APS OBSERVER

Published by the American Psychological Society

Vol. 9, No. 1 January 1996

INSIDE

Panel, Panel, on the Mall, Who's the Fairest of Them All?

National Academy of Sciences (located on Washington, DC's, Mall) rates graduate departments of psychology

Weighing in at 2.3 kilograms, *Research-Doctorate Programs in the United States: Continuity and Change* is the latest (and fairest?) report on institutional quality in graduate education. Produced by the National Research Council (NRC) (see page 9), this 750-page mammoth study is the most extensive of a series of recent publications (e.g., *US News and World Report*).

"One can criticize these [NRC] rankings, but I think they're a good measure of the quality of doctoral training programs in the United States, commented APS Fellow and NRC panel participant Richard Atkinson. "At the graduate level there's just nothing comparable to this," he said in response to reference to the rankings published annually in *US News and World Report*. Referring to the latter rankings as "pretty darned annoying," the University of California director believes "the journalism rankings do not begin to approach the thoroughness of the NRC rankings."

Programs Studied

Released in September, the hard-bound NRC study presents a comprehensive and detailed report on PhD programs in the arts and humanities, biological sciences, physical sciences and mathematics, engineering, and social and behavioral sciences. To warrant inclusion in the report, a field of study must have been robust enough to have about 50 programs active in the United States, and to have produced about 500

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Rankings, Schmankings . . .

Doctoral program quality is focus of several recent publications

How do you fairly evaluate an educational program? Check out several feature articles in this *Observer* to learn about various approaches and the latest attempts to rank graduate psychology departments.

In this issue we provide ratings of academic quality from a few of the many available sources: the National Academy of Sciences's latest National Research Council (NRC) report, the annual rankings by *US News and World Report*, and updated citation analyses by the Institute for Scientific Information. And check out reactions (in Letters to the Editor) to the *Observer*'s September 1995 institutional ratings derived from citation analysis.

In the article above are evaluative data from the decennial effectiveness rankings of the NRC, and from the yearly *US News and World Report* survey (page 5). See also the accompanying article that examines institutional effectiveness on the basis of faculty publication rates and influence (page 14).

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The **APS Observer** (ISSN: 1050-4672) is the monthly publication of the American Psychological Society (Federal ID Number: 73-1345573). On alternative months, beginning with February, the **Observer** consists of the **APS Employment Bulletin**. The May and June issues and the July and August issues are combined. Editorial and advertising offices are at APS, 1010 Vermont Ave., NW, Ste. 1100, Washington, DC 20005-4907; Tel: 202-783-2077, Fax: 202-783-2083, Internet: LHerring@info.cren.net.

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All APS members receive the **Observer**. Domestic non-member subscription rates are $35 (individual), $50 (institution) and foreign rates are $50 (individual) and $65 (institution) per year. Send subscription requests to the address above. Third-class postage is paid at Washington, DC. **Postmaster**: Send address changes to American Psychological Society, 1010 Vermont Ave., NW, Ste. 1100, Washington, DC 20005-4907.

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News From the Board

Richard F. Thompson
President
American Psychological Society

I report here on the highlights of the recent APS Board of Directors meeting held in Portland, Oregon, on December 1-3.

Twice a year the Board meets, and each year at about this time we hold a retreat with the goal of discussing the larger issues surrounding APS, including long-term goals and mission. Our second meeting of the year is held at the APS Convention and is typically much more concerned with administrative and more routine matters. At either meeting, action items are decided by the vote-eligible members of the Board: the Past-President (Marilynn Brewer), President (Richard Thompson), and President-Elect (Sandra Scarr), plus six elected members at large (currently, Robert Bjork, Lorraine Eyde, Lee Sechrest, Kay Deaux, J. Bruce Overmier, and Richard Weinberg).

Also attending the Portland retreat were APS Treasurer Paul Thayer, APS Secretary Elizabeth Capaldi, Human Capital Initiative Committee Chair Milt Hakel, APS Publications Chair Committee Mark Appelbaum, and APS staff Alan Kraut and Susan Persons. And, while my summary below of this latest Board retreat is by no means exhaustive, it discusses elements deemed of universal interest to the APS audience (i.e., academic, applied, and research psychologists).

Perhaps the most important issue ever discussed is whether APS is meeting the needs and wishes of its members. Is APS what it was originally formed to become? All members of APS agree that the overriding goal of APS is to support the science of psychology in all its guises. To this end we have a very active and effective presence in Washington, DC, both on the Hill and in the federal research-supporting agencies. Should we take advocacy positions on issues that are of particular concern to one or another constituency within APS?

A current example is the matter of legalizing drug prescription privileges for psychologists. Our view is that APS should not take a position as an organization on such issues. Each of us can, of course, speak as individuals but without the imprimatur of APS. But what we must do, and do much better than we have in the past, is to use our science to spell out the consequences of particular positions on such issues.

Psychology's Applications

More generally, we feel that psychology can do much, much more in the arena of applications of psychological knowledge to problems, issues and practices in our society. A critically important example is education, at all levels from infancy through formal schooling to the increasingly aged in our society.

Cognitive psychology, developmental psychology, educational psychology, and related disciplines have developed a substantial body of knowledge regarding education (see, for example, the National Research Council's series of reports on enhancing human performance: *In the Mind's Eye* [1991], and *Learning, Remembering, and Believing* [1994] and accompanying stories in the *Observer* [November 1991 and September 1994]). But, as a scientific community, we have not done a very good job of applying this knowledge.

APS Roots

A constituency that played a key role in establishing APS were those psychologists concerned with the applications of psychology (e.g., industrial-organizational psychologists, scientist-practitioners, and others). Have we met the needs of this group? While it is true that APS's ground-breaking Human Capital Initiative (HCI)

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APS's Susan Persons to Chair Child Research Coalition

WASHINGTON, DC—APS Director of Government Relations Susan Persons has been elected chair of a Washington, DC-based alliance of nearly 100 organizations who advocate on behalf of the National Institute of Child Health and Human Development (NICHD), a federal research agency that funds a significant amount of psychology research. Persons has been a member of the coalition for three years, during which time she has worked to highlight behavioral and social science in her advocacy on behalf of the Institute.

The Friends of NICHD, as the ten-year-old coalition is known, is a diverse group of scientists, health professionals, and other loyal constituents of the Institute who advocate in Congress for an increased budget for NICHD. Among other things, the group provides information to Congress about new and exciting scientific discoveries supported by the Institute. Besides visiting members of Congress and their staffs, the coalition often testifies before the House and Senate Appropriations Committees, which determine the annual budget for NICHD.

Enthusiastic Response

NICHD Director Duane Alexander responded with enthusiasm upon hearing the election results. "We have long appreciated the support for the Institute that APS, Alan [Kraut] and Susan have given over the years on the Hill. We value their dedicated efforts, especially during this period of fiscal restraint." Alexander is referring to the current budget picture for NICHD and its parent agency, the National Institutes of Health (NIH), which, like the rest of the federal government, are threatened with level or reduced budgets.

Persons has substantial experience leading coalitions, and since 1993 has chaired the Coalition for the Advancement of Health through Behavioral and Social Science Research, which supports the Office of Behavioral and Social Sciences Research at NIH. She also established and has helped lead an ad hoc coalition created to oppose the Family Privacy and Protection Act of 1995. Introduced in Congress earlier this year, this legislation has the potential to curtail a number of important social science research activities involving children. (See the July/August 1995 *Observer* for details.)

NICHD supports research on the prevention and treatment of many of the most insidious health problems facing the nation, including infant mortality and low birth weight, unintended pregnancy, birth defects, mental retardation and other developmental disabilities, and pediatric AIDS. Unlike most other national institutes, NICHD is not disease specific, but, instead, focuses on the entire spectrum of human growth and development. Its five main components are the Center for Research for Mothers and Children; the Center for Population Research; the National Center for Medical Rehabilitation Research; the Intramural Program; and the Division of Epidemiology, Statistics and Prevention Research.

APS Director of Government Relations Susan Persons has been with APS since April 1995.

We all believe very strongly in the mission of NICHD, and it will be a pleasure to continue to advocate on behalf of this important institute. Our efforts are needed more than ever, and I want to make sure Congress is fully aware of the essential nature of the research that NICHD supports, including research by psychologists.

SUSAN PERSONS
APS

Large Source of Funding

NICHD is one of the largest sources of behavioral and social science funding at NIH. Recently, the Institute launched two "Requests for Applications" (RFAs), the seeds for which were planted through a joint effort in Congress by APS and the Society for Research in Child Development. These initiatives were also supported by the Friends coalition. The first RFA was on normative behavioral research on ethnic minorities, and the other was on middle childhood. Together, these have resulted in a substantial amount of new funding for behavioral research at the Institute.

"I am honored to have been selected by my colleagues to lead this dedicated and effective coalition," said Persons. "We all believe very strongly in the mission of NICHD, and it will be a pleasure to continue to advocate on behalf of this important institute. Our efforts are needed more than ever, and I want to make sure Congress is fully aware of the essential nature of the research that NICHD supports, including research by psychologists."

APS Executive Director Alan Kraut said that Persons' election as chair of the coalition also raises the visibility of psychology and APS in Washington. "This is a large, well-established coalition that is highly-regarded on Capitol Hill," he said. "We are delighted that Susan has been chosen to lead this group."

Duane Alexander is Director of NICHD.

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RANKINGS FROM PAGE 1

PhDs in the years 1986-1992.

Included in the evaluation are 3,634 graduate programs, representing about 78,000 faculty members in 41 fields at 274 universities. These 41 fields produce a total of about 23,000 PhDs per year in the United States; the 3,634 programs included in the NRC survey confer 90% of those degrees.

APS Fellow Gardner Lindzey co-chaired the 1982 study and served on the current study's panel.

While fields like theater arts are not big enough to qualify for inclusion, and classics barely squeaks in, psychology is the largest single field represented, with over 3,000 PhDs produced annually. The next largest field, chemistry, graduates about 2,000 per year. The 185 psychology programs covered by the study graduate 91% of the PhDs in the field—the other 9% come from 43 programs that were not included. These latter programs were excluded either by their own choice or because they were too small to qualify or because they submitted information after NRC deadlines for inclusion. Some 1,916 programs appear in both the 1982 and the present study, allowing comparison of changes across the decade.

Ordered by Rank

Like its 1982 predecessor, the 1995 NRC study includes reputation scores generated by a faculty survey, along with extensive objective data on publication rates, and student characteristics. However, unlike the earlier study, which downplayed the results of the surveys of academic reputation, listing the schools in alphabetical order, the 1995 report organizes many of its tables (see table beginning on page 6) in descending order of the reputation of the faculty for scholarship and research. The table reproduced here was adapted from Appendix M-6, Selected Characteristics of Research-Doctorate Programs in Psychology. The Rank number and the last column, Standard Score of Overall Rating, were added in the *Observer* version. Another table summarizing psychology departments is Table P-37, Relative Rankings for Research-Doctorate Programs in Psychology (pp. 608-613). Too extensive to reproduce here, this table is also ordered by departmental overall rank, and provides information on departmental visibility, percent of raters who considered the department distinguished or not, trimmed averages of quality and effectiveness rankings, and comparative rankings from the 1982 survey.

APS Fellow Richard Atkinson participated on the NRC panel.

APS William James Fellow Gardner Lindzey, who co-chaired the earlier study and also participated in the new one, told the *Observer* that in 1982 the graduate deans were opposed to rankings and that "one of the conditions for getting their participation was that we agreed to present the findings in such a way as to make it very difficult to make comparisons across institutions."

"The data are much more accessible in [the current] report," he explained. It is appropriate that the data be presented with 'faculty quality' as the most visible variable, he said, because the "peer rating of quality is probably the most interesting variable," for the intended audience.

Panel Co-chair Brendan Maher said there has been an influx clinicians in the field.

Audience

Who is the audience? Individuals making choices about graduate programs, including undergraduates preparing to go to graduate school, graduate students thinking about changing schools, faculty thinking about moving to another school, federal and private funding agencies, and internal administration officials who must deal with the allocation of limited funds. (Some data from the report are available online at the NAS Internet home page at http://www.nas.edu.)

The Survey

For each program to be evaluated, surveys were sent to a randomized sample of 200 academic raters. None were asked to rate the institution at which they worked.

The raters were stratified by academic rank, and three waves of follow-up surveys were sent, to bring the response rate to at least 50% for every program evaluated. Importantly, all raters were provided with lists of the current faculty in the programs, so they knew exactly which researchers and teachers they were being asked to evaluate.

Programs were rated on a scale of 0 (not sufficient for doctoral education) to 5 (distinguished), for two measures: faculty quality (93Q) and effectiveness in training students (93E). The "93" in these codes refers to the year of this NRC study.

Error Range

The average of the 93Q and 93E scores, as well as numerous other data, are reported (Table M-6). One caveat relates to the confidence interval in both Table M-6 and Appendix Q (not shown here) for the faculty quality scores. These intervals range from about plus or minus 0.1 to plus or minus 0.6, and serve to remind the reader that most small "differences" in rank are non-significant.

Patricia Gurin of the Univ. of Michigan noted that ratings may miss the more unique departments.

Throughout the report, both measures (93Q and 93E) are explicitly focused on the advancement of the field through research and scholarship, rather than on practical applications. While this focus is non-controversial in fields like classics and art history, it creates a problem for psychology, in which there are many programs, particularly professional schools of psychology, which aim to produce practicing clinical psychologists, as opposed to research-oriented clinical psychologists. Most such programs de-emphasize research.

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Table adapted from... **US News and World Report**, *March 20, 1995.*

PhD Program Rankings

Schools with the highest scores in a survey of heads of graduate studies and department chairs

Below are reputation scores and ranks of the top 27 PhD programs in Psychology, including top-ranked schools in each of six subspecialties. From *US News and World Report*, "America's Best Graduate Schools" rank/school average reputation score.

Rank	*School*	*Average reputation score*
1	Stanford Univ.	4.8
2	Univ. of California-Berkeley	4.6
2	Univ. of Michigan-Ann Arbor	4.6
4	Univ. of Illinois-Urbana-Champaign	4.5
4	Yale Univ.	4.5
6	Harvard Univ.	4.4
6	Univ. of California-Los Angeles	4.4
6	Univ. of Minnesota-Twin Cities	4.4
9	Carnegie Mellon Univ.	4.2
9	Princeton Univ.	4.2
9	Univ. of Pennsylvania	4.2
9	Univ. of Wisconsin-Madison	4.2
13	Indiana Univ.-Bloomington	4.1
13	Univ. of California-San Diego	4.1
13	Univ. of North Carolina-Chapel Hill	4.1
16	Johns Hopkins Univ.	4.0
16	Univ. of Colorado-Boulder	4.0
16	Univ. of Texas-Austin	4.0
19	Cornell Univ.	3.9
19	Duke Univ.	3.9
19	Northwestern Univ.	3.9
19	Univ. of Chicago	3.9
19	Univ. of Washington	3.9
24	Columbia Univ.	3.8
24	Ohio State Univ.	3.8
24	Univ. of California-Irvine	3.8
24	Univ. of Virginia	3.8

Top Specialty Programs

Clinical Psychology
1. Univ. of Minnesota-Twin Cities
2. Univ. of Illinois-Urbana-Champaign
3. Univ. of Michigan-Ann Arbor
4. Univ. of California-Los Angeles
5. Univ. of Washington

Counseling Psychology
1. Univ. of Maryland-College Park
2. Ohio State Univ.
3. Univ. of Minnesota-Twin Cities
4. Univ. of Missouri-Columbia
5. Univ. of Iowa

Developmental
1. Univ. of Minnesota-Twin Cities
2. Univ. of Virginia
2. Stanford Univ.
4. Univ. of Michigan-Ann Arbor
5. Univ. of Illinois-Urbana-Champaign
5. Univ. of California-Berkeley

Experimental Psychology
1. Stanford Univ.
2. Univ. of Michigan-Ann Arbor
3. Univ. of California-Berkeley
4. Univ. of Illinois-Urbana-Champaign
5. Carnegie Mellon Univ.

Industrial/Organizational
1. Univ. of Minnesota-Twin Cities
2. Univ. of Maryland-College Park
3. Michigan State Univ.
4. Ohio State Univ.
5. Bowling Green State Univ.
5. Univ. of Illinois-Urbana-Champaign

School Psychology
1. Univ. of Wisconsin-Madison
2. Univ. of Texas-Austin
3. Univ. of South Carolina-Columbia
3. Univ. of Nebraska-Lincoln
3. Columbia Univ.
3. Univ. of Minnesota-Twin Cities

(The response rate for psychology was 34%, the lowest response rate for the six PhD fields surveyed. Political Science had the highest response rate, at 54%.)

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On Size, Science, and Rank

In most fields, the number of graduates per program decreases steadily as one descends the rankings. In psychology, however, the lowest quartile of schools has more students than the second or third quartiles, reflecting the large number of students and programs aimed at clinical work.

APS Fellow Brendan Maher, co-chair of the NRC panel pointed out that these programs are rated low clearly "because they are not focused on research." Trained in the Boulder model, with a very strong tradition of basing therapy on a scientific foundation, Maher says "there has been an influx of people to the field who do not want to be scientists, but want to be clinicians. The original high standards promulgated by the Boulder model of training have since become eroded." He says that the schools training clinicians ought to grant PsyD degrees instead, because by giving the "PhD" they are maintaining a claim to certain standards, and will be rated poorly by those in programs that award a research/science-oriented PhD.

