as expert partners in setting the research agenda and forming research questions," the workgroup recommended.

"Doing so provides invaluable benefits for the total research enterprise: it grounds the research in the realities of public health need; it encourages solutions to practical problems in clinical care; and it paves the way for greater long-term acceptance and application of research-based innovations."

The group suggested ways to capitalize on NIMH's existing support structure for translational research, plus it recommended a number of new mechanisms to encourage more. Suggested activities include RFAs, workshops, conferences, model programs, training grants, translational research centers, and supplements for current research projects.

The overall goal on the basic science side, said Steinberg, is that "we want to show our best scientists that there are testable



Steinberg

questions for their theories, so that they'll be excited about working in this critical health area."

Steinberg, who is director of extramural activities at NIMH, added that "it's a two-way street. We can't just work with science progressing from the basic to the clinical. We need the clinical providers, insurers, advocates and consumers helping to shape some of the research questions so that mental health research applies to real-world settings."

If You Build It, They Will Come. Or Will They?

One important note for behavioral researchers: The workgroup discovered that even when funding opportunities are available, researchers don't necessarily know about them. "One of the most surprising barriers cited by these researchers was their lack of awareness of specific NIMH translational research program announcements... even though they had been published in the conventional dissemination outlets" such as the *NIH Guide for Grants and Contracts* and the NIMH website, according to the workgroup, which further admonished that "the lack of effective communication to potential applicants is a significant obstacle that needs to be addressed."

"Although the report is an initial step" toward addressing this obstacle, said Steinberg, she agreed that "this is something we must solve at NIMH."

Goodwill and Commitment

The workgroup project has been well received at NIMH. "NIMH program staff contributed significantly to the workgroup's efforts, and welcome the recommendations, said Petersen. "I think they were energized by seeing themselves as a major part of the solution" to deficits in translational behavioral science research.

"NIMH staff deftly exposed us to the problems in the field, by having guests who identified the real world challenges, and by reviewing the current portfolio to see what was missing, as well as looking at possible solutions from examples of approaches" used in other fields, said Petersen.

"The level of commitment on the part of NIMH was outstanding," agreed Levenson, who was trained as a clinical psychologist but who is also a basic researcher in psychophysiology at University of California-Berkeley. "There was enormous goodwill throughout the process, no matter who we talked to," he said.

Peer Review, Evaluation

The efforts to increase translational research in behavioral science at NIMH have significant implications for the institute's peer review activities. The challenge here, said Levenson, is to make "a more hospitable environment" for proposals that might not be as polished or tight on the clinical side as in more traditional areas. Among other things, it was recommended that NIMH prepare reviewers to assess translational research and ensure an appropriate mix of expertise on panels reviewing translational research proposals.

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Evaluation is another element in the workgroup's comprehensive vision for translational research. The report "charts a path to make the connection between what the science has and what the public needs," said Steinberg. "Evaluation ties in because you want to know when you've been on a path too long, and you want to stay nimble to match new opportunities." The workgroup recommended that NIMH develop a plan for evaluating progress in the three priority areas identified above.

Finally, the workgroup also heard from experts in neuroscience and genetics who are clamoring for sophisticated behavioral science techniques to use in parallel with the enormous advances occurring in those fields. The need for research in this area is underscored by Levenson. "If precise mapping of the brain and of the genes is linked with casual and imprecise mapping of basic behavioral processes, the science will be greatly compromised," he said. In endorsing the workgroup report, the NIMH advisory council noted that the kinds of connections being forged with clinical behavioral science are also needed with other areas of inquiry and application.

The workgroup report is available online at www.nimh.nih.gov/council/bswsummary.cfm.

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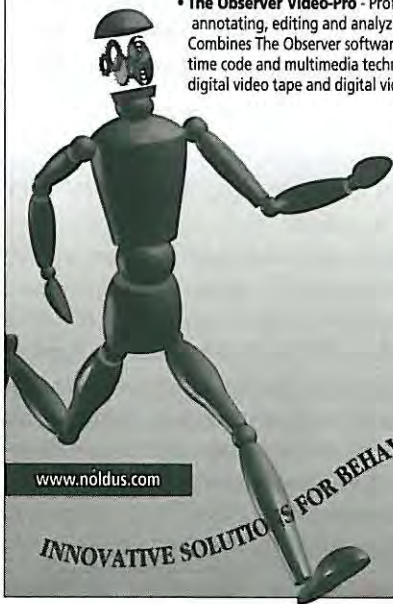
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workgroup found that behavioral scientists were not aware of existing opportunities that had been disseminated through traditional channels. Figuring out new effective ways to get the word out is an NIMH task that must be addressed if translational research is to attract the best scientists.

Constructive Codependency

In the area of basic research, the goal will be to strengthen the foundation for translational research. "We will look for ways that basic behavioral science can provide a substrate for innovative, insightful studies into the processes of psychopathology," said Steven Foote, director of the Neuroscience and Basic Behavioral Research Division.

"We are especially interested in new conceptualizations that extend beyond accepted or commonly used diagnostic schemes, because we still don't know what the most relevant behavioral dimensions are for characterizing psychopathology," said Foote.

Most of the basic research division's translational research activities will be concentrated in the behavioral science research branch, headed by APS Member Mary Ellen Oliveri. Oliveri's branch has already added translational research components to a number of existing projects, including basic behavioral science research centers and a request for applications (RFA) on emotion research, which NIMH is funding with seven other institutes. APS member Carolyn Morf, of the basic research division, is collaborating on a translational symposium at this year's APS convention, entitled "Bridging Basic and Clinical Research in Behavioral Science: A Constructive Codependency."

"The workgroup report has presented a number of challenges to behavioral science at NIMH, but two are primary," said Oliveri. "The first has to do with multidisciplinary collaboration: How do we provide incentives to investigators for what may seem 'risky' research endeavors, and how do we foster training that is appropriately specialized within discipline but also effectively bridges across disciplines?"

"The second challenge posed by the workgroup recommendations, she continued, "relates to the critical importance of maintaining the strength of basic behavioral science - cognition, emotion, personality, social cognition, social interaction - and its links with neuroscience."

"The ultimate payoff of translational research will depend on the quality and precision of the basic research findings that go into it," said Oliveri.

A Model of Behavior

A significant portion of NIMH's translational research activities will fall within the purview of the Division of Mental Disorders, Behavioral Research and AIDS, known informally as the public health division. APS Member Ellen Stover, who heads the division, plans to draw on previous successes with behavioral science research and HIV prevention in developing her division's translational research efforts. "It isn't going to be useful in every step," she said, "but in cross-disciplinary linkages, and in trying to take elements from the behavioral research arena - behavior change, cognitive behavioral ap-

proaches - to underscore development of interventions which then are disseminated literally worldwide; that's a model we're talking about."

Under Stover's direction, along with APS members Bruce Cuthbert, branch chief for adult psychopathology and prevention, Peter Muehrer, branch chief for health and behavioral science, Doreen Koretz, branch chief for developmental psychopathology



Stover



Cuthbert

and prevention, and an expanding staff of behavioral and clinically-oriented scientists, the division is initiating a number of activities. As in the basic research programs, the near-term strategy is to add translational research to existing activities in the clinical and public health arenas. For example, the public health division will emphasize translational research in RFAs dealing with adherence to medical regimens, an area that will be informed by the division's experience in HIV.

"We have a large adherence portfolio in the HIV arena," said Stover, and "it only took a couple of years to get the field jump started." Behavioral research proved instrumental in developing persuasive communications strategies to convince people to adhere to their medical regimens.

Cuthbert said his program will be bringing basic behavioral science to bear on the study of psychopathology with the ultimate goal of developing new interventions that can be evaluated from the behavioral and clinical points of view. In doing this, "we recognize that often the translational work requires active collaboration

among two or more investigators to accomplish this work, so we're going to be interested in how we can foster those collaborations," he said.

Active Ingredients

Health services research is the third area involved in NIMH's new focus on translational research. This is where the new interventions developed from basic behavioral science will be tested in broader clinical populations. Responsibility in this area falls to the Division of Services and Intervention Research, which will play a large part in the institute's translational efforts, particularly in the areas of prevention research and health services research.

NIMH already has a Program Announcement linking basic behavioral science to health services research. Building translational research on basic behavioral processes into that and similar initiatives will involve consulting with the research community to identify more effective ways to establish these links. In addition,

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the health services division will be consulting with the field as it plans its implementation of the workgroup's recommendations. Potential uses for basic behavioral science include development of new interventions for treatment and prevention, for understanding why existing interventions work, and also for framing the right kinds of messages to convince patients to seek treatment, and to get the word out that treatments exist and are effective.

"We're hoping that the workgroup recommendations will provide more access to information about basic behavioral science and increase collaboration between our treatment investigators and basic behavioral researchers," said Linda Street, who is in the treatment and prevention programs of the health services division. She indicated there will be particular emphasis on understanding the mechanisms of existing therapies.

"We have several treatments that have been shown to be efficacious, but we don't know much about why they work, what the active ingredients are," said Street. "Affective theory, emotion theory, learning theory - all those areas have the potential to feed our knowledge about the mechanisms involved in the changes that take place in therapy," she said.

Street's colleague on the services side, Ann Hohman, pinpoints the problem: "If we don't know how interventions work, how can we export them to other populations?" She observed that while NIMH has been supporting translational research for some time, "the workgroup report has cleared the way for people to feel comfortable here to push forward on this effort."

In health services, "we've gone as far as we can go without the help of behavioral scientists," said Hohman, who adds that "everyone in the system is a target for behavioral change," including providers and health care organizations.

The workgroup report includes a number of recommendations in the area of services research aimed at improving mental health services and reducing disparities in mental health care. One priority area is research into how policies, incentive structures, and cultures at all levels of health and mental health organizations and institution affect the behavior of those providing care and of those receiving it, as well as the outcome of care.

Inside One Head

In all of the areas, training is seen as a crucial part of increasing

translational research. What's needed are "new investigators, young investigators who have inside one head, knowledge about both of the areas we're trying to integrate," said Foote. "Training is one of the most critical issues," agreed Stover, who indicated that NIMH will be examining some upcoming Institute of Medicine reports on behavioral science research training in terms of their implications for training in translational research.

Also under consideration is the workgroup's recommendation to establish translational research centers. While everyone at NIMH is cautious when talking about the possibility, centers have been the topic of cross-divisional discussions and it appears to be under serious consideration.

Communications is another key area. The workgroup stressed communications at all levels: between individual researchers, among disciplines, between scientists, practitioners and consumers, and between NIMH and the broader research community. In response, the divisions are planning various outreach activities, ranging from small workshops to larger venues, such as annual meetings. In addition to symposia such as the one planned for the APS convention in June and similar activities with a variety of organizations, the public health division and the health services division also are holding several small workshops to gather input for their implementation efforts and to inform the research community about opportunities in translational research.

Finally, it should be noted that things can be happening on the local level to make the field more receptive to translational research. The schism between clinical science and basic science doesn't originate with NIMH, said Levenson. Academic departments need to look at the barriers that exist between these areas particularly in training, where it is unusual for trainees in science to receive exposure to clinical problems. "Cognitive science, social psychology and others need to understand what mental illness looks like" in order to effectively address clinical problems," Levenson explained. "I'm not talking about training cognitive neuroscientists to be psychotherapists - I just want them to be exposed to basic behavioral processes in their natural state," he said.

For more information, interested researchers are encouraged to contact NIMH staff for additional information on translational research opportunities. Contact information for NIMH programs is available on the NIMH website, which can be reached through APS at www.psychologicalscience.org. -SB

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A Window to the World

International Psychology Meeting Focuses on Health

By BRIAN WEAVER

The theme for the 27th International Congress of Psychology is "Health for All in the Year 2000," chosen to explore psychology's growing role among the health sciences, particularly with the increasing prevalence of diseases related to lifestyle and environment. A number of APS leaders and members are among this year's presenters.

The Congress, held every four years, is organized by the International Union of Psychological Science (IUPsyS). IUPsyS is an international organization that aims to promote "the development of psychological science, whether biological or social, normal or abnormal, pure or applied."

To mark the 50th anniversary of IUPsyS, the Congress will hold its meeting on July 23-28 in Stockholm, Sweden, where the group was founded.

A Rare Occasion

The program covers a scope of information from history and theory to conditioning and learning to developmental processes.

Lars-Goran Nilsson, Congress president, said he was pleased with the overall program, including the social and cultural events which complement the scientific endeavors.

"With respect to keynote addresses, state-of-the-art lectures and symposia, an adequate balance of scientific quality, area of research, and geographic representation has been achieved," said APS Member Nilsson.

Daniel L. Schacter will deliver a keynote address on implicit and explicit memory. Schacter, who will deliver the keynote address of the APS Convention in June, said the Congress is stimulating and fun and a good opportunity to show the strength of U.S. psychology on an international scene.

"It is one of those rare occasions on which psychologists from all over the world gather together," Schacter said. "Attending the conference provides a broader perspective than usual, and presenting at the conference gives one broader exposure."

Schacter is one of several U.S. psychological scientists delivering keynote addresses. Other keynotes will be delivered by John A. Bargh, "Social cognition;" Peter J. Lang, "Emotion and attention: The motivational brain in human perception;" Eleanor Maccoby, "Intersection of nature and socialization in childhood gender differentiation;" Robert A. Rescorla, "Pavlovian conditioning and extinction;" and Leslie Ungerleider, "Brain imaging and cognition."

Wide World of Psychology

Other U.S. presenters include APS Past President Marilyn Brewer, "The social psychology of trust;" former APS Board member J. Bruce Overmier, "Contemporary research on learned helplessness and learned irrelevance in humans and animals;" APS Past President Richard F. Thompson, "Cerebellum: Plasticity,

learning, and memory;" and APS Board member Henry L. Roediger III, "Memory illusions."

Overmier, who serves on the U.S. Committee of the IUPsyS, said the Congress is important because it reveals how psychology is different around the world.

"International congresses are great places to meet people working on things you care about and who come to the topics with different meta-theoretic assumptions, different tools and different designs—as strange as it may seem to us, all leaders in psychology are not from the United States," he said.

"The national members try to showcase the best their country has to offer," Overmier said. "Our goal is to show that the United States is doing top psychological science."

Roediger said it is important for U.S. scientists to attend the Congress not only to facilitate the exchange of ideas but also to experience the wider world of psychology.

"Probably many more international visitors come to the main U.S. conferences than U.S. visitors go to conferences in Europe or other areas of the world. A strong presence at the International Congress would help to overcome the U.S. stereotype as not being cosmopolitan about world psychology."

Look Out

In addition to a look at psychology's contributions to health, the program will also feature programs on the contributions of psychology to diplomacy.

"These two topics will run through the congress week with invited speakers and symposia in parallel with the regular program, providing strong evidence of the critical role of psychology for human welfare and global survival," Nilsson said.

Gery van Outryve d'Ydewalle, president of IUPsyS, said the importance of the Congress is in both its programming and the opportunity for researchers of different aspects of psychological science to explore each others' findings.

"As an active researcher, I have over the past 25 years attended a great number of major congresses, topical meetings, symposia, summer schools, scientific meetings of national societies, and workshops all over the world. Such meetings are essential to provide a discussion platform where scientists within the many

SEE CONGRESS ON PAGE 11



Visit the APS booth
at the International
Congress
July 23-28, 2000

People

APS Member **Julio Ramirez** is one of two recipients of the first Fellows Award of the Council on Undergraduate Research (CUR). The award, to be presented biennially, recognizes outstanding achievements in research and research mentoring.



Ramirez received a B.S. degree in psychology at Fairfield University and M.A. and PhD degrees in biopsychology from Clark University in Worcester, Mass. Ramirez joined the department of psychology at Davidson College in Davidson, N.C., in 1986 and, in 1998 he was named Davidson's first R. Stewart Dickson Professor. Ramirez and his students investigate recovery of function after central nervous system injury with an emphasis on recovery from Alzheimer's disease.

Ramirez' work at Davidson has resulted in 19 research publications, nine with undergraduate co-authors, in the last 13 years. Over that relatively short time, 85 students have worked with Ramirez. He has received more than \$2 million in grants from the National Institutes of Health, National Science Foundation, Howard Hughes Foundation, and the Pew Charitable Trusts to support biomedical research and education at Davidson. In 1989, Ramirez was named North Carolina Professor of the Year and also was honored as a National Gold Medal Professor of the Year.

The CUR Fellows Award will be presented at the 8th National CUR Conference at the College of Wooster on June 22, 2000.

APS Charter Member **Jeannette R. Ickovics**, an associate professor of epidemiology and public health and of psychology, received the 1999 Award for an "Emerging Leader for Women in Psychology" from the Committee on Women in Psychology of the American Psychological Association (APA). The award was announced at the APA annual meeting which took place in Boston last August.

The award cited Ickovics' accomplishments in research and policy on women's health in general, and specific to HIV/AIDS. She also traveled to the White House in October to be honored as a Sara Lee Foundation Frontrunner Protege awardee along with mentor APS Fellow and Charter Member **Judith Rodin**, who is President of the University of Pennsylvania.

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: *Observer*, 1010 Vermont Ave., NW, Suite 1100, Washington, DC 20005-4907; email: apsobserver@aps.washington.dc.us; fax: 202-783-2083.

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areas of psychology can share frameworks, ideas, new technologies and methodologies, and emerging trends with colleagues from other areas," d'Ydewalle said.

He said that the diversity of the meeting is important to a full impression of psychological science. If researchers ignore areas of psychological research other than their own, then the field would be "immature," he said.

"If scientists only meet colleagues within the same area of psychology, only publish in highly technical journals of their specialty, and only attend their own topical meetings, then there is something wrong with our science," d'Ydewalle said.

For more information on the Congress, visit www.icp2000.se or e-mail icp2000@stocon.se.



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Workshop on Diary Methods

June 12-15, 2000

Instructor: Niall Bolger, New York University
Non credit fee: \$750

Diary methods are becoming increasingly common in social, personality, developmental, and clinical psychology. These studies involve the use of short questionnaires that are completed by individuals and dyads many times over a series of days and weeks. The resulting data can provide a unique view of people's daily experiences and emotions as they occur in natural settings. Because diary designs involve intensive longitudinal assessments, they are superior to traditional panel designs for studying temporal processes. Their many repeated measurements allow one to conduct analyses that examine psychological processes uniquely for each person in a study.

Despite the promise of diary methods, these methods raise a variety of practical problems of design, measurement, analysis, and write-up. The purpose of this 4-day workshop is to provide a solid introduction to diary methods so that workshop participants can carry out their own diary studies. Topics to be covered are: 1. Types of diary designs. 2. Types of research questions that diary designs are best suited to answer. 3. Developing measures for use in diary studies. Validating diary measures. Do's and don'ts for developing useful diary forms. 4. Statistical models for analyzing diary data. I will illustrate these models using example datasets. Participants will have the opportunity to practice these analyses, and they will be provided with copies of all files and output. Analyses will be performed using the HLM (Bryk, Raudenbush and Congdon, 1998), and PROC MIXED (SAS Institute, 1997) programs. 5. Determining sample size and statistical power for diary studies. 6. Special analytic problems in analyzing data obtained from dyads. 7. Write-up of results of diary studies: What details are should be included in method and results sections of papers. A worked example of a write-up will be provided. 8. Discussion of participants' plans for diary studies and/or their existing studies and datasets.

This workshop is geared toward faculty, postdocs and advanced graduate students. A basic knowledge of measurement theory, regression, and ANOVA will be assumed. Statistical laboratory facilities will be available for participants to practice conducting analyses of example datasets.

Analysis of Dyad and Group Data

June 19-23, 2000

Instructor: Richard Gonzalez, University of Michigan
Non Credit fee: \$750

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.

Methods in Cultural Psychology

August 2000*

*(to be arranged: please refer to <http://www.isr.umich.edu/rcgd/summer> for scheduling updates)

Instructor: Shinobu Kitayama, Kyoto University
Visiting Associate Professor, University of Chicago
Non credit fee: \$750

Cultural psychology is the study of interdependencies between cultural practices and meanings and psychological processes and structures. The field is currently emerging from a synergy of effort by researchers of various disciplinary backgrounds including cross-cultural, personality, social, and developmental psychology, psychological anthropology, linguistics, sociology, among others. Cultural psychology has provided both a unique perspective and a coherent theoretical framework for examining the socio-cultural and ethnic diversity of mental processes. In particular, it offers an opportunity to systematically investigate two interrelated issues: First, are basic mental processes such as cognition, emotion and motivation shaped by socio-cultural processes and, if so, how? Second, are these socio-cultural processes themselves sustained and often changed by those very mental processes that have been derived from them and if so, how? Empirical inquiry into the core questions of cultural psychology would benefit from both an interdisciplinary, multi-methods research design with scientific rigor and creatively and compassionately taking advantage of every opportunity to gain insights from "other cultures". It would also be greatly enhanced by active, and equal-standing participation and engagement of researchers with diverse cultural and ethnic backgrounds. Further, in carrying out a cultural psychological inquiry, cross-cultural or cross-ethnic comparisons often turn out to be useful, providing crucial information for testing specific hypotheses.

This workshop is designed for faculty, postdocs and advanced graduate students who have conducted or planned to conduct a research project that is informed by the perspective of cultural psychology. It begins with a detailed examination of the theoretical framework of cultural psychology. Several content domains of inquiry that have been highlighted in the contemporary literature (such as cognitive, emotional, and motivational systems, self, and interpersonal processes) will be then reviewed. Along the way, a variety of methods that have been used to address specific empirical questions will be introduced and discussed for their merits and demerits, strengths and weaknesses. The methods covered include value survey, experience-sampling, interview with and without experimental probes, creative use of video, participant observation, ethnography, field experiment, lab experiment, analysis of cultural artifacts and other archival data, among others. In all cases, practical issues and problems that are often encountered in actual research settings are highlighted, and possible solutions for them are discussed.

Should We Create an Electronic Journal of Scientific Psychology?

Henry L. Roediger, III

Chair, APS Publications Committee

The American Psychological Society has two outstanding journals: *Psychological Science* and *Current Directions in Psychological Science*. Both journals occupy unique niches in the field and both are highly ranked for impact (see the January 2000 *Observer* for details).

At its December 1999 retreat, the APS Board of Directors broached the idea of another journal, one that would be entirely electronic, that is, with no paper copies published.

The Publications Committee and the APS Board are currently examining the many issues associated with developing this kind of journal. The purpose of this column is to bring the idea to the APS membership and to solicit your comments. Below, I briefly sketch the rationale for the Electronic Journal of Scientific Psychology (EJSP), how it might be administered, and the functions it would serve.

The rationale for the electronic journal is straightforward. APS currently has two outstanding journals that are highly regarded and widely cited. The new EJSP would follow in this fine tradition. Like its predecessors, the new journal would be unique and of high quality, devoted to publishing outstanding peer-reviewed articles. Unlike its predecessors, it would be entirely electronic.

The purview of EJSP would be all of scientific psychology, just as it is for our existing journals. However, EJSP would publish entirely different kinds of papers than currently can be published in APS journals. In particular, EJSP could publish the longer, multi-experiment report that is often the coin of the realm in academic psychology. In addition, the journal is likely to attract articles that would profit from publication in an electronic form. Among other things, articles could link published papers to related sites via the Internet. For example, downloadable files of stimulus representations could be provided, as could dynamic demonstrations of the experimental task, or data archives too large to publish in their entirety.

The potential for direct links to related websites is just one attractive feature of electronic publishing. Another exciting feature is the speed of publication. Papers would be published on the journal's site immediately after final acceptance and copyediting, virtually eliminating the publication lag inherent in paper journals.

We envision that EJSP would be primarily used for reporting multiple experiments on topics as in many traditional psychology journals. In addition to standard experimental reports (much longer than appropriate for *Psychological Science*, with its limit of 4000-word articles), the editors may wish to publish theoretical and review papers, too.

EJSP will be rigorously refereed. There will be an editor in chief and section editors for different topics within scientific psychology. At a minimum, we would hope to include biological

psychology/behavioral neuroscience; cognitive psychology/cognitive neuroscience; experimental social psychology; personality psychology; life-span developmental psychology; animal learning and behavior; experimental clinical psychology; industrial/organizational psychology and quantitative psychology. (I do not mean to exclude other appropriate topics by listing those above.)

Of course, articles in some areas—quantitative, for example—might require a different format from the standard experimental report. The details about categories of articles would be worked out in more depth at a later point. To oversee and manage all this, one might envision a single central editor in chief, four associate editors and then a larger board of consulting editors.

Anyone cruising the website would be able to find the paper. However, we also envision that "issues" of the journal would appear once a month.

The editors would put together an issue by listing the title of all accepted articles, and each issue would then be sent (titles and authors only) to the entire subscription base (the membership, libraries subscribing to APS journals and others who may subscribe). Prospective readers would simply click on the site to see the paper and download it if they want a printed copy. The downloadable copy will look like a standard finished journal article, as will the version posted on the website. Articles would not be held on the web indefinitely, but arrangements for permanent archiving and electronic access from archives would be made.

The current plan is that the journal will be provided to all APS members as part a benefit of membership, and to libraries that subscribe to APS' paper journals.

The Electronic Journal of Scientific Psychology is still in the development phase. The Publications Committee and the Board of Directors of APS have not yet decided whether to move forward with the project. Your comments on this proposal would be invaluable in this process.

Please direct your remarks to me in care of the *Observer*, at apsobserver@aps.washington.dc.us, by fax at 202-783-2083, or APS *Observer*, 1010 Vermont Ave., NW, Suite 1100, Washington, DC, 20005. I look forward to hearing from you.



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Letter to the Editor



Fairness in Testing Standards

Mary Tenopyr's commentary on the 1999 *Standards for Educational and Psychological Testing* (*Observer*, February 2000) suggests that testing has not changed in a way that would warrant a revision of the 1985 Standards, and suggests that the earlier volume is to be preferred for technical accuracy. In fact, although many criticisms have been voiced about some parts of the 1999 Standards, no technical flaws have been found. The new version of the Standards reflects the growth of testing in many arenas, most noticeably in vocational certification and large-scale educational assessment. A vast literature on testing has emerged since 1985. Prominent issues include item response theory, differential item functioning, computer-based adaptive testing, large-scale educational assessments, cognitive-process models, an expanded view of validity, and fairness. Although fairness is not a technical term, as Dr. Tenopyr points out, aspects of fairness are of great technical importance, as well as being the focus of a growing concern among various critics.

Technical issues relevant to concerns about fairness focus on the fundamental observation that the validity of test score interpretations depends on the scores having the same meaning for all test takers. Many aspects of test construction and test administration are designed to achieve this goal, and many statistical analyses of test scores are designed to assess the extent to which the goal has been met. Of course, testing standards cannot mandate appropriate use of test scores in making decisions, since some test users will never read the Standards; at best the Standards make relevant information available to test users.

Results of testing often have high stakes for individuals and

institutions. Scientific, social, and economic values are sometimes in conflict, which may lead to different interpretations of evidence. The six-year gestation period of the 1999 Standards signifies the difficulty in attending to the many different concerned voices. We agree with Dr. Tenopyr that healthy scientific debate is useful, and believe that open discussion is fostered by the 1999 version of *Standards for Educational and Psychological Testing*.

Bert Green, Eva Baker, Jo-Ida Hansen, and Paul Sackett

[*Editor's Note: Green, Baker, and Hansen are Charter Members and Fellows of the APS: Baker and Sackett chaired the revision committee, on which Green and Hansen also served*].

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In Memorium

Martin T. Orne

1927-2000

Expert on Hypnosis, Psychotherapy, and Research Methodology

Martin T. Orne, a psychologist and psychiatrist at the University of Pennsylvania, died of cancer on February 11, 2000. Orne, who retired from Penn in 1996, was Professor Emeritus in the Department of Psychiatry and Adjunct Professor in the Department of Psychology. Beginning in 1964, he was Director of the Unit for Experimental Psychiatry at the Institute of the Pennsylvania Hospital, which moved to the University of Pennsylvania School of Medicine in 1995. In that position, he became one of the leading figures in the modern era of hypnosis research, made classic contributions to research methodology, promoted the field of behavioral medicine, and struggled to put, and keep, psychotherapy on a firm scientific base.

Orne was born in Vienna on October 16, 1927, the son of Frank Orne, a surgeon, and Martha Brunner-Orne, a psychiatrist. The Ornes left Austria for the United States in 1938, living first in New York City and then in Boston. Orne attended the Bronx High School of Science, and graduated from Harvard in 1948 with a degree in social relations. He received his medical degree from Tufts in 1955, and his PhD in psychology from Harvard in 1958. Before taking up his position at Penn, he completed a medical internship at the Michael Reese Hospital in Chicago, and a psychiatric residency at the Massachusetts Mental Health Center in Boston; he was also Senior Research Psychiatrist at MMHC from 1960 to 1964.

Orne's first and last papers were on the subject of hypnosis, and it was as a hypnosis researcher that he was most widely known among psychologists. Along with Ernest R. Hilgard, Theodore X. Barber, and Theodore R. Sarbin, he brought new status to the scientific study of hypnosis, and helped to re-introduce the technique to medicine and psychotherapy. Many of Orne's papers on hypnosis had a debunking flavor, leading some colleagues to count him as a skeptic. However, Orne's view of hypnosis was subtle and nuanced, and he was primarily concerned with distinguishing the "essence" of cognitive changes associated with hypnosis from "artifacts" introduced by the social context in which hypnosis took place. In his experimental research, he developed experimental paradigms, such as the "real-simulator" design, that were sensitive to subjective experience as well as overt behavioral responses. In a clever adaptation of the double-blind paradigm familiar from drug research, he and his colleagues were able to show that hypnotic analgesia was not merely a placebo response.

From 1961 to 1992 Orne was editor in chief of the *International Journal of Clinical and Experimental Hypnosis*, shepherding its transition from house organ of a small professional society to the

leading venue for hypnosis research, with a citation count that would be the envy of more general journals in psychology and medicine.

He was a devoted and tireless editor. He involved his whole laboratory in the editorial process, and he contributed his own financial resources to making the journal succeed. Whereas other editors would give a paper a discrete thumb's up or down, Orne worked with the author for draft upon draft, insuring that each paper was as good as it could possibly be before it went to press. He had a better eye than many authors for what was significant about a study. His editorial letters are classics of the form, going beyond critiques of the paper at hand to detailed suggestions for improvement, and ideas for follow-up research. He hated to reject papers, and he took it as a personal defeat when he was unable to whip into shape a study whose ideas were good but whose execution or exposition was flawed.

In recognition of his career contributions to the field of hypnosis, as both researcher and editor, Orne received several awards from the Society for Clinical and Experimental Hypnosis, and the Benjamin Franklin Gold Medal of the International Society of Hypnosis.

It was in the course of his hypnosis research that Orne developed his view of experimental subjects as intelligent, sentient beings who, inside the laboratory as outside it, were constantly seeking to understand the situation they were in and to behave in accordance with that understanding, as it interacted with their own personal goals.

From Orne's point of view, experimental settings had special features that are not necessarily found in the world outside the laboratory: therefore, researchers always had to be concerned with the "ecological validity" of their experiments, and not assume that findings obtained in the laboratory would generalize smoothly to the world outside. For example, a series of experiments conducted with Frederick J. Evans showed that antisocial and self-injurious behavior, apparently produced by hypnotic suggestion, was actually a response to the demand characteristics of the experimental setting in which the suggestions were given, and had nothing to do with hypnosis *per se*. Orne's argument that proper interpretation of research required the investigator to view the experimental setting from the subject's point of view is seen as a precursor to the establishment of the cognitive point of view in social psychology generally.

Orne's focus on the objective study of subjective states such as hypnosis stimulated a lifelong interest in psychophysiology. He studied the physiological correlates of hypnotically-suggested



emotions, and physiological responses to painful stimuli during hypnotic analgesia. He and his collaborators studied the role of cognitive, personality, and interpersonal factors in the physiological detection of deception. When alpha-wave biofeedback was touted as a means of altering consciousness, Orne and his associates showed convincingly that contingent feedback played a relatively small role in EEG changes, compared to visual activity and ambient lighting, and cast doubt on the association between EEG alpha and any particular state of mind. An early interest in cognition and behavior during sleep led to an extensive program of research on the nature of napping, and the effects of short and long periods of sleep on human performance.

While primarily devoted to research, Orne also maintained a limited private practice as a psychotherapist. He never acquiesced to the "split" between science and practice, and his many contributions to clinical practice were firmly grounded in empirical research. Through his hypnosis research, he hoped to enable physicians and therapists to use hypnosis more appropriately and effectively. Here, as in his research, his position sought to balance enthusiasm and reservation. A staunch advocate of the use of hypnosis to control pain, he was cautiously optimistic about the psychosomatic effects of hypnotic suggestion, and vigorously critical of the use of hypnosis to recover lost forgotten, repressed, or dissociated memories.

Orne's view that forensic hypnosis is unduly suggestive, and could lead witnesses to confabulate—or, at least, to have undue confidence in their memories—was favorably cited in more than 30 state supreme court decisions, as well as by the United States Supreme Court. He led a committee of the American Medical Association, which established standards for the forensic use of hypnosis; subsequently, the "Orne Guidelines" were essentially adopted by the Federal Bureau of Investigation. Orne repeated his warnings when clinical practitioners began to use hypnosis to recover ostensibly repressed or dissociated memories of traumatic experiences. To the end of his life, he was actively involved in the debate over the validity of recovered memory therapy.

Orne's contributions to clinical practice went far beyond hypnosis. Early in his career, he was a member of the Group for the Advancement of Psychiatry, which sought to bring the theories and findings of the behavioral and social sciences to bear on mental illness and its treatment. His view of demand characteristics led him to propose that "anticipatory socialization"—teaching patients how their treatment would proceed and what was expected of them—would facilitate progress in psychotherapy. His positive view of placebo effects in medicine, and nonspecific factors in psychotherapy, led him to propose that effective hope, or patients' beliefs that they would get well, was an active ingredient in successful psychotherapy. Much of his early work on hypnosis was motivated by an interest in self-regulation techniques that could counteract stress and fatigue. His sleep research demonstrated that "prophylactic napping" could be an effective countermeasure for sleepiness and fatigue. Based on his extensive program of laboratory research, he argued convincingly that standard physiological methods of lie detection were unreliable, and should not be considered as evidence in the courtroom.

As an expert witness, Orne had a prominent role in the trial of

SEE ORNE ON PAGE 41

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In Memorium

Alvin M. Liberman

1918-2000

Pioneer in the Study of Speech

Alvin Meyer Liberman, who pioneered the study of speech by experimental psychologists and helped to forge the modern understanding of the role of speech in learning to read, died on January 13, 2000 in a rehabilitation hospital in Mansfield, Conn., following complications from heart surgery. He was 82 years old. Al served as president and director of research at Haskins Laboratories from 1975 to 1986 after having been employed at the Laboratories since 1944. He was professor emeritus of psychology at the University of Connecticut, where he served as department chair from 1961 to 1969, and he was adjunct professor emeritus of linguistics at Yale University.

With his death, the scientific community lost one of its brightest stars. But the loss is much more than to his colleagues worldwide, and especially to us at Haskins Laboratories. We have lost a major source of intellectual energy and scientific direction, our goad to do our best, most relevant work, our fiercest critic, our fiercest proponent, and our dear friend.

Al received his PhD from Yale in 1942. His training at Yale as a learning psychologist qualified him, or so he and his employers at Haskins Laboratories believed, to supervise the training of users of a reading machine for the blind to be developed by scientists at the Laboratories. This early device provided a distinct, discrete sound for each letter of the alphabet. In this way, it substituted an acoustic alphabet for the written alphabet available to sighted readers.

Despite considerable time and effort by Al and a dedicated group of blind users, during which many different kinds of sounds were used to represent letters of the alphabet, training failed to produce fluent, practically-useful reading. If the output of sounds was sequenced slowly enough that listeners could resolve the distinct sounds and determine their order, the rate of transmission was so slow that, by the end of a sentence, listeners could not remember the words at the beginning. Faster presentation prevented listeners from identifying the individual sounds and their sequential order.

Far from being discouraged by the failure of the reading machine to achieve practical use, Al had the greatness of mind to recognize that the failure raised a deep and interesting question: *Why weren't the acoustic alphabets learnable and perceivable when speech is learned and perceived so readily without training?* Addressing this question led to investigations of the acoustic support for speech perception that charted — and put the Liberman stamp on — the course of scientific research at Haskins Laboratories, a stamp that continues to the present day.

Investigation of the acoustic support for speech perception was helped by the development of two machines, the sound spec-

trograph, which displayed acoustic signals optically in revealing ways, and the Pattern Playback, developed by Franklin Cooper and John Borst at Haskins Laboratories, which turned spectrograms or painted caricatures of them into sound. Al and colleagues Pierre Delattre and André Malécot used spectrograms to discern possible acoustic “cues” to consonant and vowel identities.

They next painted stripped down spectrographic patterns on acetate belts and fed them to the Pattern Playback; the resulting acoustic playback revealed which of the possible cues were actual for perceivers. As Al described that work (see, for example, his autobiographical chapter in his 1996 work *Speech: A Special Code*, MIT Press), he and colleagues ran dozens of experiments per day, using themselves as listeners. Findings from the experiments literally served to crack the “speech code.” The researchers learned that speech is not an acoustic alphabet. That is, the consonants and vowels of the spoken language are not signaled by discrete, invariant bits of the acoustic speech signal. Rather, because speakers coarticulate — that is, they over-

lap production of consonantal and vocalic segments spatially and temporally — the speech signal is not composed of segment-sized units at all. Rather, at any point in time, it provides information about more than one consonant or vowel; accordingly, the acoustic structure signaling a given consonant or vowel is highly context-sensitive.

These findings set speech signals apart from acoustic alphabets, but they did not explain why speech perception is easy and efficient whereas perception of acoustic alphabets is difficult and inefficient. To the contrary, acoustic alphabets appear to be more transparent to the consonants and vowels that they represent than is the acoustic speech signal.

Three of the findings leading him to that conclusion were categorical perception, the discovery in the 1950s that first drew the attention of experimental psychologists to the study of speech; dichotic listening studies in the 1960s that showed a right-ear, left-hemisphere advantage for identifying competing syllables, but a left-ear advantage for nonspeech sounds; and duplex perception — a finding in the 1970s that, apparently, the same acoustic fragment can be heard simultaneously in two ways: phonetically as part of a syllable, and auditorily as a stray sound accompanying the syllable. In addition, early findings suggested that listeners' perceptions of speech tracked talkers' articulatory behaviors in producing speech signals more closely than they tracked the consequent acoustic speech signals themselves. This collection of findings provided the foundation for Al's well-known and controversial “motor theory” of speech perception. In turn, the motor theory fostered develop-



ment of a line of research at Haskins (pioneered by Katherine Harris) on speech production, a line that continues to this day.

In the motor theory, refined over a period of 40 years, AI identified speech perception as a component of the human biological adaptation for language use. Coarticulation in speech production, which allows efficient production of consonants and vowels, also causes acoustic signals that constitute a complex code on the consonants and vowels of the language. In AI's view, the code necessitated evolution of a perceptual system that could disentangle effects of coarticulation on speech signals. Findings that listeners' percepts tracked articulation rather than acoustics convinced AI that the biological adaptations underlying the abilities to produce and perceive coarticulated speech were the same adaptation.

In the 1970s, AI developed a new scientific interest. In several collaborations, chiefly with his wife, Isabelle Yoffe Liberman, AI turned his attention to the question of why reading is difficult whereas speech perception is easy, i.e. spoken language is universal to human cultures, whereas literacy is not; in literate cultures, not everyone learns to read, and children have to be taught to read, but not to perceive speech. The difference in difficulty between reading and speech exists despite the fact that writing systems provide a clean set of discrete, invariant signals that (in the ideal alphabetic system) map consistently and invariantly to the

consonants and vowels of the language. The acoustic speech signal does not. The Libermans ascribed the difference in difficulty of speech and reading to the human biological adaptation to speech, the phonetic module. The module extracts consonants and vowels automatically from acoustic speech signals, and, like other modules, its inner workings are opaque to the perceiver. The Libermans

and their colleagues discovered that pre-reading children and children who are failing to learn to read on schedule characteristically lack "phoneme awareness"—an awareness that words break down into meaningless parts. Accordingly, they cannot appreciate the alphabetic principle (that letters map more-or-less consistently to consonants and vowels). Recognition that phoneme awareness is a prerequisite to learning to read is now well-known to reading researchers and is beginning to have an impact on application.

In a letter that was read at a recent memorial service for AI, G. Reid Lyon, chief of the Child Development and Behavior Branch of the National Institute of Child Health and Human Development, said: "AI's commitment to science has resulted in a genuine body of research evidence that benefits the lives of children throughout this country and abroad. Largely because of AI's unparalleled cognitive abilities, persistence, and courage, we now have a substantial understanding of the linguistic

SEE LIBERMAN ON PAGE 40

Far from being discouraged by the failure of the reading machine to achieve practical use, AI had the greatness of mind to recognize that the failure raised a deep and interesting question: Why weren't the acoustic alphabets learnable and perceivable when speech is learned and perceived so readily without training?

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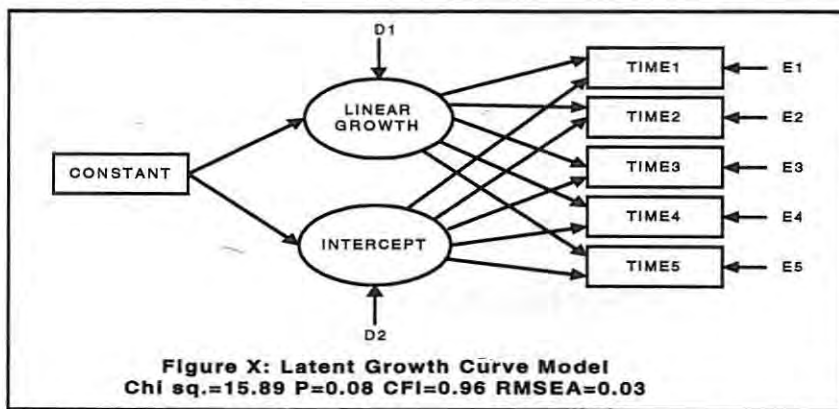


Figure X: Latent Growth Curve Model
Chi sq.=15.89 P=0.08 CFI=0.96 RMSEA=0.03

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Department Profile

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Indiana University Purdue University Indianapolis

Overview

Created in 1969, Indiana University Purdue University Indianapolis (IUPUI) was born of a union of satellite campuses of IU-Bloomington and Purdue-West Lafayette. The progeny of that union has grown and developed over the past 30 years and now is recognized as a major urban university situated in the midst of a vibrant downtown Indianapolis.

IUPUI enrolls about 27,000 students in 17 schools, including a major medical school, the largest school of nursing in the United States, and schools of law and dentistry. The Department of Psychology is one of seven departments located in the IUPUI School of Science. We are the second largest department in the School in terms of faculty (26 FTE), first in terms of the number undergraduate majors (about 500) and in the size of our PhD programs (about 40 students are enrolled in two PhD programs—an APA-accredited program in Clinical Rehabilitation Psychology [CRP] and the Psychobiology of Addictions [PBA]). The Department also offers two MS degree programs—Industrial/Organizational and CRP. Together these enroll about 20 students.

We have a productive research faculty who publish at a rate that places the department in the top quartile of psychology departments in terms of publications per faculty member. Faculty are also active in seeking outside funding to support their research programs (about 40 percent of faculty hold extramural funding), and to support our graduate students. External awards to psychology faculty have increased by tenfold over the last seven years to the point where grant income in psychology (about \$2.6 million for the last fiscal year) exceeds that of all other departments in the School of Science. Psychology faculty currently are funded by the National Institute of Mental Health, National Science Foundation, National Institute for Drug Abuse, and National Institute for Alcoholism and Alcohol Abuse. Four faculty are recent recipients of prestigious NIH-FIRST awards and one faculty member holds a senior scientist development award.

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Faculty

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J. Gregor Fetterman (Chair)	Jeffery Rasmussen
Carlos Goldberg	Mark Shermis
Charles Goodlett	Soren Svanum
John Guare	Oliver Tzeng
John Hazer	Roger Ware
Harry June	Jane Williams

Undergraduate Program

The department meets the challenge of a diverse student population at a largely nonresidential urban university by supporting 500 widely diverse psychology majors, 99 of whom received a BA or BS degree last year. The curriculum targets the critical thinking skills necessary for the mastery of scientific methodology, the contents of psychology's contemporary areas of specialization, and the knowledge and values of liberally educated citizens of the 21st century. The distinctive features of the program include:

Integration

The vertical integration of the undergraduate and graduate programs allows qualified majors to perform research with graduate faculty and to earn an undergraduate specialization in one of the department's graduate areas. Ten psychology majors published papers with their faculty mentors last year, accounting for 40 percent of undergraduate publications in the School of Science. Ten students are currently receiving financial support for their research through the Support Psychology Undergraduate Research program, and many others work in faculty laboratories under the auspices of independent study courses.

Orientation

All students are required to take Orientation to a Major in Psychology, a one-hour class during which they explore the nature of psychology and investigate the professional options for which a degree in psychology can prepare them. They complete their undergraduate careers by choosing one of

three capstone experiences: a research project, a practicum experience, or a scholarly seminar. The orientation course and capstone options respect the diversity of students' career paths once they leave the university.

Technology

The department has made significant investments in technology for instructional purposes. Our service courses (4000+ students each year) use a web-based testing program, IQuiz, that evaluates students with a variety of items (including essays). IQuiz allows faculty to create, edit, deliver, grade, and analyze tests and frees up faculty time in the classroom for more interactive and creative efforts. The department's software programmer also designs computerized laboratory simulations and interactive learning exercises (e.g., a psychology version of Jeopardy) available to students in the classroom and at home. Examples of IQuiz and the interactive learning exercises are available at <http://test.psych.iupui.edu/examples>.

Community

The department is committed to fostering a sense of community among its students, a difficult task on a nonresidential campus. Evidence of our commitment is the support of a staff (Master's level) position of Director of Student Development (DSD). The DSD teaches, advises, and supports our majors, and encourages them to take full advantage of opportunities at the university and in the community. Psychology majors receive financial support for professional travel in exchange for participation in departmental activities.