Relative Position

Where do the social and behavioral sciences sit with regard to other disciplines in terms of "Scholarly Quality of Program Faculty"? According to ratings on the study's 5-point scale ("Distinguished" to "Not Sufficient for Doctoral Study"), 56%

CONTINUED ON NEXT PAGE

Table adapted from . . .

Appendix Table M-6: Selected Characteristics of Research-Doctorate Programs in Psychology

Source: National Research Council. (1995). *Research-Doctorate Programs in the United States: Continuity and Change*, pp. 371-377.

Rank	Institution	1993 Ratings[1] 93Q Scholarly Quality of Program Faculty	93E Effectiveness in Training Graduate Students	93C Perceived Change in Quality for Past 5 years (Range= -1 to +1, trimmed)	Faculty Tot Fac[2] Total Faculty in Fall 1992	% Full[2] % Faculty Holding Full Professor Rank	% Supp[4] % of Faculty Reveiving Research Support	% Pub[5] % of Faculty Who Published During 1988-1992	Pub/ Fac[5] Avg. # of Publications per Faculty Member	Gini Pub[5] Concentration Ratio of Publications (100=all pubs from 1 faculty)
1	Stanford University	4.82	4.64	0.00	26	73	69	96	6.2	6.1
2	University of Michigan	4.63	4.40	0.06	79	66	39	77	4.9	2.6
3	Yale University	4.62	4.31	0.02	43	56	44	86	9.0	5.2
4	Univ of California-Los Angeles	4.61	4.05	0.24	85	73	42	84	5.7	2.9
5	U of Illinois-Urbana-Champaign	4.58	4.36	0.14	73	58	40	84	5.5	2.4
6	Harvard University	4.48	4.09	-0.18	25	60	48	92	8.0	8.1
7	University of Minnesota	4.46	4.33	0.02	55	67	36	91	6.5	3.1
8	University of Pennsylvania	4.35	4.18	-0.02	30	80	43	80	5.6	7.3
9	Univ of California-Berkeley	4.33	4.03	-0.07	39	82	56	92	5.2	5.3
10	Univ of California-San Diego	4.32	4.12	0.13	46	72	46	91	9.8	5.3
11	Carnegie Mellon University	4.29	4.13	0.13	19	63	74	100	7.3	7.7
12	University of Washington	4.24	3.89	0.31	43	60	56	86	6.6	4.4
13	Princeton University	4.22	4.10	0.11	21	67	62	86	7.5	8.4
14	Cornell University	4.15	4.04	0.15	40	67	48	83	4.3	4.9
15	Univ of Wisconsin-Madison	4.09	3.99	0.10	35	54	51	89	7.2	4.3
16	Columbia University	4.04	3.60	0.07	25	64	68	88	5.9	6.8
17	University of Texas at Austin	4.04	3.96	0.14	50	58	36	76	4.5	5.2
18	University of Chicago	3.98	3.75	0.03	44	77	48	77	4.5	4.8
19	Indiana University	3.97	4.08	0.26	43	58	58	84	5.6	4.3
20	University of Virginia	3.97	3.78	0.29	33	42	45	88	6.8	5.6
21	Ohio State University	3.95	3.70	0.59	67	45	19	81	4.8	3.7
22	University of Oregon	3.94	3.83	0.05	29	62	41	76	4.3	6.0
23	University of Colorado	3.94	3.67	0.05	48	58	46	88	8.0	4.9
24	Northwestern University	3.91	3.64	0.08	37	68	35	76	4.3	5.9
25	U of North Carolina-Chapel Hill	3.90	3.90	0.03	66	45	26	79	4.7	3.5
26	University of California-Irvine	3.85	3.68	0.49	34	65	26	74	2.6	6.9
27	U of Massachusetts at Amherst	3.78	3.59	0.05	47	83	43	85	5.2	4.4
28	Rutgers St. Univ-N Brunswick	3.76	3.70	0.37	67	57	40	82	5.4	3.1
29	Univ of Southern California	3.74	3.71	0.33	31	55	48	90	7.5	6.5
30	Purdue University	3.74	3.70	-0.06	51	41	33	75	3.9	4.2
31	University of Rochester	3.73	3.73	0.13	28	79	68	89	6.4	5.5
32	Pennsylvania State University	3.72	3.53	0.30	90	59	22	73	4.6	3.9
33	Duke University	3.69	3.49	0.09	40	60	45	90	7.5	5.6
34	Johns Hopkins University	3.68	3.79	-0.50	11	45	82	100	7.6	19.1
35	New York University	3.68	3.45	0.09	50	48	34	78	4.3	3.8

FROM PREVIOUS PAGE

of these programs were rated as "Distinguished," "Strong," or "Good." On the other hand, about 62% of the total 3,634 programs in the study were rated as such. Programs in arts and humanities had the highest rating (68%) in this category. The other disciplines achieved ratings as follows: biological science (65%), engineering (63%), and physical sciences and mathematics (59%).

With regard to program "effectiveness in educating research scholars/scientists," about two-thirds of all programs were considered to be extremely or reasonably effective on this 5-point scale, and fewer than 10% were considered to be not effective, according to the report. Only the top 54 psychology programs (29% of the 185 programs) had ratings above 3.00 on this scale.

Bias?

It may seem somewhat perverse that reported reactions to the report (see September 22, 1995, *Science*) include the complaint that the ratings are biased against practical applications.

But psychologist and APS Fellow Gardner Lindzey makes a relevant distinction, "Actually, it's not biased against applications. It's biased against applications not seated within a research context." An NRC study panelist, Lindzey demonstrated the point with the research-oriented program at the

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Avg. Literature Citations per Faculty	Concentration Ratio of Literature Citations Among Faculty (100 = all citations to 1 faculty)	Total Full and Part-time Students in Fall 1992	% of Students Who Are Female	# of Completed PhDs (1987/88-91/92)	% Females	% Minorities	US Citizens, Permanent Residents	% of PhD Candidates Who Depended on Research Assistantships	% of PhD Candidates Who Depended on Teaching Assistantships	Mean # of Years Till PhD Is Received	Standard Score Of Rating
		Students[2]			Doctorate Recipients[3]						
Cite/ Fac[5]	Gini Cite[5]	Tot Stu	% Fem	Rpt PhDs	% Fem	% Min	% US	% RA	% TA	MYD	Standard Score Based on 93Q
39.2	10.8	68	46	57	56	14	87	21	2	7.2	72
30.0	8.1	237	65	149	55	14	97	17	23	7.8	70
49.6	6.2	91	62	68	60	10	94	7	7	7.7	70
24.1	5.3	188	64	143	61	14	94	14	27	7.9	70
25.4	5.0	229	52	104	43	6	85	30	31	8.3	70
34.8	14.2	68	60	46	56	4	89	7	24	6.5	69
34.1	6.5	132	63	130	60	3	94	17	13	9.7	68
21.5	12.2	46	59	36	73	1	94	2	15	8.3	67
20.3	6.9	130	61	73	60	9	96	21	22	8.6	67
60.6	11.4	57	46	31	50	2	89	13	42	6.9	67
39.1	10.4	35	40	17	37	0	79	23	0	5.6	67
28.8	5.9	153	61	91	60	8	99	32	17	9.2	66
37.4	15.2	46	59	40	48	15	85	17	49	5.4	66
18.0	8.4	33	45	27	63	7	86	25	34	7.6	65
28.6	6.3	77	49	43	53	8	94	21	19	9.7	65
29.2	10.6	32	56	28	66	8	95	3	5	10.3	64
16.8	5.8	119	50	69	51	9	96	9	15	8.8	64
22.0	8.9	131	67	76	58	3	94	13	0	9.9	63
21.4	6.2	97	62	42	54	6	92	24	39	7.1	63
26.1	10.2	106	25	62	62	9	97	11	12	8.7	63
14.8	5.0	231	65	194	58	11	96	11	47	8.1	63
20.8	10.0	53	55	44	51	5	91	11	25	9.7	63
31.0	6.5	127	65	81	50	10	98	12	13	7.9	63
21.2	13.3	32	53	36	63	9	97	4	11	10.3	63
18.6	7.1	150	64	97	57	13	95	13	20	8.3	63
7.6	8.4	32	34	28	49	4	92	8	41	9.8	62
18.3	8.2	105	39	36	63	13	90	17	22	7.7	61
16.5	5.1	135	57	67	59	3	95	14	41	7.4	61
29.0	11.2	100	71	66	64	6	97	8	19	8.1	61
10.7	8.1	131	59	54	59	5	90	15	37	8.0	61
31.6	8.4	84	49	53	54	4	97	16	21	7.6	61
13.7	7.9	259	76	195	59	11	94	20	24	8.7	61
39.2	10.6	69	68	36	66	16	98	19	7	7.5	60
42.9	32.0	21	38	19	52	3	97	13	17	5.8	60
17.5	6.4	120	61	119	62	11	94	9	12	12.8	60

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University of Minnesota, "Minnesota has been one of the strongest in applied psychology for decades, and they're always in the top ten."

Nonetheless, even though the express purpose of the NRC work is to evaluate the pursuit and perpetuation of academic research and scholarship, the authors of the report would have evaluated employment histories for graduates of the various programs, including jobs in academe, government, business and industry, if not for a shortage of time and money. It is only natural to judge an education with reference to its ability to prepare one for a career other than research, even if the nominal focus is on research.

But, if future NRC reports include the provision for such evaluations, one can only speculate as to whether they will include assessment of the centrality of scientific and theoretical knowledge in the careers of those who chose non-research oriented employment.

[T]here has been an influx of people to the field who do not want to be scientists, but want to be clinicians. The original high standards promulgated by the Boulder model of training have since become eroded.

BRENDAN MAHER
APS FELLOW
NRC REPORT CO-CHAIR

Students Count

The faculty quality and program effectiveness rankings, although highly visible, are clearly not the whole story in the NRC report. Maher emphasizes the value to the potential graduate student of the multitude of other data included in the report. "If you're a female student, would you chose a school with 30% women, or 3% women?" While this comment applies more to graduate study in engineering than to psychology, APS Member Patricia Gurin, chair of psychology at the University of Michigan commented, "This department, from the 1960s, has had a special mission in the training of minorities." The report's tables are a rich source of data on gender and minority composition of departments as well as information on research- and teaching-assistantships and the average number of years required to obtain the PhD.

Not everyone will be happy with their ratings, and not only

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Rank	Institution	1993 Ratings[1] 93Q	93E	93C	Faculty Tot Fac[2]	% Full[2]	% Supp[4]	% Pub[5]	Pub/ Fac[5]	Gini Pub[5]
36	University of Iowa	3.64	3.63	-0.03	33	76	27	70	4.3	9.1
37	Brown University	3.62	3.57	-0.03	23	52	52	74	4.7	9.0
38	University of Florida	3.60	3.59	0.30	63	75	30	86	6.1	4.2
39	SUNY-Stony Brook	3.59	3.69	-0.05	33	58	39	76	3.7	6.1
40	Vanderbilt University	3.55	3.51	0.19	28	61	50	79	6.7	6.8
41	Uniformed Serv U of Hlth Sci	3.54	3.33	0.00	5	80	0	100	10.4	22.8
42	CUNY Grad Sch-Univ Center	3.48	3.23	-0.03	109	71	23	57	2.2	3.2
43	University of Arizona	3.47	3.29	0.55	38	53	29	84	4.2	4.8
44	Emory University	3.46	3.38	0.36	26	54	42	81	4.9	7.7
45	Peabody Col-Vanderbilt Univ	3.44	3.33	0.28	28	54	25	57	2.6	9.4
46	Michigan State University	3.43	3.45	0.50	48	63	27	63	2.8	4.9
	Mean Values, Top Quarter	3.96	3.80	0.13	43.13	62.26	42.63	82.46	5.66	6.08
47	University of California-Davis	3.42	3.42	0.39	28	71	25	89	5.6	6.0
48	University of Pittsburgh	3.38	3.33	-0.03	28	71	54	79	4.7	9.0
49	Arizona State University	3.35	3.49	0.60	37	70	30	86	6.6	5.2
50	Clark University	3.30	3.44	-0.04	19	63	32	89	2.2	8.2
51	Univ of Calif-Santa Barbara	3.28	3.37	-0.07	25	52	48	92	6.5	6.7
52	University of Connecticut	3.28	3.45	-0.11	40	70	23	78	4.4	7.5
53	Univ of MD-College Park	3.28	3.41	0.13	44	61	30	84	4.8	4.3
54	University of Utah	3.23	3.29	0.24	29	59	21	83	5.0	8.4
55	University of South Florida	3.22	2.91	0.21	24	79	17	83	4.8	7.7
56	University of Kansas	3.22	3.46	0.16	28	64	4	82	3.1	6.2
57	University of Miami	3.18	3.11	0.18	27	59	26	100	7.8	7.2
58	University of Delaware	3.18	3.21	0.20	26	58	35	88	4.3	8.9
59	Univ of California-Santa Cruz	3.16	3.04	-0.20	16	63	31	81	4.6	14.6
60	SUNY-Albany	3.16	3.26	0.33	31	48	39	77	7.0	12.5
61	SUNY-Buffalo	3.15	3.49	-0.06	32	44	44	75	3.7	11.6
62	University of Denver	3.14	3.18	-0.17	18	72	39	72	3.6	15.5
63	Temple University	3.12	3.28	0.23	40	60	18	63	2.8	7.1
64	Washington University	3.12	3.19	-0.13	19	58	26	89	7.7	10.4
65	University of Georgia	3.10	3.30	0.14	36	42	31	92	8.0	9.1
66	Rice University	3.08	3.16	0.45	12	67	33	75	3.4	16.3

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because the purely clinically oriented programs are low rated. As Gurin puts it, "Any national ratings will miss the departments that make a unique offering. They miss a lot of excellent things." She also points out that many top-rated programs are so because they get outstanding students, while good to excellent education is, and should be, available to other populations, too. In the report, the panel discusses briefly the fact that in evaluating the quality of graduates from a program, they had no way to separate what the students would have achieved anyway, from the "value added" by the programs.

Additional Details

Brief as it is, and without statistical rigor, the *US News and World Report* ratings do attempt to go beyond the overall reputation rankings in another way. Specifically, they add a short list of top schools within subspecialties. And, for what it is worth, the top 27 psychology schools for overall reputation are to be found within the top 35 of the NRC list, with few major discrepancies in the rankings. The degree of correspondence between the *US News* ranking and NRC ranking varies across fields. In sociology, for example, the agreement is better than that for psychology. For the psychology data set, it appears that none of the *US News* ratings fall outside the confidence intervals in the NRC study.

Some of the schools listed as tops in the *US News* subspecialties are found much further down in the NRC rankings, but because the NRC report does not include comparable data on subdivisions of psychology, there is nothing to check these data against. **Paul M. Rowe**

** What is the National Academy of Sciences? It's an independent quasi-governmental institution chartered by Congress in 1863 to provide scientific advice and guidance to Congress and the federal government. The National Research Council is the research arm of the National Academy of Sciences and comprises over 625 committees that research a wide range of science, engineering, medical, technology, and education topics and produce reports on their findings. Watch for the March 1996* Observer *for a feature article on the Academy and its distinguished psychologist members.*

Research-Doctorate Programs in the United States: Continuity and Change is available for $59.95 (plus $4 shipping) from the National Academy Press, 2101 Constitution Ave., NW, Washington, DC 20418, Tel.: 202-334-3313. Or, from outside the Washington area order toll free at 1-800-624-6242.

Paul M. Rowe is a freelance science writer based in Washington, DC.

Cite/ Fac[5]	Gini Cite[5]	Students[2] Tot Stu	% Fem	Rpt PhDs	Doctorate Recipients[3] % Fem	% Min	% US	% RA	% TA	MYD	Standard Score Based on 93Q
14.7	11.8	71	65	33	60	7	95	35	9	8.1	60
25.0	23.2	17	59	18	58	0	94	4	69	6.1	60
14.6	7.3	206	62	116	58	8	96	21	16	7.6	59
10.4	7.4	178	61	100	66	10	90	8	55	7.8	59
28.1	12.4	52	54	46	65	10	94	17	12	7.7	59
65.8	53.1	27	70	8	67	0	100	36	7	8.6	59
7.8	5.7	455	69	249	66	12	96	4	9	10.6	58
8.0	7.3	110	64	61	55	7	94	12	17	10.7	58
10.7	9.4	88	60	54	64	7	97	17	0	8.0	58
6.6	16.3	115	61	79	48	15	100	22	0	11.7	58
8.0	8.5	160	64	92	49	11	96	19	14	9.6	58
24.78	10.55	113.11	57.28	72.02	57.57	7.85	93.67	15.48	20.89	8.38	
10.8	12.5	34	47	22	69	13	96	0	36	9.4	57
29.1	14.8	105	70	49	63	10	98	22	13	10.0	57
19.1	7.0	112	65	52	50	13	99	13	9	9.1	57
4.6	22.4	57	79	31	59	3	95	15	33	9.1	56
23.8	9.2	46	43	35	50	16	91	19	28	7.4	56
15.9	12.8	152	66	80	51	4	95	10	26	8.1	56
16.9	6.5	126	69	80	67	12	96	11	19	10.2	56
19.6	17.6	78	60	42	51	6	97	5	8	9.5	55
12.6	11.8	142	57	82	51	8	97	8	12	7.6	55
8.7	15.5	136	67	59	52	4	95	8	9	9.3	55
26.7	8.6	105	73	80	59	11	98	18	11	8.0	55
17.3	12.8	70	64	41	56	8	98	10	13	7.6	55
10.4	22.3	60	45	27	63	17	95	0	52	9.2	55
24.2	15.4	121	64	62	59	3	99	48	10	7.3	55
13.5	19.6	118	59	82	59	3	94	24	11	8.8	55
12.7	16.7	68	74	37	66	13	99	13	15	9.7	54
10.5	11.8	77	90	81	53	5	97	7	11	10.8	54
50.7	19.8	67	63	39	70	7	99	3	5	7.3	54
16.4	10.4	184	65	107	56	7	95	23	20	7.5	54
15.9	30.8	43	63	27	61	0	92	9	0	7.0	54

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Which Psychology Papers, Places, And People Have Made a Mark?

An analysis of psychology research for the period 1990-1994

David A. Pendlebury
Analyst, Research Department
Institute for Scientific Information
Philadelphia, Pennsylvania

Assessing institutional and individual scientific research and educational productivity is a daunting task, one that recently consumed an issue of *US News and World Report* and 750 pages of tables and text compressed into a five-pound mammoth report by the National Research Council (NRC). (See story on page 1 on the NRC's *Research-Doctorate Programs in the United States: Continuity and Change*). One component of the NRC's massive survey of doctoral training programs was the publishing-related productivity and influence of faculty. But, the present article takes a closer more detailed look at such publication and bibliographic citation data to produce a separate set of institutional rankings, based on the 25 most-cited psychology publications during the period 1990 through 1994. Decide for yourself what data you want to rely on in your own assessment of departments of psychology, or use both sets of analyses to guide your evaluation or to confirm your instincts about individual departments!

The article below analyzes the field of psychology from 1990-1994, as it was represented by articles in scholarly psychology journals indexed by the Institute for Scientific Information (ISI) during that five-year period. Publication and citation measures are used to discriminate top performers in terms of papers, institutions, and individual researchers. These measures are but one of many that can be used to rate institutional and individual productivity. (See the September 1995 *Observer* for a less extensive ranking that was based only on the 100 top-cited papers rather than *all* psychology papers published each year during 1981-94.) — *Editor*

Several years ago, the *Observer* published a series of three brief articles titled "A Citationist Perspective on Psychology" by Eugene Garfield, founder and chairman emeritus of ISI. In that series, Garfield highlighted the most-cited papers, institutions, and authors represented in psychology journals published from 1986-1990 (see November 1992 *Observer*). The present article updates Garfield's study and covers psychology papers indexed by ISI from 1990-1994 and cited through the end of 1994.

What do we mean by "psychology"? In this case, as with the 1992 study, a paper was taken to be a psychology paper if it appeared in one of some 300 journals listed in the psychology subsection of *Current Contents/Social & Behavioral Sciences*. These titles represent research in all fields of psychology, including applied, clinical, developmental, educational, experimental, and social, among others.

A total of 57,561 psychology papers were surveyed. Only articles, reviews, notes, and proceedings papers were examined; editorials, letters to the editor, meeting abstracts, and other miscellanies were excluded, as was the case in the 1992 study.

Most-Cited Papers

Very few items in any population of articles are highly cited. They are, statistically speaking, rare events. Of the 57,561 papers examined in this study, only 15 were cited 100 times or more, only 114 were cited 50 times or more, and only 740 were cited 25 times or more. (Naturally, papers published early in the five-year period 1990-1994 had more time to accrue citations than those published near the end of the period.) In all, the 57,561 papers were cited a total of 159,193 times, for a per paper citation rate of 2.76. This compares with the 1986-1990 citations-per-paper rate for psychology papers of 1.89.

Listed in Table 1 are the 25 psychology papers, published from 1990-1994, that received 90 or more citations by the end of 1994. They are listed in descending order by number of citations. *Observer* readers likely will reach their own conclusions about the substance and content of these papers. But here, for each of these 25 highly cited reports, we provide the number of citations, bibliographic reference, and institutional affiliation of the author(s).

A total of 12 journals and 30 institutions are represented in these 25 papers. Only two author names (C.C. DiClemente and J.O. Prochaska) appear on more than one paper in the group.

Institutional Rank by Impact

By summarizing the publication and citation data for the entire corpus of psychology papers surveyed (57,561 papers

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Most-Cited Papers in Psychology

(At least 90 citations during 1990-1994)

Table 1

Cites	Bibliographic Reference
234	Squire LR, Memory and the hippocampus: A synthesis from findings with rats, monkeys, and humans. *Psychol. Rev.*, 99:195, 1992. Vet. Affairs Med. Ctr., San Diego, CA; UCSD, La Jolla, CA
231	Digman JM, Personality structure: Emergence of the five-factor model. *Ann. Rev. Psychol.* 41:417, 1990. Univ. Hawaii Manoa, Honolulu, HI
217	Bentler PM, Comparative fit indexes in structural models. *Psychol. Bull.*, 107:238, 1990. UCLA, Los Angeles, CA
185	Naatanen R, The role of attention in auditory information processing as revealed by event related potentials and other brain measures of cognitive function. *Behav. Brain Sci.*, 13:201, 1990. Univ. Helsinki, Helsinki, Finland
179	Roediger HL, Implicit memory: Retention without remembering. *Amer. Psychol.*, 45:1043, 1990. Rice Univ., Houston, TX
156	Markus HR, Kitayama S, Culture and the self: Implications for cognition, emotion, and motivation. *Psychol. Rev.*, 98:224, 1991. Univ. Michigan, Ann Arbor, MI; Univ. Oregon, Eugene, OR
155	Downey G, Coyne JC, Children of depressed parents: An integrative review. *Psychol. Bull.*, 108:50, 1990. Univ. Denver, Denver, CO; Univ. Michigan, Ann Arbor, MI
141	Cohen J, Things I have learned 'so far.' *Amer. Psychol.*, 45:1304, 1990. New York Univ., New York, NY
119	Gray JA, Feldon J, Rawlins JNP, Smith AD, Hemsley DR, The neuropsychology of schizophrenia. *Behav. Brain Sci.*, 14:1, 1991. Inst. Psychiatry, London, England; Tel Aviv Univ., Israel; Univ. Oxford, England
107	Jacoby LL, A process dissociation framework: Separating automatic from intentional uses of memory. *J. Mem. Lang.*, 30:513, 1991. McMaster Univ., Hamilton, Ontario, Canada
107	Elman JL, Finding structure in time. *Cogn. Sci.*, 14:179, 1990. UCSD, La Jolla, CA
105	Macleod CM, Half a century of research on the Stroop effect: An integrative review. *Psychol. Bull.*, 109:163, 1991. Univ. Toronto, Scarborough, Ontario, Canada
105	Goldberg LR, An alternative description of personality: The big five factor structure. *J. Pers. Soc.*, 59:1216, 1990. Oregon Res. Inst. and Univ. Oregon, Eugene, OR
105	McLoyd VC, The impact of economic hardship on black families and children: Psychological distress, parenting, and socioemotional development. *Child Develop.*, 61:311, 1990. Univ. Michigan, Ann Arbor, MI
102	Loftus EF, The reality of repressed memories. *Amer. Psychol.*, 48:518, 1993. Univ. Washington, Seattle, WA
98	Treisman A, Sato S, Conjunction search revisited. *J. Exp. Psychol.-Human Percept. & Perform.*, 16:459, 1990. Univ. Calif. Berkeley, Berkeley, CA
98	MacCoby EE, Gender and relationships: a developmental account. *Amer. Psychol.*, 45:513, 1990. Stanford Univ., Stanford, CA
98	Carver CS, Scheier MF, Origins and functions of positive and negative affect: A control process view. *Psychol. Rev.*, 97:19, 1990. Univ. Miami, Coral Gables, FL; Carnegie Mellon Univ., Pittsburgh, PA
97	Shedler J, Block J, Adolescent drug use and psychological health: A longitudinal inquiry. *Amer. Psychol.*, 45:612, 1990. Univ. Calif. Berkeley, Berkeley, CA
94	McDonald RP, Marsh HW, Choosing a multivariate model: Noncentrality and goodness of fit. *Psychol. Bull.*, 107:247, 1990. Macquarie Univ., Sydney; Univ. Sydney, Australia
92	DiClemente CC, Fairhurst SK, Velasquez MM, Prochaska JO, Velicer WF, Rossi JS, The process of smoking cessation: An analysis of precontemplation, contemplation, and preparation stages of change. *J. Consult. & Clin. Psych.*, 59:295, 1991. Univ. Houston, Houston, TX; Univ. Rhode Island, Kingston, RI
92	Catania JA, Gibson DR, Chitwood DD, Coates TJ, Methodological problems in AIDS behavior research: Influences on measurement error and participation bias in studies of sexual behavior. Psychol. Bull., 108:339, 1990. Univ. Calif. San Francisco, CA; Univ. Miami, Miami, FL
90	Prochaska JO, DiClemente CC, Norcross JC, In search of how people change: Applications to addictive behaviors. *Amer. Psychol.*, 47:1102, 1992. Univ. Rhode Island, Kingston, RI; Univ. Houston, Houston, TX; Univ. Scranton, Scranton, PA
90	Kunda Z, The case for motivated reasoning. *Psychol. Bull.*, 108:480, 1990. Princeton Univ., Princeton, NJ
90	Schacter DL, Cooper LA, Delaney SM, Implicit memory for unfamiliar objects depends on access to structural descriptions. *J. Exper. Psychol.-General*, 19:5, 1990. Univ. Arizona, Tucson, AZ; Columbia Univ., New York, NY

SOURCE: Institute for Scientific Information, Science Indicators Database, 1990-1994. Copyright ISI 1995.

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during 1990-1994), the rankings of institutions shown in Table 2 were obtained. The table lists institutions by rank in terms of the number of psychology papers published by authors affiliated with the specified institution.

The ranking of institutions by output (number of papers) and the ranking by influence (number of citations) produce, for the most part, the same set of players, since the measure of total citations is roughly dependent on the quantity of publications being cited. That is, the more papers an institution turns out, the greater the chance its papers have of being cited. Still, a few names appear in the total-citations ranking that fail to appear in the output ranking, such as New York Univ., Carnegie Mellon Univ., Univ. of Oregon, Univ. of Arizona, and Univ. of Southern California.

These two types of rankings (output and citations) tend to produce lists of familiar institutions to scientists in a given field, since our perception of "top," "best," "leading" are often highly colored by sheer size, whether measured by number of faculty, number of graduate students, or amount of funding received for research. The ranking by impact (citations per paper), on the other hand, often produces surprising results. In Table 4, we see the names of institutions that would never appear at all, according to simpler performance measures based merely on size and quantity. To produce this *impact* ranking, an arbitrary publication output threshold of 100 papers was used. That is, only institutions having at least 100 papers published during the stated period were included.

Reliable Producers

Just as it is worth noting which institutions are influential performers independent of mere size (i.e., influence calculated on a per paper basis), it is also worth mentioning those that are both big and that produce high-impact research papers. The institutions that appear in all three tables are: Univ. of California-Berkeley; Univ. of California-San Diego; Stanford Univ.; Univ. of Pittsburgh; Univ. of Michigan; and, Univ. of Washington.

Among the lean and mean, Carnegie Mellon Univ. is the recent star performer. Others of medium size (200-400 papers published) include: Univ. of Oregon, Univ. of California-San Francisco, Cornell Univ., Univ. of Oxford, Johns Hopkins Univ., Univ. of Miami, Duke Univ., New York Univ., Vanderbilt Univ., Univ. of Waterloo, and McMaster Univ.

Plainly, there is no one measure that can summarize all aspects of performance, so it is generally best to obtain multiple measures and build up a broad profile to round out one's tabulation of institutional achievement.

Rank Changes Since 1992

The previous study, reported in the November 1992 *Observer* for the period 1986-90, ranked the top 50 institutions by impact and used a threshold of 100 published papers. Carnegie Mellon Univ. was ranked first in that study, as it is in this one. Other institutions that appeared in the top 25 previously and in this study are: Princeton Univ., Univ. of Oxford, Stanford Univ., Univ. of Pittsburgh, Univ. of Oregon, New York Univ., Univ. of California-Berkeley, Vanderbilt Univ., Univ. of Michigan, MIT, Univ. of California-San Diego, and Univ. of Washington.

New Faces

The newcomers to the top 25 in 1990-1994 are: Univ. of Denver, New York State Psychiatric Institute, Univ. of California-San Francisco, Univ. of Rhode Island, Cornell Univ., Johns Hopkins Univ., Univ. of Miami, Duke Univ., Univ. of Waterloo, National Institute of Mental Health, McMaster Univ., and SUNY-Stony Brook. The institutions that dropped out of the top 25 since the November 1992 report are: Univ. of Vermont, Univ. of Toronto, Univ. of Pennsylvania, Medical Research Council (United Kingdom), Univ. of Illinois-Urbana-Champaign, Univ. of Chicago, Temple Univ., Northwestern

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Table 2

Institutions Ranked by Number of Publications

(In Psychology during 1990-1994)

Rank	*Institution*	*Number of Papers*
1	Univ. of Illinois	823
2	Univ. of California-Los Angeles	821
3	Univ. of Texas	713
4	Univ. of Wisconsin	678
5	Univ. of Michigan	654
6	Univ. of Minnesota	625
7	Univ. of North Carolina	555
8	Harvard Univ.	554
9	Univ. of Maryland	544
10	Univ. of Pittsburgh	530
11	Univ. Toronto	513
12	Indiana Univ.	511
13	Ohio State Univ.	509
14	Univ. of Missouri	498
15	Penn State Univ.	476
16	Univ. of Washington	475
17	Stanford Univ.	474
18	Univ. of California-Berkeley	437
19	Univ. of California-San Diego	431
20	Yale Univ.	424
21	Purdue Univ.	432
22	Arizona State Univ.	414
23	Univ. of Colorado	414
24	Univ. of Georgia	410
25	Univ. of Florida	408

SOURCE: ISI's Science Indicators Database, 1990-1994. Copyright ISI 1995.

Institutions Ranked by Total Citations

Table 3

(To publications in Psychology during 1990-1994)

Rank and Institution	Number of Papers	Number of Citations
1 Univ. of California-Los Angeles	821	3,829
2 Univ. of Michigan	654	3,522
3 Univ. of Illinois	823	3,432
4 Univ. of Wisconsin	678	2,887
5 Univ. of Pittsburgh	530	2,873
6 Stanford Univ.	474	2,765
7 Univ. of California-Berkeley	437	2,607
8 Univ. of Minnesota	625	2,563
9 Univ. of California-San Diego	431	2,546
10 Harvard Univ.	554	2,492
11 Univ. of Texas	713	2,458
12 Univ. of Washington	475	2,352
13 Univ. Toronto	513	2,155
14 Penn State Univ.	476	2,127
15 Yale Univ.	424	1,934
16 New York Univ.	354	1,906
17 Univ. of North Carolina	555	1,877
18 Univ. of Maryland	544	1,801
19 Carnegie Mellon Univ.	210	1,790
20 Indiana Univ.	511	1,770
21 Ohio State Univ.	509	1,723
22 Univ. of Oregon	258	1,711
23 Univ. of Arizona	358	1,711
24 Purdue Univ.	432	1,699
25 Univ. of Southern California	362	1,651

SOURCE: ISI's Science Indicators Database, 1990-1994. Copyright ISI 1995.

Institutions Ranked by Impact

Table 4

(More than 99 papers published during 1990-1994)

Rank and Institution	Number of Papers	Number of Citations	Citations Per Paper
1 Carnegie Mellon Univ.	210	1,790	8.52
2 Univ. of Denver	101	807	7.99
3 Univ. of Oregon	258	1,711	6.86
4 MIT	138	939	6.80
5 New York State Psychiatric Institute	109	692	6.35
6 Univ. of California-San Francisco	211	1,299	6.16
7 Univ. of Rhode Island	110	668	6.07
8 Univ. of California-Berkeley	437	2,607	5.97
9 Univ. of California-San Diego	431	2,546	5.91
10 Stanford Univ.	474	2,765	5.83
11 Cornell Univ.	244	1,399	5.73
12 Princeton Univ.	141	792	5.62
13 Univ. of Oxford	250	1,396	5.58
14 Johns Hopkins Univ.	288	1,584	5.50
15 Univ. of Miami	246	1,346	5.47
16 Univ. of Pittsburgh	530	2,873	5.42
17 Duke Univ.	271	1,465	5.41
18 Univ. of Michigan	654	3,522	5.39
19 New York Univ.	354	1,906	5.38
20 Vanderbilt Univ.	272	1,419	5.22
21 Univ. of Waterloo	210	1,063	5.06
22 National Institute of Mental Health	143	720	5.03
23 McMaster Univ.	210	1,055	5.02
24 SUNY-Stony Brook	169	847	5.01
25 Univ. of Washington	475	2,352	4.95

SOURCE: ISI's Science Indicators Database, 1990-1994. Copyright ISI 1995. Institutions in blue also appeared on this high impact list in 1992.

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Univ., Univ. of Rochester, Harvard Univ., Univ. of California-Los Angeles, and Indiana Univ.-Bloomington.

Author Output, Influence, Impact

The table below ranks the authors of the total 57,561 recently published psychology papers by output, influence, and impact. The data are based on all-author tabulations, which means each author listed on a paper received full credit for each paper and its subsequent citations. For the ranking by impact, only authors who published at least 10 papers during the period are listed.