Graduate Program

The department maintains graduate degree programs in Clinical Rehabilitation Psychology (CRP), Industrial/Organizational Psychology (I/O), and the Psychobiology of Addictions (PBA). All three are relatively small, have a very favorable faculty-student ratio, and emphasize faculty-student collaboration in research, teaching, and practicum training. In the past two years three PhD students have received highly competitive APA dissertation awards. At the present time, there are 60 full-time graduate students within the department.

The CRP program is two-decades old and was recently accredited by the APA as a program in Clinical Psychology. It has a strong scientist-practitioner focus, and emphasizes the integration of both the content and methods of psychological science, along with the development of a sound understanding of assessment and intervention skills. Active research in-

volvement among students and faculty is complemented by a very broad array of clinical practicum training sites, many of which are on-campus in the medical center, and most of which are sites involved with the education of other professionals in medicine, public health, and allied professions.

The PBA program, established in 1994, provides PhD training in behavioral neuroscience with an emphasis on basic research on drugs of abuse and addiction. A unique characteristic of the program is that the core faculty all have research interests in the causes and consequences of alcohol and drug abuse, representing behavioral, neurobiological, psychopharmacological, and developmental perspectives. Graduate training is focused on the use of animal models in drug abuse research, incorporating modern tools of behavioral, cellular, and molecular neuroscience. Training opportunities are enhanced by active participation in and collaboration with the IU Alcohol Research Center, by reciprocal research and training activity with the IU Graduate Pro-

gram in Medical Neurobiology, and by established interactions with member scientists of the Neuroscience Research Division of Eli Lilly.

The PBA program combines interdisciplinary training in behavioral and neurobiological sciences for students seeking research and education careers in academia, government, or the pharmaceutical industry.

The I/O Master of Science degree program has existed continuously since 1970 and is designed to prepare individuals for positions in industry or for entry into an I/O doctoral program. Students are trained using a scientist-practitioner model with emphases on both work-relevant research and applying problem-solving skills to organizational problems.

Beyond the normal curriculum, the I/O faculty conduct several initiatives to enhance student development, degree completion, and a cohesive group atmosphere.

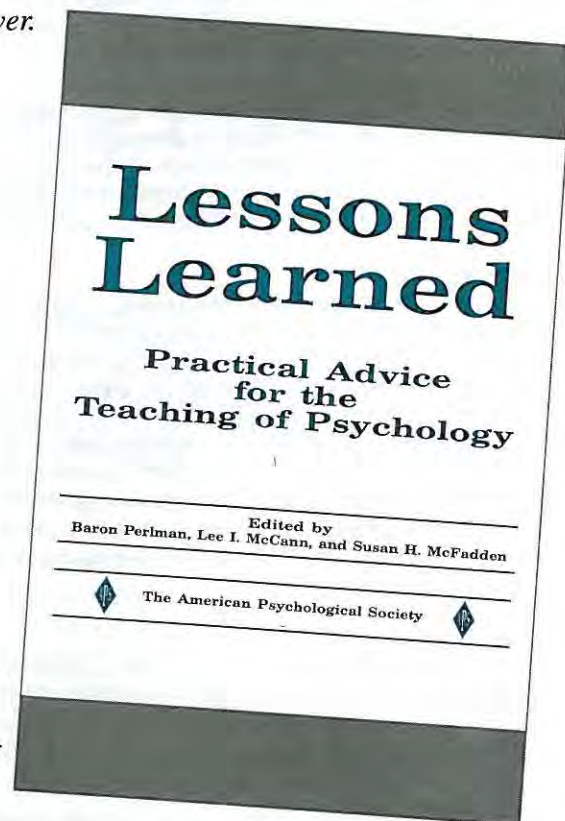
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The Student Notebook

— Kimberley K. Bennett ♦ Editor —

What You Need To Know

Preparing An Eye-Catching Poster Presentation

Kimberley K. Bennett,
APSSC Student Notebook Editor

As the 12th Annual APS Convention in Miami is nearing, many students are now turning toward preparing their poster presentations. While many schools provide formal and informal training on manuscript writing, many students may not receive guidance on the nuances of creating eye-catching poster presentations. Whether this is your first poster presentation, or your tenth, we hope that you find the following suggestions helpful as your creative juices begin to flow in preparation for the convention!

Getting Started

A first step in preparing your poster is to narrow down the content you would like to include. Typically, posters have a similar structure as research papers: an abstract, introduction (i.e., review of relevant research), methods section, results section, and a conclusion or summary. Before heading to the computer to begin your poster, it is important to think about what specific details you would like the convention attendees to walk away with. As space is limited for poster presentations, it is important to narrow down the most important information from your research, then convey these facts in a straight-forward and eye-catching manner.

Deciding On A Format

Once you have determined the content you would like to include in your poster, your next important step is to decide on a poster format. Generally, posters come in two formats: 8-1/2 x 11 manuscript pages offset by colored construction paper or colored poster board, or a large, single sheet of paper prepared at a printing/copying store. Deciding on a format may depend on your own personal preferences, but there are a few things to keep in mind.

If you choose to use manuscript paper offset by colored construction paper or poster

board, your poster can be created using a word processor, or you can alternatively use "presentation" software such as Microsoft's PowerPoint. Using "presentation" software creates "slides", often with several options for colorful themes. As these programs were originally designed for oral presentations, the preset colorful themes are typically very eye-catching. In either case, the use of color throughout the poster, as well as colored construction paper or poster board to offset the pages or "slides," is an effective way to catch the attention of attendees passing by. If you use colorful "slides," be sure to match the background paper to a common color found throughout the slides.

If you decide to use an enlarged single sheet of paper prepared at a copying store, the poster can be created with a word processor. To do this, your word processor should be set to the landscape orientation, and you should use very small font (e.g., 12-point for the title, 8-point for the text) so that the entire poster will fit on one page. We also suggest that you use the "column" option on your word processor to organize the information conveyed in your poster, as well as the "border" option to separate sections throughout your poster. Kim MacLin, APSSC past president, reminds, "Print out this page on a laser printer because small imperfections from desk-jets or lower quality printers will be greatly magnified when it is blown up." Once your page is completed, you can take it to a local printing/copying store to have it enlarged. APS provides a four feet high by eight feet wide corkboard for poster presentations, so you will want your page enlarged to a size smaller than this maximum.

Getting To Work

Once you have determined the format of your poster presentation, it is important to set aside a good deal of time to prepare it. As stated above, it is important to present only important information in your poster as space is limited. Since you have been intimately involved in the research, an out-

side party can provide crucial feedback: Did you include too much information? Are there "gaps" in the content that the reader may not be able to follow? Are there typos that may have gone unnoticed by your familiar eyes?

When creating your poster, it is important to keep in mind that it should be self-supporting, allowing viewers to read it at their leisure. Many presenters use a "columnal" organization, with the title and authors spanning across the top. As such, your first section may include an abstract, with the introduction nestled below. In addition, you should keep your points, whether in the introduction or in the conclusion, as complete and brief as possible. An effective way to do this is to use "bullets." Bullets convey a lot of information in a small amount of space, and they do not require complete sentences, thereby reducing "narratives" throughout your poster. Keeping the information precise will also allow readers to quickly view the poster. Do not simply use the pages of your manuscript as your poster! A manuscript, by its very nature, is much too dense for a poster presentation; its sheer volume may turn away readers who might otherwise be interested in your work.

It is important to incorporate graphs or tables into your poster presentation. As convention attendees have many posters to look at, the inclusion of a graph or table summarizing your important findings will allow a quick perusal of your poster, providing the results, or "bottom line," to folks who cannot read over it entirely. For your own benefit, the creation of a table or graph may furnish you with a more clear understanding of what your results mean, increasing your ability to convey this information to others.

Practicalities

So, your poster is written. Now, there are several practical matters you will need to attend to. If you chose to use the "blow

CONTINUED ON NEXT PAGE

FROM PREVIOUS PAGE

up" method, you can simply take your poster to your local copying/printing store and have it enlarged. For ease of transport, you will also want to purchase a tube in which you can carry your poster to the convention. This is really the safest method of transporting the poster to insure that edges will not be bent or torn. No matter what your poster format, it is imperative that you purchase push-pins! Although sometimes push-pins will be provided at the convention, you can never be sure how many will be remaining at the time of your poster session.

If you chose to use single pages offset by colored paper or poster board, it is important to decide on the visual lay-out of your poster before leaving for the convention. A good way to do this is to number each page or slide, then lay them out on the floor—be sure to use a 4' x 8' space, the same as will be provided at the convention. You can experiment with different layouts, deciding on one that maximizes space and is visually pleasing to the eye. After you have decided on a lay-out, draw it on a piece of paper, using the page/slide numbers to guide you. These steps will allow you to pin your poster presentation to the corkboard provided in a few minutes, freeing up time for other convention-related activities. Another important point in our quest for creating a visually-pleasing poster presentation is to use a large font. As viewers will be reading the poster from an approximate 2 to 3 feet distance, use at least a 26-point font for all text within the poster.

It is also necessary to decide how you will adhere the pages/slides to the colored paper or poster board before you leave for the conference. There are a variety of ways to do this. First, and most likely the least desirable, is wet glue. Wet glue, although holding pages together well, often leaves glue "trails," or bumps along where the glue was applied. Second, you can use glue spray. This adhesive comes in a can, and is sprayed to the back of one of the pages. Third, glue sticks can be used to adhere the sheets together. Finally, two-sided tape can be used to adhere your slides/pages to colored paper or poster board. Dan Richard, the APSSC President, recounts an incident that happened to him, "Overall, the two-sided tape is much better. There is little to no mess and it holds well, even in relatively high humidity. One year at the APS [con-

vention] in Washington, D. C., the humidity began to un-stick the glue stick [adhesive]. What a mess! Pages were falling off the poster board during the presentation. I learned my lesson." Alternatively, you can have your pages/slides laminated, making transportation of the materials very easy. No matter the poster format, carry your poster—even if it is in a tube—on the plane with you! You would not want a luggage "mishap" to prevent you from presenting your hard work!

The final step in preparing your materials before the convention is to create a handout to accompany your poster presentation. It is very important to prepare your handouts, including making copies of them, before you leave! Your handout should be a 1-page synopsis of your poster, including your name, institution, and contact information. As some attendees will take your handout and read it at a later time, it is important to provide them a means of contacting you should they have questions. If you used the "blow up" method, your original paper can serve as your handout. It is best to bring at least 30 copies of your handout to the conference, as well as a sign-up sheet in the event you run out of handouts.

The "Big" Moment

It is important to dress professionally when presenting your poster. If you have any doubt about what to wear, talk to a trusted advisor or a professor who is attending the conference. Once the poster session has begun, relax! You are the "expert" on your research, and you have the unique insight to explain what you did, why you did it, and what makes it important. Be prepared to give viewers a "tour" of your poster, summarizing your methodology and results. However, you need not wait to be addressed by attendees—you can take the opportunity to speak to them. Either way, viewers will often provide you with thought-provoking comments which may assist you in preparing the research for journal submission. Finally, some students are unsure about whether they can leave their posters momentarily to view others' work during the session—this is especially important considering similar work in your research area is likely to be included in your own poster session. If you do leave your poster during the session, you might consider preparing a small sign that indicates you will return shortly.

APSSC Officers ♦ 1999-2000

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Nominations for Fellows

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) Letters 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.

Nominations for Spring review must be postmarked before April 15, 2000!

I would like to nominate _____

In support of this nomination I have enclosed the following:

- ◆ Letter of nomination
- ◆ Nominee's Curriculum vita
- ◆ Supporting letters from 3 colleagues, one of whom is an APS Fellow

(your signature)

(printed name)

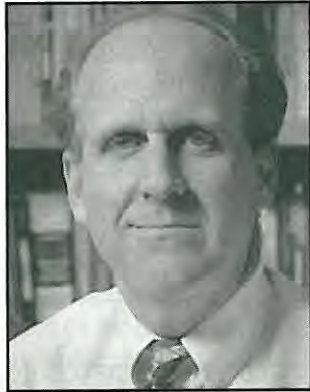
(address)

(telephone, email)

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



12th Annual Convention of the June 8-11, 2000



Daniel L. Schacter, Harvard University
The Seven Sins of Memory: Vices or Virtues?
Keynote Address, Thursday, June 8



Alan E. Kazdin, Yale University
Treatment of Antisocial Children: Science's Contributions and Limitations
Bring the Family Address, Friday, June 9

Presidential Symposium

Friday, June 9

The Psychology of Eating

Chair: Elizabeth D. Capaldi, University of Florida

Presenters:

Paul Rozin, University of Pennsylvania

Thinking About Food, Enjoying Food, and Worrying About Food: A Socio-cultural Perspective

Steve Woods, University of Cincinnati Medical Center

The Psychobiology of Eating

Linda Bartoshuk, Yale University

Listening to Patients: What Experiments of Nature can Tell us About Taste

Julie Mennella, Monell Chemical Senses Center

Flavor Learning: A Developmental Perspective

Peter Herman, University of Toronto

Dieting and Eating Disorders: What the Research Has and Hasn't Told Us



American Psychological Society Miami Beach, Florida

Methodology Mini Tutorials

Aurelio J. Figueredo, University of Arizona
Applications of Generalizability Theory

Gabriele Gratton & Monica Fabiani, University of Missouri - Columbia
Dynamic Brain Imaging and Its Role in Cognitive Science

Patrick McKnight, University of Washington
Strategies for Missing Data Problems

Richard Rose, Indiana University
Behavioral Genetics Evolves into the New Millennium

Lee Sechrest, University of Arizona
The Uses and Misuses of Power (Analysis)

Teaching Institute Addresses Thursday, June 8

Laura E. Berk, Illinois State University
Using Lifestory Narratives to Teach Human Development

Gerald C. Davison, University of Southern California
The Student as Detective: Teaching about Paradigms in Abnormal Psychology

Diane F. Halpern, California State University-San Bernadino
From Rationalization to Reason: The Road Less Traveled

Robert Johnson
Using Psychology to Teach Psychology
Hilary M. Lips, Radford University
Strategies for Increasing International and Intercultural Content in Courses on the Psychology of Women and Gender

Elizabeth Loftus, University of Washington
Imaginary Memories

Thomas E. Ludwig, Hope College
Developing Web-based Instructional Activities for Psychology

Arthur Markman, University of Texas
The Use of Technology in a Combined Research Methods/Statistics Course



12th Annual Convention of the June 8-11, 2000

Invited Addresses

Robert A. Bjork, University of California-Los Angeles
Creating Desirable Difficulties for the Learner: Implications for Theory and Practice

Steven L. Bressler, Florida Atlantic University
Coordination Dynamics of Large-Scale Cortical Networks as the Basis for Cognitive Function

Gary S. Dell, University of Illinois
Errors of Lexical Access and Serial Order in Language Production: Examining Freud's Continuity Thesis

Fernanda Ferreira, Michigan State University
Good Enough Representations in Language Processing

Tiffany M. Field, Nova Southeastern University
Recent Advances in Research on Effects of Touch on the Immune System

Jacob Gewirtz, Florida International University
Operant-responsive Interactions in Early Human Learning

Thomas D. Gilovich, Cornell University
Motivated Skepticism and Motivated Credulity: Differential Standards of Evidence in the Evaluation of Desired and Undesired Propositions

Robert Hogan, University of Tulsa and Hogan Assessment Systems
Personality and Organizational Behavior

Peter J. Lang, University of Florida
Finding Your Way in Emotional Space: Measuring the Limits, Mapping Its Shape, and Coping with Black Holes

Steven J. Luck, University of Iowa
Attention and Information Overload

Michael Merzenich, University of California-San Francisco
Neurological Origins of, and Neuroscience-based Remediation of Developmental Language Impairments

Karim Nader, New York University
The Neural Architecture of Fear

W. Trammell Neill, State University of New York-Albany
When Repetition Fails: Negative Priming and Related Phenomena

Daniel J. Povinelli, University of Louisiana-Lafayette
The Mentality of Apes Revisited

Paul C. Quinn, Brown University
The Emergence of Complex Category Representations in Young Infants: The Case for Continuity

Henry L. Roediger III, Washington University
Remembering Between the Lines: Creating False Memories Via Associative Inferences

Peter Salovey, Yale University
Influencing Health Behavior with Properly Framed Messages

Paul W. Thayer, North Carolina State University
40 Years of Training: My, How Things Have Changed

Elaine Walker, Emory University
Adolescence: A Critical Neurodevelopmental Period for the Onset and Prevention of Major Mental Illness

Daniel M. Wegner, University of Virginia
Ideal Agency: The Origins of Egomania

G. Terence Wilson, Rutgers University
Evidence-based Treatment of Bulimia Nervosa: A Research Update

Invited Talks

Rick A. Bevins, University of Nebraska-Lincoln
Novelty Seeking and Reward: Implications for High-risk Behaviors

Brian McElree, New York University
Working Memory and the Focus of Attention



American Psychological Society Miami Beach, Florida

Cross-Cutting Symposia

Psychological Research and Educational Practice and Policy

Chair: David C. Geary, University of Missouri-Columbia
Educational practice and policy are areas of national importance and concern. The potential for psychological research to inform educational practice and policy is illustrated for the domains of reading, mathematics, and science. For each of these domains, leading psychologists will overview the latest empirical findings and theoretical advances, followed by discussion of educational implications.

Presenters:

David Klahr, Carnegie Mellon University
On the Relevance of Basic Research in Cognitive Development for Innovation in Science Instruction
Harold W. Stevenson, University of Michigan
The Influence of Culture on Learning Mathematics
Joseph K. Torgesen, Florida State University
The New Research on Reading: Applications to Assessment and Instruction

Hot Topics in Aggression Research

Chair: Brad J. Bushman, Iowa State University
Aggression as a way of interacting with others is learned very early in life and is remarkably stable across situations and over time. This symposium focuses on some of the individual differences and situational factors that contribute to aggression and violence, including childhood experiences, gender, violent media, and venting anger.

Presenters:

Len Eron, University of Michigan
Childhood Aggression as a Harbinger of Future Aggression
John Archer, University of Central Lancashire
Sex Differences in Aggression Between Heterosexual Partners: A Meta-analytic Review
Ed Donnerstein, University of California-Santa Barbara
Media Violence: What's On, What Effect?
Brad J. Bushman, Iowa State University
The Myth of Venting Anger
Discussant: Len Berkowitz, University of Wisconsin-Madison

Psychosocial Stress and Disease Processes

Chair: Neil Schneiderman, University of Miami
Psychosocial factors including social isolation, adverse circumstances or unstable living conditions can interact with constitutional variables leading to endocrine and/or immune changes that facilitate disease processes. Conversely, psychosocial interventions that reduce distress, teach coping skills and/or promote healthy lifestyles may slow disease processes.

Presenters:

Phil McCabe, University of Miami
Psychosocial Stress and the Progression of Atherosclerosis
Patrice Saab, University of Miami
Adolescent Manifestations of CHD Risk
Barry Hurwitz, University of Miami
Psychological Distress and Immune Function in HIV/AIDS
Neil Schneiderman, University of Miami
Behavioral Management, Biological Processes and HIV/AIDS

First Annual Symposium on Psychological Science in the Public Interest: Improving Diagnostic Decisions

Chair: Robert A. Bjork, University of California-Los Angeles
Diagnostic problems abound—for individuals, organizations, and society. Is a cancer present? Will this individual commit violence? Are there explosives in this luggage? Will an impending storm strike? Is this person lying? Will this applicant succeed? Modern psychological science, supported by evidence from diverse fields, shows that incorporating statistical decision techniques in the diagnostic process will improve both the accuracy and utility of diagnostic decisions.

Presenters:

John A. Swets, BBN Technologies and Harvard Medical School
Improving Diagnostic Decisions in Matters of Life and Death
Robyn M. Dawes, Carnegie Mellon University
Evaluating the Incremental Validity of Statistical Prediction Rules, and of Psychological Science Overall
John Monahan, University of Virginia
The Statistical Prediction of Violent Behavior

Aging and Work in the New Millennium

Chair: Janet L. Barnes-Farrell, University of Connecticut
Demographic changes in our workforce, coupled with changes in the structure of work create interesting challenges to psychologists as we try to understand how an aging workforce will respond to changing roles and work conditions. Aging touches all phases of the work experience; the papers presented in this symposium touch on a variety of issues that are pertinent to work organizations and older workers as we move into the 21st century.

Presenters:

Lisa Finkelstein, Northern Illinois University
The Role of Worker Age in the Newcomer Socialization Process
Elissa L. Perry, Columbia University
Age and Technology: A Comparison of Technology Use and Technical Skills of Older Compared to Younger Workers
Harvey L. Sterns, University of Akron
Issues of Being a Competitive Worker in Mid-life and Later Life
Mary Anne Taylor, Clemson University
The Dynamics of the Retirement Experience: Considerations for Future Research



12th Annual Convention of the June 8-11, 2000

Invited Symposia

Political Social Psychology

Chair: Jon Krosnick, Ohio State University

Presenters: Eugene Borgida, John L. Sullivan, Melinda Jackson, Eric Riedel, and Amy Gangl, University of Minnesota

Internet Access and Civic Life: A Research Agenda for Political and Social Psychology

Jon Krosnick, & Allyson L. Holbrook, Ohio State University; Penny S. Visser, Princeton University; Wendi L. Gardner, Northwestern University; and John T. Cacioppo, University of Chicago

The Formation of Attitudes Toward Presidential Candidates and Political Parties: An Asymmetric Nonlinear Process

James Sidanius, Felicia Pratto, Shana Levin, and Colette van Laar, University of California-Los Angeles

Social Dominance and the Dynamics of Intergroup Relations: Refinements and Clarifications

Philip Tetlock, Ohio State University

Good Judgment in World Politics: The Tension Between Theory-driven and Imagination-driven Heuristics

Discussant: Tom Tyler, New York University

Contingent Maternal Responding Produces Infant Learning

Chair: Lewis P. Lipsitt, Brown University

Presenters: Wendy Roth, Nova Southwestern University; Jennifer Benefield and Sherri Restauri, Jacksonville State University

The Effects of Contingent Maternal Attention on Infant Displays of Jealousy

Martha Pelaez-Nogueras, Florida International University

Maternal Facial Expressions Can Be Learned by Infants as Cues for Approach To, or Avoidance Of, Positive or Aversive Consequences (as in "Social Referencing")

Yasmin LaRocca, Florida International University

Respondent-Operant Learning Interactions Determine Infant Laughter and Maternal Interactive Behavior

Kerrie Lum Lock, Behavior Analysis and Therapy, Inc.

Infants Approach To, and Avoidance Of, Strangers (as in "Stranger Anxiety") Can be Determined by Maternally-Provided Consequences

Discussants: Jacob L. Gewirtz, Florida International University; and Lewis P. Lipsitt, Brown University

Person Perception at Work and Play: Integrating the Good, the Bad, and the Ambiguous

Chair: Glenn D. Reeder, Illinois State University

Presenters: Oscar Ybarra, University of Michigan

The Perception of the Causes of Positive and Negative Behavior and its Consequences for Social Information Processing: A Social Understanding Analysis

Glenn D. Reeder, Illinois State University and University of Nijmegen

Attributions about Positive and Negative Behaviors: The Role of Multiple Inferences

John J. Skowronski, The Ohio State University-Newark

Entitativity, Perceived Behavior Informativeness, and Negativity and Positivity Biases in Trait Impressions

Current Research in Mental Simulations

Chair: Lawrence J. Sanna, Washington State University

Presenters: Leonard L. Martin, University of Georgia; William D.

McIntosh, Georgia Southern University; and Greg Turek, University of Georgia

I-D Compensation Theory: How Rumination and Fit With the Environment Moderate Some Basic Social Psychological Effects

Lisa G. Aspinwall and Gretchen B. Sechrist, University of Maryland

Proactive Coping, Expectations, and Performance: Learning From Others' Experiences

James A. Shepperd, University of Florida

What Are We Thinking When We Brace for Bad News?

Lawrence J. Sanna and Susanne Meier, Washington State University

Mental Simulations and Self-Motives: Individual Differences in Timing and Direction of Simulated Alternatives

Perspectives on the Tip-of-the-Tongue Phenomenon

Chair: Bennett L. Schwartz, Florida International University

Presenters: Michele Miozzo, Columbia University

The Tip-of-the-Tongue Phenomenon Seen from a Psycholinguistic and Neuropsychological Perspective

Bennett L. Schwartz, Florida International University

The Tip-of-the-Tongue Experience and Metacognitive Control

Steve M. Smith, Texas A & M University

Feelings and Imminence

Alan S. Brown, Southern Methodist University

Aging and the Tip-of-the-Tongue Experience

Discussant: Daniel L. Schacter, Harvard University

American Psychological Society Miami Beach, Florida

Invited Symposia

Cholinergic Function in Dementia: Related or Not?

Chair: Julie Strout, Indiana University

Presenters: Alvin Terry, Medical College of Georgia
TBD

Eliot Mufson, Rush Presbyterian St. Luke's

Cholinergic, Neurotrophins, Cognition and the Clergy in Mild Alzheimer's Disease

Problems with Projective Tests: Recent Developments

Chair: James M. Wood, University of Texas-El Paso

Presenters: Bernadette Gray-Little, University of North Carolina-Chapel Hill

Projective Testing: Considerations of Ethnicity and Culture

Thomas Joiner, Florida State University

Drawing Conclusions-or-Not-From Drawings

Howard Garb, Pittsburgh V.A. Health Care System

Projective Tests and Indicators of Child Sexual Abuse: A Meta-analysis

James M. Wood, University of Texas-El Paso

Does the Rorschach Overpathologize? Problems with the Norms of the Comprehensive System

Tokyo in the Morning, Cairo in the Afternoon, and Home to Miami Beach by Six — This Is Not Your Father's Team: Examining the Psychological and Technological Advances in Virtual Team Research and Application

Chair: Joan R. Rentsch

Presenters: Joan R. Rentsch, The University of Tennessee; and Debra Steele-Johnson, Wright State University

Virtual Teams in Virtual Environments: An Overview of Key Features

Garold Stasser, Miami University

Information Flow in Distributed Teams with Distributed Information

LorRaine Duffy, NOSC

Developing Virtual Technology to Facilitate Information Flow among

Distributed Team Members

Winston Bennett, Jr., Air Force Research Laboratory Human

Effectiveness Directorate; Roger Schvaneveldt, Arizona State

University; Richard Tucker, Raytheon Technical Services; and

David J. Woehr, The University of Tennessee

Challenges in the Development and Evaluation of High Fidelity

Virtual Environments for Air Force Combat Operations Training

Discussant: Janis Cannon-Bowers, Naval Air Warfare Center

Training Systems Division

Issues in Accepting Job Performance Feedback

Chair: Robert G. Jones, Southwest Missouri State University

Presenters: Robert McDonald, Rensselaer Polytechnic Institute; and Chuck Seifert, Siena College

Combining Multisource Feedback with Training: The Role of Feedback Acceptance

Richard Reilly, W. J. Howe School of Technology Management;

Peter Dominick, Assessment Alternatives, Inc.; and Jack

McGourty, Columbia University

Applications of Peer Feedback to Business Teams: Experimental and Field Studies

Eugene F. Stone-Romero and Dianna L. Stone, University of Central Florida

Cross-cultural Differences in Responses to Performance Feedback

Donna M. Greenwood, Shippensburg University

An Empirically-based Framework of Performance Feedback Acceptance

Discussant: John Bernardin, Florida Atlantic University



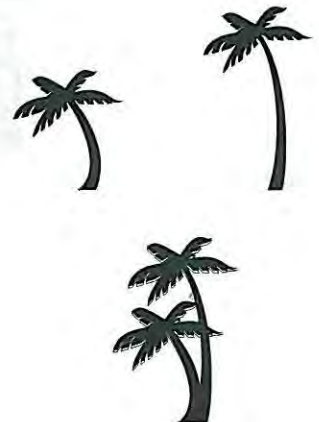
AFFILIATE MEETINGS

EVEN MORE REASONS TO ATTEND THE APS CONVENTION THIS JUNE IN MIAMI BEACH ...

- ◆ Academy of Psychological Clinical Science (APCS)
Thursday June, 8
Meeting

Friday, June 9, NOON-1:30 PM
Internship Program Open House

Contact: Richard Bootzin, APCS President, University of Arizona
tel.: 520-621-7447, fax: 520-621-9306, email: bootzin@u.arizona.edu
- ◆ American Board of Professional Neuropsychology (ABPN)
Thursday, June 8
Workshop- *Forensic Aspects of Neuropsychological Assessment of Children*
Cost: \$60 for professionals and free for currently enrolled students in psychology who are registered for the APS meeting; Contact Arthur Horton, 5903 Lone Oak Drive, Bethesda, MD 20814;
tel.: 301-530-3417; or email: drmachorton@hotmail.com
- ◆ National Cancer Institute (NCI)
Thursday, June 8
Breakfast - *Funding Overview and New Funding Initiatives for Behavioral Scientists at the National Cancer Institute*
Cost: Free. Contact: Erika Davis to register: fax: 202-783-2083 or email: edavis@aps.washington.dc.us
- ◆ National Institute on Alcohol Abuse and Alcoholism (NIAAA)
Thursday, June 8
Symposium - *Alcohol Use and Mental Disorders: A Behavioral Science Perspective*
Cost: Free. Contact: Fred Donodeo at fdonodeo@willco.niaaa.nih.gov
- ◆ Psi Beta
Friday, June 9
Chapter Information Exchange
- ◆ Psi Chi
Saturday, June 10
Symposia - *Preparing for Graduate School or What I Did Over My Summer Vacation and Advice and Strategies for Job-hunting Psychology Majors*
- ◆ Society for Applied Research on Memory and Cognition (SARMAC)
Wednesday, June 7 and Thursday, June 8
Mini Conference
Contact: David G. Payne, email: dpayne@binghamton.edu or for further information go to the SARMAC Website: <http://www.atkinson.yorku.ca/~sarmac/index.htm>
- ◆ Textbook Writing Workshop
Sunday, June 11
Writing Psychology Textbook: A Nuts and Bolts Workshop for Prospective Authors
\$75 registration fee (see APS Registration form on page 24)



SPECIAL RATES FOR REGISTRATION AND HOTEL

At APS, we continue to make affordable meetings our priority. Combination discounts on the Teaching Institute and APS Convention registration fees once again will be available. This year we are delighted to offer incredibly low hotel room rates at the Fontainebleau Hilton Resort & Towers of \$126 single or double occupancy. The Fontainebleau Hilton Resort & Towers is located on Miami Beach, with the Atlantic Ocean serving as its backyard. The hotel is just 10 minutes away from the Art Deco district, better known as South Beach, with its outdoor cafes and galleries.

Advance housing registration is strongly encouraged since an April 28, 2000, deadline for early registration has been set. After April 28, the Fontainebleau Hilton Resort & Towers does not guarantee that rooms will be available or that they will honor the special rate. Room reservations should be made on the official Housing Reservation Form (see reverse). Additional housing forms will be mailed upon request from the APS Office (202-783-2077) or may be obtained from the APS Website, www.psychologicalscience.org.

TRAVEL

TRAVELING BY PLANE

PASSPORT EXECUTIVE TRAVEL (PET) is the official travel agency for the American Psychological Society's 12th Annual Convention being held in Miami Beach, Florida. They guarantee the lowest fares available at the time reservations are made. PET offers \$150,000 free flight insurance with each ticket issued. When making reservations, be sure to identify yourself as an attendee of the APS convention.

Discounted airfares have been negotiated for your travel convenience. American Airlines and US Airways are offering 5% off the lowest excursion fare and 10% off the coach fare. If reservations are booked at least 60 days prior you will receive an additional 5% off.

Please call Passport Executive Travel, 1-800-222-9800, and identify yourself as an APS convention attendee. Your use of these special arrangements helps you save money and helps APS earn credit toward future Society meetings and events.

There is shuttle transportation from the Miami International Airport to the Fontainebleau Hilton Resort & Towers for the cost of \$11 per person, one-way. *Super Shuttle*: 305-871-2000, no reservations are required.

TRAVELING BY CAR

APS and Hertz invite attendees at the 12th Annual Convention to take advantage of discounted rental car rates. Advance reservations are required. To reserve a rental car, you can call Hertz at 1-800-654-2240 and specify reference #5885.

Directions from Miami International Airport

- ❖ Follow signs for 112-East/LeJeune Road
- ❖ Bear left onto 112-East, pay toll (50 cents)
- ❖ Move immediately into left lane, continue onto 195-East
- ❖ Travel in center lanes on 195-East
- ❖ Exit Arthur Godfrey Road/41st Street
- ❖ Make a left onto Indian Creek Drive, travel about .3 miles and make a right turn into hotel entrance.

*Cost for overnight parking at the Fontainebleau is \$14 per day

APS announces
Passport Executive Travel
as its official travel agent.

1-800-222-9800

202-337-7718

Hours: Monday-Friday, 8:30AM-6:00PM

TRAVELING BY TRAIN

For train fares and schedules, call AMTRAK at 1-800-872-7245. This number operates 24 hours a day, 7 days a week. Trains arrive at Amtrak Passenger Station in Miami, 8303 Northwest 37th Avenue.

For further information on Miami Beach, the Miami Convention and Visitors Association phone number is 305-539-3000.



AMERICAN PSYCHOLOGICAL SOCIETY CONVENTION HOUSING FORM

12TH ANNUAL CONVENTION

JUNE 8-11, 2000

FONTAINEBLEAU HILTON RESORT & TOWERS

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 28, 2000**, directly to the Fontainebleau Hilton Resort & Towers at:

Fontainebleau Hilton Resort & Towers
4441 Collins Avenue
Miami Beach, FL 33140
Phone: 305-538-2000 ♦ Fax: 305-673-5351

APS SPECIAL CONVENTION RATE = \$126 per night plus tax for single or double rooms

Reservations received after April 28, 2000, 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 \$126 plus tax per night. There is an additional \$25 charge per person for Triple and Quadruple rooms. 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: 11AM)
Day *Date*

DEPOSIT INFORMATION

All reservations at the Fontainebleau Hilton Resort & Towers 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 five (5) days prior to arrival will result in one night's room and tax being charged to your credit card. All reservations are guaranteed for late arrival.

Please make sure all information is completed before sending this form **DIRECTLY** to the Fontainebleau Hilton Resort & Towers.

BIG FROM PAGE 1

vidual investigators using questionnaires and small groups of volunteers to tease out answers about human behavior.

Psychological investigation may never have fit that stereotype, but today more than ever it involves "big science"—multidisciplinary teams, often working from multiple sites, drawing from large samples and across generations, and deploying some of the most sophisticated technology available to science.

Notorious B.I.G.

The Wisconsin lab's director, APS Charter Member and Fellow Richard J. Davidson, uses brain imaging to trace the pathways of the effects of emotional events and their downstream consequences on autonomic, endocrine and immune functions. Davidson said brain scanning "is such a powerful tool for understanding psychological function that it is also playing an incredibly important role in pushing psychology to be big science. Although psychology has traditionally been largely a social science, more and more it is becoming like a life science."

Not surprisingly, big science is often interdisciplinary in nature. The result has been a blurring of the previously immutable lines between areas of science.

The NIH mind-body grant at Wisconsin is funding teamwork by seven principal investigators from disciplines as varied as sociology, molecular biology, and immunology, as well as psychology.

"One of the things this underscores," Davidson said, "is that state-of-the-art research now requires permeable boundaries.

"We now have the opportunity to look at how psychological factors impact upon a wide range of processes," he said. "These questions exist at the boundaries between psychology and other sciences. If we are going to make headway in tackling these new intellectual frontiers, so-called big science is a necessary by-product."

Davidson and his colleagues are engaged in big science in another way as well—in the sampling sizes they use and the time spans they cover. They work with the Wisconsin Longitudinal Study, which began in 1957 with interviews of 10,000 high school graduates. The then-teenagers have been re-interviewed periodically ever

since.

Davidson, APS Member Carol Ryff of the University of Wisconsin's Institute on Aging, and Burton H. Singer of Princeton's Office of Population Research, are following 100 of these now 60-somethings to chart their reactions to life's stressful events. At the new laboratory they will do MRI scans of these subjects to detail the brain circuitry that underlies their differences in resilience and vulnerability.

Grand Scale

Like Davidson, APS Charter Member and Fellow James S. Jackson works with big sample sizes. He directed the landmark 1980 National Survey of Black Americans, a sampling of 2,100 subjects that enlisted the multidisciplinary help of literally hundreds of scientists and student associates.

Jackson and his colleagues later expanded on that work with more complex analyses of the data, even adding a European survey and a multigenerational component of 2,000 more American interviews. Among the discoveries they have documented is that the perception of discrimination has a profound effect on physical and mental health, and its cost in lowered well-being is borne by everyone involved, including the perpetrators of racism.

This year Jackson, who directs the Research Center for Group Dynamics and the Center for Afroamerican and African Studies at the University of Michigan, will lead a multidisciplinary team of 14 principal investigators in repeating the 1980 project on an even grander scale. The National Survey of African-Americans, a \$7 million project funded by the National Institute of Mental Health, will increase the sample size to 7,000 in all—4,000 blacks, 1,000 Caribbean blacks living in the U.S. and a comparison group of 1,000 whites.

"We're interested in the heterogeneity of the population," Jackson explained. "There is greater variability among blacks

than between blacks and whites, so if you want to understand how socioeconomic status affects health, for example, you are better off studying blacks from different socioeconomic backgrounds than studying blacks and whites. Today, the black population has become even more heterogeneous than it was 20 years ago. That's why we need a larger sample size."

The value of such "big science," Jackson says, is that it provides important normative input for smaller, applied studies. "For example, I can tell you the distribution of different beliefs, stereotypes and attitudes. That's important to know when you are conducting more specific, applied research in this area.

"It's not that we learn more important things from big science than from applied research," said Jackson, "but we learn different things, and they complement each other."



Davidson



Jackson

Twin Peeks

Managing big science also becomes a major challenge, requiring multiple office and proposal-writing skills. For example, the survey instrument has to be not only flawless but transportable: hundreds of interviewers will have to use it precisely the same way on thousands of subjects in order to get valid results. An error can't be remedied by simply conducting the survey again the following year, as a researcher might do using a far smaller sample.

That challenge has been experienced first-hand by APS Fellow William G. Iacono, director of the University of Minnesota's Clinical Science and Psychopathology Research Training Program, who is engaged in a long-term study that now involves some

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6,000 participants.

"The major problem is that in grad school you don't receive training in the management and administrative skills you need to do a big scale research study," Iacono said.

Iacono is following 1,500 pairs of twins and their parents to tease apart the roles that environment and genes play in influencing the development of substance use disorders and related psychopathology.

"We know that dysfunctional families produce dysfunctional children, for example, but we don't know if that is due to family environments or to family genes. What comes first and what comes later? A study like this can untangle those relationships."

His twins, recruited each year from among 11- and 17-year-olds beginning in 1991, receive extensive mental health evaluation and psychophysiology lab testing. A wide variety of attributes are assessed through self-report measures, and DNA samples are taken. "When the picture becomes clear, we'll start working with the DNA data," Iacono said. "We can do so much more with DNA now than we could 10 years ago, when I started on this. Presumably, 10 years from now we'll be able to do even more."

"The prospective design of our study allows us to plot out the trajectory of the development of substance use disorders and related psychopathology from age 11 through the 20s," he explained, but even that may not be long enough.

"If people are going to get a drug use disorder, they'll do that by 30—but alcoholism and other disorders may not come until later. Depending on how long people like me continue our careers, and what kind

of people come behind us, we would like to follow these subjects into their 30s and later," Iacono said.

Meanwhile, his data base continues to grow, as he and his colleagues recruit another 50 to 100 twin pairs each year in their quest to distinguish the roles of environmental influences and genetic inheritance.

Tasty Science

Linda Bartoshuk, an APS Charter Member and Fellow at Yale, is also mapping genetic variances, and similarly finding that to do so she needs a large data set. She discovered a decade ago that about 25 percent of the population is born with more tastebuds than others. She called them "super-tasters." "Non-tasters" make up another quarter of the population, and the remaining half are "somewhere in the middle."

"You take a room of 20 people," Bartoshuk says, "and you can see this, but you can't see the differences among races, ages, and sexes. I look at genetic variation. You have to have large numbers to do that."

Bartoshuk has now sampled some 3,000 subjects. She takes her sampling kit with her whenever she goes on the road to lecture. She distributes to her audiences questionnaires, candy, and wax-

paper envelopes containing "PROP" paper (wafers soaked in 6-n-propylthiouracil, a Grave's Disease medication that tastes bitter to super-tasters but tasteless to non-tasters). With these tools she is able to chart the demographic variables of super-tasters.

For example, "white men have the lowest incidence of super-tasters of any group I've seen," she said. "This spring I'll be going to talk to a group of 400 chefs and will be testing them. We get an unusually high number of super-tasters among chefs."

The health implications are beginning to emerge as well, Bartoshuk said. "Among normal weight people, super-tasters are thinner, but overweight super-tasters tend to be heavier than overweight non-tasters. We couldn't find this out without large numbers."

The large numbers enroll her in big science, but Bartoshuk cautioned, "I disagree with the idea that it has to be *big* science to be *good* science. I think we psychologists are at the top of the pile in terms of scientific sophistication, and that doesn't have to do

with numbers."

Richard Hebert is a freelance writer living in Chincoteague, Virginia.



Iacono



Bartoshuk

CONDO FROM PAGE 1

1889 even before construction was completed. Working in the 27 by 22-foot library, and standing at a desk in the 52-foot-long attic, he finished *Principles of Psychology* (begun in 1878) and wrote *Varieties of Religious Experience*, *Pragmatism*, *A Pluralistic Universe*, and the posthumously-published *Essays in Radical Empiricism* there.

The house also holds a place in APS' history: "William James finished reading proofs on *Principles* in the ample first-floor study just about an even hundred years before I spent a good number of evenings and weekends there editing the first volume

of *Psychological Science*," notes William K. Estes, who was the first editor of the APS flagship journal and who lived in the house for several years.

In heartfelt letters to his brother, novelist Henry James, it is clear that the gracious structure was an important source of creative inspiration for William James' writings. It was also the setting for a



William James House

bustling intellectual and social life. During his time on Irving Street, James was teaching at Harvard University, hosting distinguished colleagues and students, and seeing a few patients, according to William Runyan, a personality psychologist who is interested in the bio-

CONTINUED ON NEXT PAGE

APS Members In the News . . .

In recent weeks, the news media 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.

Andrew Christensen, Worcester Telegram & Gazette, Feb. 22, 2000: Reconcilable differences

William Estes, Boston Globe, Feb. 17, 2000: William James' house going condo

Solomon Fulero, Sinclair Community College, *The Chronicle of Higher Education*, Feb. 25, 2000: Expert witnesses

Carol L. Krumhansl, Cornell Univ., *The Chronicle of Higher Education*, March 3, 2000: Human psychology

Marianne LaFrance, Yale Univ., *The Chronicle of Higher Education*, Feb. 18, 2000: Mental health

Alan I. Leshner, National Inst. on Drug Abuse, *The Washington Post*, Feb. 7, 2000: Vaccinations for drug dependence

Elizabeth F. Loftus, Univ. of Washington, *The Chronicle of Higher Education*, Feb. 25, 2000: Eyewitness testimony

Robert J. MacCoun, Univ. Calif.-Berkeley, *Los Angeles Times*, Jan. 3, 2000; *Cosmopolitan*, Dec. 1999: Gays in the military; and *The Nation*, Sep. 20, 1999: European harm reduction policies

Roy S. Malpass, Univ. of Texas-El Paso, *The Chronicle of Higher Education*, Feb. 25, 2000: Eyewitness testimony

Andrew N. Meltzoff, Univ. of Washington, *The New Yorker Magazine*, Jan. 10, 2000; *NPR*, Feb. 3, 2000, *The Washington Post*, Jan. 9, 2000: Early learning and the brain

Steven D. Penrod, Univ. of Nebraska, *The Chronicle of Higher Education*, Feb. 25, 2000: Eyewitness testimony

Irene Pepperberg, Univ. of Arizona, *Foxnews.com*, Jan. 26, 2000: Parrot intelligence

Robert Provine, Univ. of Maryland-Baltimore, *San Francisco Chronicle*, Jan. 10, 2000: Laughter

J. Philippe Rushton, Univ. of Western Ontario, *The Chronicle of Higher Education*, Jan. 14, 2000; *The National Post* (Canada), Jan. 31, 2000; and *The National Report* (Canada), Feb. 28, 2000: Race, evolution, and behavior.

Devendra Singh, Univ. of Texas-Austin, *National Geographic*, January 2000: Enigma of beauty; *U.S. News & World Report*, Feb. 7, 2000: attractiveness

Herbert Terrace, Columbia Univ., *Foxnews.com*, Jan. 26, 2000: Animals and language

Donald Thomson, Charles Stuart Univ., *The Chronicle of Higher Education*, Feb. 25, 2000: Eyewitness testimony

Gary L. Wells, Iowa State Univ., *The Chronicle of Higher Education*, Feb. 25, 2000: Eyewitness testimony

FROM PREVIOUS PAGE

graphical side of the history of psychology. According to Runyan, James even allowed noted educational psychologist Edward L. Thorndike, then a Harvard masters student studying animal intelligence, to store his chickens in the basement.

Runyan, who is spending his sabbatical from UC-Berkeley at Harvard, said that when he found out about the proposed subdivision of the James house, "I had the deep intuitive feeling this should not be happening." That view is shared by a neighborhood coalition, probably for reasons having to do with neighborhood aesthetics as well as with James' intellectual legacy. The house is listed in the National Register of Historic Places, but that isn't enough to protect it from the kinds of modifications that are being planned. While some portions of the James house have been gutted, it remains largely intact, and residents in the upscale neighborhood are working to thwart

further development. They have petitioned the Cambridge Historical Commission asking that the house be a "designated landmark" which would limit the kinds of changes that could be made to the property.