Conclusion

Quantitative measures, such as publication and citation counts, can often provide a unique bird's eye perspective on a given field of research over a specific period. Such a view is not dependent on the observer's past experience or social network, nor is it colored by research conducted years before the period in question and which can remain vivid in memory. The collection of such measures is meant simply to enrich and better inform the work of those who must, ultimately, make subjective judgments about issues such as research strategy, allocating research funding, or where to attend graduate school. And, as with any measure in science, publication and citation measures have specific uses and should be interpreted by people who understand both the bases on which they are determined and their limitations. ◆

What Do YOU Think?

APS Wants to Know!

In the coming months, the APS Office will be contacting randomly selected members to get their responses to brief survey questions.

We may contact you by telephone, email or regular mail (you can run, but you can't hide!), and the topics will range from the annual APS convention to membership services to publications. The samples will be small, so every response is important to us. We hope we can count on you to participate!

Top 25 Authors in Psychology

Table 5

(By output, influence, and impact during 1990-1994)

Rank	*Name*	*Papers*	*Name*	*Citations*	*Name*	*Impact*
1	D Lester	248	LR Squire	497	HL Roegider	26.85
2	A Furnham	67	R Plomin	430	A Treisman	26.00
3	MA Persinger	54	DL Schacter	405	LR Squire	24.85
4	R Plomin	50	PM Bentler	372	JO Prochaska	22.38
5	SJ McKelvie	42	R Naatanen	371	JS Rossi	21.93
6	EB Blanchard	40	JO rochaska	358	DL Schacter	21.32
7	HJ Eysenck	39	HL Roedigr	349	MF Scheier	21.30
8	CE Watkins	38	RJ Davidson	348	P Ekman	18.94
9	MT Turvey	37	MT Turvey	342	PJ Lang	18.29
10	R Lynn	35	P Ekman	341	S Yantis	18.07
11	HW Marsh	34	WF Velicer	317	R Naatanen	17.67
12	J Beer	33	JS Rossi	307	WF Velicer	17.61
13	R Eisenman	33	HW Marsh	302	J Cohen	17.57
14	LJ Francis	32	SE Taylor	292	AH Eagly	17.27
15	H Merckelbach	32	A Treisman	286	CS Carver	17.23
16	JT Cacioppo	30	DH Barlow	285	LL Jacoby	16.76
17	N Eisenberg	30	LL Jacoby	285	RW Levenson	16.20
18	GL Flett	30	HJ Eysenck	281	RJ Davidson	15.82
19	R Forehand	30	R Loeber	267	D Watson	15.46
20	DW Fulker	30	JC Coyne	263	S Cohen	15.27
21	M Zukerman	30	CC DiClemente	260	BF Pennington	15.17
22	A Arntz	29	LR Goldberg	256	PM Bentler	14.88
23	RJ Burke	28	PJ Lang	253	OP John	14.80
24	RA Hicks	28	PM Lewinsohn	253	FD Fincham	14.63
25	S Kanekar	28	S Yantis	253	SE Taylor	14.60

SOURCE: ISI's Science Indicators Database, 1990-1994. Copyright ISI 1995.

FROM PREVIOUS PAGE

ments"; "universities with distinguished reputations can create 'halo effects.'"

From the above I conclude that the NRC "reputational ratings," because they are richer and based on a large number of judgments, constitute a superior basis, though not "semi-objective" as the "output and impact" study attributes to itself, for determining program quality. To better understand my preference, the readers of the *Observer* study should immerse themselves in the NRC study, if not directly in the 740-page telephone-directory bulk of the NRC study itself, at least in the article apearing on page one of this *Observer* and in a summary in *The Chronicle of Higher Education.*

The NRC study includes impressions and observations and knowledge of programs by hundreds of judges that transcend the "output and impact" number-crunching simplicities inherent in "output and impact" alone.

To be sure, there are predictable similarities in Tables 1 and 2. For example, Michigan is at the top of both lists, and UCLA, Harvard, Carnegie-Mellon (CMU), Minnesota, and Berkeley, are prominent in both lists, but as pointed out earlier, Stanford, Yale, and Penn, high on the NRC list, do not appear anywhere in the "output-impact" lists, and the likes of Pittsburgh and Arizona, while on the "output-impact" lists are not among the top 12 NRC programs.

So where are the top psychology programs? You pay your money and take your choice.

I am most grateful to Robyn M. Dawes, Robert B. McCall, and Brendan A. Maher for their insightful and helpful review of an earlier version of this letter.

ROBERT PERLOFF
KATZ GRADUATE SCHOOL OF BUSINESS
UNIVERSITY OF PITTSBURGH

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APS Observer. (1995). Top universities in psychology ranked by output and impact. *APS Observer*, September, 1995, p. 24+ p. 28.

Goldberger, M.L., Maher, B.A., & Flattau, P. E. (Eds.) (1995). *Research-Doctorate Programs in the United States: Continu ity and Change*. Washington, DC: National Academy Press.

Magner, D.K. (1995). Doctoral judgments: A sweeping national study assesses the quality of research programs in 41 fields. Washington, DC: *The Chronicle of Higher Education*, Sept. 22, 1995, A20-A30.

Table 2

Top 12 Doctoral Programs in the United States*

Rank	*Institution*	*Quality*
1	Stanford University	4.82
2	University of Michigan	4.63
3	Yale University	4.62
4	UCLA	4.61
5	University of Illinois-Urbana-Champaign	4.58
6	Harvard University	4.48
7	University of Minnesota	4.46
8	University of Pennsylvania	4.35
9	University of California, Berkeley	4.33
10	University of California, San Diego (UCSD)	4.32
11	Carnegie Mellon University (CMU)	4.29
12	University of Washington	4.24

*From Goldberger, M.L., Maher, B.A., & Flattau, P. E. (Eds.), 1995, *Research-Doctorate Programs in the United States: Continuity and Change*, Washington, DC, National Academy Press.

THOMPSON FROM PAGE 2

has provided an incalculably effective vehicle for advancing the visibility and opportunities for applied psychology, the Board recognizes the importance of maintaining the momentum of the HCI effort. Thus, APS soon will convene the original eight planners of the APS Behavioral Science Summit that spawned the HCI to investigate a possible new Summit meeting to keep this highly successful undertaking alive.

Among its efforts to advance clinical science, APS has helped nurture groups such as the nascent Academy of Clinical Psychological Science (see article in this *Observer*), which has become an organizational affiliate of APS. The Academy was actually one of the outgrowths of another APS clinical science activity, our 1992 Behavioral Science Summit on Accreditation. Many of the recommendations from the accreditation summit have made their way into recent changes in the national accreditation process for psychology. APS also worked with the National Science Foundation (NSF) to permit clinical psychology graduate students to apply for NSF fellowships. And, we now have a clinical science track at the APS annual convention.

Basic Science

Another major APS constituency group is, of course, basic psychological scientists. Yet some psychologists in basic science areas such as cognitive psychology and behavioral neuroscience question the relevance of APS to their interests. This is sometimes painfully evident in attendance levels at some sessions at the APS annual meeting.

As the Board contemplates ideas to further meet the needs and interests of basic scientists and other APS members, one immediate decision is to have a much increased number of symposia that tackle broader issues, as well as controversial issues (e.g., research ethics, the nature of intelligence, science and the environment, consciousness, the unconscious, attachments/relationships, feeding/eating, self-esteem/violence, stress, research methodology), from a variety of disciplinary areas of expertise.

In closing, on behalf of the APS Board, I welcome suggestions from members on this and all other issues of concern to them. ◆

A New Alliance of Doctoral Training Programs Forms

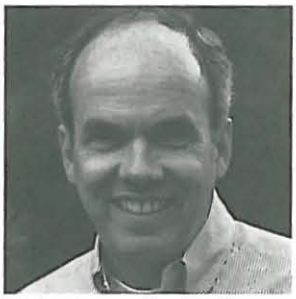
Newly established Academy of Psychological Clinical Science promotes scientific interests

The Academy of Psychological Clinical Science (APCS) held its inaugural meeting in New York City, July 1-2, 1995, in conjunction with the APS Annual Convention, drawing together some 21 representatives of North American doctoral training programs to draft its founding mission statement and bylaws (see July/August 1995 *Observer*).

The breadth and content of three Academy symposia (hosted by APS) highlighted recent research advances in clinical science and ranged topically from biological and developmental to interpersonal and emotional perspectives. The well-attended and well-received symposia captured the essence of the founding principles of this new academy: science must be an integral component of high quality clinical psychology education and practice. Robert Levenson, who represented the Academy on the APS program committee, organized and chaired these symposia.

Admission Criteria

Programs are admitted to Academy membership only after submitting formal applications (with a $200 application fee) and undergoing anonymous peer reviews based on a "study-section review" model. Application materials consist of a 10- to 15-page narrative summary of the program's: (a) principles and philosophy, (b) faculty, (c) students, (d) curriculum, (e) resources, and (f) future directions. This narrative is supplemented by several required documents: the program brochure, faculty curriculum vitae, lists of student publications and presentations, lists of program graduates and job placements, and syllabi for core courses. Based on these application materials, reviewers make global evaluations of the applicant program's overall quality, integrity, and record of achievement in scientific training.



Richard McFall, of Indiana University, was elected APCS president.

Origins of the Academy

The Academy grew out of a conference on "Clinical Science in the 21st Century," hosted by Indiana University-Bloomington, and held in April 1994. Prominent scientists representing 35 graduate training programs in clinical or health psychology were invited to the conference; 25 were able to attend. In addition, one key administrator each from the National Institute of Mental Health (Jane Steinberg) and APS (Alan Kraut) participated, along with doctoral students from Indiana's clinical science program.

The aim of the conference was to analyze the changing landscape in scientific clinical/health psychology and to chart a course for advancing the interests of clinical science. The

SEE ACADEMY ON PAGE 37

Who Is the Academy?

The Academy of Psychological Clinical Science is an alliance of leading, scientifically oriented, doctoral training programs in clinical and health psychology in the United States and Canada. In its first year, the Academy admitted 26 member programs. (See list below.)

Academy membership is open, however, to doctoral programs with strong commitments to, and established records of, successful clinical science training. The deadline for new membership applications this year is February 15, 1996. Interested programs should contact Robert Simons, Chair of the Membership Committee (rsimons@UDel.edu) for details.

University of Arizona
University of California-Berkeley
University of California-Los Angeles
University of Delaware
University of Illinois-Urbana Champaign
Indiana University
University of Iowa
McGill University
University of Miami (Health Psychology)
University of Minnesota
University of Missouri
University of Nevada-Reno
Ohio State University
University of Oregon
University of Pennsylvania
Pennsylvania State University
University of Pittsburgh
Purdue University
Rutgers University
University of Southern California
State University of New York-Stony Brook
Vanderbilt University
University of Virginia
University of Washington
University of Wisconsin
Yale University

Consensus on Pain and Insomnia

NIH panel endorses behavioral approaches

Representatives from medicine and psychology endorsed a biopsychosocial approach for treating pain and insomnia over the traditionally used biomedical model at a recent consensus conference held at the National Institutes of Health.

At the technology assessment conference October 16-18 titled "Integration of Behavioral and Relaxation Approaches into the Treatment of Chronic Pain and Insomnia," a 12-member panel examined the practicality and effectiveness of integrating behavioral and relaxation approaches into traditional biomedical interventions to improve the treatment of chronic pain and insomnia.

"The suffering and disability from these disorders result in a heavy burden for individual patients, their families, and their communities," concluded the panel in a draft of the conference statement. "There is also a burden to the nation in terms of billions of dollars lost as a consequence of functional impairment. To date, conventional medical and surgical approaches have failed—at considerable expense—to adequately address these problems."

"Expansion to a biopsychosocial model would increase emphasis on a patient's experience of disease and balance the anatomic/ physiologic needs of patients with their psychosocial needs."

Convened by the Office of Alternative Medicine and the Office of Medical Applications of Research, the conference was cosponsored by agencies including the National Institute of Mental Health, the National Institute on Aging, the National Cancer Institute, and the National Institute of Nursing Research. Panel members included experts in the fields of family medicine, epidemiology, public health, health policy, nursing, psychiatry and psychology.

Among the psychologists on the panel was APS Charter Fellow Stanley Krippner.

"There has been some hesitation to use procedures that demand specialized training and that do not primarily employ medication," said Krippner. "I think that one of the effects of the conference will be to stimulate more hospitals, more managed care groups, more private practitioners, and more clinics to start using these approaches. I personally think they are underused at the present time and I think that we now have the data demonstrating their effectiveness."

The panel's conclusions were based on two days of presentations and the review of extensive literature on the subject. While the panel agreed that available data indicated that behavioral and relaxation techniques are effective interventions, it also agreed that further study is needed. According to the conference statement, "the state of the art of the methodologies in this field indicates a need for thoughtful interpretation of the findings as well as an urgency to translate them into programs of health care delivery."

The Path to Successful Treatment

In examining the effectiveness of behavioral techniques in treating chronic pain and insomnia, the panel's analyses addressed five questions:

- What behavioral and relaxation approaches are used for conditions such as chronic pain and insomnia?
- How successful are these approaches?
- How do these approaches work?
- Are there barriers to the appropriate integration of these approaches into health care?
- What are the significant issues for future research and application?

The most frequently used techniques discussed were relaxation, meditation, hypnosis, biofeedback, and cognitive-behavioral therapy. The evidence of the success of each technique in treating chronic pain and insomnia was ranked as strong, moderate, fair, or weak. The evidence was strong for both relaxation and hypnosis in treating chronic pain, but the panel agreed that for any given patient, one approach may be more effective than another. For alleviating insomnia, relaxation and biofeedback were found to be effective, but, as with chronic pain, the panel concluded that more evaluation is needed.

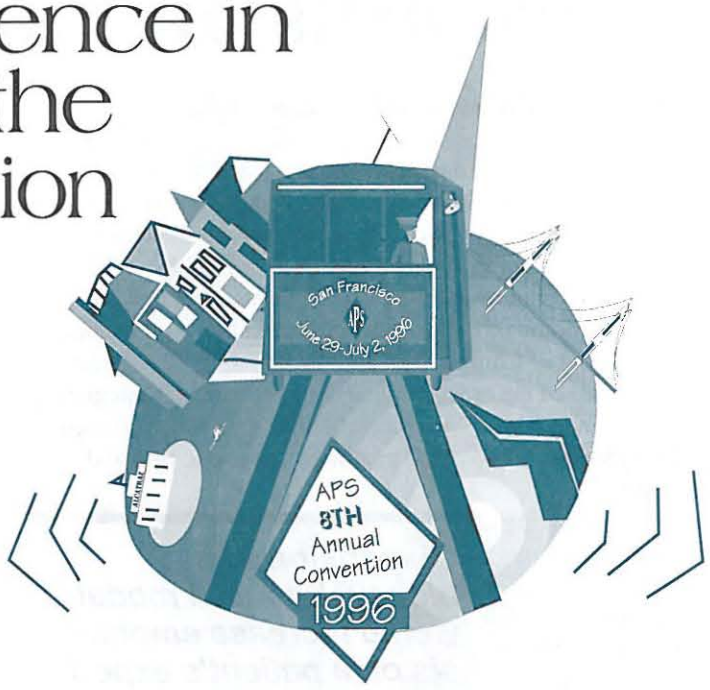
Stanley Krippner participated on the NIH panel endorsing integration of behavioral and relaxation techniqes in traditional medical interventions.

"One barrier to the integration of behavioral and relaxation techniques in standard medical care has been the emphasis on the biomedical model as a basis of medical education," read the statement. "The biomedical model defines disease in anatomic and pathophysiologic terms. Expansion to a biopsychosocial model would increase emphasis on a patient's experience of disease and balance the anatomic/ physiologic needs of patients with their psychosocial needs. For example, of six factors identified to correlate with treatment failures of low back pain, all are psychosocial factors. The integration of behavioral and relaxation therapies with conventional medical procedures is necessary for successful treatment of such conditions."

The panel cited certain issues that needed future research and determination including: establishing reliable and standardized outcomes; studying the influence of race, gender, religion, and socioeconomic status on treatment; determining how and when behavioral and relaxation techniques should be used; and investigating advances in neurobiological sciences and psychoneuroimmunology.

SEE CONSENSUS ON PAGE 42

Earth Shaking Science in San Francisco at the 1996 APS Convention



APS travels to the West Coast this year to hold its 8th annual convention in beautiful and exotic San Francisco. Scheduled from June 29 through July 2 at the San Francisco Hilton, this meeting will measure 10.0 on the Richter scale with its offerings of the best of psychological science—the most distinguished speakers, the most provocative addresses and symposia, and the latest in research findings.

The APS meeting is the preeminent yearly event for all scientific psychologists, regardless of specialty, because our carefully crafted program transcends the boundaries of specialties and explores major issues from a variety of perspectives. Special addresses like those listed below and select integrative talks and symposia like those featured on the following page synthesize data and address important topics in current psychological research.

On a grander scale, hundreds of diverse poster presentations highlight specific research questions and findings, all in a format that allows the audience time to absorb, react and discuss the data one-on-one with individual presenters.

This year's meeting also will feature the 3rd Annual APS Institute on the Teaching of Psychology. This day-long preconference combines substantive talks by leaders in scientific psychology with poster and roundtable presentations that feature innovative teaching strategies and effective classroom tools. Aimed at an audience of teachers at two- and four-year colleges and universities and graduate students, this event attracts more than 400 eager participants each year, so be sure to register early to save your place.