Ironically, the house is just a few blocks from the Harvard campus, which is the repository for the William James archives as well as the site of William James Hall. Harvard administrators reportedly declined to purchase the James house although they had right of first refusal. However, Daniel L. Schacter, chair of the department of psychology at Harvard, strongly supports designating the William James house as a pro-



Runyan

tected historical landmark. "Given that James is perhaps the preeminent historical figure in American psychology, it is important to preserve this house, as with any other significant aspect of his legacy, as fully as possible," said Schacter, an APS Charter Member and Fellow.

Runyan believes that the house should be preserved not only in recognition of James' role in psychology but also in recognition of his broader impact. "It can be argued that William James was one of the most important figures in American cultural and intellectual history, and a significant figure in the history of Western philosophy and psychology," said Runyan. He hopes the recent resurgence of interest in William James' work might translate into broader support for preserving the Irving Street residence, and perhaps eventually for establishing it as a museum or cultural site of some kind. Runyan welcomes comments and ideas on this issue. His e-dress is runyan@uclink4.berkeley.edu.

-SB

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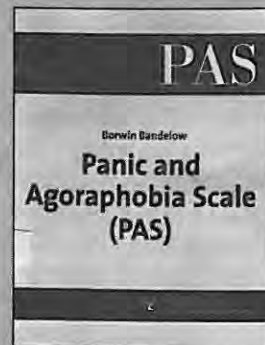
The d2 Test is a timed test of selective attention. It measures processing speed, rule compliance, and quality of performance, allowing for a neuropsychological estimation of individual attention and concentration performance.

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Assessing severity of panic disorder

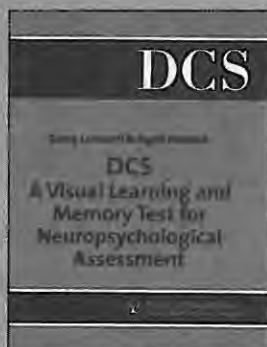
The PAS is the first ever scale for assessing the severity of panic disorder with or without agoraphobia. Compatible with both DSM-IV and ICD-10 classifications, and available in both self-rated and observer-rated versions, the PAS was specially developed for monitoring the efficacy of both drug and psychotherapy treatments. In addition

to the English scale, translations are available in 16 languages. The PAS has excellent psychometric properties, and is quick to use (the observer-rated version can be completed in 5–10 min). It has been successfully applied in both double-blind placebo-controlled studies and open treatment trials.

This manual describes the development of the scale, shows how to use it and evaluate results, and details its psychometric properties.

The DCS is a learning and memory test for detecting memory deficits resulting from neurological disorders. The test has been successfully used for more than 20 years in German-speaking countries. In this English edition, a parallel form has been developed which allows the course of neurological disorders to be assessed.

Test subjects are shown nine symmetrical geometrical drawings in succession which, after being removed, all have to be reproduced with five short sticks. Test performance is dependent upon several factors, such as directing one's attention, and perceiving, storing and reproducing forms. The results of the test give an immediate indication of the probability of neurological deficits, and also how extensive they may be.



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The FAST was developed at Stanford and the University of Zurich for use with both individuals and families. It is a figural technique, derived from clinical practice, for representing emotional bonds (cohesion) and hierarchical structures in the family or similar social systems. The FAST, which can be used quantitatively or qualitatively, is based on the structural-systemic

theory of families. It is assumed that healthy families have a balanced relationship structure, clear generation borders, and a flexible organization.

Test materials include a board and various schematic figures. Takes only 5–10 min for individuals, 10–30 min for groups. The FAST is very economical compared with other instruments which provide similar information.

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LIBERMAN FROM PAGE 19

underpinnings of reading and written language that has led to practical applications outside of the laboratory. No longer do children have to suffer the pain, anxiety, and loss of self-esteem because a reading difficulty has not been noticed and addressed."

Al's accomplishments have not gone unnoticed. He was elected to the National Academy of Sciences, and he was the recipient of many awards and honors. His awards include, among others, the Distinguished Scientific Contribution Award and the Hilgard Lifetime Achievement Award, both from the American Psychological Association; the Warren Medal from the Society of Experimental Psychologists; and the Outstanding Scientific Contribution Award of the Society for the Scientific Study of Reading. He received honorary doctoral degrees from University of Connecticut, the State University of New York, Binghamton, and the Université Libre de Bruxelles.

Following his retirement from Haskins Laboratories in 1986 and from University of Connecticut and Yale University in 1987, Al remained an active, influential presence in the international scientific community. His publication record, which began in 1944 with a paper in the *Journal of Experimental Psychology* will end in 2000 with a paper to appear in *Trends in Cognitive Science*, coauthored with Douglas Whalen of Haskins Laboratories. He continued to give much-lauded invited presentations at conferences and to visit other laboratories, most recently the Brain Research Laboratory at the University of Technology in Finland.

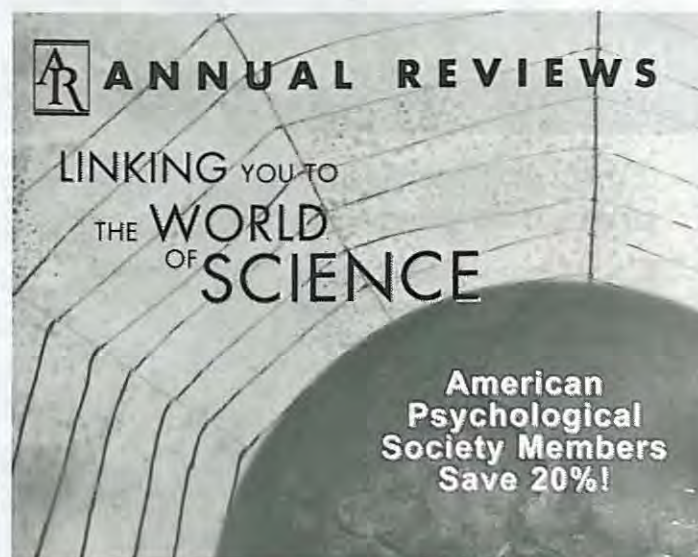
Al also remained active at Haskins Laboratories. There, he was both famous and infamous for his strolls down the hallways, stopping to ask often ill-prepared colleagues to recount their latest "discoveries" and to tell them of his.

Here is perhaps Al's last discovery, and it has a future: Al, like many others, had an interest in the "McGurk Effect," the finding that the sight of a speaker mouthing one utterance dubbed with the acoustic signal for an appropriately-selected other utterance can cause listener/viewers to hear one utterance with their eyes open and another with their eyes closed. The percept reflects integration of optical and acoustic information about articulation, just as motor theorists expect. Al also had an increasing interest in use of such technologies as fMRI to study brain processing during speech perception. His discovery provided a way for him, now for others, to integrate those interests and to ask whether integration of acoustic and optical information about speech takes place in the phonetic module. Recent unpublished findings by Whalen and colleagues show that coarticulated sequences such as consonant-vowel syllables activate brain regions distinct from those activated by isolated uncoarticulated vowels. Al's discovery was that acoustic /a_a/, an uncoarticulated sequence, dubbed onto a face mouthing /apa/, a coarticulated sequence, is heard as /ap/-/a/. The question is, will audiovisually specified /ap/-/a/ activate brain regions that activate for coarticulated sequences?

Al was an articulate, eloquent speaker, an elegant writer, and a great scientific thinker and achiever. Our loss is immense, but we have his scientific legacy and our fond memories.

Adios, Al.

*Carol Fowler
Haskins Laboratories*



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NIMH DIRECTOR FROM PAGE 3

how those stereotypes affect the individual. Given these strides, how disappointing it is that we have next to nothing on understanding and dealing with the stereotyping associated with mental illness. What would it take to lure effective basic behavioral scientists into the realm of mental illness to explore the generalizability of theories and findings about stereotyping to the problems of stigma?

In other areas, given the impressive progress of cognitive science in recent years, there are enormous gaps in what we know about the cognitive deficits of schizophrenia, which ultimately may be more disabling than symptoms such as hallucinations. Our attempts at translating the fruits of cognitive science to the attentional problems in attention deficit disorder are equally in need of revitalization. Regrettable gaps exist, too, in the extent to which we have failed to apply basic behavioral science to the issue of treatment adherence problems in individuals with depression or with psychotic disorders.

The NIMH Council Workgroup identified at least five minimal requirements of basic researchers that must be met if we are to address effectively these and other needs. These requirements include: 1) intrinsically interesting research questions; 2) a clinical partner in the translational effort; 3) new venues for conducting the research; 4) an expectation of a fair and expert peer review; and 5) a sense that NIMH will remain committed to investing in this area over a sustained period.

ORNE FROM PAGE 17

Patty Hearst, testifying as an expert in brainwashing and coercive control. His evaluation of Kenneth Bianchi, the accused "Hillside Strangler," impeached Bianchi's defense that he suffered from multiple personality disorder. Orne broke new ground for patients' rights and professional ethics when, he released tapes of the poet Anne Sexton's psychotherapy sessions to her biographer, Diane Middlebrook. Orne's encouragement was an important element in what Middlebrook called Sexton's transition "from housewife to poet;" Sexton's poem "KE6-8018" referred to his office telephone in Boston. The tapes had been made with Sexton's knowledge, for therapeutic purposes, and when treatment terminated she encouraged Orne to use them in a way that might help other people. Even though Orne had the consent of Sexton's daughter and literary executor, some colleagues (and *The New York Times*) worried that he had compromised the assumption of patient-therapist confidentiality. Orne argued that patients had a right to control their own therapeutic records, and his view ultimately prevailed.

During his career, Orne received several awards recognizing his lifetime contributions to psychology and psychiatry: the James McKen Fellow Award in Applied Psychology from the American Psychological Society, the Distinguished Scientific Award for Applications of Psychology from American Psychological Association, and the Seymour Pollack Award from the American Academy of Psychiatry and the Law. He established the Institute for Experimental Psychiatry Research Foundation, a public charity promoting research on the role of mind and behavior in health, well being, and safety. He was executive director from 1961 until 1999.

NIMH staff is ready to act on the Council Workgroup's ideas. Examples of steps that the Institute is considering include research centers focused on translation of basic behavioral science; specific RFAs; new programs that would provide support needed specifically to gain access to clinical populations and collaborators; workshops where basic researchers can explore the interface with public health issues and form relationships with clinical investigators; and, finally, peer review procedures that ensure representation of expertise from both clinical and basic perspectives.

The Workgroup also was quite straightforward in telling NIMH how to incorporate the best behavioral principles into our own business practices. Workgroup members encouraged us not to take their recommendations on faith but to monitor and assess whether areas targeted for reinvigorated attention to behavioral science areas actually demonstrate more progress in the future than areas not so targeted by our staff.

While much pathbreaking research will continue to be conducted within one discipline at one level of analysis, there are many important problems at the core of the NIMH mission that cannot be addressed without bringing together disciplines concerned with behavior, brain research, clinical investigation, health services research, and the field of public health. Clearly, the ultimate success of this strategy will demand the full and enthusiastic participation of multiple disciplines, including all of those that comprise the broad field of behavioral science. Working effectively together, I am confident that we will conquer the challenge of mental illness and enhance the potential of public mental health for all people.

Orne is survived by his wife, Emily Carota Orne, a research psychologist who was his longtime collaborator at the Unit for Experimental Psychiatry; their son Franklin and daughter Tracy; and his brother Peter and family. Donations in Martin's memory may be made to the Institute for Experimental Psychiatry Research Foundation, 1955 Locust Street, Philadelphia, Pa. 19103.

John F. Kihlstrom
University of California, Berkeley

MODELS OF INTELLIGENCE FOR THE NEXT MILLENNIUM CONFERENCE INFORMATION

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A conference on Models of Intelligence for the Next Millennium, organized by Robert J. Sternberg, Jacques Lautrey, and Todd I. Lubart, and sponsored by APA will be held at Yale University from June 14, to June 18, 2000. The conference will be organized around four themes on intelligence: reinterpretation of the concept of intelligence within cognitive science, the expansion of the concept of intelligence, the development of intelligence, and the education of intelligence. The invited speakers will come from Europe (England, France, Germany, Holland, Russia, Switzerland), North America (Canada, United States) and Australia. We are inviting posters from interested attendees. We can accommodate a maximum of 60 posters, so if you are interested, please let us know at once. Registration forms and Poster submission applications can be found at <http://www.yale.edu/rjsternberg/conference.htm>.

Please contact Yale University Conference Services at (203) 432-0465 for questions regarding registration, accommodations, and travel. Questions about the conference program and applications for poster submission should be directed to Sai Durvasula at (203) 432-4632.

Announcements

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CALL FOR SUBMISSIONS

Alternative Constructions of Self and Mind The Jean Piaget Society announces the 30th Annual Meeting of the Jean Piaget Society to take place in Montréal, Canada, June 1-3, 2000. Scholars interested in the development of knowledge are invited to participate, whatever their discipline. A panel of distinguished plenary speakers and invited symposia will address the theme of how alternative understandings of selfhood and distinctive conceptions of mental life have cohered in history, culture, and development. Plenary speakers include Dorothy Holland, Rom Harré, Donald Polkinghorne, Amelie Rorty and Andreas Demetriou. Invited symposia will be organized around the topics of, *Theories of Self and Selves as Theories, Alternative Pathways in the Development of Self and Mind, The Place of the Self in Developing Theories of Mind, A Theory of "Mine": Identity and Epistemology in the Construction of Self and Identity.* For more information see the Jean Piaget Society website: <http://www.piaget.org> or contact: Eric Amsel, Weber State Univ., Utah 84408-1202; email: eramsel@cc.weber.edu.

SUMMER INSTITUTE

The Project Kaleidoscope (PKAL) Summer Institute is a new venture. It emerges from discussions about the next challenges to be faced in the reform of undergraduate SME&T after a decade of concerted activity by participants in PKAL and many other similar efforts.

The decision was made to focus more intensively on two areas: institutional transformation and dissemination of proven reforms. This shifts the emphasis from reforms in individual courses and departments, and embraces the challenge to spread the word about what works both within and beyond institutions, and to commit to change that is systemic, more far-reaching and truly transformative. The two workshops are:

Psychology I-Reforming the Undergraduate Psychology Curriculum: Beyond the St. Mary's Recommendations

(Part of the PKAL Summer Institute)
Keystone Resort and Conference Center
Keystone, Colorado
July 16 - 19, 2000

This workshop will reconsider the 1991 Saint Mary's Conference with a 9-year, experience-based, what works perspective. Their five recommendations included: enabling students, teaching psychology as a science, faculty control in four kinds of course development, the importance of student-active learning/research experiences, and having achievable and assessable educational goals. Facilitators from exemplary programs will lead working groups in producing an implementation strategy in a re-

port that will be widely disseminated, for many departments at a variety of institutions to adopt as a starting point for campus initiatives. Participants can attend either or both Psychology sessions.

Psychology II-Introductory Psychology: An Interdisciplinary Science Course for All Students

(Part of the PKAL Summer Institute)
Keystone Resort and Conference Center
Keystone, Colorado
July 19 - 22, 2000

This workshop will rethink introductory psychology as a vehicle for rigorous science education in this most highly-subscribed of all science classes. Facilitated working groups will consider issues of departmental resources, class size, textbook structure, community served, and content breadth, among others, that often have more impact on teaching than does the kind of institution. The goal will be to find a consilience model which expresses the seamlessness of all sciences and levels of analysis that still meet the educational ends of different students and institutions. Participants can attend either or both Psychology sessions.

Since 1989, PKAL has orchestrated and coordinated a series of workshops and national events, together with print and electronic publications, and informal gatherings, all focused on disseminating ideas, insights, and materials about exemplary practices in strengthening undergraduate SME&T. The aim of all PKAL activities is to encourage and facilitate local efforts toward reform. For more information, visit the PKAL Web Site at www.pkal.org.

CALL FOR APPLICATIONS

A conference on **Models of Intelligence for the Next Millennium**, organized by Robert J. Sternberg, Jacques Lautrey, and Todd I. Lubart, and sponsored by APA will be held at Yale University from June 14, to June 18, 2000. The conference will be organized around four themes on intelligence: reinterpretation of the concept of intelligence within cognitive science, the expansion of the concept of intelligence, the development of intelligence, and the education of intelligence. We are inviting posters from interested attendees. We can accommodate a maximum of 60 posters, so if you are interested, please let us know at once. Registration forms and Poster submission applications can be found at <http://www.yale.edu/rjsternberg/conference.htm>. Contact: Yale Univ. Conference Services at (203) 432-0465. Questions about the conference program and applications for poster submission should be directed to Sai Durvasula at (203) 432-4632. Registration Fee: \$250

The Association for Across Species Comparisons and Psychopathology (ASCAP) and The Board of Directors of the Foundation for Cognitive Therapy and Research would like to announce the commencement of the application period for the sixth annual Aaron T. Beck ASCAP Award. This \$1000 award will go to the author of the best paper on a topic relating (broadly) to evolution and psychiatry that is submitted by a student or new investigator (per-

son within two years of award of degree). The award is intended in part to support the winner's trip to the 2000 meeting of ASCAP. The winner will, at that time, present the winning paper in oral form (45 mins) and receive a commemorative plaque. Entries are due May 1. Entries must not be previously published. All or part of the winning paper may be published in the ASCAP Newsletter. Applicants should submit four copies of their paper to: Linda Mealey, Psychology Dept., College of St. Benedict, St. Joseph, MN 56374; fax: 320-363-5582; email: lmealey@csbsju.edu.

The Third Annual Research Training in Psychology of Aging Institute Nationally recognized experts in research methodology related to the psychology of aging will lead a training institute specifically designed for psychology faculty who received their doctoral degree at least 4 years ago in any area of psychology. The institute, sponsored by APA's Division 20, and funded by the National Institute on Aging, aims to strengthen participants' knowledge and skills essential for developing an active agenda and integrating research in aging with teaching. The institute will be held in Duluth, MN, overlooking beautiful Lake Superior, from July 22 to August 2, 2000, with on-call consultation available during 2000-2001. The participants will also have the opportunity to obtain individualized consultation with NIA staff, to interact with members of previous cohorts, and to review research proposals they have submitted to date. In addition, participants will attend two follow-up meetings. Food, lodging, and travel support will be provided for the 15 applicants selected to participate in the program. The program has received highly favorable ratings from past participants and many of them have already submitted their research proposals to NIA. Please see our Web page (www.css.edu/depts/grad/nia) for institute information including topics of proposals submitted to date. For details and application materials, please contact Chandra M. Mehrotra, Director, Research Training Institute, The College of St. Scholastica, 1200 Kenwood Ave., Duluth, MN 55811; cmehrotr@css.edu.

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Meeting Calendar

May 2000

Scientific Approaches to Consciousness:
Reductionism Debated
Bethesda, Maryland
May 10, 2000
www.nimh.nih.gov/events/consciousness.cfm

Seventh Workshop on Achievement and Task Motivation
Leuven, Belgium
May 12-15, 2000
Contact: Willy Lens, Department of Psychology, Tiensestraat 102, B-3000 Leuven, Belgium; 32-16-32.59.71; fax: 32-16-32.59.24; willy.lens@psy.kuleuven.ac.be; www.psy.kuleuven.ac.be/motivtim/watm.htm

International Society for Traumatic Stress Studies-New York Chapter Annual Conference
New York, New York
May 13, 2000
Contact: 212-362-4018; kalajiana@aol.com

Assessing the Impact of Childhood Interventions on Subsequent Drug Abuse
May 23-24, 2000,
Washington, DC
Contact: Mildred Prioleau,
Management Assistance Corporation
301-468-6008, x431
mprioleau@MAC1988.com

Fourth International Conference on Cognitive and Neural Systems
Boston, Massachusetts
May 24-27, 2000
Contact: Cynthia Bradford, CNS Dept., Boston University, 677 Beacon Street, Boston, MA 02215
fax: 617-353-7755; cindy@cns.bu.edu
<http://cns-web.bu.edu/meetings>

June 2000

The 30th Annual Meeting of the Jean Piaget Society
Montréal, Québec
June 1-3, 2000
Contact: www.piaget.org

24th Annual Williamsburg Traumatic Brain Injury Conference: Effective Intervention Strategies
Williamsburg, Virginia
June 2-4, 2000
Contact: 800-413-2872 or 804-828-3640

Attraction, Distraction, and Action: An Interdisciplinary Conference and Workshop on Attentional Capture
Villanova, Pennsylvania
June 2-4, 2000
Contact: Chip Folk cfolk@email.villanova.edu or Brad Gibson: gibson.16@nd.edu; www.nd.edu/~bgibson/capture/

Second International Conference on Child & Adolescent Mental Health
Kuala Lumpur, Malaysia
June 6-10, 2000
Contact: Elsevier Science Secretariat: Sarah Wilkinson, Child & Adolescent Mental Health Conference Secretariat, Elsevier Science, The Boulevard, Langford Lane, Kidlington, Oxford OX5 1GB, UK; +44 (0)1865 843 691; fax: +44 (0)1865 843 958; sm.wilkinson@elsevier.co.uk; www.elsevier.nl/locate/camh2000

The Society for Applied Research in Memory and Cognition (SARMAC)
Miami Beach, Florida
June 7, 1999
Contact: David G. Payne;
dpayne@binghamton.edu;
www.atkinson.yorku.ca/~sarmac/index.htm

American Psychological Society

12th Annual Convention
Miami Beach, Florida
June 8-11

Contact: Erika Davis:
202-783-2077, Ext. 3015
edavis@aps.washington.dc.us
www.psychologicalscience.org

International Conference on Psychology 'Psychology After The year 2000'
Haifa, Israel
June 12-14, 2000
Contact: c/o Comtec, P.O.Box 68
Tel-Aviv 61000, Israel, 972-3-5666166,
fax: 972-3-5666177; conferen@psy.haifa.ac.il
<http://psy.haifa.ac.il/conference>

Models of Intelligence for the Next Millennium
New Haven, Connecticut
June 14-18, 2000
Contact: Sai Durvasula, 203-432-4632
www.yale.edu/rjsternberg/conference.htm

Thirteenth Conference of the International Association for Conflict Management
St. Louis, Missouri
June 18-June 21, 2000
iacm@olin.wustl.edu

The Council on Undergraduate Research (CUR)
Wooster, Ohio
June 22-24, 2000
www.cur.org/

Council of Applied Master's Programs in Psychology
Florence, South Carolina
June 22-25, 2000
Contact: Frank R. Yeatman
816-942-8400, ext.2264
yeatmanfr@mail.avila.edu

International Conference on Personal Relationships 2000
Brisbane, Queensland, Australia
June 27-July 2, 2000
Contact: Sally Brown Conference Connections
P.O. Box 108, Kenmore, Brisbane, QLD 4069,
Australia; 61 7 3201 2808; fax: 61 7 3201 2809
sally.brown@uq.net.au

Head Start's Fifth National Research Conference
Washington, DC
June 28-July 1, 2000
Contact: Faith Lamb-Parker, Project Director,
Columbia School of Public Health/CPFH, 60
Haven Avenue B3, New York, NY 10032; 212-
304-5251; fax: 212-544-1911,
flp1@columbia.edu; www.acf.dhhs.gov/programs/hsb or <http://cpmcnet.columbia.edu/dept/sph/popfam.headstartconf.html>.

July 2000

16th Conference of the International Association for People-Environment Studies
Paris, France
4th - 7th July 2000
Contact: Laboratoire de Psychologie
Environnementale, iaps2000@psycho.univ-paris5.fr; www.psycho.univ-paris5.fr/iaps2000/

Workshop on Mathematical Models of Individual and Public Choice
Irvine, California
July 9-28, 2000
Contact: tony@hebb.psych.mcgill.ca or
moulin@rice.edu, <http://hypatia.ss.uci.edu/imbs/workshop/workshop.html>

Tenth Annual International Conference of The Society For Chaos Theory in Psychology & Life Sciences
Philadelphia, Pennsylvania
July 20-23, 2000
Contact: Mary Ann Metzger, 443.622.1122;
fax: 419.791.7816; metzger@umbc.edu;
www.vanderbilt.edu/AnS/psychology/cogsci/chaos/

XXVII International Congress of Psychology
Stockholm, Sweden
July 23-28, 2000,
Contact: PO Box 6911, SE-102 39 Stockholm,
Sweden; www.icp2000.se

International Ergonomics Association
San Diego, California
July 29 - August 4, 2000
<http://iea2000.hfes.org>

August 2000

Random Utility 2000: Workshop and Conference on Random Utility Theory and Probabilistic Measurement Theory
Durham, North Carolina
August 3-8, 2000.
www.fuqua.duke.edu/ru2000

American Psychological Society Member Application

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ALABAMA

JACKSONVILLE STATE UNIVERSITY, Assistant Professor of Developmental Psychology (tenure track) beginning September 1, 2000 contingent on funding. A PhD in Developmental Psychology and ability to teach other areas such as psychometrics, history and systems, or physiological are required. Evidence of commitment to effective teaching and supervision of student research is desirable. JSU offers behaviorally orientated bach-

elors and applied masters degrees. Located in northeast Alabama, JSU is within two hours of both Atlanta and Birmingham. Send vita, transcripts and three letters of recommendation to: Personnel Office, Jacksonville State University, Jacksonville, AL 36265. An Affirmative Action/Equal Opportunity Employer. AL1

CALIFORNIA

Postdoctoral Program in Drug Abuse Treatment and Services Research. Several traineeships in drug abuse treatment and services research are available in the Department of Psychiatry, **UNIVERSITY OF CALIFORNIA, SAN FRANCISCO (UCSF)**, in an active, multidisciplinary research environment. Traineeships are for two years, with the possibility of a third year. Trainees work with a preceptor to design and implement studies on treatment of drug dependence, including nicotine dependence. Trainees also select a specific area of focus for independent research. Current research interests of faculty include trials of efficacy and effectiveness of psychosocial and pharmacologic treatments of drug abuse, including nicotine dependence, in-

strument development in drug abuse, diagnostic techniques, research on treatments tailored for HIV positive drug abusers and drug abusers with psychiatric and medical disorders, research on provision of services to drug abusing populations, innovative methodology, and treatment of complex patients in innovative settings. Stipends are funded by the National Institute on Drug Abuse. Preceptors are expected to supplement stipends from non-NIH sources. Traineeship will begin Summer 2000. *A priority of the department is the training of women and minorities for academic research careers.* The application filing period is open until filled. Please call Heather Kenna at (415) 476-7673 for application information. You may fax (in advance) your CV, 2 letters of recommendation, and research statement. Originals should be mailed along with your representative work. Sharon Hall, Ph.D., Barbara Havassy, Ph.D., and James Sorensen, Ph.D., are Co-Directors. Postdoctoral Training Program in Drug Abuse Research, 401 Parnassus Avenue, UCSF Box 0984-TRC, San Francisco, CA 94143-0984. CA1

POSTDOCTORAL RESEARCH ASSOCIATE: at UCLA,

to supervise and conduct NIA sponsored research on how aging affects the perception and retrieval of word-level phonology and orthography: Highly competitive, fully funded salary for 2+ years. Opportunity to work in a productive and stimulating research lab with a team approach and a focus on language and memory. Preference given to candidates with strong statistical training and a record of involvement in publishable research. Responsibilities include supervision of undergraduate assistants and helping with design, implementation, data analysis and publication of grant-related research. Send vita, letter of interest, relevant reprints/preprints, and three letters of reference to Dr. Don MacKay, Psychology Dept., UCLA, LA, CA 90095. Application deadline: April 30, 2000; Start date: asap but flexible. Questions may be addressed to james@psych.ucla.edu. CA2

COLORADO

UNIVERSITY OF DENVER - Department of Psychology: The University of Denver Department of Psychology is searching for an exceptionally qualified researcher and teacher who has an established program of research on developmental processes. We hope to fill the position in either September 2000 or September 2001, and the position will remain open until it is filled. Level is open, but our preference is to hire at least at the advanced assistant level. Applicants with developmental interests in any area of psychology will be considered. Send a letter of interest, vita, at least three letters of recommendation (or the names and addresses of three referees who will not be contacted without your permission) and reprints/preprints to Developmental Search Committee, Department of Psychology, University of Denver, Denver CO 80208. *The University of Denver is committed to enhancing the diversity of its faculty and staff and encourages applications particularly from women, minorities, veterans, and people with disabilities.* CO1

CONNECTICUT

Post Doctoral-Research Fellowship Position - NIAA Post-Doctoral Research Position in stimulating and productive clinic/lab at **UCONN Health Center.** Participate in the development, conduct, and publication of studies on behavior treatments (contingency management) of alcohol and drug dependence and cognitive-behavioral treatments for pathological gambling. Other studies include evaluation of impulsive behaviors in substance abusers and gamblers. Excellent opportunity for clinical psychologists desiring further research training or experimental psychologists with interests in behavior analysis or biopsychology to gain experience in clinical research. Applicants must have doctoral degree by time of appointment and be U.S. citizens. Minorities encouraged. Competitive salaries. Send letter of interest, vitae, and names and addresses of 3 references to: Nancy Petry, Ph.D., Department of



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MEDICINE**

Postdoctoral Fellowships 2000

Mount Sinai School of Medicine
D.H. Rutenber Cancer Center

Multidisciplinary Training in Cancer Prevention and Control

The Derald H. Rutenber Cancer Center at Mount Sinai School of Medicine announces opportunities for Postdoctoral Fellows who are interested in multidisciplinary training in Cancer Prevention and Control, with an emphasis on biobehavioral issues and molecular epidemiology. Fellows will receive intensive training that integrates biological, behavioral, psychological and community perspectives through formal lectures, as well as hands-on involvement with federally-funded interdisciplinary studies being conducted by the faculty.

Current areas of research include: Psychosocial Analysis of Cancer Screening in Managed Care; Stress Induced Consequences of Familial Cancer Risk; Maternal Distress, Cognitive Processing and Pediatric Bone Marrow; Post Traumatic Stress Disorder Symptoms in Cancer Survivors; an Intervention Study of Colon Cancer Screening; Analysis of Behavioral Effects of Cancer Treatment; Presurgery Hypnosis Trial. Additional areas of research include investigations of gene-environment interactions in the development of breast and colon cancer, and in predicting response to cancer therapies.

Candidates must have an advanced degree in Epidemiology, Medicine, Nursing, Psychology, Public Health, or a related discipline and evidence of potential for research productivity. Individuals with experience in research preferred.

The position is for two years, full-time. Fellowship salary commensurate with experience. Subsidized housing is available. NIH guidelines require U.S. citizenship or permanent residency. Please send letter of application, curriculum vitae including relevant experience and names of advisors, and three letters of reference, to: Dr. Dana Bovbjerg, Cancer Prevention and Control, D.H. Rutenber Cancer Center, Mount Sinai School of Medicine, One Gustave L. Levy Place, Box 1130, New York, NY 10029; or call/fax Ms. Evie Guzman at (212) 824-5548/849-2564.

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NY7

Psychiatry, University of Connecticut Health Center, 263 Farmington Avenue, Farmington, CT 06030-1517. An Affirmative Action/Equal Opportunity Employer M/F/PwD/V. CT1

GEORGIA

The Department of Psychology at **GEORGIA STATE UNIVERSITY** announces an anticipated tenure-track faculty position at the Assistant/Associate Professor level during the Fall, 2000/Spring 2001 academic year. We seek broadly-trained, outstanding candidates who can establish nationally competitive research programs, and who have a strong interest and can contribute effectively to graduate and undergraduate instructional programs, and university and national service. The Department of Psychology currently supports graduate programs in Clinical Psychology, Community Psychology, Developmental Psychology, Neuropsychology and Behavioral Neurosciences, and Social/Cognitive Psychology (see www.gsu.edu/psychology). The current position is for either a **Child Neuropsychologist** with an independent research program in brain-behavior relationships focused on developmental, learning, neurological or psychiatric disorders of childhood, or a **Neuropsychologist** with an independent research program in brain-behavior relationships focused on higher cognitive functions, social or emotional functioning, psychopathology, or aging-related issues. We are particularly inter-

ested in applicants for this position who have expertise and active research programs using functional imaging and/or electrophysiological methodologies. Applicants must hold a Ph.D. from an APA accredited Professional Psychology Program and have at least one year of supervised post-doctoral clinical experience that qualifies for Georgia licensure at the time of appointment. This faculty member is expected to have appointments and actively participate in both the Clinical Psychology and Neuropsychology and Behavioral Neuroscience training programs, particularly in the teaching of assessment related classes, supervision of clinical assessment practica, and training students in neuropsychology, behavioral and cognitive neuroscience research. **Application:** To apply, applicants should send a letter of application that (1) describes their academic, research/scholarship, and clinical interests, (2) discusses their philosophy of teaching, and (3) outlines their professional accomplishments and future goals. In addition, they should send a curriculum vitae, one copy of selected publications, and should arrange for three letters of recommendation to be sent to the Chair, Neuropsychology Search Committee, P.O. Box 5010, Atlanta, GA 30302-5010. Applications must be received by April 15, 2000 to be considered during the first selection review. However, applications will be accepted until the positions are filled. *Georgia State University is an Equal Opportunity/Affirmative Action Institution. GA1*

Lecturer in Psychology, GEORGIA STATE UNIVERSITY, Atlanta

The Department of Psychology at Georgia State invites applications for an anticipated full-time faculty position at the **Lecturer** level (non-tenure track) starting the Fall, 2000 academic term. We seek a broadly-trained candidate who can contribute effectively to broad areas of undergraduate teaching and service. Candidates with interest and experience in teaching undergraduate courses in general psychology, natural science aspects of psychology, experimental methods, statistics, or advanced experimental courses, and particularly those individuals with undergraduate methodology/research lab coordination and teaching experience are encouraged to apply. We also are interested in candidates who have experience in the use of technology in instruction and learning. Ph.D. in psychology, quality undergraduate teaching experience and effectiveness, and a record of scholarly achievement commensurate with the stage of the candidate's career are required. Applicants should send a letter of application, a curriculum vitae, statement regarding their philosophy on teaching and relevant instructional related materials, and should arrange for 3 letters of recommendations to be sent to Chair, Lecturer Search Committee, Department of Psychology, Georgia State University, University Plaza, Atlanta, GA 30303. Initial review of applications will begin April 15, and the position will be open until filled. *Georgia State University, a unit of the Uni-*

versity System of Georgia, is an Equal Opportunity/Affirmative Action Employer. GA2

DIRECTOR OF EMPLOYEE ASSISTANCE SERVICES (CHIEF PSYCHOLOGIST)

THE CITY OF ATLANTA is seeking qualified candidates to fill the position of Director of Employee Assistance Services. Position is the Chief Psychologist for the City of Atlanta and reports to the Commissioner of the Department of Personnel and Human Resources. Duties include directing the City's psychological and employee assistance services program; developing and implementing procedures for psychological assessment of public safety job candidates; managing psychological testing, evaluations and crisis intervention services. **Salary range** is \$58,252 - \$82,703 based on experience. Requires a doctorate degree in clinical or counseling psychology or related field and seven years post doctoral clinical and management-level supervisory experience in psychological consulting or direct delivery of psychological services. **Experience** must include three years delivering psychological services to public safety agencies and three years experience or training in crisis intervention. Must be a licensed State of Georgia psychologist or licensed in another state and eligible for licensure as a psychologist in Georgia. Detailed resumes will be accepted until the vacancy is filled but no later than April 15, 2000. Please submit resumes to City of Atlanta,

Employment Services Division, 68 Mitchell St., SW, Atlanta, GA., 30335, (404) 330-6369, FAX (404) 658-6892, Attention: Evelyn Graham. GA3

ILLINOIS

Roosevelt University invites applications for a tenure-track assistant professorship in the area of multicultural issues or racial/ethnic psychology from a social, developmental, or clinical perspective. While we are most interested in a person with a passion for teaching an array of undergraduate courses, there are ample opportunities for graduate-level teaching supervision of these in our clinical and industrial-organizational M.A. programs, and doctoral-level teaching in our PsyD program. Maintaining an applied research program is required with many collaborative resources available (e.g., Roosevelt University Stress Institute). The position begins on August 15, 2000. To apply send a letter addressing teaching and research interests, a CV, examples of scholarship, and three letters of recommendation to Dr. Edward D. Rossini, Director, School of Psychology, Roosevelt University, 430 S. Michigan Avenue, Chicago, IL 60605-1394. E-mail: erossini@roosevelt.edu. Applications will be reviewed, beginning April 25, 2000, until the position is filled. *Roosevelt University is an Affirmative Action/Equal Opportunity Employer with a 55 year history of multicultural affirmation and authentic diversity in sexual orientation, ethnic and racial identification.* IL1

INDIANA

The Psychology Department and Cognitive Science Program at **INDIANA UNIVERSITY** anticipate one or more Postdoctoral Traineeships funded by the National Institutes of Health. Appointments will pay rates appropriate for a new or recent Ph.D. and will be for one or two years, beginning July 1, 2000 or later. Traineeships will be offered to qualified individuals who wish to further their training in mathematical modeling or computer simulation modeling, in any substantive area of cognitive psychology or cognitive science. *Women and minorities are urged to apply. The NIMH awards are restricted to U.S. citizens or permanent residents.* Deadline for submission of application materials has been extended to May 1, 2000, but we encourage earlier applications. Ap-

plicants should send an up-to-date vita, relevant reprints and preprints, a personal letter describing their research interests, background, goals, and career plans, and reference letters from two individuals. Send materials to Professor Jerome R. Busemeyer, Department of Psychology, Indiana University, 1101 E. 10th St. Bloomington, IN 47405-7007. *Indiana University is an Affirmative Action Employer.* IN1

INDIANA UNIVERSITY, BLOOMINGTON. POSTDOCTORAL RESEARCH ASSOCIATE POSITION IN COGNITIVE/MATHEMATICAL PSYCHOLOGY to work on an ongoing project in the areas of experimentation and mathematical modeling of configural and relational vs featural information processing, particularly in face perception and cognition. Candidate must have Ph.D. and expertise in computer programming. The ideal candidate will possess a background in mathematical and computer-simulation modeling in perception and/or cognition and have ample experience carrying out experimentation in those areas. Additional knowledge in linear and non-linear dynamics or other mathematical tools, such as differential geometry would strengthen the case, but is not required. Annual salary is \$30,000.00. Review of applicants will continue until the position is filled. Send cover letter, vita and three letters of recommendation to Dr. James T. Townsend, Department of Psychology, Indiana University, Bloomington, IN 47405. E-Mail: jtownsen@indiana.edu. *Indiana University is an equal opportunity/affirmative action employer.* IN2

KANSAS

KANSAS STATE UNIVERSITY: Pending final administrative approval, the Dept. of Psychology anticipates filling a tenure track Assistant Professor position in Personality Psychology for the Fall of 2000. Candidates should have completed the doctorate and be committed to teaching both graduate and undergraduate courses, such as Personality Theory and Life Span Personality Development. Applicants are also expected to have an active research program in the personality area. A focus on applied issues relevant to the fields of Health, I-O, or Human Factors would be desirable. Submit a cover letter, vita, and three letters of recommendation to the Personality

Search Committee, Dept. of Psychology, Bluemont Hall, KSU, Manhattan Ks. 66506-5302. Review of applications will begin April 1. E-mail inquiries may be addressed to Prof. L. Rappoport: rappo@ksu.edu *Kansas State University is an equal opportunity employer and encourages applications from women and minorities.* KS1

KENTUCKY

ASSISTANT PROFESSOR OF PSYCHOLOGY, CLINICAL OR COUNSELING - GEORGETOWN COLLEGE. Tenure track position available Fall 2000. Candidate must possess Ph.D. from an accredited psychology program and be eligible for licensure in Kentucky. Preference given to candidates capable of teaching multiple courses from the following: appraisal & psychotherapy, abnormal psy., fieldwork, theories of psy., brain & behavior, health psy., and general psy. An excellent, dedicated teacher with demonstrated record of scholarship required. Interest in independent, undergraduate research desired. A Carnegie Baccalaureate I institution, Georgetown emphasizes teaching excellence in the context of its Christian, liberal arts heritage. Review will begin immediately. Send cover letter, CV, copies of transcripts, and three letters of recommendation to Dr. Keon S. Chi, Academic Dean, Georgetown College, 400 E. College St., Georgetown, KY 40324. Visit our web page at: www.georgetowncollege.edu. *Women and minorities encouraged to apply.* KY1

LOUISIANA

NORTHWESTERN STATE UNIVERSITY OF LOUISIANA seeks applicants for **Head, Department of Psychology**. Applicants must hold the Ph.D. or equivalent terminal degree. Applicants should have appropriate credentials, academic training, experience, and scholarly production. Applicants should provide evidence of personnel management skills, budget preparation, hiring, scheduling of classes, student retention, as well as grant writing experience, and current knowledge of technological applications in psychology. *Northwestern State University of Louisiana is an AA/EEO employer. Women, minorities, and individuals with disabilities are encouraged to apply. Applications due May 1, 2000. Send letter of application, copy of complete transcript, curriculum vitae, and three letters of*

reference to: **Dr. Donald W. Hatley, Dean, College of Liberal Arts, P. O. Box 5314, Northwestern State University, Natchitoches, LA 71497.** LA1

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

POST-DOCTORAL FELLOWSHIP IN THE COGNITIVE NEUROSCIENCE OF LANGUAGE AND ITS DISORDERS Two-year National Research Service Award fellowships available at the **UNIVERSITY OF MARYLAND SCHOOL OF MEDICINE**, in Baltimore, Maryland. Training opportunities will provide experience in the application of contemporary research methods (including computational modeling, cognitive neuropsychology, event-related potentials and functional neuroimaging) to the topic of normal and disordered language processing. Applicants with doctoral degrees in related basic science areas (cognitive psychology, neuroscience, linguistics, computer science, etc.) and clinical disciplines (speech/language pathology; clini-

cal neuropsychology) are invited to apply. Applicants must be U.S. citizens or permanent residents to be considered, under the terms of NRSA program. Inquiries may be directed to rberndt@umaryland.edu. To apply, send **HARD COPIES** of C.V., names and addresses of three referees, and statement of research interests and career goals to: Rita S. Berndt, Ph.D., Department of Neurology, University of Maryland School of Medicine, 22 South Greene Street, Baltimore, Maryland 21201.MD2

MASSACHUSETTS

TUFTS UNIVERSITY, Department of Psychology and Perseus Digital Library is seeking a full-time Post-doctoral Research Associate for project on cognitive processes during multi-media learning. Successful candidates will participate in a multi-disciplinary research project on understanding digital library content and designing multi-media interfaces. Applicants who have earned a Ph.D. or equivalent in cognitive psychology or other related field should apply. Start date between July and September 2000, continuing for 2 years. Salary commensurate. Send CV, (p)re-prints, and 3 letters of recommendation to Holly A. Taylor, 490 Boston Ave, Research Building, Tufts University, Medford, MA 02155. Review of applications will begin on April 15, 2000 and will continue until the position is filled. *Tufts University is an Affirmative Action/Equal Opportunity employer. We are committed to increasing the diversity of our staff. Members of under-represented groups are strongly encouraged to apply.* MA1

DIRECTOR: The Women's Health Sciences Division of the National Center for PTSD, VA Boston Healthcare System seeks clinical research psychologist with demonstrated research expertise and administrative abilities for the position of Director. The National Center for Posttraumatic Stress Disorder is a multi-site consortium within the Department of Veteran Affairs mandated by Congress to study PTSD. The Women's Health Sciences Division is a nationally-recognized program in stress, trauma and women's health and is part of a Department of Health and Human Services Center of Excellence in Women's Health at the Boston University School of Medicine. The Division possesses outstanding resources for research, training, and clinical activities. The incumbent will be responsible for

directing and developing innovative research programs and national research collaborations, as well as promoting staff development and scientific productivity. Incumbent must have track record of scientific publications and grant funding. Applicants with expertise in cognitive-behavioral treatment, behavioral medicine, or health services research as they pertain to trauma and women's health would be especially welcome. Faculty appointment is expected at the Full or Associate level at the Boston University School of Medicine, and additional possible appointment in the Department of Psychology at Boston University. Salary and benefits package are competitive. Please send curriculum vitae and cover letter to Terence Keane, Ph.D., Chief of Psychology Service (116B), VA Boston Healthcare System, 150 S. Huntington Ave., Boston, MA 02130. Applications will be reviewed and will be accepted until the position is filled. *The Department of Veteran Affairs is an Equal Opportunity Employer* MA2

MICHIGAN

PSYCHOLOGICAL RESEARCHER for research design, statistical analysis, data collection, research, admin. M.A. Psychology or Develop Psychology & 1 yr or 1 yr related exp in psychological teaching. No license req'd. Send resume & Letter of interest to P.S.L., Ltd. 1200 E. Michigan Avenue #630, Lansing, MI 48912. M11

MINNESOTA

The Psychology Department at the **University of Minnesota, Duluth** is seeking to fill a tenure-track assistant professor position. The successful candidate must be able to teach a large section of general psychology and one or more of the following: learning, sensation and perception, history/systems, abnormal, or personality. Essential qualifications include a completed doctorate in psychology or related field, evidence of teaching effectiveness, scholarly empirical research, and commitment to undergraduate education. Teaching experience in one college psychology course is required, more experience is desirable. Typical teaching load is 18 to 20 semester credits per year. The Department of Psychology consists of 17 full-time faculty and serves approximately 400 majors and also has an M.A. in counseling Psychology. There is a strong research emphasis in our undergraduate pro-



University of
Massachusetts
Dartmouth

DEAN-COLLEGE OF ARTS & SCIENCES

Nominations and applications are invited for the position of Dean of the College of Arts and Sciences. The University of Massachusetts Dartmouth is located in the Town of Dartmouth, approximately 60 miles south of Boston and 30 miles east of Providence, Rhode Island. It is a comprehensive university, located on a modern campus of 700 acres and serves 5,500 full-time commuter and resident students and 2,000 part-time students. The 300+ full-time, unionized faculty offer baccalaureate and master degrees in five colleges: Arts and Sciences, Business and Industry, Engineering, Nursing and the Visual and Performing Arts. The University of Massachusetts includes campuses in Amherst, Boston, Dartmouth, Lowell and Worcester. Further information is available at the UMass Dartmouth web site at WWW.UMASSD.EDU.