What follows is just a sampling of the earth-shaking science to be presented at the upcoming APS Annual Convention. Brace yourself for more in the next issue!

Roger Shepard to Deliver Keynote Address

Roger Shepard, professor of psychology at Stanford University and recent National Medal of Science winner, will deliver the Keynote Address on the evening of Saturday, June 29, during the 8th Annual Convention's opening ceremony. Shepard was honored in October of this year by President Clinton and was awarded one of eight 1995 National Medals of Science at a White House ceremony. His award citation praised him for "his theoretical and experimental work elucidating the human mind's perception of the physical world and why the human mind has evolved to represent objects as it does; and for giving purpose to the field of cognitive science and demonstrating the value of bringing the insights of many scientific disciplines to bear in scientific problem solving."

Shepard poses with President Bill Clinton and Vice President Al Gore after receiving the National Medal of Science.

This year's Keynote Address, entitled "The Science of Imagery and the Imagery of Science," will focus on issues of human perception. Using his own ink-drawn cartoons and visual illusions as illustrations, Shepard will demonstrate how ordinary perception depends on deeply internalized but largely unconscious knowledge about the three-dimensional world in which we have evolved. He then will show how methods that he and his students developed have made possible an objective and quantitative study of what had previously appeared to be merely subjective and qualitative, namely, mental imagery. He will argue that the same kind of internalized knowledge probed by the experiments on "mental rotation" underlie scientists' ability to learn about the physical world through thought. Finally, he will indicate how basic research on mental representation and transformations can lead to significant practical benefits, such as the selection of potentially more skillful and safer airplane pilots.

Clinical Science Gains Firm Foothold at APS Convention

Last year, the newly formed Academy of Clinical Psychological Science, an organization of university programs that train clinical researchers, organized a series of invited presentations on recent clinical science research. (See article on p. 22.) The response to those sessions was so enthusiastic that the Program Committee has sought out more sessions with a clinical science focus for the upcoming San Francisco meeting. These invited presentations are just one way in which APS is underscoring its commitment to scientific clinical psychology.

Invited Addresses
Michael Bailey
Northwestern University

"Butch," "Femme," "Gay," "Straight": Sexual Orientation, Masculinity, and Femininity
On average and in some respects, homosexual people behave somewhat like opposite-sex heterosexual people. At the same time, homosexual people remain quite sex-typical in other respects. Exploring which traits covary with sexual orientation provides a window on sexual differentiation.

Don't Be Shy !

Come to the Bring-the-Family Address

Designed to be both informative and entertaining, the Bring-the-Family Address is the perfect way in which to share your enthusiasm for psychology with your family and friends. Substantive psychological issues and research are discussed, but in a relaxed, accessible fashion that everyone can understand and appreciate. And who better to deliver this year's Bring-the-Family Address than Philip Zimbardo, professor of psychology at Stanford University and host of the extremely popular "Discovering Psychology" video series produced by the CPB/Annenberg Project.

On Sunday, June 30, Zimbardo will discuss the personal and social dynamics of shyness. According to Zimbardo, shyness is a pervasive and persistent problem for millions of children and adults in the United States and throughout the globe. But it is not only a personal problem, it is a societal problem, since shyness diminishes the Human Connection. Zimbardo will draw upon the research he has conducted over the past two decades on the causes, correlates, consequences and treatment of shyness, and the current implications of social alienation via the electronic, cyberspace revolution.

Scott M. Monroe
University of Oregon

Life Stress and Depression: Basic Issues, Associations, Implications
Research has demonstrated life stress to predict the onset of depression as well as the clinical course of depression once begun. More recent work has suggested life stress also impacts other aspects of psychosocial functioning, which in turn may have consequences for understanding the associations of life stress with the longitudinal course of psychopathology. In this presentation, issues involving the conceptualization and assessment of life stress will be detailed, findings on the associations of life stress with depression and with different facets of its clinical course will be outlined, and the implications of these findings will be discussed.

Invited Symposium
Kenneth J. Sher, organizer
University of Missouri-Columbia

Using and Abusing Alcohol: From Etiology to Intervention
Three major themes of recent research on alcohol use and abuse are highlighted: (1) individual variation in susceptibility to alcohol problems, (2) the role of cognitive variables as determinants of both acute effects of alcohol and of alcohol-seeking behavior, and (3) changing conceptions of the role of alcohol in health and approaches to fostering moderate drinking.

Session participants:
Robert O. Pihl, McGill Univ., *A Motivational Systems Interpretation of Individual Vulnerability to Alcoholism*; **Michael Sayette**, Univ. of Pittsburgh, *An Appraisal-Disruption Model of Alcohol's Effects on Stress*; **Kenneth J. Sher**, Univ. of Missouri-Columbia, *Predicting the Course of Drinking Problems in Young Adulthood: Findings from a Perspective High-Risk Study of Alcoholism*; **Mark Goldman**, Univ. of South Florida, *Charting a Cognitive Pathway to Alcohol Use and Alcoholism*; **G. Alan Marlatt**, Univ. of Washington-Seattle, *Moderate Drinking: Health Promotion and Harm Reduction*

Have you sent in your convention proposal yet? **Submissions must be postmarked by JANUARY 19, 1996.**

(If you need additional copies of the regular APS convention Call for Submissions or the 3nd Annual APS Institute on the Teaching of Psychology Call for Submissions, please call the APS Conference Department at 202-783-2077 for a faxed set of submission instructions.)

Member Profile

Internet Without Angst: APS Member John Krantz Maintains Tidy APS Home on the Web

"Internet is a huge resource but it's incredibly disorganized, with everyone doing their own thing," said John Krantz, assistant professor of Psychology at Hanover College. "So I thought it would be a lot easier if psychologists had a central place to start from, where they could find a significant portion of the resources useful to them.

"I was thinking I'd collect those resources and put them into an as-organized-as-I-can set of 'pages' that can easily be gotten to by those who are less experienced," Krantz said.

Krantz popped his idea into the APS central office in Washington early in 1994. As he recalls it, "I said, 'Wouldn't a gopher site be an interesting thing for APS to do?' APS Director of Communications Lee Herring responded, 'We were just talking about that.... Would you be willing to get started?'"

Blazing the Internet Trail

It seemed like a natural, Krantz said, just one step up from the gopher site he was already maintaining for Hanover's psychology department. Shortly after the development of the gopher site, the first APS web page was written. And that's how APS's place on the Internet got off the ground in 1994, as the first Internet site devoted to psychological science.

APS has since presented Krantz with a glowing citation and certificate of appreciation for creating psychology's first global web site and for "growing it," to use a favorite Washington term, with four to five hours of totally volunteer work per week. It has become an island of order and clarity in a global network that seems chaotic and intimidating to a lot of people.

Information Highway: 'Your Volunteer Dollars at Work'

"Computers don't intimidate me," Krantz says, somewhat superfluously, when he talks about how fast the robust one-and-a-half-year-old APS web site has grown in terms of information and links available there and in terms of numbers of users. The number of user "hits" has been increasing at rates of 10 to 20 percent a month. In October there were 5,000 hits on the APS home page that serves as an index for all available services at the APS server site. There were about 250 hits on teaching, 450 on research, and over 500 on the employment pages.

It's a nexus where teachers and professors share some of their best products, for example, overheads for classroom lectures, updated course syllabi, and multi-layered diagrams of human brain anatomy and rat anatomy that Krantz's students use for assignments in his classes.

Link to Departments of Psychology, New Features

The APS home page now links up with the web sites of more than 200 psychology and related departments, a number increasing by 25 to 30 a month. It provides information and contacts with major federal funding agencies and foundations, as well as many private funders of research and study grants big and small. Several major articles from past issues of the *Observer* are now available on line through the APS web servers. And, as of this month, a searchable index to issues of the *Observer* dating back through March 1990 is now up on the server. You can search by issue month and/or year or by topic.

Krantz says he has been comfortable with computers since he did extensive programming during his graduate years at the University of Florida, where he received his PhD in experimental psychology in 1988. But he finds the degree of computer know-how to be "extremely variable" among psychologists. "In parts of the field that are very technical, psychologists tend to be more comfortable with email and the web. But in parts of psychology that are not as technical, the comfort and use levels are much lower," Krantz said.

> ***The desire [is] to pick up computer skills as fast as possible because psychologists are seeing more and more need for such.***
>
> JOHN KRANTZ
> HANOVER COLLEGE

"It's not entirely a matter of age," he said, noting that some of the psychology department web pages are maintained by emeritus professors who may have a bit more time to spend this way. "It's probably need-based, more than anything else."

The Future

What is now nearly universal among psychologists, Krantz observes, is "the desire to pick up computer skills as fast as possible because psychologists are seeing more and more need for such. Other people are going to be communicating on the web, and you can't afford to be left out."

So should psychology be gearing up for "the next revolution" that will take place on the information highway, if Bill Gates's predictions in his current best-seller, *The Road Ahead*, prove correct?

Krantz believes "there are going to be some dramatic changes, but I'd be a little more conservative. I don't see it as a revolution that would make the old ways of doing things no longer valid. I don't believe that's what we'll see at all. I see it more in terms of enhancing what we're doing now, giving us more options to do things in different ways."

CONTINUED ON NEXT PAGE

FROM PREVIOUS PAGE

Enhancing Teaching

In teaching, for example, Krantz says computers and the web are "giving me new tools, such as on-line tutorials, to do many different things with students that keep the teaching process creatively interesting. But I don't think the computer is going to suddenly take over. There is a lot to be said for being there face to face with your students. That's here to stay. I think education is at its best when in a situation with one teacher and a small group of students."

The problem with Internet as we know it today is that "with such an uncontrolled device you also get a lot of noise. There's lots of good material but there's lots of stuff that's not relevant or useful, and it detracts from your ability to find useful items. So that's one of the reasons why we are trying to organize the APS Internet pages to help people find their way through."

John Krantz volunteers his time to maintaining the APS Internet home page.

Krantz has no problem agreeing with Bill Gates's assertion that "the network will enable teachers to share their lessons and materials so that the best educational practices can be spread."

But Krantz doesn't believe that the network will bring forth a string of master teachers who will supplant all others and do away with classroom teaching as we know it today—nor does Gates say he thinks so either, for that matter.

For Krantz, a great virtue of the network is that it makes teaching more collaborative. That is particularly important in a small liberal arts college like Hanover, with its 1,100 students and only four faculty members in its psychology department. Feeling somewhat isolated, Krantz is the sole professor on campus with a sensation/perception specialty, though he teaches courses in other areas as well. A decade ago he might have been holed up in his office preparing his courses on his own. Today he says he can sit in his office and tap into what other professors like himself are doing on dozens of other campuses. He can share their syllabi, their classroom techniques and materials, and offer some of his own. And when they develop an exciting new approach to a subject that Krantz teaches, maybe he can download their overheads and use them himself!

Krantz isn't predicting the demise of paper journals, either. "There's something about having the paper in front of you," he says. "But at the same time, in terms of access and in this era when the discipline is so finely divided and where there are so many journals, if you can search through them electronically, that could save you from filling your office with a bunch of journals when you might read just one or two articles in each journal."

He points out, by the way, that the APS web isn't trying to take the place of on-line abstract services. "What I'm developing is much more varied than just abstracts. I have links to granting agencies (e.g., National Science Foundation, National Institute of Mental Health) for information about funding programs, a lot of teaching resources, publishers on-line, employment opportunities, and a full line of information on APS activities and services." **D.K.**

MISCELLANY

Recent studies have indicated that **memory loss** may not be inevitable with **aging**. APS Charter Fellow Richard Mohs, a member of the Dana Alliance for Brain Initiatives (see November 1993 *Observer*), participated in a research project that sought to identify factors in the brain associated with memory loss and preservation and found that there are some bases for possible interventions to reduce aging-associated memory loss.

"Our belief is that an elderly person's mental fitness depends on many things: family traits of intelligence and of aging, education, lifelong habits of mental and other activity, social interaction, general health, nutrition, and more," said Mohs in *Data Base*, a publication of the Dana Alliance. "[W]e now begin to see that the best intervention, to keep the mind in good shape as we age, may be a combination of strategies."

Some suggestions for memory retention include relaxing, paying attention, minimizing and resisting distractions, organizing, and repeating of names of new acquaintances in conversation. Mohs's research also noted a strong correlation between high cognitive activity and years of formal schooling.

"Effective learners tend to approach things with a variety of strategies: they group things, discern patterns, organize material under various headings—all strategies fostered and promoted during years of schooling," he said.

On the heels of one of the most widely scrutinized legal trials in history (O.J. Simpson) comes a study that examines the effectiveness of and **juror perception** of **expert science and technology testimony** in the US legal system. According to research by APS Member and Princeton professor Joel Cooper, juror reactions—specifically in product liability cases—depend on several factors including whether or not the expert was paid, the credentials of the witness, and the language used.

For example, when testimony was given in complex language, jurors were more likely to form judgments based on the witness' credentials rather than the testimony itself. Jurors responded less favorably to experts who were paid highly and testified frequently. And, in medical liability cases, juror decisions were influenced by their own medical experiences and by whether the defendant was an individual or a corporation.

According to the US Department of Commerce, nearly 60 percent of all married **mothers** with children under six are now in the **workforce**. A recent study of researchers from the University of Victoria in British Columbia found that for these mothers, a greater amount of work stress affected their accepting and caring attitude towards their children.

This research reinforces the findings of APS Member Sylvia Beyer, who found that work stress has a negative effect on maternal warmth. According to the University of Victoria study, mothers, more often than fathers, are a source of understanding and advice for children, and when the mother-child relationship is strained, other problems are more likely to manifest.

According to *The Washington Post*, the **Library of Congress** recently postponed a major exhibit called "Sigmund Freud: Conflict and Culture," examining **Freud** and his impact on 20th century psychology. Officially, the library blamed the postponement on budget problems, but according to the *Post*, criticism of the exhibit's content and its focus on Freud was the real reason. Apparently about 50 prominent psychologists, historians, physicians and authors signed a petition protesting the exhibit, citing the great amount of opposition to Freud's findings that has been published. According to Peter Swales, a historian of psychoanalysis quoted in the story, "This exhibition needed to be discredited as something conceived in bad faith. Canceling it is the only decent and honorable thing to do."

The APS Internet Connection

THE APS INTERNET CONNECTION, an occasional *Observer* feature, is a practical guide to Internet-based information, products, and services of relevance to the scientific psychology community. This column will provide updates on APS's ongoing Internet services, including gopher and world-wide-web servers, and will herald important developments and activities in "cyberspace."

In this month's installment, John Krantz, APS's web site developer, explores how APS's world-wide-web site has grown, the new resources available, and the value of user feedback.

Update on APS's Home on the Web

Home page users contribute feedback that drives changes to web pages

The APS world-wide-web site continues to develop and grow, and now is a good time for another update, since the September 1995 *Observer* review of the APS Internet home page. A number of changes have been initiated to improve the site's utility to our web visitors.

These changes take two main forms: structural enhancements that improve how the pages of the web site operate and new links that have been added.

One of the changes is the fact that we now keep the last *two* months of the *APS Observer Employment Bulletin* on the site instead of only the most current month. This change was piloted at the beginning of October, in part to accommodate job listings whose application deadlines were not tied to a given month or time period.

To date, solicited feedback from users has been unanimously in favor of this change. Based on one of the user's comments, the URLs (or web address) for the most recent month and the month just past will be constant, so users can point directly to one or the other.

For example, to search the current month's job listings, the URL is: **http://www.hanover.edu:70/77m/Hanover_College_Information/Psychology/APS/APS_jobs_html/current.html**

While the URL to search the last month's job listings is: **http://www .hanover.edu:70/77m/Hanover_College_Information/Psychology/APS/APS_jobs _html/old.html**

Or, since the *Employment Bulletin* also now has its own home page, users may find that the easiest way to access all the ads (and the subject indexes) simultaneously is to point to the following **URL: http://psych.hanover.edu/APS/employment.html**

These changes were made in conjunction with placing the *Employment Bulletin* on html so that the format for reading the job ads would be much better on web browsers, producing a more pleasing visual presentation.

Register Your Preference

Our reliance on user input to help decide how best to develop the APS home pages is also being applied to the structure of the APS home page. The long table of contents has become unwieldy for some, and a redesign has seemed in order. Unfortunately, there are no applicable human factors guidelines on how to best construct such a page, so a few versions of the APS home page have been constructed, and a form is available for users to register their preference and give comments.

The URL of this form, which will allow you to see all the versions of the home page present, is: **http://psych.hanover.edu/APS/indexvote.html**

If one version is an overwhelming favorite, then we will select that one. But if there is no obvious favorite, then more than one version of the APS home page will be maintained. Some of the issues currently being examined in the various home page layouts are whether to use a table of contents list or a table with rows and columns of links.

The table of contents allows for more explanation of the links and is usable by all web browsers but is long and runs off the screen. The table format puts more information on the screen by using several links on a row.

Another issue being evaluated is the number of links that should be on an initial home page. Fewer links keeps the page visually simple but requires the user to possibly go much deeper into the page to find desired information. More links keeps the number of pages to a minimum but may make finding the desired link more difficult since it would be buried in a long list.