The Dean is the chief academic and administrative officer of the College and reports to the Vice Chancellor for Academic Affairs. The college is composed of thirteen departments: Biology, Chemistry & Biochemistry, Economics, Education, English, Foreign Literature and Languages, History, Mathematics, Medical Laboratory Science, Philosophy, Political Science, Psychology and Sociology/Anthropology. In addition, there are specialized centers. Masters degrees are offered in the departments of Biology, Chemistry, English and Psychology and the Master of Arts in Teaching. Additional graduate programs at the masters and doctoral level are being planned. The Dean is expected to promote quality and diversity in the faculty, staff and students of the college. The Dean, in consultation with the department chairpersons, provides leadership and direction in the selection and retention of faculty and staff; the development and implementation of curriculum, research, and scholarly activities of the faculty; and intellectual leadership; and plans, directs and coordinates the administrative, budgetary, and academic activities of the College. The Dean is a member of the Council of Academic Deans and responsibilities include the development of cooperative interactions with other units on campus and surrounding communities.

Candidates must have a Ph.D. or equivalent degree in one of the disciplines of the College from an accredited institution and a distinguished record of scholarly research and teaching appropriate for a faculty appointment within one of the departments of the College; successful experience in progressively responsible levels of university administration; a record of shared governance; and demonstrated commitment and success in furthering the principles of equal opportunity, affirmative action and cultural diversity. The preferred candidate will also have experience with graduate level education, knowledge of external funding opportunities for scholarly and/or creative activities, an understanding of higher education issues, fiscal management procedures, service as a department chairperson and exceptional interpersonal and communication skills.

Applicants should submit a letter of interest, not to exceed two pages, summarizing their accomplishments and philosophy relative to the above stated objectives and suitability for the position; a current vita; and the names, addresses and telephone numbers of four references. Applications, nominations, or requests for additional information should be sent to: Dean, College of Arts & Sciences Search Committee, Office of Human Resources, University of Massachusetts Dartmouth, 285 Old Westport Road, North Dartmouth, MA 02747-2300. The review of applications will begin April 10, 2000 and will continue until the position is filled.

The University of Massachusetts Dartmouth is an Affirmative Action, Equal Opportunity Employer applications are encouraged from women, minorities and disabled individuals.

MA3

gram. Review of completed applications will begin on April 28, 2000 and continue until the position is filled. The start date is September 1, 2000. Salary and benefits are highly competitive. The letter of application must include evidence of teaching experience and effectiveness (such as student or peer evaluations in the courses listed above); evidence of scholarly productivity; a research agenda; and a statement identifying commitment to education and research. Include with your letter of application a sample of course syllabi, vitae, and three letters of reference (only complete applications will be consid-

ered) to: H. Mitzi Doane, Ph.D., Search Chair, Psychology Department, 320 Bohannon Hall, University of Minnesota, Duluth, 10 University Drive, Duluth, MN 55812. Fax #: (218) 726-7186. *The University of Minnesota is an equal opportunity educator and employer.* For more information, visit our website at www.d.mn.edu/psy MNI

The Department of Psychology St. Cloud State University invites applications for a Probationary Assistant/Associate Professor of Psychology for Fall 2000. Salary will depend on qualifications & experi-

ence. Responsibilities: teach 4 courses per semester with the possibility of reassignment to scholarship. To teach at least 3 of the following courses: abnormal, personality, biopsychology, physiological, motivation, sleeping and dreaming. To participate in the psychology lab course and the senior capstone experience. To advise students and facilitate student growth and development, to engage in scholarly activity, and to engage in departmental, university, and community service activities. Qualifications: A Ph.D. in clinical psychology, internship in an accredited setting, and eligibility for Minnesota licensure by the time of appointment. Demonstrated capability to effectively teach both undergraduate and graduate level courses and to teach and work with women and persons from culturally diverse backgrounds. Interest in coordinating a large section of team-taught introduction to psychology; interest and ability to develop a proposal for a master's graduate program in biopsychology and/or industrial/organizational psychology; leadership skills compatible with being a department chair in a collective bargaining environment; and experience using instructional technology. Apply to: Dr. Derwyn Anderson, Clinical Search Committee, Department of Psychology, WH102, St. Cloud State University, 720 Fourth Avenue South, St. Cloud, MN 56301-4498 Send a letter outlining teaching & research interests, a current vita, three letters of recommendation, three (p)reprints, and graduate and undergraduate transcripts (copies are acceptable for initial screening). Applications received by April 14, 2000 will be given full consideration (but the position will remain open until filled). *SCSU is committed to excellence and actively supports cultural diversity. To promote this endeavor, we invite individuals who contribute to such diversity to apply, including minorities, women, GLBT, persons with disabilities, and veterans.* MN2

MISSISSIPPI

MISSISSIPPI STATE UNIVERSITY Postdoctoral Research Fellows in the social and behavioral studies of rural health, safety and security issues. The Social Science Research Center (at Mississippi State University is seeking applicants for postdoctoral positions to become available July 1, 2000. Postdoctoral Research Fellows will conduct research in concert with Center scientists. Appointments are normally for one year, with the pos-

sibility of an extension. Required: doctorate in behavioral or social science or related discipline, experience/knowledge of research methods and statistical analysis, and demonstrated research skills. Salary commensurate with experience and expertise. Send letter of application, vita, transcripts and 3 reference letters to: Postdoctoral Applicant Pool, Social Science Research Center, P.O. Box 5287, Miss. St., MS 39762. *AA/EEO Employer.* MS1

NEW JERSEY

Richard Stockton College of New Jersey. PSYCHOLOGY, Instructor/Assistant Professor. One-year appointment beginning September 2000 to replace members on sabbatical leaves. Masters degree in Psychology required, Ph.D. (or ABD) in Lifespan Developmental Psychology preferred. Successful applicant shall teach Introductory Psychology, Experimental Psychology and Adulthood & Aging during the fall term and Child & Adolescent Psychology, Experimental and an advanced topical seminar during the spring term. Additional duties as expected under collective bargaining agreement, including an expectation of ongoing scholarly activity, precepting and college service. Salary range \$32,372-\$43,099. Salary may be higher depending upon qualifications, experience and increases in the appropriately established compensation plan. Screen begins April 15, 2000, and will continue until position is filled. Send letter of application, resume, documentation of completion of degree or expected date of completion, and three letters of reference to William C. Jaynes, IV, Dean, Social and Behavioral Sciences, The Richard Stockton College of New Jersey, AA84, P.O. Box 195, Pomona, NJ 08240. *Stockton is an AA/EOE. Women and minorities are encouraged to apply.* NJ2

NEW YORK

HOFSTRA UNIVERSITY NEUROSCIENCE-BIOPSYCHOLOGY: Assistant Professor for tenure track position, with primary responsibility in our Undergraduate Studies Program. Requirements include a Ph.D. in a relevant area of psychology [biopsychology, neuroscience, physiological psychology, etc.], a beginning record of publications and/or presentations, and university teaching/ teaching assistant experience. This person will teach courses such as Physiological Psychology, Psychopharmacology, Research Methods, In-

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International Flavors and Fragrances Consumer Research Scientist

International Flavors and Fragrances, a world leader in the creation and manufacture of innovative flavors and fragrances, is seeking highly motivated, creative individuals with the ability and desire to work in a team environment. Currently we have an outstanding opportunity within our Research and Development organization in Union Beach, NJ.

The individual will have full project management responsibility for sensory evaluation and consumer research in support of commercial and R&D projects in flavors and fragrances. This includes study design, coordination of fieldwork, data analysis, and written and oral reports. The research has both basic and applied aspects; thus, the individual should be oriented to understanding as well as evaluating the effects of fragrances and flavors on consumer behavior.

The successful candidate should have a minimum of 3 years of industry sensory and consumer research experience and more experience is desirable. A Masters degree in a relevant field is required; a Ph.D. is desirable. Knowledge of sensory perception and expert sensory evaluation is a plus. The candidate must have solid statistical skills and strong written and oral presentation abilities.

International Flavors & Fragrances offers competitive salaries and a comprehensive benefit package. Those qualified are encouraged to submit a resume with position code# 003001, salary history and requirements to: Staffing Manager, IFF, 1515 Highway 36, Union Beach, NJ 07735. IFF is an Equal Opportunity Employer. Applicants must be authorized to work in the United States. No phone calls please. Only those whose qualifications are of immediate interest will be contacted. NJ1

roduction to Psychology, a periodic advanced undergraduate course or graduate seminar in Neuroscience, etc. All members of the department are expected to sustain a program of research in their specialty and to supervise research projects of undergraduate and doctoral students. A desire to mentor undergraduate students is essential. Description of the department: We offer the B.A., M.A., Psy.D. and Ph.D. degrees and run a Psychological Clinic which provides professional assessment and psychotherapy services to students and members of the community. Approximately 700 undergraduate

and 300 graduate students are enrolled in department programs. Although assigned primarily to our Undergraduate Studies Program, the successful candidate will work in a large department with 32 full-time psychologists. Participation in all aspects of department functioning is expected, including advisement of undergraduate majors, committee service at the department and university levels, etc. *Hofstra University values teaching excellence and research productivity, and candidates must be prepared to excel in both areas. Women and people of color are strongly encouraged to apply.*

AA/EOE. The position will begin 9/1/2000. Send letter of interest, a vita, sample publications, and three letters of reference to Howard Kassinov, Ph.D., ABPP, Chairperson, Department of Psychology, Hofstra University, Hempstead, NY 11549. NY1

HAMILTON COLLEGE. The Department of Psychology invites applications for two visiting positions in psychology at the assistant professor level (Ph.D. required) beginning August 25, 2000. One will be a two-year term position and the other will be a one-year term position. The teaching load will be the equivalent of five courses, including the introductory psychology course, courses in the candidate's specialty area, and supervising student research projects. Candidates with specialties in the areas of behavioral neuroscience, developmental psychology, and educational psychology are particularly encouraged to apply. Hamilton is a selective liberal arts college located in scenic upstate New York. The Department of Psychology, consisting of eight faculty members, has a strong tradition of excellence in teaching and research. Send resume, reprints, and three letters of recommendation to: Douglas A. Weldon, Chair Department of Psychology Hamilton College, 198 College Hill Road, Clinton, New York, 13323 Women and minorities are encouraged to apply. *Hamilton College is an Equal Opportunity and Affirmative Action Employer.* Review of applications will begin on April 15, 2000 and will continue until the position is filled. NY2

THE DEPARTMENT OF NEUROLOGY AT STATE UNIVERSITY OF NEW YORK AT STONY BROOK is recruiting a **NEUROPSYCHOLOGIST** for both clinical and research work at the Research Assistant Professor Level. Candidate must have received a Ph.D. from an APA approved doctoral program and completed clinical internship and postdoctoral fellowship in neuropsychology. The position offers opportunities for academic advancement and extensive clinical research, with projects primarily related to MS. Clinical work consists of inpatient and outpatient evaluations and supervision for our postdoctoral program. Three years related experience with at least one-year experience in administration/evaluation of neuropsychological testing required. Computer literacy and statistical background preferred. Position offers a competi-

tive salary and full benefits. Interested candidates should submit a Curriculum Vitae and references ASAP. Attn: Lauren Krupp, MD Department of Neurology, HSC-T12, SUNY Stony Brook, Stony Brook, New York, 11794-8121. E-mail: clampas@neuro.som.sunysb.edu. NY3

Siena College seeks an experimental psychologist for a 1-year sabbatical replacement position during the 2000-2001 academic year. Teaching responsibilities involve 12 hours each semester, and will include General Psychology, Learning, Human Cognition, and Research Methods (with lab). It is preferred that candidates possess a Ph.D., but ABD applicants with strong teaching records will be considered. Applicants should send a letter describing their teaching interests and pedagogical approaches, a Curriculum Vita, and three letters of recommendation to: Dr. Karen Boswell, Head, Department of Psychology, c/o Office of School of Humanities and Social Sciences, Siena College, 515 Loudon Road, Loudonville, NY 12211-1462. Screening of applicants will begin on April 30, 2000 and will continue until the position is filled. *Siena College is an Equal Opportunity Employer and encourages applications from all qualified candidates.* NY4

Syracuse University seeks applicants for two postdoctoral positions in the Center for Health and Behavior. (a) Project Director: To coordinate research evaluating motivational interventions for binge drinking and marijuana use in college students. Duties include materials development; coordination of recruitment and tracking; training and supervision of staff; quality control; data management and analysis. The successful applicant will have a Ph.D. in psychology or a related field; experience with RCTs and motivational interventions desirable. (b) Research Associate: To conduct data analysis, prepare figures and graphs, and co-author presentations and publications for research on HIV-prevention. The successful applicant will have a Ph.D. in quantitative psychology, or demonstrated expertise with analysis of behavioral data; experience with health psychology or public health is desirable. Both positions are in the Center for Health and Behavior, offer competitive salaries and excellent fringe benefits in a collegial environment with opportunities for professional development. Research faculty appointment possible for strong candidates. To apply,



**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 a position in the 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.

The position to be filled is that of **Program Chief**, an Interdisciplinary Scientist, GS-13/14, to head the Adherence and Behavior Change Program. This program supports studies of basic behavioral science strategies—e.g., research on motivation, emotion, cognition, decision-making, interpersonal processes—to improve adherence to interventions for mental disorders/symptoms/related disability; empirical studies of informed consent and other areas of research ethics; and the development of measures for these research areas. See Program Announcement PA-00-016 and PA-99-079 at <http://www.nimh.nih.gov/grants/pamenu.htm> for more detail. The incumbent will engage in program development activities in these areas such as convening small working groups and larger workshops, providing technical assistance, and making presentations at national meetings to stimulate new research grant proposals. The incumbent will also administer a portfolio of ongoing grants in these areas, providing scientific leadership and direction for this 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-13/14 Civil Service positions have a salary range from \$60,890 to \$96,769 (with locality pay). Salary includes the special salary for Medical Officers. Physicians may be eligible for a Physician's Comparability Allowance (PCA) of between \$5,000 to \$16,000 a year. This position may also be filled through the Commissioned Corps.

The full text vacancy announcement is 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) 4439094. Applications will be accepted if postmarked by May 15, 2000, and received within 5 working days.

NIH IS AN EQUAL OPPORTUNITY EMPLOYER

NA3

submit CV, statement of interests, reprints, and three letters of recommendation to: Michael P. Carey, Director, Center for Health and Behavior, 430 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340. *Syracuse University is an AA/EEO NY5*

The Psychology Department at Hobart and William Smith Colleges anticipates two one-year, full-time appointments in the areas of (1) Sensation and Perception, and (2) Personality for the academic year 2000-2001. The Department seeks candidates qualified to teach an introductory course, an advanced laboratory course, and a topics course in her/his respective field. Candidates are asked to submit a curriculum vita, three letters of reference, statements of teaching philosophy and research to Search Committee, Department of Psychology, Hobart and William Smith Colleges, Geneva, NY, 14456. *Hobart and William Smith Colleges are committed to enhancing the diversity of our faculty and especially encourage applications from women and people of colour. NY6*

PENNSYLVANIA

THE DEPARTMENT OF PSYCHOLOGY AT DICKINSON COLLEGE invites applicants for two full-time tenure-track positions beginning Fall 2000. For POSITION 1, we seek candidates whose interests lie in the psychology of UNDER-REPRESENTED POPULATIONS, CROSS-CULTURAL CONTACT, GENDER STUDIES, or some combination; specialization in human development is a "plus" but not required. Candidates for POSITION 2 must evince experience and interest in OUTCOME EVALUATION in clinical, human service, organizational, educational, and/or community settings and willingness to train colleagues in basic techniques; experience in teaching a basic course in psychopathology is desirable but not essential. Successful applicants will devise a coherent sequence of courses in her/his specialization, supervise senior projects, and contribute to community outreach; courses include introduction to the speciality, advanced research methods, and a seminar. Teaching load is three course equivalents per semester, and supervision of senior projects. Candidates should have the Ph.D. in psychology and must provide evidence of excellence in teaching and of involving undergraduate students in research. 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, P.O. 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 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. Women and minority members are especially encouraged to apply. PA1*

SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA seeks applicants for August 2000 for one (and possibly two) tenure track positions for a newly created interdisciplinary gerontology program. Program plans include undergraduate and graduate curricula (some delivered off campus), a service component, and a research institute. A doctorate in gerontology or a related field is preferred, but ABDs will be considered. A doctorate will be required to earn tenure. Preference will be given to teaching, scholarship, and practice in the field of aging. Experience in program development, success in obtaining external funding, and leadership skills in interdisciplinary programs is desirable. Applicants selected for an interview will be required to present a demonstration of teaching effectiveness, a professional colloquia, and must participate in an exit interview with the search committee. Send a curriculum vita, graduate transcripts, and three letters of support to: Dr. Anne Gero, 224 Horton Hall, Shippensburg University, Shippensburg, PA 17257. Review of applications will begin on January 21, 2000 and will continue until the position(s) are filled. *Shippensburg University is committed to equal employment opportunity. Women, persons of color, veterans, and the disabled are encouraged to apply. PA2*

ANTICIPATED FACULTY POSITION IN BIOLOGICAL PSYCHOLOGY. The Department of Psychology at FRANKLIN & MARSHALL COLLEGE announces a one-year (July 2000-June 2001) Visiting Assistant Professor position in our research-oriented undergraduate department. We seek a candidate who specializes in biological psychology with an empha-

sis on either cognitive neuroscience or animal learning/behavioral analysis. Five course per year teaching load includes introductory psychology lab, involvement in a team-taught core course on the physiological bases of mind and behavior, two lecture courses in areas of specialty and interest, and an advanced research seminar. The successful candidate will present evidence of excellence in teaching and the ability to initiate and guide student research. Review of applications will continue until the position is filled. Send letter of application, vita, graduate transcript, three letters of recommendation, and reprints/preprints to Terry R. Greene, Chair, Department of Psychology, Franklin & Marshall College, P O Box 3003, Lancaster PA 17604-3003. *Franklin & Marshall College is an affirmative action, equal employment opportunity employer. PA3*

LA SALLE UNIVERSITY invites applicants for the position of PSY.D. PROGRAM DIRECTOR at the rank of associate or full professor (beginning fall 2000). La Salle is a Roman Catholic institution of higher education in the tradition of the De La Salle Christian Brothers. The University strives to offer, through effective teaching, quality education founded on the idea that intellectual and spiritual development go hand in hand mutually complementing and fulfilling one another. The program includes tracks in general clinical, family, geropsychology, and rehabilitation psychology. Duties include program development, teaching, curriculum oversight, budget administration, and other administrative duties. Requirements: doctorate in Clinical Psychology, preferably from an APA accredited program; management experience in a doctoral program (preferably a Psy.D. program), including experience in the APA accreditation process; a commitment to quality graduate education; ability to contribute to psychology as a science and/or profession; licensed or license eligible in Pennsylvania. Salary commensurate with experience and qualifications. Review of applications begins April 1, 2000 and continues until the position is filled. Send letter of application, resume, three current letters of reference, and representative reprints to: Margaret Watson, Ph.D., Chair, Department of Psychology, La Salle University, Philadelphia, PA 19141. *AA/EEO PA4*

THE MONELL CHEMICAL SENSES CENTER announces the availability of postdoctoral fellowships that provide interdisciplinary training and research in the chemical senses. Research activities at the Center include: sensory psychophysics; effects of aging and disease on the chemical senses; food selection/preferences in the elderly; flavor/food preferences in infants and children; effects of personality, cognition, emotion and memory on chemosensation/perception; and environmental/genetic contributions to chemosensory ariation. There are opportunities to do research on humans and rodents. Appointment to a position on the Center's NIH-sponsored training grant requires US citizenship or permanent resident alien status. Please send a brief description of previous research, current and future research interests, curriculum vitae and the names of three individuals willing to provide references to: Personnel Officer, Monell Chemical Senses Center, 3500 Market Street, Philadelphia, PA 19104-3308. *The Monell Center is an Equal Opportunity Employer and encourages applications by women and minorities. PA5*

OHIO

Wittenberg University Psychology Department anticipates hiring an Assistant Professor for a one-year-appointment effective August 2000. The position involves teaching introductory level courses to majors and non-majors, an advanced research seminar in the candidate's area of expertise, and topics courses in abnormal and counseling psychology. We anticipate that this position will be converted to tenure-track for the 2001-2002 academic year. Candidates are expected to have a firm commitment to excellence in teaching and scholarly activity in the context of a strong undergraduate liberal arts institution. A Ph.D. is required. Review of applications will begin on May 1, and will continue until the position is filled. Send letters of interest, current vita, and three letters of recommendation to Dr. Jeffrey Brookings, Chair, Department of Psychology, Wittenberg University, P.O.Box 720, Springfield, Ohio 45501-0720. *Wittenberg University is an Affirmative Action/Equal Opportunity Employer. OH1*

SOUTH CAROLINA

CLEMSON UNIVERSITY'S Department of Psychology invites applications for one or two full time,

tenure-track faculty positions at the Assistant or Associate Professor level beginning August 2000 or January 2001. We seek applicants with specialization in one or more of the following areas: Biological Psychology, Human Factors, Health Psychology, Applied Cognitive Psychology. Requirements include a PhD in psychology, a strong research orientation with potential for extramural support, and a commitment to excellence in graduate and undergraduate education. The Department of Psychology at Clemson <http://hubcap.clemson.edu/psych/psych.html> is a research-oriented department with 21 full time faculty, 550 undergraduate majors, and with graduate training in I/O, Human Factors and Occupational Health Psychology. Clemson University is a Land Grant Institution with over 17,000 students. The campus is located in the foothills of the Blue Ridge Mountains near outstanding year-round recreational opportunities. Applicants should submit a letter of interest, a current vitae, recent reprints, and three letters of reference. **Review will begin March 15 and will continue until positions are filled.** Send applications to: Search Committee Chair, Department of Psychology, 415 Brackett Hall, Clemson University, Clemson, SC, 29634-1355. *Clemson University is a non-discriminatory, affirmative action, equal access employer that specifically invites women and minorities to apply.* SC1

FURMAN UNIVERSITY announces a one-year post-doctoral teaching position for the 2000-2001 academic year. We seek a broadly trained psychologist to teach four courses (80% 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 one or two upper-level courses. The area of specialty is open but should fall within the traditional areas of experimental psychology. With its demonstrated history of outstanding teaching, well-equipped laboratories (for rodents and humans) in a new building, and excellent computer facilities for teaching and research, the Psychology Department at Furman University 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, graduate transcripts, and three let-

ters of recommendation to Elaine Nocks, Post-Doctoral Teaching Position, Department of Psychology, Furman University, Greenville, SC 29613-1212. Applications received by May 22 will be given first consideration. *AA/EOE SC2*