New Links

In addition to these structural changes, there have been many new links added. Just a few will be highlighted here. As always, new links for the APS pages are posted as they are added to the What's New page at **URL: http://psych.hanover.edu/APS/WhatsNew.html**

One of the new links of possible interest to readers is the World-wide Academic Visitor Exchange (WAVE). The World-wide Academic Visitor Exchange facilitates contact between traveling scientists and prospective hosts in two ways: (1) allowing the traveler to post his/her itinerary in a searchable database, and (2) allowing a search of the database, if your

CONTINUED ON NEXT PAGE

FROM PREVIOUS PAGE

department is interested in hosting visitors. This search even can be automated.

Another interesting site is that of publisher W.W. Norton, which has developed a web site with ancillary materials for Henry Gleitman's famous introductory psychology textbook. In addition to the electronic versions of the transparencies, this site has on-line readings, links to other useful web pages, newsgroups, and public-access software, all organized around the text's table of contents.

Rapid Growth

The list of academic departments with a home page is growing rapidly; in fact, it is the most rapidly growing section of the APS pages. The list is organized both alphabetically and by location, to facilitate the user finding the desired sites.

Since September, over 50 schools have been added to the list. New schools are being added constantly. And, over the next several months, a systematic effort will be underway to compile a list of as many departments as possible. We hope then to add these to the APS page and incorporate links to these web sites.

As always, input from the users of the pages is welcome. Contact APS Director of Communications Lee Herring (lherring@info.cren.net) at the APS office or contact John Krantz krantzj@hanover.edu) at Hanover College. Comments have, and continue, to drive many of the changes to these pages. In addition, if you know of links that we do not have but which ought to be on the APS pages, please email the APS site. It is through users that most of the new links are added.

The *APS Observer* Index is now online!!!

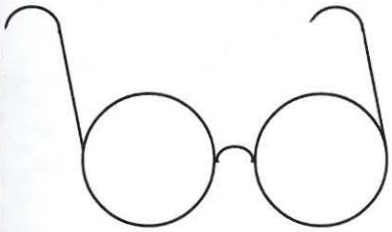
Your Search Ends Here!

Can't remember when the NIMH behavioral science research report relating to mental health was released?

Or when the obituary on Roger Sperry appeared?

How about when you were featured in the Observer*'s People section?*

The APS **World Wide Web** page now features an Index in which *Observer* issues are broken down by subject, title, and date of publication. The index dates back through March 1990 and will be updated annually.



New Web Sites

Psychology Index
http://matia.stanford.edu/cogsci/

Psych Pages
http://psy.ucsd.edu/otherpsy.html

Psych Web
http://www.gasou.edu/psychweb/psychweb.htm

Online Psych
http://www.onlinepsych.com

PsychStar HomePage
http://www.psych.med.umich.edu

Resources for Psychology and Cognitive Sciences on the Internet
http://sasuke.shinshu-u.ac.jp/psych/

Psychiatry & Psychotherapy
http://www-leland.stanford.edu/~corelli/

The GlobalPsych Institute
http://www.shef.ac.uk/uni/projects/gpp/index.html

Western Psychiatric Institute and Clinic Library
http://wpic.library.pitt.edu/

Institute of Psychiatry
http://www.iop.bpmf.ac.uk

New Internet Forums

ASSESS-P (Assessment-Psychometrics) is a forum directed principally at researchers and practitioners in psychology, psychiatry, and allied disciplines; however, subscription is open to any interested individual. This listserver list is unmoderated. The purpose of the forum is to facilitate scholarly discussion of psychometric theory and applications, and of psychological and psychiatric assessment in clinical and research settings. To subscribe, send the following command (in the BODY of your email) to listserv@sjuvm.stjohns.edu: SUB ASSESS-P yourfirstname yourlastname

New Staff at APS . . .

APS Welcomes . . .

Erica Anderson
As Receptionist/Office Assistant

APS members may have noticed a friendly new voice when they call the APS office. That voice is APS's newest staff member, Erica Anderson, who joined the APS home team as a receptionist/office assistant in October.

A native Washingtonian, Erica comes to APS from the Washington, DC, Department of Consumer and Regulatory Affairs (DCRA), where she worked under the Pharmaceutical, Radiological, and Medical Devices Control Division since May of 1993. Erica spent her first few months at DCRA as an office assistant and then moved up to providing clerical and field support to the DC Radon Program, a position funded by the Environmental Protection Agency. Under the Radon Outreach program, Erica had the opportunity to work as part of a team, informing DC citizens of the dangers of radon through presentations at schools and churches, and through a radon information booth set up at local conventions.

Erica characterizes her employment at APS as a dream come true. "Since my arrival in October, I have had nothing but good responses from callers who have been pleasantly surprised to be greeted by a human voice," says Erica. "I look forward to the many new skills, opportunities, and challenges that await me as part of the APS family, and I will continue to put my talents to work for the APS staff and its many members." Erica, who currently lives in Maryland with her 8-year-old son, Terrence Christopher, hopes to enter the University of Maryland-College Park this Spring or Summer to complete her undergraduate work.

NICHD FROM PAGE 3

Friends of NICHD Coalition Members

Advocates for Youth
American Academy of Child & Adolescent Psychiatry
American Academy of Orthotists & Prosthetists
American Academy of Pediatrics
American Academy of Physical Medicine & Rehabilitation
American Anthropological Association
American Association of University-Affiliated Programs for Persons with Developmental Disabilities
American Association on Mental Retardation
American College of Medical Genetics
American College of Nurse Midwives
American College of Obstetricians & Gynecologists
American Congress on Rehabilitation Medicine
American Federation for Clinical Research
American Institute of Nutrition
American Medical Student Association
American Nurses Association
American Orthotic & Prosthetic Association
American Pediatric Society
American Psychiatric Association
American Psychological Association
American Psychological Society
American Public Health Association
American Society for Cell Biology
American Society for Clinical Nutrition
American Society for Microbiology
American Society for Parental & Enteral Nutrition
American Society for Reproductive Medicine
American Sociological Association
American Speech-Language-Hearing Association
American State-of-the-Art Prosthetics
Amputee Coalition of America
Andrology Society
Association for Health Service Research
Association of American Medical Colleges
Association of Medical School Pediatric Department Chairmen
Association of Population Centers
Association of Reproductive Health Professionals
Association of SIDS Program Professionals
Association of Women's Health, Obstetric, & Neonatal Nurses
Autism Society of America
Child Welfare League of America
Children's Defense Fund
Consortium of Family Organizations
Consortium of Social Science Associations
Cystic Fibrosis Foundation
Epilepsy Foundation of America
Family Service America
Fed. of American Society for Experimental Biology
Fed. of Behavioral, Psychological & Cognitive Sciences
International Rett Syndrome Association
Juvenile Diabetes Foundation International
Latina Roundtable on Health & Reproductive Rights
Learning Disabilities Association of America
March of Dimes Birth Defects Foundation
Muscular Dystrophy Association
National Assn of Children's Hospitals & Related Institutions
National Assn of Pediatric Nurse Associates & Practitioners
National Black Child Development Institute
National Center for Human Genome Research
National Center for Learning Disabilities
National Council on Family Relations
National Down Syndrome Society
National Easter Seal Society
National Family Planning & Reproductive Health Assn
National Pediatric HIV Resource Center
National SAFE KIDS Campaign
National Women's Health Network
National Women's Law Center
Planned Parenthood Federation of America, Inc.
Population Association of America
Population Resource Center
Resolve, Inc.
SIDS Alliance
Society for Gynecologic Investigation
Society for Neuroscience
Society for Pediatric Research
Society for Research on Adolescence
Society for the Study of Reproduction
Society of Behavioral Medicine
Spina Bifida Association of America
Teratology Society
The Alan Guttmacher Institute
The American Society of Human Genetics
The Arc, formerly the Assn for Retarded Citizens of the US
The Endocrine Society
The Joseph P. Kennedy, Jr. Foundation
The Orton Dyslexia Society
ZERO TO THREE/National Center for Clinical Infant Programs

Teaching Tips

TEACHING TIPS provides the latest in practical advice on the teaching of psychology. TEACHING TIPS is aimed at current and future faculty of two- and four-year colleges and universities.

Complementing the Annual APS Institute on the Teaching of Psychology, TEACHING TIPS will inform teachers about the content, methods, and profession of teaching. Chief editor Baron Perlman and Co-editors Lee McCann and Susan McFadden, all of the University of Wisconsin-Oshkosh, welcome your comments and suggestions.

Send article ideas or draft submissions directly to Barry Perlman, TEACHING TIPS Editor, Dept. of Psychology, Univ. of Wisconsin-Oshkosh, Oshkosh, WI 54901-8601; Tel.: 414-424-2300; Fax: 414-424-7317, Bitnet: PERLMAN@OSHKOSHW; Internet: PERLMAN@VAXA.CIS.UWOSH.EDU

Cheating: Preventing and Dealing With Academic Dishonesty

Don McBurney
University of Pittsburgh

Someday it will happen to you. A student will turn in such an excellent, well-written paper that you seriously doubt its authenticity. Or, during a test, you will look up and find a student copying from another student. The sinking feeling that immediately weighs in on you could be overwhelming as you realize you must decide how to deal with a suspected or actual case of cheating.

If it hasn't happened to you yet, either you are new at the game, you have your head in the sand, or you have been incredibly lucky. Or, perhaps you have created a situation in which cheating is unlikely. Studies show that about 40 percent of students cheat in a given term.

An Ounce of Prevention

Communicate Policies on Cheating

My institution requests all instructors to state their policy on cheating in the syllabus. Believe it or not, students have argued that they should not be punished for cheating because they were never told they couldn't do it. State clearly when students may cooperate and when they must work independently. Students who have been encouraged to use programmable calculators in math courses may naturally expect that they can use them in your class. (Many calculators permit considerable amounts of *text* to be stored in their memories. Either design the test so that calculators are not necessary, or insist that they push the erase button to delete text memory.)

Relate With Your Students: Avoid Adversarial Relationships

Students may cheat because they feel alienated from the system. Let your students know that you respect them and expect the best from them. I believe students are less likely to cheat if they feel they know and like the instructor. Learning and using students' names in class may have a beneficial side effect of reducing cheating.

Teach Students What Plagiarism Is So They Can Avoid Doing It

The nature of cheating depends on the assignment. Written assignments run the risk of plagiarism. Some instructors may be surprised to learn that students sometimes plagiarize unintentionally because they do not know enough about what constitutes scholarship. Before giving written assignments, it is a good idea to discuss how to credit other people's work. Some departments promulgate written guidelines on plagiarism.

We will discuss later what to do when you suspect cheating. But one technique that is particularly suited to written assignments is to ask a student whom you suspect of plagiarism to explain something in the paper in other words. More sophisticated techniques include blanking out key words and asking the student to fill in the spaces.

Structure Writing Assignments So Students Cannot Use Others' Work

Having informed students what plagiarism is, you should structure the timing of the assignment in such a way that plagiarism becomes less likely. Several weeks before the final paper is due ask the students for a statement of their topic. Next ask for a preliminary list of references that they intend to consult. Then have them turn in a tentative outline. Any changes you may suggest at these stages will make it more difficult for them to turn in a paper previously prepared by someone else. The only clear case of plagiarism I have

experienced occurred with a student who had missed several weeks of class and skipped these stages. Your guidelines should suggest that they keep all drafts of their work, notes, printouts of computer searches, etc. They should photocopy the first page of every article or book cited in their reference list. This way they can't cite papers they haven't at least laid eyes on. Some faculty also inform students that they keep a record of all papers written, or the papers themselves, for the preceding five years.

Take Control of the Test Situation

Arrange the classroom situation to suit the nature of the test. You may want students to sit in every other seat, take assigned seats to break up groups of would-be cheaters, or leave the front row open for latecomers, etc. Some instructors number all tests and have students leave completed tests face down on the desk. Then they may be picked up in order, and papers of suspected cheaters can be compared for similarities. (Be aware that papers can be similar if students study together. But hearing boards that review suspected cases of cheating can be skeptical of purely statistical evidence.)

I require students to reverse baseball caps because the bill makes it harder for you to monitor their gaze. (I do not ask for their removal: A student may be taking chemotherapy, or just having a bad hair day.)

You should resist their complaints to the contrary and efforts to put you on the defensive. You do not need to explain why they should follow your instructions. You may instruct a student who is behaving suspiciously to sit elsewhere without making an accusation or justifying yourself.

Opinions vary on how faculty members should dress. But I make a point to dress in a businesslike manner on test day because I believe it is important to convey to students that they should take the situation seriously and the professor's appearance can make the point without making them uncomfortable.

How you manage the testing situation depends on factors such as the type of test, class size and whether you reuse the same test for different classes or across semesters. Because I seldom reuse tests, for example, I generally do not need to count the booklets as I pass them out, nor do I need to recover them. But once a student has left the room, I do not permit that student to reenter. In large classes, I use alternate forms of the exam (e.g., same items appear in three different orders) so that a student looking at a classmate's answer sheet is not helped by doing so. Simply changing the order of pages is not nearly as effective as scrambling items within pages.

If your class is large enough that you don't know all students, require them to show picture ID and sign their test (as well as print their name on the test). Be sure to have additional proctors in large classes. I try to have help in classes larger than 75, about one for every additional 100 students.

Be Prepared

After teaching for 30 years I thought I knew all the tricks students used. Then one term I was confronted by two new ones. So I sat down and compiled a list of over 40 different ways to cheat, and about the same number of ways to prevent cheating. I am sure there are more. My point is that we need to keep a very large number of variables and contingencies in mind on test day.

For example, what would you do if you entered your classroom and saw "Professor X's test has been canceled" written on the blackboard and many of the students had left? Suppose the fire alarm goes off in the middle of the test. Suppose students go to leave the test and find the doors locked by computer. Then, when you use the emergency phone to call campus security you are advised that the only way to unlock them is to pull the fire alarm. Imagine running out of test booklets because the secretary miscounted. All of these have happened in my experience.

During the test, the student can cheat in two basic ways: refer to contraband materials or get help from another person. I have already mentioned the use of programmable calculators. Students occasionally wear earphone tape recorders to tests. I require them to give me the cassette. Less technologically sophisticated but effective is hiding written material under clothing, which is awkward to prove for obvious reasons.

A student receiving help from neighbors is probably harder to detect. Folklore tells of the "power wedge," whereby a group of students arranges itself in the pattern of geese in flight with the one who knows the material in the lead position. Signaling methods can be ingenious; the "M&M" method indicates the correct alternative by the color of the candy. A simpler method is to point to the question with the pencil as if studying it and touching left ear for "a," knee for "b," etc. Be on the lookout for students who appear to be doing an impression of a third base coach.

One of the most clever methods includes a student bringing a friend who is not in the course to sit next to him or her. The friend takes an exam and works on it as if a registered student. The actual student copies the answers from the ringer. When they are done, the ringer can either walk away and leave the test at the seat or turn it in with a fake name. Alternatively, the ringer can walk out with the test, which could also wind up in a fraternity file.

When a Student Cheats

Know and Follow Your Institution's Procedures

My institution has a written set of guidelines on dealing with cheating. Be familiar with your institution's policies and know what steps are available to you before an incident arises. Have the student(s) read the guidelines so they become familiar with the alternatives and processes set forth.

Settling Matters Informally

Generally, you should first try to settle the matter informally. But you and the student need to know how to proceed if the student denies the charge, or refuses to accept your proposed penalty. If you are lucky

SEE TIPS ON PAGE 35

Obituaries

I/O Statesman and Pillar Charles Paul Sparks 1915-1995

On October 16, 1995, having fought the good fight, having lived 80 years, having finished his course, and having kept the faith, Charles Paul Sparks, psychologist, mentor, father, and friend, finally lost his battle with lung cancer. His memorial service was held October 20, 1995, at the Houston, Texas, Bellaire Christian Church, in which he had served so well.

Sparks was born on October 9, 1915, in Charley, Kentucky, to Fannie France and Charles Clarence Sparks. He married Jean Case on November 19, 1941. A respected psychologist, mentor to many, and devoted family man, he had retired as Coordinator of Personnel Research and Chief Psychologist, Exxon Corporation in 1982, remaining active in his field as a consultant with his own firm called "Serendipity Unlimited."

Paul completed his BS in education (with distinction) from Ohio State University in 1936, followed by an MA in psychology in 1938. His career path began as a school psychologist for the Mansfield, Ohio, School District, followed by military service as an officer with the adjutant general's office.

Discharged in 1946, he joined the consulting firm of Richardson, Bellows, Henry, & Co. in New Orleans, later becoming president of the company in New York. He resigned in 1964 to join Standard Oil of New Jersey, later Exxon Company, U.S.A. He was a fellow of the American Psychological Association, a past president of the Society for Industrial and Organizational Psychology, Inc., co-founder of the Houston Area Industrial-Organizational Psychologist, a member of the Equal Employment Advisory Council, and a member of the American Petroleum Institute. He became the first honorary lifetime member of the Houston Area I-O Psychologist in 1984, and received the Professional Practice Award from the Society for Industrial and Organizational Psychology in 1987.

In addition to being co-author of a text on psychology, he also maintained a continuous association with appropriate local universities, last as an adjunct professor at the University of Houston. Away from work and family, his loves were for anything involving Ohio State University, golf, and Bellaire Christian Church, where he was an Elder and Elder Emeritus, as well as church historian.

But Paul Sparks is best remembered as having guided hundreds of surrogate "sons" and "daughters" in the profession who always will owe a substantial portion of whatever successes they achieve in their lives to the guidance and spirit and example of this extraordinary man. Without hesitation, he gave much more of his knowledge and self than anyone ever could have had reason to expect and he did so for all of his life. What's more, he never asked for anything in return from those to whom he gave such gifts. This man, who had honors sufficient to spoil the rest of us, never let it get in the way of his lending a hand to whomever asked for it.

Perhaps this giving nature grew out of the completely applied nature of his work. To be sure, there were many other accomplishment areas in his professional life, and he was totally familiar with theory, but Paul didn't spend much of his time on the high mountains of theory. Paul came from the Friden and tally-marks-on-spreadsheets era and spent at least half of his life working in the vineyard of test development and validation—something one seldom finds reported in the journals.

Like all respected applied researchers of his generation, he easily adapted to new computer technology as it took quantum leaps in behavioral measurement applications. But Paul never removed his hands from the raw data soil of his vineyard, and he always knew what the computer output would be and should be before it came out. One of his major concerns, in fact, was the extent to which new graduates were increasingly in haste to get to the computer and decreasingly inclined to get their hands dirty in the raw data collection and familiarization which he believed should precede. The consequence, as he saw it, was a lessened ability within the profession to judge the rightness and reliability of machine output because there was a lessened knowledge about the input.

Paul Sparks also could describe measurement theory and practices in terms which managers, bureaucrats, politicians, and personnel practitioners could understand. Much of what he accomplished in this regard also was quiet and steady vineyard work. Those who worked with him during the *Uniform Guidelines* draft skirmishes of most of the 1970s know that much of what was good in the 1976 and 1978 products was "Sparksonian" in origin. He could walk the federal drafters through the pitfalls of what they were writing, because he had been conducting the unsung, unpublished work of validity investigation for longer than most of them had lived.

Even earlier, in 1968, on a particular occasion of which very few knew, Paul Sparks was the lone intervenor for the I/O profession, and, in a one-day confrontation, he succeeded in stopping what would have been a destructive Office of Federal Contract Compliance Testing Order draft from seeing the light of *Federal Register* day. Again, it was his ability to translate and explain the personnel testing and selection issues that averted the potentially disastrous consequences. He was able to convince the then Undersecretary of Labor that what was being proposed was fundamentally wrong. Paul won the day for industrial psychology, because he was clear and he was right.

While no effort to capsulize the life of Paul Sparks ever will be truly sufficient, there is in John Wesley's *Rule of Conduct* one credo which at least does so in part:

CONTINUED ON NEXT PAGE

ACADEMY FROM PAGE 22

conference concluded by forming a steering committee and empowering it to create the framework for an alliance of clinical science programs.

Academy's Impetus

Thus, the Academy was seen as a positive response to the serious challenges currently confronting clinical/health psychology. Foremost among these challenges are changes in health care, research funding, the structure of higher education, the priorities of professional organizations, accreditation requirements and procedures, licensing laws, governmental priorities and policies, career opportunities and preferences of students, public demands for accountability and "truth in advertising," and the scope and knowledge base of scientific psychology.

These changes were perceived not only as challenges, but also as opportunities for the advancement of clinical/health psychology as a science. There has been an increasing realization among clinical psychology programs that these issues are not being adequately addressed at the national level. But the new challenges are forcing clinical scientists to reexamine, refine, and reaffirm their values, mission, responsibilities, and goals. Furthermore, the challenges are prompting clinical science training programs to build new alliances—such as the Academy—based on shared values, and to work together to shape the future of the discipline. Such alliances, in turn, can foster self-improvement within member programs—both in the quality of training and in the scientific contributions of the faculty and students.

FROM PREVIOUS PAGE

Do all the good you can,
By all the means you can,
In all the ways you can,
In all the places you can,
At all the times you can,
To all the people you can,
As long as ever you can.

Paul Sparks did that as long as ever he could. His legacy to his profession and to those who knew him, worked with him, and loved him, is enormous. We will mourn the death of Charles Paul Sparks and will miss him terribly, but we will also always celebrate and remember his life and be thankful that we had him with us for as long as we did.

Paul is survived by his wife of 54 years, Jean Sparks, sister Charlene Shupe and her husband Charles, two nieces, Ann and Jean Shupe, son Paul Edward Sparks and his wife Linda, son Steven Douglas Sparks and his wife Kaye, and five grandchildren, Kimberly, Frank and Justin Sparks, Mark and Kandice Hayes.

(I wish to express my appreciation to Jean and Steven Sparks for their gracious assistance with this tribute to Paul Sparks.)

FRANK ERWIN
RICHARDSON, BELLOWS, HENRY, & CO., INC.
WASHINGTON, DC

The Academy's Mission

The Academy's broad mission is to advance clinical science. "Clinical science" is defined as a psychological science directed at the promotion of adaptive functioning; at the assessment, understanding, amelioration, and prevention of human problems in behavior, affect, cognition or health; and at the application of knowledge in ways consistent with scientific evidence. The Academy's emphasis on the term "science" underscores its commitment to empirical approaches to evaluating the validity and utility of testable hypotheses and to advancing knowledge by this method.

Don Fowles, of the Univ. of Iowa, is APCS treasurer.

The Academy seeks as members only those programs that are strongly committed to research training and to the integration of such training with clinical training. The Academy sees the development and application of clinical science as ongoing and dynamic processes, and is committed to facilitating the evolution of clinical science.

The Academy has primary goals in five key areas:

- Training: To foster the training of students for careers in clinical science research, who skillfully will produce and apply scientific knowledge.
- Research & Theory: To advance the full range of clinical science research and theory and their integration with other relevant sciences.
- Resources & Opportunities: To foster the development of, and access to, resources and opportunities for training, research, funding, and careers in clinical science.
- Application: To foster the broad application of clinical science to human problems in responsible and innovative ways.
- Dissemination: To foster the timely dissemination of clinical science to policy-making groups, psychologists and other scientists, practitioners, and consumers.

Academy Progress to Date

Representatives from 21 of 26 member programs attended the Academy's two-day inaugural meeting, which was devoted to discussions and actions on a variety of organizational and substantive issues. Specific actions taken on key organizational issues were as follows:

- The Academy will be administered by a 6-person Executive Committee. Officers will be elected to three-year terms. (Initially, the terms will be staggered.) Persons who have served a full term in office are not eligible to succeed themselves in the same office. All officers are elected from among the programs' representatives but serve the Academy; therefore, should an officer's program select a different representative, that previous officer will complete his/her term in office.

SEE ACADEMY ON PAGE 39

Random Samplings

How would you respond to the question:

"Is the Boulder model of psychology still a valid ideal for psychologists to pursue?"

Read below to see how your APS colleagues responded to a recent informal *Observer* poll.

As the century draws to a close, clinical psychology faces unprecedented challenges, ranging from managed health care to demographic and social changes that have substantially altered the nature and quantity of services expected from clinical psychologists. To respond to these pressures, we must re-evaluate what it means to be a clinical psychologist. Specifically, it is time to re-examine the twin propositions underlying the Boulder model. The first—that clinical training importantly enhances one's ability to conduct original research in clinical psychology—seems to have withstood the test of time. Indeed, some of our most pressing research concerns (including some of those documented, for example, in the Human Capital Initiative), may be best addressed by those whose clinical training has prepared them to work directly with clinically relevant populations. But, the second proposition—that independent clinical practice requires training as a scholar capable of independent research—has fared less well. It is expensive to train each and every future clinician as a researcher as well as a practitioner. Absent compelling empirical evidence to the contrary, even those who are adamant that clinical psychology must continue as an experimentally based science have begun to wonder whether it might not be better to train practitioners to critically evaluate and apply others' research rather than undertaking their own. Whatever we eventually decide, it is essential that we be open to the possibility that the venerable Boulder model, and even what we mean by the appellation "clinical psychologist," may now bear rethinking.

JAMES J. GROSS, APS MEMBER
STANFORD UNIV.

I believe that the Boulder model worked well when our psychological science was young. We desperately needed an appropriate and relevant knowledge base. We still do. But many clinical psychologists believe that we have the skills and techniques to help people even before all the data are in. We have basically developed an independent practice in which people believe that they use the science of psychology for the public good. Others are less certain. To me, it feels that over the last 25 years—especially with the growth of professional schools—that the Boulder model is floundering. A larger proportion of students now receive doctoral degrees in professional psychology than in general psychology. Importantly for training, the demands for licensing and credentialing have imposed requirements on training programs in such a way that clinical students want, and are more likely, to spend their time in meeting clinical requirements than in doing research. It is almost impossible for a graduate student to learn to be both a scientist and a practitioner in most of our programs. We have a need for the Boulder model and will continue to have such a need; the major social and medical problems that face this country are influenced by, related to, or simply are, behavior. With the exception of psychopathology, clinical psychology focuses predominantly on methods or techniques. The substantive content of psychology is taught in other areas from developmental through physiological to social, etc. For us to generate knowledge in psychology, we must continue to develop our understandings across the whole of human behavior. Unfortunately, few of our clinical students are encouraged to do research and learn the science of basic psychology.

BONNIE STRICKLAND, APS CHARTER MEMBER
UNIV. OF MASSACHUSETTS-AMHERST

I would say "yes." But people mean quite different things by the Boulder model. Those who say "no" may interpret the model quite differently. But, to the extent there is a future to clinical psychology at all, it must be strongly anchored within the science of clinical psychology. That is what has always been unique about clinical psychology as opposed to some of the other helping professions. Clinical psychologists know about research and methodology and can bring those skills to both understanding and intervening and assessing, as well as to being expert within settings that rely on methodology and research evaluation. If anything, the movement of mental health and health delivery more generally in directions in which research evaluation and methodology are emphasized will make research training even more important for psychologists. I would say this is what the psychological model is and that it is still an achievable goal and it is something to which we should continue to aspire.

RICHARD BOOTZIN, APS CHARTER FELLOW
UNIV. OF ARIZONA-TUCSON

Training students in research competence is of the utmost importance. Nevertheless, training students for professional careers in human service delivery also has its place. It has been argued that the scientist-practitioner training model emphasizes research while giving too little attention to the practical experience component. In my opinion, the Boulder model (as opposed to professional or practitioner oriented models) prepares psychologists to become multi-faceted: researchers, scholars, teachers, and professionals. Therefore, the Boulder model is still valid to the extent that it promotes the development of multiple proficiencies and prepares psychologists to meet our changing societal needs.

LYNYONNE COTTON, APS STUDENT AFFILIATE
HOWARD UNIV.

Want to participate in the next RANDOM SAMPLINGS informal poll? Here's the question: Is the integrity of the discipline of psychology going to be seriously challenged over the next 20 years?
Send your reply (150 words or less) to Editor Lee Herring at lherring@info.cren.net.

ACADEMY FROM PAGE 37

◆ Executive Committee officers were elected: President—Richard McFall (3 years); Secretary—Robert Levenson (1 year); Treasurer—Don Fowles (2 year); and Members-at-Large—Richard Bootzin (2 years), Beth Meyerowitz (3 years), and Neil Schneiderman (1 year).

◆ In addition to the Executive Committee, four standing committees were established: Education; Membership; Charter & Bylaws; and Issues & Policies. All representatives from member programs are expected to serve on an Academy committee.

Assignments and chairpersons are made by the Executive Committee, based on the preferences of representatives. Because programs—rather than individuals—are Academy members, faculty members and students from member programs may be asked to contribute, where appropriate, to the advancement of Academy projects. Current committee appointments have been made and chairs selected: Howard Berenbaum and Susan Campbell will co-chair Education; Robert Simons will chair Membership; and Scott Monroe will chair Issues & Policies.)

◆ Academy members voted to seek affiliate status with APS. (Note: APS subsequently approved the Academy's request for affiliate status and the affiliation now has been formalized.) The Academy's second annual meeting will be held in conjunction with the 1996 APS Convention in San Francisco (June 29-July 2).

◆ The Membership Committee was instructed to establish a timetable and procedures for publicizing and processing new membership applications. Applications will be reviewed and programs will be notified of the results prior to the Academy's 1996 meeting. No distinctions will be made between programs on the basis of their year of acceptance into membership. Decisions about admission of other kinds of programs (e.g., counseling, industrial/organizational, experimental psychopathology, clinical neuroscience, behavioral medicine, etc.) will be continued, but the Membership Committee is to make decisions cautiously on a case-by-case basis as this discussion unfolds.

◆ Annual membership dues for 1996 were set at $200. All programs will be assessed the same dues, whether or not they are scheduled for a review.

◆ Each member program will be re-reviewed at least every seven years, although data will be gathered more frequently from all member programs.

◆ Key issues concerning the incorporation of the Academy and the drafting of its charter, by-laws, procedures, and finances were discussed and settled by voice vote. The Charter & Bylaws Committee was authorized to hire a lawyer for purposes of incorporation, and legal expenditures for this purpose were approved.

◆ Organizational issues pertaining to selection of program representatives, scheduling and conduct of meetings, quorums, voting and decision-making, relationships to other organizations, official organization name, and indemnification were discussed and decided by voice votes. The results were forwarded as guideline recommendations to the Charter & Bylaws Committee.

Agenda and Future Activities of the Academy

A number of substantive issues and items for future action were discussed at the Academy meeting. Here are key examples:

◆ Academy members held an extended discussion of accreditation issues with Emanuel Donchin, a member of the Maerican Psychological Association Committee on Accreditation. He described recent developments in accreditation procedures and guidelines, and possible implications for Academy programs. Based on this discussion, several recommendations concerning accreditation were made from the floor:

(a) "Clinical Science" should be an option for Academy programs when they describe their training model. Site visitors for programs choosing the "Clinical Science" model should be drawn from the faculties of other like-minded, Clinical Science programs. The Academy represents a reference group for such programs.

Beth Meyerowitz, of the Univ. of Southern California, is APCS member-at-large.

(b) "University" should be added as an option for the question about graduates' first job on the form that site visitors use to gather information on program graduates.

(c) The definition of "practice" and "practicum" should be broadened (it currently seems to mean seeing clients in an office).

(d) Accreditation policy should be based on data whenever possible. For example, the purported superiority of having core faculty provide supervision is an assumption that needs to be evaluated empirically before this is used to evaluate programs. (Note: A letter from the Academy was sent to Deborah Beidel at APA following the meeting, making the above points. An encouraging response was received. The first step, however, is for faculty members from Academy programs to become trained and qualified as site visitors, so that they are eligible to serve as site visitors to other Academy/Clinical Science programs. An opportunity to receive such training will be provided at the February 1996 meeting of the Council of University Directors of Clinical Programs.)

◆ There was considerable interest in sharing information among Academy programs concerning issues such as curriculum, training ideas, and mentorship models. It was suggested that information from successful applications to the Academy be condensed to create a normative data set, for example. Perhaps grant funds could be obtained to support graduate assistants who might collect and analyze such data. The Education Committee

SEE ACADEMY ON PAGE 44

The Student Notebook

Susan Perry - Editor

Meet Your APSSC Committee Chairs And Members . . .

Here's your opportunity to get to know the APSSC committee chairs and members. Feel free to contact any of them to talk about an issue or to just become acquainted.

Ethnic Minority Concerns Committee
Michael Jordan

The Ethnic Minority Concerns Committee (EMCC) was created at the 6th annual APS convention in Washington, DC. The APS Student Caucus (APSSC) established the committee to act as a voice for the concerns of ethnic minorities such as African American, Asian, Latino, and Native American student affiliates of APS.

The committee's mission is to assist, coordinate, advocate, and recommend programs and policies on ethnic minority student issues as they relate to the APSSC and to the science of psychology in general. Specifically, the committee seeks to form alliances with organizations that advance the interests of ethnic minorities, and increase the involvement of ethnic minority students in APSSC.

Jordan is the current chair of the EMCC. He is in his second year of graduate study in the clinical psychology program at Loyola University-Chicago. his research interests include laborforce diversity, ethnic identity development, and childhood psychopathology. He can be contacted at MJORDA1@ORION.IT .LUC.EDU regarding any function of the EMCC. The other five members of the EMCC are all students at Loyola University in Chicago. They include the following APSSC members.

Alia Ammar is in her first year of clinical psychology graduate study, and her research interests include cultural sensitivity in assessment, and anxiety among children who experience low levels of parental supervision. Alia is working on a financial aid guide for ethnic minorities. Requests for this information should be addressed to AAMMAR@LUC.EDU.

Denise Daniels, a fifth-year clinical psychology graduate student, has research interests in developmental issues regarding African American adolescents. Denise is working on the financial aid guide with Alia. Requests for financial aid information can also be addressed to Denise at DDANIEL@LUC.EDU.

Anita Jayraj, in her second year of graduate study, is pursuing her PhD in social psychology. Anita's research interests include adolescent health, effects of social support on major life transitions, and college retention among first year Indian-American students. Anita is

SEE **APSSC** ON PAGE 42

The APS Student Caucus represents all the Society's student affiliates. It is not an honor society. All chapter chairs are additionally recognized as members of the APSSC Advisory Committee. For information on APSSC school chapter applications, contact:

Mark Newsom
1300 Elmwood Ave.
Buffalo, NY 14222
Office: (716) 878-6701
Fax: (716) 878-6600

Chapter founders should provide information on the institution, department, and students, and designate a faculty sponsor.

Mentoring: Key to Scholarly Growth

The American Psychological Society Student Caucus (APSSC) has implemented a formal mentorship program that has proven to be very successful in its first few years, experiencing substantial growth in the past year. This mentorship program is designed to facilitate the development of relationships between students and established individuals in the academic community. Undergraduate and graduate students, as well as junior faculty members, are encouraged to participate in this unique program.