SOUTH DAKOTA

AUGUSTANA COLLEGE is seeking to fill a full-time, tenure track position as Assistant Professor in the Department of Psychology to begin Fall 2000. Responsibilities: The successful applicant for this position will be expected to teach life span development, cognitive psychology and experimental psychology. Required qualifications include: a Ph.D. in psychology, quality teaching experience or potential in the courses listed above and plans for an active program of collaborative research involving undergraduate students. Commitment to continuing professional/scholarly growth and to the mission of a church-related liberal arts college is expected. Salary: competitive, dependent upon qualifications. Excellent fringe benefits. Closing Date: April 15, 2000. Application Procedure: Candidates should send a letter of application, including a statement of educational philosophy, a one-page statement of their understanding of the relationship between Christianity and psychology, curriculum vita, and three letters of reference to Dean of the College, Augustana College, Box 763, Sioux Falls, SD 57197, Telephone: 605-336-5545, FAX: 605-336-5547, E-mail: rhanson@inst.augie.edu. *Augustana College is an equal opportunity/affirmative action Title IX employer. Qualified women and minority applicants are encouraged to apply.* SD1

TEXAS

POSTDOCTORAL POSITION in the Neurobehavioral Research Laboratory and Clinic (NRLC) in the Department of Psychiatry at the University of Texas-Houston Medical School. The NRLC is funded by five NIH grants (NIAAA and NIDA) to four faculty members (including both psychologists and psychiatrists). Research focus will be in the psychopharmacology of human aggression and impulsive behaviors, as measured by laboratory tasks. Specific projects include: (1) identifying how alcohol influences aggression, mood, and biological measures in women across various phases of the menstrual cycle; and (2) manipulating

serotonin levels in humans in order to further understand the influence of neurotransmitters on mood and behavior. A postdoctoral position in this laboratory would provide experience in the measurement of human behavior, the administration of drugs, and the measurement of hormones and neurotransmitters. Candidates need not have experience working with humans, but should have an interest in working in this area and evidence of research productivity. Send three letters of reference and Vita to Donald M. Dougherty, Ph.D., Department of Psychiatry, 1300 Moursund, Houston, TX 77030. Inquires can be made by email to ddoughrt@msi.uth.tmc.edu. TX2

Assistant Professor of Psychology - Tarleton State University Center - Killeen: invites applications for a tenure-track position beginning September 1, 2000. We are looking for an individual with an earned doctorate in School Psychology or a related field. Candidates must have completed all degree requirements by September 1, 2000. Texas licensure as a Psychologist, Specialist in School Psychology, or Professional Counselor or eligibility is also required. Excellence in undergraduate and graduate teaching is necessary. Teaching load is 12 hours/semester. Potential candidates should be able to teach evenings and weekends both on and off campus in several areas including School Psychology, Educational Psychology, and possibly courses in Counseling Psychology. We would also expect the successful candidate to act as director of our recently approved program in School Psychology. Other responsibilities will include advising undergraduate and graduate Psychology majors; a demonstrated ability to carry out research; and service on University and departmental committees. Summer teaching is normally available. We would prefer candidates with some teaching experience with on-line or interactive television courses. The psychology program currently has approximately 200 undergraduate and 100 graduate majors. To apply send a letter of application; curriculum vita which includes the names, addresses, and telephone numbers of current references; and official transcript(s) to: Dr. Bob Newby; Head, Department of Educational Administration, Counseling, and Psychology; P. O. Box T-0820; Tarleton State University; Stephenville, TX, 76402. Review

of applications will begin April 15, and will continue until the position is filled. Tarleton State University, a member of the Texas A&M University System, serves primarily the North Central Texas area just west of Dallas/Ft. Worth and has an enrollment of approximately 7500 students. The Tarleton State University Center, a part of the Texas A&M University System, is located in Killeen and serves primarily the Central Texas area including Killeen, Temple, and Waco. *The University is an Affirmative Action; Equal Opportunity Employer committed to cultural diversity.* TX3

Assistant Professor, Experimental Psychology at **Schreiner College**. Tenure track position. Ph.D. required, teaching experience and liberal arts orientation preferred. Departmental focus is excellence in teaching with scholarly activity. Courses include Biological Bases of Behavior, Sensation/Perception, Cognitive/Learning, and Research Methods/Statistics. Applications accepted until position filled. Start date -8/16/00. Send resume/vita to: Donna Beck, Director of HR, CMB 5916, Schreiner College, Kerrville, TX 78028. dbeck@schreiner.edu, FAX: 830-896-3232. *EOE TX4*

VIRGINIA

POSTDOCTORAL TEACHING/RESEARCH FELLOWSHIP IN DEVELOPMENTAL PSYCHOLOGY. The University of Richmond invites applications for the MacEldin Trawick Postdoctoral Teaching/Research Fellowship in Developmental Psychology. This two-year fellowship is designed for individuals who are especially interested in becoming teacher/scholars at primarily undergraduate liberal arts institutions. Responsibilities include teaching one course per semester, developing a program of research that stimulates student involvement, and collaborating on research with a faculty mentor. The successful candidate will have research interests in social and emotional development with preference given to those individuals with experience in the area of peer and friendship relations and/or longitudinal investigations. The fellowship includes a \$36,000 salary plus benefits and funds to support research and travel. Earned doctorate by the July 1 start date is required. Send vita, statement of research and teaching interests, and three letters of recommendation to Andrew F. Newcomb, Department of Psychology, University of Richmond, Richmond, VA 23173. Consideration of applications will begin mid-April and

will continue until position is filled. The University of Richmond is a highly selective, relatively small private university located on a beautiful campus with outstanding academic facilities. We are an Equal Opportunity, Affirmative Action Employer and encourage applications from women and minority candidates. VA1

University of Richmond. The Department of Psychology invites applications for a one-year replacement position at the Assistant Professor level. Preference will be given to candidates who would be able to teach undergraduate courses in statistics and in memory and cognition. Candidates should have completed the Ph.D. degree by August 2000 starting date. Scholars who show a promise of excellence in teaching and an active research program which stimulates student interest in research involvement are encouraged to apply. Send vita, statement of research and teaching interests, and three letters of recommendation to Andrew F. Newcomb, Department of Psychology, University of Richmond, Richmond, VA 23173. Consideration of applications will begin mid-April and will continue until position is filled. The University of Richmond is a highly selective, relatively small private university located on a beautiful campus with outstanding academic facilities. We are an Equal Opportunity, Affirmative Action Employer and encourage applications from women and minority candidates. VA2

UTAH

TENURE-TRACK POSITION IN RESEARCH AND EVALUATION METHODOLOGY: THE DEPARTMENT OF PSYCHOLOGY AT UTAH STATE UNIVERSITY invites applications to fill an assistant professorship in August 2000. The position will be filled this year on at least a temporary basis, but an on-going tenure-track position will be offered if the appropriate candidate is found. Responsibilities include: Teach courses in research and evaluation methodology, with particular emphasis in multivariate methods and psychometrics; conduct research and other scholarly activities, pursuing outside funding; chair and serve on graduate committees and provide consultation on research and evaluation methodology to colleagues and students. Qualifications include: PhD in research and evaluation methodology, or closely related area; expertise in research and evaluation methodology, in-

cluding multivariate methods and psychometrics; excellent teaching skills; productivity in research, other scholarly activities, and grants; ability to develop and maintain cooperative collegial and consultative relationships. Application materials and requests for a full-position announcement should be sent to: Lani Van Dusen, PhD; Chair, Search Committee; Department of Psychology; Utah State University; 28120 Old Main Hill; Logan, Utah 84322-2810. Application must include letter of application, detailed vita, and names of three references. Transcripts of graduate work, reprints/preprints of publications are also highly desirable. Review of applications will begin May 4, 2000, and continue until the position is filled. AA/EOE UT1

WASHINGTON

The Department of Psychology at **WHITWORTH COLLEGE** invites applications for an assistant professor, tenure track position in Clinical or Counseling Psychology to begin September 2000. The candidate will be expected to teach a range of undergraduate courses that include Introduction to Psychology, Theories of Personality, Psychopathology, Theories of Counseling or Psychology of Women. Applicants must have a doctoral degree from an APA-accredited program in Clinical or Counseling Psychology (ABDs will be considered), a strong commitment to undergraduate teaching in a liberal arts setting, an active research program that easily incorporates collaboration with undergraduate students and a personal commitment to the Christian faith. Whitworth College is a Christian liberal arts college affiliated with the Presbyterian Church (USA). For a full position description and application process, please visit our website at www.whitworth.edu or call (509) 777-4413. WA1

WISCONSIN

MEDICAL COLLEGE OF WISCONSIN POSTDOCTORAL FELLOWSHIP IN COGNITIVE NEUROSCIENCE: Applications are invited for a two year postdoctoral fellowship in cognitive neuroscience. Current NIH-funded research involves functional MRI studies of temporal information processing in healthy adults and patients with Parkinson's disease and Attention Deficit Hyperactivity Disorder. Emphasis is on the role of dopaminergic and cholinergic systems in timekeeping. Background in cognitive neuro-

**THE UNIVERSITY OF TEXAS
MD ANDERSON
CANCER CENTER**

Making Cancer History™

TX1

FACULTY POSITIONS The University of Texas M. D. Anderson Cancer Center, **DEPARTMENT OF BEHAVIORAL SCIENCE** is accepting applications for several new faculty positions (tenure track) including one in quantitative psychology/psychometrics. Faculty rank is open. The successful candidates for three positions will have specific expertise in tobacco use and prevention with interests in one or more of the following areas: nicotine dependence and behavioral genetics, epidemiological and psychosocial aspects of tobacco use, co-morbid disorders, neuroscience of nicotine dependence and prevention/treatment of adolescent tobacco use. Level of extramural funding will be a key consideration for advanced faculty appointments. The successful candidates for three additional positions will have research interests in one or more of the following areas: quantitative psychology/psychometrics/methodology, cancer prevention and control, screening/early detection, adherence to treatment, psychosocial aspects of cancer treatment/survivorship and health communications. A research focus in multimedia, web-based communications or tailored messaging (motivation and treatment) is highly desired in the health communications position. Qualifications include a doctoral degree in psychology, educational psychology, public health or one of the social sciences, biostatistics or quantitative psychology. Successful candidates will be expected to design, implement and evaluate innovative studies, and seek peer-reviewed research funding. Candidates with a strong record of scholarly achievement are preferred. Salary is commensurate with experience. We offer generous benefits and competitive start-up packages for new faculty.

POST DOCTORAL FELLOWSHIPS The Department of Behavioral Science is also accepting applications for several **Post Doctoral Fellowships in Tobacco Research and Psychosocial Oncology** (2-year appointment minimum). Four of the positions are dedicated to research in the *Tobacco Research and Treatment Program* with a broad focus on nicotine dependence genetics, emotional reactivity and innovative smoking prevention and cessation interventions with healthy and patient populations. These treatments may include use of hand-held computers, pharmacological interventions, motivational interviewing and health feedback and cognitive behavioral intervention for relapse prevention. We also plan to develop interactive, theory-driven multimedia tools for health professionals and educators aimed at enhancing their smoking prevention and cessation skills. Two of the positions are dedicated to the *Psychosocial Oncology Program* with a focus on reproductive health (sexuality, fertility, and childbearing decisions) after cancer, sexual risk behavior, adherence to cancer screening and early detection, psychological aspects of inherited cancer syndromes and effects of cancer on quality of life, spousal and family relationships. Intervention studies focus on physical activity, smoking cessation and stress reduction. It is anticipated that the successful candidates will participate fully in the grant writing and publication process associated with the major projects. They will share in authorship and investigator status, in a manner commensurate with their effort and responsibilities. Salary for these positions is \$35,500 with excellent fringe benefits. The positions will remain open until filled. The Department of Behavioral Science, established in 1993, provides an unusually rich opportunity for collegial interaction and an exceptional infrastructure for behavioral research. Multidisciplinary opportunities in clinical, community and laboratory settings are readily available, as well as collaboration, supervision and teaching opportunities. We currently have three tenured and four tenure-track faculty whose interests cover the spectrum from primary cancer prevention to quality of life and survivorship. Growth to 15 faculty positions is anticipated.

M. D. Anderson Cancer Center is located within Houston's Texas Medical Center, the largest medical center in the world. Houston is the fourth-largest city in the United States, with dynamic cultural and recreational resources and an affordable cost of living. **The Department will accept and review applications until the positions are filled.**

Application procedures: Send cover letter, curriculum vita and professional reference list to: Ellen R. Gritz, Ph.D., Professor and Chair, The University of Texas M. D. Anderson Cancer Center, Department of Behavioral Science, 1515 Holcombe Blvd., HMB 3.020, Box 243, Houston, Texas 77030.

The University of Texas M. D. Anderson Cancer Center is an Equal Opportunity/Affirmative Action Employer and is a smoke-free environment. Women and minority candidates are encouraged to apply.



**The MAX PLANCK INSTITUTE
FOR PSYCHOLOGICAL
RESEARCH,
MUNICH, GERMANY**

offers the opportunity to set up two Junior Research Groups for the Experimental Study of Action. The institute's research program focuses on relationships between cognition, volition, and action, with special emphasis on action control and action perception. At present, this program is mainly pursued from a Cognitive and Experimental Psychology perspective. The Junior Research Groups are invited to join this program, with independent contributions from their perspectives.

The institute offers two positions for a:

Leader of a Junior Research Group

The successful candidate will have several years of post-doctoral experience in research addressing relationships between cognition, volition, and action in humans, animals, or artificial systems. We invite applications from candidates who have their background and their record of accomplishments in fields complementary to Cognitive Psychology, like, e.g., Infant Development, Motivation and Volition, Dynamic Modeling / Robotics etc.

Candidates should not be older than 35 years and will be appointed at the Associate Professor level (C2/C3) for a five-year period. Adequate laboratory space and funds for laboratory set-up and operation will be provided, along with salary support for one post-doctoral scientist, one technician, and fellowships for two graduate students.

The Max Planck Society is an equal-opportunity employer and especially encourages applications from women. Applicants should submit their c.v., bibliography, the names of three references (with email address), and a brief description of their future research plans to:

Prof. Dr. Wolfgang Prinz
Max-Planck-Institut für Psychologische Forschung
Amalienstr. 33, D-80799 München
E-Mail: Prinz@mpipf-muenchen.mpg.de
Website: <http://www.mpipf-muenchen.mpg.de>

Deadline for application: April 14, 2000.

GM2

science (attention, working memory, and/or motor control) desirable. Send vita, three letters of recommendation, a statement of research interests, and recent publications to Stephen M. Rao, Ph.D., Department of Neurology, Medical College of Wisconsin, 9200 W. Wisconsin Avenue, Milwaukee, WI 53226. Email srao@mcw.edu. *Medical College of Wisconsin is an Equal Opportunity/Affirmative Action Employer. WI1*

BELOIT COLLEGE invites applications for a one-year appointment at the assistant professor level in Developmental Psychology, beginning August 15, 2000. The successful candidate will teach 6 courses, including 3 sections of Introduction to Psychology, one section of Life-Span Developmental Psychology, one section of either Child Growth & Development or Psychology of Women, and one other course (ideally, Cross-Cultural Psychology or Social Psychology). Beloit College is a selective undergraduate liberal arts college with an enrollment of 1,100 students. The city of Beloit is located in southern Wisconsin, close to Madison, Milwaukee, and Chicago. Send a letter of application, vita, and three letters of reference to

Lawrence T. White, Psychology Search Committee, Beloit College, 700 College Street, Beloit, WI 53511. The committee will begin to review applications on April 17, 2000. Preliminary inquiries may be directed to Prof. White (608-363-2282 or whitel@beloit.edu). For more! information about Beloit College, see <http://www.beloit.edu> and <http://www.beloit.edu/~psychwww/>. *Beloit College is committed to cultural and ethnic diversity and urges all interested individuals to apply. An AA/EEO employer. WI2*

AUSTRALIA

UNIVERSITY OF NEW SOUTH WALES (3) PSYCHOLOGY POSITIONS

The University of New South Wales (UNSW) is one of the largest and most prestigious in Australia. It is located approximately 6 kms from the centre of Sydney, close to the coast and beaches. The UNSW School of Psychology has excellent research and teaching facilities and is recognised nationally and internationally its research outcomes. The School invites applications for three positions, one at the level of Associate Professor and two at the level of either Senior Lecturer or

THE UNIVERSITY OF HONG KONG

香港



大學

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 its vision of globalisation, together with excellence in scholarship and research.

Associate Professors/Assistant Professors in Clinical Psychology

Applications are invited for appointments as Associate Professor/Assistant Professor in Clinical Psychology in the Department of Psychology (Ref: RF-1999/2000-219), tenable from 1 September 2000. The appointments will initially be made on a three-year fixed-term basis, with a possibility of renewal.

The Department of Psychology was founded in 1968 and aims for excellence in teaching and research. 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 professional clinical psychologists. Opportunities for research funding are available in Hong Kong. Further information about the programme can be found at the Department's homepage: <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 language and are familiar with the local setting. The appointees will be core members 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 salaries [attracting 15% (taxable) terminal gratuity] are on the following scales, with starting salary depending on qualifications and experience: Associate Professor (in the grade of Senior Lecturer) HK\$861,180 - HK\$1,156,860 (9 points: approx. US\$111,092 - US\$149,234); Assistant Professor (in the grade of Lecturer) HK\$554,280 - HK\$925,980 (11 points: approx. US\$71,502 - US\$119,451). US dollar equivalents as at 9 February 2000. *An appointee with an annual salary at HK\$740,640 (approx. US \$95,542) 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 appointments carry 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 payment or the mortgage repayment up to the relevant maximum entitlement may be provided.

Further particulars and application forms can be obtained at <http://www.hku.hk/apptunit/>; or from the Appointments Unit (Senior), Registry, The University of Hong Kong, Hong Kong (Fax (852) 2540 6735 or 2559 2058; E-mail: apptunit@reg.hku.hk). Closes **28 April 2000**.

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

HK1

VICTORIA
UNIVERSITY OF
WELLINGTON
NEW ZEALAND

Senior
Lectureship/
Lectureship in
Perception

Faculty of Science

Applications are invited from suitably qualified people for this vacancy in the School of Psychology. The successful candidates will teach perception at the undergraduate and graduate level and supervise post-graduate research.

Candidates should have a PhD and show evidence of successful research and teaching in perception. Preference will be given to applicants whose particular interests lie in one or more of the following areas: visual psychophysics, visual attention and memory, object and face recognition, perceptual organisation, visual word recognition, and ergonomics. The appointment can be made at a variety of academic levels. New Zealand follows the British academic classification, where a Senior Lectureship is equivalent to an Associate Professor, and a Lecturer to an Assistant Professor.

Closing date for applications 8 May 2000 or when positions are filled.

For all enquiries and applications, please quote Ref SA205.

Position descriptions are available from the HR Assistant, Faculty of Science, Victoria University of Wellington, PO Box 600, Wellington, New Zealand (telephone 64-4-463 5233 ext 8071, fax 64-4-463 5122 or email: Science-appoint@vuw.ac.nz).

Victoria University of Wellington is an EEO employer and actively seeks to meet its obligations under the Treaty of Waitangi. A diverse workforce is highly desirable to meet these goals. We welcome applications from women and men from all cultures and backgrounds.

NZ1



U. S. Navy Research Psychologist Positions immediately available for experimental psychologists with research backgrounds in human factors and human performance, neuroscience, or industrial/organizational areas.

Candidates must have a doctorate and strong background in research methods. Successful candidates will be commissioned as a Lieutenant with an initial obligation of 3 years.

Competitive starting salary. Benefits include 30 days annual leave, free medical and dental care, a no-cost retirement plan and exchange and commissary privileges.

For further information call:
1-800-USA-NAVY-Operator 77
or visit:

<http://navymedicine.med.navy.mil/rpwwad.htm>;
or <http://navyjobs.com>.

NA2

Lecturer. These positions will contribute to one or more of five areas: cognitive psychology, developmental psychology, forensic psychology, organisational psychology, statistics/psychometrics. Appointment as Associate Professor will be in the area of either forensic or organisational psychology; appointment as either Senior Lecturer or Lecturer can be in any of the five areas listed above. Applicants who can contribute to more than one of the listed areas or who otherwise combine basic and applied research interests are particularly encouraged. Salary ranges: Associate Professor \$A73,235 - \$A80,681; Senior Lecturer \$A60,822 - \$A70,132; Lecturer is \$A49,652 - \$A58,962. Visit UNSW's website at <http://www.unsw.edu.au/> or the School's website at <http://www.psy.unsw.edu.au/> for further details about the positions and application procedure. Enquiries should be directed to the Head of School, Associate Professor Sally Andrews on telephone (61-2) 9385 3034, facsimile (61-2) 9385 1193 or email: S.Andrews@unsw.edu.au. Applications close 10 April 2000. AU1

CANADA

Postdoctoral Fellowships in Applied Neuropsychological Research The Rotman Research Institute of Baycrest Centre for Geriatric Care in Toronto is offering two 2-year postdoctoral fellowships in human frontal lobe function (starting fall 2000) and cognitive neurorehabilitation (available immediately). The research involves test development, treatment, and structural and functional neuroimaging. These are ideal positions for an aspiring cognitive neuroscientist/neuropsychologist seeking a combined clinical/research postdoctoral experience. The Rotman Research Institute of Baycrest Centre is a world-class cognitive neuroscience centre fully affiliated with the University of Toronto. Bursaries are in line with the fellowship scales of the Medical Research Council of Canada, and include an allowance for travel and research expenses. Applicants should have a Ph.D., M.D. or equivalent degree. Applications from qualified individuals, members of visible minorities, aboriginal peoples, and persons with disabilities are encouraged. In accordance with Canadian immigration requirements, this advertisement is

directed firstly to Canadian citizens and permanent residents. Applications will be accepted until the positions are filled. Applicants should submit a C.V. and relevant reprints, together with a covering letter describing current research interests and future research goals, and also arrange to have three letters of reference sent independently to: Brian Levine, Ph.D. Rotman Research Institute Baycrest Centre for Geriatric Care, 3560 Bathurst Street, Toronto, Ontario, Canada M6A 2E1, Phone: (416) 785-2500 x.3593, Fax: (416) 785-2862E-mail: levine@psych.utoronto.ca CN1

GERMANY

POSTDOCTORAL FELLOWSHIPS IN DEVELOPMENTAL PSYCHOLOGY OR COGNITIVE PSYCHOLOGY, MAX PLANCK INSTITUTE FOR HUMAN DEVELOPMENT, BERLIN, GERMANY: At the Institute's Center for Lifespan Psychology (Director: Paul B. Baltes) two 2-year postdoctoral positions will be available in the following areas, beginning any time in 2000. (1) Cognitive psychology: Information processing/attention, (2) Psychology of aging, (3) Psychology of self and motivation (action-theoretical), (4) Sensorimotor and cognitive functioning. Postdocs are expected to join research project(s) whose focus is on successful (adaptive) development or the Berlin Aging Study. Well-equipped laboratories are available. The tax-free stipends range from DM 41,000 - 50,000 (approx. \$ 21,000 - \$27,000) per year plus travel support. Knowledge of German is desirable but not required. Send a letter outlining research interests and possible match with ongoing research projects, curriculum vitae, two recommendation letters and relevant preprints to: Paul B. Baltes, Max Planck Institute for Human Development, Lentzeallee 94, 14195 Berlin, Germany. Information about the Institute is available on web site: www.mpib-berlin.mpg.de/home-e.htm. GM1

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- ♦ two Members-at-large of the Board of Directors

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