The benefits of having a mentor are numerous: a mentor may provide one with support, encouragement, and fundamental knowledge about the discipline of psychology. This individual may assist a protégé with research interests and goals, manuscript writing and reviews, as well as other relevant academic and personal interests. This relationship provides mentors with the opportunity to help foster the intellectual and social development of future scientist and colleagues. It also leads to the development of a rewarding professional and personal bond, conducive to discussion and debate of scholarly research and ideas. Individuals receiving guidance have the opportunity to interact and discuss areas of interest with their mentor in a non-threatening and constructive environment. Feedback from participants in the mentorship program has been very positive, indicating that these mentoring relationships have been beneficial.

Karen Philbrick, the mentorship chairperson, is currently striving to match mentors with mentees, based on general and specified areas of interest. To become an active participant in this program one needs to complete a mentorship registration form (see September, 1995 *Observer*), listing his or her current status, general area of interest, and other important data that will help to achieve an effective match. If you are interested in providing or receiving mentorship assistance, please send applications to: Karen Philbrick, 8867 North Fuller, Fresno, CA 93720, KEP11@LENNON.PUB .CSUFRESNO.EDU, or fax to 209-442-5065

APSSC Chapter Activities

Across the nation, APSSC chapters have been doing some exciting things. These noteworthy chapters are at King College in Bristol, Tennessee, and at the University of Houston-Clear Lake in Houston, Texas.

The King College APSSC chapter has created a two-page newsletter, *Free News of the Mind.* Written for casual reading in offices of local professionals, the goal of this newsletter is to inform the local public that psychology is an important and significant science. The news-letter's articles demonstrate that psychological science involves individuals serving others by adding to the scientific understanding of ourselves. Prospective authors are expected to show commitment to that endeavor through being or becoming Student Affiliates of APS.

Authors select and write 200- to 300-word summaries of articles, usually from *Current Directions in Psychological Science.* Summaries must apply to one of seven sections of the newsletter: THE SENSES, THINKING, EDUCATION, DEVELOPMENT, THE BRAIN, CULTURE, and ANIMALS. If an article relates to a summary author's research project, then a few sentences may be added about the project. Students in one course can earn extra credit for *Free News of the Mind* articles they write, if the content is related to course content.

The University of Houston-Clear Lake Chapter, under consideration for the "APSSC Chapter of the Year" award this past year, conducted a panel discussion, open to all University students, titled "Careers in Psychology." APS Student Affiliates, assisted by Kyna Shelley, Psychology professor and faculty sponsor of the APSSC Chapter, organized and developed this unique and effective event. Panel members from six specialty areas related to psychology represented the School of Education and University Park's School of Social Work and the University of Houston.

The presentation was so well-attended, that the next semester, the APSSC chapter members once again sponsored a panel discussion with panel members from non-academic psychology positions such as mental health, special education, human factors, and other specialty areas. Plans are currently under way for two additional panel presentations for spring, 1996.

For more information regarding these activities and how to start similar activities in your local chapter, feel free to contact the following people:
Karen Hoff, APSSC-KC President at KLHOFF@KING2.KING.BRISTOL.TN.US, and faculty advisor David Dirlam at DKDIRLAM@KING2.KING.BRISTOL.TN.US for information about the *Free News of the Mind* newsletter.

Travel Assistance to the APS Convention

The APS Annual Convention offers student affiliates a rare opportunity to present research, become familiar with other work being done in the field, and interact with colleagues. The substantial cost associated with traveling to the convention, however, prevents many student from making the trip. The APS Student Travel Award, established by the APS Board of Directors and the administration of APSSC, provides limited financial assistance to many students who wish to attend this important educational and professional event.

Travel funds are available to both graduate and undergraduate Student Affiliates who will be presenting research at the conference and who demonstrate financial need. Students receiving travel assistance are asked to volunteer some of their time to help with registration, the job bank, or the combined book exhibit at the convention. Awards will consist of $125 cash to help defray the cost of convention travel. Requests for applications for travel awards should be sent to: Nikki Scarberry, Dept. of Psychology, Texas Christian Univ., Fort Worth, TX 76129; N.SCARBERRY@TCU .EDU. Completed applications must be received on or before April 19, 1996. You must be an APS Student Affiliate to apply.

APSSC Officers ◆ 1995-1996

All of the members of the Executive Council welcome students and others who wish to contact them about concerns particular to their own offices.

Executive Council

President
Christopher D. Ratcliff
Department of Psychology
Texas Christian University
Fort Worth, TX 76129
Office: (817) 921-7414, Fax: (817) 921-7110
C.RATCLIFF@TCU.EDU

Graduate Advocate
Aram Packlaian
University of Houston-Clear Lake
2700 Bay Area Blvd., Box 198
Houston, TX 77058
Office: (713) 283-2560
APACKLAIAN@CL.UH.EDU

Undergraduate Advocate
Karen Hoff
c/o King College
1350 King College Rd.
Bristol, TN 37620
Office: (615) 652-4859
KLHOFF@KING2.KING.BRISTOL.TN.US

Communications Director
Mark Newsom
1300 Elmwood Ave.
Buffalo, NY 14222
Office: (716) 878-6701, Fax: (716) 878-6600

Volunteer Coordinator
Nikki C. Scarberry
Department of Psychology
Texas Christian University, Box 32878
Fort Worth, TX 76129
Office: (817) 921-7414, Fax: (817) 921-7110
N.SCARBERRY@TCU.EDU

Student Notebook Editor
Susan Perry
Department of Psychology
Kent State University
Kent, OH 44242
Office: (216) 672-2166, Fax: (216) 672-3786
SPERRY1@PHOENIX.KENT.EDU

Past-President
Stephen Fiore
Department of Psychology – 601 LRDC
University of Pittsburgh
Pittsburgh, PA 15260
Office: (412) 624-7076, Fax: (412) 624-9149
SFIORE@VMS.CIS.PITT.EDU

Ethnic Minority Concerns Committee
Michael B. Jordan
Loyola University Chicago – Dept. of Psychology
Damen Hall, 6525 N. Sheridan Rd.
Chicago, IL 60626
Office: (312) 508-3039
MJORDA1@ORION.IT.LUC.EDU

Psi Chi Liaison
Sheryl Walker
Department of Psychology
Texas Christian University
Fort Worth, TX 76129

Mentorship Committee
Karen Philbrick
8867 N. Fuller
Fresno, CA 93720
Office: (209) 278-2691, Fax: (209) 442-5065
KEP11@LENNON.PUB.CSUFRESNO.EDU

Call for Reviewer Nominations

The American Psychological Society Student Caucus (APSSC) Executive Council is currently seeking nominations for qualified reviewers for the 1995-96 APSSC Small Grant Fund Competition.* To be considered a qualified reviewer, the nominee must be a graduate student or post-doctoral individual who is a student affiliate of the American Psychological Society (APS) and can demonstrate expertise in one of the following areas of psychological research:

Clinical Psychology
Cognitive Psychology
Developmental Psychology
Educational or School Psychology
Industrial Organizational Psychology
Physiological Psychology
Social Psychology

Students interested in becoming a reviewer should send a letter requesting consideration, stating the area of research that he/she has expertise in, and a letter of recommendation from a faculty member to:

Aram Packlaian, III
APSSC Small Grant Fund Chair
University of Houston-Clear Lake
2700 Bay Area Blvd., Box 198
Houston, TX 77058-1098

* NOMINATIONS MUST BE RECEIVED BY APRIL 20, 1996.

CONSENSUS FROM PAGE 23

Just a Beginning

Krippner characterized the conference as a starting platform in the combination of pharmacological and non-pharmacological techniques for more effective treatment of chronic pain and insomnia, as well as potentially many other conditions.

"Behavioral medicine has been around for a long time but, in my opinion, it has not been adequately utilized," he said. "You take a look at editorials in some of the medical journals over the last 10 to 15 years and you see the statement coming up time and time again that a person's thoughts and emotions have very little, if any, effect on the treatment of medical problems. While that conclusion could have been justified at one time, it cannot be justified any longer."

According to APS Charter Fellow Richard Bootzin, who has researched the application of stimulus control principles to the treatment of insomnia, the integration of behavior and relaxation techniques could provide more long term success than traditional treatments.

"I think it is a real plus that there was this technology conference to bring this to the attention of people," he said. "I think the literature, with regard to behavioral techniques on insomnia, justifies it and there is a lot to draw on. I think you will see both procedures being used more as alternatives to medication. My guess would be that they probably can be integrated to the extent that medications may work faster initially, but cognitive and behavioral procedures will have a longer lasting effect."

Krippner said in order for behavioral and relaxation techniques to become both an effective and widely used part of treatment, some measures will have to be taken including integrating training programs in medical and psychological programs, and publishing supportive research in medical journals. He cited the recent articles and news reports confirming the popularity of alternative medicine.

"People had no idea that Americans, for better or for worse, were spending so much money on alternative procedures," he said. "Now we've got some documentation that there is a family of procedures that we call 'behavioral and relaxation approaches' that are effective for many people and many problems." **E.R.**

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working on the annotated bibliography and may be contacted at 312-508-3037.

Scott Juarez is in his fourth year of graduate study in clinical psychology, and his research interests include cross-cultural sensitivity training and ethnic identity development. Scott is working on a cross-cultural learning module. He can be contacted at SJUAREZ1@LUC .EDU.

Bobbi Viegas is in her first year of graduate study in the clinical psychology. Her research interests include minority mental health, stress and coping in immigrant populations, and identity development among adolescent Asian immigrants. Bobbi is working on a resource list of agencies advancing the interests of ethnic minorities. She can be contacted at BVIEGAS@LUC.EDU regarding this information.

Mentorship Committee

Karen Philbrick

Karen is a senior at California State University-Fresno, where she is currently studying psychology. She is involved in many activities and organizations. Karen is the vice president of the Psi Chi chapter at her university, and she is also taking part in an Honors Seminar for advanced Psychology students.

Karen presented a poster at the 1995 APS convention and the experience motivated her to become involved in the Student Caucus. She is currently conducting research on music training and spatial relations in preschool children.

Karen's goal for the program is to facilitate the development of a mentoring relationship between professors and students. She realizes how valuable this relationship can be due to her own experience over the past two years and she hopes others can experience this as well.

The Editor welcomes your letters to the Editor

Submit typewritten letters of up to 300 words in paper form and, if possible, on computer diskette: DOS (5.25" or 3.5" diskette) or Macintosh (3.5" diskette). Indicate which word processor you used or, ideally, save as an ASCII or text file.

Organizational Profile

Society for a Science of Clinical Psychology

Origins and Purpose

The Society for a Science of Clinical Psychology (SSCP) an affiliate of APS, is Section III of Division 12 of the American Psychological Association. It represents the interests of those psychologists who are dedicated to the scientist-practitioner model and who support the proposition that clinical practice must be based on systematic experimental investigation into psychopathology, assessment, and intervention. SSCP seeks to encourage such empirically based clinical practice as well as the training of clinical psychology students in the methods of scientific investigation and decision making and their application to practice.

Membership

Annual membership dues are $25 for members and $5 for student members. Membership includes a subscription to SSCP's newsletter, *Clinical Science*, which is published three times per year. Additionally, members have access to SSCP's international electronic mail network, *SSCPnet*. Membership in SSCP is *not* limited to members of the American Psychological Association.

The "**Organizational Profile**," a regular feature of the *APS Observer*, informs the research community about organizations devoted to serving psychological scientists and academics. It is difficult for anyone to keep abreast of the various organizations of potential personal interest. This section should help in that task. The Editor welcomes your suggestions as to organizations warranting coverage.

OFFICERS

President	Ian H. Gotlib *Northwestern University*
Past-President	Susan Mineka *Northwestern University*
President-Elect	Robert K. Klepac *Wilford Hall Medical Center*
Secretary-Treasurer	Jack J. Blanchard *University of New Mexico*

BACKGROUND

The Society for a Science of Clinical Psychology (SSCP), an organizational affiliate of APS, was initally established as a section of Division 12 of the American Psychological Association (APA) in 1966. In 1994 SSCP became an affiliate of the American Psychological Society in order to appeal to a wider membership that shares the concerns and goals of SSCP. The purpose of SSCP is to affirm and continue to promote the integration of science and practice in training, research, and applied endeavors, and to achieve these goals without allegiance to any particular theoretical orientation.

The common bond of the membership has been described as an intellectual commitment to the importance of empirical research, its integration with clinical practice, and the central role that scientific principles should play in the training and future development of clinical psychologists.

SSCP is involved in a number of activities as part of its mission to encourage and support the role of science in the conduct and training of clinical psychology. SSCP sponsors symposia at the annual APA meeting which involve diverse topics relating to research in clinical psychology. SSCP also sponsors an annual Distinguished Scientist Award which recognizes the recipient's distinguished contributions to the development of clinical psychology as an experimental-behavioral science. The SSCP members' international electronic mail network (*SSCPnet*) has provided a medium for the exchange of the most recent research findings relating to the assessment and treatment of psychopathology and has been the forum for a number of lively and provocative discussions. Finally, SSCP encourages student involvement and supports student training through a variety of activities including the sponsorship of student poster sessions at the annual APA meeting, SSCP's annual Dissertation Award which recognizes outstanding published research conducted as a doctoral dissertation, and our publication of the *Directory of Research Opportunities for Clinical Psychology Interns*.

Contact:
Jack J. Blanchard
Secretary-Treasurer
Department of Psychology
Logan Hall
The University of New Mexico
Albuquerque, NM 87131-1161
Tel.: 505-277-0635
Email: BLANCHAR@UNM.EDU

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was asked to take the lead by compiling a compendium of course syllabi, a list of resources and expertise in clinical science, and summary data on our students' experiences at various internship sites.

◆ A site for clinical science and the Academy will be set up on the world-wide-web.

◆ The Academy will publicize its clinical science model and the list of member programs to undergraduates applying to graduate school. The publicity will highlight the common values and training goals of Academy programs, but will make clear that the Academy is still growing; no negative inferences should be made about programs that do not belong to the Academy at this point. The publicity should go through vehicles such as Psi Chi chapters, undergraduate advisers, and application handbooks.

◆ Internship programs will be informed about the Academy and its training model and values. We will work with interested internships to identify those that are sympathetic to our model and interested in our students. The possibility of a conference attended by Academy programs and internship programs was raised; this was referred to the Education Committee.

◆ The Academy will formulate a strategy for dealing with the increasing encroachments of state licensing laws on our training model, faculty hiring, and academic freedoms.

Robert Levenson, of the Univ. of California-Berkeley, is APCS secretary.

◆ NIMH funding opportunities for the Academy were discussed. Among those mentioned were multi-site training grants, continuing education workshops, summer courses in clinical science, conference grants. Specific sources of such funds were outlined.

As this summary illustrates, the Academy has a long list of short- and long-term projects to tackle. Since the July meeting, progress has been achieved on several of these items. The APS community of psychological scientists can expect periodic reports about future progress. ◆

Call for Applications

The Academy of Psychological Clinical Science is currently accepting applications from training programs interested in membership. The deadline for receipt of materials is February 15, 1996.

The Academy

The Academy of Psychological Clinical Science currently consists of 26 member programs dedicated to the advancement of clinical science and its application. Clinical science is a psychological science directed at the promotion of adaptive functioning; at the assessment, understanding, amelioration, and prevention of human problems in behavior, affect, cognition, or health, and at the application of knowledge in ways consistent with scientific evidence. The emphasis on the term "science" underscores a commitment to empirical approaches to evaluating the validity and utility of testable hypotheses and to the advancement of knowledge by this method.

See the accompanying article on this page for a summary of the impetus for the Academy's formation. An affiliate of the American Psychological Society (APS), the Academy was organized in 1994 and held its first meeting of member programs in July, 1995.

The goals of the Academy include, but are not limited to:

- Fostering the training of students for careers in clinical science research.
- Advancing the full range of clinical science research and theory and their integration with other relevant sciences.
- Fostering the development of and access to resources and opportunities for training, research, funding and careers in clinical science.
- Fostering the broad application of clinical science to human problems in responsible and innovative ways.
- Fostering the timely dissemination of clinical science to policy-making groups, psychologists and other scientists, practitioners, and consumers.

Members

Current member programs include the clinical psychology training programs at the University of Arizona, University of California-Berkeley, University of California-Los Angeles, University of Delaware, University of Illinois-Urbana Champaign, Indiana University, University of Iowa, McGill University, University of Miami (Health Psychology), University of Minnesota, University of Missouri, University of Nevada-Reno, Ohio State University, University of Oregon, University of Pennsylvania, Pennsylvania State University, University of Pittsburgh, Purdue University, Rutgers University, University of Southern California, State University of New York-Stony Brook, Vanderbilt University, University of Virginia, University of Washington, University of Wisconsin, Yale University.

Executive Committee

Richard McFall, President, Indiana University
Robert Levenson, Secretary, UC-Berkeley
Don Fowles, Treasurer, University of Iowa
Richard Bootzin, At-Large, University of Arizona
Beth Meyerowitz, At-Large, University of Southern California
Neil Schneiderman, At-Large, University of Miami

Application

Specific requirements and the general format of the application and supporting materials can be obtained from the membership committee, in care of:

Robert F. Simons
Department of Psychology ◆ University of Delaware
Newark, DE 19716 ◆ rsimons@udel.edu